STUDENT TEACHING SEMINAR
23ARTE5132/6032/3CrHrs/Syllabus/Fall 2016

College of DAAP/Art Education

Instructor
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Class Time
THUR: 6:00 – 8:50 PM
Room: Aronoff 5405

Office Hours
THUR 5:00 – 6:00
or by appointment

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. This is a required course for graduation.

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 our 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 tentative schedule.
- 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 required readings will be assigned.
3) Online attendance is required and deadlines for reflection posts must be recognized and maintained.
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 preparation.
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—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.

FBI, BCI, TB REPORTS

You are required to obtain background reports from the FBI and BCI using your fingerprints. Have your fingerprints taken and apply for the reports at UC's Public Safety Office (3 Edwards). There is a charge for these two reports, so call ahead to find out the amount. Get a TB test either at the University Health Services or at your own physician's office. The FBI, BCI, and TB reports are required by the State of Ohio for anyone working with children. They are valid for only one year.

The FBI, BCI, will be mailed to you. You should receive your TB test results from your physician or Health Services. These documents are your responsibility; follow these guidelines:

- Keep the originals for yourself and make several photocopies;
- File your reports in a safe place at home;
- Always have a copy ready for any school/teaching placement;

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.

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

- 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.)

GRADING SCALE

90-100 = A (Excellent – Upper tiers of Bloom's Scale)
80-89 = B (Good – Mid to lower Bloom's Scale)
70-79 = C (Average – Bottom tier of Bloom's Scale)
60-69 = D (Poor)
0-59 = F (Fail)

1. **Assignment completion:** 60% of overall grade (See assignment list/tentative schedule for details)
   Assignments must be completed and submitted as per the tentative schedule of assignments. Late assignments not accepted for credit. Assignment expectations issued with each individual assignment.

2. **Discussion/Reading Reflection:** 20% of overall grade (See assignment list/tentative schedule for details)
   Participation in discussion sessions is expected. Discussion sessions will be scheduled for every class meeting. Reading/reflection assignment expectations issued with each individual assignment. Arts integration and visual literacy will be explored and developed.
   Use the reading guidelines at the end of the syllabus to assist and scaffold your reading process.

3. **Attendance and participation:** 20% of overall grade
   Participation includes classroom and online contributions, completion of all projects, and a desire to reveal a commitment to the course objectives. Attendance outlined below. As this is a 3 credit class, expect to spend up to three hours outside of class time completing work and/or preparing for class.

CLASS ATTENDANCE IS EXTREMELY IMPORTANT

You have decided to participate in this course and thus, your attendance and full participation throughout the course will be expected. Be advised that absences WILL impact your overall course grade at the end of the term. Even an "A" student can suffer the loss of a grade level or more due to absences. ***CONSIDER THIS AS PREPARATION FOR WHAT YOU WILL SOMEDAY EXPECT OF YOUR OWN STUDENTS.***

Our class meets once per week. Plan on spending time outside of class to prepare for seminar responsibilities and participation.

Attendance will be taken at the beginning of every class. More than **two** unexcused absences will drop your letter grade in the attendance/participation criteria. More than **three** absences of any kind will be noted as an indication of poor commitment to the class and will lower the grade in the course. Late arrival and early departure will lower the final grade as well.

LATE ASSIGNMENTS

Assignments must be completed and submitted on time. Stay on top of course requirements – your schedule will not be that flexible, so don't fall behind!

GUIDELINES FOR ASSIGNED READINGS

The readings you encounter in this course may be unfamiliar and provide a challenging learning encounter. Please read texts carefully and plan on reading articles/texts more than once to fully comprehend and be able to discuss ideas and concepts presented in the readings during our class meetings. Consider stages of reading: 1. a quick read to become familiar with the tone of the reading assigned; 2. a deep read where you search for intent/meaning and analysis.

Consider these pointers for the Analytic approach to reading assignments:

- What major claims does the reading support/promote?
- What evidence is given to support these claims?
- What explicit (openly stated) assumptions support the reading?
- What implicit (unstated) assumptions support the reading?
- Does the author sufficiently support his/her claims in the reading?
- What evidence might lie in opposition to the author's claims?
- How can the claims be applied to arts/teaching practice? Should they be applied?
- How would you assess the reading?

You will be expected to use critical thinking skills and writing skills that reflect the professional nature of your position in university. The following attributes will be considered in grading your written reflections:

- Quality and content of written submission;
- Ability to work within the upper tiers of the Bloom's Taxonomy scale;
- Tone/manner of writing;
- Grammar and mechanics;
- Supported writing with appropriate citations;
- Plagiarism/Academic Integrity.

Written reflection assignments based on assigned readings will be discussed in class.

ACADEMIC INTEGRITY POLICY

The University Rules, including the Student Code of Conduct and other documented policies of the department, college, and university related to academic integrity, will be enforced. 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. See *Student Code of Conduct* for more information: http://www.uc.edu/conduct/Code_of_Conduct.html

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/F) on add/drop forms. No drops will be accepted after the 8th week of classes for the quarter. See the following link for more information: http://www.uc.edu/bursar/faqs/withdrawal.html

COMMUNICATION

Email will be the main communication method outside of face-to-face time in class. Canopy/Blackboard will be updated regularly and it is your responsibility to check the course site often and be up to date on course changes/updates to assignments, due dates, additional readings, etc. Office hours are noted on page one. Appointments can also be made if necessary.

SOCIAL MEDIA

You will be working with students who use social media. Investigate your Internet presence and edit it to reflect your professional position. This will prepare you for student teaching and your job search. Most likely a potential employer will conduct an Internet search on you (it is also possible that your students will look you up).

SPECIAL NEEDS POLICY

Special Needs Policy: If you have a disability (e.g., visual impairment, hearing impairment, physical impairment, communication disorder, and/or specific learning disability, etc.) which may influence your performance in this course, you must meet with the Disability Services Office (DSO) to arrange for reasonable accommodations to ensure an equitable opportunity to meet all the requirements of this course. If you require accommodations due to disability, please contact DSO at 513.556.6823, Campus Location: 210 University Pavilion. You will be provided an Accommodation Form indicating your accommodation needs for the quarter. Please present this form to me AS SOON AS POSSIBLE to ensure your accommodation needs are discussed, agreed upon, and provided. See the following link for more information: http://www.uc.edu/aess/disability.html

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 (changes noted via email/Blackboard), 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.