FIELD NOTES –LAYNE DEXHEIMER

1. Impressions?

- The students were very quiet and “shared” a lot of the same opinions about the critique.

2. How did the class get started?

- We went over the learning target and what good feedback looked like when participating in a critique.

3. Learning Target?

- I can demonstrate successful constructive criticism.

4. Work covered?

- They critiqued their single color photo projects.

5. Was the learning target accomplished? –How do you know?

- Yes, each student displayed constructive criticism towards their peers work and they took it very well also.

6. Was there an assignment for this lesson?

- A portrait project was introduced but it didn’t go hand and hand with the critique.

7. Were student’s behavior issues for this lesson?

- No, although some students didn’t participate as much as other did.

8. What would you do differently? How would you enhance it?

- I would try to prod for answers a little more and ask more open ended questions to get the students more engaged.

9. List 3 teaching strategies/techniques observed and explain how they would benefit the students.

- Clapping to get the students to quiet down and having them repeat the same clap- it tests their listening skill and grabs the attention of the other students who aren’t paying attention

- Sharing your personal options on what the art means to you and providing a little background to some of the images- It helps that the student can see that you have options to and know what you are talking about.

- Using an example piece of work to demonstrate what constructive criticism is and what they do and don’ts are- it makes it a little clearer to the students when they can see and hear want bad feedback sounds and looks like

10. What kinds of technology is being used in the class?

- Each student has a personal computer, a camera and they use a smart board to go over lessons and examples.

11. How many students are in the class?

- About 30 students

12. How man students are there with IEP’s, 504 plans, GT, and ELL?

- 1 IEP, 2 504 plans, 4 GT and 0 ELL.

13. What modifications or accommodations are needed when lessons are taught?

- When observing I can’t tell that there are any needed most of the projects are straight forward and have lots of room for creative decision making.

14. Sketch/diagram of the classroom

15. What info is on the door, bulletin board, walls, pictures, ceilings, posters etc.?

- Growth mindset board

-I’m done what should I do now? Poster

-Displayed student work

- What art is and isn’t (student made)

16. Is the physical layout working well? How would you change it?

- I like how the layout is. There are lots of big desks and the tables are easy to move if needed. Every students has a good view of the smartboard. There is also a basket of supplies on each table for them to use.

17. Describe the culture of the classroom.

- Most of the students are hard workers and get their work done one time. They are usually a quiet bunch and they don’t need much help from Sami and me.