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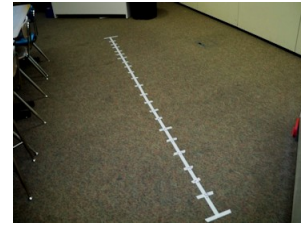
Student Teacher Practicum

September 10, 2010

Classroom Observations

Lewis & Clark High School in Spokane Washington. Room 327, Mr. Lunds' Integrate 3 Math (trigonometry/pre-calculus)

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 originally belonged to Mr. Gillette and he likes the walls to be 'clutter free' as he calls it. Two photos have been provided, taken from opposite corners of the room so as to give two different perspectives (teachers, students). The room is carpeted and the desks are positioned in what I call a traditional style (6 rows of 5 desks each). . 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. In the front of the classroom hangs 2 posters:

- The Washington State 'I CAN' statements about Integrate Math 3 goals for high school.
- The Washington State 'I CAN' statements about Geometry goals for high school sophomores.

Class Profile

Integrate 3 Math (trigonometry/pre-calculus) has several characteristics:

- This class is maxed out at 30 students.
- All but 2 of the students are juniors, the other 2 are seniors

- After taking a poll, 24 of students have said that this will be their last math class. They are not interested in moving beyond this to actual calculus. Note: at LC the students looking to continue their math learning into senior year are placed in 'honors Integrated 3 Math'.

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 zone. And after working with these kids for 1 full week I am amazed how quickly and efficiently this has worked. I should also clarify that Mr. Lund did have a disclaimer, that if any particular group became a place of 'social chatter and little productivity' he reserved the right to relocate individuals. This class has 20 Caucasian kids with 5 African American 3 Asian and 1 native American and 1 Latino. 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 18 girls and 12 boys which surprised me until I saw the 'honors class which was exactly the opposite breakdown with 18 boys and 12 girls. 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. Only 3 kids have spoken negatively about math, 2 of which are the seniors. Even though some struggle with the math tasks given them so far they ALL pay close attention to Mr. Lund and make attempts to understand the concepts.

In Conclusion, I feel very positive about this group of kids and their ability to achieve the state 'I can' objectives. From a new teachers perspective this class is MUCH easier for me because there are fewer issues to deal with. From a day to day planning perspective Math is the only thing I need to focus on.