Introducing the BFA in Art Ed Class of 2019!

Over the past few weeks students have reported in to check on assignments, to straighten out last minute concerns about their practicum, and to share how excited they are about beginning this final leg of their undergraduate academic adventure. Both Ryan and Nicole are doing their student teaching at West Springfield High School, a very diverse setting.

Ryan Jobb and Nicole Zadykowicz

Interview with Anne Charron

On January 24, 2019, I met with Anne Charron, my supervising practitioner at West Springfield High School, during lunch to interview her about her experiences juggling being a high school art teacher and a PhD student at our own University of Massachusetts in Amherst. Anne explained that the most important, practical part about balancing work and school is to make time for your school work. For Anne, this includes "work[ing] on schoolwork before work in the morning as well as weekend mornings." Anne elaborated, mentioning that this can make balancing a social life in addition to these two aspects to be difficult and that clear boundaries need to be drawn at times.

Anne explained that her experience in her PhD program at UMass has helped her with her interpersonal relations with other faculty at the school. Anne is also thankful that the administration at West Springfield High School, and in the rest of the district as well, is very supportive of her studies and even inquire about her progress in her research about art education.

Nicole Zadykowicz

NEW VISIONS

Annual K-12 Student Art Show Scheduled
Thursday, April 11, 2019 • 5 – 7 pm
Lee Edwards Gallery • Studio Arts Building • UMass
SAVE the date and come see the K-12 art work of lessons created by the UMass Art Education Student Teachers and MA Art Education students.
This is always a HUGE event!!
Weeks 2 - 3  
January 28 - Feb 8  
Suggested Supervising Practitioner Involvement

Co-teach and give the student teacher support and feedback.  
Meet regularly with the student teacher to review lesson plans, to reflect on performance and to set professional goals.  
Remain in the classroom to co-teach and, if appropriate, leave the student teacher alone in the classroom for short periods of time.  
Complete a formal observation using the Lesson Observation Form before the second Three-Way Conference in week 4.  
Jana Silver will be observing the student teachers on Feb 8.

**CAP Professional Goal Setting**

Student Teachers have been working on their required CAP Professional Goals. These goals are part of the Massachusetts process for Visual Arts licensure. Art Education students have always set goals for student teaching, even before there was a requirement under the CAP guidelines. Since each site and Student Teacher is unique, it is important that Supervising Practitioners be part of the conversation about goal setting. The goals should be straightforward and manageable, and able to assess. Ryan and Nicole needed to think about why they were interested in this particular goal, and what they planned on doing to measure and achieve it. Students will revisit the list in their mid-term self-evaluation, and provide concrete examples of what they have and have yet to accomplish.

**CAP Measurement of Student Learning**

For the CAP Measure of Student Learning, I will teach a lesson plan on light and shadow and use it to analyze student growth and understanding. This will enable me to realize what teaching methods were effective and what can be improved upon, helping me become a better teacher and assist me in finding my own voice in the classroom. I want to learn that I can be confident and engage students in meaningful learning through classroom instruction.

I have developed a pre-test, where students will be administered a written visual vocabulary quiz (attached) to determine prior knowledge and understanding of the subject of light and shadow, and how that impacts 2D and 3D art. The quiz will be given before the first introduction to the unit, which will be on creating a still life with dry medium. At the end of the still life unit I will give the students the same quiz to determine if they retained the information.

The purpose of the pre-quiz is to help me determine if the lesson I am about to give is clear enough, and will show me what the knowledge level and comprehension is for the students. I will re-structure my lesson delivery to ensure that the students grasp the concepts of light and shadow.  

Ryan Jobb

Weeks 2 - 3  
January 28 – Feb 8  
Suggested Student Teacher Involvement

When appropriate, co-plan lessons with your supervising practitioner, teach lessons independently, and revise lesson plans based on feedback from supervising practitioner.

Lessons should support the art curriculum of the school.  
Email all lesson plans to your university supervisor for review.  
Reflectively assess your preparation and performance to improve teaching.  
Reflectively assess your students, their work and behavior to improve teaching.  
Adapt teaching strategies to address diverse needs, abilities, backgrounds and interests of students.  
If permitted, review IEP plans of your students.  
Be responsive to constructive comments from supervising practitioner and university supervisor for teaching improvement.

**Tips on Professional Practice Goal Setting**  
(Directly from the DESE handbook)

There are many ESE resources for candidates for goal development on pages 24 to 37 of the CAP Handbook. These include forms for Baseline Assessment, Self-Assessment, Preliminary Goal Setting, and Post-Conference Planning. A Professional Practice Goal is required at the end of the practicum. All goals are encouraged to utilize the S.M.A.R.T goal framework, as it useful in helping individuals create effective goals and action plans. Key characteristics of S.M.A.R.T goals are:

- **S = Specific and Strategic** – Goals should be specific so that at the end of the evaluation cycle educators and evaluators can determine whether they have been achieved. Goals should also be strategic, i.e., serve an important purpose for students, the school, and/or the district.
- **M = Measurable** – Goals should be measurable so that progress toward a goal can be evaluated and managed.  
- **A = Action Oriented** – Goals have active, not passive verbs.  
- **R = Rigorous, Realistic, and Results Focused (the 3 Rs)** – Goals should make clear what will be different as a result of achieving the goal. A goal needs to describe a realistic yet ambitious result. It needs to stretch the educator, team, school, or district toward improvement, but it should not be out of reach.  
- **T = Timed and Tracked** – A goal needs to have a final deadline, as well as interim deadlines by when key actions will be completed and benchmarks will be achieved. Tracking the progress on both action steps and outcome benchmarks is important, as they help educators know whether they are on track to achieve the goal, and give educators information they need to make midcourse corrections.