TUFTS UNIVERSITY
and
THE SCHOOL OF THE MUSEUM OF FINE ARTS, BOSTON

TEACHER EDUCATION PROGRAM

HANDBOOK
for
TEACHER CANDIDATES
(Student Teachers)

SUPERVISING PRACTITIONERS and
PROGRAM SUPERVISORS

ART EDUCATION PREK-8 OR 5-12
Dear Supervising Practitioner in Art Education,

WELCOME!

Thank you for your willingness to mentor a full-time MAT student from the Art Education Program of Tufts University with the School of the Museum of Fine Arts, Boston. Tufts-SMFA faculty members and university supervisors appreciate and value your work with our students in art education. Your knowledge and expertise affords our students invaluable authentic learning experiences in art education.

Many supervising practitioners begin work with teacher candidates through a pre-practicum one-day a week internship prior to the practicum. For other teachers, the full practicum internship is the beginning of their association. Either way, from this point on, a challenging, meaningful, and rewarding experience lies ahead for all participants. This handbook provides information regarding policies and procedures related to the practicum.

COMPENSATION
In appreciation for their time, support, and mentorship, supervising practitioners are awarded the following:

**Full practicum internship (five days per week, for 12 weeks):**
For mentoring a teacher candidate during their full practicum internship, supervising practitioners are awarded one course voucher valid for one full course at either Tufts University or the School of the Museum of Fine Arts, Boston and an honorarium of $350. Vouchers and honoraria are mailed directly to the teacher at the conclusion of the practicum with the names of the supervising practitioners and her or his student teachers designated. A certificate for professional development points is awarded for the combination of mentoring a student throughout both the pre-practicum and full practicum internships.

Sincerely,

Susan Barahal, Director of Art Education
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PART I: INTRODUCTORY INFORMATION

DEGREE PROGRAM
Tufts University in affiliation with The School of the Museum of Fine Arts, Boston, offers a Master of Arts in Teaching degree in Art Education. Courses in Art Education Foundations, Pre-Practicum Field Studies, Studio Art, Art Education Curriculum and a Seminar in Student Teaching combined with a full semester practicum are required of students in this degree program. All students follow a course of study that addresses Massachusetts Teacher Licensure Regulations and the Education Reform Law. This handbook specifies expectations for the full semester practicum of the student teaching internship.

THE FULL PRACTICUM INTERNSHIP
Teacher candidates are placed under the direction of licensed, master teachers of art for a full semester. In preparation for this full practicum internship they will have completed a major in visual art, a pre-practicum internship, and art education and education courses. During the practicum, teacher candidates receive guidance from their supervising practitioners as well as support from the university supervisor and from faculty members in seminar coursework. This 300- hour practicum extends not less than 12 weeks.

PART II: Responsibilities of Teacher Candidates, Supervising Practitioners and Program Supervisors

Teacher Candidate Responsibilities and Required Semester Hours
The full practicum runs the length of the semester and represents a minimum of 300 hours of, assisting and teaching at the school site. Teacher candidates are expected to assume as much responsibility for classroom teaching and full responsibility for at least 100 hours as directed by Massachusetts Teacher Licensure Regulations.

(Assuming full responsibility means actual teaching time: a full class, small groups, or individual students. Hours that fall under the other category are everything from time spent observing classes to planning and grading to meeting with colleagues to sitting in on IEP meetings and so on.)
Teacher Candidates (TCs) and Professionalism

TCs are expected to dress and perform in a professional manner at all times and to follow the rules, procedures, and schedule appropriate for all teachers at their partner schools. They are to be circumspect and discreet when discussing aspects of their internship including student behaviors and student records.

At the outset of the internship, TCs are encouraged to teach some of the supervising practitioner’s lessons and to maintain similar classroom management strategies as those of their supervising teachers. In this way, the PK-12 students grow accustomed to the TC as a leader in the classroom, and the TC has an opportunity to gain organizational skills on which to build his or her own teaching style. Some TCs present their supervising practitioner’s lesson as a transition to develop and teach their own lessons. As TCs gain confidence, they will gradually take on greater responsibility for the content of lessons, direct teaching activities, and management of the class. In this way they will cultivate their own teaching style, which we hope will emerge over the course of the practicum. The TC will present well planned, age appropriate lessons and a more individual and personal approach in their teaching. They will demonstrate good classroom management skills through an engaging curriculum that meets the needs of diverse learners.

Assuming Teaching Responsibility

When TCs initially assume teaching responsibilities, the supervising practitioner usually remains in the classroom to observe and give feedback soon after the class has ended. Supervising Practitioner and TCs should schedule a regular reflective meeting time for discussion of lesson plans before and after their presentation, and the TC’s goals and progress. As the TC gains confidence and demonstrates greater skill in the classroom, the supervising teacher will leave the class for short intervals at first. Greater teaching responsibility and sole responsibility of classes should increase as the practicum progresses.

Teacher Candidate Responsibility Guide

- TCs are encouraged to assume teaching responsibilities in a gradual and cumulative manner.
- Once a TC takes responsibility for a class she or he should continue to teach that class for the remainder of the semester.
- It is expected that all TCs will submit written lesson plans to their supervising practitioner not less than three days prior to their delivery. This should allow ample time for review, discussion, and revision if necessary.
- A plan book, reflective of all teaching activity for the duration of the practicum, is kept by each TC and considered in the final analysis of her or his overall performance.
- All TCs keep a time log that is an accurate record of the time, days and hours, of the student teaching experience. Direct instructional and other hours devoted to in-school activities are distinguished in the log. This is an important document for state teacher licensure and must be signed by the supervising practitioner, the Program Supervisor, and the Teacher Candidate. The seminar instructor will provide a copy of the time log.
As visual artists, TCs are expected to apply their creativity to their lessons by infusing their teaching with their own artistic expertise, and to bring contemporary and innovative art content to the existing art curriculum.

TCs should think critically about teaching and learning in art and act upon reflection of their own teaching.

TCs should foster creative and analytical thinking skills in their students.

TCs are expected to integrate their efforts in to the life of the school, and to find ways in which to contribute to a positive school culture.

Supervising Practitioner Role and Responsibilities

Supervising practitioners are professional role models and mentors for teacher candidates. Through day-to-day classroom teaching they demonstrate strategies for instructional practices, assessment methods and classroom management. They meet frequently with their teacher candidate interns to discuss their own instructional plans for the semester, their TC’s lesson plans and responsibilities, TC progress and goals, and issues related to teaching and student learning in the art classroom. It is helpful for supervising practitioners and TCs to have a regular meeting time designated within the weekly schedule for these conversations. As TCs assume teaching responsibilities it is recommended that the supervising practitioner observe their teaching and make notes that may be discussed following the class as soon as time allows.

Beyond guiding the TC in teaching experiences, supervising practitioners typically are instrumental in helping TCs become familiar with the school community including:

- The general philosophy of the school
- The school schedule and its attendance and discipline policies
- The school assessment and grading policy
- The school library and media resources
- School guidance and health facilities
- Student rights, responsibilities, and privacy protection policies
- Services for students with special needs
- The school as a community and its role within its community
- Interaction with parents and the greater community
- The visual art curriculum and its relationship to the Massachusetts Frameworks for Visual Art.

At the end of the internship, TCs often ask their supervising practitioners for a written recommendation for their professional portfolios. Also, the supervising practitioner’s teaching license number is required on the student’s license application; it is helpful if this number can be given to the TC well in advance of the end of the semester.

The supervising practitioner confers with the Program Supervisor and the TC not less than three times during the semester-long internship. These conferences provide ongoing assessment of the student teacher’s progress in demonstrating the seven competencies required by
the Massachusetts Department of Elementary and Secondary Education for the preparation of educational personnel.

Tufts University Program Supervisor Responsibilities
The Tufts University-School of the Museum of Fine Arts, Boston Program Supervisor is the liaison between the partner school and the university program. While at partner schools, college Program Supervisors observe TCs in their involvement with classes, check on in-progress and completed lessons, and discuss teaching load and Teacher Candidate progress with the TC and supervising practitioner. The Program Supervisor makes no fewer than five visits to the school site to observe and conference with the TC. During three of the five visits the Program Supervisor arranges to meet together with the supervising practitioner and the TC for review of the teacher candidate’s performance and progress. These meetings provide a forum for: discussion of the TC’s strengths, making constructive suggestions where needed, determination of areas the student needs assistance, and establishment of teacher candidate goals for continued progress throughout the practicum.

These visits and observations are aligned with the Department of Elementary and Secondary Education Candidate Assessment Performance, CAP. http://www.doe.mass.edu/edprep/cap/

Seminar on Student Teaching Course Requirements
Student Teaching Practicum seminars meet weekly and provide a forum for TCs to exchange their insights. Seminar topics focus on current issues in education and reflections of students teaching experiences. Teacher candidates engage in shared problem solving and self-assessment while exploring goals and strategies for teaching art to children and adolescents with a multicultural focus. Course requirements include assigned readings, research and reflection on educational strategies, a final presentation of lesson and unit plans, complete plan book entries, a professional portfolio and a gallery talk and exhibit. In this culminating experience called “The Art Education Festival” teacher candidates mount an exhibition of work completed by their PK-12 students and present a gallery talk about the teaching experience. This exhibition is an opportunity to assert the TC’s identity and knowledge as artist/researcher/teacher in a public venue.

Community members from the partner schools are invited to view and participate in the Art Education Festival. It affords TCs a sense of accomplishment and an appropriate artistic closure to their intense practicum experience.

At the completion of the practicum, teacher candidates receive a letter grade based on multiple criteria that considers work done for the course as well as performance in the school setting.

- Supervising Practitioner (30% of the final grade)
- Program Supervisor (5% of the final grade)
- Student Teaching Seminar Course (65% of the final grade)
The Subject Matter Knowledge Requirement for Licensure of Teachers of Visual Art

The Subject Matter Knowledge Requirement is concerned with the extent of the teacher’s knowledge of his or her subject field. For teachers of Visual Art this knowledge is gained through extensive course work and experience in studio art and art history.

7.06: Subject Matter Knowledge Requirements for Art Teachers

(29) Visual Art (Levels PreK-8; 5-12)
   (a) Elements of Art and the principles of design
   (b) Methods, materials, and techniques unique to the visual arts in: drawing, painting, sculpture, printmaking, collage, crafts, photography, film, and electronic technologies
   (c) Observation, abstraction, invention, and representation in visual art
   (d) Theories of artistic creativity and aesthetics; philosophies of prominent artists and art educators
   (e) Art criticism: concepts of style and stylistic change
   (f) Artistic development in children and adolescents
   (g) Major developments, periods, and artists in Western traditions in art and architecture
   (h) Major developments, periods, and artists in American art and architecture from 1650 to the present
   (i) Characteristics of art and architecture in two non-Western artistic traditions stylistically different from each other
   (j) Influences of non-Western artistic traditions on Western art; influences of Western art on non-Western artistic traditions.