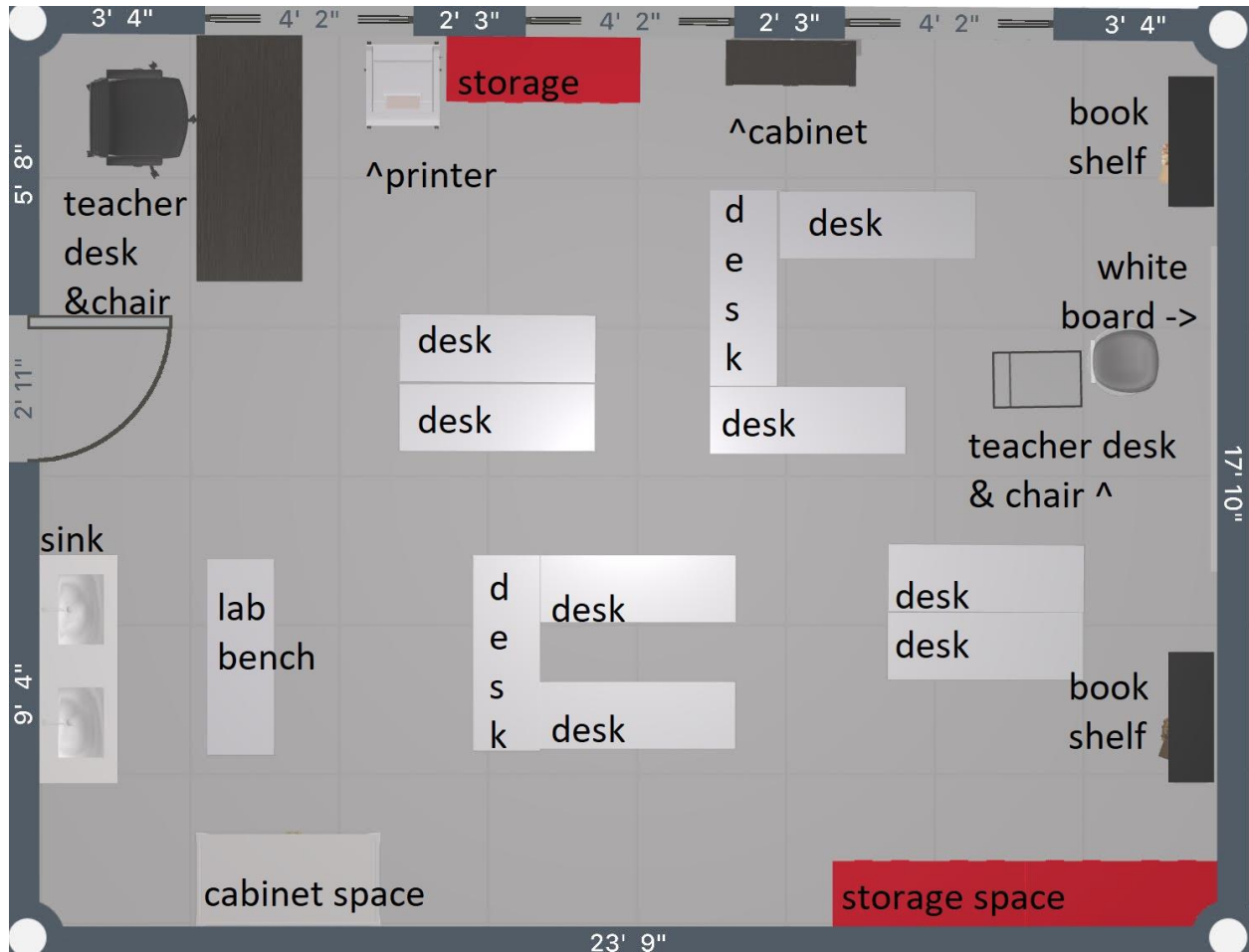


Ideal Classroom



My ideal classroom would involve tenth and eleventh grade biology. The size of my classes would be from seventeen to twenty students and I would be the only teacher using this space for class time. In the environment I created, it would be ideal for group discussion in a lecture based setting. The picture displays a “cold” room because of the colors the app gave me to work with, of course with my personality shining through, the environment of the classroom would be a lot warmer. In this environment, I would be able to walk around as I lecture, and start group discussions. Looking at how the students’ desks are arranged, the students will all be able to see the white board and it is ideal for having group discussions.

The classroom design follows many of the functions listed by the text book. Safety and security is a very important function. The classroom has many storage spaces for chemicals or other dangerous materials that can be found in a science classroom. It also is very spacious, giving enough room for students with special needs and wheelchairs to maneuver throughout the classroom. Symbolic identification is hard to show in a picture. On the bulletin boards in the classroom, I would have one filled with events coming up throughout the school, and science news that is going on throughout the world. There would also be a spot on the wall with what I expect from the students, and our relationship with each other will grow throughout the year to build on the idea of “symbolic identification” and it will be seen throughout the environment. This classroom set up does a good job of supporting task instrumentality. The tasks throughout the year will deal with lecturing, group discussion, projects and experiments. There is a lab station in the back of the classroom that will be used for major experiments, the other minor experiments done throughout the year will be done at their desk areas. One of the cabinets would be used to hold the telescopes which are a vital part of task instrumentality, I would use the cabinet closer the lab bench for the telescopes because it is easier to access for individuals that might be using crutches or a wheelchair. In this classroom set up, growth is seen by the book shelves and also the environment my class and I create. The book shelves will hold books that stretch the scientific mind. Above the sink, there would be a bulletin board, where I would put different ways of turning negative phrases into positive phrases to help change the mindset of students, in science there are a lot of students uninterested and that will help them have a more positive attitude coming into the classroom.

Symbolic identification is important to get the student’s involved and feeling welcome in a classroom. This covers a wide variety of areas, the students, the teachers, and the school. The

textbook states, “Five brightly colored bulletin boards across the back wall contain photographs of famous writers at their desks with quotations describing the ways they approach—and conquer—the agonies of writing.” (Weinstein, Novodvorsky, 2015) This statement gave me the idea of having a “Science News” bulletin board in my classroom, which the students would help create every week or every other week. “A science classroom could display posters of scientists from around the world.” (Weinstein, Novodvorsky, 2015) I would have my students tie this in with the “Science News” making sure they retrieve articles from around the world. The textbook also states, “In addition, consider ways you can use the environment to communicate something about your *own* cultural background, experiences, and interests.” (Weinstein, Novodvorsky, 2015) Behind my desk in the corner, I would have pictures of my family, friendships, and things that I love to show who I am as a person. My students have a right to know who I am and my interests as much as I need to know what kind of people they are.

References

Weinstein, C. S., & Novodcorsky, I. (2015). Chapter 2. In *Middle and Secondary Classroom Management* (pp. 37-38). New York, NY: McGraw-Hill Education.