

TED 4696: All Level Art Education Student Internship Fall 2017

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Office hours: By Appointment

Course Location: School Campus Placement

Class Times: M-F, Full School Day

COURSE OVERVIEW AND DESCRIPTION

TED 4696 All Level Art Education Certification Internship is the student teaching field experience component of becoming a certified art education specialist. This portion of student certification is supervised by the UTEP College of Education Field Placement Office, the Center for Arts and Science Education, and the Department of Art. During the semester, students will be assigned to cooperating art education teacher mentors for fifteen weeks (eight weeks in elementary or middle grade levels and seven weeks in high school grade levels) to observe classroom and administrative situations, participate in classroom teaching activities, and design and implement lesson plans and accompanying visual art activities that correspond to the mentor instructor's classes and schedule.

COURSE PREREQUISITES

This course is the culminating class for the BA in Art with minor in Education All levels Art certification. Students will have completed all other course work for the major before enrolling in this class and no other course work shall be completed during the student teaching internship.

Completion of ARTE 3307, 3337, and ARTE 4347

Completion of College of Education course requirements within the BA in Art with Art Certification

Passing score on the TEXES EC 178

Passing score on the state PPR test

Admission to Student Teaching: <http://coe.utep.edu/css>

COURSE GOALS

Students will experience mentor/student situations in the art classroom in elementary, middle, and high school art studio settings:

Campus attendance procedures

Student referral process

Discipline strategies in the art classroom

Classroom management techniques

(particular to the art room)

Parent conferencing

Administrative conferencing

Departmental coordination and

conferencing

Direct observation of high school art room settings on a full day schedule
Direct observation of elementary/middle school art room setting on a full day schedule
Gradual (phased-in) responsibility for full-day teaching schedule on an elementary/middle school campus
Gradual (phased-in) responsibility for full-day teaching schedule on a high school campus
Campus lesson planning procedures
2-Dimensional art activity preparations
3-Dimensional art activity preparations
Direct participation in elementary/middle school lesson planning and lesson cycle
Direct participation in high school lesson planning and lesson cycle

Growing a reflective practice
Individualized instruction methods
Group instruction methods
Diversifying instruction and assessment
A variety of one-on-one individual teaching situations with both elementary/middle and high school art students
Block scheduling procedures
Daily scheduling procedures
Art studio time management
Art methods and materials safety procedures
Art supply procurement procedures and planning

COURSE LEARNING OUTCOMES

The primary goal of the student teaching semester is to prepare and equip future teachers with a wide array of experiences, skills, and tools that will allow them to plan, organize, and implement excellence in all areas of teaching for diverse learners in 21st century schools. Student teaching provides the student with classroom experiences in public school settings that address representative state-mandated standards and competencies. Student teaching focuses on applying and developing skills in instructional planning, application of subject matter content, integration of high quality methods and strategies, effective communication, ethical decision-making, reflective practice, and collaboration with professional educators in a school community. The student teacher will demonstrate evidence of meeting goals by meeting the standards provided in the various performance rubrics. Specifically, student teachers will:

Participate in fifteen weeks of experiential learning, including four college of education seminars and any department of art seminars.

Complete four formal supervisor observations in which the student teacher plans and implements best practice lessons.

Receive a Satisfactory Final Examination from Cooperating Mentor Teacher at both elementary-middle and high school internships. (The final evaluations will be entered into the student's permanent file in order for the student to satisfactorily pass the student internship, graduate, and apply for state certification)

REQUIRED BEHAVIORS

The intern will report to his/her assigned campuses daily and be on campus during the same scheduled hours that his/her cooperating teacher is on duty.

Interns will follow the prescribed faculty/campus/district rules and procedures at each assignment.

The intern will attend and participate in all assigned campus events as required by his/her cooperating teacher.

The intern will gradually assume the role and responsibility for full-day teaching – the student teacher will observe first and learn from his/her cooperating teacher, gradually assuming greater responsibility for instructional activities.

The intern will implement content through lesson plans and adhere to the instructional schedule as agreed upon with his/her cooperating teacher

Interns will attend scheduled content review sessions as required by their content supervisor.

Interns will participate in district and school professional development and planning days.

Interns will participate in assessment of student progress.

Interns will communicate appropriately with the administration, parents, and community.

Interns will adhere to student IEPs and differentiate instruction and assessment.

Where appropriate, interns will attend meetings with administration and parents.

Interns will attend the Intern Orientation and District Orientations.

Interns will attend scheduled College of Education seminars.

Interns will behave professionally and ethically.

Interns will dress professionally according to the dress codes of the assigned schools.

SCHEDULE AND CALENDAR

First Assignment: Late August through late September

Second Assignment: Beginning October through Mid December

SUGGESTED ALL LEVEL PHASED-IN TEACHING SCHEDULE

Elementary or Middle School – 7 WEEKS

1 week of observation

2 weeks of 2 daily class preparations (teach 2 class sections)

4 weeks of 5 daily class preparations (teach all class sections)

Middle/High School – 8 WEEKS

1-2 weeks of observation

2-3 weeks of daily class preparations (teach 2 class sections)

4 weeks of 5 daily class preparations (teach all class sections)

ABSENCES AND TARDINESS

The student teacher is expected to attend and participate on all working school days (instructional and professional development) as determined by the school district calendar and all college of education and art department seminars. Interns will report to their assigned campuses for the full day, five days per week, for 15 weeks. Interns will follow the policies outlined by the district, by their campus administration, and the cooperating teacher. **Interns will be expected to keep an attendance log for each campus. You may be required to produce these logs and failure to produce logs may result in failure of student teaching.**

There are **NO** unexcused absences. In accordance with the COE Student Handbook, student teachers are allowed no more than two excused absences.

The student teaching handbook dictates what counts as an excused absence beyond documented personal illness or death in the immediate family. Please review the handbook for more details. You will be required to provide documentation to your cooperating teacher. A student teacher with excessive absences or tardiness may be dismissed from the program (See UTEP Student Teaching Handbook).

Contact the ARC Center, your Cooperating Teacher and assigned school campus, and your University Supervisor if you are ill or absent for any reason. Make arrangements to make up any missed student teaching days. In the case of inclement weather, follow directions on radio or news programs or contact your assigned campus's main office in order to confirm whether or not classes have been cancelled. Inform your University Supervisor if an observation was planned for that day.

LESSON PLANS AND ASSESSMENT CRITERIA

Create well-developed lesson plans with rubrics (or other viable assessment criteria) in advance of teaching assignments and share copies with cooperating teacher and supervisor. Make revisions as recommended by your cooperating teacher and obtain final approval prior to lesson implementation. Lesson plans are **REQUIRED** for observation and must be submitted to your field supervisor via email 3-5 working days before your scheduled observation. **If you have not submitted the lesson plan to your field supervisor by 5pm the day before your scheduled observation, the observation will be cancelled and will not be rescheduled.** (Please note that four formal observations are required by the college of education for certification; this means if you fail to submit lesson plans you will not be observed and you will not be certified).

OBSERVATIONS AND COMMUNICATION

Communication between field supervisors and student interns will primarily occur through UTEP email. Therefore, interns will be expected to check UTEP email regularly (at least once per day). Email will be used to schedule observations and, ultimately, it is the responsibility of the student intern to schedule four observations. Failure to check UTEP email and reply to supervisor emails may result in missed observations and failure to be certified.

The field supervisor may conduct surprise, unscheduled observations. During unscheduled observations, students will be held to the same standards as scheduled observations and will need to produce lesson plans at the time of the observation. Late lesson plans will be accepted with a maximum score of 50%, as described below.

ASSIGNMENTS

Maintain attendance logs (one for each campus)

Two cooperating teacher observation evaluations

One best and worst practices logs (one for both campuses)

Four reflective self-evaluations

Four (different) well developed lesson plans with rubrics (**emailed to me no later than 5pm the day before you are observed**)

LATE ASSIGNMENTS

Late assignments will be eligible to receive only half the total possible points originally available for the assignment. Late assignments may be submitted up until the deadline for submission of all work.

BLACKBOARD

All assignments required by your field supervisor (including lesson plans and accompanying rubrics) must be submitted on Blackboard. Please be aware of and account for planned Blackboard outages. In the case of lesson plans that are approaching the 5pm deadline of the night before, they may be submitted via email if and only if Blackboard is offline.

GRADING, ASSESSMENT, AND EVALUATION

The intern will meet bi-weekly with his/her cooperating teacher to review his/her progress using the college of education bi-weekly evaluation form. This evaluation must be completed online at coe.utep.edu/stop

The intern will be observed by his/her field supervisor twice on each campus for a total of four observations

At the end of each placement, the intern will be assessed by each cooperating teacher, who will use the summative evaluation form found online at coe.utep.edu/stop

The intern will complete the previously listed assignments and receive graded feedback

| Percentage Range | Performance Summary |
|------------------|---|
| 90-100 | Accomplished: You met the highest performance standards and should be able to look forward to an excellent career as a future teacher |
| 80-90 | Proficient: You show promise but will need to work on your skills in order to better serve your students. |
| 70-79 | Developing: Additional practice will be needed in to order to better serve your students. Depending on the individual circumstances, you may need to repeat the internship. |

| | |
|-----|---|
| <70 | Unsatisfactory (Needs improvement and not visible): Student teacher will not be recommended for certification at this time. |
|-----|---|

Students who receive below-average ratings on more than two performance outcome measures will receive “unsatisfactory” as a final grade and will have to repeat the student teaching semester. This includes the lesson plans, observations, and assignments by the university field supervisor.

PLAGIARISM/ACADEMIC DISHONESTY

Cheating is unethical and not acceptable. Plagiarism is using information or original wording in a paper without giving credit to the source of that information or wording; it is also not acceptable. Do not submit work in your name that you did not do yourself. You may not submit work for this class that you did for another class. If you are found to be cheating or plagiarizing, you will be subject to disciplinary action, per UTEP catalog policy.

Refer to <http://www.utep.edu/dos/acadintg.htm> for further information

DISABILITY STATEMENT

The University of Texas at El Paso is committed to the spirit and letter of all federal equal opportunity legislation, including the American with Disabilities Act (ADA). Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the Center for Accommodations and Support Services (CASS). I will make any reasonable accommodations for students with appropriate documentation. Please contact me personally within the first two weeks of class to discuss any special needs you might have. Information about accommodation documentation can be found at the Office of CASS located in room 106 of the East Union Building and can also be reached in the following ways:

Web: <http://www.utep.edu/dsso> Phone: (915) 747-5148 voice or TTY Fax: (915) 747 - 8712 E-Mail: dss@utep.edu