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.**

I think that some of my challenges as I mentioned before in my journals are my English, and I have little confidence on myself when I try to guide children. I am always afraid of making mistakes even though I know they will be part of my growth and experience. I believe that having little experience with children is a strong disadvantage. I am very glad to have this opportunity to interact with children and to observe experienced teachers to guide and redirect children. I think that one of my strengths is that I am observing very closely how experienced teachers interact and guide children, so I can take their knowledge and tips to guide children more appropriately. I also consider that my positive attitude and my enthusiasm to learn are good strengths because they are helping me to keep going and do not give up.

**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.**

I think that one of the episodes where I think that I guided children effectively was when Amelia and I were building sand castles. Amelia was decorating them with little figures (hearts, starts, circles, leaves, etc.).Those were in the sand. Then, Sophia came up and destroyed all the castles. I told Sophia that she had to use her words to ask if she could smash the castles first instead of smashing them without asking. I told Sophia that those castles were Amelia’s castles. Amelia said: “it looks like we have to do all the castles again”. I answered: “yes, not I big deal Amelia.” I also invited Sophia to join us if she wanted to build sand castles with us, and I also told her that she would be able to smash her own castles. Teacher Shannon was observing, and after a few minutes said that I did a good job with this situation. I think that I used GUIDES OF SPEECH #1 because I used a positive guidance instead a negative one. I also used a good tone of voice (GUIDES OF SPEECH #3). I remembered that I was very confident with myself, so I think that it made a huge difference because I could think clearly about what would be an appropriate response. I think that in some way I used GUIDES OF SPEECH #6 because I suggested Sophia to build sand castles with us, so she could be able to destroy her own castles.

**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**.

 I just copied this situation from one of my journals because I think that I did not guide this child appropriately. The situation was that Odin finished his food, so he was going to put his bowl with milk, cup, and napkin away in the compost bucket, but he tried to throw all his stuff from a little far distance not very close to the bucket. He missed the bucket and spilled out all the milk on the floor. I said to him that it was not appropriate. However, I did not finish my sentence when teacher Erin said that it was o.k. that we all have accidents and that he needed to grab some paper towels to clean the milk. I felt that I did not say the appropriate words or that I should finish my sentence, so it did make sense. I don’t know, but I felt so bad. I was trying to say that it was not appropriate to throw his stuff from far away. I think that teacher Erin misunderstood me, but I think that what she said was very appropriate. I am definitely learning.

 First, I should say my suggestions and guidance in a positive way rather than a negative one (Guides of speech #1). I could say to him that it is a better idea to get closer to the compost bucket, so cannot miss it, but sometimes accidents happen anyways. I should suggest him to grab napkins to clean the milk. Use an appropriate tone of voice (#3). Next time, I have to be more alert, so I can say to him to get closer to the compost (Guides of Action #13)

**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 believe that being a good observer could make a difference on how teachers guide children and react to a challenged situation because a good observer is observing children’s behavior and teacher’s procedures, so as an observer I am learning a lot of procedures, routines, tips, strategies, etc. Also, being an active observer is very crucial to meet children’s needs. To prevent a problem, it is necessary to be alert and observe children all the time. Being a good observer also is crucial for children’s safety. I think that I am developing my strength as a good and active observer. I am learning that my English is limiting me in some aspects of my guidance, interaction, and learning about children. Sometimes takes me a while to think for a specific word to say or think what I want to say. I got depressed sometimes because I wish I could communicate more efficiently with children. It is really hard sometimes that I wanted to give up. Another challenged that I mentioned in my journals a lot is that I do not feel confident when guiding children. I felt that in part is because I have little experience working in a preschool.

**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 think that I would like to know if I am able to handle a challenged behavior in my own without other teachers helping me. I want to work this week on my confidence, so I can be more confident to guide children and interact with them. I want to be more active in the classroom by interacting with more children, so I can know them better.

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

I believe that the most important and helpful thing right now will be the other teachers’ help and patience. It takes me a while to process information. I have found that some teachers are very helpful and patient. They are helping me a lot, but then I felt that in some cases some teachers are wondering what’s wrong with me, and I understand because I do not perform as other teachers. I do not have experience and my English language is not good. Those two factors make my performance little difficult and sometimes frustrating. However, I know that I love children, and I want them to develop in a safe environment. That’s why I worry so much of making mistakes.

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