ART ED 327: ART EDUCATION THEORY AND PRACTICE: ELEMENTARY
Summer 2017 | Monday-Thursdays, 9:00am-1:45pm
Art Building, Room 179 | 6 credits, U

Instructors: Christine Woywod, Ph.D.
woywod@uwm.edu
Pronouns in use: she, her, hers, herself
Office: Inside ART 151 | Office Hours: By appointment

Liz Rex, Ph.D.
rex@uwm.edu
Pronouns in use: she, her, hers, herself
Office: ART 135 | Office Hours: By appointment

Catalog Description: Theory and practice explored through school-based field experiences, readings, and research. Curriculum design and implementation with an urban focus. Fifty hours of observations in elementary school required.

INTRODUCTION

Art Ed 327 prepares students to research, write, implement, and assess curriculum for teaching art. Throughout the semester, students will read, understand, discuss, critique, and apply current theories about teaching and learning art in the world today. The class will emphasize those theories about teaching and learning that enable communication, participation, integration, cultural awareness, and respect for diversity, urbanity, and social justice. We will meet this general goal by examining the theory and practice of teaching a quality arts curriculum in schools. In addition, students will develop their knowledge of edTPA and complete entries for their PI-34 teaching portfolio (ePortfolio). These state-mandated assessments are a record of your growth toward meeting the InTASC standards during courses within the art education program. Additional observations, evaluations of teaching, and student collection of artifacts for ePortfolios will be conducted outside of the course calendar during teaching assignments in the Fall 2017 semester.

As reflective practitioners, students will continually examine their prior art experiences, teaching practices, and professional dispositions in relation to new ideas about art and education. Students will also share knowledge and expertise with other their peers in order to build a vibrant and dynamic learning community.
REQUIRED TEXTS AND RESOURCE MATERIALS

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


Readings that come from a variety of current sources, such as the Journal of Art Education, and are available to students as PDF files. See course D2L site, under Content, then Readings. Additional literature and resources to be researched and collected independently by students.

**Laptop Requirement:** Art education students enrolled in 327 must have a laptop computer with Microsoft Office. Laptop must be brought to each class. Students are expected to submit all assignments as Word documents.
Wisconsin Standards for Beginning Teachers (WTS)

In the state of Wisconsin, individuals who are seeking certification must develop a self-reflective portfolio based on ten teaching standards. As you become familiar with the content of the ten teaching standards and document your experiences and reflections in this course, you will begin the teaching and learning process that you will continue to develop throughout the remainder of your years at UWM. As all education programs at UWM have adopted the core guiding principle of urban education/equity, you will ultimately demonstrate an understanding of the unique characteristics of urban contexts and keep issues of race, class, culture, and language at the forefront of your work.

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...
- Work as part of a community of learners.
- Collaborate with cooperating teachers and university faculty toward growth.

Reflective Practice: Students will be able to...
- Take instructor feedback based on instruction in field experiences and coursework and apply that feedback to improve understanding and instruction.

Knowledge of Diverse Learners & Learning Environments: Students will be able to...
- Connect lessons to knowledge of learning theories from educational psychology courses
- Connect knowledge of diverse learners from exceptional education courses and apply to lesson planning for all learners, including those with special needs, in elementary field experiences to enable cognitive, social, emotional, linguistic and physical growth.
- Demonstrate evidence of understanding of individual differences and sociocultural assets through the construction of culturally responsive teaching strategies and the design of multimodal instructional resources.

Knowledge of Content & Instructional Planning: Students will be able to...
- Mapping of potential lesson with developmentally appropriate characteristics for varied grade levels with a given big idea. (i.e. visualizing variations on a possible lesson while considering social, cultural, and graphic development of learners)
- Produce a high quality final scaffolded lesson plan that makes an interdisciplinary connection.
- 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...
- Begin to apply appropriate classroom management strategies in relation to instructing diverse elementary students in specific classrooms at schools and in cooperation with mentoring teachers.
- Select and use appropriate constructivist teaching strategies that are effective with elementary 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 given objectives.
- Teach multimodal looking and talking activities based on criticism, including describing, analyzing, interpreting, and evaluating.
- Assess learning through looking and talking, writing, production activities, and other tangible means.

Knowledge of Assessment: Students will be able to...
- Produce a rubric that aligns with objectives and activities.
- Build tools or supports for gathering evidence of student learning and evaluate the effectiveness of your lesson, both formally and informally.
- Demonstrate evidence of feedback to students in writing.
- Understand initial, formative, and summative assessment as formal and informal.
POLICIES

FACULTY SUPPORT & COURSE CONTENT

Please always be aware that faculty are here to guide and support your growth so you may flourish as an initial teacher. It is, however, your responsibility to facilitate this by taking the initiative to communicate with us, bringing important questions and reflections to class conversations, and continually checking the information and requirements described in the course syllabus, calendar, and class presentations and instructions. Class discussions should focus on course content, including relevant connections to your work outside of class, to best facilitate learning for everyone. Please schedule appointments outside of class or come to open office hours with instructor to address or discuss extended or personal issues, questions or concerns that fall outside the scope of course content.

PREFERRED NAME & GENDER PRONOUNS

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student’s legal name. We will gladly honor your request to address you by a name or gender pronoun different than what is on the course roster. Please advise us of this preference early in the semester so that we may make appropriate changes to our records.

IN-CLASS POLICIES

IN-CLASS EXPECTATIONS FOR AN EFFECTIVE LEARNING COMMUNITY: This course involves participation in discussions and activities. We each have different experiences that influence our perspectives of the world. You may feel uncomfortable or disagree with certain ideas or opinions expressed by others or with certain topics in the class. You may also find you share perspectives or experiences with others. The classroom should be a lively, interactive and comfortable place where information is shared, ideas tested, and issues debated. Comments shared within this course are to remain confidential to the audience of this course. As a student you should expect the professor of the course to be prepared for each course, and to treat each student with respect and compassion. Students will in turn come to each class prepared, on time, and ready to fully participate in class discussion and work.

ATTENDANCE: Each student is expected to attend all classes and participate in individual and group activities. Grade reductions for absences and tardiness will be reflected in your professionalism grade. Participation and attendance will reflect 20% of your final grade. Partial points can be regained for excused absences with appropriate documentation only.

MAKE-UP WORK FOR MISSED CLASS: This class significantly consists of in-class activities, which will also be addressed individually or collaboratively in assignments outside of class. If you miss class, you are responsible for making up missed in-class work by contacting the instructors or a peer. Students must review the class presentation for that day prior to these arrangements. You are expected to come prepared for any class following an absence.

TECHNOLOGY USE IN CLASS: Cell phones, laptops, tablets, etc. need to be turned off and put away unless you’ve been instructed to use these items as part of an in-class activity. Inappropriate usage of
technology during class will be reflected in your professionalism grade.

**SHARED SPACE & CLASSROOM MATERIALS:** As a [future] teacher who will have to manage your own classroom space, you need to also support the area in the maintenance of its supplies, technology, and facilities and demonstrate care for materials:

- Always leave your section of the table clean and help clean general areas of our classrooms that are affected by your class activities.
- Help us select and discard materials that do not work anymore, and give us notice of when this occurs so we can replace them.
- Be economical and mindful when you use classroom supplies. First use materials from recycling bins, especially if you only need small quantities. If papers and fabrics are not fully used, please place scraps of good size in recycling bins.
- Refill glue bottles, staplers, tape dispensers, etc., when emptied and organize paper shelves. When grabbing paper off shelves, please push the rest back into alignment.
- Never pour solids or thick liquids into the classroom sinks.

**ASSIGNMENT POLICIES**

**INCOMPLETE AND LATE WORK:** Incomplete work or work of an unprofessional tone will earn an instant zero. Points will be deducted accordingly for each day work is late. Late work will not be accepted more than a week after the due date.

**EXPECTATIONS FOR ASSIGNMENTS:** All papers should be double spaced, 12pt. font, with one-inch margins, and use APA format (example: https://owl.english.purdue.edu/owl/resource/560/18/). This is especially important to remember when it comes to referencing sources, as 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. All written assignments should be typed and clearly organized. If you have trouble achieving this, please use the Writing Center (you may make online appointments at https://uwm.mywconline.com/). Focus on quality writing that will allow you to clearly state your ideas.

**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.” For a 3-credit course student will be required to achieve 2.5 hours of in-class instruction and approximately 6 hours of independent work per week or some equivalent of that workload over a 16-week semester.

**COMMUNICATION POLICIES**

**EMAIL** is an important way for students and instructors to communicate. It permits the exchange of ideas and questions outside of class and office hours. Students should check their UWM email daily. While there are times it may take more than 48 hours, your instructor will acknowledge receipt of your email message. Please use a professional tone when emailing the instructor (or your peers).
UNIVERSITY POLICIES

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. University and department policies for religious observance, academic misconduct, complaint, grade appeal, and sexual harassment will be observed.

UWM POLICIES For additional information on UWM policies see http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf

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 http://www4.uwm.edu/norris/documents/Student_Insurance_Info.pdf 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.

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
COURSE ASSIGNMENTS

***Detailed descriptions of all assignments will be provided during class.

1) Active Participation, Professionalism, and Attendance (30%)

In order to earn full credit, you need to be present, be professional, and participate in our 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; respectful and professional written and oral communication; submitting high quality work on time; and excellent attendance. Your participation grade is generated based on professionalism, attendance, and participation in each class. Additional assignments and assessments will be added to evaluate student commitment to learning in-class delivery of content, general course content, and readings, as needed. Some of these items can also used as artifacts to support your PI-34 ePortfolio.

2) PI-34 ePortfolio (25%/5% per standard)

In Wisconsin, individuals 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. In addition to completing reflective components and activities during the course, students teaching with emergency permits while seeking licensure are required to collect artifacts and finalize reflections for required standards during the semester of illustrate growth towards proficiency with InTASC standards #1 (Learner Development), #2 (Learning Differences), #4 (Content Knowledge), #7 (Planning for Instruction), and #9 (Reflection and Continuous Growth).

3) Scope & Sequence (10%)

Using student’s teaching philosophy as a framework, students will develop an outline for multiple art learning segments that illustrate an understanding of ways to sequence and scaffold instructional practices, thematic concepts and big ideas, and art practices and content for effective student learning over time.

4) Instructional Planning & Teaching (35%)

Students will research, design, plan, and peer review a unit plan that reflects quality contemporary art and education practices learned during the course. In addition, components of the student’s unit plan will be designed and taught in an “art fair” setting.

Required components include the following:

a. Unit Plan consisting of 3 Learning Segments in accordance with the UWM Learning Segment format
b. Development of one full Learning Segment
c. Development of instructional resources to support each lesson within your Learning Segment
d. Presentation of Unit Plan for peer feedback (including reflection and evidence of acting on feedback) OR Peer Teaching following each course
e. During the course and successive semester, students will gather artifacts and respond to reflective prompts about planning & instruction of your Learning Segment.
COURSE ASSESSMENTS AND GRADING SCALE

<table>
<thead>
<tr>
<th>Assessments</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active Participation, Professionalism, and Attendance</td>
<td>30%</td>
</tr>
<tr>
<td>PI-34 ePortfolio</td>
<td>25%</td>
</tr>
<tr>
<td>Scope &amp; Sequence</td>
<td>10%</td>
</tr>
<tr>
<td>Instructional Planning &amp; Teaching</td>
<td>35%</td>
</tr>
</tbody>
</table>

Grading Scale

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100%</td>
<td>A</td>
</tr>
<tr>
<td>92-90%</td>
<td>A-</td>
</tr>
<tr>
<td>89-87%</td>
<td>B+</td>
</tr>
<tr>
<td>86-83%</td>
<td>B     (minimum required to go on to 328)</td>
</tr>
<tr>
<td>82-80%</td>
<td>B-</td>
</tr>
<tr>
<td>77-79%</td>
<td>C+</td>
</tr>
<tr>
<td>73-76%</td>
<td>C</td>
</tr>
<tr>
<td>70-72%</td>
<td>C-</td>
</tr>
</tbody>
</table>

Note: Students will be assigned an incomplete grade until all requirements identified for the course are complete. This includes PI-34 ePortfolio entries & observations of teaching elementary level students this fall. All requirements must be met by the established deadline.