

Unit Packet

This unit packet will be a well organized folder that has: 1) unit plan, 2) research materials, and research paper, 3) lesson plans, 4) a hard copy of your slideshow presentations, 5) professional quality models, and 6) any worksheets needed to teach the unit.

The final section called “Evidence of my teaching effectiveness” will be written in the TPA format.

Planning instruction

Unit Plan: This Unit Plan overview will become the basis for your lesson plans.

Your Portfolio will start with your Unit Plan Overview. This Overview includes:

- Central Focus of the Unit described in a brief paragraph
- Unit Goals, which are the State Standards/Benchmarks addressed by this Unit.
- Academic Language, select key language demands related to the central focus. Explain how you will support students with varied language needs. Cite evidence of opportunities for students to understand and use the targeted academic language in the video clips OR the student work samples.
- Knowledge of Students, Write about general characteristics of students this age to include academic, physical, and social/emotional development, academic language, and family/community/cultural assets. Describe what you know about your students' prior learning with respect to the central focus.
- Instructional Concept section, which summarizes why it is educationally important for students to be taught this lesson. Use resources to support your statements. Explain your students' strengths and needs. Consider the variety of learners in your class.

What I need to think about

Research and Research paper

This will include (but is not limited to):

- Documented tools of your research including webbing, charting, sketching, categorizing, lists of questions, brainstorming ideas, notes.
- A bibliography of the research materials used to develop your research paper. This may include professional articles, sections of books, Internet information (valid sources), interview notes, audio or visual tapes, artifacts, and/or other pertinent items.
- A *three* page analysis paper that meaningfully connects your central focus with the artifacts that you will be using to guide instruction. Remember to use academic language that you want the students to learn, when describing the artifact and then explore the meaning behind the pieces. Your paper may cover the artists, designers, art works, design or architectural examples, historical background, cultural information, popular culture references, and any other relevant topics or items.

What I need to do

Lesson Plans:

Prepare a Cover Sheet consisting of the following:

- Unit name
 - Lesson Title
 - Lesson duration
 - Brief description of previous lesson (if applicable)
 - Current lesson focus – What is the subject matter, how is this relevant to these students and what is the expected outcome?
- Goals from your unit plan that will be addressed in THIS lesson
- Integrative aspects
- Lesson Objectives. *These are to be measurable.*

Write all objectives starting with: "Student will (*learn, create, be able to*, etc. use active verbs)

You should include 2 cognitive objectives, 1 affective objective, and 2 technical objectives.

Cognitive:

1. Critical Inquiry – interpreting and/or creating art and design to discover social issues and societal themes always remembering how this is relevant to your students and their communities.
2. Historical Inquiry – understanding historical/cultural contexts based on your research into the examination of your topic, materials, techniques, time period, etc.

Affective:

3. Aesthetic Inquiry examining the message this topic provides

Technical:

4. Studio Inquiry – creating with media, considering the techniques required, and the appropriateness of the media and technique(s) to the idea(s) of the lesson
 5. Studio Inquiry – utilizing design elements and principles to create composition.
- Assessment plan. Provide a brief explanation of the evaluation procedure to be used and the evaluation scale. Remember to include how the academic language will be assessed.

Create Daily Lesson plans each consisting of the following:

- Day of Lesson
- List of Objective(s) for THIS DAY
- Constraints (what is needed to make this lesson successful– specify for this day)
Include:
 - Advanced preparation
 - Equipment and materials

- Equipment routines – distribution, during activity, collection
 - **Instructional Planning:** procedures including *motivational activity, sequence of instruction, demonstrations, cleanup and closure etc.* Make connections among visual arts concepts of production, form/structure and context. Use knowledge of students to explain why tasks are important
- This section should be specific and clear enough for another art teacher to be able to read it and teach this lesson.
- **Assessment:** How will you measure if your students have learned what you have taught today?

Each day you should have an evaluation procedure.

On the last day of the lesson, you will need a rubric or other method of evaluating the final outcome of the lesson

Powerpoint, Prezi, etc. Presentation

Prepare an instructional slideshow based on your lesson theme. This will be used to teach your students about your unit plan theme and will include your research findings in an inspiring way.

Model Examples

Each lesson must be accompanied with a completed model. This model will allow you to determine if your plan will be successful in the time allotted, with the materials available, etc. A model of the studio will accompany your plan. The model should be created using the same materials and processes required of your students. It is expected that your model will demonstrate your abilities and be the quality work of a college level art student.

This model must be well crafted

Evidence of my teaching effectiveness

Provide Two Video Clips (no longer than 10 minutes each)

- Submit one video that shows you introducing your students to a new medium of production, form/structure, and /or context (personal, social, cultural, historical). Use motivational techniques that show your students in active engagement.
- Submit a second video that shows you supporting students as they apply their knowledge and skills in creating and /or responding to art and design. Make sure you and the students are using the identified academic language for the lesson.

Analyzing Student Work and Providing Feedback

Collect student work from your entire class and analyze student performance to identify patterns in understanding and/or skills within the class. You may submit 3 samples of photographs of work and text files.

- 1) Identify 3 student work samples that illustrate patterns in student performance within the class
- 2) Select and analyze the learning of 2 focus students in more depth and document your feedback of their work, looking at their learning strengths and challenges
- 3) Respond to commentary prompts to report conclusions from your analysis about the 2 focus students' individual learning. Describe feedback given to the 2 focus students.

Personal reflection and assessment of your teaching

Keep a journal to document daily activities that worked or need to be changed. Reflect on your performance specifically for the target class but it is also beneficial to look at your overall performance with all of the classes

- 4) Respond to commentary prompts to analyze your teaching and your students learning in the video clips
- 5) Using notes you have documented throughout the lesson, analyze class performance from one assessment completed during the lesson
- 6) Describe evidence from the student work samples that demonstrate the extent to which students are able to understand and use the academic language for this lesson. Explain how well your language supports promoted their learning of the academic language.
- 7) Explain what you have learned about your teaching practices and 2 or 3 things you would do differently if you could teach the lesson over. Explain why the changes would improve student learning
- 8) Identify next steps in instruction based on your analysis
- 9) Provide the assessment task evaluation criteria and the instructions or prompt for the assessment