

**Section 1:**

In the beginning of the semester I mentioned that one of my goals was improving the way I spoke to the children, by not using “no” and saying things in a friendly yet responsive way. I believe I have improved in this area, and that it has come from more exposure in the classroom. This is the most amount of time I have ever worked in a pre-school classroom and the first time I have worked with this age group. I think the language comes with time and also from seeing how other teachers make positive relationships with the children through their words. In my “feedback” teacher Kori mentioned that she noticed that sometimes I struggle to find the “right” words but that this is normal and just comes with practice. I think she was right because I feel much more confident in the things I say to the children then I did in the beginning. I also stated that I wanted to feel more confident when entering the classroom and not rely on encouragement from other teachers. I think I have also improved in this area. I am much more confident when I enter the classroom and I get immediately to “work”. I am also much more confident in my interactions with the children because I have learned great strategies on how to help the children learn and develop, through my time in the classroom and by observing the other teachers. Kori also mentioned that she wanted me to continue to make positive connections with the children and I think through my language development and confidence in myself this has been achieved.

I think there is always room for improvement and personally I believe I could still work on helping the children deal with conflict. Sometimes I get a little overwhelmed and may help the children a little too much, instead of helping them solve conflict. Along with this I would also like to not question my ideas as much. When implementing my inquiry I often second guessed my ideas and asked the main teachers for feedback, which can be a positive thing, but sometimes it wasn't needed. In the beginning of the semester I felt like I didn't really know what I was doing but now I feel much more confident in my ability to teach young children and make my time in the classroom count.

## Section 2:

Kaitlin Bilsky

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30 November 2014

To whom it may concern,

It is my pleasure to write this letter on behalf of Katie Bilsky, to recommend her for a position on your teaching staff. Over the past 13 weeks I have observed her while she has been working in my classroom at the Associated Students Child Development Lab at Chico State. Katie has successfully demonstrated her ability to work well in a pre school classroom, by having meaningful interactions with the children in the classroom, as well as with the other teachers.

Katie always enters the classroom ready to work. She looks around the classroom and situates herself in an area where there is either the most children or an area where there is a teacher absent. She says hi to the children around her and begins to make meaningful exchanges with the children. She always comes to work at her scheduled time, and if she is sick or needs to be absent for some reason, she notifies the classroom teachers in advance. Katie is very receptive to feedback, listening and implementing suggestions given by the other teachers. She is also very good at asking for help when she has a question or is unsure of what to do in a certain situation. Katie is also very good at helping out the other teachers by giving them extra support when needed, as well as asking teachers if they are in need of assistance.

As mentioned previously Katie often has positive interactions with children. She addresses each child by name and can often be seen engaging with a variety of children throughout her time in the classroom. Many of the children seem to enjoy engaging with Katie and are receptive to what she has to say. The language Katie uses in the classroom is developmentally appropriate for the age in which she is working with. Katie is good at redirecting children when needed and has proven that she is not afraid to jump in and help resolve conflict, she has defiantly improved in this area.

Katie has positive relationships with all the classroom staff in which she regularly works with. She is more then willing to help out with anything other teachers need help with and they are equally willing to help her. She works well with the other teachers in the classroom and communicates clearly what she needs and what she has to offer. There

have been a variety of instances where Katie has not hesitated to ask the main Teachers in the classroom for advice on certain curriculum she has implemented. She is also not scared to admit when she is unsure of something, and therefore is very receptive to advice and help.

Katie is always professional in the classroom. If she is not engaging with children she can be seen picking up around the classroom or asking other teachers what they may need. Over the course of her time in the classroom I have seen Katie greatly improve in her communication with the children and her authority in the classroom. Her “child development” language has improved, using appropriate language and expressing things in a positive way. She has also gotten much better at changing her tone of voice in order to get the children to respond to what she is saying in a positive way. Katie is very receptive and active at classroom meetings and is respectful of children and families by not sharing any information outside of the classroom.

Overall Katie has proven to be a great asset in the classroom. She has become much more confident since the beginning of the semester and can be seen entering situations confidently and without needing to ask many questions or be reassured by other teachers. She has improved in how she communicates with the children and in her ability to constantly make meaningful interactions with the children, by asking the children questions, broadcasting and redirecting them when needed. Katie is a hard worker and is always positive. With her ongoing work with children I am sure she will only continue to enhance the way in which she speaks to children and gets them to fully understand her in a positive yet simple way, especially in instances of conflict. Katie will be a great addition to your classroom, someone who is willing to jump right in and build on her abilities by learning from you, the rest of your staff, and the children.

Thank you,

Kaitlin Gallagher Bilsky