

**STUDENT TEACHING HANDBOOK**  
**~ ART EDUCATION ~**  
**Indiana University of Pennsylvania**

Please keep this information and adhere to the instructions and suggestions given herein. Review this material prior to your practicum experiences, and please ask your supervisor if you have any questions or concerns.

**~Introduction ~**

Prior to the start of your first practicum placement, contact both of the cooperating teachers to which you have been assigned. Write them a formal letter as soon as you receive your placement information. Introduce yourself in the letter by describing your hopes and expectations for student teaching, your artistic strengths, and general interests. You should also set up a time to meet with them, which should take place *before* your first day of student teaching. When you visit them in person, ask pertinent questions about the school, program of instruction, schedule, etc. Tell them about yourself, learn about them, and let this serve as a time of introduction.

You will find out who your University Supervisor is during the first week of student teaching. Upon your arrival at your first experience (and again the first days of your second experience), send your supervisor a detailed copy of the daily schedule for your cooperating teacher. This must include grade, classroom location, times, and building. Your supervisor must know precisely where you can be located everyday of the week, Monday through Friday, 8:00 a.m. - 4:00 p.m.

If you are ill and are going to be absent from teaching, be sure you notify your supervisor immediately, via email, after you call the school and inform your cooperating teacher. If there is a special assembly, school holiday or any other change in the normal schedule, please inform your supervisor in advance. If you are unable to talk with your supervisor, leave a message for him/her with the Art Department secretary after 8:00 a.m. (724-357-2530).

At the end of each week you will complete your Weekly Log (Page 12-13). This document is an important form of communication between you and your supervisor. It can provide her or him with details of your daily activities that might not be communicated otherwise. It can also indicate patterns of behavior that can be modified and corrected. At the end of the week (Saturday at the latest), email your Weekly Log to your supervisor. Remember to do this *every* week.

## ~ General Suggestions ~

A Student Teacher is an ambassador for both the University and the Department of Art. You are a role model for the young people whom you will teach. In your behavior, attitude, speech, and general self-presentation, you represent IUP. The Department of Art expects that you will do so in a professional and positive manner, bringing praise to yourself, the University and our Department.

Your appearance is very important. For the first few days of each experience, follow these guidelines and then adjust your dress in-line with what your cooperating teacher wears. Be aware that some school districts have dress codes which teachers must follow and others do not. ALL student teachers should be well-groomed, and wear professional attire. You should model your wardrobe after your cooperating teacher, not your students! If, for example, your co-op says jeans and sneakers are acceptable, you can dress more casually after the first few days. Wear comfortable shoes as you will be on your feet all day on very hard floors. Take your cues from the teachers on the faculty in that school district as to how to dress appropriately, and ask if you have any questions.

Talk with your cooperating teacher about journal articles and magazines in the field which she or he uses in teaching and lesson planning. When planning your lessons, work directly with your cooperating teacher to see what is best to teach. Remember that they are working within a larger curriculum, and each lesson will have to fit within the larger goals that they have for the quarter, semester, or year. Find out where the audio-visual equipment is and how one goes about getting things copied. Ask what visuals are available for your use: slides, films, videotapes, research aids, the library, etc. Familiarize yourself with the policies for internet use, and use technology to your advantage throughout your placement. You might be able to teach your cooperating teacher about newer technologies, which would benefit everyone involved.

## ~ Teacher Work Sample~

During one of your student teaching placements (generally the secondary placement), you will prepare a “work sample” in order to provide verification that your students have learned; i.e., that you have had a positive impact on their learning. This comprehensive work sample will provide evidence of your ability to:

1. engage in thorough and effective standards-based planning;
2. use best practices that provide opportunities for student success;
3. use appropriate assessment strategies to foster and document the ongoing development of your students’ knowledge and skills; and
4. analyze student assessment results, reflect on them, and adapt instruction accordingly.

Required Components of the Work Sample

## Title Page

- Student Teaching Work Sample
- Title/Topic of Unit of Instruction
- Your name
- Semester \_\_\_\_\_ Year \_\_\_\_\_
- School site \_\_\_\_\_
- Grade/Level, Period, Number of Students, Subject, Topic, Textbook, and/or Key Resources

### A. Description of the Learning Environment / Inclusive Context

1. Describe the school in one paragraph (name of district, demographic information, and key information about student body).
2. Describe the students in the class (es) included in your work sample: gender, ethnicity, developmental characteristics (cognitive, social, physical), language learning background, academic performance, etc. (Do not use actual names of students in this report.) Write one to two paragraphs.

### B. Planning for Instruction in Inclusive Settings

1. Identify a rationale. Why is this topic important to students? Why at this time? What purpose will this knowledge serve for the students? What purpose will this knowledge serve beyond the classroom? What is its use? Address the principal reason for the study of this topic.
2. Identify prerequisite Skills. What skills must the learner bring to this new topic? How will you determine whether the student has these skills? How will you collect information for making this diagnosis?
3. Write a detailed unit plan, including title of unit and length/duration of unit. Follow the unit plan template given to you in the methods class.
4. Describe how the unit addresses the P-12 student standards for your subject area.
5. Include an explanation of the critical thinking skills to be addressed (refer to Bloom's Taxonomy).
6. Briefly describe the integration of interdisciplinary connections and technology.
7. Include at least 3 complete daily lesson plans from the unit, with accompanying materials and completed self-reflections. Select one plan from the beginning of the unit, one at mid-point in the unit, and one at the end of the unit. \* Individual programs may require additional daily lesson plans. On your lesson plans, be sure to describe adaptations to instruction and/or assessment for learners with special needs and English language learners. Each daily lesson plan must address subject-specific P-12 student standards.

### C. Evaluation of Instruction

Provide evidence of effective implementation of instruction by including the following items:

1. At least ONE observation evaluation by your cooperating teacher that verifies effective implementation of instruction.

2. ONE observation evaluation by your University Supervisor that verifies effective implementation of instruction.

3. Included on lesson plans: Self-evaluations of teaching effectiveness according to program requirements.

#### D. Assessment of Student Learning in Inclusive Settings

Provide evidence of formal and informal assessment of your students' performance to show that they have learned by including in your work sample:

1. A pre-test activity or survey to discover what students already know prior to your unit. Aggregate (compile results and display them in chart form) and discuss the data/results. Since you will be comparing performance on the pre-test with performance on the post-test, you will need to keep your unit objectives in mind as you design the pre-test. You do not want to administer the exact unit test that will be given at the end, nor do you want to use the entire class period for the pre-test. However, it is recommended that you design a few tasks that illustrate whether or not students already have the knowledge and skills that are part of the unit—i.e., whether they already have met the objectives.

2. At least two formative assessments conducted during the unit, with any modifications you made to your teaching based on the assessments. Describe any modifications of your assessments for learners with special needs and English language learners.

3. One alternative assessment (e.g., project, oral assessment, portfolio, performance, journal). Include a copy of the assignment given to students, the rubric used to assess their performance, and an analysis of the data with grade breakdowns for all students. Provide 3 actual samples of your students' work: one that exceeded expectations, one that met expectations, and one that did not meet expectations. Note: Be sure to follow all school district guidelines to gain permission to share written samples of your students' work to your University Supervisor (delete names of students).

4. A summative post-test assessment (typically the "unit test") to discover what students know and can do at the end of the unit.

#### E. Analysis of Student Learning

This section will include the following two parts:

1. Pupil Data. This section will include data on learning gains resulting from instruction. Include a spreadsheet which shows the grades from your unit for each student. Make sure to include the final unit grade on the spreadsheet. Do not use the students' real names. Write a 3-4 sentence summary about each student's performance in your class. Discuss the students' prior knowledge and how they performed throughout your unit. State specific reasons for each student's success or failure.

2. Interpretation of Results. This section will provide interpretation and explanation of assessment data. Begin with a discussion of the pupil data. Compare and contrast each student's grade from the pre-test to the post-test. You will also need to discuss the unit test. Were all aspects of the assessment appropriate? Did a lot of students demonstrate misunderstanding in one area? Why? How could you change the

assessment to help students to complete it correctly? Did the unit assessment accurately measure students' knowledge? What would you change in the unit if you were to teach it again?

#### F. Reflection on Teaching Effectiveness and Professional Growth

Reflect on the effectiveness of your instruction and plan to modify future instruction to better meet students' needs. In your reflection:

1. Use Danielson's four domains (Planning & Preparation, The Classroom Environment, Instruction, Professional Responsibilities) to evaluate the effectiveness of your unit. Be sure to identify the degree to which your unit plan and lesson plan objectives were achieved. If some objectives were not achieved, reflect on possible reasons for this.
2. Identify the most successful classroom activity and the most unsuccessful activity. Give possible reasons for their success or lack thereof.
3. What would you do to improve student performance in this unit if you were to teach it again? Describe at least 2 ways.
4. Discuss your most significant insight about student learning from teaching this unit. Link this insight to developmental and learning theories.
5. Reflect on your teacher preparation thus far and identify what professional knowledge, skills, and/or dispositions would improve your performance in the future. Use Danielson's four domains in your reflection. Discuss your developmental needs as a teacher and set several specific goals for improvement.

### ~ Experience Files ~

During your student teaching semester with IUP, you are required to create two (2) experience files (entry level teaching portfolios). The first must be completed one week after finishing your first assignment, and the second must be completed during the final exam period of the semester. These will be reviewed by your supervisor during one of your observations. Your grade will not be processed until your supervisor has gone through your experience file.

The experience files should be presented in a neat and orderly manner. Each experience file must include: your teaching schedule, all lesson plans you taught which you created, samples of student work, photos of bulletin boards, teaching aids (handouts, quizzes, etc.) you prepared, student displays, etc. Each lesson plan should include a self-evaluation, which is to be written after the lesson was taught. The file will also contain six (6) observations which are to be completed during your first week of your placement. Choose a variety of teachers and disciplines to observe. Ask your co-op teacher which teachers are outstanding and try to see these persons teach. The final document in the experience file should be a summary statement that synthesizes your reaction and learning outcomes as a result of participating in this experience. This summary should follow the Danielson Method. You should address such items as your strengths and weaknesses, your University preparation,

unexpected aspects of the art teacher's job, etc. In your second experience file also should include a resume. Allow your cooperating teacher to see your experience file and to suggest things to include to supplement what is required. Have him/her review your resume and give you comments and suggestions. It is expected that you will use these examples of your student teaching experience when you go for job interviews. The experience files are evidence you are providing to clearly describe your abilities as an artist, teacher, and prospective employee to someone in a position to hire you in an art teaching position.

### **~ What to include in your Experience File ~**

1. Your materials should include your own lessons and handouts, including accompanying materials such as reflection sheets, rubrics, etc. Do not include your cooperating teacher's lessons and handouts. Sometimes you are expected to teach from her or his plans – in this case you should ask if it is permissible to include a modified lesson plan in your experience file that shows the adjustments that you made to the lesson.
2. Pictures/photos/samples/student work. Label each of these so they supply information about you and your teaching experiences.
3. Photos showing bulletin boards and showcase displays show the person looking at your materials your ability to arrange artistic/informative displays--create interesting layouts, lettering, etc.
4. What kind of first impression does your portfolio make? Is it neat, visually attractive, artistic--if the cover is kept plain then first page should be a "knock out"! This is your experience--show off your artistic expertise!
5. Be consistent--use the same spacing and font for all the printed parts. Be consistent in style with labels and hand-lettered or printed parts. Have section dividers or a little visual to introduce each lesson done in some consistent personal style.
6. You may place your six (6) observations in the notebook, if you choose. Be certain that they contain correct spelling, and reveal your ability to be analytical and critical, and to correctly use educational terminology. Vague information and general statements that are not insightful will not impress anyone.

You may include examples of the following, where possible:

- integrated some of your lessons in art with other areas in the curriculum
- helped students build vocabulary, learn art terms and art content, learn about artists, visual culture, and art history, aided students in evaluating their own work as

well as the work of others, aided students in learning techniques for expressing themselves in various media, provided opportunities to look at, write about and talk about art

- met the needs of special needs students, demonstrating that your classroom was inclusive and attempted to provide meaningful learning experiences for all children
- did more in the school than just teach art lessons. How did you interface into the school?; work cooperatively with the whole instructional team and administration?; show you can be a "team player" in the education of the whole child? What non-teaching activities did you become involved with that are appropriate to your presence in the school?

**~ What not to include in your Experience File ~**

1. Do not write or label parts in handwriting that is unattractive. If you don't print well or you have an unattractive writing script, do the lettering/labeling some other way. Use guidelines and erase them after you label parts.
2. Overall appearance IS critical. You are an Art Educator (prospective teacher) and your materials should give evidence of your art expertise. Your audience for this portfolio will be a school superintendent, a principal or an art supervisor. The document should be first and foremost visually attractive and professional. This is your opportunity to make a profound first impression that speaks to your abilities as a teacher. It should reveal your potential and promise.
3. Don't include non-essential information. Avoid adding materials that aren't generated by you or do not communicating your teaching potential. Don't include school dress codes, fire drill schedules, PTA calendars, bus duty and study hall rules, cafeteria menus, etc.
4. Don't include your supervisor's observation reports. They are not necessary for your interview, and are only a record required by the College of Education and Educational Technology and the State of Pennsylvania Department of Education. Often they say uncomplimentary things which you wouldn't want a principal to read or comment on. You may, however, include complimentary comments your cooperating teacher has written when providing you with feedback.
5. Use the front and back side of pages and compress materials to fit into 25-30 pages. An interviewer will look at 25-30 pages but will be turned off by a huge file that looks time consuming to review.
6. Proofread and eliminate every single spelling error or awkward

### ~ Student Teaching Activities ~

- Examine areas for storage of in-progress student work and art supplies.
- Observe regulations governing permission for students to leave the art room.
- Observe follow-up procedures on absent, tardy students.
- Lunchroom routines, procedures--assist in lunchroom supervision.
- Learn fire drill, evacuation procedures, etc.
- Take responsibility for bulletin boards relating to class activity.
- Study records of individual students, if possible, especially "problem"/special needs students and gifted students
- Observe students in action as they participate in various kinds of learning experiences.
- Help prepare tests and grade/record test results.
- Observe specific procedures and techniques used by your Cooperating Teacher(s) in order to achieve lesson objectives.
- Study textbooks, resources, A-V materials used by classes.
- Prepare charts or visuals as teaching aid. Always try to have visuals to illustrate what you are teaching.
- Learn names of students; make your own set of seating charts.
- Help individuals or small groups of students.
- Examine and learn to use instructional materials and equipment provided by the school--A-V, library equipment and area for preparing instructional materials.
- Learn location of first aid supplies; what to do in the event of medical emergencies; who to contact; students you'll encounter who have medical problems.
- Follow schedule of a specific student for entire day; observe all aspects of her/his behavior as she/he moves from subject area to subject area; class participation; attitude; interest: ability; and maturity level.
- Keep a participation chart of class discussion, students called on to respond, etc.
- Keep a running account of commendations and reprimands given by the cooperating teacher for one day. Note smile, eye control, tone of voice, proximity to pupil, etc.
- Have interview with administration and, if possible, do a "mock interview" with principal or his assistant.
- Study forms; report cards; attendance records; others.
- Assist in homerooms, study halls, after school clubs, yearbook, etc.
- Investigate community background...in what neighborhoods do your students live?
- Aid in extra-curricular activities; volunteer to chaperon field trips/dances; etc.
- Preview films, slides, videotapes for use in classes; write reviews. Devise worksheets, terms lists, response-evaluation handouts to go with lessons and to summarize main points/key concepts.
- Learn about supply requisitions, procedures, inventory. How does it work at this school?



\*\* Tear Out and Give These Two (2) Pages To Your Cooperating Teacher the First Week.

## INFORMATION FOR ART EDUCATION CO-OPERATING TEACHERS

This is an attempt to keep you informed concerning requirements in the Art Education program which your student teachers are involved in fulfilling as they teach under your guidance. Also mentioned are some concerns which may arise as you interact with your student teacher.

1. Weekly Logs: Student teachers are expected to send a weekly, brief report of their day-to-day activities to their University supervisor. This enables the supervisor to know what lessons and schedules, etc., the student has been participating in prior to and after on-site observations. This also allows weekly contact via mail between the supervisor and student teacher. It is crucial to ongoing feedback and knowledge of how the student teacher is doing/feeling about the experience.

2. Observations: The student teacher is required to do six (6) observations while with you. Please advise the student teacher as to outstanding teachers who would be good choices for observation. This assignment is meant to allow student teachers to get acquainted with your school and to see a variety of teaching/management styles and class situations. You know best whom to suggest, so that they might observe teachers who are especially good or who have interesting situations. This will allow the student teacher to observe the students they will be teaching as well as the teachers.

3. Duties: In addition to observing and eventually teaching, your student teacher is expected to do everything you do in your job. They should attend faculty meetings, parent conferences, PTA meetings, go on field trips, attend assemblies, do cafeteria, bus, or study hall duty, monitor halls, bathrooms, etc. You must determine what is appropriate or prudent and should stress to the student that there are many situations which require confidentiality.

4. Experience File: Art Education majors are required, by the IUP Art Education Department, to assemble a very thorough and professionally presented experience file during the quarter of the semester they are under your guidance. You will not be asked to evaluate this file; the University supervisor will examine and evaluate it. The file is a very critical part of the student teacher's grade (as given by the supervisor). The file contains six (6) observation reports, as well as lesson plans the student designed and taught for your program, photos of bulletin boards or students working on projects, samples of student work (if possible), and other materials appropriate to his/her student ~teaching experience. At the end of each quarter the student must promptly turn this in to his/her supervisor. These experience files are invaluable for the student upon graduation, as they can be shared with prospective employers as a kind of portfolio.

5. Feedback: Please give your student teacher frequent written feedback (as well as oral) when you critique their teaching performances. Outline as specifically as possible what weaknesses (1 or 2 to really concentrate on) they should work toward improving and what specifically you will look for during progress checks. Indicate the need to work on voice, grammar, discipline, spelling, planning, ability to display student work effectively or whatever needs attention.

6. Lesson Plans: Students must give you lesson plans for all classes you have asked them to teach a minimum of one day ahead of time (two (2) days is preferred) for your review and approval. If a student, in your opinion, is not properly prepared to teach your class, and you do not feel comfortable with the lesson information they have provided, do not permit them to teach the lesson until it meets with your approval. Please inform the supervisor, if this situation arises, when he/she comes to observe. As part of the lesson plan, they should evaluate the outcomes after teaching the lesson and write modifications they would make the next time the lesson is taught. Please discuss these outcomes/modifications with the student teacher.

7. Supervision by IUP Supervisor: Supervisors will continue the practice of making at least two (2) observations each quarter. If there is a problem and more visits are necessary, feel free to contact the Art Education Coordinator, Robert Sweeny at (724) 357-6942. In addition, the University supervisor and Art Education Coordinator may also be reached through the Art Department office, at 724-357-2530, between 8:00 a.m. and 12:00 noon or between 1:00 and 4:30 p.m.).

8. Formal Evaluation of your Student Teacher: Official evaluation forms are provided for you at the Teacher Education Website. See [www.iup.edu/teachereducation/forms](http://www.iup.edu/teachereducation/forms). Scroll down to University Faculty, and use the following forms, which are under the Evaluation Forms/Student Teaching heading:

- Student Teaching Evaluation Generic Part 1 Form
- Art Education Program Evaluation Form
- Student Teaching Evaluation Generic Part 3 Form

Please sit down with your student teacher at the half-way point of the quarter and discuss each category and rate your student teacher (many co-ops do this in pencil and use the same sheet at the close of the quarter marking the final evaluation in ink). Students are often reluctant to ask you what grade they are going to receive, or how you would rank them gradewise at mid-quarter, so please tell them, frankly, where they stand so there are no "undue surprises" or communication gaps as to why a particular grade was given at the end of the quarter.

Teaching Load: Only you can be the judge of which classes and how many classes to give your student teacher. What we desire is that by the end of the student teacher's

time spent with you they will be able to teach your full schedule and will experience what a normal day is like for an art teacher. Some more mature and confident students will be able to assume your full class schedule earlier than others. You might consider, for the first situation in teaching, giving the student teacher a class which is neither your best nor your worst! Start with one class and, as the student teacher becomes more "seasoned," gradually add more responsibility until the full schedule can be assumed by the student teacher. You have been respectfully selected to work with our students, and we rely on your judgment and have faith in your decisions regarding our students.

Your continued professional interest in IUP's program and Art Education majors is commendable and appreciated by the Art Department and the University. We constantly remind the students of the scope of your contributions to their growth. It is only with your mentoring, continued program support, and cooperation that we can ensure a meaningful student teaching program for Art Education majors at IUP. Many thanks and keep up the good work!

~ WEEKLY LOG ~

	Planning and Preparation	Classroom Environment	Instruction	Professionalism
MONDAY				
TUESDAY				
WEDNESDAY				
THURSDAY				
FRIDAY				

~ **Self-Evaluation** ~

I. Please reflect upon the following aspects of your teaching. Provide one example of progression made, and one example that requires improvement.

1. Planning and Preparation

2. Classroom Environment

3. Instruction

4. Professional Responsibilities

II. Provide examples of suggestions given to you by your cooperating teacher, and how you plan on addressing these suggestions.

III. Additional comments/concerns