Course Title: Arts in Education Internship
Course Prefix and Number: AE5410
Course Instructor's Name: Dr. Vascak, Dr. Haust, and AE Faculty

Instructor's Office Location and Office Hours/Any Other Information for Contacting the Instructor: Art Department D&M 305 and Office of the Chair

Catalog Description:
The culminating field-based experience for all programs leading to teacher certification. It is a continuous, full time (five days per week), experience of 7.5 credits during which, after a period of structured observation, students gradually assume responsibility for a full range of teaching activities encountered in a school situation, thereby demonstrating the appropriate professional skills and attitudes essential for successful teaching. Student teaching is conducted under the supervisory guidance of a cooperating teacher and members of the college faculty. Required seminars complement the experience. Prerequisites 2.70 cumulative grade point average and completion of all other program requirements for certification by the beginning of the student teaching semester; permission of the Director of Teacher Certification and Field Experiences.

Required Texts/Materials for the Course:
The Soul of Education by Rachel Kessler
The First 6 Weeks of School by P. Denton and R. Kriete
The Arts as Meaning Makers by Claudia Cornett

Major Topics Covered by the Course:
Instructional Practice and Constructivist Methodologies
Community and Democratic Process
Behavior Management and Cooperative Discipline
Critical Skills and Creative Process
Holistic Developmental Needs of Children
Art Education and Inclusion
Curriculum Development and Integration of Instruction, Curriculum, and Assessment
Authentic Assessment
Arts Advocacy
Implementation of Constructivist Pedagogy
Reflective Practice

Performance-based Objectives (What is it that students will know or be able to do as a result of taking this course?)
- Design and implement developmentally appropriate and meaningful units of instruction which meet NH State Art Education Standards and national standards.
- Analyze holistic developmental profiles of students and identify individual and class learning needs, capacities, and interests ensuring that needs of all students are being supported through appropriate modification/adaptation of instruction and curriculum.
- Apply principles of cooperative discipline and responsive classroom in the analysis of student behaviors and implementation of prevention/intervention/consequence cycles of community management.
- Become independently responsible for lesson design, implementation, and assessment within assigned classes.
- Adapt instruction and expectations appropriately to meet the needs of special education students and include all students as valued members of the class community.
- Implement whole class discussion, small group discussion, and individual discussion, applying Socratic dialogue techniques and incorporating critical questioning.
- Develop confidence and poise as classroom teacher.
- Support and develop a caring and democratic classroom community.
- Design and apply authentic assessments to evaluate student learning in collaboration with the cooperating teacher.
- Develop a personal assessment philosophy and guiding framework.
- Ensure NH State Art Education standards and curriculum frameworks are met.
- Integrate personal educational philosophy and theoretical understandings with practice.
- Develop collaboration and team teaching skills with cooperating teacher.
- Provide for success of all learners and prevent marginalization of any learner.
- Develop positive relationships across the school community.

**Relationship of Course to the Conceptual Framework:**

C Collaborate with other students, teachers, cooperating teachers, and professionals to develop partnerships that are essential to the teaching/learning process.

H Develop an holistic perspective on teaching and learning by considering the needs and interests of the whole learner, as an individual and as a member of the learning community.

E Experience the connections between subject, events, and life and apply to instruction and curriculum planning.

C Develop a sense of commitment to personal growth and development as artists and Education professionals and understand how the teaching/learning process plays a role in the formation of personal and social values throughout our lives.

K Enhance and share their knowledge through the cultivation of mastery, self-reflection, critical discussion, and inquiry.
Content of Course Which Addresses Technological Competence:
Internet Research, Digital documentation of learning, and applied technology in art education curriculum/instruction

Content of Course Which Addresses Diversity Issues:
Teaching for success of all learners and identifying learning needs of all learners.
Drawing upon theoretical preparation from AE306 and ED500

Content of Course Which Addresses Special Needs Issues:
Teaching for success of all learners and drawing upon theoretical knowledge gained from AE305, AE306, ED 500, ED 557, and ED506.

Performance-based Assessment/Activities for the Course (How can we make sure that the Performance-based Objectives from above have been accomplished?):
Comprehensive Portfolio of Student’s Work/Performance
Supervisory Observations with conferences and reports
Cooperating Teacher conferences and final evaluation report
Observation and Discussion during seminar meetings
Video and photographic documentation of instruction
Photo documentation of interactions with children and of learning activities
  Demonstrating process and outcomes
Self Evaluation

OPTIONAL INFORMATION

Course Schedule:
Seminar meetings will be announced

Assignments:

1. Curriculum Overview: Within the first week at each school, prepare a proposed sequence of units and lessons for the first course/class you will become fully responsible for during the placement. As you decide your sequence of taking over classes/courses, continue to develop the curriculum overview. The overview will identify Theme and subject matter, media and materials, and learning objectives for ALL classes. course throughout the placement – including those taught by the cooperating teacher and those that are team-taught. This overview will provide a complete picture of the implemented curriculum during the placement period. Use the chart format provided.

2. Daily Journal: Keep a notebook, journal or sketchbook to document your
experiences, observations, evaluations, etc. Add at least one new page each day. This is required as on-going self-assessment. You may also utilize the format of three key questions: what went well and why, what was a challenge and why, and what could I do differently?

3. Plan Book: Request a plan book from your cooperating teacher and use it for weekly and daily planning. The plan book information should be detailed and provide clear information concerning lesson content and daily objectives which coincides with the daily lesson plans and your curriculum overview. Plan at least a week ahead. Make sure to include your daily objectives and activities.

4. Unit Plan: A minimum of One unit should be developed at each school. Select the grade level/course with whom you begin teaching as you will have the longest amount of time with this class and design a carefully sequenced unit of study to cover the 7 weeks you will be with this class. (obviously at the elementary level this is really a mini-unit or an extended activity while at the MS and HS levels you can design a full unit. This is to be a sequential unit that is researched, developed, written, and taught by you. The unit plan will follow the PSC Art Department required format with rubrics for appropriate assessment. Include an evaluation of the unit as a whole. One Unit will be selected to formally type with revisions following the teaching of this unit for the student teaching portfolio.

5. Activity Plans and Daily Lesson Plans: Written Activity plans and Daily plans following the PSC Art ED format level must be written for each activity and the daily lessons you teach. Include rubric and other appropriate assessment instruments as needed. Lessons must be written before teaching the class and approved by the coop teacher. The lesson plans MUST be available for review by your supervisor at each visit. All Plans will be included in the student teaching portfolio and organized sequentially within each grade level/course.

All activities will be accompanied by pre-prepared visual samples (may also provide sample in progress as needed) and identified visual supports. These samples and supports will be utilized during instruction.

6. Class Profile: Select one class from the grade level, course you have chosen to work with throughout the entire placement. Identify, describe, and analyze the holistic developmental needs of this class as a whole. Continue to add detailed developmental observations, analyses, and reflections of selected
individuals within the class. Include your observations of class interests, concerns, social dynamics, behavior issues, and manipulative skills. Highlight individuals of special concern: special needs students, artistically gifted, potential behavior problems, etc. This profile will be ongoing throughout the placement as you come to know the class and your students. This profile should be used to help you plan activities and instruction in tandem with your cooperating teacher's curriculum in place and to help you adapt instruction in order to meet the diverse needs, interests, and capacities of all your students.

7. **Observations:** One observation of non-art teachers is required at each 8-week placement. Use the student teaching observation form as your guide and fill in each section for your reflective and analytical observation report. Include teacher, grade, subject and date.

8. **Interviews:** One interview is required at each placement. Choose an individual who can provide you with help and support with your teaching: consider a dynamic teacher, a resource person (resource room, special educator, counselor, reading specialist, speech therapist, nurse), another art teacher, and the person responsible for behavior management or crisis management. Present your goals for the interview, what insights you gained, information that you were able to utilize, and how this interview helped you.

9. **Exhibition:** Within the first month at each school, set up an educational display of your art work in an area outside the art room where it will be seen by the entire school population (example: library, display cases in hall, etc. if possible). Include a written personal introduction and brief description of the work.

10. **Assessment Statement:** Describe the evaluation or assessment procedure used by your coop teacher and include samples of any handouts or written information concerning this system. Follow by preparing a personal statement describing your personal philosophy and method of evaluation/assessment/grading for each school. Refer to the assessment strategy you implemented with your unit plan as an example. Prepare one set of statements for each placement.

11. **Self Evaluation:** At the end of each 8 weeks, write a brief (2-3 page) evaluation of your entire student teaching experience. The Teacher Education Office will send you a suggested self-evaluation format. Consider, what your goals were upon entering, what you gained, where you still have challenges, and goals to continue working towards.

12. **Photo documentation** of your teaching, of student works in progress and of completed student works – especially of work within the unit you
have developed and students in the class you have profiled.

13. **Video documentation** of one class you are teaching which emphasizes Class discussion. We suggest that you take many types of videotape and use them as a learning tool. Select footage from one tape to include in your Portfolio.

Optional Reading Materials:

Course Policies:

Students must attend seminar meetings
Each internship will be 8 weeks: cumulative total of 16 weeks
Students will follow all policies, rules and regulations prescribed by the PSC department of Teacher Certification.

**ATTENDANCE**

Attendance is required every day; however, if you are ill, call your cooperating teacher to inform them, as they will keep a record of your absences for us. If an observation is planned, call the supervisor if you are ill. Excessive absences will need to be made up. You are expected to be in school the same hours as your coop teacher. Attendance is also required at open houses, workshops, faculty meetings, in-service days, etc.

**SEMINAR**

Special Instructions:
To be identified individually

Other:

**THE EVALUATION TEAM**

Several people will be involved with your development as a teacher throughout the student teaching experience. It is important that we all work together to keep
the relationship among the team open and honest. All members of the evaluation team will have input into your final student teaching grade.

**The Cooperating Teacher**: The master teacher who was selected for his or her proven excellence in the classroom. He or she will observe each class you teach and offer you important suggestions and critique. Discuss your work with your coop teacher at the end of each day.

**The Art Department Supervisor**: The art education specialist from Plymouth State. This supervisor will see several classes throughout the semester and will offer critique and suggestions on the content of your lessons and your approach to teaching.

**VISITATIONS/OBSERVATIONS**

Your supervisor will meet with you at your school during the first week or two to meet your cooperating teacher and principal, see your school, review expectations with you and your cooperating teacher, and to discuss your questions and concerns. Following this visit, you will be observed by your Art Department supervisor a minimum of two times during each 8 week period. You will need to have a copy of your Activity plan and daily lesson plan for the classes being observed for your supervisor to put in their files. Following the lessons you teach, we will have a 45 – 55 minute conference to discuss your teaching, your students, and to help support your needs. You will receive a written observation report. Supervision observations will be pre-scheduled. We will try to schedule the observation of more than one class.

**SUGGESTIONS for ORGANIZATION**

Use a large loose-leaf binder and make sections for the following categories:

1. Journal or Daily reflection entries
2. 8 Week Curriculum Overview
3. Grade / Course Level Unit plans/ Activity Plans with Daily Plans
4. Developmental Profile of selected class
   6. Observation
   7. Interview
   8. Assessment Statement
   9. Self Evaluation
10. Photographs: Keep a camera at school to document your lessons, your students at work, and your displays and exhibits
11. Videotape of one or more lessons (optional but suggested)
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<td>Planning Book</td>
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<td>Additional materials and resources you collect</td>
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<td>Art Work Portfolio for samples of activities and visual supports</td>
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