

**The Ohio State University
Colleges of the Arts and Sciences Course Change Request**

Art Education

Academic Unit

Art Education

787

Book 3 Listing (e.g., Portuguese)

Course Number

Summer Autumn Winter Spring X Year 2007

Proposed effective date: choose one quarter and put an "X" after it; and fill in the year. See the OAA curriculum manual for deadlines.

A. Course Offerings Bulletin Information. Follow instructions in the OAA curriculum manual. Before you fill out the "Present Course" information, be sure to check the latest edition of the *Course Offerings Bulletin* and subsequent Circulating Forms. You may find that the changes you need have already been made or that additional changes are needed. If the course offered is less than quarter or term, please also complete the Flexibly Scheduled/OffCampus/Workshop Request form.

COMPLETE ALL ITEMS THIS COLUMN

Present Course

1. Book 3 Listing: Art Education

2. Number: 787

3. Full Title: Teaching Practicum: Secondary Levels

4. 18-Char. Transcript Title:

5. Level and Credit Hours: G 15

6. Description: Field-based teaching practicum

(25 words or less)
at the intermediate through secondary levels.

7. Qtrs. Offered: Au, Wi, Sp

8. Distribution of Contact Time: 40 hrs/wk on site.

(e.g., 3 cl, 1 3-hr lab) 1 3-hr cl.

9. Prerequisite(s): Art Ed 689

10. Exclusion: None

(Not open to...)

11. Repeatable to a maximum of N/A credits.

12. Off-Campus Field Experience:

13. Cross-listed with: N/A

14. Is this a GEC course? NO

15. Grade option (circle): Ltr S/U P
If P graded, what is the last course in the series?

16. Is an honors version of this course available? NO

17. Other general course information:

COMPLETE ONLY THOSE ITEMS THAT CHANGE

Changes Requested

1. _____

2. _____

3. Teaching Practicum: Intermediate through
4. Secondary Levels

5. _____

6. _____

7. _____

8. _____

9. _____

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11. _____

12. _____

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14. _____

15. _____

16. _____

17. _____

B. General Information

1. Do you want the prerequisites enforced electronically (see the OAA manual for what can be enforced)?
N/A

2. Does this course currently satisfy any GEC requirement, if so indicate which category?
N/A

3. What other units require this course? Have these changes been discussed with those units?
N/A

4. Have these changes been discussed with academic units that might have a jurisdictional interest in the subject matter? Attach relevant letters.
N/A

5. Is the request contingent upon other requests, if so, list the requests?
N/A

6. **Purpose of the proposed change.** (If the proposed change affects the content of the course, attach a revised syllabus and course objectives and e-mail to ascurofc@osu.edu)
To align with the licensure program that was submitted to the State of Ohio.

7. Please list Majors/Minors affected by the proposed change. Attach revisions of all affected programs. This course is (check one):
 Required on major(s)/minor(s) A choice on major(s)/minors(s)
 An elective within major(s)/minor(s) A general elective:
N/A

8. Describe any changes in library, equipment or other teaching aids needed as a result of the proposed change or if the proposed change involves budgetary adjustments, describe the method of funding:
N/A

Approval Process The signatures on the lines in ALL CAPS (e.g. ACADEMIC UNIT) are required.

| | | |
|--|-----------------------------|----------------|
| 1. Academic Unit Undergraduate Studies Committee Chair | Printed Name | Date |
| <i>Candace A. Gray</i> | | |
| 2. Academic Unit Graduate Studies Committee Chair | Printed Name | Date |
| <i>Tatiana</i> | <i>Patricia L. Stebbins</i> | <i>3-21-07</i> |
| 3. ACADEMIC UNIT CHAIR/DIRECTOR | Printed Name | Date |
| 4. After the Academic Unit Chair/Director signs the request, forward the form to the ASC Curriculum Office, 105 Brown Hall, 190 West 17 th Ave. or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to ascurofc@osu.edu . The ASC Curriculum Office will forward the request to the appropriate committee. | | |
| 5. COLLEGE CURRICULUM COMMITTEE | Printed Name | Date |
| 6. ARTS AND SCIENCES EXECUTIVE DEAN | Printed Name | Date |
| 7. Graduate School (if appropriate) | Printed Name | Date |
| 8. University Honors Center (if appropriate) | Printed Name | Date |
| 9. Office of International Affairs (study tours only) | Printed Name | Date |
| 10. ACADEMIC AFFAIRS | Printed Name | Date |

The Ohio State University
The Department of Art Education
Spring Quarter 2007

*Art Education 787:
Teaching Practicum: Intermediate through
Secondary Levels*

Seminar
Thursdays 4:30-5:48 Hopkins Hall Room 246

Mary Louise Poling, Ph.D.

Director of the Student Teaching Program and Field-Based Clinics
Hopkins Hall 243A

Office: 614-292-0235 Home: 740-857-1104 E-Mail: poling.4@osu.edu

Office Hours

Monday 2:30 to 4:00 and Thursday 2:00 to 3:00

I am available at other times. Feel free to contact me to
arrange an appointment.

This pre-service licensure program is part of The Ohio State University's Educator
Preparation Unit*.

Preparing Educators . . . Our Mission

The mission of the educator preparation unit* of The Ohio State University is to
prepare educators, through the generation and use of research, who are highly
qualified for and who are passionate about maximizing student learning across
all P - 12 school age and demographic groups.

*The programs across the institution (College of the Arts; College of Education;
College of Food, Agriculture & Environmental Sciences; College of Human
Ecology; College of Social & Behavioral Sciences and
College of Social Work) that prepare individuals
to work in P- 12 settings.

Course Syllabus

Art Education 787 - Teaching Practicum: Intermediate through Secondary Levels

Department Offering This Course: Department of Art Education

Course Number: #787

Credit Hours: 15 Credit Hours

Catalog Description: This is a field-based teaching practicum that takes place at prekindergarten through elementary levels (Art Education 786) and at the intermediate through the secondary levels (Art Education 787). The art teacher candidate assumes full teaching responsibilities over a ten week period.

Course Overview

Conceptual Framework: This is a field-based course. The art teacher candidate assumes full teaching responsibilities over a ten week period. The art teacher candidate creates units of instruction and sequences the learning experiences for all children. This is a culminating field-based opportunity and the guidelines for Praxis III are designed into this teaching practicum. The art teacher candidate will maintain a professional portfolio throughout this process and use reflective practices to refine instruction. The art teacher candidate attends weekly seminars that are used to focus the reflective practices of the candidate, to provide information related to the profession of teaching, and to disseminate literature and research that is applicable to practicum experiences. This practicum contains and assumes assessment criteria that is reflected in Praxis III.

The art teacher candidate will be involved in two teaching practicums Art Education course #786: Teaching Practicum: Prekindergarten through Elementary Levels (15 graduate quarter hours) and Art Education course #787: Teaching Practicum: Intermediate through Secondary Levels (15 graduate quarter hours). It is a sustained field-based opportunity that is focused. Practicum sites are diverse in their student populations, programming, and community resources.

Highlights of the Teaching Practicum

The practicum is a culminating experience for the preservice art educator. It is a learning experience and time for the candidate to experiment with teaching methods, styles, and techniques as well as apply the theories of art education in authentic educational settings. The cooperating teacher, university supervisor, and student intern act in partnership throughout the internship process and collaborate to reflect upon and analyze the work developed and pursued within the practicum.

Reflection is viewed as an essential aspect of the practicum because it encourages the candidate to progress through the developmental stages of student teaching, allowing the intern to move from a total focus on the survival of self to awareness of the needs of students as a group and finally to awareness of students as individual learners.

Course Objectives and Requirements of this Course

In determining the pass/fail status of a student in this program, the following performances must be successfully completed.

The art teacher candidate will:

- Work collaboratively** with the cooperating teacher, university supervisor, and directors of the student internship program and maintain records associated with the student internship program.
- Maintain** evidence that supports professional growth and reflection in the following areas:
 - Organizing Content Knowledge for Student Learning
 - Creating an Environment for Student Learning
 - Teaching for Student Learning
 - Teacher Professionalism
- Attend and participate** in seminar meetings in order share information about field-based experiences concerned with the application of art education theories in authentic educational settings.
- Document** the internship experience by maintain a professional portfolio that provides evidence of successful instructional planning, classroom management, personal reflection, supervisory collaborations, and the investigation of instructional resources.
- Adhere** to the departmental expectations for art teacher candidates by maintaining a sense of professionalism, managing the classroom environment successfully, and making a continuous effort to improve instructional planning through reflection and analysis.
- Use** emerging technologies in the following ways:
 - Create unit plans with a technology component.
 - Communicate with instructors and field-based teachers via e-mail.
 - Use e-mail attachments to turn in site assignments.
 - Make contributions to the electronic portfolio (if applicable)
 - Use web sites to share information with cooperating teachers and art teacher candidates.
 - Use the digital camera and scanning (if applicable).
 - Conduct Internet research.
 - Make use of Powerpoint presentations (if applicable) in unit plans or site activities.

-Respond to the requirements of the NCATE Assessment System

1. Each candidate will be expected to complete the NCATE Assessment forms that are sent to him/her.
2. Each candidate is expected to make sure the cooperating teacher and the university supervisor complete all forms sent to them by the NCATE Assessment system.

Grades cannot be turned in until all of the NCATE Data is in.

-Reflect upon feedback related to the following areas addressed in this field-based experience:

- Demonstrating Knowledge of Content and Pedagogy
- Demonstrating Knowledge of Students
- Selecting Instructional Goals
- Demonstrating Knowledge of Resources
- Designing Coherent Instruction
- Assessing Student Learning
- Creating an Environment of Respect and Rapports
- Establishing a Culture for Learning
- Managing Classroom Procedures
- Managing Student Behavior
- Organizing Physical Space
- Communicating Clearly and Accurately
- Using Questioning and Discussion Techniques
- Engaging Students in Learning
- Providing Feedback to Students
- Demonstrating Flexibility and Responsiveness
- Reflecting on Teaching
- Maintaining Accurate Records
- Communicating with Families
- Contributing to the School and District
- Growing and Developing Professionally
- Showing Professionalism

Seminar Requirement

Art teacher candidates are required to attend a seminar in addition to their student teaching duties. To allow time to prepare for this class, it is necessary for the art teacher candidate to be released from their teaching duties in order to get to the seminar on time.

Seminar Description

The seminar is an important and required component of the teaching practicum. The seminar will be held on Thursdays from 4:30-5:48 in Hopkins Hall. Attendance is mandatory.

The seminar is designed to supplement and enhance your teaching experience. Open-ended discussions and sharing related to field-based experiences will be woven into the content of the seminars. Candidates will be encouraged to dialog about theory to practice applications that they are encountering. Topics and issues of interest to the art teacher candidates will also be used to ground the content of the seminar experience.

The seminar time will be divided into two segments. The seminar will start with a full group session. Managerial and/or a specific topic will be focused upon. The second part of the seminar will consist of small groups during which time candidates will meet with their respective supervisor.

The art teacher candidate will be expected to participate in class discussions, activities, and/or worksheet assignments. Since you can only benefit from the seminar if you attend, all absences must be cleared through a Director of the program, Dr. Mary Louise Poling.

Overview of the General Departmental Expectations for the Teacher Candidate

Revised 11/06
[oriedepartexpect.mae]

Communication and Trust

- A. It is expected that the teacher candidate communicate with the university supervisor and cooperating teacher on a regular basis and show a willingness to use the advice and suggestions offered by these mentors.
- B. The teacher candidate should have a secure and professional space at his/her teaching site. This will help the teacher candidate to maintain all documents, materials, and resources related to the student teaching process.
- C. It is important that the teacher candidate feel welcome in the full school context therefore the cooperating teacher is encouraged to introduce the candidate to the building principal, other faculty and staff members, and provide the candidate with opportunities to tour the school building and observe teachers within the building and possibly the school district.
- D. Teacher candidates who are seriously ill **must inform** the cooperating teacher and the university supervisor **before 7:00 a.m.** to allow the cooperating teacher adequate time to prepare materials/teach your lessons. Also, if a site visit was scheduled for the university supervisor this helps to prevent unnecessary driving. The Director of the Student Teaching Program,
Dr. Mary Louise Poling (Home - 740-857-1104, Office - 614 - 292 - 0235) should also be contacted by the teacher candidate **on the day of the absence**.

Focus on Professionalism

- A. Teacher candidates are expected to conduct themselves in a professional manner at all times.
- B. Teacher candidates are expected to **place their responsibilities as a teacher candidate before all other interests and activities** including general illnesses, car trouble, and personal problems.
- C. Dress and decorum must be appropriate.

- D. Candidates are expected to have their cell phones turned off in the school setting. This means that cell phone conversations and text messaging should not be taking place. In **case of an emergency** the candidate should work with the cooperating teacher to determine what procedures to take in terms of the cell phone use.

Instructional Planning

- A. Teacher candidates can only teach if they are using a unit plan approved by the university supervisor and the cooperating teacher. The unit plan should be given to the university supervisor, cooperating teacher, and Director of the Student Teaching Program **one week** prior to its scheduled startup date. Early submission of lesson and unit plans allows the cooperating teacher and university supervisor time to review lesson plans with the teacher candidate, and discuss changes. Teaching plans will be subject to revisions.
- B. Teacher candidates are expected to develop a sequential framework for lesson and unit planning in consultation with the cooperating teacher and university supervisor.
- C. Teacher candidates are expected to follow the lesson plan they have prepared when teaching.
- D. Teacher candidates are required to incorporate art history, visual culture, art criticism, aesthetics, with art production in unit plans. Integration with the other arts and subjects in the school curriculum is strongly encouraged. The teacher candidate is expected to actively engage all learners throughout the lessons. It is expected that the teacher candidate will strive to design lessons that have real life applications for the learner. Teacher candidates are not expected to include all of this content in a single lesson but this content should be evident within the unit plan. Teacher candidates are expected to be familiar with the state curriculum standards for art education set forth by the state of Ohio and use these standards within the instructional planning process.
- E. Teacher candidates are expected to consider cultural and diversity issues such as ethnicity, gender, age, disability, exceptionality, and social status in instructional planning.
- F. If the candidate does not have an instructional plan to the cooperating teacher and university supervisor within 48 hours of teaching then the **candidate should not be allowed to teach**. This practice is unacceptable and shows a lack of professionalism and cooperation in the student teaching site. If this practice continues the full performance of the teacher candidate will be examined to see if the candidate should continue with their student teaching. Cooperating teachers and university supervisors are expected to contact Dr. Poling when this type of situation occurs or continues to occur.

On Site Responsibilities

- A. Teacher candidates are required to follow the daily routine of the cooperating teacher including teaching responsibilities, attendance at before/after school events, evening meetings, open house/parent night, duties (e.g. bus duty, hall duty, lunchroom duty, playground duty), and telephone calling to parents as appropriate.
- B. Teacher candidates are expected to arrive early to set up materials for lessons they are teaching and to stay late to assist the cooperating teacher in preparing materials for the following day, straightening the art room, restocking the art cart etc.
- C. Teacher candidates are expected to be familiar with the classroom management plan of their cooperating teacher and use this plan during their student teaching. Any changes in management procedures can be made only after discussion with, and agreement of the cooperating teacher.

Teaching Documentation

- A. Teacher candidates are expected to keep an on-site portfolio (three-ring binder) at the teaching site. This portfolio **should be professional in appearance** and available to both the university supervisor and the cooperating teacher. All of the documents associated with the student teaching process should be placed in the portfolio in an organized fashion.
- B. A copy of the teacher candidate's teaching plans, student's self evaluations, the cooperating teacher's written feedback, and university supervisor's feedback, and three-way conferencing documentation, and weekly reflections should be placed in the on-site portfolio.

Seminar Requirement

- A. Teacher candidates are required to attend a weekly seminar held on campus. This is in addition to their student teaching duties. The seminar is scheduled during the week after the contractual day ends.
- B. Attendance at the weekly seminar is mandatory. The seminar will start at 4:30 p.m. on Thursday evenings. If the cooperating teacher would like the candidate to attend a school function then it is up to the teacher candidate to receive permission from Dr. Poling to miss the seminar.

Release of the Candidate from the Student Teaching Program

Leaving the student teaching program is a serious decision. If an art teacher candidate is considering this move, the art teacher candidate must immediately speak with the Director of the Student Teaching Program, Dr. M. L. Poling.

The following actions are serious. They indicate that the art teacher candidate is having difficulties meeting his/her professional obligations. If an art teacher candidate is consistently having difficulties in any of the following areas the art teacher candidate will be asked to meet with the Director of the Student Teaching Program, Dr. M. L. Poling. If necessary, the performance of the art teacher candidate will be reviewed by the Undergraduate and Licensure Committee and a determination about the candidate's status in the student teaching program will be made.

The following situations will impact the release of a candidate from the student teaching program.

- Consistently being tardy to the teaching site.
- Consistent absences during student teaching.
- Consistently turning units/lessons late or turning them in to the cooperating teacher and university supervisor the day the content is to be taught.
- Failing to communicate with the university supervisor and/or cooperating teacher.

| Preparing Educators . . . Our Mission |
|--|
| The mission of the educator preparation unit* of The Ohio State University is to prepare educators, through the generation and use of research, who are highly qualified for and who are passionate about maximizing student learning across all P - 12 school age and demographic groups. |
| *The programs across the institution (College of the Arts; College of Education; College of Food, Agriculture & Environmental Sciences; College of Human Ecology; College of Social & Behavioral Sciences and College of Social Work) that prepare individuals to work in P - 12 settings. |

For questions and concerns feel free to contact: The Director of the Student Teaching Program, Dr. Mary Louise Poling (Home - 740 - 857 - 1104, Office - 614 - 292 - 0235, E-Mail - poling.4@osu.edu).

Course Assessment Structure

This course is scheduled to be graded S (Satisfactory)/U (Unsatisfactory). As per Rule 3335-7-26 of the Ohio State University Administrative Code, the mark of S will be used to record either satisfactory progress in or completion of work. The mark of U shall be used for unsatisfactory work.

In order to receive a S (satisfactory), the student will be expected to complete the following assignments. Failure to complete any of these assignments will result in a U (Unsatisfactory) grade for this course.

To receive a Satisfactory in this course, the art teacher candidate will be expected to:

- Adhere to the General Course Requirements.
- Attend and participate in all university-based seminars.
- Turn in a copy of your unit plan to your supervisor one week ahead of teaching it. This should occur on Thursdays at the Seminar. Make a copy of the unit plan and give it to Dr. Poling as well as your supervisor.
- Each intern is required to keep a binder (cumulative Candidate Portfolio) at the teaching site. It should be accessible to all professionals working with the intern. Dividers must be placed in this Candidate Portfolio and a table of contents should be visible. It should contain:

General Contents - This is an **in-process** Candidate Portfolio.

Copies of the unit plans

Self Reflection documents

Copies of all of the documents related to your three-way conferences and observations

Cooperating teacher's written feedback

University Supervisor's written feedback

Include classroom management documents

Include documents that pertinent to your site and your teaching

Final Reflective Component of the Candidate Portfolio

Reflect about your internship in a short paper (two to three pages), photo essay, or through other multimedia applications and include this information in your Candidate Portfolio. This section of the Candidate Portfolio should be designed for interview purposes.

Turn in this Candidate Portfolio on **May 24, 2007**. **Candidate Portfolios will be returned May 31, 2007**

(All assignments and NCATE assessment forms must be turned in to receive credit for this course.)

Suggested Readings

- Anderson, T. (2000). *Real lives: Art teachers and the cultures of school*. NH: Heineman.
- Airasian, P. (2005). *Classroom assessment*. OH: McGrawHill.
- Arends, R. (2007). *Learning to teach*. OH: McGrawHill.
- Beattie, D. K. (1997). *Assessment in art education*. MA: Davis.
- Qualley, C. (1986). *Safety in the Art Room*. VA: National Art Education Association.
- Cummings, C. (2000). *Winning strategies for classroom management*. MD: Association of Supervision and Curriculum Development.
- Curwin, R. L. & Mendler, A. N. (1997). *Discipline with dignity*. MD: Association of Supervision and Curriculum Development.
- Essex, N. L. (2006). *What every teacher should know about No Child Left Behind*. MA: Pearson.
- Gaudelius, Y. and Speirs, P. (2002). *Contemporary issues in art education*. NJ: Prentice Hall.
- Giannetti, C. C. & Sagarese, M. M. (1998). Turning parents from critics to allies. *Educational Leadership*, 8(55), 40-42.
- Herberholz, B. & Hanson, L. (2004). *Early childhood art*. IA: Wm. C. Brown.
- Herberholz, D. & Herberholz, B. (2002). *Artworks for elementary teachers*. IA: Brown and Benchmark.
- Hobbs, J. A., & Rush, J. C. (1997). *Teaching children art*. NJ: Prentice-Hall.
- National Art Education Association. (1994). *National Standards for Visual Arts*. VA: Author.
- McNergney, R., and McNergney, J. (2004). *Foundations of Education*. MA: Pearson.
- Morrison, G. (2004). *Teaching in America*. MA: Pearson.
- Ohio Department of Education. (2004). *Visual arts content standards*. OH: Author.
- Posner, G. (2005). *Field experience: A guide to reflective teaching*. MA: Pearson.
- Wachowiak, F., and Clements, R. D. (2006). *Emphasis Art*. NY: Addison Wesley.

This Course is Aligned with the Following Licensure Standards

- **Comprehensive Arts Education: Ohio's Model Competency-Based Program (CAE)**
 - Goal One:** Historical, cultural, and social contexts: Understanding the role of the arts in people's's lives.
 - Goal Two:** Personal Expression and Production/Performance: Communicating Through the Arts.
 - Goal Three:** Arts Criticism: Responding to the arts.
 - Goal Four:** Nature and Meaning of the Arts: Valuing the arts.

- **National Art Education Association (NAEA) Standards for Art Teacher Preparation Programs**
 - 1.3.2. Observations and visual presentations (e.g. films, videotapes) designed to develop knowledge of various theories of teaching-learning and their application to art activities at all levels.

 - 1.4.1. Consideration of the needs and personality of the preservice teacher in the assignment of the student teaching site and cooperating teacher.

 - 1.4.2. Student teaching at both PREK/elementary and secondary levels with substantial responsibility and control for the full range of teaching and of classroom management.

 - 1.4.9. A student teaching site where community resources are utilized to enrich the art program.
 - 1.4.10. An understanding of the negative as well as the positive realities of the art education field, and the responsibility to act professionally in the system.

- **NCATE Core Guidelines**
 - LD.1.6. Students will acquire and learn to apply knowledge about professional ethics.

 - LD.1.7. Students will acquire knowledge about The responsibilities, structure, and activities of the profession.

 - LD.2.9. Candidates develop an understanding and use of different student approaches to learning for creating instructional opportunities adapted to learners from diverse cultural backgrounds and with exceptionalities.

 - LD.2.10. Candidates develop an understanding and use of a variety of instructional strategies for developing critical thinking, problem solving, and performance skills.

 - LD.2.11. Candidates develop an understanding and use of individual and group motivation for encouraging positive social interaction, active engagement in learning, and self-motivation.

 - LD.2.12. Candidates develop an understanding and use of effective verbal, nonverbal, media

 - LD.2.13. Candidates develop an understanding and use of planning and management of instruction based on knowledge of the content area.

- I.D.2.14.** Candidates develop an understanding and use of formal and informal assessment strategies for evaluating and ensuring the continuous intellectual, social, and physical development of the learner.
- I.D.2.15.** Candidates develop an understanding and use of collaboration with school colleagues, parents, and agencies in the larger community for supporting students' learning and well-being.
- I.D.2.16.** Candidates develop an understanding and use of effective interactions with parents for supporting students' learning and well-being.
- I.D.2.17.** Candidates develop an understanding and use of the community and curriculum goals.
- I.D.2.18.** Candidates develop an understanding and use of the opportunity for candidates to reflect on their teaching and its effects on student growth and learning.
- I.H.1.20.** Field experiences to provide opportunities to relate principles and theories from the conceptual framework(s) to actual practice in classrooms and schools.
- I.H.1.21.** Field experiences to provide opportunities to create meaningful learning experiences for all students.
- I.H.1.22.** Field experiences to provide opportunities to study and practice in a variety of communities with student of different ages, and with culturally diverse and exceptional populations.
- I.H.3** Student teaching and internship experiences are sufficiently extensive and intensive for candidates to demonstrate competence in the professional roles for which they are preparing. (A minimum of 10 weeks of full-time student teaching, or its equivalent, is expected.)

The Ohio State University
The Department of Art Education Teaching Practicum
Spring 2007 Content Requirements for the Student Teaching Candidate Portfolio

The student teacher's Candidate Portfolio serves to document the teaching practicum. Information contained in this Candidate Portfolio will be useful to you as you put together your interview materials/Candidate Portfolio. Remember your Candidate Portfolio serves as a record of your work.

Turn in this Candidate Portfolio on **May 24, 2007**.
Candidate Portfolios will be returned May 31 or by arrangement.
CHECKLIST

Art Teacher Candidate _____ Date _____

University Supervisor _____

1. ___ The Candidate Portfolio should show evidence of organization, craftsmanship, and visual appeal. Please make sure that you have a table of contents and attractive dividers incorporated into the Candidate Portfolio.

Supervisor Feedback:

2. ___ Include unit plans and lessons which you used in your teaching situation (to include classroom management documents). This Candidate Portfolio is a working document so it is okay to place lessons with handwritten comments on them in the Candidate Portfolio.

Supervisor Feedback:

3. ___ Include self-reflection sheets. At least one a week.

Supervisor Feedback:

4. ___ Provide copies of all of the documents related to your three-way conferences and observations.

Supervisor Feedback:

5. ___ Reflect (closing remarks) about your internship in a short paper (two page maximum). This can include digital images.

Supervisor Feedback:

For Dr. Poling

Staple or clip together the following documents. They will become part of your exiting file.

- All of the signed supervisor feedback forms.
- All documents related to the three-way conference.
- One sample unit.
- Final reflection.

Your grade will be held until this information is received.

Teacher of Record _____

Signature _____

Seminar Topics For Spring Quarter 2007

(Topics and schedule are subject to change.)

- | | | |
|-----|----------|--|
| #1 | March 29 | Syllabus, Course Requirements, and NCATE Information (Dr. Poling) |
| #2 | April 5 | Examining Teaching Approaches for the Intermediate and High School Student Population (Dr. Poling and All Supervisors) |
| #3 | April 12 | The Interview Process and Perceiver (Dr.) Barnes and Beth Thomas) |
| #4 | April 19 | Panel of Art Teachers: Sharing of Interview Experiences and the First Year of Teaching |
| #5 | April 26 | Teaching Application and Legal Responsibilities of a Teacher (Dr. Poling) |
| #6 | May 3 | Completing your master's (Dr. Poling) Or Praxis III Assessor, Guest Speaker (Bring in Materials for Next Week. (Dr.) Barnes) |
| #7 | May 10 | A Night of Art, Assessment, and Visual Resources ((Dr.) Barnes and All Supervisors) |
| #8 | May 17 | The First Year of Teaching and Strategies for Supplies (Andrea Bertolo and Dr. Cannon) |
| #9 | May 24 | Evaluations and NCATE update (Dr. Poling) Leaving Your Student Teaching Site Candidate Portfolios Due |
| #10 | May 31 | Unit and Lesson Plan Exchange and Celebration Candidate Portfolios will be returned |