

ART 4934c: Student Teaching Seminar

SEMESTER AND YEAR: Spring 2022

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: 1 SECTION: 10789

INSTRUCTOR: Dr. Michelle Tillander

INSTRUCTOR OFFICE LOCATION & HOURS: Walker Hall 217 Zoom Zoom Meeting <https://ufl.zoom.us/j/5963121892> TUE 9:45-11:40AM or email for additional times & appointments.

INSTRUCTOR CONTACT INFORMATION: 352-273-3079. **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 Environment; 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 on 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 Instructional Design and Lesson Planning).
- Reflect on a field experience in teaching through an electronic weekly log/journal (FEAPS 5 Continuous Professional Improvement)
- Construct a resume generic letter of application (FEAPS 5 Continuous 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 a required course package. Any additional course resources and handout are available through 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:

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.

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 documented 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 prior to deadline.

Professionalism: Teacher professionalism contains three essential characteristics; competence, performance, and conduct—all of which directly influence 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.

ARE4934c Academic Policies and Procedures:

"The principle and the contexts have to be chosen by living human beings against their own life-worlds and in the light of their lives with others, by persons able to call, to say, to sing, and—using their imagination, tapping their courage—to transform."
(Greene, M., 1995, p. 198)

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: Other than medical or personal emergencies, no extensions will be given for class assignments. 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. 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. Any extenuating

circumstances must have approval from instructor in writing via email prior to due date. Students who miss work deadlines with excused absence are responsible for submitting work on time. If excused absence has affected the student's ability to work, the student is responsible for discussing this with the instructor before/after the due date. Unexcused absence will not suspend due dates, and the work will be considered late.

To be approved for an incomplete: <http://handbook.aa.ufl.edu/teaching/policies/>

1. Students must have completed the major portion of the class with a passing grade of C or better
2. The student is unable to complete course requirements because of documented circumstances beyond his or her control
3. The student and instructor have discussed the situation in writing prior to the final class (except under emergency conditions)

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. In addition, the work is original and completed by the student.

<https://sccr.dso.ufl.edu/students/student-conduct-code/>

Proper citation formats of APA (permission for others as was requested by students) to assure copywrite and to avoid plagiarism. 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. Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, dso.ufl.edu/drc) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester. 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/>

In response to COVID-19: the following practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.uflhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.
- You are expected to wear approved face coverings at all times during class and within buildings even if you are vaccinated. Please continue to follow healthy habits, including best practices like frequent hand washing. Following these practices is our responsibility as Gators.
 - Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
 - Hand sanitizing stations will be located in every classroom.
- If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the [UF Health Screen, Test & Protect website](#) for more information.
 - Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.

- If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.

Counseling & Wellness 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 for information on crisis services as well as non-crisis services.
- **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).
- **Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need, or <https://shcc.ufl.edu/>
- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608 <https://ufhealth.org/emergency-room-trauma-center>
- **Sexual Assault Recovery Services (SARS),** Student Health Care Center, (352) 392-1161
- **Health and Safety:** Here is the link to SAAH's updated Health + Safety handbook: <https://arts.ufl.edu/academics/art-and-art-history/health-safety/>

Academic Resources:

- **E-learning technical support,** 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.
- **Career Connections Center,** Reitz Union, 392-1601. Career assistance and counseling. <https://career.ufl.edu/>
- **Library Support,** <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
- **Teaching Center,** Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- **Writing Studio,** 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
- **Student Complaints On-Campus:** <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>
- **On-Line Students Complaints:** <http://distance.ufl.edu/student-complaint-process/>

Online Course Evaluation Process: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>

In-Class Recording: Students are allowed to record **video or audio of class lectures**. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab

sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student.

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 Journal	FEAPS 4 Assessment: To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative	1c). Uses a variety of assessment tools to monitor student progress, achievement and learning gains.
	FEAPS 4 Assessment:	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.
	FEAPS 5 Continuous Professional Improvement: To continually 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		Information on the state system of school improvement, accountability and school structure
Teaching Portfolio	FEAPS 1-6	See attached Rubric

**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				

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 3-7

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 10.* 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 10-14

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 17. (schedule a coffee/tea break with Michelle)*

Week 3 January 17-21 (M. Jan 17 - 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 21 at 4:30PM on campus (see syllabus for room). 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 24.*

Week 4 January 24- 28

This week, you should be teaching three classes with your cooperating teacher assisting you. 2/6 FEAPS pages due in CANVAS (4 pages). *Submit your weekly blog journal entry before Monday, January 31.* —Don't forget to be documenting your teaching!

Week 5 January 31-February 4

This week, you should be teaching four classes with your cooperating teacher assisting you. *Submit your weekly blog journal entry before Monday, February 7.* 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 7-11 (Joy Bertling guest at seminar)

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 Wednesday, February 9 at 4:30PM on campus (see syllabus for room). 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 14.*

Week 7 February 14-18

You should be teaching the majority of the classes. 2/6 FEAPS pages due in CANVAS (4 pages). *Submit your weekly blog journal entry before Monday, February 21.* —Don't forget to be documenting your teaching and student work for your portfolio!

Week 8 February 21-25

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, February 28.*

Week 9 February 28 -March 4

You should be teaching the majority (or all) of the classes. We will have our **third** seminar meeting on Thursday March 3 at 4:30PM on campus (see syllabus for room). Bring sample portfolio pages. Please schedule an observation by Michelle Tillander for next wk. *Submit your weekly blog journal entry before Monday, March 7.* —Don't forget to be documenting your teaching and student work for your portfolio!

Week 10 March 7-11

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 14.*

Week 11 March 14-18

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. *Submit your final journal entry before Monday, March 21.*

Week 12 March 21-25 (spring break Alachua schools) Monday, March 21-25

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 NY, NY March 3-5, 2022

Week 13 March 28-April 1 Work on preparing your teaching portfolio. 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. Put a corrected draft copy #1 of your portfolio into CANVAS.

Week 14 April 4-8

This week may be used to make-up absences during the past weeks. We will have our **fourth** seminar meeting on Thursday, April 8 at 4:30PM on campus (see syllabus for room) to discuss preparing your teaching portfolio. Bring paper B/W draft copy #2 of portfolio for peer reviewing and feedback.

Week 15 April 11-15(UF classes end April 22)

Your final black & white paper portfolio 100% complete for review (2 evaluators and me) is due on Monday April 11 at noon (paper B/W copy). We will have at this time a **final** seminar meeting on Thursday, April 16th at 4:30PM on campus (see syllabus for room) we will

discuss getting a teaching job. *Certification and Job listings.*

Week 16 April 18-22 (April 23-28 Exams use if needed)

Portfolios will be returned by reviewers this week and 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 18, 2022 **noon** so grades can be submitted for graduation.

January 17, Martin Luther King, Jr. Day; UF Spring Break March 5 - 12, 2022; Classes End April 22; Finals Week April 23-29