

Field assignments

Name:

School: South Windsor High School, South Windsor CT City/Town	Teacher: Jessica Ziff
Date of Field Experience: 11/15 and 11/19	Hours of Observation: 9am-1:20 on 11/15 and 9am – on 11/19
Grade level: 9-12 mixed level	Type of School: City Suburb Town Rural
Number of Students in the class: Male : Female:	South Windsor High School, Suburb

List any special features of the school or classroom setting (e.g. charter, co-teaching, bilingual, themed magnet) that affect teaching.

I was surprised to learn that there is a preschool classroom within the school with actual preschool students that attend. They work in conjunction with child development classes so students at the school are supervised with their interactions with the preschoolers. There are smaller classrooms at the front of the school where ELL's spend a portion of their day.

Discuss the variety of learners in the class, including students who need accommodations and modifications for instruction.

There are no outwardly obvious learners in the classes that need accommodations or modifications. However, in her binder Mrs. Ziff has information on select students needing accommodations or modifications. All of these students have accommodations and modifications that allow them extra time on assignments. One student in a fashion class is not to be called on in class due to severe anxiety, she can raise her hand to participate in class if she wants, but she is exempt from class participation/critiques. Mrs. Ziff mentions in her last fashion class of the day, there is one high-functioning autistic student who normally has an assigned para that goes to classes with her. Since Mrs. Ziff has had this student for a few years now, and they have built a relationship and the student is comfortable coming to class alone.

The classroom:

Describe features and arrangement of the classroom, materials, and equipment available for use.

Mrs. Ziff's two painting classes happen in the basement/bottom floor of the school. The first painting class takes place in the ceramics room. She does not have her own classroom but shares room with 2 other teachers. It was explained to me that there are many elective options for students at the school and the arts often get left behind/low enrollment, and that all art teachers have to share classrooms. In one corner of the ceramics room there is a small station with tempera and watercolor paints, brushes, empty cups for water, paper, etc. Teacher does have a handy tool she wears around her neck that amplifies her voice. The ceramics room has the usual throwing wheels, shelves upon shelves of student work in various stages of completion, a slab roller, etc.

The second painting class takes place in the room next door and feels more like a general art room. The desks are arranged in a circle at the front of the room, near the tv/projector. There is a large still life set up in the middle of the circle. Cabinets frame the perimeter of the classroom and are bursting with books,

paper, paint, etc. The room is organized, but feels chaotic based on the sheer volume of supplies in the room. There is a counter space with sinks just behind the students circle of desks where paintbrushes, tempera and acrylic paints, cups for water, etc. sit at all times and are used frequently.

The fashion classes take place on the main floor of the building and is much warmer, and better lit than the classes in the basement. It feels like an old science room, there is a gas valve, and an island with sinks in the middle of the room. There are buffers for polishing furniture, gas hook ups for jewelry making, sewing machines, etc. There are many crafts materials present such as sewing machines, hot glue guns, etc. Mrs. Ziff has organized her colored pencils by color vs. by a pack.

List other resources (e.g. electronic whiteboard, hands-on materials, online resources, art posters, images, and/or materials for art production) used in this lesson.

Google classroom, google forms, fancy Bluetooth microphone. Tv/projector. Art posters, student work.

I learned that every teacher has a fancy Bluetooth microphone given to them by the school. They are required to wear these all day for every class for hearing impaired students

Identify any textbook or instructional program used primarily for visual art instruction.

None

How much time is devoted each week to visual arts instruction for the selected class?

I thought I had this all figured out last week. I was under the impression that during a regular week of classes, each period was 55 minutes long. This week is more of a stereotypical class structure but still confusing. Classes are 35 minutes long, but there are only 6 periods a day out of 8. So depending on the day of the week, you are skipping two of your scheduled classes. Monday Mrs. Ziff taught her 3rd period painting, but 4th period was dropped, she then taught her 5th, 6th, and 7th period fashion classes. On Friday she did not see her 3rd period painting class, but did see her 4th period painting class. And she only saw her 5th and 6th period fashion classes. This schedule system doesn't allow for very long periods for art making. When I was in high school my class periods were 40 minutes long and it felt like an eternity, which was ideal for art class. I wonder if my perception of time has changed as I've gotten older, or if I'm so accustom to longer class times in my own education that 35 minutes seems like no time at all.

The teacher:(professional background, philosophy, manner with students, etc.)

Friday Mrs. Ziff shared in a conversation with me that she likes having student teachers because it lets her see what today's standard practices are. She did not use edTPA format and there's a lot of comparing and contrasting in teaching methods between us. Her teaching philosophy is 'teach others the way you want to be taught' and her motivation behind becoming an art teacher was because of a bad academic experience, although it wasn't with an art teacher.

The lesson:

Discuss the central focus and key concepts of the lesson.

Painting demo. Showing students how to mix paint colors and how to apply paint to a canvas. Mrs. Ziff sets up a camera projector and shows the class how to “map out” their compositions/ get their canvases ready for their landscapes. They are using canvas boards. Applying a light base layer such as blue on top half for sky and green on the bottom half for land allows for easier adding of additional layers or paint when it comes time to detail.

Sustainability demo in fashion. Mrs. Ziff projects her workspace on the screen for students. She shows how to cut a hole in their denim by removing individual threads with tweezers, giving them a ripped denim effect. How to use studs, painting on denim, making patches and more.

Discuss the standards covered within this lesson and how the chosen lesson/instruction supports the development of students’ abilities to achieve these standards.

Painting – HS Proficient VA:Cn10.1.Ia Document the process of developing ideas from early stages to fully elaborated ideas. Some students probably know how to apply acrylic to canvas, but it’s always good to get a refresher, and for some students, this may be their first time working with acrylic, so this demonstration is a good foundational building block for how to approach painting a landscape. Last week they had practiced different painting techniques which they then could use as a resource for their final landscape. Today they didn’t have time to start their paintings, but they watched Mrs. Ziff approach the beginning of a painting so that when they get to start their own, they will have an artistic approach to base their approach from.

Fashion - HS Accomplished VA:Cr1.2.IIa Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. Students drafted a plan for their denim manipulation, now they can use any technique they want (except for bleach) to make their denim work their own.

Friday 11/19 – I taught a lesson. Students learned the significance of color in a painting by comparing colors mixed by hand vs. colors directly from the tube.- During a class discussion, students responded to questions on when they believed it was appropriate to mix colors for a painting. The students created two landscape paintings, one only using paint directly from the tube, the other only using colors mixed by hand.

VA:Cr3.1.8a- Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in process

VA:Re7.2.8a- Compare and contrast context and media in which viewers encounter images that influence ideas, emotions, and actions.

Describe how the teacher provides opportunities for student choice within the lesson, promoting individuality and originality in their personal work.

Not tons of student choice since today was an observing day. Mrs. Ziff did point out that she prefers mixing her paints with a palette knife, but they may want to mix with a paintbrush. She also did not clean her brush between color transitions because the colors were so similar, and she wanted the blue of her sky and green of her grass to blend at the horizon line. She pointed out that for some, depending on their landscape, they may want to clean the brush between each paint color use.

In fashion, I was expecting all students to bring in blue jeans. I was pleasantly surprised to see one student brought in a white denim jacket. I’m looking forward to seeing how he manipulates his jacket. When she went around the room to see what students were planning, I was surprised to see a large

variety of ideas. Students are manipulating pants in many ways, some are making and manipulating shorts, some are making bags and backpacks. Their personalities all coming through their finished assignment.

Explain how the teacher's instruction builds on prior learning.

In painting, Mrs. Ziff started at the beginning of the process for creating a landscape painting. It does not make sense for students to begin by painting the trees and all their details before getting a background base color down. It will take them too long, there's a lot of opportunity for error this way, and could be a waste of materials. Next class, students will know to map out their colors, and can reference their textures sheet as they work to think about what textures they want to incorporate in their landscape painting.

In fashion, the prior learning isn't something formally taught. All of these students wear denim, maybe not every day but frequently enough. They are familiar with the main medium enough that they can visualize a new life for old denim. They understand the importance of recycling and sustainability from the video they watched last week. The students can then combine the knowledge they've gained from the video with the life experience they have with denim to create something new and original.

Supply Organization

In the painting classrooms, supplies are well organized. A large counter houses bulk paint containers where students get their own paint. There are stacks of water cups, sponges, and paintbrushes next to sinks where students get water and clean their brushes. There are also drying racks where students can leave their work to dry while they go to other classes. Upstairs in the fashion room where fashion takes place, the room seems unorganized, but Mrs. Ziff knows exactly where everything is. She has her own storage closet where she keeps some materials locked. But there are stacks of colored pencils and paper on a counter, scissors and hole punchers and other paper supplies are in a storage container next to her desk, and on the windowsill counter there are sewing machines, hot glue guns, etc.

Distribution of materials:

I'm curious to know how the beginning of the year went. Since we're living in pandemic times, students get their own supplies and know where to find them. Mrs. Ziff must have shown her students how to collect their materials during the first lesson, and they've just been doing it that way ever since. It's all very orderly and non-chaotic.

How did the teacher elicit student responses, promote thinking, and/or help students develop their abilities to express or understand meaning through interpreting art, developing works of art, and/or relating to art context?

The class period was so short, most of the time was spent on the demonstration. But perhaps Mrs. Ziff stating the different painting techniques such as mixing with palette knife or paintbrush got students thinking about how they wanted to approach their painting process. She did not ask any formative assessment questions during her demonstration.

I was pleased to witness Mrs. Ziff with her fashion classes today. She came around to each student to talk to them about their sustainable denim assignment. Some students had a clear idea but others did not. For

those that needed extra help she gave ample suggestions and even a few fair warnings. One girl who has never sewed before had sketched a very complex and detailed backpack she wanted to build. Mrs. Ziff told her that it may be a big challenge that would require a lot of time and asked if she wanted to pick a simpler design. The student said she was cautiously optimistic that it would all work out, so Mrs. Ziff is going to allow her to continue on with her plan. Mrs. Ziff also assured her that they would work together to get the job done.

11/19 Fashion – Students began working on their denim pieces on Monday, and by the end of the week I was surprised to see how far they had come with their projects. Some were a lot further along than others and some had finished completely. When that happens, Mrs. Ziff shared that she has those students work on another projects while the others finish the original assignment. She then grades all of the assignments, but if someone didn't do the new assignment because they were still working on the first, their grade isn't penalized. The fact of the matter is simply that some students have more detailed and complicated work to complete than others.

Classroom management techniques:

Describe management techniques that contributed to effective teaching. Include discipline management and/or expectations for behavior. How were behavior expectations conveyed to students (i.e. rules in room)?

Something of note that happened today that made me sad. The classroom phone rang and Mrs. Ziff answered, a student was then asked to go to a resource room. The student replied "nah, I'm good." To which Mrs. Ziff said, it's not up to me, unfortunately you have to go. She gathered her things, and mumbled to a friend, "I don't want to go, I don't like this lady (in the resource room)" I wonder what happens in the resource room, how often this student has to go there, and what the woman in the resource room did to have the student feeling this way.

In what ways did the teacher promote a positive learning environment?

Mrs. Ziff plays music during work time; students have said in class surveys that they really enjoy that they get to listen to music in class.

Monitoring Student Learning:

Discuss how the teacher assessed student learning throughout the lesson. What kinds of questions did you hear being used during one on one instruction?

There were a lot of questions asked in the fashion classes today. As Mrs. Ziff checked each students work the first question she asked was "what are you thinking about for this assignment.?" The students shared their sketches with her and she would ask follow up questions. When a student shared that they wanted to put lightning bolts all over the front of their paints, Mrs. Ziff asked how they wanted to achieve the lightning bolts. At this point, most students said they didn't know because they hadn't gotten that far in their planning. Mrs. Ziff gave suggestions like painting, stitching and embroidery, creating stamps and stamping a pattern on, creating patches, etc.

11/19 fashion, Everyone was working independently during class. Most students had a clear direction they were working towards, another girl was using a sewing machine for the first time and needed to be shown how to work it so she demonstrated for the student. Occasionally someone would call out for help and Mrs. Ziff would go see what the student needed, but she would always return to the sewing machine student, who needed the most help out of anyone in the class that day.

Clean-up procedures employed:

Students are told to clean up about 5 minutes before the period ends and they do so on their own. If they clean up early they line up by the door with their things as Mrs. Ziff sits at her computer prepping for the next period.

Closure:

What closure techniques were used to effectively review instruction? If no Closure was observed, what may have contributed to the teacher's inability to use Closure?

11/19 Painting Class – While students were still working, I had posted some closure questions on the board for students to think about as they finished their paintings. After cleaning up, they walked around the room looking at each other's paintings. I asked Mrs. Ziff out loud in that moment how often the class got to look at everyone's work and a student passing by replied "like, never." And Mrs. Ziff confirmed, they seldom shared their work with the class, they only really saw what neighbors were working on. After they returned to their seats, I asked the questions on the board again, and there was an extremely short conversation that happened. But a conversation nonetheless, I heard from more students this day than I had at any other day of observing.

Critical Incident Description (Can be negative or positive. Describe the main factor affecting the students' learning during this lesson.)

11/19 Fashion – It's day 5 of the sustainable denim class. Students have been working hard all week on their assignments. However, there are two students in the second fashion class that have not started their assignments, one is on his phone and the other is deep in her laptop. As Mrs. Ziff circulates the room to monitor progress, she asks the two students where their denim is and if they've started yet. The girl student replies that she keeps forgetting her denim at home and it's "literally all her fault." The boy says he has an idea for what he wants to do and he's going to do it this weekend. When Mrs. Ziff asks what he's planning to do he gives a vague response about ripping his jeans. Everyone else was hard at work and probably didn't hear the conversation, it was short, quiet, and to the point. It will be interesting to see what happens on Monday. The main factor affecting these particular students during this lesson is their forgetfulness, and lack of supplies. Mrs. Ziff asked them to set a reminder in their phones so they don't forget again before walking away. I might have almost gone a step further and watched them set the reminder before walking away.

11/19 Painting Class – I taught this lesson today. My color lesson from this semester fit perfectly within the landscape unit currently happening in Mrs. Ziff's painting classes. I was pleasantly surprised that students were interested in the lesson and participated in class and small group discussions. During their working time, I asked if anyone was struggling with really wanting to mix their paints during the "only from the tube" portion because their landscapes were not looking the way they envisioned they would. The response was a resounding "yes." Which was one of the biggest moments of the lesson for me because it was not a question I had planned to ask but discovered by watching students work. This question proved that students were understanding they needed to mix colors to create the colors they want for their paintings and shows how limiting using only colors from the tube can be.

Reflection. Analysis (Why did the Critical Incident happen? What factors contributed? Lesson structure, teacher's attitude, special circumstances, etc.?)

On Monday of this week I told Mrs. Ziff that I had to teach 3 lessons for EDSC 425, and that my color lesson from earlier in the semester fit perfectly with the painting unit. I told her about it, and she agreed and felt that Friday would be the perfect day to conduct the lesson. My greatest fear was attempting to have a class discussion, and no one would participate, which is normally what happens in Mrs. Ziff's classes. I kept the questions easy, and frequently reminded students that there were no right or wrong answers, that everything was subjective. I like to think that helped take some of the pressure off answering the questions because there was a lot more participation than I anticipated. Most students grasped the idea of the lesson well. There were a few circumstances I wasn't prepared for and just dealt with in the moment. For example, I figured it would be easiest to just have students paint basic shapes to save time and let them grasp the concept. Some students wanted to blend their paint. I had not considered this, and told them that they could blend their paint, the number one rule was whatever you do in one painting you must do in the other, so if they wanted to blend, they had to blend in both paintings. I had mentioned numerous times that they would be making one painting without mixing any paint and one using only mixed paints. There was one student who used paint straight from the tube in both paintings. My first thought was how that action would affect her grade following a formal rubric. Since the assignment was to use only paint from the tube in one painting, and only using hand mixed paint in the other, and I watched her pick up the paint from her palette and not mix it with anything before applying it to her paper on the "mix only" side, I would probably take points off because she did not comply with the assignment.

If you were teaching this class, what would you have done differently? Evaluation

When I was in high school, the classes weren't so specific, it was just Gen Art I, II, III, etc. everyone was always working on something different. I was very dedicated to whatever I was exploring and looked forward to my one-on-one conversations with the teacher that she held with each of us every class. Not everyone was as prepared or engaged in art making as myself. In those instances, there was always a still-life set up in the middle of the room for students who had no direction to draw. If I were teaching this class, and there was a student or two or three who were unprepared for class, I would have them draw a still life. I'm not 100% sure how to adapt this method to a fashion class yet. Maybe have a list of designers and make them pick one and research that person and respond in a drawing? Something to that effect, the last thing I'd want is for them to be sitting in class sleeping or on their phones. When I mentioned to Mrs. Ziff that there were students in the class doing nothing, she talked with me about how it will affect their participation grade and showed me a separate participation rubric. She mentioned that normally she would have students that are unprepared for class doing another assignment but she was so caught up with helping students who were actively participating and needing help that she never had time to get around to them, so they just slept in class for the whole period.