

**San José State University
College of Humanities and the Arts**

**Department of Art & Art History
Art Education 184y 184z, Phase II & III Student Teaching,
Fall Semester, 2021**

Course and Contact Information

Instructor/Supervisor: Jessica Bender

Office Location: None; Contact me by email to schedule a Zoom appointment

Email:	jessicabrooke.gb@gmail.com (Until Canvas is up. Once we have Canvas access, please message me there.)
Office Hours*:	Tuesdays 3:15- 4:15 P.M. (by appointment) using an online platform (Zoom)
Class Days/Time:	Fieldwork (on site at Teacher Candidate's assigned school or via distance learning video)
Prerequisites:	Art and Teaching Education Department joint approval Successful completion of EDSC 184X: Phase I Student Teaching
Co-Requisite Course:	ARED 365: Field Experience Seminar in Art Education
Class Website:	Canvas login: https://one.sjsu.edu/
Grading:	CR (Credit) or NC (No Credit)
Units:	4-6 units. Course may be repeated for credit for up to 6 units.

Additional Contact Information

***Please E-mail** jessicabrooke.gb@gmail.com to schedule an appointment. To ensure that we protect our health and safety, I am working remotely and advising using an online platform (Zoom).

Students with Documented Disabilities, if you need special arrangements in case the building must be evacuated, please notify me as soon as possible.

Students who may need specific accommodations should contact the [Accessible Education Center](#) (AEC) to establish eligibility for support services at the start of the course. Please make an appointment with me as soon as possible to discuss your specific adaptations or accommodations as indicated in your Accommodation Letter from the AEC. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with AEC to establish a record of their disability. **[Academic Senate Policy F06-2 \[pdf\]](#)**

[Accessible Education Center](https://www.sjsu.edu/aec/about/contact-us/index.html) (AEC) @ <https://www.sjsu.edu/aec/about/contact-us/index.html> is an appropriate resource both for students who already have a

documented disability and students who might experience an unexpected health event that might require accommodation (such as the lingering, possibly long-term side effects of a concussion). Individuals with disabilities may contact AEC, 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](tel:408-924-4320)
M-F 8:30AM-12:30, 1:00-4:30PM
Website: <http://www.sjsu.edu/art/>
Email: art@sjsu.edu

Administrative Support Coordinator: Bill Alley, bill.alley@sjsu.edu, Art 116

Art Building After Hours Access: Contact Bill Alley (Bill.Alley@sjsu.edu) or Lydia Black (Lydia.Black@sjsu.edu) if you have questions.

Advisor, Single Subject Credential Art Program:
Dr. Barbara Hughes barbara.hughes@sjsu.edu Art 333

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

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

Teacher Education Department (TED) If you have questions e-mail:
Teacher-Education@sjsu.edu

ARED 184 Y STUDENT TEACHING II - CLASSROOM TEACHING 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.

ARED 184 Z STUDENT TEACHING III - CLASSROOM TEACHING

Description: See ARED 184Y. Notes: May be in different subject/school and will be at a different grade level.

Course Description: The focus of this course is the practice of teaching visual art to middle school or high school students using two major course documents: *The 2019 California Arts Standards for Public Schools, Prekindergarten Through Grade Twelve (Arts Standards)* and *The 2020 California Arts Education Framework for Public Schools, Transitional Kindergarten Through Grade Twelve (Arts Framework)*.

Course Format: The Phase II/III student teaching experience in the Single Subject Credential Program provides intensive experience in supervised student teaching, student teaching under contract, or intern teaching. ARED 184Y-Z is a companion to ARED 365: Field Experience Seminar in Art Education, that provides a forum for discussing field experiences and prepares candidates for the program's capstone assessment: Cycle 2 of The California Teacher Performance Assessment (CalTPA).

- A. **Traditional student teachers** will work with one-resident/mentor 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.

- 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.

Phase II Student Teaching Placement

Phase II student teaching follows placement school calendar and begins the first day your placement school returns/starts (1st day of the school year or 1st day back in January) and ends with the SJSU Calendar's last day of classes (please refer to SJSU calendar for exact date, but this is usually Dec 10 or May 10). Students must follow the SJSU calendar for all coursework; this may differ from the placement calendar.

Teacher candidates will assume the role of a teacher of art in a middle or high school, teaching two classes and observing two classes over a period of one public school semester, planning and implementing curricula and assessing student growth under the supervision of an onsite supervisor and a university supervisor. Candidates will also review the basic concepts of art, student growth and development, and the field of art education through reflection on the hands-on experiences of teaching in a public school. In planning and implementing art curricula, students will attend to cross-cultural connection of the arts through ideas, needs and values found across boundaries of time and place.

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

A. During the pandemic, Teacher Candidates will be remote teaching until further notice by the school district in which they are assigned, and by SJSU. Teacher candidates will meet with their Mentor Teachers daily via electronic communication. Once we return to the traditional classroom setting, Teacher Candidates must be on campus one prep period for each class taught (normally a total of four periods per day). They will generally be teaching two art classes. According to state requirements, the traditional student teacher must also teach two weeks full time as part of their Phase II/III assignment, typically towards the end of the semester. To accommodate this requirement, student teachers & resident teachers should start early in the semester to discuss when and how they will assume responsibility for these additional classes for this two-week period.

B. Teacher candidates teaching under contract will take responsibility at once for their classes (one to five classes, depending on their contract). They will be evaluated by their university supervisor and their Mentor Teacher at the school site or via distance learning video.

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 and summative evaluations.

Lesson Plans: Single Subject Credential Program policy requires that student teachers have a written lesson plan for every lesson you teach. Your Subject Area Advisor may require a specific lesson plan format. If you are unsure, check with your university supervisor about the requirements. During the semester, student teachers are required maintain a binder containing a semester's scope and sequence, collection of units and lesson plans, student artwork, grading rubrics, and samples of student

completed assessments. Be prepared to share your binder and to discuss your field experience with your university supervisor each time they visit your classroom throughout the semester.

University Supervision: The number of times student teachers are visited will depend upon several factors. Your university supervisor will observe you teach, give you feedback, and provide the necessary support to help you succeed. Generally, Phase II Teacher Candidates are visited often enough throughout the semester to determine Teacher Candidate competence and readiness for certification, generally 6 times during the semester. Your supervisor also will provide verbal feedback and will complete the official summative evaluation for the semester.

Single Subject Credential Program Student Learning Outcomes

1. Candidates demonstrate a high level of professional responsibility for and involvement in their own professional development.
2. Candidates explain a personal philosophy of teaching and learning that is grounded in theory and standards of professional practice.
3. Candidates articulate conceptual frameworks relating to culture, power, and equity and how these influence teaching and learning.
4. Candidates discuss legal issues and ethical choices that influence education.
5. Candidates discuss interrelationships among family, community, student learning, and success in school.
6. Candidates design standards-based instructional objectives and activities that are developmentally appropriate, sequential and integrated, and actively engage all students.
7. Candidates design, critique, and utilize a variety of formal and informal standards-based assessments that inform teaching and provide feedback on student learning.
8. Candidates demonstrate teaching methodologies that reflect an effective use of standards, objectives, and strategies including technology for working with a diverse student population.
9. Candidates critically reflect upon the relationship between their own teaching and student learning.

Course Learning Outcomes (CLO's) for the Phase II/III Student Teaching in Art:

CLO's are statements clearly describing the meaningful, observable, and measurable knowledge, and skills students will learn in this course. The CLO's are aligned with the *Prep for Teaching* Program Learning Outcomes (PLO's), the University Learning Goals (ULG's), and the *California's Teaching Performance Expectations* (TPE's). Upon successful completion of this course, students will be able to:

- CLO 1.** Demonstrate knowledge of subject matter, including *The 2019 California Arts Standards for Public Schools, Prekindergarten Through Grade Twelve (Arts Standards)* and *The 2020 California Arts Education Framework for Public Schools, Transitional Kindergarten Through Grade Twelve (Arts Framework)* while developing curricula and planning

strategies for learning and teaching visual arts

TPE 3: Understanding and Organizing Subject Matter for Student Learning

CLO 2. Independently develop a visual arts course curriculum, establish short-term and long-term instructional goals that encompasses art history, aesthetics, critical inquiry, art production, and discipline specific language to meet the needs of a diverse student audience within a visual art classroom

TPE 3: Understanding and Organizing Subject Matter for Student Learning

CLO 3. Independently develop visual arts course curriculum of sequential standards-based visual arts lessons that includes works of art that are broadly representative of cultural diversity, supports students' development in creative processes, enhances students' literacy in expression, and communication of ideas in oral, written, and visual forms

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

CLO 4. Independently develop a repertoire of assessment methods and a range of assessment strategies to determine students' progress (such as artwork, portfolios, journals, class critiques, and discussions), to provide feedback to students and to inform instruction within a visual arts classroom

TPE 5: Assessing Student Learning

CLO 5. Demonstrate flexibility in adapting curriculum to engage and support a diverse student audience (including students at various English proficiency levels and those experiencing a range of (dis)abilities, from gifted-and talented- to moderate and severe disabilities) within the visual art classroom

TPE 1: Engaging and Supporting All Students in Learning

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

CLO 6. Demonstrate explicit teaching methods and research-based instructional strategies, to explain content clearly and make abstract concepts concrete for all students to reach instructional goals

TPE 2: Creating and Maintaining Effective Environments for Student Learning

CLO 7. Demonstrate professional behavior by, reflecting on teaching practice, observing and analyzing the teaching practice of others, articulating the applications of theories, principles, and/or instructional practices to improve upon student learning within a visual arts classroom

TPE 5: Assessing Student Learning

TPE 6: Developing as a Professional Educator

CLO 8. Demonstrate critical thinking, writing, presentation, and digital literacy skills to effectively express information orally, utilize a range of digital tools, including online learning management system to access course resources (syllabus, documents, readings, links, etc.) and completing Cycle 2 of the CalTPA

TPE 4: Planning Instruction and Designing Learning Experiences for All

Students

TPE 6: Developing as a Professional Educator

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.

The following requirements are to be fulfilled in your school setting:

- **Meet with your mentor teacher(s) or on-site evaluator(s)** in your assigned school as soon as your placement has been confirmed. Discuss the school program and calendar. Ask if it is possible to be included in any departmental or school faculty orientations or meetings.
- **Observe your mentor teachers' 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 (such as roll taking, names of students, absences, tardies, referrals, daily routines,) and classroom behavior expectations (such as clean up procedures, mutual respect, electronic devices, time on task...).
- At the beginning of the semester, **give your university supervisor your school calendar and bell schedule, including any alternate or special school day dates.** Include a map of the campus marked with the location(s) of your classes.
- **Dress appropriately for your work environment.** You are a professional educator on your campus while you are student teaching, and you want to project that persona.

- **Observe time schedules** for classes, meetings, and other conferences that are part of your workload.

The following requirements are to be fulfilled for your field experience:

Maintain an Interactive Supervision Journal (Phase 2 -documenting 25 hrs./week/ Interns – documenting work-give overview) and **UPLOAD TO CANVAS UPON COMPLETION OF ACTIVITIES**

PART 1. *List and describe your student teaching hours you were involved in each week. Example Student Teaching Activities: Synchronous Teaching, Synchronous Observe/Assist, Asynchronous teaching or observe/assist, planning, debrief, teaching video analysis, peer feedback, video permission slips, emails/communicating with parents, management of remote learning platform, live-online “office hours”, small group work, 1:1 support.....etc.*

PART 2. Activity Write-Up and Self-Assessment

You will schedule a minimum of 6 activities above to share and debrief with your supervisor over the course of the semester.

Part 3. Supervisor Debrief/Dialogue

Set up a time to debrief with your supervisor

PART 4. Reflection

Expand on your discussion with your supervisor and include a discussion about your next steps or goals. Be sure to address how your next steps will help you develop your practice and deepen your understanding of teaching and learning.

Maintain a 3-ring binder of all materials you have used/created during the semester for two classes for ONE of the courses that you are teaching to provide evidence of your teaching abilities and the types of lessons that you have developed throughout your student teaching experience. Be prepared to share your binder and to discuss your field experience with your university supervisor each time they visit your classroom.

1. **Course Syllabus** that outlines major topics and subtopics covered during the semester.
2. **Curriculum Map** for units planned during the semester.
3. **Semester Calendar** that sequences major topics on a timeline.
4. **Weekly planning calendars** for the entire semester in one course that indicate the sequence of topics, lessons, objectives, strategies, and assessments.
5. **Daily lesson plans** with standards, objectives, activities, and handouts.
6. **Letter to Parents** that introduces yourself and your goals for the semester.

7. **Classroom Management Policy** that describes rules, routines and procedures, rewards and consequences, and how late work will be handled.
 8. **Grading Policy** that details how student achievement will be evaluated and measured.
 9. **Samples of graded student work** and rubrics (used for modeling and illustrating assessment strategies)
- 10. Seating chart**
11. **Observation reports** and evaluations from university supervisor
 12. **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.

Complete the 4 Steps for the CalTPA Instructional Cycle 2 (See Appendix for Student Teaching Phase II/III Guidelines) 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). Please note that the Department of Teacher Education cannot recommend any candidate for a Credential until that candidate has completed all program requirements and successfully passed both cycles of the CalTPA.

STEP 1: PLAN

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. Planned lessons should encourage students to engage in higher order thinking as they develop a deep understanding of the content and academic language. The formal assessment must allow students to demonstrate their understanding of the content through the development of a product process or ! performance. You will use a rubric and/pr scoring criteria to assess the qualities of the student work (product, process, or performance) and share the results of your analysis with students through detailed feedback that they will use to advance their learning. Submit a blank copy of one formal assessment instrument and rubric and/or scoring criteria and your completed Learning Segment Template.

Contextual Information Template-- as described below—This is due at the beginning of the seminar and is to focus on one class that you are teaching. Explain how the factors addressed in your paper reflect effective classroom management issues.

A. Complete Contextual Information Template that addresses the following:

1. Grade level (s)
2. Content area or course name
3. Topic of content-specific instruction and assessment sequence
4. Number of days/lessons involved in the instruction and assessment sequence
5. Classroom setting (face-to-face, online, combination)
6. Educational technology or appropriate assistive technologies available in the classroom/school
7. Number of students
8. Number of students with an IEP, with a 504 plan, identified for GATE
9. Number of English learners
10. Number of Standard English learners
11. Dual-language setting, if applicable: bilingual, one-way immersion, two-way immersion

B. Description of students' assets and needs. Focus on key factors that influence your planning and teaching:

1. Academic development. Consider prior student knowledge, key skills, developmental levels and other special educational needs related to the learning goals and objectives.
2. Language development. Consider aspects of English language proficiency in conversational and academic language as well as in the students' primary languages.
3. Social development. Consider factors such as the students' ability and experience in working independently and with others.
4. Cultural and linguistic resources and funds of knowledge. Consider key factors such as cultural context, knowledge acquired outside of school, and home/community resources
5. Socioeconomic background.
6. Developmental considerations (typical and atypical).
7. Prior experiences and interests.
8. Students' experience using educational technology, including assistive technologies, inside and outside of the classroom.

STEP 2: TEACH & ASSESS

For this step, you will teach and video-record the entire learning segment, then review the videos to select 3 video clips. Clips may be selected from any part of the multiple

day learning segment lessons. You will write annotations for the clips using appropriate Annotation Titles and providing rationales that describe how and why you:

- Approached teaching to specific learning goal(s) and objective(s)
- Provided content-specific feedback to students
- Monitored student content learning and development of academic language
- Selected the assessment strategies to monitor student content learning and use of higher order thinking
- Chose the strategies you used to establish a positive and safe learning environment

1. Select Video Clips

A. Video Clip 1: Instruction and informal Assessment of Content (up to 8 minutes)

B. Video Clip 2: Instruction and Student Self-Assessment of Content (up to 6 minutes)

C. Video Clip 3: Instruction and Academic Language Development (up to 6 minutes)

2. Annotate the Video Clips using Annotation Titles

A. Teaching to Specific Goals

B. Providing Content-Specific Feedback to Students

C. Monitoring Student Content Learning and Development of Academic Language

D. Monitoring Student Content Learning and Use of Higher Order Thinking

E. Creating a Positive Learning Environment

3. Analysis of Informal Assessments Template

A. How did the “in the moment” informal assessment feedback to students help them understand what they need to do next to continue progress toward and/or beyond meeting the learning goal(s) and/or objectives(s)?

B. How did you use informal assessment results to learn about and support students’ academic language development? How did you adjust your instruction based on these results?

C. How did student self-assessment results provide insight about students’ own understanding of the content and their progress toward meeting the learning goal(s) and objective(s)? How did you adjust your instruction based on these results?

STEP 3: REFLECT

For the formal assessment, analyze student product, process, or performance using a rubric an/or scoring criteria. Using the table provided, summarize student results on the formal assessment for the whole class. Also submit 3 student formal assessment responses (product, process, or performance) and your feedback, representing a student who exceeded the learning goal(s), one who met the learning goal(s), and one who has not yet met the learning goal(s). Reflect on what you discovered about student learning and academic progress based on your analysis of informal and formal

assessments, including student self-assessment results. Explain how and why you changed or did not change your instruction to respond to your analysis of student achievement based on multiple informal and formal assessments.

STEP 4: APPLY

Based on your analysis of all three types of assessment results, determine if you will teach to the whole class or a group from the class:

A. A re-teaching activity because students did not demonstrate the content-specific learning goal(s) and/or objective(s) of the instruction.

OR

B. A connecting activity to build on the instruction provided because students did demonstrate the content-specific learning goals(s) and/or objective(s) of the instruction.

1. Describe your plan for the re-teaching or connecting activity.

2. Video-record the re-teaching or connecting activity and choose a clip (up to 6 minutes) that demonstrates your follow-up instruction based on your informal, formal and student self- assessment results.

Assessment of your Teaching Event Your Teaching Event should clearly demonstrate how your practice meets the California Teaching Performance Expectations (TPEs). A list of the TPEs appears at the end of this Handbook. Scoring rubrics have been developed to align with these professional expectations for classroom teachers.

Grading Policy: Credit or No 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 will not be assigned if you do not complete the term at the school to which you have been assigned "NC" (No Credit).

Credential Program Grade Requirements: In addition to maintaining a 3.0 GPA, students must earn "Credit" in the fieldwork courses 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.

Attendance Please keep your university supervisor informed of any extenuating circumstances in your life that may hinder your ability to succeed in this course. You are required to teach your classes until the end of the semester of the school in which you

are student teaching. Credit will not be assigned if you do not complete the term at the school to which you have been assigned.

Required Texts/Readings

Textbook No textbook for this course. Some readings may be assigned at the instructor's discretion and will be available on the instructor's website (no cost), on Canvas, or online.

Secondary Student Teaching Field Guide

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

The California Teacher Performance Assessment (CalTPA)

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

CalTPA Video Permission Slips

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

California Teacher Performance Expectations Complete text of the TPEs:

<http://www.ctc.ca.gov/educator-prep/TPA-files/TPEs-adopted-2016.pdf>

Further Helpful Resources

[The 2019 California Arts Standards for Public Schools, Prekindergarten Through Grade Twelve \(Arts Standards\)](#) available online. Select the links below to download the pre-publication chapters approved by the State Board of Education (in .docx format):

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

The 2020 California Arts Education Framework for Public Schools, Transitional Kindergarten Through Grade Twelve (Arts Framework) To download the draft chapters approved by the IQC, select the links below:

- [Guide to Reading and Using the Framework](#)(DOCX)
- [Chapter 1 Vision and Goals for Standards Based Arts Education](#)(DOCX)
- [Chapter 2 The Instructional Cycle](#)(DOCX)

- [Chapter 4 Media Arts](#)(DOCX)
- [Chapter 7 Visual Arts](#)(DOCX)
- [Chapter 8 Transcending Disciplinary Boundaries—Arts Integration](#)(DOCX)
- [Chapter 9 Implementing Effective Arts Education](#)(DOCX)
- [Chapter 10 Instructional Materials](#)(DOCX)
- [Appendices](#)(DOCX)

California's Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects, California Department of Education @

<https://www.mydigitalchalkboard.org/cognoti/content/file/resources/documents/b1/b10158a7/b10158a7eaf42629bf45b8a7912eb4c52210cece/finaelaccsstandards.pdf>

Other California Department of Education (CDE) online resources you may want to bookmark:

[English Learner Roadmap Guide](#) to assist local educational agencies to implement California's 21st century college-and-career-ready standards, curriculum, instruction programs, and assessments @ <https://www.cde.ca.gov/sp/el/rm/index.asp>

[English Language Development Standards](#) The English language development (ELD) standards, ELD video series, information, and resources to assist local educational agencies (LEAs) design, implement, and enhance integrated and designated ELD instruction for English learner students @<https://www.cde.ca.gov/sp/el/er/eldstandards.asp>

Library Liaison Our library liaison is **Gareth Scott**. He can be reached via email at: 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 . All the University Library Resources can be accessed at: libguides.sjsu.edu/az.php

Art Education Resources: Open Access resources for Art Educators @ <http://libguides.sjsu.edu/arteducation>

Art and Art History Resources: This guide will help you identify the resources you need to research your art or design topic @ <https://libguides.sjsu.edu/Art>

Optional Good Reads for Art Teachers From a Variety of Approaches:

Edwards, B., (1999). *The New Drawing on the Right Side of the Brain: The*

Definitive,

4th Edition

Edwards, B., (2003). *The New Drawing on the Right Side of the Brain Workbook:*

Guided Practice in the Five Basic Skills of Drawing

Fountain, H., (2014). *Differentiated Instruction in Art*

Hetland, L., Winner, E., Veenema, S. & Sheridan, K. (2007). *Studio thinking: The real*

benefits of visual Arts

Purtee, M. and Sands, I. (2019). *The Open Art Room*

Purtee, M. and Sands, I. (2021). *Making Artists*

Reverman, B. (2018). *Inspiring Young Artists: 8 projects that engage H.S. art students*

in authentic artistic experience (Practical Guides for the Idealistic Art Teacher)

(Volume 1)

Reverman, B. (2018). *Inspiring Young Artists in 3D: 10 projects that engage H.S. art*

students in authentic artistic thinking about three-dimensional form (Practical

Guides for the Idealistic Art Teacher Book 2)

Tomlinson, C., (2004). *How to Differentiate Instruction in Mixed Ability*

Classrooms, 2nd

ed.

Vieth, K. (1999). *From Ordinary to Extraordinary*

Other Recommended Readings:

Elliot Eisner: *The Arts and the Creation of Mind*

Howard Gardner, *Frames of Mind: The Theory of Multiple Intelligences*

NAEA publication: *Educationally Interpretive Exhibition: Rethinking the Display of Student Art*

Ronald Moore, *Aesthetics for Young People*

Wiggins, G. and McTighe, J. (2005) *Understanding by Design Guide, 2nd edition.*

Art Education in Practice Series (Davis Publications, Inc. Worcester, Massachusetts):

Art Education in Practice

Rethinking Curriculum in Art

Thinking through Aesthetics

Assessment in Art Education

Teaching Meaning in Artmaking

Online resource you may want to bookmark and use in this course:

[SJSU Digital World Art Database “World Images”](http://gallery.sjsu.edu/) The digital collection contains over 50,000 images organized into electronic portfolios; images may be freely used for non-profit educational purposes. <http://gallery.sjsu.edu/>

Art Education students should join the [California Art Education Association](http://www.caea-arteducation.org) (CAEA) <http://www.caea-arteducation.org> and plan to attend the State Conferences.

[National Art Education Association](https://www.arteducators.org) @ <https://www.arteducators.org> Founded in 1947, the National Art Education Association is the leading professional membership organization exclusively for visual arts educators. NAEA Members receive many of the publications including *Art Education* and can purchase NAEA books at a discount.

Faculty Web Page and MYSJSU Messaging In an attempt to be as “green” as possible for this course, materials such as syllabus, handouts, assignment instructions, etc. can be found on my faculty web page at <http://www.sjsu.edu/people/firstname.lastname> and/or on Canvas Learning Management System course login website at <http://sjsu.instructure.com>. Your Username is your 9-digit SJSU ID number, and your password is your SJSU-One account password. Make sure the University has your correct email address, or you won't receive my or other instructor's emails about class-related issues. You are responsible for regularly checking with the messaging system through MySJSU on Spartan App Portal <http://one.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates. For help with using Canvas see [Canvas Student Resources page](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources) @ http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources

Internet Connection (Required) Access to a reliable Internet connection is required for this course. Whenever possible, connect from the strongest internet connection you have access to. Ideally wired/ethernet, rather than wireless. Limit bandwidth usage by closing any applications that will not be using during the session. Move to a location with stronger connection (for example move closer to a Wi-Fi router) if needed. If you experience problems with your Internet connection while working on this course, it is your responsibility to find an alternative Internet access point, such as a public library or

Wi-Fi hotspot. A problem with your Internet access may not be used as an excuse for late, missing, or incomplete coursework.

Technology Requirements: Students need to have basic technological proficiency. Assignments may include, but are not limited to, word processing, document creation, digital slide presentations, photographing work, and recording video.

- Computer with basic audio and video output equipment and with the latest web browser versions and reliable internet access (preferably DSL/3G or faster)
- Access to SJSU's online learning platform, Canvas, to view the course content and to submit assignments. Canvas runs on Windows, Mac, Linux, iOS, Android, or any other device with a modern web browser.
- Word-processing platform (**Microsoft Office or Google Docs**). Canvas does not support Apple Pages (.pages) documents with the .pages file extension. Please convert Apple Pages (.pages) documents to .docx or PDFs before submitting them on Canvas.

Tech Support If you need technical assistance at any point during the course, please contact the IT Service help desk at (408) 924-1530. I can answer questions about the course content – not technical issues and user problems.

Canvas and Zoom For more information about Canvas, check out the [Canvas Student Guide @ https://community.canvaslms.com/docs/DOC-10701](https://community.canvaslms.com/docs/DOC-10701)

For more information about Zoom, check out [getting started on Zoom or](https://support.zoom.us/hc/en-us/articles/206080966-Weekly-Zoom-Training-Webinars) attend the free training offered twice a week at this link: <https://support.zoom.us/hc/en-us/articles/206080966-Weekly-Zoom-Training-Webinars>

You may also view the [Zoom Help Center, Tutorials and Guides](https://support.zoom.us/hc/en-us/sections/201740096-Training) at this link: <https://support.zoom.us/hc/en-us/sections/201740096-Training>

Computer Labs are available in [Clark Hall 102 @ https://www.sjsu.edu/it/support/service-desk/clark-lab.php](https://www.sjsu.edu/it/support/service-desk/clark-lab.php) and [Campus Village B @ https://www.sjsu.edu/it/support/service-desk/cvb-lab.php](https://www.sjsu.edu/it/support/service-desk/cvb-lab.php) (located in Campus Village, Building B, 1st Floor), where residents can use desktop computers to access the internet and use a variety software. There is Wi-Fi access for residents using personal laptops in the lab. [Wireless \(Wi-Fi\) network access @ https://www.sjsu.edu/it/services/network/internet.php](https://www.sjsu.edu/it/services/network/internet.php) is available in Housing resident rooms and hallways by connecting to SJSU. You will need to provide your student ID number. The IT Service Desk Staff is ready to help you with your technical needs, located on the first floor in Clark Hall. [Submit a Ticket @ https://isupport.sjsu.edu/](https://isupport.sjsu.edu/)

Highly Recommended: Have a backup plan for computer crashes, Internet downtime or software problems. Keep copies of all your work on a flash drive or CD in case of computer disk failure or in case the Internet, as we know it, mysteriously disappears. Virus protection for your computer is also recommended.

Video Recording Equipment: 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/mentor 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.

Disclaimer Statement: Please note that the specifics of this Course Syllabus can be changed at any time, in the event of unforeseen circumstances, or in the case that changes will significantly enhance the quality of the course and you will be responsible for abiding by any such changes. All changes will be communicated to you via e-mail, course announcement and/or course discussion forum.

SJSU Resources: SJSU has many wonderful resources and services available to you as students here! For instance, there is the [Lurie College Student Success Center](https://www.sjsu.edu/education/studentsuccesscenter/index.php) @ <https://www.sjsu.edu/education/studentsuccesscenter/index.php> (in the courtyard-SH106) and other locations on campus such as the Health Center, Library, and Clark Hall, which provide writing support, workshops, counseling and other services. While program requirements may not have flexibility, there are still areas where you may gain support. Please see list of links and descriptions of some Student Success Resources (below):

[ASPIRE Program](#) Students qualify for ASPIRE if they are low income, first generation in college (neither parent has a degree from an accredited four-year U.S. college or university) or registered with a disability hindering academic performance <http://www.sjsu.edu/aspire/> (408) 924-2540. ASPIRE offers the Peer Writing Tutorial Program. “Here, students will engage in the following: Discuss, brainstorm, and generate ideas for outlines plans and drafts. Clarify thesis, organize, revise, and ask questions. Work on mechanics: punctuation, spelling and more. Work on writing clear, effective sentences and more.”

Peer Connections @ <https://peerconnections.sjsu.edu> provides one on one appointments for peer mentoring and tutoring. They also offer several workshops a month on academic success skills. **The Writing Center** @ <https://www.sjsu.edu/writingcenter/> offers one on one tutoring for writing, online resources, and workshops. **The Communications Center** @ <https://commcenter.sjsu.edu> has drop in and one on one appointments for oral and written communication. There are also numerous tutoring centers in the departments and colleges listed on the **Tutoring Hub** @ <https://www.sjsu.edu/tutoring/>

Educational Counseling @

https://www.sjsu.edu/counseling/students/Educational_Counseling/ provides one on one appointments, workshops, and online resources for academic success. The **Dr. Martin Luther King, Jr. Library** @ <https://library.sjsu.edu> has technology workshops. In addition, the library offers resources to support students in research, including details online to help the student define the type of resources and help they need and how to connect with a librarian. The library also has laptop and I-pad rentals, meeting rooms that can reserved for teamwork or collaboration, and online resources on referencing and literature reviews and tutorials on plagiarism.

The San José State University **Writing Center** @ <https://www.sjsu.edu/writingcenter/> offers a variety of resources to help students become better writers, and all our services are free for SJSU students. It's difficult enough being a college student, so why let a writing assignment add to your stress? Check out the **"Resources" page** @ <https://www.sjsu.edu/writingcenter/writingresources/index.html> for videos and handouts that you can use for self-study.

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/>."

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** 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 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.

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/.

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.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) 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.”
 - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class-by-class basis.
 - 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.”

Accommodations for Students with Disabilities Every attempt will be made to accommodate qualified students with disabilities (e.g., mental health, learning, chronic health, physical, hearing, vision, neurological, etc.). You must have established your eligibility for support services through the [Accessible Education Center \(AEC\)](https://www.sjsu.edu/aec/about/contact-us/index.html) @ <https://www.sjsu.edu/aec/about/contact-us/index.html> **located in the Administration Building 110.** Note that services are confidential, may take time to put into place, and are not retroactive. Please contact ACE as soon as possible if accommodations are needed. **AEC** is an appropriate resource both for students who already have a documented disability and students who might experience an unexpected health event that might require accommodation (such as the lingering, possibly long-term side effects of a concussion). Professional staff at ACE can evaluate your request, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty. **ACE is located in the Administration Building 110.**

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) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>

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 \(AEC\)](http://www.sjsu.edu/aec) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Counseling Services The SJSU Counseling Services is located on the corner of 7th 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>.

Peer Mentor Center The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The [Peer Mentor Center website](http://www.sjsu.edu/muse/peermentor/) is located at <http://www.sjsu.edu/muse/peermentor/>

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.

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. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. 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>

Phase II/III Student Teaching Guidelines

Pre-Semester Weeks 1-3:

Placement-School Calendar/Pre-SJSU Semester Start

Student Teaching

- Phase II/III begins when the placement school begins (first day of school in August or first day back to school in January). During this time period, Teacher Candidates or Mentors should contact the Field Placement Coordinator if any concerns or issues arise.
- During these first few weeks before the SJSU semester begins, Candidates are restricted to the following student teaching activities:
 - Candidates, who are new to the placement, may teach mini-lessons (i.e. introductions, greeting kids, energizers, correct homework, observe and assist.) The majority of work should be centered around getting to know students and class culture, observe/assist activities, getting video permission slips completed.
 - Candidates in a *Year Long Placement (YLP)* or are *staying* in the same placement as Phase I, continue to lead teach in the primary Phase I class and begin co-teaching and lead teaching in the Phase I secondary class. This teaching is not the 2-weeks of "solo" teaching. This is just a continuation of Phase I co-teaching and lead-teaching.
 - Candidates get to know Mentor Teacher(s), their students and the curriculum for which they will be responsible.

Weeks 1-2: SJSU Semester Begins

Student Teaching

- Continue work started during the pre-SJSU semester weeks.

CalTPA Cycle 2

- Gather data for the *STEP 1 Getting to Know Your Students* (section 1)
- Send and collect video permission slips

Weeks 2-4

Student Teaching

- Take on additional duties in the classroom, as discussed with and agreed to by the Mentor. As soon as possible during this time, Candidates should take over and assume the lead in teaching, planning and assessment in two periods, if possible two distinct preps.
- Continue to actively observe/assist in the other two periods.

CalTPA Cycle 2

- Complete *Getting to Know your Students Template*
- Begin practicing and doing

Weeks 5-10

Student Teaching

- Candidates take on full responsibility for planning and instruction in two classes. Mentor teacher(s) and Candidate are encouraged to collaborate and the Mentor teacher(s) provides regular feedback and guidance.

CalTPA Cycle 2

- Complete *Step 1*
- Begin planning and practicing *Step 2*

Weeks 11-12

Student Teaching

- Continue as Above

CalTPA Cycle 2

- Complete *Step 2*
- Begin *Step 3: Assess/Reflect*
- Plan and do reteach event in *Step 3*

Weeks 13-16

Student Teaching

- Candidates take on two weeks of full-day participation. The Mentor Teacher(s), Teacher Candidate, and Supervisor arrange scheduling and responsibility for specific activities during the two weeks collaboratively. Candidates continue to lead teach until SJSU Classes end (please refer to SJSU calendar-usually around Dec 10 or May 10).
- At the end of the semester, the Mentor Teacher(s) and University Supervisor complete a summative evaluation and debrief with the Teacher Candidate. Candidates also complete an IDP self-evaluation for to take to Induction Mentor at first job.

CalTPA Cycle 2

- Complete *Step 3: Assess/Reflect*
- Complete *Step 4: Apply/Teach*
- Review Cycle 2 for final submission by deadline
- Submit CalTPA Cycle 2 to SJSU through Canvas and to Pearson by due date.

Updated 10/2019