

Teacher Standards Ignite

Leshar Middle School Spring 2018

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Introduction

- I will be presenting strategies from my teaching toolbox that I can use in my future art classroom
- My goal is to create an engaging and safe environment that inspires creativity and allows all students to express themselves

Knowledge of Classroom and Instructional Management

Standard 5.1 Create a learning environment characterized by acceptable student behavior, efficient use of time, and disciplined acquisition of knowledge, skills and understanding

Strategy

- CLASSROOM CONTRACT:
On the first day of class, have the students come up with rules
- Builds respect in the classroom
- Holds student accountable for their actions

Applied to Art

- This works in every content area
- In an art class, students should help set up a safe environment for their classmates to share artworks

Knowledge of Classroom and Instructional Management

Standard 5.1 Create a learning environment characterized by acceptable student behavior, efficient use of time, and disciplined acquisition of knowledge, skills and understanding

Strategy

- BE SEEN LOOKING: Show students that you are observing the classroom
- Keeps students on task without disrupting

Applied to Art

- In my art class, I want to see what all my students are creating, so I will walk and look around the classroom

Knowledge of Classroom and Instructional Management

Standard 5.1 Create a learning environment characterized by acceptable student behavior, efficient use of time, and disciplined acquisition of knowledge, skills and understanding

Strategy

- POSITIVE FRAMING: Set high expectations for student work
- Inspire and motivate students to do better work by giving positive feedback

Applied to Art

- Ask students questions about their artwork that inspires creativity
- Ask what they can do to improve while pointing out what is working well in their artwork

Knowledge of Classroom and Instructional Management

Standard 5.3 Apply appropriate intervention strategies and practice to ensure a successful learning environment

Strategy

- REDIRECT: When a student is acting out in class, give them a “redirect”
- If they get three redirects meet the student in the hall and talk about how they need to change their behavior

Applied to Art

- An art classroom can be fun but creating a safe environment with minimal distractions is important

Knowledge of Classroom and Instructional Management

Standard 5.3 Apply appropriate intervention strategies and practice to ensure a successful learning environment

Strategy

- NONVERBAL INTERVENTION: Instead of interrupting teaching, give a hand signal to a student
- Gives students a chance to correct their behavior

Applied to Art

- This works in every content area
- In an art class, students need to be focused during instruction so they can reflect and get inspired

Knowledge of Classroom and Instructional Management

Standard 5.8 Communicate with parents and guardians effectively in order to involve them as participants and partners in student learning

Strategy

- STORY NEWSLETTER:
Send out letters to inform parents about what big projects their child is working on
- Adding a story to tell engages and makes the newsletter more relatable

Applied to Art

- Add a story about the creative process and what students learn from it
- Creative process includes ideation, transforming materials and making meaning

Knowledge of Classroom and Instructional Management

Standard 5.8 Communicate with parents and guardians effectively in order to involve them as participants and partners in student learning

Strategy

- CLASS WEBSITE: Create a website that shows student accomplishments and what they are learning
- Send a link to the website via email to parents and guardians

Applied to Art

- Add student artworks to the website that includes their discoveries and quotes

Knowledge of Individualization of Instruction

Standard 6.1 Employ a wide range of teaching techniques to match the intellectual, emotional, and social level of each student, and choose alternative teaching strategies and materials to achieve different curricular purpose

Strategy

- CHANGE THE PACE:
Create fast and slow paces by providing a range of activities
- Reaches all learning paces of students

Applied to Art

- At the beginning of class have a “quick draw” then move into a slower paced art project
- For students who are fast learners, have other art supplies available for a “free create,” when they finish their projects

Knowledge of Individualization of Instruction

Standard 6.2 Design and/or modify standards-based instruction in response to diagnosed student needs, including the needs of exceptional learners and English language learners

Strategy

- DIFFERENTIATED INSTRUCTION: Provide students with the tools they need to understand the learning target

Applied to Art

- For students who are visually impaired, print out a picture of an artwork for them to closely look at, or provide an artwork that they can feel
- For ELL students, provide visual demonstrations and written instruction

Knowledge of Individualization of Instruction

Standard 6.3 Utilize his/her understanding of educational disabilities and giftedness and their effects on student learning in order to individualize instruction for these students

Strategy

- CHOICE OF CHALLENGE:
Allow choice in projects that include different learning styles
- Students can choose what challenge to accomplish
- With choice, students will pick what they are most interested in, keeping them engaged

Applied to Art

- When teaching perspective have atmospheric and linear perspective
- For students who want a challenge, teach them how to create two-point and three-point perspective artworks

Knowledge of Individualization of Instruction

Standard 6.3 Utilize his/her understanding of educational disabilities and giftedness and their effects on student learning in order to individualize instruction for these students

Strategy

- CHOICE OF MEDIUM:
Allow students choice in what materials they can use for their projects
- Some mediums can be difficult for some students while easier for others

Applied to Art

- Clay can be hard to shape for students with motor disabilities, but model magic clay is softer and easier to mold

Knowledge of Technology

Standard 7.3 Utilize technology to manage and communicate information

Strategy

- BLOG POST
DISCUSSION: Create a class wordpress blog that allows students to comment on the post and reply to their classmates
- Allows all students to participate in the discussion

Applied to Art

- Weekly post about a contemporary artist or specific artwork
- Students can share their opinions, what they like or dislike and any interpretations they have

Knowledge of Technology

Standard 7.3 Utilize technology to manage and communicate information

Strategy

- MICROSOFT ONENOTE:
Allows students to take notes in an electronic notebook
- Also can include a class notebook

Applied to Art

- Onenote has a drawing feature. I would have students sketch visual and written responses to artworks I show on Onenote.

Democracy, Educational Governance and Careers in Teaching

Standard 8.2 Model, and develop on the part of the students, positive behavior and respect for the rights of others, and those moral standards necessary for personal, family and community well-being

Strategy

- CIRCLE UP: Check in with your students during circle time
- Students can share how they are feeling and answer an essential question given by the teacher
- Creates an empathetic environment

Applied to Art

- Being able to express oneself is essential to an art classroom
- Art is personal, circle up creates an empathetic environment where students can feel safe to share their artworks

Democracy, Educational Governance and Careers in Teaching

Standard 8.2 Model, and develop on the part of the students, positive behavior and respect for the rights of others, and those moral standards necessary for personal, family and community well-being

Strategy

- EMOTIONAL
CONSTANCY: Manage emotions to encourage students to work hard
- Criticize behaviors rather than people
- Approach intervention with a calm and thoughtful attitude

Applied to Art

- Works in all content areas to model and develop positive behavior
- Helps students want to improve their artwork when a teacher believes in them

Works Cited

- *Teach Like A Champion* by Doug Lemov
- *Differentiated Instruction in Art* by Heather L. R. Fountain
- Patrick Fahey (ART 325 professor)
- Janice and Josh (EDUC 350 teachers)
- Vincent Basile (EDUC 331 professor)
- Laine Stewart