

## Building a Bulletin Board – 3rd Quarter Project

Walk into most classrooms and you'll see one or more [bulletin boards](#). Some will be creatively designed with eye-popping colors, dynamic illustrations, and three-dimensional letters. Others will simply be a hodge-podge of old, faded, and worn-out bulletins.

The difference is clear. Classrooms that are visually appealing and intellectually stimulating are those in which teachers have devoted considerable attention to their classroom bulletin boards. Your students will spend a significant portion of their waking hours in your classroom. It's important, therefore, that your classroom be one that excites, stimulates, and motivates students in a host of learning opportunities.

\*Source - <http://www.teachervision.fen.com/bulletin-board/new-teacher/48350.html>

**Directions:** Create a standards-based bulletin board in your cooperative placement classroom, hallway or pod area.

**Step 1:** Discuss with your placement teacher possible standards, themes or subject matter as a focus for your bulletin board.

Theme/Subject Focus: \_\_\_\_\_

What is the goal for the bulletin board? (What purpose will the bulletin board serve in meeting the content standards for your classroom?)

**Step 2:** Plan your bulletin board:

What color is the background?

How many objects/items will be on the board?

Are any letters/words on the board?                      How many and size of each?

What type of board will surround the board?

Length \_\_\_\_\_ Height \_\_\_\_\_ Board Back Material \_\_\_\_\_

**Step 3:** Draw a “mock-up” or rough draft with a general layout of your board in the following box. Be sure to color it.

**Step 4:** Create your bulletin board then take a picture.

**Step 5:** Attach the following to this guideline sheet: a copy of the rubric/guideline sheet, one student sample work, copy of standards listed and a college formatted one-paragraph essay explaining how the bulletin board fits in with the classroom instruction.

**Step 5:** Attach your picture to this worksheet, feel free to email your picture to me and I will print it for you. Put in subject line of email: BULLETIN BOARD PICTURE – (your name)

**DUE: MARCH 13<sup>TH</sup> 2020**

<b>Student Name:</b>				
<b>Cooperating Teacher:</b>		<b>School:</b>		<b>Grade/Subject:</b>
<b>Standards-Based Bulletin Board Criteria</b>	<b>Excellent</b>	<b>Good</b>	<b>Acceptable</b>	<b>Needs Improvement</b>
<b>Layout, Design, Mechanics, Function &amp; Effectiveness</b> * Components are organized in an easy to read and follow format that compliments classroom instruction by providing reinforcement of concepts	Excellent object size, neatness, accessibility, content, and interesting appearance  <b>20 points</b>	Good object size, neatness, accessibility, content, and interesting appearance  <b>15 points</b>	Acceptable object size, neatness, accessibility, content, and interesting appearance  <b>10 points</b>	Object size, neatness, accessibility, content, interesting appearance needs improvement  <b>5 points</b>
<b>Title of Standards-Based Unit or Essential Question</b> *Should be at the head of the board	Excellent object size, neatness, accessibility, content, and interesting appearance  <b>10 points</b>	Good object size, neatness, accessibility, content, and interesting appearance  <b>8 points</b>	Acceptable object size, neatness, accessibility, content, and interesting appearance  <b>4 points</b>	Object size, neatness, accessibility, content, interesting appearance needs improvement  <b>2 points</b>
<b>Standard(s) Listed</b> *Standards addressed in the activity are listed	Clearly visible, entire standard listed including number designation  <b>5 points</b>	One of the following is missing or incomplete: visibility, entire standard, or number designation  <b>3 points</b>	Two of the following are missing or incomplete: visibility, entire standard, and/or number designation  <b>2 points</b>	Missing  <b>0 points</b>
<b>Assignment Guidelines or Criteria Chart and/or Rubric</b> *Guidelines, Criteria Chart and/or Rubric should be posted to delineate the requirements for achieving mastery of the standards addressed	Posted, easy to read and clearly identifies requirements for standard mastery  <b>5 points</b>	One of the following is missing or incomplete: posted, ease of read, or requirements for standard mastery  <b>3 points</b>	Two of the following are missing or incomplete: posted, ease of read and/or requirements for standard mastery  <b>2 points</b>	Missing  <b>0 points</b>
<b>Student Work</b> *Student work is posted – grades are not visible	Student work is the focal point of the bulletin board, illustrates various levels of application of concepts and grades are not visible  <b>20 points</b>	One of the following is missing or incomplete: student work as focal point, or variety in application of concepts  <b>15 points</b>	Both of the following are missing or incomplete: student work as focal point and variety in application of concepts  <b>10 points</b>	Student grades are visible  <b>0 points</b>
<b>Total Points Earned:</b>				