

ARE 4940: Student Teaching in Art Education

SEMESTER AND YEAR: Spring 2019

MEETING TIMES AND LOCATION: At various location in public schools and on campus R | Period 9 - 11 (4:05 PM - 7:05 PM)

CREDIT HOURS: 11 **SECTION:** 1672

INSTRUCTOR: Dr. Michelle Tillander

INSTRUCTOR OFFICE LOCATION & HOURS: Walker Hall 217 TUE 3:00-5:00PM or email for additional times & appointments.

INSTRUCTOR CONTACT INFORMATION: 352-273-3079. E-MAIL: mtilland@ufl.edu

DESCRIPTION OF THE COURSE: Supervised teaching involving a period of eleven weeks in an Alachua County public school art classroom. **Prereq:** Admission into Student Teaching and completion of the Art Education Professional Core Sequen;. Coreq: ARE 4934c, sec. 4064

OVERVIEW OF STUDENT TEACHING: Student teaching is the capstone course of the pre-service art education program. The internship provides the art education student with an extended opportunity to apply the theoretical, philosophical, practical, and conceptual knowledge gained from previous coursework and field experiences in a real classroom setting under the supervision of a cooperating teacher and university art education professor.

Once art education students have successfully completed all their professional course work, they apply for student teaching through the Office of Professional Development and Communication (OPDC) in the College of Education. This application must be completed and submitted by the deadline (which is approximately one month into the semester prior to the one in which student teaching takes place). A copy of their fingerprinting form must be submitted to the College of Education prior to the Internship.

Student teaching placements are for eleven weeks in one school, providing candidates with the opportunity to gain firsthand experience working with children in the same art classroom over an extended period of time. These placements are made by the University Supervisor for Art Education. A list of students requesting student teaching placements and a list of local art teachers requesting a student teacher is sent to the Art Education supervisor from the OPDC. School sites for these placements are selected based on several factors including: whether the cooperating teacher requesting an intern has taken the required clinical-training workshop; the quality of the art program offered at the school, and the interest of the teacher candidate in working at a particular grade level (elementary, middle school, or high school). While the majority of these placements occur in Alachua County, students may be placed in neighboring counties.

Over the course of the internship period, the *University Supervisor* makes 2-3 formal visits to the classroom for the purpose of observing the student teacher's performance. These formal evaluations are discussed with the student teacher and suggestions for improvements are offered. In addition, the cooperating teacher formally assesses the progress of the student teacher 3-4 times during the internship and discusses these evaluations along with suggestions for improvement with the student teacher.

In addition to enrolling in ARE 4940 Student Teaching, students also take **ARE 4934c Student Teaching Seminar** in which they meet with other art student teachers and the University Supervisor on a regular basis over the course of the semester for discussion and instructional purposes (see Course Calendar).

Because student teaching is a full-time commitment, student teachers may not register for any other course during the student teaching semester without permission from the Student Teaching Supervisor and The SAAH Undergraduate Advisor. In addition, a student may not be employed on weekdays while student teaching.

COURSE OBJECTIVES: By the completion the internship, student teachers are expected to demonstrate the

following six (6) Florida Educator Accomplished Practices (FEAPs):

1. **Instruction Design and Lesson Planning**
2. **The Learning Environment**
3. **Instructional Delivery and Facilitation**
4. **Assessment**
5. **Continuous Professional Improvement**
6. **Professional Responsibility and Ethical Conduct**

Student teachers are responsible for collecting and developing the evidence and artifacts necessary to demonstrate their compliance with each of the six(6) professional standards. This information is to be placed in the student's teaching portfolio that is submitted for review upon completion of the student teaching practicum. (See the Teaching Portfolio Guidelines for instructions).

In addition to developing a teaching portfolio, student teachers must also complete and submit electronic weekly journal entries that chart his/her progress during the internship. These journal entries allow student teachers to reflect upon and document their student teaching experience, and thus are an important part of their professional development.

REQUIRED TEXT & RESOURCES: No required textbook. Course packet available through Target Copy. Any additional readings and resource will be available online through the UF elearning <https://elearning.ufl.edu/>.

EVALUATION: A pass/fail grade will be determined by university supervisor in consultation with the cooperating teacher and reported on the student's semester grade report. To receive a passing grade (S), a student must: (a) receive a "3" or above in each category of the Teacher Education Intern Rating Sheet; (b) UF Student Teaching Evaluation (online) and (c) receive a "3" rating or above on each of the six (6) Educator Accomplished Practices in his/her teaching portfolio.

NOTE: To graduate from the Art Education program with eligibility for teacher certification, a student must receive a passing score on the professional knowledge and subject matter knowledge components of the Florida Teacher Exam (FTCE). It is imperative that students register in the Fall term to take the FTCE exam early in their student teaching semester in order for their scores to be reported to UF in a timely manner.

GRADING SCALE: S= Satisfactory; U= Unsatisfactory

ATTENDANCE: Students are responsible for satisfying all academic objectives as defined by the requirements to be eligible for certification. Attendance is mandatory and a full 11 weeks of student teaching must be completed to be eligible for teaching certification in Florida.

POLICY RELATED TO LATE WORK: Other than medical or personal emergencies, no extensions will be given for class requirements due to the nature of the internship. Students should inform the instructor beforehand, if circumstances prevent course requirements from being completed an agreement in writing for any extensions must be made in consultation with UF and School Placement Supervisor. Late work will lose 10% of its points and will not be accepted beyond 1 week of deadline without prior permissions or extenuating circumstances.

PROFESSIONALISM: Teacher professionalism contains three essential characteristics; competence, performance, and conduct—all of which directly impact the teacher's effectiveness. You will be evaluated on *professionalism* for this course based on your engagement in 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 the 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 or MLA. 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>

STUDENTS WITH DISABILITIES: Individuals with disabilities must register with the Office for Students with Disabilities and submit to this instructor the memorandum from that office concerning necessary accommodations. The ADA office is located in Room 232 Stadium (phone: 392-7056). All course materials are available in alternative format upon request. UF Disabilities Resource Center
<http://www.dso.ufl.edu/drc/>

COUNSELING SERVICES: The Counseling and Wellness Center <http://www.counseling.ufl.edu/cwc/> 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.

- The Counseling and Wellness 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/>

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 cover all the FEAPs.

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 this key task and receive a rating of "Accomplished" or higher on each indicator. No exceptions will be made to this rule, even if you do not plan to teach after graduation. Students who receive a "Developing" or "Unsatisfactory" rating will be offered a chance to redo the key task or, in some cases, to complete a comparable task assigned by the instructor. Students who do not complete their makeup work satisfactorily (with a "Accomplished" or "Exceptional") will receive either an "incomplete" or a "failing grade" at the instructor's discretion. Students who fail the course must repeat it later.

ARE 4934c ART EDUCATION Student Teaching Tentative Calendar - Spring 2019/ R | Period 9 - 11 (4:05 PM - 7:05 PM)

<p>Week 1 January-7-11 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. <i>Submit your weekly blog journal entry before Monday, January 14.</i> Look at the course packet and syllabus for critical deadlines. —Don't forget to be documenting your teaching and student work for your portfolio!</p>
<p>Week 2 January 14-18 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. <i>Submit your weekly blog journal entry before Monday, January 21. (schedule a coffee/tea break with Michelle)</i></p>
<p>Week 3 January 21-25 (M. Jan 21 - Martin Luther King Holiday) This week, you should be teaching two classes with your cooperating teacher assisting you. <u>We will have our first Student Teaching Seminar meeting on Thursday, January 25 at 4PM on campus (see syllabus for room).</u> Share something from <i>orientation module activity</i>. <u>Please schedule an observation #1 by Michelle Tillander for next wk.</u> <i>Submit your weekly blog journal entry before Monday, January 28.</i></p>
<p>Week 4 January 28- February 1 This week, you should be teaching three classes with your cooperating teacher assisting you. 2/6 FEAPS pages due in CANVAS (4 pages). <i>Submit your weekly blog journal entry before Monday, February 4.</i> —Don't forget to be documenting your teaching!</p>
<p>Week 5 February 4-8 This week, you should be teaching four classes with your cooperating teacher assisting you. <i>Submit your weekly blog journal entry before Monday, February 11.</i> 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.</p>
<p>Week 6 February 11-15 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. <u>We will have our second seminar meeting on Thursday, February 7 at 4PM on campus (see syllabus for room).</u> <u>Please bring samples of student work to the seminar.</u> <u>Please schedule an observation #2 by Michelle Tillander for next wk.</u> <i>Submit your weekly blog journal entry before Monday, February 18.</i></p>
<p>Week 7 February 18-22 You should be teaching the majority of the classes. 2/6 FEAPS pages due in CANVAS (4 pages). <i>Submit your weekly blog journal entry before Monday, February 25.</i> —Don't forget to be documenting your teaching and student work for your portfolio!</p>
<p>Week 8 February 25-March 1 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. <i>Submit your weekly blog journal entry before Monday, March 4.</i></p>
<p>Week 9 March 4-8 You should be teaching the majority (or all) of the classes. <u>We will have our third seminar meeting on Thursday March 14 at 4PM on campus (see syllabus for room).</u> <u>Bring sample portfolio pages.</u> <u>Please schedule an observation by Michelle Tillander for next wk.</u> <i>Submit your weekly blog journal entry before Monday, March 11.</i> —Don't forget to be documenting your teaching and student work for your portfolio!</p>
<p>Week 10 March 11-15 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). <i>Submit your weekly blog journal entry before Monday March 18.</i></p>
<p>Week 11 March 18-22 Last Official Week of Student Teaching. You should be finishing up lessons, handing back the classes to your cooperating teacher this week, assuming a co-teaching role, coordinate any missed days or return visits. <i>Submit your final journal entry before Monday, March 25.</i></p>
<p>Week 12 March 25-29 Work on preparing your teaching portfolio. 2/6 FEAPS pages due in CANVAS(4 pages). Focus on getting anything you need for your portfolio. NAEA Conference in Boston, MA March 14-16, 2019</p>
<p>Week 13 April 1-5 (spring break Alachua schools) Monday, April 1 – Friday, April 5 Work on preparing your teaching portfolio. <u>Make a 30 minute appointment with Michelle this week/next to discuss any issues or questions regarding your portfolio prior to the next seminar meeting.</u> Put a <u>corrected draft copy #1</u> of your portfolio into CANVAS.</p>
<p>Week 14 April 8-12 This week may be used to make-up absences during the past weeks. <u>We will have our fourth seminar meeting on Thursday, April 11 at 4PM on campus (see syllabus for room) to discuss preparing your teaching portfolio.</u> Bring paper B/W draft copy #2 of portfolio for peer reviewing and feedback.</p>
<p>Week 15 April 15-19 Your <u>final black & white paper portfolio 100% complete for review</u> (2 evaluators and me) is due on Thursday April 18 at 4 pm (paper B/W copy). <u>We will have at this time a final seminar meeting on Thursday, April 18th at 4PM on campus (see syllabus for room) we will discuss getting a teaching job. <i>Certification and Job listings.</i></u></p>
<p>Week 16 April 22-24 (UF classes end April 24) Portfolios will be returned by reviewers this week and <u>ALL required revisions must be made and final color copy is due on campus (see syllabus for Art Ed office room number) and in CANVAS by Monday, April 24, 2019 noon so grades can be submitted for graduation.</u> January 21, Martin Luther King, Jr. Day; UF Spring Break March 2 - 9, 2019; Classes End April 24; Finals Week April 27-May 3</p>