

# Who's Teaching this Class?



Immediately after receiving a B.S. in Mass Communications (Adv/PR) from **Texas Wesleyan University**, Mrs. Oswald began working as a **publicist** at a Dallas PR firm where she routinely collaborated with **fashion editors** and **costume designers** in print media, **television** and **film**. Later she switch industries and took on the title of **Owner/Director** for an Arlington **dance studio**. After establishing herself and her dance company in the community and on the competition circuit, **Martin High School's Fine Arts program** contracted Mrs. Oswald to work with their students. This year marks her 12th season with the Warriors who were recognized as the **GRAMMY Foundation's 2009 Signature School** and were subsequently awarded a **\$10,000 grant** for their music program. Choreography credits include: *How to Succeed in Business Without Really Trying*, *Sound of Music*, *Footloose*, *Pajama Game*, *Guys And Dolls*, *The Boy Friend*, *Thoroughly Modern Mille*, *A Funny Thing Happened on the Way to the Forum*, *Urinetown the Musical*, *Godspell*; and more show choir routines than you can shake a stick at (over 60 UIL 1s). **Nationally-published writing credits** include: *Dance Teacher*, *Dance Spirit* and *Goldrush/Studio Life* magazines.

Mrs. Oswald is currently a **Senior Class Sponsor for the Class of 2012** and is excited to embark upon her **fourth year at Tech** (much like this year's graduating class). Formerly with **The Princeton Review SAT Prep**, she holds Texas certifications in Dance, Journalism and English.

## **ENTJ "Field Marshal" Personality Type as it relates to Teaching Style**

- **Interested in the development of intelligence**, seeks answers to nature's enigmas and inspires students to do likewise. Prefers to focus on relationships and complexity components and tends to steer students along a similar path.
- Leans towards being impersonal in approach and may take for granted that students want to learn; however, likes to share intellectual discoveries of students, and **enjoys inspiring students to stretch their intellectual muscles**.
- NT's may have difficulty communicating to students that their efforts are appreciated, believing not to overstate the obvious, which unfortunately for the students, is not always the case.
- **Good at using a problem-centered discussion** approach but may have a tendency to move too rapidly or not be redundant enough—**NTs value efficiency**.
- Tends to escalate performance standards, and an outstanding class may become the yardstick against which all succeeding classes are held and found wanting.
- **Highly sensitive to the student's self-concept in the domain of competence**.

\*Students of an NT teacher are likely to know where the teacher stands as far as discipline and expectations for achievement are concerned. **Seldom can an NT teacher be persuaded through emotional appeal to shift a position which is logical and well-reasoned and, in the teacher's view, just and equitable**. For example, an NT teacher does not often give into external pressure to change a grade which the NT believes to be accurately assigned to the performance.

*\*Please Understand Me: Character & Temperament Types* by David Keirseay & Marilyn Bates

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### **Planning Period:**

"A" days—8am-9:25(Period 1)

### **Conference Period:**

"B" days—1:45-3pm (Period 8)

Text messaging or voicemail will likely receive a quicker response than email.

### **Lunch Bunch**

Tutorials in AVID—Rm. 133  
A Day—11:10-11:30/1st Lunch  
B Day—11:45-12:05/2nd Lunch