

RHODE ISLAND COLLEGE FALL 2010
Faculty of Arts and Sciences
ARTE 464/562: Student Teaching Seminar in Art Education
2 credit hours

Instructor: Dr. Cheryl Williams, Cynthia Duffy
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Class Location: Art Center, Room 17
Meeting Times: Mondays, 4-5:50pm
Office Hours: Monday: 6-7:30pm

PREREQUISITE

Concurrent enrollment in ARTE 426 (or 525 for MAT students).

COURSE INFORMATION

Catalog Course Description

Teacher behaviors appropriate to effective art instruction are examined, including lesson plan development, classroom and time management, teaching strategies, modifications for student with special needs, and assessment techniques.

Expanded Course Description

This course is designed to support and assist students with their student teaching performance and to further assist them with preparing for their career as visual arts educators. A range of topics will be addressed during the semester that relate to both students' concurrent student teaching and their future work in the art teaching profession. In addition to the topics identified in the course description, the seminar will focus upon topics and issues that are raised by the student teachers in response to their student teaching experiences. Also, the National Visual Arts Standards, the State of Rhode Island K-12 Arts Framework, the Rhode Island K-12 Grade Span Expectations (GSEs) in the Arts, Common Core, Race To The Top and other education initiatives will be examined and considered for application to PreK-12 Art instruction. The Conceptual Framework of Rhode Island College's Feinstein School of Education and Human Development and the Rhode Island Professional Teacher Standards will be focused upon as a means to assess students' teaching performance. Additionally, job search preparation and strategies will be addressed.

Relationship to the Professional Program

This is a required course for those students whose professional goal is to become state-certified teachers of the visual arts, grade levels Pre-Kindergarten through Grade 12. It is the final course in the Art Education Program's sequence of required art education courses and is required to be taken concurrently with Student Teaching, ARTE 426 (or ARTE 525 for graduate students). The student teaching seminar aims to assist students in achieving success with their student teaching and in further conceptually processing and documenting that experience. It also aims to assist art education students with successfully meeting the Exit Portfolio Requirement of the College's Feinstein School of Education and Human Development and our Art Program.

Relationship to FSEHD & RIPTS

The approach taken to this course reflects the Conceptual Framework of Rhode Island College's Feinstein School of Education and Human Development (FSEHD), which aims to develop reflective practitioners and addresses the four themes of knowledge, pedagogy, diversity, and professionalism. This includes involving students in the School's emphasis on the recursive educational practice of planning, acting and reflecting. Instruction and assignments are also aligned with the Rhode Island Professional Teaching Standards.

COURSE OUTCOMES

As a result of this course, students will:

1. Gain an increased awareness and understanding of a diversity of art teaching approaches, art education issues, and art teaching environments. FSEHD (Knowledge), RIPTS (2, 10)
2. Become more knowledgeable about a variety of teaching strategies, classroom management strategies, effective means of communication, learning styles, and assessment techniques relevant to art education and the diversity of students (and their needs) who art education inPK-12 is to serve. FSEHD (Knowledge, Diversity), RIPTS (1,2,3,4,6,8,9)
3. Develop skills in improving teacher behaviors and skills appropriate to effective art teaching by learning to more effectively utilize a variety of research, planning, and preparation strategies for teaching; engaging in reflective thinking; interacting with other professionals; and learning about continuing professional development opportunities and the value of participating in such. FSEHD (Pedagogy, Professionalism), RIPTS (7,10)
4. Demonstrate professional growth and competency as beginning visual arts teachers by documenting their student teaching experiences and performance and reflections concerning this. FSEHD (Professionalism), RIPTS (10)

COURSE REQUIREMENTS

	Alignment with FSEHD Conceptual Framework	Alignment with RIPTS	Alignments with with Course Outcomes
Assignment 1: Reflections	Knowledge	RIPTS 10	Outcomes 1,2,3,4
Assignment 2: Elementary Art Lesson Portfolio Entry & Presentation to peers	Pedagogy Diversity	RIPTS 2,3,4,9,10	Outcomes 3,4
Assignment 3: Secondary Art Lesson Portfolio Entry & Presentation to Peers	Pedagogy Diversity	RIPTS 2, 3, 4, 9,10	Outcomes 3,4
Assignment 4: Art Teaching Portfolio	Professionalism	RIPTS 9,10, 11	Outcomes 1,2,4

Assignments

ASSIGNMENT 1: REFLECTIONS

Weekly Reflections and a typed Summary Reflection regarding student Teaching
(30 points, Addresses Rhode Island Professional Teaching Standard #10)

1.1 Weekly Reflections: At the end of each week of student teaching, Art Education student teachers must write a reflection on that week's student teaching experiences. The content of each weekly reflection should cover (a) documentation and analysis of selected significant experiences that occurred during the week, (b) your thoughts about your student teaching experiences, and (c) a self-assessment regarding your progress in meeting the Rhode Island Professional Teaching Standards (RIPTS). Topics to address each week are as follows:

What's happened and my current thoughts (a reflective personal journal entry)

*What events and/or issues were most significant in your student teaching experience this week? Why?
*What are your thoughts, feelings, and insights regarding these events and/or issues? What have you learned about yourself, your students, and/or your teaching? And how are you feeling about your student teaching?

The second page will be your RIPS Journal. What success did you have with meeting the RIPS this week and what's your plan for next week?

Which of the Rhode Island Professional Teaching Standards did you have particular success in demonstrating competency in this week (describe how so) -- and which will you target next week? (describe your planned strategy for demonstrating competency in meeting another RIPS. For each student teaching placement, be sure to attend to each of the Eleven Standards. Your aim is to document in your reflections and Art Teaching Portfolio your competency in meeting **each** of the Rhode Island Professional Teaching Standards. Write each weekly reflection at the end of each week of student teaching before your next week of student teaching begins.

*Single space, type and head both pages of your reflections with your name and "WEEKLY REFLECTION, WEEK [#]: [dates]." And add a sub-heading for Page 1: What's Happened and My Current Thoughts; and for Page 2: My Progress in Meeting RIPS.

The reflection and RIPS journal will be due on the following dates: September 27 (Opening day to-September 24; October 25 (9/27-10-22); Nov29 (10/25-11/24); Dec 6 (11/22-12/3).

1.2 Professional Development Reflection: At the end of your student teaching, you are required to turn in a typed professional development reflection about your student teaching experiences and performance, with a plan for your continued professional growth. Read back over all of your weekly reflections and pause to consider all that you have seen and done. Also, look through your Art Teaching Portfolio, which documents your student teaching and the degree to which you have met each of the Rhode Island Professional Teaching Standards (RIPTS). Then address the following questions:

- What events and/or issues were most significant in your student teaching experience? Why?
- What are your thoughts, feelings, and insights regarding these events and/or issues? and what have you learned about yourself, your students, and/or your teaching from these student teaching experiences?
- How did you do in meeting each of the Rhode Island Beginning Teacher Standards (RIPTS) during your student teaching? Which of the RIPS were you most successful in meeting (how so) and which do you need to target for further professional growth? Clearly indicate what you believe to be your strengths and weaknesses.
- Reflect on your education and experiences to date and then write a brief plan for initiatives to take to help you improve on several aspects of your teaching performance in the future.

ASSIGNMENT 2:
ONE ELEMENTARY ART LESSON PORTFOLIO ENTRY AND PRESENTATION TO PEERS
(10 points, Addresses Rhode Island Beginning Teacher Standards #2, 3, 4, 5, and 9)

In preparation for the final submission of a comprehensive Art Teaching Portfolio, students are required to submit a portfolio entry that documents one elementary art lesson taught during student teaching. Students will present this material to their Student Teaching peers during Seminar Class. The required components of this portfolio entry are provided below.

and ASSIGNMENT 3:
ONE SECONDARY ART LESSON PORTFOLIO ENTRY AND PRESENTATION TO PEERS
(10 points, Addresses Rhode Island Beginning Teacher Standards #2, 3, 4, 5, and 9)

In preparation for the final submission of a comprehensive Art Teaching Portfolio, students are required to submit a portfolio entry that documents one secondary art lesson taught during student teaching. Students will present this material to their Student Teaching peers during Seminar Class. The required components of this portfolio entry are as follows:

- Typed Lesson Plan:** A professionally presented, typed lesson plan headed with specific title of your art lesson and your name. Use the lesson plan format provided by the instructor. Be sure to note any accommodation you planned and made for students with special needs.

- Supplementary Instructional Materials:** Include any handouts or worksheets that were part of your teaching for this lesson. Provide blank copies with your lesson plan and then showcase in your portfolio copies of any worksheets students have filled out.

- Headings/Captions:** Create a title page with heading/caption that announce the following: title of your art lesson; the class instructed (i.e., Art Studio 1, 2nd Grade etc.); major lesson objectives and National Visual Arts Standards addressed, RIPTS and GSE's (in the arts) as well as the key aspects of your lesson shown in presented visuals and text. Add other headings/captions to highlight intended focus of portfolio pages.

- Exemplar Artwork:** Present a visual reproduction of 1 or 2 exemplar artwork introduced as inspiration for the art lesson. Clearly identify the images as, for example, "Artwork used to Inspire Students." The title of the individual artwork(s) should either be placed in italics or underlined. Also include the artist's name, the medium, the size, and the date the artwork was created in your caption.

- In-Process Visuals:** Present visual documentation of student artwork in process and/or photographs of teaching and learning in action of lesson.

- Student Artwork:** Include visual documentation of 2-3 completed artworks that excel in meeting your lesson objectives. Additionally include at least one sample of student artwork that does a basic job in meeting the standard, and one example (if available) of student artwork that does not meet your lesson objectives.

- Student Written Work, Reflections and/or Self-Assessment:** Provide examples of any written student work and any self-reflections students may have done about their artwork and the process of creating it (especially regarding student artwork you include in your portfolio).

Additionally, include items such as artist's statements, Acrostics, and self-evaluations. **Note:** This may include adding captions of titles students have given their artwork and quotes of what students said about their artwork and/or the process of creating it.

- Evaluation:** Provide evidence of how you have assessed student learning and the degree to which each student successfully met your lesson objectives. Include any examples of written feedback you have given your students about the art lesson showcased in this portfolio entry.

ASSIGNMENT 4: ART TEACHING PORTFOLIO

(50 points, Should provide evidence of having met Rhode Island Beginning Teacher Standards #1-11 and of having incorporated FSEHD's Conceptual Framework into student teaching practices)

As a requirement for student teaching and this course, you must create an Art Teaching Portfolio. This portfolio serves both as an exit portfolio for you in completing the Art Education PK-12 teaching certification program at Rhode Island College and as an interview portfolio to use as you search for a teaching job. This portfolio is to provide evidence of your professional development as a PK-12 Visual Arts teacher at the completion of your student teaching with respect to the National and Rhode Island Visual Arts Content Standards, Rhode Island K-12 Grade Span Expectations (GSEs) in the Arts, the Feinstein School of Education and Human Development (FSEHD) Conceptual Framework, and the Rhode Island Professional Teaching Standards (RIPTS). Throughout your Portfolio, connections to the National Visual Arts Standards, the GSEs, the FSEHD Conceptual Framework, and the RIPTS, must be meaningfully made and evident. Please note such connections with headings or post-its when appropriate. All of the items in your Art Teaching Portfolio must be typed and professionally presented. As a visual arts educator it is expected that your portfolio will have a significant amount of visual documentation of your preparation, experiences, and competencies as a beginning PK-12 art teacher.

Required Components of Art Teaching Portfolio

- *A draft of your resume (1 -2- pages, single spaced)
- *A statement of your art teaching philosophy (1 page, single-spaced...perhaps also create a wordle.net version?!)
 - *Letters of recommendation if available: from cooperating teachers, college supervisor and other(s)
- *An overview of each of your student teaching sites (a report on the contexts of your teaching: the "Portrait of a School and its Art Program" assignment for Elementary School)
- *A classroom management plan: (one for elementary and one for secondary or a combined one)
- *A minimum of two art lessons as well as snippets of other lessons and/or a 3rd art lesson taught at each placement (lesson plan & documentation of teaching, learning outcomes, and assessments: Assignments 2 & 3)
- *One unit of instruction specifically included in the Teacher Candidate Work Sample for Secondary Level and following the FSEHD TCWS format for the Secondary Level; graduate students are required to include documentation of an implemented Elementary Art Unit
- *Several samples of student work (artwork and any written work) for each lesson
- *Samples of assessment instruments (Very, Very Important!) with your evaluations of student learning (may be completed rubrics, students' self-assessments, your evaluations) as well as how it improved your teaching and your student's learning for each required lesson presented
- *One case study of a student, at the Elementary level, who presented specific challenges to you as a teacher (for either the elementary or secondary level) preferably connected to one of the art lessons showcased in your portfolio; Student Teachers are encouraged, but not required to present a Case Study for a student at the Secondary level (or to later add this in before interviewing for a secondary position).
- *Documentation of an initiative you took to connect with parents/guardians to support student learning (for either the elementary or secondary level).
- *Documentation all professional development initiatives you took during student teaching. Student Teachers are especially encouraged to join the RI Art Education Assoc., join NAEA and do a Digication Portfolio – and attend the **RIAEA Conference on Saturday October 16 at West Warwick High School.**
- *Evaluations by your cooperating teachers and college supervisor (included in a manner that allows you to easily remove these items for your Interview Portfolio)
- *Documentation of your own artwork and competence in your content area of art (may be in a separate portfolio).

COURSE EVALUATION

Assignment Weight:

1. REFLECTIONS 30%
 - Weekly Reflections
 - Professional Development Reflection
2. ELEMENTARY ART LESSON PORTFOLIO ENTRY AND PRESENTATION TO PEERS 10%
3. SECONDARY ART LESSON PORTFOLIO ENTRY AND PRESENTATION TO PEERS 10%
4. ART TEACHING PORTFOLIO 50%

Evaluation and Grades

Your grades for this course are based on the percentage allocated to each course requirement as indicated above. Both conceptually strong content and professional presentation are expected. Your percentage total for course requirements will determine your grade as follows:

A	95-100%	B-	80-83%	D+	74-76%
A-	90-94%	C+	77-79%	D	64-66%
B+	87-89%	C	74-76%	D-	60-63%
B	84-86%	C-	70-73%	F	below 60%

Students should be advised that absences and/or lack of active class participation will have a further, significant effect on their final course grade.

ACCOMMODATIONS

Rhode Island College is committed to making reasonable efforts to assist students with documented disabilities. If you are seeking reasonable classroom accommodations under the Americans with Disabilities Act of 1990 and/or Section 504 of the Rehabilitation Act of 1973, you are required to register with RIC's Disability Services Office (Craig-Lee Hall, Room 127; phone number 456-8061). To receive accommodations for this class, please obtain the proper forms from the Disability Services Office and meet with me at the beginning of the semester, as soon as possible.

COURSE TEXTS

- *Cushman, K. (2003). *Fires in the bathroom: Advice for teachers from high school students*. New York: The New Press. [ISBN: 1-56584-996-5]
- *Gerber, B. L. & Guay, D. P. (Eds.). (2006). *Reaching and teaching students with special needs through art*. Reston, VA: National Art Education Association.
- *Hetland, L., Winner, E., Veenema, S., & Sheridan, K. M. (2007). *Studio thinking: The real benefits of visual arts education*. New York: Teachers College Press. [ISBN: 978-0-8077-4818-3]
- *Rhode Island College, Student teaching handbook, on the web at:
www.ric.edu/ospfp<<http://www.ric.edu/ospfp>>
- *National Art Education Association. (1994). *The national visual arts standards*. Reston, VA: Author.[ISBN: 0-937652-65-2]
- *Rhode Island College FSEHD website: <http://studentteachinginfo-ric.wikispaces.com/>

Recommended Periodicals:

- **Art Education* (the journal of the National Art Education Association which is sent to all members dialogues about issues and ideas for art educators to consider are reported here.)
- **Scholastic Art* (much art lesson material here to critique and consider modifying for your teaching)
- **School Arts* (many art lesson plan ideas here to critique and consider modifying for your teaching)
- **Studies in Art Education* (the research journal of the NAEA)
- *also see the RIC Art Education Program "Art Education Websites" resource listing!