

Moravian College
Art Curriculum and Instruction Seminar
Education 379
Fall, 2006

Dr. Connie S. Unger
610.262.4176 (home) 610.625.7902 (office)
ungerc@moravian.edu

Supervisors: **Jan Crooker**, 610.683.9222 (home) 610.861.1680 (art office)
jancrooker@hotmail.com; Mailbox in the Art Office, on campus
Monday's and Wednesday's.

Connie Unger, Office hours: Tuesday/ Wednesday 3:30-6:30 PM

This course focuses on you as a professional while culminating your preparation for the art teacher certification. It is your challenge to demonstrate that you are a professional with the knowledge, skills, desire and attitude to become that extraordinary teacher. Your board base of knowledge and experiences will help you gain the expertise that is needed to be that professional.

Art Curriculum and Instruction seminar is designed to support you in your journey during student teaching. We will meet weekly to discuss issues that are related to your teaching, portfolio development, professional growth, certification, and interviewing.

During the course we will share strategies and methods that support your teaching. Reflecting on your practice is **key** to becoming a better teacher as you exchange ideas and principles.

You will demonstrate evidence of your professional knowledge and practice in the following areas:

1. Planning and preparation
2. Classroom Environment
3. Instructional Strategies
4. Professionalism

Think of your own personal goals and list them.

- 1.
- 2.
- 3.

Goals:

1. To experience the requirements of teaching from lesson planning to daily interactions
2. To create and prepare lessons aligned to Pennsylvania State Standards
3. To assess student learning and to become sensitive to their needs and abilities
4. To reflect in thoughtful analysis, the actions and decisions you make in the classroom
5. To share your experiences, strategies and classroom management techniques at the seminars
6. To develop a professional portfolio and to learn how to interview

Course Suggested Text:

Wong, Harry. (1998). *The First Days of School*. CA: Harry Wong Publications.

Course Requirements:

1. **PowerPoint Presentation – (15%)**
March 13, 2006
2. **Weekly Written Work (50%)**
Weekly lesson plans
Weekly journals
3. **Professional Development Essay, Attendance, Preparation, & Cooperation – (10%)**
4. **Final Portfolio – (25%)** Due on or before December 18, 2006 at 4:00 PM

Attendance and participation: It is expected that you will attend and participate in all seminars. Seminars will begin at 4:00 and end at 6:00. If you need to be late for seminar, you will then submit to me a rationale for your delay. Those who select to be absent or not to participate in a professional manner will have their final grade lowered. Each unexcused absence will lower your final grade by 2%.

Academic Honesty: I will follow the academic honesty policy as stated in the 2005-2006 Student Handbook on pages 44-46. Failure to follow these guidelines may result in failing this course.

Grading: I will consult with your supervisors to assess your success in the field. In all areas, I will use the Moravian College standards of academic achievement as stated in the Student Handbook. It is within the instructor's purview to apply

qualitative judgment in determining grades for all of your assignments and your final grade for this course.

Cell Phones: Turn off cell phones during seminars. If your phone rings, you will share a snack for our next seminar.

School Attendance of Meetings: You are required to attend all professional meetings associated with your student teaching. This includes faculty meetings, in-service days, parent conferences, team meetings, technology training, and child study team meetings. You should attend everything that your cooperating teacher is attending.

Weekly journal: Each week at the beginning of seminar, you will submit your weekly journal from the previous week to your college supervisors. Each supervisor has a mail box. Dr. Unger has one in the Education Office and Mrs. Crooker has one in the Art Department's Office. You will place your weekly journals in each unless directed to do otherwise by your supervisor. This journal must include daily entries (minimum of one page per entry) that describe your student teaching experience such as what you are doing and observing. Your journals must also include reflective remarks about what you are thinking, how this all relates to concepts you learned in your methods classes, how this all relates to ideas in your reading or what you have read. Your journals are not a place to complain about your experience. If you do have serious concerns, talk to your college supervisors. Do not work on your journals during class time. You need to be thoroughly engaged with your students even if your cooperating teacher is teaching. **Your evaluations of your lesson plans should not be included in your journal.** Lesson plan self-evaluations are attached to the lesson that was taught. Your journal entries will be handed back to you so you will have a complete journal at the end of your semester. Your journals need to be word processed.

Professional Development: It is expected that you will continue to read professional magazines as part of your plan for professional development. You should feel free to bring readings on current topics to seminar.

There will also be another professional development required. This is something more than the required school requirements. It might be a lecture presented by our college or others. It could be an art workshop at the Banana Factory or Allentown Museum. The topic of the professional development should be art or teaching related. It should not be a faculty meeting. A professional development experience is something beyond that. As professional development opportunities come up, please share them with everyone. After attending the professional development activity, you are required to submit a 2-3 page reflection on the activity. This paper should be submitted to me one week after the event. All professional development papers are due before December 15, 2006.





Weekly Lesson Plans: Each week at the beginning of seminar, you will submit to your college supervisors your word processed lesson plans from the previous week. They should be submitted along with your Weekly Journals. You must follow the lesson plan format included in the Student Teaching Handbook unless you have made other arrangements with your supervisors. The lesson plans should include some indication that your cooperating teacher has previewed them. The self-evaluation or reflection section in your lesson plan is crucial to your development as a teacher so be very thoughtful and reflective. The evaluation for each lesson should be about **one page** in length even when you are permitted to do block planning. Written reflections should be included with your block plans.

Weekly Schedules: Every Friday you will e-mail your schedule for the next week to both your supervisors. Include your name, coop, school, and room number on each of your schedules. Use your technology to develop a weekly grid with times and days on it. Bold or star the lesson that you would want one of us to observe. We will try to fit it in our schedules. Then on Monday at seminar, bring with you a printed copy of your schedule.

PowerPoint Presentations: You are required to make a PowerPoint presentation of your first student teaching experience. Your presentation must include at least **8 slides** and should highlight creative lessons and activities that your students engaged in during your first student teaching experience. The PowerPoint should demonstrate your technology skills. Several slides may be devoted to you as a professional and may depict other aspects of you that would be of interest to a hiring administrator. This project will be graded. It is due on October 26th at 4:00 PM. On October 26th, each person will submit a copy of your PowerPoint presentation to me on a CD. Make sure your CD is labeled. We will view them together during our seminar on November 1, 2006.

Final Portfolio: This will demonstrate how successful you were in your preservice experiences. It is a tool that is used during the interviewing process. It should be something that you will continue to update.

The following items **should be included:**

-  Title page and table of contents
-  Resume
-  Statement of your philosophy of how people learn and experience art. It may also include your classroom management ideas, etc.
-  A sampling of lessons plans with a statement of why (rationale) you included this in your portfolio. The statement should be on a separate page before your lesson plan, etc. - Each should have different focuses. Lesson should incorporate adaptations for diverse and inclusive populations, cooperative and collaborative structures,

differentiated instruction, etc. Some lesson plans should include pictures of student artifacts, assessment tools, and photographs of students engaging in lessons.

- ✎ Technology skills - List of computer skills, samples, and a **statement** of how you would use computers to support learning in an art classroom.
- ✎ Evidence of teamwork - Pictures or a description of the people that you have worked with at your school setting.
- ✎ Evidence of professional development or growth – Experiences such as staff development program, a professional organization meeting, IU workshop, illustrators' visit, etc., should be presented in a page or two documenting and reflecting about them. If there were handouts, you should include those.
- ✎ Something extra that you want to share that will make your portfolio special like setting professional goals for the next three-five years, etc. You may want to create special sections that would focus on how you directed extracurricular activities, community activities or a three-year professional development plan.
- ✎ Any certificates such as memberships into honor societies, professional organizations, etc.
- ✎✎ Later you will add: documents, references, transcripts, certification documents, etc.

Your portfolio needs to look very professional. You should showcase your talents and your organizational skills. Photos with computerized (nothing hand written) captions are eye catching. Remember, "A picture is worth a 1000 words." A picture will often give you an excuse to talk about something you did in class with your students.

Portfolios are due December 18, 2006.

Seminars for 2006
First Quarter

Seminars are to guide and assist you in your student teaching and application process. We will meet weekly to discuss your progress and challenges, to prepare for interviewing, and to share relevant educational curriculum and methods. Seminars may be held on Monday's, Tuesday's, or Wednesday's. Check the calendars to be sure.

Dates: (subject to change) Normal seminar time = 4:00-6:00

Aug 28 – 8:30-12:00 Orientation in the UBC room

- Review materials in student manual
- Course work for this seminar will be given out
- Q & A time

Sept 5 – Seminar with your cooperating teachers

- Meet with your supervisor and discussion about your first week of student teaching.
- Meet last semester's student teachers and look at their portfolios

Sept 13 – Meet and greet students from last year

- We will talk with former students and review their portfolios.
- We will also view power point presentations from last year.
- Assignments:
 - (1). Bring a draft copy of your philosophy of education.

Sept 20 – Peer Editing

- We will be doing peer editing of philosophies of education.
- Discuss your classroom environments and management systems

Sept. 27 – Children's books and illustrations – Bring in at least two.

Oct. 4 - Work on 430 forms and discuss all that is happening in our experiences.

Oct. 11 - Special Seminar on **Resume Writing**

- Christine Rander will present resume writing.

Oct 13 – End of your first experience

Reminders of weekly requirements:

Each week you will need to submit to your supervisor (1) a reflective weekly journal, (2) lesson plans followed by your self-evaluations of each lesson, and (3) copies of your cooperating teachers' views of your lessons.

Full lesson plans are needed for the first **3 weeks** of teaching **each** subject. If your cooperating teacher and your supervisor agree that you were successful with your planning, block planning will be fine. With block planning, you will still need to write self-evaluations for your each lesson. When the supervisor visits, you must have a **complete** lesson plan even if you are doing block planning.

Second Quarter

- Oct. 25 – KSRA Conference – No seminar – Work on your portfolios.
- Nov. 1 – Share PowerPoint presentations – They may have to be on a flash drive to view.
- Nov. 6 – Guest visitors – Shawn Collier speaking on authentic assessment and Mrs. Kubera speaking on placement folders.
- Nov. 14 – Special Needs workshop – FAT City video and Mrs. Modjadidi
- Nov. 20– Principals will visit us.
- Nov. 29 – Portfolio review
- Dec. 6 – Share artifacts from our second teaching experience
- Dec. 13 – Last class – Reflection on all you have accomplished.
- Dec. 15 - Last day of student teaching!! Smile!!! And relax!!!
- Dec. 18 – Portfolios are due.