

ART EDUCATION

STUDENT TEACHING SEMINAR

COURSE SYLLABUS :: AUTUMN 2014

23-ARTE-6031 (3 credit hours); Online course

Instructor: Karen McGarry, Adjunct Instructor, Art Education

Contact: mcgarrka@ucmail.uc.edu ; mobile phone: 513-388-6332

Office Hours: contact via email to arrange phone/Skype/Google chat

COURSE DESCRIPTION

This course supports student teaching placement through reflective practice and peer-sharing of experiences related to art curriculum and instruction, classroom management, culture of the school, and other professional issues as related to licensure and assessment requirements. The aim of the seminar is to help transition students from being art education majors into being art educators with a respect for professionalism and a strong disposition toward individual responsibility for developmental growth.

A particularized attentiveness combined with a thoughtful, conscious self-awareness, **reflection** and **reflective practice** are vital to your growth and development as a teacher. As the foundation of our course activities this quarter, reflective practice will enable you to:

- examine your perspectives on art curricula, including exploration of what fascinates, perplexes, or troubles you about teaching;
- articulate your personal beliefs and teaching philosophy as they are affirmed or problematized in your classroom experiences;
- learn from, and provide feedback to your peers through online discussions/interactions and postings about classroom experiences;
- become more aware of how your own positions and interests inform all aspects of your teaching practice, from the topics you choose to teach, to the classroom dynamics you cultivate, to your relationships with students and cooperating teachers;
- self-evaluate your teaching strategies, goals, and outcomes;
- reflect upon student teaching goals and future goals as an art educator under the Resident Educator (RE) Licensure program.

CO-REQUISITE

Student Teaching – ARTE-6030, 9 credit hours

COURSE RATIONALE & GOALS

The purpose of this course is to facilitate discussion activities, thinking strategies, and reflective practices in relationship to your student teaching experiences. This course will provide you with opportunities to critically examine, challenge, and expand your understandings of your role as an art teacher. The hybrid seminar format of this course

necessitates that you work independently to maintain high standards for the quality of your reflection work, and that you contribute to the learning experiences of your peers. Through online interactions, you will engage in conversations with peers about successes and challenges in the classroom, discuss questions and concerns about student teaching, and offer feedback, encouragement, and support to one another. Discussion topics typically include: Review and discussion of the Student Teaching Handbook; Management of time, space, and materials; Classroom management strategies; Professional behavior; Participation in culture of the school; Curriculum issues and other relevant topics as they arise; Thematic and relevant lesson planning; Reflection and goal setting; and, Licensure and testing requirements.

STUDENT LEARNING OUTCOMES: *Upon completion of this course, students will:*

- Understand and realize the need for setting realistic and specific goals for professional development and student performance;
- Appreciate and accept the need for self-reflection and reflective practice as it impacts classroom performance, lesson planning, and professional development;
- Demonstrate the ability to maintain independent learning objectives, time management, and substantive contributions to classroom discussion/writing requirements;
- Synthesize course materials as preparation for future professional experiences and classroom management/planning methodologies;
- Develop an awareness of teacher obligations and responsibilities as related to student teaching experiences with mentor teachers/administrators/students;
- Comprehend the significance of what it means to be an effective and authentic educator.

TEST REQUIREMENTS & GRADUATION DETAILS

- **edTPA** is now a priority as the UC School of Education requires a passing score to qualify for licensure. Details on this examination procedure will be explored later in the semester. Some class time will be devoted to edTPA preparation **but the ultimate responsibility for assuming the responsibility of the exam resides with individual student**. One recommendation is that students participating in the seminar form a study group and assist each other in edTPA exam preparation methods and procedures.
- A REMINDER: **To graduate you must apply online the quarter PRIOR to your graduation** (e.g., to graduate in June you must apply during the winter quarter). Graduate students go to the Graduate School website to apply and to find application deadlines. Note: You can graduate without obtaining licensure.
- **YOU MUST PASS THIS COURSE TO QUALIFY FOR GRADUATION.**

ADDITIONAL RESOURCES

- Articles and other readings related to the course and professional development will be uploaded regularly to the Blackboard/Canopy system. These materials will be highlighted for reflective comments and postings in the course outline.
- Internet resources will be utilized to enrich the classroom environment and to provide additional exposure to potential technology applications for professional and practical use.
- Additional voices from the field may be included to facilitate insights into a number of topics of immediate interest, such as classroom management, first-year teaching, substitute teaching, and job hunting.

- **Also posted on OACI site:**

Criteria and forms for evaluating *your* performance:

- **Student Teaching Handbook**
- **2012 Ohio Standards for the Teaching Profession**
- **Student Teaching Observation Form**
- **Collaborative Assessment Log**

Criteria and information for designing art curricula:

- **Ohio Fine Arts Standards** is available online at the Ohio Department of Education website
- **The Resident Educator Program** on the ohio.gov website provides valuable information for the latest licensure program. Website: <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=515&ContentID=67249>

REQUIREMENTS

- 1) You should have signed up for ARTE 6030 (9 credit hours) *and* Student Teaching Seminar (3 credit hours). If you are a GA you might be taking different credit hours.
- 2) NO TEXT is required for this Seminar though some may be *suggested* reading.
- 3) Online attendance is required and deadlines for reflection posts must be recognized and maintained. Attendance is based on logging in and responding/posting to instructor assignments and prompts within deadline limitations.
- 4) You should use the *lesson-plan format* that your mentor wants as long as it includes objectives (ILOs or SLOs), assessment, and teaching-learning strategies. If your mentor has no preference you should use the format identified for edTPA prep.
- 5) You are required to keep a resource **Notebook** at your placement/s, which includes your lesson plans. A loose-leaf binder works best, as it allows you to add and rearrange materials easily. The lesson plans must be available for the supervisor's visit, so keep a copy in your classroom close at hand. Your UC supervisor will check your notebook at the placement sites, to see that you are making entries. You will not get a grade until this requirement is met. Check with Dr. Robert Russell for any clarifications to these requirements.
4. Required **evaluation forms** are available online (see website directions below) for you and your mentor to evaluate your progress and our program (see website directions below). **These forms should be completed ONLINE by the end of finals week.**
5. You are responsible for reading and understanding the entire **Student Teaching Handbook** online (see website directions below)—actually there are two handbooks attached to each other, one from Art Education and one from CECH. Because of the large size of these handbooks you may want to print out only those sections you want to have in printed form.
6. UC now participates in the edTPA examination and assessment procedures. More details on the specifics of this exam will be available and announced later in the course. Dr. Kris Holland will have already acquainted you with the edTPA requirements and rubrics. The materials and/or information he provided will be of use in this course.

OFFICE OF ASSESSMENT AND CONTINUOUS IMPROVEMENT (OACI) WEBSITE

Art Education Program Handbook

- Go to www.cech.uc.edu/oaci/
- *click* Program Handbooks (near bottom of page)
- *click* Art Education (PDF document)

Assessment Forms

- Go to www.cech.uc.edu/oaci/
- *click* Assessment Forms
- *click* Field Experiences under Art Education

This website contains assessment forms for the *mentor*, *candidate*, and *supervisor* to fill out, and the dates they must be returned, electronically

Licensure Application

- Go to <http://www.cech.uc.edu/oaci/>

The packet should be sent or dropped off at the address provided in the instructions. That office reviews the materials and forwards to ODE. They always have the license sent here and hold it until they get a program check-out signed (or e-mailed) from the program chair.

GRADING SCALE

	A (93%-100%)	A- (90% - 92%)
B+ (87%-89%)	B (83% - 86%)	B- (80% - 83%)
C+ (77% - 79%)	C (73% - 76%)	C- (70% - 72%)
D+ (67% - 69%)	D (63% - 66%)	E (62% - 0%)

Your final semester grade will be assessed holistically on the following bases:

- Quality and comprehensiveness of reflection journaling
- Active participation in online discussions and assignments
- Professionalism in your school (supervisor input) and online presence
- Attendance in seminar and during student teaching (supervisor input)
- Creativity and quality of all work (evidence of creative risk-taking; innovation and development of ideas, efforts made toward problem solving, etc.)

ATTENDANCE; LATE ASSIGNMENTS

Assignments must be completed and submitted on time.

WITHDRAWAL POLICY

Official withdrawal from a course, symbolized by a "W" on the report of academic achievement, indicates that the student or professor processed a drop or official withdrawal from a course for which the student was registered. Students who drop courses through the first three weeks of the quarter will have the courses deleted from their schedules and they will not appear on the permanent academic record. Thereafter, students dropping courses must obtain the professor's signature and grades (W or F) on add/drop forms. No drops will be accepted after the eighth week of classes for the quarter.

ILLNESS POLICY

If you have to miss class due to illness, let your instructor know your status and seek guidance (phone or email) on making up any work. All of your assignments are on the syllabus, and all documents presented in class will be posted on Blackboard. Any significant changes in the assignments or schedule due to large-scale absences will be posted on Blackboard and emailed to you.

ACADEMIC INTEGRITY POLICY

Academic honesty is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honestly acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest, whether or not the effort is successful. The academic community regards all academic dishonesty as an extremely serious matter, with serious consequences that range from probation to expulsion, as well as loss of credit for an assignment or a course. The most common form of misconduct is plagiarism. Remember that any time you use the ideas or the statements of someone else; you must acknowledge that source in a citation. This includes material you have found on the Web. If in doubt about plagiarizing, paraphrasing, quoting, or collaboration, consult the instructor for guidance.

Any suspected cases of academic misconduct will be reported to the Committee on Academic Misconduct. For more information, see The University Rules, The Student Code of Conduct (http://www.uc.edu/conduct/Code_of_Conduct.html), and other documented policies of the department, college, and university related to academic integrity. Any violation of these regulations, including acts of plagiarism or cheating, will be dealt with on an individual basis according to the severity of the misconduct.

SPECIAL NEEDS POLICY

If you have any special needs related to your participation in this course, including identified visual impairments, hearing impairments, physical impairments, communication disorder, and/or specific learning disability that may influence your performance in this course, you should meet with the instructor to arrange for reasonable provisions to ensure an equitable opportunity to meet all the requirements of this course. At the discretion of the Instructor, some accommodations may require prior approval by Disability Services.