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### **Course description**

While pre-student teaching in an art classroom, students in this seminar write an art education curriculum based on constructivist teaching and learning theories that are aligned with Pennsylvania Academic Standards for the Arts and Humanities and the National Visual Arts Standards. Prerequisites: Education 160 and 130; minimum 2.70 QPA. Fall. One 3-hour period. Supervised 110 hours of fieldwork. Writing-intensive. Clearances and other documents for fieldwork required.

EDUC 366 & EDUC 379 prepares students for entry into the profession by requiring:

1. Art Education Curriculum based on Constructivist Theory
  - a. a lesson plan, which would take K-12 students several days to complete
  - b. a unit, which includes several K-12 lessons based on one Big Idea
  - c. a curriculum map, which outlines the units taught over an entire K-12 school year
2. Senior Thesis Exhibition (April – May)
3. Gallery Talk on Scholarship Day (April)
4. Professional Portfolios (hard copy)
5. Professional website/e-portfolio, using iBooks and/or NAEA's "Digication" e-portfolio

### **Required articles (Shared on Google DRIVE)**

Baxter, K. (2013). *Curriculum Design in Art Education: Acts of Meaning-Making and Social Transformation*. (unpublished manuscript).

Buffington, M.L. (2011). Preparing a professional teaching portfolio for an art teaching position. *Art Education*, 64(3), 11-17.

Daichendt, G. J., (2010). *Artist teacher: A philosophy for creating and teaching*. Chicago: Intellect.

Eubanks, P. (2012). Interdisciplinary study: Research as Part of Artmaking. *Art Education*, 65(2), 48-53.

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

Graham, M.A. & Zwirn, S.G. (2010). How Being a Teaching Artist Can Influence K-12 Art Education. *Studies in Art Education: A Journal of Issues and Research in Art Education*, 51(3), 219-232.

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

McCollister, S. (2002). Developing criteria rubrics in the art classroom. *Art Education*, 55(4), 46-52.

Milne, W.M. (2004). The use of reflective artmaking in pre-service education. *Mentoring and Tutoring* 12(1), 37-52.

[Praxis Test Prep Information Sheet: Art Content Knowledge.](#)

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

Stephens, P. (2007). Writing a Philosophy of Art Teaching. *School Arts WEB*.

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

Walker, S. (2004). Big Ideas: Understanding the artmaking process: Reflective practice. *Art Education* 57(3), 6-12.

### **Other required materials**

Sketchbook (You may use a sketchbook you have already started on your own or for another course.)

Portfolio

### **Course Goals**

Students will be able to

1. understand that the goal of art education is not only the acquisition of knowledge and skills, but to nurture children and adolescents to put knowledge and skills into practice through the creation of works of art that are vehicles for peace and social justice through nurturing each student's identity, value, and worth. Art Department Goals: Cultural Value & Interdisciplinary Learning
2. create an art lesson unit for one grade level (K-12) that:
  - supports and challenges children's cognitive, academic, social, and artistic development
  - exceeds National and State Academic Standards for art education
  - identifies strategies for teaching children with diverse needs such as ELL's and children with disabilities
3. engage in critical inquiry by developing a cohesive body of artwork that is research into the relationship between art practice and pedagogy.  
Art Department Initiative 1

## **Pennsylvania Department of Education (PDE) Chapter 354 General Standards and Specific Program Goals:**

<http://www.portal.state.pa.us/portal/server.pt?open=514&objID=506706&mode=2>

### **I. Knowing the Content**

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

### **II. Performances**

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

<b>Due Dates</b> Check the syllabus and fill in these dates	<b>Course Requirements</b> See separate assignment sheet for project guidelines and grading rubrics	<b>Percentage of Final Grade</b>	<b>Approximate number of hours to plan on spending per week on this requirement, outside of class time</b>
	Pre-student teaching, observations, evaluation from cooperating teacher	25%	110 hours over the whole semester
	5 photos of you teaching (get permission first to take photos with students)	5%	
	Draft of Unit with 5 lessons	10%	3 hours per week on revisions and preparing final copy
	Final Unit with 5 lessons	20%	
	Written summary of "Art Teachers and Special Education Law"	5%	1 hour in total
	Draft of Portfolio & e-portfolio (completed in Spring)	10%	1 hour per week
	2017 PDE Review Requirement: gather 1 sample from each ART course you have taken	5%	2-3 hours to gather these materials over the whole semester, in total
	Sketchbook at mid term	5%	1 hour per week
	Sketchbook collected at the end of the semester	5%	
	½ of Senior Thesis artwork & written plan for completing this independent body of work in the spring	10%	2 hours per week

### **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 & Grading

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, Academic Support Services, the Learning Center, or verified with a doctor's note (within 24 hours of illness). Death in family should be confirmed with Academic Support Services. Documentation is required for sports. Students are permitted to miss class, with advanced notice, for games or matches, but not for practice. Students should provide the instructor with a schedule, if you know you will be missing a class due to a game or match. Practice is not an excused absence. Students must make arrangements to cover any missed class material and turn in assignments on the appropriate date.

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

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.

**If a project is due on a day that you have an EXCUSED absence**, that project is due on the day you return to class; if it is not turned in at that time, it receives a grade of "0."

**If a project is due on a day that you have an UNEXCUSED absence** and that project is not submitted to the professor on that due date, the project receives a grade of "0." You can upload assignments to your student folder in DRIVE for our class or you could have another student deliver it to me. Absences do not give you extensions for deadlines. If you have an UNEXCUSED absent on the day a project is due, you are still required to submit that assignment - either through email, Google Drive, or having another student deliver a hard copy to me by the due date.. Late assignments receive a grade of "0."

### Do not wait until the last minute to complete your work

Technological problems are NOT AN EXCUSE for turning in work late or not turning it in at all. PLAN AHEAD. If you know you have to upload something or use technology for an assignment, DO NOT WAIT UNTIL THE LAST MINUTE to test it out and make sure all the technology works.

All deadlines are listed on the syllabus and reviewed during our first meetings. Do not wait until the last minute to complete your assignments.

## Grading

- In fairness to all students, it is not possible to receive an extension for deadlines, even if you ask in advance. Due dates are firm.
- There is no "extra credit" offered in this class.
- All grades count. I do not "drop" lowest grade.
- It is within the instructor's purview to apply qualitative judgment in determining grades for an assignment or for a course.

### Assignment Sheets

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. Each assignment is worth up to 20 points. You are graded on four areas for each assignment, each worth up to five points.

See each specific assignment sheets for detailed rubric.

20 points (100%)

19 (95%)

18 (90%)

17 B (85%)

15-16 (80%)

12-14 C (75%)

9-11 D (65%)

4-8 (59%)

3 and below (0%)

### Grades on Blackboard

All grades are posted on Blackboard. The professor will return assignments and grades to you throughout the semester, but it is the student's responsibility to check grades regularly so you know how you are doing in class.

The "Final Grade" column on Blackboard does NOT factor any drop in grades because of attendance. See above for how your absences will lower your final grade. The "Final Grade" on Blackboard is determined by the grades for your projects only.

### Standard numeric grading scale for Final Grades

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

**Pre-student teaching, observations, evaluation from cooperating teacher**

I will make three visits to your school. The first visit is an introductory meeting to greet your coop, answer his/her questions about Moravian College, and welcome him/her as a cooperating teacher. This is an informal “meet-and-greet” to simply get to know one another and to review the procedures for pre-student teaching.

The other two visits are formal observations of you teaching a lesson. These two observations should be scheduled at a time when we can talk about the lesson immediately after you teach it.

**Written lesson plans during pre-student teaching**

At least 48 hours in advance of my visit, share your lesson the lesson that I will be observing with me on Google DRIVE.

If it is your coop’s lesson, it might not be possible to use the format that I’ve assigned. Do your best. If it is your lesson, that you designed, then you are expected to use the lesson plan format assigned in class. See separate lesson plan format.

Pre-student teachers are to teach at least ten lessons over the course of the experience. If possible, they should teach more than the required minimum. You must submit your lesson plan to your cooperating teacher 48 hours before you plan on teaching it, or else you are not permitted to teach it. This is a College policy.

Students complete at least 110 hours of pre-student teaching. You should expect to go beyond the requirements and prove your dedication and work ethic. Students who fall short of the expectations will not be approved for student teaching without completing further successful fieldwork. A portion of the student’s final grade in this course is determined by the cooperating teacher’s evaluation. Refer to Pre-Student Teaching Handbook for further requirements and procedures.

## Course outline and schedule

Date	Readings Due. Be prepared to discuss in class.	Assignments due & Topics of in-class discussions
Thurs Aug 28 6:30pm	meeting with Mrs. Modjadidi, PPHAC 102	Policies and procedures for pre-student teaching
Sept 3	-Baxter, K. <i>Curriculum Design in Art Education</i>  Meet in the HUB Gallery for Aron Johnston's Artist's Talk & Reception	-4:00-5:00pm: Meet in the HUB Gallery for artist's talk by Aron Johnston -5:00-7:00pm: regular class discussion: -Setting up students' Google DRIVE folders -Review syllabus, assignments, & required sections of unit -Discussion of curriculum "maps:" Relationships among objectives, lesson, unit, curriculum, & yearly planning
Sept 10	-Guay, Special needs students in the art room, p.3-13 in <i>Reaching and Teaching Special Needs</i> - Burnette & Lokerson, Art Teachers & Special Education Law, pp. 15-25, in <i>Reaching and Teaching Special Needs through Art</i> -UDL, National Universal Design for Learning Task Force. The facts for educators	<b>DUE: Upload to your student folder on Google DRIVE:</b> <ul style="list-style-type: none"> <li>● (ungraded) Intro to unit and lesson one</li> <li>● (graded) 1-page summary your legal obligations to all students as a public school art teacher</li> </ul>
Sept 17	-Walker, Big Ideas: Understanding artmaking process -Milne, Use of reflective artmaking in pre-service ed -Eubanks, Interdisciplinary study	<b>DUE: Upload to your student folder on Google DRIVE:</b> <ul style="list-style-type: none"> <li>● (ungraded) Revised intro to unit and lesson two</li> <li>● (ungraded) Bring your sketchbook to class, with ideas for thesis artwork for discussion</li> </ul>
Sept 24	-Lynch & Warner, Creating lesson plans for all learners -Rubinstein-Avila, Connecting with Latino Learners -PA English Language Proficiency Standards, Glossary of Terms, p. 101-102 -McCollister, Developing criteria rubrics	<b>DUE: Upload to your student folder on Google DRIVE:</b> <ul style="list-style-type: none"> <li>● (ungraded) Revised intro to unit and lessons 3-5</li> </ul>
Oct 1 (?)	Ceramics workshop; Refine lessons and unit	Update lessons in ceramics unit
Oct 8 (?)	Ceramics workshop; Refine lessons and unit	Update lessons in ceramics unit <b>DUE: Sketchbook will be collected and graded</b>
Oct 15	Art Content Knowledge, Praxis Test Prep materials	<b>DUE: Upload to your student folder on Google DRIVE:</b> <ul style="list-style-type: none"> <li>● (graded) Complete draft of unit</li> </ul> Praxis Review with Jan
Oct 22	Prep for PAEA Conference	Draft of your powerpoint/prezi for PAEA conference
Oct 29	No Class - PAEA Conference	
Nov 5	-Graham, M.A. & Zwirn, S.G. How Being a Teaching Artist Can Influence K-12 Art Education -Daichendt, Artist teacher, Chapter 3	Review grades/feedback on your work on your draft of your unit and sketchbooks
Nov 12	-Buffington, Preparing a Teaching Portfolio -Familiarize yourself with NAEA's E-portfolio Go to NAEA Website Then click "Community" & click "e-portfolio" Create a "Digication" Portfolio	Bring in your portfolio and materials you have gathered for it so far - for feedback and guidance. In class, we will experiment with iBooks and <i>NAEA's E-Portfolio</i> . Bring laptop. Be prepared to begin your portfolio.
Nov 19	-Stephens, Writing a Philosophy of Art Teaching	<b>DUE: Upload to your student folder on Google DRIVE:</b> (ungraded) drafts of Artist's Statement & Teaching Philosophy
Nov 26	Thanksgiving Break: No class	
Dec 3	All completed, final assignments are due <b>DUE:</b> (on a CD, or emailed, or shared through Google Drive) 1 example of art work from each ART course you have taken.	<b>HARD COPIES DUE:</b> Portfolio, Sketchbook, & Thesis Artwork <b>DUE: Upload to your student folder on Google DRIVE:</b> <ul style="list-style-type: none"> <li>● written plan for completing thesis work</li> <li>● final unit</li> <li>● link to your e-portfolio</li> <li>● 5 photos of you teaching</li> </ul>



### **Syllabus is subject to change**

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 must contact Ms. Elaine Mara, assistant director of academic support services for academic and disability support, at the lower level of Monocacy Hall, or by calling [610-861-1401](tel:610-861-1401). 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 this link: [Moravian College Student Handbook 2011-2012](#).

### **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 the Associate Dean for Academic Affairs.

**Attention Education Majors:** All violations of academic honesty reported to the Dean are shared with the Teacher Education Committee at the time the candidate's application for student teaching is being considered. In the past, such violations have prevented the Committee from approving some candidates for student teaching.

## Art Education Resources

### Pennsylvania Department of Education (PDE) Online Resources

- Standards Aligned System
- Academic Standards for the Arts and Humanities
- Language Proficiency Standards for English Language Learners PreK-12
- Code of Professional Practice and Conduct for Educators
- Chapter 354 General Standards and Specific Program Goals

### Standards

#### 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>

### Teaching ELL's Readings

Eubanks, P. (2002). [Students who don't speak English](#). *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.

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](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](http://www.ncela.gwu.edu)

**Activities for students who are ELLs (many different languages too!)**

<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](http://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/>