

E-Portfolio Student Teaching Documentation / Exhibition
(08/10/2018 updated)

E-Portfolio: Student Teaching Documentation

1. Provide a setting and context for **each placement**; elementary and secondary. The setting and context should include (with headings):

- Setting and Context

-Culture and Community Context: Make sure to include information about the neighborhood and city the school resides when completing this section.

-Demographic Characteristics: Make sure school demographic information is included. Put the most recent available—this might be several years old.

-Classroom Environment and art classes taught: Describe the art room and art curriculum.

-School-wide Policies for Management, Safe Schools, Conflict Resolution and Student with Special Needs: Remember to address each part of this section. Information on School-wide Policies and Safe Schools can be found on the *district website*.

2. Provide two complete lesson plans for **each placement**; elementary and secondary.

- Lessons - Provide brief descriptions of each lesson (include unit description if appropriate) and several process and product images to “introduce” each lesson on the website/blog. **Upload plan below this summary (extended lesson plan format with all support materials)**. **At least one of these lesson plans has to be your social justice lesson plan.**

3. Reflections:

- Create a page as an art journal to document your weekly teaching reflections. You can either keep adding on your entries or create new categories for each week. No matter what method you choose, **please mark the date every time** when you make one. You will be given prompts to make these arts-based reflections along with short written reflections. (This practice is about making some art to connect your artistic ability with your teaching). **You will receive the weekly prompt on Friday night and your response must be posted no later than Monday noon.**
- Provide lesson reflections at the end of each lesson plan (what went well, what was problematic, changes for future) **and** include standards/element alignment when appropriate.
- Teaching and Standards Reflection (this reflection considers both experiences)

In this section, you will write a final reflection for each standard using the questions below to guide your thinking:

- What level (accomplished, proficient, developing, or emergent) do you believe you have achieved at this point with regard to each of the Standards?
- For the Standards with which you would rate yourself developing or emergent, what do you believe you need to do to grow in this area?
- What artifacts or evidence could you provide to show growth in the developing Standards?
- Describe two goals you have for yourself as a new teacher? How are these goals aligned with the Standards?

As you write your reflection and make connections to the standards consider:

-What went well? What did you learn? Based on your experience, you might address some of the following topics in these two sections: classroom management, curricular relevance, importance of planning, creating well defined objectives, recognizing and acknowledging student interest when developing art lessons, organizing supplies and clean-up, etc.

-What would you do differently? Include your thoughts about classroom management, your evolving philosophy, personal and professional goals, and other reflections.

Additionally, review the Professional Dispositions self-assessment and include in your reflection some thoughts considering the questions below:

- With which two dispositional areas do you feel very comfortable and why?
- On which one dispositional area do you want to focus in the future?

Advocacy (*Presented as a handout for the exhibition. Consider your audience when writing about your lesson.*)

1. Provide a description of the lesson.

- Lesson description

-Clearly and concisely describe the lesson that is being exhibited. (Use lesson description from your e-portfolio.)

2. Explain the lesson objectives/outcomes.

- Lesson Objectives/Outcomes

-Describe the objectives of the lesson. Keep it simple and avoid simply listing all of the objectives; provide some explanation. A simple description might be:

As a result of this lesson students were able to

-identify major pop artists such as Andy Warhol and Robert Rauschenberg

-mix colors to create new ones and give these colors newly created names

-paint a self-portrait

Students also learned how to critique their work, and the work of others, using criteria discussed at the beginning of the lesson. Students displayed their art work and provided an artist statement.

3. Align the lesson to the four visual arts standards.

- Standards Alignment

-In a “word friendly” narrative describe how students addressed the standards in this lesson.

-Observe and Learn to Comprehend: How *and* what did students observe and learn to comprehend? (Know) Provide specific examples that demonstrate how students were involved in getting information that was necessary to create their work. Did they learn about the principles of three-point perspective? Did they find out about particular artists that helped them consider a new way to approach their own art making?

-Envision and Critique to Reflect: How did students envision and critique to reflect? (Understand) Describe how students were involved in reflecting throughout the lesson. ...At the beginning of the lesson? Ideation is an important form of reflecting on ideas as they develop. ...During the lesson? In-process critiques and other forms of formative assessment help students reflect on their art making. ...At the conclusion of the lesson? Describe the student reflective activity.

-Invent and Discover to Create: How did students invent and discover to create? (Understand/Know/Do) Briefly describe the materials, techniques, and processes students encountered and worked to master during this art experience. Did they learn how to center on the wheel? Transform everyday objects into an assemblage? Use Adobe Illustrator to create an advertisement?

-Relate and Connect to Transfer: How did students relate and connect to transfer? (Do/Skill) Explain the transferable skills students developed during this art making experience and how these skills relate to the “real world”; describe applications to everyday life.

4. Describe how students were pre-assessed.

- Pre-assessment

-Briefly explain **why** you pre-assessed your students and **how** you pre-assessed them. Also discuss the type of information you were looking for in the pre-assessment? Can students define certain terms? Can students explain how to create a relief print? **(Remember to assess knowledge and not experience.)**

5. Describe the student reflective activity.

- Assessment

-Explain the activity students engaged in to consider how successful they were in achieving the objectives of the lesson. Did students participate in a critique? If so, you might explain the purpose of a critique, the questions asked to guide students' reflections, and some of the insights students described during the process. **Fully describe students' insights into their learning.**

Exhibition

1. Post a lesson title.

- Lesson Title

-Provide a (large) title for your lesson to post at the exhibit. Include:

Lesson Title
Name, Student Teacher
School
Grade
Name, Cooperating Teacher(s)

Make this information large enough to read at a distance.

2. Post the enduring understanding for the lesson.

- Enduring Understanding

-Describe the enduring understanding (aka "big idea") that guided your lesson and underpins the reason for students to engage in this art experience. Make this information large enough to read at a distance.

3. Provide a list of concepts addressed in the lesson.

- Concepts

-Post the concepts addressed in the lesson. How the concepts are addressed in the lesson should be apparent in all the information *and* artwork provided at the exhibition. Make this information large enough to read at a distance.

4. Describe and present evidence of ideation and process in creating.

- Ideation and Process

-Ideation is the most important part of the lesson. Provide documents and information about how students developed their ideas for artwork and present evidence of this: worksheets, copies of sketchbooks, sketches, 1st draft work, studies, etc. Additionally, provide photographs of the art making process; documentation on the evolution of this artwork—beginning, middle, and end.

5. Describe how you, the art teacher, evaluated this artwork.

- Assessment

-Provide the assessment instrument. Make this information large enough to read at a distance.

6. Students, parents, your friends/families, and school officials should be invited with an official invitation. You will receive the invitation card (pdf/jpeg) from Claire then. You will be responsible to send the invitation out.

The exhibition and reception information:

Art Exhibition

Monday, May 13, 2018

5:30 – 6:30 p.m.

Wold Resource Center, Visual Arts Building

Colorado State University

The Wold Resource Center has been reserved at 11:00 AM for set-up. You must be prepared for seminar at 3:00 p.m.