

ECE 430 Week Five Case Study
Focus: Dispositions/Closure



After volunteering one day in Mrs. Ashland's class, Mrs. Smith, Jane's mom, stops by the front office to talk with Mrs. Ford about a program she saw on the local news that recognizes outstanding teachers in the community. Mrs. Smith shares with Mrs. Ford how grateful she is that Jane was in Mrs. Ashland's class this year and that she wants to nominate her for the Channel 6 Golden Apple Award. Mrs. Smith shares that Mrs. Ashland always has a smile on her face and even when a child does something they shouldn't, she maintains her positive attitude. She also explains to her how much she appreciates Mrs. Ashland taking the time to modify Jane's work to allow her more opportunities to participate in activities that correspond with her IEP goals. After listening to Mrs. Smith, Mrs. Ford agrees that Mrs. Ashland would be the perfect candidate for the Channel 6 Golden Apple Award. Mrs. Ford asks Mrs. Smith if she would be willing to help fill out the application. Mrs. Smith instantly agrees and writes a letter to the other parents in the class asking them to write a brief paragraph with their child describing why they believe Mrs. Ashland should win the Channel 6 Golden Apple Award.

Throughout the week, the letters arrive. Mrs. Ford and Jane's mom are blown away by the feedback they receive and quickly write the following letter to include with their nomination:

Dear Channel 6 Golden Apple Award Panel,

We are writing to nominate Mrs. Ashland for the Channel 6 Golden Apple Award. She truly is the most magnificent preschool teacher around! Here are a few quotes from the parents in Mrs. Ashland's class:

What we would have done this year without Mrs. Ashland? Unfortunately, my husband and I work long hours and are not able to be as involved in school as we would have liked. Mrs. Ashland saw that this was affecting Johnny and she found a fabulous afterschool literacy program for him. Now instead of Johnny being upset that we can't pick him up from school, he is excited to show us the new book he learned to read! If that wasn't enough, she created fun cutting and tracing patterns in the shapes of basketballs to encourage Johnny to practice his fine motor skills.

At the beginning of the year my daughter, Maya, couldn't speak English very well. Mrs. Ashland took the time to create special books with pictures in them to help Maya learn more words. The books helped me too! Now, I can speak a few words to Mrs. Ashland in English. Every day Mrs. Ashland comes to school dressed nicely and even takes time to talk to me and ask me about what life was like in Mexico. I appreciate her wanting to learn more about where Maya used to live.

We have raised our son Caleb with certain beliefs and knew that once he entered school, Caleb would be around children who were raised differently. When we brought our concerns to Mrs. Ashland, she did not judge us; instead, she showed a genuine interest in listening to what we had to say. Mrs. Ashland wasn't afraid to let us know that what Caleb was doing in class was not

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from the influence of his peers, but that Caleb was going through typical child development. While we are not changing our personal beliefs, we respect Mrs. Ashland's knowledge about how children develop.

My daughter Kayla and I have had a rough year. My husband and I separated during the first month of school and Kayla had trouble dealing with the separation. On a daily basis, Kayla would come to school crying and would act out in class. Mrs. Ashland never got frustrated with Kayla; instead, she became a source of stability in both of our lives. She made it so easy for me to open up to her and was able to point me in the direction of a counselor. Since seeing the counselor, my daughter has stopped crying every day and her behavior in class is improving.

As a mom of a 4-year-old and a toddler, I often feel overwhelmed. I didn't realize that the choices I was making in parenting would have a negative impact on my son's experience in school. Thankfully, Mrs. Ashland wasn't afraid to let me know that she was concerned about the fact that Jack had temper tantrums whenever he didn't get his way or wasn't being the leader. She suggested that we try using a behavior chart with my son and to reward him for listening and following directions. I have to admit I was skeptical, but it worked. Not only did my son's behavior improve at school, but when I implemented the chart at home he started listening to me too! Now I only give him candy as a special treat – not because I am trying to get him to do something.

We hope you agree that Mrs. Ashland deserves to be the recipient of the Channel 6 Golden Apple Award and we look forward to hearing from you soon.

Sincerely,

Mrs. Ford and the families of Mrs. Ashland's class