First week of school—Orientation

During this time the student teacher in art should be given the opportunity to find her/his way around the art room, Art program area, and school. Time can be used to learn where the offices for the principal, guidance counselor, nurse, and main secretary are located. This is also a good time to locate the library, cafeteria, faculty lounge, and custodial office.

The following are suggestions for helping the student teacher become oriented to the school (We suggest student teachers check off each task after completing):

- Locate the school’s main office and introduce yourself to the principal, assistant principals, and secretaries.
- Introduce yourself to the custodial staff
- Locate and introduce yourself to the school counselor
- Locate the library and introduce yourself to the librarians
- Browse through the library collection noting art books available for classroom use
- Make a map of the building
- Write out your cooperating teacher’s schedule
- Make a seating chart for all classes to learn students’ names
- Agree upon expected daily arrival and departure times with your cooperating teacher
- Attend faculty meetings as requested
- Locate the computer lab and audiovisual equipment
- Discuss dress requirement for the school
- Learn of after-school functions requiring your attendance

Second Week of school to end of Week Five—Participation in Teaching

During the beginning of this time the student teacher begins to work with individual students and small groups of students. The student teacher can begin to develop lesson plans for later teaching. The student teacher works closely with the cooperating teacher to learn what art information has been covered prior to the student teacher’s arrival and what needs to be covered. This is also a good time to assume other duties associated with teaching.

The following activities are suggestions to help the student teacher as s/he prepares to teach:

- With permission peruse the cooperating teacher’s plan book to see what s/he has covered.
• Discuss with the cooperating teacher what s/he plans to teach in the coming weeks.
• Write out a lesson plan based on the cooperating teacher’s curriculum.
• Write out a lesson plan that you would like to teach.
• Work with individual students in each class to become familiar with their names.
• Ask a group of students to help display student art and teaching goals on a bulletin board.
• Discuss with your cooperating teacher what you can do if a student disrupts the class.
• Write and post an Assertive Discipline for each class.
• Watch the cooperating teacher teach a lesson and then teach that same lesson to another class in the same grade. Repeat this activity with other classes and other grade levels.
• Take attendance for several classes during the day. Continue for these same classes.
• Teach a lesson that you wrote to one class. Afterwards, ask your cooperating teacher to discuss the strengths and ways to improve the next time you teach the lesson.
• Teach the lesson again utilizing the suggestions from your cooperating teacher.

**Week Six through Fifteen—Teaching**

This is the most important phase of the student teaching experience. The take-over of the class load should be a gradual process. This will provide the student teacher with more confidence and self-assurance as s/he assumes more responsibility. The student teacher can begin to teach all lessons to one or more grade levels. By the sixth week the student teacher should be teaching most of the classes. This involves preparing lesson plans and executing the lessons. During the seventh week the student teacher should have assumed the full teaching load and other duties. At this time the cooperating teacher can occasionally leave the room and allow the student teacher complete control of the classes.

The major function of this phase is the delivery of instruction. The student teacher should be observed closely during the first portion of this time and be given feedback at a suitable break period concerning her/his performance and progress. The cooperating teacher might rate the following areas of lesson preparation and teaching:

• Timeliness: Did you give the cooperating teacher your learning plan with enough time in advance for her/his input?
• Meaningful content relevant in a student’s life
• Beginning of lesson: did the lesson grab the attention of the students?
• Clarity of instruction
• Pacing of the lesson
• Pupil participation
• Voice projection
• Eye contact
• Closure of the lesson
• Distribution and collection of materials and supplies
• Involvement of students in the clean up of the room
• Assessment techniques
• General mood or tone of the class during the teaching

The following activities might be useful for the student teacher:

• Place a cassette recorder out of sight to record several of your teaching sessions for later review.
• Write a short paragraph following a teaching session which left you feeling discouraged
• After a successful lesson, list all the factors, which contributed to your success.
• Keep a journal of your student teaching experience. Record your feelings about the events of each day.
• Ask your cooperating teacher to take photographs of you interacting with your students and photograph any displays or bulletin boards that you arranged.

Week Sixteen or last week—Analysis and reflection

This phase should allow the student teacher time for reflection of the student teaching experience. This can be a time for the student teacher to observe in other classrooms. The student teacher could observe the students as they respond to other teachers.

The following are suggested activities for the final phase of student teaching:

• Have students respond to a questionnaire concerning your teaching skills
• In conference with your cooperating teacher, list your strengths and weaknesses
• Make a list of the topics you wished you had covered but were unable to cover
• Collect samples of actual student art work for your own files
• Take photographs or slides of the work students have done in the classroom
• Take photographs or slides of the art room and other art rooms