

ARE 4940: Internship in Art Education (STAE)

SEMESTER AND YEAR: Spring 2024

MEETING TIMES AND LOCATION: At various location in public schools and on campus R | Period 9 - 11 (4:30 PM - 6:30 PM)

CREDIT HOURS: VAR(1-2) SECTION: Section STAE

INSTRUCTOR: Dr. Michelle Tillander

INSTRUCTOR OFFICE LOCATION & HOURS: Walker Hall 217 Zoom Meeting <https://ufl.zoom.us/j/5963121892> TUE 9:45-11:40AM or email for additional times & appointments or email for additional times & appointments. INSTRUCTOR CONTACT INFORMATION: 352-273-3079.

E-MAIL: mtilland@ufl.edu

DESCRIPTION OF THE COURSE: Supervised teaching involving a period of eleven weeks in an Alachua County public school art classroom. *Prereq:* Admission into Student Teaching and completion of the Art Education Professional Core Sequen;. *Coreq:* ARE 4934c, sec. 4064

OVERVIEW OF STUDENT TEACHING: Student teaching is the capstone course of the pre-service art education program. The internship provides the art education student with an extended opportunity to apply the theoretical, philosophical, practical, and conceptual knowledge gained from previous coursework and field experiences in a real classroom setting under the supervision of a cooperating teacher and university art education professor.

Once art education students have successfully completed all their professional course work, they apply for student teaching through the Office of Professional Development and Communication (OPDC) in the College of Education. This application must be completed and submitted by the deadline (which is approximately one month into the semester prior to the one in which student teaching takes place). A copy of their fingerprinting form must be submitted to the College of Education prior to the Internship.

Student teaching placements are for eleven weeks in one school, providing candidates with the opportunity to gain firsthand experience working with children in the same art classroom over an extended period of time. These placements are made by the University Supervisor for Art Education. A list of students requesting student teaching placements and a list of local art teachers requesting a student teacher is sent to the Art Education supervisor from the OPDC. School sites for these placements are selected based on several factors including: whether the cooperating teacher requesting an intern has taken the required clinical-training workshop; the quality of the art program offered at the school, and the interest of the teacher candidate in working at a particular grade level (elementary, middle school, or high school). While the majority of these placements occur in Alachua County, students may be placed in neighboring counties.

Over the course of the internship period, the *University Supervisor* makes 2-3 formal visits to the classroom for the purpose of observing the student teacher's performance. These formal evaluations are discussed with the student teacher and suggestions for improvements are offered. In addition, the cooperating teacher formally assesses the progress of the student teacher 3-4 times during the internship and discusses these evaluations along with suggestions for improvement with the student teacher.

In addition to enrolling in ARE 4940 Student Teaching, students also take ARE 4934c Student Teaching Seminar in which they meet with other art student teachers and the University Supervisor on a regular basis over the course of the semester for discussion and instructional purposes (see Course Calendar).

Because student teaching is a full-time commitment, student teachers may not register for any other course during the student teaching semester without permission from the Student Teaching Supervisor and The SAAH Undergraduate Advisor. In addition, a student may not be employed on weekdays while student teaching.

COURSE OBJECTIVES: By the completion the internship, student teachers are expected to demonstrate the following six (6) Florida Educator Accomplished Practices (FEAPs):

1. Instruction Design and Lesson Planning
2. The Learning Environment
3. Instructional Delivery and Facilitation
4. Assessment
5. Continuous Professional Improvement
6. Professional Responsibility and Ethical Conduct

Student teachers are responsible for collecting and developing the evidence and artifacts necessary to demonstrate their compliance with each of the six (6) professional FEAPs standards. This information is to be placed in the student's teaching portfolio that is submitted for review upon completion of the student teaching practicum. (See the Teaching Portfolio Guidelines for instructions).

In addition to developing a teaching portfolio, student teachers must also complete and submit electronic weekly journal entries that chart his/her progress during the internship. These journal entries allow student teachers to reflect upon and document their student teaching experience, and thus are an important part of their professional development.

REQUIRED TEXT & RESOURCES: No required textbook. Any additional readings and resource will be available online through the UF eLearning <https://elearning.ufl.edu/>.

EVALUATION: A pass/fail grade will be determined by university supervisor in consultation with the cooperating teacher and reported on the student's semester grade report. To receive a passing grade (S), a student must: (a) receive a "3" or above in each category of the Teacher Education Intern Rating Sheet; (b) UF Student Teaching Evaluation (online) and (c) receive a "3" rating or above on each of the six (6) Educator Accomplished Practices in his/her teaching portfolio.

NOTE: To graduate from the Art Education program with eligibility for teacher certification, a student must receive a passing score on the professional knowledge, subject matter knowledge components, and area specialization Art Education of the Florida Teacher Exam (FTCE). It is imperative that students register in the Fall term to take the FTCE exam early in their student teaching semester in order for their scores to be reported to UF in a timely manner.

GRADING SCALE: S= Satisfactory; U= Unsatisfactory

ATTENDANCE: Students are responsible for satisfying all academic objectives as defined by the requirements to be eligible for certification. Attendance is mandatory and a full 11 weeks of student teaching must be completed to be eligible for teaching certification in Florida.

POLICY RELATED TO LATE WORK: Other than medical or personal emergencies, no extensions will be given for class requirements due to the nature of the internship. Students should inform the instructor beforehand, if circumstances prevent course requirements from being completed an agreement in writing for any extensions must be made in consultation with UF and School Placement Supervisor. Late work will lose 10% of its points and will not be accepted beyond 1 week of deadline without prior permissions or extenuating circumstances.

PROFESSIONALISM: Teacher professionalism contains three essential characteristics; competence, performance, and conduct—all of which directly impact the teacher's effectiveness. You will be evaluated on *professionalism* for this course based on your engagement in discussions and project work, as well as your demonstrated interest in learning, preparedness each lesson, completion of all class assignments, dependability, consideration of others, and contributions to the learning community.

Professionalism is the expectation to demonstrate behaviors that reflect a commitment to continuous professional abilities and development, ethical practice, and a responsible attitude toward recipients, the profession, and society. It becomes especially critical in the internship context, and it includes respect, compassion, integrity and altruism in relationships with students, colleagues and other stakeholders. Professionalism includes a sensitivity and responsiveness to gender, age, culture, religion, sexual preference, socioeconomic status, and beliefs. With teaching comes responsibility to adhere to principles of confidentiality, scientific/academic integrity, and accountability. Finally, no one has all the answers, so it is important to recognize and identify limitations as well as possibilities in deficiencies in personal and peer performance and assist when possible.

KEY TASK: The State of Florida requires all entry-level educators to demonstrate mastery of six (6) Florida Educator Accomplished Practices (FEAPs) at the pre-professional level. In this course, we will cover all the FEAPs.

Your mastery of each indicator will be measured by your work on one key task--developing a teaching portfolio. To pass this course you must successfully complete this key task and receive a rating of "Accomplished" or higher on each indicator. No exceptions will be made to this rule, even if you do not plan to teach after graduation. Students who receive a "Developing" or "Unsatisfactory" rating will be offered a chance to redo the key task or, in some cases, to complete a comparable task assigned by the instructor.

Students who do not complete their makeup work satisfactorily (with a “Accomplished” or “Exceptional”) will receive either an “incomplete” or a “failing grade” at the instructor’s discretion. Students who fail the course must repeat it later.

ONLINE RESOURCES:

International Child Art Foundation <http://www.icafe.org/index3.html>

Florida Accomplished practices <http://www.fl DOE.org/teaching/professional-dev/the-fl-educator-accomplished-practices.stml>

Florida Department of Education <http://www.fl DOE.org/default.asp>

State Standards (Art) <https://www.arts.gov/grants/apply-grant/grants-organizations/art-works/arts-education/state-standards-artseducation>

NAEA Advisory Best Practices http://www.naea-reston.org/archives_best_practices.html

FLDOE ARTS <http://www.fl DOE.org/academics/standards/subject-areas/fine-arts.stml>

ARE4940 Academic Policies and Procedures:

“We need to stop just pulling people out of the river. We need to go upstream and find out why they're falling in.” (Desmond Tutu)

Electronic Device Policy: A note on cell phones, texting, and checking one’s email during class: Research has shown us that even having our cell phones on the table in front of us diminishes our ability to learn well; further, taking notes via computer diminishes one’s ability to process information. Checking texts, emails, and messages is also unprofessional and disrespectful to our class community. Please put your phones on vibrate, do not check email, Facebook etc. via computer during class; I will do so as well. I appreciate your cooperation with this important aspect of creating a class of which we all want to be a part.

Late Work and Make-Up Work Policy: Work turned in beyond a deadline will lose 10% of its full point value and MUST be submitted within one week of deadline for any credit. Students should inform the instructor beforehand, if circumstances prevent work from being turned in on time and reach an agreement in writing for any extensions. Any extenuating circumstances must have approval from instructor in writing via email prior to due date. Students who miss work deadlines with excused absence are responsible for submitting work on time. If excused absence has affected the student’s ability to work, the student is responsible for discussing this with the instructor before/after the due date. Unexcused absence will not suspend due dates, and the work will be considered late.

To be approved for an incomplete:

1. Students must have completed the major portion of the class with a passing grade of C or better
2. The student is unable to complete course requirements because of documented circumstances beyond his or her control
3. The student and instructor have discussed the situation in writing prior to the final class (except under emergency conditions)

Student Conduct and Honesty Codes: Students are expected to abide by the UF Academic Honesty Policy, which defines an academic honesty offense as "the act of lying, cheating, or stealing academic information so that one gains academic advantage." In the context of this class, this includes properly citing sources for any materials (both printed and online) used in completing course assignments. In addition, the work is original and completed by the student. <https://sccr.dso.ufl.edu/students/student-conduct-code/>

Proper citation formats of APA (permission for others as was requested by students). All images and text from the Internet, journals, or books must have full APA citation to be used in your work. APA Style | Electronic References <http://www.apastyle.org/elecref.html>

Students with Disabilities: Individuals with disabilities must register with the Office for Students with Disabilities and submit to this instructor the memorandum from that office concerning necessary accommodations. Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, dso.ufl.edu/drc) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester. ADA office is located in Room 232 Stadium (phone: 392-7056). All course materials are available in alternative format upon request. UF Disabilities Resource Center <https://drc.dso.ufl.edu/>

In response to COVID-19: the following practices are in place to maintain your learning environment, to enhance the safety of our inclassroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.uflhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.
- You are expected to wear approved face coverings at all times during class and within buildings even if you are vaccinated. Please continue to follow healthy habits, including best practices like frequent hand washing. Following these practices is our responsibility as Gators.
 - Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
 - Hand sanitizing stations will be located in every classroom.

- If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the [UF Health Screen, Test & Protect website](#) for more information.
 - Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.
 - If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.

Counseling & Wellness Services: The Counseling and Wellness Center <http://www.counseling.ufl.edu/cwc/> provides counseling and consultation services to currently enrolled undergraduate and graduate students and their spouses/partners. The Center offers brief counseling and therapy to help students confront personal, academic, and career concerns. The primary goal of counseling is to help students develop the personal awareness and skills necessary to overcome problems and to grow and develop in ways that will allow them to take advantage of the educational opportunities at the university.

- The Counseling and Wellness Center: P301 Peabody Hall (352) 392-1575 Monday - Friday: 8 am - 5 pm for information on crisis services as well as non-crisis services.
- U Matter We Care <http://www.umatter.ufl.edu/> If you or a friend is in distress, please contact umatter@ufl.edu or (352) 3921575 so that a team member can reach out to the student.
- University Police Department: (352) 392-1111 (or 9-1-1 for emergencies).
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or <https://shcc.ufl.edu/>
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608 <https://ufhealth.org/emergency-room-trauma-center>
- Sexual Assault Recovery Services (SARS), Student Health Care Center, (352) 392-1161
- Health and Safety: Here is the link to SAAH's updated Health + Safety handbook: <https://arts.ufl.edu/academics/art-and-arhistory/health-safety/>

Academic Resources:

- E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.
- Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling. <https://career.ufl.edu/>
- Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writingstudio/>
- Student Complaints On-Campus: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>
- On-Line Students Complaints: <http://distance.ufl.edu/student-complaint-process/>

Online Course Evaluation Process: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/publicresults/>

In-Class Recording:

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student.

ARE 4934c ART EDUCATION Student Teaching Tentative Calendar - Spring 2024/Thurs | Period 9 - 10 (4:30 PM - 6:30 PM)

	<p>Week 1 January-8-12 First week of student teaching. Observe and assist your cooperating teacher, learn students' names, assume some classroom duties, and begin planning for the coming weeks. <i>Submit your weekly blog journal entry <u>before</u> Monday, January 13.</i> Look at the course packet and syllabus for critical deadlines. —Don't forget to be documenting your teaching and student work for your portfolio!</p>
	<p>Week 2 January 15-19 (15 MLK Day) This week, you should begin to assume some teaching responsibilities. Try co-teaching a lesson or presentation, one of your cooperating teacher's lessons to a class. Continue to work on learning students' names and planning for coming weeks. <u>We will have our first Student Teaching Seminar meeting on Thursday, January 18 at 4:30PM on campus (see syllabus for room).</u> Share something from <i>orientation module activity</i>. <i>Submit your weekly blog journal entry <u>before</u> Monday, January 20.</i> (schedule a coffee/tea break with Michelle for week 4)</p>
	<p>Week 3 January 22-26 This week, you should be teaching two classes with your cooperating teacher assisting you. <u>Please schedule an observation #1 by Michelle Tillander for week 5/6.</u> Put your philosophy into CANVAS. <i>Submit your weekly blog journal entry <u>before</u> Monday, January 27.</i> Don't forget to be documenting your teaching!</p>
	<p>Week 4 January 29- February 2 This week, you should be teaching three classes with your cooperating teacher assisting you. 2/6 FEAPS pages due in CANVAS (4 pages). <i>Submit your weekly blog journal entry <u>before</u> Monday, February 3.</i> —Don't forget to be documenting your teaching!</p>
Observation	<p>Week 5 February 5-9 This week, you should be teaching four classes with your cooperating teacher assisting you. <u>We will have our second Seminar meeting on Thursday, February 8 at 4:30PM on campus (see syllabus for room).</u> Please bring samples of student work to the seminar <i>Submit your weekly blog journal entry <u>before</u> Monday, February 12.</i> Also, by the end of this week, your cooperating teacher should fill out a mid-term evaluation and provide you with feedback on improving your teaching performance in the coming weeks.</p>
	<p>Week 6 February 12-16 By the end of this week, you should be teaching the majority of the classes. Your cooperating teacher should be in the background and available for assistance if necessary. <i>Submit your weekly blog journal entry <u>before</u> Monday, February 19.</i> —Don't forget to be documenting your teaching and student work for your portfolio!</p>
	<p>Week 7 February 19-23 You should be teaching the majority of the classes. 2/6 FEAPS pages due in CANVAS (4 pages). <i>Submit your weekly blog journal entry <u>before</u> Monday, February 26.</i> —Don't forget to be documenting your teaching and student work for your portfolio!</p>
Observation	<p>Week 8 February 26-March 1 <u>Please schedule an observation by Michelle Tillander for next 9/10.</u> You should be teaching the majority (or all) of the classes. <u>We will have our third Seminar meeting on Thursday February 28 at 4:30PM on campus (see syllabus for room).</u> Review sample portfolio pages. Observation #2 will happen week 9/10. <i>Submit your weekly blog journal entry <u>before</u> Monday, March 4.</i></p>
	<p>Week 9 March 4-8 You should be teaching the majority (or all) of the classes. Observation #2. <i>Submit your weekly blog journal entry <u>before</u> Monday, March 11.</i></p>
	<p>Spring Break March 11-15</p>
	<p>Week 10 March 18-22 You should be teaching the majority (or all) of the classes. Observation #2. Make plans to begin handing off classes back to your cooperating teacher (and assume a co-teaching role). <i>Submit your weekly blog journal entry <u>before</u> Monday March 25.</i></p>
	<p>Week 11 March 25-29 Last Official Week of Student Teaching. You should be finishing up lessons, handing back the classes to your cooperating teacher this week, assuming a co-teaching role, coordinate any missed days or return visits. <i>Submit your final journal entry <u>before</u> Monday, April 1.</i></p>
	<p>Week 12 April 1-5 Work on preparing your teaching portfolio. 2/6 FEAPS pages due in CANVAS(4 pages). Focus on getting anything you need for your portfolio. NAEA Conference in Minneapolis, MA April 4-7, 2024</p>
	<p>Week 13 April-8-12 Work on preparing your teaching portfolio. <u>Make a 30 minute ZOOM appointment with Michelle this week/next to review and discuss any issues or questions regarding your portfolio prior to the next seminar meeting.</u> Put a <u>draft copy #1</u> of your portfolio into CANVAS for meeting in Zoom.</p>
	<p>Week 14 April 15-19 This week may be used to make-up absences during the past weeks. <u>We will have our fourth Seminar meeting on Thursday, April 18 at 4:30PM on campus (see syllabus for room) to discuss preparing your teaching portfolio.</u> Your final black & white paper portfolio 100% complete for review (2 evaluators and me) is due on Wednesday/Thursday April 18 at 4:30pm (paper B/W copy).</p>
	<p>Week 15 April 22-24 (last day of classes 4.24) <u>We will have at this time a final Seminar meeting on Wednesday, April 24th at 4:30PM on campus we will discuss getting a teaching job. Certification and Job listings.</u> Portfolios returned for final edits on this date. Zoom 1-1 on Friday 4.25.2024 to discuss portfolio as needed.</p>
	<p>Week 16 April 27-May 3 EXAM week Portfolios have be returned by reviewers and <u>ALL required revisions must be made and final color copy</u> is due on campus (see syllabus for Art Ed office room number) and in CANVAS by Wednesday, April 29, 2029 <u>noon</u> so</p>

grades can be submitted for graduation.

January 15: Martin Luther King, Jr. Day; March 11 - 15: Spring Break; Classes End April 24; Finals Week April 27 - May 3