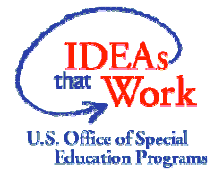




Kirkwood Community College Heartland Early Childhood Paraeducator Grant



DILEMMAS: In each situation, the students (Tara, Cathy and Doris) have been placed in your classroom as part of their Early Childhood Field Experience.

Timid Tara

Tara has been in your classroom for several weeks. She still sits and watches most of the time and doesn't seem to know how to initiate interactions. When the kids come up to her, she seems pleased and she talks with them.

She seems afraid of doing something wrong, so she waits for you to give her a specific instruction. When directed, Tara completes the task correctly, but then will sit down and wait for the next instruction.

Chatty Cathy

Cathy comes into the classroom like a whirlwind. She seems to know everybody and everything. Cathy talks constantly, on her cell phone, to the kids, to the parents, to the other staff members. The children seem to enjoy her.

Cathy is not interested in doing the dirty work such as bathroom duties. She regularly reminds you of her extensive experience in the field and tells you the "right way" to handle situations.

Dizzy Doris

Doris seems very well meaning and interested. The children seem to like her, but you have concerns because she comes in late, leaves early and occasionally forgets to call when she is absent.

Doris is not well organized and is often unprepared for leading activities. She "forgot" to give you advance copies of her lesson and didn't have time to discuss it in advance. She didn't follow your directions and used food in an art activity that was too complex for the children to follow.

1. What are the issues raised in the dilemma?
2. What dispositions are reflected in the dilemma?
3. How would you handle the situation?
4. How can you help the students improve their performance in your setting?