

Standard 5

Environment: Teachers know how to manage a classroom.

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Classroom Seating Arrangement

Fall 2012

Description of Artifact

This artifact shows during my time student teaching in 5th grade with 24 students how I re-arranged the desks numerous times. I was in this placement for nine weeks and we re-arranged desks three times, and again for a fourth time the week after I left. Reason being that I re-arranged was to help specific students learn better by being closer to the front, so they could see better, moving students away from someone they are easily distracted by and/or getting rid of our community bins that we stored materials in. Another thing we did that I believe fits well with environment is a behavior marble jar. With this we kept track of the students' behavior together, as a class and if they reached a certain amount of marbles they earned a star and after earning five stars, they would earn a reward.

Alignment Reflection

Wisconsin Teacher Standard Alignment

This artifact best aligns with **Standard 5 – Environment: Teachers know how to manage a classroom.** I believe this artifact best aligns with this standard because it discusses creating a learning environment that encourages learning, engagement in the class and also social interaction. I had few problems with too much social interaction and disturbances with our community bins and that is why they were initially changed from a horse-shoe formation to pods. However, when we had pods, I still had the students using their community bins, which consisted of about 6-7 draws where they kept calculators, loose leaf paper, books, extra pens/pencils, erasers and any other extra materials that didn't fit in their desk. After a couple weeks, these bins seemed to become the biggest distraction to the students, so I chose to get rid of them all together and changed our arrangement again. This is when we formed into rows and columns. All but 3 students had a "partner pair" and they were aligned in columns of eight student's total, with three columns. My marble jar behavior strategy really helped with the classroom behaviors. I also saw many students commend others when they were making good choices as well as re-directing their peers when they needed to make a better choice.

UW-Platteville School of Education Knowledge, Skill, Disposition Statement Alignment

I believe this artifact best aligns with **KSD2.d. *Manages Student Behavior***-*The candidate can establish clear standards of conduct with student input. The monitoring of these standards is subtle and preventive with respectful student self-and peer monitoring also occurring. The candidate can respond to misbehavior effectively, being sensitive to individual needs.* I think this is the best KSD because I was always watching the students to see how they would learn best, depending on who they were sitting by or not sitting by. I also found that the different desk arrangements not only helped me get around the room better but it helped many students to see the board better as well. This includes those students that need extra attention, whether academically or behaviorally, I was able to get to them quicker and more efficiently. I believe making sure the students can see and focus on the instruction is very crucial in education, no matter the age. This also aligns with my behavior marble jar strategy because I was able to make clear instruction of what I expected from them. Each student was not only responsible for themselves, but this helped them learn to be partially responsible for their peers, such as advising them to make good choices. I saw a lot of peer monitoring going on throughout my time spent with this class and watching them do the right thing and set good examples for each other.

Secondary KSD Alignments:

KSD.2.b. Establishes a Culture for Learning

KSD.2.c. Manages Classroom Procedures

KS2.e. Organizes Physical Space

Personal Reflection

What I learned about teaching/learning from this experience.

From this artifact and my experience I learned that you will know in a short amount of time, sometimes if your seating arrangement is going to work or not. In my case, I changed the arrangement four times in a matter of nine weeks. Some teachers might think that's a bit excessive, but I was just trying find the best arrangement for my twenty-four students and for myself to be able to get to them quickly, no matter the situation. I also learned that being a teacher you have to be very flexible and be able to come up with a new arrangement whenever needed. I have also learned that providing students with lots of positive feedback is what many of them need the most! Most students take that positive feedback to heart, which they should, so as a teacher I need to remember to always provide students with a positive outlook and I believe our whole environment will change.

What I learned about myself as a prospective educator as a result of this experience/artifact.

I learned that I am a flexible person from this experience. It's not always in the plan to move twenty-four desks after school, especially as often as I moved them, but that is part of being a teacher and wanting what's best for your students. I would have to start by making a rough draft

of the arrangement and then tweak it a few times to make it work as well as possible for both myself and the students. I also learned more about time management from this experience. I would have to make sure I moved quickly and efficiently, in order to complete the rest of my work that needed to be done after school also. I learned that making my marble jar smaller and more realistic really helped the behavior improve even more. To start with, I had a tall, cylinder jar filled half way with big stones and then had sectioned off three parts to where they could fill the jar to. After a few weeks it just seemed like they were never going to reach the top, so we got a smaller jar and just had the three sections, Good, Great, Fantastic and it was easier for the students to earn marbles and fill up the vase faster! This resulted in quicker rewards and it was more of a goal for them to reach!