Activities for Student Teachers
the week returning from February Break

Continue to clarify expectations, procedures, your roles and tasks with the supervising practitioner.

Be actively engaged in the classroom by assisting your supervising practitioner with classroom preparation and helping individual students. Get to know them better.

Observe classes taught by your supervising practitioner and collaboratively discuss the lesson, art curriculum, diverse learning styles of students, classroom routines, and classroom management.

After observing lessons being taught, teach your supervising practitioner's lessons.

Co-plan, with supervising practitioner, a sequence through which you gradually will assume teaching responsibilities. Determine when you are going to be doing your own lessons.

Activities for Supervising Practitioners
the week returning from February Break

Actively engage your student teacher in classroom activities, classroom planning, instruction, management, and reflection.

Clarify your expectations, procedures, roles and tasks for your student teacher during the initial days of student teaching.

Discuss with your student teacher your art curriculum, diverse learning styles of students, classroom routines and classroom management.

Set up regular times for conferences with your student teacher to reflect on teaching performances, to plan lessons and to set professional goals.

After several days of observation and assisting, involve your student teacher in teaching parts of your lessons, remaining in the classroom to co-teach and give support and feedback.

Out and About

Nicole Zadykowicz proudly points out a student display that she helped curate at West Springfield High School.

Below, students are engaged at West Springfield High School.

Teaching about tool safety is essential! Here Ryan Jobb oversees students using a paper cutter at West Springfield High School.

Be somebody who makes everyone feel like somebody.
Reaching a struggling student

Sometimes the most difficult student to like is the one who needs it the most.

In the 2D foundations art class at West Springfield High School there is a young man, an upper classman. He and I became friendly right away, which in my situation is not the best way to approach students. Friendly is good but you can’t be and aren’t their friends. I am a firm believer that one must maintain the student teacher relationship which requires separation and sets limits on what kind of relationship you will have with your students. This particular student has small outbursts and likes to joke for attention, and he can tell when I don’t approve and it does affect him slightly. He has a lot of potential if only he would focus his energy.

We are working on the process of gridded selfie drawings with layout pencils. I had to teach him how to use a ruler to measure, and guided him through the process step by step. I was determined to show him that if he followed instructions he could create a nice drawing. Yesterday I felt like I had some success as we laid out the contour lines on the grid. He had a clown nose and clown hair on in the selfie that he took. I coached him to draw the round shape of the red clown nose then the outline of his glasses. He was getting it, and drew an accurate representation of himself. I could tell he was kind of amazed at his own drawing and I do think it will motivate him more in the future. That being said, the battle is far from over. I have to be firm with him so he respects me enough to follow my instructions. He is the kind of student that will test a teacher, as he broke pencils our first class together, but I think that with persistence and the short time I will be with him that I could rub off some positive behaviors on the young man, and that feels great.

Helping a struggling student is not always easy. You often have to reflect inwardly and think about what you can change in your instruction to help these students. I had a couple of struggling groups in one of my classes and I knew right away it was because I was not giving these students the resources they needed to understand the lesson. These groups were quiet and I could see that they did not know how to approach the assignment. I took a day with the students to take another look at the assignment and to get a different perspective on it. In addition to addressing the class as a whole, I would talk to these groups individually and ask them about their approaches, reassure them that it’s about the idea and concept and that they shouldn’t be discouraged by the material or thinking that they “aren’t artistic enough” for this project. Sometimes lessons and your approach have to be reevaluated and modified to help and encourage understanding from students. Remember, it’s about process, not product.

Nicole Zadykowicz

Meet Andrew Bell

Andy Bell, a 15 year teacher at West Springfield High School, is sharing two student teachers from the BFA-Art Ed program from UMass with his colleague, Anne Charron. Andy received his undergraduate degree from UMASS Dartmouth and graduate degree from Boston University. Ryan Jobb and Nicole Zadykowicz split their days with these two educators, which will give Ryan and Nicole a broad perspective on teaching styles and art areas.

Andy loves to help students analyze art work and form opinions about them. In his thesis that examined literacy and visual arts, he used Feldman’s method of analyzing artwork to guide his students through the process. Students became adept at describing artwork using this method and then use it to describe poetry and other writing, which afforded the opportunity to combine art and English Language Arts standards.

About his graduate school experience, Andy remarked that parking was the worst, but he had a good tuition rate. He remembers being constantly busy, but acknowledged that a teacher must manage his time in order to receive Professional status, and that the enriching visual art classes at Boston University and site specific art that he took part in made it worth it.

We are fortunate to have Andy host his first UMass student teacher. Welcome, Andy!!!

Ryan Jobb

Below: Andy Bell working with his students