EDUC 379 Seminar for Art Student Teachers

Moravian College Spring 2013 1/14/2013 – 4/27/2013 Room 7 Art Building, South Campus Tuesdays 4:00-6:00pm

Instructor: Kristin Baxter, Ed.D., Assistant Professor of Art
Office location: Art Building, South Campus, Office 2 (Level "L")

Office hours: Mon 9-10am & Tues 1-4pm call or email first to confirm

Office phone: 610.861.1680

Email: kbaxter@moravian.edu

Course Description:

This weekly seminar integrates theory with classroom experience for pre-service art teachers' professional development. Throughout the semester, students 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.

Required Texts (distributed in class or on Blackboard)

B.L. Gerber & D.M. Guay (Eds.). (2006). *Reaching and teaching students with special needs through art*. Reston, VA: National Art Education Association.

Hoover, J.J. & Patton, J. R. (March 2005). Differentiating Curriculum and Instruction for English-Language Learners With Special Needs. *Intervention in School and Clinic.* 40(4) 231-235.

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.

PDE Online Resources (links are available on Blackboard)

Pennsylvania Department of Education Standards Aligned System
Pennsylvania State Academic Standards for the Arts and Humanities
Pennsylvania Department of Education/ Language Proficiency Standards for English Language Learners PreK-12
Pennsylvania's Code of Professional Practice and Conduct for Educators

Goals of the course

Students will be able to:

- 1. Understand and apply theories of learning and teaching strategies for all learners, including those with diverse needs, such as students who are learning the English language and students with IEP's, in curriculum design, lesson plans, and instructional practices.
- 2. Understand how their art practice informs their teaching philosophy.
- 3. Prepare and present a professional portfolio and begin the transition from being a student to professional art educator.
- 4. Analyze art and its intention and critically evaluate works of art using vocabulary germane to the discipline. (Visual Literacy)
- 5. Understand how art shapes and reflects cultural, national and personal identity (Cultural Values).
- 6. Develop an appreciation of the visual arts and the creative process in the fine arts. (Arts Appreciation)

Course Requirements

- Completing each course requirement carefully, thoroughly, and on time demonstrates your professionalism, one of the areas that you are evaluated on in the PDE 430.
- If you earn a "0" on any portion, you will not be certified to teach. It is possible to pass student teaching, but not get certification if you receive a "0" on any section of the PDE 430.

1. Field Experience

All field experiences are directly related to coursework and must be successfully completed to pass the education course. Students are required to follow all the procedures and guidelines as outlined in the field experience handbooks and course syllabi. Failure to accurately report attendance and performance will be considered a violation of academic honesty policy and will result in appropriate sanctions as outlined in the Student Handbook.

2. Lesson plans

You must submit **all** of your lesson plans to your cooperating teacher 48 hours before you plan on teaching them, or else you are not permitted to teach. This is a College policy. Follow the lesson plan format found at the end of the syllabus. Students and cooperating teachers should tailor this format according to their particular classes and projects.

3. Weekly evaluations by your cooperating teacher & supervisor

Your cooperating teacher will complete an evaluation each week. Please submit these forms to me each Tuesday. I will also observe you teaching and complete an evaluation each week. We will review this evaluation together and you will get a copy. Email me your lesson plan that I will observe 48 hours prior to our meeting and confirm meeting location and time.

4. Completion of two PDE 430 forms (blank forms posted on Blackboard)

When your Supervisor observes you each week she will record evidence of each of the four areas required in the PDE 430 Form: Planning and Preparation; Classroom Environment; Instructional Delivery; Professionalism. At the end of each experience you and your Supervisor will review the completed forms. If you earn a "0" on any portion, you will not be certified to teach. It is possible to pass student teaching, but not get certification if you receive a "0" on any section of the PDE 430.

5. Reflection on an IEP meeting

Working with your cooperating teacher, attend an IEP meeting during one of your student teaching experiences. Write a 1-page reflection on this experience and how you might incorporate suggested goals and instructional strategies in your teaching in the future. Do not use any names or any other descriptions that might identify the child.

6. Two (2) video-taped lessons (one in the elementary school; one in middle/high school)

You will videotape yourself teaching one lesson during each experience and we will view this video together in class for group feedback and critique. On the day that we watch the video, bring copies of the written lesson plan for everyone in our class. **Grading: 25 points each:**

- Video clearly shows the student teaching the lesson
- Audio is working; we can hear what is happening in the lesson
- A written lesson plan is submitted when the video due
- Video ready to be shown to class on scheduled date/time

7. Participation in Senior Thesis Exhibition, Payne Art Gallery. This includes:

- Powerpoint Presentation on Scholarship Day (or at another day/time. Details are forthcoming.)
- Senior Thesis Exhibition which includes:
 - A body/series of artwork
 - Professional Portfolio including
 - Artist's Statement
 - Statement of Teaching Philosophy
 - One sample lesson that includes a photo
 - Photos of you teaching
 - Artist's postcard
 - o (optional) Children's artwork or photos of children's artwork

Final Grading for EDUC 379:

- Completing each course requirement carefully, thoroughly, and on time demonstrates your professionalism, one of the areas that you are evaluated on in the PDE 430.
- If you earn a "0" on any portion, you will not be certified to teach. It is possible to pass student teaching, but not get certification if you receive a "0" on any section of the PDE 430.

Successful Field Experience

• 20% of final grade

1-page Reflection of IEP Meeting

• 5% of final grade

Video Taped Lessons

- Elementary Experience: 10% of final grade
- Middle/High School Experience: 10% of final grade

Senior Thesis Exhibition

- Mid Term Written Report: 5% of final grade. 1-page update on each of the required parts of the Exhibition.
- Successful completion of all parts of Exhibition: (50% of final grade)
 - 5% of final grade: Powerpoint Presentation on Scholarship Day (or at another day/time. Details are forthcoming.)
 - Senior Thesis Exhibition which includes:
 - 15% of final grade: A body/series of artwork
 - 15% of final grade: Professional Portfolio including
 - Artist's Statement
 - Statement of Teaching Philosophy
 - 5% of final grade: One sample lesson that includes a photo
 - 5% of final grade Photos of you teaching
 - 5% of final grade Artist's postcard
 - (optional) Children's artwork or photos of children's artwork

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: 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

- Being late for 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

If you are late or absent, it is the student's responsibility to find out what was missed (not the professor's to tell you what you missed) and to catch up in a timely manner. **Do not email the professor** to find out what you missed in class instead, contact a fellow student in the class.

Standard numeric grading scale

| Α | 94-100 |
|-----|----------|
| A - | 90-93 |
| B+ | 87-89 |
| В | 84-86 |
| B - | 80-83 |
| C + | 77-79 |
| С | 74-76 |
| C - | 70-73 |
| D + | 67-69 |
| D | 64-66 |
| D - | 60-63 |
| F | below 60 |

It is within the instructor's purview to apply qualitative judgment in determining grades for an assignment or for a course.

Course Outline & Schedule 4-6pm, unless otherwise noted

| Tuesday Jan 15 Tuesday Jan 22 PPHAC 302 PPHAC | Week | Location | Topic | Due |
|--|----------------|--------------|------------------------------|--|
| Tuesday Antonio Feb 5 Salemme Exhibition "Out of the Blue" Wed Feb 6 PPHAC 302 Classroom Management With Sale PPHAC 302 Classroom Management With Ms. Ro Frey Tuesday PPHAC 302 Reading Rainbow March 19 PPHAC 302 Reading Rainbow March 19 PPHAC 302 Reading Rainbow March 19 No CLASS No CLASS Tuesday PPHAC 302 Reading Rainbow April 2 No CLASS No CLASS ATURDAY OPPHAC 302 Reading Rainbow April 3 No CLASS No CLASS ATURDAY OPPHAC 302 Reading Art to children with Diverse Needs' with Dr. Heather Fountain Dr. Heather Fountain With Diverse Needs' with Dr. Heather Fountain With Diverse Needs' with Dr. Heather Fountain Sundents with special needs through art. Reston, VA: NAEA Papril 2 April 2 Reading Art Cassperince Written lesson plan associated with video-taped lesson Final written eritique of IEP meeting Written lesson plan associated with video-taped lesson Final written eritique of IEP meeting Written lesson plan associate | Tuesday | 007 | · | |
| Jan 22 Cooperating Teachers Classroom" & Chapter 12 "How to have your classroom ready" pp. 80-99 | Jan 15 | | | |
| Wednesday Jan 30 | Tuesday | PPHAC 302 | Orientation Meeting with | Wong & Wong, Chapter 11 "How to have a well-managed |
| Wednesday Jan 30 | Jan 22 | | Cooperating Teachers | classroom" & Chapter 12 "How to have your classroom |
| Jan 30 Needs and Accommodations Students with special needs through art. Reston, VA: NAEA | | | | ready" pp. 80-99 |
| Accommodations Bring a lesson to share with strategies for diverse learners Wed Feb 5 Salemme Wed Feb 6 PPHAC 302 Resume Writing & Graduate School Discussion Tuesday Feb 12 Tuesday Feb 12 Tuesday PPHAC 302 PPHAC 302 Classroom Management with Ms. Ro Frey Tuesday Feb 19 Tuesday Anco Spring Break NO CLASS NO CLASS PPHAC 302 Arricinada Prescuit Question for English-Language Learners With Special Needs Met at: Antonio Salemme Foundation Gallery, 542 Hamilton Street, Suite 203 Allentown, PA 18101 Bring resume Mong & Wong, Chapters 6-10, "Positive Expectations" (ungraded) Written update of Senior Thesis Exhibition (ungraded) Written update of Senior Thesis Exhibition Wong & Wong, Chapters 6-10, "Positive Expectations" (GRADED) Written plan for completing Senior Thesis Exhibition Wong & Wong, Chapters 6-10, "Positive Expectations" (GRADED) Written plan for completing Senior Thesis Exhibition Written lesson plan associated with video-taped lesson Interview Strategies Bring resume Bring resume Bring resume Written lesson plan associated with video-taped lesson Bring resume Bring copies of your resume and portfolio Dress professionally Tuesday April 2 April 9 NO CLASS NO CLASS NO CLASS Sounday Payne Opening Reception for Senior Thesis Exhibition Spring Break Monday April 16 April 16 April 16 April 20 | Wednesday | TBA | Mrs. Modjadidi: Special | |
| Bring a lesson to share with strategies for diverse learners New Bridge Art Group Exhibition "Out of the Blue" Wed Feb 5 Salemme Exhibition "Out of the Blue" Wed Feb 6 PPHAC 302 Resume Writing & Graduate School Discussion Tuesday PPHAC 302 Classroom Management With Special Wedge of Senior Thesis Exhibition Tuesday PPHAC 302 Classroom Management With Special Procedures, Mrs. Kubera Wed Feb 5 Spring Break Spring Break March 5 Spring Break Spring Break Tuesday PPHAC 302 Interview Strategies Tuesday PPHAC 302 Interview Strategies March 12 Tuesday PPHAC 302 Interview Strategies March 19 Tuesday PPHAC 302 Interview Strategies March 19 Tuesday PPHAC 302 Reading Rainbow April 2 April 3 April 3 SATURDAY April 3 April 3 Gallery PPHAC 302 Reception for Sandy April 13 Sunday April 2 Gallery Monday Payne Art April 22 Gallery Tuesday No CLASS CLASS RESCHEDULED FOR Tuesday No CLASS CLASS RESCHEDULED FOR Tuesday Payne Art April 22 Gallery Tuesday Payne April 24 Gallery Tuesday No CLASS CLASS RESCHEDULED FOR Tuesday No CLASS CLASS RESCHEDULED FOR Tuesday April 2 Gallery Tuesday April 2 Gallery Tuesday No CLASS CLASS RESCHEDULED FOR Tuesday April 2 Gallery Tuesday April 2 Gallery Tuesday April 2 Gallery Tuesday No CLASS CLASS RESCHEDULED FOR Tuesday April 2 Payne Art April 24 Gallery Tuesday April 2 Gallery Tuesday No CLASS CLASS RESCHEDULED FOR Tuesday No CLASS CLASS RESCHEDULED FOR Tuesday No CLASS CLASS RESCHEDULED FOR Tuesday April 2 Payne Art April 24 Gallery Tuesday No CLASS CLASS RESCHEDULED FOR | Jan 30 | | | |
| Tuesday Antonio Salemme Exhibition Out of the Blue" Street, Suite 203 Allentown, PA 18101 Wed Feb 6 PPHAC 302 Resume Writing & Graduate School Discussion of Thesis Exhibition Tuesday Feb 12 Discussion of Thesis Exhibition Tuesday PPHAC 302 PPHAC 302 Certification and Placement Procedures, Mrs. Kubera Narch 5 Spring Break Spring Break Song Carduate School Discussion Tuesday PPHAC 302 Certification and Placement Procedures, Mrs. Kubera Tuesday Narch 12 Tuesday Allentown, PA 18101 Tuesday PPHAC 302 PHAC 302 Certification and Placement Procedures, Mrs. Kubera Tuesday No CLASS Tuesday Narch 12 Tuesday Allentown, PA 18101 Tuesday PPHAC 302 Reading Rainbow April 2 April 2 April 2 April 2 April 2 April 3 Tuesday April 3 Chapter Sendor Thesis Exhibition Tuesday April 2 April 3 Gallery Payne April 24 Gallery Tuesday April 2 Gallery Tuesday April 22 Gallery Tuesday April 24 Gallery Tuesday April 25 CLASS RESCHEDULED FOR Suturday April 13 Sendor Thesis Exhibition Powerpoint Presentations. Art Ed students may dopresentations. Details to follow. | | | Accommodations | students with special needs through art. Reston, VA: NAEA |
| Tuesday PPHAC 302 Resume March 19 Tuesday NO CLASS Tuesday PPHAC 302 Resume Writing & Graduate School Discussion of Thesis Exhibition Tuesday Feb 19 Tuesday Feb 26 March 5 Spring Break NO CLASS Tuesday PPHAC 302 Group critique of video taped lessons Tuesday PPHAC 302 Tuesday Rach 19 PPHAC 302 Certification and Placement Procedures, Mrs. Kubera Procedures, Mrs. Kubera Exhibition Tuesday Roor Group critique of video taped lessons PPHAC 302 Interview Strategies PPHAC 302 Tuesday Narch 19 Tuesday Rach 19 Tuesday Rach 19 Tuesday PPHAC 302 Tuesday Narch 19 Tuesday April 2 April 3 Tuesday April 4 Gallery Senior Thesis Exhibition Teaching Art to Children with Diverse Needs' with Dr. Heather Fountain Sanday Payne April 4 Gallery Senior Thesis Exhibition Tuesday April 6 Reception for Senior Thesis Exhibition Proceedings Thesis Exhibition Procedures Thesis Thesi | | | Bring a lesson to share with | Hoover, J.J. & Patton, J. R. (March 2005). Differentiating |
| Antonio Salemme Exhibition "Out of the Blue" Street, Suite 203 Allentown, PA 18101 | | | strategies for diverse | Curriculum and Instruction for English-Language Learners |
| Salemme Exhibition "Out of the Blue" Street, Suite 203 Allentown, PA 18101 | | | learners | With Special Needs |
| Wed Feb 6 PPHAC 302 Resume Writing & Graduate School Discussion Graduate School Discussion Concursion of Thesis Concursion of Concu | Tuesday | Antonio | New Bridge Art Group | Meet at: Antonio Salemme Foundation Gallery, 542 Hamilton |
| Tuesday PPHAC 302 Classroom Management with Ms. Ro Frey Tuesday PPHAC 302 Cretification and Placement Procedures, Mrs. Kubera March 5 NO CLASS Tuesday PPHAC 302 Group critique of video taped lessons Written lesson plan associated with video-taped lesson Tuesday PPHAC 302 Interview Strategies Bring copies of your resume and portfolio Dress professionally Tuesday April 2 NO CLASS Tuesday April 13 Teaching Art to Children with Dr. Heather Fountain Sunday April 14 Gallery Senior Thesis Exhibition Sunday April 14 Gallery Senior Thesis Exhibition Tuesday April 16 Senior Thesis Exhibition Tuesday April 2 Senior Thesis Exhibition Tuesday Payne April 14 Gallery Gallery Scholarship Day Powerpoint Presentations. Details to follow. Tuesday April 2 Scholarship Day Powerpoint Presentations. Details to follow. Tuesday April 2 Scholarship Day Powerpoint Presentations. Details to follow. Tuesday Payne Art Gallery Gallery CLASS RESCHEDULED FOR Tuesday April 2 Scholarship Day Powerpoint Presentations. Details to follow. | Feb 5 | Salemme | Exhibition "Out of the Blue" | Street, Suite 203 Allentown, PA 18101 |
| Tuesday Feb 12 | Wed Feb 6 | PPHAC 302 | Resume Writing & | Bring resume |
| Feb 12 Exhibition Classroom Management with Ms. Ro Frey Wong & Wong, Chapters 6-10, "Positive Expectations" Tuesday Feb 19 PPHAC 302 Certification and Placement Procedures, Mrs. Kubera (GRADED) Written plan for completing Senior Thesis Exhibition March 5 MO CLASS Spring Break Spring Break Spring Break NO CLASS O07 Group critique of video taped lessons (Written lesson plan associated with video-taped lesson) Written lesson plan associated with video-taped lesson Tuesday March 19 HUB Opportunities Day/Job Fair Usesday April 2 Bring copies of your resume and portfolio Dress professionally March 26 PPHAC 302 Reading Rainbow April 2 April 2 April 2 NO CLASS NO CLASS CLASS RESCHEDULED FOR Saturday April 13 SATURDAY April 13 Teaching Art to Children with Diverse Needs" with Dr. Heather Fountain Gerber & Fedorenko. Building collaborative partnerships. (161-176). & Loesl. Students with Physical Disabilities. (107-126). In Gerber & Gauy (Eds.). (2006). Reaching and teaching students with special needs through art. Reston, VA: NAEA Sunday April 16 Payne Agril 2 Opening Reception for Senior Thesis Exhibition Conclusions Final written critique of IEP meeting Written lesson plan associated with video-taped lesson from 2nd experience Monday April 2 <td></td> <td></td> <td>Graduate School Discussion</td> <td></td> | | | Graduate School Discussion | |
| Tuesday FPHAC 302 Classroom Management with Ms. Ro Frey Tuesday Feb 19 PPHAC 302 Certification and Placement Feb 26 Procedures, Mrs. Kubera The Feb 26 Pring Break Tuesday NO CLASS Tuesday PPHAC 302 Group critique of video taped lessons Tuesday March 12 Tuesday March 19 Tuesday March 26 Tuesday March 26 Tuesday April 2 April 9 NO CLASS SATURDAY April 13 Taylor March 26 Tuesday March 19 Tuesday April 14 Gallery Tuesday March 19 Payne April 16 Sunday April 16 Gallery Senior Thesis Exhibition Tuesday Monday April April 12 Tuesday Monday April April 14 April 20 April 21 Tuesday Monday April April 14 April 22 Gallery Tuesday Monday April 22 Tuesday No CLASS Tuesday No CLASS CLASS RESCHEDULED FOR Saturday April 13 Sunday Payne April 16 Tuesday No CLASS Tuesday Tuesday N | Tuesday | 007 | Discussion of Thesis | (ungraded) Written update of Senior Thesis Exhibition |
| Tuesday PPHAC 302 Certification and Placement Procedures, Mrs. Kubera Exhibition March 5 Spring Break Spring Break NO CLASS Tuesday March 12 Tuesday March 12 Tuesday March 19 Tuesday March 19 Tuesday March 19 Tuesday March 26 Tuesday April 2 April 9 NO CLASS ESCHEDULED FOR Saturday April 13 Saturday April 9 NO CLASS NO CLASS NO CLASS NO CLASS Eschebuled partnerships. Teaching Art to Children with Diverse Needs" with Dr. Heather Fountain Students with special needs through art. Reston, VA: NAEA NAEA Sunday Payne April 16 Payne April 16 Payne Art Gallery Senior Thesis Exhibition Tuesday April 2 Gallery Gallery Senior Thesis Exhibition Final written critique of IEP meeting Written lesson plan associated with video-taped lesson Presentations. Details to follow. Tuesday NO CLASS CLASS RESCHEDULED FOR Suturday April 13 Scholarship Day Powerpoint Presentations. Art Ed students may do presentations on another day. But all are expected to come to hear other students' presentations. Details to follow. | | | Exhibition | |
| Tuesday Feb 26 March 5 NO CLASS Tuesday PPHAC 302 Tuesday NPHAC 302 Tuesday NPHAC 302 Tuesday NPHAC 302 Tuesday Narch 19 Tuesday March 19 Tuesday March 19 Tuesday NO CLASS Tuesday NPHAC 302 Tuesday NPHAC 302 Tuesday NPHAC 302 Tuesday NPHAC 302 Tuesday No CLASS Tuesday NPHAC 302 Tuesday April 2 April 3 Tuesday April 3 Tuesday NO CLASS SATURDAY NO CLASS SATURDAY NO CLASS Tuesday No CLA | | PPHAC 302 | Classroom Management | Wong & Wong, Chapters 6-10, "Positive Expectations" |
| Feb 26 | Feb 19 | | · | |
| March 5 NO CLASS Spring Break Spring Copies of your resume and portfolio Spring Sprofessionally Spring Copies of your resume and portfolio Spring Sprofessionally Spring Sprofess | · · | PPHAC 302 | | · · · · · · · · · · · · · · · · · · · |
| NO CLASS Tuesday March 12 Tuesday March 12 Tuesday March 19 Tuesday March 19 Tuesday March 26 Tuesday April 2 April 9 NO CLASS April 13 Tuesday April 14 Sunday April 14 Sunday April 14 Sunday April 16 Sunday April 16 Monday April 22 April 2 April 2 April 3 April 4 April 4 April 5 April 4 April 5 April 6 April 7 April 7 April 7 April 7 April 8 April 9 April 9 April 9 April 9 April 10 April 11 April 10 April 10 April 11 April 10 April 11 April 10 April 11 April 11 April 12 April 12 April 13 April 14 April 15 April 16 April 16 April 16 April 17 April 16 April 17 April 18 April 19 April 19 April 19 April 19 April 10 April 11 April 10 April 10 April 11 April 10 April 10 April 10 April 11 April 10 April 10 April 11 April 10 Apri | | | | |
| March 12taped lessonsWritten lesson plan associated with video-taped lessonTuesday March 19PPHAC 302 Tuesday March 26Interview StrategiesBring resumeTuesday March 26HUB Tuesday April 2Opportunities Day/Job Fair PPHAC 302 April 2Bring copies of your resume and portfolio Dress professionallyApril 3 April 9NO CLASSReading RainbowSATURDAY April 13NO CLASSCLASS RESCHEDULED FOR Saturday April 13SATURDAY April 13"Oifferentiated Instruction: Teaching Art to Children with Diverse Needs" with Dr. Heather Fountain(161-176). & Loesl. Students with Physical Disabilities. (107- 126). In Gerber & Guay (Eds.). (2006). Reaching and teaching students with special needs through art. Reston, VA: NAEASunday April 14 TuesdayPayne GalleryOpening Reception for Senior Thesis ExhibitionConclusions Final written critique of IEP meeting Written lesson plan associated with video-taped lessonMonday April 22Payne Art GalleryScholarship DayPowerpoint Presentations. Art Ed students may do presentations on another day. But all are expected to come to hear other students' presentations. Details to follow. | | Spring Break | Spring Break | Spring Break |
| Tuesday March 19 Tuesday HUB Opportunities Day/Job Fair Bring copies of your resume and portfolio Dress professionally Tuesday April 2 April 9 NO CLASS NO CLASS CLASS RESCHEDULED FOR Saturday April 13 SATURDAY April 13 T-apm With Diverse Needs" with Dr. Heather Fountain Sunday April 14 Gallery Senior Thesis Exhibition April 16 March 26 Tuesday April 2 April 16 Monday Payne Art April 16 Gallery Gallery Gallery Tuesday NO CLASS CLASS RESCHEDULED FOR Saturday April 13 Gerber & Fedorenko. Building collaborative partnerships. (161-176). & Loesl. Students with Physical Disabilities. (107-126). In Gerber & Guay (Eds.). (2006). Reaching and teaching students with special needs through art. Reston, VA: NAEA Conclusions Final written critique of IEP meeting Written lesson plan associated with video-taped lesson Written lesson plan associated with video-taped lesson Powerpoint Presentations. Art Ed students may do presentations on another day. But all are expected to come to hear other students' presentations. Details to follow. | Tuesday | 007 | Group critique of video | Video Taped Lessons from 1 st experience |
| March 19Tuesday March 26HUBOpportunities Day/Job Fair Description Dress professionallyBring copies of your resume and portfolio Dress professionallyTuesday April 2PPHAC 302 April 9Reading RainbowReading RainbowApril 9NO CLASSNO CLASSCLASS RESCHEDULED FOR Saturday April 13SATURDAY 1-3pm"Differentiated Instruction: Teaching Art to Children with Diverse Needs" with Dr. Heather FountainGerber & Fedorenko. Building collaborative partnerships. (161-176). & Loesl. Students with Physical Disabilities. (107- 126). In Gerber & Guay (Eds.). (2006). Reaching and teaching students with special needs through art. Reston, VA: NAEASunday April 14 GalleryPayne Senior Thesis ExhibitionConclusions Final written critique of IEP meeting Written lesson plan associated with video-taped lessonMonday April 22Payne Art GalleryScholarship DayPowerpoint Presentations. Art Ed students may do presentations on another day. But all are expected to come to hear other students' presentations. Details to follow.TuesdayNO CLASSCLASS RESCHEDULED FOR | March 12 | | taped lessons | Written lesson plan associated with video-taped lesson |
| Tuesday March 26 | Tuesday | PPHAC 302 | Interview Strategies | Bring resume |
| March 26 Tuesday April 2 April 9 NO CLASS NO CLASS SATURDAY April 13 1-3pm Payne April 14 Gallery Tuesday April 16 Monday April 16 Monday April 2 April 2 April 2 April 9 NO CLASS NO CLASS CLASS RESCHEDULED FOR Saturday April 13 Gerber & Fedorenko. Building collaborative partnerships. (161-176). & Loesl. Students with Physical Disabilities. (107- 126). In Gerber & Guay (Eds.). (2006). Reaching and teaching students with special needs through art. Reston, VA: NAEA Sunday April 14 Gallery Tuesday April 26 Monday April 27 April 28 Monday April 29 Monday April 29 Monday April 20 April 20 April 20 April 20 April 21 April 22 April 21 April 22 April 22 April 22 April 23 April 24 April 25 April 26 April 27 April 27 April 27 April 28 April 29 April 29 April 20 April 20 April 20 April 20 April 20 April 20 April 21 April 21 April 22 April 21 April 22 April 22 April 22 April 23 April 24 April 25 April 26 April 27 April 27 April 28 April 29 April 29 April 29 April 29 April 20 April 20 April 20 April 20 April 20 April 21 April 22 April 21 April 22 April 22 April 22 April 24 April 25 April 26 April 27 April 27 April 28 April 29 April 29 April 29 April 29 April 20 April 20 | March 19 | | | |
| Tuesday April 2 April 9 NO CLASS NO CLASS SATURDAY April 13 1-3pm Payne Sunday April 14 Gallery Tuesday April 16 Monday April 16 Monday April 2 April 2 April 2 April 9 NO CLASS NO CLASS CLASS RESCHEDULED FOR Saturday April 13 Gerber & Fedorenko. Building collaborative partnerships. (161-176). & Loesl. Students with Physical Disabilities. (107- 126). In Gerber & Guay (Eds.). (2006). Reaching and teaching students with special needs through art. Reston, VA: NAEA Conclusions Final written critique of IEP meeting Written lesson plan associated with video-taped lesson Monday April 22 Gallery Tuesday NO CLASS CLASS RESCHEDULED FOR | ' - | HUB | Opportunities Day/Job Fair | _ · · · · · · · · · · · · · · · · · · · |
| April 2 April 9 NO CLASS NO CLASS SATURDAY April 13 1-3pm Payne April 14 Gallery April 16 Monday April 16 Monday April 2 April 2 April 2 April 2 April 2 April 2 April 3 CLASS RESCHEDULED FOR Saturday April 13 Gerber & Fedorenko. Building collaborative partnerships. (161-176). & Loesl. Students with Physical Disabilities. (107-126). In Gerber & Guay (Eds.). (2006). Reaching and teaching students with special needs through art. Reston, VA: NAEA Conclusions Conclusions Final written critique of IEP meeting Written lesson plan associated with video-taped lesson Monday April 22 Gallery April 22 Gallery NO CLASS CLASS RESCHEDULED FOR | | | | Dress professionally |
| April 9 NO CLASS NO CLASS CLASS RESCHEDULED FOR Saturday April 13 SATURDAY 007 "Differentiated Instruction: Teaching Art to Children with Diverse Needs" with Dr. Heather Fountain Sunday April 14 Gallery Senior Thesis Exhibition Tuesday April 16 Payne Art April 22 Gallery Gallery Tuesday NO CLASS CLASS RESCHEDULED FOR Monday Payne Art April 22 Gallery Scholarship Day NO CLASS CLASS RESCHEDULED FOR NO CLASS CLASS RESCHEDULED FOR CLASS RESCHEDULED FOR Saturday April 13 Gerber & Fedorenko. Building collaborative partnerships. (161-176). & Loesl. Students with Physical Disabilities. (107-126). In Gerber & Guay (Eds.). (2006). Reaching and teaching students with special needs through art. Reston, VA: NAEA Conclusions Final written critique of IEP meeting Written lesson plan associated with video-taped lesson Powerpoint Presentations. Art Ed students may do presentations on another day. But all are expected to come to hear other students' presentations. Details to follow. | | PPHAC 302 | Reading Rainbow | |
| SATURDAY April 13 April 13 1-3pm Payne Gallery Tuesday April 16 Monday April 16 Monday April 22 April 22 NO CLASS RESCHEDULED FOR "Differentiated Instruction: Teaching Art to Children with Distriction: (161-176). & Loesl. Students with Physical Disabilities. (107-126). In Gerber & Guay (Eds.). (2006). Reaching and teaching students with special needs through art. Reston, VA: NAEA Gerber & Fedorenko. Building collaborative partnerships. (161-176). & Loesl. Students with Physical Disabilities. (107-126). In Gerber & Guay (Eds.). (2006). Reaching and teaching students with special needs through art. Reston, VA: NAEA Conclusions Final written critique of IEP meeting Written lesson plan associated with video-taped lesson Powerpoint Presentations. Art Ed students may do presentations on another day. But all are expected to come to hear other students' presentations. Details to follow. | | | | |
| April 13 1-3pm with Diverse Needs" with Dr. Heather Fountain Students with Special needs through art. Reston, VA: NAEA Sunday April 14 Gallery Senior Thesis Exhibition Tuesday April 16 Final written critique of IEP meeting Written lesson plan associated with video-taped lesson Monday April 22 Gallery Scholarship Day Powerpoint Presentations. Art Ed students may do presentations on another day. But all are expected to come to hear other students' presentations. Details to follow. Tuesday NO CLASS CLASS RESCHEDULED FOR | | | | • • |
| 1-3pm with Diverse Needs" with Dr. Heather Fountain students with special needs through art. Reston, VA: NAEA Sunday Payne Gallery Opening Reception for Senior Thesis Exhibition Tuesday April 16 from 2 nd experience Final written critique of IEP meeting Written lesson plan associated with video-taped lesson Monday Payne Art April 22 Gallery Gallery Fowerpoint Presentations. Art Ed students may do presentations on another day. But all are expected to come to hear other students' presentations. Details to follow. Tuesday NO CLASS CLASS RESCHEDULED FOR | | 007 | | |
| Dr. Heather Fountain Sunday April 14 Gallery Opening Reception for Senior Thesis Exhibition Tuesday April 16 Monday Payne Art April 22 Gallery Conclusions Final written critique of IEP meeting Written lesson plan associated with video-taped lesson Powerpoint Presentations. Art Ed students may do presentations on another day. But all are expected to come to hear other students' presentations. Details to follow. Tuesday NO CLASS CLASS RESCHEDULED FOR | - | | _ | |
| Sunday Payne Gallery Senior Thesis Exhibition Tuesday April 16 Watch Video Taped Lessons from 2 nd experience Final written critique of IEP meeting Written lesson plan associated with video-taped lesson Monday Payne Art Scholarship Day Powerpoint Presentations. Art Ed students may do presentations on another day. But all are expected to come to hear other students' presentations. Details to follow. Tuesday NO CLASS CLASS RESCHEDULED FOR | 1-3pm | | | |
| April 14 Gallery Senior Thesis Exhibition Tuesday 007 Watch Video Taped Lessons from 2 nd experience Final written critique of IEP meeting Written lesson plan associated with video-taped lesson Monday Payne Art Scholarship Day Powerpoint Presentations. Art Ed students may do presentations on another day. But all are expected to come to hear other students' presentations. Details to follow. Tuesday NO CLASS CLASS RESCHEDULED FOR | Cundo | Dayna | | students with special needs through art. Reston, VA: NAEA |
| Tuesday April 16 Watch Video Taped Lessons from 2 nd experience Final written critique of IEP meeting Written lesson plan associated with video-taped lesson Monday Payne Art Scholarship Day Powerpoint Presentations. Art Ed students may do presentations on another day. But all are expected to come to hear other students' presentations. Details to follow. Tuesday NO CLASS CLASS RESCHEDULED FOR | - | | | |
| April 16 from 2 nd experience Final written critique of IEP meeting Written lesson plan associated with video-taped lesson Monday Payne Art Gallery Powerpoint Presentations. Art Ed students may do presentations on another day. But all are expected to come to hear other students' presentations. Details to follow. Tuesday NO CLASS CLASS RESCHEDULED FOR | | · | | Conclusions |
| Monday Payne Art Scholarship Day Powerpoint Presentations. Art Ed students may do presentations on another day. But all are expected to come to hear other students' presentations. Details to follow. Tuesday NO CLASS CLASS RESCHEDULED FOR | - | 007 | | |
| Monday Payne Art Scholarship Day Powerpoint Presentations. Art Ed students may do presentations on another day. But all are expected to come to hear other students' presentations. Details to follow. Tuesday NO CLASS CLASS RESCHEDULED FOR | Whill IO | | Hom Z expendice | |
| April 22 Gallery presentations on another day. But all are expected to come to hear other students' presentations. Details to follow. Tuesday NO CLASS CLASS RESCHEDULED FOR | Monday | Payne Δrt | Scholarshin Day | |
| Tuesday NO CLASS CLASS RESCHEDULED FOR to hear other students' presentations. Details to follow. | | | Jenoidi Silip Day | |
| Tuesday NO CLASS CLASS RESCHEDULED FOR | | Janery | | |
| · | Tuesday | NO CLASS | CLASS RESCHEDULED FOR | The state of the s |
| TANTILES I INTUITION ANTILEE I | April 23 | | Monday April 22 | |

Syllabus is subject to change

If you are late or absent, it is **your responsibility** to find out what you missed and to catch up in a timely manner. **Do not email the professor** to find out what you missed in class instead contact a fellow student in the class.

Learning Services Office

Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.

Academic Honesty

Institutional expectations and the consequences of failure to meet those expectations are outlined in the Moravian College Student Handbook 2011-2012 found online at: http://www.moravian.edu/studentLife/handbook/academic/academic2.html

Plagiarism

If an instructor suspects plagiarism or any other form of academic dishonesty, the student will be asked to show the notes and drafts contributing to the final version of a paper. The instructor also has the right to review any books or periodicals that were used. The grade for the paper will be suspended until these materials have been reviewed. An instructor who suspects a student of violating the policy on academic honesty with regard to an assignment, requirement, examination, test, or quiz will consult with the Department Chair and Academic Dean using a blind copy of the work in question, to verify the violation. If the charge is verified, the instructor will, in almost all cases, assign either a grade of zero to the academic work in question or a failing grade in the course in which the violation occurred. The student must be informed in writing of the alleged violation and penalty; a copy of this memo must be sent to the Associate Dean of Academic Affairs. A student may appeal either a charge of academic dishonesty or a penalty as follows: First, to the course instructor. Next, in the case of a First Year Seminar, to the Chair, First Year Seminar. Next, to the Academic Standards Committee, chaired by Associate Dean for Academic Affairs.

Resources for teaching English language learners

English Language Learners in Pennsylvania Schools: Legal Issues and Advocacy Opportunities http://www.elc-pa.org/pubs/downloads/english/ell-Current%20issues%20Nov%202006.pdf

Eubanks, P. (2002). Students who don't speak English. Art Education, 55(2), 40-45.

Goldenberg, Claude. "Teaching English Language Learners What the Research Does—and Does Not—Say," *American Educator*, Summer, 2008. http://www.aft.org/pdfs/americaneducator/summer2008/goldenberg.pdf

Henry, C. (2007). Teaching in Another Culture: Preparing Art Educators for Teaching English Language Learners. *Art Education 60*(6), 33-39.

NPR Radio Program: Educating Latinos: An NPR Special Report: A Five-Part Series on a Crisis in Education http://www.npr.org/programs/atc/features/2002/nov/educating_latinos/series.html

WhelanAriza, E. (2010). Not for ESOL Teachers: What every classroom teacher needs to know about the linguistically, cultur ally, and ethnically diverse student, 2/E. NY: Allyn & Bacon.

Young, T.A. & Hadaway, N.L. (2006). Supporting the literacy development of English learners. Newark, DE: International Reading Association.

Teachers of English to Speakers of Other Languages, TESOL http://www.tesol.org/

National Association for Bilingual Education, NABE. http://www.nabe.org/

WIDA World-Class Instructional Design and Assessment http://www.wida.us/

PA Language Proficiency Standards for English Language Learners PreK----12 (ELPS) and PA academic standards. http://www.portal.state.pa.us/portal/server.pt/community/measurements, standards policies/7531/elps_for_ells/509513 2012 Accommodations for ELLS on PSSA

http://www.portal.state.pa.us/portal/server.pt/community/testing_accommodations___security/7448

TESOL English Language Proficiency Standards PreK-12 http://www.tesol.org/advance-the-field/standards/prek-12-english-language-proficiency-standards

http://www.manythings.org/

A wonderful comprehensive bilingual site for families and educators of students who are ELLs. This site is filled with useful information, strategies, activities, and resources for ALL teachers of students who are ELLs http://www.colorincolorado.org/

Center for Research on Education, Diversity, and Excellence (CREDE) http://crede.berkeley.edu

National Clearinghouse for English Language Acquisition and Language Instruction Programs (NCELA) _ online library; useful links to national, regional, and state educational resources and databases; lesson plans, and practical classroom information www.ncela.gwu.edu

Stephan Krashen's Webpage www.sdkrashen.com/SL Acquisition and Learning/index.html

Jim Cummins' Webpage www.iteachilearn.com/cummins/bicscalp.html

Activities for students who are ELLs (many different languages too!) http://a4esl.org/

Great articles and ideas for teaching children who are ELLs http://www.readingrockets.org/article/c61/

Art Education Lesson Plan Format

- I. Overview of the lesson: Lesson title, grade of students, length (for example, "lesson 3 of 4, 40-minute lessons")
- II. Big Idea (major understanding): What is the larger idea associated with this lesson that transcends grade level?
- III. Essential Questions: Questions that are specifically linked to the Big Ideas.
- **IV. Developmental Rationale:** Explain relevance of the lesson for students' artistic development, interests and prior knowledge. Use scholarly terminology.
- V. Pennsylvania Academic Standards for Arts and Humanities. Identify numerical code and written Standard.

VI. Pennsylvania's PreK-12 English Language Proficiency Standards (ELPS)

Choose one from page four of the "Pennsylvania Department of Education/ Language Proficiency Standards for English Language Learners PreK-12:"

English Language Proficiency Standard 1:

English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.

English Language Proficiency Standard 2:

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

English Language Proficiency Standard 3:

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.

English Language Proficiency Standard 4:

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.

English Language Proficiency Standard 5:

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES.

VII. General Objectives: Describe what students will know as a result of this lesson.

VIII. Behavioral Objectives: Describe what students will be able to do as a result of this lesson.

IX. Instructional Materials & Materials for Universally Designed Instruction

X. Vocabulary

XI. Motivational Dialogue

- (1) Topic question, statement, or activity:
 - a. How will you hook and hold students' interest and enthusiasm through thought-provoking experiences?
- (2) Association Dialogue: Relate the content to the children's life experience
 - a. What experiences will you provide to help students make their understandings real and equip all learners for success throughout your course or unit?
- (3) Visualization Dialogue: Help them visualize their ideas for the art project.
 - a. What questions will you ask to connect their ideas to the art project?

(4) Demonstration:

- a. Describe in a sequential manner the actions that take place.
- b. Allow children to make as many decisions as possible. Offer choices.
- (5) Transition: What will you say to launch the children into their artmaking?
 - a. How will you organize learning experiences so that students move from teacher-guided and concrete activities to independent application that emphasize growing conceptual understandings as opposed to superficial coverage?

(6) Formative Assessment:

- a. How will you help your students to know where they are headed, why they are going there and what ways they will be evaluated along the way?
- b. How will you cause students to reflect, revisit, revise, and rethink?

(7) Summary and Closure

- a. What questions will you ask to prompt the children to reflect on their work and share their ideas?
- b. How will students express their understandings and engage in meaningful self-evaluation?
- (8) **Summative Assessment**: How will grades for this completed project be determined? Include a rubric.
- (9) Clean-up procedures

XII. Differentiated instructional strategies:

- English Language Learners (ELL's) Describe effective instructional strategies, based on readings. Be specific.
- Students with IEPs and/or 504 plans. Choose at least two different types of diverse needs of children with IEP's and 504 Plans. Be specific about the kind of need, such as a child with ADD; Dyslexia; Hyperactive Behavior Disorder; or Autism; etc. Describe effective instructional strategies, based on readings. Be specific.
- Use and define scholarly terminology and vocabulary germane to the discipline. See assigned readings.

XIII. Reflection and Self-Evaluation

- What worked?
- What didn't'?
- How could this lesson be improved?