

Stories from the Field: Art Teachers

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Goals

- To share how UDL was implemented in visual art classrooms with a range of goals.
- To make connections for how all educators can implement UDL in their classrooms.

Summary of content

- **Presenters are part of a professional learning community (PLC) of visual art teachers in Worcester Public Schools.**
 - Worcester is an urban district approximately 45 minutes west of Boston.
 - The PLC is part of a collaboration with VSA of Massachusetts. VSA is a non-profit focused on providing arts-based experiences to populations with special needs. The PLC, The Art of Variability, is comprised of 2 admin, 9 VA teachers, and 3 VSA team members. We meet once a week via a Google Hangout, we have weekly assignments, and several times a year participate in day-long workshops. We are finishing our 2nd year of this PLC.
- **Story #1, Kate Switzer:**
 - **Goal:** To optimize access to relevant images
 - **Barrier:** How do I draw a... with limited technology.
 - **Strategy:** A Reference Library (UDL Option for Representation: Language & Symbols, UDL Action & Expression: Expression & Communication)
 - **Take Action:** Think of the biggest **barrier** in your classroom, use Guidelines for one possible solution. Try it out!
- **Story #2, Ann Rokosky:**
 - **Goal:** To understand and demonstrate a growth mindset
 - **Barrier:** "I'm not an artist." "I can't draw."
 - **Strategy:** A Beautiful Oops Project (UDL Engagement: Sustaining Effort & Persistence)
 - **Take Action:** Goals can be of content or to build a **growth mindset**.
- **Story #3, Kate Egnaczak:**
 - **Goal:** To Facilitate Art and Science Integration: Encourage Experimentation & Mindfulness towards Environmentally Conscious Practices,
 - Science/Art: Observe/Observation; Hypothesis/Reflect; Experiment/Make
 - **Barrier:** division of disciplines
 - **Strategy:** Align both practices explicitly (UDL Representation: Comprehension)
 - **Take Action:** Craft **clear student-learning goals** across disciplines without means embedded.

- **Story #4, Liz Byron:**
 - **Goal:** To construct a 3D piece of art
 - **Barrier:** frustration, narrow view of what art is, lack community and not willing to clean up
 - **Strategy:** Art Chopped (UDL Engagement: Recruiting Interest & Sustaining Effort & Persistence)
 - **Take Action:** Read, reflect on, and use **UDL Progression Rubric**.
- **Story #5, Lizzie Fortin:**
 - **Goal:** To create art that responds to a social issue and causes a viewer to interact, think, or react → to know how artists engage viewers.
 - **Barrier:**
 - **Strategy:** Reflect on your own experience (UDL Engagement: authentic and relevant, UDL Action & Expression: used models and multiple options for expression)
 - **Take Action:** Be patient with yourself- slow changes over time!

Resource list from panelists

[National Core Arts Standards](#)

Ann Rokosky: UDL and Visual Art: Growth Mindset

- [Beautiful Oops, By Barney Saltzberg](#)
- [Austin's Butterfly](#)
- [NCAS Standards Used](#)
- [The Growth Mindset by Carol Dweck](#)
- [TED Talk by Carol Dweck](#)
- [Link to The Growth Mindset and Mistakes Slides](#)

Kate Egnaczak: UDL and Art/Science Integration

- [Integrated Standards](#)

Liz Byron: UDL and Visual Art Engagement

- [Link to Art Chopped UDL Story](#)
- [Link to Art Chopped slides](#)
- [UDL Progression Rubric](#)
- [Cult of Pedagogy, Culturally Responsive Teaching Tips](#)
- [Teaching Tolerance](#)

Lizzie Fortin: Implementation of UDL over 3 Years

- [Blog Post with Unit Resources](#)
- [Blog Post with Unit Resources](#)
- [The First Time I Realized I was Black](#)
- [Islamophobia Killed My Brother](#)
- [Why I'm Loud as Hell](#)
- [Donovan Livingston's Commencement Speech](#)

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Thank you!



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