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SPE 101

Mrs. Sally Rosanne Carmichael

Focused Observation #1

1. Describe the Students in General:

Overall the students were well mannered young children. They listened really well to their teacher’s instruction. They work really well in groups, and help their friends when they ask. They are bright and energetic and keep the teacher on her toes. Right off the bat, in my observance, I was able to distinguish which students were a little behind in their reading skills, and which students loved to read. Also, I was able to distinguish the “Teachers of the Class”, or in other words “The Teacher’s Pets.” These students came up to me right away and introduced themselves. Also they had asked me to sit by them so they could read aloud to me the story they were working on in class. Some even showed me what assignments they were working on that went along with the book they were reading.

There was one special needs student who came in about 10 minutes before I was off to the next classroom. I did get to spend a little time with her and she seemed to be making great progress in her span of vocabulary. She didn’t speak much, but when she did it was mostly single words or sound effects (animal, or vehicles, etc.; to go along with the game the teacher had prepared for her.) She had a positive attitude and was very smiley. She was excited to see someone new in the classroom (which was me) and periodically made eye contact with me because she was so surprised.

1. Describe the diversity of the students and what specifically draws your attention to these differences:

I did not see that much of diversity in this classroom for all the students were Caucasian. Although a few differences that I sought out were that some students were dressed in nicer clothing than others, some students had their hair brushed and done nicely, while others just had a grease ball. So, you were able to distinguish who had more enforced hygiene in their homes.

Another example that I sought out was the varied differences in students reading levels. Some students read very well with loud, clear, clear and fluent voices. Other students were reading at a very slow pace and had many choppy sentence fluency.

One last difference that I sought out was when working with the special needs student. She had a different way of learning to read than all the other students, also she had a different way of responding. She would look at pictures and would try to match them with the correct corresponding picture. Then she would make the sound effect of what that particular card showed. Also she used some signing to guess what the objects were as well.

1. Describe ways that you see the classroom teacher responding to the diverse needs of the students:

The teacher responded very positively and openly. She worked with every child and made sure that everyone had a chance to read aloud to practice. She was a teacher who really understood the guidelines of No Child Left Behind. She took the time to work individually with the students that needed more help to make sure that they were comprehending the lesson ok. Also she took the time to work with the special needs student to give her the attention and feedback of a general teacher. The teacher even had some of the general education students come and help her work with the special needs student to give the child more attention and interaction with others.