

EDUC 212 Education Field Experience

Observation Three: Classroom Management & Routines

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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:

Mrs. \*\*\* treats all of her students fairly. She has the same methods for handling classroom routines for all grade levels.

V. Data:

Mrs. \*\*\* starts each lesson by going over the step-by-step directions that are written on the board. For her more distracted classes, she will use a timer on her computer to remind the class of how much time they have to finish up the tasks for their projects. Other classes may not need the timer, as most are diligent art students. The district decides which classes have art and when, however, Mrs. \*\*\* decides the schedule for each separate class and may change them accordingly. When students misbehave or distract others from doing work, Mrs \*\*\* will write their name on the board. The student will also lose their chance of having their name put in the prize raffle box, where students have the chance to win a prize at the conclusion of each month. If the class as a whole is misbehaving, they may lose a star. Each class competes each other for the most stars. Because Mrs \*\*\* is not the students primary teacher, all

incidents are reported back to the students general teacher. In some cases, Mrs. \*\*\* may email a students parents if their behavior is concerning. An example of concerning behavior could be aggressive behavior which may be an early sign of a young student's emotional or behavioral.

VI. Analysis:

Mrs. \*\*\*'s teaching methods are very successful at the \*\*\*\*\* \*\*\*\* community. Students are always striving to be on their best behavior thanks to Mrs. \*\*\*'s reward systems. The class-scheduling situation created by the district is very effective, mostly because Mrs. \*\*\* has time throughout the day to prep for her other classes. Throughout the years, students often recall previous lessons and artists they have learned about. The students remember names, years, places, and different art techniques they will reflect in other projects.

VII. Recommendations:

I recommend that the district schedule the classes by grade. \*\*\*\*\* \*\*\*\* School is grades K through 5, each grade containing at least four classes of 20 to 26, making each day very hectic as she focus' on six different projects. This would help Mrs. \*\*\* spend less time prepping for the next class, since the projects are the same in each grade. The classes are also at different points of the project due to events out of Mrs. \*\*\*'s control such as holidays, snow days, and teacher conferences. Before each class, Mrs. \*\*\* must find time to set up supplies for up to 26 students – and again for another grade that is using different supplies.

VIII. Post-Observation:

This month I learned about successful and appropriate child discipline strategies. Children try to act well if they have a reward to look forward too, and no student wants to ruin the opportunity for the class by misbehaving. Being an art teacher for an entire elementary school is very hectic, as the instructor must juggle six grades and multiple classes. All classes and grades are at different levels of learning.

**Rationale Statement****Date of Completion:** October 31<sup>st</sup> 2017**Date of Submission:** October 31<sup>st</sup> 2017**Title of Artifact:** Observation Three: Classroom Management & Routines**Standard:** Standard Two: Learning Differences – The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Observation Three: Classroom Management & Routines is being placed under Standard Two because it shows how the classroom is managed differently depending on the behavior of the class or its students.