

**NEW YORK UNIVERSITY
DEPARTMENT OF ART & ART PROFESSIONS
STUDENT TEACHING IN ART: SECONDARY SCHOOLS
SPRING 2013
MONDAYS 6:45-8:25PM**

Section 1 ARTED-GE.2902.1.001 Barney Building, Room 6W	Section 2 ARTED-GE.2902.1.001 Barney Building, Room 508
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COURSE DESCRIPTION

In this course students will spend the semester practicing teaching under the guidance of an experienced art teacher/mentor in a high school that has an independent art classroom with a structured curriculum. Students begin their placement as active participants helping the cooperating teacher set up lessons, organize displays, prepare visuals, and work with students on an individual basis. Within a few weeks students are expected to plan and teach their own lessons created in consultation with the cooperating teacher. Students are required to spend 150 hours in the classroom and attend the student teaching seminar once a week.

This seminar provides a forum to reflect on the cyclical relationship between planning, instruction, and assessment with a focus on your students' learning needs. Students will work with their cooperating teacher and seminar instructor to address such issues as discipline, assessment, classroom management, curriculum planning, aligning standards, utilizing resources in the city, etc. Throughout the seminar, students will develop "artifacts" that represent authentic work by you and your students, including lesson plans, instructional and assessment materials, video clips of your teaching, and student work samples, all of which will be compiled in the form of a teaching portfolio by the conclusion of the term. Students will reflect upon their work throughout the semester through classroom discussions, a written journal, and seminar readings. The seminar also prepares students to begin their professional careers by addressing practical concerns such as searching and interviewing for jobs.

ASSIGNMENTS

School Placement

State licensing requires that you spend 150 hours in the classroom. You may count preparation time toward your hours but only time spent in school (not at home doing preparatory work). You can also count time spent grading as long as it is done in school. To complete the 150 hours, you will need to continue to spend at least 10-12 hours a week until approximately mid-April. We hope you will be able to lead teach 8-10 classes over the course of your placement but each placement is different and dependent on the cooperating teacher.

Time sheets due week 14.

Attendance and Punctuality

Your field placement is an important professional experience in schools and so it is imperative that you are present on all days you are scheduled to student teach. If you are ill or have an emergency you are required to call the school and inform your cooperating teacher immediately. It is important that you regard your student teaching experience—and by extension this seminar—as you would a job. Please call or email your seminar teacher and your school cooperating teacher if you will not be attending a class or need to cancel an observation. More than 2 absences will affect your final grade.

Classroom Observations

Twice during the semester, NYU Faculty, Meryl Meisler, will observe you in the classroom. Ideally, one of the lessons should take place early in a project and offer an opportunity to see your direct facilitation of the class, including motivation, visuals, class discussion, demonstrations, and/or hands-on student work. You should consult with your cooperating teacher when designing your lesson and get her/his advice on it. Please submit a copy of your lesson plan to both Meryl and Dillon, and the answers to several pre-observation questions before your scheduled observation. We will use these to have a pre-observation conversation before your scheduled visit. Your second observation may fall around your project critique and/or class wrap-up, but will ultimately be based on your discussions with Meryl, and issues you may want to focus on.

Peer Observation(s)

Each student will visit at least one other student from the seminar during the semester, and complete an observation form. Forms can be found on NYU CLASSES, and you can request that the student who you are visiting fills out the pre-observation question in advance to help frame your visit. The members of the class should schedule visits to ensure that everyone gets observed by a peer. *During Peer Observations you may help videotape the lesson for your classmate (see below).*

Video Recording

You will record a total of 20 minutes of yourself teaching in the classroom during the course of your instructional unit. During the unit, you should record yourself in two different teaching situations, for example, 1) introducing a lesson, 2) leading a discussion or critique, 3) modeling a technique, 4) assisting students with their work, or 5) wrapping up a lesson. You may choose to have another classmate record your lesson during peer observation, or ask your Cooperating Teacher to assist you. Importantly, your video clips should reflect your teaching of the unit you have developed, rather than tasks you may do in connection with your CT's curriculum. It is essential that you discuss this assignment with your Cooperating Teacher as soon as possible, so that you may acquire permissions for shooting video in time.

Both observation forms and videotapes due week 12.

Student Teaching Journal

During the seminar, you will continue to keep a journal (digital or physical) documenting, examining, and reflecting on your student teaching experiences. This journal should combine visual (take lots of pictures!!) and written narratives relevant to your teaching. Your writing should be analytical and reflective rather than just documentary. Each week you are required to select at least 1-3 questions from the reflection questions provided and make connections to actual classroom experiences. In addition to these reflection questions you are welcome to include analytical commentary on other issues as they arise. I also encourage other forms of investigatory reflection on your experiences, including interviews with students, your cooperating teacher, parents, or administrators. Because this is one of the best ways for us to

learn about your experiences in the classroom and school, you will hand in your journal a total of three times over the course of the semester,.

Due weeks 4, 8, and 12.

Map Project

Using a NYC subway map (either paper or digital), create a work of art that speaks to who you are as an artist. Project can take the form of a painting, drawing, sculpture, video, animation, or other media of your choice.

Due week 2.

Teaching Philosophy

Students will write a one-page teaching philosophy that clearly and concisely conveys why, how, and what they teach. This narrative should be a personal statement about your teaching beliefs, should reflect your experiences and teaching practices, and articulate your ideas about the significance of art in education and society. You can find guidelines for the teaching philosophy on NYU CLASSES.

First draft due week 3; revision due week 7.

Portfolio Cover

Create a work of art for your portfolio that visually represents your teaching philosophy. This can serve as a cover for your portfolio and/or a sign on your classroom door, and when reduced in size, it can also become a business card or other “leave behind” when you are doing interviews.

Due week 7.

Model Lesson Plan

Students will create an “audition piece” or model lesson for a middle/high school where you are being considered for a position. You are welcome to recycle something from other classes, or prepare a model lesson from the instructional unit you create this semester while student teaching, as long as it conforms to the guidelines for the “NYU Lesson Plan,” available on NYU CLASSES. The lesson:

- Should be achievable in 45 minutes—including aim/intro/motivation, distribution of supplies, work-time, clean-up, and closing
- is tailored for a particular middle or high school grade level (6-12)
- uses materials that you or the school can provide
- includes a rubric for assessment
- includes a set of four works of art that you might use to introduce your lesson. The images should be thematic and sequenced to generate dialogue among students.
- includes an extension or longer version in case you are given an hour or a double period.

First draft due week 5; revision due week 6.

Year-Long Curriculum Map

In the interest of preparing you for your own classroom, you will develop the outline for a year-long curriculum that could be implemented in a middle and/or high school context. This map will take the form of a rubric organized according to essential questions/themes and relevant projects/skills. Maps should take into account the need for scaffolding that provides a thoughtful way of building skills and conceptual depth over the course of the year. An “NYU Yearly Curriculum Map” template is available on NYU CLASSES along with sample maps from several students and teachers.

First draft due week 9; revision due week 11 Cover Letter

Write a cover letter for your ideal school. It should address the basics of who you are, but also convey your individual interests, experience and teaching style. Importantly, your cover letter should explain why you are *specifically* interested in and suited for this particular school, which means you will have to do some research and thinking about what different kinds of schools are out there. This letter will serve as a template for all your job applications, but should of course be modified to address the particular mission for each school.

Due week 13.

Teaching Portfolio

As your culminating project, you will create a final draft of your teaching portfolio. This should include your resume, teaching philosophy (and accompanying visual), year-long curriculum map, examples of lesson plans you have taught with corresponding images of students working, examples of student work, additional sample curricula/professional experience, and personal artwork/exhibition information. "NYU Portfolio Contents" and portfolio samples are available on NYU CLASSES. Portfolios can be as creative as you want to make them and should reflect not only your teaching experiences, but also your personal artistic style. Remember to document as much as you can throughout the semester!

Rough draft due week 13, final draft due week 14.

Please type all written assignments (with the exception of your journal and your art-based projects).

Readings

Topics for discussion each week have related readings to support conversation and classroom practice. All readings will be posted on Blackboard as PDFs with the exception of readings from 2 primary texts required for the course. These texts should be at the NYU Bookstore and are all available on Amazon.com:

- Fires in the Bathroom by Kathleen Cushman (The New Press, 2003)
 - Urban Teaching: The Essentials by Lois Weiner (Teachers College Press, 2006)
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COURSE OUTLINE

Class 1: MON January 28

Introductions; Syllabus & Course Rubric; Classroom Observations; DRSTOS Teaching as Artists & Educators; Role of the student teacher; Transitioning from student to teacher

What are your concerns as new art teachers? What issues/topics do you feel have not been covered sufficiently thus far in your training?

Introduce NYC Subway Map project; Assign discussion leaders for weekly readings

Class 2: MON February 4 (Annie Kyle discussion leader)

Urban High Schools: Issues & opportunities; Managing the Classroom; Building a Culture of Respect and Success; Discuss Teaching Philosophy

Read for class:

- *Urban Teaching: The Essentials*, by Lois Wiener, Ch. 2-3
- *Fires in the Bathroom*, Ch. 1-4
- Noel Anderson, "They Ain't Hiring Kids from My Neighborhood," in *Our Schools Suck: Students Talk Back to a Segregated Nation on the Failures of Urban Education*. NYC: University Press, 2009, p. 113-142

DUE: NYC Subway Map Project

Class 3: MON February 11 (Jennifer Henzi discussion leader)

Managing the Classroom (continued)

Guest Speaker: Mark Perez, Advisor for Teacher Certification for School of Education

Read for class:

- NYCDOE Discipline Code
- "Suggested Classroom Accommodations," from Child Development Institute (1998-2005)
- "Techniques for Managing Difficult Situations" and "Effective Stops to Behavior Management"
- Martin Haberman. "The Pedagogy of Poverty Versus Good Teaching" in *City Kids, City Teachers: Reports from the Front Row*, 1996. Eds. William Ayers and Patricia Ford. New York: The New Press.
- Herbert Kohl. "I Won't Learn From You" in *I Won't Learn From You and Other Thoughts on*

Creative Maladjustment. New York: The New Press, 1994

DUE: 1st Draft of Teaching Philosophy

MON February 18

PRESIDENTS DAY HOLIDAY: NO CLASS

Class 4: MON February 25 (Katherine Stark discussion Leader)

Lesson Planning and Motivation in the Classroom; Lesson Plans for Student Teaching; Discuss Model Lesson

Read for class:

- "Form + Theme + Context, Balancing Considerations for Meaningful Art Learning" by Renee Sandell in *Art Education*. Reston: Jan. 2006
- "Generative Topics," and "Understanding Goals", in *Teaching for Understanding Guide*, by Tina Blythe and Associates
- Review ARTA Lesson Plan overview

DUE: Journal #1

Class 5: MON March 4 (Leslie Murray discussion Leader)

Model Lesson Discussion & Critique;

Read for class:

- *Fires in the Bathroom Ch. 5-6*
- Herbert Kohl, "Topsy-Turvies: Teacher Talk and Student Talk," in *Stupidity and Tears*. New York: New Press, 2003

DUE: First draft of 45-min Model Lesson (bring copies for all members of the class)

Class 6: MON March 11

Talking about art and ideas; Project & Inquiry-based Learning;

Guest speakers: New teachers discuss their experiences and ideas

Read for class:

- Selections on curriculum from *Everyday Anti-Racism: Getting Real about Race in School*. NY: New Press, 2008
- "Using Critiques in the K-12 Classroom" by Nancy House in *Art Education*. Reston: May 2008; p.48
- "What is Inquiry Based Learning?," from the Center for Inquiry Based Learning
- "Driving Questions in Art," sample worksheet on project-based learning by Internationals Network

Due: Revised 45-min Model Lesson.

MON March 18

SPRING BREAK: NO CLASS

Class 7: MON March 25 (Michelle Hwang discussion Leader)

Navigating the System; Public vs. Charter vs. Private; Finding a school that's right for you;

Job hunting; Discuss Cover Letters & Interviewing Skills

Read for class:

- *Urban Teaching: The Essentials*, by Lois Weiner, Chapters 4-5
- Diane Ravich, "The Myth of Charter Schools," *The New York Review of Books*, Nov 11, 2010
- Diane Ravich, "American Schools in Crisis" *The Saturday Evening Post*, Aug 16, 2011

Optional:

Watch one of the following films: *Waiting for Superman*, *The Lottery*, or *Race to*

Nowhere

DUE: Revised Teaching Philosophy AND Portfolio Cover/Business Card

Class 8: MON April 1 (Anne Kyle discussion Leader)

Resources for Teaching: Standards/NYC Blueprint; Teaching In/Out of the Box; Long-term planning;

Discuss Yearlong Curriculum Map; What are driving/essential questions?

Read for class:

- The New York City *Blueprint for Teaching and Learning in the Arts*;
- "Ten Alternative Classrooms" by William Ayers
- Review "Generative Topics," in *Teaching for Understanding Guide*, by Tina

Blythe & Associates

Optional Reading:

- New York City *Blueprint for Teaching and Learning in The Moving Image*

DUE: Journal #2

Class 9: MON April 8 (Jennifer Henzi discussion Leader)

Curriculum map peer review

Read for class:

· What is Backward Design?" from *Understanding by Design*, Grant Wiggins and Jay McTighe.

Prentice Hall: 2001.

- Sample Curriculum Plans and Maps

Due: First Draft of Yearlong Curriculum Map (bring copies for all members of the class)

Class 10: MON April 15 (Kathy Stark discussion Leader)

Student Evaluation; Formative/summative assessments; Holistic/analytic rubrics; Teacher Evaluations; Common Core and Danielson

Read for class:

- *Fires in the Bathroom Ch. 7*
- "Quality Rubrics, Quality Results," Cris Guenter, EdD, NAEA National Convention

2010

- Common Core Standards in Reading and Writing for Grades 6-12
- Charlotte Danielson's *Framework for Teaching* (2011 Revised Edition) NYC DOE

Priority Competencies

- Excerpt from *Tools for Teaching* by Barbara Gross Davis; [Jossey-Bass](#) Publishers:

San Francisco, 1993

DUE: None

Class 11: MON April 22 (Leslie Murray discussion Leader)

Reaching out Beyond the Classroom: Parents, Administrators, Colleagues, and Community Connections; Resources for Teachers and Students

Read for class:

- *Fires in the Bathroom Ch. 10*
- Review the document "Involving Parents and Schools in Arts Education" By the Center for Arts Education

DUE: Revised Curriculum Map

Class 12: MON April 29 (Michelle Hwang discussion Leader)

Self-Assessment and the Reflective Teacher; Discuss Cover Letter

Read for class:

- *Fires in the Bathroom Ch. 9*
- "The Hows and Whys of Peer Mentoring," Marc Osten and Eric Gidseg, in *Rethinking Schools*,
Volume 12, No. 4 - Summer 1998
- "What Makes Great Teachers Great?" by Ken Bain in *Class Act*. New York: New York University,
Center for Teaching Excellence, 2004

DUE: Journal #3, Peer Observation Forms + Videotape

Class 13: MON May 6

Portfolio Workshop; Course Evaluations; DRSTOS

No reading

DUE: Cover Letter, and all the materials needed for your portfolio!

Class 14: MON May 13

Party & Portfolio Review

No reading for today!

DUE: Final Teaching Portfolio, timesheets.