



PD Offering: Art for All!

Dates: 3/5/2024, 3/12/2024, 3/19/2024, 3/26/2024,
5/7/2024

Facilitators: Peter Curran, Mary Geisser, Laura Evonne
Steinman and Sarah Tomkins

Description:

A panel of Massachusetts Art Educator facilitators will present on relevant topics for teaching special populations. Each week will feature a different focus.

Week 1 Facilitated by Pete Curran

This session will challenge participants to reflect on the role of student voice and choice in their own practice, particularly through the lens of learners with Autism Spectrum Disorder (ASD). Participants will identify common obstacles to individualized learning in the visual arts classroom for students with ASD, explore potential strategies and supports, and determine next steps for ensuring success for all students.

Week 2 Facilitated by Laura Evonne Steinman

This session will focus on Social Emotional Learning (SEL), creating and nurturing healthy relationships, responsibility and safety. We will examine our own practices with a SEL lens and reflect on ways that SEL is fused in our creative settings and practices.

Week 3 Facilitated by Sarah Tomkins

This session will examine the overarching complexity of and give comprehensive insight into A.S.D. in the art education classroom. Autism can significantly impact the individual, their families, and the society in which students live, learn, and grow. Topics we will cover and discuss include, special education policy, IEP's objectives and goals, ways to create positive partnering with families, classroom adaptive strategies and tools, Applied Behavior Analysis and current behavioral brain research (for all levels). The goal for educators in this class will be to walk away with a more inclusive classroom environment and have applicable research based tools they can implement right away. Educators who study these topics will have greater comprehension of the challenges A.S.D. individuals face as well as the unique insight and gifts these students possess.

Week 4 Facilitated by Mary Geisser

This session will focus on working with students who are Deaf, Hard of Hearing, and Deaf Plus in the classroom. We will be examining both cultural and classroom practices to provide access for all students in the classroom. In this session we will be exploring practical solutions for classroom set up, curriculum planning, and tools for adaptation and access. An important part of this session will be to create a dialogue on creating an

awareness and understanding for issues of access with the Deaf community in educational settings and beyond.

Field Study Component

Participants will be expected to spend time collecting data through field study in their own learning environments, or through additional personal research and reflection if they are not currently teaching in a classroom setting. This research will be allotted approximately one month of independent time to allow participants to respond to the content presented in the four sessions and apply that content to their own experiences.

The entire panel of facilitators and all participants will attend a final discussion where participants will present their findings within supportive peer groups and have one more opportunity to ask questions and receive feedback from the facilitators.

Objectives of this Course:

Participants will be able to:

- Identify common obstacles to individualized learning in the visual arts classroom for students with ASD.
- Evaluate potential strategies and supports for learning in the visual arts classroom.
- Determine action plans for ensuring effective arts instruction for all students.
- Examine our own practices with a SEL lens and reflect on ways that SEL is fused in our creative settings and practices.
- Walk away with a more inclusive classroom environment and have applicable research based tools they can implement right away.
- Have greater comprehension of the challenges ASD individuals face as well as the unique insight and gifts these students possess.
- Identify issues of access facing Deaf, Hard of Hearing and Deaf Plus students in the visual arts classroom.
- Begin developing an awareness of the Deaf community and culture and its impact on students.

This course will meet its purpose by:

- Helping participants effectively carry out their responsibility for the teaching and learning of all students in their classrooms.
- Encouraging reflective practice when identifying common obstacles to learning and how to overcome them.
- Promoting a more inclusive classroom environment.

Professional Development Points:

Participants will earn 15 PDPs after active participation and the completion of the course requirements.

Schedule Summary: Weekly synchronous zoom sessions with one facilitator each week, followed by a break for asynchronous reflection and application of the presented content and culminating with a final synchronous zoom session with all four facilitators.

- 3/5/2024, 7:30pm - 9:00pm: Supporting Voice & Choice for Learners with ASD
- 3/12/2024, 7:30pm - 9:00pm: Social Emotional Learning (SEL) in Practice
- 3/19/2024 7:30pm - 9:00pm: ASD and the Adaptive Classroom
- 3/26/2024 7:30pm - 9:00pm: The Visual Classroom: Working with Deaf and Hard of Hearing students in Art
- 3/27/2024 - 5/6/2024: Independent field study and personal reflection.
- 5/7/2024, 7:00pm - 9:00pm: Join the full panel of facilitators to share final thoughts, questions and reflections. *Note the earlier start time and longer duration of this meeting.*

Due to the format of the class it is imperative that participants attend each session. Participant interaction is an integral part of the course format. Additionally, it is crucial that participants zoom in on time to each session.

Meet Your Facilitators:

Pete Curran

Pete (he/him) has been teaching visual art since 2004. He spent his first ten years teaching at the Dr Franklin Perkins School in Lancaster, MA, a pre-K-12 residential and day program servicing students with a range of social and emotional needs and learning disabilities. Currently he teaches grades 6-8 at Wayland Middle School in Wayland, MA.

Pete studied art education at Syracuse University (BFA, 2002) and Massachusetts College of Art and Design (MSAE, 2009). He has taught at all levels, and has worked with a variety of statewide and national arts organizations, including roles as NAEA Middle Level Division Director (2017-19) and MAEA Special Needs Representative.

Laura Evonne Steinman

Laura Evonne (she, her) is an arts educator and activist. Laura Evonne believes that lives are nurtured and transformed by creating art together, that dirt under your nails is healthy, that having hard messy conversations is a must and that we must be connected to the natural world we all share. Laura Evonne currently is based in Central MA.

Laura Evonne has over 2 decades of experience working with people who struggle with mental health and learning challenges.

Sarah Tomkins

Sarah (she/her) is thrilled to be part of this professional development series for Massachusetts Art educators. She has taught students in grades Prek-12 since 2006. Currently teaching at North Andover Middle School, North Andover, MA.

Sarah studied Fine Arts & Art Education at Framingham State University (BFA,2006) (M.ED 2016). Sarah also has taught and been a dynamic community member at the Danforth Museum of Art in Framingham, MA and Southboro Art Center in Southboro, MA and currently teaches at The New Art Center in Newton, MA & Acting OUT! Theater Company, Lawrence, MA.

Mary Geisser

Mary (she/her) is currently the art teacher at the Rhode Island School for the Deaf where she works with students from preschool to 12th grade. She studied Creative Arts in Learning (M.Ed) at Lesley University where she continued her doctoral studies in Educational studies.

Her experience as an arts educator is varied, having worked in Early Childhood Education classrooms, after school programs, as a college professor, and now as a pre-K-12 art teacher. She is currently serving on the board of the RI Art Education Association and was a former member of MAEA, where she worked to establish the role of Early Childhood Education representation and the Early Childhood education Award.

**Note: A reminder daily schedule will be provided to registered participants before the first day, as well as the Zoom link and any supporting resources.*