Art Education Theory and Practice: Secondary
ARTED 328 Spring 2016  T/Th 8:30-10:40 and 12:30-3:10 pm, ART 179

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Pronouns in use: she, her, hers, herself
Office: inside ART 151 | Office Hours: M 3:15- 4:15 pm or by appointment

Catalog Description: 328 Art Education Theory and Practice: Secondary. 6 cr. U. Theory and practice explored through school-based field experiences, readings, and research. Curriculum design and implementation with an urban focus. 50 hrs of observations in secondary school required. Prereq: jr st, admis to Art Ed prog, Art Ed 327(P), & successful completion of or exemption from a QL-A course & cons instr.

Introduction: Art Ed 328 builds on the foundational knowledge of art instruction and skills developed in Art Ed 227 (Art Ed 228) and Art Ed 327. The emphasis is on translating the knowledge and skills you have built in your studio, art history, and critical theory courses into qualitative art curriculum for secondary level students. Now that you have considered many of the issues involved in teaching, you will develop more comprehensive art curricula. You will implement your lessons in a field experience that more closely resembles life in an art classroom.

You will be responsible for lesson plans and implementation, ordering and budgeting, and classroom management. In addition, you will further develop your knowledge of edTPA tasks 1, 2, and 3 and entries for your PI-34 teaching portfolio, which is a record of your growth towards meeting the InTASC standards during courses within the art education program.

Required Readings:


Further readings come from a variety of current sources, such as the Journal of Art Education, and are available to you as PDF files. See course D2L site, under Content, then Readings.

1 Learn more about personal gender pronouns at https://uwm.edu/lgbtrc/support/gender-pronouns/
Strongly Recommended:


Student Membership in the National Art Education Association and Wisconsin Art Education Associations

Other Required Materials:

Laptop with Microsoft Office installed. Laptop must be brought to class in a daily basis.

edTPA Handbook | Journal/sketchbook or binder | Digital camera

High quality, large-size laser prints of artworks to use during instruction

PARTNER SCHOOL

This course class incorporates structured, faculty supervised field experiences. You will team-teach and team-assess an 8-weeks quality arts curriculum in a combined 6th-8th grade classroom to a group of 10-15 students. Field experiences will not take place during UWM and MPS Spring breaks. The school working in partnership with our class is:

IDEAL Middle School
1420 W. Goldcrest Ave. | Milwaukee, WI 53221
Contact for UWM Art Ed: Mrs. Aimie Rognsvaog
(414) 267-1600 rognsvam@milwaukee.k12.wi.us

Before we visit, read the texts and documents contained on the IDEAL school website so you begin to understand the characteristics of the curriculum and pedagogical style that is important at this school.
In the state of Wisconsin, individuals who are seeking certification must develop a self-reflective portfolio based on ten teaching standards. Experiences and reflections in relation to the standards can contribute to your overall growth as an educator. As all education programs at UWM have adopted the core guiding principle of urban education/equity, the unique characteristics of urban contexts and issues of race, class, culture, and language will be at the forefront of our work in this course.

**The Learner and Learning Environments**

**Standard 1. Learner Development**
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard 2. Learning Differences**
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard 3. Learning Environments**
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**Content Knowledge**

**Standard 4. Content Knowledge**
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard 5. Innovative Applications of Content**
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Instructional Practice**

**Standard 6. Assessment**
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

**Standard 7. Planning for Instruction**
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard 8. Instructional Strategies**
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Professional Responsibility**

**Standard 9. Reflection and Continuous Growth**
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professional, and the community), and adapts practice to meet the needs of each learner.

**Standard 10. Collaboration**
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
COURSE OBJECTIVES

**Professionalism:** Students will be able to...
- Act as a leader within a school community.
- Collaborate with cooperating teachers and university faculty to advance learners’ growth.
- Participate in professional development and community activities through the art education area.
- Make learning visible to a community and acting as an art advocate by creating didactic displays and facilitating family workshops.

**Reflective Practice:** Students will be able to...
- Take feedback from field experiences and apply that feedback to improve instruction.
- Analyze learning or lack of learning and apply insights to improve instruction.

**Knowledge of Diverse Learners & Learning Environments:** Students will be able to...
- Connect to knowledge of learning theories from educational psychology courses.
- Connect to knowledge of diverse learners from exceptional education courses and apply to lesson planning and diversified instruction methods in secondary field experiences to enable cognitive, social, emotional, linguistic and physical growth.
- Present evidence of understanding students’ individual differences and diverse sociocultural assets through the construction of culturally responsive teaching strategies and multimodal instructional resources.

**Knowledge of Content & Instructional Planning:** Students will be able to...
- Use a graphic organizer to show how big idea, essential questions, and lesson objectives relate within a given unit.
- Produce a high quality unit plan with scaffolded lessons that makes interdisciplinary connections and applies cross disciplinary skills.
- Produce a high quality research paper discussing artistic techniques, form and structures, art contexts, academic demands, and interdisciplinary connections to students and school.
- Develop instructional resources that enable culturally responsive teaching and differing perspectives within a social justice mission that involves local and global issues.

**Instructional Practice & Classroom Management:** Students will be able to...
- Apply appropriate classroom management strategies in relation to instructing diverse secondary students in specific classrooms at schools and in cooperation with mentor teachers.
- Select and use appropriate constructivist teaching strategies that are effective with middle or high school students and allows them to be active in their learning through inquiry.
Knowledge of Language Demands: Students will be able to...
- Identify, plan for and teach academic language for a given unit.
- Teach the language function of interpretation with Barrett’s principles.
- Assess learning through looking and talking, writing, production activities, and other tangible means and use this data to improve teaching.

Knowledge of Assessment: Students will be able to...
- Build and use tools and supports to gather evidence of qualitative and quantitative patterns of learning over the course of a unit.
- Demonstrate evidence of consistent feedback to students in writing and the documentation of student improvements based on feedback.
- Use evidence to decide next steps for instruction.
POLICIES

ATTENDANCE: Each student is expected to be on time, attend all classes, and participate in individual and group activities. Participation and attendance are a significant portion of your final grade as you earn points each class. Three or more absences or excessive tardiness will negatively impact your professionalism grade. Unfortunately, presentation days usually cannot be rescheduled. If a member of a group is absent, the rest of the group needs to be ready to continue on and grades will be adjusted according to the situation.

MAKE-UP WORK FOR MISSED CLASS This class significantly consists of in-class activities and field experiences. If you miss class, you are responsible for making up missed in-class work by contacting the instructor or a peer. You are expected to come prepared for class following an absence.

INCOMPLETE AND LATE WORK: Incomplete work or work of an unprofessional tone will earn a zero. Points will be deducted accordingly for each day work is late. Work more than a week late will not be accepted. More than two late or incomplete assignments directly connected to field experiences can lead to removal from field experiences and an F in this course.

WORKLOAD: In accordance with UWM Credit Hour Policy which states that “Study leading to one semester credit represents an investment of time by the average student of not fewer than 48 hours for class contact in lectures, for laboratories, examinations, tutorials and recitations, and for preparation and study; or a demonstration by the student of learning equivalent to that established as the expected product of such a period of study.”

ACCOMMODATIONS: If you need special accommodations in order to meet any of the requirements of this course, please inform the instructor in writing no later than the third class meeting.

EXPECTATIONS FOR ASSIGNMENTS: With the exception of reading reflections, type with formatting for double spacing, 12pt. font, with one-inch margins. Papers should follow APA format, which should be evident in your title page and when applicable, in-text citation and final references. Please focus on quality writing that will allow you to clearly state your point. If you have trouble organizing your papers well or using APA format accurately, use the Writing Center. Points will be deducted from the final score for papers with excessive or repeated spelling, grammatical, or APA formatting issues.

CITATIONS: Academic misconduct includes, but is not limited to acts in which a student seeks to claim credit for work without proper citation or falsely represent his or her academic performance. Proper use and citations using APA format can help you avoid this issue.

EMAIL is an important way we communicate at the university. Students should check their UWM email daily. While email can permits the exchange of ideas and questions outside of class and office hours, please also plan ahead and be ready to ask questions in class or during office hours. Face to face interactions are important!
**TECHNOLOGY USE IN CLASS**: Cell phones, laptops, tablets, etc. need to be turned off and put away unless you’ve been invited to use these items as part of an in-class activity. Inappropriate or disruptive usage of technology during class will be reflected in your professionalism grade.

**HEALTH INSURANCE** It is strongly recommended that all students have health insurance that includes emergency room and hospitalization coverage. The UWM Student Association offers a Student Health Insurance Plan which covers most major medical illnesses or injuries. The University does not provide blanket medical coverage to students. Students are strongly encouraged to secure their own health insurance, either through their parents, the Student Health Insurance Plan or some other program. [http://www4.uwm.edu/norris/documents/Student_Insurance_Info.pdf](http://www4.uwm.edu/norris/documents/Student_Insurance_Info.pdf)

**What is copyright?** Copyright is a form of protection provided by the laws of the United States (title 17, U.S. Code) to the authors of “original works of authorship,” including literary, dramatic, musical, artistic, and certain other intellectual works. This protection is available to both published and unpublished works. Section 106 of the 1976 Copyright Act generally gives the owner of copyright the exclusive right to do and to authorize others to use their materials. You must get permission to use copyrighted original works of authorship if you plan to make your project available to the public in any way. For more on gaining permission see: [http://www4.uwm.edu/ltc/copyright/getting-permission.cfm](http://www4.uwm.edu/ltc/copyright/getting-permission.cfm)

For additional information on UWM policies including incompletes, academic misconduct, and grade appeals see: [http://www4.uwm.edu/secu/news_events/upload/Syllabus-Links.pdf](http://www4.uwm.edu/secu/news_events/upload/Syllabus-Links.pdf)

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**Testing requirements in art education**: As of the date of this syllabus, the state requires teacher certification candidates to meet the Pre Professional Skills Requirement (often met with Praxis CORE), pass the Praxis Content Area Exam (formerly Praxis II), and pass the edTPA, in addition to successful completion of coursework and completion of the PI-34 portfolio.

By the time that you begin Art Ed 328, it is expected that you have previously met the PPSR and have passed or will soon pass Praxis II, so you are on track to apply for Art Ed 425/426, (student teaching). Applications for fall semester student teaching are usually available in Late February/early March.
Course Requirements and Assignments:

1) Active Participation, Professionalism, and Attendance (30 points) In order to earn full credit, you need to be present, be professional, and participate, whether in our own classroom or community setting. Professional disposition is an important part of your personal learning, our ability to create a productive classroom environment, and your ongoing development as a professional in the field of education. You are responsible for meeting and maintaining a high level of professional disposition throughout the duration of this class. This includes active participation in class discussions and art activities; maintaining a respectful class environment that encourages dialogue on personal, local, and global issues related to art and cultural diversity; contributing to the upkeep of our classroom and economical use of supplies; submitting high quality work on time, and excellent attendance.

Professionalism during field experiences: Issues during observations are not taken lightly. While you are an ambassador for our program, you are also going to interact with people who could be your advocates as you seek employment. Be respectful, articulate, and patient when communicating with teaching professionals. Be punctual and prepared for field experiences. Appropriate dress while in school settings is imperative (i.e. neat, clean, and modest; save hats, sweats, clothes with holes or giant logos for the days we will be staying on campus). Be aware of the expectations for professionals in the school -- most schools ask us to keep cell phones put away, finish food before we arrive, etc.

2) D2L PI-34 Portfolio (25 points | 5 points per standard) In the State of Wisconsin, individuals who are seeking certification are required to develop a self-reflective portfolio based on the InTASC teaching standards. The bulk of the preparation of this portfolio happens in Art Ed 228, 327 and 328. You will present your entries for the InTASC standards to faculty at the end of Art Ed 328 so it may be referenced in your mid program assessment. You will add the final documents needed for this portfolio in Art Ed 425/426, at which point it will be used for your final program evaluation.

This semester you will be required to gather artifacts and respond to prompts in order to illustrate your growth towards proficiency with InTASC standards #3, #5, #6, #8, and #10

3) Secondary Field Experience Similar to Art Ed 327, you will have the opportunity to become part of a school community for 8 weeks. However, the teaching experience during this course is more intense. You and a partner and consult with both your professor and cooperating teacher as you design and implement an 8-week unit plan, including instructional resources and assessments. Ideally, you will make at least one connection to another discipline within at least one lesson in your unit.

Components:

a) unit plan (5 points)
b) unit flyer to pitch your unit to the 6th-8th grade students (5 points)
c) 2 brief research papers on artists whose work is the basis of your lesson
plans (5 points per paper)

d) 2 two–day lesson plans per partner (5 points per lesson)

e) Instructional resources to support each of your lesson plans (5 points per lesson)

NOTE: Well-developed drafts of your lesson plans including assessments and instructional resources are to be submitted to both your professor and cooperating teacher for feedback no later than one week before you are to teach the lesson. You are expected to act on feedback you are given before teaching your lesson.

f) Teacher samples (5 points per lesson) Prepare your own for both your lessons and your partners. Submit an image of each teacher example to the corresponding D2L Dropbox, just like lesson plans and instructional resources.

g) Evidence of formative assessment to further student learning and drive your subsequent instruction (5 points total)

h) Preparation of summative assessments to be used as official assessment (5 points total)

i) IDEAL family night exhibit and activity (5 points)

4) Peer teaching | Sketchbook activity for 6-8 grade (10 points) IDEAL teaching teams will lead a variation of one of the 2 day lessons from their unit in a peer teaching setting. If possible, you should choose to teach one of the lessons you haven’t tried with students yet so you can benefit from the additional layer of peer feedback before trying the lesson with the 6th–8th grade students. Instruction should last no more than 30 minutes and must include a motivational component (looking and talking about art, etc.), an art making component with demonstration (remember to use processes and materials that are appropriate for the secondary level), a moment for informal assessment, and cleanup directions. It is strongly recommended that your first lesson introduce a big idea through the work of a contemporary artist and that your second lesson deepen knowledge of the big idea. The rest of the class will participate in the lesson and offer peer feedback.

5) Visual Journal OR Resource Binder (15 points at midterm, 20 points at final assessment) Should be well-organized, clearly dated, labeled, and coherent, containing:

- responses to readings including key points and questions to extend discussion
- artifacts from sketchbook activities with notes and reflections on lessons. (Notes at minimum should include learning target, assessment, and relevance statements from MPS poster)
- a Reggio-inspired documentation of the sketchbook activity you lead
- daily documentation and reflection on field experiences. These entries should

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2 If you take on one of the solo teaching opportunities, then you are also taking on complete responsibility for 4 brief research papers on artists.
3 If you take on one of the solo teaching opportunities, then you are also taking on complete responsibility for 4 two-day lesson plans.
contain photographic documentation of student work and progress and field notes of important interventions, class dynamics, and student commentary. These entries should be based the theory that instruction, assessment, and documentation are connected (Visible Learners).

- an entry on your own research of IDEAL middle school (due at midterm)
- an entry on your own research of middle school students, including concerns and interests of middle school students in an urban setting
- an entry on your own research of Community High School
- an entry on your own research of high school students, including concerns and interests of middle school students in an urban setting
- ten explorations (five by midterm, five by final) from How to Be An Explorer of the World, with thoughts on a secondary art lesson that could follow or flow from the exploration.
- Midterm and final self-assessment entries considering the following questions: what are the 3-5 entries where I learned the most and why; what are the 3-5 entries that I would like to revisit or extend upon and why; what are 2-3 entries I wish I had written or drawn and why.

6) Practice edTPA (20 points) You and your IDEAL teaching partner\(^4\) will work together to complete a practice edTPA based on your field experience. edTPA is an external assessment and the boundaries of acceptable help do not permit instructors to correct or edit your exam. As a result, your instructor will not be able to provide comprehensive editing or major feedback on your practice edTPA. However, we will dedicate some time to working through a practice edTPA because student teachers have indicated that this was a very helpful exercise that made them confident in taking on their own official edTPA.

NOTE: While the final write up will happen in April, you and your partner will need to plan ahead to ensure that you have the necessary materials to complete an edTPA. For example, you’ll need video of instruction\(^5\), student artifacts, examples of feedback you give and evidence of how they apply feedback, etc.

You will receive 20-15 points if your EdTPA is complete, follows all the guidelines and is clearly written. You will receive 14-10 points if your EdTPA is mostly complete, and/or there are no big substantial sections missing, and/or the writing is good but with room for refinement. You will receive 10-0 if whole or substantial sections of your EdTPA are missing, and/or if there is a disregard for the guidelines, and/or the document is poorly written.

\(^4\) Yup, this too. While teaching solo may have some benefits, it also has its price.

\(^5\) While video is necessary, it is also very important to minimize intrusion or distraction when using cameras or video equipment during field experiences.