Course Overview:

1. Development of Community and Citizenship within the class and beyond.
2. Classroom management based on the principles of Cooperative Discipline and the Responsive Classroom.
3. Unit Planning which incorporates Multicultural themes and issues and Contemporary American Minority Artists.
4. Introduction to Inclusion Education (which is developed further in the education department's course Learning Environments for Exceptional children).
5. Observation and Application of Theory and Methodology in the classroom.

The course is being structured to better accommodate the extended observation and should be scheduled for T 9:30 - 11:30 and TR 10:30 - 11:30 a.m. We will meet only Tuesdays for a period of 6 weeks from October 29 - December 10 in order to and allow for more flexibility of scheduling visitations during TR mornings. Tuesday classes will be addressing observation experiences during this time period. You and the students may choose alternative observation times.

Student Requirements at mentor site:

1. Continue to interact with students in small groups and individuals.
2. Continue to assist with distribution, clean-up, and organization of materials and student works.
3. Begin to assist your mentor in teaching of the whole class following the mentor's lessons and applying Inquiry methods as much as possible. Begin with components where you feel most comfortable.
   a. motivational discussions
   b. demonstrations
   c. closures
   d. critical discussions of student works
4. If possible, Plan 1 Art Activity which you will actually teach to 1 class from initiation to completion. Pre-prepare the complete lesson plans, a sample project, and visual supports. Review with your mentor prior to teaching.
5. If possible, Prepare an educational display of student work.
6. Continue to collect resources and ideas.

Mentors: Focus areas

1. Invite mentee to begin assisting you with instruction at various parts of your lessons: motivations, demonstrations, closures, critical discussions, presentations, aesthetic scannings, etc.... any part is a place to begin .........
2. If possible:
   Assist mentee in the selection of an activity which the mentee will plan and teach to one of your classes. Require the mentee to prepare the plans, a sample, and supports and to review their preparations with you before implementation. Remember, the mentee is NOT student teaching and we only wish to provide an introduction to what it feels like to actually teach a plan and to begin to understand the differences between planning and actual teaching.... Provide supportive feedback.
3. Share a unit plan and discuss the planning of themes, goals, objectives, and sequences.
4. Within appropriate discretion, discuss coded students in classes your mentee is observing and how you approach Inclusionary practice.
5. Ask your mentee to prepare an educational exhibit of student work.

• Remember, this is not student teaching! There will be far more time to address all areas during the student teaching practicum.
• Observation hours include discussion and planning time with you. An Evaluation form related to the above will be mailed to you at the end of the semester.
EVALUATION: This is a qualitative evaluation focusing on areas of growth and development. We welcome your comments and your recommendations for your mentee’s continued growth and development and preparation for their next participation at your school. Please write your comments in the spaces provided below.

I. Professional Presence: Dresses appropriately for the professional role; expresses confidence and enthusiasm; and displays responsibility, commitment, and preparedness.

H. Helpfulness and Initiative: Helpful with preparation, distribution, and storage of materials. Assisting mentor when requested and self-initiated.

III. Interactions with Students: Communicates articulately, displays sensitivity and respect to individual needs and differences; maintains a professional yet caring relationship, and holds the respect of students. Comfort level participating with small group and individual students? Able to help students with their work and to provide specific praise and supportive critical feedback.

IV. Communication: Mentee is receptive to advice and criticism, asks questions, is beginning to engage with you in discussion, listens thoughtfully, and is beginning to develop a confident level of rapport with mentor and students.
V. Instructional assistance and/or Instruction.

Our mentees have varying experiences and levels of confidence concerning the actual assumption of instructional responsibilities. We do expect that the mentee will have been able to assist you during part of your instruction and have begun feeling the impact of directly experiencing the responsibilities of such instruction. Some mentees may have been able to implement instruction of whole lessons and even whole activities. We are trying to ascertain the student's level of participation and willingness to begin assuming some instructional responsibilities. Evaluation of actual performance would not be appropriate at this time - such evaluation is reserved for Student Teaching.

V. Other Comments and Concerns we may not have covered or issues not addressed. All feedback is welcome and helpful.

Signature: __________________________ Date: __________________________

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