

## Undergraduate Spotlight: Getting to Know You !!



As a campus laboratory school, the Children's School offers research and observation opportunities to many undergraduate and graduate students from different departments across campus. In addition to these opportunities, we offer undergraduates a chance to work in the classrooms on a regular basis. In the **Undergraduate Spotlight**, we will be featuring each of our undergraduate assistants so that parents can learn about the students who work in the classrooms with their children. Below is a brief introduction so you can become familiar with the names your children might mention. Photos are posted on the bulletin board between the office and the preschool.

### **Student Employees**

- Anne Blissit is a junior majoring in Civil Engineering and is returning for her second year with us. She also served as co-director for preschool "Musical Beginnings" day camps in her native Georgia.
- Abby Cryan worked with us at camp and over the summer. She is a junior majoring in biology and has interned at the Carnegie Museum of Art.
- Esther de la Torre is new to us this year. She is a sophomore majoring in Global Studies and has volunteered at the Homewood YMCA.
- Tyler Dossett is from California where she served as Teen President of Jack & Jill, a community service group. She is a psychology major who worked for us last year.
- Sam French is majoring in Theater Directing and founded Inkie's Children's Theater Company in Florida. He is returning to help in our kindergarten.
- Emily Gibson is a sophomore who is a Bachelor of Humanities & Arts major. She worked with us last year and helps not only in the classrooms but in the office.
- Marissa Gluskin is a Voice and Psychology major who is returning to us as a junior. She is originally from California.
- Ben Howe is a senior who is on the Carnegie Mellon swim team and who has interned for us in the past. He will be working as a substitute student employee when the need arises.
- Jiaqu Liu is a volunteer who comes to us as an exchange student from the University of Melbourne. She will be working in the kindergarten.
- Chuck McKain is a senior this year majoring in Psychology. He has interned for us in the past and served as a student employee.
- Lindsay McGregor is starting her third year with us. She is majoring in Psychology and Linguistics and takes education classes at the University of Pittsburgh. Cze-Ja, Chuck, Lindsay, and Maya are pictured to the left at last May's undergraduate appreciation luncheon.
- Gabrielle Rueda, also known as Gabi, is a junior majoring in Global Studies. She started at the Children's School last semester.
- Cze-Ja Tam is a Psychology major who is returning as a senior for her third year with us. She helps in the office as well as the classrooms, and she plays on the tennis team.
- Alexandra Tapak, also known as Alex, started with us last year and is a Psychology and Biology major who also plays on the CMU tennis team.



## Undergraduate Spotlight continued ...

**Kyle Rood** is a fifth year Architecture and Creative Writing student, a combination that lets him explore the physical world and the worlds of his favorite books. He has a long-standing love of making things, especially clothing and furniture, and he loves using the things he makes. In his last semester, he is trying to expand his skills further by taking classes in welding, glassblowing and bookmaking.

Working at the Children's School has taught Kyle a great deal about being a kind friend, including listening, patience and that it is very hard to hold more than two hands at the same time. The inquisitive minds here have raised a variety of new questions, like why are worms slimy, and taught him to answer those questions very thoroughly and admit when he doesn't know. Upon leaving Carnegie Mellon, he hopes these lessons will help him as he works to become a high school English teacher after graduation.



### Child Development Interns

- Samantha Benkel is a senior Materials Science and Engineering major interning in the Morning 4's this fall. During the summers, she works in a preschool in Arizona.
- Brianna Kent is a senior Psychology major also interning in the Morning 4's. She spent the summer teaching 6<sup>th</sup> grade at the Pittsburgh Project on the north side.
  - Kate Kupiec is a sophomore Psychology major interning in the Afternoon 3's this fall. She has past early childhood experience teaching Bible School at her church.
  - Sarah Musial is a junior Math and Psychology major interning in the Kindergarten. She has taught and coached swimming, as well as Sunday School, and she enjoys crafts and scrapbooking.
  - Yu Zhao is a sophomore Psychology and Art major interning in the Morning 3's. She has experience working as a tutor and counselor in a summer program.



### Senior Student Teachers from Pitt's CASE Program

- Maria Tedeschi, Allison Ross, and Brittany Woler are seniors in the University of Pittsburgh's Combined Accelerated Studies in Education (CASE) Program, a five-year undergraduate and masters program that includes a BS in Applied Developmental Psychology and a Masters of Education in early childhood and special education. For their practicum experience this fall, they are teaching with mentors Charline Tomer, Jean Bird, and Donna Perovich respectively.



## Undergraduate Research

Yevdokiya (Dussy) Yermolyeva's **Developmental Research Methods** students are preparing their final projects for the semester. Though the research procedures are still being finalized, the topics are listed below. Families whose children participate will receive fuller parent descriptions via the child's backpack. Everyone can read the study descriptions on the Research Bulletin Board outside the Children's School Office. Notice the interesting range of important topics in early childhood development!

**The Effects of Interactive vs. Non-Interactive Instruction** – testing morning 3's and kindergartners to determine whether children are better able to reproduce cup-stacking patterns when they get to help arrange them instead of just watching the researcher arrange them (The Colorful Cup Game)

**The Impact of Eye Contact on Story Comprehension** – studying whether morning 4's attend better to a short story when the researcher uses direct eye contact vs. indirect eye contact, and whether the effect is the same for stories with and without pictures (The Story Time Game)

**The Effects of Music – with and without Lyrics on Task Completion Time** – testing morning 4's to determine whether the speed of their puzzle and peg board completion is impacted by background music that is either fast or slow and either includes lyrics or not (The Pegs and Puzzle Game)

**The Influence of Practice and Coaching on Cutting Accuracy** – testing whether morning 4's improve their cutting skills as a result of practice, with or without guidance on hand position (The Cutting Game)

**The Impact of Observation Training on Novel Symbol Recognition** – comparing the ability of afternoon 3's and kindergartners to recognize new cursive letters before and after training that involves the researcher highlighting key features of either cursive or print fonts (The Spot the Symbols Game)

## Undergraduate Spotlight: Getting to Know You !!

**Abby Cryan** is a junior Biology major with a minor in Art. Abby grew up in Princeton, New Jersey. She enjoys watercolor and oil painting. Next semester, Abby will study abroad in Seoul, South Korea, where she plans to study Biology and Ceramics, as well as learn a new language and culture.



Abby is thrilled to work with the friends at the Children's School. It is a great break from a busy school day and always fun. Abby's experience with the children has helped her to develop new communication techniques. Her favorite activity is going on walks with the children and seeing how happy it makes them. It has been a wonderful experience getting to know the children. Abby is considering a career involving children's health.

## Physical Education Highlights

During the past month, our gym classes continued exercising with Sound Play, by Leon H. Burton and Takeo Kudo. First, the children had an opportunity to refresh their memories of music from the first ten lessons. They then learned to differentiate between walking, skipping, running, and trotting as each movement was assigned a different selection of music. Scarves, ribbon wands, and the parachute were also incorporated into the lesson to help the children move creatively to the music. The goal of these exercises is for the children to create their own unique dance to the music. They will be able to do this by using movements they believe express how the music sounds.

In this curriculum, the aspects of music the friends learned to recognize are:

- the beat of music
- pitch (higher and lower sounds)
- volume (louder and softer sounds)
- tempos (faster and slower music)
- music that gradually becomes faster (*accelerando*) and slower (*ritardando*)

After a vigorous physical workout, the closing activity serves as a quiet, cool-down activity and leaves children ready to continue with classroom work (such as circle time).

This year we have learned to play these closing activities:

- Mouse Trap
- Cat and Mouse
- What Time Is It, Mr. Wolf?
- The Great Pumpkin
- Vegetable Soup

It has been great to see the friends becoming so excited about exercising and participating in fitness activities. Our plan for next week is to learn about **Relays**. See you at the Gym!

(Submitted by Ms. McMichael)

## Undergraduate Spotlight: Start On Success

The Children's School has partnered with the Pittsburgh Public School's **Start On Success** program for several years. SOS is a transition program that provides a coordinated, progressive series of activities and experiences over four years of high school to prepare youth for successful careers or post secondary education or training.



Hi! My name is **Janay Bottoms**, and I am a senior at Taylor Allderdice High School. I play basketball and run track for Allderdice. Next year, I plan to go to college for basketball and plan on majoring in music or communications. I hope to make it to the W.N.B.A. after four years of college. I am excited to work with the children at the Children's School. It relieves stress when I see the children laugh and play. Working at the Children's School has taught me patience and awareness. My favorite activity is when we go to the park and to the gym. To see their faces light up when the door opens warms my heart. If basketball doesn't work out for me, I will probably consider a job that involves working with children.

## Student Teacher Reflections

**Maria Tedeschi**, student teacher with Mrs. Tomer in the 3's Program, writes, "I was not aware of the CMU Children's School prior to receiving my placement for student teaching from the University of Pittsburgh; however my quick research convinced me that it would be a remarkable first experience for my professional development. From the beginning of my time here, I was immediately astounded by the abundant resources, outstanding staff, and remarkable research that takes place here. A laboratory school is an ideal environment for student teachers due to the original pedagogical styles that reflect the most current research. I have seen how much the children that attend the Children's School benefit in this environment because they are truly receiving all of the resources and extensions needed for every child to reach the highest potential of development. This experience has inspired me to think in more sophisticated ways about children's growth, and I will undoubtedly take this with me as I continue with my professional development. Unfortunately, my placement at the Children's School was only for one semester, however I will take with me the vision, creativity, and edification that has been generously offered to me from the CMU Children's School."



**Allison Ross**, student teacher in the 4's Program, reflects, "My experience at the Children's School is my first teaching opportunity, and it has been wonderful. The school atmosphere is nothing like I've ever experienced. The curriculum is fast paced, well planned, and encourages creativity and discovery. The school itself is beautiful and inspires learning in every way. My experience with my mentor teacher, Jean Bird, has exceeded my expectations. To have the opportunity to work with such a talented teacher has been an honor and I have learned so much. Working together with Mrs. Bird and the rest of the 4's Team has been exciting and fun. I have loved the experience of working with more than one teacher. The children here have the unique opportunity of learning from multiple teachers on a daily basis. I myself have learned so much from working with the faculty and getting to practice different teaching strategies. I've enjoyed getting to know the students and staff. Everyone has been so kind and welcoming that it will be difficult to leave at the end of the semester. I can definitely say I have been spoiled with such a great school, teachers, and students to kick off my student teaching experience."

**Brittany Woler**, the Kindergarten student teacher with Mrs. Perovich, notes, "Working as a student teacher in the Kindergarten classroom has been an extremely beneficial and memorable experience for me as a future educator. When I first heard that I was being placed in not only a private school, but also a laboratory school, I was eager to see what the next few months had in store. I discovered a close-knit group of educators who work extremely hard to provide their students with a fun, interactive, and unique learning experience. I also found twenty-three energetic and eager children. One of the most beneficial things was that whatever activity I could imagine I could always implement. I was given the freedom to develop my own ideas, and I was always able to find the resources I needed. I am sad to see that my time here is coming to an end, but I cannot wait to use what I have learned here in my other student teaching assignments, and eventually in my own classroom as well. Thank you so much for letting me become a part of your child's educational experience this year!"



## Physical Education Highlights

During December's gym classes, we practiced relay racing. This activity develops leadership, self-esteem, cooperation, creativity, and a sense of fair play. Throughout this activity, we emphasize fun and teamwork, rather than winning or losing. We have enjoyed learning the following relays:

- Zig- Zag Relays focus on agility, speed running, and teamwork.
- The Simple Locomotor Relay focuses on teamwork as well as basic locomotor movements such as running, skipping, hopping, jumping, and galloping.
- The friends have become skilled at "Hurdle the Cones". The children play in teams of three or four and the objective is to have all players take a turn jumping each cone and then sitting back down.
- The "Rescue Relay" is the most popular type. Teams of three or four players are arranged in single file behind the starting line. The leader of each team stands on the turning line, facing his or her team. On the signal "Go", the leaders run to the first player of the team and grasps the friend's wrist. Then both friends run back to the leader's turning line. The relay continues in this way until all the players are "rescued". The first team to complete the task and sit crossed-legged on the floor wins the relay.
- The "Around The World Relay" focuses on running and ball control. Friends play in teams of three. All teams make one big circle, with each team making up one quarter of the circle, and all players facing outward. On the signal "Go", the first player holds the ball and runs counter clockwise around the outside of the circle and back to the starting position. The ball is then given to the second player, who repeats the circle run.
- The "Under Passing" and "Overhead Passing" Relays focus on ball handling. On the signal "Go", the ball is passed through the legs of the first friend to the player behind, until it reaches the last player. The last player carries the ball and quickly runs to the front of the line to begin passing it down through the legs again. The relay continues in this way until everyone returns to the starting position. The "Overhead Passing" Relay works the same way, except that the ball is passed overhead. We will continue learning more relays in the New Year.

(Submitted by Ms. McMichael)

## Undergraduate Spotlight: Start On Success

The Children's School has partnered with the Pittsburgh Public School's **Start On Success** program for several years. SOS is a transition program that provides a coordinated, progressive series of activities and experiences over four years of high school to prepare youth for successful careers or post secondary education or training. Lashawna Brown is an SOS student who is working with the afternoon 4's class.



Hi, my name is Lashawna Brown. I am in the 11<sup>th</sup> grade at Langley High School. I work at McDonalds and do my internship at the Children's School. Working at the Children's School I meet a lot of friends. When I first came to the Children's School, I was amazed at how much the children knew. At the school, it's a loving and caring place! I enjoy every moment of it.



## Early Childhood Practicum Students



From January 22<sup>nd</sup> through February 3<sup>rd</sup>, we will host five early childhood practicum students from Duksung Women's University (Seoul, South Korea) for an International Practicum Program. The Campus School at Carlow University will also host five students, and the Falk School at the University of Pittsburgh will host four. In preparation, Dr. Eunsoo Shin, the chair of Duksung's Early Childhood Education Department, will lead a delegation including the Duksung University Kindergarten director and six educators to visit all three of the Pittsburgh laboratory schools from January 9<sup>th</sup> through 12<sup>th</sup>. We look forward to learning more about the initiatives our South Korean colleagues are leading in early childhood and in reflecting with them about the cross-cultural similarities and differences in our values and approaches related to educating young children.



**Hea-Lim Kwen**  
Masters Student  
Preschool 3's (Tomer)  
**Team Leader**



**Jeong-Eun Yong**  
Senior  
Preschool 4's (Mangan)



**Eun-Hye Lee**  
Senior  
Kindergarten (Perovich)



**Hyun-Joo Kim**  
Junior  
Preschool 4's (Bird)

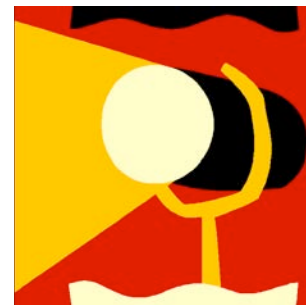


**Eun-Ji Choi**  
Junior  
Preschool 3's (Flynn)

Thanks to the Brown, Mehrotra, and Park families for offering housing to these visiting students (seniors, masters student, and juniors respectively). There are still opportunities to help by preparing welcome bags for the students, offering to provide lunch for them at the school one day, providing transportation to cultural attractions, etc. If you are interested in helping, please contact Dr. Carver at [sc0e@andrew.cmu.edu](mailto:sc0e@andrew.cmu.edu) to discuss options.

## Undergraduate Spotlight

**Esther de la Torre** is an assistant in the Blue Room and a sophomore Biology and Global Studies major at Carnegie Mellon. Esther grew up in Los Angeles, California, and enjoys playing baseball and listening to music. In addition to volunteering at an elementary school, Esther taught robotics workshops for middle school students throughout her time in high school. She has traveled extensively throughout Central America, most recently to Nicaragua, where she studied the impact of art on community development (and practiced her Spanish). This semester she is working on furthering a transnational art collaboration between students in Pittsburgh and in Nicaragua.



Esther enjoys working at the Children's School and learning better communication techniques from the teachers. Her favorite activity is reading to the friends at dismissal. She has had a great time getting to know the friends at the Children's School. Esther is also taking Dr. Carver's course, Principles of Child Development, so she will be conducting two observation projects at the Children's School in preparation for writing papers contrasting preschool and kindergarten developmental levels.

### Child Development Interns

- John Frens is a sophomore Computer Science major interning in the Kindergarten. He is campus EMT and has taught swim lessons to 4-12 year olds.
- Jill Goodwyn (pictured) is an AM 4's intern. She is a junior Humanities and Arts major with interests in designing the art for children's computer programs.
- Allison Gozion is a senior Art major also interning with the AM 4's. She has volunteered as an Art Connection assistant at the Carnegie Museum and plans a career in art therapy.
- Ashley Jabar is a sophomore Psychology major with experience working in a day care program. She is interning with the AM 4's.
- Jenny Patel is a Junior Psychology / Biology major interning with the Extended AM team. She lives in an extended family with 6 younger siblings and cousins.
- Hayley Rahl is working with the PM 3's while a sophomore combining Psychology and Art majors in the Humanities and Arts program. She has worked as a nanny and camp counselor and has aspirations to become an art therapist.
- Shruti Valjee is a junior Biopsychology major with experience both babysitting and working in a school district preschool. She is interning in the AM 4's and is heading for a career in pediatrics.
- Shayna Weiss-Perea is an AM 3's intern this semester. She is a sophomore Psychology major who enjoys music, has experience working with adolescents who have autism, and is planning to be a special education teacher.





## Research Spotlight, continued ...

### The Magnet Game

Undergraduate Benjamin Howe is completing dual thesis as the culmination of his studies in Architecture and Psychology. With the guidance of Dr. Sharon Carver and architecture professor Dale Clifford, he is designing an educational activity that demonstrates the fusion of learning and design principles in order to effectively engage children in exploring magnetism and learning key concepts about magnets. At the Children's School, Ben will observe children's engagement with his Magnet Learning Center and do pre- and post-test interviews with children about their knowledge of magnets. As a comparison, half of the children will spend an equal amount of time exploring a popular commercially available magnet toy to see whether those who interact with the toy Ben designs learn more. This research could be beneficial in providing a new educational magnet toy on the market for use in schools or informal settings at museums only if it can be demonstrated that the Magnet Learning Center truly has an educational impact that other magnet toys on the market may not be able to match.



## Undergraduate Spotlight

**Tyler Dossett** is a junior Psychology major at Carnegie Mellon. Tyler writes, "I am always thrilled to go to work at the Children's School. After I graduate, I plan to use my major and minor to become a children's drama therapist where I will use acting and the arts to conduct therapy sessions. Working at the Carnegie Mellon Children's School is such a rewarding



experience not only because of its wonderful teachers, who are all very passionate about teaching, but also because of the amazing children that I get to work with every week. The Children's School has such a positive and upbeat aura, and it is always inspiring to see the children so interested in learning and exploring the world around them, especially when I get a chance to participate by reading to them or playing games with them. Every day, I see the children grow so much by learning new skills, such as writing or counting. It is so great to have a part in their development into amazing people."

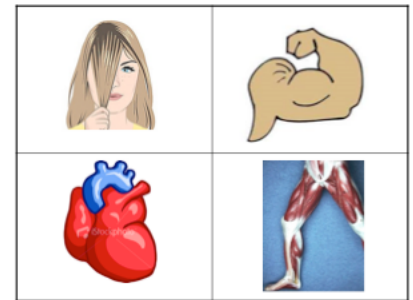
**Katie Schaefer** is a senior education major at Carlow University who is doing a seven-week, full time student teaching experience at the Children's School. She has joined the Preschool 3's Team to work with her cooperating teacher, Mrs. Flynn, until Friday, April 6<sup>th</sup>. For the previous seven weeks, Katie was a 3<sup>rd</sup> grade student teacher at the Campus School of Carlow University.



## Research Spotlight, continued ...

### The Story Game

Graduate Student, Karrie Godwin and her advisor, Dr. Anna Fisher, are investigating how children allocate their attention in learning environments. In particular, they are interested in examining whether children's ability to effectively distribute their attention has consequences for learning new content and for retention of learned material. To answer this question, they are investigating the role of divided and sustained attention on children's long-term memory. In this study, they will examine whether children's ability to engage in sustained attention during a short lesson affects children's long-term retention of the lesson content. In this game, your child will be asked questions about several stories that they heard during prior research sessions. For example, if your child listened to a story about muscles and bones, your child may be asked questions similar to the example here.



"Circle the picture of a muscle that is always at work"

## Undergraduate Spotlight

**Emily Gibson** writes, "I love my life at Carnegie Mellon. It can be stressful, but it's a challenging and rewarding place where I get to do the things I love. I am a sophomore in the BHA program (Bachelor's of Humanities and Arts), and I study dramaturgy and history. I'm also pursuing degrees in English Studies and Creative Writing, which means I've always got a full plate of course work to manage. It also means that I spend a lot of time in the library! I am hoping to work in theatre as a dramaturg, literary manager, or artistic director, but I'm interested in museum work and education as well. Of course, it wouldn't be much fun if I only did academics. I have a lot of other things to keep me busy between classes and homework. I am a flutist in the CMU Kiltie Band; a member of the activist group Life Matters; and the president of the newly formed Carnegie Mellon (Muggle) Quidditch Club, for which I also play the positions of Beater and Chaser. I'm currently a writer for TheaterMania, where I have a personal column, and I have two part-time jobs: one at The Waffle Shop in East Liberty, the other at The Children's School."



I started working at The Children's School in my first semester at CMU, and it has been a great opportunity for me. I love working with children, and the environment is so relaxed and friendly. I also spend a lot of time in the office, which is a different kind of fun all together, but one that has given me experiences I know I'll use in internships and jobs to come. I consider myself really lucky to have stumbled upon the school as a freshman, because every day that I see the children, I learn something new and I have the chance to be amazed by how brilliant, funny, and kind they all can be -- and that is more than I could have asked for from a work study job."

Dr. Carver adds, "Notice how well Emily exemplifies the skill of 'taking on challenges', which is the subject of my Director's Corner this month. Thanks for being such a great model, Emily!"

## Undergraduate Spotlight: Farewell CMU Seniors!

Sadly, we have to say goodbye to five of our CMU student employees, many of whom have been with us for four years!

• Cze-Ja Tam has been with us since she was a freshman. She has assisted in all of our classrooms and has been a great help in the office as well. Cze-Ja is heading to Columbia University where she will study to be a pediatric nurse.



• Ben Howe came to work for us after interning for Dr. Carver's Child Development class. He has assisted the Extended Morning teachers this past semester and is headed to Harvard Graduate School where he will earn a Master's of Education in Human Development and Psychology.

• Lindsay McGregor will pursue an education degree at Duquesne University next year. She began working here as a freshman and served as a Teaching Assistant for Dr. Carver this past semester. Lindsay won the Carnegie Mellon University Student Employee of the Year Award for 2011/2012.



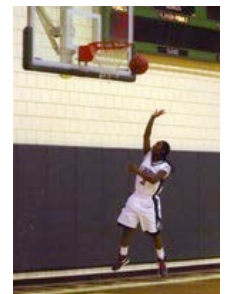
• Chuck McKain also came to us after interning for Dr. Carver's class. He has primarily assisted in the Preschool 3's and 4's classrooms. Chuck will work after graduation as a Project Manager/Implementation Consultant at Epic Systems in Madison, Wisconsin.



• Alyssa Katz is graduating with a degree in civil engineering. After graduation, she will be living and working in New York City. Alyssa has been assisting the Three's Team this year.

We have really enjoyed having these students as part of our Children's School extended family and we look forward to hearing about their successes in the future!

We also bid farewell to Janay Bottoms, who came to us through the Pittsburgh Public Schools' Start on Success (SOS) Program. Janay will be graduating from Alderdice High School this June. Janay was a member of the City League Championship girls' basketball team, and she was named the City League's Player of the Year for the past two years. Janay has been assisting in our afternoon 3's program. Janay plans to attend college in the fall, and we know she will make a slam dunk with her future!



## Undergraduate Spotlight, continued...

### Student Teacher Reflections

Though Carnegie Mellon has no education department and, therefore, does not offer programs leading to teacher certification in early childhood education, part of our laboratory school mission is to "... lead through excellence and innovation as we train students earning teaching certificates in early childhood and elementary education in collaboration with Carlow University, Chatham University, Duquesne University and the University of Pittsburgh ... Our high quality laboratory school exemplifies new directions that can be utilized by professionals in various disciplines to meet the changing needs of society." This semester, we have partnered with Carlow University to provide seven-week student teaching experiences for two of their seniors. Katie Schaefer worked with Mrs. Flynn in the Preschool 3's earlier in the semester, and Abby Bayer is teaching in the Preschool 4's with Ms. Mangan and Mrs. Solomon through the end of May.



Katie Schaefer reflected, "When I first learned I was being placed at the Children's School, I was eager and nervous to start. I have had experience in a preschool setting but not a laboratory school and was curious to see what it entailed. My first few days I was a little overwhelmed with the program's curriculum, however it did not take long for me to see its benefits. The three's team was very supportive and encouraging throughout my whole placement. I was given the freedom to design activities for the children and had the opportunity to enhance the science center in the Blue Room. This student teaching placement was by far the most influential of my three experiences. Throughout my seven weeks here, I reflected on myself as a teacher and about my beliefs regarding best practices; after my experiences my beliefs

were changed for the better. My experience here has opened my eyes to another style of teaching and therefore has both inspired me to be and made me a better teacher. Any child who walks through the Children's School doors is blessed to have such a wonderful staff and program to enrich their learning experience and prepare them for their future education."

Abby Bayer writes, "After hearing my student teaching placements, I was very eager to begin my final placement at the Children's School. My expectations were exceeded upon my arrival; the teachers are knowledgeable, the resources are abundant, and the school itself is dedicated to continuing education through research. Furthermore, the



learning environment invited creativity and inquiry, which is manifested through the children. The students here at the Children's School are afforded endless opportunities and choices, and they are supported in reaching their greatest potential. Overall, my time spent at the Children's School has greatly enhanced my pre-professional experience, and I will undoubtedly leave this placement as a better teacher than when I started. Every student teacher should be so lucky as to have a placement in an environment as wonderful as the Children's School."

