The field experience is taken concurrently with Art Education Methods II. It provides an opportunity for interns not only to observe but also actively participate in an art room with hands on learning. The field experience starts the week the county the intern is placed in starts up (the exact starting date will depend on the county and/or placement). Interns will spend this week with their mentor(s) full time split between the two placements. Thereafter, when the UMD semester starts, interns will spend a minimum of 3 hours per week in both of their assigned elementary and secondary school placements.

Learning Outcomes: At the conclusion of the semester interns will have had opportunities to:

- Learn about the school and its community including its mission, members, cultures, beliefs, focus, goals and values InTASC 2,3,9;NAEAI-III-V,VIII,XVIII;CF-EC1,2, Social/Cultural Contexts.
- Become familiar with the school’s and art room’s day-to-day instructional and managerial policies (e.g., rules, management, curriculum, goals, expectations, attendance, etc.) InTASC 3;NAEAI-VI,VIII;CF-EC2,5;Subject Matter, Pedagogy
- Work with, motivate and teach many students in different classrooms (e.g., headstart, PreK-12, special needs, ESOL, gifted/talented, AP, etc.) in many different settings: whole class, small groups, one-on-one, etc. InTASC 1-8;NAEAI-III-V;CF-EC1, Learners
- See how art lesson content is selected, modified, presented, taught, assessed, exhibited, etc. to provide meaningful instruction/learning for ALL students to be successful InTASC 1-10;NAEAI-II;CF-EC1-7;All knowledge standards
- Understand how to sequence the flow and manage instructional time in teaching an art lesson InTASC 1,4, 5, 7;NAEAI-IV,V, XV;CF-EC3,7;Pedagogy
- Analyze and reflect on what they’re doing and what they’re students are learning to improve and hone their skills InTASC 9;NAEAI-IV,XV, XVII;CF-EC4; Social/Cultural Contexts.

Expectations are for the intern to observe and actively participate as an art teacher’s assistant while in the field placements. Since they have not completed their Methods II course, candidates are not expected to prepare detailed lesson/unit plans for an entire class period at the beginning of the semester. However, in the methods course interns will design art lesson(s), with the assistance of the university methods course instructor and feedback from their mentors, that will benefit the mentor teacher’s curriculum and her/his art class (e.g., account for grade, developmental/ability level, diversity, interdisciplinary aspects, etc.). It is expected that the graduate interns will teach one of the units they write later in the semester. While the undergrad interns will teach the units they write in the spring portion of their internship.

http://www.ncate.org/
Candidates have the content knowledge needed to teach students; have the pedagogical and professional knowledge needed to teach effectively; have the belief that all students can learn; demonstrate fairness in educational settings by meeting the educational needs of all students in a
caring, non-discriminatory, and equitable manner; understand the impact of discrimination based on race, class, gender, disability/exceptionality, sexual orientation, and language on students and their learning; and can apply their knowledge, skills, and professional dispositions in a manner that facilitates student learning.

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Throughout the internship the interns MAY NOT WORK AS SUBSTITUTE TEACHERS!

Attendance:
Regular attendance is mandatory. The student is responsible for notifying the mentor teacher(s) AND the university methods instructor, in advance, if an absence is necessary. Moreover, the student is responsible for making up any missed time and/or work. If the student is absent during the time they have committed to prepare materials and/or teach a lesson, they are required not only to notify the mentor teacher but also to see that the mentor gets the prepared materials, resources and/or lesson/unit plan (i.e., sub plan) so the mentor teacher can continue instruction as scheduled. In the event of excessive absences, a decision will be made, based on the circumstances, whether the field experience/internship will be extended or terminated.

Tardiness: Being late/tardy is inexcusable! Interns should arrive on time (or better still early) each day they are scheduled to be at the placement. If for some ‘excusable’ reason an intern will arrive at school late, they are to notify their school, mentor teacher and university supervisor prior to arriving late or as soon as possible thereafter. Excessive tardiness could result in termination of the field experience/internship!

EXPECTATIONS FOR ALL ART EDUCATION INTERNS

Dress/Appearance/Behavior:
Interns are expected to dress, appear and behave in a professional and ethical manner at ALL times. This includes:
- Dressing appropriately for a ‘professional appearance’
- Acting with civility
- Conducting oneself in an ethical manner
- Having/displaying a positive and enthusiastic attitude at ALL times.

Professional attire is required at ALL times! An intern’s attire should separate them from their students and play/recreational clothing! For men, collared shirts are required. Ties and jackets are highly appropriate and recommended, especially when attending a school meeting/function. For women, skirts, pants/slacks, blazers, jumpers, dresses and stockings are highly appropriate and recommended.

Attire that is NOT allowed under any circumstances includes: jeans, sweat pants, shorts, T-shirts. In other words any type of athletic, play and/or recreational wear (this includes both clothes and foot wear). Also, hats, low cut and/or tight blouses/tops, shirts or pants, mini-skirts, exposed cleavage, midriffs or undergarments, and jewelry in ‘out of the ordinary’ places are NOT professional, NOT appropriate and should NOT be worn. Remember your goal is to come across as a professional teacher not as a student or ‘far out’ artist. So check yourself in the mirror each day to get a good idea of what your students will see and how they (and the school community) will perceive you! These requirements are set forth by the College of Education. Moreover, we do firmly believe in them and therefore strictly enforce them.

Remember: A picture is worth a thousand words. This also holds true for how you’re dressed - it’s how you’re perceived by others! Also, remember that the interview process takes place each day you’re in the school. Dress everyday for an interview!
Classroom Management:
The ways teachers organize and structure their classrooms for the purposes of maximizing students' cooperation and engagement and minimizing disruptive behavior. Arends, 2009. Learning to Teach.

Good classroom management is the key to becoming a successful teacher. It’s most difficult for you to teach and students to learn without it. Thus, carefully observe, participate, use, reinforce, reflect and learn good classroom management techniques while developing your ‘teacher presences.’

Lesson Plan:
Planning is acknowledged to be one of the most important and influential factors in successful teaching. Planning that is clear and complete will increase the probability of student leaning and is particularly important for a beginning teacher. Good planning has the potential not only to build confidence and security in teaching but also to inspire and keep students motivated and on task.

Evaluation:
The university methods course instructor, intern and the mentor teacher will be asked to complete an on-line ‘Professional Based Assessment’ (PBA) final evaluation of the candidate’s field experience. In addition, interns are required to maintain a ‘Dialogue Journal’, Lesson Plan Binder and complete all field assignments for successful completion of the course.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Grade</th>
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</thead>
<tbody>
<tr>
<td>Active Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Assignments</td>
<td>60%</td>
</tr>
<tr>
<td>PBA Evaluations</td>
<td>10%</td>
</tr>
<tr>
<td>Lesson Plan Binder</td>
<td>10%</td>
</tr>
</tbody>
</table>

All assignments must be submitted on or before the due date.

Assignments:
There are 12 assignments (5 points each) to be completed during the fall semester while in the field placement. They will help you to get to know the school, community, students and art room. Check the schedule for when they are due. Bring a hard copy to methods class on the day they are due. ALL assignments relate to the above listed ‘Learning Outcome’ standards!

INTASC standards:
http://www.wresa.org/Pbl/The%20INTASC%20Standards%20overheads.htm

The new professional teacher who graduates from a professionally accredited institution should be able to
- Help all pre-kindergarten through twelfth grade (P–12) students learn
- Teach to P–12 student standards set by specialized professional associations and the states
- Explain instructional choices based on research-derived knowledge and best practice
- Apply effective methods of teaching students who are at different developmental stages, have different learning styles, and come from diverse backgrounds
- Reflect on practice and act on feedback
- Integrate technology into instruction effectively.
**PBA (Performance Based Assessment):**
The intern will submit a final PBA on-line for each placement by the due date. This will be discussed in class prior to the due date.

**University and Course Policies**
This course complies with all relevant University policies including:
1) Code of Student Conduct [http://www.studentconduct.umd.edu](http://www.studentconduct.umd.edu)
2) Code of Academic Integrity (Honor Code, see below) [http://www.studenthonorcouncil.umd.edu](http://www.studenthonorcouncil.umd.edu)
3) University Campus Policies and Procedures on Sexual Harassment [http://www.inform.umd.edu/CampusInfo/Departments/PRES/policies/vi120a.html](http://www.inform.umd.edu/CampusInfo/Departments/PRES/policies/vi120a.html)
4) Disability Services: Students who have documented disabilities and who wish to discuss academic accommodations within this course should contact the instructor before or as soon as possible after the beginning of the course.
5) Religious Observances: It is the student’s responsibility to inform the instructor in advance of any intended absences for religious observances. The UMCP’s diversity calendar is available for your review on the web at: [http://www3.kumc.edu/diversity](http://www3.kumc.edu/diversity).

**Honor Code:**
The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at UMD for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit [http://www.studenthonorcouncil.umd.edu/whatis.html](http://www.studenthonorcouncil.umd.edu/whatis.html)