

“HOW CAN ART EDUCATORS PROMOTE A CHOICE-BASED PROGRAM WHILE
SUPPORTING AND MAINTAINING STANDARDS-BASED INSTRUCTION AND
ASSESSMENT?”

by

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Project Summary

The art of teaching is an ongoing practice in which teachers discover and apply their personal style and philosophy to teach the students within their classrooms effectively. The science of the standard refers to systematically organized learning goals, often developed at either the national or state level, as a general guideline for what students should learn in each step of their educational journey or grade level.

This research examines how my journey as an art educator transformed into a quest to successfully align the science of the standards while preserving and honoring the art of teaching. With the current initiatives involving standards-based instruction, I found myself reflecting a great deal and becoming more curious about the overlap between the science of the standards and the art of teaching. My continued interest in student-centered learning, along with my goal of providing abundant choice in my classroom, lead me to a particular question: “how can art educators promote a choice-based program while supporting and maintaining standards-based instruction and assessment?”

Teachers go through a continuous transformational process as they gain new experiences and reflect on their successes and weaknesses. We gain insight through these experience about what works best for students, how to develop and nurture positive relationships, and what is considered best practice. There are many variables to consider when we use our reflections to make changes in our teaching practice, curriculum, and assessment methods. We all have our own style of teaching that we develop and take pride in. We also are accountable for teaching to

the standards in which our state or district adopts. This is where experience and reflection are valuable.

The literature review includes an examination of standards based instruction, 21st century learning, Teaching for Artistic Behavior, choice based teaching, Studio Habits of Mind and growth mindset. The intent of this research was to combine the above best practices in order to support the idea of a true choice-based classroom.

I have created a website as central hub to provide an overview of our formative and summative assessment methods for students and parents/guardians. This website addresses the science behind formative and summative assessment, as well as lists common formative assessments used within the art classroom. This is an attempt to ensure proactive communication with students and families regarding our assessment practices. Our world of communication is largely digital, and the convenience of accessing a website is timely for families in our community. The vast majority of our students also have access to personal devices in which they can access the information and resources for success online independently. Considering learning styles, I have also provided three different options for students to track their learning and provide evidence for purposes of formative and summative assessment.

The intended audience for this research includes art teachers, teachers who wish to implement student choice and voice while adhering the standards based instruction and assessment, administrators and teaching and learning coaches.

Project Website: <http://tinyurl.com/standardchoiceceramics>