San José State University  
Department of Art and Art History  
ARED 184YZ, Student Teaching III – Classroom Teaching  
Spring Semester 2019  
Section 02-SUP Regular

Course and Contact Information

Instructor: Jeannine Shanahan
Office Location: North Monterey County High School
Telephone: (831) 633-5221 X3239
Email: jeannine.shanahan@sjsu.edu
Office Hours: Monday – Friday 9:20 am – 10:00 am
Class Days/Time: Monday – Friday 9:00 am – 1:00 pm
Classroom: NMCHS Art Department, Room 32 & 33
Prerequisites: EDSC 184X; Co-Req: Phase II Seminar, EDSC 182 and/or joint approval of major adviser, program director and field placement coordinator.
Units: 4 Credit/No Credit

Additional Contact Information

* E-mail is generally the best method of contact during non-office hours.
* Please allow 48-hours for an e-mail response.
* Emergency: 911  
Campus Escort: 42222
* Individuals with disabilities may contact the Disability Resource Center (DRC), Administrative Building 110, 408/924-6000, for a variety of formats such as Braille, large print, sign interpreters, assistive listening devices, audio tape and accommodations for physical accessibility.

Course Format

Minimum 80-120 class periods of classroom teaching for art in a high school setting as well as additional related school activities.

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 three classes over a period of two public school semesters, 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. The teacher candidate teaching under contract will take responsibility at once for their classes. The candidate will be evaluated by a university supervisor and by a designated on-site evaluator at the school site. The candidate who is completing Phase III student teaching under contract will also need to have an administrator at the school site complete a Formative & Summative Evaluations. The candidate will assume responsibility for contracted classes for the entire school year and will be supervised in both the fall and spring semesters by both a university supervisor and an on-site evaluator. Each semester the candidate will have mid-semester formative evaluations and summative evaluations submitted to SJSU.

**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 teaching phase of the instructional process. In addition, a focus will be on preparation of the candidate for the completion of the CalTPA Phase 2. 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.

**Students in This Course Will:**

The contract teacher will assume responsibility for assigned classes for the entire school year while being supervised in the fall and spring semesters by both a university supervisor and an on-site evaluator. Each semester the candidate will participate in formative and summative evaluations. The semester will also conclude with the completion of the phase 2 CalTPA cycle for teaching.

**Course Learning Outcomes (CLO)**

**Course Skill Learning Outcomes**

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

**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) Course Content Learning Outcomes
Upon successful completion of this course, students will have mastered:

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.

Required Texts/Readings
CalTPA Assessment Guide, Instructional Cycle 2: Assessment Driven Instruction
Performance Assessment Guide
CalTPA Templates
All CalTPA resources available (with password) at: http://www.ctcpa.nesinc.com/fieldMaterials_CalTPA.asp

Recommended Texts for CalTPA
Library Liaison

Gareth Scott
e-mail: gareth.scott@sjsu.edu
phone: (408) 808-2094
Dr. Martin Luther King, Jr. Library
4th Floor Administration Offices
Art and Art History Resources: https://libguides.sjsu.edu/Art

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)
See forms and Teaching Performance Expectations (TPE) in Appendix I an Appendix II: SJSU Department of Art & Art History

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 three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Final Examination or Evaluation

A final portfolio of work and appropriate culminating teaching assignments related to lesson plans, examples of student work, supporting documents and a written reflection based on assigned questions.

Grading Information

The contract teacher is graded in 184YZ with CR (Credit) or NC (No Credit). The candidate must fulfill all course and teaching contract requirements. The candidate must also provide evidence of good teaching and potential for continued growth to meet the criteria for the grade of “CR.”

Determination of Grades

The university supervisor will fill out Formative Evaluations and submit to the student teacher within 72 hours (not including weekends) of the classroom observation. The contract teacher will be advised about areas of teaching that will need improvement in order to receive credit for the course. The candidate will have ample opportunity to improve in those areas before the end of the semester. Formative Evaluations from the university supervisor will be submitted by the end of the semester and before the final grade deadline for SJSU.

Please note: Except in cases of documented emergencies, incomplete grades are not given in this course.
“All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See University Policy F13-1 at http://www.sjsu.edu/senate/docs/F13-1.pdf for more details.

Additional Note:
This syllabus is subject to change, in the event of unforeseen circumstances, or in the case that changes will significantly enhance the quality of the course. Students will collectively have the opportunity to shape the ways in which the course unfolds.

Department Advising
For information about majors and minors in Art & Art History, for a change of major/minor forms and a list of advisors: http://www.sjsu.edu/art/ or the Art & Art History department office in ART 116, 408-924-4320, art@sjsu.edu

Art Building After Hours Access Policy
Please see the attached document for further information. Contact Bill Alley (Bill.Alley@sjsu.edu) or Lydia Black (Lydia.Black@sjsu.edu) if you have questions.

Classroom Protocol
The contract teacher is expected to be punctual for the off-site teaching assignment and actively engaged during all meetings and observations by the university supervisor. Professional and academic performance attitudes are expected behaviors for the credential candidate throughout the course of the semester.

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.
  1. 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.
  2. 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 at http://www.sjsu.edu/gup/syllabusinfo/.”

Course Schedule

**ARED 184YZ - Student Teaching III Classroom Practice**

**Spring Semester 2019**

Students can access syllabi at http://www.sjsu.edu/art/documents/greensheets/.

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td>Week 1</td>
<td>Contact the University Supervisor to discuss the program, support systems and expectations for the semester. Communicate with the on-site mentor and the school administrator regarding goals, expectations and deadlines. Review the CalTPA Handbook. Download necessary guides, rubrics and templates. Schedule a day for observation #1 for written and verbal feedback with the University Supervisor and continue the practice of observation (when time permits), assistance and collaboration with the supervisor, mentor and site administrator. Review and make revisions to any previously prepared lesson plans and curriculum for the chosen primary class.</td>
</tr>
<tr>
<td>2</td>
<td>Week 4</td>
<td>Schedule a day for observation #2 for written and verbal feedback with the University Supervisor and continue the practice of observation (when time permits), assistance and collaboration with the supervisor, mentor and site administrator. Review and make revisions to any previously prepared lesson plans and curriculum for the chosen primary class.</td>
</tr>
<tr>
<td>3</td>
<td>Week 8</td>
<td>Schedule a day for observation #3 for written and verbal feedback with the University Supervisor and continue the practice of observation (when time permits), assistance and collaboration with the supervisor, mentor and site administrator. Review and make revisions to any previously prepared lesson plans and curriculum for the chosen primary class. Supervisor submits a formative assessment of the candidate to SJSU based on teaching observations and expectations from the semester.</td>
</tr>
<tr>
<td>4</td>
<td>Week 12</td>
<td>Schedule a day for observation #4 for written and verbal feedback with the University Supervisor and continue the practice of observation (when time permits), assistance and collaboration with the supervisor, mentor and site administrator. Review and make revisions to any previously prepared lesson plans and curriculum for the chosen primary class.</td>
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permits), assistance and collaboration with the supervisor, mentor and site administrator. Review and make revisions to any previously prepared lesson plans and curriculum for the chosen primary class.

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<tr>
<th>5</th>
<th>Week 16</th>
<th>Schedule a day for observation #5 for written and verbal feedback with the University Supervisor and continue the practice of observation (when time permits), assistance and collaboration with the supervisor, mentor and site administrator. Review and make revisions to any previously prepared lesson plans and curriculum for the chosen primary class.</th>
</tr>
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<tbody>
<tr>
<td>Final Exam</td>
<td>May 15 - 21</td>
<td>Supervisor submits a summative assessment of the candidate to SJSU based on teaching observations and expectations from the semester.</td>
</tr>
</tbody>
</table>