

LA 301 TEACHING ARTIST: THEORY AND METHODS

Outline and Course Schedule*

Fall 2009

**This schedule is subject to change. Check the website for updates*

WK	DATE	LOCATION	DAILY COURSEWORK	ASSIGNMENT DUE
1	9/1 Tuesday	Western 402	<p>INTRODUCTION–OVERVIEW SYLLABUS, SCHEDULE AND WEBSITE</p> <p>‘Why Art? Why teach?’ - personal reflections ‘Best Teacher or Teaching Opportunity’</p> <p>OVERVIEW PEER PRESENTATION REQUIREMENTS SIGN UP FOR PEER PRESENTATIONS OVERVIEW RESEARCH PAPER REQUIREMENTS – begin research into topic WEBSITE INRO – Library visit for introduction to digital classroom</p> <p><i>Assignments - Thursday September 3</i></p> <ol style="list-style-type: none"> Assignment: Bring one news story from newspaper internet, radio or TV programming on Minnesota schools, laws or issues affecting Minnesota K-12 education. Be prepared to paraphrase and present your articles in class, as well share your responses to them. Email photo (head shot) and short bio to lmi@cva.edu. See http://faculty.cva.edu/LMI/pages/teachingartists.html for examples of each. Bio should be general, addressing your major, artmaking, experience working with kids, your interests in arts education. 125-150 words. Send a jpg saved for the web. Size and naming requirements below: -large photo, 160 pixels (W)X 200 pixel (H), named as follows: YourName.jpg 	
	9/3 Thursday	Western 402	<p>PRESENT ONE ARTICLES EACH TO CLASS ON MINNESOTA EDUCATION ISSUES. Class discussion.</p> <p><i>Assignments - Tuesday September 8</i></p> <ol style="list-style-type: none"> Take the following on-line surveys, printout results and bring to class for reference. You will <i>not</i> be asked to share the specific results. <ul style="list-style-type: none"> Multiple Intelligence Inventory at http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks3/ict/multiple_int/inde 	<ol style="list-style-type: none"> One news story on MN ed issues paraphrased and discussed. Photo of self and short bio to lmi@cva.edu by 10:00AM.

WK	DATE	LOCATION	DAILY COURSEWORK	ASSIGNMENT DUE
			<p>x.htm</p> <ul style="list-style-type: none"> • Myers-Briggs Typology Inventory at http://www.humanmetrics.com/cgi-win/JTypes1.htm • Index of Learning Styles Test http://www.engr.ncsu.edu/learningstyles/ilsweb.html • Read and review website Discipline by Design http://www.honorlevel.com/x79.xml • Review and participate in MI website workshop: http://www.thirteen.org/edonline/concept2class/mi/index.html • Read following two on-line articles on MI Theory with Howard Gardner. <ul style="list-style-type: none"> ○ Howard Gardner, and Thomas Hatch. "Multiple Intelligences Go to School" CTE Technical Report , Issue No. 4 (March 1990), This article presents a general overview of M.I. theory and its applications in the classroom. http://cct2.edc.org/ccthome/reports/tr4.html ○ Howard Gardner, Ph.D. "Intelligence in Seven Steps" Gardner describes seven historical steps in the development of thinking about intelligence, focusing in particular on work inspired by his Theory of Multiple Intelligence. http://www.serprofessoruniversitario.pro.br/ler.php?modulo=8&texto=1511 	
2	9/8 Tuesday	Western 402	<p>CASE STUDIES Bring learning styles worksheets results and notes for group discussion Learning Style, MI Theory and classroom management.</p> <p>Choose and sign up for educational movement for 10 minute presentation and 100-150 word essay</p> <p><i>Assignments – Tuesday September 15</i> Do web research for educational movement presentation and 100-150 word short essay, presentation with Ppt considering what you have learned about learning styles, multiple intelligences.</p> <p>Research links below.</p> <p>http://www.cloudnet.com/~edrbsass/edhis.htm#peopleandtheories Helpful links to web information on education theorists and theories in United States</p> <p>http://www.cloudnet.com/%7Eedrbsass/educationhistorytimeline.html “This Web-based lesson plan is designed to introduce students to key events in the history of American education as they explore an educational history timeline and choose events</p>	<ol style="list-style-type: none"> 1. Learning styles, Meyers Briggs personality test and MI test results. 2. View MI website, Discipline by Design website, and Gardner reading-notes for classroom use.

WK	DATE	LOCATION	DAILY COURSEWORK	ASSIGNMENT DUE
2	9/8 Tuesday	Western 402	<p>CASE STUDIES Bring learning styles worksheets results and notes for group discussion Learning Style, MI Theory and classroom management.</p> <p>Choose and sign up for educational movement for 10 minute presentation and 100-150 word essay</p> <p><i>Assignments – Tuesday September 15</i> Do web research for educational movement presentation and 100-150 word short essay, presentation with Ppt considering what you have learned about learning styles, multiple intelligences.</p> <p>Research links below.</p> <p>http://www.cloudnet.com/~cdrbsass/edhis.htm#peopleandtheories Helpful links to web information on education theorists and theories in United States</p> <p>http://www.cloudnet.com/%7Edrbsass/educationhistorytimeline.html “This Web-based lesson plan is designed to introduce students to key events in the history of American education as they explore an educational history timeline and choose events they believe to be the most important. “</p> <p>http://www.oise.utoronto.ca/research/edu20/moments/ “This is a site about education during the 20th century, organized by decades. It includes short descriptions of 'educational episodes' that took place in that period. The episode in question could be a policy, a court case, a piece of legislation, a scholarly article, a new theory, a research report, an incident, the release of a book, a speech, an empirical finding, a conference, the opening or a closure of an institution, a movie, an anecdote, or anything, big or small, that tells us something about education theory, policy, politics, research or practice during the last century.”</p> <p>http://www.emtech.net/learning_theories.htm Useful weblinks to important educational movements throughout history</p> <p>http://tip.psychology.org/ TIP was created to make educational learning theories and practice more accessible to educators and those interested in teaching and learning.</p> <p>http://www.slideshare.net/meury/the-powerpoint-12 Tips on using PowerPoint effectively</p>	<ol style="list-style-type: none"> 1. Learning styles, Meyers Briggs personality test and MI test results. 2. View MI website, Discipline by Design website, and Gardner reading-notes for classroom use.

WK	DATE	LOCATION	DAILY COURSEWORK	ASSIGNMENT DUE
4	9/22 Tuesday	Weisman Art Museum Meet at 10-11:20	<p>WEISMAN ART MUSEUM ✓</p> <p>JUDI PETKAU Coordinator of Youth Programs Teaching techniques in the museum</p> <p>Weisman Art Museum University of Minnesota 333 East River Road Minneapolis, MN 55455 (612) 625-9623</p>	
	9/24 Thursday	Minneapolis Institute of Art 10-11:20	<p>MINNEAPOLIS INSTITUTE OF ART ✓</p> <p>TRENDEN WAGONER Director of Educational Resources</p> <p>Presentation of Teaching Resources Visual Thinking Strategies Docent Tour</p> <p>Minneapolis Institute of Art 2400ThirdAveSouth Minneapolis, MN</p> <p><i>Assignment – Tuesday September 29</i> MIA Research and VUE (VTS) written presentation summary due Tues, Sept 29. Review on line teachers' development tools at: http://www.artsconnected.org/index.cfm View and research the Visual Understanding website at http://www.vue.org/</p> <p>Using your VTS research and our experience at the MIA with VTS, choose a piece of artwork from the ArtsConnectEd website. Create a VTS experience with a partner. Document their comments in writing and reflect on what you learned from this experience, what you struggled wit and what you would do differently nest time. Create a document with the image, VUE/VTS commentary and self- reflection. 1-2 pages, 12 point, spell check. Email to LMI@cva.edu Oct 1.</p> <p>Address the following VUE/VTS question in your interview and transcript: What do you see? What makes you say that? What else do you see?</p>	1. Paper topic due in email

WK	DATE	LOCATION	DAILY COURSEWORK	ASSIGNMENT DUE
5	9/29 Tuesday	Western 402	MINNESOTA GRADUATION STANDARDS NYSAA BROWN ✓ Visual and Media Arts Education Specialist Perpich Center for Arts Education <i>Assignment –Thursday October 1</i> Materials Research: handouts and directions in class and on the website	1. VUE (VTS) written presentation transcription due in email
	10/1 Thursday	Western 402	PERPICH CENTER BARBARA COX – CONTACTED Partnering Resources Coordinator for Perpich Center for Arts Education	1. Materials research due in email 2. Lesson plan for peer teaching 1 due-----
6	10/6 Tuesday	Western 402	PEER TEACHING PRESENTATION 1 –	1. Lesson plan for peer teaching 2 due-----
	10/8 Thursday	Western 402	PEER TEACHING PRESENTATION 2 –	1. Lesson plan for peer teaching 3 due----- 2. Peer and Self Evaluations 1 due
7	10/13 Tuesday	Western 402	PEER TEACHING PRESENTATION 3 –	1. Lesson plan for peer teaching 4 due----- 2. Peer and Self Evaluations 2 due
	10/15 Thursday	Western 402	PEER TEACHING PRESENTATION 4 –	1. Lesson plan for peer teaching 5 due----- 2. Research Paper Outline and Sources due, request for informational interview cc instructor 3. Peer and Self Evaluations 3 due
8	10/20 Tuesday	Western 402	PEER TEACHING PRESENTATION 5 –	1. Lesson plan for peer teaching 6 due----- 2. Peer and Self Evaluations 4

WK	DATE	LOCATION	DAILY COURSEWORK	ASSIGNMENT DUE
				due
	10/22 Thursday	Western 402	PEER TEACHING PRESENTATION 6 –	1. Peer and Self Evaluations 5 due
9	10/27 Tuesday	Western 402	COMPAS DANIEL GABRIEL ✓ Arts Education Program Director Overview of residency model, requirements and COMPAS roster	1. Lesson plan for peer teaching 7 due----- 2. Peer and Self Evaluations 6 due
	10/29 Thursday	Western 402	PEER TEACHING PRESENTATION 7 –	1. Lesson plan for peer teaching 8 due----- 2. Peer and Self Evaluations 6 due
10	11/3 Tuesday	Western 402	PEER TEACHING PRESENTATION 8 –	1. Lesson plan for peer teaching 9 due----- 2. Peer and Self Evaluations 7 due
	11/5 Thursday	Western 402	PEER TEACHING PRESENTATION 9 –	1. Peer and Self Evaluations 8 due
11	11/10 Tuesday	X	NO CLASS – ADVISING DAY	
	11/12 Thursday	Jackson School	JACKSON TEACHER MEETING AND CLASS OBSERVATIONS 7:30-8:15 meet with 1st grade teachers for Harvest Project ?????TBA 10-11:20 Grades 1-3 Jackson Preparatory Magnet School 437 Edmund Ave St. Paul, MN 55103 (651) 293-8650 Assignment –Thursday October 19 1. Jackson Observation Description Sheets <ul style="list-style-type: none"> • What do you see the teachers doing? • What do you see the students doing? • What do you think the teacher is teaching overtly and subtly? 	1. Peer and Self Evaluations 9 due

WK	DATE	LOCATION	DAILY COURSEWORK	ASSIGNMENT DUE
			2. Team lesson plan and exemplars of students work for Harvest Project —class presentation and tuning	
12	11/17 Tuesday	Jackson School	<p>JACKSON CLASS OBSERVATIONS</p> <p>10-11:20 Grades 4-6</p> <p>Jackson Preparatory Magnet School 437 Edmund Ave St. Paul, MN 55103 (651) 293-8650</p> <p><i>Assignment – Thursday October 19</i></p> <p>Jackson Observation Description Sheets</p> <ul style="list-style-type: none"> • What do you see the teachers doing? • What do you see the students doing? • What do you think the teacher is trying to teach overtly and subtly? 	
	11/19 Thursday	Western 402	HARVEST TEAM PRESENTATION OF LESSON PLANS AND EXAMPLARS	<p>1. Jackson 1-6 Observation Description Sheets due handwritten and <i>legible</i> <i>(If they are not legible I will ask you to word process)</i></p> <p>2. Jackson lesson plans and exemplars due in class for team presentation</p>
13	11/24 Tuesday	Jackson School	<p>JACKSON HARVEST PROJECT PRESENTATION</p> <p>10-11:20 +</p> <p>CVA students arrive ASAP for set up, teaching and stay for clean up.</p>	<p>1. Research Paper due in Email</p> <p>2. Lesson plan for Peer teaching 10 due</p>
	11/26 Thursday	X	<p>NO CLASS THANKSGIVING BREAK</p> <p><i>Assignment – Tuesday December 15</i></p> <ul style="list-style-type: none"> • Over break check artist roster http://www.arts.state.mn.us/aie/index.htm and choose 2 artist you would be interested in assisting next semester. • Visit the Minneapolis and St Paul district and Community Arts Organization websites 	

WK	DATE	LOCATION	DAILY COURSEWORK	ASSIGNMENT DUE
	11/26 Thursday	X	<p>NO CLASS THANKSGIVING BREAK</p> <p><i>Assignment – Tuesday December 15</i></p> <ul style="list-style-type: none"> Over break check artist roster http://www.arts.state.mn.us/aie/index.htm and choose 2 artist you would be interested in assisting next semester. Visit the Minneapolis and St Paul district and Community Arts Organization websites to familiarize yourself with schools and programs. You will make preferences for Practicum from this list. <ul style="list-style-type: none"> St. Paul Linwood / Monroe A+, Expo Elementary, Jackson Preparatory Magnate, Highland High school, St. Paul Central - http://www.spps.org/ Minneapolis: Seward Montessori, Barton Open, Marcy Open, Southwest High School, South High School, Patrick Henry High School, Edison High School, North High School - http://www.mpls.k12.mn.us/ Arts Organizations: Courage Center, Weisman Museum, Walker Art Center, Minneapolis Institute of Art <i>Practicum Assignments are chosen by the instructor with input from the TA student.</i> 	
14	12/1	Jackson School 10:00-11:20	HARVEST REFLECTION AND INSTALLATION OF WORK	1. Harvest Project Self Evaluations due
	12/3 Thursday	Western 402	PEER TEACHING PRESENTATION 10 –	1. Peer and Self Evaluations 10 due
15	12/8 Tuesday	Western 402	<p>PAPER PRESENTATIONS AND RESIDENCY DISCUSSIONS AND PROTOCOLS FOR BREAK</p> <p>15 minute visual and verbal presentation of research and findings (PPT)</p> <p>Overview of Practicum and Opportunities</p>	<p>1. Artists, schools and/or community organization you are interested in working with during Practicum.</p> <p>Word Processed</p>
	12/10 Thursday	Western 402	<p>MINNESOTA STATE ARTS BOARD</p> <p>AMY FRIMPONG – CONTACTED</p>	