

The Level 2 Teacher Work Sample

of

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Completed at Malcolm Price Laboratory School

University of Northern Iowa

Level 2 of the UNI Teacher Education Professional Sequence

200:148 Learning and Instruction in Classroom Contexts

200:128 Teacher as Change Agent

Subject Area: Art

Grade Level: Pre-K- 2nd Grade

Lesson Title(s): “Shape Up Your Home!” and “Park Lines”

PLS Mentor Teacher's Name: Dr. Annette Swann

200:128/200:148 Professor’s Name: Dr. Michelle Tichy

200:148 Section # or Day and Time of Your Class: Section 4

Session: A B C

Semester: Fall Spring May Year: 2011

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Student Signature: _____

General Writing/Formatting Instructions: Use a 12-point font throughout, with one-inch page margins. Write in full sentences. Plan to revise your TWS report at least a couple of times so that your writing quality is up to the expected standard. In general, responses that are well thought out and succinctly worded are preferable to long, rambling responses that do not properly address the prompt.

Section 1: Planning Your Lesson

Contextual Factors

TCWS Standard

•The teacher candidate uses information about the learning-teaching context and student individual differences to set learning goals, design instruction and plan assessment. Please note that in the student teaching TWS, you will describe the community, district, and school factors; in this case, we have provided this information for you.

Community, district and school factors: Malcolm Price Laboratory School (MPLS) is the Research and Development school for the state of Iowa as well as a unit within the University of Northern Iowa, located in a northeastern Iowa city of approximately 35,000. Its mission is to improve the teaching and learning of Iowa students and to serve as a resource for pre-service through career educators by helping these individuals grow in professional competence through collaborative inquiry and exchange of professional knowledge. It is a school that serves about 370 students of low to high socioeconomic status in grades from Nursery/Kindergarten to grade twelve and is a field experience site for more than 1200 UNI students each year. About 20% of the MPLS student population is made up of African American, Pacific Islander, Asian and Hispanic students and about 12% qualify for free and reduced lunch. MPLS also houses the UNI Child Development Center, which serves students from birth to age 5. Almost all of students at MPLS are open-enrolled from other school districts and are thus attending MPLS by choice.

Price Lab School has school-wide citizenship (PK-5) program and an advisory (grades 6-12) programs based on Steven Covey's Leader in Me <http://www.theleaderinme.org/>, and the Institute for Excellence & Ethics' Power2Achieve curricula <http://excellenceandethics.org/programs/p2a.php>. Pedagogy initiatives include Partnerships in Comprehensive Literacy (<http://www.uni.edu/coe/special-programs/richard-o-jacobson-center-comprehensive-literacy/partnerships-comprehensive-literacy>), using technology to transform teaching and learning (e.g. the 1:1 mobile computer initiative: <http://www.uni.edu/iowa-rds/site/1to1/index.html>), and competency-based teaching and learning.

How These Factors May Impact My Lessons: Explain one way that these community, district, and school-wide factors may impact your lesson topics, teaching strategies, assessment techniques, etc.

Because MPLS houses a school-wide citizenship program, my lesson topics will be directed toward a diverse class of students. Especially in art, I will choose to teach about artists and authors that represent various cultures, rather than simply one or two. I will teach the students about equality and respect through the use of visual materials such as

books and internet research. Lastly, I will implicate Steven Covey's system of Mind-Set, Skill-Set, and Tool-Set into my lessons by introducing activities that reflect on the students' own lives, creating symbolic and personal learning in themselves and others.

Characteristic of the Class: Describe how one characteristic you observed in the students of this class (e.g., gender, race/ethnicity, interests, student skill levels, etc.) might impact the way you instruct them. Please describe patterns you observe for multiple students or student groups and not those of an individual student unless the needs of an individual student would have the greatest impact on your teaching.

Ethnic diversity is highly prevalent in the classes I am working with. Therefore, when I am deciding on themes for lessons, I must be careful not to incorporate bias or judgment about any certain culture. My lessons should incorporate several instances that encourage unity and personal belonging, and that also help the students connect as a whole. As I've observed, the students tend to work together nicely and there seems to be no segregation between races in the class.

How This Characteristic Will Impact my Lessons: Give a specific instructional implication related to the characteristic of the class that you think will influence how you plan and implement your instruction.

Because the classes are ethnically diverse, I will encourage opportunities for children to discuss their cultural practices with the class, which will not only educate the class, but myself as well. This will allow students to become more comfortable with each other and respectful of uniqueness. I will also incorporate literature and projects that teach about different cultures and ways of life.

Physical Aspect of the Classroom: Describe how one physical aspect of the classroom you observed (e.g., posters, desk arrangement, technology) might impact the way you instruct them.

The set up of the art room is the one physical aspect that I agreed with the most. The six desks are split into two groups of three that resemble a capital "I." At the front of the classroom, there is a rug where the children sit and receive instruction before going to their assigned tables to work. The rug keeps the students in one place and provides the teacher with full attention. The table set up is effective because the students find it difficult to converse with other tables, which results in a high level of concentration. One downside of the desk arrangement is that the students have trouble hearing directions because not all of the students are facing the front of the classroom.

How This Physical Aspect of the Classroom Will Impact My Lessons: Give a specific instructional implication related to the physical characteristic that you think will influence how you plan and implement your instruction.

Because the students meet first on the rug in the front of the classroom, I have an opportunity to share stories and read literature to them. This will allow me to bring in several books about varying cultures, which will connect the art lessons to real life situations and research. These lessons will resonate better with the students because they can associate with the author and illustrator of the book in a personal way, causing them to become personally and/or emotionally interested in the connected project.

Design for Instruction

TCWS Standards

- The teacher candidate designs instruction for specific learning goals, individual student characteristics, and learning contexts.
- The teacher sets significant, challenging, varied and appropriate Learning Goals.
- The teacher candidate will recognize that there are multiple assessment approaches that must be aligned with Learning Goals to assess student learning before, during and after instruction. An attempt is made by the teacher candidate to design student assessments.

Lesson 1 Topic Title: Shape Up Your Home!

Lesson 1 Learning Goals: Define what you expect students to know and be able to do at the end of the lesson. The learning goals should be specific, observable, challenging and varied. Learning goals should describe what your students will learn and be able to do by the end of the lesson, and not simply what activities they will do during the lesson.

Learning Goal 1: Students will be able to define shape and analyze different shapes in everyday items.

Learning Goal 2: Students will design and produce a two-dimensional model of their home using randomly assorted shapes.

Alignment of Learning Goals to State or National Curriculum Standards: Describe how your learning goals align with the Iowa Core Curriculum and/or National Standards for your content area. Identify the general subject area, grade level, and one or more specific standards in your response. The Iowa Core Curriculum can be found at: <http://www.corecurriculum.iowa.gov/Home.aspx>

Standard for Learning Goal 1: In Pre-K/Kindergarten Art, children must learn the elements of art, which consist of shape, line, pattern, etc. By defining shape and identifying shape in everyday objects, the students are using National Standard #1: Understanding and applying media, techniques, and processes. The students will understand shape and be able to use it in identification and in every art medium as a result of its importance. When the students identify shapes in everyday objects, they are fulfilling Iowa Standard 2c: Relates ideas and information within and across content areas. Students will learn this content more thoroughly by relating it to their environment.

Standard for Learning Goal 2: When students are building designing and producing a replica of their home using construction paper shapes, they are, “Using knowledge of structures and functions,” which is National Standard #2. The students are also using their visual skills to imagine their home and interpret it on paper in an art form, which establishes National Standard #6: Making connections between visual arts and other disciplines. Because the children are learning about shape by recreating their homes using what they’ve learned, they are relating the school lesson to something personal in their lives. This establishes Iowa Standard #2b: Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student. Children see their homes everyday and encouraging them to think about that in a

new way will enforce their learning about shapes and other art elements.

Justification of Learning Goals: Explain how your learning goals are relevant, challenging, and appropriate. Consider their importance relative to previous and succeeding topics covered in the class, the students' future in the class and school, and to skills needed for success in the 21st century world.

In the first learning goal, students are challenged to define shape and identify it in everyday things. Because shape is one of the core art elements, it adds to the foundation of a solid art education. Without understanding the elements of art, a student cannot continue to advance into complex projects in the future. Requiring students to identify shapes in everyday items allows them to review what they've just learned through personal relation to the topic. The second learning goal sequences the first by requiring students to reach even farther by creating their homes with scrap construction paper. Not only do the children learn to create something new with the little they have, but they will manipulate pieces of paper to design exactly what they need. These activities will promote skills of creativity and innovation, which are useful in their future school career and also in the 21st century, which is fast paced and constantly changing.

Assessment Plan: Describe your plan for assessing your learning goals.

<p style="text-align: center;">Type of Assessments</p> <p>Below, describe the method/s to check on student progress. Consider these approaches: selected response, e.g. multiple choice, matching, fill-in the blank questions writing assessment, e.g. essays, essay questions, journaling performance-based assessment, e.g. throwing a ball, presentation teacher / student communication, e.g. class discussion, interview, group work</p>	<p style="text-align: center;">Assessment Sample Size</p> <p>Below, list your assessment sample size. An assessment sample refers to the amount of student work you will assess. Teachers often make inferences about student learning based on a sample of only a few students' work. Examples of assessment samples would include choral responses from the entire class, your observations of a small group performing a learning task, or an analysis of individual student writing, drawing or other performances.</p>
<p>Learning Goal 1 Assessment Method: Formative assessment with an emphasis on teacher/student communication. Once shape is discussed, I will say the name of a shape and will call on a different student every time to give an example of that shape using something in everyday life. Not only will the students answering receive ideas for the project, but their peers can receive further explanation if they have trouble with understanding.</p> <p>Learning Goal 2 Assessment Method: Verbal self-evaluation. At the end of class, several projects will be held up for the student to give a quick explanation of their reasoning for the style of their work.</p>	<p>Learning Goal 1 Assessment Sample: I will call upon three students to give an example of each shape I discuss. For every shape, I will call on different students until almost everyone has answered, simply to be sure that the children are acquiring thorough knowledge of the topic.</p> <p>Learning Goal 2 Assessment Sample: As much as I'd like to allow every student to talk about their art, the class only has so much time to work. Therefore, I'd talk about one piece at each table and continue to do so until the class time is over. This will give an accurate representation of work ethic and understanding from table to table and a thorough evaluation.</p>

Lesson 1 Plan: Describe your plan for achieving your learning goals. The lesson plan should include the following sections: Analysis of pre-assessment data; Plan for differentiation; Plan to motivate learning and engage attentiveness; Description of activities to achieve learning goals; and Description of materials needed to implement lesson plan. **You may insert your lesson plan 1 responses in the provided prompts below or attach as a separate document in Appendix A. If you choose to attach a separate document, make sure that it still addresses all five sections below.**

Analysis of Pre-Assessment Data: Discuss what students already know and can do regarding your goals before you began your lesson. Pre-assessments may include your PLS instructor's descriptions of past assessments and activities and/or your own observations from previous class activities or student work samples.

Because the students are Pre-K and Kindergarteners, not much is expected as a prerequisite to the elements of art, specifically shape. The elements are a foundation to the rest of their art careers and this is the age where a concrete beginners' education is most important. For this particular project, the only tool needed is glue, which children should be familiar with, and if not, I will explain that we use "a dot, not a lot."

Plan for Differentiation: Describe at least one way you will differentiate the content, process, or product involved in your lesson in response to individual student needs, preferences, prior knowledge, or interests. Consider especially the needs of students with disabilities, students who are high achievers in some area, students with language needs, and students who are at risk for school failure. For more information, see: http://www.cast.org/publications/ncac/ncac_diffinstruc.html

As I've observed in the art room so far, Autistic children are amazing artists and creative individuals, but have trouble applying that to the topic they are supposed to be working with. Because of this, I'd make sure they've created what they were supposed to design, and then allow them to add whatever they please. I'd make this clear to that individual student as soon as they begin to stray off task. For high ability learners, if they finish early, I'd encourage them to add things that go along with their home such as bushes, trees, cars, etc. to keep them thinking actively and reach farther than the original assignment goal.

Plan to Motivate Learning and Engage Attentiveness: Describe how you will motivate student learning at the beginning of the lesson. Describe specifically what you will say to introduce the lesson and engage students' interest. Describe how you will maintain students' interest throughout the lesson.

When coming in to the art room, children will sit on the carpet area away from their working tables. I'll start off the lesson by asking students if they can tell me what the definition of a shape is. After a few students answer, I will write the actual definition on the board and read it aloud to them. I will state the name of a shape and ask the students who can give me an example of that shape and will do this with at least five different items, in order to get the students warmed up. Because the children enjoy answering questions about personal experiences, this will intrigue them, along with the competition of answering before their peers. I will then introduce my book, *Story Painter, The Life of Jacob Lawrence* by John Duggleby. Because this book has long word passages, I will not

read it in entirety, but will show the children the pictures and point out how the illustrator, Jacob Lawrence, uses shapes to create every picture in the book. After this, I will place shapes on a large piece of paper, giving students a quick glance about using shapes to create a small house. I will explain the activity format and allow students to go to their tables and begin working.

Description of Activities to Achieve Learning Goals: Include descriptions of the activities you plan to use in the lesson. Your activities should be designed to support your learning goals and should be clearly described and carefully sequenced. Actively engaging students in learning also gives you the opportunity to assess their understanding. Make sure you take advantage of this opportunity by coordinating your activities with your assessment plan.

- A. Children will each have a bin of construction paper scraps and glue at their tables.
- B. The students will use what they've learned about shapes to find certain paper pieces, ripping them down to size if they need to, to eventually create their house, apartment, etc.
- C. If students finish early, I will encourage them to create trees, grass, etc. to go along with their homes.
- D. If students have trouble staying on task, I will ask them questions about what their job is, and also questions about the assignment to get them back on track.
- E. Toward the end of class, I will hold up a variety of works to evaluate understanding and success of the overall outcome of the project.

Description of Materials Needed to Implement Plan: List of all the materials or technology you will need to implement the activities.

For this lesson, I will use the book, *Story Painter, The Life of Jacob Lawrence* by John Duggleby to show children examples of using shapes to create items in a community. I will also use construction paper and glue sticks for the students to create their projects.

Section 2: Reflection on Lesson 1 and Planning Lesson 2

Instructional Decision Making

TCWS Standard

•*The teacher analyzes student learning to make instructional decisions*

Students' Response to Lesson 1: Did the students respond in the ways you had predicted? Were you successful in accomplishing your learning goals for this lesson? Explain why you were or were not successful. Consider motivation, management, understanding of instructions, complexity of task, and differences in students' achievement levels when constructing your answer.

After completing this activity, I was in awe of what the students had created. The kindergarteners were capable of tearing their own shapes and composing their homes from scratch. Each student successfully accomplished the learning goals of the lesson and they really seemed to enjoy the activity. The students were very interested in the book that I read before the lesson and hardly any behavioral problems arose. The task was very complex for Kindergarten students, but they listened to the directions attentively and produced projects at high levels of achievement.

Adjustments for Lesson 2: Describe how you will adjust your second lesson in response to your analysis above. Consider instructional strategies, the organization and content of the lesson, motivational strategies, preventative management strategies, procedural changes, materials, activities and assessment. Explain why you believe these adjustments will improve students' learning.

In order to make my second lesson as successful as the first, I will stick to the same format. I will introduce the lesson with a story book that relates to the learning goals and I will demonstrate the activity during carpet time. I will use advanced materials to keep the students motivated and will relate the activity to something they can personalize, such as a park. If children can personalize an assignment, they are more likely to participate, enhancing their learning. The assessment will be the same as the first, which consists of picking out works to show to the class when the students are lining up. This is tentative to time as well as getting input from a small sample size. This form of assessment also keeps the students attentive because they are nervous about their work getting chosen.

Design for Instruction

TCWS Standard

•*The teacher candidate designs instruction for specific learning goals, individual student characteristics, and learning contexts.*
•*The teacher sets significant, challenging, varied and appropriate Learning Goals.*
•*The teacher candidate will recognize that there are multiple assessment approaches that must be aligned with Learning Goals to assess student learning before, during and after instruction. An attempt is made by the teacher candidate to design student assessments.*

Lesson 2 Topic Title: Park Lines

Lesson 2 Learning Goals: Define what you expect students to know and be able to do at the end of the lessons. The learning goals should be specific, observable, challenging and varied. Learning goals

should describe what your students will learn and be able to do by the end of the lesson, and not simply what activities they will do during the lesson.

Learning Goal 1: Students will be able to define line and analyze different line styles in order to design items in a park.

Learning Goal 2: Students will design a park of their choice using new materials and concepts, such as paint and line.

Alignment of Learning Goals to State or National Curriculum Standards: Describe how your learning goals align with the Iowa Core Curriculum and/or National Standards for your content area. Identify the general subject area, grade level, and one or more specific standards in your response.

The Iowa Core Curriculum can be found at:

<http://www.corecurriculum.iowa.gov/Home.aspx>

Standard for Learning Goal 1: When a student is using learning about line and the reason it is one of the main art elements, they are understanding media, techniques, and processes, which is National Standard #1. They are also analyzing different line styles and how to use them to create items in a community. By doing so, they are relating this to the book, *Building on Nature: The Life of Antoni Gaudi* by Rachel Rodriguez and Julie Paschkis. By using this book, the students explore and understand prospective content for works of art, which is National Standard #3.

Standard for Learning Goal 2: Students will use line, a newly learned subject, to create a park of their choice. To do this, they need to recall information about structures and functions and apply that to the subject of their piece, which is National Standard #2. Students will be using newly learned art concepts to compose a new version of a previous work. By doing this, they are making connections to a visual art and new art disciplines, which is National Standard #6.

Justification of Learning Goals: Explain how your learning goals are relevant, challenging, and appropriate. Consider their importance to previous and succeeding topics covered in the class, the students' future in the class and school, and to skills needed for success in the 21st century world.

The elements of art are the most important subject for an art teacher to discuss because they are the foundation to producing any work of art. Not a single artwork can be created without using these elements, which makes these important when teaching young children. Line is one of the art elements and teaching students to define and analyze line styles to create a work of art forces them to study this subject successfully in a thorough matter. Once students understand line, they are one step closer to understanding how advanced artworks are created and what to consider before creating a piece. Having a strong knowledge in the elements of art allows students to succeed in future art classes and can also teaches students how important it is to have a foundation in all things you do, which is a great skill to have in the 21st century. Recalling information is something that encourages digging deeper into topics and improving understating of a subject. By looking back at and creating a new version of an old topic, the students are improving skills of memorization and application. Applying the newly learned and important skill of line enhances and renews the topic by allowing the students to focus more on the element

of art foundation, line, which is more important than grasping a completely new topic. By being comfortable with the theme of the drawing, the students are apt to add more and take more risks in their line making, which is the main learning goal of the assignment. Memorization, application, and risk taking are all important skills to have later in life and are touched upon in this lesson.

Assessment Plan: Describe your plan for assessing your learning goals.

<p style="text-align: center;">Type of Assessment</p> <p>Describe the method/s to check on student progress. Consider these approaches: selected response, e.g. multiple choice, matching, fill-in the blank questions writing assessment, e.g. essays, essay questions, journaling performance-based assessment, e.g. throwing a ball, presentation teacher / student communication, e.g. class discussion, interview, group work</p>	<p style="text-align: center;">Assessment Sample Size</p> <p>Below, list your assessment sample size. An assessment sample refers to the type and amount of student work you will assess. Teachers often make inferences about student learning based on a sample of only a few students' work. Examples of assessment samples would include choral responses from the entire class, your observations of a small group performing a learning task, or an analysis of individual student writing, drawing, or other performances.</p>
<p>Learning Goal 1 Assessment Method: For this goal, I'd use formative assessment during group discussion. Line is a complex subject to teach lower elementary students and using "check understanding" questions and having students come to the board to paint example lines will enforce their learning and show me what I still need to teach them.</p> <p>Learning Goal 2 Assessment Method: Once the class is about over, I will hold up a few paintings allowing the students to explain why they did things a certain way. This will help them to understand what they did successfully and still need to work on and will allow me to see what I could've done or emphasized on to teach the subject better.</p>	<p>Learning Goal 1 Assessment Sample: The sample size for this assessment is the entire class. Not every student will answer my questions, but I will call on a variety of students to answer and participate, making sure all students understand, not simply the ones that have their hands up.</p> <p>Learning Goal 2 Assessment Sample: The sample size for this assessment will be small. I will make sure I hold up a variety of works to discuss, not just the strong pieces. I will try to talk about as many as possible, but the time limit to do this is short and I'd like a thorough explanation for each work I talk about.</p>

Lesson 2 Plan: Describe your plan for achieving your learning goals. The lesson plan should include the following sections: Analysis of pre-assessment data; Plan for differentiation; Plan to motivate learning and engage attentiveness; Description of activities to achieve learning goals; and Description of materials needed to implement lesson plan. **You may insert your lesson plan 2 responses in the provided prompts below or attach as a separate document in Appendix B. If you choose to attach a separate document, make sure that it still addresses all five sections below.**

Analysis of Pre-Assessment Data: Discuss what students already know and can do regarding your goals before you began your lesson. Pre-assessments may include your PLS instructor's descriptions of past assessments and activities and/or your own observations from previous class activities or student work samples.

Due to previous projects, students understand that they must follow guidelines of project themes. If the students are required to finish a project in one day, they are able to do so because they understand how to follow directions. Students have also used paint before, but are new to the concept of line variance and style. Students are also familiar with cleanup routines and must be respectful to the art room and others in doing so.

Plan for Differentiation: Describe at least one way you will differentiate the content, process, or product involved in your lesson in response to individual student needs, preferences, prior knowledge, or interests. Consider especially the needs of students with disabilities, students who are high achievers in some area, students with language needs, and students who are at risk for school failure. For more information, see: http://www.cast.org/publications/ncac/ncac_diffinstruc.html

I will adapt this lesson to autistic children and high ability learners because the classes that I will be teaching feature these students. Autistic children enjoy art, but tend to have trouble sticking to the theme of the lesson. One student in this class draws nothing but military items and in that situation, I will encourage him to paint a military park, but with structures only. With the interest level of the subject mixed with enthusiasm for art, this painting will have immense potential and the student will be able to meet learning goals along with his/her peers. For a high ability learner, if the student finishes early, I will give them a smaller tip brush to add detail to the items already drawn. This will make for a layered, stronger drawing and will allow the student to reach farther into the understanding of line, meeting learning goals.

Plan to Motivate Learning and Engage Attention: Describe how you will motivate student learning at the beginning of the lesson. Describe specifically what you will say to introduce the lesson and engage students' interest. Describe how you will maintain students' interest throughout the lesson.

- a.) The first thing I will do is comment on the way the students come into the room and sit on the carpet. If they did this well, I will congratulate them and if not, we will review the rules.
- b.) "Today we will read a few pages out of this book, Building on Nature: The Life of Antoni Gaudi by Rachel Rodriguez and Julie Paschkis." As I read the book, I will point out how the illustrator mimicked Gaudi style by using different line styles to create living environments.
- c.) "Do you boys and girls remember the community lesson we did? Who can raise their hand and tell me some of the things you drew? I'll call on three people." Several children answer and I will draw those items on a large piece of paper with a paint brush, demonstrating how different styles of line can be used to draw those objects.
- d.) I will draw examples of different types of generic lines, and explain the correct way to paint them onto the paper.
- e.) Once I am confident the students understand the project, I will review how to use paint correctly. I will explain they must use water to rinse their brush each time they dip

into a new color. I will also demonstrate how to use the brush on the paper, emphasizing light brush strokes.

f.) I will release children to their work tables by table number and they will grab their paper from the supply table as they go.

Description of Activities to Achieve Learning Goals: Include descriptions of the activities you plan to use in the lesson. Your activities should be designed to support your learning goals and should be clearly described and carefully sequenced. Actively engaging students in learning also gives you the opportunity to assess their understanding. Make sure you take advantage of this opportunity by coordinating your activities with your assessment plan.

- a.) Children will each have one tray of paint and water cup at each table and I will hand out paint brushes.
- b.) The children will paint a park of their choice using line, as they learned in the demonstration.
- c.) If students finish early, I will encourage them to think of non-architectural items to draw in their parks.
- d.) If students have trouble staying on task, I will ask them questions about what their job is, and also questions about the assignment to get them back on track.
- e.) Ten minutes before class is over, I will announce that the students need to bring their paintings up to the drying rack and will have a student demonstrate the correct way of doing this. Each table will use a sponge to clean off their table and they will sit at their tables quietly when finished.

Description of Materials Needed to Implement Plan: List of all the materials or technology you will need to implement the activities.

For this activity, I will use pre-mixed tempera paint, three assorted colors in a plastic tray. With water, a paintbrush will be used to paint on long-width paper. A drying rack will also be used once the paintings are complete.

Section 3: Self-Evaluation of Teaching Effectiveness

Reflection and Self-Evaluation

TCWS Standard

- The teacher candidate uses assessment data to profile student learning and communicate information about student progress and achievement*
- The teacher candidate analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.*

Differentiation Plan Impact: Discuss how well your plan for differentiation addressed the student need(s) you targeted. Use specific examples of the students' work including student writing, assessment results, specific student comments, or your observations to draw conclusions about the impact of your differentiation plan and the extent to which these students attained your learning goals.

The first differentiation plan I discussed was autistic children completing the project out of theme. This didn't happen for either lesson, but I was prepared to offer them free-drawing paper as soon as they finished the lesson in the correct format. High ability learners didn't have trouble finishing early, but instead added more detail, as my plan stated. One student did finish early and I gave her the test of creating trees and shrubs to go along with her construction paper house. She enjoyed this and the differentiation was successful. When I discussed the plan for the autistic child who won't do anything that doesn't involve military operations, I planned on allowing him to create a military park and military architecture. He created a theme park and stuck to the theme of the project, allowing the plan of differentiation not to take effect.

Student Learning: With respect to your lesson goals, identify what you believe to be the instructional strategies and activities that contributed most to student learning, how your teaching behaviors affected student learning, and the extent to which students learned important content and skills from your lessons. Refer to your assessments as evidence to support your claims about the amount and depth of learning that occurred during your lessons.

Lesson 1: Shape Up Your Home

Learning Goal 1: "Students will be able to define shape and analyze different shapes in everyday items." For this goal, I believed reading the story book assisted the most in this. I practiced reading the pages and picked out important passages and photos that would enhance their learning of shapes and how to build structures using shape. The way the students' final projects reflects structure building and collage shows that they paid attention and understood the lesson guidelines.

Learning Goal 2: "Students will design and produce a two-dimensional model of their home using randomly assorted shapes." By my demonstration during carpet time about constructing my own house, the students were able to understand how to complete the project. I know this because the students overlapped pieces to make new shapes, other than simply using what they could find. During verbal evaluation, the students that discussed their work talked about how they ripped pieces of paper to make new shapes, addressing the fact that they understood project guidelines and were able to take my

example and create their own interpretations.

Lesson 2: Park Lines

Learning Goal 1: “Students will be able to define line and analyze different line styles in order to design items in a park.” As in the first lesson, I believe reading the story book was the most effective part of this lesson for learning. The book reflected architecture and different line styles and was a great example because the project reflected similar guidelines. Children are already influenced by story books and by relating them to an art lesson, they are more apt to listen and understand material.

Learning Goal 2: “Students will design a park of their choice using new materials and concepts, such as paint and line.” By demonstrating line styles and brush stroke, I guided the students in creating ideas for their parks. As the children talked about their paintings in verbal evaluation, my instruction was prevalent due to the amount of objects in each “park” and how each student effectively used line only to create their works.

Motivation: Were the strategies you identified in the Motivation for Learning section in your lesson plans (see instructions for motivation section in Appendix A and B) successful in engaging and maintaining students’ interest and motivation at the beginning and throughout your lessons? If so, describe how. If not, explain why and what you would change if you were teaching this lesson again.

In both lessons, I maintained classroom motivation through carpet time. The best way to get young students excited about an art project is to “pump them up” during class gathering times. Young children are intrigued by story books and the students really seemed to enjoy the ones that I read. Young children also like to talk and by asking questions that allows them to recall information, they can speak up during class and feel a bit of freedom. This also helps out the other classmates because peer teaching is just as effective as teacher instruction. The demonstrations I did allowed the students to see exactly what I expected from them and also made them feel comfortable about trying the project on their own. Popular materials, such as glue and paint, also kept the students entertained and excited about the activity. Through this method, I feel I was very successful and I’m confident on using this style in my own classroom.

Management: Identify at least one classroom management strategy that you used successfully or needed to use more effectively and describe the impact of its use on student behavior and learning.

My favorite way of keeping students focused on their schoolwork is to ask them, “What is your job right now?” This technique allows the student to think about what they are doing, what they are supposed to do, and why I am asking them that question. It is more effective than telling them, “Don’t do that!” because it isn’t a challenge to get attention. The student understands that you want them to succeed and you don’t have to be the “mean guy” to get their attention. By doing this, you can help, not hurt your relationship with your students.

Future Growth: Describe two specific areas of professional growth (e.g., instructional strategies, content knowledge, classroom management, motivation, etc.) that you need to learn more about or improve

in the future and explain why you have selected these areas. In other words, what areas do you still need to improve on in order to become a highly effective teacher?

One area of professional growth I need to work on is research of content knowledge. I need to research new lesson plans on a regular basis so that I am giving my students the most learning possible from each activity. I also need to research artists of a wider selection. I tend to connect lessons to pop-artists only and I need to learn about cultural art styles and artists in order to make my lessons more meaningful and relational to all types of students.

A second area of professional growth I need to work on is instructional strategies. This level-two experience is the first elementary experience I've ever had and although the strategies I've learned are highly effective, it is always a good idea to try new ones. It's important to try other strategies because I may have to adapt to different types of students and if I'm not prepared, I cannot be an effect teacher.

Appendix A:

Devin Hanson

Lesson Plan 1 (Level II Field Experience)

09/25/2011

Title of Lesson: Shape Up Your Home!

Purpose: Students will use pieces of construction paper to design their homes through the use of various shapes. This lesson will allow children to analyze shapes and shape creation as well as observing their environment and applying that to their project. Students will learn to examine items such as their house, apartment, etc. and break them into simple shapes and lines.

I. Objectives/Goals:

- a. Students will be able to define shape and analyze different shapes in everyday items.
- b. Students will design and produce a two-dimensional model of their home using randomly assorted shapes.

II. Standards

- a. Goal 1
 - i. National Standards:
 1. #1: Understanding and applying media, techniques, and processes
 - ii. Iowa Standards:
 1. #2c: Relates ideas and information within and across content areas.
- b. Goal 2
 - i. National Standards:
 1. #2: Using knowledge of structures and functions.

Adapted from the Title II Renaissance Partnership for Improving Teacher Quality Project.

<http://fp.uni.edu/tiq>

2. #6: Making connections between visual arts and other disciplines
- ii. Iowa Standards:
 1. #2b: Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.

III. Vocabulary:

- a. Shape- A space within in closed line.

IV. Discussion:

- a. “Review Rules: Come in quietly; raise your hand; one person speaks at a time.”
- b. “Today we are going to learn about shapes. Who can tell me an example of a shape?” Several children answer and I relate those shapes to certain things like stop signs, windows, beach balls, etc.
- c. “Today we look at some pictures in this book by the artist Jacob Lawrence to see how he uses shapes in his art.”
- d. After reading the book, I will place a piece of paper on the board and place precut shapes on the paper to make a small house and explain that they will be making their living spaces the same way.
- e. I will then explain that they will rip and glue the paper pieces onto the larger paper to create this. I will have the students say the rhyme, “A dot, not a lot,” referring to the glue, over and over and then release them to their tables.

V. Activity

- a. Children will each have a bin of construction paper scraps and glue at their tables.
- b. The students will use the pieces, ripping them down to size if they need to, to create their house, apartment, etc.
- c. If students finish early, I will encourage them to create trees, grass, etc. to go along with their homes.
- d. If students have trouble staying on task, I will ask them questions about what their job is, and also questions about the assignment to get them back on track.

VI. Closing Discussion

- a. When students are finishing up, I will hold up one piece at every table to have a short discussion about things that went well and things that didn’t and allow other students to give their opinions via verbal evaluation.
- b. I will then tell students to place their work on the drying rack and clean up their tables before lining up.

VII. Resources

- a. *Story Painter, The Life of Jacob Lawrence*, John Duggleby

Appendix B:

Devin Hanson
Lesson Plan 2 (Level II Field Experience)
10/02/2011

Title of Lesson: Park Lines

Purpose: Students will build on a previous lesson about community and drawing mediums by using line only to recreate a smaller version of their community. This will allow them to recall previous information to learn a new art technique and study the art elements.

I. Objectives/Goals:

- a. Students will be able to define line and analyze different line styles in order to design items in a community.
- b. Students will design a park of their choice using new materials and concepts, such as paint and line.

II. Standards

- a. Goal 1
 - i. National Standards:
 1. #1: Understanding and applying media, techniques, and processes
 2. #3: Students explore and understand prospective content for works of art.
- b. Goal 2
 - i. National Standards:
 1. #2: Using knowledge of structures and functions.
 2. #6: Making connections between visual arts and other disciplines

III. Vocabulary:

- a. Line: A continuous mark made on a surface.

IV. Discussion:

- a. The first thing I will do is comment on the way the students come into the room and sit on the carpet. If they did this well, I will congratulate them and if not, we will review the rules.
- b. "Today we are going to study line and how things are made up from different styles of lines."
- c. "To do this, we will read a few pages out of this book, *Building on Nature: The Life of Antoni Gaudi* by Rachel Rodriguez and Julie Paschkis." As I read the book, I will point out how the illustrator mimicked Gaudi style by using different line styles to create living environments.

- d. Once I am finish reading selected pages from the story, I will announce that we are going to create a park of our choice using line only. This can be any type of park, ex: nature, theme, etc.
- e. I will explain that we are using paint and will demonstrate how to paint three different line styles and the appropriate way to use the brush.
- f. Once I am confident the students understand the project, I will review how they should use water to rinse their brush each time they dip into a new paint color. I will also demonstrate how to use the brush on the paper, emphasizing light brush strokes.
- g. I will release children to their work tables by table number and they will grab their paper from the supply table as they go.

V. Activity

- a. Children will each have one tray of paint and water cup at each table and I will hand out paint brushes.
- b. The children will paint a park of their choice using line, as I did in the demonstration.
- c. If students finish early, I will encourage them to think of non-architectural items to draw within their parks.
- d. If students have trouble staying on task, I will ask them questions about what their job is, and also questions about the assignment to get them back on track.
- e. Ten minutes before class is over, I will announce that the students need to bring their paintings up to the drying rack and will have a student demonstrate the correct way of doing this. Each table will use a sponge to clean off their table and they will sit at their tables quietly when finished.

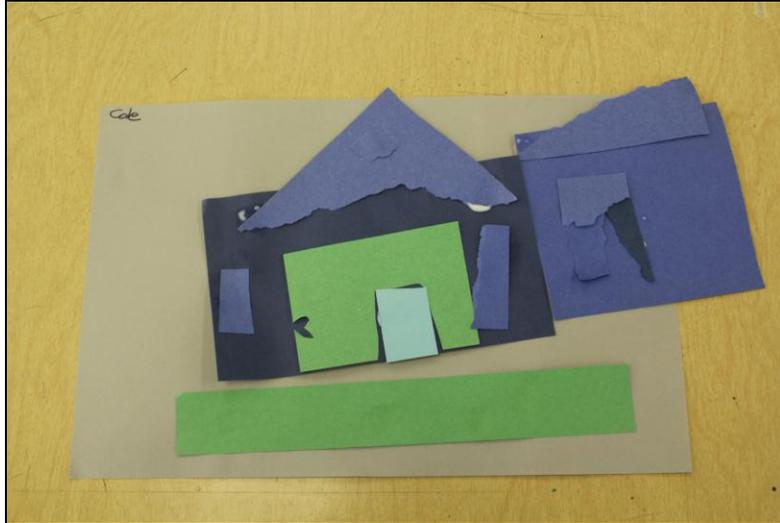
VI. Closing Discussion

- a. During the last five minutes of class, I will pull works off the drying racks to allow students to explain their pieces via verbal evaluation.
- b. Students will be encouraged to tell what their most and least favorite parts of the project were to help me improve my teaching of the lesson.
- c. When the five minutes is up, students will line up at the door to leave class.

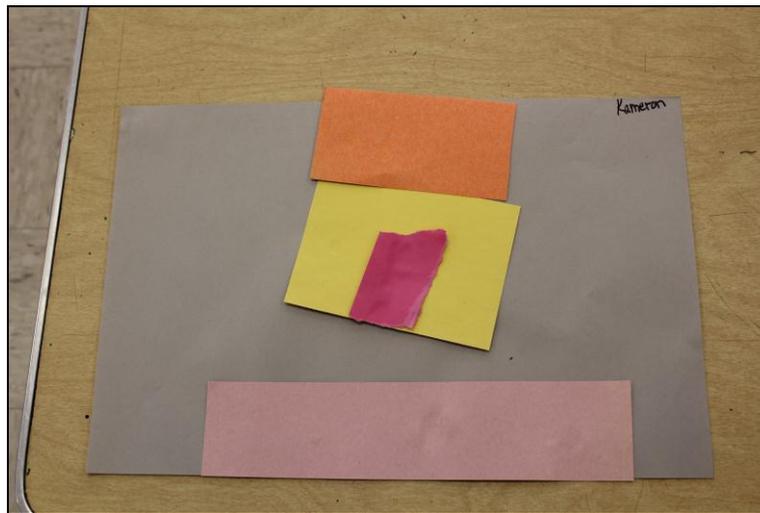
VII. Resources

- a. *Building on Nature: The Life of Antoni Gaudi* by Rachel Rodriguez and Julie Paschkis.

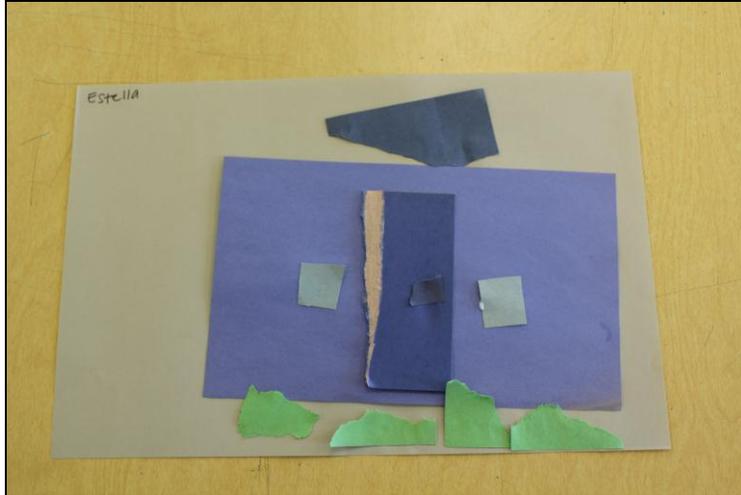
Appendix C: List other materials you will be attaching to this work sample (e.g. visual representations of student learning, copies of assessments, lesson materials, or examples of student work).



Lesson I- Cole



Lesson I- Kameron



Lesson I- Estella



Lesson II- Lily



Lesson II- Amhad