

# Pre-service Teacher Field Research Project

Sample Student Work  
University of Texas at Arlington

4/30/2020

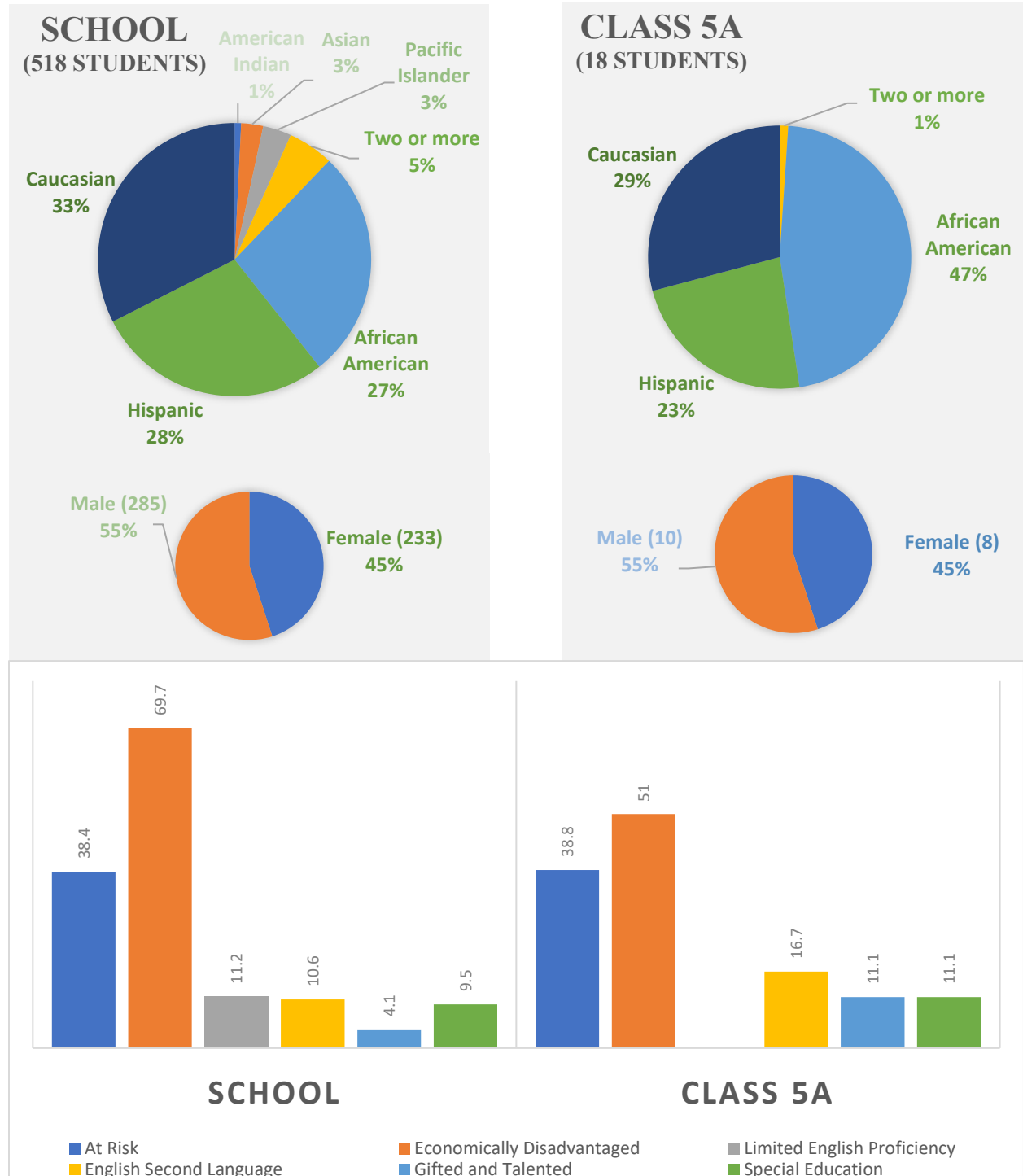
## Abstract

The following is the analysis of a self-developed mini unit for fifth grade art at Stonegate Elementary. It will provide analysis and explanation of my impact on student learning during this unit across the class, specific demographics and individuals. I will discuss formative and summative assessments and provide conclusions based on evidence and experiences in the classroom. It is important to explain that due to school closures related to the COVID-19 pandemic, my students were not quite able to finish their projects. Therefore, I will be assessing incomplete projects that were close to completed. I will focus on their work up until school closures, their pre-tests and the post-tests, which I completed just before schools closed.

## I. School Data

- A. Entire elementary school
- B. 5<sup>th</sup> grade Art, class 5A
- C. Cooperating teacher
- D. Clinical teacher

## II. Demographic Tables/Charts



### III. Mini Unit Plan

#### A. Objectives for unit

- Students will define emotion and symbolism in art.
- Students will reflect on their own emotions.
- Students will evaluate artwork that is symbolic.
- Students will discuss the life and artwork of Louise Bourgeois.
- Students will create a symbolic sculpture through the construction of an armature and apply the papier Mache technique.
- Students will learn about arachnids and spider anatomy.

B. **Pre-assessment:** Students will be given a pre-test, “Spider Woman Sculptures,” prior to discussing the purpose or content of our lesson. It asks students to define key terms including symbolism, sculpture, armature, and paper mache in an open answer format. It also asks who Louise Bourgeois is and whether they believe color can represent emotions. To tie in the science aspect of the lesson, students are also asked to identify true statements regarding spider anatomy and behavior within their environment. The purpose of the assessment is to determine a base of knowledge of the students, so I can assess the content of my lesson. I can use them to decide what points I should emphasize while teaching and those that require a less in-depth discussion.

#### C. Lesson 1: Building an Armature

- Students will be introduced to symbolism in art and explore examples from a variety of artists through group discussion. They will then investigate the meaning of the work *Maman* by Louise Bourgeois through a *See, Think, Wonder* discussion and lecture. Afterwards, they will discover how sculptures are built and the importance and purpose of an armature. In order to accurately depict a spider, students will additionally learn the anatomy and genus specific to spiders. Finally, students will learn how to create an armature for their spider sculpture using newsprint, rubber bands and wire.
- National Standards:
  - VA: Cn11.1.5a: Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.
  - VA: Cr2.1.5a: Experiment and develop skills in multiple art-making techniques and approaches through practice.
- State Standards:
  - ART 117.117.1. A: (1) Foundations: observation and perception. The student is expected to: (A) develop and communicate ideas drawn from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art.

- ART 117.117.2 C: (2) Creative expression. The student is expected to: (C) produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, digital art and media, and photographic imagery using a variety of materials.
- ART 117.117.3. A: (3) Historical and cultural relevance. The student is expected to: (A) compare the purpose and effectiveness of artworks from various times and places evaluating the artist's use of media and techniques, expression of emotions, or use of symbols.
- SCIENCE 112.16.10.A: (10) Organisms and environments. The student is expected to: (A) compare the structures and functions of different species that help them live and survive in a specific environment such as hooves on prairie animals or webbed feet in aquatic animals.
- Learning Objectives:
  - Students will define emotion and symbolism in art.
  - Students will reflect on their own emotions.
  - Students will evaluate artwork that is symbolic.
  - Students will discuss the life and artwork of Louise Bourgeois.
  - Students will learn about arachnids and spider anatomy.
  - Students will create an armature as the structure for an original sculpture.
- English Language Proficiency Standards:
  - 74.4.C.2.G: (G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar
  - 74.4.C.5.G: (G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.
- Language objectives:
  - Describe general meaning, main points, and details heard in the Symbolic Sculptures Lesson.
  - Narrate, describe and explain in writing about the content of the unit and their artistic choices.
- Formative Assessment: Students will be assessed using the attached rubric. I will be looking for creativity, use of medium, their ability to stay on task and their overall understanding of the content of the lesson. Each category is broken into three levels of engagement, each with a range of points available, to guide my determination of their classification. Their total grade will be the summation of each category. My decision for each grade will be based on evidence collected through observation as well as their artwork. The student's ability to follow directions for construction of the armature, the likeness to the anatomy of a spider, and its ability to not only stand but have stability.

- Full lesson plan can be reviewed here: <https://drive.google.com/file/d/1P1mznHYRIit-ZCJg7dmA2LSqoFG8xdfs/view?usp=sharing>

#### D. Lesson 2: Paper Mache

- Students will review their knowledge of symbolism in art, *Maman*, and Louise Bourgeois. We will reinforce their knowledge of spider anatomy and building an armature. Students will assess and make necessary adjustment to ensure their project reaches the correct level before proceeding to the technique introduced in this lesson. Students will then reflect on their own feelings and make creative choices in choosing colors to represent emotions. They will then discover how to apply the paper mache technique to create the outer skeleton of their original sculptures. Finally, they will complete the post assessment to determine the effectiveness of the unit.
- National Standards:
  - VA: Cn11.1.5a: Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.
  - VA: Cr2.1.5a: Experiment and develop skills in multiple art-making techniques and approaches through practice.
- State Standards:
  - ART 117.117.1. A: (1) Foundations: observation and perception. The student is expected to: (A) develop and communicate ideas drawn from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art.
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  - SCIENCE 112.16.10.A: (10) Organisms and environments. The student is expected to: (A) compare the structures and functions of different species that help them live and survive in a specific environment such as hooves on prairie animals or webbed feet in aquatic animals.
- Learning Objectives:
  - Students will reflect on their own emotions.
  - Students will reinforce their knowledge of the life and artwork of Louise Bourgeois, spider anatomy, and symbolism in art.
  - Students will apply the paper mache technique to finish the creation of an original spider sculpture.

- English Language Proficiency Standards:
  - 74.4.C.2.G: (G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar
  - 74.4.C.5.G: (G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.
- Language objectives:
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  - Full lesson plan can be reviewed here: [https://drive.google.com/file/d/1k4aT3-JHfawLx1UB9LPLIWLcr\\_ZttgT5/view?usp=sharing](https://drive.google.com/file/d/1k4aT3-JHfawLx1UB9LPLIWLcr_ZttgT5/view?usp=sharing)
- E. **Post-assessment:** Students will be given post-test identical to the pre-test, "Spider Woman Sculptures," after they have completed the project. It asks students to define key terms including symbolism, sculpture, armature, and paper mache in an open answer format. It also asks who Louise Bourgeois is and whether they believe color can represent emotions. To tie in the science aspect of the lesson, students are also asked to identify true statements regarding spider anatomy and behavior within their environment. The purpose of the assessment is to understand the effectiveness of my teaching ability referring to the content of the lesson. It will inform me of the points I need to reinforce with my students or teach differently in the future.

#### IV. **Summative and Formal Assessments**

##### A. **Pre & Post Test:**

- Because of the open-ended nature some question on this assessment, I provided a variety of answers that I would accept as mastery of the term. I also accepted the example of how the term is used within our project and labeled them as such on the key. I felt that this for different learning styles. It allowed students who may not as adept to memorization of facts but were able to identify examples in the real world or through experience. Both the blank test and the key can be found below.

### Spider Woman Sculpture Worksheet

Name \_\_\_\_\_ Rotation \_\_\_\_\_

1. What is **symbolism**?
2. What is a **sculpture**?
3. What does an **armature** do?
4. **Louise Bourgeois** is best known for creating \_\_\_\_\_.
5. Circle **all** that are **true**

a. Spiders are insects	e. Spiders can have 8 eyes
b. Spiders are arachnids	f. Spiders weave
c. Spiders have three body segments	g. Spider sculptures can have different meanings
d. Spiders have two body segments	
6. How do you **Papier Mache** (paper mache)?
7. True / False, Color can represent emotions or feelings.

BONUS: Give an example of how color can symbolize emotion

### KEY

### Spider Woman Sculpture Worksheet

Name \_\_\_\_\_ Rotation \_\_\_\_\_

1. What is **symbolism**?  
*Any variation of the following is acceptable: "When a picture, object, color, or visual clue is used to represent another idea," one thing stands for another, emotions (project specific symbolism), color shows emotion (better project specific example)*
2. What is a **sculpture**?  
*Any variation of the following is acceptable: "3-dimensional artwork," 3D art, statue (example of a sculpture)*
3. What does an **armature** do?  
*Any variation of the following is acceptable: "it is the structural support of a sculpture," hold up an artwork, spider body (project specific example)*
4. **Louise Bourgeois** is best known for creating \_\_\_\_\_.  
*"Maman," sculpture, spiders, spider sculptures*
5. Circle **all** that are **true**

a. Spiders are insects	<input checked="" type="radio"/> e. Spiders can have 8 eyes
<input checked="" type="radio"/> b. Spiders are arachnids	<input checked="" type="radio"/> f. Spiders weave
c. Spiders have three body segments	<input checked="" type="radio"/> g. Spider sculptures can have different meanings
<input checked="" type="radio"/> d. Spiders have two body segments	
6. How do you **Papier Mache** (paper mache)?  
*Any variation of the following is acceptable: "use strips of paper and glue to cover a surface, and create a hard shell," tissue paper, water and glue, hard outside, exoskeleton (project specific example)*
7. ☒ True / False, Color can represent emotions or feelings.

BONUS: Give an example of how color can symbolize emotion

*For posttest, students were asked to list the colors used on their sculpture and what emotion is symbolized.*

- This assessment was used to influence my teaching practices and did not affect student's final grade. However, for the purposes of this analysis, I graded them using the following rubric to determine content mastery.

**Spider Woman Sculpture Worksheet Rubric**

Grade Percentage	Mark	Assigned Meaning
90-100	4	Advanced, exceeds standards
80-89	3	Meets Standards
70-79	2	Partially proficient
60-69	1	Not proficient
0-59	0	Not proficient, not following directions, missing and/or late

#### **B. Formative Assessment**

- **Lesson 1:** For this lesson, we discussed the concept of symbolism in art and the artist Louise Bourgeois before learning how to create an armature.
  - The students participated in a collaborative discussion of key points related to the art project.
  - The students watched a video and listened to directions of how to create an armature that resembled a spider using newsprint, a rubber band and wire. They were allowed independent work time to replicate the armature one step at a time.
  - Students will be assessed based on their participation in the discussion, creative choices they make when molding the armature, their ability to manipulate the materials to achieve a stable armature, and overall understanding of the ideas introduced in the lesson.
  - The following rubric will be used to grade their projects. There are three levels of mastery for each aspect of the lesson being graded. Each aspect is worth twenty-five percentage of the project. Their total grade will be the average of their performance for each aspect.
  - I will determine the points given for each aspect based on observations made throughout the class discussions, the time allowed for independent work and the final project.



	Exceeds (68-100 points)	Meets (34-67 points)	Approaches (0-33 points)
<b>Participation (25 %)</b>	Participated in all discussions and activities	Participated in most of the discussions and all activities	Minimal participation in discussions and activities
<b>Creativity (25 %)</b>	Expressed strong original ideas	Expressed original ideas with minimal need for developments	Expressed some original ideas, but could use a lot of development
<b>Use of Medium (25 %)</b>	Effectively manipulated the medium with clear signs of improvement. Respected the supplies all the time.	Manipulated the medium well for their level. Respected the supplies all or most of the time.	Manipulated the medium to a lesser degree than expected, respected the supplies some of the time.
<b>Overall understanding (25 %)</b>	Conveyed a clear understanding of central themes verbally and through their work	Conveys clear understanding of central themes verbally and in their work but could use improvement	Conveys clear understanding of central themes verbally but not in their work

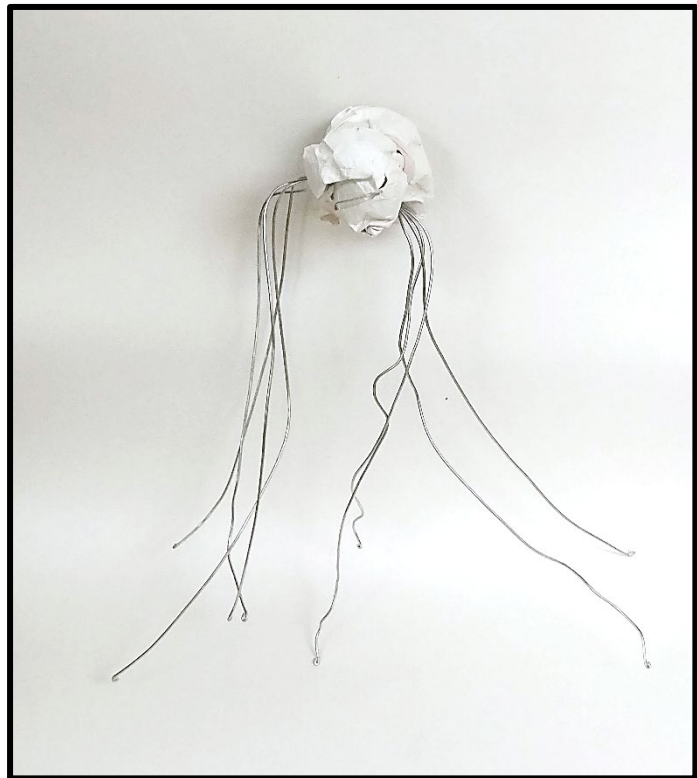
- **Lesson 2:** For this lesson, we reviewed the concept of symbolism in art and the artist Louise Bourgeois before learning how to apply the paper mache technique to their armatures.
  - The students participated in a collaborative review of key points related to the art project.
  - The students watched a video and listened to directions of how to create an armature that resembled a spider using newsprint, a rubber band and wire. They then watched a demonstration by the teacher and were allowed time for questions. They were allowed independent work time to replicate the armature one step at a time.
  - Students will be assessed based on their participation in the discussion, creative choices they make when applying paper mache, their ability to manipulate the materials to achieve a fully covered sculpture, and overall understanding of symbolizing an emotion using color and of the ideas introduced in the lesson.
  - The following rubric will be used to grade their projects. There are three levels of mastery for each aspect of the lesson being graded. Each aspect is worth twenty-five percentage of the project. Their total grade will be the average of their performance for each aspect.
  - I will determine the points given for each aspect based on observations made throughout the class discussions, the time allowed for independent work and the final project.

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<b>Use of Medium (25 %)</b>	Effectively manipulated the medium with clear signs of improvement. Respected the supplies all the time.	Manipulated the medium well for their level. Respected the supplies all or most of the time.	Manipulated the medium to a lesser degree than expected, respected the supplies some of the time.
<b>Overall understanding (25 %)</b>	Conveyed a clear understanding of central themes verbally and through their work	Conveys clear understanding of central themes verbally and in their work but could use improvement	Conveys clear understanding of central themes verbally but not in their work

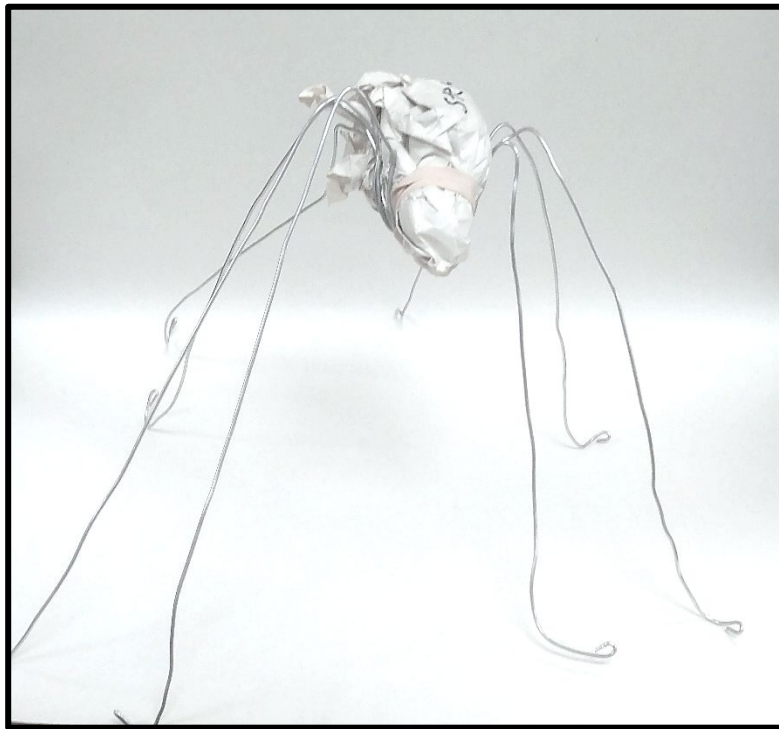
## V. Student Work Sample Data

### A. Lesson 1: Building an Armature

- Approaches:** The student to the right would be graded as approaches. They successfully formed the body and wrapped the rubber band in the appropriate place to create two body segments. However, the wires are not attached correctly. They do not cross under the rubber band in two separate places to properly support the body, but through one. They also did not create the “M” shape needed to cradle the body in the wire for support. They seemed to have failed to hold the wires against the body as the bent the legs. As a result, the spider does not stand in a stable manner. It will need to be adjusted before moving on to the next lesson. The student was repeatedly talking through instructions and disrupted the class by playing with the materials. This could account for the results.

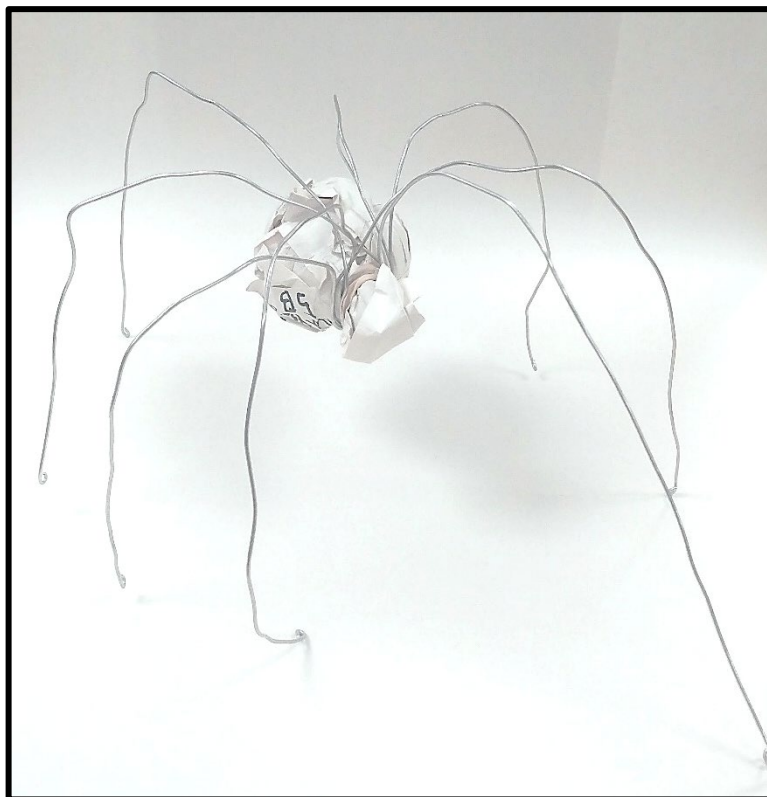


- **Meets:** The student to the right would be graded as meets. They created two body segments using a rubber band wrapped around the newsprint. However, the two segments could be more pronounced. They also successfully attached the legs in the appropriate places. The wires are bent in the appropriate “M” shape to hold the body. They also separated the wires in an even way to create a



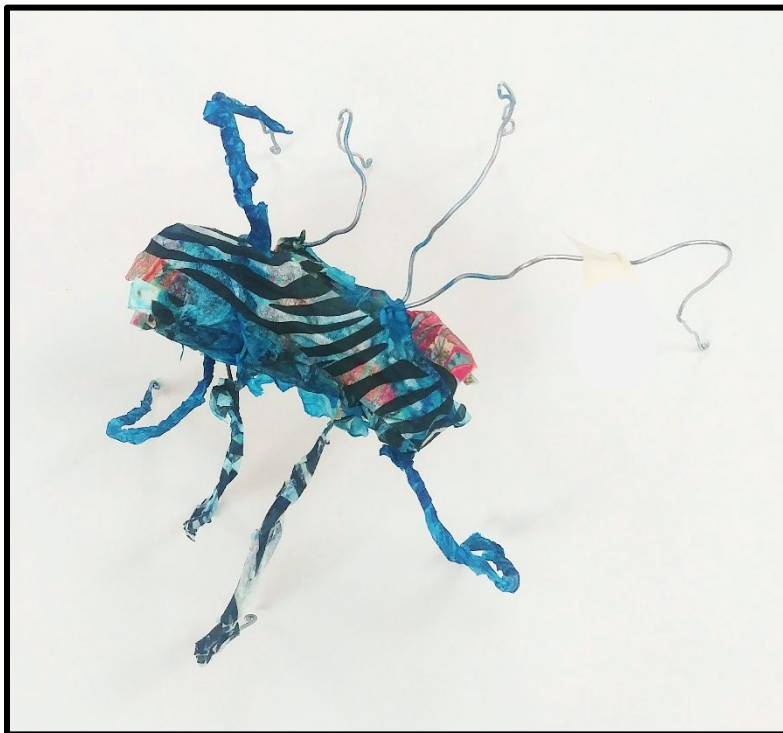
stable sculpture. To increase the stability, they bent the end of the wires which was a great intuitive assessment of their sculpture. This student was active in classroom discussions and attentive during instructions and teacher modeling.

- **Exceeds:** The student to the right would be graded as exceeds. They completed all steps correctly as instructed. What sets this work apart is the handling of the wire legs. This student took the time to creatively place the legs. They then shaped them beyond the straight position. In the end, they created a stable sculpture that aligned with spider anatomy with an aesthetically pleasing form.

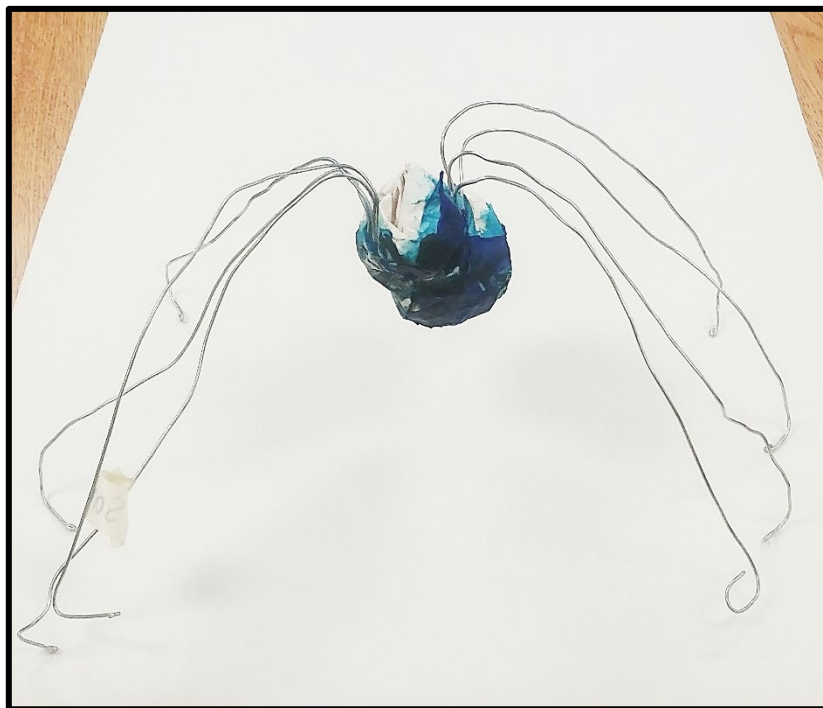


**B. Lesson 2: Paper Mache**

- **Approaches:** If the student who created the project to the right continued the project in this manner, they would be graded as approaches. The body appears to be one segment instead of two. The legs are also a good deal shorter than the intended length. This is because the student wrapped the wires around the body several times without creating the “M” shape when they stopped. However, they did choose their colors according to the assignment. The student wrote that they are representing “mad” by using red and blue.



- **Meets:** If the student who created the project to the right continued in this manner, they would be graded as meets. The sculpture has two body parts, and the wires are attached to the sculpture in the appropriate places to create stability. They also chose two values of the same color, blue, to represent sadness.



- **Exceeds:** If the student who created the project to the right continued in this manner, they would be graded as exceeds. They followed all directions in the construction so that the spider is stable. They are taking care to cover the entire armature. The colors they chose were specific to them and not simply repeated from the examples given. They stated that they used black, brown and giraffe print to represent



happiness, because those colors made them happy. They also created texture while covering the legs which was demonstrated but not required.

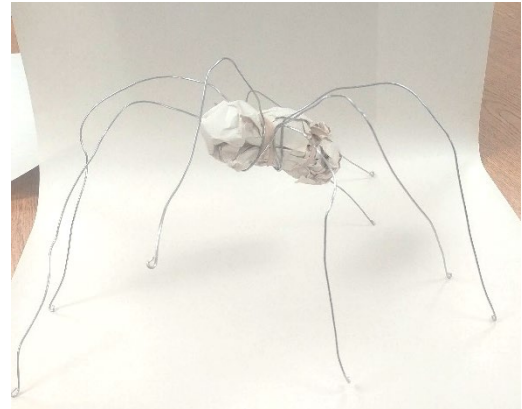
## VI. Case Study Analysis

### A. Case Study 1

The first student I chose to observe throughout the mini unit was a Hispanic male for whom English was a second language. This student is often seeming distracted or needs redirection. He often does not finish assignments but is usually in high spirits. He does not have a 405 or IEP, but often exhibits behaviors that mimic those who have one. I was interested in watching him more closely to gain a better understanding of his needs. When the lesson began, and I handed out the pre-assessment he did not groan and complain as most of his classmates did. He was however, the last one to finish. I gave him an additional minute to finish while I go the class ready for our discussion. He scored a 45 on his pre-test, which was the 11<sup>th</sup> highest out of 18 students. I was pleasantly surprised due to his prior performance in class. His answers were short, and he did not put anything down for two of the questions despite having the extra time. I noticed that he was able to answer who Louise Bourgeois was through clues on the quiz. He answered, "spider woman sculpture." He deducted that the title gave insight to who she was. From this I concluded that he is very observant. Throughout the discussion, he never offered an answer or response when it required speaking in front of the class. His not wanting to speak aloud could be due to his ESL background.



While building the armature, he often seemed distracted but managed to keep up with the guided building of the armature. He would often not watch as I demonstrated a step but managed to complete it just the same. This could mean that he is an auditory learner or did not need the extra assistance of the teacher modeling. I graded his armature as exceeds standards. As you can see in the photograph to the right, his armature has two body segments and the legs are attached properly and formed well.



When we moved onto the paper mache lesson, things were more difficult for him. He was often distraction, but this may have been due to the chaotic nature of the lesson, many students were standing while working and I allowed them to get up and retrieve supplies as they needed them, so students were often out of their seats. When he went to retrieve more tissue paper, he would stop and watch or talk to other students. Because of this I needed to redirect him at least once a class. He was also very resistant to the messy nature of paper mache. He did not like his hand getting dirty and even voiced his concern that the color bleeding from the tissue paper was toxic. He also did not follow directions regarding the supplies. He took more tissue paper than necessary and failed to clean the glue off his hands before getting it, so most of it stuck to his hands and we had to lay it out to dry. The longer he worked the more comfortable he became, but without intervention he would have stopped working, or continued to misuse the supplies. Despite these concerns, he progressed similarly to his classmates. As seen in the above in-process photo, he chose red and blue. He indicated that red represented “super” and blue represented “sad,” so his emotion was “super sad.” This approach of using one color to enhance the meaning was unique to his classmates and showed a higher order of thinking. I feel that his attribution to the feeling of sadness may have been due to his dislike of the paper mache process, and not a personal sadness. While he did not get to finish his spider, he did fully cover his spider’s body and began the legs. Based on his progress I would grade lesson two as meets expectations. However, I did not get a chance to photograph his most recent progress due to school closures.



Despite the appearance that he was not attentive during class discussions or reviews, he scored a 91 on his post-test. He improved from not proficient to exceeds

expectations. He scored within the top 6 students. The only question he did not answer correctly was a multiple-choice question that he got correct on the pre-test. This leads me to believe he guessed the first time. However, it was also the question that the class a whole missed the most, that asked if spiders weave. I believe this was due to my not connecting that aspect of spiders more effectively. Overall, I feel I learned a lot about his learning style and preferences on mediums.

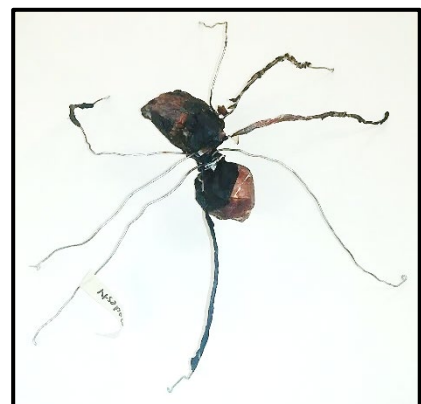
## B. Case Study 2

For my second student, I chose a female student of African American background. She is usually incredibly quiet in class but attentive and finishes her assignments without complaint. As expected, she did not complain when given the pre-test. She finished quickly but only scored a 36. Since the expectation is that the students do not know the information before the start of the assignment this did not surprise or worry me. She also looked for clues to the answers within the quiz and wrote “sculptures” as the answer to *Louise Bourgeois is best known for creating*\_. However, the only other questions she got correct was multiple choice or true/false, so it is hard to gauge if she truly knew or guessed. During the discussion, she did not offer answers aloud and even shook her head in response to a question instead of answering. I feel her quietness may be due to shyness.

She struggled when building the armature despite. Her attention was often pulled away by disruptions at her table, but after moving one of her classmates to a new table, the distraction, not only for her but for several students was handled. As you can see from the top photo her armature by the end of lesson one has two segments but because of the way the wires were bent it did not stand. Therefore, I graded her progress as approaches.

However, prior to beginning the paper mache process, I initiated a small group instruction for students who’s armature was graded as approaches. Because the second lesson’s success was dependent upon lesson one’s results, I wanted to provide an opportunity for me to reteach. She took full advantage of the opportunity and ended up with a spider that would have been graded as meets. This informs me that she wants to do well and cares about her artwork.

After her struggles with lesson one, I was happy to see how quickly she embraced the paper mache lesson. Unlike most of her classmates, she did not mind the mess or the bleeding tissue paper. This allowed her to work quicker than the rest of her table. As you can see from the bottom photo, she chose black and brown

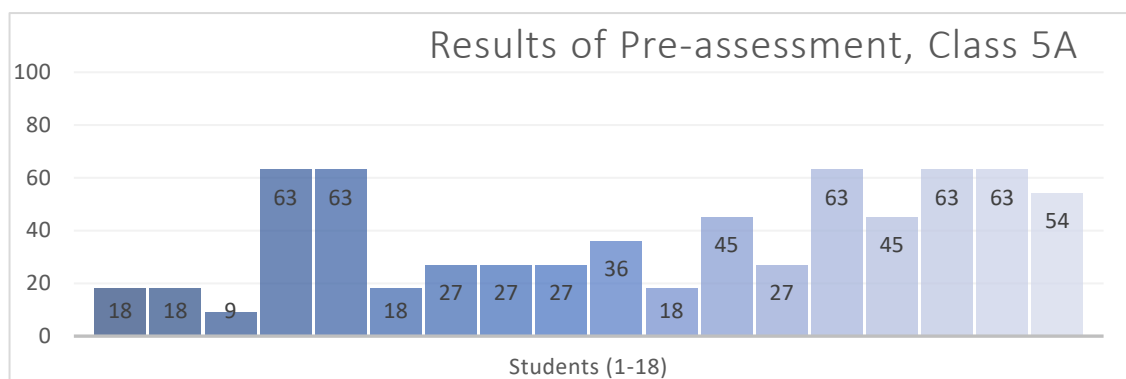


colored tissue paper. When I saw this, I was worried she chose realistic colors rather than colors that represent an emotion. However, she stated that she liked those colors best and she wanted to show happiness and that is what she felt when she saw the colors line up. She also chose a giraffe pattern to incorporate because it matched her colors and she liked that. I was satisfied by her answer, so I left her to continue. When she began the legs, she also created a texture to resemble hairy spider legs. She accidentally bunched a piece that began ripping as she tried to correct it. Rather than removing it and getting frustrated, she embraced it. She soon created the effect intentionally. The before mentioned picture is the most recent photo I could get of her project before schools closed, but I feel had she been able to finish it would have only improved. Because of this, I graded her as exceeds.

She completed her post-test quickly just as before, but her score improved. She got a perfect score plus the bonus question. She not only improved her score from not proficient to exceeds standards. Her behavior in the art room makes me believe that she enjoys creating. She proved that just because someone does not openly share an answer in front of the class, does not mean she does not know the answer.

## VII. Analysis of all Data

### A. Pre-Assessment



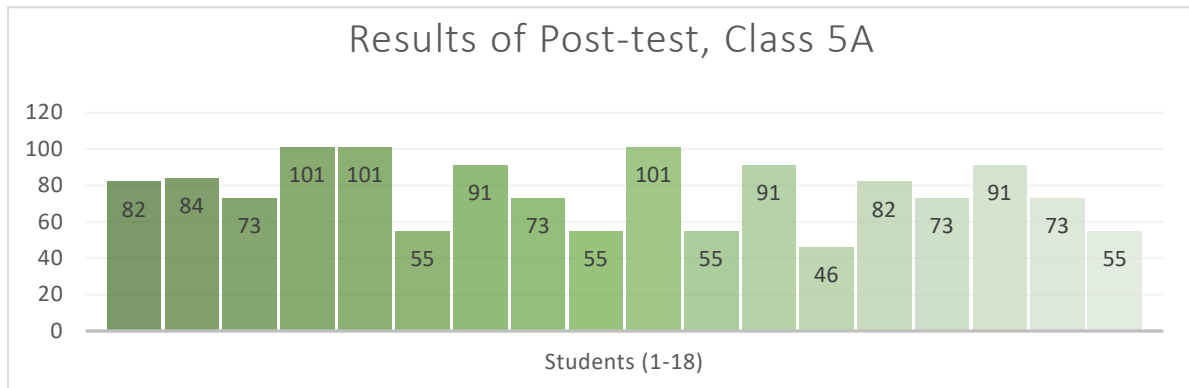
As seen in the graph above, the entire class scored below a 70 on the pre-test, with an average of 38, which shows their knowledge prior to the lesson was not enough. This means that the concepts I was introducing was new knowledge. By looking at the individual questions, I found information that could help me guide my lessons. When I was creating the pre-/post-assessment, I wanted to get the most accurate result as possible. I wanted to know if they really knew the answer or if they were simply good at guessing. So, I limited the number of multiple choice or true/false questions. However, I wanted it to have a variety so included open ended, fill in the blank, multiple choice and true/false. I was worried that this would make the assessment too difficult, but I am glad I set it up this way. Not surprisingly, the questions most missed was the open-ended questions which asked the students to define a term I did not expect them to already



know. The question missed by all was, *what does an armature do?* But it did provide several good guesses describing amateur. The multiple-choice questions were about even between who missed them and who got them right. These questions were related to science and aligned with fifth grade curriculum. So, it is hard to tell if the students who got them right knew because of knowledge obtained in the science class, personal interest in insects or arachnids or simply good guessing.

Regarding subpopulations I gathered some more information. Concerning gender, the results were relatively even regarding which questions they got right or wrong. However, there were a few exceptions. Male students were more likely to define sculpture correctly and determine that spiders are arachnids not insects. This could be due to sculpture being viewed as a more “manly” form of art and young boy’s interest in bugs. However, I am drawn to 3D works and have an admiration for bugs, so I know you cannot always generalize interest based on gender. The students whose first language was not English scored within the top half of the class. They also followed the same trends of missing the open-ended questions and getting the multiple choice right. When looking at ethnicity, the eight African American students averaged a 54 with scores ranging from the lowest in the class (9) to the highest (63). The student with the lowest score also tends to resist instruction and has a behavior intervention plan in place. I do not know him well enough to determine if he did not know the answers or simply did not try. He was very discouraged and wrote IDK for all but one answer and skipped the multiple choice. For the five Caucasian students the average was 37 with the highest score being an 18 and the highest at 63. Within this population there are two students receiving special education services, and one with a behavior plan in place. But overall, they too followed similar trends as the entire class. The five Hispanic students scored the highest overall with the average of 55 ranging from 45 to 63. This population includes the three students whose first language was not English and one gifted and talented student. Given all this information, I found that my biggest challenge would be behavior intervention for those with behavior plans and accommodating for special needs. However, I noted that their low performance may not reflect their understanding but reflect their reading and writing proficiency.

## B. Post-Assessment

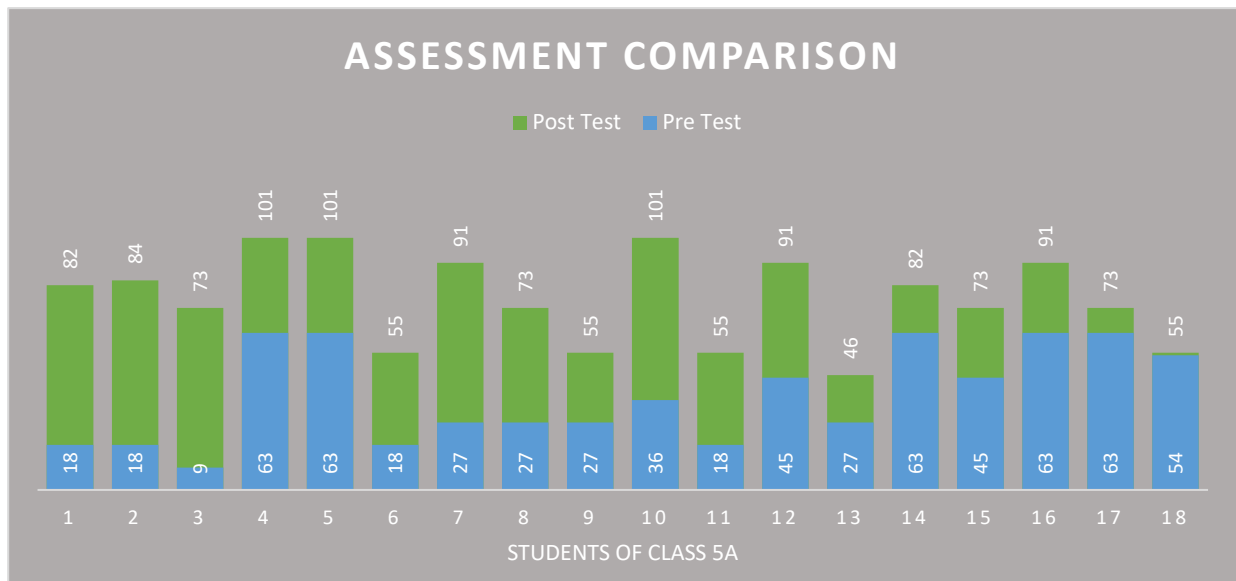


Although students did not get a chance to finish their spider sculptures due to school closures, I went ahead and administered the post-test. This means I did not get a chance to review all lesson content beforehand, but I was pleased to see that every student improved. For the post-test, only five students remained in the category of not proficient, four students were partially proficient, three met standards and six exceeded standards. So, half the students met or exceeded standards and the other half were below standards. This time, most students answered the open-ended questions correctly. Most also correctly identified spiders as arachnids with two body segments and acknowledged that color can represent emotion. The biggest challenge for the entire class was two of the multiple-choice questions. The questions asked if spiders could have eight eyes, and if they can weave. This did not surprise me since these items were mentioned at the beginning of the lesson and had not reviewed it before the assessment. The question that was the most surprising was asking if spider sculptures can have different meanings. Two-thirds of the class answered it correctly, but the other third did not. The reason it surprised me was that the lesson was based on the idea that artwork can symbolize different emotions as in our projects. This makes me wonder if it is the way I asked the question or if I needed to focus on this fact more in-depth.

Regarding subpopulations within the class, the trends were like the pre-test. Male and Female populations did not score overwhelmingly one way or the other. The only question where only males answered incorrectly was how many body segments a spider has. As this was one of the questions that the male population answered correctly on the first test, this leads me to believe that the correct answers may have been guesses. African American students averaged an 80 with students on both end of the range of grades. Caucasian students averaged a 62, which include the two special needs students with limited writing skills (50 average). And the Hispanic students averaged the highest at 84 and is made up of the ESL students (79 average) and the GT student (101). The

three highest scores, which were perfect scores were comprised of two African American students and one Hispanic student. Of the five students who were not proficient, one receives special education assistance, one was ESL, one miss three weeks' worth of art classes and one has a behavior plan than mentions their tendency to not complete work.

### C. Pre- & Post-Test Comparison



Once I had data from both assessments, I could begin comparing the two. The result of both tests are represented in the above chart for each student. The class average for the pre-test was 38, and the average for the pos-test was 76. From the time the students took the pre-test to the pos-test, the average doubled. Additionally, half of the students increased from not proficient to meets or exceeds with the highest increase of 65 points. I noticed there were two outliers that did not increase as much as the remainder of the class. Student 18 only increased one point, but as she wrote in her assessment, she missed the entirety of the paper mache lesson due to absences. The second was student 17 who had a hard time writing the responses. I feel this was due to my lack of knowledge of the writing skills of the student. They were an ESL student, who I had not been informed of his level within the ELPS structure. This taught me that this is an area that I need to improve upon. Even if I must take an active role in reaching out to teachers to better understand student's progression. Concerning special populations female students increased their average score by 40 and male students increased their average 37 points. Female students increased slightly more despite their average being six points lower. All the sub populations previously mentioned all increased their averages between 25 and 30 points. Not surprisingly the largest jump was the GT student with a 30-point increase.

**D. Formative Assessment**

My assessment of the mini unit overall is one of success, but not complete mastery. In lesson one, the objectives were not completely met. Based on the post test for lesson one, all students learned what Louise Bourgeois is well known for, they learned characteristics of spiders, and what symbolism means in art. However, one third of the class struggled when defining both sculpture and armature. This reflected in the observations made when students created their armatures and we were ready to move on. I graded the armatures to include ten who approach, seven who met and only one who exceeded. Due to this, after introducing paper mache to the whole class, I initiated small group instruction for those who scored lower on their armatures in order to improve their structure and increase their overall grade. I also noted that of the students who met or exceeded expectations originally were those who actively participated in the guided instruction during previous classes and did not distract or get distracted by students who were misbehaving.

During lesson two, things improved overall. According to the post-test, most students understood symbolism, and color representing symbolism with only a few exceptions. They also provided acceptable justifications for their color choices and relating them to an emotion. The challenge for this lesson was behavior during the art making portion. There was a need for an abundance of redirection for students as they worked. Many students did not respect the supplies or follow the directions given in the demo. As a result, I stopped independent work a few times to reteach and implement new standards to retrieving materials. However, once a standard for behavior was set and confusion was addressed, the project were graded as follows. Four students exceeds standards, twelve met standards and only two approached them.

**VIII. Reflection on Teaching**

Overall, I am happy with the results of my mini unit even with not complete mastery of lesson one. I found that I can assess mid-lesson or even mid-class and adjust accordingly. I learned that I could recognize my shortcomings as a teacher and find a plan to recover as I did with the first lesson. This taught me that instruction is always evolving. I learned a good deal about expectations for a class' ability to handle responsibility. At the beginning of the lesson, I gave students more freedom than they usually get. I wanted to see what they could handle, given that the fifth grade had a reputation for behavior problems. The school schedule was adjusted mid unit to accommodate for hallway behavior problems and a new behavior plan had been implemented for the entire grade. Despite reservations from my cooperating teacher, I gave them a good deal of freedom in retrieving supplies and class expectations. Because of the nature of the project, I allowed students to stand rather than sit. I also let them gather tissue paper as they needed it from a designated place. However, I had to pull back

a bit after the first day. The added structure cut back on the problems regarding supply waste and students who were out of their seats for the wrong reasons such as socializing or roughhousing. I also found it encouraging that much of the class showed growth and that no subpopulation fell behind the progress of the others.

I also learned some areas of improvement to focus on. I feel that while both the ESL and Special education sub populations averaged a similar improvement as other sub populations, I find that their assessment grades could have been improved by knowledge and accommodations or modifications. For this project, I thought that the assessments should be given in the same manner for all despite other needs. As a result, I realized that this would not accurately inform me of their mastery. For students with special needs for example, the assessment of their artwork in reference to mastery of overall concepts showed that they met standards. However, their pre- and post-assessments showed that they remained in the not proficient category despite the 28-point increase in their average. Because of this, in the future I will make it a goal make sure I understand all accommodations and modifications to ensure mastery shows across all assessment. This experience taught me about some of my strengths as a teacher and goals for improvement, and I found how analysis of data and experiences can teach you a lot. I feel I learned more about my students through data collection and aggressive monitoring of their progress through the lesson. I will continue to practice these methods in the future when I am in my own classroom.