

EDUC 379 Seminar for Art Student Teachers

Moravian College Spring 2014

1/13/2014 – 5/2/2014

Room 7 Art Building, South Campus

Alternating Mondays and Tuesdays 4:00-6:00pm + special events

Instructor: Kristin Baxter, Ed.D., Assistant Professor of Art
Office location: Art Building, South Campus, Office 2 (Level “L”)
Office hours: Tues 11:30-12:30 & Thurs, 11:30am-2:30pm call or email first to confirm
Office phone: Art Dept: 610.861.1680; be aware that messages received after 4:30pm will not be delivered until next day
Email: kbaxter@moravian.edu

The student teaching dates are: 1/14/14 to 2/28/14 and 3/10/14 to 4/25/14.

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 TEXTBOOKS

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

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 READINGS (links are on Blackboard)

Art Student Teaching Handbook, <http://home.moravian.edu/public/educ/eddept/art/index.htm>

Bobick, B., Derby, J., Tollefson-Hall, K., & Villeneuve, P. (Fall 2012). *Advisory: Getting Hired, Part 1: Tips for Preparing an Application Packet*. Reston, VA: National Art Education Association.

Bobick, B., Derby, J., Tollefson-Hall, K., & Villeneuve, P. (Fall 2012). *Advisory: Getting Hired, Part 2: Tips for Interviewing*. Reston, VA: National Art Education Association.

Eubanks, P. (2002). Students Who Don't Speak English: Art Specialists Adapt Curriculum for ESOL Students. *Art Education*, 55(2), 40-45.

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

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

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.
 - Art Department Outcome 1. Visual Literacy:** Analyze art and its intention and critically evaluate works of art using vocabulary germane to the discipline.
 - Art Department Outcome 3. Interdisciplinary Learning:** Demonstrate the context of art in history and society, showing relationships between the visual arts and literature, philosophy, music, history, religion, and other disciplines.
 - Art Department Outcome 4. Arts Appreciation:** Develop an appreciation of the visual arts and the creative process in the fine arts.
2. Understand how their art practice informs their teaching philosophy.
 - Art Department Outcome 2. Cultural Values:** Understand how art shapes and reflects cultural, national and personal identity.
3. Prepare and present a professional portfolio and begin the transition from being a student to professional art educator.
 - Art Department Outcome 2. Cultural Values:** Understand how art shapes and reflects cultural, national and personal identity.

Course Goals	Course Requirements See separate assignment sheet for project guidelines and grading rubrics	Percentage of Final Grade	Approximate number of hours to plan on spending per week on this requirement, outside of class time	PDE General Standards and Specific Program Guidelines: Art Candidate Competencies
1,2	1 st experience: Successful Field Experience & Reflective Journal	25%	40 hours, minimum, for 7 weeks	II.A.B.C.D.E. III.A.B.C.D.
1,2	2 nd experience: Successful Field Experience & Reflective Journal	25%	40 hours, minimum, for 7 weeks	II.A.B.C.D.E. III.A.B.C.D.
1	1-page Reflection of IEP Meeting	5%	1 hour (in total) to write up	II.D.
1	1 st experience: Video Taped Lesson	5%	1 hour (in total) to edit	II.A.B.C.D.E. III.A.B.C.D.
1	2 nd Experience: Video Taped Lesson	5%	1 hour (in total) to edit	II.A.B.C.D.E. III.A.B.C.D.
2,3	Senior Thesis Exhibition	20%	1-2 hours (per week) finishing up work we began in the fall	I.A.B.C.D.; III.A.B.
2,3	E-portfolio or other on-line portfolio/website	5%	1 hour (per week)	III.A.B.
2,3	Presentation of hard-copy, completed portfolio	10%	1 hour (per week) finalizing portfolio that was started in the fall	III.A.B.

COURSE REQUIREMENTS

NOTE ABOUT MEETING DEADLINES FOR ASSIGNMENTS:

Extensions for due dates are not given. Late assignments receive a grade of "0."

1. Field Experience

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. Weekly Reflective Journal & Lesson Plans: Google Docs

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. Students and cooperating teachers should tailor the lesson format, found at the end of the syllabus, according to their particular classes and projects.

All lessons should be part of a **Reflective Journal**, which should be a "Shared" folder on Google Docs/Drive. Inside this folder, you will place:

1. **Weekly packet of lessons. Save them by date, for instance "1.13.13 lessons" and "1.20.13 lessons"**
2. **1 page written critique/highlights of assigned readings**, due on the day they are assigned
3. **1-page written critique of an IEP Meeting**, due on the last day of class

Consult with your cooperating teacher, and 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.

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. "Share" the specific lesson that I will observe on Google Docs 48 hours prior to my scheduled meeting.

4. Completion of two PDE 430 forms

In addition to the weekly observation report, the PDE 430 form will also be completed. I will be looking for 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 we 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. 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.

Grading: 25 points each:

- Video clearly shows the student teaching the lesson
- Audio is working; we can hear what is happening in the lesson
- Video shows the classroom set up, where projects are stored, how materials are distributed and collected, and any other parts of the classroom environment
- Entire lesson is shown, including welcome through dismissal

6. Participation in Senior Thesis Exhibition, Payne Art Gallery. See separate Assignment Sheet for requirements.

7. Presentation of your final, completed portfolio. See separate Assignment Sheet for required parts of the portfolio.

EXPECTED NUMBER OF HOURS TO SPEND ON COURSEWORK, OUTSIDE OF CLASS TIME

Students are expected to spend 8-10 hours, outside of class time, on assignments, readings, trips, and/or fieldwork. The student work in this course is in full compliance with the federal definition of a four-credit hour or two-credit hour course.

- For a 4-credit/1-unit courses, students must spend a minimum of 174 hours on coursework including class time
- For a half-unit/2 credit course, students must spend a minimum of 87 hours on coursework including class time

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

- 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

Each assignment has a detailed, corresponding “Assignment Sheet” that describes the requirements and grading rubric for each project. It is the student’s responsibility to read and follow the assignment sheets and understand the grading rubrics. Ask the professor any questions about these Assignment Sheets. We will go over them in detail during class.

All grades are posted on Blackboard. It is the student’s responsibility to check grades regularly. **NOTE: The “Final Grade” column on Blackboard does NOT factor in your grade based on attendance.** See attendance policy in this syllabus for how your attendance affects your final grade.

It is within the instructor’s purview to apply qualitative judgment in determining grades for an assignment or for a course. That means the professor can apply **her own discretion** at whether or not a grade **for an assignment or final grade** will be rounded up or down, depending the student’s qualitative work, such as taking initiative and leadership roles in class, meeting deadlines, seeing projects through to completion (not switching ideas), never using phones or ear buds during class, making meaningful contributions to class discussions, seeking out help from the professor when needed, and/or helping classmates during field trips and attending special events. These are contributions to class that cannot be quantified with a percentage. Going above and beyond what is expected will ensure that all grades are “rounded up.”

NOTE ABOUT MEETING DEADLINES FOR ASSIGNMENTS

Extensions for due dates are not given. Late assignments receive a grade of “0.”

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

COURSE OUTLINE & SCHEDULE

Day/Time	Location	Topic	Due
MONDAY Jan 13 1:00-3:30pm	HUB/ UBC Rm	Orientation Meeting with all student teachers & Dr. Mayer	Reading Due: <i>Art Student Teaching Handbook</i> , found at: http://home.moravian.edu/public/educ/eddept/art/index.htm
THURSDAY Jan 16 6:30-8pm (optional)	Payne Art Gallery	Reception for the exhibition, <i>Experiments in Art and Technology</i>	
TUESDAY Jan 21 4-6pm	Room 7	Welcome Meeting with Cooperating Teachers. Refreshments will be served.	Weekly lesson plans & critique of assigned readings due in Reflective Journal Readings Due: Wong & Wong, Chapter 11 "How to have a well-managed classroom" & Chapter 12 "How to have your classroom ready"
SATURDAY Jan 25 11am-2pm (optional)	HUB	WinterFest, help make pantin-puppets and shadow puppets	This is an optional event, but would be another experience you could add to your resume.
TUESDAY Jan 28 4-6pm <i>*NAEA Student Chapter Meeting immediately following class</i>	Room 7	Creating "Shared" Folders on Google Docs Portfolio Review, using e-portfolios and Google "Sites" Discussion of curricula from fall semester	Weekly lesson plans due in Reflective Journal Bring your hard-copy of your portfolio for review and feedback; all parts are required, including Artist's Statement and Statement of Teaching Philosophy, even in draft form Begin an on-line e-portfolio or free Google "site"
TUESDAY Feb 4 3:45pm <i>*NAEA Student Chapter Meeting immediately following class</i>	PPHAC 302	Job Search Seminar- Resume and Cover Letter Writing with Ashley Forsythe	Weekly lesson plans & critique of assigned readings due in Reflective Journal Bring a copy of your resume and cover letter to class today Readings Due: <i>Getting Hired, Part 1: Tips for Preparing an Application Packet.</i> <i>Getting Hired, Part 2: Tips for Interviewing.</i>
TUESDAY Feb 11 4-6pm	Room 7	Special Guest: Ms. Stacy Zellner, Broughal Middle School Art Teacher	Weekly lesson plans & critique of assigned readings due in Reflective Journal Readings Due: Wong and Wong
TUESDAY Feb 18 4-6pm <i>*NAEA Student Chapter Meeting immediately following class</i>	Room 7	Critique of your work for Senior Thesis Exhibition; Studio Faculty Members will be invited	Weekly lesson plans due in Reflective Journal Bring in your artwork that you will be submitting to the Senior Thesis Exhibition for critique
MONDAY Feb 24 , 3:45pm	PPHAC 302	Applying for certification	Weekly lesson plans due in Reflective Journal
Week of March 3-7th	No Class	SPRING BREAK	SPRING BREAK

TUESDAY March 11 4-6pm <i>*NAEA Student Chapter Meeting immediately following class</i>	Room 7	Critique of video-taped lessons Teaching art to English Language Learners	Weekly lesson plans due in Reflective Journal Video Taped Lesson from 1 st experience Readings Due: Eubanks, <i>Students Who Don't Speak English</i> Henry, <i>Teaching in Another Culture</i> Hoover & Patton, <i>Differentiating Curriculum and Instruction for English-Language Learners with Special Needs</i>
THURSDAY March 13 6:30-8pm (optional)	Payne Gallery	Reception for Faculty Biennial	
SATURDAY March 15 1-5pm (optional)	Banana Factory	Professional Development Hands-On Workshop: Glassblowing	This is an optional event, but would be another experience you could add to your resume.
MONDAY March 17 4:00pm	PPHAC 302	Interviewing Strategies Workshop	Bring updated copies of your resume and cover letter to class today Weekly lesson plans & critique of assigned readings due in Reflective Journal
MONDAY March 24 4-6pm <i>*NAEA Student Chapter Meeting immediately following class</i>	PPHAC 302	Universal Design, Teaching Learners with Disabilities, with Mrs. Modjadidi	Weekly lesson plans & critique of assigned readings due in Reflective Journal Readings Due: Gerber & Fedorenko, Building Collaborative Partnerships, in <i>Reaching and Teaching Students with Special Needs through Art</i> (Chapter 10) Guay & Gerlach, Clarifying roles for paraeducators in the art room, in <i>Reaching and Teaching Students with Special Needs through Art</i> (Chapter 12)
TUESDAY April 1 All day	HUB	Opportunities Day/ Job Fair	Weekly lesson plans due in Reflective Journal Bring copies of your resume and portfolio Dress professionally
TUESDAY April 8 4-6pm <i>*NAEA Student Chapter Meeting immediately following class</i>	Room 7	Practice Scholarship Day presentations, for feedback and suggestions	Weekly lesson plans due in Reflective Journal Bring your Powerpoint/Prezi presentation that you will give during Scholarship Day
SUNDAY April 13, 2-4pm	Payne Gallery	Opening Reception for Senior Thesis Exhibition	All are invited
(Tentative) TUESDAY April 15, 4-6pm	Payne Gallery	SOUTH CAMPUS SCHOLARSHIP DAY & RECEPTION	Weekly lesson plans due in Reflective Journal Powerpoint/Prezi Presentations about your Senior Thesis Exhibition
TUESDAY April 22 4-6pm <i>*NAEA Student Chapter Meeting immediately following class</i>	Room 7	Critique of video-taped lessons	Weekly lesson plans due in Reflective Journal Video Tape Lesson from 2 nd experience
TUESDAY April 29 4-6pm	Room 7	Meeting with alumni, Ms. Brenna Howard and Ms. Hailey Brown	1. Final presentations of your portfolios, both hard copies and on-line versions 2. Written critique of IEP meeting in Reflective Journal 3. Final weekly set of lessons in Reflective Journal

SYLLABUS IS SUBJECT TO CHANGE

Students will receive an updated copy of the syllabus, in writing, if any changes to the schedule need to be made. Every effort will be made to closely follow schedule on the syllabus. If you are late or absent, it is **your responsibility** to find out what you 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.

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.

Moravian College Student Chapter of the National Art Education Association (NAEA)

All students are encouraged to attend bi-weekly meetings of the Student Chapter of NAEA. Join us to help plan art education workshops, conferences, fundraisers, art camp for kids, and professional development opportunities. Students will network with other art educators from across the state and country and meet other art education students in colleges and universities. Take a leadership role and gain valuable experience for your future career.

Art Department Mission Statement

The Moravian College Art Department cultivates a vibrant academic community committed to creative and critical thinking. Our faculty and students share a passion for art as a celebration of the mind's imaginative and intellectual powers. Art is by nature an interdisciplinary and trans-cultural field that invites students to consider how art reflects and shapes society, politics, ethics, and culture. At Moravian College, art-making is a form of meaning-making that relies on invention, research, and an infinitely curious mind to construct new knowledge, foster self-expression, and explore visual communication. Students are given the opportunity to unleash their creativity through dynamic projects that embrace risk-taking, problem-solving, revision, and self-reflection.

Working at the forefront of new approaches to teaching, learning, and technology, the Art Department is grounded in strong traditional foundations. Our program lays the ground-work for students to integrate and appreciate art throughout their lives, encouraging leadership in their fields and within the global community. Under the mentorship of our outstanding faculty, our students are provided with a strong, personalized academic major, combined with innovative hands-on learning experiences and opportunities for community engagement and collaboration. The Art Department is committed to providing professional opportunities through our internships; in-house graphic design studio; student teaching; on- and off- campus student exhibitions; visiting guest lectures; study abroad experiences; student-run organizations; and participation in conferences, workshops and presentations.

ART DEPARTMENT PHILOSOPHY

Contemporary visual culture includes real-time and interactive media, mass communications, and art. To develop a critical intelligence, students must learn how to question.

Making art is based on experimentation and revision. Asking how, why, when, and by whom images are made should be integral to the liberal arts enterprise. The process of discovery and adaptation used in art-making could contribute profoundly to all disciplines. The informed contemporary liberal arts student cannot, without understanding the history of representation, make decisions about the meaning and value of their persistent attraction to static and moving images.

Selected Bibliography: Art Education Resources

Sign up for the course on Blackboard called, "Art Education Resources" for links to these materials and more

Moravian College Field Experience Handbooks

Education Department Website

<http://home.moravian.edu/public/educ/eddept/art/index.htm>

Pennsylvania Department of Education (PDE) Online Resources

- Standards Aligned System
- Chapter 354 General Standards and Specific Program Goals
- Code of Professional Practice and Conduct for Educators

Standards

Pennsylvania Academic Standards for the Arts and Humanities

<http://www.pdesas.org/standard/views>

Language Proficiency Standards for English Language Learners PreK-12

http://www.portal.state.pa.us/portal/server.pt/community/measurements,_standards___policies/7531/elps_for_ells

National Common Core Standards

<http://www.corestandards.org/>

The National Coalition for Core Arts Standards (NCCAS)

<http://www.arteducators.org/research/nccas>

PA Common Core Standards

<http://www.pdesas.org/Standard/CommonCore>

National Art Education Association Standards for Art Teacher Preparation

<http://www.arteducators.org/research/naea-standards>

Teaching ELL's: Articles, Books, other Readings

Eubanks, P. (2002). Students Who Don't Speak English: Art Specialists Adapt Curriculum for ESOL Students. *Art Education*, 55(2), 40-45.

Garcia, E.E. & Jensen, B. (March, 2007). Helping Young Hispanic Learners. *Educational Leadership*, 34-39.

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.

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

Lombardi, J. (May/June 2008). Beyond Learning Styles: Brain-Based Research and English Language Learners. *Clearing House: A Journal of Educational Strategies, Issues and Ideas*, v81 n5 p219-222.

Miller, P.C. & Endo, H. (2004). Understanding and meeting the needs of ESL students. *Phi Delta Kappan*, 85(10), 786-791.

New York State Education Department Office of Bilingual Education and Foreign Languages Studies (2010). *Art as a tool for Teachers of English Language Learners*. Albany, NY: The University of the State of New York.

Pennsylvania Department of Education. ELPS Training: Powerpoint presentation that explains the importance of meeting the needs of ELL's

Rubinstein-Avila, E. (February, 2006). Connecting with Latino Learners. *Educational Leadership*, 38-43.

Whelan-Ariza, E. (2010). *Not for ESOL Teachers: What every classroom teacher needs to know about the linguistically, culturally, and ethnically diverse student*. New York: Allyn & Bacon.

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

Teaching ELL's: Radio Program

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

Teaching English Language Learners: Websites

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>

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/>

Many Things

<http://www.manythings.org/>

Colorín Colorado!

<http://www.colorincolorado.org/>

Center for Research on Education, Diversity, and Excellence Hawai'i Project (CREDE)

<http://manoa.hawaii.edu/coe/crede/>

National Clearinghouse for English Language Acquisition and Language Instruction Programs (NCELA)

www.ncela.gwu.edu

Activities for students who are ELLs

<http://a4esl.org/>

All English Language Learners articles

<http://www.readingrockets.org/article/c61/>

Kennedy Center: Arts Edge: Using the Arts to Support English Language Learners

<http://artsedge.kennedy-center.org/educators/how-to/supporting-individual-needs/supporting-ell-with-the-arts.aspx>

Everyday ELL: Teaching Tips and Materials Supporting English Language Learners

<http://www.everydayell.com/>

TESOL International Association: English Language Proficiency Standards PreK-12

<http://www.tesol.org/advance-the-field/standards/prek-12-english-language-proficiency-standards>

Teaching Students with Diverse Needs:

Students with Visual Impairments

Art Beyond Sight: Museum Education Initiative

<http://www.artbeyondsight.org/>

Teaching Braille to Young Children

<http://www.pathstoliteracy.org/teaching-braille-young-children>

Students with learning and developmental disabilities

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

Henley, D. R. (1992). *Exceptional Children: Exceptional Art: Teaching Art to Special Needs*. Davis Publications.

Larkin, M. (2002). Using scaffolded instruction to optimize learning. *ERIC Digest. Disabilities and Gifted Education*, Arlington, VA.

Lokerson, J.E. & Joynes, A.C. (2006). Students with learning disabilities. In B.L. Gerber & D.M. Guay (Eds.). *Reaching and teaching students with special needs through art*. Reston, VA: National Art Education Association. (pp. 83-106)

Lynch, S.A. & Warner, L. (2008). Creating lesson plans for all learners. *Kappa Delta Pi Record*, 45(1) 10-15.

UDL, National Universal Design for Learning Task Force. The facts for educators. Retrieved from: udl4maryland.webs.com/UDLEducatorsFactSheet.pdf

Vize, A. (2005). Making art activities work for students with special needs. *Art and Activities*, 138(4), 17, 41.

The Kennedy Center: VSA: The International Organization on Arts and Disability

<http://www.kennedy-center.org/education/vsa/>

The Arc

Largest national community-based organization advocating for and serving people with intellectual and developmental disabilities and their families

<http://www.thearc.org/>

"I'm an artist" movie

I'm an Artist tells the story of the often hidden children of our times—students with learning disabilities. In this heartwarming documentary young adults with Down syndrome, autism, and behavior issues collaborate with a dedicated teacher to create artwork for their first professional gallery exhibition. As the students draw, color, and paint we witness how these children, who often struggle in life every day, gain confidence and self-acceptance through artistic expression. <http://www.imanartistmovie.com/>

Teaching Art to Children on the Autism Spectrum

Furniss, G. (2009). Art lessons for a young artist with Asperger Syndrome. *Art Education* (62)3, 18-23.

Furniss, G. (2008). Celebrating the artmaking of children with autism. *Art Education*(61)5, 8-12.

Furniss, G. (May/June 2007). Practical considerations for teaching artists with autism. *School Arts*. p.6.

Furniss, G. (May/June 2006). Teaching art to children with autism. *School Arts*.

Kluth, P. & Schwarz, P. (2008). *Just give him the whale: Twenty ways to use fascinations, areas of expertise, and strengths to support students with autism*. Baltimore: Paul H. Brookes.

EDUC 379
Art Education Lesson Plan Format for Full-Time Student Teachers

Each of the following 20 sections, should only take a line or two.

1. Teacher's name, course number, course name, semester and year
2. Title of lesson
3. Grade of students and subject areas
4. Expected length of lesson: Such as "Day 2 of 90-minute lessons"
5. Behavioral Objective
6. General Objective
7. Big Idea
8. Essential Question
9. Pennsylvania Academic Standard for Arts and Humanities
10. Pennsylvania Common Core Standard in Math or English Language Arts National Coalition for Core Arts Standards
11. Pennsylvania's PreK-12 English Language Proficiency Standard (ELPS)
12. Instructional Materials (For THIS day's lesson only; not all the materials for the entire project)
13. Vocabulary: Tier 3 words. List in alphabetical order (no definitions, in order to save space) at least two words from art and two words from another subject area (math, science, or language arts, etc.). (4 min. total)
14. Motivational Dialogue (Instructional Strategy):
15. Use your best judgment about which of the following sections to include in the "short" lesson plan. It may not always be necessary to include every section below for every "Day" of the lesson.
 - a. Introduction
 - b. Topic question, statement, or activity
 - c. Association Dialogue
 - d. Visualization Dialogue
 - e. Demonstration
 - f. Transition
 - g. Formative Assessment
 - h. Summary and Closure
16. Clean-up procedures
17. Differentiated instructional strategies for diverse learners
 - a. English Language Learners (ELL's)
 - b. Students with IEPs and/or 504 plans
 - c. Early Finishers
 - d. Discouraged young artists
18. Summative Assessment
19. Reflection & Self-Evaluation
 - a. What worked? What didn't work? How could the lesson be improved?
 - b. Respond every time/every day this lesson is taught; (not just included for the final, overall project)
20. You are encouraged (not required) to include photos of completed artwork, or photos of the steps involved in your lesson to more fully illustrate the project.

PDE
General Standards and Specific Program Guidelines: Art
Candidate Competencies

http://www.portal.state.pa.us/portal/server.pt/community/institutional_program_approval/8817

I. Knowing the Content

The professional education program provides evidence that Art Education certification candidates complete a program the same as the academic content courses and required electives of a bachelor's degree. The program shall require the candidates to demonstrate their knowledge of the fundamental concepts of the arts and competence in teaching K-12 grade students two- and three-dimensional art, art history, criticism and aesthetics including:

I.A. Concentrated study in at least one studio area and instructional procedures in at least one area of spatial, graphics and media art including:

- drawing, painting, and sculpting,
- 2-dimensional and 3-dimensional design,
- ceramics, jewelry and metals,
- photography, printmaking, or computer art

I.B. Art history including:

- history of western and non-western art,
- concentration in a specific art history area,
- the role of the arts in human development,
- major themes, styles, artists/artworks and theories of artistic expression and development

I.C. Aesthetics including:

- aesthetic dimension of experience,
- theories of art aesthetics,
- purposes and meaning of art,
- influences of the arts and humanities on shaping our heritage,
- philosophy of art

I.D. Criticism of works in the arts and humanities including:

- analyzing and synthesizing,
- interpreting, classifying and forming a critical response,
- evaluating using concepts of critical response

II. Performances

The professional education program provides evidence of the candidates' participation in sequential and developmental field experiences and student teaching, under the supervision of college personnel and cooperating teachers who are well trained, have interpersonal skills and demonstrated competence in teaching. The program also provides evidence that the criteria and competencies for exit from the Art Education certification program are assessed in coursework, field experiences and student teaching and require the candidates to demonstrate their knowledge and competence in fostering student learning through:

II.A. Managing the instructional environment including:

- communicate challenging learning expectations to each student,
- establish and maintain rapport with students and promote mutual respect among students,
- instill in all students a belief that they can succeed in art education,
- establish and maintain consistent standards of classroom behavior,
- make the physical environment safe and conducive to learning

II.B. Planning of instruction, done independently and in collaboration with other educators, based upon:

- art education subject matter,
- students and the community,
- Pennsylvania Academic Standards,
- content analysis with specific objectives,
- instructional methods, including materials and activities,
- results of student assessments

II.C. Selecting, adapting and implementing a variety of instructional strategies ranging from simple reproductions, and graphic demonstrations, to "essay-style" homework, class exhibitions, demonstrations, projects, and utilizing traditional tools as well as modern technologies

II.D. Selecting, analyzing, and modifying instructional materials to meet the needs of diverse learners

II.E. Assessing and evaluating student's understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting instructional strategies

III. Professionalism

The professional education program provides evidence that each teacher certification candidate demonstrates knowledge and competencies that foster professionalism in school and community settings including:

III.A. Professional organizations, professional journals, conferences, and other resources for ongoing professional development

III.B. Integrity and ethical behavior, professional conduct as stated in Pennsylvania's Code of Professional Practice and Conduct for Educators; and local, state, and federal laws and regulations

III.C. Establishing and maintaining collaborative relationships with colleagues of the elementary, secondary and higher education levels to improve student learning

III.D. Communicating effectively with parents or guardians, other agencies and the community at large to support learning by all students