**Course Title:**
Art Education Student Teaching

**Course Prefix and Number:**
ED 444, 446, 447

**Course Instructor's Name:**
Dr. Vascak, Dr. Haust, Jay Moskowitz, and Janet Curcio Wilson

**Instructor's Office Location and Office Hours/Any Other Information for Contacting the Instructor:**
Art Department D&M 305 and Office of the Chair
Art Department Office 535-2201
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**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 (for elementary)
Teaching Children to Care by Ruth Charney
The Arts as Meaning Makers by Claudia Cornett

**Major Topics Covered by the Course:**
Applied 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: meeting the needs of all students and ensuring the success of all students – flexible instruction and adaptation
Curriculum Development and Integration of Instruction, Curriculum, and Assessment Instructional Planning, implementation of planning, and assessment and revision of planning.
Authentic Assessment
Performance-based Objectives (What is it that students will know or be able to do as a result of taking this course?)

The fundamental goal of student teaching is for you to develop into a skilled, self-confident, creative, and flexible art educator. Your development will evolve slowly throughout the semester if you approach teaching with an open mind, a cooperative attitude, and with a desire to excel. It is very important to remember that the most important persons in the teaching experience are the students. When you excel as a teacher, they will learn.

Specific Course Objectives:

- 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 which provides for success of all learners and prevents the marginalization of any learner.
- design and apply authentic assessments to evaluate student learning in collaboration with the cooperating teacher.
- articulate a personal assessment philosophy and guiding framework.
- engage in on-going self reflection and self assessment of instruction and
curriculum/lessons and student needs and personal needs

- 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

- 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 which 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:

| Full time student teaching plus seminar meetings |

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 throughout the placement – including those taught by the cooperating teacher and those which 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. Pay close attention to students with special education needs/learning needs.

7. Observations: One observation of a non-art teacher 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 8 week 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, the person responsible for behavior management or crisis management,… Present your goals for the interview, what insights you gained, information which 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. **Supply Ordering and Budget:** Describe and document the supply ordering process used at each site. Provide a copy of the Art Ed budget and annual supply orders. Identify core supplies and amounts in relation to program size and budget allocations.

12. **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.

13. **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.

14. **OPTIONAL:** Video documentation of your teaching suggested if possible
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

Art Education Student Teaching Seminar

The seminar is designed to accompany the 16 week student teaching experience.

The purpose of the seminar is to provide critical discussion concerning issues, challenges, insights, resources, and needs which arise during student teaching. The seminar will further provide support and maintain a strong level of communication between our Art Educators and our student teachers and to build a communication network between our students as they become field practitioners and peer mentors.

REQUIREMENTS
Seminar attendance is mandatory for all student teachers.

MEETINGS WILL BE ON FRIDAYS 4:00 –6:00 PM
MEETING location to be announced
Specific Meeting Dates to be announced – one meeting will coincide with the mandatory all day meeting from the Office of Teacher Certification

1. August or January  ` Introduction to Student Teaching Syllabus, Expectations, Responsibilities, and Questions.
2. **Topics:** Sharing your sites and students, Transitioning, Lesson planning concerns, Dialogue, and Closure techniques. Curriculum overviews in progress and Takeovers. 
   **Highlights and Challenges**
   Establishing Community techniques. Student needs, capacities, and interests at various levels.

3. **Topics:** Classroom management and behavior issues – needs, capacities and interests of learners, coded students, and aids. What methods are working to support our goals of community and creativity? What kinds of methods diminish these goals? Fine Lines? How does dialogue and closure planning and implementation enhance community and inspiration? Return to instructional planning and dialogue: the lumps and bumps and successes. Emerging concerns. 
   What about critiques?

4. **End of first 8 weeks Meeting time Topic:** Bring Portfolios to share and to pass in. Discussion of transitioning and new placements, site differences, transitions, and concerns. Debriefing: what have we learned? How can we bring this knowledge to new placement? How can we help one another?  
   **Due:** Completed Portfolio/Notebook for Placement #1

5. **Open Forum Discussion / Guest if possible**

6. **End of Second 8 weeks Celebration and Closure**
   **Guest:** art ed alumnae if possible  
   **Topic:** Closure and Portfolio Sharing. Reflections and Inspirations. 
   Job hunting and Interviewing.  
   **Due:** Completed Portfolio/Notebook for Placement #2

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**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:

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

For More Information Contact:

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Best of Luck for a productive semester for you and your students.