

Alexandrea Tonis

CHLD 392

Self-assessment assignment  
PART IV: Final reflection paper

Section 1:

My goals were to effectively implement my inquiry during lab time, initiate specific activities more with the children, continue to ask more questions to challenge and broaden children's thinking and knowledge, work on nap time and lunch transitions such as washing hands and putting the children to sleep, and bring out new things in the environment when children are wandering. I don't think I mastered each goal, but I at least worked on all of them. In my e-journal on November 17th I discussed how staff were recording a lot of their observations on the record list I had created and I had observed a lot of peer interaction. This supports my first goal regarding implementing my inquiry in the classroom. I worked on bringing out and initiating activities when I brought out the sound game and led the activity, which I discussed in my e-journal on November 2nd. I have been working on asking the children questions to challenge their thinking, although I have not really documented it lately. For example, I asked the children a lot of questions about the animals during the sound game such as what sound that particular animal made, what was their favorite, and if they have seen those animals before. I also in general have worked on determining when and what children are tired and hungry. Also as a group we have worked on easing the transition to wash hands by having someone take shoes off at the door, another person walking the children to the sink, and then one person staying at the sink. This has gone more smoothly lately with all of us having a different job and communicating.

## Section 2:

To whom it may concern,

Alexandrea Tonis is an outstanding team player, and always puts the needs of the children before her own. She is very dependable in that she has never missed a day unless the infant room was priorly notified. She has grown in her skills and knowledge over the course of the semester by becoming more comfortable around children and forming strong bonds with colleagues and children. She is a leader and is also a great listener with other adults and children. She always uses a friendly tone with the children as well as adults working in the classroom, and keeps a smile on her face.

She has demonstrated her child development knowledge in a variety of ways. She has displayed awareness of the Guides of Speech and Action by stating guidance in a positive rather than negative form. She allows children to have choice when appropriate and is primarily concerned about safety and health of the children. She initiates activities that are developmentally appropriate such as play-dough, the sound-card matching game, and chalk drawing. While working with one of more children she is aware of her surroundings, other children's whereabouts, and the environment as a whole.

Alexandrea is frequently asking questions and communicating with other staff members whether it is gaining knowledge about children/families, participating in daily routines, or questions about the environment. She respects confidential information by keeping the knowledge to herself, or if allowed having it stay within the classroom. When asked to complete a task for another staff member such as set up for a diaper,

put a child to sleep, or wash children's hands she responds promptly and enthusiastically.

Alexandrea has adapted with ease into the classroom and gets along tremendously with other staff and children. She picked up quickly with the new routines and guidelines of the infant classroom she had to learn such as diaper changes, nap times, steps before and after lunch time, and rules for inside and outside areas. When she is corrected by another staff member she takes the information and positively views the corrections into learning experiences. She has applied her knowledge of the NAEYC Code of Ethical Conduct and Statement of Commitment and demonstrates ethical behavior by supporting children's curiosity of classroom materials, helping children learn to recognize their feelings, listening and responding to children's cues, and scaffolding children when they are participating in activities.