

Citizenship Project Final Report

NAME

3/12/18

1. Describe your experience in implementing your Citizenship Project proposal. What worked and didn't work? What has resulted from these activities?

My proposal had a written component and an artistic component. For the written component, I was to work on a collaborative journal article with Mark Graham in the Art Education Area and a different work with Amy Miner (of BYU Art Partnership) and Brittany May. These were both ongoing writings which I hoped to complete for this project. For the artistic component, I would curate a show with Brian Christensen and then install it in the Provo Library gallery. The show would include my own work as well.

With Mark Graham, we were able to successfully complete our paper and to submit it to a journal. However, the project with Amy Miner and Brittany May has gone defunct. Though we set up a date and time to visit and continue work, it was rescheduled a couple times and then dropped. I believe interest in this project has died out and is not worth further pursuit. Instead, I started and completed a different writing project with Rachael Wasden at the BYU Library and Molly Neves, who is a former art teacher.

The Box Show collaboration with Brian Christensen was a success. The concept behind the box show is that everyone would start with a plexiglass box that is the same size (5x5"). Their artwork could be any media, but everything needed to be securely attached to the box. Brian requested and received money from our department to purchase supplies for our project. Along with some students, we built 25 plexiglass boxes. We sent out a call for students and I organized responses and collected the finished works. With students and other participants, we installed shelving at the gallery and juried and arranged the works. We hosted a gallery opening on Friday, February 2nd as part of the Provo Gallery Stroll. The show will remain up through March 23rd.

2. What have you learned from this process, and what plans do you have to enhance future collaborations?

I learned from this process that collaboration can be very generative, but only when everyone is on board and excited about the project. The Box Show was a good example of a collaborative project that went well. I found it really helpful when working with Brian to set dates for next steps while talking with him and then to follow up with an email so we both had the info in writing. It was also helpful that the project had definite due date. We had a date for set-up from the gallery, so we worked backwards to determine when we would need to collect work, when we'd need to create boxes, send out the call, etc.

As I look forward to future collaborative projects, I will try to implement some of the principles that worked for the collaborations that were successful. After identifying projects that are engaging for all collaborators, I will set up firm deadlines (either external, or internal) to keep work going strong. I will set regular meetings with collaborators to follow up on progress.

Course Development Project Final Report

NAME

3/12/18

Course Background

Art Ed 476R is the seminar class associated with Student Teaching for Art Education.

Student teaching is an intense service learning experience where student teachers work alongside a cooperating teacher. Our student teachers spend nine weeks in a secondary setting and six weeks in an elementary classroom. This is their capstone experience in Art Education licensure.

I took this course over from another professor several years ago and am the only one teaching the course for our area. Many of the requirements for the course are mandated for all education students across campus and cannot be changed. My main role in teaching this class is to shepherd students through all the requirements of licensure in the state of Utah and to prepare them for interviewing for teaching jobs.

Learning Outcomes

Below are the Learning Outcomes listed in the course syllabus:

1. Demonstrate proficiency in the everyday tasks of teaching by doing the following:

- a. Create weekly lesson plans, teaching outlines, or improvement plans in collaboration with the cooperating teacher.
- b. Become familiar with and apply National Core Standards for Visual Arts Education and the Utah Effective Teaching standards to planning and teaching in weekly lesson plans and in the Teacher Work Sample.
- c. Exhibit professionalism in each school setting and the seminar by being consistently punctual (as shown in PAES evaluations) and prepared (as shown in weekly lesson plans).

2. Complete the following requirements established by BYU's Department of Art, the Department of Teacher Education and the Utah State Office of Education:

- a. Teacher Work Sample in (TWS). The document should be exemplary in content and presentation, proofread, and on time. Submit the TWS on MyLink.
- b. Meet the expectations of the cooperating teacher, the university supervisor, and administration of the sponsoring school. This is evidenced in achieving at least a 2.4 cumulative score on all PAES evaluations from University Supervisors and Cooperating Teachers. The evaluations will be submitted by the evaluators on MyLink, and will be signed by the student teacher.

3. Continually reflect on your own as well as others teaching practice by doing the following:

- a. Provide thoughtful peer review to classmates on teaching practice during discussions and review of on-site video recorded art lessons.
- b. Invite and accept commendations and recommendations made by the university supervisor, co-operating teacher, school administrator and peers. Also engage in regular reflection and self-assessment about the essential questions of the course.
- c. Plan and execute an exhibition of student work.

4. Prepare for Job Interviews by doing the following:

- a. Create a Professional Portfolio.
- b. Participate in the Teacher Fair (Winter Semester) or in mock job interviews during seminar (Fall Semester)

Describe the quality and importance of the course learning outcomes.

1. Explain why the learning outcomes represent what is most important for students to learn within the context and purpose of the course.

As their capstone experience, and the last class they take before becoming teachers, it is extremely important that students demonstrate proficiency in everyday teaching tasks, complete all requirements for licensure, reflect upon their practice, and prepare to interview for jobs.

2. Show how the course learning outcomes support program learning outcomes.

Our program learning outcomes are listed below with a description for each of how the course learning outcomes support it (if applicable):

Community, Research, Lifelong Learning, and Service

Students will actively engage in communities of learning through collaborative inquiry, research, and service.

Courses that Contribute: ARTED 276 ARTED 378 ARTED 397 ARTED 450 ARTED 476R
ARTED 478 ARTED 496R

Linked to BYU Aims: *Communicate effectively, Lifelong service*

As students demonstrate proficiency in the everyday tasks of teaching (LO#1), they must actively engage with their mentor teachers and communities of learning in their school and in student teaching seminar. Students also research their own practice and serve as they prepare their Teacher Work Sample (part of LO #2)

Curriculum Theory

Students will construct curricula and other professional materials that reflect current practices and theories in art and education.

Courses that Contribute: ARTED 339 ARTED 378 ARTED 450 ARTED 476R ARTED 478

Linked to BYU Aims: *Communicate effectively, Competence*

This outcome is also addressed by LO#1 as students write lesson plans.

Studio Practice

Students will develop a studio practice that connects to their identity as an art educator and that includes the breadth of media and skills required of art educators in schools.

Courses that Contribute: ARTED 339 ARTED 397 ARTED 450 ARTED 478

Linked to BYU Aims: *Communicate effectively, Competence*

This Program Outcome is addressed in the other methods courses required before student teaching.

Teaching Experience

Students will demonstrate sound teaching practices in a variety of contexts.

Courses that Contribute: ARTED 276 ARTED 339 ARTED 378 ARTED 450 ARTED 476R ARTED 478 ARTED 496R

Linked to BYU Aims: *Communicate effectively, Competence*

This outcome is addressed in LO#1 and LO#3 as students practice teaching and reflect upon their teaching. Students also demonstrate their capacity in creating a professional portfolio for LO#4.

Professional Licensure

Students will fulfill all professional licensure requirements and standards as required by the Art Education Program, the McKay School of Education, and University Standards for Educational Preparation Programs.

Courses that Contribute: ARTED 276 ARTED 339 ARTED 378 ARTED 397 ARTED 450 ARTED 476R ARTED 478 ARTED 496R

Linked to BYU Aims: *Communicate effectively, Competence*

This program outcome is explicitly addressed in LO#2.

Spiritual Dimension of Art Education

Students will demonstrate their ability to consider complex questions and personal responsibilities associated with art and education in the light of gospel principles.

This learning outcome is addressed as students reflect upon their practice (LO#3) in student teaching seminar.

Course Activities

1. Describe how the course activities provide sufficient practice, guidance, and feedback to facilitate student learning.

Course activities are explicitly tied to the learning outcomes for the class. Students practice teaching, prepare licensure materials, reflect upon their practice, and prepare for job interviews.

I am careful in preparing this course to not overload students with assignments. Student teaching is equivalent to taking on a new full-time job, and the Teacher work Sample (for licensure) is often 30 or more pages long. Students gain much of their practice on the job.

That is also where they get the most guidance and feedback from their mentor teachers and university supervisors.

In seminar class, we regularly discuss how things are going, and what questions students have. This is an opportunity for them to explore in a group setting the challenges they are facing. Students also offer feedback and support to each other.

Another activity we do which is not listed in the assignments is mock interviews. Students are prepared on how to create PAR stories (a story in which they share a **P**roblem they encountered, the **A**ction(s) they took to resolve it, and the **R**esults). Then, they practice interviewing several times with different mock interviewers. This allows students to practice the things they will say when faced with an actual interview.

Below is a listing of all of the course assignments.

I. Teacher Work Sample (TWS)

The TWS is required for all students completing licensure programs at BYU. It is a comprehensive work sample of student teaching that includes the following sections:

1. Contextual Factors
2. Learning Goals
3. Assessment Plan
4. Design for Instruction
5. Instructional Decision Making
6. Report of Student Learning
7. Reflection and Self-Evaluation

These will be completed in sections weekly. **A working draft will be saved as a google doc which will be shared with your writing fellow and instructor. The final draft will be submitted on MyLink by November 15th.**

II. Video

At least one taped lesson is required for the semester. Edit the video to 5-8 minutes.

Turn in your edited video on GoReact by the 6th week of class, and come to class prepared to view and reflect upon it. You will also be giving feedback on everyone else's videos.

III. Weekly Lesson Plan Assignment

Each week, meet with your cooperating teacher. Determine together which of the following activities will be most helpful. Complete the activity, and **bring a typed up copy to class that has been signed by the cooperating teacher.**

Options:

1. **Formal lesson plan** (this should be what is turned in most weeks): This should be something that you are preparing to teach in one or more classes the following week. At minimum, it needs to include learning goals, assessment, a detailed outline of how it will be taught, and any materials that needed to be generated to teach with (slide presentations, handouts, etc.). In addition to bringing a printed copy to class, email a digital version of your lesson plan to your university supervisor before you teach. As you plan lessons, specifically consider essential questions #'s 1,2, 5, 8,9, and 10.

2. **Teaching outline for the week** (this format can be used on weeks with a lot of work-days, or if the cooperating teacher will be doing most of the lesson prep and teaching as the beginning and end of a placement): This should include a detailed daily schedule of what you will be doing to support instruction in the classroom the following week.
3. **Plan for improvement** (this format can be used throughout the semester as needed, usually 1-4 times): This should address a specific aspect of teaching drawn from the list of essential questions above, or your own concerns that you wish to improve upon with support from your cooperating teacher and/or university supervisor. Include a description of the area of focus, a description of specific steps you want to take to improve, and a description of how your mentors can support this improvement.

V. Professional Portfolio

Your completed professional portfolio will be turned in **at your exit interview during finals week.**

Plan ahead by having photographs taken of yourself in your teaching settings, including documentation of student work. *Avoid pictures with students' faces, as this requires a photo release from the students' parents.*

Your Professional Teaching Portfolio is intended as a promotional piece for you to take with you when you interview for a teaching position. Carefully consider your content and presentation, as it will reflect who you are as a professional.

1. **Title Page** (i.e. Professional Teaching Portfolio of Sam Samuelson)

2. **Table of Contents**

3. **Photograph of Self**

4. **Teaching Philosophy**

5. **Vitae/Resume**

6. **References**

7. **Sample of Student Art:** Consider including: Individual student work with or without the student included, You teaching, demonstrating, you displaying / hanging a show, you judging student artwork

8. **Creative Portfolio:** This should include photographs of your own artwork with titles and artist statements

9. **Curriculum Samples:** Consider including an overall unit plan with sample lessons so administrators can see that you can plan towards large themes.

VI. Exhibition-Student Show

The exhibit can be in the school, the university, a public gallery, or other exhibition space (libraries, restaurants, etc.). Begin thinking now of what you would like to have exhibited and the process you will use for selection. This exhibit should also document in written form the nature of the project and what students learned in the process. Are you going to exhibit only the very best work or the work of all students? How will you design and promote the exhibit? Create a document that describes your exhibition, how and where it was displayed, and how pieces were selected. The written assignment should also include photographs of the exhibition. **Turn this assignment in on Learning Suite by the final week of class.**

VII. Weekly Schedule

Before every class on Wednesday, email your weekly schedule to NAME and your University supervisor. Include in the email your school name, location, and mentor teacher, with a number that you can be reached at. List each class period with an accurate time of when it meets, and add a description of what you plan on teaching and/or doing during that time. Note at least one lesson that would be good for potential visits by your supervisor.

VIII. Supervisor Visits

These visits are a very important part of the student teaching experience. They will form the basis for your final evaluations and future recommendations. They are also a key part of reflective teaching.

Visits could be on any school day and may be not be announced/scheduled prior so be prepared.

When we arrive, give a simple introduction to the students. For example, "This is my university supervisor, NAME, she'll be visiting class today."

Following your lesson, plan to spend a few minutes in a debriefing session with your supervisor (usually out in the hall). If possible, arrange in advance for your cooperating teacher to cover for you. Often your supervisor will also conference with your cooperating teacher.

IX. Job Interview Preparation

Participate in the Teacher Fair (Winter Semester) or in mock job interviews during seminar (Fall Semester).

2. Show how course activities are aligned with course learning outcomes and assessments.

Most of the course activities are assessments, and so serve as a way of gauging student understanding of an progress with the learning outcomes. A more thorough explanation of these assessments may be found in the assessment section.

3. Explain why course activities and content represent the most current thinking and information in the field.

Course activities and content line up with the most current requirements for licensure in the state of Utah. Assignments like the weekly lesson plan that encourage regular collaboration and consultation between the mentor teacher and student teacher are in line with current research that shows that the relationship between student teacher and mentor are pivotal to the student teacher's experience. Portfolio requirements are based on feedback from our representative for University Career Services as well as queries to former and current administrators for what they are looking for in a candidate.

Assessments of Student Learning

See the listing above of all assessments used in the course to determine if students have achieved the learning outcomes.

1. Explain how assessments provide sufficient opportunities for students to demonstrate achievement of the learning outcomes.

The assessments in this course are designed to be learning opportunities for our students; chances for them to put into practice the things that they have only theorized about in previous coursework. Thus, it both shows us their capacity and increases it. We see growth over the semester.

Students demonstrate in multiple modes that they are capable teachers. They turn in lesson plans, they videotape their teaching and view it with the class, they create an exhibit of student work, and they write a Teacher Work Sample. In visiting them, we can see clearly how they are doing on the job. They demonstrate responsibility and professionalism in collaborating with their mentor teachers on lesson plans, and in regularly turning in schedules. They generate a professional portfolio that demonstrates their capacity in teaching both in writing and in images.

2. Describe why assessments adequately measure the achievement of each course learning outcome (i.e., if a student achieved a high score on an assessment designed to measure a given course learning outcome, could an observer say, with confidence, that that student has achieved that outcome?)

Because there are so many different modes of assessment for this class, I can state with confidence that students who successfully complete all the course assignments are prepared to teach. By the end of the semester, I will have seen them teach in person, viewed a video of them teaching, read multiple lesson plans, read their teaching philosophy and resume, and seen many images of their own work and student work. I will also have communicated regularly with mentor teachers to see how students are performing and if there are any concerns. Mentors and University Supervisors will have observed them teaching multiple times and offered both formative and summative evaluations of their teaching. Issues, if there are any are addressed early and often so that graduate student teachers will have shown their competency to take over their own classroom.

Student Achievement of Learning Outcomes

1. For each outcome, provide evidence to show that students have achieved the outcome.

1. Demonstrate proficiency in the everyday tasks of teaching by doing the following:

- a. Create weekly lesson plans, teaching outlines, or improvement plans in collaboration with the cooperating teacher.
- b. Become familiar with and apply National Core Standards for Visual Arts Education and the Utah Effective Teaching standards to planning and teaching in weekly lesson plans and in the Teacher Work Sample.
- c. Exhibit professionalism in each school setting and the seminar by being consistently punctual (as shown in UPTOP evaluations) and prepared (as shown in weekly lesson plans).

All 14 students in Fall 2017 received passing scores on their weekly lesson plans signed by their mentor teachers. (meaning they turned in nearly all of them, possibly missing a week or two).

Each student received a passing score on their Teacher Work Sample, which required that they include core standards linked to learning goals for a unit they taught.

All students passed their PAES evaluations from University Supervisors. One student received a slightly lower than passing score from her cooperating teacher. However, since she passed all supervisor evaluations, she still was eligible for a license and passed the class.

2. Complete the following requirements established by BYU's Department of Art, the Department of Teacher Education and the Utah State Office of Education:

- a. Teacher Work Sample in (TWS). The document should be exemplary in content and presentation, proofread, and on time. Submit the TWS on MyLink.
- b. Meet the expectations of the cooperating teacher, the university supervisor, and administration of the sponsoring school. This is evidenced in achieving at least a 2.4 cumulative score on all UPTOP evaluations from University Supervisors and Cooperating Teachers. The evaluations will be submitted by the evaluators on MyLink, and will be signed by the student teacher.

All 14 students passed their Teacher Work samples.

Likewise, all student teachers passed their PAES evaluations from University Supervisors.

3. Continually reflect on your own as well as others teaching practice by doing the following:

- a. Provide thoughtful peer review to classmates on teaching practice during discussions and review of on-site video recorded art lessons.
- b. Invite and accept commendations and recommendations made by the university supervisor, co-operating teacher, school administrator and peers. Also engage in regular reflection and self-assessment about the essential questions of the course.
- c. Plan and execute an exhibition of student work.

Throughout the semester, students discussed their practice and reviewed one another's videos. Part of the PAES evaluation includes whether or not our student teachers are reflective teachers and if they collaborated well with others.

4. Prepare for Job Interviews by doing the following:

- a. Create a Professional Portfolio.
- b. Participate in the Teacher Fair (Winter Semester) or in mock job interviews during seminar (Fall Semester)

All 14 students turned in a quality Professional Portfolio that was polished enough to take to a job interview. They practiced job interviews with class. Many students subsequently applied and interviewed for jobs with local districts.

2. Highlight evidence that is most convincing.

With all of the work required of student teachers, it is an impressive feat in and of itself to receive good reviews of student teaching and to complete all of the required paperwork and assessments. All of our students ended the semester passing. Those who had concerns early in the semester were able to work through them to still achieve a passing score.

3. Identify outcomes for which student performance is weak or less than expected.

The biggest concern that we often have during student teaching is the relationship between mentor teacher and student teacher, specifically when that relationship is problematic. Though we had a couple of students and mentors who had difficulty adjusting to each other, we were able to meet with both of them and problem solve the issues so that everyone could have as successful an experience as possible

Many students every semester struggle with the teacher work sample. The wording can be confusing, and the task itself can be overwhelming. However, this assessment cannot be changed since it is a requirement of licensure. Because of this, I've added some extra helps to get students through it. Writing Fellows work with students to help them with the writing in their drafts. We've split the assignment into smaller chunks with due dates to make it more manageable, and they received feedback from me throughout the process. This seems to alleviate most issues so that students can be successful.

4. Identify any outcomes for which there is not sufficient evidence to fully determine if students achieved the outcome.

There is sufficient evidence for every outcome.

7. Steps Planned or Taken to Improve Teaching and Student Learning

1. Describe the results of your analysis of student performance.

Though some students had difficulties early on, or had less than stellar reviews from everyone, all were able to meet the requirements of the class and of Utah State Licensure. They each demonstrated that they were prepared to start as a first-year teacher.

2. Summarize the feedback you have received from students, peers, and supervisors.

Students regularly stress about this class. In class, and in reviews, they are concerned about the workload and being able to accomplish it all while at school all day every day.

3. Based on these analyses and feedback, indicate the steps you are planning or have taken to improve your teaching and student learning. (This includes developing as a teacher and changes to the course.)

To help mitigate the stress and general overwhelm of the class, I've broken down large assignments into component parts. This has helped to make the load more manageable throughout the semester. I worked with my advocate from the center for teaching and learning to re-align assignments with learning goals and program outcomes. I've also sought out support from the Writing Fellows. I ask students regularly in seminar how they are doing, and will often answer questions and address concerns during class.

4. If you have already taken steps to improve your teaching, identify any changes in student performance that have resulted from these steps.

Student stress is still high (as I think it will be for any student teaching experience), but they express appreciation for the segmenting of assignments into less overwhelming parts. The syllabus is more developed and easy to navigate for students since reviewing it with outside help. Writing drafts have improved dramatically since students started meeting with Writing Fellows before turning in drafts. Something that I can continue to tweak and adjust is the scheduling for when the smaller component parts are due. I think an earlier due date will make final editing less stressful towards the end of the semester. I will continue to work on this. I will also continue to regularly check in with students, and adjust each semester accordingly.

Scholarship Strategies Project Final Report

NAME

3/12/18

1. Evaluate your success in accomplishing your scholarly goals (activities or products).

I completed and submitted three articles to journals since my original scholarship strategies proposal. One has already been accepted and published. Additionally, I revised and resubmitted a previous work which was also accepted for publication at a future date.

Two artistic works were accepted into national art exhibitions. I also juried and installed an exhibition in Provo which included my own work as well as the work of community members, faculty, and students.

Though I was not able to complete all of the projects that were in my original proposal, I was able to make solid progress in completing projects and in adding publications and shows to my CV.

2. Describe your experience in applying the strategies you targeted to enhance your scholarly productivity. Have any of these strategies become a useful part of your regular work habits?

I utilized two strategies to enhance my scholarly productivity. As Sarah Coyne suggested in the Spring Faculty Development Seminar, I wrote out a long term plan with specific goals for each month. I also planned to schedule out my time on a weekly basis, planning in blocks that could be utilized for writing and art making.

In looking at the month-to-month plan, I was able to meet most of my goals. It was helpful to plan ahead which projects to focus on each month. However, the short term scheduling on a weekly basis was more difficult to maintain and not as helpful. I found setting deadlines for finishing things and scheduling meetings with collaborators to be more useful as shorter term strategies.

3. If appropriate, revise the paragraph(s) from your faculty development plan where you identify the themes, topics, methods, or applications that will serve as the organizing structure of your program of scholarship.

The original plan that I developed for my faculty development plan was based directly on my expectations letter and therefore is still the most relevant organizing structure for my program of scholarship.

4. Describe what you learned from this process and your plans for enhancing your future scholarly productivity.

I learned that because scholarship is such a nebulous responsibility, it is important for me to create structure and accountability in the form of monthly goals, show deadlines, and collaborators to whom I'm accountable. I will need to continue to incorporate these things into my future practice.