

EDUC 379 Seminar for Art Student Teachers

Moravian College
Spring 2010
Tuesdays 4:00-6:00pm
Room PPHAC 233

Instructor: Kristin Baxter, Ed.D.
Office location: Art Building Office 2
Office hours: (please call or email first, to confirm that I will indeed be in my office)
Thursdays 1-4pm; Wednesdays 5:30-6:30pm;
or by appointment
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"...it is the children's learning that is important in the educational process. It is not the adult's answer but the child's striving toward an answer that is crucial"
(Lowenfeld, V. & Brittain, W.L. (1987). *Creative and mental growth*. 8th ed. New York: MacMillan. p. 11).

"A child will draw and paint from what he [*or she*] is"
(Lowenfeld & Brittain, 1987, p. 30).

Supervisors:

Dr. Connie Unger
Dr. Kristin Baxter

Course Description:

This seminar integrates theory with classroom experience for pre-service art teachers' professional development. Throughout the semester, students will continue to refine skills in writing art education lessons plans and curricula. Students are prepared for the transition from student to professional art educator. Prerequisite: Admission to Teacher Certification Program. Concurrent with student teaching.

The student teaching dates:

1/19 to 3/5 and 3/15 to 4/30
(except for Kristine George, her dates are:
1/4 to 2/12(el. ed.)
2/15 to 3/19 (el. art ed.)
3/22 to 4/30 (sec. art ed.)

Required Texts:

Xeroxed copies of articles and chapters will be given out in class, or available for download at www.kristinbaxter.com, click on EDUC 370 on the navigation bar.

Hetland, L., Winner, E., Veenema, S., & Sheridan, K. (2007). *Studio thinking: The real benefits of visual arts education*. New York: Teachers College Press.

Hurwitz, A. & Day, M. (2007). *Children and their art: Methods for the elementary school* (8th ed.). Belmont, CA: Thomson Higher Education.

Wong, H.K. & Wong, R. T. (2009). *How to be an effective teacher the first days of school* (4th ed.). Mountain View, CA: Harry K. Wong Publications.

Required publications:

Pennsylvania State Academic Standards in the Visual Arts:

http://www.pde.state.pa.us/stateboard_ed/cwp/view.asp?Q=76716

Pennsylvania Department of Education/ Language Proficiency Standards for English Language Learners PreK-12

<http://www.able.state.pa.us/esl/cwp/view.asp?a=3&Q=110015&eslNav=|6449|&eslNavPage=|>

Pennsylvania's Code of Professional Practice and Conduct for Educators

<http://www.pacode.com/secure/data/022/chapter235/chap235toc.html>

Students are strongly encouraged to:

Join NAEA and PAEA & subscribe to the journal, *Art Education*

Attend NAEA conference, April 14-18, 2010, Baltimore

Subscribe to the journals, *School Arts, Arts and Activities*

Goals of the course

Students will be able to:

- Understand how their own art practice informs their pedagogy.
- Develop and articulate their philosophies of teaching and art practice in professional settings.
- Understand and apply theories of learning and teaching strategies for all learners, including those with special needs and those who are learning the English language, in curriculum design and instructional practices.
- Analyze art (both fine art and children's art) and its intention and critically evaluate works of art using vocabulary germane to the discipline.

Course Requirements:

Completed Curriculum 10%

Due May 4

Including a sequence of 10 full-length lesson plans

Turn in 2 copies; 1 on CD & 1 in print (don't put it in plastic page protectors or in binder; just clip it).

Idea Book 10%

Due May 4

Include 10 new entries. You may continue to add to the one from last semester, or start a new one. You will present this to the class during our Final Presentations on May 4.

Your Idea Book can take any format (three-ring binder, artist's sketchbook, a box with folders of your ideas, a digital format, web site, etc.). You should consider this Idea Book as something you will add to and refer to throughout your teaching career. Include in it anything that you believe could be the "seed" for ideas for lessons in the future, such as:

- Written observations that you make about your own students and their interests in and out of school
- Written lesson plans from other educators or from the web or journals
- TV shows, movies, websites, social networking sites
- Video games/game systems
- Magazine or newspaper headlines or articles
- Photographs & where they are kept/displayed
- Found objects
- Interesting greeting cards or postcards or decorative papers; canceled stamps
- Comic books; Book titles; or the first sentence of a book
- Questions, conversations
- Films, music videos, radio programs (think National Public Radio)
- Songs/music, dance performances, theatrical performances
- Works of art, museum brochures, museum exhibitions
- Clothing, tattoos, body art; shopping mall design and layout
- Pressed botanical specimens/ items found in nature; patterns or textures found in nature
- Children's books; children's journals (like *Cricket* and *Spider*)
- Your own art practice; sketches, paintings, collages, photographs, etc.
- Ideas from other college courses or professional development workshops
- Ideas and issues that you are investigating in your own art practice

Weekly lesson plans, due each Tuesday in class 20%
See the end of the syllabus for the format for “long” and “short” lesson plan formats.

Students will write the “long version” of all lesson plans (whether or not you are observed for those lessons) for the first two weeks of teaching each new grade. When lessons continue for several class periods, embed the daily motivational dialogues in the long lesson plan. So the motivational dialogue includes "Day 1" "Day 2" and so on. It is the dialogue that would change most significantly on follow-up days.

After two weeks of teaching a particular grade, then you may just write the “short, 1-page version,” found at the end of the syllabus.

Every lesson, long or short, needs to have a reflection and self-evaluation section.

Weekly journals, due each Tuesday 20%
5 pages maximum, per week for the first two weeks of each experience,
UNLESS a supervisor advises otherwise. There must be evidence that you
are critically reflecting on your teaching practice and not just recording a
list of activities you are doing each day.
Print your journals on paper and bring to class– Do NOT email them to me.

Include written observations about your experiences, making connections or finding dissonance among your observations and the readings and class work you have completed.

Include descriptions of students, particularly students with disabilities and those learning the English language. What success and challenges do they encounter in the art room? How are challenges met? How is learning adapted to diverse learners?

Your journals are not a place to complain about your experience. If you do have serious concerns, talk to your college supervisors.

Using your readings as a guide:

- You must use and define academic terminology/vocabulary related to art education, art production, and/or child development throughout each of your writing assignments.
- You must also use and define common terms associated with English Language Learners and students with disabilities.

1 video-taped lesson 5%

You will videotape yourself teaching one lesson. Then together, you and your supervisor will view the lesson, and evaluate it either at your school or before or after our seminar, or at another mutually convenient time and location.

Portfolio & Presentation of it to the class 25%

As appropriate, try to:

- use and define academic terminology/vocabulary related to art education, art production, and/or child development
- use and define common terms associated with English Language Learners and students with disabilities.

Contents of Portfolio

Title page and table of contents

Resume

Statement of Teaching Philosophy

Statement of Art Practice

3-4 Examples of your studio practice, in a variety of media

Include photographs of solo and/or group art exhibitions in which you participated.

6-7 lesson plans (short version) and assessment tools

Include photographs of your students' works, in a variety of media.

Lesson should incorporate adaptations for diverse and inclusive populations, cooperative and collaborative structures, differentiated instruction, etc.

Photographs of you teaching

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 need 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 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: references, transcripts, certification documents,

Your portfolio needs to look very professional. You should showcase your talents and your organizational skills.

Participation in Student Teacher Art Exhibition in HUB 10%

All of the student-teachers will work together to curate this. We need to decide on the number of pieces (and mediums) that you will collect. You must also exhibit one piece of your own work, along with your Statement of Art Practice and Teaching Philosophy. You will also need to create wall labels, with the artists' names, titles of works, mediums, the name of their school, and cooperating teacher. Coops, principals, parents, and children should be invited to the reception. Invitations need to be created and mailed out.

Tentative timeline:

Tues April 6 or 13 Invitations are finalized and distributed

Tues April 20 All artwork is collected; prepare labels, prepare artworks for hanging;
Plan the layout of the show

Tues April 27 Install the show

Thurs April 29 Opening reception

Sunday, May 23 or Monday, May 24 Take down the show If you won't be here, please send a friend to pick up your work and your students' works.

**(Optional – but highly encouraged – good for your resume)
I can help you with this, if you want to participate!**

Participation in Student Scholarship and Creative Arts Day (10%)

Tuesday, April 13, 2010

Message from Professor Michelle Schmidt, coordinator of the Day:

It is with great pleasure that I announce the date for the 5th Annual Student Scholarship and Creative Arts Day. On **Tuesday, April 13, 2010**, we will continue our tradition of celebrating Moravian students' work—honors work, independent research projects, classroom research projects, musical performances, artistic displays, community-based research, SOAR projects, and anything else that students and their advisors deem appropriate for this day of celebration and recognition of scholarship and the creative arts.

For students who are new to SSCAD, the day consists of a full schedule of oral presentations and performances, along with two poster sessions held in the PPHAC Atrium. The day usually runs from approximately 9am to 5pm. In the past we have had upwards of 75 students share their work that day, and many students, faculty, and staff have come out to see, listen, and experience those works. It is a day of community and sharing that speaks to who we are here at Moravian College.

Students, I encourage you to begin thinking about projects that you might be working on that would be appropriate for this event. Faculty, I encourage you to make this a part of your classes wherever possible.

The due date for proposals will be March 15th, so that students can be notified of their inclusion in the program by approximately March 29th. Projects need not be completed by the proposal date, but short abstracts describing the project will be expected. **A formal Call for Proposals will be sent out in January.**

Attendance

The Art Department established this department-wide attendance policy to apply to students in all art classes.

For classes that meet once a week (half-unit studio courses, seminars, evening art history courses): After the first unexcused absence, final grade will be dropped by one full letter. After the third unexcused absence, student will receive a failing final grade.

An excused absence is one confirmed by a note from the Dean's Office, Student Services, the Learning Center, or verified with a doctor's note (within 24 hours of illness). Death in family should be confirmed with Student Services.

Documentation is required for sports. Coach should email a note to instructor confirming matches, meets, departure time for away games, or anything that would require absence from class. Practice is not an excused absence.

Job interviews or doctor's/dentist's appointments are not to be scheduled during class.

Missing Portions of Class: The following count as unexcused absences

- More than 15 minutes late for class
- Failure to bring supplies to class
- Failure to return from break
- Leaving class half an hour or more early
- Being tardy more than 3 times. Tardiness: being 5 to 15 minutes late for class

Students: If you are late or absent, it is your responsibility (not the professor's) to find out what you missed and to catch up in a timely manner.

Grading

I do not "give" grades. Students "earn" them.

Students earn their grades by following the instructions for each assignment and fulfilling each requirement for the assignment. See specific descriptions in the syllabus.

Writing assignments should be organized and free of grammatical and typographical errors. They should be written in a formal, professional tone and style. Avoid slang and first person pronouns.

Presentations should be polished. You should rehearse your presentations before coming to class. Arrive early to class to set up any technological equipment and make sure it works.

All assignments needs to show evidence that you are applying the knowledge gained from the readings and class discussion in the development of your own ideas.

You must use academic terminology related to the art discipline and teaching diverse learners in writing assignments, classroom discussion, and presentations.

Each assignment will be given a numerical grade; each carries a specific "weight" for your final grade:

Late work:

Assignments will receive a 10-point deduction for each day that the assignment is late.

Curriculum 10%

Idea Book 10%

Weekly Lesson Plans 20%

Weekly Journal 20%

Video-Taped Lesson 5%

Portfolio and Presentation 25%

HUB exhibition 10%

A: Excellent, outstanding achievement and mastery of skills

B: Good. Average attainment. Need some minor improvements in certain areas

C: Adequate understanding of essentials. Fulfills assignment but lacking in content, effort, and/or skill.

D: Does not fulfill assignment and exhibits little skill, effort, and thought.

F: Failure, no credit

I: Incomplete

Tuesdays, 4:00-6:00pm

Jan 19

- Introductions & Review Syllabus
- Collect your written assignment: *Art for Life* Chapter 2 & pages 169-179
- Confirm schools, addresses, coops, telephone numbers/ cell phone numbers
- Dr. Unger and I will be making quick, introductory visits to your schools on Thursday, 1/21. Sign up for a time for us to meet you and your coop.

Jan 26

Discuss scheduling of observations at your schools/ Logistical issues?

Review/Discuss *Art for Life* Chapter 2 & pages 169-179

Review/Discuss Curriculum & 1-page Lesson Plan Format

Review/Discuss Idea Books

Feb 2

Readings due:

Stephens, P. (Feb. 2007). Writing a philosophy of art teaching. *School Arts*, WEB.

Go to www.kristinbaxter.com and click on EDUC 379 to download.

Reading discussion leader: _____

Bring in first draft of Statement of Teaching Philosophy and Art Practice (enough copies for everyone)

Review/Discuss Curriculum and/or your lesson plans

Feb 9

Students with Special Needs, presentation by Camie Modjadidi

Feb 16

Bring in second draft of Statement of Teaching Philosophy and Art Practice (enough copies for everyone)

Readings due:

Classroom Management chapter in: Wong, H.K. & Wong, R. T. (2009). *How to be an effective teacher the first days of school* (4th ed.). Mountain View, CA: Harry K. Wong Publications.

Reading discussion leader: _____

Review/Discuss Curriculum and/or your lesson plans

Feb 23

Resume writing & Graduate School Discussion with Christine Rander

March 2

Placement Procedures with Mrs. Kubera & Closure on 1st Experience

March 9

Spring Break

(optional) Monday, March 15

Student Scholarship Day Proposals due!!!

March 16

Complete Mid-term Course Evaluations
Bring in draft of your resume, for feedback
Review/Discuss Curriculum and/or your lesson plans

(optional) Thursday, March 18

Faculty Art Show Reception (late afternoon)

March 23

Education Job Fair
No seminar

(optional) Tuesday, March 23

4:00pm, HUB
"Reel" Leadership: Dinner, Movie and discussion (moderated by me!)
Film: TBA

March 30

Review/Discuss Curriculum and/or your lesson plans

New Media and Technology in the art room

Readings due:

Hurwitz & Day, Ch. 10
Reading discussion leader: _____
Reading discussion leader: _____

Buffington, M.L., (2008). [What is Web 2.0 and How Can It Further Art Education?](#)
Art Education, 61(3), 36-41.

Reading discussion leader: _____

April 6

Readings due:

Chapter 19: Classroom Organization and Exhibitions of Student Work, in Hurwitz, A. & Day, M. (2007). *Children and their art: Methods for the elementary school* (8th ed.). Belmont, CA: Thomson Higher Education.

Reading discussion leader: _____

Finalize invitations to Student-Teacher Exhibition

Review/Discuss Curriculum and/or your lesson plans

(optional) Sunday, April 11

Trip to the Philadelphia Museum of Art

April 13

Student Scholarship Day

Reading Rainbow Contest and Judging
Details will follow

April 20

Prepare artwork for Student-Teacher Exhibition

April 27

Install Student-Teacher Exhibition

Thurs, April 29 4-6pm ???

(Tentative)

Opening Reception for Student-Teacher Exhibition

May 4

Final Presentations of Portfolios and Idea Books

Disability Statement

Students who wish to request accommodations in this class for a disability should contact Mr. Joe Kempfer, Assistant Director of Learning Services for Disability Support, 1307 Main Street (extension 1510). Accommodations cannot be provided until authorization is received from the office of Learning Services.

Academic Honesty Policy

Moravian College expects students to perform their academic work honestly and fairly. A Moravian student, moreover, should neither hinder nor unfairly assist other students in efforts to complete their own work. This policy of academic integrity is the foundation on which learning at Moravian is built. See p. 47 in the Moravian College 2008-2010 Catalog. Also see the Student Handbook online at: <http://www.moravian.edu/studentLife/handbook/academic/academic2.html>

Syllabus is subject to change

Please note that this syllabus is subject to change, due to the needs of the students and to meet requirements of the art department and/or college. It is imperative that students attend class, seek out and stay apprised of changes or modifications of this syllabus.

Required Sections for Abbreviated Lesson Plans
1-Page Maximum

Title of Lesson

Pennsylvania Academic Standards for the Arts and Humanities (1-2 max)

Language Proficiency Standards for English Language Learners Pre K-12 (1-2 max)

Grade and Developmental Rationale (2 sentences)

Conceptual Objective (1 sentence)

List of vocabulary words/ academic terminology related to this lesson (no definitions)

Materials

(For the rest of the lesson, **boldface** what you will say, and *italicize* what you think the students will say. Limit this to one question or statement that you will ask, and one response that you anticipate your students will give.)

Opening Statement

Topic Question

Association Dialogue (you might go directly to Demonstration or Transition, if this is a continuation of a lesson you began on a previous day)

Visualization Dialogue

Demonstration

Transition

Mid-Point Summary or Question (Formative assessment)

Critique/Closing dialogue (Summative assessment)

Reflection & Self-Evaluation (additional 1 page):

When the art activity is complete (this may take several individual lessons):

Describe how you will assess your students' work. There should be a clear link between the student behavior described in the conceptual objective and the assessment of student performance.

Evaluate your lesson(s) 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:

What worked?

What needs to be improved?

What could be improved?

