Wrapping it up at Student Teaching Site 1

THANK YOU, ANNE CHARRON and ANDY BELL, for being such supportive Supervising Practitioners!

One way I increased my own teaching confidence and discovered that my teaching was effective was to ask the students direct questions and to use their feedback in order to reflect on my teaching practice and to improve. Their feedback has been direct, and this has increased my confidence in instruction. Even if only one student felt overwhelmed, that’s enough to require me to think of new ways to cover material. I administered a student survey, using google docs, about my teaching practice. Included in the questionnaire were items that required students to comment on the work I assigned and concepts I expected students to understand; what parts of a lesson they thought were overwhelming and what parts they thought were too easy. Using pie charts, I was able to see clearly where I need to improve. I will continue to use this data to improve my instruction and lesson planning throughout my career.

My Professional Practice Goal is to improve on the way I deliver information to students in the classroom. I have been working hard on this, collecting data, reflecting, and trying new ways to improve my instruction that will increase student learning. These teaching strategies have included demonstrations, projected slides, handouts, one-on-one discussions, and worksheets.

In Graphic Design 2, students began a lesson where they worked in teams to create a multi-block printed poster for the upcoming school musical. To gain better understanding about the musical itself, students watched a movie and received a worksheet for each day that they were watching it. I developed questions that would help guide students through the design process.

Each day throughout the lesson, I reminded students of the goal for the day, which included reminder announcements about their designs, and the technical processes for transferring images, the use of negative and positive space, inking, and carving safety. I would also project these goals up to provide reminders for students to refer to throughout class time. In order to reinforce this, students practiced carving technique and safety on small blocks before moving onto their final blocks. I developed handouts about the different types of mark making they students could use to enhance their design.

Throughout the unit I constantly circulated from table to table, providing individualized, coaxing students by asking a series of questions about the elements and principles and a variety of marking making techniques.

NEW VISIONS 2019

Artwork by K-12 students Who are taught by
UMass BFA Student Teachers and
UMass MA-Art Education students
Lee Edwards Gallery
Studio Arts Building • 110 Thatcher Rd

Opening Reception
Thursday, April 11, 2019
5 pm – 7 pm
Exhibit open April 11-16

Begin with the end in mind. Stephen Covey
Students from West Springfield High School are so excited! Their work is currently on display at the Crepe Tea House in West Springfield.

Four of the proud artists, along with their UMass student teacher, *Ryan Jobb.*
Left to right
Faith, Yeidi, Ryan, Roman, Pia.
And below:
Hajer, Anna, Nicole, Lauren, Saarah

*Nicole Zadykowicz* and one of her Stagecraft students building a set for “The Drowsy Chaperone.”

Proofs from Graphic Design 2 for “The Drowsy Chaperone,” with Nicole and Anne Charron, Supervising Practitioner.

*Nicole Zadykowicz* and one of her Stagecraft students building a set for “The Drowsy Chaperone.”

Portait lesson exemplar, being designed by *Nicole Zadykowicz.*

*Alecia Nunes,* BFA 2021, experiments with papier mâché to create a Catrina doll. All elementary and secondary art teachers need to know the ins and outs of this medium, not only for its flexibility, but because it is c-h-e-a-p.

Below, *Angela Salazar,* *Tessa Chambers,* and *Betsy Mitchell;* and *Jessica Jiao.*