
ARE 4242/6247c: Teaching Art: The Study of Practice

SEMESTER AND YEAR: Fall 2019

MEETING TIMES AND LOCATION: M|W Period 5 - 7 (11:45 AM - 2:45 PM)/; FAD107

CREDIT HOURS: 3 SECTION: 063A

INSTRUCTOR: Dr. Craig Roland

INSTRUCTOR OFFICE LOCATION AND HOURS: FAC 107 M/W 10:30-11:30PM email for additional times & appointment.

INSTRUCTOR CONTACT INFORMATION: 352-262-1851. E-MAIL: rolandc@ufl.edu

Description of Course: The study of art teaching practices in the public schools. Emphasis will be on art curriculum planning, motivational strategies, art room management, and alternative assessment strategies in art.

Purpose and Objectives of the Course: The overall aim of this course is to help art students seeking Florida PreK-12 Art Teacher Certification in developing their knowledge and skills in the theory and practice of teaching Art. The following course objectives identify the knowledge, skills, and attitudes prospective art teachers should acquire in order to provide children of varied ages and abilities with appropriate art-learning experiences. These objectives are aligned with the six (6) Florida Educator Accomplished Practices (FEAPs), which the State of Florida expects all beginning teachers demonstrate at the pre-professional level. At the completion of this course, pre-service art education students will be able to:

- link art learning experiences to the New Generation Sunshine State Standards in the Visual Arts (FEAP 1a).
- identify and implement effective art teaching practices in preK-12 classrooms and other educational settings. (FEAP 1-6).
- plan comprehensive art curricula that effectively engage all children (preK-12) in doing independent and group work (FEAP 1b, 1c, 1f, 3e).
- identify and apply a variety of methods, strategies and resources to maintain children's interest and focus on learning (FEAP 2a, 2b, 2c, 2g, 2h, 2i, 3g).
- demonstrate the ability to present instructions, directions, and expectations clearly and effectively (FEAP 2e, 3a).
- identify incentives and consequences that establish and maintain a positive environment focused on learning (FEAP 2b).
- demonstrate proficiency with art tools and materials appropriate for classroom use (FEAP 1c, 1f, 3b, 5e).
- select develop and use tasks and instruments for assessing student learning and performance in art (FEAP 1d, 1e, 3c, 3d, 3h, 3i, 4a-f).
- select and develop strategies to promote student's critical, creative and higher-order thinking skills through art (FEAP 2c, 3f).
- identify potential hazards in the art classroom (FEAP 6).
- integrate art content and skills with other subject areas and real life situations. (FEAP 2g).
- select and develop practical procedures for organizing and managing the art room (FEAP 2a, 2b).
- use art education literature and print resources to facilitate teaching and learning in art (FEAP 5d, 5e).
- use electronic technologies to gather information for planning and improving art instruction and learning (FEAP 2i, 4f).

Methods of Instruction: The primary instructional methods of this class include instructor modeling, lectures, and group discussions of course topics. To assist students in developing their knowledge of the course content and their pedagogical skills, additional learning strategies (i.e., reading, writing, making, collaborating, field experiences, practice teaching, etc.,) will be employed. In all, students will be expected to

be actively involved in the learning process and to take primary responsibility for their own professional development.

Text and Materials: No required textbook. Readings and resources will be available online through UF's eLearning CANVAS (LMS), and the Livetext™ portal (COE) <https://education.ufl.edu/student-services/experience-and-internships/>. Additional readings may be assigned at the discretion of the instructor. Most of the art materials required for this course will be provided through the lab fee. Some additional materials and costs may be incurred depending on individual student needs and project decisions.

Livetext™ Account: A onetime purchased LiveText™ membership is required for successful completion of your state approved educator preparation program. Throughout your program, courses will include Key Task Assessments that must be uploaded into LiveText™ The link below will show you how to create a live text account for recording state requirements and internship experience.
<https://www.youtube.com/watch?v=V9iO55mz9T8>

Finger Printing: The 2004 Florida legislature passed Senate Bill 2986 amending Sections 1012.32 and 1012.56, Florida Statutes. Effective June 10, 2004, all students in educator preparation programs who are engaged in field experiences and who have direct contact with PreK-12 students are required to supply the school district with fingerprints for the purpose of completing a criminal background check. Directions for fingerprinting and background checks and cost <https://education.ufl.edu/school-teaching-learning/fingerprint-background-check-requirements/> and www.fieldprintflorida.com

Suggested Text: While there are NO required textbooks for ARE4242, the following are some recommended for anyone building a personal art education reference library and may prove useful in your independent growth as an art educator.

Art education textbooks and journals (i.e., Art Education Journal, Studies in Art Education, School Arts, and Arts and Activities) are housed in the Education Library in Normal Hall. All materials used to complete in-class assignments will be furnished through a lab fee. Students are expected to have a GATORLINK email account and to check it regularly.

Deadlines for all assignments are listed in the course calendar which will be available in class and on CANVAS.

Course Requirements: To achieve the objectives of this course, the student will:

- document his/her professional development and experiences during the semester, for inclusion in a final teaching portfolio.
- complete 18+ hours volunteering and practice teaching in an art classroom and/or community art events, plus document and reflect upon these experiences in a field experience journal.
- develop an original unit plan consisting of two (2) art lessons, along with a supporting print and digital materials. *
- plan and teach a micro-lesson related to the course content to the rest of the class.
- participate in class discussions and complete all in-class activities.
- Read and review assigned readings in writing and be prepared to discuss in class.

All students are expected to include examples of assessment strategies in their unit plan (e.g. rubrics) along with a 10-slide PowerPoint presentation and Pinterest board to support the teaching of their unit plan.

Students enrolled in ARE 6247c will complete an additional assignment based on the above options and mutual agreement between the student and instructor.

Reading Reviews. Reading, summarizing, and reflecting upon the literature of your field is an important part of becoming a professional art educator. In this class, written reading reviews must be typed and between 1000-1200 words (or 2-3 pages) in length, unless otherwise indicated in the assignment. In general, you should use 1-inch borders, 1.5 line spacing, and a 10-pt or 12-pt typeface such as Times Roman or Arial. Place your name and date with a title for the reading in the top left hand corner of the first page. Then, organize your written response under three sub-headings: Summary, Key Points, and Personal Reflection, unless otherwise indicated in the lesson instructions. Lastly, cite the articles you read at the end of your review under a sub-heading of References. Additional guiding questions and instructions are given for each lesson's readings.

The following criteria will be used to assess your written reviews: (a) clarity, (b) critical analysis, (c) completeness, and (d) presentation. 10 points are possible for each written review for a total of 100 possible points at the end of the term, or 30% of your final course grade. Note that a "10" is not the default score for a reading review grade.

Field Experiences: Students in this course are required to complete 18+ hours volunteering and practice teaching in an art classroom and/or community art setting, plus to reflect upon these experiences in a field experience journal. Students who are absent from or unable to participate in their assigned field experiences must arrange and complete comparable field experiences by the end of the term. As part of this course as well as FLDOE requirement for eligibility for teacher licensing there is a minimum of 18+ hours of guided field experiences that will be made available to you this semester. Field Experience enables you as a student to integrate your academic studies with periods of practice related to your career goals. It is a program of educational enrichment designed to enhance your academic and personal development in preparation for a career in art education. The experience is designed to provide you with individual practical field experience with a mentor while giving employers access to resourceful students preparing for professional positions. During that time, you will reflect through a series of questions and journal/blog entries.

Unit Plan: You will design an art unit plan consisting of two original lesson plans using art learning standards for the appropriate age level you plan to teach in the future. A detailed rubric and lesson plan template will be provided on CANVAS, and time will be built into our class meetings schedule to assist you on this assignment.

Grading policy: Learning and teaching will occur concurrently through the structure of the class and offers many opportunities for evaluation. Assignments are listed below and will be reflective of the project(s) and professional experiences developed by you as a class member. Education is an ongoing process of self-reflective synthesis of course content, individual research, and future paths. You should take every opportunity to take advantage of this and extend the class in a direction that is most valuable to your unique needs in pursue and art educational career. 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:

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.

In addition, students must pass all three of the FTCEs before they are eligible for the Art Education Certificate.

Evaluation: Final grades will be calculated according to the following percentages:

Unit Plan (lesson, Pinterest Board, PPT 10 slides, assessment strategies)	30%	100 pts.
Reading Reviews (10)	30%	100 pts.
Field Experience Journal (6+ entries)	20%	100 pts.
Professionalism	10%	100 pts.
Micro-teaching Assignment	10%	100 pts.
Ungraded Assignments		
Key Tasks (part of class assignments)		
Safety Module (pass with 80%)		
Unit Plan Task (pass with 80%)		
Assessment Task (pass with 80%)		
Field Journal (pass with 80%)		
	100 %	500 pts.

Professionalism (10% / 50 pts.): The professionalism score will be determined based on the following factors:

- Attendance and Punctuality Policy: 2 absences will be excused. Every subsequent absence will take 3 points off the final grade. 3 tardies count as 1 absence. If a student wishes to have an absence excused they must provide the instructor with a written explanation of absence and/or appropriate verification when necessary (e.g., letter from doctor or parent) is required the week following the absence.
- Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>
- Professional Behavior in Class and During Field Experiences. Teacher professionalism contains three essential characteristics, competence, performance, and conduct, all of which directly impact the teacher's effectiveness. You will receive a score 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 week, completion of all in-class and out-of-class assignments in a timely manner, dependability, consideration of others, attendance, and contributions to our learning community. Inappropriate cell phone use, excessive socializing, inappropriate dress during field experiences, lack of attentiveness are some examples of behaviors that can impact this score.
- Participation in Class: Asking questions and moving class discussion forward, giving your best effort to class activities, doing your part to contribute to group work, and speaking up when you are confused are all aspects of this score

Key Tasks (Part of Course Assignments): The State of Florida requires all entry-level educator candidates 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. Four course assignments have been selected as "Key

Tasks” that will assess your mastery of knowledge, skills, and/or dispositions that the State of Florida requires of all entry-level educators. These assignments were specifically selected as Key Tasks because they align with the 6 Florida Educator Accomplished Practices (FEAPs).

Your mastery of each Indicator will be measured by your performance on a Key Task. To pass this course, you must successfully complete all Key Tasks and receive a rating of “Developing” or higher. 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 an “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 will receive a failing grade at the instructor’s discretion. For more information, please visit the Educator Assessment System Student Portal at: <https://my.education.ufl.edu/> (Links to an external site.).

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 several FEAPs. We will pay particular attention to the following Accomplished Practices and indicators of your mastery of those practices.

Key Task: Activity	Accomplished Practice	Indicator Number and Description
Art Unit Plan	FEAPS 2 + 5	5e. Engages in targeted professional growth opportunities and reflective practices; and. 2e. Models clear, acceptable oral and written communication skills.
Safety Module	FEAPS 2 + 6.	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.
Assessment Task	FEAPS 1 + 5	1.d Selects appropriate formative assessments to monitor learning 5.c Use a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons.

Field Experiences + Journal	FEAPS 2, 3, 5 + 6	2.b Manages individual and class behaviors through a well-planned management system 3.h Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in student 5.d collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement. 6a Adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida
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ONLINE TEACHING PORTFOLIO: You will curate and assemble an online portfolio (ARE2045, ARE4242, ARE4243) over the course of your professional development here at UF that reflects your accomplishments. You can link your lesson Plan and Pinterst board to the profession components of ARE4242.

Electronic Device Policy: A note on cell phones, texting, and checking one’s email during class: Research has shown us that even having our cell phones on the table in front of us diminishes our ability to learn well; further, taking notes via computer diminishes one’s ability to process information. Checking texts, emails, and messages is also unprofessional and disrespectful to our class community. Please put your phones on vibrate, do not check email, Facebook etc. via computer during class; I will do so as well. I appreciate your cooperation with this important aspect of creating a class of which we all want to be a part.

Late Work and Make-Up Work Policy: Late assignments lose 10% of their value for being late and will not be accepted beyond 7 days of the due date. Being absent from class does not excuse a student from meeting deadlines. Students will have the opportunity to make up work missed only when absence is excused and permission is requested and given through email.

Online Resources: A few of the many online resources available to you as you prepare to become an art educator:

International Child Art Foundation <http://www.icaaf.org/index3.html>

Florida Accomplished practices <http://www.fldoe.org/teaching/professional-dev/the-fl-educator-accomplished-practices.stml>

Florida Department of Education <http://www.fldoe.org/default.asp>

State Standards (Art) <https://www.arts.gov/grants/apply-grant/grants-organizations/art-works/arts-education/state-standards-arts-education>

NAEA Advisory Best Practices http://www.naea-reston.org/archives_best_practices.html

FLDOE ARTS <http://www.fldoe.org/academics/standards/subject-areas/fine-arts.stml>

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 format 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/electref.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 <https://drc.dso.ufl.edu/>

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 does 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/>

Topical Calendar for Fall 2019

Lesson One: Becoming an art teacher

Lesson Two: Teachers as curators of learning

Lesson Three: Why do we teach art in schools?

Lesson Four: Planning an art curriculum

Lesson Five: What makes a "really good" art lesson?

Lesson Six: How do we assess student understanding and performance in art?

Lesson Seven: What's in your teacher toolbox?

Lesson Eight: How can we effectively integrate art with other school subject.