

STUDENT TEACHING PRACTICUM

INTRODUCTION

Student teaching is a cooperative experience. Program Supervisors, Supervising Practitioners, and Student Teachers all work closely together in this most important component of the teacher preparation program. The Massachusetts College of Art Department of Art Education has developed this handbook to further strengthen the collegial relationships among the participants in student teaching and to be sure that all of us who work together in the practicum experience will share the same information and understand the procedures, structure, and various roles and interactions.

Mass Art Student Teachers spend twelve weeks at their student teaching site. They work toward either a Pre-K - 8 or a 5-12 license.

Student Teachers spend five full days a week in the school. They return to the College Wednesday afternoon for a seminar with their Supervisor and for the *Curriculum* course. We have found that when Student Teachers return to the more formalized role of students, their view of themselves as learners is reinforced and they make better use of the educational opportunities available at the college. The connections between courses, teachers, and tasks at the college and teaching, learning, and observing in the school classroom are strengthened.

PLACEMENT PROCEDURES

BEFORE PLACEMENT

Undergraduate students must earn a grade of at least B- in all prerequisite courses in order to student teach. Graduate students must earn a grade of at least B in all prerequisite courses.

Students must pass the Massachusetts Tests for Educator Licensure (MTEL) before they will be placed in a student teaching site. For spring semester student teaching, students must pass the test by mid-August, which means the July test is the latest possible test they can take. For fall semester student teaching, students must pass the test by mid- April, which means the March test is the latest possible test they can take.

MTEL registration procedures, dates, deadlines, and other certification information can be found on the Department of Education website: www.doe.mass.edu/mtel.

School districts are required by law to do a CORI (Criminal Offender Record Information) check on any prospective employee or volunteer who works with children. This includes student teachers.

PLACEMENT

The department recognizes the importance of this task and has assigned a Placement Coordinator to make the best matches for the best student teaching experiences. The Placement Coordinator responds to requests for particular kinds of experiences (special needs, urban, suburban, particular education philosophies and so on) and, if possible, for specific schools or teachers. Students must work through the Placement Coordinator in order to receive an official placement in a school.

The geographic area in which students can be placed is as follows

- 1) inside route 128, in a circle out from Mass Art

- 2) in an expanded circle in areas where 128 comes closer to Boston
- 3) in a circle of the same distance from the homes of supervisors.

See map in Art Education office.

There are two special paid student teaching internship positions, one a full year at the Boston Arts Academy in Boston, and one at the O'Hearn elementary school in Dorchester, which has students with a range of ethnic, linguistic, and ability backgrounds. Interested students must apply for these positions. For more information, contact the Placement Coordinator.

Students will not be placed in the school system they attended because they will benefit more from experience with a different population.

Intention to Student Teach applications for student teaching placement must be made by the deadline (in October for spring semester placement and in March for fall semester placement).

Students who decide not to student teach after the application materials have been submitted must notify the Placement Coordinator.

STUDENT TEACHER

During your student teaching semester, you will assume responsibilities of a teacher, and you will be a representative of the Art Education Department at Mass Art. Although this is the beginning of your teaching career, you will still be a student with the opportunity to learn in a new situation from a mentor teacher. You will learn by observing, by assisting in class, and by planning and teaching your own lessons. You will be building new professional relationships and the beginnings of your professional credentials. You will begin to perceive how your own educational philosophy may be applied and be of value to others as you grow from student into teacher during this exciting, challenging, and important time. Your effort, imagination, and initiative will determine the kind of professional you will become as you shape your own role in the student teaching experience.

STUDENT TEACHER'S SCHEDULE

STUDENT TEACHING PRACTICUM (12 weeks)

Student teachers begin by observing and assisting for the first week or two, to get to know the students and build relationships. Gradually the Student Teacher begins to teach some classes, and by week four should have the responsibility for two or three classes a day. Increasingly, from week six on, the Student Teacher takes on more classes, assuming the Supervising Practitioner's full schedule for at least the final four weeks. In addition to the Observation Reports, a mid-point Evaluation meeting will be held with the Student Teacher, Supervising Practitioner, and Program Supervisor. Another three-way meeting will be held at the end of the placement to fill out the Practicum Report and another Evaluation Report.

OBSERVATIONS IN OTHER CLASSROOMS

All Student Teachers are ***required*** to observe classes in subjects other than art. These observations will broaden their view and help them better understand how children and young people relate to different situations. Other subject classes also can generate ideas for interdisciplinary connections with art curricula. These observations must take place throughout the student teaching practicum. As the Student Teacher gains experience, the other-subject class can provide new stimuli for the art lessons and units being developed.

Early in the semester student teachers should arrange to go through one day with a student or group of students to experience a school day from the point of view of a student.

RESPONSIBILITIES OF THE STUDENT TEACHER

1) **To contact your school and Supervising Practitioner before your practicum begins**

When you have been notified of your placement, contact your Supervising Practitioner to discuss starting dates and procedures for the beginning of the semester.

2) **To act as a professional**

You are no longer in the role of a student but rather you are assuming the role of a teacher. You are expected to dress and act as if you were a permanent part of the school faculty. Follow the example of your Supervising Practitioner.

3) **To submit written lesson plans**

Your ideas are to be written by you in advance of implementation. You must use lesson plans even if your Supervising Practitioner does not. All lesson plans for a given week must be submitted to the Supervising Practitioner for approval in advance. You will not be allowed to teach your assigned classes without written lesson plans. You should discuss your ideas with your Supervising Practitioner before you write your plans. During the first half of the practicum semester some of your ideas for lessons may come from your Supervising Practitioner because you

may be more concerned with pedagogy rather than content at this point. However, by the second half of the practicum, lesson ideas should originate with you.

Give a copy of your lesson plan to the Program Supervisor when he/she comes for an observation.

Review lesson plan models from your Art Education courses. These will assist you in developing lessons and units appropriate to your teaching situation.

4) To be responsible for classroom management

Your Supervising Practitioner will expect you to be conscientious about room care, clean-up, and use of supplies. Her/his responsibilities to the school and the students continue even while you are there as a student teacher.

5) To be punctual and responsible

Find out the first day the time that faculty are expected to arrive in the morning and the time they leave after school. Ask for a class schedule. You will need this in order to know where to be at certain times during the day (classes, lunch, etc.) and in order to supply your Program Supervisor with a schedule of your commitments.

If you are going to be absent because of illness, be sure to follow the school's procedure for reporting absence and notify your Supervising Practitioner as soon as possible. If a visitation has been scheduled by your Program Supervisor, call that person as well.

6) To keep a complete journal of your teaching

You are required to keep a loose-leaf notebook/journal. This constitutes the beginning of your Student Teaching Portfolio.

Included in the notebook/journal should be:

- a. observations of students, of Practicum Supervisor's methods/suggestions, self-evaluations, notes, anecdotal statements, case histories, etc. Each week you e-mail these journal notes to your Program Supervisor as an update on your progress.
- b. class schedules, class lists, and seating charts
- c. lesson plans (typed or written legibly)
- d. evaluations of your students
- e. unit plans
- f. photographs of student work and of yourself teaching
- g. Program Supervisor's observation reports
- h. Supervising Practitioner's observation and in-progress evaluation reports

7) To e-mail a weekly update to their Program Supervisor

This is a course requirement. Your update can include:

- a. observations
- b. student evaluations (anecdotal statements, case histories, etc.
- c. self-evaluations
- d. Supervising Practitioner's observations or comments.

8) To assume the initiative for your development in student teaching

During your student teaching practicum you make things happen. Though your Supervising Practitioner may be aware of what you must accomplish during student teaching, don't wait to be told what to do or expect that someone else is arranging your duties and schedules. Your Program Supervisor may not be around to see you for several days, and you cannot afford to fall behind with everything you have to do. Be active, take the initiative to find out such things as duties, class assignments, planning, etc. As a Student Teacher, take an active role to explore and to demonstrate your future capabilities as a teacher.

(**WARNING:** One area in which you should avoid an active role is in the intra-school politics. Remember, you are in the school for a short period of time, and to become involved or take sides in controversial issues may do you more harm than good.)

9) To familiarize yourself with school policy and regulations on discipline, emergency procedures, and regulations, and other matters.

10) To make appointments with your Program Supervisor for her/his required visits.

Discuss visit times with Supervising Practitioner before making appointments with your Program Supervisor.

11) To give a copy of all forms to the Department Assistant to be placed in your student file.

12) To follow the same schedule as your Supervising Practitioner

This includes days off, snow days, special meetings, assigned duties, and vacations.

13) To utilize the College for support

Even though you are expected to be independent and responsible during the student teaching semester, the College wants to give you all the support necessary for your success. The most important contact for support is your Program Supervisor. The

person serving in this role from the College should be contacted immediately if you encounter problems, cannot find answers to questions, or if personal problems conflict with your student teaching. The Program Supervisor may be unaware of these issues unless you speak to or call her/him personally.

The College library should be utilized as one of your main supports for student teaching. Films, reproductions, books, and periodicals are available for your use in planning and implementation of your teaching responsibilities. You should think of the teaching faculty of the College as a resource. They can answer questions about materials, processes, and content.

The student support facilities (Student Development Office) should be used as if you were attending college everyday.

Because most schools have adequate equipment (projectors, potter's wheels, cameras, etc.) the College has formed the policy that equipment cannot be taken for your use in student teaching. Much of it is too expensive or too fragile to be loaned out on this basis.

14) To obtain recommendations for your job applications

The college assumes only the responsibility of obtaining an evaluative statement about your teaching performance. You must ask for your own recommendation. Request recommendations immediately upon completion of your student teaching experience. Do not wait until you are ready to get a job because you may have lost contact with those who can recommend you on the basis of having seen you teach. You will get a more descriptive and accurate recommendation if you ask while you are still student teaching. People you should ask: Supervising Practitioner, Program Supervisor, principal, other teachers in the school. Recommendations will be one of the most important factors in securing a job upon graduation.

15) To write a thank-you note to your Supervising Practitioner upon completion of your Practicum.

Having a student teacher is rewarding, and it also requires additional effort.

16) To assemble a quality Student Teaching Portfolio as described on page 9.

Student teachers will exhibit this portfolio at the conclusion of the Student Teaching Practicum. The Art Education Department invites an outside reviewer from a school, either an Art Director or art teacher, to provide written feedback on the portfolios.

17) To select artwork from classes for the exhibit "New Teachers/Young Artists" in the Arnheim Gallery and to help hang the exhibition with your Program Supervisor.

TEACHING PORTFOLIO

Students qualifying for initial state licensure are required to submit a Teaching Portfolio that summarizes their Student Teaching experience. Portfolios are presented at the conclusion of the practicum. The materials must be organized into a notebook or a folio and should be of the highest professional quality. The portfolios will be reviewed by the student's Program Supervisor, other Art Education faculty, and an outside reviewer from a school invited by the department. Your Program Supervisor will help you with ideas and suggestions during the Student Teaching Seminar.

REQUIREMENTS FOR INITIAL LICENSE PORTFOLIO

1. Photographs of Saturday Studios and Student Teaching, showing interaction with students in the classroom. Please do not include students' names. (Please check school policy on photographing students.)
2. Photographs of you teaching
3. Examples of student work, either photographs or originals if available
4. Sample lesson plans with references to the Massachusetts Visual Arts Curriculum Frameworks and explanatory examples of students' work from the lessons
5. Resume
6. Teaching philosophy
7. Any other documentation or image that is relevant to the teaching experience
8. Assessment models, rubrics
9. Artist Statement
10. Examples of your own artwork
11. A CD of your portfolio
12. A website. Include the address in your resume.

Note: Please do not include recommendations in your portfolio until after Portfolio Day.

NEW TEACHERS/YOUNG ARTISTS EXHIBIT

There will be an exhibit at the end of the semester in which student teachers hang the work of one or more classes in the Arnhem Gallery. The exhibit will be planned at length during the Student Teaching Seminar and hung during one of the seminar sessions.

SUPERVISING PRACTITIONER'S ROLE

The Supervising Practitioner is part of a team that works together to provide the best education possible for prospective teachers. The role of the Supervising Practitioner is to provide on-site guided experiences that help the Student Teacher apply what s/he has learned in the courses at the College. This is a very important role, and the College faculty and students recognize the tremendous value of the Supervising Practitioner's sharing of her or his experience, time, and enthusiasm for teaching. In most cases it is more work to have a Student Teacher than to teach a class.

The Supervising Practitioner is a mentor within the school, serving as guide and support for the Student Teacher. S/he reviews lesson plans; gives ongoing verbal and written constructive criticism (a sample of the written observations goes in the student's file); shares her or his views of the art teacher's role, art education issues, and how schools and school systems work; and in general introduces classroom management and teaching performance in an actual school environment. The Supervising Practitioner helps the Student Teacher observe the classroom procedures and explains the rationales behind them. Although the Student Teacher is expected to know the subject, s/he needs guidance and support in translating the material into effective teaching.

At the beginning of the semester the Supervising Practitioner fills out the Supervising Practitioner Agreement form (see Appendix), which must be returned to the Art Education Department Assistant. This form is necessary for the Art Education Office to issue the tuition voucher for the Supervising Practitioner at the conclusion of his/her work with the Student Teacher.

The College uses the Preservice Performance Assessment Form developed by the Department of Education to measure teaching effectiveness as related to the Professional Standards for Teachers and Visual Arts Standards. This serves as a checklist for evaluating the student teacher's work during the twelve weeks. This form must be used for evaluation in order that the criteria be consistent for all student teachers. During the twelve weeks,

both the Supervising Practitioner and the Program Supervisor will evaluate the Student Teacher, who will also participate in the process (to become better able to make meaningful self-evaluations). Verbal discussion and written comment are part of the evaluation, which takes place twice during the twelve weeks, once in the middle, once at the end.

At the conclusion of the twelve weeks, a three-way meeting of the Supervising Practitioner, Student Teacher, and Program Supervisor takes place to review the Student Teacher's performance and fill out the Practicum Report and Preservice Performance Assessment Form. These documents are essential for the Student to become licensed and are submitted by the Art Education Office to the Registrar's Office (or Continuing Education in the case of post-baccalaureate students) to become part of the student's permanent record. Copies of these forms are also kept in the student's file in the Art Education Office at the College. The Supervising Practitioner should also provide a resume for the student's file.

Supervising Practitioners are encouraged to attend workshops, lectures, exhibition openings, and other events at the College. We welcome suggestions for joint projects and other ways of developing links between the College and area schools.

The College recognizes the value of the Supervising Practitioner in the preparation of students to enter the profession. For each twelve-week Student Teacher placement, the Supervising Practitioner receives a voucher for the tuition for a course in the Continuing Education division of the College. These vouchers are issued only to the teacher, not to the system at large, because they are the recognition of a specific individual teacher's work.

THE PROGRAM SUPERVISOR

The Program Supervisor is a supportive link between the Student Teacher, the school, and the College. S/he observes, gives positive criticism, listens to the concerns of the Student Teacher, and helps work out solutions. S/he makes five visits to the school during the semester, one orientation visit and four observations. The student teachers are responsible for making appointments with the Program Supervisor and coordinating them with their Supervising Practitioner. They are also responsible for copying the observation forms and performance assessments and giving them to the Art Education staff assistant for their student files.

The content of the five visits is described below:

- 1) Initial visit to orient the Student Teacher and the Supervising Practitioner to their respective responsibilities. The Program Supervisor fills out the visit form.
- 2) Observation of a class. Student Teachers arrange with the Program Supervisor and their Supervising Practitioner when they are ready for an observation. The Program Supervisor observes the class, takes notes, and fills out the visit form. All three discuss progress, as times allows.
- 3) Observation of a class. Notes, visit form, and first assessment form. Student teachers, Program Supervisors, and Supervising Practitioners fill out the assessment form together.
- 4) Observation of a class. Notes, visit form, and discussion.
- 5) Final visit. Observation, notes, visit form, and final assessment form filled out by all three parties together. The Preservice Performance Assessment Form, along with the Practicum Report (the pink form), are the official documents used when applying for licensure.

Once a week the Supervisor meets with all of her or his Student Teachers for a seminar that addresses student teaching issues and concerns.

The Program Supervisor is responsible for the Student Teacher's grade for the semester.

PRACTICUM REPORT

The Practicum Report (the pink sheet) is the only formal proof of satisfactory completion of the student teaching practicum and becomes a part of the student's permanent record on file in the Art Education and Registrar's Office (Continuing Education Office for Post-baccalaureate students.) The Practicum Report is a legal document, and the Supervisor and Student Teacher must be sure that it is filled out correctly, with all information included.

The following instructions will help you fill out the Practicum Report:

- Part I #8 Transpose the number of clock hours from your Student Teaching Log for assisting and for assuming full responsibility.
- Part II Enter the license field as Visual Art and the grade level as Pre-K-8 or 5-12 or Pre-K-12, depending which level(s) you completed.
- Part III Be sure the Supervising Practitioner's license number is entered on the form.
- Part IV The dates of the meetings must be included and initialed by the Student Teacher, the Program Supervisor, and the Supervising Practitioner.
- Part V Completed by the Supervising Practitioner and the Program Supervisor jointly. Be sure that both sign the form. A mediator is required only when there are disagreements that cannot be resolved by the Supervising Practitioner, Program Supervisor, and Student Teacher.

All Practicum Reports should be turned in to the Art Education Department Assistant by the Student Teachers. Students should keep a copy for their own records. The original will be kept in the student's file in the Art Education Office. A copy will be taken to the Registrar's Office (for undergraduates) and to Continuing Education (for post-baccalaureate students) to become part of the permanent record.

LICENSURE APPLICATION

Students apply for licensure to the Massachusetts Department of Elementary and Secondary Education. During the Student Teaching seminar the Art Education Administrative Assistant introduces student teachers to the licensing process.

The licensure application consists of:

- a completed application
- payment of the appropriate fee.
- a final transcript, including a statement that you completed a State Approved Program in Massachusetts. Post-baccalaureate students should also send a transcript of your bachelor's degree.

The Massachusetts Department of Elementary and Secondary Education strongly recommends that candidates apply for their license on-line. The web address is www.doe.mass.edu. Click on Educator Services, then ELAR (Educator Licensure and Recruitment). You will be asked to set up a user account. Follow the instructions to make your application. You can pay the \$100 fee on-line. You will still need to mail in your transcript.

The Art Education Department will send transcripts to the Massachusetts Department of Elementary and Secondary Education as a batch if you turn in your Practicum Report to the Department Assistant by the specified deadline.

See the Department Assistant for more information.

LICENSURE IN OTHER STATES

A Massachusetts license is reciprocal with about forty-five other states, including all the New England states. Licensure in these states is not automatic when you become licensed in Massachusetts. Contact the education department of the state in question to find out that state's procedures for becoming licensed under the Interstate Compact.

NATIONAL TEACHERS EXAMINATION

Some states and even towns in Massachusetts require that teachers take the NTE (National Teachers Examination) or other exams. If you know that you will be applying to a particular state or locale, write and ask about the exams required.

APPENDIX: FORMS

- Intention to Student Teach form
- Supervising Practitioner Agreement Form
- Student Teaching Log
- Student Teaching Observation Form
- Mass Art Student Teaching Practicum Progress Self-Evaluation
- Department of Education Preservice Performance Assessment for Practicum
- Department of Education License-Specific Evaluation Form: Visual Arts
- Practicum Report for Student Teaching
- Student Teaching Paperwork Check List