

## ARE 4940: Internship in Art Education

---

**SEMESTER AND YEAR:** Spring 2021

**MEETING TIMES AND LOCATION:** At various placement locations in public schools 11 weeks (January 18-April 9)

**CREDIT HOURS:** 11 **SECTION:** STAE/10928

**INSTRUCTOR:** Dr. Michelle Tillander

**INSTRUCTOR OFFICE LOCATION & HOURS:** Walker 217 T: 3:00-6:00PM EST. Zoom Meeting <https://ufl.zoom.us/j/5963121892> email for additional times & appointment.

**INSTRUCTOR CONTACT INFORMATION:** 352-273-3079. E-MAIL: [mtilland@ufl.edu](mailto:mtilland@ufl.edu)

**DESCRIPTION OF THE COURSE:** Supervised teaching involving a period of eleven weeks in an Alachua County public school art classroom. **Prereq:** Admission into Student Teaching and completion of the Art Education Professional Core Sequen; Coreq: ARE 4934c, sec. 4064

**OVERVIEW OF STUDENT TEACHING:** Student teaching is the capstone course of the pre-service art education program. The internship provides the art education student with an extended opportunity to apply the theoretical, philosophical, practical, and conceptual knowledge gained from previous coursework and field experiences in a real classroom setting under the supervision of a cooperating teacher and university art education professor.

Once art education students have successfully completed all their professional course work, they apply for student teaching through the Office of Professional Development and Communication (OPDC) in the College of Education. This application must be completed and submitted by the deadline (which is approximately one month into the semester prior to the one in which student teaching takes place). A copy of their fingerprinting form must be submitted to the College of Education prior to the Internship.

Student teaching placements are for eleven weeks in one school, providing candidates with the opportunity to gain firsthand experience working with children in the same art classroom over an extended period of time. These placements are made by the University Supervisor for Art Education. A list of students requesting student teaching placements and a list of local art teachers requesting a student teacher is sent to the Art Education supervisor from the OPDC. School sites for these placements are selected based on several factors including: whether the cooperating teacher requesting an intern has taken the required clinical-training workshop; the quality of the art program offered at the school, and the interest of the teacher candidate in working at a particular grade level (elementary, middle school, or high school). While the majority of these placements occur in Alachua County, students may be placed in neighboring counties.

Over the course of the internship period, the *University Supervisor* makes 2-3 formal visits to the classroom for the purpose of observing the student teacher's performance. These formal evaluations are discussed with the student teacher and suggestions for improvements are offered. In addition, the cooperating teacher formally assesses the progress of the student teacher 3-4 times during the internship and discusses these evaluations along with suggestions for improvement with the student teacher.

In addition to enrolling in ARE 4940 Student Teaching, students also take **ARE 4934c Student Teaching Seminar** in which they meet with other art student teachers and the University Supervisor on a regular basis over the course of the semester for discussion and instructional purposes (see Course Calendar).

Because student teaching is a full-time commitment, student teachers may not register for any other course during the student teaching semester without permission from the Student Teaching Supervisor and The SAAH Undergraduate Advisor. In addition, a student may not be employed on weekdays while student teaching.

For any face-to-face instructional sessions to accomplish the student learning objectives of this course in response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our face-face interactions. In addition there will be specific policies related to each of your Internship sites.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms ([Click here for guidance from the CDC on symptoms of coronavirus](#)), please use the UF Health screening system and follow the instructions on whether you are able to attend class. [Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms](#).
  - Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. [Find more information in the university attendance policies](#).

**COURSE OBJECTIVES:** By the completion the internship, student teachers are expected to demonstrate the following six (6) Florida Educator Accomplished Practices (FEAPs):

1. Instruction Design and Lesson Planning
2. The Learning Environment
3. Instructional Delivery and Facilitation
4. Assessment
5. Continuous Professional Improvement
6. Professional Responsibility and Ethical Conduct

Student teachers are responsible for collecting and developing the evidence and artifacts necessary to demonstrate their compliance with each of the six(6) professional standards. This information is to be placed in the student's teaching portfolio that is submitted for review upon completion of the student teaching practicum. (See the Teaching Portfolio Guidelines for instructions).

In addition to developing a teaching portfolio, student teachers must also complete and submit electronic weekly journal entries that chart his/her progress during the internship. These journal entries allow student teachers to reflect upon and document their student teaching experience, and thus are an important part of their professional development.

**REQUIRED TEXT & RESOURCES:** No required textbook. Any additional readings and resource will be available online through the UF CANVAS elearning <https://elearning.ufl.edu/>.

**EVALUATION:** A pass/fail grade will be determined by university supervisor in consultation with the cooperating teacher and reported on the student's semester grade report. To receive a passing grade (S), a student must: (a) receive a "3" or above in each category of the Teacher Education Intern Rating Sheet; (b) UF Student Teaching Evaluation (online) and (c) receive a "3" rating or above on each of the six (6) Educator Accomplished Practices in his/her teaching portfolio.

**NOTE:** To graduate from the Art Education program with eligibility for teacher certification, a student must receive a passing score on the professional knowledge and subject matter knowledge components of the Florida Teacher Exam (FTCE). It is imperative that students register in the Fall term to take the FTCE exam early in their student teaching semester in order for their scores to be reported to UF in a timely manner.

**GRADING SCALE:** S= Satisfactory; U= Unsatisfactory

**ATTENDANCE:** Students are responsible for satisfying all academic objectives as defined by the requirements to be eligible for certification. Attendance is mandatory and a full 11 weeks of student teaching must be completed to be eligible for teaching certification in Florida.

**POLICY RELATED TO LATE WORK:** Other than medical or personal emergencies, no extensions will be given for class requirements due to the nature of the internship. Students should inform the instructor beforehand, if circumstances prevent course requirements from being completed an agreement in writing for any extensions must be made in consultation with UF and School Placement Supervisor. Late work will lose 10% of its points and will not be accepted beyond 1 week of deadline without prior permissions or extenuating circumstances.

**INCOMPLETE POLICY:**

School policy dictates that an incomplete grade (or "I") should only be given in situations in which a student is in "good standing" in a course but is unable to complete the course requirements because of mitigating circumstances. In cases where an "I" is given, the student and faculty member must write out a contract that clearly defines what the student must do to remove the "I" grade. If the work is not completed by the end of the next term, and the "I" grade is not changed via a grade-change form, the "I" grade is automatically converted to an "E" grade.

**PROFESSIONALISM:** Teacher professionalism contains three essential characteristics; competence, performance, and conduct—all of which directly impact the teacher's effectiveness. You will be evaluated on *professionalism* for this course based on your engagement in discussions and project work, as well as your demonstrated interest in learning, preparedness each lesson, completion of all class assignments, dependability, consideration of others, and contributions to the learning community.

Professionalism is the expectation to demonstrate behaviors that reflect a commitment to continuous professional abilities and development, ethical practice, and a responsible attitude toward recipients, the profession, and society. It becomes especially critical in the internship context, and it includes respect, compassion, integrity and altruism in relationships with students, colleagues and other stakeholders. Professionalism includes a sensitivity and responsiveness to gender, age, culture, religion, sexual preference, socioeconomic status, and beliefs. With teaching comes responsibility to adhere to principles of confidentiality, scientific/academic integrity, and accountability. Finally, no one has all the answers, so it is important to recognize and identify limitations as well as possibilities in deficiencies in personal and peer performance and assist when possible.

**STUDENT CONDUCT AND HONESTY CODES:** Students are expected to abide by the UF Academic Honesty Policy, which defines an academic honesty offense as "the act of lying, cheating, or stealing academic information so that one gains academic advantage." In the context of this class, this includes properly citing sources for any materials (both printed and online) used in completing course assignments. <https://sccr.dso.ufl.edu/students/student-conduct-code/>

Proper citation formats of APA or MLA. All images and text from the Internet, journals, or books must have full APA citation to be used in your work. APA Style | Electronic References <http://www.apastyle.org/elecref.html>

**STUDENTS WITH DISABILITIES:** Individuals with disabilities must register with the Office for Students with Disabilities and submit to this instructor the memorandum from that office concerning necessary accommodations. The ADA office is located in Room 232 Stadium (phone: 392-7056). All course materials are available in alternative format upon request. UF Disabilities Resource Center <http://www.dso.ufl.edu/drc/>

**COUNSELING SERVICES:** The Counseling and Wellness Center <http://www.counseling.ufl.edu/cwc/> provides counseling and consultation services to currently enrolled undergraduate and graduate students and their spouses/partners.

The Center offers brief counseling and therapy to help students confront personal, academic, and career concerns. The primary goal of counseling is to help students develop the personal awareness and skills necessary to overcome problems and to grow and develop in ways that will allow them to take advantage of the educational opportunities at the university. *Furthermore, I would like your support to create a learning environment that supports a diversity of thoughts, perspectives and experiences, and honors identities (including race, gender, class, sexuality, religion, ability, etc.).*

**U Matter, We Care:** If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress including Sexual Assault Recovery Services (SARS): Student Health Care Center

**Counseling and Wellness Center:** [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

**Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).

**University Police Department:** [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

**UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

#### Academic Resources:

**E-learning technical support:** Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

**Career Connections Center:** Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

**Library Support:** Various ways to receive assistance with respect to using the libraries or finding resources.

**Teaching Center:** Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

**Writing Studio:** 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

**Student Complaints On-Campus:** [Visit the Student Honor Code and Student Conduct Code webpage for more information](#).

**On-Line Students Complaints:** [View the Distance Learning Student Complaint Process](#).

**ONLINE COURSE EVALUATION PROCESS:** Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Faculty does not receive the results until after the grades have been finalized. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluer.com/ufl/>. Summary results of these assessments are available to students at

<https://gatorevals.aa.ufl.edu/public-results/>

**KEY TASK:** The State of Florida requires all entry-level educators to demonstrate mastery of six (6) Florida Educator Accomplished Practices (FEAPs) at the pre-professional level. In this course, we will cover all the FEAPs.

Your mastery of each indicator will be measured by your work on one key task--developing a teaching portfolio. To pass this course you must successfully complete this key task and receive a rating of "Accomplished" or higher on each indicator. No exceptions will be made to this rule, even if you do not plan to teach after graduation. Students who receive a "Developing" or "Unsatisfactory" rating will be offered a chance to redo the key task or, in some cases, to complete a comparable task assigned by the instructor. Students who do not complete their makeup work satisfactorily (with a "Accomplished" or "Exceptional") will receive either an "incomplete" or a "failing grade" at the instructor's discretion. Students who fail the course must repeat it later.

**ELECTRONIC DEVICE POLICY:** A note on cell phones, texting, and checking one's email during class: Research has shown us that even having our cell phones on the table in front of us diminishes our ability to learn well; further, taking notes via computer diminishes one's ability to process information. Checking texts, emails, and messages is also unprofessional and disrespectful to our class community. Please put your phones on vibrate, do not check email, Facebook etc. via computer during class; I will do so as well. I appreciate your cooperation with this important aspect of creating a class of which we all want to be a part.

**LATE WORK AND MAKE-UP WORK POLICY:** Late and missed days will need to be coordinated at the end of the Internship in consultation with the Mentor teacher and university supervisor.

**ONLINE RESOURCES:**

International Child Art Foundation <http://www.icafe.org/index3.html>

Florida Accomplished practices <http://www.fldoe.org/teaching/professional-dev/the-fl-educator-accomplished-practices.stml>

Florida Department of Education <http://www.fldoe.org/default.asp>

State Standards (Art) <https://www.arts.gov/grants/apply-grant/grants-organizations/art-works/arts-education/state-standards-arts-education>

NAEA Advisory Best Practices [http://www.naea-reston.org/archives\\_best\\_practices.html](http://www.naea-reston.org/archives_best_practices.html)

FLDOE ARTS <http://www.fldoe.org/academics/standards/subject-areas/fine-arts.stml>

**STUDENT CONDUCT AND HONESTY CODES:** Students are expected to abide by the UF Academic Honesty Policy, which defines an academic honesty offense as "the act of lying, cheating, or stealing academic information so that one gains academic advantage." In the context of this class, this includes properly citing sources for any materials (both printed and online) used in completing course assignments. <https://sccr.dso.ufl.edu/students/student-conduct-code/>

Proper citation formats of APA or MLA. All images and text from the Internet, journals, or books must have full APA citation to be used in your work. APA Style | Electronic References <http://www.apastyle.org/electref.html>

**STUDENTS WITH DISABILITIES:** Individuals with disabilities must register with the Office for Students with Disabilities and submit to this instructor the memorandum from that office concerning necessary accommodations. The ADA office is located in Room 232 Stadium (phone: 392-7056). All course materials are available in alternative format upon request. UF Disabilities Resource Center <https://drc.dso.ufl.edu/>

**ONLINE COURSE EVALUATION PROCESS:** Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. Guidance on how to give feedback in a professional and respectful manner is available

at <https://gatorevals.aa.ufl.edu/students/>. Faculty does not receive the results until after the grades have been finalized. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summary results of these assessments are available to students at <https://gatorevals.aa.ufl.edu/public-results/>

## ARE 4940 ART EDUCATION Student Teaching Tentative Calendar - Spring 2021/

Blue is the UF course deadlines

**WEEK 0 January-11-15 (UF classes start)** Look at the course syllabus and canvas site for critical deadlines. Begin working with your mentor teacher to develop lesson plans and your teaching tasks. Begin the **ORIENTATION TO INTERNSHIP MODULE ASSIGNMENT** in canvas to be completed by week 2 of interning.

### **Week 1 January 18-22**

Week 1 of Internship observe and assist your cooperating teacher, learn students' names, assume some classroom duties, and begin planning for the coming weeks. *Submit your weekly blog journal entry before Monday, Week 2. —Don't forget to be documenting your teaching and student work for your portfolio!*

### **Week 2 January 25-29**

*Schedule a 30 minute coffee/tea break check-in with Michelle.*

Second week of internship, you should begin to assume some teaching responsibilities. Complete orientation module in canvas. Try co-teaching a lesson or presentation, one of your cooperating teacher's lessons to a class. Continue to work on learning students' names and planning for coming weeks. Put your philosophy into Sakai Dropbox. *Submit your weekly blog journal entry before Monday, Week 3. (schedule a coffee/tea break with Michelle for week 4)*

### **Week 2 February 1-5**

Please schedule an observation #1 by Michelle Tillander for week 4/5.

Week 3 on internship, you should be teaching two classes with your cooperating teacher assisting you. Share something from orientation module activity. *Submit your weekly blog journal entry before Monday, Week 4. Don't forget to be documenting your teaching!*

### **Week 4 February 8- February 12**

*Schedule a 15 minute coffee/tea break check-in with Michelle*

Observation #1

Week 4, you should be teaching three classes with your cooperating teacher assisting you. 2/6 FEAPS pages due in CANVAS (4 pages). *Submit your weekly blog journal entry before Monday, Week 5. —Don't forget to be documenting your teaching!*

### **Week 5 February 15-19**

*We will have our first Student Teaching Seminar meeting on Thursday, February 11 at 4:30PM TBD*

Observation #1

Week 5, you should be teaching four classes with your cooperating teacher assisting you. *Submit your weekly blog journal entry before Monday, February 10.* Also, by the end of this week, your cooperating teacher should fill out a mid-term evaluation and provide you with feedback on improving your teaching performance in the coming weeks.

### **Week 6 February 22-26**

Please schedule an observation #2 by Michelle Tillander for week 8/9.

By the end of week 6, you should be teaching the majority of the classes. Your cooperating teacher should be in the background and available for assistance if necessary. *Submit your weekly blog journal entry before Monday, February 17. —Don't forget to be documenting your teaching and student work for your portfolio!*

### **Week 7 March 1- March 5**

Please schedule an observation by Michelle Tillander for week 8/9 of your internship.

2/6 FEAPS pages due in CANVAS (4 pages).

You should be teaching the majority of the classes by week 7. *Submit your weekly blog journal entry before Monday, Week 8. —Don't forget to be documenting your teaching and student work for your portfolio!*

### **Week 8 March 8- March 12**

Observation #2. We will have our **second** Seminar meeting on Thursday, March 4 at 4:30 PM TBD. *Please bring samples of student work to the seminar.*

You should be teaching the majority (or all) of the classes by Week 8. Please schedule an observation by Michelle this week or next. Put your philosophy into Sakai Dropbox. *Submit your weekly blog journal entry before Monday, Week 9.*

### **Week 9 March 15- March 19**

You should be teaching the majority (or all) of the classes by week 9. *Submit your weekly blog journal entry before Monday, Week 10.*

3.22-3.26 (spring break)

### **Week 10 March 29- April 2**

*We will have our third Seminar meeting on Thursday, March 11 at 4:30PM on campus (see syllabus for room). Bring sample portfolio pages.*

You should be teaching the majority (or all) of the classes by week 10. Make plans to begin handing off classes back to your cooperating teacher (and assume a co-teaching role). *Submit your weekly blog journal entry before Monday Week 11.*

### **Week 11 April 5-April 9**

*Schedule a 30 minute coffee/tea break check-in with Michelle to look at your portfolio*

**Week 11 Last Official Week of Student Teaching.** You should be finishing up lessons, handing back the classes to your cooperating teacher

this week, assuming a co-teaching role, coordinate any missed days or return visits. *Submit your final journal entry before Monday, March 23.*

**Week 12 March 29-April 2**

We will have our **fourth** Seminar meeting on Wednesday March 18 at 4:30PM TBD to share and discuss preparing your teaching portfolio.

Work on preparing your teaching portfolio. 2/6 FEAPS pages due in CANVAS(4 pages). Focus on getting anything you need for your portfolio.

**Week 13 April 5 April-9**

Portfolio Check in with Michelle

Work on preparing your teaching portfolio. **Make a 30 minute appointment with Michelle this week/next to discuss any issues or questions regarding your portfolio prior to the next seminar meeting.** Put a corrected draft copy #1 of your portfolio into CANVAS.

**Week 14 April 12-16**

We will have our **fifth** Seminar meeting on Wednesday, April 14 at 4:30PM on campus (see syllabus for room) to discuss preparing your teaching portfolio. Bring paper B/W draft copy #2 of portfolio for peer reviewing and feedback.

Consider week that may be used to make-up absences during the past weeks. Your final black & white paper portfolio 100% complete for review (2 evaluators and me) is due on Wednesday April 21 at 4 pm (PDF online and paper black and white).

**Week 15 April 19-21 (last class)**

Your final black & white paper portfolio 100% complete for review (2 evaluators and me) is due on Wednesday April 21 at 4 pm (PDF online and paper black and white). Portfolios will be returned by reviewers April 24 and ALL required revisions must be made and final **color copy** is due on campus (see syllabus for Art Ed office room number) and in CANVAS by WED. , April 30, 2021 **noon** so grades can be submitted for graduation.