

ARE 4940: Internship in Art Education

SEMESTER AND YEAR: SPRING 2026

CREDIT HOURS: 8

MEETING TIMES AND LOCATION: Public School Placement Site

Faculty Contact Information

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Description: Develops pedagogical knowledge and skills in a school classroom, under the guidance of a K-12 art teacher.

Student Learning Outcomes: At the conclusion of this course, students will:

- 1) Participate fully in the requirements of their student teaching placement site, including regular attendance, preparedness, and professionalism.
- 2) Demonstrate practice-based evidence of the following Florida Educator Accomplished Practices:
 - a. Instruction Design and Lesson Planning,
 - b. The Learning Environment,
 - c. Instructional Delivery,
 - d. Assessment,
 - e. Continuous Professional Development, and
 - f. Professional Responsibility and Ethical Conduct
- 3) Develop, collect, and present evidence and artifacts necessary to demonstrate each of the six professional FEAP standards in a comprehensive digital teaching portfolio.
- 4) Complete and submit weekly electronic journal entries, charting progress during the internship and demonstrating an ability to reflect and document upon the student teaching experience.

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 comprise a minimum of 600 hours of classroom experience, 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 5-6 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.

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

- 1) Instructional 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 FEAPs 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 on Canvas for instructions).

In addition to developing a teaching portfolio, student teachers must also complete and submit (via Canvas) 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.

Textbook and Materials: Students are required to have a Student Learning and Licensure (SLL) account prior to the start of this course. There are no required textbooks or materials for this course. Any supplemental reading materials for this course will be provided through Course Reserves.

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, subject matter knowledge components, and area specialization Art Education 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 600 hours of student teaching must be completed to be eligible for teaching certification in Florida.

Learning Activities/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. During your time student teaching, you will demonstrate evidence of addressing all the FEAPs.

Your mastery of each indicator (included at the end of this document) will be measured by 1) your formal internship evaluations, 2) developing your teaching portfolio, and 3) your weekly field journal reflections. The content of the teaching portfolio is derived from your time student teaching. The portfolio itself is submitted as a requirement of ARE 4934c: Seminar, as are the field journal reflections.

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.

Professionalism: Teacher professionalism contains three essential characteristics; competence, performance, and conduct—all of which directly influence the teacher's effectiveness. Professionalism becomes especially critical in the internship context, and it includes respect, compassion, integrity, and altruism in relationships with students, colleagues, and other stakeholders. While engaged in seminar meetings and student teaching responsibilities, sensitivity and responsiveness to differences in lived experience is expected. With teaching comes responsibility to adhere to principles of confidentiality, scientific/academic integrity, and accountability.

Academic Policies and Procedures: Please use the following link for an overview of all campus-wide academic policies and procedures: <https://go.ufl.edu/syllabuspolicies>

Late Assignment Policy: In order to earn an 'A' in this class, all assignments must be completed and on time. Work submitted after the assigned due date (refer to course schedule for all due dates) will automatically lose 10% of total available points for each day the work is submitted late.

Course Schedule

- Please note that the schedule is subject to change. All changes will be announced via Canvas mail.
- Assignments are **highlighted** (and due via Canvas, unless otherwise noted).
- Observations are **bolded** in **RED**.
- Seminar meetings are *italicized* in **GREEN**.

Week 1 January 5 – 9: First week of student teaching (first day is January 6). Observe and assist your mentor teacher, learn student names, assume some classroom duties, and begin planning for the coming weeks. **Field journal reflection due Friday.** **Student Teaching Orientation Module due Friday.**

Week 2 January 12 – 16: Begin to assume more teaching responsibilities. Try co-teaching a lesson or presentation (one prepared by your mentor teacher okay) in a single class. Continue learning student names and planning for the coming weeks. **Field journal reflection due Friday.**

Week 3 January 19- 23: (MLK Day 1/19) **OBSERVATION #1 THIS WEEK.** This week, you should be teaching two classes with your mentor teacher assisting you (using lessons prepared by your mentor okay). *Student Teaching Seminar #1 on Thursday, January 22 at 4:30pm on campus.* **Field journal reflection due Friday.**

Week 4 January 26- 30: This week, you should be teaching three classes with your mentor teacher assisting you (using lessons prepared by your mentor okay). **Field journal reflection due Friday.**

Week 5 February 2 – 5: This week, you should be teaching four classes with your mentor teacher assisting you (using lessons prepared by your mentor okay). **Field journal reflection due Friday.**

Week 6 February 9 – 13: **OBSERVATION #2 THIS WEEK.** This week, you should be teaching four classes with your mentor teacher assisting you (using lessons prepared by your mentor okay). *Student Teaching Seminar #2 on Thursday, February 12 at 4:30pm on campus.* **Field journal reflection due Friday.**

Week 7 February 16 – 20: This week, you should be teaching the majority of the classes with your mentor teacher assisting you (start incorporating your own lessons). **Draft of Teaching Portfolio due this week for commentary/edits.** **Field journal reflection due Friday.**

Week 8 February 23 – 27: **OBSERVATION #3 THIS WEEK.** This week, you should be teaching the majority of the classes (incorporating your own lessons) with your mentor teacher starting to work more in the background, available for assistance as necessary. **Also, by the end of this week, your mentor teacher should fill out a mid-term evaluation and provide you with feedback on improving your teaching performance in the coming weeks.** *Student Teaching Seminar #3 on Thursday, February 26 at 4:30pm on campus.* **Field journal reflection due Friday.**

Week 9 March 2 – 6: This week, you should be teaching ALL of the classes (using your own lessons) with your mentor teacher in the background, available for assistance as necessary. **Field journal reflection due Friday.**

Week 10 March 9 – 13: **OBSERVATION #4 THIS WEEK.**

This week, you should be teaching ALL of the classes (using your own lessons) with your mentor teacher in the background, available for assistance as necessary. Draft of Teaching Portfolio due this week for commentary/edits. *Student Teaching Seminar #4 on Thursday, March 12 at 4:30pm on campus).* **Field journal reflection due Friday.**

Week 11 March 16 – 20: ALACHUA COUNTY SPRING BREAK

Week 12 March 23 – 27: This week, you should be teaching ALL of the classes (using your own lessons) with your mentor teacher in the background, available for assistance as necessary. **Field journal reflection due Friday.**

Week 13 March 30 – April 3: **OBSERVATION #5 THIS WEEK.**

This week, you should be teaching ALL of the classes (using your own lessons) with your mentor teacher in the background, available for assistance as necessary. **OBSERVATION #4 THIS WEEK.** *Student Teaching Seminar #5 on Thursday, April 2 at 4:30pm on campus).* **Field journal reflection due Friday. Resume and Letter of Application due Friday.**

Week 14 April 6 – 10: This week, you should be teaching ALL of the classes (using your own lessons) with your mentor teacher in the background, available for assistance as necessary. **Field journal reflection due Friday.**

Week 15 April 13 – 17: **FINAL OBSERVATION #6 THIS WEEK.**

This week, you should wrap up your lessons/units and make plans to hand off classes back to your mentor teacher. *Student Teaching Seminar #6 on Thursday, April 16 at 4:30pm on campus).* **Field journal reflection due Friday.**

Week 16 April 20 – 24: April 24 is the FINAL DAY OF STUDENT TEACHING. This week, you should assume a co-teaching role as you hand back classes to your mentor teacher. **TEACHING PORTFOLIO DUE 4/24.**

**UNIVERSITY OF FLORIDA ART EDUCATION PROGRAM
TEACHING PORTFOLIO RATING FORM**

Directions: Each of the following Accomplished Practices is followed by a list of indicators. Check any and all indicators that you find evident in the student's portfolio to help you decide if the student is demonstrating competency in each practice. When determining the student's rating in each category, consider the overall consistency and quality of the indicators found, rather than the total number of indicators checked.

Use the following scale to rate the candidate's evidence of overall competence in each area: 0 - No evidence provided. Unable to evaluate competence; 1 -Evidence of competence is inconclusive and unsatisfactory; 2 - Evidence of developing competence. Needs improvement; 3 - Evidence demonstrates an accomplished level of competence; 4 - Evidence demonstrates exceptional performance and competence.

1. INSTRUCTION DESIGN & LESSON PLANNING	Unsatisfactory	Developing	Accomplished	Exceptional
1a. Aligns instruction with state-adopted standards at the appropriate level of rigor.				
1b. Sequences lessons and concepts to ensure coherence and required prior knowledge				
1c. Designs instruction for students to achieve mastery;				
1d. Selects appropriate formative assessments to monitor learning				
1e. Uses diagnostic student data to plan lessons				
1f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.				
2. THE LEARNING ENVIRONMENT	Unsatisfactory	Developing	Accomplished	Exceptional
2a. Organizes, allocates, and manages the resources of time, space, and attention.				
2b. Manages individual and class behaviors through a well-planned management system				
2c. Conveys high expectations to all students				
2d. Respects students' cultural linguistic and family background				
2e. Models clear, acceptable oral and written communication skills				
2f. Maintains a climate of openness, inquiry, fairness and support;				
2g. Integrates current information and communication technologies				
2h. Adapts the learning environment to accommodate the differing needs and diversity of students				
2i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.				
3. INSTRUCTIONAL DELIVERY & FACILITATION	Unsatisfactory	Developing	Accomplished	Exceptional
3a. Deliver engaging and challenging lessons				
3b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter				
3c. Identify gaps in students' subject matter knowledge				
3d. Modify instruction to respond to preconceptions or misconceptions				
3e. Relate and integrate the subject matter with other disciplines and life experiences				
3f. Employ higher-order questioning techniques				
3g. Apply varied instructional strategies and resources, including appropriate technology to provide comprehensible instruction, and to teach for student understanding				

3h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students				
3i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement				
3j. Utilize student feedback to monitor instructional needs and to adjust instruction				
4. ASSESSMENT	Unsatisfactory	Developing	Accomplished	Exceptional
4a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process				
4b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery				
4c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains				
4d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;				
4e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s)				
4f. Applies technology to organize and integrate assessment information				
5. CONTINUOUS PROFESSIONAL IMPROVEMENT	Unsatisfactory	Developing	Accomplished	Exceptional
5a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs				
5b. Examines and uses data-informed research to improve instruction and student achievement				
5c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons				
5d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;				
5e. Engages in targeted professional growth opportunities and reflective practices; and				
5f. Implements knowledge and skills learned in professional development in the teaching and learning process.				
6. PROFESSIONAL RESPONSIBILITY & ETHICAL CONDUCT	Unsatisfactory	Developing	Accomplished	Exceptional
6a. Adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida and fulfills the expected obligations to students, the public and the education profession.				