Engaging in professional behavior appropriate to the discipline in professional contexts.

 I feel that I have learned to engage in professionalism by demonstrating knowledge and skills by working with children and families. I interned at three different Preschool Centers and each center has a different environment and families from various backgrounds. Working with children and families and staffs had really helped me gain knowledge and skills in communication, leadership, evaluation, teamwork, and collaboration skills. I learned that in order to build relationship with staffs, children, families, and my peer communication is needed. Without communication things can get very difficult and it can affect the children and the environment negatively. I learned to communicate with others by observing how staffs communicate to plan curriculums or activities. I also observed how teachers communicate with children and families and it helped me gain knowledge of how to communicate with children and what to talk to families about; making sure that our conversation stays professional and on topic.

 I also engage in professional behavior through teamwork. I understand that in every job teamwork is critical. I have mastered the skills in teamwork. I have gained experiences and knowledge in working as a team, prepping a project as a team, presenting as a team, and help one another on assignments as a team. One very important thing that I learned about being a team is being able to share ideas and collaborate. I learned that teamwork had helped me with mastering responsibilities skills, gain a sense of unity, and promotes strengths. It also helps each individual gain skills in being reliable and also build trust.

 What I will like to do better in this area is work on my communication skills. I feel that I have still not master in communication skills. There are times where I find it very hard to communicate because English is my second language. Sometimes I find it very difficult for me to find the right words to explain or express situations or my thoughts. I will also like to work on my leadership skills. I feel that I haven’t really had the opportunity to work on my leadership skills. I observed other’s leadership skills, such as observing the Head Teacher’s leadership skills in the Preschool. Observing their leadership skills helped gave me the insight about what works and what do not work when working with children or performing a task. For example, Monday’s night meetings involve the Head Teachers, teachers, and internship students. The Head Teacher will take the leadership role and explained to us what’s the plan is for the night, what needs to be work on, and leads the classroom staffs. I got the chance to observe different type of leadership skills among different teachers.

 Being a life-long learner, I will continue to work on my leadership skills, gain more knowledge about Professionalisms, work on my communication skills, work on my writing skills, and start to do research on children and families. I feel that writing skill is a very important skill in becoming a professional. Mastering writing skills will also help me master my communication skills. I will to start doing research on children and families because I fell that as a professional I will have to gain more understanding about children and families to be able to help my community and give back to my community. I won’t be able to help my community if I don’t continue to gain new knowledge as the world changes.

 The best of what I have achieved in this area is gaining knowledge with working with children and families in a professional setting, mastering teamwork, being able to reflect on my skills, working to better my evaluations, and getting the opprutinity to observe different professional skills.

 One assignment that documents my progress or abilities in the area of Professionalism is the Inquiry assignment for CHLD 392. The Inquiry assignment requires a lot of teamwork and communication. It helped me understand how important is communication. It also helped me progress skills in teamwork. This assignment required my partner and I to work together, understand each other, learned to come to a agreement, create and implement a curriculum that we both can agree on, and especially try to work around each other availabilities. It was very important to stay professional and understand what is important for the children and their environment. The Inquiry assignment also helped me increase my collaboration skills. We split up assignments and when one of us is in need of help with the assignment, we still helped each other, it didn’t matter if it was our duty to do the assigned part.

 The second assignment that also documents my progress or abilities in the area of Professionalism is the Self-Reflection assignment. The Self-Reflection assignment helped me reflect on my progress and abilities; it helps me evaluate what I could’ve done or what I have to work on. I will get a one on one feedback from the head teachers in the Preschool classroom that I was interned at. It was very professionally done between the head teacher and I; no one was there listening to our discussion. We were able to build trust and communication. Getting feedback from the head teachers of the classroom was providing me knowledge and understanding of working with children and families. I was able to master and experienced communication, leadership, evaluation, teamwork, and collaboration skills. The head teachers will read my Self-Reflection and explained to me what I do really great at and what skills need work. For example, one of my weakness and challenges that I listed was being worried about not being able to solve conflict among children. The head teacher that was doing a one on one with me explained to me of how I can gain those skills and gave examples of what she does to help solve conflicts.

California State University, Chico Child Development Program CHLD 392

Self-Assessment Assignment PART I: Self Reflection #1

The primary goals of this course are to increase student knowledge about children, to refine child observation skills, to learn to manage children’s behavior, to become familiar with children’s programming and to increase knowledge and skills specific to working with other professionals, particularly in the areas of communication, self-assessment, and reflection. This is the first part of a five part process of guided self- assessment throughout the course.

Please type responses underneath the questions and submit the questions below via Blackboard Assignment Link. This is a personal document and will not be shared with your classmates, though it will be made available to your cooperating teachers. You will be using this document as a reference in subsequent parts of the self-assessment assignment.

 1. What are your strengths and challenges as you work with the children each day? To answer this question, you may find it helpful to review your e-journals since the beginning of the semester.

My strengths working with children each day is being able to interact with them, being patient, and using my voice as a teaching tool. My weakness is being unable to solve conflict at times .

2. Using the Guides to Speech and Action as a framework, describe an episode based on your experience in your placement this semester where you used a specific guide effectively when working with children. Be sure to describe what happened in detail and the number of the guide you used.

Zindereman put down his pony stick to go play with the ball. Then Abbygail came and grab the pony stick and Zinderman ran back and said that he was still playing with it. I asked Zinderman, " are you still playing with it because I do see that you are playing with the ball. He replied that no he was still playing with it. I asked Abbygail, "what do you use if your friend is still using it?" Abbygail said, "a timer." She went and grabbed a timer. Zinderman came up to Abbygail and said that she can play with it because he is playing with the ball. He gave it to her before the timer was up. I used Guide in Speech number 2, in giving the child a choice.

3. Using the Guides to Speech and Action as a framework, describe an episode this semester where you felt you were not effective in guiding a child (or children’s) behavior. In detail, describe how you could have used a specific guidance technique (using a number) from the guides in this situation.

Robby was playing with a plane. Ashton came up to Robby and started screaming that the plane was his and he had it first. He demand Robby to give it back, but Robby would not. I asked Robby if it was Ashton and he said no that the plane was laying on the ground and no one was there so he took it. Ashton said that he left it there, but he went to go play with Teacher Molly and he wants it back. I asked Ashton that I see that Robby playing with it for a long time already and if Ashton wants it back he can use a timer and he refuses. Ashton starts to scream and pull on to Robby's shirt. Teacher Molly had to come and talked to Ashton.

I could have use Guide to Speech 4,5, and 6.

4. What are you learning about yourself in terms of your strengths in working with children? What are you learning about yourself in terms of challenges? Please be specific.

I have learned that I am able to work well with children, interact with them, and at times able to solve conflicts. I am also able to make them feel comfortable around me. I learned that there may be times where I can not handle some conflicts between children. When this do happen I listen and learned it from the head teacher when she comes and help the children solve the situation.

5. What else do you want to learn about yourself? Write one specific thing that you will be working on when you are in the classroom this week.

I want to learn about how am I going to have the courage to solve a situation among children in an appropriate way and not take control of the situation at all time, but also let the children come up with a solution. This week I will like to try to understand and observe Ashton because he is one of the child that many children seems to have conflict with. I want to test myself if I am able to handle the situation.

6. What would be most helpful to you right now?

Having a guide to solve conflicts will be very helpful because it will also help give me the confidence in doing it.

Think carefully and reflect deeply, this process will get more complex as the semester moves along.

Individual Inquiry Investigation

Phase I

**Investigation Ideas**

This will be submitted in week 5 electronically (via Blackboard) before class.

Name: Blia Xiong Classroom: Lilliac Room

Using the guidelines below, submit both electronically via Blackboard and a hard copy in class a minimum of three questions for your Inquiry Investigation. Each idea should include several sentences with information on the background of why this topic was chosen and at least one idea on how each topic could be addressed

These questions should be about your “wonderings,” “curiosities,” or “dilemmas” about the classroom or program at large. These can be about a child (children), curriculum, content knowledge, teaching strategies/techniques, context (environment), professional practices, etc. These questions could come from a number of sources, such as the readings, observations you make while on floor, e-journals, staff meeting discussions, etc.

Guidelines for the inquiry investigation

 • Involves 8-10 hours of work outside of class time, not counting contract development, investigation implementation (unless investigation is implemented outside of regularly scheduled hours), or creation of PowerPoint presentation. Relates to the professional development of student

 • Includes a component of reading/research in each investigation which clearly relates to the topic

 • Has an application for the broader audience of staff, parents and/or future students

 • Involves a long-term application for classroom

 • Includes the implementation of investigation along with reflection and expansion incorporated into the final product presentation

 • Parent involvement must be approved by core classroom staff before contract is signed

 • Any additional involvement of classroom staff beyond Monday night staff meetings and regularly scheduled office hours must be arranged with faculty before contract is signed

You will be ultimately be grouping with others from your classroom, so feel free to connect with others – you are responsible for submitting your own Phase One. Group sizes are predetermined by the instructor and recommendations for specific groupings will be given as well. More instructions will be given in class.

Inquiry (question) One with rationale and at least one possible solution:

How can children learn about healthy eating, math, and team work through a gardening activity?

One possible solution is plant some vegetables that the children are familiar with. First, read them a story about healthy eating and then divide the children into small groups. Then each one will be assigned a job, for example one will be the digger with a shovel, the other child can be the one who plants the seeds, and the third child will be the one who water it. This will help the children learn math through counting the seeds and children can also learn team work by heaping each other in doing their assign jobs.

Inquiry (question) Two with rationale and at least one possible solution:

How can cooking help children learn about math and patience?

One possible solution for children to learn cooking is baking cookies. They can learned how to measure the right amount of milk and oil, count how many egg is needed, and count how many cookies were made. Then the children can learn about patience throughout the wait time for the baking.

Inquiry (question) Three with rationale and at least one possible solution:

How can children transition to nap time in a calmly manner and learn about physical health?

One possible solution I was think of is making a routine after the children had finished cleaning up they come to circle time area and we can all do a five minute stretch. I think that it will get the children attention, help them calm down, transition smoothly to nap time, and they can still learn about physical health through stretching and relaxing similar to yoga.