ART 4300-001 CLINICAL EXPERIENCE II
FALL 2015
Class meets concurrently with Art 4000-001
Tuesday & Thursday 9:00-11:50 am in FAV108

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COURSE DESCRIPTION
This course is designed to allow you to gain first hand direct experience in a public school classroom, which is valuable in preparing you for a future as a successful teacher. You will complete 30 hours in residence at your assigned placement.

This class MUST be taken concurrently with Art 4000 Secondary Art Methods II.

COURSE PREREQUISITE
You should have completed ART 3000 Secondary Art Methods I and ART 3300 Clinical Experience I before taking this class. However, you must be accepted into the BFA in Art Education and the Secondary Education Program in order to be enrolled in this class.

LEARNING OUTCOMES
Through this course you will:
1. Observe and assist master teachers at work in an art classroom.
2. Gain hands on experience working directly in an art classroom.
3. Develop confidence in one's ability to actively engage with students.
4. Assess and reflect upon one's role and abilities as an educator.
5. Cultivate a broad perspective on art education in a real life context.
6. Understand the role and value of the arts within the larger school community.

IDEA COURSE EVALUATION OBJECTIVES
IDEA Objective 4: “Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

IDEA Objective 8: “Developing skill in expressing myself orally or in writing

IDEA Objective 10: “Developing a clearer understanding of, and commitment to, personal values

INTERSTATE NEW TEACHER ASSESSMENT AND SUPPORT CONSORTIUM (INTASC) PRINCIPLES
In this course we will utilize the following INTASC language and principles. This framework provides conceptual guidance and a common vocabulary for developing the understanding, knowledge and skills
necessary for effective teaching. It will enhance the course as well as put us in accordance with the School of Teacher Education and Leadership, as well as the Secondary Teacher Education Program (STEP) in our common goal to ensure that you have ample opportunity to develop into excellent classroom teachers.

1. Content Pedagogy- The teacher understands the central concepts, tools of inquiry, and the structure of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful to students.
2. Student Development-The teacher understands how children learn and develop, and can provide learning opportunities that support a child’s intellectual, social and personal development.
3. Diverse Learners- The teacher understands how students differ in their approach to learning and creates instructional opportunities that are adapted to diverse learners.
4. Multiple Instructional Strategies- The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving and performance skills.
5. Motivation and Management- The teacher uses an understanding of individual and group motivation to create a learning environment that encourages positive social interactions, active engagement in learning, and self motivation.
6. Communication and Technology- The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. Planning-The teacher plans instruction based on knowledge of the subject matter, students, the community, and curricular goals.
8. Assessment- The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
9. Reflective Practice: Professional Growth- The teacher is a reflective practitioner who continually evaluates the effects of his or her choices an action on others (students, parents and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
10. School and Community Involvement- The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Requirements

• Placement
You will be placed at a public or private middle or high school.

I will make suggested placement to the College of Education, who then makes arrangements for your official placement. I will do my best to place you in a situation that I think will be a good fit, and be in your best interest. You may NOT make arrangements for your own clinical placement.

• Behavior
Please remember that you are a guest in the teacher’s classroom. It is expected that you will behave as such. Be respectful and follow the guidelines and rules that the cooperating teacher sets forth in their classroom.

It is expected that you conduct yourself as a professional in all that you do. This should be reflected in your dress, language, behavior and attitude.
• **Attendance at Assigned Placements**

It is expected that you work out a plan with your cooperating teacher for when you will be visiting your placement site, so they know when to expect you and can integrate you into their classroom experience.

It is extremely important that you attend all of your clinical sessions. You must complete 30 hours in order to pass this class. Failure to do so will result in a failing grade.

If you cannot make it to one of the sessions, please inform the cooperating teacher so they know not to expect you. This can be done by calling the school office and leaving a message for that particular teacher, or talking with them directly.

It is also important that you contact me as well so I know that you will be absent. If you are carpooling with other students, let them know as well. You will need to make the time up at a later opportunity. Failure to do so will affect your grade.

• **Hours & Log**

During this semester each student will spend 30 hours in the public schools to fulfill the requirements for your clinical experience. You will spend 30 hours with one each teacher and align your visits with according to his or her class schedule.

It is important that you are able to spend several consecutive class periods back to back with the cooperating teacher, following them through their classes and schedule. This way you will get a true feel for how his other day is flows and unfolds. It is desirable that you begin your clinical days during first period whenever possible.

There will be some hours of release time from the Methods I class to allow you to participate and complete your clinical experience. The remaining hours will need to be fulfilled on your own time and schedule.

In order to arrange your clinical placement, you are required to fill out the placement schedule form and return it to me by Thursday, August 28. You may be placed at the same location as other students. No more than three students will be placed together.

You must be able to provide your own transportation to these schools. You may be able to car pool or take the bus. You must notify me if you will have difficulty getting to your placement, and we will see if we can make suitable adjustments to meet your transportation needs.

• **Task List**

You must complete several of the tasks on the list in order to complete your clinical experience. The intention is that by doing these tasks you will be more engaged and involved in the classroom during your visits, which result in more valuable learning experiences. You must complete a minimum of 100 points of tasks in order to pass this class. Doing less result in failing this class.
Each task that you complete will be documented and reflected upon in your online journal. You will keep track of the activities and points on the Task Activity Log. Each activity will be validated by your cooperating teacher's signature.

- **Journal & Log**
  You will keep a written account of your experiences, observations, reflections and other information that you will gather during your clinical experience.

You must document each visit with a complete entry in your journal. You will create a journal in Google documents, and add to it after each classroom visit. This will be an interactive document to which I can add responses to your entries. You will need to set up a Google account in order to access Google documents.

Your cooperating teacher must validate each visit and related journal entry with a signature in your visitation log. It is important that you keep both up to date, and do your entries soon after your visit. That way the information will be fresh in your mind.

It is expected that you will be prepared to share and discuss this information during class meetings. This way you can help each other learn and grow as teachers. This journal and discussion count toward your final overall grade.

- **Participation in Weekly USU Class Meetings**
  All clinical experiences will vary. Each teacher and classroom is unique. There is much to be learned by observing these unique approaches. We will share our clinical experiences during an arranged meeting. Attendance to this meeting is mandatory. It is expected that you will actively participate and share your experiences.

  - **YOUR CLINICAL HOURS MUST BE COMPLETED BY FRIDAY, NOVEMBER 20, 2015**

**Evaluation and Grading**
This class is graded as Pass/Fail only. There are 200 points that you must complete in order to pass this class. They are as follows:

1. Completion of all required classroom hours- 50 points
2. Online Journal and experience discussions- 50 points
3. Task List- 100 points

**Fees**
The fee for this class is $50.00. It will be used to compensate the cooperating teacher for his or her services as your mentor while in his or her art classroom.

**Syllabus Change Policy**
This syllabus is a guide and every attempt is made to provide an accurate overview of the course. However, circumstances and events may make it necessary for the instructor to modify the syllabus during the semester and may depend, in part, on the progress, needs, and experiences of the students. Changes to the syllabus will be made with advance notice.
**Withdrawal Policy and Incomplete "I" Grade Policy**

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

**Americans with Disabilities Statement & Non-Discrimination Statement**

The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille."

**Plagiarism Statement**

Plagiarism includes knowingly “representing, by paraphrase or direct quotation, the published or unpublished work of another person as one’s own in any academic exercise or activity without full and clear acknowledgment (sic?). It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials” (Code of Policies and Procedures for Students, Article V, Section 3A.1). The penalties for plagiarism are severe. They include “#1) warning or reprimand and #2) grade adjustment” (see: Article VI, Section 1A): Other penalties may also be imposed at the Dean’s discretion. These include probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, referral to psychological counseling, and other appropriate disciplinary actions.

**Inclusion Statement**

No student is permitted to create a threatening, intimidating, or harassing environment in this course. Classroom civility is a part of the Student Code, and infractions will be pursued through the Student Conduct Coordinator. This course will be conducted in a safe and tolerant environment, and any person who detracts from that environment will be instructed to leave without the ability to make up coursework.