

EDUC 212 Education Field Experience

Observation Two

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October 23rd 2017

I. ***** Elementary School Observation Two.

II. Third grade art class.

III. Setting:

The classroom is set up inclusively; including select special needs children along with one elementary class at a time. An aide comes along with the special needs students for assistance. The make-up of boys and girls is nearly equal and all seven of the student's tables have both boys and girls.

IV. Pre-Observation:

Between 2011 and 2012 I had worked as an assistant for an after school art class at my local YMCA. My job was to assist students (ages 4-6) keep up with various projects. In 2012 and 2013 I had been set up through ***** High School with ***** Elementary School's student intern program, which was the first time I had worked with Mrs. Ace. This semester I plan on joining Mrs. *** at 11:00am on Mondays and Wednesdays, when she is welcomed by a third grade class.

V. Data:

Mrs. ***'s main goal is to successfully teach her students different types of artistic techniques while teaching classical art history. She starts by showing her students an example the final project, and then reads a story allowed to the class on the artist that the project is inspired by. Step by step, Mrs. *** gives directions on how to complete the project. When the project is complete, the students can see the similarities between the classical artist's techniques and their own. The district has not had a curriculum for the art classes since 2004 – however – Mrs. *** is extremely

successful with her Inquiry-based teaching methods. Thus being said, the art teachers also do not have any common planning meetings. In the past, she has spoken to some of the other district art teachers. Most of the other teachers keep their lessons very simple, with very little history and direction involved. Most of these students continue to complete project in ways that they are already familiar, like drawing or painting but never take the chance to explore other important components of fine arts such as printmaking or working with three dimensional materials.

During the year, each plan may be modified by class or behavior of the students. Certain classes excel while others have a difficult time keeping up with the lessons. Just recently, Mrs. *** had to change the lesson for a third grade class that has a troubled time staying on topic during the 50 minute class. Currently, the third graders are working on printmaking projects inspired by American artist, Winslow Homer.

Even though Mrs. *** has no curriculum to follow, she still submits lesson plans to the district. She has never gotten feedback from one of her submitted lesson plans.

VI. Analysis:

Mrs. ***'s teaching methods are very successful at the ***** community.

Students are constantly making references to Artist's they have learned about in the past and use techniques they have used in previous projects.

VII. Recommendations:

I recommend that Mrs. *** to take intuitive to create a curriculum for the rest of the district to follow. I truly feel that all students can benefit from Mrs. ***'s lesson plans and direction of teaching.

VIII. Post-Observation:

This month I learned that it is possible to have a detailed lesson plan while still giving the students the opportunity to explore different techniques and materials. I also learned that different classes might learn faster than others. I am still unsure if certain students, the general education teacher, or the class as a whole causes this.

IX. Citations:

Teaching Methods. (n.d.). Retrieved from <https://teach.com/what/teachers-teach/teaching-methods/>

Rationale Statement

Date of Completion: October 23rd 2017

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Standard: Standard Eleven: Ethical Practice – Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students.

I am placing this observation under Standard Eleven. This observation demonstrates the instructor's personal teaching strategies.