**Suggested Student Teacher Involvement**  
**Weeks 6 and 7**

Assume responsibilities for planning and teaching, until you are teaching a full teaching schedule and have accumulated 100 hours.

- Continue to meet on a time-specific daily basis with your supervising practitioner to review lesson plans, to reflect on performance and to review your CAP professional practice goals, CAP Measure of Student Assessment. Be sure to save notes, journal entries, observation sheets, post-it notes, lesson plans to document your progress and to provide evidence for your CAP Goals.

- Be prepared to share your documentation for the CAP goals above in Seminar, and finalize.

- E-mail all new lesson plans to Jana Silver, University Supervisor, for review.

- Reflectively assess your preparation and performance and the work required under CAP to improve teaching.

- Be open to and act on constructive comments from supervising practitioners and university supervisor for teaching improvement. Document that in your reflective journal as a support artifact for your CAP goals.

- Carefully focus on collecting student work for *New Visions*. Continue to distribute permission slips.

- Start preparing your narratives to accompany student work for *New Visions*.

**Suggested Activities for Supervising Practitioners**  
**Week 5**

- Meet regularly with the student teacher to review lesson plans, to reflect on performance and to document the CAP Professional Practice Goals.

- Continue as a contributing and supportive co-teacher, while allowing the student teacher to teach and manage the classroom alone. Start to make yourself “scarce” so that the student teacher is able to find their voice as the teacher in the classroom.

- Reflect on the Formative Assessment for the CAP review in order to be prepared for the final observation and three-way conference.
Observations
The challenges of being off campus and in the field

As if student teaching is not stressful enough, there is a state requirement that each student teacher receive an “unannounced” observational visit by a University Supervisor, in addition to three announced visits at EACH site in the semester-long student teaching practicum. *Talk about stress!!!* The students know that there will be an unannounced visit, so they are awaiting in unnecessary fear for the drop-in visits to happen. The fear is unnecessary because the purpose of clinical observation in art education is to find areas to support the student teacher, and to help build on those strengths. There is a reason why our graduates are so successful finding jobs, and this is one of them. We work very hard to help students find connections between their strengths and weaknesses, and this provides a platform for their continued reflection and success in the field of teaching.

*Ryan Jobb* and *Nicole Zadykowicz* are receiving TWO unannounced visits at each student teaching site, one by Jana Silver on February 28, and one by me. On February 14, between a snow day and the day before the February Break, I made my stealth pop-in.

Things went so well! *Ryan* and *Nicole* were well prepared, engaged with students, and performed exceeding well in two particular categories. “Meeting Individual Student Needs,” and “Establishing a Safe Environment” were the two areas of licensure I focused on for this particular drop-in observation. In each of these two classes conducted by *Ryan* and *Nicole* at West Springfield High, students were using either linoleum tools, light boxes, an oversized paper cutter, scissors in the appropriate manner. For those of us in academia, this may seem like a given, but having been in the K-12 setting for more than three decades, I can tell you that this is no small accomplishment. One cannot possibly envision how many ways a student could incorrectly use studio tools.

It was gratifying to see that both *Nicole* and *Ryan* established such a wonderful, warm, safe working environment that there was not a moment necessary for the “classroom management” strategies needed to get students back on target. They made sure each student was advised, coached, challenged, as they rotated constantly from table to table, asking good questions, and challenging students to think of possibilities for their own art work, without directly suggesting solutions. There was a gentle yet direct approach of push and pull for each of their individual contacts with students. The lessons were engaging, relevant, and tied to the Massachusetts Curriculum Frameworks.

It is no small task to keep high school students engaged in the lesson at hand. Students are often distracted by peers, announcements, cell phones, conversations with other students, and in the case of this visit on Valentine’s Day, flowers, cards, and stuffed animals as gifts. Even in the cafeteria there was a table for students to purchase carnations and stuffed animals. All of these normal-life distractions are part of the challenges student teachers face. Imagine having to help a hormonal high school student through a Valentine’s Day array of emotions of the heart.

The progress that these two BFA students have made in the four weeks they have been student teaching is a testament to their studio work in the Department of Art at UMass. We look forward to seeing the unique work their own students will share in New Visions, which will highlight the ways in which BFA students are able to transmit the knowledge of studio techniques with the pedagogy of instruction in the classroom.

I’d like to share a few photos of this special day at West Springfield High, and congratulate *Nicole* and *Ryan* on the job they are doing to help these young people find their artistic center and to grow. Please see the column to the right for some exciting examples of what is happening at West Springfield High, under the supervision of *Andy Bell* and *Anne Charron.*

*Lora Barrett*