

Kyndall Thompson

Teacher Work Sample 1

Mrs. Wolfe, 9/17/19

### **The School Community**

I appreciated walking around the halls of Preston for a day. I really enjoyed seeing them interact during and after the break periods - someone scuttling to pick up fallen M&Ms, others chasing and jubilantly yelling after each other. I noticed a lack of backpacks on backs, a surprising amount of backpacks and supplies on top of lockers, and such a range of heights from one student to the next. Hall passes seemed prevalent but ill-used, and at one instance a student ran past exclaiming his hopes for having enough paper towels for a presumed mess. Whilst my meandering, I happened upon a souvenir cart settled against the wall of the so-called "auditeria." I thought this was a quaint piece of school pride, available for students and relatives to purchase. I appreciated the mosaics, however I couldn't help but notice how barren the walls were in general. The architecture was themed around triangles and squares, and I appreciated the consistency across the school. The colors were repeated with all equipment as well and it was easy to see that the Pumas have pride.

I liked the fact that the students have student phones near the front desk available to them. The school seems very considerate of its students, and it seems like it wants the students to feel safe in that they aren't being detected for metal upon entrance. The library held a very user-friendly setup and included, to my and my other classmates' surprise, it housed - not one - but a few VR headsets and flight simulators

for the student's use. For the sake of making a pun, I leaned to my classmates and informed them that I was in-prest-on (impressed-on). I noticed that there were fewer bulbs in the light fixtures than they could contain, and wonder if this is a reflection of Preston's initiative to being more environmentally friendly. There was trash littered on the floor that I also found, and I wonder how often the school is cleaned during the day if at all. The officers looked friendly, and I thought they were a good non threatening presence in the school. The trash bins were painted, and I thought that was a wonderful way to decorate them. I was pleased with how bountiful the recycling bins were, and I wondered if Preston would be the type of school to get compost bins as well. Students seemed nice to each other, a bit rowdy, and had groups of friends but no clear cliches that I could see. Overall, a great middle school, above and beyond my middle school by far and organized in a logical way.

### **Students and Classroom**

I am helping teach 6th grade homeroom and 8th grade photography. The homeroom essentially teaches itself, with the teacher only guiding their use of time and strategies to do better. The eighth grade photography class has a sour personality to it, with disrespectful students disobeying authority. They do well with action and engagement, but not so well with lectures and tests. The sixth grade homeroom does well at being quiet, however all the students are testing boundaries and acting out to see where they fit in the class. Referring to the crudely drawn map on the fourth page, the two rooms are fairly similarly set up. A bundle of tables that can seat four to six people at each in the center of the room, with the teacher's desk near a wall and the

instructional tools being either in cabinets in the room or in a separate room (the dark room, for instance. The decoration level of each room is relatively 'noisy'- students with troubles of overstimulation might be uncomfortable to be in these rooms. The rooms are not sound absorbent, and any sound is relatively audible. There are only windows on one wall, allowing a peek into the outdoors for students who want to escape. The dark room is set up with 15 enlargers, allowing students to use them without affecting the others. The students are not especially racially diverse, however cultural diversity is difficult to determine without inquiring. I have the pleasure of working with two different instructors, and seeing how they interact with their students. One has only lectured in the times I have been there, and also doesn't answer questions unless I inform her that someone had been raising their hand the past many minutes. The other teacher seemed to have little respect from her students, and only chastised for if they were interrupting her. All in all, not very varied classes and not much respect in either for the teachers. Now, this being said, only 5 students are troublemakers between the two classes; the rest of the students behave well.

### **Topic and rationale**

One of the teachers I observe has the opportunity to pass out assessments, and I had the privilege of watching how she works with one of them. She has the students take a preliminary test about studio practices that they must get a 100% on in order to succeed. She has the students who get even half of a question wrong retake it until they get all the questions correct. Her teaching thus far has been very focused on success and order as opposed to the students' wants and excitements. In conclusion, her class

seems to be lacking the personal element that it needs to succeed in teaching the students how to think about art.

