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EDUC 450

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Classroom Narrative and Context

Imagine you are a sophomore in high school and your family has moved to Fort Collins in September. You have taken 2-Dimensional Design and know the basic art vocabulary terms such as line, shape and texture and you are excited to get to take a jewelry class as part of your coursework at Poudre High School. You are nervous because Poudre High School is huge and you don’t know anyone. When you walk in the art room you see that the room is neat and organized and the students go into the back room to gather their supplies without being asked. The objectives for the day are clearly written on the board and Ms. Harris the art teacher is calm and friendly. She gives brief instructions on what the class will be working on today and each student is at a different level of completion on their project. You are relieved the projects for the entire term are listed on the Google Classroom website so you know what to expect. You are also relieved the class is small and only has twelve other students from all grade levels. It’s going to be a fun year.

I always try to remember what is was like to be a student and I try to view the classroom through their eyes. All of the above descriptions were my first impressions of the class. The room is calm and peaceful and the twelve jewelry students have been taught the classroom routines very well because they come into the room and quietly gather their materials and work and they clean up thoroughly at the end of the period. Ms. Harris takes the time to say hi to everyone and asks how each student is doing. As the class period progresses, she walks around and checks in to see if anyone needs help. Right now the students are learning how to saw shapes out of metal, which can be frustrating and she is very positive and encouraging with all the students. There is no seating chart, but it is a small group and no one is distracted for the most part. The class has two boys and ten girls. Tardies are recorded on the computer by Ms. Harris and so far, I have not observed her addressing the tardies with anyone. She does let students come in during lunch and work if they want to make up some time or do some extra work.

I will be teaching the entire group at once and I will sit with the students at the large table when I teach my lesson. I prefer to sit with students whenever possible. This has worked out well because I am getting to know the students and I now know who loves horses, who is making a necklace for their stepmother and who loves Marvel movies. I do like having that flexibility to sit with students as an art teacher because our actual demonstration time is short and most of the class is spent helping out students on their individual or group projects. In the jewelry class the students work in groups when they are giving feedback but the projects are done separately.

There are two students with IEP’s and for their accommodations they do have extended time to turn in a project, however, the project must still be completed in a reasonable amount of time and according to the IEPs the requests for extended time cannot be excessive. My lessons will both be taught in the middle of a project so I won’t need to make any accommodations for time. I will have a rule for the entire class that states no cell phones or laptops are to be out when I am teaching because they will not need to use any technology for these particular lessons. The convenient thing about all of us sitting together at the table is that I can keep my eye on all the students to make sure everyone is on task. I do need to make sure the quiet students are getting the help they need as I have noticed they might say everything is fine when it isn’t. The students in this class are enthusiastic and engage well with the content.

