

Developing Rapport with Students

To build rapport with my students I will...

- Greet students at the door, say hello
- Smile
- Take an interest in what my students enjoy by talking to them about topics/activities that interest them
- Make personal connections with my students by having one-on-one conversations
- Share information about myself
- Ask questions about my students in order to better understand their interests
- Ask follow up questions about things they have previously shared
- Adapt to individual needs and make accommodations as needed
- Share humility and humor about myself with students
- Learn to call on students by name
- Learn about students hobbies and aspirations
- Acknowledge individuality by providing assignments that have student choice
- Follow up with students who are struggling
- Ask students about their day/week
- Have an open demeanor, be positive
- Make up handshake with students to do as they come into class
- Being straight forward so students are not confused about expectations
- Be positive and open minded to what students say
- Be patient with students who need more time
- Treat others as you would want them to treat you!
- Have a “welcome” sign on your door
- Have “celebratory” moments
- Walk around the room and work with students one-on-one, giving everyone your time
- Get involved in extra-curricular activities...be an advisory to a club, be a coach, attend the music performances, theater productions, chaperone a dance, etc. And then compliment students on their performance and/or work. Get to know your students outside of the classroom.

Qualities of an Inspirational Teacher

- Establish expectations and develop student responsibilities
- Kind
- Patient
- Empathy
- Flexible
- Knowledgeable
- Inspire
- Sense of Humor
- Honesty
- Establish an “honor” system
- Be involve in extra-curricular activities
- Be approachable
- Friendly
- Encourage
- Be accessible
- Organized
- Create a calm instructional environment
- Provide tough love
- Be attentive

CHECKLIST OF SUGGESTED ROUTINES

Have you developed/established a routine procedure for each of the following?

- ▷ Opening exercises
- ▷ Traffic patterns within the classroom
- ▷ Attendance, Tardiness
- ▷ Distribution of art supplies
- ▷ Storage of art supplies
- ▷ Storage of in-progress artwork
- ▷ Headings for assignments
- ▷ Daily plan, agenda
- ▷ Homework information
- ▷ Posting of learning objectives
- ▷ Homework check
- ▷ Sequence of instructional periods (daily, weekly, etc.)
- ▷ Transitions between instructional periods
- ▷ Waiting time—after completing assigned tasks (I HATE FREE DRAW..."Structured Draw" is different
- ▷ Regular clean up at the end of the class period
- ▷ Housekeeping procedures
- ▷ Textbook/technology storage and retrieval
- ▷ Display of artwork
- ▷ Leaving the room (bathroom, nurse, study hall, drink of water, etc.)
- ▷ Expectations after taking an assessment
- ▷ Safety procedures—fire drills, lock down procedures
- ▷ Handing in finished work
- ▷ Scoring work in progress
- ▷ Group work
- ▷ Procedures for critiques
- ▷ Dismissal

Student Engagement

Student Disengaging Behavior	Teacher Action to Reengage Students
Hungry	Have a supply of food
Tired	Send to nurse
Stressed/overwhelmed	Break down materials/information/due dates into manageable pieces
Sick	Send to nurse
Confused by instructions	Breakdown information/physically demonstrate requirements/repeat information in a different manner/provide visual cues/provide oral feedback/ask for student confirmation of information
Discouraged by material/not understanding coursework	Supplement information/breakdown information/provide one-on-one instruction
Dislike topic/subject	Provide student choice and voice in assignments/administer an interest inventory
Anxiety	Change environment/independence
Disrespect from instructor	As the teacher be mindful of dialogue/have a conversation with student
Falling behind with assignments	Develop a plan of action to have student catch up
Short attention span (inattention)	Take breaks/change up learning activities/avoid having students in their seats for too long
Physical discomfort	Seek support for student from nurse, guidance counselor, social worker, administration, department chair, psychologist, special education teacher
Relationship problems	Listen, be the adult role model
Videos	Plan to use short video clips, if lengthy have students take notes, stop video and ask questions
Already knows the coursework material/information/assignment	Stay focused on the learning objectives but provide ancillary information that makes the subject matter engaging, "expand "the assignment
Lecture-based instruction	Utilize many instructional strategies to keep students focused and on task

Edmund Feldman's 4 step art critiquing process.

1. Description

***Be 100% objective / Think of facts**

- What specific **Elements of Art** (color, line, shape, texture, form, space, value) can you find within this piece?
- What's the title of the artwork?
- Who is the artist?
- When/where was it created?
- What media was used?
- Is there a primary subject in the piece?

2. Analysis

***Be 100% objective / Think of facts**

- What **Principles of Art** (balance, emphasis, movement, pattern, repetition, proportion, etc.) can you find within this piece?
- How do the Elements of Art interact with each other? Are there interesting visual effects created?
- What specific elements stand out in this composition and why? Is there a focal point?
- How is the work organized?

3. Interpretation

***Subjective / Requires thought on your part**

- What is the artist trying to communicate?
- What thoughts or feelings come up when you see this piece?
- *Abstract works quite frequently require us to learn more about the context the work was created in (artist's life and time/place in history) in order to better understand them.
- Express your opinion, but **ALWAYS** back it up with evidence.

4. Judgement

***Subjective / Requires thought on your part**

- Finally, you can share personal thoughts based on previous steps.
- Do you like it? Why/why not? Again, use solid evidence to support your opinion.
- Is this piece effective? Is it saying what the artist is intending to say?
- Are you judging based on technique or emotional content? What criteria do **YOU** think are important when judging an artwork?