

EDUC 230 Field Experience

Observation One: Setting

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I. *** Elementary School Observation One****II. Grades Kindergarten and Second Grade****III. Setting:**

The art classroom is inclusive. The students with special needs often have an aide with them that is properly aware of this student's IEP. The classroom rotates between Kindergarten through the Fifth grade, one class at a time with one instructor. Each class runs fifty minutes long and contains between 25 and 30 students. The location of the school is suburban.

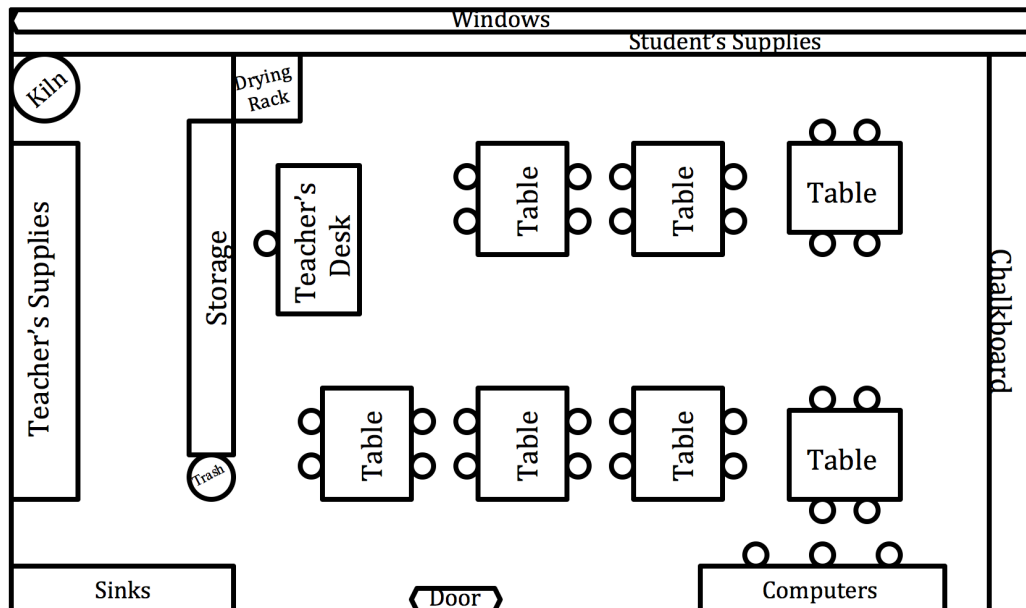
IV. Pre-Observation:

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. ***. Last semester, I had the pleasure of working with Mrs. *** again after four years and this semester she welcomed me back once again.

V. Data:

The room is set up as shown on Page Three. There are four students to each table. The seats are short and allow students to lean back. The chalkboard is at the front of the room and the teacher's desk is in the back. There is plenty of space for

Mrs. *** to stand at the front of the room for instruction. She will also use the middle table nearest the windows and supplies for demonstration as necessary.



VI. Analysis:

The room allows students to focus on each other's work and to focus on the teacher and instruction. The classroom is well-organized and the students know where they can find their supplies if needed. The class is randomly seated, influencing the class to socialize with students they may not know very well. Many of the students have similar backgrounds as the school is placed in a very suburban setting.

VII. Recommendation:

Because the layout of the room works very well already, I would not change it. However, I would replace the tables with ones that are taller, and replace the seats

with stools that allow the young artist's to stand and work on their projects if they please. Standing desks would allow energetic children to let out their energy as they focus on their art. The stools would be easily hidden under the desk and would make the objects of the classroom less of a distraction. Because the class runs only 50 minutes, the students only have about 30 minutes of productive working time after the time taken to set up and to clean up. Each class should take all necessary steps to improve the work flow of the students to maximize the content learned and the time to practice their skills as an artist!

References

Home | National Core Arts Standards. (n.d.). Retrieved from

<http://www.nationalartsstandards.org/>

How Standing Desks Can Help Students Focus in the Classroom. (2014, October 21).

Retrieved from <https://ww2.kqed.org/mindshift/2014/10/21/how-standing-desks-can-help-students-focus-in-the-classroom/>

Rationale Statement**Date of Completion:** February 28, 2018**Date of Submission:** February 28th, 2018**Title of Artifact:** Observation One: Setting**Standard:** Standard One: Learner Development – The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

I have placed Observation One under Standard One: Learner Development. I found this to be the perfect fit because Observation One focuses on the setting of the classroom and the placement of students. The setting of a classroom and its placement of belongings has a very high influence in the student's success in the classroom. Socially, the student's placement around the class will effect how the students will interact with one another. This can benefit both the standard curriculum and the hidden curriculum amongst students.