ARE 6944 Internship in Teaching Art

INSTRUCTOR: Dr. Michelle Tillander
SEMESTER AND YEAR: Fall 2013 SECTION 7891 CREDIT HOURS: 3
INSTRUCTOR CONTACT INFORMATION: 352-392-9977. E-MAIL: mtilland@ufl.edu
MEETING TIMES AND LOCATION: Tuesday 7-8 (1:55-3:50 PM). LOCATION: Norman 10
INSTRUCTOR OFFICE LOCATION AND HOURS: Norman 12D/ T 3:30-4:30PM or email for additional times & appointment.

COURSE DESCRIPTION: This internship focuses on developing students’ pedagogical knowledge and skills in a school classroom, under the guidance of a K-12 art teacher.

STRUCTURE OF THE COURSE: Students will be assigned to work with a K-12 art teacher in an Alachua County school classroom for 8 weeks. During this period, students will be required to spend three periods each week assisting in a school classroom and assuming actual teaching roles.

COURSE OBJECTIVES: The following objectives are aligned with the 6 Florida Educator Accomplished Practices (FEAPs) mandated by Florida legislation (Statute 240.529). This course is designed to provide graduate art education students enrolled in the Educator Preparation Institute (EPI) with opportunities to:

- Collect and analyze data to draw conclusions about students’ emotional, cognitive, and instructional needs (FEAP 1).
- Reflect on the successes of his/her instructional decisions based on assessments of individual student and group performance (FEAP 1).
- Demonstrate the ability to present instructions, directions, and expectations clearly and effectively to students (FEAP 1 Instructional Design and Lesson Planning).
- Use incentives and consequences to establish and maintain a positive environment that is focused on learning (FEAP 3 Instructional Delivery and Facilitation).
- Demonstrate the ability to plan and implement art lessons and activities that effectively engage all students in creative and critical thinking (FEAP 2 The Learning Environment).
- Demonstrate the ability to adapt art lessons and instructions to meet the needs of all students (FEAP 4 Assessment).
- Develop and implement lesson plans and projects that recognize and celebrate cultural diversity (FEAP 1 Instructional Design and Lesson Planning).
- Be honest, accountable, dependable and punctual in carrying out all roles and responsibilities associated with his/her teaching assignment (FEAP 6 Professional Responsibility & Ethical Conduct).
- Demonstrate proficiency with art tools and materials appropriate for classroom use (FEAP 3 Instructional Delivery and Facilitation).
- Develop and implement ways to integrate art content with what students learn in other subject areas (FEAP 1 Instructional Design and Lesson Planning).
- Use a variety of methods, strategies, and resources to maintain students’ interest and focus on learning (FEAP 5 Continuous Professional Improvement).
- Work with other teachers to plan and implement effective art instruction for all students (FEAP 10).
- Use technologies, where appropriate, to gather and present information for instructional purposes (FEAP 3 Instructional Delivery and Facilitation).

At the conclusion of the twelve-week school-based program, students will be expected to provide evidence (in the form of written journal entries, performance evaluations, lesson plans, photographs, and digital video or images) of their success in achieving these objectives/competencies. This documentation will be included in their teacher portfolios.

REQUIREMENTS OF THE COURSE:
To achieve the objectives of this course, each student will:

- participate in a school-based internship and perform all related teaching roles and responsibilities in a professional manner
- keep a personal weekly journal and compile other evidence of his/her ability to achieve the course objectives (UFARE Blog)
- submit evidence of his/her accomplishment of the course objectives in a teaching portfolio that must pass a final review.

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**COURSE TEXTBOOK AND MATERIAL:** There is no required text. All required readings for the course are listed on the course [reading handout](http://www.uflib.ufl.edu/) and have been made available on the ARES course reserves link at [http://www.uflib.ufl.edu/](http://www.uflib.ufl.edu/). It is recommended that students purchase a notebook for note taking, class handouts, and journal-keeping purposes. To facilitate advisement and peer support, students are required to get and use a GATORLINK account.

**FINAL GRADES:**
Final grades (“S” or “U”) are based on a review of the student’s teaching portfolio and performance evaluations.

**ACADEMIC HONESTY POLICY:** 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. [http://www.dso.ufl.edu/judicial/academic.php](http://www.dso.ufl.edu/judicial/academic.php)

Proper citation formats such as APA/MLA helps provide support for your ideas and reduces the possibility of plagiarism. All images and text from the Internet, journals, or books must have full APA/MLA citation to be used in your work. APA Style | Electronic References [http://owl.english.purdue.edu/owl/resource/560/01/] MLA Style [http://owl.english.purdue.edu/owl/resource/747/01/]

**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. The 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 [http://www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)

**COUNSELING SERVICES:** The Counseling Center 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. Counseling Center web site: [http://www.counsel.ufl.edu](http://www.counsel.ufl.edu)

The Counseling Center: P301 Peabody Hall (352) 392-1575 Monday - Friday: 8 am - 5 pm

**ONLINE COURSE EVALUATION PROCESS:** Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. Faculty do not receive the results until after the grades have been finalized. These evaluations are conducted online at [https://evaluations.ufl.edu](https://evaluations.ufl.edu). Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at [https://evaluations.ufl.edu/results/](https://evaluations.ufl.edu/results/)
### ARE 6944: Internship in Teaching Art Tentative Schedule Sequence and Assignments

#### Week 1 August 21-23
First week of student teaching (TBD Tuesday 7-8 (1:55-3:50 PM). Observe and assist your cooperating teacher, learn students' names, assume some classroom duties, and begin planning for the coming weeks. **Submit your weekly journal entry before Monday, week #2 of Internship.**  
**Don’t forget to be documenting your teaching and student work for your portfolio!**  
We will have our first Student Teaching Seminar meeting on TBD, Week 2 at 4PM in Norman 12. We will set up observations and meeting times and look at syllabus.

#### Week 2 August 26-30
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. **Submit your weekly journal entry before Monday, week #3 of Internship.**

#### Week 3 September 3-6
September 2: Labor Day  
This week, you should be teaching two classes with your cooperating teacher assisting you. **We will have our second Student Teaching Seminar meeting on Week 3 at 4PM in Norman 12. Submit your weekly journal entry before Monday, week #4 of Internship.**

#### Week 4 September 9-13
This week, you should be teaching three classes with your cooperating teacher assisting you. Please schedule an observation by Michelle Tillander this week or next. **Submit your weekly journal entry before Monday, week #5 of Internship.**

- **Don’t forget to be documenting your teaching and student work for your portfolio!**

#### Week 5 September 16-20
This week, you should be teaching four classes with your cooperating teacher assisting you. **Submit your weekly journal entry before Monday, week #6 of Internship.**

#### Week 6 September 23-27
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. Also, by the end of week #4, your cooperating teacher should fill out a **mid-term evaluation** and provide you with feedback on improving your teaching performance in the coming weeks. **Submit your weekly journal entry before Monday, week #7 of Internship.**

#### Week 7 September 30 -October 4
You should be teaching the majority of the classes. **We will have our third seminar meeting on Week 7 at 4PM in Norman Hall. Please bring samples of student work to the seminar. Submit your weekly journal entry before Monday, week #8 of Internship.**

#### Week 8 October 7-11
You should be teaching the majority (or all) of the classes. Please schedule an observation by Michelle this week or next. **Submit your final journal entry before Monday, week #9 of Internship.**

#### Week 9 October 14-18
You should be teaching the majority (or all) of the classes. **We will have our fourth seminar meeting on Week 9 in Norman Hall. Bring sample portfolio pages and evidence of student learning.**  
- **Don’t forget to be documenting your teaching and student work for your portfolio!**

#### Week 10 October 21-25
You should be teaching the majority (or all) of the classes. Make plans to begin handing off classes back to your cooperating teacher (and assume a co-teaching role).

#### Week 11 October 28-November 1
**Last Official Week of Student Teaching.** You should be finishing up lessons, handing back the classes to your cooperating teacher this week, and assuming a co-teaching role.

#### Week 12 November 4-7
**We will have a fifth seminar meeting on Week 12 at 4PM in Norman Hall to discuss preparing your teaching portfolio.** Bring draft copy of complete portfolio, digital, or b&w paper. Make an appointment (45 minutes) with Michelle for NEXT week.

#### Week 13 November 12-15 November 11: Veterans Day
This week may be used to make-up absences during the past weeks to complete a full 11 weeks. Work on preparing your teaching portfolio. Meet (45 minutes) with Michelle this week to discuss any issues or questions regarding your portfolio (bring a complete
<table>
<thead>
<tr>
<th>Week 14 November 18-22</th>
<th>Your portfolio is due on Thursday, April 9 at 4 pm (paper b&amp;w copy). We will have at this time a final and sixth seminar meeting on Thursday, April 9th at 4PM in Norman 12 we will discuss getting a teaching job.</th>
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<tbody>
<tr>
<td>Week 15 November 25-29</td>
<td>Portfolios returned for edits. Work on finalizing your teaching portfolio.</td>
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<tr>
<td>Week 16 December 2-4 (Classes End December 4)</td>
<td>Portfolios will be returned this week and any necessary revisions must be made by Monday, December 2. Portfolios(b/w) due for review by Michelle and Craig.</td>
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W (12.4) All Fall classes end Reading days (12.5-6, 2013)  Exams (12.7, 9-13, 2013) Final Portfolios(color) due for EVALUATION of all final corrections by Michelle and Craig
### UNIVERSITY OF FLORIDA ART EDUCATION PROGRAM
#### TEACHING PORTFOLIO RATING FORM

**Directions:** Each of the following Accomplished Practices is followed by a list of indicators. Check any and all indicators that you find evident in the student’s portfolio to help you decide if the student is demonstrating competency in each practice. When determining the student’s rating in each category, consider the overall consistency and quality of the indicators found, rather than the total number of indicators checked.

**Use the following scale to rate the candidate’s evidence of overall competence in each area:**
- **0** - No evidence provided. Unable to evaluate competence;
- **1** - Evidence of competence is inconclusive and unsatisfactory;
- **2** - Evidence of developing competence. Needs improvement;
- **3** - Evidence demonstrates an accomplished level of competence;
- **4** - Evidence demonstrates exceptional performance and competence.

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#### 1. INSTRUCTION DESIGN & LESSON PLANNING

<table>
<thead>
<tr>
<th>Activity</th>
<th>Unsatisfactory</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exceptional</th>
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</thead>
<tbody>
<tr>
<td>1a. Aligns instruction with state-adopted standards at the appropriate level of rigor.</td>
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<td>1b. Sequences lessons and concepts to ensure coherence and required prior knowledge</td>
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<td>1c. Designs instruction for students to achieve mastery;</td>
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<td>1d. Selects appropriate formative assessments to monitor learning</td>
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<td>1e. Uses diagnostic student data to plan lessons</td>
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<td>1f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.</td>
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#### 2. THE LEARNING ENVIRONMENT

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<tr>
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<th>Accomplished</th>
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</thead>
<tbody>
<tr>
<td>2a. Organizes, allocates, and manages the resources of time, space, and attention.</td>
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<td>2b. Manages individual and class behaviors through a well-planned management system</td>
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<td>2c. Conveys high expectations to all students</td>
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<td>2d. Respects students’ cultural linguistic and family background</td>
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<td>2e. Models clear, acceptable oral and written communication skills</td>
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<td>2f. Maintains a climate of openness, inquiry, fairness and support;</td>
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<td>2g. Integrates current information and communication technologies</td>
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<tr>
<td>2h. Adapts the learning environment to accommodate the differing needs and diversity of students</td>
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<tr>
<td>2i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.</td>
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#### 3. INSTRUCTIONAL DELIVERY & FACILITATION

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<tr>
<th>Activity</th>
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<th>Accomplished</th>
<th>Exceptional</th>
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<tr>
<td>3a. Deliver engaging and challenging lessons</td>
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<td>3b. Deepen and enrich students’ understanding through content area literacy strategies, verbalization of thought, and application of the subject matter</td>
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3c. Identify gaps in students’ subject matter knowledge
3d. Modify instruction to respond to preconceptions or misconceptions
3e. Relate and integrate the subject matter with other disciplines and life experiences
3f. Employ higher-order questioning techniques
3g. Apply varied instructional strategies and resources, including appropriate technology to provide comprehensible instruction, and to teach for student understanding
3h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students
3i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement
3j. Utilize student feedback to monitor instructional needs and to adjust instruction

4. ASSESSMENT

| 4a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process |
| 4b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery |
| 4c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains |
| 4d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge; |
| 4e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s) |
| 4f. Applies technology to organize and integrate assessment information |

5. CONTINUOUS PROFESSIONAL IMPROVEMENT

| 5a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students’ needs |
| 5b. Examines and uses data-informed research to improve instruction and student achievement |
| 5c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons |
| 5d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous |
improvement;

5e. Engages in targeted professional growth opportunities and reflective practices; and

5f. Implements knowledge and skills learned in professional development in the teaching and learning process.

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<tr>
<th>6. PROFESSIONAL RESPONSIBILITY &amp; ETHICAL CONDUCT</th>
<th>Unsatisfactory</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exceptional</th>
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<tr>
<td>6a. Adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida and fulfills the expected obligations to students, the public and the education profession.</td>
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