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EDUC 450

Management Plan

10/09/2018

**Part I**

In a perfect world where I am teaching a photography class along with other art courses, I would like to have large tables available for my students to sit and work at. I really like the idea of providing a large enough space to students for them to be able to spread out and use as much space as they’d like. I would prefer to leave enough space between each table so students and myself would be able to walk freely throughout the room without much trouble. Ideally, there would be an area with some computers so students would be able to work with digital programs in class as well. Along with workstations, there needs to be a separate space where students will gather for critique. I like the idea of having a separate more intimate area for critiques. I would like to provide a number of different seating options for students in my classroom as well. For me personally, I like to fidget and move a little bit when I work on art, so I want to make these accommodations for students as well. In terms of storage, I want to have some cabinet space and flat files available so students are able to store their work or supplies. In terms of wall space, I want to pin up student work, some professional artists’ work, and probably a few technical process posters so students can reference those during class time.

When thinking about non-instructional routines, I would like to have students participate in a mental check in. At the start of a class period, I would like to go around the room and have students give me a visual (thumbs up/down) on how they are doing today and a short explanation if they choose. This is something that won’t occur every single day, but this sort of check in is something I’d like to do a couple of times per week. Another thing that I would like to think about is somehow reflecting on what we did in the previous class period. I appreciate when my teachers do this for me in my classes, and I would like to do this with my students. This just helps everyone jog their memory and get the wheels turning for class. One final thing that I would like to consider for a non-instructional routine is to have students participate in some sort of warm-up art activity. In the past, I have started classes with an exercise where students take a minute or two and write down ten observations about their surroundings utilizing all of their senses. This activity worked well in setting the tone for the day and is something I would like to consider for the future. I need to brainstorm a few other activities that I could have students do at the beginning of a class to settle in for the hour or so they spend with me that day.

In terms of instructional routines, at the start of every class period I would like to go over and reiterate what we will be doing that day. For example, if students are in the middle of a project and the day will primarily be used to work on projects, I would like to just briefly talk about instructions and clarify questions. I like starting off class periods with this type of introduction just to touch base with the group and set the tone for what they should expect for the day. Another thing that I will briefly mention to my students every day are the learning targets. Again, this will be just another way to set the tone with my students on what is to be expected for the class. I know each day will look a little bit differently depending on the day and the class that I am teaching, but I really think that touching base with students holds a lot of value. I have seen the value in my observations and my teaching experiences thus far. One final thing to consider as an art teacher is clean-up on a day to day basis. At the beginning of each semester, I will make it a point to communicate clearly my expectations for what the classroom needs to look like at the end of a class period. All materials needs to be stored away in their respective homes, tables clear of materials and cleaned, and all student artwork is stored away in their proper files or lockers. Once I build these norms and routines with my students, I will reserve the last ten minutes of every work day for cleaning the studio space. I want my students to take ownership of the studio space that they use and respect it as such.

When I think about how to go about addressing student behaviors, there are a few things that come to my mind. In my practice, I want to address positive artistic technical behaviors to my students. This is something that I am currently trying to be more aware of and refine more in my teaching practice. For example, “Ben, I saw that you cleaned your brush with soap and water before putting it away. Thank you for taking care of the tools,” or “Thank you Sarah for putting your phone in your pocket before entering the dark room,” are behaviors that I would like to reinforce. Positive student behaviors are something that I will probably address and praise publicly. I tend to address negative behaviors in an opposite way; I prefer to address poor behaviors privately with students. I am just not the type of person who likes conflict, and I also do not want to shame a student in front of a group of their peers; I feel that this can impact the relationship between myself and a student in a very negative way. In my teaching experiences thus far, I tend to utilize a ‘three step warning’ system. If a student is acting out or displaying inappropriate behavior in my class, I will say something like, “Leonard, you are at one right now.” I have found that addressing behavior very simply and quickly works effectively, especially with younger aged students. I am still working out the details on how to address behaviors at the high school level, but I feel that I will go with this management style with older students. If a student gets to a ‘level three’ warning, this is when a conversation will happen between a student and myself. Again, I prefer to have these types of conversations in a private setting rather than publicly amongst other students.

There are many things to consider when it comes time to manage various resources. I have really liked using Google Classroom so far and I’d like to utilize this tool in my teaching practice. There will be a lot of different handouts students will need to reference throughout the term when they are in my class. I will have documents explaining project instructions, art processes, and more than likely, slide presentations will be posted online for students to reference. I like the idea of Google Classroom, because it cuts out a lot of paper and students are able to access this information almost at any time. Another thing that I enjoy about this platform is you can easily see what students have turned in a project, what students haven’t, and what students turned in something late. I will probably have students turn in some aspects of their assignments online and other parts hard copy. I think I’ll ask students to turn in hard copies of their artwork (even if they create it digitally) to me and have students turn in papers and artist statements on Classroom via Google Docs. With Google Docs, I like that you are able to leave comments for students. I plan on utilizing this feature often when I enter my professional practice.

As an art teacher, there will be a lot of tools and materials that students need, and I need to consider how students can access them. For things that need to be checked out over a long period of time, like a camera, I would like to have students and parents sign a contract simply stating that they will be responsible for this piece of equipment and any damages that occur to it over the course of the term/semester. I think that this process will depend a little bit on the school district I teach in, and their policies surrounding things like this. For example, when I was in high school there was a fee associated with checking out a camera and students had to go to the payroll office to finalize this process. These details will probably vary depending on where I end up teaching. There will also be materials that students will need on a more regular basis, so for things like rulers, drawing materials, painting supplies, and other various art supplies, I would like to implement a daily check out system. If a student needs to use a yardstick, they will need to write their name down on the checkout sheet, the days’ date, the time checked out, and the time that the yardstick made it back to the proper location. I just want a system where I can quickly look at a sheet and gauge what materials are where. Materials that have razors, such as utility knives or exacto knives, I will need to keep in a locked drawer or cabinet and students will need to speak with me before using one of them. With potentially dangerous materials, there needs an added degree of precaution so everyone in the room is safe. One final thing to consider with all of these materials is the cost of supplying and replacing them. Obviously, I would like to provide my students with the nicest materials that can be afforded. I will need to check in with the department or administration when I begin teaching to determine what my budget for the year is. Also, I will need to find out the proper procedure for ordering materials using the school funds.

The final thing that I would like to address in this management plan is how I will budget time on a daily basis. When I look at the entire day, I plan on showing up to school about half an hour early. This will give me time to set up my room, get the darkroom chemistry ready, set up any demonstrations, and gather any materials needed for the day. I will also open this time up to my students to come in, just in case they have any questions or need clarification about something. I will probably use passing periods for similar things. These few minutes will be designated for transitioning between classes, and setting up materials or demonstration for that class period. I plan on staying at least an hour, probably two, after school to organize loose ends, respond to emails, grade student work, and planning for upcoming lessons. During the time of year where the germs start to flourish and people begin getting sick, I would like to spend some time everyday disinfecting surfaces; especially the surfaces that are commonly touched. I also want to reserve this time for ‘office hours’ so students are able to come in and ask questions or work if they choose to. Every day will probably look a little bit different, and this plan will probably change over time as I gain experience as a teacher. There will be some very long days, and some shorter days, but this is how I would like to at least go about managing my career as a teacher.

**Part II: (On Following Page)**

**Art Department Expectations and Guidelines**

Welcome to the Art Department!

**The creative and artistic process is considered to be an important part of your overall educational experience. We are quite pleased that you have chosen a course where creativity, problem solving, and aesthetic appreciation and development are regarded with utmost importance. As a student in the art department, it is important to understand that your instructor will guide you in the learning process, but the primary responsibility for learning falls on you, the student!**

**Class Conduct Policies**

You are expected to honor the school student policies which are included in your student handbook; this is available on the school website. The following are of extreme importance:

**1. Arrive On Time and DO NOT Leave Early**

* Frequent tardiness and absences negatively impact your classroom performance and will be strongly discouraged. Class begins when the bell rings!
* Leaving class early without teacher permission results in one absence.
* Arriving to class more than 10 minutes late results in one absence.
* After 3 unexcused absences, a learning contract will be issued. After 5 absences, you may be dropped from the course.

**2. Come to Class Prepared and Ready to Work**

Come to class ready and to stay for the duration of the period. It is very important to bring all of the necessary supplies you need every day to class: failing to do so will result in you falling behind. It will be announced in prior class periods what you are expected to have for the upcoming days.

**3. Turn in Work Completed AND On Time**

Late work will always be accepted, but each day it is late there will be a 10% deduction. After 3 days, a 50% deduction will occur. \*If you have an unexcused absence on the day an assignment is due, it will result in a late penalty. If you have an excused absence on a due date, you will be granted one extra day to turn in your assignment.

**4. Homework**

In addition to the work you in class, you will be times where you will need to work in projects outside of the class: it will be announced to you prior what will be needed for the upcoming class period. I will be available before and after school if you need to access the studio. Generally, I am in the classroom 30 minutes before the first period begins and an hour after the final period ends. \*Please communicate with me prior to ensure that I will be in the classroom!

**5. Treat the School’s and Other’s Property With Respect**

This studio is a shared space, so please be courteous to others when using equipment. Also, avoid moving/touching other people’s artwork unless you have specific permission. Try to leave the studio space better than you found it.

**6. Studio Use**

Students are welcomed and encouraged to use the studio classrooms more than just during your specific class period. However, other classes may be utilizing the rooms when you would like to work. Please check in with the teacher on duty if you are able to work in the room and try to disturb as little as possible. Non-working visitors will not be allowed in the studio classrooms during these times. Also note, there is no food allowed in the classrooms. Water bottles with a lid are permitted in the classrooms.

**7. Clean Up After Yourself Everyday**

Please clean up your space after each time you use it. Again, this is a shared studio space and please try to leave the space better than you found it. Respect of the space is vital to keeping and maintaining a useful work environment.

**8. Cell Phones and Laptops**

Laptop computers will be used in the classrooms occasionally to conduct research, and cell phones will also be utilized to document your work. Please be courteous in your use of technology. When I am lecturing or giving a demonstration, you will not be permitted to use your cell phones or computers. Your full attention will be required. This also applies if one of your peers is giving a presentation or speaking to the group. Respect and full attention in vital in this space. \*Participation is vital in studio art courses. Negative or lack of participation will adversely impact your grade.

\*Music is permitted during work times only. Please keep your music at a low enough volume that you will be able to hear what is going on in the environment around you. There will be times that I will need to gather the group's’ attention and it is imperative that you are able to hear instruction.

**9. Mature, Responsible Attitudes**

Questioning, thinking, enthusiasm, helpfulness, respect, and open-mindedness are required. As a student, you have the right to learn without the distraction of others. You have the responsibility of not disturbing the efforts of others in the classroom. Please conduct yourself with regard for the feelings of others. Substitute teachers, assistants, and all other guests are to be treated with the utmost respect as well. Laziness, disrespect, sloppiness, rudeness, or profanity will not be tolerated.

**10. Supplies**

Depending on the course, there will be additional supplies you will need to obtain for your own use. A list of these items will be provided to you. Many of these supplies will be used in several art classes, so please save them and take care of them. The department will supply some of these items at a discounted price.

**11. Grading** – Following is the breakdown of the grading system. More specific rubrics will be handed out for each assignment.

**Projects:** 50% of total grade

**Participation:** 30% of total grade

**Homework/Sketchbook Assignments:** 20% of total grade

**Please read these policies thoroughly, it is imperative that you understand all of these in order to create a positive classroom environment. Feel free to reach out to me if there are any questions or concerns. Sign this page and detach it to turn into the instructor.**

**\*I have read and agree to follow all classroom policies. Failing to do so may result in removal from the course.**

**Student Name:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Student Signature:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Parent Signature:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_