

Art Education Field experience documentation form and directions

Directions: The Art Education teacher candidate must document*** a minimum of 45 hours of field experiences in grade levels 9-12 and 45 hours of field experiences in grade levels P-8 prior to Apprentice Teaching. In order to enhance your preparation as a teacher, it is important that these experiences reflect a diversity of schools, classrooms and grade levels which you will select in consultation with your professor(s).

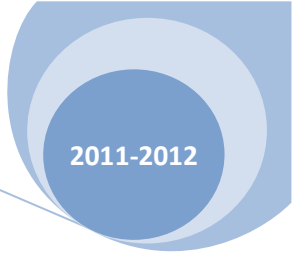
1. Below are the College of Education CCLO's as updated in 1.2010. Choose one of them to focus upon before you visit a school.
2. Use the form on the second page of this document. Write the place and hours you observed, separating each hour increment according to the example
3. Use one form per observation. You may observe focused on the same CCLO a number of times, according to the corresponding course and assignment you are observing for.
4. Observe what goes on in the art classroom on just the CCLO you observe. Use as many sheets of notebook paper as needed to write what you see. Underline important related points. Then summarize your ideas on the Art Education field experience form in a handwritten format
5. Using and keeping your raw notes, have the teacher you observe sign off on all of the hours you have visited that day. Do not ask the teacher to sign for multiple visits at one time.
6. After you leave, find one article of research or case study that matches the CCLO you focused upon. Write it on the form as well in APA.
7. Write a one to two page reflection that draws parallels between the research you chose and the observation you made. The two may disagree with one another in theory, practice and approach but be an interesting learning experience to compare.
8. Scan and upload raw notes, signatures, research article and reflection into your course moodle section
9. ***The teaching candidate is responsible **to also keep a copy in the BA or MAT program portfolio** of *all* field experiences. The portfolio is needed for candidate accreditation and licensure.

**Core Candidate Learning Outcomes (CCLOs)
Revised Fall 2009 – Effective January 1, 2010**

1. *Learning environment:* The teacher uses an understanding of individual and group motivation to create a community of learners that encourages positive social interaction, active engagement in the subject matter, and the development of a sense of responsibility for their own learning.
2. *Subject matter:* The scholarly teacher understands and models the central concepts and modes of inquiry of his or her discipline(s), thereby engaging students in learning experiences that encourage critical thinking and stimulate continuing interest in the subject.
3. *Student learning:* Based on an understanding of how students develop and learn, the teacher provides learning opportunities that support students' intellectual, social and personal growth.
4. *Diversity:* Understanding that each learner is unique, the teacher of a democratic classroom adapts and differentiates instruction to meet diverse needs of all students.
5. *Instructional strategies:* The teacher implements instructional strategies, including appropriate use of instructional technologies, designed to encourage students to develop critical thinking, performance skills, and content knowledge, while meeting required curriculum and program evaluation standards.
6. *Assessment strategies:* To foster knowledgeable and inquisitive learners, the teacher uses a variety of formative and summative assessments to evaluate student achievement and inform instructional decision-making.
7. *Communication:* The teacher uses verbal and non-verbal communication strategies along with complementary technologies to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 8) *Research:* The teacher's professional practices reflect discerning uses of relevant research, as well as the ability to initiate systematic inquiry into instructional practices and school-wide issues.
- 9) *Reflection and professional development:* The teacher is a reflective, critical, open minded practitioner who continually evaluates his/her practices, beliefs, and the effects of her/his decisions, thereby refining a personal pedagogy to guide professional practices.
- 10) *Collaboration:* The teacher communicates and collaborates democratically with other teachers, families, and members of the school's communities to support student learning and well-being.

Examples of field experiences include:

- Students, teachers, parents, administrators, school personnel, and other professionals
- Observing and Teaching in Regular and Special Education Classrooms and Multicultural Settings:
- Individualized Instruction/Tutoring
- Small-group Instruction



- Whole-class Instruction
- Inclusion
- Observing in other classes or settings
- Working with community after school programs, Summer Camps
- Observing in school sponsored activities/outreaches (need approval)
- Big Brother/Sister, Boy Scouts/Girl Scouts (may need separate background check)

Art Education Field experience documentation form

Candidate name _____ Date of observation _____

CCLO focus _____ School name _____

	Hour	Teacher int.
Observed teacher behaviors (summarize)	Example: <i>Jan</i>	<i>[Signature]</i>
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