

Exhibition of Readiness for student teaching

Deirdre Gambrell

Advisor: Dr. Bisplinghoff

E-mail: deirdre796@wmconnect.com

Telephone: 770-736-5356 cell 678-525-0925

Presentation date: September 27, 2005

Course name	Area	Instructor	Term
EDEC 7020 THEORY & CURRICULUM ECE	A	Bisplinghoff	May 2004
EDEC 7130 TEACHING STYLES	A	Phillips	Fall 2004
EDEC 7500 ACTION RESEARCH	E	Bisplinghoff	Spring 2005
EDEC 7010 TRENDS AND ISSUES IN ECE	A	Oldfather	Fall 2005
EDEC 7420 ORG AND MGMT OF ECE	A	Tolley	Summer 2005
EFND 7140 SOCIAL/ CULUTURAL CONTEXT OF TCHG	B	Walker	May 2005
EDIT 6150 INTRO TO COMPUTER BASED ED	D	Miller	Spring 2005
EPSY 6060 MOTIVATION	C	Schutz	Summer 2005
ESCI 6420 SCIENCE FOR ECE	D	Tippins	Summer 2004
EMAT 6420 MATH FOR ELEM	D	White	Fall 2005
MATH 7001 Arithmetic & Problem Solving		Wenston	Fall 2005
READ 6420 LIT DEV EARLY CHILDHOOD	D	Ratliff	Summer 2004
SPED 2000 SURVEY OF SPED		Martin	Fall 2004
READ 6020	D	Plan to take in future	
READ 6010	D	Plan to take in future	

School	Grade	Hours	Description
St. Edwards Preschool Lawrenceville	Pre-K	1800	Over the school years of 03-04 and 04-05 I was the Pre-K teacher for classes that averaged 8 students from diverse backgrounds and including a number of children with exceptionalities.
Magill Elem. Loganville	Second	Small group: 7 Large Group: 28	During the 04-05 school year I assisted in Mrs. Sisco's classroom, which was made up of 19 students of diverse backgrounds. I led reading groups, worked with ESOL students, assisted students with center work, planned and taught a grammar lesson and taught a science lesson on light.
Magill Elem. Loganville	First	Small group: 18 Large group: 4	Between Nov 04 and May 05 I worked primarily with 2 ESOL students for an hour each week on literacy, spelling and math skills. Also worked with larger groups periodically on math skills. Assisted teacher in Power Writing lessons with whole group.
Magill Elem. Loganville	First	6	Between Nov 04 and March 05 I worked as a Reading Support Volunteer with one ADHD child. We worked on basic reading skills and encouragement of responsible behavior.
Magill Elem. Loganville	Fourth	Large and small group Project ed hours: 80+	August-December 05 I am currently working in this classroom of 27 students of diverse backgrounds and skill levels. I am working in small groups on reading as well as assisting the teacher with whole class activities.
Total hours		1,865 Dec 05: 1,930	

Area of Focus: Creating a Literacy Rich Classroom Environment

I have always had an interest in books and writing ever since I was a child. When I became a mom the interest translated to a love of reading to my children from the time they could be propped up on my lap and focus their little eyes on a book. It seemed natural to continue with this interest when I became a preschool teacher. This led me to a curiosity about how I could learn more about centering a classroom around literacy. I have been interested in learning ways of going beyond "story-time" to having a classroom that makes literacy an integral part of the day.

I have pursued this interest during my program by learning as much about this subject within the context of classes I have taken. In my READ 6420 class (Literacy Development in ECE) I did a research paper on using phonemic awareness activities in the classroom. In my EDEC 7500 (Action Research) class I did a research project on using storytelling in the classroom. I also created a power point presentation on a literacy rich preschool environment to present to fellow preschool teachers for my EDIT 6150 class. I have also done research on the web and read books on the subject. Lastly I have investigated this topic through observation of other teachers.

During the course of the last school year I tried out many of the ideas I was learning about in order to make my classroom a place rich in literacy. I designed themes and units around books that we read. I incorporated phonemic awareness games into our circle times activities. Our class learned a new nursery rhyme each week. Parents were invited to come into our classroom as "mystery readers". I added a story-telling center to our classroom and added props so children could act out their stories. This center also had a tape recorder and microphone so children could listen to their stories later. I also had a writing center with blank "books" for children to draw and write stories in. In addition to this we had "Kid News" at circle time. The children dictated their news to me and illustrated their pictures. I then turned these into a classroom newspaper.

I have learned that the classroom environment can greatly influence children's literacy learning. There are two major components in creating a literacy-rich classroom. The first is the physical way that the classroom is set up. The second is how the teacher plans and implements a curriculum that is rich in literacy. As I learned techniques for creating this kind of classroom I implemented them in my preschool. For children who are not yet

readers it is vital that a print-rich classroom surrounds them. By being surrounded by print, children learn that it conveys meaning and can be used to do things in everyday life. This can be done by including use of environmental print, labeling everything with words and pictures, creating literacy enriched play settings and having a well-stocked writing center and library. By adding reading and writing materials to play centers, children can be encouraged to "play" reading and writing behaviors.

The teacher has two roles in creating a literacy-rich classroom environment. The first is as a manager. The teacher sets the stage by providing the tools for and talking to children about reading and writing. A library in the classroom with a diverse range of literature is important. The teacher can create a curriculum that is rich in literacy by reading to children in an interactive way, by centering units around stories and by using phonemic awareness activities. Second, teachers can be being co-players with children and coax them into engaging in reading and writing behaviors through play.

During the course of my research I also learned about the uses for story telling in a literacy-rich classroom. By providing the means for children to tell their stories, teachers are able to listen to children in a new way. Not only does story telling give children another way of expressing themselves, but allows teachers to find out more about children's interests and build on those interests. Story telling, dictating stories and acting these stories out are also a wonderful way for children to learn from one another.

My interest has been focused mainly on pre-k because this my grade level of experience and interest. I am interested in learning more about ways I can build on children's interests in the context of a literacy-rich classroom environment. I hope to do more reading on the subject, observe other pre-k and kindergarten teachers and experiment in my own classroom to reach this goal. I am also interested in learning more about how to create literacy-rich learning in environments in higher grades in case I teach a different grade level one day. I hope to observe the role of reading and writing in the upper grades as I volunteer in a fourth grade classroom this Fall. I am learning how this teacher goes about incorporating reading and writing across the curriculum. I am also planning on doing more reading on this subject so that I can create a classroom rich in literacy no matter what grade level I teach.

References

Books I have read:

Adams, M.J., Foorman, B.R., Lundberg, I. & Beeler, T., *Phonemic Awareness in Young Children*. (1998). Baltimore: Paul H. Brookes Publishing Company.

Barone, Diane M. and Morrow, Leslie M. *Literacy and Young Children*.

Cooper, Patsy. *When Stories Come to School: Telling, Writing & Performing Stories in the Early Childhood Classroom*. (1993). New York: Teachers & Writers Collaborative.

Ditzel, Resi. *Great Beginnings: Creating a Literacy-Rich Kindergarten*. (2000). Portland: Stenhouse.

Hirsch, R. (2004). *Early Childhood Curriculum: incorporating Multiple Intelligences, Developmentally Appropriate Practice and Play*. Boston: Pearson.

Holt, J. (1989). *Learning All the Time*. DA Capo Press. Holt, J. (1989). *Learning All the Time*. DA Capo Press.

Paley, V. (1990) *The Boy Who Would be a Helicopter*. Cambridge: Harvard University Press.

Vukelich, C., Christie, J., *Building a Foundation for Preschool Literacy: Effective Instruction for Children's Reading and Writing Development*. (2004). Newark: International Reading Association.

Taberski, Sharon. *On Solid Ground: Strategies for Teaching Reading K-3*. (2000). Portsmouth: Heinemann.

Books I am reading now:

Vacca, J.L, Vacca, R.T., Gove, M.K et al, *Reading and Learning to Read*. (2003). Boston: Pearson Education Inc.

Opitz, M.F., Timothy, R.V., *Good-bye Round Robin*. (1998). Portsmouth: Heinemann.

Saunders-Smith, Gail. *The Ultimate Guided Reading How to Book*. (2003) Chicago: Zephyr Press.

Books I plan to read in the future:

Helping Children Learn to Read: Creating a Classroom Literacy Environment
(4th Edition) (Paperback)
by Lyndon W. Searfoss, John E. Readence, Marla H. Mallette

Description of Field Experiences

1. St. Edward's Preschool

- ◆ Type of program: Half-day preschool program in a church setting
- ◆ Responsibilities: Pre K teacher. I was responsible for all aspects of creating and implementing a curriculum for the 4-5 year olds in my class. I was responsible for planning and teaching lessons based on this curriculum and management of my classroom. I also created assessment tools for tracking student progress and implemented these assessments. In the course of this experience I worked with 4 ESOL children, an autistic child and 2 children suspected of being ADHD as well as children from diverse backgrounds. Additionally I taught 3 and 4 years for a year previous to becoming the Pre-K teacher.
- ◆ I have learned so much as a Pre-K teacher about helping children to get along with one another, to gain independence, and to learn to be away from mom and to be a part of the school routine. In addition I have learned about the many facets of a teachers job including planning, instruction, working with other teachers and building relationships with parents. I also learned skills for resolving conflicts between children.
- ◆ Hours: 1800+ with 7-9 students, supervised up to 30 on playground.

2. JC Magill Elementary Mrs. Sisco's 2nd Grade

- ◆ Type of program: Public elementary school.
- ◆ Responsibilities. I came into assist Mrs. Sisco on a weekly basis with her class of 19 students. I led reading groups where we worked on fluency and comprehension. I assisted children with literacy and math centers. Also I planned and taught a lesson on superlative adjectives and later taught a science lesson on light. I also worked with small groups of ESOL students on reading tests and CRCT review
- ◆ In Mrs. Sisco's class I learned a lot about organizing classroom space, creating and running centers as well as reading groups. I also learned through observation techniques for classroom management and fostering a feeling of respect and belonging in the classroom.
- ◆ Hours: 35 Large group: 28 small group: 7

3. JC Magill Elementary Mrs. Crawford's 1st grade

- ◆ Type of program: public elementary school

- ◆ Responsibilities: Primarily responsible for assisting 2-3 ESOL students on a weekly basis with areas they had been struggling with that week. We worked on reading, vocabulary, and math as well as other morning work. Also assisted teacher with whole class lessons on Power writing and a webquest.
- ◆ In this classroom I learned the importance of being able to work with students that are struggling in a small group setting. I came to realize the great spectrum that exists in the classroom as far as children who need extra support in learning, and those who need to be challenged further than the standard curriculum. I enjoyed the opportunity to work closely with these children each week and can see how important it is that teachers have support in the classroom.
- ◆ Hours: 22 Large group: 4 Small group: 18

4. JC Magill Elementary Reading Support Volunteer

- ◆ Type of program: public elementary school
- ◆ Responsibilities: reading with, working on "earobics" software, and supporting and encouraging a student who was a struggling reader and who was ADHD
- ◆ I also enjoyed the chance to work with this child on his reading skills. I got to practice skills for helping this child to read. I also learned how important it is for children to have as many opportunities as possible to simply READ when they are learning to read.
- ◆ Hours: 6

5. JC Magill Mrs. Omar's 4th grade: large & small group: 80 hours projected

- ◆ Type of program: public elementary school
- ◆ Responsibilities: leading reading groups, helping with centers and generally assisting the teacher
- ◆ I have only begun this experience (about 20 hours so far), but I am already learning much about the day to day running of a classroom because I am able to be in this classroom 4-5 days a week. I am gaining experience with reading groups. I am able to learn through observation techniques for teaching lessons in each of the subject areas. Also I am learning a great deal about what it takes to manage all of the curriculum and transitions that are involved with teaching at this grade level where each subject is taught each day.

Conclusion

I have had a wonderful experience being a preschool teacher and being a part of the ECCO program. However I feel I am now ready for the greater challenge I will find in doing my student teaching.

I have had quite a bit of experience, planning, creating and implementing curriculum as a preschool teacher. For this reason I feel I am strong in these areas. I have had experience in assessing my student's ability levels and interests and planning activities accordingly. I have also been responsible for looking at standards, creating activities to teach to these standards and later assessing students based on these standards. Another strength that draws from my experiences is my ability to organize and manage a classroom environment. I have created a plan for this as a part of my EDEC 7420 class detailing every aspect of my day from classroom rules to procedures to mapping out curriculum. I have had practical experience in this area as well in my pre k classroom.

Due to the types of experiences I have had in the past, I believe working with small groups is one of my strengths. I have been able in the past to connect with children and give them the time and attention that they need. I have been able to get to know the children I work with and find ways spend time with them in a way that caters to their needs and interests.

The main area I need to work on is managing instruction of large groups of children. I have less experience in this area because most of my work so far has been with smaller class sizes or with assisting a teacher with large groups of children. I realize that being responsible for a large group of students will be challenging in ways I have not yet experienced with my small group of children. The best way to prepare for this will be through experience working with larger groups of children. I hope to do much more of this over the next few months. After this time I feel I will be well prepared to begin student teaching.

Teaching Philosophy

As a classroom teacher there are a few important guidelines that I hope to incorporate into the classrooms where I teach. First, I hope to make our classroom a place where literacy can be woven throughout the day. I believe that it is important to model reading and writing as a natural and enjoyable part of life. I hope to use writing across the curriculum. I believe that if students write all the time just as if they read all the time it will be a comfortable, not threatening experience for them. As a preschool teacher I did a lot with storytelling in my classroom and hope to find a place for storytelling no matter what grade I teach.

Second, listening is key to my philosophy as a teacher. I think back to my experience as a student. So often we, as teachers, are so concerned with covering material that we don't take the time to listen to and know our students. I think it is important for the classroom to be "our" classroom. It should belong to teacher and student and evidence of student's work, interests, and personality should be a part of this "second home". Not only in a physical way, but also through the work we do there as well.

Third, I hope to make the experiences students have in my classroom as relevant and connected to their lives as possible. John Dewey speaks to us of the connection we must make between students' past experience to the learning they are doing today. I hope that I can be the kind of teacher who makes room for student and their unique experiences and finds a way to build on these experiences in learning.

Fourth, I believe that it is important to build on what is interesting to students as much as possible to enhance their motivation. Three important elements of motivating students are creativity, choice and challenge. I plan to incorporate these elements into the activities we do in the classroom.

Lastly, I believe in fostering student independence. The classroom needs to be a place where students know what is expected of them and have many resources to get help if they need it. If students can be taught to manage themselves as much as possible, we can spend our time on learning.

Lesson Planning Template

What elements can I give students?
Cameras for photos
Handwritten notes

Subject	
Goals	
How can I connect this lesson to literacy? (reading or writing)	<i>Be there to help with story writing</i>
How can this lesson be connected to real-world experiences?	<i>Do it have the same experience as the students?</i>
How can I build on student interest?	<i>Treasure</i>
What can students do independently? cooperatively?	
Activities	
How will I listen to my students?	
Why will we want to come back tomorrow?	
Reflection: What worked/didn't and why	
Standards Addressed	

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FIELD EXPERIENCE VERIFICATION AND EVALUATION FORM
Early Childhood Education M.Ed. Program Certification Option

Deirdre Gambrell has submitted work conducted under your supervision as part of application for student teaching to the Department of Elementary Education of the University of Georgia. The department would appreciate your verification that that work was performed. We would also appreciate your judgment about the quality of the work done. Please respond to the following items.

1. What is the name and purpose of the organization for which the work was done?
2. What was the nature of the work done?
3. Over what time period and for approximately how many hours was the work done?
4. How many children were involved, how old were they, and what were their demographic and educational characteristics?
5. On a scale of 1 to 5, with 5 being the best possible rating, how would you rate the quality of the work the candidate performed? Please feel free to comment on the quality of the work as well.

Signature of supervisor:

CK Bullabough

Typed or printed name:

Cassie Bullabough

Position:

Preschool Director

Phone number and e-mail address:

770-963-6128 CKATHRYN68@COM

Date:

4-29-04

St. Edward's Preschool
737 Moon Road
Lawrenceville, GA. 30045
770-963-6128

April 28, 2004

Field Experience Verification and Evaluation Form
Early Childhood Education M. Ed. Program Certification Option

Deirdre Gambrell

1. What is the name and purpose of the Organization for which the work was done?

St. Edward's Episcopal Preschool
During 2002-2003 school year, teaching older threes class
During 2003-2004 school year, teaching Pre-Kindergarten class

Purpose: to teach the skills necessary to succeed in Kindergarten

2. What was the nature of the work done?
In the 2002-2004 school year, implementing High Reach curriculum to three year old children in order to prepare them for Pre-Kindergarten class.

In 2003-2004 school year, developing and implementing age appropriate curriculum including fundamentals in education as well as life skills, gross motor and fine motor activities and learning to follow instructions.

3. Over what time period and for approximately how many hours was work done?

Deirdre has worked at St. Edward's Preschool for two school years. She worked under the supervision of Director Susan Lewis for the 2002-2003 school year as a Three's teacher. During that years she taught from the High Reach curriculum. She worked approximately 20 hours per week for the duration of the year. For the year 2003-2004, she worked under the supervision of Director, Cassie Bullabaugh. Her work week consists generally of 23-24 hours per week throughout the school year.

4. How many children were involved, how old were they, and what were their demographic and educational characteristics?

St. Edward's Preschool consists of approximately 40 students ranging in ages from 9 months to 5 years. Deirdre supervised, at times, all of the age ranges in a variety of groupings due to playground time, chapel time, musical story time, as well as her individual class settings of threes and pre-k children. The average

class roster for her own classes has been between 7 and 9 children. She managed those sizes without an aide except when she specifically requested one for special projects. Her primary responsibilities have been for children ages 3 through 5 (as pre-k 4s turned 5 during school year). She has dealt with a variety of abilities as well as special needs. This year she encountered a girl who fell under the Autism umbrella and learned many new skills for dealing with this sort of special need. This also required a great deal of skill in dealing with parents as she tried to make the situation work for all concerned. Although this endeavor was ultimately unsuccessful and the child had to be moved to another school better equipped to deal with this type of special needs child, Deirdre managed very well and did all she could to accommodate the needs of this child without short-changing the needs of her other students. She also had several ESL children in her Pre-K class group this year which required a special plan for helping these kids to learn English and the skills necessary for social interaction with language issues involved. Most of the children in Deirdre's classes have been of average to above average intelligence and social development with the exceptions noted above.

5. On a scale of 1-5, with 5 being the best possible rating, how would you rate the quality of the work the candidate performed? Please feel free to comment on the quality of the work as well.

Deirdre rates a 5. She is an excellent, inspired educator. She is willing to work as hard as necessary to accomplish the goals she sets for herself. Her self-driven goals also tend to be even higher than those set for her by others. As we enter the last three weeks of our preschool year, I know that all of her students are fully prepared to begin Kindergarten in the fall. She is by far my finest teacher.

Please feel free to contact me directly if you have any other questions or need clarification on any of the information I have provided.

Most Respectfully Submitted,



Cassie Bullabaugh
Preschool Director
St. Edward's Preschool
770-963-6128
Ckathryn68@comcast.net

St. Edward's Preschool
737 Moon Road
Lawrenceville, Georgia 30045

Field Experience Verification and Evaluation Form
Early Childhood Education M. Ed. Program Certification Option

***supplemental data to cover 2004/2005 school year. Please use in conjunction with the information I provided on 4/28/2004 covering the previous years' information.*

Deirdre Gambrell

April 13, 2005

1. What is the name and purpose of the organization for which the work was done?

St. Edward's Episcopal Preschool
During 2004-2005 school year, teaching Pre-Kindergarten class
Purpose: To teach the skills necessary to succeed in Kindergarten

2. What was the nature of the work done?

In the 2004-2005 school year, developing and implementing age appropriate Curriculum including fundamentals in education as well as life skills, gross and fine motor activities and learning to follow instructions.

3. Over what time period and for approximately how many hours was work done?

During the 2004-2005 school year, Deirdre worked approximately 25 hours per week during the school year.

4. How many children were involved, how old were they, and what were their demographic and educational characteristics?

St. Edward's Preschool consists of approximately 35 students ranging in ages from 9 mos through 5 years. Deirdre supervised, at times, all of the age ranges in a variety of groupings due to playground time, chapel time, musical story time, as well as her individual class setting of 8 Pre-K students. Her primary class of students were in the Age 4 by Sept 1 category. Therefore, she taught 4s and 5s over the course of the 2004/2005 school year. Her class was comprised of both boys and girls of various nationalities and faiths. This year the student make-up was of normal developmental ranges for this age group. Although no diagnosis have been made, her class this year included two boys with suspected attention deficit hyperactivity issues. In years' past, she worked with ESL students as well as a child later diagnosed in the Autism spectrum.

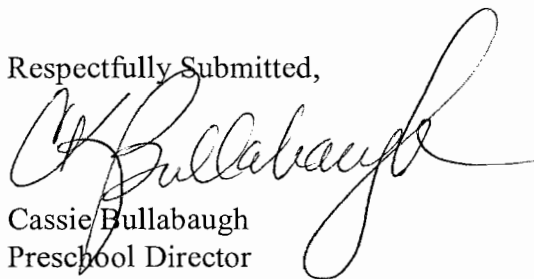
5. On a scale of 1-5, with 5 being the best possible rating, how would you rate the quality of the work the candidate performed? Please feel free to comment on the quality of work as well.

Deirdre again rates a 5. She is a teacher who performs well above average. She creates phenomenal lesson plans and implements them beautifully. The children respond to her style and work well under her direction. This year, she has been dealing with two suspected ADHD students, which has required her to be very creative in teaching to their learning styles. She has done so very well and both students are on track for our school expectations as are all the other students in the class who could easily have become side-tracked by the situation. Deirdre has managed to create an effective learning environment for all the students.

Deirdre remains my finest teacher.

Please contact me if you have any questions or need clarification of the information I have provided.

Respectfully Submitted,



Cassie Bullabaugh
Preschool Director
St. Edward's Preschool
770-963-6128
Ckathryn68@comcast.net

FIELD EXPERIENCE VERIFICATION AND EVALUATION FORM
Early Childhood Education M.Ed. Program Certification Option

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1. What is the name and purpose of the organization for which the work was done?

J.C. Mayhill Elem. 1st grade classroom
Gwinnett

2. What was the nature of the work done?

Small group and whole group instruction.

3. Over what time period and for approximately how many hours was the work done?

Nov. '04 - May '05

4. How many children were involved, how old were they, and what were their demographic and educational characteristics?

Small group - ESOL 1st grade 2 students LEP
Whole group - 20 students - various abilities
1st grade

5. On a scale of 1 to 5, with 5 being the best possible rating, how would you rate the quality of the work the candidate performed? Please feel free to comment on the quality of the work as well.

5 - Mrs Gambrell is willing to do anything asked of her. She is kind and patient. The ESOL students received extra instructional support, the

Signature of supervisor:

Laura Crawford

Typed or printed name:

Laura Crawford

Position:

Classroom Teacher

Phone number and e-mail address:

(706) 266-0341 mark_laura@alter

Date:

5/20/05

She also has many good ideas and suggestions.

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1. What is the name and purpose of the organization for which the work was done?

J.C. Magill Elem. 1st grade - Cantrell's

2. What was the nature of the work done?

work 1-on-1 with student

3. Over what time period and for approximately how many hours was the work done?

once a week 30-60 min.

4. How many children were involved, how old were they, and what were their demographic and educational characteristics?

1 - age 8

white, boy

ADHD, but not treated w/ med.

5. On a scale of 1 to 5, with 5 being the best possible rating, how would you rate the quality of the work the candidate performed? Please feel free to comment on the quality of the work as well.

5 - very interested in student's attendance, quality of work & success of tasks involving reading and writing

Signature of supervisor:

Amy B. Cantrell

Typed or printed name:

Amy B. Cantrell

Position:

1st grade teacher

Phone number and e-mail address:

770-554-1030 acantrell@gwinncol.edu

Date:

5-20-05

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1. What is the name and purpose of the organization for which the work was done?

JC Magill Elementary

2. What was the nature of the work done?

To assist in working with students in both small and large groups.

3. Over what time period and for approximately how many hours was the work done?

total hours 35 September - May

4. How many children were involved, how old were they, and what were their demographic and educational characteristics?

up to 19 students at ages 7-8.
Various ethnic groups
8 were ESDL

5. On a scale of 1 to 5, with 5 being the best possible rating, how would you rate the quality of the work the candidate performed? Please feel free to comment on the quality of the work as well.

5 or higher - Deirdre is exceptional!
She gives 110% and is always willing to help in any way she can. She has helped in so many ways. She will be an amazing addition to any school.

Signature of supervisor:

Sarah Sisco

Typed or printed name:

Sarah Sisco

Position:

Teacher

Phone number and e-mail address:

770-736-6138 sarah_sisco@qw
K12.ga.us

Date:

5/20/05

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1. What is the name and purpose of the organization for which the work was done?

Magill Elementary - Public school

2. What was the nature of the work done?

led reading groups, assisted lessons, work with small groups, plans to teach lessons this Fall

3. Over what time period and for approximately how many hours was the work done?

So far approx 20 hrs - Project 80 by January 06

4. How many children were involved, how old were they, and what were their demographic and educational characteristics?

24 9-10 years of varying backgrounds

5. On a scale of 1 to 5, with 5 being the best possible rating, how would you rate the quality of the work the candidate performed? Please feel free to comment on the quality of the work as well.

5, Ms. Gambrell is a wonderful person, who really works well with the students. They love her! She is very open and willing to help in any way small group, one-on-one. She will ~~make~~ be a great teacher.

Signature of supervisor:

Gloria Omar

Typed or printed name:

Gloria Omar

Position:

4th Grade Teacher

Phone number and e-mail address:

770-554-1030 gloria_omar@lycs

Date:

9/16/05