

Observing Mrs. Rose's Class

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Intro to Early Childhood

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After observing Mrs. Rose's kindergarten class for five days, I feel that my knowledge on teaching has grown tremendously. Mrs. Rose presented herself in the image that I someday would like to portray. She illustrated the true meaning of a successful teacher through her commitment and relationship toward the students. By observing the classroom, I left with a better understanding on what my strengths and weaknesses are and different methods of what I can use when I become a teacher.

The first day I opened the door and walked into the room I noticed how full the room was. There were a lot of toys and paintings throughout the room. This made me feel more comfortable because I know, by seeing these, that she is a fun and easy teacher to get along with. The student's desks were big circular shapes located in the center of the room. There were about four or five students per table. When I asked her about the seating she told me this helps the children to help one another out more. It also helped make it easier on her because they would be in groups. When looking at the drawings and paintings throughout the room I noticed they were mostly theme oriented. Every week they would have a different letter of the alphabet to learn. While learning this they would draw pictures of words that started with that letter. By hanging these pictures up on the wall, Mrs. Rose said that the students would be able to look at them for help. If the students still could not have their questions answered from the drawings then Mrs. Rose came to help them.

The interaction between the students and Mrs. Rose was outstanding. At first I noticed the students had some problems acting up. They were a little wilder when I came to attend the class because they were trying to impress me. Mrs. Rose was on them time after time about how to show me what good boys and girls they were. After a couple of visits they started to get

used to me being there. After some discipline problems the students were very attentive and mature for kindergartners. One thing I noticed about Mrs. Rose was when students tried to ask her to help spell something she really did not help them. She helped them sound out the words, but encouraged them to spell them the way they thought it sounded. At first I thought that this would cause them to have bad spelling skills, but then I understood what she was doing. She told me that she is trying to get them to understand the basic sounds of the words and then eventually move on from there. As she was helping them out I noticed her passion for her students. She was always trying to make them laugh and have fun learning. While interviewing her about teaching she told me that teachers need to make learning fun, not something they dread coming to school. She told me that teaching is supposed to be something that teachers should wake up to every morning and look forward to educating young children. If teachers do not feel that way then they most likely should not be in this profession. I thought in my mind that I knew I was made for this job.

While reflecting back on my experience at Manchester Elementary I have been able to identify some strengths and limitations that I need to practice more. Mrs. Rose told me some of my strengths were willing to work with children and dedication. She told me that by just watching for these past five days, she knew this was what I excelled. As soon as I would get to the class I would always try and get right with the students. I wanted to help them understand what was being taught. After helping the students understand something, I always had this warm feeling inside of me. This feeling lets me know that I am doing something right by helping these students learn to succeed. By coming to Mrs. Rose's class early every day and being prepared I demonstrated that I was dedicated. She told me this is one of the most important

attributes of teaching. Dedication or commitment is what makes a teacher successful or not. I never left the class early because I wanted to get as much out of it as I could. After she gave me the positives she also had a few things I could work on. One problem I have with young children is that I get attached to them fast. She told me that it is not wrong to be attached to them, but to have my own personal boundaries. I need to develop a way to nicely tell them to leave me alone or give me some space. This will be a challenge because I love giving and receiving attention from them. From this advice, I will develop goals for myself.

As I started to think about goals I would like to set for myself, I thought back to when I sat down with Mrs. Rose and listened to her advice. Some goals that we have in common are to see our students succeed in the classroom and in life, help them grow as a person, commitment, letter recognition, and sound recognition. The number one goal I will set for myself is to see my students succeed and grow. If they can succeed and grow in life then I know that all the other goals I have listed will follow. As a teacher I will want to continue to work on being committed because people are relying on me. I am teaching the young minds of students who could be the next president, teacher, pilot, or just an everyday worker. I realize that as a teacher whatever career they shall choose in life was impacted a little by me. Every student takes a little something from every teacher. This is why both Mrs. Rose and I feel so motivated to do what we do.

Looking back on my experience with Mrs. Rose and her kindergarten class a lot of information and ideas were presented to me. It was a fast five days, and within those five days I took a lot with me from how to construct a great classroom environment, my strength and limitations, and goals for myself. With the help of Mrs. Rose and her class I believe that they

helped prepare me for what the future holds. This was a building block for me, and I shall continue to build on with all the new knowledge I receive from other observations and professors at Manchester.