

Seminar for Student Teachers
AVT 696, Spring 2017 -1 credit
Co-requisite: AVT 695, Internship in Art Education (Student Teaching)
George Mason University, School of Art

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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:

Grade	Quality Points	Graduate Courses
SA	1.00	Unsatisfactory/Passing
NC	0.00	Unsatisfactory/Failing

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

ELEMENTARY- 1/17-3/10

SEMINAR WED DATES

Week 1- Jan 17-Jan 20

Jan 25^t

Week 2- Jan 23-Jan 27

Week 3- Jan 30-Feb 3

Feb 8th

Week 4- Feb 6th -Feb 10

Week 5- Feb 13r Feb 17

Feb 22th.

Week 6- Feb 20-Feb 24

Week 7- Feb 27-March

Week 8- Feb 29-Mar 4

Mar 8th

SECONDARY 3/13- 5/8

SEMINAR WED DATES

Week 1 Mar 13 Mar 17

Week 2 Mar 20- Mar 24

Mar 22

Week 3 Mar 27- Mar 31

Week 4 April 3 -April 7

April 5th

Week 5 Apr 10 -Apr 8

Week 6 Apr 17-Apr 14

April 19

Week 7 Apr 24- Apr 28

Week 8 May1- May 5th

May 3rd

Week 9 May8- May 12th

May 16th, 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 **Jan20th**

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

University and School of Art Policies

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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).

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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.

ArtsBus

Dates for Spring 2017:

February 18

March 25

April 18

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Visual Voices Lecture Series

Dates for Spring 2017:

January 26

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March 23

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Visual Voices is a year-long series of lectures by artists, art historians and others about contemporary art and art practice. Visual Voices lectures are held on Thursday evenings from 7:20- 9:00 p.m. in Harris Theater:

<http://soa.gmu.edu/visualvoices/>

Important Deadlines

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Sunday

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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.

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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.

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