

**San José State University**  
**College of Humanities and the Arts**  
**Department of Art & Art History**  
**Art Education 365: Field Experience Seminar in Art Education,**  
**FALL, 2019**

**Course and Contact Information**

<b>Instructor:</b>	Dr. Barbara Hughes
<b>Office Location:</b>	Art Building 333
<b>Telephone:</b>	(408) 924-4395
<b>Email:</b>	<a href="mailto:barbara.hughes@sjsu.edu">barbara.hughes@sjsu.edu</a>
<b>Office Hours:</b>	By Appointment: Bi-Weekly Thursdays 3:15-4:15
<b>Class Days/Time:</b>	Thursdays 4:30-6:00PM (Bi-Weekly /Seven seminars)
<b>Classroom:</b>	Art Building 203
<b>Prerequisites:</b>	EDCS 184X
<b>Co-requisites:</b>	ARED 184Y or 184Z (except for candidates in the Single Subject Internship Program)

**Units: 1**

**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.

**Department of Art and Art History:** Office in Art Building 116, 408-924-4320  
M-F 8:30AM-12:30, 1:00-4:30PM  
Website: <http://www.sjsu.edu/art/>  
Email: [art@sjsu.edu](mailto:art@sjsu.edu)

**Department of Art and Art History Chair:** Dr. Anthony Raynsford, [anthony.raynsford@sjsu.edu](mailto:anthony.raynsford@sjsu.edu),  
Art 116

**Administrative Support Coordinator:** Bill Alley, [bill.alley@sjsu.edu](mailto:bill.alley@sjsu.edu), Art 116

**Department Advising:** For information about majors and minors in Art & Art History, for change of

Syllabus: Art Education 365, Field Experience Seminar in Art Education, Fall 2019, Dr. Hughes

major/minor forms and a list of advisors: <http://www.sjsu.edu/art/> or the Art & Art History department office in Art 116

**Art Education Program Coordinator:** Dr. Barbara Hughes [barbara.hughes@sjsu.edu](mailto:barbara.hughes@sjsu.edu), Art 333

**Single Subject Credential Program Coordinator:** Paula Bonander Oakes, [paula.oakes@sjsu.edu](mailto:paula.oakes@sjsu.edu), Sweeney Hall (SH) 300

**Single Subject Credential~Supervisor and Field Supervisor Coordinator:** Kara Ireland D'Ambrosio, [kara.irelanddambrosio@sjsu.edu](mailto:kara.irelanddambrosio@sjsu.edu), Sweeney Hall (SH) 300

**Faculty Web Page, MySJSU Messaging, Canvas:** In an attempt to be as “green” as possible for this course, course materials such as syllabus, handouts, assignment instructions, exemplars, etc. can be found on the Canvas Learning Management System course website. You are responsible for regularly checking with the messaging system through Canvas and MySJSU at <http://my.sjsu.edu> to learn of any updates. Make sure the University has your correct email address, or you won't receive my or other instructor's emails about class-related issues.

**Course Format** This Bi-Weekly course (seven seminars) presents topics in Art Education for single subject art teaching credential candidates aligned with the California Arts Standards and California's *Teaching Performance Expectations (TPE's)*. The seminar sessions reinforce the objectives required of Credential candidates during their Phase II/III student teaching experience.

**Course Description:** This companion to the Phase II/III student teaching experience in the Single Subject Credential Program provides a forum for discussing field experiences and prepares candidates for the program's capstone assessment: California Teaching Performance Assessment (CalTPA).

**Grading Policy: Credit or No Credit:** Credential candidates like all graduate students, are held to high standards for professionalism and academic performance. In order to have this course counted towards completing the requirements for a preliminary credential, students must earn 83% and above to receive “Credit”, performance of the student in graduate level courses has been equivalent to grades A through B (100-83%). “NC” (No Credit) Performance of the student has been less than that of “CR” level (82% and below).

**Art Education 365: Field Experience Seminar in Art Education** provides a framework and support for candidates as they prepare for the program's capstone assessment: California Teaching Performance Assessment (CalTPA). Art Education 365 is companion to the Phase II/III student teaching experience in the Single Subject Credential Program provides a forum for discussing field experiences, engaging students in artistic learning, developing assessment methods *to inform instruction*, and reflection upon *professional growth* tasks. In addition as described below, the seminars provide the framework for the intensive experience in supervised student teaching, student teaching under contract, or intern teaching.

The primary purpose of this course is to provide students with ongoing opportunities to reflect upon personal and school-based experiences, and engage in critical dialogue focused upon what it means to be an art educator public schools. During this class, the California Teaching Performance

Expectations (TPEs) will be introduced, which will help students plan, implement, and assess daily lessons and units as well as actively engage in reflecting on issues specific to school–community relations.

A. **Traditional student teachers** will work with one-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.

The student teacher should try to assume her or his duties quickly. The exact schedule for the student teacher's taking over the classes will be worked out with the resident/master teacher(s). Generally, the student teacher will observe for one week before assuming full responsibility for the first class, and by the end of the second week the student 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. Student teachers rely on the guidance of resident teachers. Student teachers need to debrief with resident teachers regularly to discuss observations and concerns. The student teacher should be recognized by his or her students as the teacher in charge at the earliest possible convenience.

Student teachers must be on campus one prep period for each class taught (normally a total of four periods per day). According to state requirements, the traditional student teacher must teach full-time for two weeks of the Phase II/III semester. Thus, to accommodate this requirement, student teachers should start discussing and planning when and how they will assume three additional sections for a two-week period during the semester.

B. **Student teachers 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 agreement form developed by the English Education Program for an employed Phase II/III candidate.

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.

**Faculty Web Page, MySJSU Messaging, Canvas** Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on my faculty web page at <http://www.sjsu.edu/people/barbara.hughes>. Students are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor). The materials for this course including the syllabus, assignments, and course readings, will be posted on SJSU's on-line learning system, Canvas. Ongoing student grades will also be posted on the Canvas page. Student Canvas Login Information:

1. Go to the Canvas Login URL: <http://sjsu.instructure.com>

2. You will see a SSO Login page. Log in with your 9-digit SJSU ID and password you use for your SJSU One account.
3. Click LOGIN to access your Canvas account.
4. Click on the ARED365 course.
5. If you encounter issues logging in to your Canvas account, contact Information Technology Services (ITS) at [help@help.sjsu.edu](mailto:help@help.sjsu.edu), or call 408-924-2377, or visit Clark Hall 102.

**Course Goals** The purpose of the SJSU Single Subject Credential Program is to prepare scholar practitioners as critical thinkers and reflective decision-makers committed to educating youth for life-long learning in a technologically advanced, culturally-diverse democracy. The seminar sessions reinforce the objectives required of Credential candidates during their Phase II/III student teaching experience.

**Course Learning Outcomes for the Field Experience Seminar in Art Education** (aligned with the Teacher Performance Expectations (TPE's). Upon successful completion of this course candidates will be able to:

**CLO 1.** Develop a Student Teaching Portfolio (Binder) of key instructional materials and resources for a specific visual arts class that reflects that includes of all materials you have used and/or created during the semester to engage and supports all learners (lesson plans, assessment instruments, student work, observation reports, etc.). (TPE 1,3,4,5)

**CLO 2.** Maintain a daily Field Experience Journal that reflects on goals set for each day for a specific visual arts class; consider teaching and student learning with respect to both art content and academic language development based on multiple informal and formal assessments and describes plans for a re-teaching or connecting activity. (TPE 2,6)

**CLO 3.** Demonstrate professional responsibility through seminar participation by thoughtfully examining your and others' ideas and assumptions about teaching and learning, responding (written and spoken) to questions that are raised by other students, the instructor, ongoing class discussions, or contributions which demonstrate connections you see between material in this course and other experiences or courses you have had. (TPE 6)

**CLO 4.** Complete the student teaching assignment and independently submit the CalTPA Instructional Cycle 2 requirements to demonstrate the *California Teaching Performance Expectations* (TPE 1- 6)

**PRIMARY TPE'S ADDRESSED IN ARED 365: Principles of Art Education**

***TPE 1: Engaging and Supporting All Students in Learning***

1. Apply knowledge of students, including their prior experiences, interests, and social- emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.
7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.

***TPE 2: Creating and Maintaining Effective Environments for Student Learning***

5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.

***TPE 3: Understanding and Organizing Subject Matter for Student Learning***

1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.
2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter and make accommodations and/or modifications as needed to promote student access to the curriculum.
3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.
5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.

***TPE 4: Planning Instruction and Designing Learning Experiences for All Students***

1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.
7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.

***TPE 5: Assessing Student Learning***

1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.
8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

***TPE 6: Developing as a Professional Educator***

1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.
5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.

**Technology Requirements:** Computer and internet access

**Tech support:** Candidates should make note of the dates and plan ahead. A wide variety of audio-visual equipment is available for student checkout. Candidates will have access to video recording equipment (cameras, tripods, wireless mikes) and editing software in CalTPA Resource

Room (SH 446) Be sure to schedule/reserve the necessary video/audio equipment well in advance. Use a sturdy tripod to avoid shaking images, which often stem from shots from a hand-held camera. It is important that the quality of the videotaped activities be sufficient for scorers to understand what happened in your classroom. It is wise to videotape more than once to allow you to have the best clips. before it is due; do not wait until the last minute to check out equipment. [CalTPA Student Equipment Request](#)

**Advise your cooperating/master teacher and the principal** at your school of your need to videotape lessons for your Teaching Event. Discuss any arrangements for a camera operator with them. If you use a camera operator, look to people who already have approval to be in classrooms, e.g., your cooperating teacher, your university supervisor, designated student helpers. You will need to request formal approval of others (e.g., fellow student teachers, family friends) from the principal, and it may not be forthcoming.

**Required Texts/Readings** Students must be prepared to access materials during class time for every class meeting. Either print the course material or have an electronic device for access available during class.

[California Arts Standards for Visual Arts](#) (DOCX) are available online and the framework will be forthcoming (May 2020) Optional: Select the links below to download the pre-publication chapters approved by the State Board of Education (in .docx format):

- [Introduction](#)
- [Media Arts](#)
- [Glossary](#)

[California's Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects.](#)

***CalTPA Assessment Guide, Instructional Cycle 2: Assessment Driven Instruction Performance Assessment Guide and CalTPA Templates***

All resources available (with password) at this website:

[http://www.ctcpa.nesinc.com/fieldMaterials\\_CalTPA.asp](http://www.ctcpa.nesinc.com/fieldMaterials_CalTPA.asp)

**The California Teacher Performance Assessment (CalTPA)**

<http://www.sjsu.edu/teachered/student-resources/caltpa/index.html>

#### Cal TPA Resource Information

- [CalTPA](#)
- [CalTPA Cycle 1 Assessment Guide](#)
- [CalTPA Cycle 2 Assessment Guide](#)
- **Permission to collect classroom video and student work products in multiple languages:**
  - [English](#)
  - [Spanish](#)
  - [Vietnamese](#)

- [Traditional Chinese](#)
- [Simplified Chinese](#)
- **CalTPA Student Equipment Request**
- **Request for CalTPA Extension**

**CalTPA Preparation Materials:**

[http://www.ctcexams.nesinc.com/TestView.aspx?f=HTML\\_FRAG/CalTPA\\_PrepMaterials.html](http://www.ctcexams.nesinc.com/TestView.aspx?f=HTML_FRAG/CalTPA_PrepMaterials.html)

**Further Helpful Resources:**

Large a 3-ring binder with 10 or more section dividers for Portfolio

Spiral Notebook (100 sheets or more) and pen for Journal

**OPTIONAL:** 3-hole punch, sheet protectors, digital camera, glue stick, tape, stapler, highlighters

**Library Liaison** Our library liaison is **Gareth Scott**. He can be reached via email at:

[gareth.scott@sjsu.edu](mailto:gareth.scott@sjsu.edu) and by phone at (408) 808-2094. His office is located on the 4th floor of the King Library and he welcomes students to contact him with research questions. Art and Art History Library Resources are available online at: [libguides.sjsu.edu/Art](http://libguides.sjsu.edu/Art) . All of the University Library Resources can be accessed at: [libguides.sjsu.edu/az.php](http://libguides.sjsu.edu/az.php) Art Education Resources: <http://libguides.sjsu.edu/arteducation>

**Course Requirements and Assignments** SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on.

**Course Requirements: Tasks and Activities that Elicit Evidence of Learning:** Students should recognize that staying on schedule is key for academic success. Students are expected to follow the due date schedule in this course and as such should strive to submit their assignments before or on the assigned due date.

**Grading Information:** Please review the rubrics carefully before beginning each assignment to ensure that you are well prepared for all tasks. Refer to the rubrics frequently to guide your thinking, instruction, and writing. Additional details will be posted on Canvas and discussed in class.

**9/12 Forms (25%)** Read, print, sign, and submit forms located in the course syllabus (pages 15-16)

**1. Syllabus Acknowledgements and Course Policies Acceptance**

**2. Visual/Audio Image Release Form**

**3. Teacher Candidate Contact Information**

**9/26 Field Experience Journal 25% (CLO 2)** The best teachers are reflective practitioners, thinking about what works in the classroom and what doesn't. You will do the same. Maintain a daily journal in which you reflect on goals set for each day for a specific class; consider teaching and student learning with respect to both content and academic language development. Each session be

prepared to discuss your field experience in class. Additional details will be posted on Canvas and discussed in class.

**10/10 Student Teaching Portfolio 25% (CLO 1)** The Student Teaching Portfolio (a 3-ring binder with 10 or more section dividers) is a collection of materials and artifacts that reflects your theoretical and practical knowledge, pedagogical stance, teaching skills, and educational goals and philosophy. It includes multiple sources of evidence collected over time, organized, and refined to illustrate your professional growth and best work for one or more of field experience classes. Good file management *throughout* the year will be essential for completing your portfolio and CalTPA on time. Additional details will be posted on Canvas and discussed in class.

**Seminar Participation and Reflective Writing 25% (CLO. 3)** Consistent participation, preparation, and a positive attitude are a vital part of learning. Participation in on-campus seminars is weighed heavily because the processes learned through interaction with peers are an essential component of the course. Students are expected to attend each session, be on time and remain for the entire class. Each student is expected to actively participate and to make significant and appropriate contributions to class discussions and activities. Each session be prepared to discuss your field experience in class. In class reflective writing provides information about where students are in their learning as part of the debriefing process. In class written work cannot be made up due to late arrival, early departure, or absence from class except for cases of documented illness and unexpected emergencies (see Excused Circumstances below). Due to time constraints, missed seminars cannot be made up. Additional details will be posted on Canvas and discussed in class.

**CalTPA Instructional Cycle 2 (CLO 1-4)** Independently submit a collection of artifacts in a variety of forms, including annotated video clips created during student teaching, accompanied by written commentaries and reflective responses to specific prompts that provide the context and rationales needed to understand and interpret the artifacts in order to meet the California *Teaching Performance Expectations* (TPEs) for the program's capstone assessment: California Teaching Performance Assessment (CalTPA). Additional details will be posted on Canvas and discussed in class.

**Final Examination** There is no final exam for this course. Completion of your Field Experience Journal, Student Teaching Portfolio (Binder) and completion of student teaching assignment for the entire term at the school which you have been assigned fulfill the course requirements. (Credit)

Student teachers, 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 (Credit)." **Credit will not be assigned** if you do not complete the term at the school to which you have been assigned (NC).

**Incompletes** for ARED 365 and 184YZ will be given only in extenuating circumstances, to be eligible to request an incomplete grade in this course, a student must have turned in at least 2/3 of the semester work and received a passing grade of C or better on that work.

**Determination of Grades:** Please review the rubrics carefully before beginning each assignment to ensure that you are well prepared for all tasks.

**Determination of Final Grade:** To determine your final grade in the course, I will calculate your percentage by dividing your total earned points by the total points possible. These will be converted to letter grades as follows:

Conversion of 4-Level Rubric to a percent-based grading scale:	Final grade will be earned using the following numeric grade equivalents:		Credit/No Credit
Level 4 = 100%	93% and above	A	<b>“Credit” (100-83%)</b> Performance of the student in graduate level courses has been equivalent to grades A through B (100-83%)
Level 3 = 85%	92% - 90%	<i>A minus</i>	
Level 2 = 75%	89% - 88%	<i>B plus</i>	<b>“No Credit” (82% and below)</b> Performance of the student has been less than that of “CR” level OR You do not complete the term at the school to which you have been assigned (NC).
Level 1 = 65%	87% - 83%	B	
	82% - 80%	<i>B minus</i>	
	79% - 78%	<i>C plus</i>	
	77% - 73%	C	
	72% - 70%	<i>C minus</i>	
	69% - 68%	<i>D plus</i>	
	67% - 63%	D	
	62% - 60%	<i>D minus</i>	
	below 60%	F	

**Attendance** at every session is imperative. The Instructor will not be available for any make-up sessions for anyone missing seminars. If you must miss a class, it is your sole responsibility to get notes, assignment details, etc., from another student. Please take the time to connect with one or two other students and exchange contact information in case you find yourself in a situation where you must miss a class session. NOTE that University policy F69-24, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class.”

**Submission of assignments 4:30 PM on the due date or earlier will be considered on time.** Prompt submission of assignments for assessment allows the instructor to provide guidance and timely feedback. Work turned in by 04:30 PM on the due date or earlier, will be considered on time.

**Late Work Policy:** Assignments submitted after 04:30 PM due date, during the one-week “grace” period, will receive an automatic 10% grade deduction, may receive limited feedback, and student forfeits any opportunity to revise/resubmit late work for reassessment. In other words, assignments which would have been rated “100%”, “4”, “A” or “Exemplary” will be graded as 90%. Work submitted after one week past the original due date will not be accepted and will receive a zero. Non-submissions will receive a zero.

**Excused Circumstances** If an emergency arises that prevents you from completing your work on time, please email the instructor as soon as possible so that arrangements can be made for you to keep up in the class. The instructor will review circumstances on a case by case basis and make decisions accordingly. Emergencies are defined as anything which is serious and unexpected. Examples of emergencies are car accidents, a serious illness, health crisis of the student's immediate family, or bereavement. Students who suffer such a circumstance must notify the instructor as soon as possible of the extenuating circumstance that prevented them from submitting work on time and determine a deadline with the instructor for submitting the work. It is the responsibility of the student to inform the instructor, in writing the reason why you will not complete the assignment by the assigned day, what your plans are to resolve this situation in a timely manner and include copies of supporting documentation (see below). Students must meet the deadline agreed upon in advance with the instructor or late penalties will apply after the end date of agreed extension or student will receive a grade of zero on the assignment. Supporting Documentation must be attached to personal statement:

- For medical reasons, an official letter from the physician/healthcare provider for personal or family member illness-documentation must be submitted
- Deceased immediate family member – documentation must be submitted
- Police Report -documentation must be submitted

**Unexcused Circumstances:** Although in the real world there are no excuses, you will be given a one-week grace period and will receive an automatic 10% grade deduction for assignments submitted after the due date, may receive limited feedback, and student forfeits any opportunity to revise and resubmit late work for reassessment. Examples of unacceptable reasons include inattention to directions and/or due date, computer virus, Internet access, behind on other assignments, busy at work, doctor appointments, weddings, vacations, or any other event which can be planned around. Work submitted after one week past the original due date will not be accepted and will receive a zero. Non-submissions will receive a zero.

**Incomplete:** University Policy S09-7 states that a grade of Incomplete may be entered as a final course grade if a student cannot complete a clearly identifiable portion of course requirements within the academic term due to unforeseen, but fully justified, reasons and that there is still a possibility of earning credit. At a minimum, students should have completed approximately 75% of the course assignments in order for an incomplete to be warranted. Incompletes will only be given to students who have completed at least 75% of the course requirements with a "B" or better, who request the incomplete, and have documented compelling reasons for receiving an extension that include

**1. Personal Statement** – You must provide a written explanation that states the reason(s) why you will not complete the assignment in a timely manner, what your plans are to resolve this situation, and when you will submit the work.

**AND 2. Supporting Documentation** must be attached to personal statement (same as above). It is the responsibility of the student to bring pertinent information to the instructor and to reach agreement on the means by which the remaining course requirements will be satisfied. If the instructor agrees, the instructor will enter an "I" grade for that course for that semester. A final grade is assigned when the work agreed upon has been completed and evaluated. Failure to

complete the assigned work will result in an incomplete "I" being converted to an "IC" and is calculated as an F grade for GPA purposes.

**Attendance and Punctuality:** Class will begin and end punctually. Since the development of professional behavior is one of the course goals, attendance is essential. Students are expected to attend each session, be on time and remain for the entire class. Absences, late arrivals, and early departures, for whatever reason, count as time taken from the course. While your grade will not be affected directly by absences, one or more absences may impact your ability to succeed in this course. NOTE that University policy F69-24, "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class."

**Make-Up Sessions:** The Instructor will not be available for any make-up sessions for anyone missing classes. If you must miss a class, it is your sole responsibility to get notes, assignment details, etc., either from the instructor's website or from another student. Please take the time to connect with one or two other students and exchange contact information in case you find yourself in a situation where you must miss a class session.

**Extra credit** options are not available.

**Classroom Protocol:** You are beginning your work as a teacher—a professional in the community. Being a professional comes with many responsibilities. Two responsibilities you have related to this course are to thoughtfully participate in our classroom community and to thoughtfully examine your and others' ideas and assumptions about teaching and learning. Be prepared for each class by having thoroughly completed all readings and assignments BEFORE you come to class. Meaningful class discussion is a crucial part of the learning experience for students and instructors. Because I expect everyone to be prepared for discussions, we will not have reading responses. Preparing for class discussions will rely on students and the instructor thinking deeply about assigned tasks, theories and practice—developing defensible interpretations, negotiating meanings, and drawing connections to other works, concepts, pedagogical applications, or phenomena. If accommodations are needed for class, please confer with the instructor beforehand.

**Expectations** the following guidelines will create a comfortable and productive learning environment throughout the semester.

***You can expect me:***

- To start and end the seminar on time
- To utilize online learning management system to share course resources (syllabus, documents, readings, links, etc.), to post grades, and to communicate with students in a timely manner
- To reply to e-mails at my earliest convenience (time will be limited on weekends and holidays)
- To provide actionable feedback (suggestions of what could be done differently in the future) in order to improve the quality of work

***I can expect you:***

- To come to each seminar on time prepared by having thoroughly completed all readings and assignments
- To actively participate during each seminar, share your ideas, and behave respectfully to classmates
- To maintain a Field Experience Journal and Student Teaching Portfolio that documents your student teaching experiences
- To keep your cell phone on silent mode during class and limit use of electronic devices to class-related tasks such as the viewing of class-related Internet sites
- To utilize digital tools, including online learning management system to access course resources (syllabus, documents, readings, links, etc.)
- To clean up after yourself when you leave class (food and drinks are permitted in class as long as they do not distract others from learning)
- To complete your student teaching assignment and to independently upload and review files (a collection of artifacts in a variety of forms, including annotated video clips and written commentaries) at least 5 days prior to their planned submission date in order to meet the program's capstone assessment: California Teaching Performance Assessment (CalTPA).

**Office Hours:** Students are encouraged to discuss concerns whenever they have questions about course materials or assignments in class. If you are overwhelmed or are having trouble, feel free to talk to me immediately. It is better to approach me for assistance than to wait until work is late or not to do it at all. The best way to reach me is through e-mail, which I check at least once a day. I will respond to e-mails at my earliest convenience (time will be limited on weekends and holidays). Students are encouraged to make an appointment in advance (at least 48 hours) to discuss concerns (if you are confused about an assignment or if I haven't made something clear, etc.) during office hours. Please keep me informed of any extenuating circumstances in your life that may hinder your ability to succeed in this course. If you have a concern or question you need to discuss at length, I am available for appointments (in-person, by phone, or electronically) at mutually convenient times to a reasonable extent. If you need to email me for an appointment, for example:

*Dear Dr. Hughes,*

*I am enrolled in your Art Education 365 class. I would like to meet with you during your office hours to discuss a problem I am having with \_\_\_\_\_. If you are available before class, I would like to make an appointment with you at 3:30 on Tuesday or at your earliest convenience. Please let me know what time will work for you. I appreciate your time and look forward to speaking with you soon.*

*Thank you,*

*(Your name)*

*Optional: Phone number if you would like me to call you*

**Academic Writing:** A broad definition of academic writing is any writing done to fulfill a requirement of a college or university. When writing academically, a lot of focus is put on using a

certain structure, using formal language and presenting everything with clear and concise statements. Credential candidates, like all graduate students, are held to high standards for professionalism and academic performance. All written work is expected to meet high standards of professional quality in content, style, and use of Standard English. Your language should be concise, formal, and express precisely what you want it to mean. Proofread your work, making any necessary corrections to sentence structure, punctuation, spelling and grammar. Use a dictionary and a writer's guide if you are unsure about the rules. Citing sources in the body of your paper and providing a list of references is a very important aspect of academic writing. It is essential to always acknowledge the source of any ideas, research findings, data, or quoted text that you have used in your paper as a defense against allegations of plagiarism. The scholarly convention of citing sources is also important because it allows the reader to identify the sources you used and independently verify your findings and conclusions.

**Academic Integrity:** One of the important markers of high academic standards is proper attribution (giving credit) for someone else's ideas, thoughts, words, or methods of scholarship. Proper credit should be given in both oral and written contexts. Cite all sources consulted to any extent (including material from the Internet), whether or not quoted directly. For quotations, four or more words used in sequence must be set off in quotation marks, with the source identified. When you fail to do this, it is considered plagiarism. (For further information about correct citation form, see Kate Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*.)

**Plagiarism:** The presentation in one's own work of another's ideas, methods, research or words without proper acknowledgement constitutes plagiarism. This includes close paraphrasing as well as quoting entire lines of another's work, either verbatim or nearly verbatim of another's work without citation. At SJSU plagiarism is the act of representing the work of another as one's own without giving appropriate credit, regardless of how that work was obtained, and/or submitting it to full academic requirements. Plagiarism includes, but is not limited to:

1. The act of incorporating the ideas, words, sentences, paragraphs, or parts of, and/or the specific substance of another's work, without giving appropriate credit, and/or representing the product as one's own work;
2. Representing another's artistic/scholarly works such as musical compositions, computer programs, photographs, paintings, drawing, sculptures, or similar works as one's own.

(Adapted from the SJSU Academic Senate Policy, S07-2; **please check this web site for the full policy** : [http://www.sa.sjsu.edu/judicial\\_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html) )

According to the SJSU policy, the minimum penalty for plagiarism is failure of the assignment/paper/exam. It is your responsibility to become informed about the Academic Integrity Policy. (below)

### **University Policies**

**Academic Integrity Policy** Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. According to the SJSU policy, the minimum penalty for plagiarism is failure of the assignment/paper/exam. It is your responsibility to become informed about the Academic Integrity Policy. Cheating/plagiarism may result in the student receiving a failing grade in the course or in certain circumstances being expelled from the University. Any student in violation of this code and policy in any assignment or examination/related to this course shall be subject to the options specified in the policy statement. The [Student Conduct and Ethical](#)

[Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development.

**The Instructor Reserves the Right to...** Make changes to any or all of the elements of the course described in this syllabus, including class policies, topics, readings, course requirements, and/or assignments. In the event a change is deemed necessary; the Instructor will provide sufficient notice to the students for them to complete the course satisfactorily.

**University GPA Requirements:** Credential candidates, like all graduate students are held to high standards for professionalism and academic performance. To remain in good academic standing, graduate students must maintain a minimum cumulative GPA of 3.0 while in the program.

**Credential Program Grade Requirements:** In addition to maintaining a **3.0 GPA**, students must earn a minimum of "Credit" in the fieldwork courses in order to have that course counted towards completing the requirements for a preliminary credential. Students are allowed to take any class a maximum of two times. Failure to meet minimum grade requirements when retaking a course may result in disqualification from the program.

**Course Requirements and Assignments:** SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, reading, and written reflection. Students are required to clearly communicate an in-depth understanding of course content and personal or professional impact (a 50/50 mix) in written form. Guidelines and grading criteria will be provided for written assignments. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

**Dropping and Adding:** Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) 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](http://www.sjsu.edu/provost/services/academic_calendars/) at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

#### **Consent for Recording of Class and Public Sharing of Instructor Material**

- "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."
- 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.”

**Campus Policy in Compliance with the American Disabilities Act** It is the responsibility of students, at the beginning of the semester, to advise the instructor regarding any disabilities, special needs, accommodations, or circumstances related to class attendance and academic performance. If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements, please make an appointment with me as soon as possible to see me during office hours. Students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability. “Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with DRC to establish a record of their disability.”

**Student Technology Resources** **Computer** labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

**SJSU Writing Center** The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>.

**SJSU Counseling Services** The SJSU Counseling Services is located on the corner of 7<sup>th</sup> Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

**Accommodation to Students' Religious Holidays** San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

## **ARED 365, Field Experience Seminar in Art Education Forms**

### **ART EDUCATION 365 Syllabus Acknowledgements and Course Policies Acceptance**

*DOWNLOAD, PRINT, SIGN AND HAND IN BY THE SECOND WEEK OF CLASS: STUDENT VERIFICATION*

I have reviewed the Art Education 365 course syllabus. I understand this is a seminar course that requires close readings of the assigned materials, active participation in class discussions, self-reflection and writing assignments. I understand that it is my responsibility to keep the instructor informed of any extenuating circumstances that may hinder my ability to succeed in this course. I understand that the instructor reserves the right to make changes to the syllabus as needed with reasonable notice and accommodations for the students.

By signing below, I indicate that I have read and understood the course policies and course requirements. I agree to abide by these policies and requirements.

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**THE CALIFORNIA STATE UNIVERSITY**

**Office of the Chancellor • Communications Department**  
401 Golden Shore, 5th Floor, Long Beach, CA 90802-4210  
(562) 951-4670 / FAX (562) 951-4973



**Visual/Audio Image Release Form**

I grant permission to California State University, its employees and agents, to take and use visual/audio images of me. Visual/audio images are any type of recording, including but not limited to photographs, digital images, drawings, renderings, voices, sounds, video recordings, audio clips or accompanying written descriptions. CSU will not materially alter the original images. I agree that CSU owns the images and all rights related to them. The images may be used in any manner or media without notifying me, such as university-sponsored web sites, publications, promotions, broadcasts, advertisements, posters and theater slides, as well as for non-university uses. I waive any right to inspect or approve the finished images or any printed or electronic matter that may be used with them, or to be compensated for them.

I release CSU and its employees and agents, including any firm authorized to publish and/or distribute a finished product containing the images, from any claims, damages or liability which I may ever have in connection with the taking of use of the images or printed material used with the images. I am at least 18 years of age and competent to sign this release. I have read this release before signing, I understand its contents, meaning and impact, and I freely accept the terms.

Name (please print) \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

Telephone or E-mail \_\_\_\_\_

**Project Name:** ARED 365, Field Experience Seminar in Art Education, Dr. Barbara Hughes, 408 924 4395, barbara.hughes@sjsu.edu, SJSU, Department of Art and Art History

**Photo Caption:**

**ARED 365, Field Experience Seminar in Art Education, Teacher Candidate Contact Information**

**Teacher Candidate Name** (Print last name, first): \_\_\_\_\_

Teacher Candidate e-mail address \_\_\_\_\_

**University Supervisor** (Print last name, first): \_\_\_\_\_

**School Name:** \_\_\_\_\_

School Address: \_\_\_\_\_

**Primary art course and grade level:** \_\_\_\_\_

*For example, Digital Photography 1 Grades: 9-12*

**Cooperating teacher for primary course** (Print last name, first) \_\_\_\_\_

Cooperating teacher's e-mail address: \_\_\_\_\_

**Secondary art course/grade level:** \_\_\_\_\_

Cooperating teacher and e-mail (if different ): \_\_\_\_\_

**ARED 365, Field Experience Seminar in Art Education,  
FALL, 2019 Course Schedule  
Thursdays 4:30-6:00 P.M. (Bi-Weekly/Seven seminars)**

*The instructor reserves the right to make changes to the syllabus as needed with reasonable notice and accommodations for the students. These dates and topics are subject to change at the discretion of the instructor and notices will be announced in class and/or by email.*

**Prior to the start of the SJSU semester:**

- Contact your cooperating/mentor teacher(s) in your assigned school as soon as your placement has been confirmed. Discuss student teaching assignment (school, courses, class periods, course syllabus, school policies, school calendar, textbook and/or other curriculum materials).
- Agree upon a regular communication system (time to ask questions, talk about planning/curriculum/instruction/ students, give and receive feedback, etc.). Be flexible about how to make it work for both you, such as an interactive journal, email, lunch breaks, after school, etc.
- Observe your cooperating/mentor teacher(s) classes (if possible). Take notes during this time and familiarize yourself with classroom procedures and course content. Special attention should be given to classroom management skills: taking roll, learning names of students, policies for absences and tardies, handling referrals, and addressing deadlines for assignments, etc.
- Download and review CalTPA documents below (Download, Bookmark, and/or Print)
- Download and read ARED 365 Syllabus (Canvas)
- Download and read *Overview of the CalTPA Instructional Cycle 2* (links below)
- Start CalTPA STEP 1: PLAN Using the **Informational Template** provide contextual information about one class you are teaching within a school placement.
- Using the **Learning Segment Template** develop a plan for a content-specific series of lessons that support

the academic and language development needs of your students, including students' use of educational technology, and describe the assets and learning needs of the class as a whole.			
<b>Seminar Dates:</b>	<b>Week of Semester/ Suggested CalTPA TIMELINE</b>	<b>What you need to do for CalTPA</b>	<b>365 assignments to be submitted:</b>
	<b>Prior to the start of the SJSU semester:</b>	<p>Contact your cooperating/mentor teacher(s)</p> <p>Download and review CalTPA documents</p> <p><i>CalTPA Assessment Guide, Instructional Cycle 2: Assessment Driven Instruction Performance Assessment Guide and CalTPA Templates</i></p> <p>All resources available (with password) at this website:  <a href="http://www.ctcpa.nesinc.com/fieldMaterials_CalTPA.asp">http://www.ctcpa.nesinc.com/fieldMaterials_CalTPA.asp</a></p> <p><i>The California Teacher Performance Assessment (CalTPA)</i>  <a href="http://www.sjsu.edu/teachered/student-resources/caltpa/index.html">http://www.sjsu.edu/teachered/student-resources/caltpa/index.html</a></p> <p><b>CalTPA Resource Information</b></p> <ul style="list-style-type: none"> <li>● <u>CalTPA</u></li> <li>● <u>CalTPA Cycle 1 Assessment Guide</u></li> <li>● <u>CalTPA Cycle 2 Assessment Guide</u></li> <li>● <b>Permission to collect classroom video and student work products in multiple languages:</b> <ul style="list-style-type: none"> <li>▪ <u>English</u></li> <li>▪ <u>Spanish</u></li> <li>▪ <u>Vietnamese</u></li> <li>▪ <u>Traditional Chinese</u></li> <li>▪ <u>Simplified Chinese</u></li> </ul> </li> <li>● <u>CalTPA Student Equipment Request</u></li> <li>● <u>Request for CalTPA Extension</u></li> <li>● <b>CalTPA Preparation Materials:</b>  <a href="http://www.ctcexams.nesinc.com/TestView.aspx?f=HTML_FRAG/CalTPA_PrepMaterials.html">http://www.ctcexams.nesinc.com/TestView.aspx?f=HTML_FRAG/CalTPA_PrepMaterials.html</a></li> </ul>	
<b>Seminar Thursday, Aug. 29</b> Discuss and review the	<b>Week 1-2</b> <b>CalTPA Cycle 2</b> <input type="checkbox"/> Gather data for the <i>STEP 1 Getting to Know Your</i>	<b>Review CalTPA Teaching Event</b>  <b>Context Informational Template</b> Provide contextual information about one class you are teaching within a school placement.  <b>Learning Segment Template</b> Scaffold the planning of a sequence of connected content-specific lessons taught over multiple days. Develop a plan for a series of lessons (in either literacy or	

<p><i>CalTPA and course requirements</i></p>	<p>Students (section 1)  <input type="checkbox"/> Send and collect video permission slips</p> <p><b>Week 2-4</b></p> <p><b>CalTPA Cycle 2</b>  <input type="checkbox"/> Complete <i>Getting to Know your Students Template</i>  <input type="checkbox"/> Begin practicing and doing</p>	<p>mathematics), and complete the Learning Segment Template that includes the following:</p> <ol style="list-style-type: none"> <li>1. Content and standards</li> <li>2. Learning goal(s)</li> <li>3. Description of assessments of learning (informal assessment, student self-assessment, and formal assessment)</li> <li>4. How each lesson links to prior learning and/or builds on previous lessons</li> <li>5. Learning activities, including how you and your students will use educational technology and how you will ensure equitable access to content</li> <li>6. Instructional strategies</li> <li>7. Description of language demands</li> <li>8. Instructional adaptations and accommodations</li> </ol> <p>Describe one of your planned informal assessments, a student self-assessment, and the formal assessment and explain how they are aligned to and measure the content- specific learning goal(s). Provide a blank copy of the formal assessment and scoring rubric/criteria, including definition of proficient student performance.</p>	
--	---	--	--

<p><b>Seminar:</b>  <b>Thursday,</b>  <b>Sept. 12</b></p> <p>Discuss and review the <i>CalTPA and field placement</i></p>	<p><b>Weeks 3-4</b></p> <p><b>CalTPA Cycle 2</b>  <input type="checkbox"/> Complete <i>Getting to Know your Students Template</i>  <input type="checkbox"/> Begin practicing and doing</p>	<p><b>Assessment Descriptions Template</b> Informal and Student Self-Assessment Description          Formal Assessment and Rubric and/or Scoring Criteria</p> <p><b>Assessment Descriptions Template:</b>          Describe one of your planned informal assessments, a student self-assessment, and the formal assessment and explain how they are aligned to and measure the content specific learning goals.</p>	<p><b>Submit in class:</b>          Policies Signed           Visual/Audio           ImageRelease Form           Contact Information</p>
<p><b>Seminar:</b>  <b>Thursday,</b>  <b>Sept. 26</b></p> <p>Discuss and review the <i>CalTPA and</i></p>	<p><b>Weeks 5-6</b></p> <p><b>STEP 2: TEACH &amp; ASSESS</b></p> <p><b>CalTPA Cycle 2</b>  <b>Weeks 5-10</b>  <input type="checkbox"/> Complete <i>Step 1</i>  <input type="checkbox"/> Begin planning and practicing Step 2</p>	<p>Conduct the instruction and assessment activities in your learning segment.          Video-record your learning segment. Select 4 clips that include (1) instruction and assessment of academic language development, (2) students' use of educational technology, (3) instruction and informal assessment of content, and (4) instruction and student self-assessment of content.          Annotate the 4 videoclips. Annotations include a title and brief rationale for assessment practices recorded. Annotation titles include:</p>	<p><b>Submit in class:</b>          Field Experience Journal</p>

<p><i>field placement</i></p>		<p>Assessing Student Learning and Development of Academic Language Students Using Educational Technology          Providing Content-Specific Feedback to Students          Assessing Student Learning and Use of Higher-Order Thinking Skills.          Provide samples of the informal and student self- assessments and/or description of the materials and criteria/rubric.          Provide an analysis of the informal and student self- assessments.</p>	
<p><b>Seminar:</b> <b>Thursday,</b> <b>Oct. 10</b></p> <p>Discuss and review the <i>CalTPA and field placement</i></p>	<p><b>Weeks 7-8</b> <b>STEP 2: TEACH &amp; ASSESS</b></p>	<p><b>Analysis of Informal Assessments Template</b> Describe your informal assessments. Continue videotaping. Conduct the instruction and assessment activities in your learning segment.</p>	<p><b>Submit in class:</b> Student Teaching Portfolio (Binder)</p>
<p><b>Seminar:</b> <b>Thursday,</b> <b>Oct. 24</b></p> <p>Discuss and review the <i>CalTPA and field placement</i></p>	<p><b>Week 9 -10</b> <b>Week 9 STEP 3: REFLECT</b></p>	<p><b>Analysis of Formal Assessment Results and Reflection for Whole Class and Individuals Template</b> Pay special attention to identifying and describing emerging patterns of student errors, skills, and understandings for the whole class and for individuals. Refer to CONTEXT information. Cite evidence from the assessment results.</p> <p>Score the formal assessment results for the whole class, using a rubric and/or scoring criteria.</p> <p>Select 3 examples of student responses (products, processes, or performances) with your feedback from the formal assessment that demonstrates a range of achievement: exceeds the learning goal, meets the learning goal, and does not yet meet the learning goal—with feedback to these students.</p> <p>Analyze student results from the informal and formal assessments used in the learning segment.</p> <p>Reflect on the evidence you observed of student learning and accomplishment of the learning goal(s), and describe what was most and least effective as well as a target for increasing instructional effectiveness.</p>	<p>Scored formal assessments from 3 students that represent evidence of learning with detailed, content-specific rubric and /or scoring criteria feedback to the 3 students.</p> <p>Written Narrative: Analysis of Assessment Results and Reflection for Whole Class and Individuals. (up to 5 pages)</p>

	<p><b>Week 10</b></p> <p><b>STEP 4: APPLY</b></p>	<p><b>Re-teaching or Connecting Activity Description Template</b> Provide a description of the content specific follow-up activity.</p> <p>Teach and Videotape the re-teaching or connecting activity (up to 6 minutes)</p> <p>Plan and conduct a follow-up instructional activity based on your analysis of all assessments: either a re-teaching activity with a new instructional approach for students who did not achieve the learning goal(s). OR an extension activity that builds on what your students demonstrated that they learned.</p> <p>Describe how you decided on your instructional approach in the follow-up re-teaching or extension activity and how that change was informed by your analysis of assessment results.</p> <p>Video-record the entire follow-up activity and select 1 video clip that demonstrates how you adjusted or built on your instruction based on your analysis of all assessment results from Steps 2 and 3.</p>	<p>Re-teaching or extension activity description (up to 3 pages)</p> <p>1 Annotated video clip (up to 5 minutes) of follow-up instruction (re-teaching or extension activity)</p>
<p><b>Seminar:</b></p> <p><b>Thursday,</b></p> <p><b>Nov. 7</b></p> <p>Discuss and review the <i>CalTPA and field placement</i></p>	<p><b>Week 11</b></p> <p><b>STEP 4: APPLY</b></p> <p><b>CalTPA Cycle 2 Weeks 11-12</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete <i>Step 2</i></li> <li><input type="checkbox"/> Begin <i>Step 3: Assess/Reflect</i></li> <li><input type="checkbox"/> Plan and do reteach event in <i>Step 3</i></li> </ul>	<p><b>Assessment-Driven Instruction Template</b></p> <p>Think about what you have learned about assessment-driven instruction both in terms of your teaching practice during the learning segment and your students' content-specific learning, including development of academic language.</p>	<p>Complete the Assessment-Driven Template</p> <p>Complete the Re-Teaching or Extension Activity Description Template</p>
<p><b>Seminar:</b></p> <p><b>Thursday,</b></p> <p><b>Nov. 21</b></p> <p>Discuss and review the <i>CalTPA</i></p>	<p><b>Week 12-13</b></p> <p><b>CalTPA Cycle 2 Weeks 13-16</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete <i>Step 3: Assess/Reflect</i></li> <li><input type="checkbox"/> Complete <i>Step 4: Apply/Teach</i></li> <li><input type="checkbox"/> Review Cycle 2 for final submission by deadline</li> </ul>	<p><b>Teaching Event Submission &amp; Videos</b></p> <p>Complete the 4 Steps for the CalTPA Instructional Cycle 2</p>	

Syllabus: Art Education 365, Field Experience Seminar in Art Education, Fall 2019, Dr. Hughes

<i>and field placement</i>	<input type="checkbox"/> Submit CalTPA Cycle 2 to SJSU through Canvas and to Pearson by due date.		
	<b>Week 14-16</b> <input type="checkbox"/> Review Cycle 2 for final submission by deadline <input type="checkbox"/> Submit CalTPA Cycle 2 to SJSU through Canvas	<b>Final preparation of all materials required by the CalTPA Due Dates: SJSU Dec. 2nd Pearson Dec. 4th</b>	Submit all CalTPA materials using the CTC/Pearson web-based platform. <b>CalTPA Due Dates: SJSU Dec. 2nd Pearson Dec. 4th</b>