I. COURSE DESCRIPTION
Seminar is a bi-weekly professional seminar focusing on the needs and concerns of student teachers. The course includes periodic meetings with all student teachers and the university supervisors. It covers issues as they emerge in practice: the need for disciplinary strategies, coping with limitations, understanding how to work within the educational community, developing creative strategies, preparing the Student Teaching Professional Portfolio, finding employment and completing applications, interviewing for positions, securing recommendations.

A weekly written reflection from the student teaching experience will be required with a reflection summary after each placement. The course concludes with a student produced Power Point Reflections presentation documenting the professional growth and development of the student teacher in the elementary and secondary setting.

II. COURSE GOALS
1. To develop students’ capacity to perform as a professional art educator in elementary and secondary schools.
2. To develop students’ capacity to plan instruction so they can effectively translate their knowledge of art, education and the child into practice.
3. To develop students’ capacity to qualitatively implement instruction including the appropriate and imaginative use of instructional resources and strategies, the use of good communication skills, and the effective management of the classroom.
4. To develop the capacity to evaluate student work and to make assessments about their role as an instructor, the quality and appropriateness of the instruction initiated, and the nature and extent of learning demonstrated by students.
5. To foster an appetite for continued professional and artistic growth.

III. COURSE OUTLINE
Seminar will consist of (mostly) biweekly class meetings including an orientation to the student teaching experience. Within the first week at each site, students will review the nature of their assignment and any concerns or observations that might require attention. Written reflections will be shared throughout the seminar sessions. During and toward the end of each placement, the students will share unit/lesson plans and examples of student work with their peers. In addition, one session will be devoted to individual MOCK interviews with Joyce Dantzler (CEHD) and other professional concerns. At the end of the semester, students will present a final Power Point presentation documenting the personal and professional growth of the teacher candidate throughout the student teaching experience.
IV. EVALUATION

State Requirements for Certification: Students must complete both the elementary level and secondary level practicum for K-12 Certification.

AVT Art Education Policies: Students are to assume all schedules and responsibilities assigned to their cooperating teacher. One absence per seven-week period is allowed. Any additional absences must be made up immediately following the last scheduled day for each site. IN THE CASE OF ABSENCE, THE STUDENT TEACHER IS REQUIRED TO NOTIFY BOTH THE COOPERATING TEACHER AND THE MASON SUPERVISOR AS SOON AS POSSIBLE.

Graduate Academic Standards, Grades: University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation, or not fewer than two hours per week of laboratory work, throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
<th>Graduate Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA</td>
<td>1.00</td>
<td>Unsatisfactory/Passing</td>
</tr>
<tr>
<td>NC</td>
<td>0.00</td>
<td>Unsatisfactory/Failing</td>
</tr>
</tbody>
</table>

In each placement, students will be evaluated in five general areas of performance, the MAT Criteria for Professional Performance in Teaching Art, PK-12.
A: KNOWLEDGE OF CONTENT
B: PREPARATION FOR INSTRUCTION
C: INSTRUCTIONAL PERFORMANCE
D: REFLECTION AND EVALUATION – IMPACT ON STUDENT LEARNING
E: PROFESSIONALISM

The cooperating teacher will use these evaluation criteria to guide conferences during the seven weeks. A Mid-Semester Evaluation should be completed by student teacher and cooperating teacher and then discussed. The cooperating teacher and university supervisor will both complete a Summative Evaluation of Student Teaching and discuss it with the student teacher during the last week of the placement. Students will be supplied copies of the complete evaluations for their records. The Summative Evaluation of Student Teaching will become part of the student's permanent record.
V. CALENDAR OF MEETINGS AND PRACTICUM ASSIGNMENTS

Each student will receive a copy of their own teaching assignment with specific dates for starting and completion. In addition, student teachers will attend Seminar meetings according to the schedule distributed at the initial class meeting. Center are available by appointment, online and, occasionally, on a walk-in basis.

Bi-weekly (some may be subject to change; variations may occur)

Seminar meetings according to the following schedule

### Spring 16 Seminar Calendar

<table>
<thead>
<tr>
<th><strong>ELEMENTARY</strong></th>
<th><strong>SEMINAR WED DATES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1/11–3/4</strong></td>
<td></td>
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<tr>
<td>Week 1- Jan 11-Jan 15</td>
<td>Jan 13 Orientation</td>
</tr>
<tr>
<td>Week 2- Jan 18-Jan 22</td>
<td>Jan 20-1st Seminar</td>
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<tr>
<td>Week 3- Jan 25-Jan 29</td>
<td>Jan 27-Guest Speaker CM</td>
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<tr>
<td>Week 4- Feb 1- Feb 5</td>
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<tr>
<td>Week 5- Feb 8- Feb 12</td>
<td>Feb 10th.</td>
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<tr>
<td>Week 6- Feb 15-Feb 19</td>
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<tr>
<td>Week 7- Feb 22-Feb 26</td>
<td>Feb 24</td>
</tr>
<tr>
<td>Week 8- Feb 29-Mar 4</td>
<td></td>
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</tbody>
</table>

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<table>
<thead>
<tr>
<th><strong>SECONDARY</strong></th>
<th><strong>SEMINAR WED DATES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3/7/16–5/6</strong></td>
<td></td>
</tr>
<tr>
<td>Week 1 Mar 7 – Mar 11 (GMU Spring Break)</td>
<td>Mar 16</td>
</tr>
<tr>
<td>Week 2 Mar 14- Mar 18</td>
<td>Mar 30th - Real Art</td>
</tr>
<tr>
<td>Week 3 Mar 21- Mar 25 (FCPS Spring Break)</td>
<td>April 13</td>
</tr>
<tr>
<td>Week 4 Mar 28- April 1st</td>
<td>April 20 - Roundtable</td>
</tr>
<tr>
<td>Week 5 Apr 4 - Apr 8</td>
<td></td>
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<tr>
<td>Week 6 Apr 11-Apr 15</td>
<td></td>
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<tr>
<td>Week 7 Apr 18- Apr 22</td>
<td></td>
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<tr>
<td>Week 8 Apr 25-Apr 29</td>
<td></td>
</tr>
<tr>
<td>Week 9 May 2- May 6th</td>
<td>May 4th First Hour 4:30 -5:30</td>
</tr>
</tbody>
</table>

May 11th, 2016 @ 4:30-6:00 p.m. Reflections Documentary and Portfolio Review

**Homework:** Photograph your classroom, storage space, school front, and any other relevant spaces and/or people, and bring photos (15 maximum) in a short power point to your first seminar on **Jan 20th**
MAT Guest Speakers and Event

Jan 27th – Presenter – Classroom Management 4:30- 5:30

March 30 - The Real Art of Teaching-Alum return to tell it like it is>>
April 13th or 27th. Mock Interview- TBA

Other:
April 20 - Teacher Candidate Forum – The Real Life of Student Teaching-AVT 692

NOTE: There may be the need to change dates for scheduling and inclement weather.

GMU /SoA _Boiler Plate

NASAD Accreditation Visit Sp16

The MAT as part of the graduate programs in the School of Art will collect art work form of their exemplars and Prototype and well as some selective student work. We will be request the selected lesson accompany the display.

University and School of Art Policies

In accordance with George Mason University policy, turn off all beepers, cellular telephones and other wireless communication devices at the start of class. The instructor of the class will keep his/her cell phone active to assure receipt of any Mason Alerts in a timely fashion; or in the event that the instructor does not have a cell phone, he/she will designate one student to keep a cell phone active to receive such alerts.

Commitment to Diversity
This class will be conducted as an intentionally inclusive community that celebrates diversity and welcomes the participation in the life of the university of faculty, staff and students who reflect the diversity of our plural society. All may feel free to speak and to be heard without fear that the content of the opinions they express will bias the evaluation of their academic performance or hinder their opportunities for participation in class activities. In turn, all are expected to be respectful of each other without regard to race, class, linguistic background, religion, political beliefs, gender identity, sex, sexual orientation, ethnicity, age, veteran’s status, or physical ability.

Statement on Ethics in Teaching and Practicing Art and Design
As professionals responsible for the education of undergraduate and graduate art and design students, the faculty of the School of Art adheres to the ethical standards and practices incorporated in the professional Code of Ethics of our national accreditation organization, The National Association of Schools of Art and Design (NASAD).

Open Studio Hours
SOA teaching studios are open to students for extended periods of time mornings, evenings and weekends whenever classes are not in progress. Policies, procedures and schedules for studio use are established by the SOA studio faculty and are posted in the studios.

**School of Art Print Studio**

School of Art Print Studio (SOAP) is located in the School of Art Building on the Fairfax Campus. As a non-profit studio, SOAP offers a variety of services including printing and production services to students, faculty and staff. All jobs are processed with high quality materials on state-of-the-art equipment, specifically for graphic design portfolios, mixed-media paintings and reproductions, posters, handmade books, student assignments and proof sheets. More information can be found at soapprint.gmu.edu or 703-993-7203.

**Students with Disabilities and Learning Differences**

If you have a diagnosed disability or learning difference and you need academic accommodations, please inform me at the beginning of the semester and contact the Disabilities Resource Center (SUB I room 234, 703-993-2474). You must provide me with a faculty contact sheet from that office outlining the accommodations needed for your disability or learning difference. All academic accommodations must be arranged in advance through the DRC.

**Official Communications via GMU E-Mail**

Mason uses electronic mail to provide official information to students. Examples include communications from course instructors, notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account, and are required to activate that account and check it regularly.

**Attendance Policies**

Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.

**Honor Code**

Students in this class are bound by the Honor Code, as stated in the George Mason University Catalog. The honor code requires that the work you do as an individual be the product of your own individual synthesis or integration of ideas. (This does not prohibit collaborative work when it is approved by your instructor.) As a faculty member, I have an obligation to refer the names of students who may have violated the Honor Code to the Student Honor Council, which treats such cases very seriously.

No grade is important enough to justify cheating, for which there are serious consequences that will follow you for the rest of your life. If you feel unusual pressure about your grade in this or any other course, please talk to me or to a member of the GMU Counseling Center staff.

Using someone else’s words or ideas without giving them credit is plagiarism, a very serious Honor Code violation.
In the MAT Program this applies to the use of images for exemplars (Candidate Teacher art) and prototypes (Artist art work). This specifically applies in the development of your 1st Adapted Lesson and the 2 Personally Designed Lessons. ALL Exemplars need to be original. Using other artist images plagiarism constitutes a violation Honor Code.

General Information on Plagiarism from Outside Resource

It is very important to understand how to prevent committing plagiarism when using material from a source. If you wish to quote verbatim, you must use the exact words and punctuation just as the passage appears in the original and must use quotation marks and page numbers in your citation. If you want to paraphrase or summarize ideas from a source, you must put the ideas into your own words, and you must cite the source, using the APA or MLA format. (For assistance with documentation, I recommend Diana Hacker, A Writer’s Reference.) The exception to this rule is information termed general knowledge—information that is widely known and stated in a number of sources. Determining what is general knowledge can be complicated, so the wise course is, “When in doubt, cite.”

Be especially careful when using the Internet for research. Not all Internet sources are equally reliable; some are just plain wrong. Also, since you can download text, it becomes very easy to inadvertently plagiarize. If you use an Internet source, you must cite the exact URL in your paper and include with it the last date that you successfully accessed the site.

Writing Center
Students who are in need of intensive help with grammar, structure or mechanics in their writing should make use of the services of Writing Center, located in Robinson A116 (703-993-1200). The services of the Writing Center are available by appointment, online and, occasionally, on a walk-in basis.

The Collaborative Learning Hub
Located in Johnson Center 311 (703-993-3141), the lab offers in-person one-on-one support for the Adobe Creative Suite, Microsoft Office, Blackboard, and a variety of other software. Dual monitor PCs make the lab ideal for collaborating on group projects, Macs are also available; as well as a digital recording space, collaborative tables, and a SMART Board. Free workshops are also available (Adobe and Microsoft) through Training and Certification; visit ittraining.gmu.edu to see the schedule of workshops and to sign up.