

STUDENT TEACHING GOAL

Dorothy Smith, Watauga High School Art with Mrs. Genal West, Spring 2021

Standard:	Standard IV: Teachers Facilitate Learning for Their Students	Element:	<p>Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.</p> <p>Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction accordingly. Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their students.</p> <ul style="list-style-type: none"> • Know how students think and learn • Understand the influences on student learning and differentiate instruction • Keep abreast of evolving research • Adapt resources to address the strengths and weaknesses of students
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Student Teaching Goal:	<p>By week 10 I will better understand the influence on student learning, such as stressors and enjoyment factors, and will differentiate instruction to best suit a larger variety of students to better adapt my resources to address their collective strengths and weaknesses.</p>
Description of Strategies: (HOW do you plan to meet this goal?)	<p>I will begin communicating with students and provide optional polls or questionnaires to get feedback on things they enjoy, dislike, are stressed by, and are comforted by, as well as what they would be interested in learning about this semester.</p>
Resources Needed: (WHAT do you need to meet this goal?)	<p>Google Meet, Canvas, and email.</p>
Target Completion Date:	<p>By week 10, March 22-26 <i>*One week before Spring Break so I can then adapt my lessons after the holiday.</i></p>
Evidence of Progress or Completion: (Completed at mid-term or later)	<p>I have planned and designed daily warm-up activities that provide sketching/drawing prompts for students to respond to in order to get in the creative mood/mind-set. Many of my prompts have had students to respond to how they are feeling, what they enjoy, are afraid of, where they want to go or be, and about their aspirations. Some prompts are artistically academic and prompt students to draw using a particular element of art (line, space, shape, form, value, texture, and/or color) to gauge their understanding of the foundations of art.</p>