

ART EDUCATION PRACTICUM HANDBOOK for COOPERATING TEACHERS

This handbook maps week-by-week suggestions for elementary practicum students and cooperating teachers in art education. The document is a guide, assisting you in developing substantive teaching and assessment experiences. Practicum consists of two days per week for six weeks, each at the elementary and secondary levels. During each placement, the student becomes familiar with the students, staff, rules, procedures, structure, and resources of the school; takes notes on observations of all aspects of art learning and teaching; shadows the cooperating teacher, giving demonstrations and presentations based on the CT's curriculum; and develops and teaches at least one of his/her own art projects to a selected focus group of students.

I. COOPERATING TEACHER RESPONSIBILITIES

1. Welcome the teacher candidate into the teaching profession and introduce him/her to your school building, staff, students, policies, and school community/parents.
2. Share your story – why did you pursue art education as a career path? What motivates and sustains you in this choice? What are the benefits you experience? What are your challenges?
3. Continually communicate your expectations, needs, and suggestions to the practicum student with objectivity and professionalism, and listen to his/her needs, concerns, and ideas.
4. Provide opportunities for the student to observe your teaching and use your curriculum, reflectively analyze and discuss teaching challenges, and apply your methods and class management techniques (apprenticeship model).
5. Support the practicum student's professional development
 - a. Facilitate the student teacher's self-reflection and self-evaluation in conversation and conferencing.
 - b. Identify the student's strengths and weaknesses and suggest new challenges.
 - c. Collaborate with candidate, helping him/her to develop engaging, age-appropriate, art rich curriculum and to justify or explain his/her pedagogical choices.
 - d. Balance constructive criticism with praise/encouragement.
 - e. Invite him/her to participate in outside of class duties such as coaching, advising, parent-teacher conferences, staff meetings, and professional development in-service.
6. Evaluate the student teacher
 - a. Take observation notes and provide formative assessment of the practicum student's teaching performance in the form of conversation or conferencing. Give feedback on the student's written lesson/project plans in advance of instruction.
 - b. Summative: Complete evaluation of the student's teaching performance according to UW Madison teacher education standards (see section V: Evaluation).

II. UNIVERSITY SUPERVISION

University Supervisor: Dr. Mary Hoefflerle

- Cell: 608.772.7016
- Email: hoefflerle@wisc.edu
- Availability for Observations: Most Mondays, Wednesdays, and Fridays

Supervisor's role

- Acts as a liaison between UW Madison and your host school
- Provides mediation between you and practicum student as needed
- Conferences with you about the student's work in your classroom
- Takes notes during the observations and asks k-12 students questions about their learning
- Facilitates 20 – 45 minute student self-reflection after the lesson, offers suggestions and resources, and participates in triad conversation about the lesson content and assessment
- Completes written formative assessments and gives copies to you and student teacher

Two observation visits

- During the first or second week of each placement, Mary will briefly visit your school during a prep period to say hello to you, address any initial questions or concerns, and ensure the student is able to complete all teaching requirements during the practicum timeframe.
- The second visit will be pre-arranged and occur sometime during the fourth, fifth or sixth week of the placement. Mary observes one class, then conferences with you and student afterwards.

III. LESSON PLAN EXPECTATIONS for PRACTICUM STUDENT

The teacher candidate will write a lesson plan for the project he/she creates and teaches in the placement. The lesson will be developed, with your guidance, during the methods course and be discussed with you in advance of instruction. The student teacher will provide this formal, typed lesson plan to the supervisor two days in advance of the official observation. This and accompanying documents become artifacts for job and e-portfolios and resources for future teaching.

Lesson plan format

1. Candidate's name
2. Title of lesson/unit
3. Grade level(s)
4. Photo of teaching sample of the project
5. District, state or national standards
6. Learning objectives
7. Art context (artists, periods of art, art concepts, art vocabulary, academic language, etc.)
8. Lesson sequence: introduction/anticipatory set, demonstration, activities, clean up, closure/review
9. Assessment methods/strategies for before, during and after instruction
10. Materials, supplies, tools; instructional materials like rubrics, power point or handouts

IV. SUGGESTED ACTIVITES

Weeks 1 and 2

Student Teacher	Cooperating Teacher
<ul style="list-style-type: none"> • Provide your emergency contact information to the CT. Discuss planned absence, if any. • Identify art resources, media, tools, and technology available for teaching. • Review and make copy of schedule of classes. • Review seating charts and learn pupils' names as quickly as possible, especially for your focus group/class. • Initiate interactions with pupils; work with individuals or small group. Introduce yourself. • Observe and take notes of class routines, class management strategies, lesson sequencing, assessment methods, and procedures (storing artwork, clean up, distributing supplies, etc). • Discuss school and classroom rules with CT. • Write daily reflections in notebook to process what you are experiencing and seeing. • Determine your focus group/class for which you will develop curriculum and teach. With your cooperating teacher, discuss possible concepts, skills, media techniques and vocabulary that you might address in the lesson. • Assist cooperating teacher by working one-to-one or with small groups of students, preparing materials for projects, putting up bulletin boards, cleanup, or with simple routines like attendance or transitioning students between classes. 	<ul style="list-style-type: none"> • Discuss how you would like to be contacted in case of emergency/illness and provide your phone number. • If possible, provide a clean desk or workspace for your practicum student. • Introduce student teacher to all classes, principal, and staff, and tour school building. Provide description of parental involvement and school neighborhood. • Review pertinent emergency safety procedures and school policies such as directions for tornado drills and location of first aid kit, internet usage, etc. • Explain the main goals of the art program and provide district curriculum if used. • Explain how you develop and plan curriculum/lessons and explain your assessment methods. • Discuss tips for working with individual students with special needs. • Allow practicum student to observe you teach and ask you questions about your curriculum and instruction. Share lesson plans/resources. • Work with student teacher to determine what specific class/grade will be suitable for the lesson he/she will develop and teach during weeks 4 – 6 of the placement. • Since the lesson the student teaches will be video recorded, are any permission slips required for the selected focus group/class?

The University Supervisor will visit your classroom during the 1st or 2nd week of practicum to check-in, introduce herself to cooperating teacher, and address any initial questions or concerns.

Weeks 3 and 4

Student Teacher	Cooperating Teacher
<ul style="list-style-type: none"> • After observing your CT give a demonstration or introduce a new project to one section of a grade, you teach the same lesson to another section. Do this at least twice. • Clearly explain your ideas to the CT for the lesson you will plan and teach. Discuss changes needed. • Continue to keep notes on your observations and reflections on practicum experience. • Email University Supervisor time/date for first formal observation to occur during Week 4, 5 or 6. 	<ul style="list-style-type: none"> • Model the demonstration or presentation you wish students to shadow and clearly explain its objectives and rationale for its existence in the grade level curriculum. • Provide ongoing feedback to the student teacher about strengths and weaknesses in his/her performance/work in the classroom. This can be done through written notes, email, or just through conversation. • Give feedback to the student on his/her lesson plan, giving advice on how to improve it or ideas for consideration.

Weeks 4, 5 and/or 6

Student Teacher	Cooperating Teacher
<ul style="list-style-type: none"> • Do more shadow teaching – giving demonstrations or presentations of curriculum developed by the CT. • Teach lesson/project to focus group students and video record your performance. • Conduct formative and summative assessment of student learning. • Take photos of student artwork (sample of patterns in artwork and anomalies). • Write video self-critique and assessment commentary. • Thank your cooperating teaching profusely for his/her guidance, hospitality, time and generosity. 	<ul style="list-style-type: none"> • Help student teacher generate and practice multiple ways of instruction and assessment and trouble shoot pupil-teacher interactions. • Share your “internal thinking” about how you deal with the complexities of teaching: planning, problem solving, interactions with pupils and faculty, etc. • Give constructive feedback to student about his/her lesson plan and teaching performance. • Complete final evaluation form for student and email to University Supervisor (digital version will be emailed to CT in advance) and to practicum student.

On the pre-scheduled date/time, the University Supervisor observes practicum student teach lesson to focus group, conferences with student (and CT if possible) afterwards, and completes evaluation form.

V. EVALUATION OF STUDENT TEACHER

The evaluation of the practicum student is a continuous process undertaken by the student teacher, cooperating teacher, and university supervisor. This process includes *formative evaluation* of lesson plans and analysis of strengths, weaknesses, and progress of the student teacher over a period of time and *summative assessment* at the end of the placement in the form of a written evaluation. A digital copy of the evaluation form below will be sent to the CT a week before the end of the placement.

Standard 1. Learner and Learning Environment		
Emerging	Proficient	
		Built rapport with students of different grade levels – initiated interactions with students
		Related to and worked comfortably with a diverse student population – special needs, ELL/ESL, talented and gifted, multicultural...

Standard 2. Planning		
Emerging	Proficient	
		Accurate, extensive knowledge of art
		Demonstration of art skills
		Planned age-appropriate curriculum and instruction
		Thorough preparation for two-day lesson (materials, tools, technology...); asked for your feedback, expertise and assistance; planned for any necessary adaptations
		Clear and succinct explanation of the lessons/project's learning objectives

Standard 3. Engagement and Instruction		
Emerging	Proficient	
		Ability to communicate, verbal presentation skills, use of art vocabulary, articulate project's learning objectives to students
		Asked open-ended, student-centered questions to promote deeper thinking
		Classroom management: distribution and clean up of materials, time management
		Behavior management: dealt with and resolved disruptive situations

Standard 4. Assessment		
Emerging	Proficient	
		Formative assessment of student's progress and learning (scaffolding), one-to-one assistance and questioning strategies
		Summative evaluation of student work

Standard 5. Professionalism		
Needs Attention	Good	
		Professionalism: dressed professionally for a school environment, kept student confidentiality, interacted positively/ professionally with all school staff
		Punctuality (NEVER late)
		Initiative, self-motivated
		Rapport with you and other staff, and accepted constructive criticism with humility
		Healthy teacher disposition (showing interest, enthusiasm, confidence, caring)
		Inquisitive: asked thoughtful questions about curriculum, pedagogy, and other aspects of teaching and asked for feedback on his/her work in your classroom

Add remarks about the student's readiness for student teaching (please, note strengths, advice and/or constructive criticism):