

Focused Observation Tasks

Part A: Student Observation

I chose to observe a student names Benjamin, whose mental capabilities and skills were very high, yet his attention span was very low. Ben became bored very easily, and when channelling his boredom, he was disruptive to the class and exercised many obsessive habits. Those habits ran from tapping his pencil against his desk repeatedly, shaking his leg up and down and others along those lines.

The teacher knew how to quickly do away with Ben's disruptive behaviours, as she realized that all Ben needed was a challenge. If she noticed he was growing bored and starting to zone out, she would call on him to read or answer a question; this excited Ben, as he was still eager to participate and it helped him to follow along. The teacher did not become angry with Benjamin's behaviour, as she understood where it was coming from, and was excited to have found such potential in this student. Benjamin responded well to challenging activities, so the teacher would, at points, assign him extra work or other activities to do at home.

The latter circumstance suggests that many students who become disruptive or are having trouble paying attention in class, need to be paid attention to, and possibly observed, because once the teacher has an inclination of what's going on, the problem can be solved and the student, the teacher and the class itself will all benefit from this.

Part B: Teacher Management

Mrs. Tarshis, my cooperating teacher, is an organized and dedicated educator, thus her classroom management comes naturally. Mrs Tarshis gains control over her students simply by using a tone of voice that never rises to a yell, but raises in intonation in order to sound stern; this somehow lets the students know when they are being disruptive and they immediately stop. It also prevents many students from acting out, as she has control at all times when speaking.

Furthermore, Mrs. Tarshis keeps records of all letters, field trips, activities, etc. in many neat binders so she can reuse her materials and if, by chance, the office, or a parent or company happens to lose a form that a student sent in, she will have a copy of it. This not only saves her trouble in the future, but makes Mrs. Tarshis seem truly professional to her authorities, her students and their parents.

On top of the latter, my cooperating teacher mainly gains so much control, as she is well prepared. During recess and lunch and just before school begins, Mrs. Tarshis sets out the students work for the next hour so that when they enter the classroom there is no time to socialize or ask 'what's going on', considering it is apparent to them. This maximizes class time and sets an example for students, as it shows them how their work should be prepared. Mrs. Tarshis further ensures classroom management when she makes sure that students papers are all put away in the proper place and their desks and bags are organized. There is never anytime lost in her classroom, thus each student can make a great amount of progress throughout the course of the year. After observing this for only three weeks, it is safe to say that Mrs. Tarshis' students not only respect her, but enjoy learning and are engaged in her remarkable way of doing things.