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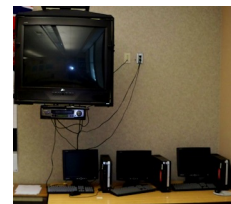
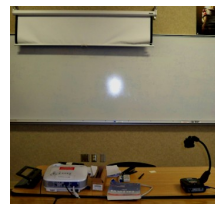
Student Teacher Practicum

September 10, 2010

Classroom Observations

Lewis & Clark High School in Spokane Washington. Room 335, Mr. Lunds' AP Calculus AB

Physical Space



Unfortunately Lewis & Clark High School has an overpopulation issue. The student lunchroom has been turned into classrooms and most of the classrooms have 2 teachers desks. This particular room belongs to Mr. McNiece and Mr. Lund. Two photos have been provided, taken from opposite corners of the room so as to give two different perspectives (teachers, students). Note that this room utilizes tables for 2 people rather than traditional desks. One reason for this is so that group work does not require much movement by the students to form groups (mostly groups of 2 are used in this class). Like many of the classrooms at LC the technology available is GREAT! The desk at the head of the class contains ample power, laptop, and modern conveniences to broadcast internet on the white board, overhead projector for images, and electronic notepad with multi color options. There is also multimedia options to show dvd, and music. No seating chart was used in this class. The walls in this classroom are decorated in themes. In the front of the classroom hangs 2 posters:

- The Washington State 'I CAN' statements about AP Calculus AB goals for high school students attempting to earn college credit.
- The Washington State 'I CAN' statements about Geometry goals for high school sophomores.

On the back wall of the classroom hangs posters containing artistic 'calculus drawings' from previous years students:

- One set contains very colorful 3D drawings of calculus Identities.
- Another set contains the concept of derivatives and the ability show relationship between distance, velocity and acceleration.

On the west wall of the classroom hangs posters of modern day athletes. Only 3 athletes are pictured on the various posters; Lebron James, Derek Jeter, and Alex Ovechkin:

- To my surprise on the third day of class Mr. Lund took down Lebron James posters and explained to the class that he was no longer interested in Lebron because of his lack of loyalty. He left Cleveland and went to Miami for the money. He respects people who are loyal and that means athletes who play their entire career for one franchise!

Class Profile

Calculus has several characteristics:

- This class has 24 students.
- All but 1 of the students are seniors, the 1 student is a home schooled freshman.
- This class is labeled AP Calculus AB which means that everyone who completes the class will be given the state examination where if they receive a passing grade of 70% or higher they earn college credit.

Mr. Lund spent most of the first day of class speaking of responsibility and dedication. Mr. Lund also showed the results from last year's college credit state examination results where 'only 7 of the 21 tested' received a score high enough to earn college credit. Mr. Lund apologized for the poor results and vowed to change several of his teaching techniques so as to improve on the result. One of his changes was to create a 'contract' with each of the students. This contract was to voice the goal of the student for this academic year and explain what level of dedication the student was willing to make in order to achieve that goal. In turn Mr. Lund would agree or disagree with the contract and do everything in his power to help the student achieve that goal! Mr. Lund actually offered to create a 6am Friday morning study group which would allow specific study time so that all students had the necessary one on one time to reach their particular level of understanding of the material. Above I mentioned that there was NOT a seating chart in this class. The first 2 days of class Mr. Lund stated the following:

"I want everyone in the class to feel comfortable where they are sitting and who they are sitting by. We will be doing group math activities 4 of the 5 days a week for approximately 20 minutes each class session. It is important that you feel compatible with the people around you since they will assist you in your math development. One more important thing to remember, the more comfortable you feel in math the further away from the front of the class you should sit. I want those that NEED more help, and those that may not have people they know to sit closer to the front and middle so that I can be more available to help them."

After the second day it seemed like most of the students found their comfort spot. And after working with these kids for 1 full week it is actually amazing how quickly and efficiently this has worked. I should also clarify that Mr. Lund did have a disclaimer and that was that if any particular group became a place of 'social chatter and little productivity' he reserved the right to relocate individuals. This class has 19 Caucasian kids with 2 African American 3 Asian. This class is very focused, as a matter of fact we have not had 1 student ever ask to leave for restroom or water break! There are 11 girls and 13 boys. We do not have any IEP's in this class. We have only had 2 absences, no skips, and no tardies.

I think that this particular class is very social, and positive in nature. These students seem dedicated. They all bring plenty of supplies, graph paper, books, notebooks, and their own high power calculators with them to class each day. Whenever Mr. Lund begins to speak on topics a hush falls around the room!

In Conclusion, I feel almost intimidated by these students. They come to class with a purpose and I worry that they know this material better than I! From a new teachers perspective I have actually considered studying extra hard so that I am better prepared for each class.