

**Internship in Art Education- Student Teaching\***  
AVT 695, Spring 2018 -5 credits  
**Co-requisite(s):** AVT 696 Seminar  
MAT Art Education -George Mason University, School of Art

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**I. 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, candidate teachers will attend Seminar meetings according to the schedule distributed at the initial class meeting.

**II. COURSE DESCRIPTION**

This course is a full-time practicum in which the candidate teacher will start their teacher training the both elementary and secondary schools under direct supervision of mentor teachers in their assigned schools. Their role is to guide the student's gradual adoption of the full -time responsibilities of her/his role as art teacher. A university supervisor, assigned by the instructor, will make site visits to observe and critique the student's progress.

The Student Teaching Internship is a 16 week time period divide by the first 8 week in elementary followed by the remaining 8 weeks in secondary be it Middle or High School. The course incorporates by bi-weekly meetings with the cohort of student teacher guided by an art education faculty who is also a university supervisor. Seminar is a professional setting with a focus on the varied facets of the student teaching experience

**III. COURSE GOALS**

1. To develop student's capacity to perform as a professional art educator in elementary and secondary schools.
2. To develop student's capacity to plan instruction so they can effectively translate their knowledge of art, education and the child into practice.
3. To develop student's 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 student's 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.

**IV. CALENDAR OF MEETINGS AND PRACTICUM ASSIGNMENTS**

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## V. COURSE OUTLINE

1. Orientation with Supervisor; Discussion of Course Requirements and Evaluation Criteria.
2. Initial Contact with Cooperating Teacher- Familiarization with your school placement: Its policies, schedules and logistics.
3. Practice Teaching: Sixteen weeks total (Elementary – 8 weeks, Secondary – 8 weeks): The practicum begins with observation and classroom assistance; as soon as possible, the student teacher takes over responsibility for one class; by the third week, the level of responsibility should increase to about half the teaching load; the student teacher should take over the full load for the last weeks. Note: Student teachers must plan ahead. All lesson plans should be reviewed with the cooperating teacher and supervisor **one week in advance** of teaching. Note: In the event the cooperating teacher is absent from class, the school system must provide a substitute teacher. Student teachers may not be the substitute, but will cover the classes as scheduled.
4. Documentation of the Internship: Student Teachers should keep a *Practicum Process Journal /Notebook*, which and/or *lesson plans* as well as *visuals* prepared for teaching and, if possible, examples of *student work*. This record should be available for use in conferences\_with the university supervisor.
5. Professional Teaching Portfolio: At the conclusion of the practicum, the student should have sufficient materials to construct a "teaching portfolio" to use in job interviews, Students are encouraged to document student art work (with permissions) for their own professional record. inch ring binder needed. A list of required materials will be distributed
6. Art Portfolio: A portfolio of your personal art work should be construct to use in interviews. It should demonstrate breadth of art forms and materials and an in depth understanding in a studio concentration (High skills/craftsmanship and concepts). Images are to be presented in a professional manner.
7. Research Component: During the semester of their internship, Candidate Teachers will conduct research on an educational topic of their choice. The content of this research will be in conjunction with their experience during their 16 week internship spanning between both elementary and secondary student teaching. The development of the content will be addressed during selected seminar class periods.
8. Documents: All forms pertaining to student teaching are contained in a folder located in Dropbox. One major component used throughout the 8 week is the *Student Teaching Hand Book*. This handbook contains important information along with required pertinent forms necessary to fulfill the requirements for student teaching.

## VI. 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.

## Spring 18 Internship and Seminar Dates

| ELEMENTARY: | 8 weeks: 1/8- 4/2    |    |                      | SEMINAR DATES        |
|-------------|----------------------|----|----------------------|----------------------|
| Week 1      | Jan 8 <sup>th</sup>  | to | Jan 12 <sup>th</sup> |                      |
| Week 2      | Jan 15 <sup>th</sup> | to | Jan 19 <sup>th</sup> | Jan 18 <sup>th</sup> |
| Week 3      | Jan 22 <sup>nd</sup> | to | Jan 26 <sup>th</sup> |                      |
| Week 4      | Jan 29 <sup>th</sup> | to | Feb 2 <sup>nd</sup>  | Feb 1 <sup>st</sup>  |
| Week 5      | Feb 5 <sup>th</sup>  | to | Feb 9 <sup>th</sup>  |                      |
| Week 6      | Feb 12 <sup>th</sup> | to | Feb 16 <sup>h</sup>  | Feb 15 <sup>th</sup> |
| Week 7      | Feb 19 <sup>th</sup> | to | Feb 23 <sup>rd</sup> |                      |
| Week 8      | Feb 26 <sup>th</sup> | to | Mar 2 <sup>nd</sup>  | Mar 1 <sup>st</sup>  |

| SECONDARY: | 8 weeks: 3/5 – 5/5   |    |                      | SEMINAR DATES        |
|------------|----------------------|----|----------------------|----------------------|
| Week 1     | Mar 5 <sup>th</sup>  | To | Mar 9 <sup>th</sup>  |                      |
| Week 2     | Mar 12 <sup>th</sup> | to | Mar 16 <sup>th</sup> | Mar 15 <sup>th</sup> |
| Week 3     | Mar 19 <sup>th</sup> | to | Mar 23 <sup>rd</sup> |                      |
| Week 4     | Mar 26 <sup>th</sup> | to | Mar 30 <sup>th</sup> | FCPS SPRING BREAK*   |
| Week 5     | Apr 2 <sup>nd</sup>  | to | Apr 6 <sup>th</sup>  | Apr 5 <sup>th</sup>  |
| Week 6     | Apr 9 <sup>th</sup>  | to | Apr 13 <sup>th</sup> |                      |
| Week 7     | Apr 16 <sup>th</sup> | to | Apr 20 <sup>th</sup> | Apr 19 <sup>th</sup> |
| Week 8     | Apr 23 <sup>rd</sup> | to | Apr 27 <sup>th</sup> |                      |
|            | Apr 30 <sup>th</sup> | to | May 4 <sup>th</sup>  | May 3 <sup>rd</sup>  |

### IV. EVALUATION

State Requirements for Certification: Students must complete both the elementary level and secondary level practicum for K-12 Certification. Art Education Policies: Students are to assume the same schedules and responsibilities assigned to their cooperating teacher.

One absence per 8-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 CEHD College of Education and Human Development system for grading graduate Intercourses is as follows:

Criteria for Evaluation: **Satisfactory/No Credit**

In each placement, students will be evaluated in 5 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
- E. IMPACT ON STUDENT LEARNING

The cooperating teacher will use these evaluation criteria to guide conferences during the eight &/seven-week period. 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.

