

Jeffrey Coleman 10/27/05
Diversity Analysis Paper EDU-375

The diversity of my observation classroom is quite interesting to watch. There are twenty-one students in Mrs. Geri Tastle's third grade classroom. Two of the students are of African American decent, the rest of the classroom upon observation, appear^s to be of American decent. Watching the classroom for a few weeks it is clear that the students in the classroom act like a small community. They all get along quite well. There are of course, a few students who don't get along with one another, but you find that in almost every community. It seems that the students that don't get along do so for simple reasons like bugging each other on any given day. I would say that these students do not hate each other all of the time, simply on a "case by case" basis.

The students in my observation classroom interact with one another during independent work during the day. They help each other out and ask each other questions if they are confused about the assignment. Mrs. Tastle allows the students to interact with each other during this time and does not warn them to be quiet. If the students are obviously not talking about what they are working on, then they are asked to stop talking and return to work.

Just like a community, the students in my observation classroom each have their own responsibilities to the community. Some students are given jobs like line leader, passing out papers, taking down the lunch count, taking down the attendance, wiping off the blackboard, and other such jobs that are vital to the community as a whole.

Mrs. Tastle encourages students to help one another as well. When students are working independently they are instructed to ask each other for help. At the same time though, the students understand that they are not allowed to simply ask each other for answers to their questions and the students understand that clearly. What impressed me was how they immediately accepted me into their classroom. I felt like I was part of the community right away on the first day. Mrs. Tastle asked me if I would like to help the students out during their English worksheets and I gladly accepted. The students immediately asked me questions without any hesitation. Not one student was afraid to ask me questions because they had never seen me before. Each student openly accepted me into their classroom and I felt welcome and accepted right away.

The other day while I was sitting in the back of the classroom I watched two students during reading. One student

25. Indeed was having trouble with the passage she was reading. The girl sitting next to her noticed the trouble and began helping her

his is a
great example to cite.

through the words. She was sounding out words with her classmate and helping her read through the words. I thought that was excellent, to see another student help a struggling student was a very nice scene. ✓

During most of these types of interaction Mrs. Tastle was almost always walking around checking off homework, or helping other students with their work. If Mrs. Tastle was occupied with another student and someone needed her assistance they would usually ask for her attention a few time and then they often came to me to help them. If Mrs. Tastle and I were both busy, the student would return to their seat and try to figure it out and occasionally their classmate sitting next to them would offer assistance.

The diversity in my observation classroom is typical of the area that I live in, in Vestal, NY. There is a small percentage of the African American population, and an even smaller percentage of the Asian, Middle Eastern, and European population. My observation class is predominately white with two African American males. There are twelve females and nine males in the classroom. During my observation time, I was not able to notice any religious diversity between the students in the class. Having observed after and before any holiday, I did not notice any students absent for religious reasons that would lend themselves to describe their religious background. ✓

The physical makeup of the students in the classroom is of average height and weight. There are a few students at both ends of the spectrum with one being slightly overweight, tall, short, and slightly underweight. While it is basically hard to tell, the financial makeup of the students is somewhat evident through observation. There are usually one or two students each day that did not bring in a snack to eat; this of course could be totally unrelated to money but can give some clue as to their financial state.

The skill of the classroom is what I would call average. There are a few students who are above average in intelligence and one or two that appear to be below average. There is one student in the classroom that has special needs and has her own full time aide with her in the classroom. The rest of the students are of average intelligence to the best of my observation.

All of the students speak English. I do not believe any of the students have any accents of any kind. (All of the students appear to be English in language.) I have not noticed any inflection on any of the student's voices. This leads me to believe that all of the students were born in the United States and have not immigrated to the United States.

The classroom environment is certainly inviting. The desks are arranged in 4 rows of 6 with each row split in half down the

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How does such seating arrangements facilitate learning and encourage interaction between students?

middle and facing toward the front of the classroom. This is basically a traditional style layout for any classroom. There is a lot of color throughout the classroom. This makes the room warm and inviting to the students. There are posters all round the room that generally pertain to writing techniques and strategies. They are full of concluding sentences, combining words, and words that should not be used to begin a sentence. There are of course the posters of the alphabet hanging around the room. One section of the bulletin board is devoted solely to student works. Right now, the students have their scarecrow

Observation

drawings showcased. As far as I have noticed, there really aren't any posters or things of that nature that discuss diversity in her classroom. I don't think this is a negative thing at all, however. Mrs. Tastle's classroom décor is definitely geared toward writing and writing alone.

No one can argue against the importance of writing, but don't you think there should be at least some symbols on display to promote diversity?

In my opinion, Mrs. Tastle treats every one of the students the same. Each student is seen as an equal and everyone gets in trouble like the rest of them (if they get in trouble). As for racial differences being addressed, I have not noticed anything during my observation. Mrs. Tastle seems to simply teach without any difference to who she is teaching to. I have never once noticed any reflection on the diversity of her students. Also with her lessons, I have never seen her address the issues of gender and race. I also have never seen the need for it in

es she make conscious efforts to promote awareness and appreciation of diversity theory ready and English? 6
Little, in your paper, was about the host teacher's curriculum materials and her lessons. Most of the time I was there she taught reading and English, there these types of issues don't necessarily come up a great deal. ^{her pedagogy} ? Should it be "therefore"?

Issues of race or prejudice have never come up while I have been observing. I believe that if something were to come up Mrs. Tastle would handle it in a very effective manner so that the issue is handled as neutrally as possible and everyone is made to understand the issue and its solution. None of the students even seem to notice one another's race if there is difference. Every student seems to feel like he or she is part of the overall classroom community.

Overall, the classroom I am observing seems to be a typical school classroom in the community in which I live. There is diversity, but it is not always evident in every classroom. The majority of students that live in the school district are of American decent. I really am enjoying my observation hours in this classroom. It is making me more and more excited to begin teaching and I am seeing more that it is not so much of a challenge as some may lead me on to be. *awkward wording*

?
I'm glad you used double sides!

Score: 14

It's my pleasure to have worked with you.