Arts Education and Healthful Living Portfolio Guidelines Spring 2010

Timeline:
• To be started in the summer, during ELED 5100: Intensive Orientation to Teaching.
• To be completed by the end of ELED 6470: Elementary Graduate Student Teaching/Internship.

What to Do:

• These portfolios are to be completed independently. You may not collaborate with others to produce these products.
• Participate in and complete a combination of required, optional, and self-selected activities and experiences at different times throughout the year.
• Integrate arts and healthy living activities with other curricular areas and assignments at times.
• Use School Experience Logs where directed (former signature form is acceptable). The link for this log is: http://education.uncc.edu/oe/forms_apps/School_Experience_Log.pdf.
• Organize all papers, artifacts, and other documentation into comprehensive portfolios, with each section and evidence clearly labeled.
• Collect supervisory signatures from both school-based teachers and from supervisors as directed.
• Identify the person that signed your portfolio by name, position, school, and business phone number.
• Make sure you include a date for completion of each component.
• If using the old form, cut and paste signature page with each section (copy is fine).
• Lessons that require implementation may be taught to an entire class, a small group of students, or an individual student, but all must be taught in a school setting.
• For all lessons that require implementation, identify to whom you taught the lesson (district, school, and grade) and the date you taught this lesson.
• Turn your portfolio in to your university supervisor prior to or during your final conference with your student teaching university supervisor.

Format:

• All portfolios will be submitted using a three ring binder.
• All components must be typed; handwritten entries will not be accepted.
• Supervisor signatures must clearly identify the position the supervisor holds as well as the place of employment.
• All sections and attachments must be clearly labeled to assure that the evaluator can easily find each artifact being assessed.

Evaluation:

• The Coordinator of the Graduate Certificate/M.A.T. program in elementary education will check each component to make sure it meets the set standard.
• All components must be of at least “B” quality.
8.1: **Design and implement an integrated unit in which all of the arts is included, sometimes as the priority of teaching, sometimes as support for other areas.**
- A unit contains a minimum of 4 lessons.
- These lessons will all include a content area objective and an arts objective from the NCSCOS.
- The student may use lessons designed in other courses.
- A minimum of two of these lessons will have an art objective as the primary objective of the lesson.
- Lessons that don’t have art as the primary objective will clearly show how art supports the content area objective.

8.2: **Choose one of the following:**
1) **Summarize articles** supporting the necessity of the arts or demonstrating the powerful role of the arts in elementary education. Choose two articles pertaining to each of the four areas of the arts from professional journals in those fields.
   *Notes:* Copies of all eight articles (2 each for Dance, Visual Arts, Theatre, and Music) must be included as artifacts. Articles should be identified as to their sources, dates of publication, and authors. *Note: Each summary should illustrate your understanding of the main points of the article.*

2) **Write a position paper** on the necessity of the arts in elementary education, citing theory and research from a minimum of 6 professional journals and two books.
   *Note: A position paper must cite references and should be a minimum of 3 double-spaced pages plus references. References must be complete.*

3. **Write a position paper** on the role of the arts in the development of thinking/learning skills, citing theory and research from a minimum of 6 professional journals and two books. *Note: A position paper must cite references and should be a minimum of 3 double-spaced pages plus references. References must be complete.*

8.3: **Spend at least 5 hours interviewing, shadowing, observing, and assisting each of the following arts teachers: art, dance, music, and theatre. (Total = 20 hrs.)** Develop an organized section in your Arts portfolio of activities you have implemented or assisted the arts teachers to implement that are aligned with the goals and objectives of the NCSCOS for each area of the arts. For each arts area, write a brief reflective paper addressing the questions below. *Use the School Experiences Log to document your hours with each teacher.*
- Attach School Experiences Log with signature of each arts supervisor. Highlight hours to clearly show that you spent 5 hours in that arts area.
- Answer each of the following in a numbered paragraph:
  1. Describe what you did during your visits to the arts classroom.
  2. Describe what you learned about children and their development for each arts area.
  3. Describe what you learned about the basic concepts and elements of those areas of the arts.
  4. Describe what you learned from each instructor.
  5. Describe what you learned about teaching in each arts area.
  6. Describe how you might collaborate with arts teachers in the future in order to enhance learning in your classroom.
NOTE: If you have difficulty accessing a school with a dance and/or theatre teacher, you can visit alternative settings such as practices for a play involving children (church, school, local theatre) or get permission to observe or volunteer at a local dance studio. Make sure you also include the School Experiences Log, get appropriate signatures, and identify the name and phone number of the person that supervised you.

8.4: Review at least one methods course textbook, one teacher’s manual, one website, and one set of supplementary materials for each of the four areas of the arts. Analyze their
1. Alignment with the NCSCOS,
2. Their usefulness to you,
3. Their sensitivity to multiculturalism,
4. How you or other teachers use such materials.

Notes:
- Number these answers.
- Identify each arts area for all sixteen artifacts that you will include.
- Use complete citations of the sources.
- Number your answer for each you the reader can easy see your answers to each of the above.
- Make sure you have four different paragraphs for each arts area answering each of the 4 questions outlined in the competencies.

8.5 Choose one of the following. Then in paragraph form, discuss what you learned.
1. Explore two resource centers (school systems or commercial – not a craft store)
2. Explore a non-school based center for art, theatre, dance, and music.
3. Attend 4 shows with children as the artist in each arts area: visual arts, music, theatre, and dance.

Notes: Include brochures, pictures, or business cards, and signatures as evidence of attendance where appropriate.

8.6: In a way of your choosing, utilizing art, dance, music, and/or drama, express the changes in your understanding of the creative process and its application to all areas of teaching and student learning. Share this “expression” with the arts teachers you shadowed. Share this “expression” with your cohort group and your ELED 6470 instructors. Be creative.
- Share your creation with the arts teacher in your school setting.
- Include your creation in this portfolio. If the creation is too large, simply include photographs of it. If the creation a video, you must turn in a VHS or DVD.
- Include a paragraph summarizing your discussion with the arts teacher on how this creation reflects your understanding of the creative process.
Healthful Living Portfolio
Physical Education Competencies

9.1: Build background knowledge about promoting a healthy lifestyle through reading at least one book and three articles in this discipline. Document your reflective reading.

- For each book or article, include all citations including ISBN number (book only), title, author, publisher, and date of publication.
- Include a typed summary of what you learned from the book and each article. Please cite and show evidence you read the book, not just the cover.

9.2: Provide documentation of observing, shadowing, interviewing, and assisting the physical education teacher for at least 10 hours. Summarize your activities and learning, and indicate how you will promote physical fitness and lifetime activities as a classroom teacher.

Notes: Include a documenting dates, times, supervisor, school(s) where you completed this competency.

- Include minimum two page summary of the above description of how you will use what you learned from these observations with your students.
- If you taught a physical education lesson, include this lesson with your artifact.

9.3: Plan, implement, and evaluate at least one lesson which promotes children’s learning in each of the following areas. Lessons must be aligned with the NCSCOS, and may be team taught with the PE teacher, included within an integrated unit, and/or integrated with other content area lessons.

Lessons to include:
1) Proficiency in movement
2) Positive social interaction
3) Cognitive concepts related to movement, the body, fitness, and safety
4) Positive self-concept and the ability to positively express a variety of feelings, emotions, and attitudes
5) Motor skills development in the areas of games/sports; recreational dance; and/or gymnastics.

- 5 lessons will be included here.
- Clearly label which competency you are completing on each lesson (Ex. Gymnastics)
- Implement means you taught this. Reflect on your learning and the students learning in a paragraph critiquing your lesson plan implementation at the end of each of the lesson plans.

Notes:
- All lessons must be typed. Use standard lesson plan format.
- Reflect on your learning and the students learning in a paragraph critiquing your lesson plan implementation at the end of each of the lesson plans.
- Get teacher’s approval to teach and signature on plan verifying that you taught it.
9.4: **Develop and implement:**

1) A lesson which includes NCSCOS health/safety objectives and
2) A lesson designed to promote a sense of personal worth and respect for life and property.

**Notes:**
- All lessons must be typed. Use standard lesson plan format.
- Reflect on your learning and the students learning in a paragraph critiquing your lesson plan implementation at the end of each of the lesson plans.
- Get teacher’s approval to teach and signature on plan verifying that you taught it.

**NOTE: Sections 9.5 through 9.9 are completed in student teaching.**

9.5: **Provide documentation of safely supervising elementary children in a variety of environments, including the hallways, cafeteria, playground, field trips, bus, and parking lot.**

- For each of the above, use the School Experiences Log to identify what you were doing, whom you were supervising, which school, dates, times, and name of person mentoring you in these supervisory tasks. (Example: January 1, 2009, 9:00 – 9:30 a.m., University Elementary, Charlotte, NC, supervising on the playground, Supervising Teacher: Ms. Smith).

9.6: **Provide documentation of leading students through fire drills, tornado drills, and other safety procedures required by the school.**

- For each of the above, use the School Experiences Log to identify what you were doing, whom you were supervising, which school, dates, times, and name of person mentoring you in these supervisory tasks. (example: January 1, 2009, 9:00 – 9:30 a.m., University Elementary, Charlotte, NC, leading students in a fire drill, Supervising Teacher: Ms. Smith)

9.7: **Develop a table (or other format) logging of your classroom-based learning and experiences relative to staying healthy.**

- Include in this table what you learned by observing children related to each of the (1) Biological factors; (2) environmental factors; (3) personal health behaviors; (4) cognitive, emotional, and physical factors; and (5) health care systems.
- On this table, list what experiences you observed which made you draw the above inferences.

9.8: **Provide documentation of participation in all school-mandated training in health areas such as blood-borne pathogens, first aid, and other health related training.**

Attach documentation of each of the above trainings.
- Have your supervisor sign/date, and identify where and when this training took place.
9.9: Provide documentation of conferencing with the school nurse and other health officials about the following areas affecting elementary school children:
   1) Injuries, diseases, and health problems
   2) Biological, environmental, nutritional, and personal factors affecting health
   3) Developmental patterns and health needs
   4) Nutrition, drug, alcohol, and tobacco, stress, and sexual factors affecting health;
   5) Actual health problems, appraisals, and referrals
      • Write a paragraph for each of these 5 areas about what you learned from the conference with the school nurse or health official.
      • Get signatures from the person you interviewed.

9.10: Provide documentation of completion of a certified first aid course. Include copies of your course completion.
   • Course should be completed in last two years.
   • Note that Red Cross does offer online training.

9.11: Provide documentation of teaching at least one lesson about each of the following areas of healthy living: (1) nutrition; (2) drug/alcohol/tobacco abuse; (3) stress; and (4) respect for self and others (substitute lesson for sexuality), and (5) taking responsibility for one’s own emotional, physical, social, and mental health. Show relationship to NCSCOS.
   • Include a lesson plan for each of these areas.
   • Make sure you showed the NCSCOS objective you are teaching.
   • Have the classroom teacher sign approve of the lesson prior to your instruction.
   • Have the classroom teacher sign and date that you taught the lesson in his/her classroom.
   • Do not teach the “sexuality” lesson as school systems require training for this. Instead substitute a lesson such as respecting others.
NOTE:
Please carefully review your portfolios for completeness with the following checklist. (This could save you from having to come by and pick it up to re-do parts.) Sign the Academic Integrity statement at the end.

Arts Portfolio Checklist:

8.1 ___ I included a minimum of 4 lessons integrating arts with a content area.
      ___ All lessons have the NCSCOS Art objective and the NCSCOC content objective listed.
      ___ 2 of my lessons have a NCSOC art objective as the primary objective.
      ___ My lessons follow a COED standard lesson plan format.

8.2 ___ I included 8 different articles, 2 from each arts area.
      Or ___ I wrote a position paper that is a minimum of 3 typed and double-spaced pages.

8.3 ___ I have documented a total of 20 hours observing the arts, 5 in each of the arts areas.
      ___ I have described what I did during each of the visits.
      ___ I numbered these 4 descriptions according to the questions in the document (There are six questions to be answered for each arts area).
      ___ I have included a School Experiences Log documenting these hours.

8.4 ___ I have reviewed a methods textbook, a teacher’s manuals, a website and a supplementary material for visual arts education.
      ___ I have reviewed a methods textbook, a teacher’s manuals, a website and a supplementary for music education.
      ___ I have reviewed a methods textbook, a teacher’s manuals, a website and a supplementary for dance education.
      ___ I have reviewed a methods textbook, a teacher’s manuals, a website and a supplementary for theater education.
      ___ I have given complete citations of my sources.
      ___ I have answered the questions about these sources completely.

8.5 I have addressed each area in 8.5. I chose to (check the appropriate one)
   a) Explore two resource centers (school system or commercial – not a craft store).
   b) Explore a non-school based center for art, theatre, dance, AND music.
   c) Attend shows with children in art, music, theatre AND dance.
      ___ I have written a paragraph as directed.
      ___ I have included brochures, pictures, or business cards where appropriate.

8.6 ___ I have created an arts representation.
      ___ I have shared it with an arts teacher.
      ___ I have included a paragraph summarizing this discussion.
Healthful Living Portfolio Checklist:

9.1 ___ I have read one book about promoting a healthy lifestyle. I have summarized it.
     ___ I have read 3 articles about promoting a healthy lifestyle on an arts discipline.
     ___ I have included appropriate citations.

9.2 ___ I have included a School Experiences Log documenting dates, times, name of the supervisor and school where I completed 10 hours shadowing a physical education teacher.
     ___ I have included a summary of my experiences documenting my experiences and how these experiences will help me promote physical fitness and lifetime activities in my classroom.

9.3 ___ I taught the following lessons and am including my lesson plan and reflections:
     ___ Proficiency in movement
     ___ Positive social interaction
     ___ Cognitive concepts related to movement, body, fitness, and safety
     ___ Positive self-concept related to feelings, emotions, and attitudes
     ___ Motor skills development in games/sports, dance/ gymnastics.
     ___ I have clearly labeled which NCSCOS competency each lesson teaches.
     ___ I have written a critique of my lesson implementation.

9.4 ___ I have planned and taught a lessons teaching health/ safety
     ___ I have taught a lesson about respect for life and property and personal worth.
     ___ These lessons are in a standard lesson plan format and labeled with the NCSCOS objective.

9.5 ___ I have included a School Experiences Log documenting this standard as described in the directions. (supervising children in halls, cafeteria, playground….)

9.6 ___ I have included a School Experiences Log documenting this standard as described in the directions (fire drills, tornado drills…..)

9.7 ___ I have included a table or alternative format documenting my learning in each of the 5 wellness determinates: biological factors, environmental factors, personal health behaviors, cognitive-emotional-physical factors, and health care systems.

9.8 ___ I have included documentation of attending this school-mandated training in blood-borne pathogens, first aid, CPR. (Whatever health safety training was offered by your school or school system).

9.9 ___ I have written one paragraph for each of the 5 areas discussing what I learned.
     ___ I have documented this discussion by getting the school nurse’s signature, school, and date of this interview.

9.10 ___ I have included documentation of completion of a certified first aid course.
9.11  ____ I have included a plan and reflection on nutrition.
      ____ I have included a plan and reflection on drug/alcohol/tobacco abuse
      ____ I have included a plan and reflection on respect for self and others
      ____ I have included a plan and reflection on taking responsibility for self.
      ____ All my plans include the appropriate NCSCOS objective.
      ____ I have signatures from the classroom teacher approving this lesson plans and verifying
           that I taught them.

Other:
      ____ I have identified the person that signed each part by name, position, school, and phone number.
      ____ I have labeled all parts and made my document reader friendly.
      ____ I have thoroughly and completely written each part and assure that each part is of “B” quality or better.
      ____ I completed all parts of this portfolio independently. In no way did I use other students work or materials.

**Academic Integrity**

Students have the responsibility to know and observe the requirements of the UNC Charlotte Code of Student Academic Integrity. This code forbids cheating, fabrication or falsification of information, multiple submissions of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. (Policy Statement 105 – [http://www.legal.uncc.edu/policies/ps-105.html](http://www.legal.uncc.edu/policies/ps-105.html)).

________________________________________________________________________
Student signature                                                    Date

________________________________________________________________________
Student signature                                                    Date