

# TL Training Day 3

Common Core/Standards, How we stay organized and communicate

# Standards

If a teacher asked:

“How does this tour meet the standards?”

what would you say?

*State Standards*

Common Core

*21<sup>st</sup> Century Thinking*

# FAC Tour Standards (will update for 2020)

## Foundational Tour

1.) Oral Expression and Listening: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail based on diverse forms of media.

Colorado Academic Standards: 3<sup>rd</sup> grade, Standard 1 Oral Listening and Listening, 1b/c or (RW3.1.1.b and c) and Common Core: CCSS: SL 3.2 and CCSS: SL 3.3 (<http://www.corestandards.org/ELA-Literacy/SL/3/>)

2.) Integration of Knowledge: Use information gained from illustrations or artworks, and the words in a wall text to demonstrate understanding (for example: where, when, why,).

Colorado Academic Standards: 3<sup>rd</sup> grade, Standard 2 Reading for All Purposes, 2.C.i or (RW 3.2.2.c.i) and Common Core: CCSS: RI.3.7 (<http://www.corestandards.org/ELA-Literacy/RI/3/>)

3.) Presentation of Knowledge: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Common Core: CCSS.ELA-Literacy.SL4.4 (<http://www.corestandards.org/ELA-Literacy/SL/4/>)

**Standard's are the topical organization of an academic content area.**

**The four standards of visual arts are:**

**1. Observe and Learn to Comprehend (KNOW AND COMPREHEND)**

Use the visual arts to express, communicate, and make meaning. To perceive art involves studying art; scrutinizing and examining art; recognizing, noticing, and seeing art; distinguishing art forms and subtleties; identifying and detecting art; becoming skilled in and gaining knowledge of art; grasping and realizing art; figuring out art; and sensing and feeling art.

**2. Envision and Critique to Reflect (CRITIQUE/EVALUATE/REFINE)**

Articulate and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information. To value art involves visualizing, articulating, and conveying art; thinking about, pondering, and contemplating art; wondering about, assessing, and questioning art concepts and contexts; expressing art; defining the relevance, significance of, and importance of art; and experiencing, interpreting, and justifying the aesthetics of art.

**3. Invent and Discover to Create (CREATE/PRESENT)**

Generate works of arts that employ unique ideas, feelings, and values using different media, technologies, styles, and forms of expression. To make art involves creating, inventing, conceiving, formulating, and imagining art; communicating, ascertaining, and learning about art; building, crafting, and generating art; assembling and manufacturing art; discovering, fashioning, and producing art; and causing art to exist.

**4. Relate and Connect to Transfer: (CONNECT/APPLY/TRANSFER)**

Recognize, articulate, and validate the value of the visual arts to lifelong learning and the human experience. To respond to art involves relating to art; connecting to art; personally linking to art; associating with art; bonding to art; moving toward art sensibilities; shifting to art orientations; thinking about art; attaching meaning to art; replying to art; reacting to art; internalizing art; personalizing art; and relating art to diverse cultures.

At the end of  
Kindergarten,  
students can...



The Colorado Academic Standards in Visual Arts are organized by elements of the Creative Process:  
Know/Comprehend → Critique/Evaluate/Refine → Create/Present → Connect/Apply/Transfer

## Visual Arts Learning Expectations for Kindergarten

### Observe and Learn to Comprehend (Know/Comprehend)

Understand that works of art can represent people, places, and things.

### Envision and Critique to Reflect (Critique/Evaluate/Refine)

Identify and discuss connections between stories and artwork (book illustrations, character and/or settings created by an art image).

### Invent and Discover to Create (Create/Present)

Use a range of materials (paint on canvas, chalk on paper, torn paper glued to a form) to create drawings, pictures or other objects.

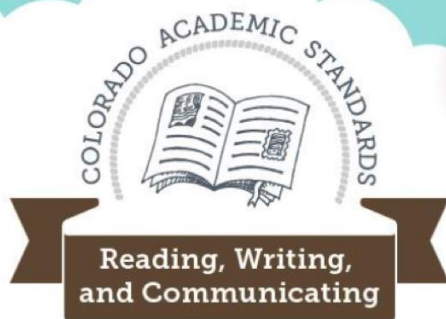
### Relate and Connect to Transfer (Connect/Apply/Transfer)

Identify art in daily life; understand that artists have an important role in communities.

## Throughout Kindergarten, you may find students successfully applying the elements of the creative process by...

- Identifying feelings and emotions connected with pictures (in books); listing the possible feelings an artist might be trying to create (in an illustration in a book).
- Identifying the most important character/person in an image; identifying the setting shown in an image.
- Answering questions about stories in art work images; pointing at pictures (during a read aloud) that represent the beginning, middle and end of a story.
- Making a variety of artworks using different media (materials), including paint on canvas, chalk on paper, and torn paper glued to a form.
- Identifying art in their life (hallway pictures, public sculptures)

At the end of  
First Grade,  
students can...



First Grade



**COLORADO**  
Department of Education

[www.cde.state.co.us](http://www.cde.state.co.us)

## Reading, Writing, and Communicating Learning Expectations for First Grade

### Oral Expression and Listening

Identify specific sounds in words and experiment with those sounds (changing ch- in chip to sh- to make ship, for example); expand their spoken vocabulary; demonstrate how words, gestures, and actions are used to give and receive information.

### Reading for All Purposes

Apply letter sounds (short and long vowels) and letter combinations (sh-, ch-, -tion) to decode words (sound out and pronounce); understand word structure (how words are put together) and word families (words that contain-ack: attack, snack, black, for example); fluently read (with appropriate speed, accuracy, and expression) and comprehend (understand) a variety of stories, informational writing ("how to" books, instructions), and opinion pieces (favorite movies, foods).

### Writing and Composition

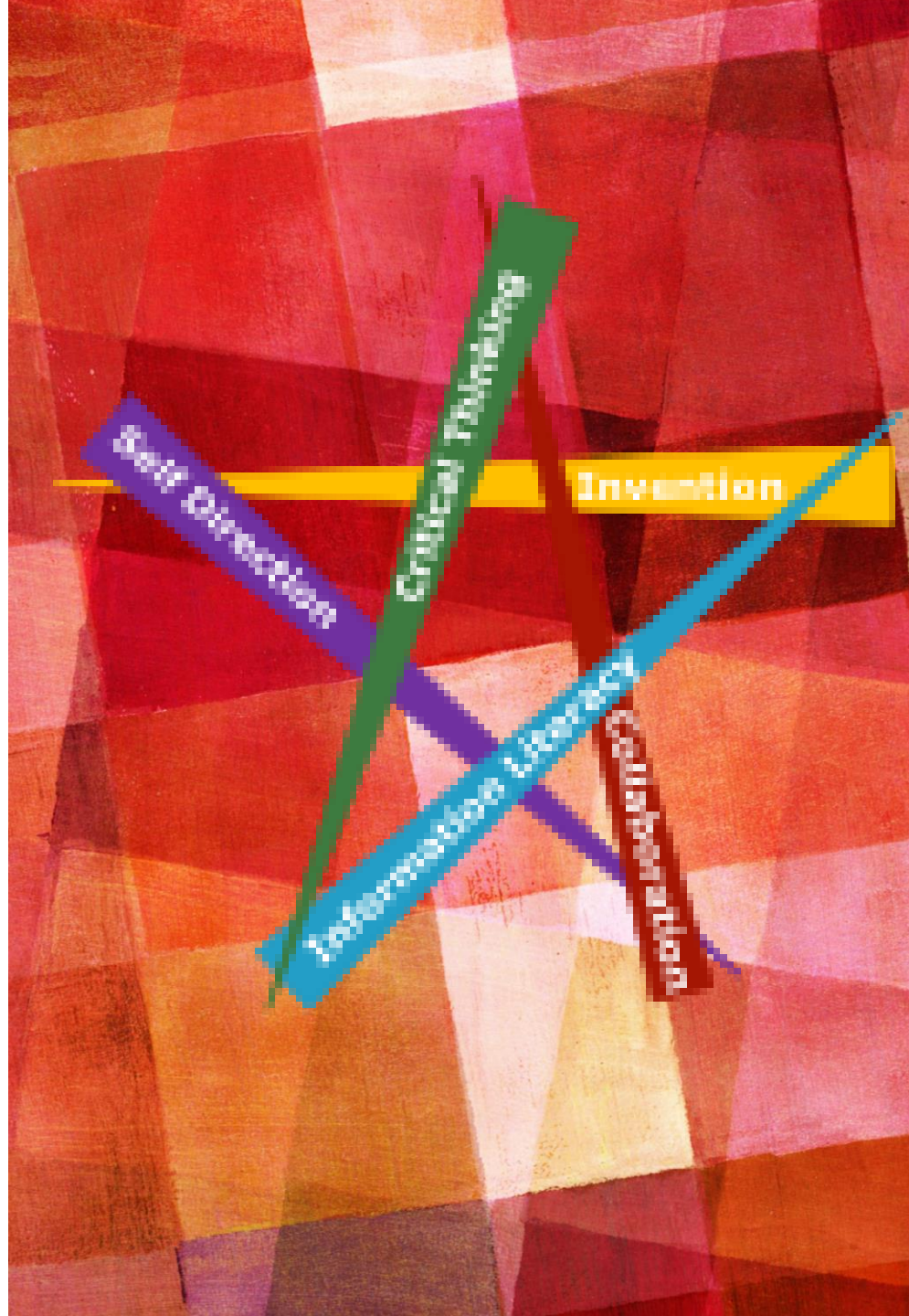
Explore the writing process (plan, write, clean-up, share) to develop ideas for their own writing; use correct spelling and conventions (capital letters, punctuation) in their writing

### Research and Reasoning

Use different resources to locate information and answer questions; ask questions and gather information as part of a research process

## Throughout the First Grade, you may find students...

- Applying phonics rules (sounds of letters) to decode (sound out and pronounce) one- and two-syllable words; reading with purpose, understanding, and fluency (the right speed, accuracy, and expression); recognizing punctuation and grammar in books and stories (end punctuation followed by capital letter); asking and answering questions about key ideas and details to understand stories and informational books; using text features (headings, captions, table of contents) to comprehend (understand) the reading.
- Working with fellow students to discuss different readings and topics; responding to the ideas of others by asking/answering questions; actively listening by making eye contact and demonstrating positive body posture.
- Comparing and contrasting the adventures of characters in stories; identifying similarities and differences between two texts on the same topic; explaining how illustrations and visuals work with the words in a book or story; identifying how an author supports ideas.
- Writing a story with interesting details; writing to explain a topic; writing to state an opinion about a topic and using supporting details; talking about their writing with others to improve writing; using correct grammar and mechanics (complete sentences, end punctuation, correct upper- and lower-case letters).



**Critical Thinking and Reasoning:** Thinking Deeply, Thinking Differently

**Information Literacy:**  
*Determining best resources*

**Collaboration:** Working Together, Learning Together

**Self-Direction:** Own Your Learning

**Invention:** Creating Solutions









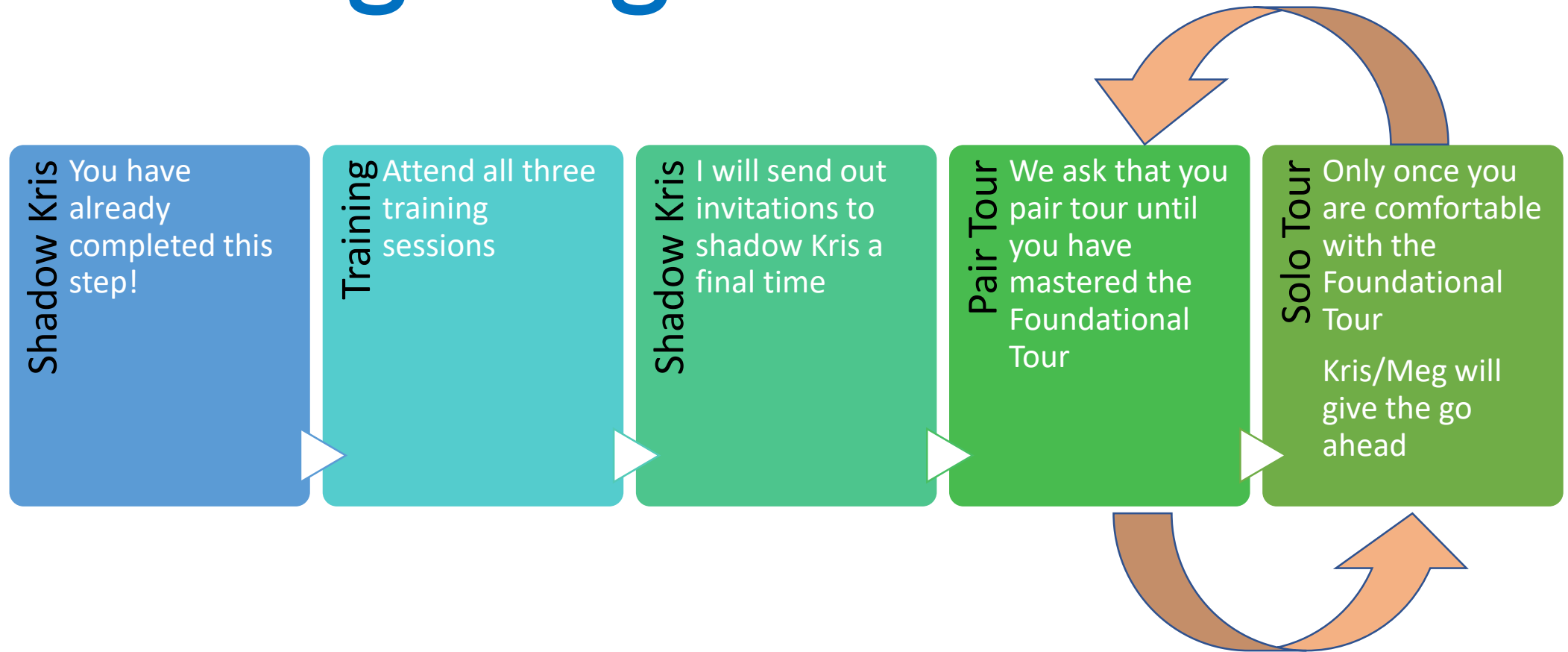





# Touring Progression and Pair Touring



# Touring Progression





# What is Pair Touring?

- **Shadowing**- Watching a tour from start to finish

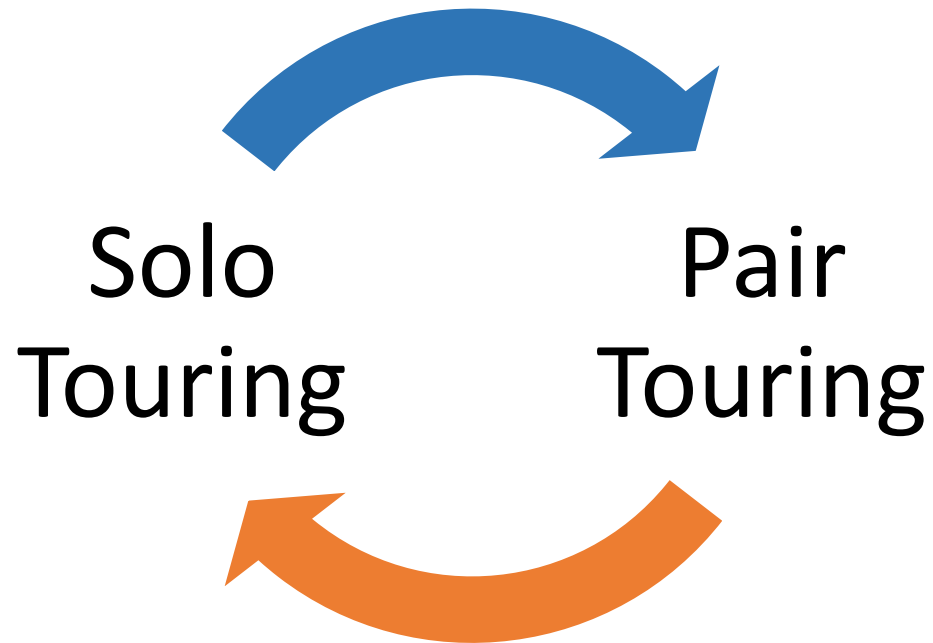
**VS**

- **Pair touring**- Splitting the Foundational Tour into sections and sharing the tour with a more experienced tour leader

## Why we require pair touring-

1. Allows new Tour Leaders a chance to practice the foundational tour incrementally, targeting areas that you would like to improve upon
2. Creates a system for feedback- allowing both more experienced and newer tour leaders to help one another
3. Allows Kris to gauge comfort level/mastery before giving you the green light to solo tour

# Pair Touring Continued-



- Tour leading is really a self-paced/self reflective process- **IF YOU DO NOT FEEL READY TO SOLO TOUR WE WILL NOT FORCE YOU TO DO SO-** this is really about your comfort
- We encourage you to **revisit** pair touring even after you have been okayed to solo tour- part of being a tour leader is a focus on continual improvement
- **We want to foster a community where feedback is viewed as helpful and welcome-** we are all learning and can learn from one another

# Organization: Sign Up Genius, The Newsletter, and the Website

# Step 1: Receive email and click “Sign Up” button

Email format:

Hello, Megan Robbins!

You have been invited by Megan Robbins to sign up for "Visual Voyages: August 20, 30 Children, Grade 5." Please click on the button below to view the online sign up sheet.

**Sign Up**

Click to go to webpage

The link will bring you to the tour or meeting page. It will look something like this...



## Visual Voyages: August 20, 30 Children, Grade 5

Tour Type: Visual Voyages

School: Eagleview Elementary

Time: 10:00a.m.-11:30a.m.

Number of students: 30

Grade level: 5

Tour Focus: Exploration of the natural world- landscape, flora, and fauna

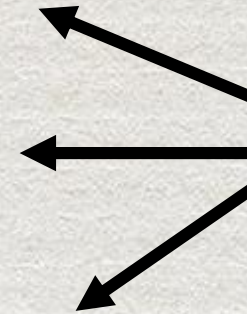
Special needs: One student will be using a wheelchair

OPPORTUNITY TO SHADOW

**Date:** 08/20/2018 (Mon.)

**Time:** 10:00am - 11:30am MDT

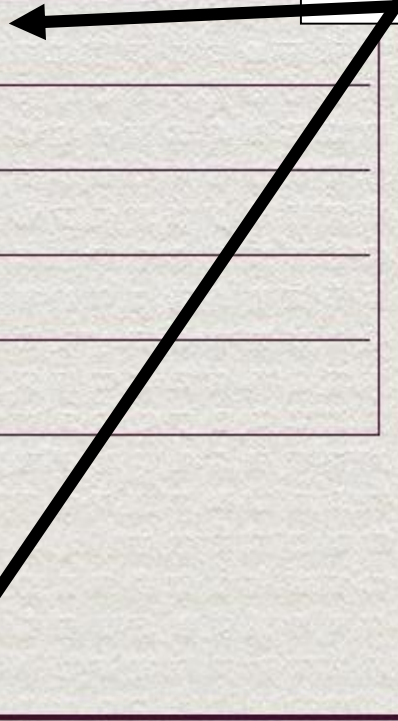
All tour  
information  
can be  
found here



# Steps 2: Click your preferred slot, then submit your sign up by clicking the “submit and sign up” button

Available Slot	
1 Tour Leader- VTS Ralph Allen	<input type="button" value="Sign Up"/>
2 Tour Leader- VTS Spring on the Collective	<input type="button" value="Sign Up"/>
3 Tour Leader- VTS Americanese 180	<input type="button" value="Sign Up"/>
Pair Tour (3)	<input type="button" value="Sign Up"/>
Unable to Tour	<input type="button" value="Sign Up"/>
Waitlist Tour Leader	<input type="button" value="Sign Up"/>

Scroll to the bottom of the page. Click preferred sign up slot. Click submit and sign up.



# Step 3: Add comments if you choose and confirm sign up by clicking the “sign up now button”

## Sign Me Up

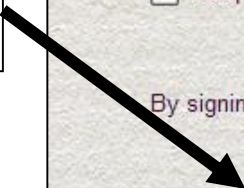
Available Slot	Date (mm/dd/yyyy - MDT)	Comment	Quantity
Tour Leader	Mon., 08/20/2018 10:00am - 11:30am	<input type="text" value="Open to being shadowed"/>	1 <input type="button" value="v"/>

Sign up as: **Megan Robbins** (mrobbins@coloradocollege.edu) - This isn't me

Display an alternate name on the sign up (like a child or spouse)

By signing up, you agree to the SignUpGenius [Terms of Service](#) and [Privacy Policy](#).

Click the  
“Sign Up  
Now” button



# Optional step 4: Choose to add the event to your personal calendar

**Thank you, Megan!**  
You're all signed up for **Visual Voyages: August 20, 30 Children, Grade 5.**

A confirmation email with an attached iCalendar has been sent to you.

✓ **Tour Leader**  
Comment: Open to being shadowed  
Mon., 08/20/2018 10:00am - 11:30am MDT  
Location: Museum

[Back to Sign Up](#)

[Add to Calendar](#) [Edit My Sign Up](#) [Share with Friends](#) [Contact Megan Robbins](#)

This page signals to you that the sign up was a success! If you would like, you can choose to add the sign up to your personal calendar.

# Checking your calendar:

an example- <https://www.signupgenius.com/go/60b0f45acad2eabff2-visual9>

The screenshot shows the 'Sign Ups' interface. On the left is a navigation menu with icons for Sign Ups, Groups, Messages, Reports, Tools, and Collect. The main area has a title 'Sign Ups' and a navigation bar with tabs: Created, Invited To, Favorites, and Calendar. Below the tabs are three filter buttons: 'Items I've signed up for' (yellow), 'Sign ups I've been invited to' (green), and 'Sign ups I've created' (orange), along with a 'Go!' button. The calendar for August 2018 is displayed, showing events on Thursday and Saturday. A callout box with an arrow points to the 'Calendar' tab, containing the text: 'Follow the "Calendar" tab check tours you have signed up for'.

**Sign Ups**

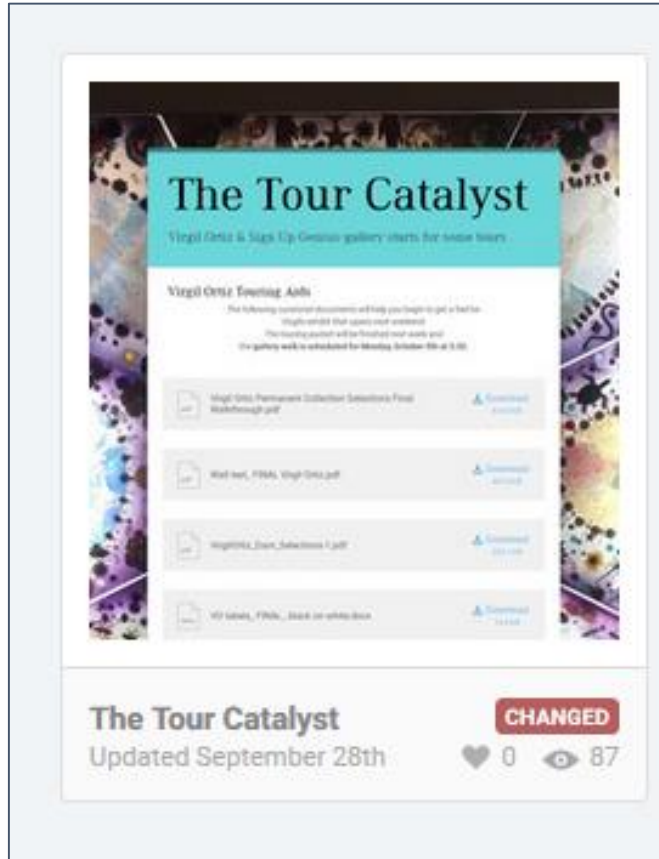
Created Invited To Favorites **Calendar**

Items I've signed up for  Sign ups I've been invited to  Sign ups I've created

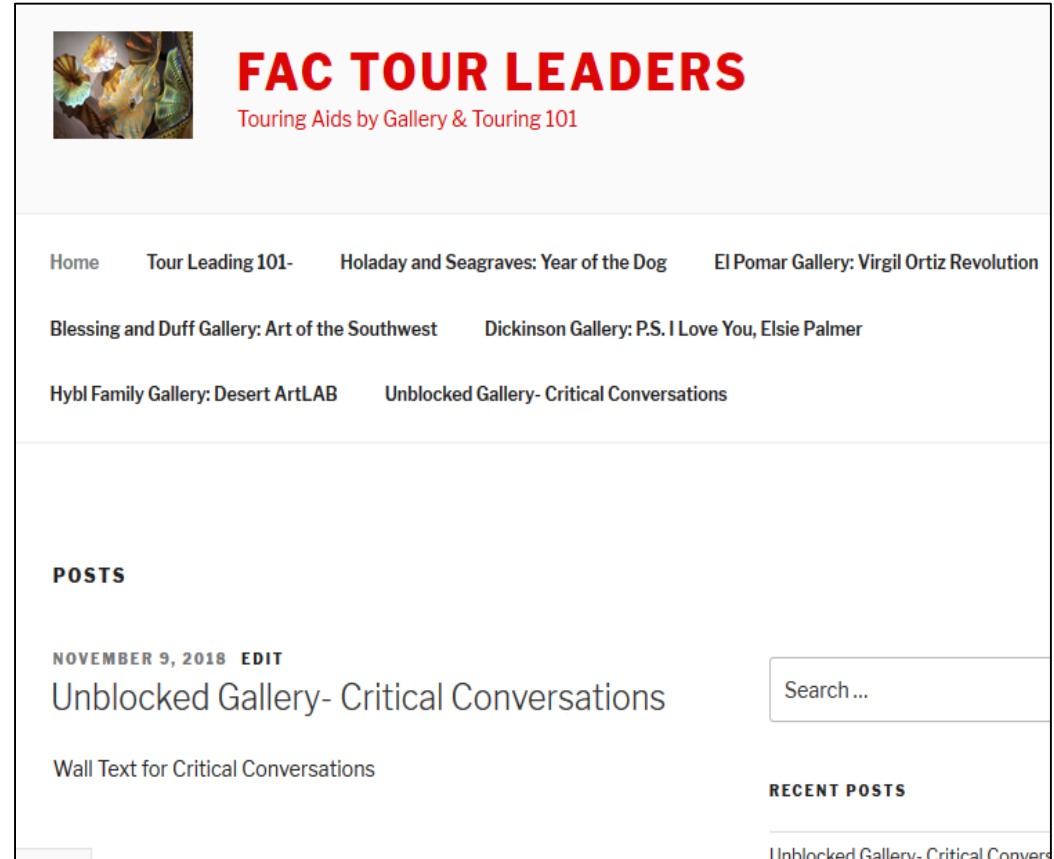
**August 2018**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2 ESW - 20 Children, Aug. 2nd, 10:00a.m. 20 students (10:00AM-11:30AM)	3	4 Aug 4th- ESA tour for 4th grade passport families - 10:00a.m.-11:30a.m. (10:00AM-11:30AM)

# The Newsletter and the Website-



<https://www.smore.com/jrm9y-the-tour-catalyst>



<http://sites.coloradocollege.edu/factourleaders/>

# Growth Mindset

Students perform better in school when they and their teachers believe that intelligence is not fixed, but can be developed.

Teaching students that intelligence can be “grown” is especially powerful for students who belong to typically stereotyped groups.

Growth mind-sets focus on effort and motivate students to overcome challenging work.

# Growth Mindset

## Messages That Promote a Growth Mind-Set

- We believe in your potential and are committed to helping everyone get smarter.
- We value (and praise) taking on challenges, exerting effort, and surmounting obstacles more than we value (and praise) “natural” talent and easy success.
- Working hard to learn new things makes you smarter—it makes your brain grow new connections.
- This is not a place that judges you. It is a place where people help your brain grow new connections.

Carol S. Dweck is a Professor of Psychology at Stanford University.

# Homework

1. Explore the following websites:
  1. [Elements of art](#)
  2. [Principles of art](#)
  3. IF you want more, try [this website](#)
2. Review the elements and principles of art handouts in your binder.
3. Practice VTS with family members