

Art Department – College of the Arts – Valdosta State University

**ARED 4090 Student Teaching**

**Credit load: 10 Credit Hours**

**CATALOGUE DESCRIPTION: Prerequisites: Completion of the professional education sequence. Graded “Satisfactory” or “Unsatisfactory”.** The culminating professional experience scheduled during the final semester of University enrollment. The student is provided with a supervised teaching experience in any one of three settings, elementary school, middle school, or senior high school.

**TEXTS:** LiveText software

**STANDARDS, GOALS, OBJECTIVES and/or OUTCOMES:**

[Aligned with select VSU General Education Outcomes & NASAD Standards]

Upon successful completion of this course:

1. The students will express themselves clearly, logically, and precisely in writing and speaking, and they will demonstrate competence in reading and listening (Gen. Ed. 4);
2. The students will demonstrate knowledge of diverse cultural heritages in the arts, the humanities, and the social sciences (Gen. Ed 6); and,
3. The students will demonstrate the ability to analyze, evaluate, and to make inferences from oral, written, and visual materials (Gen. Ed. 7);

**EDUCATIONAL OUTCOMES:**

[Aligned with select VSU General Education Outcomes & NASAD Standards]

Upon successful completion of this course:

1. The students will demonstrate the potential to inspire others and to excite the imagination of students, engendering a respect and desire for art and visual experiences (NASAD 1.a.);
2. The student will demonstrate the ability and desire to constantly seek out, evaluate, and apply new ideas and development in both art and education (NASAD 1.b.);
3. The student will demonstrate the ability to maintain positive relationships with individuals of various social and ethnic groups, and empathize with students and colleagues of differing backgrounds (NASAD 1.c.);
4. The student will demonstrate the ability to articulate and communicate the goals of an art program to pupils, colleagues, administrators, and parents in an effective and professionally responsible manner (NADAS 1.d.);
5. The students will demonstrate proficiency with basic expressive, technical, procedural, and organizational skills, and conceptual insights (NASAD 2.a.);
6. The students will demonstrate the ability to assess aptitudes, experiential backgrounds, and interests of individuals and groups of students, and to devise learning experiences to meet assessed needs (NADAD 2.c.);
7. The students will demonstrate an understanding of child development and the identification and understanding of psychological principles of learning as they relate to art education (NASAD 3.a.);

8. The students will demonstrate a basic knowledge of current principles and methods of developing curricula and the short- and long-term instructional units that comprise them (NASAD 3.e.); and,
9. The students will demonstrate an understanding of evaluative techniques and the ability to apply them in assessing both the progress of students and the objectives and procedures of the curriculum (NASAD 3.g.).

**Attendance:** The University expects that all students shall regularly attend all scheduled class meetings held for instruction or examination. It is recognized that class attendance is essentially a matter between students and their instructors. Instructors must explain their absence policy in the course syllabus. All students are held responsible for knowing the specific attendance requirements as prescribed by their instructors and for the satisfactory make-up work missed by absences. When students are to be absent from class, they should immediately contact the instructor. A student who misses more than 20% of the scheduled classes for a course will be subject to receive a failing grade in the course.

**Email Communication:** Refer to the Course Outline for information and requirements.

**Student Access:** Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in room Faber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

**Academic Integrity:** Academic integrity is the responsibility of all VSU faculty and students. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics. **See the Student Handbook: Academic Integrity Violations – Cheating & Plagiarism: [www.valdosta.edu/studentaffairs](http://www.valdosta.edu/studentaffairs).**

**The Student Success Center:** The Student Success Center (SSC) provides free peer tutoring in courses, the top four of which are math, writing, Spanish, and biology/chemistry. It also offers Regents' Test Preparation, time management, and study skills workshops as well as provides free professional academic advising and on-campus job information in one location: Langdale Residence Hall above the Tech shop. Help is available to all VSU students. Call 333-7570 to make an appointment, or visit the website: [www.valdosta.edu/ssc](http://www.valdosta.edu/ssc).

**End Note:** The course syllabus provides standard information related to accreditation, department, and university standards and policies. The instructor's course outlines are aligned with the syllabus and provide detailed information related to a specific section of each course. Students should refer to the course outline for specific expectations and policies related to the course section.

**Instructor:** Dr. J. Stephen Lahr, Professor of Art  
**Office:** 112 Fine Arts  
**Phone:** 229-333-5835  
**Office Hours:** Monday and Wednesday 1 to 1:50 pm  
Tuesday and Thursday, 10:15 to 12 noon  
Friday by appointment

### **ARED 4090 – Tentative Calendar Spring 2012**

Important dates to mark down and remember

- Friday January 6, 2012 – Student Teacher Orientation at 9:00 am, Jennett Hall 2211
- Monday January 9, 2012 – First Day in the Schools
- Monday January 9, 2012– First class - Seminal: Orientation, Information, and Assignments
- Monday January 16, 2012 – No Class MLK Holiday
- Monday January 23, 2012 - Seminar: W. Collins, Career Services
- Friday January 27, 2012 – First student teacher assessments by 3 pm (official)
- Friday February 24, 2012 - Second student teacher assessments due by 3 pm (unofficial)
- Thursday March 8, 2012 – Mid-term
- Monday March 12, 2012 – Spring Break at VSU
- Friday April 20, 2012 – Final Student Teacher Assessment due by 3 pm (official)
- Friday April 27, December 2, 2012 - Last Day in the Schools

#### **Student Teacher Checklist for the Semester:**

**School Name:**

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**Mentor Teacher Name:**

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**Year** \_\_\_\_\_ **Semester** \_\_\_\_\_ **Grade Levels Taught**

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#### **I. RESPONSIBILITIES AND DUTIES**

\_\_\_\_\_/\_\_\_\_ 1. The student teacher should make a copy of the school class schedule and of their schedule and give that to the supervisor at the first seminar meeting. It is important to have contact information on the material handed in. Cell phone number, the school-phone number, the mentor teacher's email address, the student teacher's email address, the school fax number, and/or any additional information that may be important for the university supervisor to have access to. Be sure to note lunchtimes and/or other duties during the day especially planning time.

The university supervisor will schedule visitations including three specifically for assessment after the second observation. The student teacher should be ready to indicate which classes he or she will be working with and teaching. The student teacher should plan on being observed every two to three weeks at a minimum.

\_\_\_\_\_/\_\_\_\_ 2. The very first day, the student teacher should begin the development of an electronic Reflective Teaching Journal/Portfolio. Specific questions have been developed for each five week period and are to be used to guide daily journal entries. These entries should include reflections of daily activities and events, a collection of student work samples including examples of art and writing using digital means, reflections on things that went well and those that did not, three digital video-taped presentations during the semester, and a description of the student teacher's daily interaction with students. It is important to be observed by the principal or other school official and to have a written record of the student teacher's performance. This collection of reflections may be thought of as being an electronic scrapbook or collection of things rather than just a written log. The student teacher is encouraged to be original and creative. It is recommended that the student teacher make it a habit to upload journal entries to LiveText after school each day.

\_\_\_\_\_/\_\_\_\_ 3. The student teacher should discuss with the mentor teacher very early on what units/content areas he or she will be responsible for teaching during the semester. This may reflect the student teachers strengths, however all aspects of the curriculum should be considered especially those the student teacher has not had experience with. The student teacher should during the week inventory supplies that are on hand, discuss strengths and weaknesses with the mentor teacher, and learn as much about procedures and processes in the school as possible including the names of the students. A seating chart or name tags are highly recommended (see # ). Teaching to one's strength is comfortable, but everyone needs to work on their weaknesses.

\_\_\_\_\_/\_\_\_\_ 4. The student teachers initial job should be as an active observer/aide, however the mentor teacher and student teacher may treat this approach flexibly. The following suggestions may be helpful guides but are not hard and fast rules. The student teacher should spend a week or two observing and helping in the classroom to provide an opportunity to become acclimated to the school and school and system policies, school and classroom routines, the students, and the faculty. The student teacher may with the cooperating teacher's blessing begin teaching a class or two after the first week of observation. The student teacher should always teach from a printed lesson regardless of whether it is prepared by the student teacher or mentor. Also, make sure the university supervisor has a copy of all lesson plans taught. Student teachers are encouraged to observe skilled teachers in other disciplines recommended by the mentor teacher.

\_\_\_\_\_/\_\_\_\_ 5. The student teacher should learn the names of all students as quickly as possible. One possible method is to try to meet, work with, and develop some rapport with a few students in each class daily. This seems to work better than trying to memorize a list of names. The student teacher may wish to keep file cards on each student with facts about them, however be aware of the student's right to privacy. A seating chart is a good idea when trying to get to know student names. Some teachers require this while others do not want to use that type of structure.

\_\_\_\_/\_\_\_\_ 6. The student teacher should visit the school Media Center, meet the Media Specialist, make a list of useful reference resources, texts, audio-visual materials, prints and reproductions, magazines, and textbooks. These resources should be used to support planning and teaching. The student teacher should also make a list of the electronic equipment especially that which is not being used such as digital cameras, flex-cams, electronic projectors, large screen monitors, etc.

\_\_\_\_/\_\_\_\_ 7. The student teacher should observe another teacher in the school as least once during the semester. Do this within the first month. Ask your mentor teacher to suggest who might be a really good person to observe. Describe the dynamics of good teaching in your journal. Select a person who has strengths in an area you want to know more about (i.e. discipline, organization, interpersonal skills, communication, etc.).

\_\_\_\_/\_\_\_\_ 8. The student teacher should learn the duties of adjunct and auxiliary staff in the school (para-pros, substitute teachers, custodians, food service workers, school nurse, resource officers, etc. Find out where they can be found and what their responsibilities are. At some point their services might be needed.

\_\_\_\_/\_\_\_\_ 9. It is the student teacher's responsibility to make sure the mentor teacher has a copy of all of all Student Teaching materials the first day of class.

\_\_\_\_/\_\_\_\_ 10. The student teacher should be made aware of Material Safety Data Sheets (MSDS) and where they can be located. All safety rules and procedures for the art classroom and the school in general should be gone over thoroughly. Student teachers should identify hazardous materials and dangerous equipment and list them in the journal.

## **II. PLANNING**

\_\_\_\_/\_\_\_\_ 1. The student teacher is required to use pre and post-testing strategies for all lessons presented, to collect and analyze data, and to make necessary adjustments in the plan based on information collected as needed.

\_\_\_\_/\_\_\_\_ 2. The student teacher designs and writes unit and lesson plans with the advice and consultation of the mentor teacher and always makes copies and keeps a copy for the university supervisor

\_\_\_\_/\_\_\_\_ 3. The student teacher should be made aware of budges such as allotment per student, equipment , repairs, a capital outlay , media and posters, professional and student travel, and textbooks. Also, a review of how materials are purchased through the system warehouse and/or the procedures for ordering supplies from vendors. If possible, the student teacher should help order supplies for the next year, take inventory, and match supplies to classes and/or lesson plans.

\_\_\_\_/\_\_\_\_ 4. The student teacher should be in the habit of using a daily, weekly or monthly lesson-planning booklet. This approach provides opportunities to plan for events and activities in specific classes. It also can provide a quick overview of the semester and double as a reflection

of the daily journal report. Planning books may be purchased at the VSU Bookstore, Southern Stationary, The Learning Tree, Office Max, The Office Depot or any store that sells school supplies.

### III. ACCOUNTABILITY

\_\_\_\_\_/\_\_\_\_ 1. The student teacher must write a minimum of three (3) lesson plans during the semester following university supervisor guidelines (see #15). This must be done during the assessment periods as established by the College of Education Field Experiences Office. The lesson plans must be uploaded to LiveText and shared with the university supervisor as a reviewer. All planning should be well organized, carefully detailed, and thorough. All plans and instructional materials should be done in cooperation with the mentor teacher. The following are a few questions the student teacher should reflect upon during the design and planning phase: What assignments will be made, when, and why? How does the experience support the objectives for the lesson? What approach and procedures will be followed? What instructional strategies, references, resources, materials, tools, and types of equipment which are needed to teach the lesson effectively? What potential discipline and/or safety issues can be anticipated? How will student achievement and performance be assessed? What are the criteria? Will assessments be formative, imbedded, and summative? What assessment instruments or strategies will be developed and/or used?

\_\_\_\_\_/\_\_\_\_ 2. The student teacher's achievement must be formally assessed at three specific times during the semester by the university supervisor and the mentor teacher. In turn, the student teacher must assess the performance of the mentor teacher and the university supervisor at the same time. The assessment process is immediately shared with all stakeholders (see the *Student Teaching information*). All stakeholders should keep copies of all assessments. Should any problems with the student teacher's performance arise, ample opportunity to make corrections will be provided prior to the final evaluation.

\_\_\_\_\_/\_\_\_\_ 3. The student teacher may develop a questionnaire for students to help gain insights as to how he or she is perceived by the art students. The compiled results can become an important part of the LiveText journal. It is a good idea to check on how others feel the student teacher is doing on a regular basis.

### IV. INSTRUCTION

\_\_\_\_\_/\_\_\_\_ 1. The student teacher makes the students aware of what is expected and what is acceptable in precise direct terms. The student teacher makes sure the student understands how grades are to be determined. This information should come from the mentor teacher as well as from course notebooks, the Internet, or textbooks.

\_\_\_\_\_/\_\_\_\_ 2. The student teacher should quickly learn the methods and processes the mentor teacher uses to assesses student performance and to assigns grades. Determine how constructive criticisms are made to students. Help design rubrics for lessons based on standards. Criteria for successful performance or achievement should be directly tied to the course goals and the objectives established for the activity.

\_\_\_\_\_/\_\_\_\_ 3. The student teacher is required to have three lessons digitally videotaped. This should probably be a group lecture, dialogue, or demonstration. Review it with your cooperating teacher and with the University Supervisor (i.e. Reflective Teaching Portfolio).

\_\_\_\_\_/\_\_\_\_ 4. The student teacher should request permission to collect copies of tests, check sheets, handouts, lesson guides, curriculum guides, and school policies handbooks. .

\_\_\_\_\_/\_\_\_\_ 5. The student teacher should either develop or as for a schematic diagram of the room layout and write a short critique of flow patterns, storage spaces, workspace, placement of equipment, sinks and display spaces. In the journal, the student teacher may wish to make suggestions as to how the room might be redesign. This should not be a critical review of the current room, only a suggestion as to how things might be improved in the future.

## V. PROFESSIONALISM

\_\_\_\_\_/\_\_\_\_ 1. The student teacher should plan to make a unique contribution to the art room or program. Developing visual teaching aids or other artifacts that can be left in the room is encouraged. A contribution might be an art game, a learning center activity, or perhaps a step-by-step procedural chart for a particular art process.

\_\_\_\_\_/\_\_\_\_ 2. The student teacher should attend a minimum of one meeting of each group listed below:

\_\_\_\_\_/\_\_\_\_ (a) Faculty meeting

\_\_\_\_\_/\_\_\_\_ (b) Parent Teacher Association or Parent Teacher Organization meeting

\_\_\_\_\_/\_\_\_\_ (c) Extracurricular and/or sporting event, and

\_\_\_\_\_/\_\_\_\_ (d) A special event that requires beyond normal classroom involvement.

\_\_\_\_\_/\_\_\_\_ 3. It is important that the student teacher be given the opportunity to sit in on meetings with parents, attend an open house or participate in a parent/teacher conference.

\_\_\_\_\_/\_\_\_\_ 4. The student teacher should seek out the P.A.G.E., N.E.A., or A.F.T. building representatives and discuss the importance of these professional organizations.

\_\_\_\_\_/\_\_\_\_ 5. The student teacher should be a member of NAEA/GAEA and attempt to attend a professional learning conference, workshop, or seminar during the semester. See your Seminar Professor for further information about a NAEA Student Chapter membership.

End notes: It is best for the student teacher and mentor to systematically work on these tasks paying close attention to those things that are ongoing. Do not let things go until the end of the semester. Put the items that are required for assessment in the Reflective Journal/Portfolio and upload to LiveText sharing with the university supervisor.

## **VSU Art Education Student Teaching Reflective Practice: Videotaping and Journaling**

**Explanation.** The information below is designed to help the mentor teacher, student teacher, and university supervisor discuss the performance and achievement of the student teacher during a videotaping session. These general guidelines help the student teacher learn part of the process of reflective critical thinking. It helps each individual in the partnership to assess the approaches and strategies used by the student teacher. The questions are designed to elicit reflective comments on the part of the student teacher and help that individual to see all aspects of the instructional role.

**Videotaping.** The mentor teacher should make arrangements to videotape three student teacher presentations with a digital video camera. The first taping should be early in the semester, one around mid-term, and one at the end of the semester. The tapes should be used to help guide and structure inquiry regarding the student teacher's performance and achievement over the semester. The questions listed below are reflective in nature. The tapes should be shared with the university supervisor after the mentor teacher and student teacher have had the opportunity to review each one.

**Reflective Review Questions.** The following questions have been designed to elicit critical reflective self-analysis. Immediately following the first teaching experience, the mentor teacher should ask the student teacher the following questions. Each question should be thoroughly gone over. As the student teacher progresses through the semester and begins to masters more teaching skills, disciplinary methods and management techniques, the mentor may want to focus on fewer items or on those items the student teacher needs to work on and improve.

1. What skills, knowledge, and/or attitudes were you trying to give the students?
  - A. How successful do you think you were?
  - B. What things in the learners' subsequent performances lead you to think that you were successful or unsuccessful?
  - C. How did the learners feel about the lesson?
  - D. In planning for the lesson, what things influenced you the most?
  - E. Your knowledge and prior experience with the subject/topic/approach?
  - F. Your own attitudes and values about teaching and learning?
  - G. Research that supported your approach?
  - H. The materials and information available to you?
2. In developing the lesson presentation and structure how did you go about:
  - A. Constructing your ideas into a specific teaching method?
  - B. Designing a method that would meet the needs of various learning styles?
  - C. Including these learning styles and taking into account how you could address each one?
  - D. Testing your approach to insure that your teaching method(s) worked?
  - E. Modifying your approach or method(s) if they did not seem to work?
3. How do you feel your teaching was received by the students?
  - A. How do you know that you were successful or unsuccessful?
  - B. What were some good things that happened along the way that you had not anticipated?
  - C. What were some of the bad things that happened that you had not anticipated?



- D. How do you plan to take advantage of the good things and avoid the bad things in the future?
4. Identify which of the following teaching methods you used during the presentation and tell me how you used each one (1) the large group, (2) the small group, (3) individually.
- A. Analyzing
  - B. Classifying
  - C. Comparing/contrasting
  - D. Defining
  - E. Demonstrating
  - F. Designating/labeling/naming/listing
  - G. Directing
  - H. Discussing
  - I. Elaborating
  - J. Enumerating
  - K. Evaluating
  - L. Expanding
  - M. Generalizing
  - N. Explaining
  - O. Inferring
  - P. Interpreting
  - Q. Justifying
  - R. Lecturing
  - S. Opining
  - T. Quoting
  - U. Reacting
  - V. Reporting/stating
  - W. Responding
  - X. Soliciting/questioning/inquiring
  - Y. Synthesizing
  - Z. Structuring/organizing
5. Were there other methods or behaviors you used, if so what were they and how were they used?
6. What room management techniques did you employ? How were materials distributed? How did you select the student monitors? How was time managed? Did you take too long to present? Was enough information given? Did you skip anything or add anything?
7. How many times did you have to repeat yourself, ask the students to be quiet or wait for them to quiet down, or discipline the group or an individual?
8. What discipline problems did you encounter and how did you react? What action did you take? What you use this approach again or alter it, why or why not?
9. Did you follow good effective teaching protocol?
- A. Established administrative set – called roll, made announcements?
  - B. Instruction set – reminded the student's of what they had done previously and told them what you expected and what they were to do today. How did you do this, what method (s) did you use (select from above)? What was the essential question for this instructional period?

- C. Worked with the class, small groups, and individuals to accomplish your expectations.
  - D. Established closure – reinforced what was done during class and why, and told them what they would be doing next time.
10. Were the students on task for most of the lesson and were they challenged? Why or why not?
  11. How did you assess the performance of the students? How was achievement determined?
  12. How would you assess your own performance, give yourself a grade.

**Journaling.** Student teachers are required to keep an online daily journal or log in LiveText. A mentor teacher should encourage and help the student teacher by providing time each day after school when the student teacher can work on the journal. In addition, student teachers are asked to keep a digital photographic record of student artwork, mentors should check to see that release forms have been completed and turned-in to the office. Videotapes in the form of short vignettes of the student teacher working with students are encouraged. These should be edited and then uploaded to LiveText.

Assessing student progress and growth is one of the most important acts of teaching. Mentor teachers and student teachers should spend a great deal of time discussing how student are assessed and why. Student teachers should have a good understanding of rubrics and standards, which may be helpful.

Student teachers are expected to do something extra for the school program. What is done is the decision of the student teacher in consultation with the mentor teacher. Each student teacher should have made the mentor teacher aware of this requirement and have already shared some ideas with the mentor teacher.

**Assessing Performance.** The student teacher is assessed by the supervisor and mentor three times during the semester using the COE electronic Observation of Student Teaching form. This is done at the beginning of the semester (before the end of August for fall semester and January for spring semester), near mid-term (around the first week in October or March) and near the end of the semester (the last week in November or April). Notice that student teachers may not be given a rating of higher than 3 out of 4.

#### **Videotaping Lessons – for the Student Teacher**

The following are a few things to keep in mind during the taping sessions while student teaching. The first video attempted should be of a brief presentation, 3 to 5 minutes in length. Be sure that the camera is positioned to pick-up sound adequately and to capture you and any visual resources you may use. It is not necessary to record student questions or responses during the first session. The objective is to have you see what you look like and sound like as you address students in a class room setting. Instructions follow:

- First – it is very important that a digital camcorder be used with a tripod for stability.
- Second – position the camera so you are the focal point and can be heard clearly, and so that any visual aids used can be easily seen.
- Third – keep your presentation to about 3 to 5 minutes.

The second video should capture your interaction with a student or with students. This can be done as a lecture/demonstration with a question and answer session following.

- First – again, use a digital.

- Second – For the purposes of this session, the camera may need to be hand held so interactions can be recorded.
- Third – shoot 5 or more short segments of about 2 to 3 minutes in length.

The final video should consist of an entire lesson. Think of how administrative and instruction set are established, give directions, establish the objectives for that class period, provide instructional information with detailed