ART 5500  
STUDENT TEACHING SEMINAR  
FALL 2015  
Tuesdays 3:00-4:45 pm in FAV 118

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Course Prerequisites  
You must have completed Level 1 and Level 2 coursework, and have a student teaching placement.  
This course is offered for 2 credits only.  
It is taken on for Pass/Fail only.

Course Description  
This course is the capstone seminar focused upon student teaching issues, professional development, and principles of effective instruction, emphasizing a reflective methodology.

Learning Outcomes  
During this course you will:

1. Develop confidence in your abilities, identify your strengths and weaknesses as a teacher, and celebrate your own unique teaching style.
2. Become familiar with others’ curricular designs, instructional methods, class management techniques and disciplinary strategies.
3. Recognize, address, and solve problems that arise during the process of student teaching.
4. Identify, address and solve relationship challenges with secondary students or master teachers,
5. Refine and improve curriculum development including mapping, unit and lesson plan designs, visual presentation and lecture skills.
6. Review and clarify your teaching philosophy and beliefs about art, art education, and visual culture.
7. Prepare a Artist/ Teacher portfolio to be used during your job search which will include: a mock cover letter, a resume, a teaching philosophy, a classroom management statement, samples of curriculum maps, unit and lesson plans, images of student work, artist statement, a personal annotated image index, and images of your original work.
8. Develop your interview skills to help you prepare for the job search.
IDEA Course 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.

Instructor Responsibilities

As your course instructor, it is my responsibility to provide you with the best learning opportunities that I can to assist you in achieving the learning outcomes for this course. In order to do this I will:

1. Provide guidance, instruction and resources that will help to develop and polish your professional skills.
2. Serve as advisor and editor for the development of your professional teaching artist portfolio
3. Be respectful of each student and their work
4. Be accountable for my attitude and behavior.
5. Provide a safe and cooperative learning environment

Student Responsibilities

As a student in this course it is your responsibility participate fully in this class and work to your best effort in order to achieve the learning outcomes. To do this you will:

1. Attend all class meetings.
2. Be attentive and engaged during class time.
3. Actively participate in all class activities.
4. Complete all assignments with your best effort and in a timely manner.
5. Be accountable for your attitude and behavior.
6. Be respectful of fellow students and their work.

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
This course is designed to assist, direct, support and encourage you during your student teaching practicum. Through this course, you will also polish and refine your professional presence and skills so that you will be well prepared to enter the teaching profession.

You will be required to demonstrate your skill and competency as a teacher. This will be evaluated and assessed by your students, your peers, cooperating master teacher, and your supervising university professor. You will be evaluated on the quality of the following- activity and lesson plan, presentation and delivery, classroom management, critique and assessment of the lesson. You will be videotaped while teachings and these videos will be reviewed later in class.

You are required to prepare a professional quality portfolio that will illustrate who you are as an artist and as a teacher. This will include: a resume, artist statement, images of your original work, teaching philosophy, images of student work, and samples of curriculum maps, unit and lesson plans

It is expected that you will fully participate in all discussions, willingly share your ideas and experiences. This is the main format for this class and its success depends on the input from each participant.

It is also expected that you will participate and share your experience reflections in the online chat/journal in Canvas.
**Participation and Attendance**
Punctuality and good attendance are important characteristics of the dedicated teacher. It is also important for students who wish to be good teachers. The focus of this seminar is discussion, therefore it is important that you attend and participate. If you are constantly late or frequently absent, your final grade will be lowered.
Three lates to class will be equivalent to one unexcused absence.
Three unexcused absences will lower your final grade by one full letter.

**Course Materials and Resources**
Canvas will be utilized to deliver all required materials and assignments for this course. No other additional materials or texts are required.

**Policy for Late Work and Missed Assignments**
I anticipate that you will turn in assignments on time. Late assignments will be marked down 10% per day. Weekends count as two days.
I will not accept work that is more than a week late, unless there is a documentable reason and circumstance.
If you miss a class, it is YOUR responsibility to find out what was covered or discussed during that period, to make up the work, and turn any assignments in on time.

**Evaluation and Grading**
There are 200 points that must be completed to pass this class.
1. Attendance & Class Participation-25 points
2. Weekly journal emails in Canvas-50 points
3. Artist/TeacherPortfolio-100 points
4. Participation in Mock Interview-25 points

**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 acknowledgement (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.
# Art 5500 Student Teaching Seminar Weekly Schedule

## Week 1 T Sept 1
**Lunch Meeting**
1:00 pm at Merrill-Cazier Library
Meet on during your lunch break during Secondary Education seminar meetings
Arrange meeting with teacher for 1st visit for Organizational Meeting

### HOMEWORK
**Readings:**
- What is a Teaching Artist?
- Thirteen Core Elements for Teaching Artistry

## Week 2 T Sept 8
**IN CLASS**
**Discussion:**
Review Syllabi, seminar expectation, general questions and concerns.
Discuss peer visits
View examples of Teaching Artist Portfolio
Teaching Philosophy

### HOMEWORK
**Assignment:** First draft Teaching Philosophy
**Readings:**
- Writing A Teaching Philosophy Statement
- Key Points Outline
- Brainstorming Ideas for A Teaching Philosophy

## Week 3 T Sept 15
**IN CLASS**
**DUE:** First draft Teaching Philosophy
**Discussion:**
Schedule 2nd visit for Observation
General Concerns and Experience Sharing

### HOMEWORK
**Readings:**
The Transition From Student To Teacher
What I Wish I Knew My First Year

## Week 4 T Sept 22
**IN CLASS**
**Discussion:**
Making the Transition from Student to Teacher
Teaching Resume
General Concerns and Experience Sharing

### HOMEWORK
**Assignment:** First draft Teaching Resume

## Week 5 T Sept 29
**IN CLASS**
**DUE:** First draft Teaching Resume
**Discussion:**
General Concerns and Experience Sharing
Classroom Management Statement

### HOMEWORK
**Assignment:** Classroom Management Statement
**Resources:** Sample Statements-
- Classroom Management Philosophy
- Classroom Management Statement

## Week 6 T Oct 6
**IN CLASS**
DUE: First draft Classroom Management Statement
Discussion: Schedule 3rd visit for Observation
General Concerns and Experience Sharing

**Week 7 T Oct 13**
IN CLASS
DUE: Final draft Teaching Philosophy and Teaching Resume
Discussion: General Concerns and Experience Sharing

**Week 8 T Oct 20**
IN CLASS
DUE: Final draft Classroom Management statement
Discussion: Cover Letters
General Concerns and Experience Sharing

HOMEWORK
Readings: Resumes and Cover Letters for Educators
How to Write Successful Cover Letters
Assignment: Cover Letter

**Week 9 T Oct 27**
IN CLASS
DUE: Cover Letter
Check In: Artist Teacher Portfolio
Discussion: General Concerns and Experience Sharing

**Week 10 Nov 3**
IN CLASS
DUE: First draft of Teaching Artist Portfolio
Discussion: Schedule 4th visit for Final Observation
General Concerns and Experience Sharing

**Week 11 T Nov 10**
IN CLASS
Discussion: Job Application Packet & Practice Interviews
General Concerns and Experience Sharing

HOMEWORK
Assignment: Hard copy Job Application Packet-Cover letter, Resume, Teaching Philosophy & Classroom Management statement
Resources: Getting Ready For Practice Interviews

**Week 12 T Nov 17**
IN CLASS
Discussion: Teaching Artist Portfolios, Job Application Packet & Practice Interviews

HOMEWORK
Assignment: Digital Copy Teaching Artist Portfolio

**Week 13 T Nov 24**
IN CLASS
DUE: HARD COPY Job Application Packet
DIGITAL COPY-Teaching Artist Portfolio
Discussion: General Concerns and Experience Sharing
**Week 14 T Dec 1**
IN CLASS
DUE: Hard Copy of Teaching Artist Portfolio
Activity: Practice Interviews. Times will be determined.

**Week 15 T Dec 8**
IN CLASS
Discussion: Reflections & Looking to the Future!

**Week 16** Celebration Luncheon Congratulations!!!!!!