

San José State University

Department of Art & Art

History **ARED 184Y-Z**

Fall 2017

Instructor: J. Philip Roark

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Class

Days/Time:

Classroom:

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Course Description

The focus of this course is on the practice of the teaching of art to young people using two major course documents: The California Framework for the Visual and Performing Arts and the Visual and Performing Arts Content Standards for California Public Schools.

Teacher candidates will assume the role of a teacher of art in a middle or high school, teaching two classes and observing two classes over a period of public school semester, planning and implementing curricula and assessing student growth under the supervision of an onsite supervisor and a university supervisor.

Candidates will also review the basic concepts of art, student growth and development, and the field of art education through reflection on the hands-on experiences of teaching in a public school. In planning and implementing art curricula, students will attend to cross-cultural connection of the arts through ideas, needs and values found across boundaries of time and place.

A. Traditional teacher candidates will work with one or two resident/master teachers at the middle or high school level and with a university supervisor, assuming full responsibility for two classes involving two preparations for 184YZ, or for one class for anyone taking only 184Y or 184Z.

Teacher candidates should assume their duties quickly. The exact schedule for teacher candidates taking over the classes will be worked out with the resident/master teacher(s). Generally, teacher candidates will observe for one week before assuming full responsibility for the first class, and by the end of the second week they will assume full responsibility for the second class. As soon as possible, student teachers must have complete responsibility for creating unit and daily lesson plans, for handling classroom procedures, for managing classroom behavior issues, for assessing student work, and for completing grade documents, and so forth. At the earliest possible time, students should recognize their student teacher as the teacher in charge. However, teacher candidates should continue to seek the guidance of their resident teachers and should debrief with resident teachers regularly to discuss observations and concerns.

Teacher candidates must be on campus one prep period for each class taught (normally a total of four periods per day). They will generally be teaching two art classes. According to state requirements, the traditional student teacher must also teach two weeks full time as part of their Phase II/III assignment. To accommodate this requirement, student teachers & resident teachers should start early in the semester to discuss when and how they will assume responsibility for these additional classes for this two week period.

B. Teacher candidates teaching under contract will take responsibility at once for their classes (one to five classes, depending on their contract). They will be evaluated by a university supervisor and by a designated on-site evaluator at the school site. Each candidate who is completing Phase II/III student teaching under contract will need to have an administrator at the school site complete the English Education Program's Formative & Summative Evaluations.

C. Intern teachers will assume responsibility for their assigned classes for the entire school year. Interns will be supervised in both the fall and spring semesters by both a university supervisor and an on-site evaluator. Each semester interns will have mid-semester formative evaluations and summative evaluations.

Teacher Candidates Objectives In Teacher Education

1. Teacher candidates will learn how to engage and support all children in art learning.

2. Teacher candidates will learn how to create and maintain effective learning environments for children's learning in art.
3. Teacher candidates will understand and be able to organize elementary art content for teaching.
4. Teacher candidates will engage in instructional planning and design learning experiences for all children in art.
5. Teacher candidates will assess children's learning in art.
6. Teacher candidates will develop as a professional educator.

Teacher Candidates Objectives In Art Education

1. Teacher candidates will process, analyze and respond to sensory information through the language and skills unique to the visual arts (Visual Perception)
2. Teacher candidates will apply artistic processes and skills to communicate meaning and intent. (Creative Expression)
3. Teacher candidates will understand the visual arts in relation to history and culture. (Historical and Cultural Backgrounds)
4. Teacher candidates will analyze, assess and derive meaning from works of art. (Aesthetic Valuing)
5. Teacher candidates will connect and apply what is learned visual art to other art forms and subject areas. (Connections)

Single Subject Credential Program Student Learning Outcomes

- Candidates demonstrate a high level of professional responsibility for and involvement in their own professional development.
- Candidates explain a personal philosophy of teaching and learning that is grounded in theory and standards of professional practice.
- Candidates articulate conceptual frameworks relating to culture, power, and equity and how these influence teaching and learning.
- Candidates discuss legal issues and ethical choices that influence education.
- Candidates discuss interrelationships among family, community, student learning, and success in school.

- Candidates design standards-based instructional objectives and activities that are developmentally appropriate, sequential and integrated, and actively engage all students.
- Candidates design, critique, and utilize a variety of formal and informal standards-based assessments that inform teaching and provide feedback on student learning.
- Candidates demonstrate teaching methodologies that reflect an effective use of standards, objectives, and strategies including technology for working with a diverse student population.
- Candidates critically reflect upon the relationship between their own teaching and student learning.

Recommended Texts for PACT

1. *Student Teaching Handbook*. Download from the Secondary Ed website, **Supervisors' Handbooks & Forms:**

http://www.sjsu.edu/secondary/faculty/faculty_resources/index.html

2. *The Art Rubric*. Download from the Secondary Ed website, **Secondary Education Forms & Rubrics:** http://www.sjsu.edu/education/pact/forms_rubrics/index.html

3. *Art Teaching Event Candidate Handbook*. Download from the Secondary Ed website,

Secondary Education Forms & Rubrics:

http://www.sjsu.edu/education/pact/forms_rubrics/index.html

4. *Visual and Performing Arts Content Standards for California Public Schools* (2001) and the California Framework for Visual and Performing Arts (2004) at:

www.cde.ca.gov/re/pn/fd/vpaframework.asp

5. PACT handbook, *Making Good Choices*. Download from the Secondary Ed website,

Additional PACT information:

<http://www.sjsu.edu/education/pact/pact/docs/Making%20Good%20Choices.pdf>

Library Liaison

Our library Liaison is Elisabeth Thomas. She can be reached via email at elisabeth.thomas@sjsu.edu and by phone at (408) 808-2193. Her office is located on the 4th floor of the King Library and she welcomes students to contact her with research questions. Art and Art History Library Resources are available online at: libguides.sjsu.edu/Art. All of the University Library Resources can be accessed at:

libguides.sjsu.edu/az.php

Course Requirements

Complete the 5 PACT Teaching Event Tasks (in relation to **one class** you are teaching)

http://www.sjsu.edu/secondary/docs/Phase_II_Evaluation_RevC2010Form.pdf

See forms and Teaching Performance Expectations (TPE) in Appendix I and Appendix II:

Grading

Teacher candidates, interns, and contract teachers are graded in ARED 365 and 184Y/Z with CR (Credit) or NC (No Credit). The candidate must fulfill all course requirements. The candidate must also provide evidence of good teaching and potential for continued growth to meet the criteria for the grade of “CR.”

Your university supervisor and your on-site evaluator(s) will fill out Formative Evaluations and submit to their student teachers by **TBD** (*subject to change with advance notice made in class*). **You will be advised about areas of your teaching that you will need to improve in order to receive credit for the course. You should have ample opportunity to improve in those areas before the end of the**

semester. Formative Evaluations from both the university supervisor and on-site evaluators will be submitted **TBD** (*subject to change with advance notice made in class*).

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90–5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the SJSU catalog, at <http://info.sjsu.edu/web-dbggen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Candidates are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/ drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Candidates should be aware of the current

deadlines and penalties for dropping classes. Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
 - o It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
 - o In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not

publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities

requesting accommodations must register with the
Accessible Education Center (AEC) at <http://www.drc.sjsu.edu/aec> to establish a record of their disability.

ARED 184Y-Z/Student Teaching II-Classroom Teaching, Fall 2017, Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
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Week	Date	Topics, Readings, Assignments, Deadlines
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15		
16		
Final Exam*		Venue and Time

*There shall be an appropriate final examination or evaluation at the scheduled time in every course, unless specifically exempted by the college dean who has curricular responsibility for the course.