

Moravian College
Art Curriculum and Instruction Seminar
Education 379
Spring, 2007

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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 – (20%)**
March 1, 2007 CD is due.
2. **Weekly Written Work (50%)** to both of your supervisors
Weekly lesson plans
Weekly journals
Video taping of a lesson from each experience and its review by you
3. **Professional Development Essay, Attendance, Preparation, & Cooperation – (10%)**
4. **Final Portfolio – (20%)** Due on or before April 30, 2007 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 2006-2007 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. Mrs. Hovanec has one in the Education Office and Mrs. Crooker and Mrs. Kearns have 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 April 20, 2007.

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.

Video Taping: Your supervisors will video tape a lesson from each experience. They will not review it with you, but you are to use a weekly lesson review form to assess your own lesson. After you submit this, you and your supervisor can review the lesson together. You will need to give me **\$5.00** for the two DVD's. Money due on or before January 15th. When you are handing in all of your paper work to Mrs. Kubera on January 12th, you could also pay her the \$5.00.

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 high quality technological skills. Use as many "bells and whistles" as you can to impress your future employer. Several slides may be devoted to you as a professional artist 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 March 1st at 6:00 PM. On March 1st, 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 March 12, 2007.

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 April 30, 2007 in my office by 4:00 PM.

Job Fair = March 21, 2007 = You are excused from student teaching for that day.

Due Dates that are important to you:

- ❑ TB test - **MUST BE** to Ms. Kubera (PPHAC 225) by Monday, January 15. The test can be done in the Moravian College Health Center on December 15 or by your own physician during the semester break. If you choose to go to the Health Center, December 15 is the date to go. The test must be read within 48-72 hours. This will give the Health Center time to read the results before they close for the semester break. If you go before December 15, your test will not be valid for your second student teaching experience. Remember, the test is valid for only three months so don't get it done too early.
- ❑ Criminal Record Check - Copy **MUST BE** to Ms. Kubera by Monday, January 15.
- ❑ PA Child Abuse Clearance - Copy **MUST BE** to Ms. Kubera by Monday, January 15.
- ❑ Application for Certification and \$40 money order made out to "Commonwealth of Pennsylvania"- **needs to be** to Ms. Kubera by March 20. This application requires a doctor's signature so have this signed at the same time you have your School Personnel Health Record signed.

Professional portfolio assessment for:

Art Seminar, Educ. 379

Grading rubric for professional portfolio

Contents	points
1. Resume	10_____
2. Statement(s) of: philosophy/ management plan	10_____
3. Four sample lesson plans	40_____
4. Technology skills	10_____
5. Evidence of teamwork	5 _____
6. Evidence of professional development	5_____
7. Something extra that you want to share	10_____
8. Any certificates	0 _____
9. Organization and presentation	10_____
Total Points	100_____

A. Lesson Plan Format for Art Education

I. OVERVIEW OF THE LESSON

- A. Date of lesson
- B. Time and Length of lesson
- C. Group Structure(s)
- D. Lesson Topic
- E. Grade Level
- F. Cooperating Teacher

II. PENNSYLVANIA STATE STANDARDS

List the number and a brief description of the Pennsylvania State standards addressed through your lesson.

III. GENERAL OBJECTIVE(S)

A general objective describes what students will learn through your lesson. Appropriate verbs to use include "to learn," "to understand," "to know," "to appreciate. An example would be, "Students will understand that immigrants arriving at Ellis Island often faced many hardships to come to the United States."

IV. BEHAVIORAL OBJECTIVE(S)

1. A behavioral objective describes what students will do during the lesson. The objective should begin with a statement of the important conditions under which the behavior will occur ("After students have watched a PowerPoint presentation of the Lewis and Clark expedition..."), followed by a description of student behavior using verbs that are measurable or observable ("...students will list..."), followed by a brief description of the level of acceptable performance.
2. Appropriate verbs to use with a behavioral objective include identify, state, describe, define, solve, compare, contrast, read.
3. An example of a complete behavioral objective would be: "After reading *The Alaska Expedition*, students will draw a poster that illustrates the different modes of transportation important to the expedition. The poster must clearly and accurately represent at least three different modes of transportation."

V. INSTRUCTIONAL MATERIALS

1. This section requires a list of all materials needed to implement the lesson.
2. This list should include source and title of print and non -print materials.
3. The list should include source and quantity of consumable materials any handouts and/or transparencies utilized should be attached to the lesson plan when it is submitted for evaluation.

VI. ACTIVITY AND PROCEDURE

A. MOTIVATION and INTRODUCTION

This section of the plan requires a complete explanation of how the lesson will be taught and should flow in a developmental, logical, sequential manner. The introduction should (a) establish the purpose of the lesson for the students; (b) connect the lesson to prior knowledge; (c) engage the learners (MOTIVATE THEM).

B. DEVELOPMENT

This sub-section should include a detailed and sequential explanation of the developmentally appropriate methods (strategies) that will be employed to teach this lesson. You might include such things as:

- a description of teacher modeling;
- ways to check for students' understanding;
- ideas for differentiated instruction and techniques to provide for guided practice;
- an explanation of room arrangement;
- the vocabulary to be developed;
- a list of questions to be asked and even expected student response.

C. STRATEGIES FOR DIVERSE LEARNERS

This section should include accommodations listed in PDE Chapter 15/Section 504 Plans, strategies developed for ESOL students, specially designed instruction listed in IEPs, and strategies used to meet the needs of other diverse learners. It is critical that you have access to the pertinent documents. Often the same strategy may be listed in different documents for different students. For instance visual cues could be an appropriate strategy identified in any of the above documents. You should also discuss the strategies with your cooperating teacher and key support teachers such as the ESOL teacher and the special education teacher.

D. SUMMARY AND CLOSURE

This should include an explanation of the techniques that will be used to summarize or review the lesson's content.

E. ASSIGNMENT (when appropriate)

VII. EVALUATION

A. ASSESSMENT for STUDENTS

There should be a clear, logical link between the student behavior described in the behavioral objective and the assessment of student performance. An assessment strategy for the sample behavioral objective given above might be, "The students' posters will be examined to determine whether they have accurately identified at least three modes of transportation important to the Alaska Expedition."

When you link your assessment strategy to your behavioral objective, you improve the validity of your assessment and increase the probability that your assessment will be more "authentic."

This is an important part of your lesson plan and should be thought through prior to teaching the lesson.

B. SELF EVALUATION on HOW YOU TAUGHT the LESSON

Experience + Reflection = Growth

You are expected to thoughtfully consider every lesson taught in light of how your latest performance as a teacher correlates with what you believe teaching and learning should be.

Evaluate your lesson in terms of the stated outcomes, the appropriateness of methodology, the results of the student evaluations and the reactions of your students.

After the lesson is taught, ask yourself:

1. What Worked?
2. What needs to be improved?
3. How could it be improved?

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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

Jan. 15 – 9:00-12:00 Right outside my office in the Education Dept.

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

Jan. 22 – Seminar with your cooperating teachers (Together with el. ed.)

- Meet with your supervisor and discussion about your first week of student teaching.

Jan 29 – Peer Editing of Philosophy of Education & PowerPoints

- We will be doing peer editing of philosophies of education.
- Discuss your classroom environments and management systems
- We will also view PowerPoint presentations from last year.

Feb. 5 –. Special Seminar on **Resume Writing** – Mrs. Rander will present resume writing.
Meet and greet students from last year

????Feb. 12 – Visit with Mrs. DeSippio

Feb. 19 - Meet with Mrs. Kubera for information about placement folders

Feb. 26 - Children's books and illustrations – Bring in at least two.
Work on 430 forms and discuss all that is happening in our experiences.

Mar. 1 – A **CD** is due from your first experience by 6:00 PM on Thursday.

Mar. 2 – 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

March 5 – Spring Break

March 12 – Share PowerPoint presentations from first experience

March 19 – **Reading Rainbow** – At PBS Lehigh Valley – dinner & workshop – 4:00-7:00

March 21 – Job Fair

March 26 -

April 2 – Special Needs workshop – FAT City video and Mrs. Modjadidi

April 9 – No formal seminar = Work on 430 forms with supervisors = times will be arranged by supervisors

April 16 – Portfolio review and Share artifacts from our second teaching experience

April 23 – Last class – Pizza Party with elementary education student teachers

April 30 - Last day of student teaching!! Smile!!! And relax!!!

Due Dates that are important to you:

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