



SYLLABUS: ARTE 402/502 Secondary Materials & Practicum

Semester course; 3 lecture and 3 studio hours. 4 credits.

Mondays and Wednesdays, 1:00 p.m. - 4:00 p.m.

Virginia Commonwealth University

Spring 2013

Dr. Ryan Patton
rpatton@vcu.edu

Nancy Cozart
Adjunct Faculty
Art Specialist,
Hanover County, 1988-2010
nlcozart@yahoo.com

Office:
200 Franklin Terrace
804-828-0471

Office Hours: by appointment

Catalog Entry

Prerequisites: Admission to the Art Teacher Preparation Program and completion of ARTE 311/611. For art education majors only or by approval of department chair. A preparatory experience with observation and participation in art programs in middle school, secondary school and nontraditional settings prior to student teaching. This course explores art materials and techniques suitable for these levels, examines developmental performance levels and analyzes evaluation methods appropriate for art. Writing intensive.

Class goal:

To help you successfully transition from student to sustainable teacher, particularly at the secondary level.

Course objectives:

There is no one road map for becoming a sustainable teacher or professional art educator. We cannot give you a formula to follow because there are too many variables in the equation ranging from differences among us as teachers and the infinite variations of classrooms and students on a daily basis. There are, however, tools you can use that will help you be more and less successful in the classroom, and we hope to introduce you to many of those tools. For us the most important ones are:

- **meaningful and effective lesson/unit development**
 - identifying inspiration for meaningful lessons in art,
 - showing awareness of and incorporating the Virginia Standards of Learning (SOLS) and National Visual Art Standards,
 - developing a planning continuum including big ideas and essential questions,
 - showing that ideas, products, artworks and visual culture, processes, and questions are all suitable starting places for building a sound unit of instruction,
 - chunking unit ideas into meaningful days of instruction,
 - using the lesson cycle to appropriately manage student energies and learning,
 - planning for and with assessment (i.e. utilizing backwards design)

- **professionalism**
 - planning and using your time well,
 - writing well,
 - speaking confidently,
 - organizing your ideas, your materials, your time, your personal and professional world,
 - representing yourself positively,
 - creating and maintaining strong positive relationships with peers, mentors and students

- **classroom management**
 - connecting with your student audience
 - understanding how instructional planning is integrated with classroom management,
 - knowing options for handling off-task behavior,
 - anticipating and acting upon classroom considerations for materials,
 - adapting and individualizing instruction,

- **meaningful lifelong reflective practice**
 - critically reflecting upon and learning from your successes, your questions, and your failures,
 - observing, noticing, and documenting your own activities as well as those of your students,
 - identifying resources/people/lifelines that you can reach out to for support, constructive criticism, and inspiration

VCU Statement of Service-Learning

Service-learning at VCU is a course-based, credit-bearing educational experience in which students participate in an organized service activity that meets community-identified needs. Students reflect on the service activity to increase understanding and application of course content and to enhance a sense of civic responsibility.

Description of the conduct of the course

There will be two cohorts of students operating simultaneously in this class. Shared knowledge-building within each cohort and across cohorts is critical to maximizing the potential of this course. Students will be expected to complete all assigned readings, research, and written reports by the date specified on the course calendar. The possibility for change in the calendar is inevitable as the value of student-initiated curriculum and flexible relevance is not only presented as a necessary component of teaching in the public school, but is also practiced in this course. All changes will be announced in class. Students are responsible for all changes to the calendar.

Required texts:

- Hetland, Winner, Veenema, Sheridan (2007). *Studio Thinking*. NYC: Teachers College Press.
- Smith, Rick (2010). *Conscious Classroom Management: Unlocking the Secrets of Great Teaching*. Fairfax, CA: Conscious Teaching Publications.
- Other course readings available on Blackboard.
- You are required to maintain your membership in NAEA.

Supplies:

You will need a flash drive, and other materials you deem necessary for the production and implementation of your own units of instruction and your teaching performance in Middle and High School settings. Access to a digital camera and video camera will also be necessary. Your portfolio also may require additional supplies depending on the format you choose to develop. Basic art supplies will also be required some days.

Assessment:

As a matter of assessment, we are most interested in your growth and development during your transition from student to teacher. This means that your demonstration of the characteristics of a professional art educator and your active reflection on your process of achieving those characteristics and objectives are what we want to see. Most assignments will have a corresponding rubric, however, please note: our interest in assessment is not in you meeting requirements, but in you using baseline requirements as your

jumping off point. "A" students look for opportunities to go beyond the requirements, taking the initiative and demonstrating a desire to problem solve at a very high level. "B" students also surpass requirements, showing above average levels of cooperation and initiative. "C" students meet requirements.

Over the course of the semester, our goal is for you to apply what you are learning early in the class to subsequent classes. Demonstrating that kind of learning shows that you are internalizing new knowledge and actively transitioning to the role of teacher. You should also be able to glean knowledge from your peers and their experiences; applying that knowledge to your own practice is a prime indicator of using every resource for learning.

Assignments:

All written assignments should be typed, proofread and double-spaced.

Video Media Lesson 30 points:

Students will exchange specific knowledge about designated studio processes with their cohort. The goal is to produce a short video (approx. 5 - 10 minute) – using the computer lab's ELMO or a Flip video camera – to familiarize an Art I audience with a particular media and technique/s in order to increase the comfort level with the material used. In your video you are encouraged to explore and connect the skills aspect to artists and ideas. In shooting your video, you may use multiple cameras (IE one middle distance, one focused on the project), and edit the video content to go back and forth between the two camera angles. However you cannot edit out any errors/mistakes, etc. **Prepare before beginning to film** (IE have materials handy, examples made, etc), but once you start, it's like LIVE T.V. (or a classroom). After you finished the video, examine the video for goals you would like to set for your teaching, and write 300 words on your teaching goals, emailing the paragraph and video/link to Nancy and Dr. Patton.

Binford Experience & Exhibition (See schedule for teaching days):

This major experience in the class will include grades for the following parts: attendance and participation; professionalism; observations; teaching, documentation, exhibition of student work and individual self/peer reflection. This also includes:

Middle School Unit Plan (DRAFT unit – Thursday before Binford Teaching; and FINAL unit) 200 points:

Using a Backward Design Model (Wiggins & McTighe) - Identify desired learning results, determine what is acceptable evidence showing that learning, and plan learning experiences & instruction.

Create example/sample work: Make 3 samples for your Binford unit – 1) Starting the project/product, 2) midway, 3) final project/product. This will give you a better idea of the materials, logistics, time, and skill required to complete the unit. Make the samples at your ability level. This will stretch the Binford students to work at their highest potential.

Unit plan should be revised throughout the middle school experience based on what you read, observe, actually implement, and feedback. In the final version of the unit, include documentation of the students' process, examples of the student work, and your exhibition display in the school. **A draft is due to the instructors the Thursday before your teaching begins. A revision showing growth and change is due at the end of your cohort's Binford experience (email to instructors and post to wiki).**

Requirements within your Unit:

Big Idea, Essential Questions, Instructional Strategies, & Assessment (During your cohort's Binford Experience)

1. Big Idea:
Develop a BIG IDEA for your unit. A BIG IDEA is a life-centered issue that can be examined from many disciplines, and has relevance for people in their lives. It is NOT about art skills or techniques.

2. Essential Questions:
How does your Big Idea connect back to the art making, history, criticism & aesthetics? The essential questions connect to history, knowledge, and contemporary art to promote long-term learning and future application in other content subjects. In other words, what should students understand by the time they have finished the unit that has long term impact?
3. Instructional Strategies:
 - a) As you develop your unit and the procedures you will use to teach, choose 5 instructional strategies listed on wiki and explicitly think about how they will be used in the planning, implementation, and/or revision of your Binford Unit. **Let us know on Instructional Strategies, Teaching Tools & Tips Wiki Page how your strategies went!**
 - b) Include in your unit plan how you differentiated instruction (DI) for students who learn in unique ways.
4. Assessment:
Next, in considering HOW we know that the instructional strategies we employ are effective, we need to think about assessment, because assessment is intimately connected to instruction. Explore the assessments linked on the wiki. Use what you learn to design both a formative and summative assessment tool for your Binford Unit of Instruction. If you were able to implement it, tell how it worked in your teaching reflections.

Middle School Action Research (During your Binford teaching days) 50 points:

Action Research is a cycle of inquiry that allows practice to inform theory and theory to inform practice. As part of your teaching at Binford, you will study one small part of the teaching/learning process (an individual student, snapshot, behavior management, clean up, etc.)

- Choose a focus — determine an area to improve /formulate a question)
- Create a form for data collection (surveys, daily grades, time on task, etc.)
- Implement 3 strategies (do the cycle three times) – use data collection form each time
- Analyze the data
- Share your findings

Middle School Teaching Reflections (during your Binford teaching days) 200 points: post 5 times over the 10 teaching days--

Be reflective about what you're noticing, what is working for you, what you are learning about the students, the classroom, etc. Include quotes from students & photos of student work as relevant examples of post. **Video Assessment** – For one of your 5 reflections, you will videotape one of your lessons and critique the instructional strategies you used and what you need to improve upon. In your assessment, pay attention to types of occurrences, the length of time, repeated behavior, signs of student engagement, location of students-to teacher.

Middle School Classroom Management (at the end of your Binford teaching days) 50 points: Top 5 lessons learned from reading *Conscious Classroom* (5 bullet points with short reasons why you find them important for yourself). No more than 2 pages.

Middle School Documentation & Exhibition (during and the week after your teaching) 100 points:

During your unit, document the teaching and learning, using the Art Ed department cameras and Kirstie as documentation resources. Post the image documentation and a brief description of what was accomplished in the unit to the Binford Wordpress site (<http://binfordartlab.wordpress.com/>). Within the week after you finish teaching your Binford Unit, you will create an exhibition display in the school. Be mindful of how the school spaces offer opportunities for different meaning. The work should be taken down two weeks after it is put up (until further notice).

High School Teaching (during High School experience): 2 demos, 2 discussions* (One will be observed) 200 points.

High School Observations (during High School experience) 100 points: You will need to complete 20 hours of observations at your high school. Reflect on 5 big themes on your personal wiki page. You should have at minimum of 5 reflections on your wiki page, 1 for each area described below, as it pertains to your HS observation experience. **On the wiki, include any other work from your high school experience that you think would be helpful to the rest of the class in the Instructional Strategies, Teaching Tools and Tips page (student work, handouts, PowerPoints, etc.)**

High School Reflection Paper (after your high school experience) 100 points: Read one of the articles designated on the wiki. Write a short paper (3 pages max) that first describes the 3 most important things you learned about how to teach art – Skills & Ideas – from *Studio Thinking*. 3 bullet points with short reasons why you find them important for yourself from your high school teaching experience – 2 pages), THEN write a comparison paragraph at the end of your paper (the remaining 1 page = 3 pages total) describe how the article relates to *Studio Thinking* as well as how it informs your thoughts about meaningful making with regards to Skills and Ideas and your high school experience. Email this to Nancy and Ryan.

High School Unit (at the end of your high school experience) 100 points: Includes your demonstration of artist research, and your use of the planning continuum and the objective ladder, sound lessons, & effective visual and verbal presentation.

Shared instructional strategies, teaching tools and tips (During your Binford & High school experiences) 50 points: During your Binford & High School teaching experience, please contribute your thoughts to each of these 3 areas on the wiki – Classroom management, instructional strategies, combining skill and idea (and add others topics) that reinforce our goals in the class.... (there are no set number of tips but we do hope your contributions are focused on building collective knowledge about these ideas for the class).

Portfolios Part I & II (midterm & finals week) 200 points: You will prepare a professional portfolio for review twice in the semester. The portfolio will include:

- Resume
- Teaching Philosophy
- Units/Lessons of instruction
- Examples of Student work
- Examples of Personal work
- (Optional) Artist Statement

Service Learning Hours (All groups: all semester – service hours due 5/3) 200 points: You will need to sign up to volunteer with the Richmond Schools @ <http://newweb.richmond.k12.va.us/departments/partnerships/volunteer-application.aspx> You will complete at least 10 additional hours outside of teaching-related time with Binford. You will need to determine what is a time you can come to Binford consistently and commit to that time for the duration of the semester. There are service activities/projects that will be made available for you to sign up for. **Post to the wiki a 300+ word reflection of your experience completing your 10 service hours. Pictures are encouraged!**

Final Paper (end of the semester) 50 points: In 3-4 pages, reflect on your growth and development as an art educator through this course by setting goals for your next phase (presumably student teaching). Draw on specific readings, course activities, assignments, peer ideas, student interactions, etc. that shaped your experience in the course and your thoughts about how the course prepared you as an art educator. This paper should be typewritten, double-spaced, and 3-4 pages in length and emailed to Dr. Patton and Nancy. All references and sources used should be cited according to APA 6th edition

Class participation (200 points): This class participation grade will be based on the evidence that you have read assignments, completed research and other assignments required and taken an active role in the discussion of the class. This participation will also demonstrate your ability to work with others,

effectively and sensitively state your opinion and beliefs and be able to defend them with others (an essential quality of an art teacher). **Online class participation:** Thoughtful and meaningful participation in the wiki are also a part of class participation.

Attendance (200 points): Attendance is expected. There are many days when you will be working independently or with a classmate at some other location. We expect you to be working on classwork on class days unless you have alerted me otherwise. Missing more than two classes will adversely affect your grade. It is your responsibility to complete all assignments if you are absent, meet prescribed deadlines for submission of assignments and work, and to find out if you have missed any additional assignments, activities, etc. Gather the names and phone numbers of two of your classmates TODAY so that you will have someone to contact in the case of an absence. Professionalism requires prompt communication so the sooner you inform me about your need to miss class, the more we will understand the situation.

Email/Telephone/Office hours (Dr. Patton & Nancy Cozart)

Pay close attention to our Blackboard pages for updates and possible schedule changes due to evolving plans with Binford, etc. My email is rpatton@vcu.edu, Nancy's is nicozart@yahoo.com. I usually respond to emails before 10 pm and within 24 hours except on weekends. If you don't hear from me, please email me again. My mobile number is 646-319-9214, Nancy's is 804-241-1125 (please only use in emergency situations). I am available by appointment and in the Art Education office M – F. Please don't hesitate to ask, reach out, get help. Additionally, Jess Norris is our Graduate Teaching Assistant. She will primarily be overseeing and guiding your work at Binford. Please contact her at jessnorris@gmail.com if you need to. She is a great resource for you as well.

Student Conduct in the Classroom: According to the *VCU Resource Guide*, "The instructional program at VCU is based upon the premise that students enrolled in a class are entitled to receive instruction free from interference by other students. Accordingly, in classrooms, laboratories, studios, and other learning areas, students are expected to conduct themselves in an orderly and cooperative manner so that the faculty member can proceed with their customary instruction. Faculty members (including graduate teaching assistants) may set reasonable standards for classroom behavior in order to serve these objectives. If a student believes that the behavior of another student is disruptive, the instructor should be informed." **Cell phones** should be turned off while in the classroom. Also, the University Rules and Procedures prohibit anyone from having "in his possession any firearm, other weapon, or explosive, regardless of whether a license to possess the same has been issued, without the written authorization of the President of the university..." See <http://www.students.vcu.edu/rg/policies/rg7conductguide.html> and the *VCU Resource Guide* for more information: <http://www.students.vcu.edu/insider.html>

Students with Disabilities: Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 require that VCU provide an "academic adjustment" and/or a "reasonable accommodation" to any individual who advises us of a documented physical and/or mental disability. If you have a physical or mental limitation that requires an academic adjustment or accommodation, arrange a meeting with me at your earliest convenience.

Campus Security and Communications Procedures:

(What to Know and Do to Be Prepared for Emergencies at VCU):

1. Sign up to receive VCU text messaging alerts (<http://www.vcu.edu/alert/notify>). Keep your information up-to-date.
2. Know the safe evacuation route from each of your classrooms. Emergency evacuation routes are posted in on-campus classrooms.
3. Listen for and follow instructions from VCU or other designated authorities.
4. Know where to go for additional emergency information (<http://www.vcu.edu/alert>).
5. Know the emergency phone number for the VCU Police (828-1234). Report suspicious activities and objects.

VCU Statement on Safety

What to know and do to be prepared for emergencies at VCU:

- Sign up to receive VCU text messaging alerts (www.vcu.edu/alert/notify). Keep your information up-to-date.

- Know the safe evacuation route from each of your classrooms. Emergency evacuation routes are posted in on-campus classrooms.
- Listen for and follow instructions from VCU or other designated authorities.
- Know where to go for additional emergency information (www.vcu.edu/alert).
- Know the emergency phone number for the VCU Police (828-1234). Report suspicious activities and objects.

VCU Mobile

The VCU Mobile application is a valuable tool to get the latest VCU information on the go. The application contains helpful information including the VCU directory, events, course schedules, campus maps, athletics and general VCU news, emergency information, library resources, Blackboard and more. To download the application on your smart phone or for more information, please visit <http://m.vcu.edu/http://m.vcu.edu/>.

VCU Honor System

Virginia Commonwealth University recognizes that honesty, truth, and integrity are values central to its mission as an institution of higher education. The Honor System is built on the idea that a person's honor is his/her most cherished attribute. A foundation of honor is essential to a community devoted to learning. Within this community, respect and harmony must coexist. The Honor System is the policy of VCU that defines the highest standards of conduct in academic affairs. The Honor System states that faculty members are responsible for:

- Understanding the procedures whereby faculty handles suspected instances of academic dishonesty. Faculty are to report any infraction of the VCU Honor System according to the procedures outlined in our policy.
- Developing an instructional environment that reflects a commitment to maintaining and enforcing academic integrity. Faculty should discuss the VCU Honor System at the onset of each course and mention it in course syllabi.
- Handling every suspected or admitted instance of violation of the provisions of this policy in accordance with procedures set forth in the policy.

The Honor System in its entirety can be reviewed on the Web at http://www.provost.vcu.edu/pdfs/Honor_system_policy.pdf or it can be found in the 2012-13 VCU Insider at <http://www.students.vcu.edu/insider.html>.

The Honor System must be upheld and enforced by each member of the Virginia Commonwealth University community. The fundamental attributes of our community are honor and integrity. We are privileged to operate with this Honor System.

Important Dates

Important dates for the Fall 2012 semester are available at:

http://www.pubinfo.vcu.edu/calendar/ac_fullViewNew.asp?aYear=2012&aSemester=1

Progress through VCU Art Education: Testing and Licensure Schedule

In **ARTE 311** students apply for admission to:

- **Teacher Preparation** (entry into ARTE 401/402/404)
Applications will be handed out in class and are due to the Art Education Office by October 1st in the fall, and March 1st in the spring. Students must have a minimum GPA of 2.5 and **passing scores on both the VCLA and Praxis I** (Math section only or Composite).

In **ARTE 401** students take:

- **Praxis II: Art Content Knowledge** (<http://www.ets.org/praxis>)

In **ARTE 402** students apply for:

- **Clinical Internship** (student teaching)
Applications will be handed out in class and are due to the Art Education Office by August

31st in the fall, and January 17th in the spring. Student must have a minimum GPA of 2.5 overall/ 2.8 in Art Education courses, and **passing scores on Praxis I, VCLA and Praxis II.**

MAE + Licensure

In **ARTE 665** students apply for admission to:

- **Teacher Preparation**

Applications will be handed out in class and are due to the Art Education Office by October 1st in the fall, and March 1st in the spring. Students must have a minimum GPA of 3.0 and **passing scores on both the VCLA and Praxis I** (Math section only or Composite).

In **ARTE 601** students take:

- **Praxis II: Art Content Knowledge** (<http://www.ets.org/praxis>)

In **ARTE 680** students apply for:

- **Clinical Internship** (student teaching)

Applications will be handed out in class and are due to the Art Education Office by August 31st in the fall, and January 17th in the spring. Student must have a minimum GPA of 2.5 overall/ 2.8 in Art Education courses, and **passing scores on Praxis I, VCLA and Praxis II.**

VCU Art Education Student Exhibition Guidelines

- Faculty members can reserve exhibition space with the Administrative Director. Space will be given on a first come first serve basis.
- To avoid damaging the walls, please use the **picture rails** provided near the ceiling of each exhibition wall to hang your work.
- If you must make a hole in the wall to hang your work, you must fill out a form available from the Administrative Director in order to receive permission from the Department of Art Education. **Signing the form shows you agree to patch, sand and repaint the damaged area within two days of the end of the exhibit.**

AVAILABLE SPACE

On the 2nd floor:

As you come up the stairs from the Franklin Street entrance, all wall space on the left side of the hallway is available for our exhibition. We **do not** have access to the Communication Arts walls across the hall. Please be respectful of their exhibition space.

On the 3rd floor:

All wall space on the 3rd floor is available for Art Education student exhibitions.

ARTE 402/502 Spring 2013 Course Calendar

Date	Topic	Assignments Due
1/14	Mapping our journey to 402 and beyond - Schedule Meaningful making – Big Idea, Essential Questions	Obtain books; pick up student teaching application & requirements
1/16	Visit VMFA – Develop Big Idea based on the VMFA collection Child development Have read/listed to: Listen to <i>This American Life</i> , Middle School show and/or peruse recent newspapers, journals, and/or blogs for timely issues pertaining to education. Understanding Youth, Chapter 1 (Wiki) Media Lesson Video Sign Ups – Pick a technique that relates to your Big Idea Binford Service Learning Sign Ups Binford Teaching Sign Ups	
1/21		
1/23	Read: Understanding Youth, Chapter 3 – Risk Taking, & Chapter 4 – Flow (Wiki) http://www.pbs.org/wgbh/pages/frontline/education/dropout-nation/middle-school-moment/ In class – go over Backwards Design – Chapter 1 (wiki)	
1/28	Differentiated Instruction Assessment Talk about videos http://www.thisamericanlife.org/radio-archives/episode/474/back-to-school Beattie – Assessment in Art Education (Wiki) Virginia Assessment Document (Wiki) Potential for Meaning in Student Art (Wiki)	Due: Media Lesson Video
1/30	Visit another middle school - Holman Have looked over: Conscious Classroom Management Chapter 3 – Inner Authority & Chapter 8 – Teaching Procedures	
2/4	Have read: Transforming City Schools Through Art (Chapters 1 & 3) Have read: Transforming City Schools Through Art (Chapter 7) Action Research – Virginia Assessment/Evaluation Document Art Education Action Research Documents (Wiki)	Due: Binford Unit Drafts
2/6	Visit Binford – Observe: Materials/techniques Classroom management Organization	Due: (Apples 1A) Unit Draft
2/11	Apples - Binford Teaching Begins (1A) Bananas - High School Practicum Begins	
2/13		
2/18		
2/20		Due: (Apples 2A) Unit Draft
2/25	Apples - Binford Teaching (2A)	
2/27		Due: (Apples 1A) Action Research Results MS Classroom management paper
3/4	VCU SPRING BREAK	
3/6	VCU SPRING BREAK	
3/11	Mid-term Regroup	Due: Mid-Semester Portfolios & Interviews

3/13	Interviews	Due: (Apples 2A) Action Research Results MS Classroom management paper
3/18	Middle School/High School Unit Planning	Due: (Apples) <ul style="list-style-type: none"> • Binford Unit Plans Due: (Bananas) <ul style="list-style-type: none"> • High School Reflection • High School Unit Draft
3/20	Middle School/High School Unit Planning	Due: (Bananas 1B) Unit Draft
3/25	Cohorts switch – Apples begins High School Practicum, Bananas begins at Binford	
3/27		
4/1	RPS SPRING BREAK	
4/3	RPS SPRING BREAK	
4/8		
4/10		Due: (Bananas 2B) Unit Draft
4/15	Bananas - Binford Teaching (2B)	
4/17		Due: (Bananas 1B) Action Research Results MS Classroom management paper
4/22		
4/24		
4/29		Due: <ul style="list-style-type: none"> • (Apples) High School Reflection
5/1	NO CLASS – READING DAY	
5/3	Thank yous/Course Evaluation	Due: <ul style="list-style-type: none"> • Final Binford & HS Units • HS Hours and Service Learning Hours • Service Learning Reflection • Final Paper • Final Portfolio (inserting lesson plans/ images from teaching) • <u>(Bananas 2B)</u> Action Research Results, MS Classroom management paper