

What is the teacher doing? (How are they Teaching?)	What are students doing? (How are they learning?)
<p>Choir -teacher singing/modeling different notes in a song they are learning to sing -After teacher goes she has students go and then responds to any “off” notes she hears -Sitting in front of room at the piano</p> <p>Dance -with a small cohort of students in front of the mirror going through moves -after about 5 minutes, called the full group together for a full group run through -in the front of the group modeling the dance moves as the entire group runs through the dance</p> <p>Piano -sitting in front of the room -calling on individual students to take off headphones and play piano piece out loud -giving individual feedback to students as they perform individually and then sends them back onto the headphones to continue practicing</p> <p>Graphic Design -circulating throughout computer rows individually checking in with students working on game designs</p>	<p>Choir -students standing on risers in classroom -all girls -repeating the notes of the teacher model</p> <p>Dance -in small groups spread out throughout the “studio” room practicing -came together for full run through -after one run through, listened to feedback from teacher and did it again -wearing athletic gear—socks (no shoes) shorts/tights and t shirts</p> <p>Piano -sitting in individual “piano” seat with headphones -silently practicing piano song (individual choices based on level/interest) -performing for teacher when called on</p> <p>Graphic Design -sitting in front of computers individually working on “game design” -when teacher prompted, shared with their partner their progress of the game they were designing</p>

Physical Development	Language and Literacy Development
<p>Most of the physical development was contingent/specific to the class observed. In traditional “core” classes, there was minimal physical activity and students were sitting and listening to lecture classes, and in their concentration “arts” class, they were using the motor skills necessary for that class (i.e. singing, dancing, playing piano, etc.)</p>	<p>While most of the physical development was contingent/specific to the class observed, the biggest trend seen within this school district was the high level of academic vocabulary students were using. In traditional “core” classes, students were expected to use whichever academic terms/phrases that they were learning about, and this translated to the “arts” classes. Dance terms, musical terms, and computer science terms were referenced by both the student and the teacher.</p> <p>It was not apparent whether the students learned these terms through literacy or through direct teacher instruction, but there was no reading evidenced in the actual classrooms observed. One core class had the reading as a pre-rec/homework assignment to discuss the topics in the class.</p>
Cognitive Development	Self-Concept, Identity, and Motivation
<p><u>Teacher Actions:</u> <i>Teachers were having students both independently and collaboratively work on the practice of the class. In core classes, teachers facilitated full group discussions. In arts classes, teachers facilitated independent to group work.</i></p> <p><u>Student Actions:</u> <i>Students were mostly working independently through worksheets, discussing with the group based on independent thoughts, or individually practicing playing piano/designing games. In Choir/Dance classes, students were collaborating with one another in small groups or the entire group.</i></p>	<p><u>Teacher Actions:</u> <i>Teachers used 100% positive reinforcement in all classes observed. There were 0 corrections given to any students in any classes, nor were any needed. Teachers were giving directions and instructions and students were following the directions. The teacher then affirmed their effort/accuracy and continued with their class.</i></p> <p><u>Student Actions:</u> <i>Students appeared to be motivated by self-interest and intrinsic motivation, as well as feed off of the positive peer pressure that was apparent in the classes that depended on group work the most. Students in the choir and dance classes had great pride in their performances and everyone took their role seriously.</i></p>
Peer Relations and Moral Development	

Teacher Actions:

Teachers allowed students to work together with minimal teacher supervision/oversight. After teachers gave the instructions/ goals of the project/class, they allowed students to work with one another.

Student Actions:

Students fed off of the positive peer pressure that was apparent in the classes that depended on group work the most. Students in the choir and dance classes had great pride in their performances and everyone took their role seriously. Students seemed to be doing things because they understood the directions and expectations and wanted to do the right thing because of sense of pride in their group/community/selves.