

The mission and goal of the Colorado State University Educator Licensure Program is to teach and model the best educational practices to prepare emerging teachers as learners, collaborators, and leaders.

The mission and goal are captured in the following theme:  
*"Teachers as learners, collaborators, and leaders facilitating student success."*

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**2018 Fall EDUC 493A: Student Teaching Seminar: Professional Relations**

*(08/11/18 Updated)*

**D102A Visual Arts Building**

<http://csuartstudentteaching.com/>

**Credits:** 1 (Two hours of coursework per credit hour is expected of all students.)

**Terms:** Fall and spring semesters

**Prerequisites:** EDUC 450; EDUC466; ART326; ART325

**Co-requisites:** EDUC485A and EDUC485B

**Catalog description:** Professional relations. Collegial and professional discussions, support, and assistance.

**Instructor:** Claire Chien, (970) 491-2245  
[Claire.Chien@colostate.edu](mailto:Claire.Chien@colostate.edu)

**Office hours:** By appointment

**University Art Coach:** Samantha Gallegos, (970) 402-7966  
[samalinagal@gmail.com](mailto:samalinagal@gmail.com)

**Texts:** *CSU Student Teaching Handbook* –This can be found at:  
[http://www.cep.chhs.colostate.edu/students/teacher/files/Student\\_Teaching\\_Handbook\\_July2014.pdf](http://www.cep.chhs.colostate.edu/students/teacher/files/Student_Teaching_Handbook_July2014.pdf)

**Additional forms:** Additional forms relating to student teaching can also be found at:

<http://www.cep.chhs.colostate.edu/students/teacher/student-teaching.aspx> (The new website will be up after September, 2018, please up to date.)

**Websites:**

The Colorado Teacher Quality Standards

<https://www.cde.state.co.us/educatoreffectiveness/revisedrubric-pilot>

CDE (Colorado Department of Education): Educator Licensing

[http://www.cde.state.co.us/index\\_license.htm](http://www.cde.state.co.us/index_license.htm)

CDE: Legislative Summary (Education-Related Action Taken by the Colorado General Assembly)

<http://www.cde.state.co.us/cdedepcom/index.htm>

Colorado State University Career Center

<http://www.career.colostate.edu/>

Colorado Visual Arts Standards

<http://www.cde.state.co.us/coarts/statestandards#Visual>

National Core Arts Standards

<http://www.nationalartsstandards.org/>

NAEA Standards for Art Teacher Preparation

<https://www.scribd.com/document/52235159/NAEA-Standards-for-Art-Teacher-Prep>

EDUC466/ART326 site

<http://www.csueduc466art326.com>

ART325 site

<http://www.csuart325.com>

Colorado Art Education Association

<http://caeaco.org/>

National Art Education Association

<http://arteducators.org/>

**Course Description:** “Learning to be a teacher is like learning an art. It requires depth of experience for self-reflective understanding and continued development. It requires related experiences and deep personal involvement. Most important, learning to be a teacher, like learning an art, requires a series of tangible products in which we can

review and see, over time, the pattern of our development and the form of our individuality” (Burkhart and Neil in *Identity and Teacher Learning*). In this class, art students in the process of becoming teachers will continue to search to find insight into the basic philosophical understanding of what may be termed an educational experience: who they are, what they do, and how they define themselves in the context of the teaching situation. Moreover, the student teachers are encouraged to create art pieces as their critical art teaching reflections for professional development.

**Required Textbooks:**

Beattie, D. (1997). *Assessment in art education*. Worcester: MA: Davis.

Fountain, H. (2014). *Differentiated instruction in art*. Digital ed. Worcester: MA: Davis.

More readings will be posted on CANVAS.

**Other resources please visit:** <https://csuartstudentteaching.com>.

**Instructional Methodology:** This course is designed to allow students to explore their role as a practitioner. While providing new information from expert educators, classes will primarily be student-centered, participatory, interactive, supportive, and inquiry-based. Arts-based approaches are also applied to encourage student teachers for generating artistic inquiries and insights.

**Standards and Objectives/Outcomes:** As a result of the discussion and reflection in EDUC493A and analysis of teaching experiences completed in EDUC485A and EDUC485B, the following objectives will be achieved:

1. Students will be able to **create, develop, write and execute lesson plans** for K-12 art students.
2. Students will be able to **integrate art lesson plans into fully developed units** of instruction; making accommodation/modifications for students when appropriate.
3. Students will be able to **demonstrate proper use of materials, techniques and processes** used in teaching K-12 students.
4. Students will be able to **incorporate and analyze multiple assessment strategies** in evaluating the art making process of K-12 students.
5. Students will be able to **demonstrate effective methods** to engage K-12 students in **articulating ideas and responses to works of art**—their own and others.

6. Students will be able to demonstrate **professional attitudes and actions** in their teaching and learning; **planning and creating a résumé, E-portfolio, and TWS.**

7. Students will be able to describe basic **concepts of school law, professional organizations, special education requirements, parent-teacher interaction, and approaches to successful classroom management.**

**Upon completion of EDUC493A, EDUC485A and EDUC485B students are expected to meet all the Colorado Teacher Quality Standards:**

### **The Colorado Teacher Quality Standards (2018-2019)**

*Quality Standard I:* Teachers demonstrate mastery of and pedagogical expertise in the content they teach.

*Quality Standard II:* Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

*Quality Standard III:* Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

*Quality Standard IV:* Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.

#### **Colorado Teacher Quality Standards will be addressed:**

I. Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

ELEMENT A: Teachers provide instruction that is aligned with the Colorado Academic Standards and their district's organized plan of instruction.

ELEMENT B: Teachers develop and implement lessons that connect to a variety of content areas/disciplines and emphasize literacy and mathematical practices.

ELEMENT C: Teachers demonstrate knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices, and specialized characteristics of the disciplines being taught.

II. Teachers establish a safe, inclusive and respectful learning environment for a diverse

population of students.

ELEMENT A: Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.

ELEMENT B: Teachers demonstrate an awareness of, a commitment to, and a respect for multiple aspects of diversity, while working toward common goals as a community of learners.

ELEMENT C: Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students.

ELEMENT D: Teachers work collaboratively with the families and/or significant adults for the benefit of students.

III. Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

ELEMENT A: Teachers demonstrate knowledge about the ways in which learning takes place, including the levels of intellectual, physical, social, and emotional development of their students.

ELEMENT B: Teachers use formal and informal methods to assess student learning, provide feedback, and use results to inform planning and instruction.

ELEMENT C: Teachers integrate and utilize appropriate available technology to engage students in authentic learning experiences.

ELEMENT D: Teachers establish and communicate high expectations and use processes to support the development of critical-thinking and problem-solving skills.

ELEMENT E: Teachers provide students with opportunities to work in teams and develop leadership.

ELEMENT F: Teachers model and promote effective communication.

IV. Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.

ELEMENT A: Teachers demonstrate high standards for professional conduct.

ELEMENT B: Teachers link professional growth to their professional goals.

ELEMENT C: Teachers respond to a complex, dynamic environment.

ELEMENT D: Teachers demonstrate leadership in the school, the community, and the teaching profession.

**Requirements and Expectations:** Students will attend and participate fully in all seminar meetings. Expect to be in seminar for the entire scheduled meeting time. Missed class time must be made up with the instructor.

Class meetings are designed to facilitate appropriate completion of Student Teaching Portfolio, with emphasis on preparing for employment opportunities. In addition to an introduction and review of the Student Teacher Portfolio, seminar should be viewed as a place to share your teaching experiences with your peers. The meeting format will be informal, but students are expected to be professional at all times and be mindful of confidentiality issues. We want you to feel free to discuss all issues without concern. *Seminar discussions are confidential and not to be shared with friends and/or family.*

A digital/video camera can be provided at seminar, so you can document student work if you don't have access to a camera. If you need access to the camera you must notify **Claire** at least 24 hours in advance of our scheduled meeting time.

Meeting dates and topics are outlined in the calendar. ***This calendar is tentative and subject to change.*** Please pay close attention to the assignment column. Students are responsible for assignments on the sheet even if the assignment is not given orally in class.

- **E-portfolio Student Teaching Documentation:** Students will be expected to provide documentation, in the e-portfolio, of at least two complete lesson plans (extended format) for each placement that are introduced with a setting and context and conclude with a reflection. Seminar assignments, portfolio materials, and the student exhibition will provide opportunities for you to make connections to standard elements. More details will be provided by Claire.
- **Video Tape of Teaching:** Students will be videotaped their teaching by the university coach in the 6<sup>th</sup> week of EACH placement (See individual schedule). Students will be given a **self-reflective sheet** to briefly reflect about what they “see” and how this observation may impact future teaching. Students have to turn in the self-reflective sheet in one week.
- **Provide Lesson Plans:** **Student teachers will be expected to email your lesson plan at least 24 hours before the university coach’s observation.** (Ex: If you are going to present your lesson plan on Oct. 10, please email your entire lesson plan to Claire no later than Oct. 8 midnight). Letting your university coach to be familiar with the content that you are going to teach help she make efficient observation.  
The Center for Educator Preparation requires a written lesson plan for each

lesson you present. These materials must be available to the university supervisor at each observation. **One of your lesson plans must be associated with your teaching about social justice through art.** Lesson plan formats can be abbreviated as long as they include: enduring understanding, objectives/outcomes, procedures, materials, resources, and assessment criteria.

- **E-portfolio:** The e-portfolio provides perspective employers with the ability to view your credentials and preparation as a future art educator. The following elements are required to be included (and in this suggested, but not required, order):
  1. E-portfolio description/introduction (Details will be provided in another sheet)
  2. Teaching Philosophy, including:
    - 1) Demonstration of your teaching belief
    - 2) Instruction and Assessment Statement
    - 3) Instruction and Management Statement
    - 4) **OPTIONAL: We are visual arts educators! Try to develop one visual image or diagram to represent your statements**
  3. Professional resume
  4. Reference list
  5. Practicum Teaching Experiences:

This will be a page to simply demonstrate your practicum experiences. Placement descriptions and dates must be included.
  6. Documentation for secondary and elementary placements (including Setting and context and standards element linkage)

**At least one of the lesson plans that you share on the e-portfolio has to be associated with social justice issue(s).**
  7. Reflections (aligning standards/elements to student teaching experience)
    - a) **Art journal (Weekly contact): Please make an additional page on your e-portfolio website to document your teaching practices weekly. In each week, Claire will email you an arts-based prompt by email. You are expected to make short arts-based reflections and post them on this art journal page.**
    - b) Lesson plan reflection: As mentioned earlier, you are also expected to write a brief reflection on your teaching and observation at the end of each lesson plan.
  8. Artist statement
  9. Examples of personal artwork

- **Standards Elements:** Consider these elements as you plan and develop your lessons/units and engage in school culture.

*Quality Standard I:* Teachers demonstrate knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices, and specialized characteristics of the disciplines being taught.

- Aligned instruction
- Content knowledge
- Interconnected lessons

*Quality Standard II:* Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.

- Predictable, caring, and positive learning environment
- Commitment and respect for diversity
- Efficient use of time
- Engage students with healthy relationship with others

*Quality Standard III:* Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

- Knowledge of developmental science
- Uses assessment to provide feedback and inform planning and instruction
- Integrates and utilizes technology
- Establishes high expectations for students
- Provides opportunities to work in teams and develop leadership qualities
- Communicates to students effectively

*Quality Standard IV:* Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.

- Link professional growth to goals
- Respond to complex and dynamic environment
- Promotes professional growth by conducting reflexive practices
- Collaborate with colleagues
- Demonstrate high ethical standards for professional conduct

- **E-portfolio Examples:** <https://csuartstudentteaching.com/portfolios/>  
\* However, please notice that some of your requirements are different than these examples. Remember, they are examples but not templates for your e-portfolio.

**Assessment:** Grading is Pass (Satisfactory) / Fail (Unsatisfactory). Students attending all seminars and completing all requirements will receive a grade of Pass. Students missing one or more seminars and assignments (unless excused) will receive a grade of Fail.

**Accommodations:** If you need specific accommodations due to disability, or other circumstances, please meet with me as soon as possible. I am committed to facilitating your success. Also note the office of *Resources for Disabled Students, 100 General Services Building, 491-6385*. I will endeavor to ensure that this classroom is free of any harassment which has the purpose or effect of creating an intimidating, hostile or offensive learning environment. Please notify me if you feel harassed on the basis of race, ethnic or cultural background, gender or sexual orientation. Also note the *Equal Opportunity Office, 101 Student Services Building, 491-5836*.

**Academic Integrity and the Honor Pledge:** Colorado State University has long upheld values of academic and scholastic integrity. The General Catalog's "Policies and Guiding Principles" asserts that CSU "expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution" - citing "principles of academic honesty" as the first example. (1.6 Page 1).

Likewise, the General Catalog and Graduate Bulletin both note that CSU has "twice been ranked among the nation's Top Character Building Institutions by the Templeton Foundation" and that "the foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity. . . ." (Catalog 1.6 Page 6, Graduate Bulletin, page 51) It is with this tradition that CSU has instituted a Student Honor Pledge.

The Pledge follows:

**I will not give, receive or use any unauthorized assistance.**

Students in EDUC493A will be asked to **thoroughly read the syllabus and professionalism rubric and sign the Honor Pledge after discussion with the instructor.**

**Social Media:** The Center for Educator Preparation has an email listserv for teacher licensure students and alumni. You will be automatically added to this listserv at the time of admission into the teacher licensure program. ***Information communicated through the listserv will pertain to job postings, volunteer prospects, professional development opportunities, and other current topics related to teaching and education.*** CEP hopes that you find this tool beneficial both during your time in the program, and once in the teaching profession after program completion. You can voluntarily remove yourself from the listserv at any time. Also, don't forget to "like" *CSU CEP Teachers* on Facebook! We will be posting information about the licensure program, as well as updates concerning educational policy, legislation, and licensing through CDE.

**Service Dog Policy:** It is illegal to misrepresent your dog as a service dog according to Colorado Law (Policy 8-8002-001). Non-service dogs and emotional support animals are prohibited from entering the premises. Please call the Office of Equal Opportunity at (970) 491-5836 or visit the CSU Policy Library [policylibrary.colostate.edu](http://policylibrary.colostate.edu) if you have any questions.