

ART EDUCATION STUDENT TEACHING HANDBOOK **for COOPERATING TEACHERS**

This handbook maps week-by-week suggestions for teacher candidates, cooperating teachers and university supervisors in art education. This material is a guide, assisting them in developing substantive teaching and assessment experiences. In addition, this guide reflects recent changes in certification requirements in the areas of standards, assessment, edTPA (Teacher Performance Assessment) and professional development.

Student teaching consists of a full semester teaching experience (based on the school district's calendar), five days per week, for nine 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. Initially, the teacher candidate observes for about one week and then begins to assume teaching responsibilities with increasing frequency and responsibility as the weeks proceed. For at least two weeks of student teaching at each level, the teacher candidate will assume all the duties of the cooperating teacher with respect to class and teaching load, administrative responsibilities, and evaluation of student learning.

Admission Requirements for Student Teaching

Teacher candidates have successfully completed (among other program requirements):

- 338 Service Learning in Art
- 323 Art in Elementary Education
- 324 Art in Secondary Education
- 470 Elementary Practicum in Teaching Art
- 493 Secondary Practicum in Teaching Art
- 506 Inclusive Schooling
- Recommendation for student teaching by practicum teachers and methods instructor

I. CALENDAR

APRIL (Secondary)					
Week 1	6	7	8	9 Upload edTPA	10
Week 2	13 Seminar 4:30	14	15	16	17
Week 3	20	21	22	23	24
Week 4	27 Seminar 4:30	28	29	30	May 1
MAY (Secondary)					
Week 5	4	5	6	7	8
Week 6	11 Seminar 4:30	12	13	14	15
Week 7	18	19	20	21	22
Week 8	25 Memorial Day	26	27	28	29
JUNE (Secondary)					
Week 9	1 Last Seminar 4:30	2	3	4	5
Week 10	8	9	10	11	12 Last Day

II. UNIVERSITY SUPERVISOR

University Supervisor: Dr. Mary Hoefflerle

- Cell: 608.772.7016
- Email: hoefflerle@wisc.edu

Supervisor's role

- Acts as a liaison between UW-Madison and your school
- Provides mediation between you and teacher candidate as needed
- Conferences with you about the student's work in your classroom
- Facilitates 20 – 35 minute student self-reflection after the lesson, offers suggestions and resources, and participates in triad conversation about the student's work
- Completes written formative assessments and emails copies to you and student teacher
- Shares UW-Madison and art education resources, plus PD offerings

Three observation visits

- During the second week of the placement, Mary will visit your school during a prep period to say hello to you, listen to how teaching responsibilities will be transferred to teacher candidate, discuss lesson plan expectations, and address any initial questions or concerns.
- The second visit will be pre-arranged and occur sometime during the third through fifth week of the placement. Mary observes one or two classes, then conferences with you and student.
- The third visit will be pre-arranged, occur in weeks six through nine, and include observation of one or two classes and a final triad conference.

III. COOPERATING TEACHER RESPONSIBILITIES

1. Welcome the teacher candidate into the teaching profession and introduce them to your school building, staff, students, policies, and school community and parents when possible.
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 the challenges?
3. Continually communicate your expectations, needs, and suggestions to the teacher candidate with objectivity and professionalism, and generously listen to their needs, concerns, questions and ideas.
4. Provide opportunities for candidate 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 candidate's professional development
 - a. Facilitate the student's self-reflection in conversation and conferencing.
 - b. Encourage the student teacher to begin development of a personal style, creating and trying their teaching ideas (co-teaching model).
 - c. Identify strengths and weaknesses and new challenges for the teacher candidate.
 - d. Collaborate with candidate, helping them to develop engaging, age-appropriate, art rich curriculum and to justify or explain pedagogical choices.
 - e. Scaffold learning by handing over teaching responsibilities at a pace that is appropriate for you and your student teacher.
 - f. Balance constructive criticism with praise/encouragement.
 - g. Leave the classroom occasionally to give the student space to be completely in charge of all teaching responsibilities (but don't leave the building).
 - h. Invite student teacher 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 candidate's teaching performance in the form of conversation or conferencing. Give feedback on the student's written lesson/project plans *in advance* of their instruction.
 - b. Summative:
 - i. Final letter grade and formal evaluation of the candidate's teaching performance according to UW Madison standards (see section VI: Evaluation)
 - ii. Letter of recommendation typed on document with your school letterhead
7. Self-evaluation: The following questions are intended as a self-evaluation tool to assist you in carrying out your role as a teacher educator.
 - a. Do I encourage confidence in my student teacher? Do I support them so that they feel well prepared and in charge during lead teaching weeks?
 - b. Do I encourage creativity and support them in developing their own teaching style?
 - c. Do I allow them to solve problems in class without interference unless asked?
 - d. Do I help them to feel comfortable in the classroom?
 - e. Do I provide for a gradual assumption of teaching responsibilities?
 - f. Am I open and willing to discuss problems and issues with them?
 - g. Do I provide them with responsibilities that are appropriate for their growth?
 - h. Do I share my reasons, rationales, and reflections on curriculum and classroom organization with my student teacher?
 - i. Do I make time on a regular basis for checking in, planning, reflecting, evaluating, and discussing issues with my student teacher?

IV. LESSON PLAN EXPECTATIONS for TEACHER CANDIDATE

The teacher candidate will write plans for each project they invent and teach in the placement (it's not necessary to type a full lesson plan if modeling cooperating teacher's lesson). The lesson plans should be typed and formalized according to the one provided by the university and discussed with you at least three days *in advance* of instruction. The student teacher must provide formal, typed lesson plans to the supervisor two days in advance of the two official observations. These become artifacts for job portfolios and resources for future teaching.

V. SUGGESTED ACTIVITES

Week 1 (Orientation)	
Student Teacher/Teacher Candidate	Cooperating Teacher
<ul style="list-style-type: none"> Identify art resources, media, tools, and technology available for teaching. Review schedule of classes, seating charts and learn pupils' names as quickly as possible. Initiate interactions with pupils; work with individuals or small group. Introduce yourself. Help CT prepare and cleanup materials or with simple routines like attendance or transitioning students between classes. Observe and take notes of class routines, class management strategies, lesson sequencing, assessment methods, and procedures (storing artwork, clean up, distributing supplies, etc). Discuss classroom rules with CT. Should you follow his/her structure or develop your own? Write daily reflections, process what you are experiencing and seeing. Start to plan lessons for selected grade level by end of first week. Consider exhibiting your artwork in a public display with signage and photos. Share your strengths, weaknesses with CT, and inform him/her of planned absences. Give your emergency contact info to CT. 	<ul style="list-style-type: none"> Provide a clean desk or workspace for student teacher. Introduce student teacher to all classes, principal, and staff, tour school building, and provide description of parental involvement and school neighborhood. Review emergency safety procedures and school policies such as directions for tornado drills and location of first aid kit, internet usage, harassment, etc. Explain the philosophy of the school and main goals of the art program and provide your curriculum. Explain how you develop and plan curriculum/lessons and explain your assessment methods. Discuss mainstreaming/inclusion and its effects on teaching, learning and the art program. Allow student to observe you teach and ask you questions about your curriculum and instruction. Explain your expectations of the student teacher, including expectations for lesson plan writing and how far in advance of instruction you wish to see the plans. If you have a specific lesson plan format you would like your student teacher to use, please share and explain. Otherwise, the student will write lesson plans using a university template. Determine which grade level will be the student teacher's first responsibility, then, brainstorm possible concepts, media, artistic processes or artists for the student teacher to address in his/her lesson plans.

Weeks 2 and 3

Student Teacher/Teacher Candidate	Cooperating Teacher
<ul style="list-style-type: none"> • Begin to take over some direct teaching responsibilities. • Begin to establish yourself as a teacher. • 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. • With each new group that you assume the lead teacher role, introduce yourself and provide expectations for the class. • Provide written lesson plans at least 3 days prior to instruction of lesson and discuss with cooperating teacher. • Review critique notes that the cooperating teacher has taken concerning your teaching performance. • If possible, email your Supervisor with a time/date for first formal observation to occur during Week 4, 5 or 6. 	<ul style="list-style-type: none"> • Determine how classes will be turned over to the student teacher: Will the student teacher will be given more classes each week with a full load of classes for one or two weeks? • Formally address each class prior to turning over the group to the student teacher (e.g. "Ms./Mr. _____ will be your teacher for this unit/project.") • Provide ongoing evaluation of the student teacher's strengths and weaknesses and do a more formal assessment at least once a week (written notes, separate time for quiet conference/conversation). • Collaboratively plan, prepare for, co-teach, and assess student learning with teacher candidate. • The cooperating teacher should turn over responsibilities to the student teacher only when the student teacher is ready for it. If not, please, be direct about the need and specifics for change and inform the university supervisor of any concerns.

University Supervisor

During Week 2, the supervisor visits the placement to assess the working relationship between the student teacher and the cooperating teacher and ensure a plan is in place for how teaching responsibilities will be transferred from the CT to student teacher.

WEEKS 4, 5 and 6

WEEKS 4, 5 and 6	
Student Teacher/Teacher Candidate	Cooperating Teacher
<ul style="list-style-type: none"> • Assume more teaching responsibilities. • Attempt to handle all situations; discuss uncertainties with cooperating teacher prior, during, and after class. • Develop abilities in self-assessment. • Take photos pupils' artwork. • Use technology to enhance teaching and pupil learning and apply various teaching methods. • Learn about evaluation of student artwork through formal, informal methods; critique sessions; rubrics. • Understand ordering of art supplies, budget. • Attend extra school functions (PTA, faculty meetings, parent-teacher conferences, etc.). • Ask your CT to formally assess your teaching. • Email lesson plan(s) to the University Supervisor for the scheduled observation two days in advance of the visit. Have on hand all other lesson plans and related materials to share with Supervisor. 	<ul style="list-style-type: none"> • Starting Week 4 or 5, leave the classroom for short time periods to allow the student teacher to independently handle teaching responsibilities. • Allow student teacher to handle all aspects of teaching and student interaction (aside from extreme behavior/safety issues) by end of Week 6. • 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. • Set aside time devoted to a discussion and formal review of student teacher's progress at this time. Feel free to use UW Madison evaluation form to guide your discussion.
	University Supervisor

WEEKS 7, 8 and 9

WEEKS 7, 8 and 9	
Student Teacher/Teacher Candidate	Cooperating Teacher
<ul style="list-style-type: none"> • Teach all classes for two full weeks. • Analyze strengths and weaknesses of planning, teaching, and pupils/teacher interactions. • Thank your cooperating teaching profusely for his/her guidance, hospitality, time and generosity. 	<ul style="list-style-type: none"> • Allow student teacher to assume all teaching responsibilities for 2 full weeks. • Complete a Letter of Recommendation for the student teacher. Give to student and email to supervisor. • Complete final e-evaluation form provided by the Art Education Area of the Art Department via email.
University Supervisor	
Supervision of student teacher for multiple classes, one half-day, conference with student teacher and cooperating teacher if possible, write formal evaluation.	

VI. EVALUATION OF STUDENT TEACHER

The evaluation of the teacher candidate 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; *summative assessment* at the end of the placement, including your recommendation for the student's final grade (A, AB, BC, C, D, F) based on the edTPA and UW Madison Teacher Education Standards (see below), and a *formal letter of recommendation* typed with your school letterhead (send letter and final evaluation via email to supervisor and student teacher).

Note: The University Supervisor will send you an electronic version of this evaluation form with room for comments two weeks before the end of the placement, but feel free to use it for formative assessment purposes.

Standard 1. Learner and Learning Environment			
Emerging	Proficient	Advanced	
			<i>Rapport</i> : Built healthy one-to-one and group rapport with a diverse student population: special needs, ELL/ESL, advanced learners, multicultural, and various age levels
			<i>Material management</i> : implemented an effective plan for distribution and clean up of space, materials and tools, plus organized storage of student work
			<i>Behavior management</i> : confidently addressed disruptive situations, effectively used a variety of strategies to gain and hold student attention, consistently monitored the whole group and acted proactively to minimize misbehavior and/or teach positive behavior.

Comments (if any):

Standard 2. Lesson Planning			
Emerging	Proficient	Advanced	
			Lesson plans convey a clearly articulated <i>central focus</i> or big idea and age-appropriate <i>learning objectives</i> that 1) relate to standards and 2) reflect important, rich art concepts.
			Lessons demonstrate <i>meaningful connections</i> to students' prior academic learning (in art or other subject areas), personal experience, and/or the art world, art history, or art careers.
			Timely and <i>organized preparation</i> of visuals, materials, and equipment for each lesson, and clear consideration of adaptations or instructional supports needed for a variety of learners.
			Asked <i>Cooperating Teacher for feedback</i> , expertise and assistance during curriculum development, and gave lesson plans to CT for review in advance of instruction.

Comments (if any):

Standard 3. Engagement and Instruction			
Emerging	Proficient	Advanced	
			<i>Communication skills</i> : confident "teacher presence" (non-verbal gestures and facial expressions, eye contact), clear articulation and use of academic language and art vocabulary; projected a commanding voice (tone, inflection, and volume)
			Enthusiastically and interactively <i>engaged students'</i> in the lesson's content, kept a forward momentum and managed time appropriately.
			Asked <i>open-ended, student-centered questions</i> to promote deeper thinking
			Provided students with <i>opportunities for choice</i> in ways that deepened their understanding of art (choice of subject matter/content, media, tools, and/or process).

Comments (if any):

Standard 4. Assessment			
Emerging	Proficient	Advanced	
			<i>Formative assessment</i> : provided students with one-to-one feedback on strengths and needs related to learning objectives; posed questions instead of telling answers.
			Planned and implemented a method for <i>summative evaluation</i> of student work.

Comments (if any):

Standard 5. Professionalism			
Needs Attention	Good	Excellent	
			Punctuality: never late.
			Strong initiative, self-motivation, work ethic, completed tasks without being reminded.
			Attended and participated in extracurricular events, PD, or community functions
			Collaborated and built rapport with CT and other staff; accepted feedback with humility.
			Healthy teacher disposition (showing interest, enthusiasm, confidence, caring, inquisitive).
			Able to reflect on and meaningfully justify their decisions related to student interactions, curriculum development, instructional and assessment strategies

Comments (if any):

VII. GUIDELINES FOR WRITING EVALUATION AND REFERENCE LETTERS

Narrative evaluation letters are a great method (1) to encourage evaluations to provide contextual information about the nature of the classroom in which the student teacher worked, and (2) to encourage evaluators to document (with descriptive information and specific examples) judgments and inferences contained in the evaluations. It is believed that this method of evaluation is more informative about the work of student teachers and more useful to potential employers.

Ideas for what to include in an Evaluation Letter/ Letter of Recommendation

1. Instructional Setting – A description of the setting in which the student teacher worked (e.g., grade level, school, nature of classroom program, student population, etc., length of student teaching experience).
2. Student Teacher's Activities – A brief description of the range of the student's activities during the semester; examples of lessons or units taught; subject areas taught; materials created; modes of instruction utilized (e.g., led discussions, created learning centers); the extent of the student's experiences with one-to-one, small group, and large group instruction, etc.
3. Planning and Teaching Skills – General ability to develop and implement lessons; creativity and resourcefulness evidenced in the student's planning; ability to plan for a range of pupil differences (e.g., ability levels, interests); ability to adapt instructional methods and curriculum materials to the setting in which they are used, etc.
4. Pupil Relationships/Classroom Management – Ability to initiate and maintain a classroom environment that enables realization of her/his classroom intentions; awareness of what is happening while she or he is teaching; ability to react on the spot to unpredictable events; ability to set and enforce limits in a humanistic manner; ability to communicate and empathize with pupils and their families; awareness of academic and social characteristics of individual students, etc.
5. Commitment to Teaching – Degree to which the student is willing to take responsibility and exercise initiative; degree to which the student can be depended upon to follow through on commitments; ability to evaluate the effectiveness of her or his teaching and to incorporate the results of these self-assessments into the future actions, etc.
6. Content Knowledge – Knowledgeable of content to be taught at this particular grade level; understanding of content at the preceding and following grade levels; particular strengths and weaknesses related to specific content areas.
7. Human Relations Skills – Sensitivity to and display of a positive attitude toward individual differences (e.g., intellectual, cultural, social, gender, racial and physical) within the classroom and role in bringing about an understanding of and respect for individual differences through the teaching methods and materials used over the course of the semester and through interactions with children and adults (e.g., used materials which do not promote derogatory stereotypes of particular groups).
8. Interpersonal and Professional Collaboration Skills– Note the student's ability to relate well to both pupils and adults (professional colleagues and families), the student's openness to new ideas and methods, the student's ability to accept constructive criticism in a positive and professional manner, and the student's ability to contribute productively in team teaching situations.
9. Demonstrated Strengths and Areas of Needed Growth – A summary of judgments made throughout the evaluation letter about the student teacher's demonstrated potential as a teacher, and a recommendation regarding the student's certification.

VIII. SERIOUS CONCERNS POLICY

If a teacher candidate experiences significant difficulties (teaching performance and/or dispositional issues) while completing any required fieldwork for teacher licensure, the university supervisor and cooperating teacher 1) maintain careful documentation of the issues of concern, 2) conduct on-going discussions of these issues with the student, and 3) write an Action Plan with a timeline to remediate the problems (see example below). If the student satisfactorily responds to the Action Plan in the timeline provided, the cooperating teacher assigns a passing grade for the field experience and licensure is supported.

If the student does not respond appropriately to the Action Plan, a conference will be scheduled with the Associate Dean of Student Services and/or the Field Experience Coordinator, the University Supervisor and student teacher to discuss the concerns and review documentation. The cooperating teacher may be invited to participate in this meeting as well. Once the teacher candidate presents his/her case, the professionals involved will determine the next step in the process, which may include extended teaching practice during summer school, repeating the student teaching placement during the fall semester (one or both nine week placements), or immediate removal from the placement and termination from student teaching.

Teacher Candidate Action Plan

Student name: _____ Date: _____

Major: _____ Semester: _____

Reasons for Action Plan and description of formal and informal steps taken prior to this written plan (can attach notes and other documentation):

Action to be taken by student	Expected outcome and measure of success	Timeline

Supports provided or suggested to student:

Signatures: _____ Teacher Candidate
 _____ Cooperating Teacher
 _____ University Supervisor
 _____ Other

IX. UW MADISON TEACHER EDUCATION STANDARDS

Standard 1. Learner and Learning Environment: Teachers use knowledge of learners and human development to create responsive, inclusive, and respectful learning activities and environments that maximize learners' cognitive, linguistic, social, emotional, and physical development.

- 1.1. Create and implement developmentally appropriate and challenging learning experiences that reflect high expectations for every learner, supporting learners to (1) develop deep understanding of content areas and their connections, and (2) apply understanding in meaningful ways.
- 1.2. Collaborates with others to create supportive, inclusive, linguistically responsive, and safe learning environments that help all learners meet high standards and reach their full potentials.
- 1.3. Reflect on and meaningfully justify decisions relating to the learner and the learning environment.

Standard 2. Planning: Teachers use knowledge of learners, contexts, disciplines, pedagogies and standards to plan and adjust developmentally appropriate and challenging learning activities and assessments.

- 2.1. Select and/or create and sequence individually supportive and challenging learning experiences that reflect knowledge of individual learners, curriculum, pedagogies, and resources.
 - Learning experiences (1) are appropriate for curriculum goals and content standards and (2) make the discipline accessible and relevant to learners.
 - Choose and sequence appropriate instructional strategies, accommodations, technologies and other informational resources, and materials to differentiate instruction providing multiple ways for learners to access instruction and demonstrate knowledge, skill, and mastery of content standards.
- 2.2. Choose, modify, and/or create formative and summative assessments to measure each learner's progress toward instructional goals.
- 2.3. Use assessment data to systematically adjust plans to respond to each learner's learning strengths and needs in relation to short- and long-range goals.
- 2.4. Reflect on and meaningfully justify planning decisions and base justifications in knowledge of learners, development, curriculum, pedagogies, and resources.

Standard 3. Engagement and Instruction: Teachers use knowledge of learners, contexts, disciplines, pedagogies and standards to implement planned and unplanned developmentally appropriate, challenging, and learner-responsive learning activities and maintain safe, inclusive, and respectful learning environments.

- 3.1. Use a variety of teaching strategies, and evidence-based technologies and information resources to engage learners in meaningful learning activities that lead to content knowledge, critical thinking, creativity, innovation, self-evaluation, and self-directed learning.
 - Learning activities address learning objectives and content standards.
- 3.2. Adapt teaching, using effective, linguistically and culturally responsive scaffolds and supports to capitalize on learner's strengths and meet learners' needs.
- 3.3. Provide learners with opportunities to use timely, consistent, and informative feedback to revise their work and/or improve their performance.
- 3.4. Create and maintain positive, challenging, inclusive, and efficient learning environments by providing clear behavioral and learning expectations and supports, effectively managing learning environments, and promoting mutual respect for differing perspectives.
 - Efficient learning environment includes promoting learning and minimizing loss of instructional time.
- 3.5. Support learners' to develop and apply different perspectives of authentic (real-world) issues.

3.6. Use formal and informal assessment to continuously monitor learners' learning, and adjust instruction as appropriate..

3.7. Reflect on and meaningfully justify decisions relating to engagement and instruction and base justifications in knowledge of learners, development, curriculum, and evidence-based pedagogies and resources.

Standard 4. Assessment: Teachers create and implement meaningful assessments and use assessment results to inform instruction, communicate with parents and others, and provide feedback to learners' guide their future performance and learning.

4.1. Use multiple methods of unbiased, accessible assessment to monitor, verify, and document learner progress towards mastery of learning objective(s) and standards, and use data to plan or modify instruction to support each learners' learning.

- Unbiased and accessible assessment includes selecting or modifying assessment tools and processes to accommodate learner language and learning differences.

4.2. When appropriate, work with others to create and implement comprehensive and appropriate assessment.

4.3. Use assessment to provide meaningful feedback to learners to guide future learning and/or performance.

4.4. Clearly and accurately communicate assessment results to parents/guardians and other professionals.

4.5. Reflect and meaningfully justify assessment decisions, considering the strengths and limitations of assessments methods in relation to learners' characteristics and experiences, development, curriculum, pedagogies, and resources.

Standard 5. Professionalism and Ethics: Teachers exhibit professionalism and adhere to ethical practices as they continue their own development and collaborate with others to improve their profession, school communities, and outcomes for students and families.

5.1. Use evidence to continually evaluate the effectiveness of their practices, and choice and use of technology and resources, adjusting as needed to improve communication and each learner's learning.

- Includes making informed decisions about current technologies and their applications as they relate to improving learning.

5.2. Directly and indirectly model safe, legal, and ethical use of technologies and information resources.

5.3. Maintain accurate instructional and non-instructional record while adhering to confidentiality requirements related to state and federal mandates.

5.4. Use professional ethics, and school and district, state and federal policies and regulations to guide their practices, decisions, and relationships with others, including learners, colleagues, and families from different cultural and linguistic backgrounds.

5.5. Communicate and collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

5.6. Engage in ongoing professional learning.

5.7. Demonstrate leadership.

5.8. Reflect on and meaningfully justify decisions relating to professionalism and ethics and how professionalism and ethics inform their practices, decisions, and communications.