Katundra Stewart

Fine Artist and Educator

Teaching Portfolio

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Teaching Philosophy

My goal as an art educator is to help students discover their creative paths. I want my students to recognize their creativity and know that even if they do not become artists they will still be able to use their skills in other areas. Art can be used in Math, Reading, and other subject areas. Art gives a student the ability to exhibit self-expression, communication, exploration, imagination, and historical understanding.

I take great pleasure in teaching courses like Digital Art and Design, Two-dimensional Art, Exploring Art and Three-dimensional art. The main objective I have for my students is to provide an enriched learning experience that includes the use of critical thinking and reflection, historical and global connections, innovation, and technology. I find this objective to be very important because it allows the student an authentic learning experience that can be beneficial upon graduation of high school. Students will understand the foundational concepts in the field.

I use different strategies to teach my students in order to meet my objectives. I use the gradual release model to deliver my lesson, which allows the student a chance to hear the explicit instruction, model the instruction, and have guided practice and independent practice. In order to heighten my instruction I use a SMARTBoard and PowerPoint presentations.

As a teacher I make sure I am aware of the status of my students learning by utilizing a variety of formative assessments. One of the formative assessments that indicate the student is learning is a daily reflection response along with a learning scale I created.

Katundra Stewart

Bradenton, FL 34205

E: Katundrastewart@gmail.com **C:** 863.513.3911 **W:** Katundra.com

Objective	*Use my artistic knowledge and comprehensive art curriculum skills to help hone one's artistic abilities in order to complete harmonious expressive and imaginative works of art.*

Experience

Bay Point Middle School, St. Petersburg   2013 -2015
Art Teacher

- Design lesson plans that align to state-adopted standards for the arts.

- Maintain a student-centered environment that is safe and inclusive.

- Deliver engaging and challenging lessons that integrate art with other disciplines and life experiences.

- Use a variety of assessment tools to monitor student progress, achievement and learning gains.

- Participate in different workshops for professional improvement.

74th Street Elementary, St. Petersburg   2012
Student Teacher

- Assist art teacher with organizing the art resources before and after class.

- Assist with guiding students during art projects.

Volunteering

Reaching Out Ministries, *J.D.C. Bible Instructor*	2016
Bible Study Fellowship, *Group Leader*	2016
Arecibo Mission Trip, *Vacation Bible School Teacher*	2014
53rd Ave Church of Christ, *Bible Class Teacher*	2013-current
Skyview Church of Christ, *Bible Class Teacher*	2010-2012

Education

University of Florida, Gainesville, FL M.A. Art Education	2012-2016
University of South Florida, Saint Petersburg, FL B.F.A. Art	2008-2010
Florida Southern College, Lakeland, FL	2006-2008
Lake Region High School, Eagle Lake, FL	2002-2006

Skills   SMART Board   Microsoft Office   Adobe Photoshop   Adobe Illustrator   Adobe InDesign

FEAP 1: INSTRUCTIONAL DESIGN & LESSON PLANNING

|	KEY LEARNING	VISUAL ART BENCHMARK	BENCHNMARK DESCRIPTION	ADDITIONAL REQUIRED BENCHMARKS	ADDITIONAL BENCHMARK DESCRIPTIONS	CONTENT OF LEARNING	ASSESSMENT
**0103010 - M/J DIGITAL ART and DESIGN 2 - YEAR LONG**
Students develop and refine concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce digital still and/or animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

	KEY LEARNING	VISUAL ART BENCHMARK	BENCHNMARK DESCRIPTION	ADDITIONAL REQUIRED BENCHMARKS	ADDITIONAL BENCHMARK DESCRIPTIONS	CONTENT OF LEARNING	ASSESSMENT
**CRITICAL THINKING and REFLECTION**
1	Elaborate and justify the art criticism process to evaluate, explain, and measure artistic growth in personal or group works using accurate art vocabulary.	VA.68.C.2.3	Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.	LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.	Students will elaborate and justify the art critique process (describe, analyze, interpret, judge) by discussing and writing about their work and others. Students will use the critique process to measure their personal artistic	Assessments to include: student dialogue, class discussion, art critiques, reflective writing, bellwork, essential questions, teacher observation, teacher and/or student rubric, sketchbook
		VA.68.C.1.3	Identify qualities of exemplary artworks that are evident and transferable to the judgment of personal work.	LACC.6.SL.1.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.		
2	Use accurate and appropriate	VA.68.C.3.1	Incorporate accurate art vocabulary during the analysis	LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-	Students will understand and	Assessments to inclu **1a.**

1a. Before planning a lesson, I align the instructional long-term goals with the Next Generation Sunshine State Standards. The standards provide direction and understanding for the educator and the students. (see image 1a.)

1b. When I teach a new lesson I make sure that I start from the basics to ensure my students have the knowledge before moving on to more complex skills. For example I taught a lesson involving line, color, and value to help the students understand how the elements of art can be used effectively (see image 1b_1). They kept their finished product in their sketchbook and referred back to it to incorporate the knowledge into their Illustrating a Story image. (see image 1b_2)

1c. My art lessons are designed for students to achieve mastery. In the lesson *Fantasy Portrait* students define and discuss the term Surrealism and Surrealist.   (see lesson plan *Fantasy Portrait*)
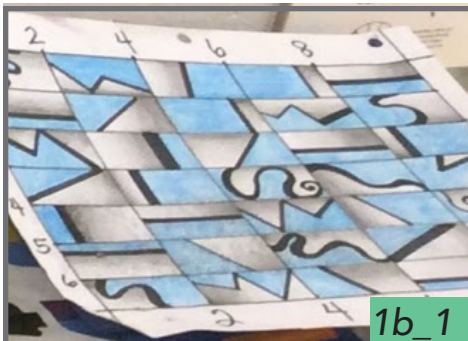
1b_1   1b_2   1c.

1d. The students rate their knowledge on the daily question before and after class. The daily question stems from the state standards. The evaluation is completed on a document I created to show that learning is taken place daily. (see image 1d)

1e. Student data drives lesson planning for students. In the beginning of the year I am provided with 504-plans of which I keep in my lesson plan binder. I use the information to apply adaptations to my lesson plans. (see image 1e & lesson plan Fantasy Portrait)

1f. During my projects students are required to demonstrate a variety of applicable skills and competencies. The students in the Digital Art and Design course created the Bay Point Middle School agenda cover for the following year. Students were required to use laptops, critical thinking, and software tools like Adobe Illustrator. (see image 1f-The example of a student's design for the Bay Point Agenda Cover.

"Teacher has the students write daily reflections about their learning goals."

-Dennard Bennett, Assistant Principal at BPMS

1d.

1e.

1f.
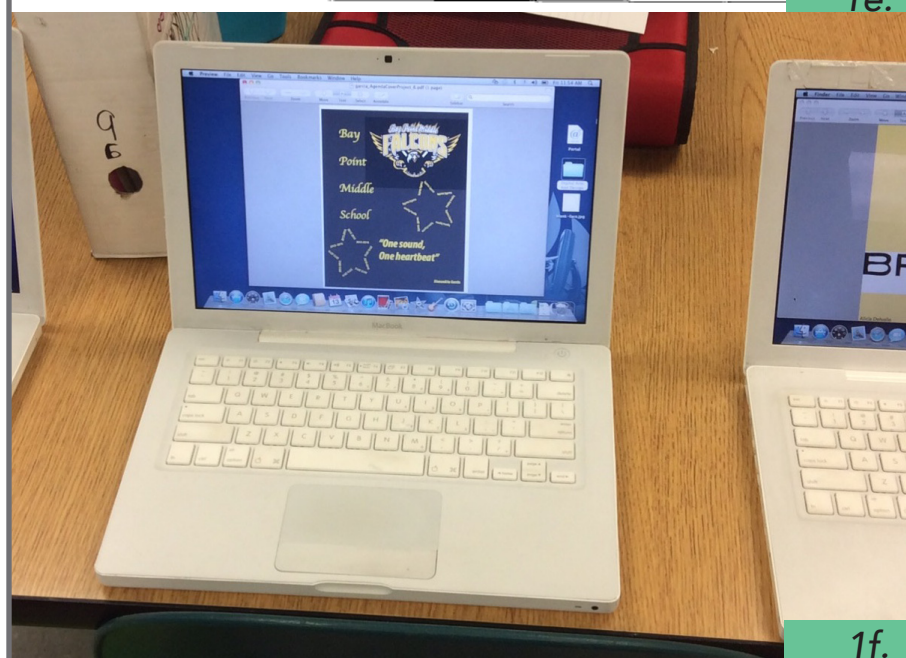
2a. Materials are set up by the previous class period. Each student has a duty that rotates weekly. The duties are: Art Advisor-gives advice on their peers' work at their table, Materials Manager– gather and puts away materials for their table, Sketchbook Supervisor-puts away the sketchbook holder for their table and gather the next period's, and Waste Watchdog-dumps the table trashcan. This helps to manage the resources of time and space. (see images 2a)
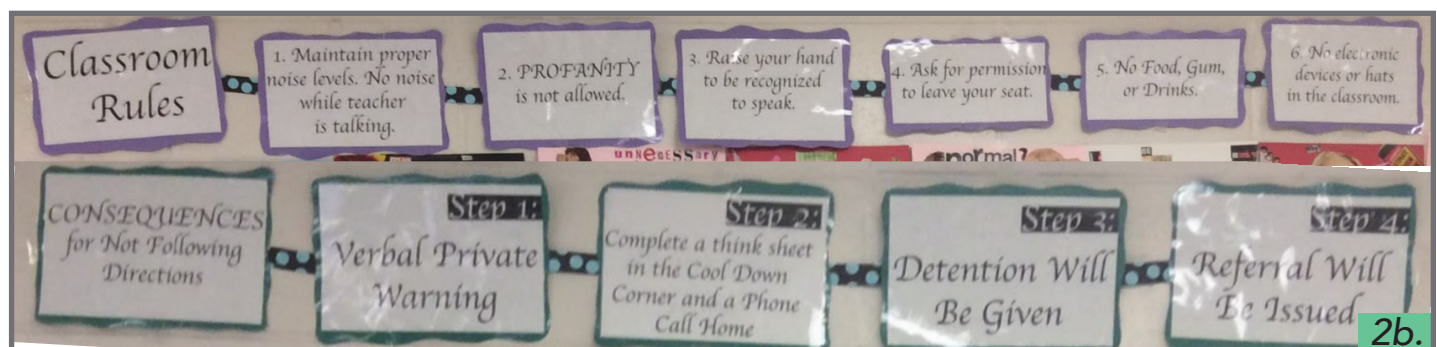

2a.

2b. Classroom management is enforced verbally and visually throughout the art classroom. Having the procedures, rules and consequences displayed on the wall provides a way to refer back to them when needed. (see image 2b)
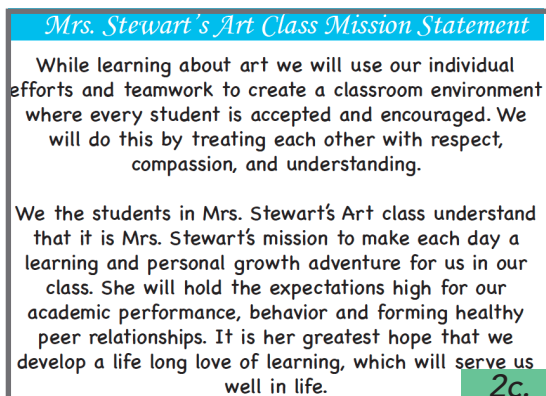
2c. Students are aware of my expectations for them. We have a classroom mission statement that is posted on the wall and the students have a copy of it in their folder. (see image 2c)

ARTISTS DUTIES

3 ART ADVISOR
4 MATERIALS MANAGER
1 SKETCHBOOK SUPERVISOR
2 WASTE WATCHDOG

2a.

Classroom Rules

1. Maintain proper noise levels. No noise while teacher is talking.
2. PROFANITY is not allowed.
3. Raise your hand to be recognized to speak.
4. Ask for permission to leave your seat.
5. No Food, Gum, or Drinks.
6. No electronic devices or hats in the classroom.

CONSEQUENCES for Not Following Directions

Step 1: Verbal Private Warning
Step 2: Complete a think sheet in the Cool Down Corner and a Phone Call Home
Step 3: Detention Will Be Given
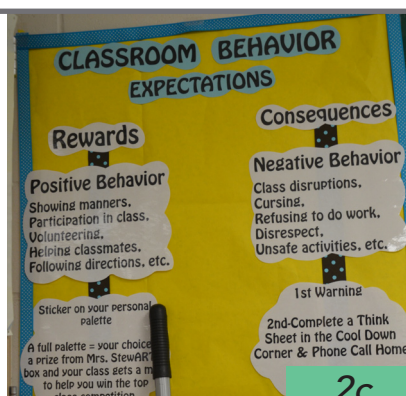Step 4: Referral Will Be Issued

2b.

2d. In order to embrace the different family backgrounds I include areas where students can focus on their family and culture. I provided an extension for students to use their family in the Fantasy Portrait (see lesson plan extension on page 24 & image 2d)

Mrs. Stewart's Art Class Mission Statement

While learning about art we will use our individual efforts and teamwork to create a classroom environment where every student is accepted and encouraged. We will do this by treating each other with respect, compassion, and understanding.

We the students in Mrs. Stewart's Art class understand that it is Mrs. Stewart's mission to make each day a learning and personal growth adventure for us in our class. She will hold the expectations high for our academic performance, behavior and forming healthy peer relationships. It is her greatest hope that we develop a life long love of learning, which will serve us well in life.

2c.

CLASSROOM BEHAVIOR EXPECTATIONS

Rewards — Positive Behavior
Showing manners.
Participation in class.
Volunteering.
Helping classmates.
Following directions. etc.

Sticker on your personal palette

A full palette = your choice a prize from Mrs. Stewart box and your class gets a [...] to help you win the top class competition

Consequences — Negative Behavior
Class disruptions.
Cursing.
Refusing to do work.
Disrespect.
Unsafe activities. etc.

1st Warning

2nd-Complete a Think Sheet in the Cool Down Corner & Phone Call Home

2c.

2d.

Tues. 3-2-15

1. **Learning Goal # 10:**
Students can explore artworks using themes from other subject areas.

2. **What am I learning today?**
How do I know if my artwork is effective?

3. **How I will learn it?**

- Discuss Illustrating an Alliteration Checklist

- Activity: Complete the steps for the Illustrating an Alliteration project

Weeks 6-7

4. **How do I know I learned it?**
When I can score at least a 3 on the scale

4	I can correctly complete this activity innovatively.
3	I can correctly complete this activity independently
2	I can correctly complete this activity using peers assistance
1	I can correctly complete this activity using teacher assistance

5. **How can I use it?**
In the final project for Illustrating an Alliteration.

During this Activity I should See:

	0	1	2	3
CONVERSATION	0	1	2	3
HELP	RAISE YOUR HAND	ASK YOUR NEIGHBOR	ASK YOUR TEAMATES	ASK NEW STUDENT
ACTIVITIES	PRESENTATION & INSTRUCTION	INDEPENDENT WORK	PARTNER WORK	GROUP WORK
MOVEMENT	NONE	Move to Materials Counter	Move to Materials Counter	Move Around The Tables
PARTICIPATION	RAISE YOUR HANDS	DRAWING, WRITING & READING	SPEAKING	DISCUSSING

2e. When I present before my class, I communicate and model the importance of clear, appropriate oral skills.On SMARTBoard I always provide my students with our learning goal, activities in the CHAMP format. I also provide step-by-step instructions on the board using either PowerPoint or hard copy examples.
(see image 2e)

2f. A comfortable classroom environment is very important for students. During discussions and activities, students are asked to share their opinions and provide their ideas. Students feel secure to contribute because they know all relevant commentary is accepted and welcomed. Students in my class indicate they want to share their ideas by raising their hands. (see image 2f)
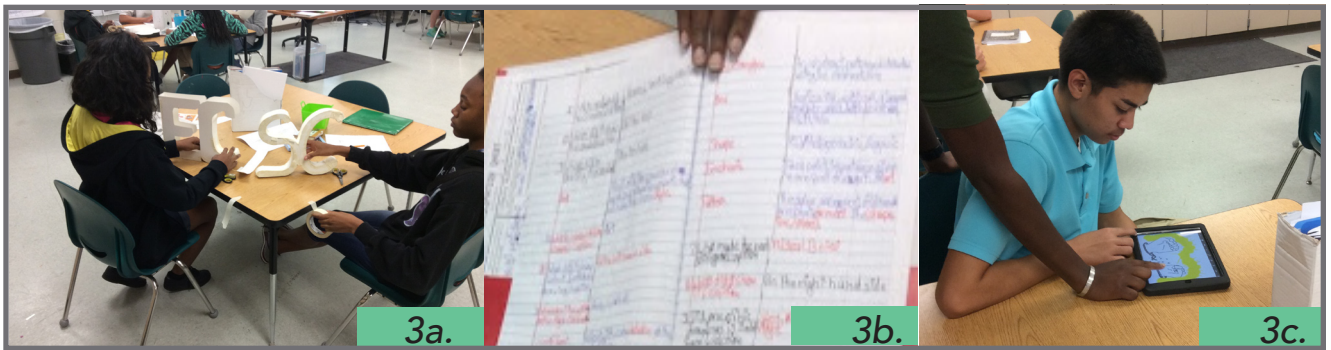
2g. My school district has an online system called Focus where students and parents can have access to grades, lessons, and online course work. Focus allows me to communicate project directions to each of my students. (see image 2g)

2h. In one of my classes I have a student that has a 504-plan that states he needs preferential seating away from distractions and near the teacher. I placed him in the front of the class near the SMARTBoard to receive instruction. (see image 2h)

2i. I use my SMARTBoard and iPads to provide my students with high-quality communication interactions. In one of my classes the students used their iPad to capture and discuss the different types of photography shots. (see image 2i)

2f.

Welcome to Digital Art and Design

News forum
Digital Art and Design Syllabus
Blank Weekly Art Participation Sheet

1

Unit 1: Fantasy Art

Project 1: Building a Visual Vocabulary

Rubric for Building a Visual Vocabulary

2g.

2h.

2i.

9

Student with the 504 Plan that needs to sit near the board.

3a.

3b.

3c.
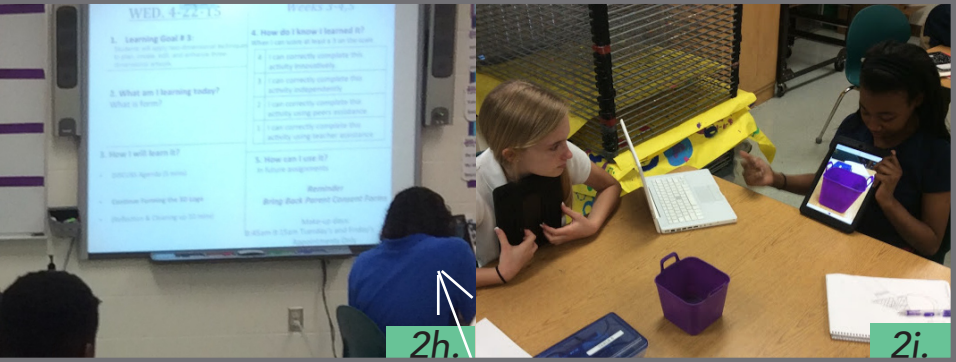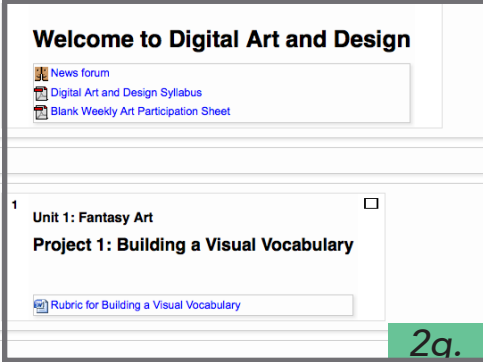
3a. Students are engaged when they are motivated and interested in what they are doing. My middle school students are always engaged in their projects and discussing their thoughts about the lesson. I try to combine topics that students can relate to in order to increase students' interest. (see image 3a)

3b. Art Scholastics magazines are a primary source I use in my classroom that allows students to enrich their understanding. Students read the article that is related to the lesson and use two of the varied literacy strategies such as generating questions. (see image 3b)

3c. I taught the lesson *Illustrating a Story* to my Digital Art and Design students where we went into a class discussion about visual clues artists use to tell a story. Students spoke about the elements and principles of art and perspective. After the discussion students applied the knowledge to their illustrations. Throughout the discussion and independent activity I was able to identify gaps in students' subject matter knowledge and provide oral feedback. One of my students struggled with creating perspective so I pointed out where he could improve the image. (see image 3c)

3d. I taught a lesson with eighth grade about form and identity. In this lesson students created a 3D logo and chose a font that described their personality. In the beginning of the lesson I asked the students what three-dimension means and a lot of them provided a answer that was an example of the illusion of three-dimension such as; a drawing of a cube. After assessing their knowledge I created an example of a three-dimensional logo to explain how a 3D object would have length, depth, and width. (see image 3d)

"Teacher regularly uses WICOR with all students. Teacher used SMART Technology to present and create interactive activities for the students. Teacher has the students use a variety of technology applications and/or tools. Teacher is effective with the use of the Gradual Release Model for Instruction."
-Dennard Bennett, Assistant Principal at BPMS

3d.

3e.
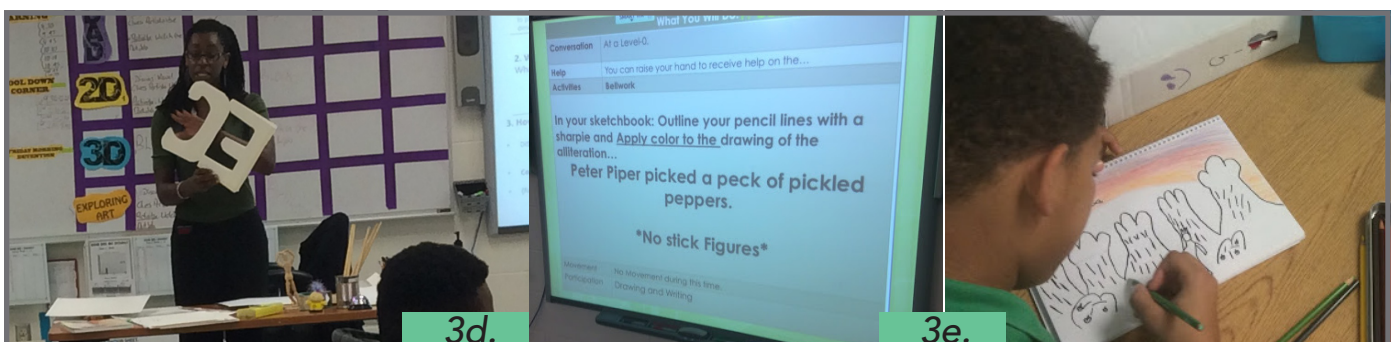
BELL WORK - WEEK 3

Date _____

Your Sketch

Artist: _____
Title: _____
Date: _____
Medium: _____

DESCRIBE AND ANALYZE
Look at the artwork and describe what you see. How is the artwork put together (using the principles of design)? (2-3 sentences)

Date _____ **INTERPRET AND JUDGE**
What is the artist trying to say? Do you like this artwork? Why or Why not? What did the artist want to communicate. Is the artwork successful. (3-4 sentences)

Date _____ **QUICK WRITE**
If you created this painting what would you do different? Why? (2-3 sentences)

title: Shoemaker
artist: Jacob Lawrence
year: 1945

describe and analyze:
i see a man making shoes, they use the elements of line and color in this artwork. they also use shape.

interpret and judge:
the artist is trying to say that the shoemaker is making shoes. I like this artwork because it has lots of color and uses principles of design. well i guess this artwork is succe...

3f.

3g.
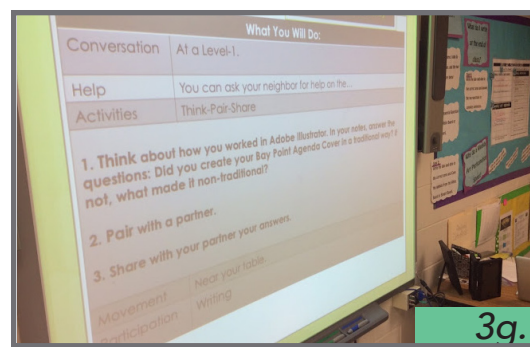
3e. I taught a lesson, Illustrating an Alliteration, to sixth grade where they integrated art and language arts. To introduce the project students created an illustration for a well-known alliteration, "Peter Piper Picked a Peck of Pickled Peppers." We talked about how alliterations are used in poems, books and brand names like Dunkin Donuts. (see images 3e)

3f. During Bellwork I add in art history where students can practice critiquing work. The critique process allows me to use higher-order questioning techniques. For example instead of asking a question like, "Is this art piece good or bad?" I would ask, "If you created this painting what would you do different and why?" (see image 3f)

3g. During a lesson I use different instructional strategies and one of them is Think-Pair-Share. Using the SMARTBoard to communicate the expectations during the activity is essential. Students show their understanding by discussing the topic that is at hand. (see image 3g)

3h.I understand that students have diverse ways of learning. So when I go through instruction I try to be clear and reach every learner. I verbally state instructions, I also present the information on the SMARTBoard, and I model the activity.

3i. After giving instruction the students work independently. I facilitate around the room and look out for any students who are struggling. It is during that time I can provide support, encouragement, and immediate feedback. (see image 3i)

3j. In every class students use the Weekly Art Participation Sheet to document: what they are learning, how they will learn it, and how do they know they've learned the topic. At the end of the day I look over the students reflection answers and the score they rated themselves during the activity. I document the information and adjust my instruction for the following class period. If I have the majority of the class rate their learning experience as a 1 or 2 which means, they could not work independently for the majority of the activity and needed help from the teacher or peers, that tells me I need to stay on the topic another day. (see image 3j)
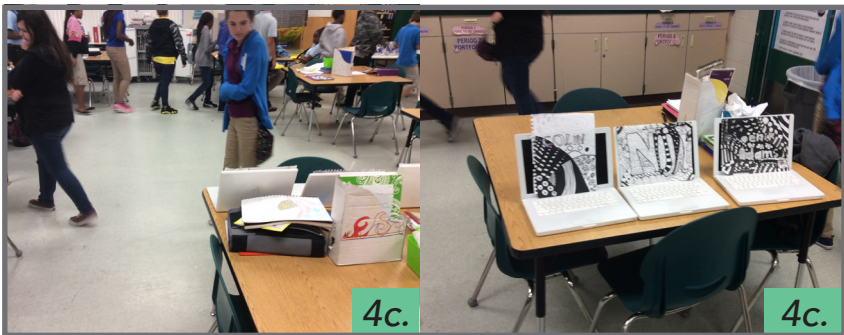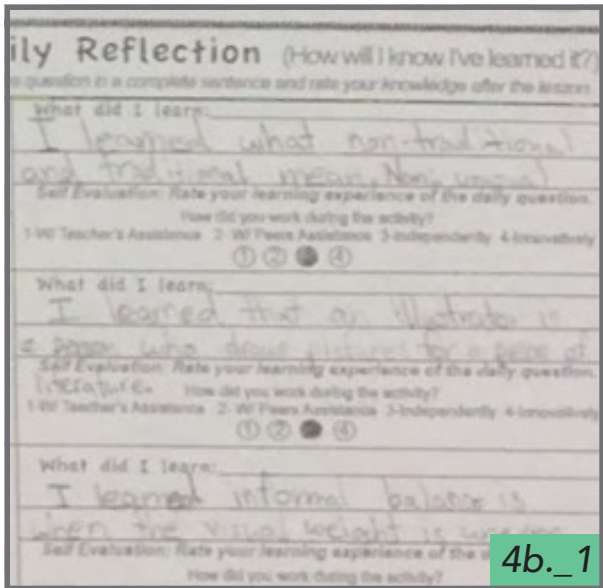

3i.

3j.

4a.

4a.

4a. In Exploring 2D Art, students made an illustration for the meaning of a word where each student used one word, defined it and created a drawing that showed unity. Students were taught about unity and illustrations. Many students mastered the understanding of how to illustrate the meaning of a word, so if they finished early the students could start a second illustration using contrasting words and illustrate their meaning.

4b. In every project I use a variety of formative and summative assessments that match the learning objectives. One of the formative assessments is a daily scale each student have access to which helps them to work towards mastery. (see image 4b_1) Summative assessments happen at the end of the project where students fill out reflective self-assessment forms and I grade their work based on a rubric developed for the project. (see image 4b_2)

4b._1

4f.

4c.

4c.

Fonts Describing You -Project 3

Name:_____ Per:_____ Date:_____

Directions: Grade yourself by writing the number you feel you deserve next each criteria. Then add your numbers to get your total.
0=Falls Far Below 1=Falls Below 2=Approaching 3=Meets 4=Exceeds

Criteria		0	1	2	3	4	Peer's Score Name:	Teacher's Score
1. Emphasis and Pattern	Clearly shows the elements of art and principles of design to promote creative decision-making in their own works of art.							
2. Zentangle Designs	Clearly shows development of creating original drawings using Zentangle designs.							
3. Creativity	Demonstrates a unique level of originality.							
4. Following Directions	Follows directions of assignment creatively. Also, follows Art Room Rules.							
5. Craftsmanship	Appears thoughtfully planned; very neatly done; shows unity; "Hanging Quality Work."							

(20=100, 19=95, 18=90, 17=85, 16=80, 15=75, 14=70, 13=65, 12=60, 11=55, 10=50)

Your Total_____/20=_____

Teacher Use: Project Grade:____ + Reflective Questions:____=Final Grade____/125=___

Directions: Write a short paragraph (2-3 sentences) for each question below. Share these answers with a partner when you are asked to think, pair, and share. The partner should be able to look at any work you have so that they will be able to understand and reflect on your work with you.

1. What steps did you take to create your artwork? (5points)
_____
_____
_____

2. How are the principles, emphasis and pattern used in your artwork? (5points)
_____
_____
_____

3. What part was the hardest/easiest? (5points)
_____
_____
_____

4. What part of the process did you not like? Why? (5points)
_____
_____
_____

5. What rating between 1 and 4 would you give your artwork and why. (5 points)
_____

4d.

Building a Visual Vocabulary Rubric -Project 1

Name: Tuyen Tran   Per: 6th   Date: 2/4

Directions: Grade yourself by writing the number you feel you deserve next each criteria. Then add your numbers to get your total.
0=Falls Far Below 1=Falls Below 2=Approaching 3=Meets 4=Exceeds

Criteria		0	1	2	3	4	Peer's Score 85 Name: Alicia	Teacher's Score
1. Developing Ideas	Cleary shows development of solving visual-thinking by creating at least 15 or 20 sketches of one subject.					X	4	4
2. Original Drawing	Clearly shows development of creating original drawings.				X		3	3
3. Creativity	Demonstrates a unique level of originality.				X		4	
4. Following Directions	Follows directions of assignment creatively. Also, follows Art Room Rules.					X	4	4
5. Craftsmanship	Appears thoughtfully planned; very neatly done; shows unity; "Hanging Quality Work."			X			2	3

(20=100, 19=95, 18=90, 17=85, 16=80, 15=75, 14=70, 13=65, 12=60, 11=55, 10=50)

Your Total 16 /20= 80 alicia

Teacher Use: Project Grade 85 + Reflective Questions 25 =Final Grade 110 /125=

Directions: Write a short paragraph (2-3 sentences) for each question below. Share these answers with a partner when you are asked to think, pair, and share. The partner should be able to look at any work you have so that they will be able to understand and reflect on your work with you.

1. What steps did you take to create your sketches? (5points)
First I lightly outlined the face. Then I drew the rest of the head. Next I added the hair. Third, I added eyes, nose, mouth. Lastly I did the shading on the side of the face.

2. How are line, shape, and value used in your artwork? (5points)
The line is used in the hair. The shape is used on the structure of the face. The value is used in the eyeballs and the side of the face.

3. What part was the hardest/easiest? (5points)
The hardest part is the hatching and the eyes on the face. The easiest part was to draw the eyebrow, and face structure.

4. What part of the process did you not like? Why? (5points)
I did not like how we couldn't change what we wanted to draw because I didn't enjoy drawing faces. I also didn't like how we had to include hatching.

5. Cite (Name) the References that you used during the project (websites, books, etc.). (5 points)
Google Images

4e. & 4b_2

4c & 4d. When assessing the project Fonts Describing You I monitored the student progress, achievement, and learning gains throughout the lesson and at the end. When the projects were completed the students posted their work on the tables and took part in a gallery walk. (see image 4c) Each work was critiqued and received a rating between 1-4 on a sticky note; to represent how well the student represented emphasis and pattern (kinesthetic learners). The students also completed self-assessment forms where they graded themselves, a peer, and then I graded them. These different styles of assessment helped to accommodate all learning styles. When the students filled out their self-assessment forms, I read each question aloud for the auditory learners. (see image 4d)

4e. Students complete their self-assessment and provide any comments. After their peer grades them I will grade the student and write down any comments I want to share with the student and the student's parent/caregiver(s). I record the grade in FOCUS and provide comments about the student's work. When the forms are returned to the student he/she takes them home. (see image 4e)

4f. FOCUS is the website I use to digitally record the student's grades. I also keep a hard copy grade book to use as a backup. Teachers are to submit at least two grades a week to give students a chance to succeed in their courses. (see image 4f)

FEAP 5: CONTINUOUS PROFESSIONAL IMPROVEMENT

Using the Professional Indicator Rubric/Flip Chart, the Teacher Self-Assessment Tool, feedback from the Post-conference, and your current Administrative Review, identify the Indicator/s (from the Professional Indicator Rubric) or content knowledge that you wish to develop.

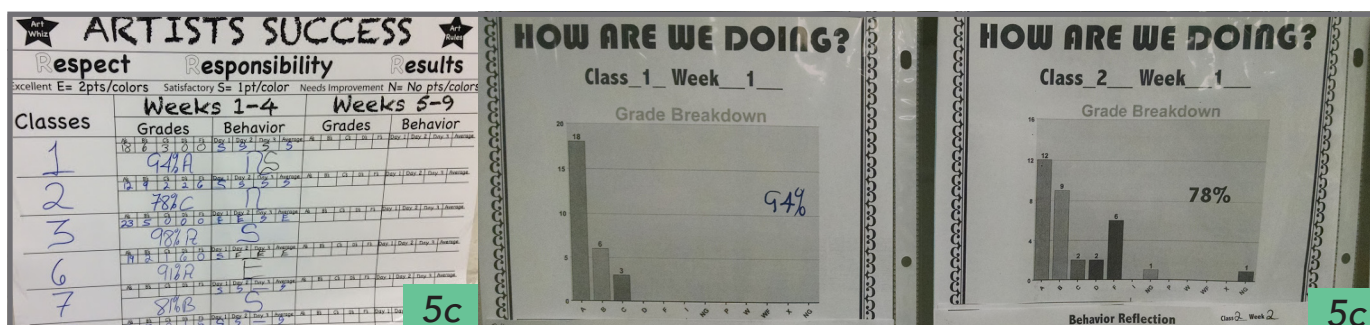|	Current Practices (i.e. instructional strategy rubric indicator and/or content knowledge) I want to improve:	Changes in teacher behavior/practice (teacher evidence from the Flip Chart or expected content knowledge gain and effect on practice) I expect to see:	Changes in student behaviors and learning outcomes (data) I expect to see:
1	Uses formative assessments to collect and track student progress and guide instruction	Adapt or create new strategies for collecting and tracking student progress to ensure 100% of students' progress towards the learning goal.	All students (100%) will show progress in the learning goal.
2	Plans and organizes for effective instruction	Adjusts plans to ensure 100% of students' progress towards the learning goal.	All students (100%) will show progress in the learning goal.

5a

5b

5c

5a. At the end of the school year I completed a Deliberate Practice Plan for the following school year. I set goals I wanted to improve upon for the upcoming school year. Throughout the school year I received two formal and numerous informal evaluations by my supervising assistant principal. For my final evaluation my scores were either "Effective" or "Highly Effective" on all indicators. (see image 5a)

5b. Throughout the school year my school hold frequent faculty meetings to examine and discuss FCAT results from the previous school year. We have a data room that is solely dedicated to displaying testing data for the student body. By discussing the data with other teachers I was able to improve my instruction and student achievement. I was able to set-up the classroom seating chart based on the reading scores students received. I had the level 2 and 3s sit together which helped the their learning experience. (see image 5b)

5c. I have a data wall that displays the class progress for grades and behavior. My art mentor, Pat Priscoe, helped improve the effectiveness of my lessons by examining the students' work. (see image 5c)

5c
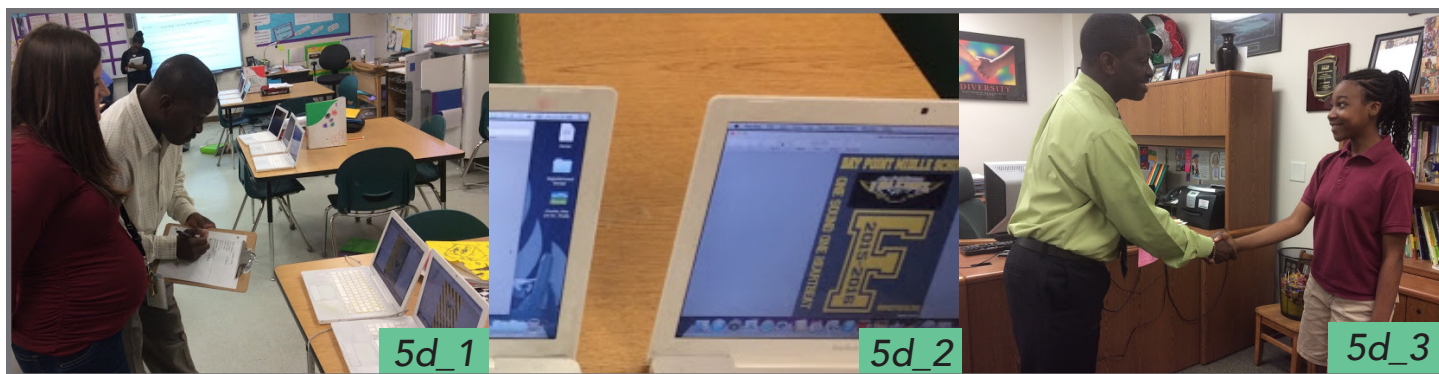
5d. One way I collaborate with the school and home is by having the digital art students design the school agenda cover for the following school year. This collaboration allows students to learn how professional designers use programs like Adobe Illustrator to create layouts and be recognize amongst their peers. The Principal Dr. Shedrick and Mrs. Amstutz (Title 1 Coordinator) are the clients so they are in charge of picking the top five designs from each Digital Art and Design course (3 total). (see image 5d_1) They then narrow down the contestants to five total designs and broadcast them on the school news; the student body choose the top design that represents the school. The winner receives a free yearbook and is recognize on the school news and Dr. Shedrick calls the student's parent to inform them of their child success. The winner for the 2014-15 school year was 7th grader, Ayanna Garrett. (see image 5d_2 & 5d_3)

5e. At my school we must attend at least four trainings for professional development. Two trainings must be completed in the fall and spring semester. One of the trainings I attended, the District Wide Training, in February 2015 allowed me to work with other art educators and have a better understanding of how to effectively use my rubric in my art classroom. (see image 5e)

5f. After attending trainings I implement the knowledge and skills in my classroom. For example I attended a training called Best Teacher on the Block, that pertained to classroom management and we went over the CHAMP strategy. I use the strategy everyday in my class.
(see image 5f)

PINELLAS COUNTY SCHOOLS
MoodleLMS TRANSCRIPT (MDL0005)

TCH NAME	CERT NBR	EXP YEAR	TTL PTS CERT	NON	BANKED ESOL	READ
STEWART, KATUNDRA					0	0

TITLE	SEQ/SES	SUBJ CD	CERT PTS CERT	NON	ACTIVITY DT
Integrated Coach led	15/020	10016	0	3	10/20/14 - 10/20/1
Fall DWT 2014-2015 K	15/001	10016	0	6	08/11/14 - 08/11/1
Trending Digital Med	14/001	10016	0	6	06/12/14 - 06/12/1
MAKING VIDEOS IN ART	14/001	10016	0	6	06/11/14 - 06/11/1
Visual Arts Assement	14/003	10016	0	6	06/10/14 - 06/10/1
TECHNOLOGY IN ART K-	14/003	10016	0	3	06/09/14 - 06/09/1
Spring DWT 2014 K-12	14/001	10016	0	6	02/17/14 - 02/17/1
Visual Arts Common C	14/002	10016	0	12	10/25/13 - 10/26/1
FAEA STATE CONF	14/002	10016	0	6	10/12/13 - 10/12/1
FAEA STATE CONF	14/001	10016	0	6	10/11/13 - 10/11/1
ArtTIP 12	14/001	10016	0	12	09/09/13 - 10/07/1
RDG CURRICULUM CADRE	14/001	10016	0	2	09/13/13 - 09/23/1
Fall DWT 2013-14 K-	14/001	10016	0	6	08/14/13 - 08/14/1
BEST TCH ON THE BLOC	14/001	10016	0	6	08/13/1
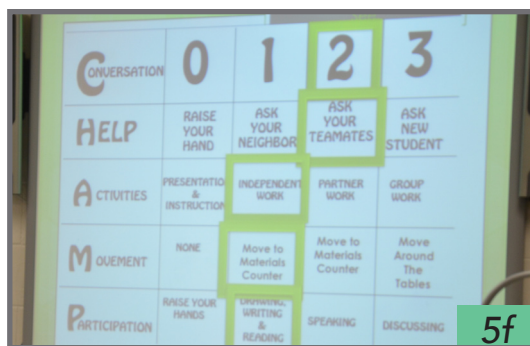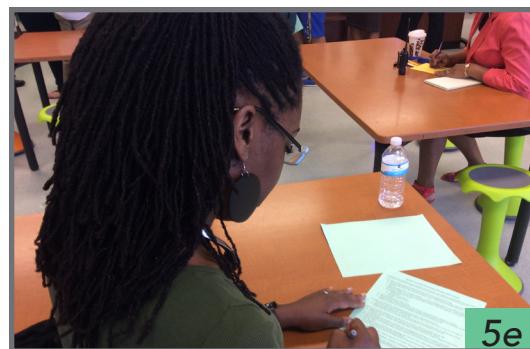
FEAP 6: PROFESSIONAL RESPONSIBILITY & ETHICAL CONDUCT

6a. Educators are expected to value the worth and dignity of every person and guarantee an equal opportunity for all. I follow The Code of Ethics and Principles of Professional Conduct for the Education Profession in Florida by providing a safe and learning environment for my students. As an educator I am aware I am modeling everyday for my students, so I conduct myself in the same way I expect my students to act. I clearly state my expectations for my students in the classroom mission statement, which is located on the wall. Each class is provided with a conduct grade at the end of every class, which provides insight of how they are doing over the nine-week period. If the class is doing well with their behavior and their grades they will be rewarded at the end of the nine weeks. (see images 6a)
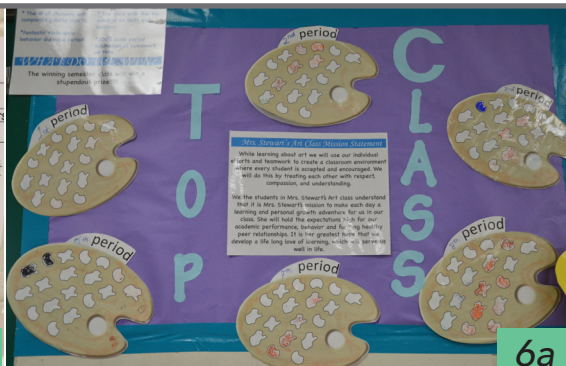
Mrs. Stewart's Art Class Mission Statement

While learning about art we will use our individual efforts and teamwork to create a classroom environment where every student is accepted and encouraged. We will do this by treating each other with respect, compassion, and understanding.

We the students in Mrs. Stewart's Art class understand that it is Mrs. Stewart's mission to make each day a learning and personal growth adventure for us in our class. She will hold the expectations high for our academic performance, behavior and forming healthy peer relationships. It is her greatest hope that we develop a life long love of learning, which will serve us well in life.

6a

6a

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6a

Digital Art and Design Syllabus 2013-14

Mrs. Katundra Stewart
Email: brownkatu@pcsb.org
Website: katundra1.wix.com/art-teacher

COURSE DESCRIPTION
Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce digital still and/or animated images through the single or combined use of computers, digital cameras, scanners, and other technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands on-activities, the use of technology, and consumption of art materials.

CLASS GUIDELINES FOR SUCCESS
In addition to the school-wide discipline policy, a set of class guidelines for success and consequences has been established and will be maintained. The following is a list of the class guidelines for success and consequences for art:

CLASS RULES
1. Maintain proper noise levels. No noise while teacher is talking.
2. PROFANITY is NOT allowed.
3. Raise your hand to be recognized to speak.
4. Ask for permission to leave your seat.
5. No Food, Gum, or Drinks.
6. No electronic devices or hats in the classroom.

If you CHOOSE not to follow the guidelines:
Step 1- I will give you a verbal private warning.
Step 2- Parent contacted.
Step 3- Detention will be given.
Step 4- Referral will be issued.

ASSESSMENT
Assessment is the process of judging in terms of criteria. The main purpose of assessment should be to improve teaching and learning and to measure student's progress. Evaluation of each student will be by the following methods:

Percentage of Overall Grade:
Weekly Participation– 40%
Projects –40%
Quizzes – 10%
Sketchbooks – 10%

Grading Scale:
100-90 = A
89-80 = B
79-70 = C
69-60 = D
Below 60 = F

6a

Florida Teacher Certification Examinations
SCORE REPORT

Social Security Number: 591625148   Score Report Date: June 22, 2012

KATUNDRA S BROWN
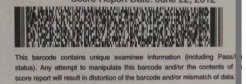
This barcode contains unique examinee information (including Pass/Fail status). Any attempt to manipulate this barcode and/or the contents of this score report will result in distortion of the barcode and/or mismatch of data.

Passing the Subject Area Examination, the Professional Education Test, and the multiple-choice subtests of the General Knowledge Test requires a scale score of 200 or higher on each. Passing the General Knowledge Essay requires a score of 6 or higher.

Current Test Administration Results

Test	Status	Date
GK Subtest 1: Essay	Pass	May 29, 2012

Cumulative Results* as of June 22, 2012

Test	Status	Date
Art K-12	Pass	May 17, 2012
Professional Education (PED)	Not Taken	N/A
GK Subtest 4: Mathematics	Pass	May 29, 2012
GK Subtest 3: Reading	Pass	May 29, 2012
GK Subtest 2: English Language Skills (ELS)	Pass	May 29, 2012
GK Subtest 1: Essay	Pass	May 29, 2012

*Includes all Subject Area Examinations passed, your status on the Professional Education Test, and your status on each section of the General Knowledge Test and/or CLAST, as of the score reporting date. Note that for the purposes of certification, General Knowledge and CLAST are interchangeable; equivalent subtests from either test may be used in combination across the 2 tests to satisfy the basic skills requirement. If applicable, your status on each section of German or Speech test, as of the score reporting date, is also provided.

Note that passing scores have been automatically submitted to the Department of Education's Bureau of Educator Certification.
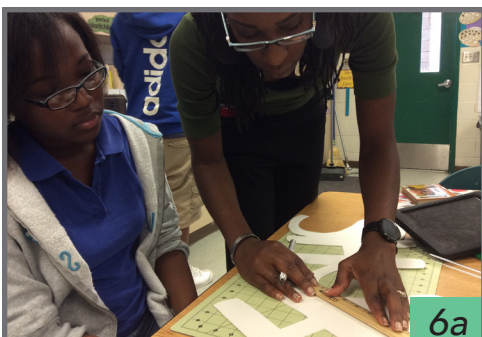
SEE NEXT PAGE FOR IMPORTANT INFORMATION

6a

6a

" Teacher is very careful to follow all state, district, school guidelines and policies. Teacher will ask questions when not sure of the policy or procedure."

-Dennard Bennett, Assistant Principal at BPMS

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17

STUDENT WORK

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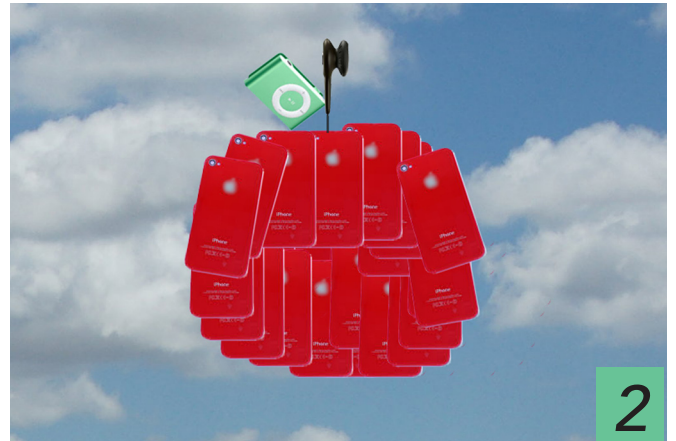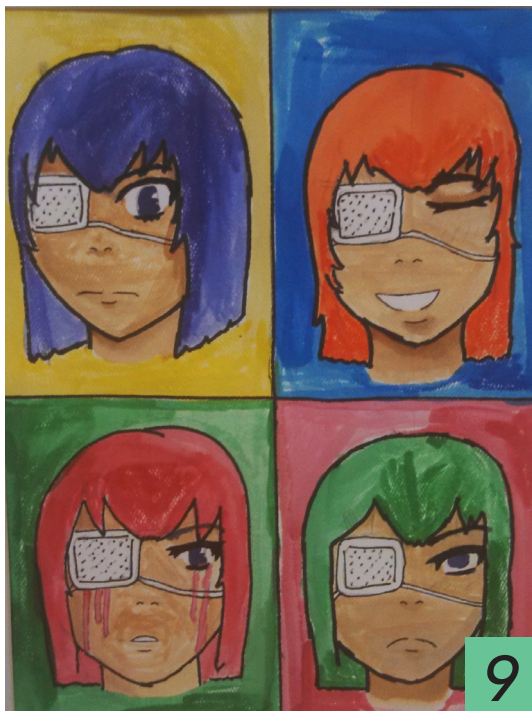
1. **Fantasy Compound Word**, *7th Grade, 8" x10", Digital*
2. **Surrealists Collage**, *8th Grade, 8" x10", Digital*
3. **Fantasy Compound Word**, *6th Grade, 8"x10", Digital*
4. **Surrealists Collage**, *8th Grade, 8" x 10", Digital*
5. **Pointillism Landscape**, *8th Grade, 9"x 12", Tempera*
6. **Pointillism Landscape**, *8th Grade, 9"x12", Tempera*
7. **Fantasy Self-Portrait**, *6th Grade, 8.5" x 11", Digital*
8. **Fantasy Self-Portrait**, *6th Grade, 8.5" x 11", Digital*
9. **Comic Expressions**, *7th Grade, 9" x 12", Watercolor/pen*
10. **Comic Expressions,** *8th Grade, 9" x 12", Watercolor/pen*

PERSONAL WORK
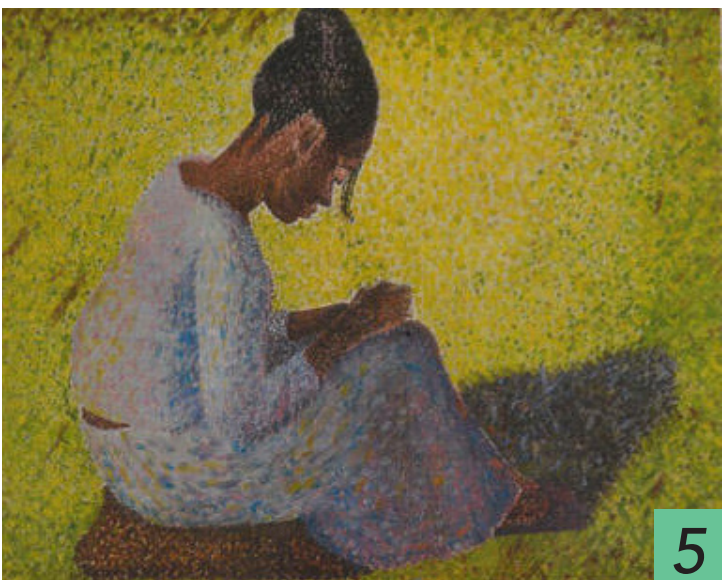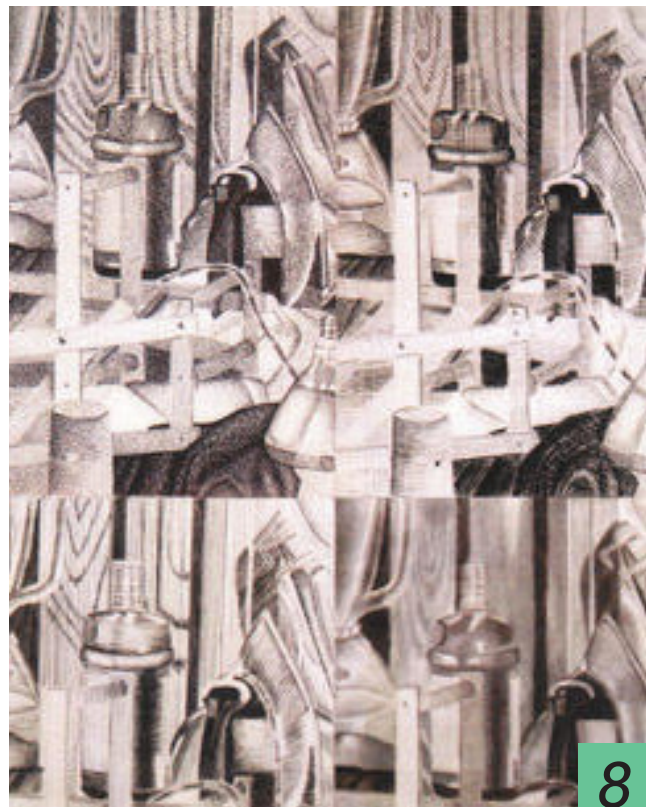
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Fantasy Portraits

Grade Level: 6th-8th Grade

CHARACTERISTICS OF THE LEARNERS:
This lesson is designed for students in grades 6-8. At this grade level students can read and write and participate in class discussions. Students may have a basic understanding of Surrealism but may not be familiar with different Surrealist artists and their artistic styles. Most students will be familiar with using a computer and have some experience with using digital imaging software.

RATIONALE:
Students will learn about Surrealist artists from different cultures by discussing and examining their artworks. In a group, students will compare and contrast artwork from different Surrealist artists, and discuss the meaning of Surrealism. This lesson will allow students the power to use their imaginations and experiment with creative solutions.

NEXT GENERATION SUNSHINE STATE STANDARDS:
Students will 1.) Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design. (VA.68.C.3.1); 2.) Use technology skills to create an imaginative and unique work of art. (VA.68.F.1.4); 3.) Organize the structural elements of art to achieve artistic goals when producing personal works of art.(VA. 68. S.2.1); 4.) Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art (VA.68.S.3.4).

OBJECTIVES:
Students will: 1.) understand the term Surrealism, 2.) identify and critique Surrealists' usage of the elements and principle of art in their artwork, 3.) create a digital collage reflecting personal choices and increased technical skill with respect for copyright laws.

TOOLS and MATERIALS:
o   Sketchbook
o   Pencil
o   Laptop
o   Digital Images of Fruit and Vegetables
o   Adobe Photoshop
Teacher:
o   SMARTBoard
o   PowerPoint Slide Show
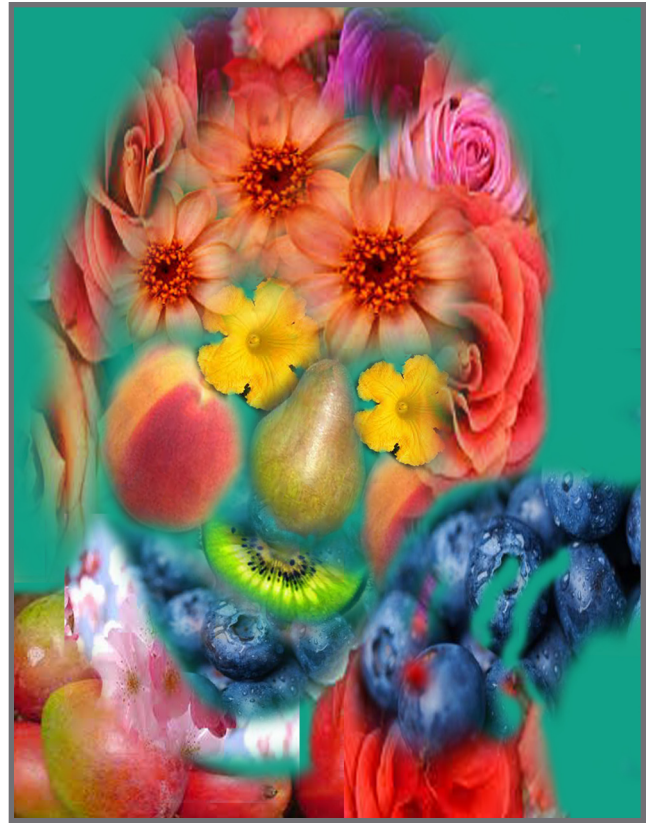
INTRODUCTION:
Start the lesson by asking the students to draw an arrangement of fruits, vegetables, and flowers composed in an unusual way. The students will use the Think-Pair-Share strategy and share what they created with their partner. Ask students what type of painting would objects such as fruits, vegetables, and flowers would most likely appear. (still-composition should be the response) Then tell them they'll learn how one artist used these traditional still-life objects to create very unusual portraits. Students will use the Introducing Art Book and read about Surrealism in the sixteenth and twentieth century. They will also read about Surrealist artists like Giuseppe Arcimboldo and Rene Magritte.
Students will be asked:
-What is Surrealism?
-What are the differences between Surrealism in the sixteenth and twentieth centuries?
-What do you imagine a painting based on fantasy should look like?

In a group of four, students will examine two works of art in the lesson, Golconda by Rene Magritte and Vertummus by Giuseppe Arcimboldo. Students will identify the elements and principles of art used in each painting, they will also compare the theme, genre, style, idea and media, in oral and written form.

STUDIO ACTIVITY:
Step 1: Sketching-Provide Feedback
After students learn about the Surrealist artist Giuseppe Arcimboldo they will create a digital collage self-portrait using the objects, fruits, flowers, and vegetables. Students will have independent time to create a list of their favorite fruits and vegetables in their sketchbook. They will then create three different sketches of how their Fantasy Portrait will look with their favorite food.

Step 2: Select Imagery
Students should begin by browsing the Internet (or through food magazines) to find images. Students should save a lot of good resolution photos so they have plenty to choose from later.

Step 3: Start the Final Draft
Have students experiment with a variety of compositions. They can use the lasso tools to cut out their digital images, and other tools to repeat images, adjust scale, and edit images.

Step 4: Reflection on Project
When all elements are in place, students should save their files in JPEG format in Adobe Photoshop.

ARTISTS:
Giuseppe Arcimboldo, Rene Magritte, and Frida Kahlo

DISTRIBUTION AND CLEAN-UP:
Materials are set up by the previous class period. Each student has a duty that rotates weekly. The duties are: Art Advisor-gives advice on their peers' work at their table, Materials Manager– gather and puts away materials for their table, Sketchbook Supervisor-puts away the sketchbook holder for their table and gather the next period's, and Waste Watchdog-dumps the table trashcan.

CLOSURE:
Ask students to explain why Surrealists in the twentieth century adopted the sixteenth-century artist Arcimboldo as the "father of Surrealism."

ASSESSMENT:
Throughout the lesson students will express what they learned at the end of class. They will also rate their learning experience according to the scale that is provided.
At the end of the lesson the students will be tested on the vocabulary pertaining to the lesson and the tools used in Adobe Photoshop.

EXTENSIONS:
Students can create a portrait of a family member or a friend using the collage technique. They will look through a magazine and collect a variety of images of vegetables, flowers, or other objects to use in their collage.

ADAPTATIONS:
Break assignments into smaller, more manageable parts that include structured directions

SAMPLE:

Fantasy Self-Portrait Self-Evaluation Form

Name:_____ Period_____Date_____

Answer the following questions thoughtfully using complete sentences. Use specific examples to justify your answers.
1. How did you show Surrealism in your artwork?
_____

2. How would you summarize your artwork?
_____

3. What have you learned from creating this art piece?
_____

Criteria	4 Exceeds	3 Meets	2 Approaching	1 Falls Below	0 Falls Far Below	Score
Understanding of Surrealism	Consistently shows mastery of objective in a creative composition.	Clearly shows mastery of objective throughout the composition.	Shows mastery of objective in most of the composition.	Shows mastery of objective in some of the composition.	Does not meet objective.	
Understanding of the Digital Collage Process	Consistently shows mastery of objective in a creative composition.	Clearly shows mastery of objective throughout the composition.	Shows mastery of objective in most of the composition.	Shows mastery of objective in some of the composition.	Does not meet objective.	
Creativity	The student's work demonstrates a unique level of originality.	The student work demonstrates originality.	The student's work lacked truthful originality.	The piece shows little evidence of originality.	The piece shows no evidence of originality.	
Following Directions	Follows directions of assignment creatively. Also, follows Art Room Rules.	Mostly follows directions of assignment, adequately (effectively).	Mostly follows directions of assignment could show improvement.	Follows some directions of assignment.	Does not follow directions of assignment.	
Craftsmanship (Neatness)	Appears thoughtfully planned; very neatly done; shows unity; "Hanging Quality Work."	Appears planned and neatly done. Show some unity.	Appears unplanned; somewhat careless and messy.	Appears unplanned messy and careless in many areas.	Appears mess and careless.	

Illustrating a Story

Grade Level: 6th-8th Grade

Unit: Artist as Storyteller
Lesson 4: Illustrating a Story
GRADE LEVEL: 6TH -8TH Grade
Digital Art and Design
Estimated Completion Time: 10 days

OVERVIEW:
The purpose of the unit is to inform students about graphic design and how it surrounds us. This lesson will provide students with the understanding of how illustrators can communicate through images.

ENDURING IDEAS/ ESSENTIAL QUESTIONS:
- What does it mean to be an illustrator?
- How can an artist be a storyteller?
- What makes a visual story effective?
- What is the connection between artists and authors?
- How do artists communicate mood? Setting? Characters?

STATE STANDARDS:
VA.68.S.1.4, VA.68.S.2.1, VA.68.F.1.4, VA.68.S.3.4-Develop and imagine original drawings and/or paintings utilizing advanced applications of digital imaging.
VA.68.F.2.1- Explore careers available in the arts and how they impact everyday life.
VA. 68.F.3.4-Follow directions and complete art tasks in a timely manner.

LESSON OBJECTIVES:
After completing this lesson students will be able to:
o   Define illustrators, layout designers, graphic artists, and graphic design
o   Understand the advantages of using computer hardware and software to create art.
o   Identify and use the tools of the digital artist.
o   Use technology to enhance original works of art.

TOOLS AND MATERIALS:
o   Sketchbook
o   Pencils
o   Mac Book
o   iPad
o   Scanner
o   Notebook Paper

Day 1: Introduce Lesson/ Form Ideas
1.Student will think about a short story, novel, or poem he/she have read and liked. They will decide what scene from this work they want to illustrate.

2.In the art-folder, students will describe what the characters are doing in the scene. Imagine the expressions, moods, and actions. Students will list ways they will use the elements of art in their artwork. Decisions should be made whether the proportions of the figures will be realistic or exaggerated. Students will use emphasis to make a figure or object standout. They will use either formal or informal balance to organize their illustration.

Day 2: Sketching
3. Student will make four rough pencil sketches for the scene of their story. He/she will select the sketch that most effectively communicates the action of the story or poem. They will base their digital painting on the sketch.

Day 3: Sketching
Student will continue working on the four sketches.

Day 4: Start the Final Drawing
 Create a contour drawing of the final composition.

Day 5: Drawing Continues
Continue working on the contour drawing of the final composition. Outline the pencil line with pen. Student will scan the drawing to their Mac Book.

Day 6: Scanning
 Student will use the scanner to scan the final drawing onto their laptops. 6.Using Adobe Photoshop the student will apply color.

Day 7: Adding Color in Adobe Photoshop
Continue working in Adobe Photoshop.

Day 8: Continue Working in Adobe Ps
Continue working in Adobe Photoshop.

Day 9: Finishing Touches
Student will complete the digital painting. He/she will submit the digital work electronically.

Day 10: Reflections
Student will answer reflection questions about their work. They will also grade themselves according to the criteria.

DISTRIBUTION AND CLEAN-UP:
Every week students are assigned a duty based on a number at their table from 1-4. The duties are as follows:
-Art Advisor
-Materials Manager
-Sketchbook Supervisor
-Waste Watchdog

ASSESSMENT:
Throughout the lesson students will express what they learned at the end of class. They will also rate their learning experience according to the scale that is provided.
At the end of the lesson the students will be tested on the vocabulary pertaining to the lesson and the tools used in Adobe Photoshop

WEEKLY ART PARTICIPATION SHEET

NAME:_____   TABLE/PERIOD:_____/_____   WEEKS:_____/_____   GRADE:____/20

/5 DAILY QUESTION (What am I learning?)

Directions: *Write the learning goal #, copy the essential question from the board and rate your knowledge of the daily question (0=none at all   4= very well)*

LG	day	date	
			Rate your knowledge. Before the Lesson: ⓪ ① ② ③ ④
			Rate your knowledge. Before the Lesson: ⓪ ① ② ③ ④
			Rate your knowledge. Before the Lesson: ⓪ ① ② ③ ④
			Rate your knowledge. Before the Lesson: ⓪ ① ② ③ ④
			Rate your knowledge. Before the Lesson: ⓪ ① ② ③ ④

/5 AGENDA (How will I learn it?)

Directions: *Copy the agenda from the board.*

day	date	

*If you were absent use the Make-Up Folder to fill in the Essential Question and Agenda.

(DUE AT THE END OF THE 2ND WEEK)

/5 Daily Reflection (How will I know I've learned it?)

Answer the question in a complete sentence and rate your knowledge after the lesson.

day	date	
		What did I learn:_____
		Self Evaluation: Rate your learning experience of the daily question. How did you work during the activity? 1-W/ Teacher's Assistance 2- W/ Peers Assistance 3-Independently 4-Innovatively ① ② ③ ④
		What did I learn:_____
		Self Evaluation: Rate your learning experience of the daily question. How did you work during the activity? 1-W/ Teacher's Assistance 2- W/ Peers Assistance 3-Independently 4-Innovatively ① ② ③ ④
		What did I learn:_____
		Self Evaluation: Rate your learning experience of the daily question. How did you work during the activity? 1-W/ Teacher's Assistance 2- W/ Peers Assistance 3-Independently 4-Innovatively ① ② ③ ④
		What did I learn:_____
		Self Evaluation: Rate your learning experience of the daily question. How did you work during the activity? 1-W/ Teacher's Assistance 2- W/ Peers Assistance 3-Independently 4-Innovatively ① ② ③ ④
		What did I learn:_____
		Self Evaluation: Rate your learning experience of the daily question. How did you work during the activity? 1-W/ Teacher's Assistance 2- W/ Peers Assistance 3-Independently 4-Innovatively ① ② ③ ④

*If you were absent write ABSENT   OR   in ABC write ABC in the Weekly Reflection section.