

ARE 4934C: Student Teaching Seminar

SEMESTER AND YEAR: SPRING 2026

CREDIT HOURS: 1

MEETING TIMES AND LOCATION: Public School Placement Site (for observations) and campus (selected Thursdays, 4:05 pm – 7:05 pm, NRN 1041)

Faculty Contact Information

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Description: Addresses various issues and problems associated with student teaching with an emphasis on teaching methods, classroom management and assessment as they arise in actual classroom practice.

Student Learning Outcomes: At the conclusion of this course, students will:

- 1) Demonstrate the six Florida Educator Accomplished Practices at the pre-professional level via a digital teaching portfolio.
- 2) Reflect on the success of his/her instructional decisions based on both formative and summative assessments.
- 3) Prepare a letter of application and resume for seeking employment as a public school art teacher.
- 4) Document and assess student work and achievements through written records and photographic evidence.
- 5) Reflect on field experience in teaching through an electronic weekly log/journal.

Course Requirements: To achieve course objectives, students will:

- Successfully complete student teaching (ARE 4940)
- Attend all seminar meetings
- Complete a student teaching orientation module
- Keep an electronic field journal during student teaching
- Document student work and performance through photographic and digital means
- Maintain an archive of self-generated lesson plans
- Construct a resume and generic letter of application
- Construct a teaching portfolio that demonstrates accomplishment of the six (6) Florida Educator Accomplished Practices (FEAPs)

Textbook and Materials: Students are required to have a Student Learning and Licensure (SLL) account prior to the start of this course. There are no required textbooks or materials for this course. Any supplemental reading materials for this course will be provided through Course Reserves.

Seminar Format: Students planning to student teach must attend an orientation seminar during the last week of the semester preceding their student teaching semester (completed DURING ARE 4243). At the beginning of the semester, seminar topics will be determined by the behaviors and strategies observed at the student teaching placement site. Seminars are purposefully open, making space for student teacher concerns, questions, and classroom experiences to guide the discussion. As

the semester progresses, topics such as resume construction, job-seeking strategies, preparation for the FTCE exam, and portfolio construction will be addressed.

Evaluation and Grading: Final grades will be based on timely completion of all requirements for the course. Final grades will be determined according to the following scale: 95-100% A; 92-94% A-; 88-91% B+; 85-87% B; 80-84% B-; 77-79% C+; 74-76% C; 70-73% C-; 67-69% D+; 63-66% D; 60-62% D; 0-59% E.

Learning Activities: A variety of learning activities are designed to support the course objectives and help you to achieve the student learning objectives. Below, you will find the methods by which you will be evaluated and grade determined. It is vital to note that successful completion of this seminar course is directly linked to the successful completion of ARE 4940 (Student Teaching).

Note: Specific due dates for all learning activities are provided in the Course Schedule, posted on Canvas.

- *****Student Teaching Orientation Module (10% of Final Grade):** In this orientation, you will receive vital information regarding the state system of school improvement, accountability, and school structure. You will provide documentation of your completion of the module via Canvas.
- *****Weekly Field Journal Reflections (30% of Final Grade):** You will be required to post a weekly journal entry to Canvas, providing a reflective snapshot of your time student teaching. You will be guided by specific prompts made available on Canvas, which will be centered on your application and mastery of the six (6) FEAPs and their correlating indicators.
- **Resume and Letter of Application (10% of Final Grade):** Towards the end of the semester, you will receive guidance on how to construct a professional resume and letter of application. You will submit drafts of these documents for feedback, before submitting for a final grade.
- *****Teaching Portfolio (50% of Final Grade):** Your mastery of each of the six FEAPs (noted below) will be measured by your work on one key task: developing a teaching portfolio. The Teaching Portfolio must provide documentation of each FEAP, demonstrating familiarity with each criterion during your semester of student teaching. A full description of the components and formatting of your teaching portfolio will be provided via Canvas. Students must successfully pass a review of their teaching portfolios to receive a passing grade for the course.

NOTE: To pass this course, you must successfully complete all Key Tasks and receive a rating of "Developing," "Accomplished," or "Exceptional." No exceptions will be made to this rule, even if you do not plan to practice in Florida after graduation or do not apply for state certification. Students who receive an "Unsatisfactory" rating will be offered a chance to redo the Key Task(s) or, in some cases, to complete a comparable task(s) assigned by the instructor. Students who do not complete their makeup work satisfactorily will receive a failing grade at the instructor's discretion.

*****Key Tasks:** The State of Florida requires all entry-level educators to demonstrate mastery of the FEAPs at the pre-professional level. In this class, you will demonstrate mastery across all FEAP indicators (please find the extended rubric for each accomplished practice, which includes expanded indicators, attached at the end of this document) by keeping a Weekly Field Journal and creating/submitting a summative Teaching Portfolio. In completing the Weekly Field Journal and Teaching

Portfolio Key Tasks, you will demonstrate mastery of the following accomplished practices:

- FEAP 1 Instruction Design and Lesson Planning
- FEAP 2 The Learning Environment
- FEAP 3 Instructional Delivery and Facilitation
- FEAP 4 Assessment
- FEAP 5 Continuous Professional Improvement
- FEAP 6 Professional Responsibility and Ethical Conduct)

Professionalism: Teacher professionalism contains three essential characteristics; competence, performance, and conduct— all of which directly influence the teacher's effectiveness. Professionalism becomes especially critical in the internship context, and it includes respect, compassion, integrity, and altruism in relationships with students, colleagues, and other stakeholders. While engaged in seminar meetings and student teaching responsibilities, sensitivity and responsiveness to differences in lived experience is expected. With teaching comes responsibility to adhere to principles of confidentiality, scientific/academic integrity, and accountability.

Academic Policies and Procedures: Please use the following link for an overview of all campus-wide academic policies and procedures: <https://go.ufl.edu/syllabuspolices>

Late Assignment Policy: In order to earn an 'A' in this class, all assignments must be completed and on time. Work submitted after the assigned due date (refer to course schedule for all due dates) will automatically lose 10% of total available points for each day the work is submitted late.

Course Schedule

- Please note that the schedule is subject to change. All changes will be announced via Canvas mail.
- Assignments are **highlighted** (and due via Canvas, unless otherwise noted).
- Observations are **bolded** in **RED**.
- Seminar meetings are *italicized* in **GREEN**.

Week 1 January 5 – 9: First week of student teaching (first day is January 6). Observe and assist your mentor teacher, learn student names, assume some classroom duties, and begin planning for the coming weeks. **Field journal reflection due Friday. Student Teaching Orientation Module due Friday.**

Week 2 January 12 – 16: Begin to assume more teaching responsibilities. Try co-teaching a lesson or presentation (one prepared by your mentor teacher okay) in a single class. Continue learning student names and planning for the coming weeks. **Field journal reflection due Friday.**

Week 3 January 19- 23: (MLK Day 1/19) **OBSERVATION #1 THIS WEEK.** This week, you should be teaching two classes with your mentor teacher assisting you (using lessons prepared by your mentor okay). *Student Teaching Seminar #1 on Thursday, January 22 at 4:30pm on campus.* **Field journal reflection due Friday.**

Week 4 January 26- 30: This week, you should be teaching three classes with your mentor teacher assisting you (using lessons prepared by your mentor okay). **Field journal reflection due Friday.**

Week 5 February 2 – 5: This week, you should be teaching four classes with your mentor teacher assisting you (using lessons prepared by your mentor okay). **Field journal reflection due Friday.**

Week 6 February 9 – 13: **OBSERVATION #2 THIS WEEK.**

This week, you should be teaching four classes with your mentor teacher assisting you (using lessons prepared by your mentor okay). *Student Teaching Seminar #2 on Thursday, February 12 at 4:30pm on campus.* **Field journal reflection due Friday.**

Week 7 February 16 – 20: This week, you should be teaching the majority of the classes with your mentor teacher assisting you (start incorporating your own lessons). **Draft of Teaching Portfolio due this week for commentary/edits. Field journal reflection due Friday.**

Week 8 February 23 – 27: **OBSERVATION #3 THIS WEEK.**

This week, you should be teaching the majority of the classes (incorporating your own lessons) with your mentor teacher starting to work more in the background, available for assistance as necessary. **Also, by the end of this week, your mentor teacher should fill out a mid-term evaluation and provide you with feedback on improving your teaching performance in the coming weeks.** *Student Teaching Seminar #3 on Thursday, February 26 at 4:30pm on campus.* **Field journal reflection due Friday.**

Week 9 March 2 – 6: This week, you should be teaching ALL of the classes (using your own lessons) with your mentor teacher in the background, available for assistance as necessary. **Field journal reflection due Friday.**

Week 10 March 9 – 13: **OBSERVATION #4 THIS WEEK.**

This week, you should be teaching ALL of the classes (using your own lessons) with your mentor teacher in the background, available for assistance as necessary. Draft of Teaching Portfolio due this week for commentary/edits. *Student Teaching Seminar #4 on Thursday, March 12 at 4:30pm on campus.* **Field journal reflection due Friday.**

Week 11 March 16 – 20: ALACHUA COUNTY SPRING BREAK

Week 12 March 23 – 27: This week, you should be teaching ALL of the classes (using your own lessons) with your mentor teacher in the background, available for assistance as necessary. **Field journal reflection due Friday.**

Week 13 March 30 – April 3: **OBSERVATION #5 THIS WEEK.**

This week, you should be teaching ALL of the classes (using your own lessons) with your mentor teacher in the background, available for assistance as necessary. **OBSERVATION #4 THIS WEEK.** *Student Teaching Seminar #5 on Thursday, April 2 at 4:30pm on campus.* **Field journal reflection due Friday. Resume and Letter of Application due Friday.**

Week 14 April 6 – 10: This week, you should be teaching ALL of the classes (using your own lessons) with your mentor teacher in the background, available for assistance as necessary. **Field journal reflection due Friday.**

Week 15 April 13 – 17: **FINAL OBSERVATION #6 THIS WEEK.**

This week, you should wrap up your lessons/units and make plans to hand off classes back to your mentor teacher. *Student Teaching Seminar #6 on Thursday, April 16 at 4:30pm on campus.* **Field journal reflection due Friday.**

Week 16 April 20 – 24: April 24 is the FINAL DAY OF STUDENT TEACHING. This week, you should assume a co-teaching role as you hand back classes to your mentor teacher. **TEACHING PORTFOLIO DUE 4/24.**

**UNIVERSITY OF FLORIDA ART EDUCATION PROGRAM
TEACHING PORTFOLIO RATING FORM**

Directions: Each of the following Accomplished Practices is followed by a list of indicators. Check any and all indicators that you find evident in the student’s portfolio to help you decide if the student is demonstrating competency in each practice. When determining the student’s rating in each category, consider the overall consistency and quality of the indicators found, rather than the total number of indicators checked.

Use the following scale to rate the candidate’s evidence of overall competence in each area: 0 - No evidence provided. Unable to evaluate competence; 1 -Evidence of competence is inconclusive and unsatisfactory; 2 - Evidence of developing competence. Needs improvement; 3 - Evidence demonstrates an accomplished level of competence; 4 - Evidence demonstrates exceptional performance and competence.

1. INSTRUCTION DESIGN & LESSON PLANNING	Unsatisfactory	Developing	Accomplished	Exceptional
1a. Aligns instruction with state-adopted standards at the appropriate level of rigor.				
1b. Sequences lessons and concepts to ensure coherence and required prior knowledge				
1c. Designs instruction for students to achieve mastery;				
1d. Selects appropriate formative assessments to monitor learning				
1e. Uses diagnostic student data to plan lessons				
1f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.				
2. THE LEARNING ENVIRONMENT	Unsatisfactory	Developing	Accomplished	Exceptional
2a. Organizes, allocates, and manages the resources of time, space, and attention.				
2b. Manages individual and class behaviors through a well-planned management system				
2c. Conveys high expectations to all students				
2d. Respects students’ cultural linguistic and family background				
2e. Models clear, acceptable oral and written communication skills				
2f. Maintains a climate of openness, inquiry, fairness and support;				
2g. Integrates current information and communication technologies				
2h. Adapts the learning environment to accommodate the differing needs and diversity of students				
2i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.				
3. INSTRUCTIONAL DELIVERY & FACILITATION	Unsatisfactory	Developing	Accomplished	Exceptional
3a. Deliver engaging and challenging lessons				
3b. Deepen and enrich students’ understanding through content area literacy strategies, verbalization of thought, and application of the subject matter				
3c. Identify gaps in students’ subject matter knowledge				
3d. Modify instruction to respond to preconceptions or misconceptions				
3e. Relate and integrate the subject matter with other disciplines and life experiences				
3f. Employ higher-order questioning techniques				
3g. Apply varied instructional strategies and resources, including appropriate technology to provide comprehensible instruction, and to teach for student understanding				

3h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students				
3i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement				
3j. Utilize student feedback to monitor instructional needs and to adjust instruction				
4. ASSESSMENT	Unsatisfactory	Developing	Accomplished	Exceptional
4a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process				
4b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery				
4c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains				
4d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;				
4e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s)				
4f. Applies technology to organize and integrate assessment information				
5. CONTINUOUS PROFESSIONAL IMPROVEMENT	Unsatisfactory	Developing	Accomplished	Exceptional
5a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs				
5b. Examines and uses data-informed research to improve instruction and student achievement				
5c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons				
5d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;				
5e. Engages in targeted professional growth opportunities and reflective practices; and				
5f. Implements knowledge and skills learned in professional development in the teaching and learning process.				
6. PROFESSIONAL RESPONSIBILITY & ETHICAL CONDUCT	Unsatisfactory	Developing	Accomplished	Exceptional
6a. Adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida and fulfills the expected obligations to students, the public and the education profession.				