



JEFFREY D. SEABERG  
TEACHING PORTFOLIO

---

VISUAL ARTIST + ART EDUCATOR

# JEFFREY D. SEABERG

Hong Kong | seaberg@gmail.com | +852 9781 0245 | [www.jeffreyseaberg.com](http://www.jeffreyseaberg.com)

---

ART EDUCATOR | VISUAL ARTIST

## EDUCATION

**Rhode Island School of Design**

Master of Arts in Teaching | 2009

**State University of New York at New Paltz**

Bachelor of Fine Arts in Drawing + Painting | 2005



## TEACHING EXPERIENCE

### **Art Teacher | Grades 9-12 | Hong Kong International School | 2017-present**

- Designed several exciting new elective courses with a focus on open-ended, inquiry based projects, student directed learning, multidisciplinary studio approaches and advanced portfolio preparation for students attending art and design universities
- Facilitated numerous school-wide projects including mural designs, site specific installations and student exhibitions
- Organized a range of exciting field trips, collaborations and workshops with visiting artists

#### COURSES TAUGHT:

AP Studio Art	AP Art History
Drawing + Painting	Foundations in Art + Design
Intro to Photography	Advanced Film Photography
Independent Studio	Advanced Studio

#### ACTIVITIES:

**Art Club** - Restructured the club to increase student engagement  
**Kai Oi Art + Service Club** - provided art education activities with a local school serving students with special needs

### **Art Teacher | Grades 8-12 | TASIS - The American School in England | 2011-2017**

- Designed a dynamic visual arts curriculum with a focus on foundations in materials and techniques, development of critical thinking abilities and interdisciplinary / multicultural connections
- Emphasis is placed on 21st century technologies to promote student engagement, creativity and collaboration

#### COURSES TAUGHT:

IB Diploma Program (Grades 11 + 12)  
Drawing + Painting  
Photography 1 + 2

#### ACTIVITIES:

**Art Club** - Designed a range of meaningful art + service activities  
**Hope + Homes Romania** - Led numerous annual service trips working with a charity serving orphans in Romania

### **Art Faculty + Dean of Students | Grades 10-12 | Les Tapies Arts + Architecture Program | South of France | 2013**

- Facilitated studio workshops in drawing, painting, photography and architecture courses, student critiques and excursions for a three week intensive summer studio program.

### **Art Teacher | Grades K-5 | Bolivia Elementary School, Bolivia, NC | 2009-2011**

- Developed a comprehensive visual arts curriculum, which utilized a variety of 21st century technologies to create engaging instruction.
- Differentiated instruction to meet a diverse range of individual student needs, implemented a behavior management system to maintain a positive and supportive learning environment.

## SKILLS

### *Studio Art*

Extensive experience in a broad range of media, techniques + processes (drawing, painting, printmaking, digital + film photography, architectural design, digital illustration + concept art, graphic design, ceramics and sculpture)

### *Design*

Design thinking | Photoshop, InDesign, Illustrator, Dreamweaver, Final Cut Pro, iMovie, iPhoto | Design for both print and web applications | Ability to learn software quickly and adapt it to studio needs

## PROFESSIONAL DEVELOPMENT

AP Workshops | AP Studio + AP Art History | 2020-22

*Workshop Facilitator* - AP Studio Professional Development Sessions | 2021-22

ARWAE Asia Region Art Educators Workshop | Beijing, China | 2017

IB Visual Arts Diploma Programme Workshop, Category 2 | Berlin, Germany | 2015

NAEA National Convention | 2010, 2011, 2015

*Workshop Leader* | Les Tapiés Art Teacher Workshop | Ardèche, South of France | 2012

*Workshop Facilitator* | London International Schools Association (LISA) | The King Fahad Academy | 2012

IB Visual Arts Diploma Programme Workshop, Category 1 | Florence, Italy | 2011

National Art Education Association (NAEA) | 2008-present

## SCHOLARSHIPS + AWARDS

Les Tapiés Foundation Grant | 2012

Walmart Community Grant for Education | 2010-2011

Individual Arts Grant | Brunswick Arts Council | 2010-2011

Timberlake Arts in the School Award | Bob Timberlake Foundation | 2009 (ongoing gift to Bolivia E.S.)

Art + Design Education Fellowship | Rhode Island School of Design | 2008

## SELECTED EXHIBITIONS

*Faculty Exhibition* | TASIS The American School in England | Surrey, UK | 2015

*Faculty Exhibition* | Les Tapiés Arts + Architecture Program | Ardèche, France | 2013

*Selections From Gondwana* | Benson Hall Gallery, RISD | Providence, RI | 2009

*30th & 31st Annual Small Works Exhibition* | NYU Washington Square East Gallery | New York, NY | 2007-08

*Re:Mission* | Thinkspace Gallery | Los Angeles, CA | 2007

*First Annual Spring Invitational* | The Venice Contemporary | Los Angeles, CA | 2007

*East West Artfest* | Ronkonkoma, NY | 2007

*Small Miracles* | Atlantic Gallery | New York, NY | 2006

*Bachelor of Fine Art Thesis Exhibition* | Samuel Dorsky Museum of Art | New Paltz, NY | 2005

*Natural Forms: Drawings & Paintings* | Smiley Art Gallery | New Paltz, NY | 2005

*18 Miles to Kokomo* | Smiley Art Gallery | New Paltz, NY | 2005

*Works on Paper* | Comstock Art Facility at Syracuse University | Syracuse, NY | 2005

## REFERENCES

References available upon request

# JEFFREY D. SEABERG

Hong Kong | seaberg@gmail.com | +852 9781 0245 | [www.jeffreyseaberg.com](http://www.jeffreyseaberg.com)

---

## TEACHING PHILOSOPHY

My artistic practice is an essential part of who I am as an artist-educator. My classroom instruction is directly informed by my experience in the studio and I believe this experience as a practicing artist is absolutely vital to the role of an arts educator. An important aspect of the creative process is the exploration of ideas and I find that my own interests constantly weave themselves into my teaching, as do the interests and ideas of my students. This process of exploration allows me to continually learn alongside my students as they develop their own artistic practice, which is one of the reasons I love working in the classroom.

My classroom is a student-centered environment where students are actively engaged in their own learning experiences. My role is to facilitate those experiences by allowing opportunities for students to interact with and manipulate materials and ideas in meaningful ways. The arts can be a great connector, building bridges between student learning in a variety of subjects. They can also be a powerful conduit for social change and self expression. In all of my instruction, I attempt to package key concepts and enduring ideas into engaging lessons that help students develop conceptually as well as technically. I emphasize multicultural and global perspectives throughout my curriculum. Students are exposed to arts and cultures from around the world, including and especially those that have been underrepresented in traditional art history canons. Additionally, I frequently integrate technology into my instruction and provide opportunities for students to utilize it both as a supporting resource and as a medium they can use to produce their own content.

At the core of my teaching is the belief that all individuals are inherently creative. The arts are and should be accessible to all. Another guiding conviction is that all children can succeed. As a teacher, it is my responsibility to meet the diverse needs of every student in my classroom by accommodating and modifying for various learning styles, developmental levels, English language learners and for students with disabilities. The arts provide an opportunity to enrich the lives of all students, including those with mental or physical challenges. Additionally, I favor a proactive behavior management strategy with an emphasis on positive reinforcement. I strive to create a safe, supportive learning environment by building positive relationships with students and emphasizing mutual respect.

The benefits of the arts in education have been widely researched and documented. Artistic practice can strengthen critical thinking processes and enhance problem-solving abilities, communication and inventiveness. The arts allow students to express deep personal meaning and to explore consequential ideas. Students also develop an appreciation of diversity in both culture and perspective. In a world where technological and economic landscapes seem to be continually shifting, art and design play a major roll in stimulating innovation. We are increasingly immersed in information. The arts offer a way of building comprehension and understanding out of this oversaturation of data and media. They can help us to collaborate, manipulate, organize and create. As such, I believe the arts should be included with science, technology, engineering and math to move from STEM to STEAM. A strong foundation in the arts can greatly benefit each student, regardless of the career path they might choose to follow in the future. As an arts educator, I aim to provide my students with more than just a cursory experience in the studio; I believe that the arts can help provide skills that will better equip the next generation in solving the complex problems our world currently faces.



# TEACHER EVALUATION / STUDENT FEEDBACK - MAY 2016

My Average	School Average	Question
4.6	4.2	My teacher is prepared for class.
4.6	3.9	My teacher engages students and keeps the attention of the class.
4.7	4.0	The expectations for the class and my work are clear and appropriate.
4.6	3.9	My teacher returns my work in a timely manner.
4.7	4.3	My teacher is available to me and provides useful academic support outside of class.
4.7	4.0	My teacher listens and effectively responds to my ideas, questions and concerns.
4.8	4.0	My teacher presents information clearly and is able to use different methods if I don't understand.
4.7	3.9	I am not afraid of answering questions in class that I am not sure I know the answer to.
4.7	4.0	My teacher encourages me to actively participate in class.
4.7	4.4	I work hard in this class.

## STUDENT COMMENTS

*"Mr. Seaberg is always prepared for class and gives really good suggestions to all students on how to improve their work. He is really passionate and helps me a lot."* - **Photography**

*"It's a great class and one of my favourites."* - **IB Visual Arts**

*"Best class, looking forward to some more work with new mediums."* - **Drawing and Painting**

*"Mr. Seaberg is really passionate about photography. Always trying to find positive in peoples work and always happy to help with problems."* - **Photography**

*"Mr. Seaberg is really good in his job and I think he is one of the best teachers I've ever had."* - **IB Visual Arts**

*"Mr. Seaberg gives great personalised feedback."* - **IB Visual Arts**

*"Mr. Seaberg is very supportive."* - **Art Club**

*"Mr. Seaberg is very open to any questions."* - **Photography**

*"Photography is extremely versatile in terms of what can be achieved. Mr. Seaberg explains all new concepts with great detail and includes hands-on examples."* - **Photography**

*"Mr. Seaberg personalizes projects for each student based on interests."* - **Photography**

*"Mr. Seaberg should continue helping everyone and giving super useful advice."* - **Art Club**

Melanoria

# FIELD TRIPS + TRAVEL







I'm very thankful for the wide range of travel opportunities that I've been able to participate in. Whether it's an art field trip to a museum in London, a long weekend in Vienna or a large-scale school trip to Rome, I really treasure these experiences beyond the classroom as they make learning come alive.







TEACHING +  
LEARNING





In all of my instruction, I package key concepts and enduring ideas into engaging lessons that help students develop conceptually as well as technically. I believe that everyone is capable of artistic development and I aim to cultivate this attitude in my students.







*“My artistic practice is an essential part of who I am as an artist-educator.”*

My classroom instruction is directly informed by my own studio work. Using my artistic practice as an example allows me to engage with the same tasks I ask my students to consider. Developing artistic practice in students enables them to explore their own interests and ideas in meaningful ways.











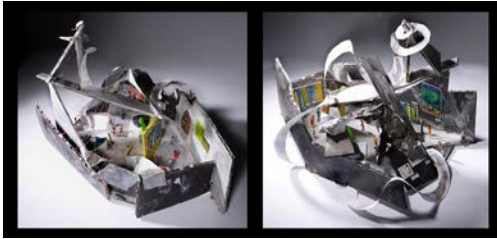
# EXHIBITIONS





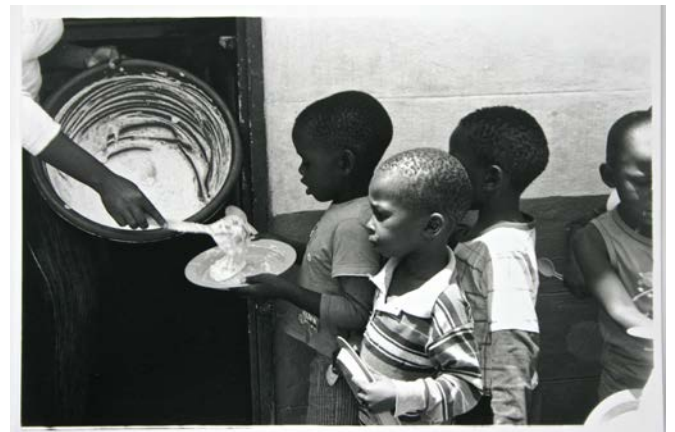






# STUDENT WORK

As students develop their own artistic practice, I encourage them to explore ideas and interests that they find personally meaningful. This process leads to an endless variety of outcomes, which is one of the reasons I find each day to be just as exciting as the next. Additionally, I have also been especially interested in assisting students with portfolio development as they move on to study art and design at a university level.







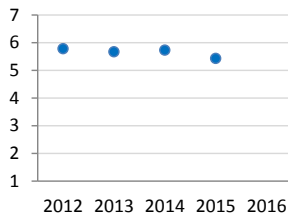
# IB VISUAL ARTS - STUDENT PERFORMANCE

The IBO does not provide worldwide score distributions for this subject. Thus, the statistical significance of the difference between the school and world averages cannot be calculated.

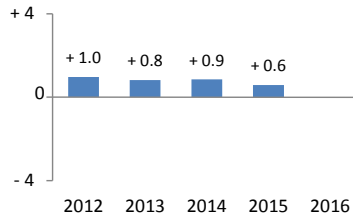
## VISUAL ARTS OPTION A HL

TASIS England

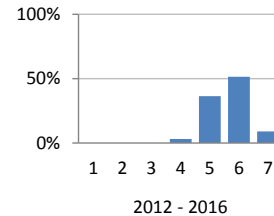
### Average Candidate Subject Score



### School Average minus World Average



### Subject Score Distribution



The yellow line shows the shape of the worldwide score distribution.

### Aggregate Statistics

	2012	2013	2014	2015	2016	5 yr
Students	9	6	11	7		33
Median	6.0	6.0	6.0	6.0		6.0
Average (Avg)	5.8	5.7	5.7	5.4		5.7
World Avg (WA)	4.8	4.8	4.9	4.8		
(Avg - WA)	+ 1.0	+ 0.8	+ 0.9	+ 0.6		+ 0.8
Stat. Significant?						

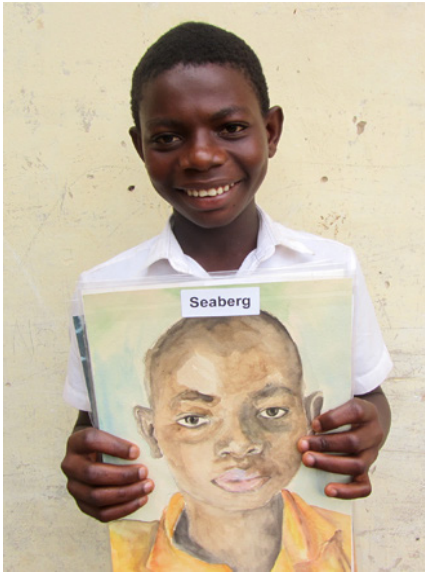
### Subject Score Distributions

	Percentages						Counts					
	2012	2013	2014	2015	2016	5 yr	2012	2013	2014	2015	2016	5 yr
7	11%		18%			9%	1		2			3
6	56%	67%	36%	57%		52%	5	4	4	4		17
5	33%	33%	45%	29%		36%	3	2	5	2		12
4				14%		3%					1	1
3												
2												
1												

## STUDENT UNIVERSITY PLACEMENT

Rhode Island School of Design  
 Chicago Art Institute  
 NYU Tisch School of the Arts  
 Parsons School of Design  
 School of Visual Arts  
 San Francisco Art Institute  
 Ringling College of Art and Design  
 Oxford Brooks University  
 Glasgow School of Art  
 University of the Arts London  
 Savannah College of Art and Design





# SERVICE PROJECTS

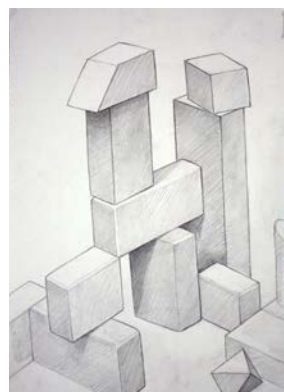
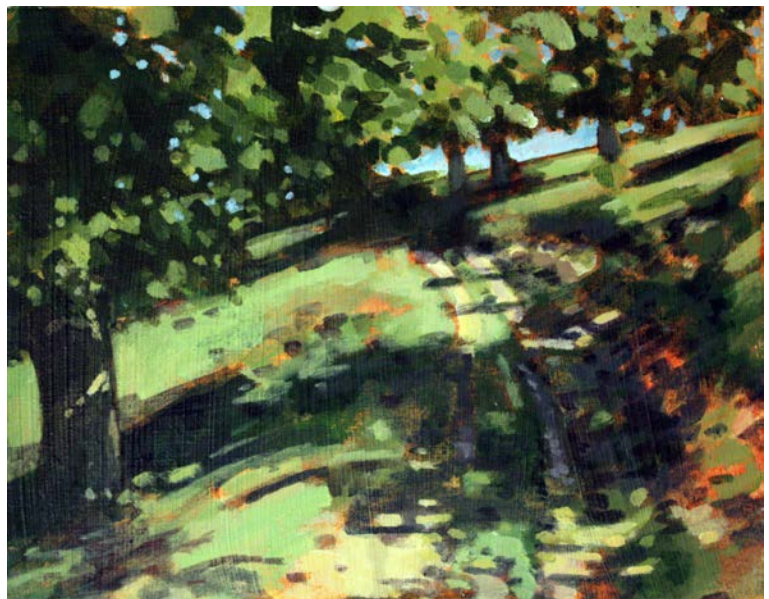
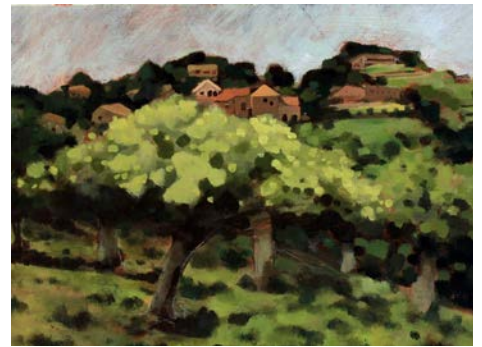
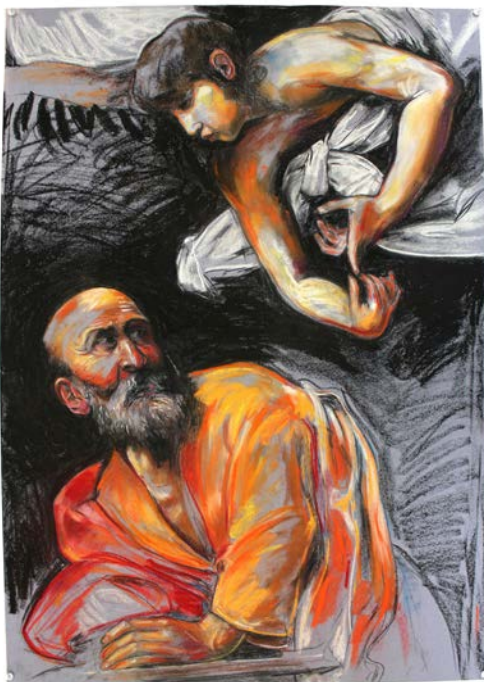




# STUDIO WORK











## ARTIST STATEMENT

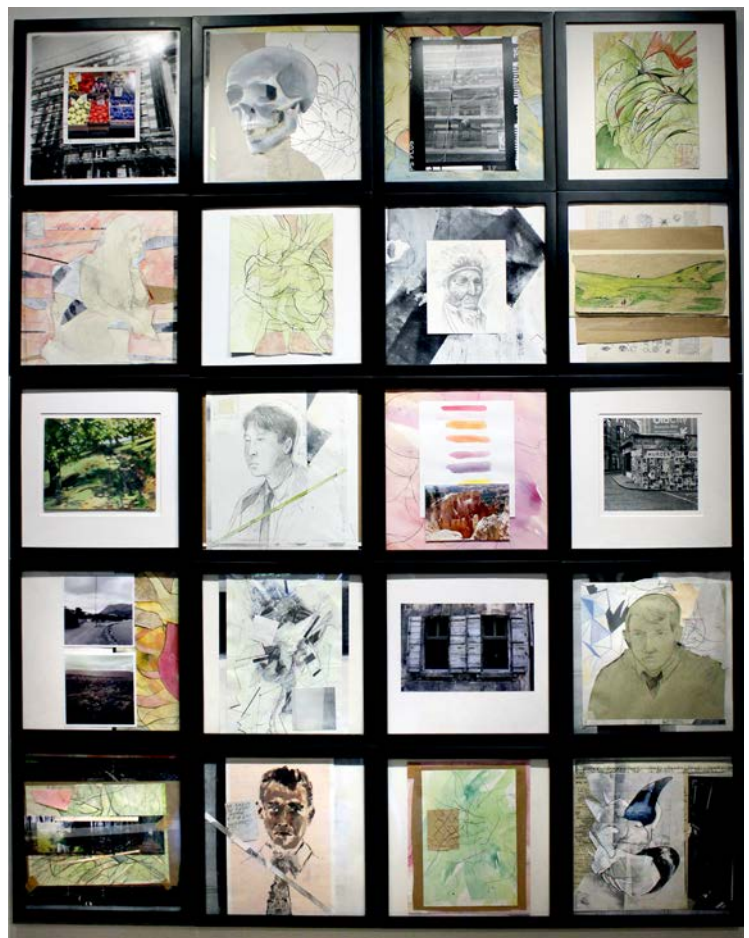
My work is an investigation into the human condition. I often work with organic and anatomical masses as visual metaphors to represent human society as a living organism. A sentient, biological system on an immense scale, in a constant state of flux. I am attracted to the tension created through contrasting ideas: growth and decay, macro and micro, beauty and the grotesque. These ideas can also be applied to human society - simultaneously beautiful and awe-inspiring, yet also diseased and decaying.

For much of the global population, contemporary experience is becoming increasingly technological and our lives are inundated with screens. It seems that, for better or for worse, we've recently taken a great leap into inhabiting non-physical, digital spaces. In addition to our interactions with technology, my recent work also explores consciousness, cosmology and anthropology. What does a thought look like? Is the universe alive? What does it mean to be human and alive? Constantly, I am reminded of how luminous and full of wonder our world is. And also how inconceivable it is that any of it exists at all.





This installation combines a variety of my artistic approaches to drawing, photography and collage. Using both realistic and abstract subject matter, these works incorporate fragments of memory and some of my experiences living abroad. This piece also references our use of technology; how we process overwhelming amounts of information and data and how this can lead to a fragmentation of attention.



*Screens*

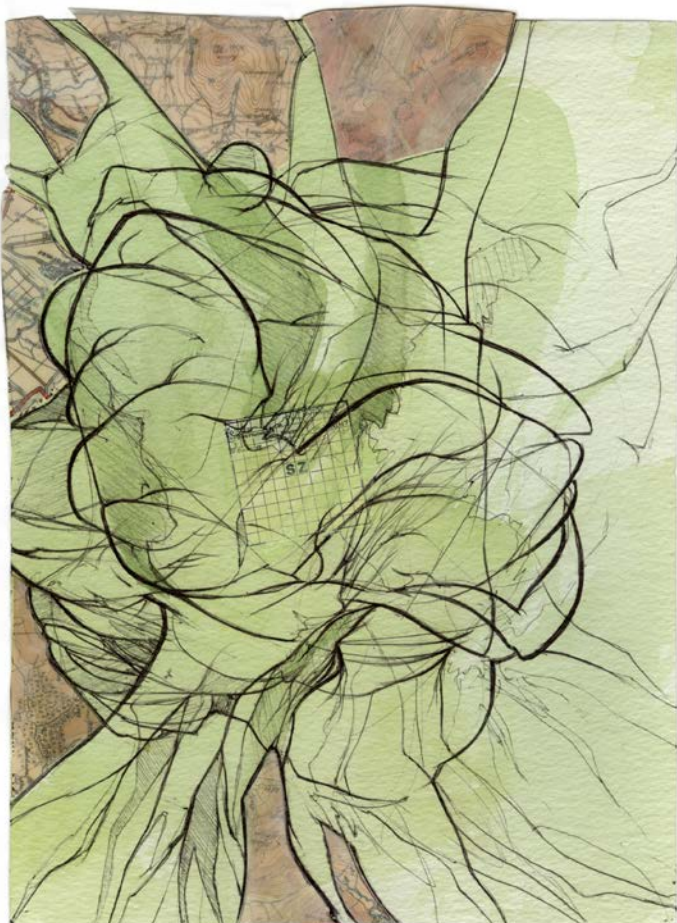
2015

TASIS Faculty Exhibition

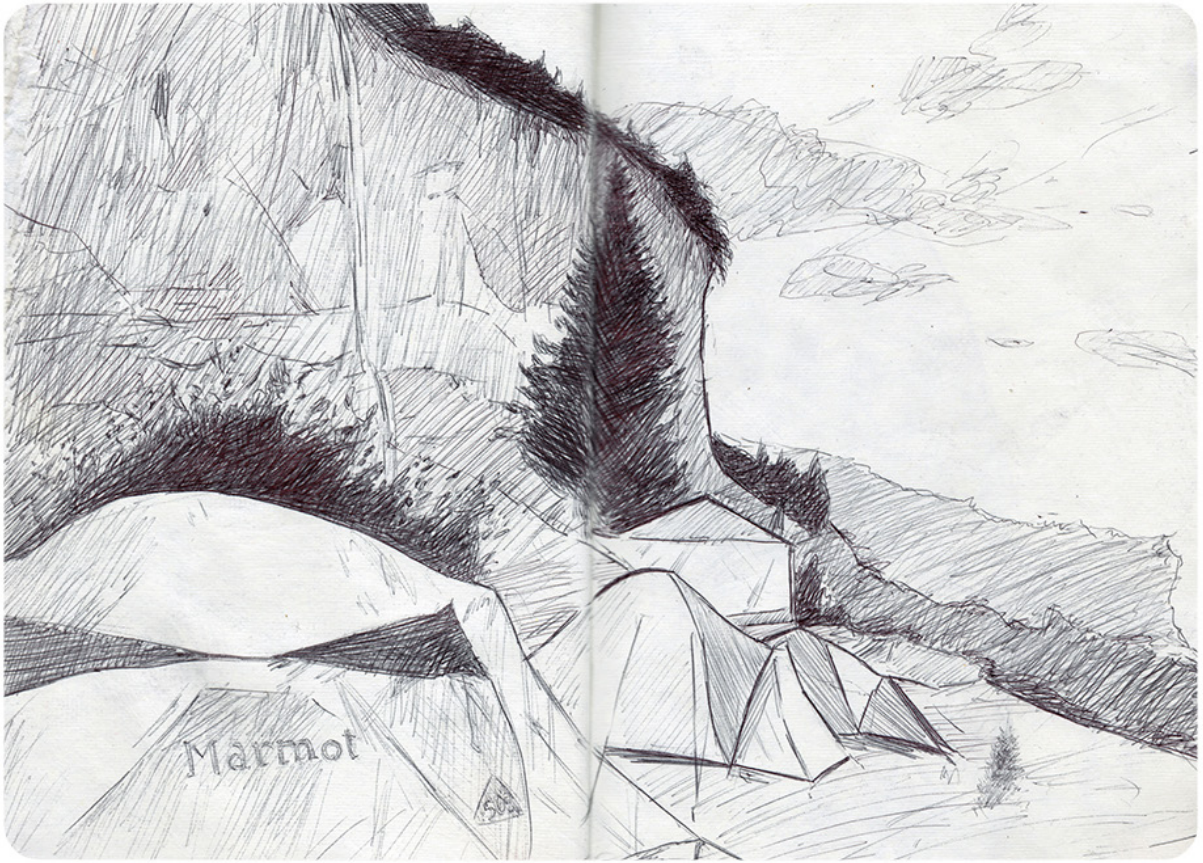














# SKETCHBOOKS

Working in sketchbooks is an integral part of the artistic process. They can become an extremely meaningful record of experiences and an important resource for idea development, research and experimentation. As with all of my instruction, I often use my own sketchbooks as an example to introduce students to this process.

