ART 4934c: Student Teaching Seminar (4064)

SEMESTER AND YEAR: Spring 2018
MEETING TIMES AND LOCATION: Th 4:05-6:00PM
CREDIT HOURS: 1 **SECTION: 4064**
INSTRUCTOR: Dr. Michelle Tillander
INSTRUCTOR OFFICE LOCATION AND HOURS: FAC 103 T 2:30-3:30PM email for additional times & appointment.
INSTRUCTOR CONTACT INFORMATION: 352-392-8453. **E-MAIL:** mtilland@ufl.edu

DESCRIPTION OF THE COURSE: This course addresses various problems and issues associated with student teaching with an emphasis on teaching methods, classroom management and assessment as they arise from actual classroom practice. In addition to attending periodic seminar meetings, students are expected to compile a teaching portfolio that demonstrates accomplishment of the six (6) Florida Educator Accomplished Practices. Coreq: ARE 4940(11 credit)

PURPOSE AND OBJECTIVES OF THE COURSE: This course is taught in conjunction with ARE 4940 Student Teaching. The practical problems and immediate concerns of the students determine to a large extent the actual topical content of the course. Emphasis is placed on sharing, constructive criticism, and mutual support during the student teaching experience.

In addition to dealing with practical issues and problems associated with student teaching, this course also involves preparation for seeking employment as an art teacher in the public schools. This aspect of the course covers such matters as writing a resume, letter of application, and preparing for the FTCE exam as well as the job interview experience. At the completion of the course, students will be able to:

- Demonstrate the six (6) Educator Accomplished Practices at the pre-professional level as indicated in a personal teaching portfolio.(**FEAPS 1 Instructional Design and Lesson Planning; FEAPS 2 The Learning Environement; FEAPS 3 Instructional Delivery and Facilitation; FEAPS 4 Assessment; FEAPS 5 Continuous Professional Improvement; and FEAPS 6 Professional Responsibility & Ethical Conduct**)
- Reflect on the successes of his/her instructional decisions based an assessments of individual and group performance (**FEAP 4 Assessment**).
- Prepare a letter of application and resume for seeking employment as a public school art teacher (**FEAP 5 Continuous Professional Improvement**).
- Document and assess student work and achievements through written records as well as with photographic and digital devices (**FEAP 1 Instrcutional Design and Lesson Planning**).
- Reflect on a field experience in teaching through an electronic weekly log/journal (**FEAPS 1-6**)
- Construct a resume, teaching philosophy, and a generic letter of application (**FEAPS 5 Continuos Professional Improvement)**

SCHEDULE FOR THE COURSE: Students planning to student teach must attend an orientation seminar during the last week of the semester preceding their student teaching semester. Approximately four meetings are scheduled during the student teaching period in which all student teachers return to campus for group seminar. Following student teaching, weekly seminar sessions focus on resume construction, job-seeking strategies, preparation for the FTCE exam, and portfolio construction.

REQUIREMENTS OF THE COURSE: Students enrolled in this course are required to: (1) successfully complete student teaching (ARE 4940); (2) attend all seminar meetings; (3) complete a student-teaching orientation module; (4) keep an electronic log/journal during student teaching , (5) document their students' work and performance through photographic and digital means; (6) maintain an archive of self-generated lesson plans; (7) construct a resume & generic letter of application; and (8) construct a teaching portfolio that demonstrates their accomplishment of the six (6) Florida Educator Accomplished Practices (FEAPs).

REQUIRED TEXT: There is no required text. Any course resources and handout are available through a course packet available at Target Copy and thought Canvas the course eLearning site.

EVALUATION AND GRADING: Final grades will be based on the timely completion of all requirements for the course. Final grades will be determined according to the following scale:

Blog Entries 25%
Portfolio 40%
Seminar Participation 25%
Professionalism 10%

GRADING SCALE: 95-100 A; 92-94 A-; 88-91 B+; 85-87 B; 80-84 B-; 77-79 C+; 74-76 C; 70-73 C-; 67-69 D+; 63-66 D; 60-62 D-; 0-59 E. To determine the impact of grades on GPAs: www.registrar.ufl.edu/catalog/policies/regulationgrades.html.

See https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx for additional information on UF grading policies. **Please Note:** A grade of C- or below will not count toward major requirements.

Students must successfully pass a review of their teaching portfolios to receive a passing grade for the course. In addition, students must pass all three of the FTCEs before the end of the semester.

KEY TASK: The State of Florida requires all entry-level educators to demonstrate mastery of six (6) Florida Educator Accomplished Practices (FEAPs) at the pre-professional level. In this course, we will pay particular attention to the following Accomplished Practices and indicators of your mastery of those practices.

Florida Educator Accomplished Practices (FEAPs)

The six(6) Florida Educator Accomplished Practices (FEAPs) are identified below; each Indicator has associated language to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility. For more information, please visit the Educator Assessment System Student Portal at: https://my.education.ufl.edu/.

1. **Instruction Design and Lesson Planning**
   - Critical Thinking: Uses appropriate techniques and strategies which promote and enhance critical, creative, and evaluative thinking capabilities of students.
   - Diversity: Uses teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socio-economic backgrounds.
2. **The Learning Environment**
   - Learning Environments: Creates and maintains positive learning environments in which students are actively engaged in learning, social interaction, cooperative learning and self-motivation.
   - Technology: Uses appropriate technology in teaching and learning processes.
3. **Instructional Delivery and Facilitation**
   - Human Development and Learning:Uses an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal, and social development of all students.
   - Communication: Uses effective communication techniques with students and all other stakeholders.
4. **Assessment**
   - Assessment: Uses assessment strategies (traditional and alternate) to assist the continuous development of the learner.
   - Planning: Plans, implements, and evaluates effective instruction in a variety of learning environments.
5. **Continuous Professional Improvement**
   - Continuous Improvement: Engages in continuous professional quality improvement for self, students and school.
   - Knowledge of Subject Matter: Demonstrates knowledge and understanding of the subject matter.
   - Role of the Teacher: Works with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students.
6. **Professional Responsibility and Ethical Conduct**

- Ethics: Adheres to Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

Your mastery of each indicator will be measured by your work on one key task--developing a teaching portfolio. To pass this course, you must successfully complete all Key Tasks and receive a rating of "Developing," "Accomplished," or "Exceptional." No exceptions will be made to this rule, even if you do not plan to practice in Florida after graduation or do not apply for state certification. Students who receive a "Unsatisfactory" rating will be offered a chance to redo the Key Task(s) or, in some cases, to complete a comparable task(s) assigned by the instructor. Students who do not complete their makeup work satisfactorily will receive a failing grade at the instructor's discretion.

Key Task	Accomplished Practice	Indicator
Electronic Jounal Blog	**Weekly Blog Entries (16) (FEAPs)**	Diveristy/Technology/Impact
Electronic Jounal Blog	**FEAPS 4 Assessement:** **-** Assessment: Uses assessment strategies (traditional and alternate) to assist the continuous development of the learner. - Planning: Plans, implements, and evaluates effective instruction in a variety of learning environments.	1c). Uses a variety of assessment tools to monitor student progress, achievement and learning gains.
Electronic Jounal Blog	**FEAPS 4 Assessement:** **-** Assessment: Uses assessment strategies (traditional and alternate) to assist the continuous development of the learner. - Planning: Plans, implements, and evaluates effective instruction in a variety of learning environments.	4a). Analyzes and applies data from multiple assessments and measure to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process.
Electronic Jounal Blog	**FEAPS 5 Continuos Professional Improvement:** To continully strives and demonstrate improvement to instruction and student achievement.	5b). Examines and uses data-informed research to improve instruction and student achievement; Can explain why reflection is important to continuous professional improvement.
Student Teaching Orientation Module	Complete Orientation Module (Canvas)	Information on the state system of school improvement, accountability and school structure
Teaching Portfolio	FEAPS 1-6	See attached Rubric

ATTENDANCE: Students are responsible for satisfying all academic objectives as defined by the instructor. Absences count from the first class meeting. Attendance is mandatory. Please refer to the UF policy on attendance. https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx#absences

ASSIGNMENT LATE AND MAKE-UP POLICY: Other than medical or personal emergencies, no extensions will be given for class assignments. Work turned in beyond a deadline will lose 10% of its full point value and MUST be submitted within one week of deadline for any credit. Students should inform the instructor beforehand, if circumstances prevent work from being turned in on time and reach an agreement in writing for any extensions.

Professionalism: Teacher professionalism contains three essential characteristics; competence, performance, and conduct—all of which directly affect the teacher's effectiveness. You will receive a grade on *professionalism* in this class based on your engagement in class discussions and project work, as well as your demonstrated interest in learning, preparedness each lesson, completion of all class assignments, dependability, consideration of others, and contributions to our learning community.

Professionalism is the expectation to demonstrate behaviors that reflect a commitment to continuous professional abilities and development, ethical practice, and a responsible attitude toward recipients, the profession, and society. It becomes especially critical in the internship context, and it includes respect,

compassion, integrity and altruism in relationships with students, colleagues and other stakeholders. Professionalism includes a sensitivity and responsiveness to gender, age, culture, religion, sexual preference, socioeconomic status, and beliefs. With teaching comes responsibility to adhere to principles of confidentiality, scientific/academic integrity, and accountability. Finally, no one has all the answers, so it is important to recognize and identify limitations as well as possibilities in deficiencies in personal and peer performance and assist when possible.

STUDENT CONDUCT AND HONESTY CODES: Students are expected to abide by the UF Academic Honesty Policy, which defines an academic honesty offense as "the act of lying, cheating, or stealing academic information so that one gains academic advantage." In the context of this class, this includes properly citing sources for any materials (both printed and online) used in completing course assignments. https://sccr.dso.ufl.edu/students/student-conduct-code/

Proper citation formats of APA. All images and text from the Internet, journals, or books must have full **APA** citation to be used in your work. APA Style | Electronic References http://www.apastyle.org/elecref.html

UF WRITING STUDIO: The new *Writing Studio*, http://writing.ufl.edu/writing-studio/ is committed to helping University of Florida students and faculty meet their academic and professional goals by becoming better writers. We support independent learning and encourage scholarship by providing one-on-one consultations, workshops tailored to specific classes (graduate and undergraduate), and faculty retreats focusing on publishing original research. Our appointment schedule is now online, and you can make your own appointments. Go to https://tutortrac.clas.ufl.edu/TracWeb40/Default.html, and log on with your GatorLink username and UF ID.

STUDENTS WITH DISABILITIES: Individuals with disabilities are encouraged to register with the Dean of Students Office and submit to this instructor the memorandum from that office concerning necessary accommodations. The ADA office may be found on the web at http://www.ehs.ufl.edu/programs/ada/ and the Disability Resource Center ; reached by phone at (352) 392-1591 TDD: (352) 392-8565Fax (352) 392-3647. All course materials may be made available in alternative format on request.

COUNSELING SERVICES: The Counseling Center provides counseling and consultation services to currently enrolled undergraduate and graduate students and their spouses/partners. The Center offers brief counseling and therapy to help students confront personal, academic, and career concerns. The primary goal of counseling is to help students develop the personal awareness and skills necessary to overcome problems and to grow and develop in ways that will allow them to take advantage of the educational opportunities at the university. Counseling Center web site: http://www.counseling.ufl.edu/cwc/ http://www.counsel.ufl.edu

The Counseling Center: P301 Peabody Hall (352) 392-1575 Monday - Friday: 8 am - 5 pm

- **U Matter we Care** http://www.umatter.ufl.edu/ If you or a friend is in distress, please contact umatter@ufl.edu or (352) 392-1575 so that a team member can reach out to the student.

- **University Police Department:** (352) 392-1111 or 9-1-1 for emergencies

- **Sexual Assault Recovery Services** (SARS), Student Health Care Center, (352) 392-1161.

ONLINE COURSE EVALUATION PROCESS: Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. Faculty do not receive the results until after the grades have been finalized. These evaluations are conducted online at https://evaluations.ufl.edu . Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.

UNIVERSITY OF FLORIDA ART EDUCATION PROGRAM
TEACHING PORTFOLIO RATING FORM

Directions: Each of the following Accomplished Practices is followed by a list of indicators. Check any and all indicators that you find evident in the student's portfolio to help you decide if the student is demonstrating competency in each practice. When determining the student's rating in each category, consider the overall consistency and quality of the indicators found, rather than the total number of indicators checked.

Use the following scale to rate the candidate's evidence of overall competence in each area: 0 - No evidence provided. Unable to evaluate competence; 1 -Evidence of competence is inconclusive and unsatisfactory; 2 - Evidence of developing competence. Needs improvement; 3 - Evidence demonstrates an accomplished level of competence; 4 - Evidence demonstrates exceptional performance and competence.

1. INSTRUCTION DESIGN & LESSON PLANNING	Unsatisfactory	Developing	Accomplished	Exceptional
1a. Aligns instruction with state-adopted standards at the appropriate level of rigor.				
1b. Sequences lessons and concepts to ensure coherence and required prior knowledge				
1c. Designs instruction for students to achieve mastery;				
1d. Selects appropriate formative assessments to monitor learning				
1e. Uses diagnostic student data to plan lessons				
1f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.				
2. THE LEARNING ENVIRONMENT	Unsatisfactory	Developing	Accomplished	Exceptional
2a. Organizes, allocates, and manages the resources of time, space, and attention.				
2b. Manages individual and class behaviors through a well-planned management system				
2c. Conveys high expectations to all students				
2d. Respects students' cultural linguistic and family background				
2e. Models clear, acceptable oral and written communication skills				
2f. Maintains a climate of openness, inquiry, fairness and support;				
2g. Integrates current information and communication technologies				
2h. Adapts the learning environment to accommodate the differing needs and diversity of students				
2i.Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.				
3. INSTRUCTIONAL DELIVERY & FACILITATION	Unsatisfactory	Developing	Accomplished	Exceptional
3a. Deliver engaging and challenging lessons				
3b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter				
3c. Identify gaps in students' subject matter knowledge				
3d. Modify instruction to respond to preconceptions or misconceptions				
3e. Relate and integrate the subject matter with other disciplines and life experiences				
3f. Employ higher-order questioning techniques				
3g. Apply varied instructional strategies and resources, including appropriate technology to provide comprehensible instruction, and to teach for student understanding				

	Unsatisfactory	Developing	Accomplished	Exceptional
3h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students				
3i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement				
3j. Utilize student feedback to monitor instructional needs and to adjust instruction				
4. ASSESSMENT	Unsatisfactory	Developing	Accomplished	Exceptional
4a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process				
4b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery				
4c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains				
4d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;				
4e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s)				
4f. Applies technology to organize and integrate assessment information				
5. CONTINUOUS PROFESSIONAL IMPROVEMENT	Unsatisfactory	Developing	Accomplished	Exceptional
5a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs				
5b. Examines and uses data-informed research to improve instruction and student achievement				
5c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons				
5d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;				
5e. Engages in targeted professional growth opportunities and reflective practices; and				
5f. Implements knowledge and skills learned in professional development in the teaching and learning process.				
6. PROFESSIONAL RESPONSIBILITY & ETHICAL CONDUCT	Unsatisfactory	Developing	Accomplished	Exceptional
6a. Adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida and fulfills the expected obligations to students, the public and the education profession.				

Week 1 January-8-12
First week of student teaching. Observe and assist your cooperating teacher, learn students' names, assume some classroom duties, and begin planning for the coming weeks. *Submit your weekly blog journal entry before Monday, January 15.* Look at the course packet and syllabus for critical deadlines.   ─Don't forget to be documenting your teaching and student work for your portfolio!

Week 2 January 15-19
This week, you should begin to assume some teaching responsibilities. Try co-teaching a lesson or presentation, one of your cooperating teacher's lessons to a class. Continue to work on learning students' names and planning for coming weeks. Put your philosophy into Sakai Dropbox. *Submit your weekly blog journal entry before Monday, January 22. (schedule a coffee/tea break with Michelle)*

Week 3 January 22-26 (M. Jan 18 - Martin Luther King Holiday)
This week, you should be teaching two classes with your cooperating teacher assisting you. We will have our **first** Student Teaching Seminar meeting on Thursday, January 18 at 4PM in Norman 12. Share something from *orientation module activity*. Please schedule an observation #1 by Michelle Tillander for next wk. *Submit your weekly blog journal entry before Monday, January 29.*

Week 4 January 29- February 2
This week, you should be teaching three classes with your cooperating teacher assisting you. 2/6 FEAPS pages due in Sakai Drop Box (4 pages). *Submit your weekly blog journal entry before Monday, February 5.*   ─Don't forget to be documenting your teaching!

Week 5 February 5-9
This week, you should be teaching four classes with your cooperating teacher assisting you. *Submit your weekly blog journal entry before Monday, February 12.* Also, by the end of this week, your cooperating teacher should fill out a mid-term evaluation and provide you with feedback on improving your teaching performance in the coming weeks.

Week 6 February 12-17
By the end of this week, you should be teaching the majority of the classes. Your cooperating teacher should be in the background and available for assistance if necessary. We will have our **second** seminar meeting on Thursday, February 8 at 4PM in Norman 12. Please bring samples of student work to the seminar. Please schedule an observation #2 by Michelle Tillander for next wk. *Submit your weekly blog journal entry before Monday, February 19.*

Week 7 February 19-23
You should be teaching the majority of the classes. 2/6 FEAPS pages due in Sakai Drop Box (4 pages). *Submit your weekly blog journal entry before Monday, February 26.*   ─Don't forget to be documenting your teaching and student work for your portfolio!

Week 8 February 26-March 2
You should be teaching the majority (or all) of the classes. Please schedule an observation by Michelle this week or next. . Put your philosophy into Sakai Dropbox. *Submit your weekly blog journal entry before Monday, March 5.*

Week 9 March 5-9
You should be teaching the majority (or all) of the classes. We will have our **third** seminar meeting on Thursday March 15 at 4PM in Norman Hall. Bring sample portfolio pages. Please schedule an observation by Michelle Tillander for next wk. *Submit your weekly blog journal entry before Monday, March 12.*   ─Don't forget to be documenting your teaching and student work for your portfolio!

Week 10 March 12-16
You should be teaching the majority (or all) of the classes. Make plans to begin handing off classes back to your cooperating teacher (and assume a co-teaching role). *Submit your weekly blog journal entry before Monday March 19.*

Week 11 March 19-23
Last Official Week of Student Teaching. You should be finishing up lessons, handing back the classes to your cooperating teacher this week, and assuming a co-teaching role. *Submit your final journal entry before Monday, March 26.*

Week 12 March 26-30 (spring break Alachua schools)
Work on preparing your teaching portfolio. 2/6 FEAPS pages due in Sakai Drop Box (4 pages). Focus on getting anything you need for your portfolio.   NAEA Conference in Seattle, March 22-24, 2018

Week 13 April 2-6
This week may be used to make-up absences during the past weeks. We will have our **fourth** seminar meeting on Thursday, March 29 at 4PM in Norman Hall to discuss preparing your teaching portfolio. Bring paper draft copy #1 of portfolio for peer reviewing.

Week 14 April 9-13
Work on preparing your teaching portfolio. Make a 30 minute appointment with Michelle this week to discuss any issues or questions regarding your portfolio. Put a digital draft copy #2 of your portfolio into Sakai Dropbox.

Week 15 April 16-20
Your final black & white paper draft #3 portfolio is due for review (2 evaluators and me) is due on Thursday April 14 at 4 pm (paper b & w copy). We will have at this time a **final** seminar meeting on Thursday, April 19th at 4PM in Norman 12 we will discuss getting a teaching job. *Certification and Job listings*.

Week 16 April 23-25 (UF classes end April 25)
Portfolios will be returned by reviewers this week and ALL required revisions must be made and final *color copy* is due to Norman 10 and

the drop box by Monday, April 30, 2017 *noon* so grades can be submitted for graduation.

UF Spring Break March 3 - 10, 2018; Classes End April 25; Finals Week April 28-May 4