ART 5630
STUDENT TEACHING IN SECONDARY SCHOOLS
FALL 2015

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COURSE PREREQUISITES
You must have completed Level 1 and Level 2 coursework, and have student teaching placement.
This course is offered for 10 credits only.
It is taken on for Pass/Fail only.

COURSE DESCRIPTION
This course consists of a thirteen week culminating practicum in a secondary school classroom in which students assume full-time teaching responsibilities under the direction of a cooperating teacher in a major and/or minor subject field.

FEES
The fees for this course are $300.00. They are used to pay the honorarium to the Cooperating Teacher and for travel reimbursement for the University Supervisor.

PRE-STUDENT TEACHING REQUIREMENTS
Once you receive notification of your student teaching placement, you are strongly encouraged to contact your cooperating teacher(s) immediately. This early contact establishes you as a pre-service teacher who is interested in planning for the best possible experience for yourself, the students you will be teaching and your cooperating teacher(s). You could discuss lessons your cooperating teacher(s) may want you to think about before you begin your official first day of student teaching on September 3. You might want to suggest the possibility of doing some observation prior to the beginning of the USU semester as well.

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.

**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. Act as liaison between the student teacher, the cooperating teacher, the school administration, and the College of Education to facilitate a positive student teaching practicum.
2. Visit and observe you at your practicum site in order to evaluate both your personal and professional growth as a teacher.
3. Provide guidance, instruction and resources that will help to develop and polish your professional skills as a teacher.
4. Act as an advocate and counselor when needed.
5. Support the policies of the Secondary education program.
6. Provide feedback to the Office of Field Experience.
7. Be respectful of each student teacher and their work
8. Be accountable for my attitude and behavior.

**Student Responsibilities**

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

1. Use all your competencies, teaching strategies and procedures to enhance the teaching setting.
2. Be professional in attitude, presence, dress and behavior at all times, both in and out of the classroom.
3. Be respectful and mindful of your cooperating teacher, their classroom, the students, the school administration and staff, and the larger school community.
4. Work with the cooperating teacher and the university supervisor as a team in setting realistic goals, expectations and feedback
5. Developed detailed lesson plans and activities that are approved by the cooperating teacher.
6. Adhere to the policies and procedures of the hosting school and district.
7. Follow the calendar and school hours of the hosting school.
8. Teach a minimum of thirteen weeks as outlined by the USU Office of Field Experience.
9. Be accountable for your attitude and behavior.

**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.
INSTRUCTIONAL METHODS
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, willing 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.

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.

REQUIREMENTS

• Name Badges
All student teachers are required to wear picture ID while they are in a classroom. Once you are registered for student teaching courses, obtain a nametag voucher from Helen Greene in EDUC 330 or at the student teaching orientation at the beginning of the semester. Take the voucher to the card office. The cost is $10.00 (or $5.00 if you turn in your clinical name badge.)

• Lesson Plans
It is the responsibility of all student teachers to be organized and prepared to work in the classroom. Daily lesson plans are required. Check with your university supervisor and cooperating teacher to discuss the type of lesson plan required for your placement.

• Attendance
Attendance during student teaching is mandatory. Authorization from the cooperating teacher is required if a student teacher needs to be excused from his or her student teaching responsibilities should illness or death in the immediate family occur. Absent student teachers are expected to provide cooperating teachers with lesson plans and necessary materials for
instructing pupils. If absences accrue beyond three days, the student teacher will be required to make up time missed during student teaching. Students with excessive absences may be required to repeat student teaching.

Student teachers are required to be at their assigned school a minimum of contractual time. That typically begins 30 minutes before school, lasts the entire school day, and ends 30 minutes after school. Most student teachers will be at their schools more than contractual time.

In addition, student teachers are required to attend the student teacher orientation at the beginning of the semester and the closing session at the end of the semester. Registering for and attending the student teaching seminar (SCED 5500 or department specific 5500) is also required.

- **Compliance with District and School Policies**
  Student teachers are required to adhere to all policies of their assigned district and school, including policies regarding faculty meetings, teacher in-services, IEP conferences, parent/teacher conferences and other teacher responsibilities before and after school hours. Student teachers are required to be at the school a minimum of school contract hours or one half hour before and after school – whichever is greater.

- **Cell Phone Policy**
  It is highly advised that student teachers turn off their cell phones during teaching hours. Taking calls during class time distracts from the educational experience of your students.

- **Problems and Grievances**
  Should problems or grievances develop during the student teaching experience, the cooperating teacher, university supervisor and the director of student teaching should be made aware of the situation as soon as possible.
  - Licensure
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  Licensing applications are available at [http://cehs.usu.edu](http://cehs.usu.edu). Under Student Links at the bottom of the place, click on Teacher Education, and then on Educator Licensing Application. Print the pdf and follow the directions. It is suggested that you submit your application before or during your student teaching semester. Submit the application to Terri Gass in EDUC 103.

- **Substitute Policy**
  It is the policy of the School of Teacher Education and Leadership that student teachers not be used a substitute teachers. If a cooperating teacher is absent, a substitute teacher should be hired for the day. The student teacher may still direct instruction, but the substitute should be in the classroom during the absence of the cooperating teacher.

**Evaluations**

The timely receipt of mid, final and self-evaluations plus supervisor comment forms are required for student teaching. Student teachers have the ultimate responsibility of seeing these documents are submitted to the Office of Field Experience.
 ASSIGNMENTS
Student teachers are required to complete a midterm self-evaluation and the Student Teacher Evaluation Summary assignment, which is based on a survey of students and the compilation of the collected data.

GRADING
Student teaching is graded on a pass/fail basis. Grades are determined using final evaluations from cooperating teachers and supervisors as well as the completion of required assignments. Any missing observations, evaluations or assignments (see below) will result in an Incomplete or failing grade. Absences in excess of the allowed three days may also result in an Incomplete or failing grade.

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 5630 Student Teaching Semester Schedule**

**Week 1**
Tuesday, September 1
1:00 am Lunch Meeting
Arrange meeting with teacher for 1\textsuperscript{st} visit for Organizational Meeting
Bring class and bell schedules

**Week 3**
Schedule 2\textsuperscript{nd} visit for Observation

**Week 6**
Schedule 3\textsuperscript{rd} visit for Observation

**Week 10**
Schedule 4\textsuperscript{th} visit for Final Observation