

**Child & Family Development- Early Childhood Education:  
Pre-K to Grade 2 Emphasis**

**University of Georgia**

**INFORMATION FOR TEACHERS AT FIELD EXPERIENCE SITES  
Spring 2006**

January 14, 20006

Dear Supervising teacher:

Thank you for participating in the Pre-K to Second Grade Emphasis Teacher Preparation Program. The student's field experience is a vital part of the pre-service education of prospective teachers. During the field placement, students have the opportunity to see principles and theories learned in class put into practice. As a supervising teacher you have a tremendous impact on the students' preparation.

During the spring 2006 semester the students will be working in the classrooms once a week. This packet addresses more detailed information about the expectations and goals of the field experience and the overall program. If you have questions about anything covered in this packet or as situations arise do not hesitate to contact me. I can be reached at (706) 542-4953 or 542-4164 or by e-mail at [jatiles@uga.edu](mailto:jatiles@uga.edu). During the semester I will visit your school periodically and will try to be available to you.

I look forward to working with you.

Sincerely,

Julia Reguero de Atilas, Ph.D.

**PreK-2nd Grad Emphasis Program  
Field Assignments Block 1- Spring 06**

| <b>Name of Student</b> | <b>Grade and Teacher</b> | <b>School</b> |
|------------------------|--------------------------|---------------|
| Amanda Thomason        | PK                       | McPhaul       |
| Mary Katherine Dismuke | K Jessica Graham         | Cleveland Rd  |
| Megan Hix              | 4 Susan Cardin           | Cleveland Rd  |
| Megan Pendergast       | 4 Tiffany Moore          | Cleveland Rd  |
| Shanna McGettigan      | 5 Joe Weinmeister        | Cleveland Rd  |
| Callie Sharkey         | 5 Jenny Wood             | Cleveland Rd  |
| Amy E. Alexander       | K Marisa Grant           | Satham        |
| April Stephenson       | K Julie Patterson        | Satham        |
| Casey Hobbs            | K Leigh Strickland       | Satham        |
| Catherine Chewing      | 1 Diane Drewry           | Satham        |
| Crystal Sarratt        | 1 Lacy Lamons            | Satham        |
| Holly Lunsford         | 4 Lisa Hendrix           | Satham        |
| Katherine Bell         | 4 Beth Kraps             | Satham        |
| Katherine Zuger        | 4 Raynette Noles         | Satham        |
| Katie Wallace          | 5 Kristie Covington      | Satham        |
| Kayla Stephenson       | 5 Tricia Sikes           | Satham        |
| Jennifer Hammond       | K Ide Hehir              | Holsenbeck    |
| Jennifer Johnson       | K Kay Taras              | Holsenbeck    |
| Katherine Bonner       | 5 Kay Pierce             | Holsenbeck    |
| Lauren Ritter          | 5 Anne Power             | Holsenbeck    |
| Leigh Ann Hansen       | 5 Janet Burns            | Holsenbeck    |
| Leigh Ann Morgan       | 5 Ellen O'Steen          | Holsenbeck    |
| Lindsey Schutter       | 4 Melinda Heimerich      | Harbins       |
| Megan Capone           | 4 Linda Pulliam          | Harbins       |
| Melissa Meighan        | 4 Sybil Anderson         | Harbins       |

|                |                  |                       |
|----------------|------------------|-----------------------|
| Richard Duncan | 5 Michele Devlin | Harbins               |
| Toni Ridley    | 5 Kim Mitchell   | Harbins               |
| Virginia Wald  | 5 Amie Gravitt   | Harbins               |
| Courtney King  | PK Robin Lumpkin | Early Learning Center |
| Heather Bailey | PK Mitzie Smit   | Early Learning Center |

### **Amount of Time and Type of Experience for Field Experiences**

Each course in the four-semester sequence will include a field experience component in a variety of settings (schools, community agencies, and social service agencies).

The amount of time per week as well as the site of the placement will vary each semester as follows:

**Block 1: One full day per week in Pre-K-K, 1-3, or 4-5 observing, assisting, and working with individuals and small groups.**

Block 2: Two days per week, 5 hours each, in Pre-K-K, 1-3, or 4-5 observing, assisting, and working with individuals and small groups.

Block 3: Two full days per week, plus 1 full week in Pre-K-K, 1-3, or 4-5 assisting, working with individuals and small groups, planning for and teaching large groups.

Block 4: Student teaching 10 full weeks in schools Pre-K to 2nd grade.

**PreK-2nd Program Spring 2006**

| <b>Date</b>   | <b>Time in</b> | <b>Time out</b> | <b>Student initials</b> |
|---|----------------|-----------------|-------------------------|
| January 17  |                |                 |                         |
| January 24 or 27  |                |                 |                         |
| January 31 or February 3  |                |                 |                         |
| February 7 or 10  |                |                 |                         |
| February 14 or 17 (Barrow Co. students must attend Tuesday)           |                |                 |                         |
| February 21 or 24   |                |                 |                         |
| February 28 or March 3  |                |                 |                         |
| March 7 or 10 (Gwinnett students must attend Tuesday)                 |                |                 |                         |
| March 13-17 UGA Spring break  | XXXXX          | XXXXX           | XXXXXXXXX               |
| March 21 or 24  |                |                 |                         |
| March 28 or 31  |                |                 |                         |
| April 4 or 7 (Barrow Co. & Gwinnett Co. Spring break)                 |                |                 |                         |
| April 11 or 14 (IF Gwinnett not open Friday, students attend Tuesday) |                |                 |                         |
| April 18 or 21 (Clarke Co. students must attend the 18)               |                |                 |                         |
| April 25 or 28 LAST DAY   |                |                 |                         |
| Approved make up days or hours:                                       |                |                 |                         |
|   |                |                 |                         |
|   |                |                 |                         |

Students must follow faculty working hours of the school where they are placed.

\_\_\_\_\_  
Supervising teacher signature

\_\_\_\_\_  
Date

## EXPECTATIONS FROM STUDENTS

The student is a representative of the university and a future teaching professional; therefore, he or she is expected to uphold high standards of professional and personal conduct and ethics. Grooming and dress should conform to the dress code established by the schools.

Students will be required to work Tuesdays or Fridays during the faculty working hours of the school. When an absence is necessary the student will notify the school and supervising teacher in advance or as early as possible. The college supervisor is to be notified by the student promptly and in writing of all absences or other irregularities of attendance. A doctor's note will be required for absences due to illness. It is the student's responsibility to schedule and make up any time missed. A sign up sheet will be available at the schools for the students to sign in and out. The college supervisor will review and collect the sheets as necessary.

During Block 1 field experience the student intern will:

1. Learn about general rules and policies of the school and reasons for these regulations, and become familiar with school procedures concerning safety regulations, fire and security drills, hall or playground supervision, cafeteria schedules and other routines of the school.
2. Learn the routine of the class. Find out where supplies are stored, how attendance is kept, general housekeeping rules, and the availability of audiovisual and other equipment. The student intern should also become acquainted with facilities and services like the library, and special education.
3. Become acquainted with the children so names can be learned and they can be known as individuals. Discuss with the teacher the background and abilities of the children. This will provide a better understanding of each individual's strengths and weaknesses. It is important for student interns to remember that all school records and discussions about individual children's performances are strictly confidential and cannot be discussed outside the school setting.
4. The student's main responsibilities will be to observe and assist in the classroom. The students should be with the children during their scheduled field experience time. It is important that they follow the children even during recess and lunch time. It would be inappropriate for a student to spend time completing his/her homework at the school since this would limit her opportunities to be interacting with the children.

### Course Assignments

During the spring 2006 semester the students will be enrolled in the following courses:

CHFD 2896 Guidance Practices in Educational Settings. Mrs. Becky Olson

Effective guidance practices in group settings (PreK-5) based upon the application of theoretical models. Focus will be given to individual, family, and cultural diversity. Various guidance models will be examined.

CHFD 5130 Creative Activities for Young Children. Dr Charlie Wallinga

Quality individual and group programming for young children based upon current theory, research, and developmentally appropriate practice. Special emphasis will be placed upon the integration of creative activities including art, music, movement, nutrition, health, dramatic play and computer applications.

EMAT 3400 Children's Mathematical Learning. Dr Dorothy White

Children's mathematical learning from pre-numerical stages through the acquisition of advanced numerical and spatial processes and operations. Research-based development of a theory of children's learning. Includes field component.

MATH 5003 Algebra and Problem Solving. Dr Sybilla Beckmann Kazez

A deep examination of topics in mathematics that are relevant for elementary school teaching. Probability, number theory, algebra and functions, including ratio and proportion. Posing and modifying problems.

SPED/EDEC 5100 Introduction to Early Childhood Special Education. Dr Cindy Vail

Meeting individual needs of children with disabilities in early childhood education environments. Emphases on methods for including young children with disabilities in typical environments. Topics include history and rationale for ECSE, family focused intervention, methods for teaming, embedding developmentally appropriate objectives in natural contexts.

**MIDTERM EVALUATION OF PARTICIPATION**  
**Block I, II, AND III**

Name of Student Intern: \_\_\_\_\_

Name of Cooperating Teacher: \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_

Signature of Cooperating Teacher \_\_\_\_\_

This evaluation will be shared with course instructors and the student.

1. Based on your interactions with the student in your classroom, indicate whether the student is performing at a satisfactory level regarding:

|                                 | <b>YES</b> | <b>NO</b> |
|---------------------------------|------------|-----------|
| 1. Attendance                   |            |           |
| 2. Dress Code                   |            |           |
| 3. Flexibility and adaptability |            |           |
| 4. Professional Attitude        |            |           |

2. Do you feel that you need to speak with the field placement coordinator about any concerns?

**YES** \_\_\_\_\_      **NO** \_\_\_\_\_

FINAL EVALUATION OF PARTICIPATION  
Blocks I and II

Name of Student Intern: \_\_\_\_\_

Name of Cooperating Teacher: \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_

Please indicate whether the student's performance was "Satisfactory" by placing an "S" or "Unsatisfactory" by placing a "U" in the rating column. This evaluation will be shared with course instructors and the student.

| Personal Traits                 | Rating |
|---------------------------------|--------|
| A. Appearance                   |        |
| B. Dependability                |        |
| C. Emotional maturity           |        |
| D. Alertness and enthusiasm     |        |
| E. Professional attitude        |        |
| F. Common sense and judgment    |        |
| G. Flexibility and adaptability |        |
| H. Voice and speech             |        |

**Comments:**

| Personal Traits                            | Rating |
|--|--------|
| A. Relates effectively to children         |        |
| B. Relates effectively to other adults     |        |
| C. Promotes positive self-concept          |        |
| D. Encourages socially acceptable behavior |        |

**Comments:**

## INDICATORS OF COMPETENCE IN TEACHERS

### I. Personal traits

#### A. Appearance

1. maintains the school's dress code.
2. is clean and neat.

#### B. Dependability and punctuality

1. arrives on time.
2. is present for every scheduled experience.
3. follows through with plans for activities.

#### C. Emotional maturity

1. exercises self-control, handles his/her own feelings appropriately (doesn't show anger).
2. demonstrates a professional attitude.

#### D. Alertness and enthusiasm

1. is alert to the total situation of the classroom.
2. is attentive to children and exhibits genuine interest in what they are saying or doing.

#### E. Professional attitude

1. maintains his/her role as a teacher intern.
2. demonstrates knowledge of the school rules.
3. maintains confidentiality of information discussed in the classroom or school.

#### F. Common sense: health and safety

1. is alert to health and safety factors.
2. takes measures to prevent accidents, conflicts, and other problems.

#### G. Flexibility and adaptability

1. changes his/her behavior or activity to adapt to specific situations and interactions.
2. is able to anticipate and adapt to changes in schedule and routine.

#### H. Voice and speech

1. is loud enough for the children to be able to hear him/her.
2. provides a good speech model for the children- uses correct grammar.
3. uses a pleasant and proper tone.
4. does not use sarcasm when speaking to the children.
5. speech demonstrates respect towards the child.

## **II. Teaching/Interacting**

- A. Relates effectively to children
  - 1. respects individual differences.
  - 2. demonstrates warmth.
  - 3. listens attentively.
- B. Relates effectively to other adults
  - 1. asks questions.
  - 2. listens to suggestions.
  - 3. shows respect.
  - 4. demonstrates warmth and acceptance.
- C. Promotes positive self-concept in children
  - 1. is sincere towards the children.
  - 2. offers praise and recognition when appropriate.
  - 3. exhibits a positive attitude.
- D. Encourages socially acceptable behavior in children
  - 1. redirects behavior when necessary.
  - 2. offers praise when appropriate.

## ASSIGNMENTS TO BE COMPLETED IN THE FIELD

### **CHFD 2896**

#### **Guidance Philosophy and Strategies of Supervising Teachers**

Students will need to interview and observe their supervising teachers concerning their guidance philosophy and strategies. Describe the guidance philosophies followed by your respective supervising teachers in their classrooms in a 2-page double-spaced typed report. Worth 95 points. **Is due on MARCH 23<sup>th</sup>.**

#### **Parent/Teacher Conference**

Observe a parent/teacher conference of either your supervising teacher or at the McPhaul Center. Ask your teacher at the beginning of the semester when conferences are planned. Inform the teacher of this project and the possibility of experiencing a conference. If your supervising teacher gives permission and conferences are planned before the end of the semester, you can use that site. If it is not possible to observe at your internship site, please see the instructor and she will help you arrange a time to observe a conference at the McPhaul Center. Figure this out right away or it may be too late!

Write a one to two-page typed summary of what you observed. Worth 80 points.

**Is due on APRIL 13<sup>th</sup>.**

Please include the following:

1. Date, time, and place of the meeting.
2. Who attended the conference?
3. Agenda- What was discussed at the conference? Did the teacher follow an agenda? Were there any specific assessments presented? Any major concerns the teacher shared? If yes, how did the teacher approach those issues?
4. What questions did parents ask? How did the parents receive information? What were their responses (consider body language and facial expression, along with verbal responses)?
5. What is your evaluation of the conference? What were the strengths of the conference? Was there anything you think the teacher could have done differently for improvement? If so, what are your suggestions?

### **CHFD 5130**

#### **Field Activity Presentation**

Two creative activities, one in the area of art and the other in nutrition, health or safety, will be presented to children during the student's field experience. Activities planned must support the current topics in the field experience classroom. The criteria for promoting creativity in children should be considered when planning the activity. The activity must be approved by the CHFD 5130 instructor and the classroom teacher prior to presentation (Art activity plan due February 9 and the Nutrition/Health/Safety plan due February 16). Implementation of the activity will occur the weeks of February 20 and February 27 or dates that work with the field teacher's schedule. A Field Activity Form is provided. After the activity has been presented, the student will evaluate the experience using the

evaluation criteria described below. Comments/suggestions made by the field teacher are to be included in the student's evaluation. (A sample Evaluation Field Activities Form is attached.)

### **Evaluation of Field Activities**

A critique of the activities is to be completed and will include:

Strengths of activity

Areas to be improved

Involvement of the children

Promotion of creativity

Feedback from the supervising teacher

### **EMAT 3400**

| Assignments   | Due Date | The student will:  | The teacher will be asked to:   |
|---|----------|--|---|
| EMAT 3400 #1:<br>Focused<br>Observation:<br>Motivating<br>Students for<br>Learning                                    | 2/8/06   | Observe at least 2 mathematics lessons to examine how students are motivated to learn. Students will also answer question given by instructor  | Allow students to observe at least 2 mathematics lessons.                                 |
| EMAT 3400 #2:<br>Student Assessment:<br>Examining student's<br>mathematical<br>conceptual and<br>procedural knowledge | 3/22/06  | Consult with your cooperating teacher to identify a child that you can assess and a mathematical topic you should explore. Interview child and answer questions specified by instructor  | Help the student identify a child she can interview.<br>Allow time for the interview.     |
| EMAT 3400 #3:<br>Involvement in the<br>teaching of<br>mathematics   | 4/5/06   | Suggested activities include: assist individual students with seatwork; work one-on with a child who needs extra help or an extra challenge; work with a small group; run a math center; direct calendar time; teach a whole-class lesson; other instructional activities agreed upon by you and your teacher. | Negotiate with student how she can become involved in the mathematics lessons every week. |

EMAT 3400 – Mathematics Methods for Early Childhood Education

FOCUSED OBSERVATION: Motivating Students for Learning

The purpose of this assignment is to examine how students are motivated to learn mathematics. Begin by observing your cooperating teacher during at least two mathematics lessons. Once the observations are completed, answer the following questions:

- 1) Describe the types of assignments and activities that students are involved in that serve to engage and motivate them. How well do these activities/assignments work in motivating students? Explain. Is there a particular activity that is highly motivating?
  
- 2) How does the teacher use grouping, instructional materials, and resources to engage and motivate students? Explain not only the type of grouping, instructional materials, and resources present, but how effectively does the teacher use them to motivate the students and engage them in learning.
  
- 3) What recommendations do you have to help develop and/or extend the student's knowledge of the mathematical topic?

Assignments should be edited, typed and submitted no later than **Wednesday, February 8, 2006**. Late papers will not be accepted.

EMAT 3400 – Mathematics Methods for Early Childhood Education

STUDENT ASSESSMENT

The purpose of this assignment is to examine a student's mathematical conceptual and procedural knowledge. Consult with your cooperating teacher to identify a child that you can assess and a mathematical topic you should explore. The topic should be one that the class has worked on in previous lessons. Once the student and topic have been selected, individually interview the student to answer the following questions:

- 1) What does the student know relative to the selected mathematical topic? Describe the student's conceptual and procedural mathematical knowledge. Be specific as to the assignment and activities you used to assess the student. Special attention should also be given to the type of questions you asked and why, and the student's responses.

2) What did you learn about the student's mathematical knowledge that you may not have learned from only a paper and pencil assessment? Reflect on the interview and describe what you learned.

3) What recommendations do you have to help develop and/or extend the student's knowledge of the mathematical topic?

The documentation of the assignment should include the student's pseudonym, school, grade level, and age. Assignments must be typed and submitted no later than **Wednesday, March 22, 2006**. Late papers will not be accepted.

### EMAT 3400 – Mathematics Methods for Early Childhood Education

#### MENU OF FIELD ACTIVITIES

During your weeks in the field, you should avail yourself of every opportunity to become involved in the teaching and learning of mathematics. It is your responsibility to negotiate with your cooperating teacher how you can become involved in the mathematics lesson. This involvement may take a variety of forms:

- assist individual students during seatwork
- work one-on-one with a child who needs extra help or an extra challenge
- work with a small group
- run a math center (one the teacher has developed or one that you can develop)
- direct calendar time
- teach a whole class lesson
- other instructional activities agreed upon by you and your teacher

Please note that the above ideas are only suggestions and should be adapted to your individual situation and other field requirement. Do not hesitate to contact me for lesson ideas, suggestions, or to borrow concrete materials. A brief report of two of your activities in the field should be typed and submitted by **Wednesday, April 5, 2006**. Late papers will not be accepted.

## MATH 5003

**This field assignment is due April 24.**

During your field experience, you should plan and teach at least one mathematics lesson. Write an essay about your teaching experience, in which you include the following:

- (10%) Either describe your lesson plans in detail or attach detailed lesson plans. Be sure to describe the activities or problems you intend to use (you may attach handouts or worksheets for this purpose). Include the grade level.
- (40%) Carefully analyze and discuss the strong and weak points of your lesson. Which aspects of the lesson did or did not help the children learn the mathematical topic, and why do you think those aspects did or did not help the children learn?
- (40%) Focusing on the mathematics content, describe at least two significant ways that the mathematics learning opportunities in your lesson could be improved or extended. Your suggested improvements or extensions should focus on *significant mathematics* that is appropriate for the grade level. Describe your proposed problems, activities, or questions *specifically and in detail*. (It's fine to include non-mathematical improvements, such as those concerning organization or management, as long as you also include 2 significant improvements or extensions that focus on the math.)
- (10%) Describe some of the mathematics that the children will learn between now and the end of the next academic year that builds on or is closely related to the mathematics you taught. In other words, describe and discuss "where the math goes next" (you may combine this part with the previous part).

Grading rubric (each bullet addresses the corresponding bullet above):

- 5 points for plans that state the grade level and give a clear picture of what was intended to be done in class. 4 points if some activities or problems are not described in detail or if the grade level is missing. 3 points if the plans don't give a clear picture of what was to be done in class. 0 points if not completed.
- 5 points for a detailed discussion with specific references to aspects of the lesson and evidence for why children did or did not learn. 4 points if some detail, specific references, or evidence is missing. 3 points if several elements of detail, specific references, or evidence is missing. 2 points for a vague discussion without details, specific reference, or evidence. 0 points if not completed.
- 5 points for a detailed discussion that includes at least 2 specific and correct problems/questions or activities that would extend or improve the lesson and that focus on grade-level-appropriate, significant mathematics. 4 points if detail is lacking in the discussion or if an aspect of a proposed problem/question or activity is unclear. 3 points if only 1 specific and correct problem/question or activity is provided. 2 points if the discussion is vague and the problems/questions or activities are unclear or incorrect. 0 points if not completed.
- 5 points for a discussion that refers to specific topics in textbooks, the Georgia QCCs, or the Georgia Performance Standards, and that describes how these topics

are linked to the topic of the lesson. 4 points if references are somewhat unclear, the linkage between topics is not clear, or if textbooks, Georgia QCCs, and the GPS have not been consulted. 3 points if two of the weaknesses described under "4 points" are present. 2 points for a vague discussion. 0 points if not completed.

## **SPED/EDEC 5100**

### **Field Assignments for SPED/EDEC 5100 Spring 2006**

#### **Child Study Project**

Fifty percent of your grade for this class will come from your performance on the components of the Child Study Project. The purpose of this project is to apply what we are reading and discussing in class to actual classroom situations. We will assess your progress in meeting the expectations for this project periodically throughout the semester. While each component of the project has a separate due date, all elements of the project are to be submitted along with the final synthesis at the end of the semester. Late assignments will have one full letter grade deducted from the final grade. All papers should be typed and double-spaced.

#### **Classroom/School Description: 10 pts.**

You are encouraged to work with the other students at your school in accessing school information. The school office or principal should be able to provide you with general information about your school. While you are encouraged to work in teams to access background information, your papers should be written individually. The *Classroom/School Description* should provide basic demographic information about your school (how many students are enrolled, ethnicity and socioeconomic status of students--% free and reduced lunch, what grade levels and how many classes at each grade level, special services that are available—after school tutoring, resource rooms, ESOL classes etc., unique aspects of the school, number of faculty, administrators and support personnel, information about the general community, specific information about your classroom (number of students, student ethnicity and gender, number of students with special needs and category of disabilities, number of adults working in the classroom including paraprofessionals and volunteers, general description of the classroom environment and classroom rules and expectations). 2 pages, typed, double-spaced, 12 pt. font. ***DUE 1/30***

#### **Student Description 10 pts.**

Ask your teacher to help you identify one student for this project; an at-risk student for whom the teacher has an academic, social, or behavioral concern. If that teacher feels it would not be intrusive it would be best to focus on a student currently going through the SST process or currently receiving special education services. Your paper should include the child's age, gender, ethnicity, language (if student is bilingual) and a brief discussion of why the teacher suggested this student. It may also include any general observations you may initially make of this student's behavior. It would be helpful for you to review the cumulative record, including standardized test results and IEP/SST information, for each of these students if your teacher feels it is appropriate. 1-2 pages, typed, double-spaced, 12 pt. Font. ***DUE 2/27***

**Anecdotal Records 10pts.**

Over the course of the semester you will collect a minimum of 8 anecdotal records on the focus student. These records should be evenly distributed across the semester and should include student behavior during academic instruction, self-directed or independent academic work, social interaction and behavior with peers and teachers (i.e. playground, lunch time, informal discussions), and classroom transitions (i.e. walking in line). If the student is receiving “pull-out” services please try to arrange some observations in this setting. Your final grade will be based on the content, number and distribution of records. *DUE 4/19*

**Behavioral Observation and Plan: 10 pts.**

You will design and implement a data collection procedure that targets a specific behavior, which you have observed in your anecdotal records. You will collect data on this behavior for your students across at least three settings (i.e. morning circle, resource room, recess, small group and large group activities). Your plan for this observation should include a definition of the target behavior, a rationale for identifying this behavior, identification of the data collection method you will use and a rationale for using this method, and a plan for how/when you will collect data. Also plan to collect data using the same method on two students identified as “typical” by your supervising teacher, for comparison purposes. Your completed observation paper should include a discussion of any changes you made to your plan (and why), a brief description of the various settings in which you collected data, a graphic display of the data, and a discussion of your results, which includes comparisons across settings and students. 5 pages, typed, double-spaced, 12 pt. Font. *DUE 3/22*

**Synthesis: 10 pts.**

The synthesis should bring together all of the data you have obtained on your student. Present an overview of your student and what you have learned about he/she as an individual throughout the semester (What are his/her strengths? What challenges do he/she face? What instructional strategies seem to work well for your student? What academic and social environments support his/her learning? What, if any, recommendations would you make to support your student’s learning and progress?). Finally contrast the difference sources of information you used (anecdotal records and behavioral observations) and what, if any, differences you found using different observation methods. In writing this synthesis use care to support your interpretations with examples from your observations. This paper should be five pages, typed, double-spaced. *DUE 4/26*