THANK YOU!!

We are very grateful to you, Andy Bell, Anne Charron, Melissa Lawson Manoogian, Michelle Chmura Mallory, for your support in this final, very important step toward art teacher licensing in Massachusetts. The BFA-Art Ed program at UMass is unusual, in that our students who graduate with a BFA in Student Teaching receive two Visual Arts teaching licenses, which qualifies them to teach art at any grade level in Massachusetts. This is the only program in the Commonwealth that offers this option. In addition, Massachusetts has reciprocity with numerous other states. Your imprint, your guidance, will impact generations of young people and their creativity and appreciation for the arts long after you have retired. THANK YOU!!

Weeks 1-2
Student Teacher Involvement

Student Teaching is now in full swing, with 25% of the first site completed. Students and their supervising practitioners have accomplished the following benchmarks:

• Became acquainted with students, staff, building facilities, and building/district policies.
• Checked school and district calendar for in-service dates, parent conferences, and school holidays.
• Clarified expectations, procedures, roles and tasks with the Supervising Practitioner.
• Are actively engaged in the classroom.
• Observed classes taught by supervising practitioners and discussed the lesson, art curriculum, diverse learning styles of students, classroom routines, and classroom management.
• Taught the supervising practitioner's lessons; planning their own first lessons.
• Co-planned a sequence to assume teaching responsibilities. Students will accumulate at least 100 hours of full-time teaching responsibility at each site, with 600+ hours of work in the public schools.
• Co-taught lessons with their supervising practitioner and gradually assumed responsibilities for planning and teaching lessons based on the art curriculum of the school.
• Documented "evidence" for each of the standards on the Pre-service Performance Assessment for Practicum.

LESSON PLANS

Student teachers are required to develop lesson plans and to review plans with the supervising practitioner and the university supervisor. The lesson reviews should occur in time for revisions to be made before teaching.

CAP INTRODUCTION

http://www.doe.mass.edu/edprep/cap/resources.html

The link above will provide the Student Teacher, the Supervising Practitioner, and the University Supervisor with an overview of the Candidate Assessment of Performance (CAP). Included are videos and PowerPoints, reference guides, rubrics and more. We would encourage all participants in the evaluation process to become as familiar as possible with the workings of CAP.

What is CAP?

Process: 5-Step Cycle

- Pre-Cycle
- Self-Assessment
- Formative Assessment
- Summative Assessment
- Goal Setting and Plan Development
- Plan Implementation

Pick battles big enough to matter, small enough to win. Jonathan Kozol
TEACHING RESPONSIBILITY and RESPONSIBLY

Student teachers are expected to gradually assume teaching responsibilities. It can be useful for a student teacher to observe the classroom and to assist the supervising practitioner for several days. Student teachers can then begin to teach part of the lessons (i.e., the student teacher may introduce a new assignment that she or he has seen the supervising practitioner introduce to an earlier class; the student teacher may demonstrate a studio technique or introduce an artist’s work as it relates to art projects; or the student teacher may conduct clean-ups after observing how the supervising practitioner does this). Student teachers may also present a supervising practitioner’s lessons as a transition to developing and teaching their own lessons.

Gradually assume planning and teaching responsibilities by taking on one course or grade level at a time. As the student teacher gains confidence and experience, she or he should assume the full teaching load for approximately two weeks near the midpoint of the practicum. When teaching responsibilities are first assumed by a student teacher, the supervising practitioner usually remains in the classroom to observe and give feedback. The supervising practitioner and the student teacher should schedule a regular reflective meeting for discussions of lessons, classroom presentations and the student teachers’ progress. As the student teacher demonstrates greater skill in the classroom, the supervising practitioner can leave the classroom for short intervals. Sole responsibility for the classroom should increase as the practicum progresses and the supervising practitioner determines the readiness of the student teacher for this responsibility. As the practicum progresses, the supervising practitioner can leave the classroom for longer periods of time, while remaining in the building.

MASS DESE: Pre-service Performance Assessment: Guidelines for Teachers

Suggested Activities for the SUPERVISING PRACTITIONER
During the first weeks of Student Teaching

Completing the following activities during the first weeks of student teaching can greatly facilitate the transition of the student teacher (ST) into the supervising practitioner’s (SP) classroom, and into the school community.

1. Prepare for the needs of the student teacher in adjusting to a different environment.
2. Introduce the student teacher to the class in such a way that status is given, which will help establish a good working relationship between the ST and the students.
3. Establish a partnership arrangement.
4. Introduce the ST to other faculty members and the administrative staff.
5. Acquaint the ST of your classroom routine and management techniques.
6. Apprise the ST of the class work that is currently under way, and how you would like the ST to interact.
7. Provide the ST with classroom teaching materials and a place to work.
8. Acquaint the ST with the school building and its facilities.
9. Discuss school policies and regulations with the ST. Review the school Code of Conduct.
10. Assist the ST in learning student names.
11. Delegate responsibility and authority to the ST.
12. Plan for the ST’s gradual assumption of teaching responsibilities.
13. Help the ST become acquainted with background information about the students.

Indiana University Student Teaching Handbook

Practicum Students and their Supervisors
January 22 – March 15, 2019
March 18 – May 8, 2019

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