Teaching Experience

1997-2010 HIGHLAND PARK ELEMENTARY SCHOOL


2008-2009, Grade 7 - Directed School Production of “Annie Junior”, four shows at The ACT Theatre. Controlling a production budget in excess of $14 000 while reducing fees to participating students to zero. Running a Laptop Program, programming two classroom-based webpages and a production webpage. (see www.hpdiv3.wikispaces.com). Coordinated Remembrance Day Assembly; Chairing School Citizenship Project Committee-using current educational; and research practices to develop a school-wide behaviour strategy. SFU student teacher in Spring, 2009.


2003-2004, Grade 7 - Directed School Production of “Guys and Dolls Junior”. Coordinated Remembrance Day Assembly and Christmas Concert.

1994-1997 FAIRVIEW ELEMENTARY SCHOOL

1987-1994 BLUE MOUNTAIN ELEMENTARY SCHOOL
Utilizing Ungraded Portfolios for Evaluation in Fine Arts

ABSTRACT

In this thesis the use of portfolios to assess and evaluate fine arts students is examined. It is argued that the best and most authentic form of evaluation in the fine arts is the ungraded fine arts portfolio.

A philosophical overview of the debate is presented by examining traditional versus progressive models of education. Literature reviews present the background of research surrounding both portfolio assessment in education and the use of letter grades.

The argument for ungraded portfolios proceeds with an examination of how art is assessed and evaluated ‘authentically’ within the field outside of the educational context, a review of the history of assessment in fine arts within and outside of the realm of public education, an examination of the interplay between creativity, student motivation and assessment and an overview of curriculum theory as it relates to assessment in the fine arts.

Examples of the classroom use of ungraded fine arts portfolios are presented, with concrete suggestions on how to proceed. Discussions include the use of digital formats, what to include in the portfolio, collaborative planning with the students, emphasizing metacognitive processes, goal-setting and self assessment in the portfolios and creating a culture of art in the classroom with the portfolios as a central component.

In conclusion, there is a discussion of how to adapt the ungraded fine arts portfolio for use should letter grades be required institutionally.