

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”)
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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
 - (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

A	94-100
A -	90-93
B+	87-89
B	84-86
B -	80-83
C +	77-79
C	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

Week	Location	Topic	Due
Tuesday Jan 15	007	Review syllabus	
Tuesday Jan 22	PPHAC 302	Orientation Meeting with Cooperating Teachers	Wong & Wong, Chapter 11 "How to have a well-managed classroom" & Chapter 12 "How to have your classroom ready" pp. 80-99
Wednesday Jan 30	TBA	Mrs. Modjadidi: Special Needs and Accommodations Bring a lesson to share with strategies for diverse learners	Guay, Special Needs Student in the Art Room: A Journey. (pp. 3-14). In Gerber & Guay (Eds.). (2006). <i>Reaching and teaching students with special needs through art</i> . Reston, VA: NAEA Hoover, J.J. & Patton, J. R. (March 2005). Differentiating Curriculum and Instruction for English-Language Learners With Special Needs
Tuesday Feb 5	Antonio Salemme	New Bridge Art Group Exhibition "Out of the Blue"	Meet at: Antonio Salemme Foundation Gallery, 542 Hamilton Street, Suite 203 Allentown, PA 18101
Wed Feb 6	PPHAC 302	Resume Writing & Graduate School Discussion	Bring resume
Tuesday Feb 12	007	Discussion of Thesis Exhibition	(ungraded) Written update of Senior Thesis Exhibition
Tuesday Feb 19	PPHAC 302	Classroom Management with Ms. Ro Frey	Wong & Wong, Chapters 6-10, "Positive Expectations"
Tuesday Feb 26	PPHAC 302	Certification and Placement Procedures, Mrs. Kubera	(GRADED) Written plan for completing Senior Thesis Exhibition
March 5 NO CLASS	Spring Break	Spring Break	Spring Break
Tuesday March 12	007	Group critique of video taped lessons	Video Taped Lessons from 1 st experience Written lesson plan associated with video-taped lesson
Tuesday March 19	PPHAC 302	Interview Strategies	Bring resume
Tuesday March 26	HUB	Opportunities Day/Job Fair	Bring copies of your resume and portfolio Dress professionally
Tuesday April 2	PPHAC 302	Reading Rainbow	
April 9	NO CLASS	NO CLASS	CLASS RESCHEDULED FOR Saturday April 13
SATURDAY April 13 1-3pm	007	"Differentiated Instruction: 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 & Guay (Eds.). (2006). <i>Reaching and teaching students with special needs through art</i> . Reston, VA: NAEA
Sunday April 14	Payne Gallery	Opening Reception for Senior Thesis Exhibition	
Tuesday April 16	007	Watch Video Taped Lessons from 2 nd experience	Conclusions Final written critique of IEP meeting Written lesson plan associated with video-taped lesson
Monday April 22	Payne Art 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 April 23	NO CLASS	CLASS RESCHEDULED FOR 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, culturally, 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?