

Moravian College
Art Curriculum and Instruction Seminar
Education 379
Spring, 2009

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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.

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 Text:

If you want to have an easy resource for your presentation, not a requirement, join the National Art Education Association = cost \$27.00
<http://www.naea-reston.org/membership.html> = Go to membership dues and look at PA, download application form and join

Course Requirements:

1. **PowerPoint Presentation** – (10%)
March 9, 2009 CD is due.
2. **Weekly Written Work** (50%) graded by both of your supervisors
Weekly lesson plans
Weekly journals
Video taping of a lesson from each experience and its review by you
3. **Attendance, Preparation, & Cooperation** – (10%)
4. **Professional Development Articles from NAEA journal** – (10%)
5. **Final Portfolio** – (20%) Due on or before April 22, 2009 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 2008-2009 Student Handbook on pages 44. 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.

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.

From the National Art Education Association' journal, you are required to read and review/reflect on least two articles. Select articles that mean something to you or could be used in your teaching. You may use articles from the journals you will receive or use the past copies found in the library. See assessment checklist on page 6. Due dates are posted on the calendar. In class, you will share the salient points of your article and connect it with your teaching.

Work to be given to both supervisors to be assessed as part of your seminar grade

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. Jan 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. You may be asked to e-mail the journal on Friday's by 5:00, but this is at the discretion of your supervisors.

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.

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 supervisors 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 **\$3.00** for the two DVD's. Money due on or before January 26th. When you are handing in all of your paper work to Mrs. Kubera on January 26th, you could also pay her the \$3.00.

PowerPoint Presentations: You are required to make a PowerPoint presentation of your first student teaching experience. Your presentation must include at least **10 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. The goal of this presentation is to tell how and what you did during your elementary experience. Sell yourself as a great art educator. This project will be graded. It is due on March 9th at 4:00 PM. On March 9th, 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 16, 2009.

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. Principals have to see that you will fit into their schools.
- ✍ 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 22, 2009 by 4:00 PM.,

Job Fair = March 31, 2009 = You are excused from student teaching for that day.

Reading Rainbow – We will assess the artwork of children's entries.

Due Dates that are important to you:

- ❑ TB test - **MUST BE** to Ms. Kubera (PPHAC 225) by Monday, January 19th. The test can be done in the Moravian College Health Center on December 17th or by your own physician during the semester break. If you choose to go to the Health Center, December 17 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 17, 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.
- ❑ Application for Certification and \$40 money order made out to "Commonwealth of Pennsylvania"- **needs to be** to Ms. Kubera by April 15th. This application requires a doctor's signature so have this signed at the same time you have your School Personnel Health Record signed.

Assessment for Article from the National Art Education Association Journal

Name: _____

- 10 = Outstanding – Meticulously organized and detailed with applications to teaching
- 8 = Exceeds Competency -- Evidence of care taken in writing and analyzing the article.
- 6 = Meets Competency - Items meet criteria of assignment and has been enhanced by personal creativity
- 4 = Emerging Development – Student shows evidence of working towards goals, but does not meet standards/criteria
- 2 = Inadequate/Deficient -- Does not meet the required criteria
- 0 = Missing -- Could not find items

Length of paper should be 3-4 pages, double spaced, Arial, 12

1. Title and Citation (APA) _____
2. Attached copy of article from the NAEA journal _____
3. **Summary** of key points of the article _____
4. **Why** did you select this article? _____
5. **How** does the article connect with teaching? _____
(At least two points)
6. In the future, **how** might you use the contents of this article? _____
7. Closing – your **critical assessment** of the article _____

Class Presentation

8. Brief oral presentation to class that shares all 7 points above _____

Total points _____ / 80 points = _____%

Comments:

Professional portfolio assessment for:

Art Seminar, Educ. 379

Grading assessment checklist 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_____

Lesson Plan Format for Art Education

Unit Plan:

Title of the Lesson:

Date:

Time- Length of the lesson:

Grade Level:

Cooperating teacher (while student teaching)

I. Overview of the Lesson: State what this lesson is about? Make a general statement of what will be accomplished in the lesson.

II. Artworks, artists and or artifacts: State or show examples artists, artworks or artifacts that will be used for the lesson.

III. National Visual Content Standards – List at least one National Visual Content Standards that will be included in the lesson. National Visual Content Standards 1-6.

IV. Pennsylvania Standards for Arts and Humanities- List the Pennsylvania Standards for Arts and Humanities that will be included in the lesson. These standards need to be aligned with the National Visual Content Standards listed in your lesson. Include all appropriate numbers for each standard including the grade. These include 9.1, 9.2, 9.3, 9.4. Indicate the letter that corresponds to the complete standard.

V. Pennsylvania Anchor Assessments – State the anchor assessment that will be addressed and used as a focus within your lesson. **(Math, Reading, Writing, Science)**

VI. Enduring Ideas: Enduring ideas are similar to themes, topics, or issues that reflect big questions about the human experience and have been investigated over time. They are broad, umbrella-like ideas that guide students in understanding what it means to be human and to live alongside others and in the natural world. *M. Stewart, Rethinking curriculum* (Worcester, MA. Davis Publications, 2005)

VII. Key Concepts & Essential Questions: Write the essential questions that will be covered in your lesson. These questions are at the heart of each unit of study and lesson within the unit and can be rooted to art production, art criticism, art history, and visual culture.

VIII. Interdisciplinary Connections- Include other disciplines such as State other English, Social Studies, Math, Science and Technology. Ask the question, how can other disciplines be included in this art lesson, which will make the lesson have more meaning and more depth?

IX. Objectives: (Knowledge) Communicate what the student will know as a result of this lesson. Use appropriate word choices such as, understand, know, appreciate, understand, comprehend etc.

X. Objectives: (Skills) communicate what skills students will become proficient at as a result of this lesson. What will they be able to do? What will be a result of this lesson?

XI. Activities and Procedure – State what will happen in order of your lesson. Include who will be doing what.

XII. Strategies for Diverse Learners – Include what strategies will be used for any diverse learner in the classroom.

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.

Using first names, students should be identified with the strategy used to promote learning success. This should not be general to all, but to individual students.

XIII. Assessment/Evaluation/– Assessment needs to be closely linked to learning objects and reflective of the standards written in the lesson.

- A. Pre-tests
- B. Objective or formal Assessment – tests quizzes
- C. Subjective Assessment- teacher judgment, quick student feedback
- D. Self Assessment- provides student with feedback if they have achieved to the best of their ability
- E. Peer Assessment- provides an opportunity to have classmates critique artwork or project

XIV. Instruction: What will be accomplished each day. Be specific.

- A. Motivation
- B. Development
- C. Culmination

XV. Materials: List the materials that will be used for the lesson.

XVI. Resources/Bibliography- List all references and resources used for constructing this lesson. Use a standard format for writing the Bibliography such as (APA Citation Style)

XVII. SELF EVALUATION

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?

Seminars for 2009
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 are held on Monday's, but this could change if needed. Check the calendars to be sure.

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

Jan. 14 – 2:30-4:30

- Review materials in student manual
- Course work for this seminar will be given out
- Sample of PowerPoint from elementary experience
- Q & A time

Jan 26 – Peer Editing of Philosophy of Education & Snapshot of your Environment

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

Feb. 2 – Share articles, peer editing, & motivation

Feb. 9 – Share articles, discussion on management, & Children's books and illustrations – Bring in at least two and be prepared to talk about them.

Feb. 16 – Share articles & discussion on what is working and what needs to change

Feb. 23 – Moved to Feb. 24

Feb. 24 – Tuesday = Writing your resume with Mrs. Christine Rander

Mar. 2 - Mrs. Kubera will share information about state paperwork, etc.

Mar. 6 – End of your first experience

Mar. 9 – Your CD is due from your first experience by 4:00 PM.

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** grade level. If your cooperating teacher and your supervisor agree that you were successful with your planning, block planning will be fine after that. 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 Art Seminar– Subject to change if needed

March 7 – Spring Break

March 16 – Share PowerPoint presentations from first experience

March 23 – Share rest of PowerPoints (might be doing Reading Rainbow)

March 30 - ???

March 31 – Job Fair

April 6 – Share articles and discussion on secondary teaching

April 13 – No seminar – Easter Monday

April 20 – Share artifacts from our second teaching experience or slide show of artifacts

April 22 – Submit your portfolio

April 27 – Return your portfolios and a discussion of how your views have changed during this semester –

May 4 – Last seminar – Meet with Supervisors to fill in PDE 430's.

May 8 - Last day of student teaching!! Smile!!! And relax!!!

Due Dates that are important to you:

- ❑ TB test - **MUST BE** to Ms. Kubera (PPHAC 225) by Monday, January 19. Your own physician can do the test in the Moravian College Health Center on December 17 or during the semester break. If you choose to go to the Health Center, December 17 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 17, 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 19.
- ❑ PA Child Abuse Clearance - Copy **MUST BE** to Ms. Kubera by Monday, January 19.
- ❑ Application for Certification and **\$40 money order** made out to "Commonwealth of Pennsylvania" **needs to be** to Ms. Kubera by **April 15th**. This application requires a doctor's signature so have this signed at the same time you have your School Personnel Health Record signed.