

San José State University
College of Humanities and the Arts
Department of Art & Art History
Spring 2018
ARED 184Y, Student Teaching Phase II, 23387, Spring, 2018

Section 01

Course and Contact Information

Instructor:	Jeannine Shanahan
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Office Hours:	Monday – Friday 11:45 am – 12:30 pm
Class Days/Times:	Monday – Friday 8:15 am – 11:34 am
Classroom:	NMCHS Art Department, Room 32
Prerequisites:	Major and Education Department joint approval
Department Office:	Art 116
Department Contact:	Website: http://www.sjsu.edu/art/ Email: art@sjsu.edu

Course Format

Art classroom in a high school setting

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

The candidate 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.

Minimum 80-120 class periods of classroom, teaching laboratory or field teaching in appropriate single subjects, grades K-12 and related teaching activities and seminar. The teacher candidate teaching under contract will take responsibility at once for three classes as per the district's contract. Evaluation will be by a university supervisor and by a designated on-site evaluator at the school site. The 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.

Course Goals

To confer, debrief and plan over the course of the semester the responsibilities for high school classroom teaching in art while continuing the supported ongoing lead teaching phase of the instructional process. Formative feedback on the candidate's performance will be provided on an ongoing basis throughout the semester. At the conclusion of the semester a summative evaluation and debrief of the semester experience will result in the recommendation for progression of the candidate to the next level in the SJSU process of art education.

Art Education Course Learning Outcomes (CLO)

CLO1. Teacher candidates will learn how to engage and support all children in art learning.

CLO2. Teacher candidates will learn how to create and maintain effective learning environments for children's learning in art.

CLO3. Teacher candidates will understand and be able to organize elementary art content for teaching.

CLO4. Teacher candidates will engage in instructional planning and design learning experiences for all children in art.

CLO5. Teacher candidates will assess children's learning in art.

CLO6. Teacher candidates will develop as a professional educator.

CLO7. Teacher candidates will process, analyze and respond to sensory information through the language and skills unique to the visual arts (Visual Perception)

CLO8. Teacher candidates will apply artistic processes and skills to communicate meaning and intent. (Creative Expression)

CLO9. Teacher candidates will understand the visual arts in relation to history and culture. (Historical and Cultural Backgrounds)

CLO10. Teacher candidates will analyze, assess and derive meaning from works of art. (Aesthetic Valuing)

CLO11. Teacher candidates will connect and apply what is learned visual art to other art forms and subject areas. (Connections)

Single Subject Credential Program Course Learning Outcomes (CLO)

CLO1. Teacher candidates demonstrate a high level of professional responsibility for and involvement in their own professional development.

CLO2. Teacher candidates explain a personal philosophy of teaching and learning that is grounded in theory and standards of professional practice.

CLO3. Teacher candidates articulate conceptual frameworks relating to culture, power, and equity and how these influence teaching and learning.

CLO4. Teacher candidates discuss legal issues and ethical choices that influence education.

CLO5. Teacher candidates discuss interrelationships among family, community, student learning, and success in school.

CLO6. Teacher candidates design standards-based instructional objectives and activities that are developmentally appropriate, sequential and integrated, and actively engage all students.

CLO7. Teacher candidates design, critique, and utilize a variety of formal and informal standards-based assessments that inform teaching and provide feedback on student learning.

CLO8. Teacher candidates demonstrate teaching methodologies that reflect an effective use of standards, objectives, and strategies including technology for working with a diverse student population.

CLO9. Teacher candidates critically reflect upon the relationship between their own teaching and student learning.

Upon successful completion of this course, the candidate will be able to:

CalTPA Performance Tasks -

- find out information about a given class and about specific focus students within the class such as an English learner or a student with identified special needs
- plan appropriate subject-specific instruction for all students in alignment with state-adopted K-12 student academic content standards and/or frameworks
- implement the instruction according to lesson plans developed, and reflect upon the outcomes of that instruction, including evidence of student learning
- design and implement assessment activities appropriate to the lesson and to the learners, and use the assessment results to inform the next round of lesson planning
- reflect upon professional growth as a member of the teaching profession

Candidates in the Single Subject Credential Program, through course work and field experiences, will be able to demonstrate the following:

California Teaching Performance Expectations

1. TPE 1: Engaging and Supporting All Students in Learning
2. TPE 2: Creating and Maintaining Effective Environments for Student Learning
3. TPE 3: Understanding and Organizing Subject Matter for Student Learning
4. TPE 4: Planning Instruction and Designing Learning Experiences for All Students
5. TPE 5: Assessing Student Learning
6. TPE 6: Developing as a Professional Educator

Required Texts/Readings

CalTPA Assessment Guide, Instructional Cycle 2: Assessment Driven Instruction

Performance Assessment Guide

CalTPA Templates

All CalTPA resources available (password - CalTPAFT\$2017)

at: http://www.ctcpa.nesinc.com/fieldMaterials_CalTPA.asp

Recommended Readings for CalTPA

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 (for students completing PACT Spring 2017)**

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

Library Liaison

Aliza Elkin

email: aliza.elkin@sjsu.edu

phone: (408) 808-2043

Dr. Martin Luther King, Jr. Library

4th Floor Administration Offices

Resources are available online at: libguides.sjsu.edu/Art. All of the University Library

Resources can be accessed at: libguides.sjsu.edu/az.php

Art Education Resources: <http://libguides.sjsu.edu/arteducation>

Course Accommodations

Please Note: If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with your University Supervisor as soon as possible, or see her during office hours. Presidential Directive 97-03 requires that students with disabilities register with DC to establish a record of their disability.

Course Requirements and Assignments

Complete the CalTPA 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 an Appendix II.

Office of Graduate and Undergraduate Programs' Syllabus Information web page at:

<http://www.sjsu.edu/gup/syllabusinfo/>

University's Credit Hour Requirement: Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Final Examination or Evaluation

Grading

The contract teacher is graded in 184Y 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."

The university supervisor will fill out Formative Evaluations and submit to the student teacher within 48 hours (not including weekends) of the completion of an instructional period or unit of study. The candidate will be advised about areas of teaching that need improvement in order to receive credit for the course. Ample opportunity will be provided 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 by the end of the semester in which the candidate is teaching and which meets the criteria for the submission of grade for SJSU.

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-dbgen/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 Permission of the recording of the supervising teacher and reproduction of materials provided is by verbal communication between the candidate and supervising teacher before recording or use of material is allowed.
 - 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 through the use of the “*Parent/Guardian Release Form*” provided by the SJSU education department.
- “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.”

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>”

Determination of Grades

- Credit/No Credit based on CalTPA performance standards.

Classroom Protocol

Professional and academic performance attitudes are expected behaviors for the credential candidate throughout the course of the semester.

University Policies (Required)

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>”

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Course Schedule

DATES	ACTIVITY	ASSIGNMENTS DUE
Start of high school semester Jan 8	CONTACT UNIVERSITY SUPERVISOR	
Weeks 1-3 Evaluation Phase 1 Jan 8 –Jan 26	Lesson Plan Scaffold the planning of a sequence of connected content-specific lessons taught over multiple days. Triad Meeting – University Supervisor, Mentor Teacher, Teaching Candidate. Observation by University Supervisor.	Google Doc shared folder to include: lesson plan, supporting documents and examples of student work in all phases of instruction, a written reflection and observation documents from the University Supervisor.
Weeks 4-7 Evaluation Phase 2 Jan 29 –Feb 16	Lesson Plan Scaffold the planning of a sequence of connected content-specific lessons taught over multiple days. Triad Meeting – University Supervisor, Mentor Teacher, Teaching Candidate. Observation by University Supervisor.	Google Doc shared folder to include: lesson plan, supporting documents and examples of student work in all phases of instruction, a written reflection and observation documents from the University Supervisor.
Weeks 8-10 Evaluation Phase 3 Feb 19 – Mar 9	Lesson Plan Scaffold the planning of a sequence of connected content-specific lessons taught over multiple days. Triad Meeting – University Supervisor, Mentor Teacher, Teaching Candidate. Observation by University Supervisor.	Google Doc shared folder to include: lesson plan, supporting documents and examples of student work in all phases of instruction, a written reflection and observation documents from the University Supervisor.

<p>Weeks 11-12 Evaluation Phase 4</p> <p>Mar 12 –Mar 23</p>	<p>Lesson Plan Scaffold the planning of a sequence of connected content-specific lessons taught over multiple days.</p> <p>Triad Meeting – University Supervisor, Mentor Teacher, Teaching Candidate.</p> <p>Observation by University Supervisor.</p>	<p>Google Doc shared folder to include: lesson plan, supporting documents and examples of student work in all phases of instruction, a written reflection and observation documents from the University Supervisor.</p>
<p>Week 13 Spring Break</p> <p>Mar 26 –Apr 2</p>	<p>Reflective Thinking Write on experiences, a specific significant situation and the outcome, an event related to students and the subject, and examples of new information that demonstrates understanding of important connections related to the teaching experience thus far.</p>	<p>Google Doc shared folder to include: written reflection.</p>
<p>Weeks 14 - 17 Evaluation Phase 5</p> <p>Apr 3 –Apr 26</p>	<p>Lesson Plan Scaffold the planning of a sequence of connected content-specific lessons taught over multiple days.</p> <p>Triad Meeting – University Supervisor, Mentor Teacher, Teaching Candidate.</p> <p>Observation by University Supervisor.</p>	<p>Google Doc shared folder to include: lesson plan, supporting documents and examples of student work in all phases of instruction, a written reflection and observation documents from the University Supervisor.</p>
<p>Week 18 - Evaluation Phase 6</p> <p>Apr 30 – June 1</p> <p>June 1 - End of high school semester</p>	<p>Lesson Plan Scaffold the planning of a sequence of connected content-specific lessons taught over multiple days.</p> <p>Triad Meeting – University Supervisor, Mentor Teacher, Teaching Candidate.</p> <p>Observation by University Supervisor.</p>	<p>Google Doc shared folder to include: lesson plan, supporting documents and examples of student work in all phases of instruction, a written reflection and observation documents from the University Supervisor.</p> <p>A Celebration. University Supervisor, Mentor Teacher, Teaching Candidate.</p>

