Seminar for Student Teachers
AVT 696, Fall 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 teacher candidate 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:**

ELEMENTARY:	8 weeks: 8/28 – 10/20			SEMINAR DATES
Week 1	Aug 28th	to	Sep 1st	
Week 2	Sept 4th	to	Sept 8th	Sept 6th
Week 3	Sept 11th	to	Sept 15th	
Week 4	Sept 18th	to	Sept 22nd	Sept 20th
Week 5	Sept 25th	to	Sept 29th	
Week 6	Oct 2nd	to	Oct 6th	Oct 4th
Week 7	Oct 9th	to	Oct 13th	
Week 8	Oct 16th	to	Oct 20th	Oct 18th

SECONDARY:	8 weeks: 10/16 – 12/8			SEMINAR DATES
Week 1	Oct 23rd	To	Oct 27th	
Week 2	Oct 30th	to	Nov 3rd	Nov 1st
Week 3	Nov 6th	to	Nov 10th	
Week 4	Nov 13th	to	Nov 17th	Nov 15th
Week 5	Nov 20th	to	Nov 24th	
Week 6	Nov 27th	to	Dec 1st	Nov 29th
Week 7	Dec 4th	to	Dec 8th	
Week 8	Dec 11th	to	Dec 15th	Dec 13th

Reflections Documentary: December TBA@ 4:30-6:00 p.m. Reflections Documentary
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 **September 6th**
NOTE: There may be the need to change dates for scheduling and inclement weather.