

Eastern Mennonite University
ART 398 Secondary Art Education Methods
Fall 2012

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Class Time: Wednesdays 3:30-5:30
Location: EMHS Art Room 125
Semester Hours: 3 semester hours

REQUIRED TEXT:

Anderson, Tom and Milbrandt, Melody K. (2005), *Art for Life: Authentic Instruction in Art*. McGraw-Hill Companies, Inc., N.Y.

COURSE DESCRIPTION:

This course has been designed to cover both art educational theory and generalized methods and techniques related to the concept of teaching art at the secondary level. This course, combined with a corresponding practicum, provides students with learning opportunities through reading and writing exercises; media exploration experiences; curriculum development exercises; and active participation in a unique teaching context. Upon completion of this course, students should be capable of conceptualizing secondary art education theory and practice as well as demonstrating a competence for the design and implementation of art lessons at the secondary school grade level. In addition, the student will recognize art learning as a significant component to the idea and practice of lifelong learning.

TEACHER CANDIDATE PERFORMANCE OUTCOMES:

Scholarship: to acquire knowledge through the liberal arts, Global Village General Education Curriculum and specialty area studies and to organize and integrate that knowledge across disciplines and cultures.

Inquiry: to generate questions and to use critical thinking to self-assess, to view problems collaboratively and from multiple perspectives, and to make informed, research-based decisions to enhance student learning.

Professional Knowledge: to demonstrate pedagogical and professional knowledge in order to create, manage, and assess diverse environments conducive to learning setting high expectations.

Communication: to acquire and use knowledge of effective verbal, nonverbal, and technological communication strategies to support student learning, to solve problems, and to create peaceable climates.

Caring: to develop a nurturing spirit that honors diversity, advocates for students, integrates Christian faith and ethics, and promotes peace building in diverse settings.

Leadership: demonstrate high aspirations for themselves and their profession and to influence positive change in educational settings.

COURSE OBJECTIVES:

Upon completion of this course the student will:

1. Identify characteristics of an effective art teacher
2. Identify principles of learning that affect student achievement
3. Create clear, concise instructional objectives aligned with Virginia Standards of Learning in the Visual Arts
4. Create clear and complete developmentally appropriate lesson plans
5. Apply lesson planning skills in art
6. Design and organize a "local" field trip
7. Analyze a variety of instructional and technological strategies for differentiated instruction
8. Develop assessment plans consistent with learning objectives, instruction, and student performance.
9. Design a developmentally appropriate classroom management plan including parent communication

ATTENDANCE POLICY:

Class sessions provide an opportunity for interdependent, collaborative and reciprocal learning to occur. Each student is a valuable contributor to this process, thus attendance and active participation in each class is expected for optimal learning and will be noted by the instructor. Should a student be unable to attend class, it is the student's responsibility to communicate with the instructor via email, office phone or in-person, in advance when possible. When two consecutive absences from class occur, the instructor will contact the student and alert the registrar's office.

ACADEMIC HONESTY:

The responsibility to foster and guard academic integrity rests with all members of the academic community. A foundation of mutual trust is essential to the learning community. Any incidences of academic dishonesty may result in a failing grade for the work submitted and a "Record of Academic Dishonesty" filed in the undergraduate dean's office. Students are asked to meet with the professor (and other affected persons, where appropriate) to examine the effects of the dishonesty on others and to develop an accountability plan.

COURSE ACCOMMODATIONS/DISABILITY STATEMENT:

If you have received services in the past related to a learning disability or attention deficit disorder and/or feel you may have such a problem in this course, please make an appointment to speak with the instructor during office hours or with the Coordinator of Student Disability Support services in the Academic Support Center on the 3rd floor of the Sadie Hartzler Library, 432-4233.

WRITING TUTORS:

Please take advantage of the free individual tutoring from our writing tutors. Writing tutors are strong writers who hold scheduled one-on-one sessions with students and are an excellent resource for writers at any level or at any stage in the writing process. Please remember that writing tutors do not provide an editing or proofreading service. They will help you put what you learn into practice and will work with you to improve your own proofreading and editing skills. To make an appointment, please visit the Academic Support Center on the 3rd floor of the Sadie Hartzler Library, 432-4254.

COURSE INSTRUCTIONAL STRATEGIES:

Throughout the course students will be asked to suggest/demonstrate appropriate instructional strategies for each class (or give an explanation for the instructor's choice of strategies). This activity is designed to raise awareness of the student-instructor-content-context match and how instructional decisions are made. Specific instructional strategies modeled in this class may include: lecture media presentations, modeling, whole-class discussions, panels, debates, resource persons, student presented research, cooperative learning groups, peer critique, partnered inquiry/discussion, round table discussions, case studies, simulations, role-playing, micro-teaching, guided practice, independent practice, and problem-based learning. When class size is minimal, much of the instruction will be seminar based with discussion and question and answer.

PROFESSIONALISM:

Professionalism on the Profile of Performance practicum evaluation rubric will be used for admission to Student Teaching decisions.

CLASS SCHEDULE (TENTATIVE):

Date	Topic	Reading Assignment (Anderson & Milbrandt)
<u>August 29</u>		
<u>September</u>		
Wed. 5	Introduction to Secondary Art Methods; The Purpose of Art for Life; Conceptual & Cultural Foundations	Read pp. 4-19 and answer 5 questions, p.19
Wed. 12	Authentic Instruction, Building Authentic Teaching and Assessment; Real-World Practice in Authentic Learning; Developing Comprehensive Interdisciplinary programs	Read pp. 23-39 and answer 5 questions (#6 must be one of them), p.39
Wed. 19	Introduction to Visual Culture and It's Relationship to Art Education Billboard/Ad Critique Due	Read pp. 43-63 and answer 5 questions from 1-9
Wed. 26	Creative Expression in a Social Context; Developing a Creative Environment	Read pp.63-78 and answer 5 questions, p 77
<u>October</u>		
Wed. 3	Aesthetic Inquiry as a Philosophical Discipline Teaching Students Thinking, Inquiry/Discovery Learning, Simulation/Role Playing (Is It Art?), Community Resources (Designing a Field Trip), Lecture/Teacher Talk, Group/Whole Class Discussion; Developing a Philosophy of Art	Read pp. 81-96 Answer 5 questions from pp. 95-96
Wed. 10	The Art Critique; Criticism Strategies: Three Models for Classroom Approach Field Trip Plan DUE	Read pp. 99-115 Answer 3 questions from p. 115
Wed. 17	Art History: The Social Construction; Art History In Practice; Art History in Education: Authentic Instruction in Art History Unit and Lesson Plan (bring in your ideas + schedule presentations)	Read pp. 116-136 Answer 5 questions from pp. 136-137
Wed. 24	Making art for Meaning. Symbolic Communication, Qualitative Instruction, Essentialism vs. Contextualism Instructional Strategies	Read pp. 139-153 Answer 5 questions
Wed. 31	Technology and Visual Culture/Art Education and Constructivist Learning Instructional Strategies DUE	Read pp. 155-165 + Choose 1 article in Further Reading/Summary
<u>November</u>		
Wed. 7	Practical Thematic Units of Instruction: Research Journals: <i>Finding a Sense of Self</i> Lesson Plan Review Unit Plan and Lesson Plan DUE (Schedule Teaching)	How does this work? How could you incorporate it in your class? How will you evaluate?
Wed. 14	Social Responsibility in Art: <i>Finding a Sense of Community</i> A Sense of Place, Community: <i>Ecological Consciousness</i> A Sense of Self, Place, Community: <i>The Historical Narrative</i> A Sense of Self and Community: <i>Exploring Issues of Identity</i> A Sense of Self, Place, Community: <i>Art for Peace</i>	Bring an example of an authentic local issue that students could journal about, include objectives, resources, procedure, and evaluation
Wed. 21	No School – Thanksgiving Break	
Wed. 28	Modeling a lesson and new medium/ Philosophy of Art due	Work on Resource Book
<u>December</u>		

Wed.. 5	Art Education for Life Personal Art Classroom Behavior Model DUE	Read pp. 351-353
Wed. 12	Resource Book Due Final Exam	Read pp. 351-353

COURSE REQUIREMENTS:

Students are expected to come to class **prepared and ready to learn!** It is important to observe assignment due date deadlines. Weekly reading and out-of-class assignments are due at the **beginning** of the class period of the due date listed. If the assignment is submitted after class, it will be considered **one day late**. Five points will be deducted from the total grade for each day the assignment is late.

1. Billboard/Ad Critique Due (5%)

DUE: Wednesday, September 19, 2012

PURPOSE: How creative expression is used in a social context.

ASSIGNMENT: Find a social image, make a copy and critique, answering the questions: 1. What is it? 2. How is this relevant? 3. What is it really saying? 4. If I were to send the same message, how would I do it?

2.Design and Organize a Field Trip (15%)

DUE: Wednesday, October 10, 2012

PURPOSE: Taking learning out of the classroom forces the student and the teacher to look at the content area differently. The use of field trips to reinforce learning has consistently proven to be an effective means of making learning meaningful and relevant. Taking a class on a field trip involves more than just deciding to go. It involves careful planning, organization, attention to detail, and meaningful assessment.

ASSIGNMENT:

Your task is to choose a particular place to visit within a 50-mile radius of Harrisonburg that will enrich student learning in your course. Your write-up of the Field Trip assignment must include the following:

1. Write a paragraph rationale as to why you should be allowed to take your class there. Locate this field trip within a course from the school setting of ED 398 SAE, EMHS, 801 Parkwood Drive, Harrisonburg, VA.
2. Identify objectives and SOLs that would be met by this field trip.
3. Create a chronologically ordered checklist (by date) outlining the steps/procedures necessary to complete the field trip (pre trip, field trip day, post trip).
4. Develop a schedule of the day's events, including emergency procedures.
5. Investigate and create a budget using real costs (i.e. transportation, admission, cost/student, etc.). Show budget calculations.
6. Create professional, business-like, ERROR-FREE communications in the form of letters, email or phone scripts to:
 - your building administrator to request permission to take the field trip.
 - the site(s) that you will be visiting.
 - parents giving the details and the purpose of the trip.

- chaperones stating expectations and important information.
 - colleagues (from whose classes you are taking students).
7. Design:
- in-class instruction required to prepare students **prior to** the field trip
 - develop a worksheet, guide, or instructional activity for students to complete **during or after** the field trip to connect with SOL content/course objectives
 - class activities to reinforce student learning **upon return** to the classroom
8. Reflection on insights you gained by doing this assignment.

ASSESSMENT for Field Trip Planning:

A--Outstanding: Very thorough design including all elements of the assignment, is applicable to the content being taught, depth of thought and planning is evident in the design. Communications are error-free.

B--Above Average: Thorough design including all elements of the assignment, is applicable to the content being taught, depth of thought and planning is evident in the design. Communications may have errors.

C--Average: Design had a limited scope. The design is content appropriate. Some components are not included.

D--Below Average: Design exists but is not thought out. Plan reflects potential problems in implementation. The design may be content inappropriate.

F--Not satisfactory: Elements are missing, plan is not appropriate, little evidence of thought.

ASSESSMENT: Field Trip Rubric

	Exemplary 3	Competent 2	Does Not Meet Expectations 1	Score (Weight)
Rationale	Thoroughly describes rationale.	States rationale for field trip; aligns with course content.	Rationale is missing or incomplete.	
Objectives and SOLs	Thorough alignment with course objectives and SOLs.	Aligned with course objectives and SOLs.	Objectives and SOLs not identified.	
Checklist outlines steps/procedures of field trip (pre, during, post trip)	Thorough, chronological outline of pre, during, post procedures.	Chronologically ordered; pre, during, and post procedures outlined.	Incomplete or missing procedures.	
Schedule of day's events, including emergency procedures	Thorough schedule of day's events and emergency procedures.	Chronological schedule of day's events; emergency procedures outlined.	Incomplete or missing parts of schedule and procedures.	
Budget (transportation, admission, cost/student, etc.)	Thoroughly identifies budget costs.	Budget identifies budget costs (transportation, admission, cost/student, etc.); reasonable cost for one field trip.	Incomplete/missing budget; some costs missing.	
Communications to building	Well-written, professional,	Professional, business-like,	Letters contain errors, lack	

administrator, field trip site, caregivers, chaperones, colleagues	business-like, ERROR-FREE letters.	ERROR-FREE communications in letter form. Pertinent information included.	information.	
In-Class Instruction	Thorough and meaningful instructional plans.	Includes instructional plans to prepare students prior to, during, and upon return to the classroom.	Instructional plans are missing, incomplete, or weak.	
Reflection on assignment learning	Demonstrates critical thought and personal learning.	Describes some reflection and personal learning.	Reflection is superficial and/or missing.	
Total				

3. Instructional Strategies Chart (15%) DUE: Wednesday, October 31, 2012

PURPOSE:

To develop a comprehensive list and description of instructional strategies that can be a resource to promote active learning in your classroom.

ASSIGNMENT:

Develop a word-processed chart to list and describe the instructional strategies (minimum of 15 required) that you have observed, studied, or explored in EMU practice and throughout teacher education courses. Identify a Standard of Learning (SOL) that would effectively be taught with this strategy, the purpose of the strategy, if the strategy is student-centered or teacher-centered, a description of how/when the strategy is used in your content area, and a reference for the instructional strategy according to APA 5th edition (see Ed. Dept. web page for sample formats). Include a minimum of three sources consulted to locate effective instructional strategies.

ASSESSMENT:

A--Outstanding: Evidence of time and effort as well as awareness of student learning and effective teaching. A variety of instructional strategies were clearly articulated. All entries included a S.O.L., purpose, student- or teacher-centered, description, application and reference according to APA 5th edition.

B--Above Average: Instructional strategies focused on limited learning styles. Above average in scope and content. All entries included a S.O.L., purpose, student- or teacher-centered, description, application and reference according to APA 5th edition.

C--Average: Instructional strategies focused on one learning strategy. Most entries included a S.O.L., purpose, student- or teacher-centered, description, application and reference according to APA 5th edition.

F--Not satisfactory: Material was one-dimensional and lacked a clear research base. Entries reflected minimal effort.

Instructional Strategies Chart

S.O.L. (verbatim)	Name of Strategy	Purpose of Strategy	*S / T	Description of Content-Specific Application	Reference (as per APA 5th Edi

***Student-Centered or Teacher-Centered? (mark S or T in the column.)**

**4. Design 2 45-minute Lesson Plans (appropriate for Block Scheduling 90 min. period)
(25%)**

DUE: Wednesday, November 7, 2012

PURPOSE:

The ability to be an effective teacher in the classroom hinges upon the ability to teach new content in an interesting, relevant, meaningful way. For years we thought that it solely relied upon whether one had the gift of teaching; however, “classroom effects” research seems to correlate organization with effective lesson plans. The ability to write an effective lesson plan hinges on the teacher’s ability to organize, sequence, and disseminate information in the most efficient and effective manner. Associated primarily with direct instruction teaching, Madeline Hunter's five step lesson plan works to focus the novice teacher on the learning at hand. Therefore, for this course we will start with a five-step lesson design: instructional objectives, anticipatory set, instruction, independent practice, closure and assessment. By the completion of this course and into your supervised teaching experience you will be expected to write formalized lesson plans. You will find out that many teachers have become so adept at their teaching that the process of constructing a lesson plan actually becomes an internalized process. While some teachers say they never write lesson plans, what you would find out through questioning them is that they are actually doing it in their planning/thinking process.

ASSIGNMENT:

1. Prepare a 90-minute lesson plan based on Virginia Art SOL's. EMHS's classes are 45 minutes, and many plans need two class periods to complete. In keeping with EMU's Academic Integrity policy, this assignment may NOT duplicate a previously submitted and/or evaluated lesson plan if you wish to receive credit for this assignment.
2. Write a narrative description that provides the following background to your lesson (excerpts from ED 441/2 Documentation of Student Learning: Introduction):
 - Description of the students and school (use pseudonyms): number in the class, age, cultural profile, academic profile, and a brief description of the school.
 - Learning environment: describe the room set up, length of class, and available resources.
 - Prior knowledge: task analysis, description of how you determined their prior knowledge.
 - Outcomes for the learning experience (unit outcomes) that relate directly to your assessment of student learning.
 - Describe your plan for support/ differentiation of instruction to meet the possible diverse learning needs of your students.
3. Develop the lesson using the template: Middle/Secondary School Lesson Design:
 - List all materials needed by the teacher and student for this lesson
 - Perform a Task Analysis on the material to determine the prerequisite, essential, and desired/enrichment learning
 - Write three developmentally-appropriate instructional objectives as per the ABCD format. Align outcomes to Virginia SOLs/IEPs/SPA Standards (recorded verbatim on the lesson plan).
 - Identify and provide examples of assessment strategies to measure student learning from instructional objectives.
 - Write out (verbatim) the anticipatory set for introducing your lesson.
 - Write out step-by-step procedures of the lesson. Include teacher notes on content, teaching strategies, questioning, guided practice, independent practice activities, and time allotments for each procedure
 - As one of the step-by-step procedures listed above, use the SmartBoard software to develop an interactive learning activity. Include a print copy with the lesson plan. (Most public schools have SmartBoards, although the art room at EMHS does NOT) Explain how you will use technology in your instruction.
 - Write out (and label according to type and level) the questions, verbatim, you will ask students (Kellough & Carjuzaa, 2006, pp. 209-211).
 - Provide examples of strategies as necessary for clarification.
 - Identify the strategies you will use for differentiation/support learning and adaptations to meet the diverse learning needs of ALL students. Attach explanations or samples of strategies as necessary.
 - Write out (verbatim) your closure activity to facilitate student summarization of learning from this lesson.

ASSESSMENT:

See attached Lesson Plan Rubric.

NOTE: The goal of this assignment is mastery learning, therefore, all components of the lesson plan must receive a 'Competent' rating. If any one of more components of the lesson plan receives a "Does not meet expectations' rating, the student will be expected to re-submit the lesson plan until a 'Competent' rating is achieved in all categories. A re-submitted assignment can earn a maximum 2.0 rating in any category. **Re-submission should include the original lesson plan with revisions typed in bold text and the lesson plan rubric.**

Eastern Mennonite University: Middle/Secondary School Lesson Design

Pre-Service Teacher: _____ Date: _____

Course/Subject: _____ Grade: _____

Title of Unit: _____ Title of Lesson: _____

VA SOL(s): (write out)_____

SPA Standard(s): (write out)_____

Materials:

For Teacher: include resources & appropriate citations, technology support, etc.

For Students: include resources & appropriate citations, technology support, manipulative materials, handouts, etc.

Task Analysis:

Prerequisite	Essential	Desired/Enrichment

Instructional Objectives: Write 3 instructional objectives (one for every 30 minutes of instruction) using the ABCD format (audience, observable/measurable behavior, conditions & degree of expectation).

- 1.
- 2.
- 3.

Assessment

1. Content and process skills to be assessed as identified in the instructional objectives.

2. Specific strategies or methods of assessment: (Describe & attach specific assessments)
3. Differentiation: How will you differentiate your assessment for the specific needs of diverse learners?

Lesson Body:

Anticipatory Set: Write out verbatim

Instruction:

(Step-by-step procedures include teacher notes on content, teaching strategies, questioning, guided practice, independent practice activities, and time allotments for each procedure.)

- **Teacher Notes (Content):**

- **Teaching Strategies:**

- **Questioning:**

- **Guided Practice:**

- **Independent Practice:**

Differentiation, Support Learning, & Adaptations

How will you differentiate each element of instruction to meet the needs of diverse learners: special education & gifted, ESL, & students with different learning modalities?

Closure: Write out verbatim.

Self-Reflection: To be written once the lesson has been presented in your practicum.

Eastern Mennonite University Middle/Secondary Lesson Plan Rubric

	Exemplary 3	Competent 2	Does Not Meet Expectations 1	Score (Weight)
Introductory Information	Information of course, grade level, lesson/unit, SOLs, SPAs, materials, is thorough and accurate	Information of course, grade level, lesson/unit, SOL's, SPAs, materials, is complete and accurate	Information is missing, inaccurate or inappropriate	(__X 1 = __)
Task Analysis	Thorough and accurate statement of Prerequisite, Essential, and Desired content knowledge	Complete and accurate statement of Prerequisite, Essential, and Desired content knowledge	Incomplete statement of Prerequisite, Essential, and Desired content knowledge or missing category	(__X 2 = __)
Instructional Objectives	ABCD format is thoroughly and accurately included in all objectives; aligned with SOLs and SPA standards	ABCD format is addressed in all objectives; linked to SOLs and SPA standards	One or more components of the ABCD format is missing in one or more objective	(__X 2 = __)
Assessment	Clearly linked to learning outcomes and monitored throughout the lesson (formal and informal)	Assessment linked to learning outcomes or monitored somewhat throughout the lesson	Assessment not linked to learning outcomes or monitored throughout the lesson	(__X 2 = __)
Anticipatory Set/Closure	Introduction draws students into the lesson; Closure summarizes student learning; written out verbatim	Introduction and closure included in lesson; and/or written out verbatim	Introduction or closure not included in lesson; not written out verbatim	(__X 1 = __)
*Instruction: Instructional Strategies/ Independent Practice	Reflects best practice; organized, sequential, varied strategies, timing optimizes student learning; practice extends student learning	Reflects best practice; organized, sequential, varied strategies, timing optimizes student learning	Does not reflect best practice; lacks one or more components: organized, sequential, varied strategies, timing; jeopardizes student learning	(__X 4 = __)
*Instruction: Support Learning/ Differentiation of Instruction	Extends and adjusts instruction appropriately for all students	Extends and adjusts instruction appropriately for most students	Instruction designed without consideration for individual student learning	(__X 2 = __)
*Instruction: Questions	Types/levels of questions extend and promote higher level thinking	Types/levels of questions extend or promote some higher level thinking	Questions do not extend or promote higher level thinking; types/levels not identified	(__X 1 = __)
Total				/45

***An interactive SmartBoard activity is required in one of these categories.**

Comments:

4. Philosophy of Art (5%)

DUE: Wednesday, November 28, 2012

ASSIGNMENT:

Art Philosophy Statement for teaching

Write a one- to two-page paper that provides a clear, concise account of your teaching approach, methods, and expertise. Each statement is unique, but use these questions as guidelines when you plan your paper:

1. Why do you want to teach?
2. What do you think you will teach?
3. How do you think you will teach?
4. How will you measure your effectiveness?

These questions are written in the future tense, but your philosophy will soon be in the present tense.

1. Why do you want to teach?

Why are you drawn to the rewards and challenges of teaching? What do you think you can accomplish in teaching that you find particularly valuable and worthwhile?

2. What do you think you will teach?

What are the specific areas in art you are prepared to teach? What are your objectives for student learning? How will these objectives differ depending on the type of course or background of the student? What should students gain from taking your class?

3. How do you think you will teach?

What teaching methods and strategies will you use to meet your objectives? (lecturing, leading discussions, group work?) Will you use a combination of these methods? Why and in what circumstances? What kinds of assignments "Section E: Professionalism on the Profile of Performance practicum evaluation rubric will be used for admission to Student Teaching decisions."

5. Personal Classroom Behavior Model (15%)

DUE: Wednesday, December 5, 2012

PURPOSE:

Regardless of how well your lesson plan is designed, or how important the material is you have to teach--if you do not have a well-managed classroom, learning will be lost. A well-defined classroom behavior model is posted in the room and is taught to the students at the beginning of the school year. Classroom behavior models may be unique to the teacher or structured by the entire school. Regardless, effective classroom behavior models are: positive and caring in their approach (avoiding the negative), developmentally appropriate, supportive of positive choices, clear about expectations, rewards and consequences, within the legal rights of students, easy to follow and understand, and do not include a long list of "do's and don'ts".

ASSIGNMENT:

Construct a classroom behavior model for your content area in a middle or secondary school environment.

1. Begin with a statement identifying the grade level and content area that is the intended group for your model. As per the *Assessment Rubric for Personal Classroom Behavior Model* (attached), include the following:
 - a. Provide a description of the purpose(s) of behavior management in schools; include a relationship between learning and positive behavior.
 - b. Provide a statement of the roles of schools, families, teachers and students in relation to classroom management.
 - c. List the needs and attributes of students and teacher preferences relating to student behavior.
 - d. Describe a process for determining rules. List possible rules in positive terms that are appropriate for and specific to the developmental level.
 - e. Identify specific teacher-initiated strategies for preventing misbehavior; promoting positive behavior choices; and creating a caring, peaceable climate.
 - f. Articulate the principal and peripheral effects of and relationships among punishment, consequences, solutions and restorative practices.
 - g. Cite two or more scholarly references. Connect content to appropriate theorists to support statements & positions.
 - h. Note: This assignment must achieve a "B" or "C" according to EMU's Writing Standards.
2. As per the *Caregiver Communication Rubric* (attached), write a one-page letter to caregivers explaining your classroom behavior model. The letter should be clear, succinct, inviting, positive, respectful, and FREE FROM ERROR!

Assessment Rubric for Personal Classroom Behavior Model

Project Components	Exemplary 3	Competent 2	Does Not Meet Expectations 1	Score (Weight)
Beliefs about the purpose(s) of behavior management in schools	Clearly articulated purposes; includes relationship between learning and positive behavior	Basic, but not comprehensive, description of purposes; includes relationship between learning and positive behavior	Incomplete description of purposes or the relationship between learning and positive behavior	(__X 2 = __)
Beliefs about the bases of classroom management	Comprehensive statement of the roles of schools, families, teachers and students	Basic, but not comprehensive, statement of roles of schools, families, teachers and students	Incomplete statement of the roles of schools, families, teachers and students	(__X 2 = __)
Personal behavior management style or disposition	Perceptive articulation of needs, attributes, and preferences related to student behavior	List of needs, attributes, and preferences related to student behavior	Incomplete description of personal style or disposition related to student behavior	(__X 1 = __)
Appropriate classroom rules/guidelines and processes for determining them	Clear description of the process for determining class rules/guidelines; articulation of possible rules/guidelines stated in active, positive terms; appropriate for and specific to the developmental level	Description of a process for determining rules; list of possible rules in positive terms; appropriate for and specific to the developmental level	Inappropriate or incomplete descriptions of processes and rules for developmental level	(__X 2 = __)
Analysis, prevention & support strategies (e.g. for SPED: FBA & BIP)	Comprehensive description of teacher initiated strategies for preventing misbehavior; promoting positive behavior choices; and creating a caring, peaceable climate	Some teacher initiated strategies for preventing misbehavior; promoting positive behavior choices; and creating a caring, peaceable climate	Incomplete or inappropriate strategies for preventing misbehavior; promoting positive behavior choices; and creating a caring, peaceable climate	(__X 3 = __)
Responses to misbehavior	Clear articulation of the principal effects of and relationships among punishment, consequences, solutions and restorative practices	Articulates some principal and some peripheral effects of and relationships among punishment, consequences, solutions and restorative practices	Incomplete articulation of the principal effects of and relationships among punishment, consequences, solutions and restorative practices	(__X 2 = __)
Citations & format	2-4+ critically relevant, scholarly references made to theories and theorists whose work informs your philosophy & practice	Cites two or more scholarly references; some content connected to appropriate theorists to support statements & positions	Does not cite 2 or more relevant, scholarly references; little or no connection to appropriate theorists to support statements & positions; not written in APA format	(__X 1 = __)
Writing Standards	Reflects “A “ work according to EMU’s undergraduate level writing standards; APA format	Reflects “B” or “C” work according to EMU’s undergraduate level writing standards; APA format	Reflects less than “C” work according to EMU’s undergraduate level writing standards	(__X 2 = __)
Total				/45

Caregiver Communication Rubric

	Exemplary 3	Competent 2	Does Not Meet Expectations 1	Score (Weight)
Clarity of Purpose/Points to be communicated	Addresses the major issue or points of information in an exemplary manner; all statements made clearly support the letter's purpose.	Addresses the issue or point in a satisfactory manner; possibly adds extraneous wording, or leaves out supporting details.	Inadequately addresses, or does not address the issue or point intended; purpose of letter is unclear.	(__X 2 = __)
Appropriate language and wording	Word choice avoids jargon and overly academic language and yet clearly describes the situation. Necessary terms are explained.	Some educational jargon, but the letter intent remains clear to the parent.	Heavy usage of educational jargon, with little or no explanation; language may distort the clarity of purpose for the reader.	(__X 1 = __)
Positive tone that induces/reinforces parental & teacher collaboration	Tone accents strengths of all individuals involved, while highlighting, if needed the opportunity to work collaboratively.	Tone avoids negativism; may or may not highlight collaboration.	Tone is negative in nature; may induce conflict or confusion, rather than clarifying a positive direction.	(__X 2 = __)
Demonstrates a respect for diversity	Tone, choice of wording, choice of language used demonstrate a strong respect for diversity of culture/ perspective/ language.	Tone, choice of wording and language does not disrespect diversity.	Tone, choice of wording and language demonstrate disrespect for diversity.	(__X 1 = __)
EMU's Writing Standards	EMU's "Excellent" standards of structure, conventions, & style	EMU's "Very Good-Competent" standards of structure, conventions, & style	EMU's "Below Expectations" standards of structure, conventions, & style	(__X 1 = __)
Total				/21

7. Resource Book (15%)

DUE: Tuesday, December 15, 2009

PURPOSE: When beginning to teach, it is best to have more information at your disposal than you might need. This can provide a one-stop place for reference information.

ASSIGNMENT: This is to include:

1. Virginia Visual Art SOLs for grades 6-12.
2. Weekly written answers to reading assignments.
3. Critique of outside sources read.
4. Personal Philosophy of Art.
5. Field Trip Plan
6. Instructional Strategies

7. Unit Plan plus Lesson Plans
8. Classroom Behavior Model
9. Other Lesson Plan Ideas

8. Final Exam (5%)

TBD

COURSE EVALUATION:

A	96 - 100%	C+	83 - 85%
A-	94 - 95%	C	79 - 82%
B+	92 - 93%	C-	75 - 78%
B	89 - 91%	D+	71 - 74%
B-	86 - 88%	D	67 - 70%

ED 398 Secondary School Art Methods - Curriculum Map

Time	Essential Questions	Content/Skills	Strategies	Assessment
Sept. 8-22	What is the purpose of teaching art for life? What do I need to know about traditional, modern, and contemporary art? How do I design curriculum? What are the standards and assessments to use?	• Developmental characteristics of middle and high school students • Bloom's Taxonomy • Components of Effective Lesson Plans	• Small group discussion • Mini lectures • Peer Editing of Lesson Plans	• Class Participation • Writing objectives
Oct. 5-Nov. 2	How do teachers design instruction for effective learning? How do I teach middle and high school students? How can Music, Art, Foreign Language and Health & PE teachers be included on interdisciplinary teams?	• Co-Teaching • Instructional Strategies: Teacher-centered to Student-centered • Equity groupings • Interdisciplinary Teams	• Role Playing • Mini lectures • Class discussion • Instructional strategies chart • Video	• Instructional strategies chart • Lesson Plan • Class participation
Nov. 9–Dec. 14	How do effective teachers create a community of learners? What is the difference between discipline and classroom management? How can I communicate effectively with parents?	• Classroom Management Theories • TESA • Restorative Discipline • Parental Communication and Parent-Caregiver Conferences	• Planning a Field Trip • Development of a personal philosophy of classroom management • Role Playing • Mini lectures • Class discussion	• Field Trip plan • Classroom Behavior Model • Caregiver Communication • Class participation • Final Exam