

STUDENT TEACHING INTERNSHIP PRACTICUM

INTRODUCTION

The student teaching internship is a cooperative experience. Program Supervisors, Supervising Practitioners, and Student Teaching Interns all work closely together in this most important component of the teacher preparation program. The Massachusetts College of Art and Design Department of Art Education has developed this handbook to further strengthen the collegial relationships among the participants in the student teaching internship 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 Teaching Interns spend approximately twelve weeks at their student teaching internship site. They work toward either a Pre-K - 8 or a 5-12 Initial license.

Student Teaching Interns spend five full days a week in their school. They return to the college Wednesday afternoon for a seminar with their Program Supervisor and for the *Curriculum* course. We have found that when Student Teaching Interns 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 internship 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 internships, 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 teaching interns.

Placement

The department recognizes the importance of this task and has assigned a Placement Coordinator to make the best matches for the student teaching internship 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.

There are usually two special paid student teaching internship positions, one a full year at the Boston Arts Academy in Boston, and one at the Dr. William W. Henderson Inclusion 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.

Applications for student teaching internship placement must be turned in by the deadline, the first week in October for spring semester placement and late February for fall semester placement. (See application form in Appendix.)

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

STUDENT TEACHING INTERNSHIP

During your student teaching internship 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, developing and teaching some of your own lessons in accordance with the curriculum and your supervising practitioner. 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 internship experience.

STUDENT TEACHING INTERNSHIP SCHEDULE

STUDENT TEACHING INTERNSHIP PRACTICUM (approximately 12 weeks)

Student teaching interns begin by observing and assisting for the first week or two, to get to know the students and build relationships. Gradually the Student Teaching Intern 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 Teaching Intern takes on more classes, assuming the Supervising Practitioner's full schedule (to the extent possible) for at least the final four weeks. In addition to the Observation Reports, two progress evaluation meetings will be held with the Student Teaching Intern, Supervising Practitioner, and Program Supervisor after the second and fourth observations. Another three-way meeting will be held at the end of the placement to complete the Preservice Performance Assessment as required by the DOE for initial licensure. The number of hours required is 360 to 420, with one-third considered observation hours and the remaining two-thirds teaching hours.

The hours are calculated from the start of the school day until the completion of the school day (six and a half to seven hours per day).

OBSERVATIONS IN OTHER CLASSROOMS

All Student Teaching Interns are encouraged to observe classes in subjects other than art and, if the possibility exists, to observe additional art teachers at the site or within the school community. 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 may take place throughout the student teaching internship practicum or during the first few weeks of the internship when the intern has less teaching responsibility. As the Student Teaching Intern gains experience, the other-subject classes can provide new stimuli for the art lessons and units being developed.

Early in the semester the student teaching intern should arrange to go through a half-day to a full 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 TEACHING INTERN

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 professionally, as if you were a permanent part of the school faculty. Ask questions and consult with your Supervising Practitioner, also the Faculty Handbook. You should read the schools'

student handbook by obtaining a hardcopy or by going online before starting your student teaching internship.

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. Initially you will probably model your Supervising Practitioner's lessons before developing lessons/units for the curriculum in place. All lesson plans must be fully developed, include the MA Visual Arts Standards, a rubric, and an assessment. Your plans must be submitted to the Supervising Practitioner for approval in advance of your teaching. 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 and unit plans should originate with you but follow the curriculum in place.

Email a copy of your lesson plan to the Program Supervisor before he/she comes for an observation and have a complete lesson or unit plan printed out and ready to give him/her for each 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 the classroom environment

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 teaching intern.

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, duties, 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 an observation 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 personal journal or teaching blog with limited access that constitutes the beginning of your Student Teaching Internship Portfolio.

Included in the 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 and/or unit plans
- d. evaluations of your students
- e. photographs of student work and of yourself teaching
- f. Program Supervisor's observation reports
- g. Supervising Practitioner's observation and in-progress evaluation reports

7) E-mail a weekly update of your journal or blog to the Program Supervisor

This is a course requirement and should be submitted according to an agreed upon schedule with your Program Supervisor. 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 the student teaching internship

During your student teaching internship 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 pro-active, take the initiative to find out such things as duties, class assignments, planning, etc. As a Student Teaching Intern, you must 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.

Establish clear and consistent expectations for student behavior and have a system in place, such as a behavioral plan developed for your students, and with your supervising practitioner and possibly the students, to reinforce the expectations with consequences. It is an essential part of teaching to demonstrate effective classroom management. Ensure that students have central roles in holding themselves and others accountable including the resolving of conflicts and elimination of harassment and bullying according to district policies and procedures.

Treat students respectfully and appropriately by setting yourself as a model for your students. Respond to questions and needs in a professional manner, solicit student thoughts, encourage questioning, experimentation, problem solving, and risk taking. Assure that instructional strategies engage students and incorporate individual as well as group work. Develop and utilize a variety of assessments that provide clear, specific and supportive feedback with suggestions for improvement that support student learning.

Parental contact should only be made through your Supervising Practitioner acting on your behalf. Any incident or behavioral issue with a student should be clearly documented through the appropriate channels according to the school and/or district policy.

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

Discuss possible observation 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 internship 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 internship. 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.

Student support services (Student Development) should be used as if you were attending college every day.

A representative from Career Resources will present information about available services open to you and the sign-up procedure. A teacher in the field will visit a seminar session and provide valuable information about the job search and interviewing for teaching positions.

Career Resources offers job listings, and job openings are also listed on www.massarted.org under User Pages/ Art Ed. Jobs and Internships.

Because most schools have adequate equipment (projectors, potter's wheels, cameras, etc.) the College has formed the policy that MassArt 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 before completion of your student teaching internship experience. Do not wait until you are ready to interview for 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 teaching position upon graduation.

15) To write a thank-you note to your Supervising Practitioner and all others who assisted you throughout the semester, upon completion of your Practicum.

Having a student teaching intern is rewarding and requires additional effort. A thank-you is one of the conventions that is remembered, appreciated, and could make the difference in securing a position.

16) To assemble a quality Student Teaching Internship Portfolio

Student teaching interns will exhibit their portfolios at the conclusion of the Student Teaching Internship 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. The reviewer usually meets with the interns on Portfolio Day to provide an overview and field questions from the group. The Portfolio will

serve as a valuable tool during the interview process and can be utilized as part of the continued documentation required by school districts for NCLB (No Child Left Behind), AYP (annual yearly progress), and professional growth and development.

17) To select artwork from classes for the exhibit “New Educators/ Growing Artists” in the Arnheim Gallery and install the exhibition with guidance from the student curators

Volunteer opportunities for tasks associated with the end-of-the-semester activities, such as designing the invitation, acting as a curator for the exhibition, planning and hosting the reception, preparing labels for the artwork and taking down the show, provide student teaching interns with representative experiences for their future careers as art educators.

TEACHING PORTFOLIO

Students qualifying for Initial state licensure are required to submit a Teaching Portfolio that summarizes their Student Teaching Internship experience. Portfolios are presented at the conclusion of the practicum 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 Internship Seminar. (See Portfolio Requirements in Appendix.)

NEW EDUCATORS/GROWING ARTISTS EXHIBIT

There will be an exhibit at the end of the semester in the Arnheim Gallery. Student Teaching Interns will hang a selection of work from their classes at their student teaching internship site. The exhibit will be planned by curators from the Student Teaching Internship Seminar, with dates for all activities arranged in conjunction with the Arnheim Gallery and Art Education Department calendar. Each student teaching intern will select a responsibility from the list of tasks necessary for the exhibition. (See Exhibition Assignments in Appendix.)

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 Teaching Intern 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, enthusiasm for teaching, and assuming the additional responsibility for a student teaching intern.

The Supervising Practitioner is a mentor within the school, serving as guide and support for the Student Teaching Intern. S/he reviews lesson plans; gives ongoing verbal and written constructive criticism; 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 Teaching Intern observe the classroom procedures and explains the rationales behind them. Although the Student Teaching Intern 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 Teaching Intern.

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 teaching intern's work throughout the semester. This form must be used for evaluation in order that the criteria be consistent for all student teaching interns. During the placement, both the Supervising Practitioner and the Program Supervisor will evaluate the

Student Teaching Intern, 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, once after the second observation and again after the fourth observation.

At the conclusion of the student teaching internship, a three-way meeting of the Supervising Practitioner, Student Teacher, and Program Supervisor takes place to review the Student Teaching Intern's performance and fill out the Practicum Report and Preservice Performance Assessment Form. These documents are essential for the student to become licensed and become part of the student's permanent record. Copies of these forms are kept in the student's file in the Art Education Office at the College.

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 Student Teaching Internship 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 Teaching Intern, the school, and the College. S/he observes, gives positive and constructive criticism, listens to the concerns of the Student Teaching Intern, and helps work out solutions. S/he makes five visits to the school during the semester, one orientation visit and four observations.

Additional observations may be made as requested or deemed necessary. The student teaching interns are responsible for making appointments with the Program Supervisor and coordinating them with their Supervising Practitioner.

The content of the five observation visits is described below:

1) **Observation #1**

Initial visit to orient the Student Teaching Intern and the Supervising Practitioner to their respective responsibilities. The Program Supervisor fills out the observation form, answers questions and discusses any concerns.

2) **Observation #2**

Student Teaching Interns arrange with the Program Supervisor and their Supervising Practitioner possible dates and times for an observation. The Program Supervisor observes the class, takes notes, and completes the observation form. All three discuss progress and complete the Student Teaching Internship Practicum Progress Evaluation Form #1 together, taking into consideration the teaching schedule and responsibilities of the Supervising Practitioner and Student Teaching Intern.

3) **Observation #3**

Student Teaching Interns arrange with the Program Supervisor and their Supervising Practitioner possible dates and times for an observation. The Program Supervisor observes the class, takes notes, and fills out the observation form. All three discuss progress to the extent possible, taking into consideration the teaching schedule and responsibilities of the Supervising Practitioner and Student Teaching Intern.

4) **Observation #4**

Student Teaching Interns arrange with the Program Supervisor and their Supervising Practitioner possible dates and times for an observation. The Program Supervisor observes the class, takes notes, and fills out the observation form. The Student Teaching Intern, the Program Supervisor, and Supervising Practitioner work cooperatively to complete the Student Teaching Internship Practicum Progress Evaluation Form #2. All three discuss progress to the extent possible, taking into consideration the teaching schedule and responsibilities of the Supervising Practitioner and Student Teaching Intern.

5) **Observation #5**

Final visit. Student Teaching Interns arrange with the Program Supervisor and their Supervising Practitioner possible dates and times for the final observation. The Program Supervisor observes the class, takes notes, and fills out the observation form. The majority of The Preservice Performance Assessment Form, along with the Practicum Report (the pink form), will have been filled out over previous sessions and during the seminar class. At the final meeting, these official documents are completed and signed by the Student Teaching Intern, the Program Supervisor, and the Supervising Practitioner. An appropriate amount of time needs to be allotted for ratings and discussion.

Once a week the Program Supervisor meets with all of her/his Student Teaching Interns for a practicum seminar that addresses student teaching intern issues and concerns. Additional topics include instructional planning and implementation, monitoring of student progress and assessment, equity and high expectations for learners, cultural sensitivity and the development of safe, supportive and responsive learning communities, professionalism, reflection, collaboration and personal growth, partnerships with families, the community and outside organizations, and additional topics brought up by individuals within the seminar class or as group needs.

The Program Supervisor is responsible for the Student Teaching Intern'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 office. The Practicum Report is a legal document, and the Program Supervisor and Student Teaching Intern 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 Internship 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, depending which level 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 Teaching Intern, 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 Teaching Intern.

All Practicum Reports should be turned in to the Art Education Department Assistant. 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 and graduate students) to become part of the permanent record.

LICENSE APPLICATION

Students apply for licensure to the Massachusetts Department of Elementary and Secondary Education. The Art Education Department's Certification Officer visits a class and introduces the student teaching interns 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 and graduate students must also submit a transcript of their bachelor's degree.

The Massachusetts Department of Elementary and Secondary Education requires that candidates apply for their license online. 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 must pay the \$100 fee online.

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; otherwise you will need to obtain your transcript and mail it to the Massachusetts Department of Education yourself. To be part of the batch, you must have applied online for your license and paid your fee. Batch submission of transcripts by the Art Education Department expedites processing of the teaching licenses.

See the Department Assistant for more information.

LICENSURE IN OTHER STATES

A Massachusetts license is reciprocal with all other states and the District of Columbia through NASDTEC (National Association of State Directors of Teacher Education and Certification) and NCATE (National Council for Accreditation of Teacher Education) agreements. This does not mean that licensure in these states is 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 Agreements.

Some states require that teachers take the Praxis test or other exams. If you know that you will be applying to a particular state, contact the Department of Education in that state and ask about the exams required.

APPENDIX: FORMS

- Application for the Student Teaching Internship
- Supervising Practitioner Agreement Form
- Student Teaching Internship Log
- Student Teaching Internship Observation Form
- Mass Art Student Teaching Internship Practicum Progress Evaluation
- Portfolio Requirements
- Exhibition Assignments
- Preservice Performance Assessment Abbreviations
- Practicum Report for Student Teaching Internship
- Department of Education Preservice Performance Assessment for Practicum
- Department of Education License-Specific Evaluation Form: Visual Arts
- Student Teaching Internship Paperwork Check List