



Spring 2014

Mondays 5:00 -7:00 pm (or as scheduled)

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Franklin Terrace

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Course Description:

Semester course; 1 seminar hour; 1 credit. Co-requisites: TEDU 485 and 486. For art education majors only. Capstone experience. A seminar concurrent with clinical internship (student teaching) that gives students an opportunity to discuss and evaluate their progress in teaching assignments and other related activities.

Course Goals:

The purpose of this course is to support students in making the transition from student to professional art educator. Specific professional concerns for art teacher candidates will be covered, including but not limited to: teaching and assessment strategies, classroom management, program advocacy, public relations, licensure requirements, legal and ethical issues, and preparing for the job search.

Course Objectives:

Art teacher candidates will:

- Share aspects of their teaching and solicit group feedback
- Reflect on their strengths and weaknesses as a plan for continued professional development
- Develop a professional portfolio and a digital portfolio, to be used in a job search
- Acquire information on job application strategies and interview techniques
- Organize and host an exhibit of student art produced during the student teaching assignment
- Develop an awareness of the importance of advocacy and public relations in generating support for the art program

Policies:

Attendance for the duration of each class is mandatory and punctuality is expected. Clear your calendar for the semester and arrive on campus early enough to secure a parking space. Emergencies or mandatory school events will be dealt with on a case-by-case basis. It is your responsibility to contact the instructor prior to class (as far in advance as possible) and to plan for make-up of the notes/ material/activities missed. Every missed class will result in the loss of 5 points from your grade. Each time you are late to class or leave early counts as 1/2 of an absence. I will take attendance at the beginning and end of class, if you want full credit for attending, make sure you are there

the entire time. If you arrive at class late, it is your responsibility to see me during break time to make sure that I change the absence to a late. If you fail to do so, the absence will stick when I compute semester grades. Do not plan to explain later that recorded absences were actually tardies. I do not differentiate between excused or unexcused absences, however I do appreciate prior notice as a courtesy. The only exception to this is documented cases of serious injury or death of an immediate family member.

Often, we will have class work assignments, group discussions, hands-on activities, etc. If you are not here, you obviously cannot participate. Class starts promptly; if you are late, it is your responsibility to get the notes from someone. Important information may be shared when you are not in class. It is not my responsibility to individually share this information with you. You should find a study partner and agree to share notes, handouts, etc. Also, make sure you take an extra handout when your partner is absent. Do not call or e-mail me asking about what you missed unless you have tried to contact your study partner first.

Email should be checked regularly and utilized effectively for timely communication and completion of assignments. Keep in regular contact with your University Supervisor and make other contacts on an as-needed (but not last minute) basis.

Courtesy is expected as part of class participation. Turn off cell phone ringers, do not text, email, etc. while class is in session. In the case of an emergency that warrants a cell phone staying on alert status, please discuss the issue with the instructor before class begins. Attention to discussions and participation in all class activities is expected. Food and drink are allowed if absolutely necessary but should be consumed with minimal distraction.

Social networking profiles/posts should be carefully considered. As a professional who represents VCU and the school at which you are placed, information and photos posted on social networking or web sites should be clear of the potential to offend students, parents, or school personnel.

Confidentiality will be respected. As much as possible, names of students or teachers will not be mentioned during class discussions. "Whatever is said in class will stay in class." Challenges in the student teaching experience are likely discussions of these challenges will be a necessary component of this course. This type of activity will be structured in order to make the best use of time and to gain the most from it vs. just "venting."

Incompletes: We do not routinely grant incomplete grades to students. In order to be eligible for an incomplete grade, a student must have significant written documentation of a serious personal illness/accident or the illness/accident of a spouse or child. Due dates are due dates, period. Late work will lose 10% of its value immediately and every day thereafter, until it is turned in. *Title* and *Student Name* should be on all *written work* and *file names* for each assignment submitted.

Grading Scale: 90-100: A 80-89: B 70-79: C 60-69: D 59 or below: F

Assignments

Participation & Professionalism: To be successful in this class, it is crucial that you

participate and maintain a professional attitude. You are required to participate by being prepared, attending to the discussions, and willing to try new things. Also, you will often have short assignments to bring to class relating to your experiences student teaching. Additionally, you will be evaluated on your use of class work time. Professionalism includes a positive attitude, politeness and respect towards classmates and your instructor, and interest in class. You are expected to act as a professional and follow universally accepted conduct standards regarding tact, patience, courtesy, promptness, etc. Unprofessional behavior includes inappropriate side barring, talking while others are speaking, checking phone messages, texting, sleeping in class, rudeness, etc. Additionally, you are expected to dress and act like a professional educator in all your interactions with teachers and students in and out of your placement settings. This portion of your grade is determined at the end of the semester.

Personal Biography: Tell me about yourself: where you were born and/or raised, what were your favorite subjects and hobbies, who were your favorite art teachers, what jobs have you held, what are you passionate about, and what influenced you to become an art educator? (approx 250-500 words) – **Due Jan. 27**

Reflections: An approximate length for a reflection is 250-500 words. Write your weekly reflection in a word processing program, save it, and spell check it. Do this before sending it to your university supervisor and posting it in the Discussion Board on Blackboard. Weekly responsibilities include posting your reflections on Blackboard by **11:59 pm each Saturday night AND emailing them to your supervisor. Students are required to bring their weekly log to seminar each Monday.**

Portfolio: During this semester, you will create (*or update*) both a physical and digital portfolio that demonstrates your abilities as a professional educator. Additionally, the content will address national and state visual arts standards. Your portfolio will be of particular use to you for job interviews. Guidelines and a scoring rubric will be explained in class and emailed to you.

Physical Portfolio draft due Feb. 10

Physical Portfolio Final due April 21

Digital Portfolio final due April 28

Observations: You will each conduct 6 formal observations (3 in your first placement and 3 in your second placement). Two of these (1 from each placement) must be from non-art classrooms. You will spend the entire period in the classroom observing the teacher and need to take notes about what is happening in the classroom. You will then write at least 1 full page that explains what happened during the class period.

All first placement observations due February 24

All second placement observations due March 24

Student Blog: You will be responsible for posting photos and information to the VCU Art Education Department's Student Blog at least 4 times each placement. You will be awarded up to 15 pts. for each blog. Consult with your Cooperating Teacher regarding School Policy for photographing students. Generally, no student's face should be recognizable in the photo. Two to three photos will add interest and value to your submission. Be sure to fully explain concepts and show your enthusiasm.

First placement postings due March 3. Second placement postings due April 14.

Action Research Project: You will identify an issue in your teaching and work to improve your practice relating to that issue. In class, we will learn about the basic principles of action research and you will implement an action research project in your second placement. You will collect and analyze data that addresses the issue in your teaching you are working to improve. You will be expected to turn in a final report at the end of the project. *On Monday February 17, our class will be meeting with Music Education teachers to discuss action research proposals. On May 5th our class will be meeting with the student teachers from Music Education to present the results of their action research projects.*

Action Research proposals due Feb 10

Final written report and presentation of action research due on May 5.

Cooperating Teacher Interviews: You will be provided with a series of questions to ask your cooperating teacher about their teaching philosophy, practice, routine, school, etc. You will conduct an interview of your cooperating teacher and transcribe their responses. This is best done during your first week of each placement.

First placement teacher interview is due by March 17th.

Second placement interview is due by April 28.

Video Self-Assessment: At each placement, you will make a video recording of yourself teaching a lesson. You will watch this video and write a self-critique of the recorded lesson (approximately 250-500 words).

First placement video self-assessment paper due February 17.

Second placement video self-assessment due April 7.

Exhibit: You will be working in committees to create an exhibition of student work that will be on view in Franklin Terrace (*or another site of your choosing*) in May. Each student teacher will bring a *minimum* of 4 or 5 student artworks from each placement and will bring relevant information about the student artists, the lesson, etc. You will divide into committees, each of which will have various responsibilities including mounting the work, hanging the work, refreshments, publicity, etc. All students are expected to contribute significantly to the planning and hosting of this exhibition. The exhibition will be on display from April 29 to May 5, and the reception will be May 4 from 1:00-3:00pm. All students must be present that day from 11:00am until we are completely done cleaning up (likely 4:30pm).

25 pts. - bringing work on time, labeled, ready to hang

25 pts. - group work to prepare for the show

Syllabus – Disclaimer Notice: What is listed on this syllabus is what I have planned at this point. It is likely that some of the dates will change and readings or assignments may change too. If so, I will let you know as soon as possible. Please remember that the guest speakers I have contacted may have a change in their plans, too. We will all need to be flexible and realize that things do not always go as we planned.

Assignment Summary (including but not limited to)*:	Points Each	Total Points
Class Attendance - Full points awarded for being on time.	5	TBD
Personal Biography - An introduction to YOU and your journey to becoming an art educator. Due Jan. 27	10	10
Cooperating Teacher Interviews (2 total, 1 per placement) Due 3/17 and 4/28	10	20
Reflections (weekly) - Written reflection based on your experiences at each placement and your growth as an art educator. Pay close attention to the Evaluation Continuum Standards and special requests as noted on the syllabus calendar. Correct spelling, punctuation and grammar are expected.	10	150
Reading Assignments - TBD	10	TBD
Video Self-assessments - to be completed at each placement. Due 2/17 and 4/7		
Professional Portfolio (Draft) - The starting point for this important job search tool Due 2/10	35	35
Professional Portfolio (Final) - The final version of this important job search tool. Due 4/21	65	65
Digital Portfolio - A complement to your Professional Portfolio; this digital version may be helpful for sharing your talents with potential employers. Creating a website is the most effective means and requires photos of your examples, student work, and you in action. Due 4/28	65	65
Observations (6 total) - A great chance to see how educators in other classrooms work to meet professional standards. At least one observation per placement must be of a non-art/ resource/elective class. 3 1st placement due by 2/24 and 2 second placement due 3/24	10	60
Student Blog - Share your favorite experiences with each other and the public. Four times each placement, share photos and ideas. 4 1st placement postings due 3/3. 4 second placement postings due 4/14.	15	120
Action Research Project - Complete one the second placement. We will discuss this at length in class. One action research project that Music Ed students are working on is determining a plan to show measurable growth in student progress. You may find another more or equally as important topic. You will conduct your research, collect data and document the process in writing with photos and give a presentation. Action research proposal due 2/10. Final report and presentation of action research due May 5.	30	30
Student Exhibition - This is the culminating event! Visual art needs to be exhibited publicly and your programs need to be shared with the community in order to be seen as important elements of the total education of a child. *Detailed directions will be explained in class and/or sent via email	50	50

Calendar (Subject to change as opportunities arise)

Date	Topic	What you need to do prior to coming to this class on this date
Thurs, Jan 9	Orientation School of Education and VCU art education	
Mon, Jan 13	First student teaching placement begins	Post your weekly log & reflection on Blackboard.
<i>Mon, Jan 20</i>	<i>MLK Day university closed</i>	
Mon, Jan 27	Student Teacher Handbook and Personal Biography	Post your weekly log & reflections on Blackboard. Upload personal bio to Blackboard. Read student teacher handbook!
Mon, Feb 3	Managing Supplies <i>Perhaps Meredith Ose will come in to talk about Sax materials and supplies.</i>	Read Szekely article (on Blackboard). Post your weekly log & reflection on Blackboard.
Mon, Feb 10	Digital Portfolio work in lab with Luke.	Post your weekly log & reflection on Blackboard. Professional Portfolio Draft DUE . Also bring in your action research project proposal idea!
Mon, Feb 17	Action Research Project-Meet with Music Education student teachers	Post your weekly log & reflection on Blackboard. Video Self-Assessment and Critique DUE .
Mon, Feb 24	Scheduling, Pacing Guides, Curriculum, and Assessment <i>Michael Gettings may visit and discuss Chesterfield County's Pacing Guides</i>	Read Bain et.al article on Blackboard. Post your weekly log & reflection on Blackboard. Classroom Observations paper DUE .
<i>Mon, Mar 3</i>	Classroom Management Classroom Design	Read Broome article and Larochelle article on Blackboard. Post your weekly log & reflections on Blackboard. Student Teacher Blog postings DUE .
<i>Mon, Mar 10</i>	<i>VCU Spring Break - no class</i> <i>Second student teaching placement begins</i>	Post your weekly log and reflections on Blackboard.
Mon, Mar 17	<i>VAEA representative may come in to discuss our professional organization.</i>	Cooperating Teacher Interview from 1 st

		placement DUE and post your weekly log and reflections on Blackboard.
Mon, Mar 24	Social Justice and Cultural Literacy.	Read Dewhurst article on Blackboard. Post your weekly log & reflection on Blackboard. Classroom Observations paper DUE .
Mon, Mar 31	<i>NAEA convention - no class</i>	Post your weekly log & reflection on Blackboard.
Mon, Apr 7	Digital Portfolio work in the lab with Luke.	Post in your weekly log & reflection on Blackboard. Video Self-Assessment and Critique Paper DUE .
Mon, Apr 14	RPS/Henrico/Chesterfield/Hanover spring break no class	Student Teacher Blog postings DUE .
Mon, Apr 21	Area Arts Supervisors come in to class.	Come dressed appropriately for an interview. Professional Portfolio Final DUE . Also complete an online application and bring to class. Post your weekly log & reflection on Blackboard.
Mon, Apr 28	Last day of class Exhibition planning	Post your weekly log & reflection on Blackboard. Digital Portfolio DUE . Cooperating Teacher Interview from 2 nd placement DUE
Sunday, May 4	Exhibition and reception	
Mon, May 5	Action Research Project - Meet with Music Education student teachers	Action Research Project DUE . Post your weekly log and reflection on Blackboard.
	Schedule date to take down exhibit!	

Email Policy

Electronic mail or "email" is considered an official method for communication at VCU because it delivers information in a convenient, timely, cost effective and environmentally aware manner. Students are expected to check their official VCU email on a frequent and consistent basis in order to remain informed of university-related communications. The university recommends checking email daily. Students are responsible for the consequences of not reading, in a timely fashion, university-related communications sent to their official VCU student email account. This policy ensures that all students have

access to this important form of communication. It ensures students can be reached through a standardized channel by faculty and other staff of the university as needed. Mail sent to the VCU email address may include notification of university-related actions, including disciplinary action. Please read the policy in its entirety:
<http://www.ts.vcu.edu/kb/3407.html>

VCU Honor System: Upholding Academic Integrity

The VCU Honor System policy describes the responsibilities of students, faculty and administration in upholding academic integrity, while at the same time respecting the rights of individuals to the due process offered by administrative hearings and appeals. According to this policy, "Members of the academic community are required to conduct themselves in accordance with the highest standards of academic honesty and integrity." In addition, "All members of the VCU community are presumed to have an understanding of the VCU Honor System and are required to:

- Agree to be bound by the Honor System policy and its procedures;
- Report suspicion or knowledge of possible violations of the Honor System;
- Support an environment that reflects a commitment to academic integrity;
- Answer truthfully when called upon to do so regarding Honor System cases, and,
- Maintain confidentiality regarding specific information in Honor System cases."

The Honor System in its entirety can be reviewed on the Web at
<http://www.assurance.vcu.edu/Policy%20Library/VCU%20Honor%20System.pdf>. More information can also be found on the Division of Student Affairs website at
http://www.students.vcu.edu/studentconduct/students/student_honor_system.html.

Student Conduct in the Classroom

According to the *Faculty Guide to Student Conduct in Instructional Settings* (<http://www.assurance.vcu.edu/Policy%20Library/Faculty%20Guide%20to%20Student%20Conduct%20in%20Instructional%20Settings.pdf>), "The university is a community of learners. Students, as well as faculty, have a responsibility for creating and maintaining an environment that supports effective instruction. In order for faculty members (including graduate teaching assistants) to provide and students to receive effective instruction in classrooms, laboratories, studios, online courses, and other learning areas, the university expects students to conduct themselves in an orderly and cooperative manner." Among other things, cell phones and beepers should be turned off while in the classroom. Also, the university Rules and Procedures prohibit anyone from having "in his possession any firearm, other weapon, or explosive, regardless of whether a license to possess the same has been issued, without the written authorization of the President of the university..." For more information, visit the VCU Insider online at
<https://docs.google.com/a/vcu.edu/file/d/0B7z3ZniSHWXVU1ZmcFpIQ1J2UXM/edit?pli=1>.

Students with Disabilities

SECTION 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 as amended require that VCU provides "academic adjustments" or "reasonable accommodations" to any student who has a physical or mental impairment that substantially limits a major life activity. To receive accommodations, students must request them by contacting the Disability Support Services Office on the Monroe Park

Campus (828-2253) or the Division for Academic Success on the MCV campus (828-9782). More information is available at the Disability Support Services webpage: <http://www.students.vcu.edu/dss/> or the Division for Academic Success webpage at www.specialservices.vcu.edu/disabilityss.

Any student who has a disability that requires an academic accommodation should schedule a meeting with the instructor at the student's earliest convenience. Additionally, if coursework requires the student to work in a lab environment, the student should advise the instructor or a department chairperson of any concerns that the student may have regarding safety issues related to a disability. Students should follow this procedure for all courses in the academic semester.

Statement on Military Short-Term Training or Deployment

If military students receive orders for short-term training or deployment, they should inform and present their orders to Military Student Services and to their professor(s). For further information on policies and procedures contact Military Services at 828-5993 or access the corresponding policies at <http://www.pubapps.vcu.edu/bulletins/about/?Default.aspx?uid=10096&iid=30704>.

Excused Absences for Students Representing the University

Students who represent the university (athletes and others) do not choose their schedules. Student athletes are required to attend games and/or meets. All student athletes should provide their schedules to their instructors at the beginning of the semester. The Intercollegiate Athletic Council strongly encourages faculty to treat missed classes or exams (because of a scheduling conflict) as excused absences and urges faculty to work with the students to make up the work or exam.

Campus Emergency information

What to Know and Do to Be Prepared for Emergencies at VCU:

- Sign up to receive VCU text messaging alerts (<http://www.vcu.edu/alert/notify>). Keep your information up-to-date. Within the classroom, the professor will keep his or her phone on to receive any emergency transmissions.
- Know the safe evacuation route from each of your classrooms. Emergency evacuation routes are posted in on-campus classrooms.
- Listen for and follow instructions from VCU or other designated authorities. Within the classroom, follow your professor's instructions.
- Know where to go for additional emergency information (<http://www.vcu.edu/alert>).
- Know the emergency phone number for the VCU Police (828-1234). Report suspicious activities and objects.
- Keep your permanent address and emergency contact information current in eServices.

Important Dates

Important dates for the Spring 2014 semester are available at:

http://academiccalendars.vcu.edu/ac_fullViewAll.asp?term=Spring+2014

VCU Mobile

The VCU Mobile application is a valuable tool to get the latest VCU information on the go. The application contains helpful information including the VCU directory, events, course schedules, campus maps, athletics and general VCU news, emergency information, library resources, Blackboard and more. To download the application on your smartphone or for more information, please visit <http://m.vcu.edu>.

Class Registration Required for Attendance

Students may attend only those classes for which they have registered. Faculty may not add students to class rosters. Therefore, if students are attending a class for which they have not registered, they must stop attending.

Withdrawal from Classes

Before withdrawing from classes, students should consult their instructor as well as other appropriate university offices. Withdrawing from classes may negatively impact a student's financial aid award and his or her semester charges. To discuss financial aid and the student bill, visit the Student Services Center at 1015 Harris Hall or contact a financial aid counselor at <http://www.enrollment.vcu.edu/finaid/contact.html>

Student Financial Responsibility

Students assume the responsibility of full payment of tuition and fees generated from their registration and all charges for housing and dining services, and other applicable miscellaneous charges.