

teacher OF
Visual
ART

Art Education
Portfolio Handbook

creative arts
in learning

LESLEY
UNIVERSITY

2010-2011 Portfolio Handbook

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Introduction

Welcome to Lesley!



During the period of your studies at Lesley University, you will be engaged in the process of developing two portfolios: a phase one standards portfolio and a phase two presentation or professional portfolio – for use as an art teacher and as an artist. Your phase one portfolio is a way to collect and archive everything you do during your course of study at Lesley. Your phase two portfolio is a way for you and others to see the breadth of your knowledge and

experience. Creating a portfolio is an artistic journey – a process that you will undertake the rest of your career. Think of the portfolio you create at Lesley as the beginning of your voyage. It should depict the unique characteristics about you and your work.

The ultimate presentation portfolio will define you as a professional artist and teacher and is the cornerstone of your achievements as a student in the *Teachers of Visual Art* program.

Why you are required to develop a portfolio.

A portfolio is an assessment tool and is a requirement of Massachusetts Initial Licensure programs. In this licensure program, the State requires you to document your achievement of five basic professional teaching standards. We at Lesley hope that the portfolio requirement will help you assess your own learning over time and that it will foster development of the “habit” of collecting samples of your work to help you evaluate your own growth.

Why the final portfolio is due during the practicum, when you're so busy at your field placement.

Completion of the portfolio is meant to be a capstone experience. Although you will have collected items and reflected on them throughout your program at Lesley, development of the full portfolio is linked to the practicum, which traditionally falls toward the end of a student's course of studies.

However, it is less an assignment for the practicum seminar than a requirement for completion for graduation. It provides an opportunity for both faculty and students to review a student's growth over the period of time he or she has been in a teacher preparation program.

The portfolio is meant to be the culmination of all work produced over your course of studies. Therefore, the creation of it should be quite manageable and in fact, most students find it an achievable and worthwhile experience.

Phase One: Standards Portfolio



You will begin the portfolio development process upon enrollment in your Lesley program and will complete it at the end of the practicum period. Because it reflects an ongoing process, the portfolio is a continuous work in progress – yours to develop throughout your artistic and educational career.

There are two distinct phases of portfolio development. Phase one involves the collection process; phase two involves the selection and reflection of works as well as the presentation of the portfolio itself.

Collection process

--After acquiring this handbook you should read through the entire process before beginning

--You should plan to create a system for collecting the work you create throughout your program

- binder or files for units, lesson plans, reports, etc.
- Flat file or portfolio for completed artwork
- Begin taking digital images of all your artwork as well as any of your student artwork
- **STORE EVERYTHING ELECTRONICALLY (on a CD or memory stick, etc.)!**

The Phase One Portfolio is a means to gather and archive data and is not reviewed for grading purposes apart from determining that you have artifacts for all given licensure standards.

Phase One Organizing Strategies

For each class you take at Lesley, store every major assignment on a disc or memory stick, and in hard copy format. After each class reflect on what you have done and compare these items against the State standards. See chart that follows that details these standards and examples of artifacts that might represent them.

Create five folders on your desktop or designated area on your computer – one for each state teaching standard and then once you have decided which standards the assignment meets, deposit a copy of the assignment in that desktop folder. Create additional folders for archiving items like photos or other things which you want to keep organized, but are unsure of how they address the standards.

E-Portfolio “MAP”

Finally, if available to you, bring the established folders into “My Content” in your “My Lesley” system. Your Seminar Instructors will guide you through the process of storing these folders electronically and transforming them into e-portfolios which will make the creation of your phase two portfolio much easier!

Standards

Review the charts provided to learn more about each standard and types of artifacts that you will be producing in your coursework and field experiences.

Standard A – Plans Curriculum and Instruction	
Indicators	Evidence
<p>1. Draws on content standards of the relevant curriculum frameworks to plan sequential units of study, individual lessons, and learning activities that make learning cumulative and advance students’ level of content knowledge. (Specify Curriculum Framework title, learning standards, and concept and skills used [attach list if necessary]).</p> <p>2. Draws on results of formal and informal assessments as well as knowledge of human development to identify teaching strategies and learning activities appropriate to the specific discipline, age, level of English language proficiency, and range of cognitive levels being taught.</p> <p>3. Identifies appropriate reading materials, other resources, and writing activities for promoting further learning by the full range of students within the classroom.</p> <p>4. Identifies prerequisite skills, concepts, and vocabulary needed for the learning activities and design lessons that strengthen student reading and writing skills.</p>	<p>For this section, look at evidence that presents your ability to plan in-depth curriculum.</p> <p>Include:</p> <p>Evidence of sequential planning Assessment models, Modifications, Literacy links, etc.</p>

<p>5. Plans lessons with clear objectives and relevant measurable outcomes.</p> <p>6. Draws on resources from colleagues, families, and the community to enhance learning.</p> <p>7. Incorporates appropriate technology and media in lesson planning.</p> <p>8. Uses information in Individualized Education Programs (IEPs) to plan strategies for integrating students with disabilities into general education classrooms.</p>	
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Standard B – Delivers Effective Instruction	
Indicators	Evidence
<p>1. <i>Communicates high standards and expectations when <u>beginning the lesson.</u></i></p> <p>a) <i>Makes learning objectives clear to students.</i></p> <p>b) <i>Communicates clearly in writing and speaking.</i></p> <p>c) <i>Uses engaging ways to begin a new unit of study or lesson.</i></p> <p>d) <i>Builds on students' prior knowledge and experience.</i></p> <p>2. Communicates high standards and expectations when <u>carrying out the lesson.</u></p> <p>a) Uses a balanced approach to teaching skills and concepts of elementary reading and writing.</p> <p>b) Employs a variety of content-based and content-oriented teaching techniques from more teacher-directed strategies such as direct instruction, practice, and Socratic dialogue, to less teacher-directed approaches such as discussion, problem solving, cooperative learning, and research projects (among others).</p> <p>c) Demonstrates an adequate knowledge of and approach to the academic content of lessons. (See license-specific questions in Guidelines, pp. 13-44)</p> <p>d) Employs a variety of reading and writing strategies for addressing learning objectives.</p> <p>e) Uses questioning to stimulate thinking and encourages all students to respond.</p> <p>f) Uses instructional technology appropriately.</p> <p>g) Employs appropriate sheltered English or subject matter strategies for English learners.</p> <p>3. Communicates high standards and expectations when <u>extending and completing the lesson.</u></p> <p>a) Assigns homework or practice that furthers student learning and</p>	<p>For this section, look at evidence that covers the beginning, execution, completion and evaluation of lessons.</p> <p>Examples: Lesson plans that clearly delineate this sequence.</p> <p>Note – this about teaching, you teaching in the physical act of teaching</p> <p>Pictures/ videos of you teaching Evidence of children learning Photos Journal entries</p> <p>Examples of how you begin a lesson, is there a ritual, a demo, a showing of exemplars, etc.?</p> <p>Prior knowledge – how do you connect students from what they just learned to what</p>

<p>checks it.</p> <p>b) Provides regular and frequent feedback to students on their progress.</p> <p>c) Provides many and varied opportunities for students to achieve competence.</p> <p>4. Communicates high standards and expectations when <u>evaluating student learning</u>.</p> <p>a) Accurately measures student achievement of, and progress toward, the learning objectives with a variety of formal and informal assessments, and uses results to plan further instruction.</p> <p>b) Translates evaluations of student work into records that accurately convey the level of student achievement to students, parents or guardians, and school personnel.</p>	<p>you want them to learn next – is there a vocabulary review, a connection through curriculum in a unit that illustrates that sequence, etc.</p> <p>How do you incorporate reading and writing throughout – look at lesson plans, use of handouts or assignments that require this, assessment that utilizes reading and writing as a tool</p> <p>How do you use technology to deliver instruction ? PowerPoint Photo exemplars etc.</p> <p>Evidence of homework assignments, progress reports</p> <p>Rubrics, tools for evaluating If you can, include examples where students have filled out a rubric or self-assessment tool that you include in the portfolio with example of that students work, photo of them working and the lesson which guided the student work.</p> <p>2) c Review in the Practicum Handbook, the page which lists license specific questions about the visual arts. Here you are asked to document that you have adequate subject matter knowledge of materials, techniques, language, etc. Evidence examples: artwork, artist statement, transcripts highlighting art classes, passing of the MTEL Visual Arts test, resume that illustrates exhibits and community arts projects, etc., professional development work</p>
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Standard C – Manages Classroom Climate and Operation	
Indicators	Evidence
<p>1. Creates an environment that is conducive to learning.</p> <p>2. Creates a physical environment appropriate to a range of learning activities.</p> <p>3. Maintains appropriate standards of behavior, mutual respect, and safety.</p> <p>4. Manages classroom routines and procedures without loss of significant instructional time.</p>	<p>Teaching philosophy statements</p> <p>Rules of the Art Room</p> <p>The Ideal art room – journal entry, floor plan drawings</p> <p>Journal entries</p> <p>Philosophies/ strategies re clean up and set up, discipline, etc.</p> <p>Photos of kids setting up/ cleaning up; of rules of art room; etc.</p>

Standard D – Promotes Equity	
Indicators	Evidence
<p>1. Encourages all students to believe that effort is a key to achievement.</p> <p>2. Works to promote achievement by all students without exception.</p> <p>3. Assesses the significance of student differences in home experiences, background knowledge, learning skills, learning pace, and proficiency in the English language for learning the curriculum at hand and uses professional judgment to determine if instructional adjustments are necessary.</p> <p>4. Helps all students to understand American civic culture, its underlying ideals, founding political principles and political institutions, and to see themselves as members of a local, state, national, and international civic community.</p>	<p>Teaching Philosophy statements</p> <p>Rubrics where effort is stated as a key to success</p> <p>Papers from Multicultural class/ Critical Pedagogy that address these topics</p> <p>Journal entries</p> <p>Lessons/ units that have integrated social studies/ civics concepts</p> <p>Participation in community/ civic activities that relate – i.e., projects around community or social awareness</p> <p>Photo/ writing etc. that address or reveal diversity</p>

Standard E – Meets Professional Responsibilities

Indicators	Evidence
<p>1. <i>Understands his or her legal and moral responsibilities.</i></p> <p>2. Conveys knowledge of and enthusiasm for his/her academic discipline to students.</p> <p>3. Maintains interest in current theory, research, and developments in the academic discipline and exercises judgment in accepting implications or findings as valid for application in classroom practice.</p> <p>4. Collaborates with colleagues to improve instruction, assessment, and student achievement.</p> <p>5. Works actively to involve parents in their child's academic activities and performance, and communicates clearly with them.</p> <p>6. Reflects critically upon his or her teaching experience, identifies areas for further professional development as part of a professional development plan that is linked to grade level, school, and district goals, and is receptive to suggestions for growth.</p> <p>7. Understands legal and ethical issues as they apply to responsible and acceptable use of the Internet and other resources.</p>	<p>Code of ethics for teachers, does your school where you are at have one you can include as evidence of this? Teacher Handbook pages of this, journal entries of conversations around this idea</p> <p>Resume, teaching phil. Statement – what is evidence of your continued work in your discipline as artists, how do you share this with students? Working on art shows with students, inviting students to your own art shows, sharing your artwork as exemplars in class, etc.</p> <p>Your ongoing practice and research as an artist – artist statement, examples of artwork, art exhibits and projects on your resume, professional development activities and tying these developments to how you think about teaching, how you develop lessons, etc. Examples of coursework from throughout the program where you are asked to straddle making and teaching art – thesis!</p> <p>Are you on committees, going to dept. meetings, participating in extra-curricular work around academic issues? Have you designed an integrated arts unit where you would collaborate with another teacher?</p> <p>Progress reports, letter to parents, invites to parents to attend children's art shows, attendance of parent teacher conferences, etc.</p> <p>Journal Reflections of areas you'd like to grow in, how do these fit into your teaching plan?</p> <p>Pulling together examples of policies schools may have for regulation of internet, copyright, other issues of academic nature. Lesley U. policies, National standards, your practicum school policies etc. Could also be a way that</p>

	<p>you include expectations up front on lesson plans or handouts for students that document expectations re plagiarism/ copyright, how its appropriate to use internet, etc.</p>
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Phase Two: Presentation Portfolio



Phase Two materials:

- Introductory Materials – includes resume/ CV, teaching philosophy statement
- Three areas of teaching achievement – defined by you and developed based upon reflection from the phase one collection process, must include at least five photographs of your students working on your lessons and examples of their work
- Subject matter achievement – includes 5-10 samples of recent visual art, artist statement

Introductory Materials. Typical items include a detailed resume or vitae and a teaching philosophy statement.

The **resume** should be professionally organized and presented. It is recommended that you view sample resumes at the Career Resource Center and also view the recommend format for visual artists located on the College Art Association website. Your resume should reflect both your teaching and your art experiences.

Teaching philosophy. This is a statement that describes who you are/ plan to be as a teacher. What are your philosophies? What learning methodologies will you choose to employ? For what grade levels and why? This should cite specific references learned throughout your program at

Lesley, incorporating what mirrors your own ideas about teaching. Be reflective and earnest. This tells your potential employer what kind of teacher you will be and how you will fit into their program.

Three Areas of Teaching Achievement

As you reflect on the curriculum you have developed, on the papers you have written, and on the numerous other assignments and experiences you have had at Lesley, determine three areas of growth that you would like to develop into “chapters” in your presentation portfolio. These “chapters” should tell the story of who you are as a teacher, how you’ve grown, where you are headed, etc. Artifacts from across the five standards will be pulled in and organized to help tell your story. Additional narrative and support materials may be added to these. You must include your major units/ curricular work in at least one of these sections along with documentation from your practicum including lessons taught and photos of you teaching and your students making art.

Subject Matter Achievement

In your presentation portfolio, you must include a section that details your growth as an artist. This must include a written artist statement and at least five images of your artwork produced during your course of study at Lesley.



Artists’ statement. This should be no more than one page (one paragraph is better) that summarizes the type of work you do as an artist. This should address: your artistic media, themes and ideas in your art, historic or contemporary references important to you, anything else that viewer should know when looking at your work.

Art work. Your five images (minimum) should be high quality images that are professionally presented. Label with title, media, date.

Future Goals.

Based on your reflections of your teaching and artistic achievements, identify the goals you have for your future. Where do you see yourself in five years? In twenty years? Your Seminar Instructor

will guide you through the process of writing a future goals statement to build into your presentation portfolio the added dimension of where you are headed once you leave Lesley.

Final Version and E-Portfolio.

You will be required to produce both an electronic presentation portfolio and a finalized hard copy portfolio. These may be the same or different depending on your ideas for presentation. Your Seminar instructor will guide you through this process and you will complete much of the work during class time.

Assessment of Phase One and Phase Two Portfolios

There are multiple levels of assessment in both portfolio phases. At the beginning of the Practicum Seminar, your instructor will review your standards portfolio and determine if you have met the standards. She/ he will instruct you on filling out the Pre-service Performance Assessment (PPA - State final licensure form).

Your Phase Two portfolio will be self-assessed and will be reviewed by peers. In addition, a panel of educators out side of Lesley will review and offer feedback on your presentation portfolios. Your Seminar Instructor will also provide written feedback on it as well. In addition, you will bring your Presentation Portfolio and your PPA to your final meeting with your Program Supervisor and Supervising Practitioner. They will review your portfolio and teaching with you and will then rate your performance on the PPA form. Your Seminar Instructor will provide copies of any assessment tools that will be used as part of your portfolio assessment.