FIELD PORTFOLIO 2023 SED 300

**CLASSROOM CONTEXT**

Upon arrival to class, Ms. Falcone was sitting outside the card-activated door greeting students as they walked through the hall and into her classroom. This class is quite colorful, but not overpowering. There are numerous diagrams on the walls of different biology topics. I observed the class, and the students are much lower energy than the middle school I observed the previous semester. This room is connected to the lab which is separated by a large glass pane which makes the room seem even bigger!

The desks are set up in sets of two where the students have a partner, and they are all facing the smartboard which is where the lectures take place. There is plenty of space for the teacher and students to move around and plenty more in the lab area.

As for special procedures, I noticed that to use the bathroom or to exit the class for any reason, the student must ask, then use an e-hall pass system to keep a record of them not being in class. I noticed that all students have a Chromebook which is quite helpful in using the internet and creating documents which simultaneously prohibits unauthorized downloads taking place. These laptops seem to just be used to surf the internet and occasionally do Ed-Puzzles. There does not seem to be any major changes from traditional learning in this respect.

**COMMUNITY WALK**

As I explored the community of the Springfield school district, I found that the area is mostly suburbs and has a lot of winds and bends to the roads. There is a main strip of restaurants and things to do on Saxer Ave. where there are many small businesses such as a jeweler and beauty salons as well as larger businesses such as wawa and rite aid. There are many people out walking in the outdoors at various times of day and even at night. The roads are almost universally wide even in the neighborhoods and the homes are quite large.

I found on google maps that there is also a nearby hospital called Springfield hospital and a Krozer Keystone hospital within 15 mins. There are also many grocery stores and general stores nearby on Baltimore pike and route 1 such as Walmart, Target, Giant, Shop Rite, Kohls, etc. I also found that there are many community building events throughout the year that are typically in the form of parades or Community Days that are held on Saxer or on a venue. Overall, Springfield is seemingly high on community interactions and store convenience and is quite a nice suburban area.

**SCHOOL WALK**

I arrived at the school and admired how massive the property and building is. There is a ton of glass which allows natural light to enter. I walked up to the entrance of the building and entered through the locked door with another teacher. The school has doors locked to the outside and to the office, so you have to be let in twice if you need to enter the office. I met with Michelle, Carol, Chrissy and Ms. Falcone and I was given a name tag to enter the building.

Ms. Falcone showed me around and the building is a slight U-shape where the inside of the U is slightly wrapped around the football field. There are three floors that are separated into halls A, B, and C (confusing!) which goes across the entire school building. The halls are very wide (probably 10-12’) and can comfortably fit students between periods. There are two large gyms with yoga and workout rooms, a woodshop, a computer science area, and a courtyard that is within the school walls apart from the public. Apart from the computer area, there are no school computers on campus. This is due to the school giving each student their own Chromebook.

As for the classrooms I visited, I walked in and found that all of them were very roomy with new desks, smartboards, a new lab, vent hoods, lab stations (STEM specific), and multiple whiteboards. As I walked around the outside of the school, I found that there was ample parking and secured doors that do not open from the outside at all.

**SNAPSHOT AND REFLECTION**

The snapshot began in a lab on surface tension. The students were tasked to choose multiple variables and see how many drops of water they were able to fit on a penny. They then compiled all this data and made graphs to see which one tends to hold the most water. While one of the tables was working on this, I was interacting with them and usi9ng probing questions to elicit their ideas. While I was doing this, their penny, which was on a small paper towel, started losing water to the paper towel! A perfect example of adhesion and capillary action. The water was leaving the “bubble” on top of the penny and diffusing into the paper without breaking the cohesion bubble. I saw this as an in the moment phenomena and decided to try and get them to learn from it.

The strategy I decided to use was explore-before-explain, but I failed miserably! I got so excited about what happened that I ended up using funneling which gave away the answer, then I explained the rest of the answer that I wanted to hear. After this situation I was kicking myself for explaining the answer before allowing the student to try and come up with hypotheses why it happened. I will learn from this and try to hold myself back when exploring phenomena to keep the “poker face” and not give away answers. I was a total buzzkill.