END OF THE YEAR REPORT CARD COMMENTS

- [Student's Name] has made significant progress in their ability to work independently and take ownership of their learning.
- [Student's Name] has a natural curiosity and a thirst for knowledge. They often seek additional resources to expand their understanding of the topics we cover.
- [Student's Name] is a compassionate and empathetic classmate who shows kindness and respect to others.
- [Student's Name] actively collaborates with peers and contributes to group discussions and projects effectively.
- [Student's Name] consistently demonstrates a strong work ethic and shows a willingness to put in extra effort when faced with challenging tasks.
- [Student's Name]'s creativity and originality shine through in their artwork and projects.
- [Student's Name] actively seeks feedback and uses it constructively to improve their work.
- [Student's Name] consistently follows classroom rules and expectations, setting a positive example for their peers.

Kindergarten End Of Year Comments

Pauline Harris, Cynthia Brock, Elspeth McInnes, Bec Neill, Alexandra Diamond, Jenni Carter, Ufemia Camaitoga, Meresiana Krishna, Eleni Giannakis

Kindergarten End Of Year Comments:

Self-Fulfilling Prophecy Robert T. Tauber, 1997-02-25 What we expect all too often is exactly what we get Nowhere is this more true than in education where teachers expectations of students are crucial The self fulfilling prophecy should be of great interest to teachers both those in training and those in service Whether or not a teacher is aware of it the self fulfilling prophecy is at work impacting students either to their benefit or their detriment It follows that teachers should be made aware of the SFP and how it can be used effectively in education Using the new on line research facilities Dr Tauber has compiled over 700 doctoral dissertations and countless journal articles on stereotyping perception of social differences race gender ethnicity body features age socioeconomic levels special needs and other personal and situational factors The last part of the book presents a collection of testimonials written from the viewpoint of practitioners When the School Says No...How to Get the Yes! Vaughn Lauer, 2013-09-21 This book offers a unique approach to tackling problems arising in the IEP process and considers real life scenarios to explain the six question structure This easily applicable process enables parents to determine their child's needs and obtain the required services through collaboration with school personnel in IEP For the Love of Reading Nancy L. Baumann, 2013-10-17 This insightful book reviews the current research on literacy programming examines the latest standards for strengthening reading skills and provides educators families and caregivers methods for building successful reading habits in and out of the classroom Research indicates that children need more than classroom instruction to become proficient readers Unfortunately few parents realize how simple everyday practices can build a lifelong love of reading Educators diligent with employing mandatory literacy standards may overlook families and support systems as tools for improving student performance This book provides a comprehensive overview of the various methods of reading instruction analyzing the pedagogy behind Sustained Silent Reading SSR the importance of reading aloud to children and the necessity of working the home school connection For the Love of Reading Guide to K 8 Reading Promotions provides strategies and tips for setting up successful reading environments for children including having a well stocked library collection engaging students through book clubs reading lists and prepared book talks and involving student and adult volunteers. The author asserts that the entire school community teachers librarians parents caregivers and administrators must work together to promote literacy *Just Add Water* Clay Marzo, Robert Yehling, 2015 From the best freestyle surfer in the world an inspiring and moving memoir about his ascendance to the top of the surfing world while struggling for most of his young life with undiagnosed Asperger's syndrome Clay Marzo has an almost preternatural gift with a surfboard From his first moments underwater he learned to swim at two months old to his first ventures atop his father s surfboard as a toddler it was obvious that Marzo's single minded focus on all things surfing was unique But not until late in his teens when this surfing phenom was diagnosed with Asperger's syndrome did the deeper reasons for his obsession and his astonishing gift for surfing becomeclear Just Add Water is the remarkable story of Marzo s rise to the top of the pro

surfing world and the personal trials he overcame in making it there Marzo endured a difficult childhood He was a colicky baby who his mother found could be soothed only with water Later as he entered school his undiagnosed Asperger's made it tough for him to relate to his peers and fit in but his relationship with the wave was elemental Marzo could always turn to surfing the only place where he truly feltat peace Unflinching and inspiring Just Add Wateris a brave memoir from a one of a kind surfing savant who has electrified fans around the world with his gift and whose story speaks boldly to the hope and ultimate triumph of the human spirit **Resources in Education**,1992 Serves as an index to Eric reports microform

Condensed Inventory of Preschool Projects University of Chicago. Urban Child Center, 1965 Research in Childhood Education ,1928 Includes music Kindergarten Review ,1894 **Education and Society Education** ,1970 Kevin James Dougherty, Floyd M. Hammack, 1990 NEA Research Bulletin ,1962 Form Letters and Assessment **Comments for Your Whole Language Classroom** Barbara Hollis,1992 A Report on Longitudinal Evaluations of Exploring Inclusive Educational Practices Through Professional Inquiry Gordon L. Preschool Programs ,1974 Porter, Déirdre Smith, 2012-01-01 Practitioners scholars and teacher education students alike can celebrate reading Exploring Inclusive Educational Practices through Professional Inquiry This rich array of case scenarios both illuminates and elaborates the meaning of inclusion in today s schools and tomorrow s visions Twenty five stories from parents teachers school principals and specialists highlight the kind of experiential knowledge that won t be found in typical research reports and district documents about inclusive education What happens to real people students and their families doesn't always resemble policies that can look so good on paper This book makes a wonderful contribution to better understandings of the challenges of inclusion as well as the commitments positioned alongside values in order to meet those challenges There are brave and spirited people in these pages not the least of whom are the children themselves Professor Luanna H Meyer PhD Director Jessie Hetherington Centre for Educational Research Victoria University New Zealand This is a book on inclusive education that leaves you with hope and ideas for action It takes a very difficult and highly charged topic and demonstrates that it is possible to see both the trees and the forest Michael Fullan Professor Emeritus OISE University of Toronto We are reminded in the commentaries parents share in this book of how their passionate commitment to good education and their ideas make inclusion work The case study approach reveals the critical importance of their and many other perspectives in finding solutions to what are so often dismissed as irresolveable dilemmas They aren t and this book models exactly the kinds of conversations we need in schools across the country to challenge all of us to stay the course It s a must read for anyone who wants to make diversity and inclusion a reality in public education today Michael Bach Executive Vice President Canadian Association for Community Living Early Childhood Education Petr G. Grotewell, Yanus R. Burton, 2008 This book focuses on early childhood education which spans the human life from birth to age 8 Infants and toddlers experience life more holistically than any other age group Social emotional cognitive language and physical lessons are not learned

separately by very young children Adults who are most helpful to young children interact in ways that understand that the child is learning from the whole experience not just that part of the experience to which the adult gives attention Although early childhood education does not have to occur in the absence of the parent or primary caregiver this term is sometimes used to denote education by someone other than these the parent or primary caregiver Both research in the field and early childhood educators view the parents as an integral part of the early childhood education process Early childhood education takes many forms depending on the theoretical and educational beliefs of the educator or parent Other terms that is often used interchangeably with early childhood education are early childhood learning early care and early education Much of the first two years of life are spent in the creation of a child's first sense of self or the building of a first identity Because this is a crucial part of children's makeup how they first see themselves how they think they should function how they expect others to function in relation to them early care must ensure that in addition to carefully selected and trained caregivers links with family home culture and home language are a central part of program policy If care becomes a substitute for rather than a support of family children may develop a less than positive sense of who they are and where they come from because of their child care experience A Report on Longitudinal Evaluations of Preschool Programs United States. Children's Bureau,1974 A Report on Longitudinal Evaluations of Preschool Programs: Longitudinal evaluations United The Negative Impact of Politics on Literacy Carolyn M. Lawrence, 2014-08-18 Correct States. Children's Bureau.1974 instructional level and self esteem have never been fully addressed in public education Principals and teachers who read the quidelines in this book and combine these simple requirements without additional monies can make American public education number one worldwide in literacy Research Project Summaries National Institute of Mental Health (U.S.),1964

Children's Multilingual Literacy Pauline Harris, Cynthia Brock, Elspeth McInnes, Bec Neill, Alexandra Diamond, Jenni Carter, Ufemia Camaitoga, Meresiana Krishna, Eleni Giannakis, 2020-10-22 This book offers a comprehensive report on a three year cross cultural critical participatory action research study conducted in children's homes and communities in Fiji This project contributed to building sustainable local capacity in communities without access to early childhood services so as to promote preschool children's literacy development in their home languages and English The book includes rich descriptions of the young children's lived multilingual literacy practices in their home and community contexts This work advances research based practices for fostering young children's multilingual literacy and building community capacity in a post colonial Pasifika context further it shares valuable insights into processes and complexities that are inherent to multiliteracy and cross cultural research

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