

EDUC 230 Field Experience  
Observation Two: Management  
Nancy Bellai  
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**I. \*\*\*\*\* \*\*\*\* Elementary School Observation Two****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, all with an almost equal make-up of both boys and girls. The location of the school is suburban.

**IV. Pre-Observation:**

In the past, Mrs. \*\*\* has been consistently very fair when it comes down to grading and instruction. She keeps each student's past skills and experiences in mind when grading the projects and going over the lessons. One of her goals is too both sharpen skills and continue to challenge the student to complete their best works of art.

**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.

I had recently witnessed a moment of weakness in Mrs. \*\*\* when a particular second grade class came through the door on a Friday afternoon. She had become very tense, stressed out, and worried that this classes behavior was her fault. This was the class with the lowest amount of stars in the entire school of roughly 30 classes. I had heard enough about this class and had been told that the particular teacher was very strict during the school day, thus leaving a very rowdy group of second graders with Mrs. \*\*\*. None of these students required an aid on their IED, so there was never an additional set of hands to help get the class under control. Within five minutes, I could see exactly what Mrs. \*\*\* had warned me about. Multiple students seemed to contest each other with who could get the

most attention. Mid-instruction, students would stand and yell something across the room, not only distracting the rest of the class – but the neighboring classrooms as well. Mrs. \*\*\* and I had brainstormed ways to get the class to relax, settle down, and focus. She had taken away another star, free-art privileges, and played some mellow music for the class but nothing had seemed to work. She only saw a very slight improvement when threatening to involve their general education teacher and the principle. She asked me if I would be able to come in during this hour every Friday, as she also saw a slight progress since the class knows they have a second pair of eyes on them.

#### **VI. Analysis:**

Mrs. \*\*\*'s teaching methods are mostly very successful at the school's community. The majority of students strive 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.

Certain groups of children will always be challenging, and sometimes there is not much you can do to get the class under control until you begin to take away privileges or involve their general education teacher & parents. It is important, as

an instructor, to remain calm & collected and to know that this behavior is not to be taken personally.

#### **VII. Recommendation:**

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.

I also recommend that Mrs. \*\*\* remains calm when an un-behaving class enters the room, and to know that this class is not acting this way towards her personally.

#### **VIII. Post-Observation**

I witnessed successful and appropriate child disciplinary strategies and saw that children will act well when they see an achievable reward. I also had witnessed a struggling instructor in an un-controllable environment, which is very difficult to contain when you are trying to juggle six different age-groups and at least 35 classes. Mrs. \*\*\* teaches a total of 562 children.

References

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**Rationale Statement****Date of Completion:** March 2<sup>nd</sup> 2018**Date of Submission:** March 2<sup>nd</sup> 2018**Title of Artifact:** Observation Two: Management**Standard:** Standard Ten: Leadership & Collaboration – The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

I have placed Observation Two under Standard Ten: Leadership & collaboration because this observation provides data concerning the instructors leadership condition through classes that are well-behaved and classes that are difficult to lead. It shows that Mrs. \*\*\*, also, uses collaboration with her colleagues and myself as a student-teacher.