

## Stacie Strausser

Week 1 — DROPBOX REFLECTION: *Where am I on the continuum?*

Consider the descriptions of the three contrasting climates for children. In one or two sentences, describe where you think you fall on the continuum and why.

I would like to think that we share a supportive partnership in our classroom. We are tuned into their interests; we listen to the children's ideas and use them in class. We also ensure a positive climate to help build positive relationships with our students; this will ensure great communication between all of us. We expect them to listen to us, so in return, we need to show them the same respect and show them that what they are saying is just as important.

What are your ideas for moving toward a more supportive role or continuing to provide a more supportive role at small-group time?

I will continue to adjust and refine my efforts to know our students' interests, likes, and dislikes. Maybe we could make a chart together and ask each student what they like/do not like to learn more about what motivates them; what makes them happy, nervous, and frustrated; and what they most enjoy doing. Have them continue to work together in small groups for activities that encourage self-sharing and storytelling. Make personal connections with students based on what we learn, and consider individual student interests and strengths when planning and organizing activities and lessons.