

Art Education Student Teaching Seminar
AAE 492 section 01
The College of New Jersey
Course Syllabus Fall (or Spring) 2016

Instructor: Dr. Lisa M. LaJevic
Class Meetings: 102 AIMM
Sect. 1: Wednesdays, 5:00-7:50 pm
1 course unit

Email: lajevic@tcnj.edu
Office: 326 AIMM
Office Hours: Please email me to schedule
an appointment

Course Description

The weekly Student Teaching Seminar is intended to help pre-service teachers reflect upon their field experiences, and share questions and concerns that arise in the field. The course will enhance an awareness of the curricular and pedagogical issues that impact art teachers and art education in the contemporary K-12 school. The course serves to link the student teaching experience with the theoretical frameworks studied in previous art education classes, as well as studio and art history classes. The culminating project of the course is a comprehensive teaching portfolio.

Course Prerequisites

Teacher candidates must meet all eligibility requirements for the senior student teaching experience. A GPA of 2.75 is required for student teaching, and a minimum of C+ is required in all major courses. The prerequisites for this course is AAE 360. AAE 360 must have been taken in the semester immediately preceding AAE 490 and 492. This is the sixth, and final course in the professional art education sequence, and must be taken concurrently with AAE 490 (in which the student must earn a grade of B- or higher).

Course Purpose/Overview

This capstone along with the AAE490 (Student teaching) is the culminating experience where teacher candidates synthesize and put into practice everything they learned in prior field experiences, content, and education courses. The course offers support and guidance to pre-service art teachers by providing opportunities to reflect on their growth as art teachers, and create professional materials that demonstrate their effectiveness as novice art educators. Although this is the last art education course in the sequence, it is not the end of the educational journey of becoming an art teacher. Rather, it is the beginning. By the end of the course, students will have the knowledge, skills, and dispositions to continue a life full of learning.

First Placement:

Second Placement:

Course Objectives/Learning Goals

The course goals are tied to the five principles of the Conceptual Framework, Creating Agents of Change (CF 1-5):

- CF 1. Demonstrating Subject Matter Expertise
 - CF 2. Demonstrating Excellence in Planning and Practice
 - CF 3. Demonstrating a Commitment to All Learners
 - CF 4. Demonstrating a Strong, Positive Effect on Student Growth
 - CF 5. Demonstrating Professionalism, Advocacy, and Leadership.
1. Share experiences and solve problems that arise in student teaching (CF 5)
 2. Process and analyze day to day experiences in the classroom. (CF2, CF4)
 3. Analyze and self assess practice in the student teaching setting. (CF1, CF2)
 4. Refine classroom management skills (CF1, CF2)
 5. Design a professional portfolio (CF1, CF5)
 6. Conduct an inquiry project (CF1, CF2, CF3, CF4)
 7. Become familiar with professional responsibilities of classroom teachers (CF5).
 8. Prepare a resume for your own use.
 9. Refine job acquisition skills
 10. Prepare for first year of teaching.

Course Requirements

The course requirements are in conformity with the mission of the School of Education, and in alignment with NJ art standards and NCATE accreditation standards.

Students are expected to:

- Act professionally in class, attend class meetings and participate in class discussions and activities
- Complete assignments such as the weekly Reflections, Inquiry Project, Video Analysis, and Teaching Portfolio
- Present work to classmates and offer constructive criticism and support
- Reflect on teaching and experiences in the K-12 schools

Assignments

Teaching Portfolio

- The purpose of your teaching portfolio is to demonstrate evidence of your professional growth in student teaching. You will present your portfolio to the class throughout the semester. Additional information and assessment rubric will be discussed in class and/or posted on Canvas.

Tri-Fold Lesson Display (and Lesson Overviews)

- This assignment asks you to create a Tri-fold display of one exemplary lesson that you taught during student teaching. The display will be kept until May so it can be included in TCNJ's Celebration of Student Achievement! Note: this display can also be used as a teaching resource when you teach the lesson in the schools (or on a future job interview!). Additional information and assessment rubric will be discussed in class and/or posted on Canvas.

Inquiry Project

- This inquiry project asks you to study the impact you have on student learning. As an art teacher, you are responsible for teaching ALL students; therefore, you need to continually monitor student progress and differentiate your instruction. Additional information and assessment rubric will be discussed in class and/or posted on Canvas.

Video Analysis

- This assignment asks you to record yourself teaching in the K-12 schools and then write an analysis of your teaching in the video. Through the process of watching yourself teach, you can learn about your teaching styles and skills, areas of success or weakness in your teaching, and so forth. Additional information and assessment rubric will be discussed in class and/or posted on Canvas.

Weekly Reflections

- Throughout this semester, you will engage in reflective teaching by writing weekly reflections. Reflective teaching allows educators to examine what they do in the classroom. It is a meaningful forum for feedback and an important type of formative, on-going evaluation. Additional information and assessment rubric will be discussed in class and/or posted on Canvas.

When possible, please submit all assignments on Canvas and a hard copy in class. If you are absent, your assignment is still due on the due date (submit on Canvas and/or place in instructor's mailbox).

Course Materials

Textbooks

There will be no assigned formal textbook. Reading selections, when assigned, will be provided on Canvas and/or in class. Students are encouraged to seek out their own reading and resources as needed to strengthen and improve their teaching experiences.

Supplies

Supplies that you will need to purchase include:

- Professional Portfolio/Binder
- Various supplies for Portfolio (clear sheet protectors, divider tabs, etc)

Art supplies may be used from the storage closet for AAE 492 coursework, but **no** supplies are to leave the art education classroom. I realize a college student's budget may be tight but quality materials are well worth the cost especially when creating a professional teaching portfolio (which you will take on job interviews!). It is your responsibility to be fully prepared for every class.

Grading

Your final grade will be based on a cumulative total of your semester points/percentages. Each assignment is worth a possible total of 100 points. Opportunities for extra credit may be available. Rubrics for each assignment will be discussed in class and/or posted on Canvas.

30%	Teaching Portfolio
10%	Tri-Fold Lesson Display (and Lesson Overviews)
30%	Inquiry Project
10%	Video Analysis
10%	Weekly Reflections (10 reflections)
10%	Class Participation

Grading Scale

100-94	A
93-90	A-
89-87	B+
86-84	B
83-80	B-
79-77	C+
76-73	C
73-70	C-
69 -below	D

Grading Scale:

A 100-94%	Superior. Surpassed expectations. All projects submitted on time and in proper format, demonstrating thoughtful engagement with course content and application of learning. Student initiates, discusses, and provides provocative thoughts when participating in discussions. Very professional.
A- 93-90%	Distinguished. Surpassed many expectations. All projects submitted on time and in proper format, demonstrating thoughtful engagement with course content and application of learning. Student initiates, discusses, and provides provocative thoughts when participating in discussions. Very professional.
B+ 89-87%	Excellent. Remarkable work. Work of very good quality. All projects submitted on time and in proper format, demonstrating understanding of course content. Good participation in discussions, initiating ideas and responding thoughtfully. Professional.
B 86-84%	Respectable. Met expectations. Work of very good quality. All projects submitted on time and in proper format, demonstrating understanding of course content. Good participation in discussions, initiating ideas and responding thoughtfully. Professional.
B- 83-80%	Good to Respectable. Work of good quality. All projects submitted on time and in proper format, demonstrating understanding of course content. Good participation in discussions, initiating ideas and responding thoughtfully. Professional.
C+ 79-77%	Fair to Good. Average work that meets basic course requirements. Some assignments may be submitted late. Mostly responds to others rather than initiating a discussion in class. Mostly professional.
C 76-73%	Fair. Work does not meet minimal requirements. Minimal or inappropriate class participation. Somewhat unprofessional.
C- 73-70%	Mediocre. Poor quality work that does not meet minimal requirements. Minimal or inappropriate class participation. Unprofessional.
F 69% - below	Failing. Poor quality work that does not meet minimal requirements. Minimal or inappropriate class participation. Unprofessional.

Policies and Expectations

Please turn off your cell phone ringer prior to class. Text messaging and talking on the phone is prohibited during class. If you use computers, you should be working on coursework that relates to this class only.

It is expected that you will be on-task throughout the duration of each class meeting (this means you should not be working on assignments for other classes, texting, sleeping, etc.). Please demonstrate professional and respectful behavior (e.g., use good listening skills as your classmates or instructor is speaking, participate in class activities and discussions, etc.).

Attendance Policy

Every student is expected to participate in the course through regular attendance. It is further expected that every student will be present, on time, and prepared to participate when scheduled class sessions begin. A sign-in sheet will be available at the beginning of each class. **Tardiness and leaving early will factor into the class participation portion of your grade.** Therefore, your grade may be lowered with each absence, as you will miss vital information. Because the class only meets once a week, two or more absences will affect your grade. **It is your responsibility to obtain missed work from your peers** and note this will not alleviate the absence in relation to grading policy. The course instructor is NOT responsible for “catching” you up and is not expected to respond to emails regarding absences. **If you are absent on a day an assignment is due, you are still accountable for submitting the assignment on time** (drop a hard copy in the instructor’s mailbox or submit a digital copy on Canvas or email).

Students are expected to attend class and complete assignments as scheduled, to avoid outside conflicts (if possible), and to enroll only in those classes that they can expect to attend on a regular basis. Please contact the instructor as soon as possible if an emergency situation arises that affects your long-term attendance. Students who must miss classes due to participation in a field trip, athletic event, or other official college function should also contact the instructor for such class absences well in advance. It is your responsibility to obtain missed work from your peers and note this will not alleviate the absence in relation to grading policy.

***Every student brings a unique and needed perspective on the information presented in class. Therefore, your attendance is vital to the learning process. Please make every effort to be present and on time for every class.*

Please familiarize yourself with The College of New Jersey Attendance Policy:

<http://www.tcnj.edu/~erecreg/policies/attendance.html>

Note to Students with Differing Needs/ Americans with Disabilities Act (ADA) Policy

Any student who has a documented disability and is in need of academic accommodations should notify the professor of this course and contact the Office of Differing Abilities Services (609-771-2571).

Accommodations are individualized and in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992. Please familiarize yourself with *TCNJ’s Americans with Disabilities Act (ADA) policy*:

<http://www.tcnj.edu/~eaffirm/ada.html>

Academic Integrity

Academic dishonesty is any attempt by the student to gain academic advantage through dishonest means, to submit, as his or her own, work which has not been done by him/her or to give improper aid to another student in the completion of an assignment. Such dishonesty would include, but is not limited to: submitting as his/her own a project, paper, report, test, or speech copied from, partially copied, or paraphrased from the work of another (whether the source is printed, under copyright, or in manuscript form). Credit must be given for words quoted or paraphrased. The rules apply to any academic dishonesty, whether the work is graded or ungraded, group or individual, written or oral.

Please familiarize yourself with The College of New Jersey Academic Integrity Policy.

<http://www.tcnj.edu/~academic/policy/integrity.html>

Violence and Harassment Policy

TCNJ practices a zero tolerance policy for any kind of violent or harassing behavior. If you are experiencing an emergency of this type contact the campus police at 911 or 609-771-2345, Student Health Services, or the Office of Ant-Violence Initiatives (OAVI). Additional information can be found at:

<http://www.tcnj.edu/~sa/antiviolence/flowcharts/index.html>

Course Calendar

Adjustments to the calendar will be made as needed during the semester. The instructor will make every effort to inform students during class time or via email announcements when changes occur. It is the student's responsibility to be informed therefore, I suggest identifying a colleague to share information and updates regarding any change.

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	Date	Topic	Assignments Due
<i>First Placement Begins: Sept.</i>			
#1	Aug 31 W	Welcome! Course Introduction Review Syllabus, Calendar, Assignments, & Cooperating Teacher Packets Teaching Portfolio Review	
#2	Sept 7 W	AchieveNJ: Teacher Effectiveness Praxis, Graduation & Certification Info Inquiry Project: Assessment Strategies	Reflection A (S&FB) <i>(Purchase materials for Teaching Portfolio!)</i>
#3	Sept 14 W	Share & In-class work time: Teaching Portfolio & Inquiry Project	Reflection B (TO) Teaching Portfolio: Organized Sections
#4	Sept 21 W	Discuss Field Experiences (teaching experiences & lesson ideas) Share & In-class work time: IP	Reflection C (S&FB) Inquiry Project (IP): Contextual Factors
#5	Sept 28 W	Discuss Field Experiences Differentiated Instruction (teaching experiences & lesson ideas) Share & In-class work time: IP	IP: Design for Instruction 1-3 (Pre-Assessment & Goal)
#6	Oct 5 W	Discuss Field Experiences Share & In-class work time: IP	Reflection D (S&FB) IP: Design for Instruction 4-6 (Formative Assessment) <i>(Continue taking photos of in-progress and final student artwork. Work on teaching portfolio!)</i>
#7	Oct 12 W	NJ Teaching Certification Guest Speaker: Roberta Conjura Discuss Field Experiences Share & In-class work time: IP Distribute Cooperating Teacher Packets	Reflection E (NE) IP: Analysis of Student Learning (Summative Assessment) <i>(Make sure your Cooperating teacher submits final assessment forms to your supervisor)</i>
<i>First Placement Ends: Friday Second Placement Begins: Monday</i>			
	Oct 19 W	<i>No Class Meeting (TCNJ Spring Break)</i>	Reflection F (S&FB) IP: Reflection & Self-Evaluation (submit on Canvas)
#8	Oct 26 W	Mid-semester Portfolio Presentations! Share Lesson Overviews	Reflection G (S&FB) Teaching Portfolio: First Placement Components & Presentation

			Submit 2-3 Lesson Overviews (1 page for each lesson)
#9	Nov 2 W	Writing Workshop: Resume, Cover Letter & Teaching Philosophy Discuss Field Experiences (teaching experiences & lesson ideas)	Reflection H (TO)
#10	Nov 9 W	Present Inquiry Projects! Lecture- "Combat Paper: Creating a New Language for US"	Inquiry Project & Presentation
#11	Nov 16 W	The Job Search & Interview Process Guest Speakers: Advice for graduating pre-service art teachers! Discuss Writing Reviews	Reflection I (S&FB) External Review of Resume, Cover Letter, & Teaching Philosophy
	Nov 23 W	<i>Thanksgiving- No Class</i> Discuss Video Analysis Classroom Management	Video Analysis <i>(Continue taking photos of in-progress and final student artwork. Work on teaching portfolio!)</i>
#12	Nov 30 W	Tri-Fold Display Presentations Topic: Student Choice! Guest Speaker: Interviews & Teaching Demo	Tri-Fold Lesson Display <i>(create one for either your 1st or 2nd placement)</i>
#13	Dec 7 W	Share Lesson Overviews Discuss Field Experiences Possible Guest Speaker: Principal or Art Specialists	Reflection J (NE) Submit 2-3 Lesson Overviews (1 page for each lesson)
	Finals Week	Final Teaching Portfolio Presentations	Final Teaching Portfolio & Presentation <i>(Make sure your Cooperating teacher submits final assessment forms to your supervisor)</i>
<i>Second Placement Ends Friday</i>			