

The mission and goal of the Colorado State University Educator Licensure Program is to teach and model the best educational practices to prepare emerging teachers as learners, collaborators, and leaders.

The mission and goal are captured in the following theme:

“Teachers as learners, collaborators, and leaders facilitating student success.”

Educator Licensure:	Main Office	491-5292
	Dr. Donna Cooner, Director	491-5292
	Dr. Rod Lucero, Asst. Director	491-1916
	Mrs. Jody Drager, Student Teaching Coordinator	491-4669

EDUC 493A: Student Teaching Seminar: Professional Relations

Tuesday, 4:30 -7:00 p.m., D102A Visual Arts Building

<http://csuartstudentteaching.wordpress.com/>

Credits: 1 (Two hours of coursework per credit hour is expected of all students.)

Terms: Fall and spring semesters

Prerequisites: EDUC 450; EDUC466; ART326; ART325

Co-requisites: EDUC485A and EDUC485B

Catalog description: Professional relations. Collegial and professional discussions, support, and assistance.

Instructor: Dr. Patrick Fahey, D102G Visual Arts Building, 491-6710, patrick.fahey@colostate.edu **Office hours:** 12:30-1:30 p.m., Monday and Wednesday; other times are available by e-mail.

University Art Supervisor: Dr. Patrick Fahey
(970) 631-6135
patrick.fahey@colostate.edu

Texts: *CSU Student Teaching Handbook* –This can be found at:
<http://www.stepp.chhs.colostate.edu/students/teacher/files/StudentTeachingHandbookSeptember2012.pdf>

Qualley, C. (2007). *Safety in the artroom*. Worcester, MA: Davis Publications.

Additional forms: Additional forms relating to student teaching can also be found at:
<http://www.stepp.chhs.colostate.edu/students/teacher/student-teaching.aspx>

Websites:

Performances-Based Standards for Colorado Teachers

http://www.cde.state.co.us/sites/default/files/documents/cdeprof/download/pdf/li_perfbasedstandards.pdf

The Colorado Teacher Quality Standards

<http://www.cde.state.co.us/sites/default/files/Colo%20Teacher%20Quality%20Standards%20Ref%20Guide%202.pdf>

CDE (Colorado Department of Education): Educator Licensing

http://www.cde.state.co.us/index_license.htm

CDE: Legislative Summary (Education-Related Action Taken by the Colorado General Assembly)

<http://www.cde.state.co.us/cdedepcom/index.htm>

Colorado State University Career Center

<http://www.career.colostate.edu/>

Colorado Visual Arts Standards

<http://www.cde.state.co.us/coarts/statestandards#Visual>

National Visual Arts Standards (These will be changing in late spring)

http://www.nacdnet.org/education/contests/poster/2009/National_Standards_for_Visual_Art_Link_To_State_Dept_of_Ed.pdf

NAEA Standards for Art Teacher Preparation

http://www.arteducators.org/store/9_TEACHER_STANDARDS_WEB_B_.pdf

EDUC466/ART326 site

<http://www.csseduc466art326.wordpress.com>

ART325 site

<http://www.cssu325.wordpress.com>

Colorado Art Education Association

<http://caeaco.org/>

National Art Education Association

<http://www.arteducators.org/>

Course Description: “Learning to be a teacher is like learning an art. It requires depth of experience for self-reflective understanding and continued development. It requires related experiences and deep personal involvement. Most important, learning to be a teacher, like learning an art, requires a series of tangible products in which we can review and see, over time, the pattern of our development and the form of our individuality.” (Burkhart and Neil in *Identity*)

and Teacher Learning) In this class, art students in the process of becoming teachers will continue to search to find insight into the basic philosophical understanding of what may be termed an educational experience: who they are, what they do, and how they define themselves in the context of the teaching situation.

Instructional Methodology: This course is designed to allow students to explore their role as a practitioner. While providing new information from expert educators, classes will primarily be student-centered, participatory, interactive, supportive, and inquiry-based.

Standards and Objectives/Outcomes: As a result of the discussion and reflection in EDUC493A and analysis of teaching experiences completed in EDUC485A and EDUC485B, the following objectives will be achieved:

1. Students will be able to **create, develop, write and execute lesson plans** for K-12 students.
2. Students will be able to **integrate art lesson plans into fully developed units** of instruction; making accommodation/modifications for students when appropriate.
3. Students will be able to **demonstrate proper use of materials, techniques and processes** used in teaching K-12 students.
4. Students will be able to **incorporate and analyze multiple assessment strategies** in evaluating the art making process of K-12 students.
5. Students will be able to **demonstrate effective methods** to engage K-12 students in **articulating ideas and responses to works of art**—their own and others.
6. Students will be able to demonstrate **professional attitudes and actions** in their teaching and learning; **planning and creating a résumé, ePortfolio, and TWS**.
7. Students will be able to describe basic **concepts of school law, professional organizations, special education requirements, parent-teacher interaction, and approaches to successful classroom management**.

Upon completion of EDUC493A, EDUC485A and EDUC485B students are expected to meet all Performance-based Standards for Colorado Teachers:

Standard One: Knowledge of Literacy. The teacher shall be knowledgeable about student literacy development in reading, writing, speaking, viewing, and listening.

The teacher has demonstrated the ability to:

- 1.1 Plan and organize reading instruction based on ongoing assessment.
- 1.2 Develop phonological and linguistic skills related to reading.
- 1.3 Develop reading comprehension and promotion of independent reading.
- 1.4 Support reading through oral and written language development.

1.5 Utilize Colorado Model Content Standards in Reading and Writing for the improvement of instruction.

Standard Two: Knowledge of Mathematics: The teacher shall be knowledgeable about mathematics and mathematics instruction.

The teacher has demonstrated the ability to:

2.1 Develop in students an understanding and use mathematical concepts.

2.2 Utilize Colorado Model Content Standards in Mathematics for the improvement of instruction.

Standard Three: Knowledge of Standards and Assessment: The teacher shall be knowledgeable about strategies, planning practices, assessment techniques, and appropriate accommodations to ensure student learning in a standards-based curriculum.

The teacher has demonstrated the ability to:

3.1 Design short and long range standards-based instructional plans.

3.2 Develop valid and reliable assessment tools for the classroom.

3.3 Develop and utilize a variety of informal and formal assessments, including rubrics.

3.4 Assess, compare and contrast the effects of various teaching strategies on individual student performance relative to content standards.

3.5 Use assessment data as a basis for standards-based instruction.

3.6 Provide effective verbal and written feedback that shape improvement in student performance on content standards.

3.7 Prepare students for the Colorado Student Assessment Program (CSAP),

Third Grade Literacy Assessment and other assessments of educational achievement.

3.8 Ensure that instruction is consistent with school district priorities and goals, the Colorado Model Content Standards, and the 1999 Colorado Accreditation Program.

Standard Four: Knowledge of Content: The elementary teacher is knowledgeable, in addition to literacy and mathematics in the following content areas: civics, economics, foreign language, geography, history, science, music, visual arts, and physical education. Middle school and secondary content teachers shall be knowledgeable in literacy and mathematics and expert in their content endorsement area(s).

The teacher has demonstrated the ability to:

4.1 Utilize content knowledge to ensure student learning.

4.2 Enhance content instruction through a thorough understanding of all Colorado model content standards.

4.3 Apply expert content knowledge to enrich and extend student learning.

4.4 Integrate literacy and mathematics into content area instruction.

Standard Five: Knowledge of Classroom and Instructional Management: The teacher is knowledgeable about classroom practice in order to successfully manage time, communications, and record keeping procedures that will support and enhance student learning.

The teacher has demonstrated the ability to:

5.1 Create a learning environment characterized by acceptable student behavior, efficient use of time, and disciplined acquisition of knowledge, skills, and understanding.

- 5.2 Apply sound disciplinary practices in the classroom.
- 5.3 Apply appropriate intervention strategies and practices to ensure a successful learning environment.
- 5.4 Raise the academic performance level of a group of students, over time, to a higher level.
- 5.5 Understand the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and ensure attention to these learning processes so that students can master content standards.
- 5.6 Work in cooperation with library media and other resource specialists in providing student instruction on how to access, retrieve, analyze, synthesize and evaluate information, and integrate these information literacy skills into the curriculum to accomplish standards-based learning activities.
- 5.7 Accurately document and report ongoing student achievement.
- 5.8 Communicate with parents and guardians effectively in order to involve them as participants and partners in student learning.
- 5.9 Communicate a variety of assessment results, and their implications to students, parents, guardians, professionals, administrators, and the community.

Standard Six: Knowledge of Individualization of Instruction: The teacher is responsive to the needs and experiences children bring to the classroom, including those based on culture, community, ethnicity, economics, linguistics, and innate learning abilities. The teacher is knowledgeable about learning exceptionalities and conditions that affect the rate and extent of student learning, and is able to adapt instruction for all learners.

The teacher has demonstrated the ability to:

- 6.1 Employ a wide range of teaching techniques to match the intellectual, emotional, and social level of each student, and choose alternative teaching strategies and materials to achieve different curricular purposes.
- 6.2 Design and/or modify standards-based instruction in response to diagnosed student needs, including the needs of exceptional learners and English language learners.
- 6.3 Utilize his/her understanding of educational disabilities and giftedness and their effects on student learning in order to individualize instruction for these students.
- 6.4 Teach students within the scope of a teacher's legal responsibilities and students' educational rights, and follow procedures as specified in state, federal and local statutes.
- 6.5 Develop and apply individualized education plans.
- 6.6 Collect data on individual student achievement and be accountable for each child's learning.
- 6.7 Use specific knowledge of student medical conditions and medications and their possible effects on student learning and behavior.

Standard Seven: Knowledge of Technology: The teacher is skilled in technology and is knowledgeable about using technology to support instruction and enhance student learning.

The teacher has demonstrated the ability to:

- 7.1 Apply technology to the delivery of standards-based instruction.
- 7.2 Use technology to increase student achievement.
- 7.3 Utilize technology to manage and communicate information.
- 7.4 Apply technology to data-driven assessments of learning.
- 7.5 Instruct students in basic technology skills.

Standard Eight: Democracy, Educational Governance and Careers in Teaching:

The teacher recognizes the school’s role in teaching and perpetuating our democratic system. The teacher knows the relationships among the various governmental entities that create laws, rules, regulations, and policies that determine educational practices.

The teacher has demonstrated the ability to:

- 8.1 Model and articulate the democratic ideal to students.
- 8.2 Model, and develop on the part of the students, positive behavior and respect for the rights of others, and those moral standards necessary for personal, family and community well-being.
- 8.3 Understand and respond to influences on educational practice.

The Colorado Teacher Quality Standards
<p><i>Quality Standard I:</i> Teachers demonstrate mastery of and pedagogical expertise in the content they teach.</p> <p><i>Quality Standard II:</i> Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.</p> <p><i>Quality Standard III:</i> Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.</p> <p><i>Quality Standard IV:</i> Teachers reflect on their practice.</p> <p><i>Quality Standard V:</i> Teachers demonstrate leadership.</p> <p><i>Quality Standard VI:</i> Teachers take responsibility for student academic growth.</p>

Requirements and Expectations: Students will attend and participate fully in all seminar meetings. Expect to be in seminar for the entire scheduled meeting time. Missed class time must be made up with the instructor. The final meeting will be brief, giving you time to complete course evaluations and ask any final questions you may have about applying for your license.

Class meetings are designed to facilitate appropriate completion of Student Teaching portfolio, with emphasis on the Teacher Work Sample. In addition to introduction and review of Student Teacher portfolio, seminar should be viewed as a place to share your teaching experiences with your peers. The meeting format will be informal, but students are expected to be professional at all times and be mindful of confidentiality issues. We want you to feel free to discuss all issues without concern. *Seminar discussions are confidential and not to be shared with friends and/or family.*

A digital camera can be provided at seminar so you can document student work if you don’t have access to a camera. If you need access to the camera you must notify Patrick at least 24 hours in advance of our scheduled meeting time.

Meeting dates and topics are outlined in the calendar. ***This calendar is tentative and subject to change.*** Please pay close attention to the assignment column. Students are responsible for assignments on the sheet even if the assignment is not given orally in class.

Student Exhibition: Student teachers will be expected to prepare and host an exhibition of selected student work at the end of the semester (Tuesday, May 13) in the Wold Resource Center

at CSU. Students are responsible for matting and labeling work, providing documentation about the creation of the work, inviting students, parents and administrators. We will meet immediately before to discuss the work presented and the unit/lesson plans developed at each placement.

Evidence of Student Growth Plan: Student teachers will develop an assessment of student growth plan to present at the meeting prior to the student exhibition (described above). Specifics of this plan will be discussed in seminar.

Video Tape of Teaching: Students will be expected to video tape their teaching at least once during each placement. Students will write a brief reflection about what they “see” and how this observation may impact future teaching. Generally, this taping is completed during the sixth week of student teaching and the reflection turned into the **university supervisor**.

Lesson Plan Notebook: Student teachers will be expected to document ALL lessons taught in hard copy in a three-ring binder. The School of Teacher Education and Principal Preparation requires a written lesson plan for each lesson you present. This binder must be available to the university supervisor at each observation. Lesson plan formats can be abbreviated as long as they include: enduring understanding, objectives/outcomes, procedures, materials, resources, and assessment criteria.

Student Teaching Journal: The journal is a weekly (more often if you choose) reflection of your experience as a beginning teacher. The educator John Dewey explained that experience was essential to learning. However, to be meaningful the experience had to be reflected upon and understood. Entries should be organized as follows:

- a) Describe—tell the “story” of—a particular event, problem or insight you experienced during the service learning experience;
- b) Relate your interpretation of the meaning of those events, problems or insights as they pertain to theories in art and education;
- c) Consider the meaning your experiences have for you as an individual;
- d) Explain how your actions in this experience are (or not) affirmed as a result of your understanding—describe how this experience will determine your future action as an art teacher;

Journal entries should be written and placed on your journal page of the class blog.

ePortfolio: The ePortfolio provides perspective employers with the ability to view your credentials and preparation as a future teacher. The following elements are required to be included (and in this suggested, but not required, order):

1. ePortfolio description
2. Professional resume
3. Reference list
4. Teaching and Assessment Philosophy
5. Management Philosophy
6. Student Teaching Overview - Description with placement dates; samples, etc.

7. Documentation for secondary and elementary placement
8. TWS
9. Artist statement
10. Examples of personal artwork

Teacher Work Sample and ePortfolio Examples:

<https://sites.google.com/site/mprinceportfolio/>
<https://sites.google.com/site/meredithwilsonportfolio/>
<https://sites.google.com/site/anaisfremaint/>

The processing and learning that take place during your student teaching experience are tantamount. It is to your benefit to keep a journal on a regular basis, rather than try to write “reflectively” at the end of the experience.

Assessment: Grading is Pass (Satisfactory) / Fail (Unsatisfactory). Students attending all seminars and completing all requirements will receive a grade of Pass. Students missing one or more seminars and assignments (unless excused) will receive a grade of Fail.

Accommodations: If you need specific accommodations due to disability, or other circumstances, please meet with me as soon as possible. I am committed to facilitating your success. Also note the office of *Resources for Disabled Students, 100 General Services Building, 491-6385.*

I will endeavor to insure that this classroom is free of any harassment which has the purpose or effect of creating an intimidating, hostile or offensive learning environment. Please notify me if you feel harassed on the basis of race, ethnic or cultural background, gender or sexual orientation. Also note the *Equal Opportunity Office, 101 Student Services Building, 491-5836.*

Academic Integrity and the Honor Pledge: Colorado State University has long upheld values of academic and scholastic integrity. The General Catalog's "Policies and Guiding Principles" asserts that CSU "expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution" - citing "principles of academic honesty" as the first example. (1.6 Page 1).

Likewise, the General Catalog and Graduate Bulletin both note that CSU has "twice been ranked among the nation's Top Character Building Institutions by the Templeton Foundation" and that "the foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity. . . ." (Catalog 1.6 Page 6, Graduate Bulletin, page 51) It is with this tradition that CSU has instituted a Student Honor Pledge.

The Pledge follows:

I will not give, receive or use any unauthorized assistance.

Students in EDUC493A will be asked to **thoroughly read the syllabus and professionalism rubric and sign the Honor Pledge after discussion with the instructor.**