

USE THIS RESOURCE TO: Record observations of physical and social space of classroom.

# ARTIST OBSERVATION SHEET

## PHYSICAL SPACE OF THE CLASSROOM

**In the first box at right**, draw out:

* Desk/seating arrangement
* Blackboards
* Door/Windows
* Sink (if relevant)
* Any other relevant details

Consider your planned activity. Is the space and its arrangement able to accommodate:

* Students safely
* Whole class, Group and/or Individual Work

**In the second box at right**, draw out the ideal desk and seating arrangement for your visits.

This diagram will serve as a good conversation starter with your teacher partner about the possibility of moving furniture for your visits.

If the space is not adequate to ensure student safety nor accommodate your ideal space arrangement, is there opportunity to access for all or some of your visits:

* An Art, Drama, Music or Dance Room
* A Gym or Auditorium

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| CLASSROOM ROUTINE | NOTES | HOW WILL I PLAN FOR THIS ROUTINE? |
| How does class begin? |  |  |
| Are there announcements? If so, how long are they? Are there expectations of students during these announcements? Are there exceptions for students who might not participate in some of the day’s opening routine like the national anthem? |  |  |
| How is attendance taken? What is the routine for late students? |  |  |
| How does a student get the teacher’s attention? |  |  |
| How does a student get permission to leave to classroom for bathroom breaks? |  |  |
| How does the teacher get students’ attention? |  |  |

## SOCIAL SPACE OF THE CLASSROOM

Make notes about what you observe of the following:

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| STUDENT LEARNING STYLES—  CHECK THOSE OBSERVED | NOTES | HOW CAN I INCORPORATE THIS STYLE? |
| Bodily-Kinesthetic : prefers doing over listening or watching, uses hands to explain things, likes to move while thinking |  |  |
| Verbal-Linguistic: Likes reading, writing and word games; focuses attention when listening to others |  |  |
| Visual-Spatial: Remembers by pictures, likes to doodle, good sense of direction |  |  |
| Logical-Mathematical: enjoys math, problem-solving, strategy games |  |  |
| Interpersonal: Prefers working in groups, can empathize well, talks to people in order to learn |  |  |
| Intrapersonal: Knows self well, thinks about and plans next steps; generally quieter when engaged in groups |  |  |
| Musical-Rhythmic: Remembers melodies, likes music, has good sense of rhythm |  |  |
| Naturalist: Likes outdoors, knows details about nature |  |  |

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| TEACHER STRATEGIES— CHECK THOSE OBSERVED | USED TO: (I.E. INTRODUCE CONCEPT, SKILL, GENERATE IDEAS, HELP STUDENTS PROCESS INFO, ETC.) | HOW CAN I INCORPORATE THIS STRATEGY? |
| Modeling: demonstrates concept, ideas, skills |  |  |
| Experiential: provides opportunities for students to do hands-on activities |  |  |
| Whole Class activity |  |  |
| Group work |  |  |
| Individual work |  |  |
| Visual cues |  |  |
| Oral prompts |  |  |
| Chunking of information: breaks down verbal and/or written instructions into steps |  |  |
| Agenda: posts a daily agenda (visually or text) for students to follow during class |  |  |
| Class Hook or Opening: activity to start class |  |  |
| Class Closing: activity to bring closure |  |  |
| Other |  |  |
| SPECIAL NEEDS | NOTES | HOW CAN I MEET THESE NEEDS? |
| Are there any special needs in the class? If so, what are they? |  |  |
| Do any of the students need to leave the class to attend Special Education? |  |  |