

Learning will be evident in my classroom as it is my goal to keep my students constantly engaged. This does not mean that my lessons or units will maintain the attention of a child for hours at a time, it means that I will structure my lessons in a way that incorporates many transitions in order to allow for breaks and a change of pace. Being aware of your students needs is key. What seems short to an adult may seem very long and draining to a child. It is my goal to be able to identify when transitions need to happen to ensure a child is always engaged. This could mean something as simple as stopping a math activity to silent read, or play a quick game.

I want my students to be independent thinkers who can participate in their own learning with my guidance. A key factor in this is self-assessment. I believe if students are capable of identifying their own strengths and weaknesses it will make them better learners and motivate them to exceed their own limits. A great way to ensure self-assessment is to implement learning centers where students do not have to remain dormant at their desks. Learning centers are the perfect way to create a differentiated classroom that caters to each learning style everyday.

I believe in breaking students off into groups and allowing them to move around the class. Working collaboratively with other students promotes better social skills and allows students to experience differentiated learning that cannot be implemented at a desk. For example, students will have the opportunity to work with technology (iPad, smart board, computer, iPhone etc.) , create presentations, work silently, or actively. Learning centers touch on a variety of teaching methods and is a guaranteed way to include all learning styles (kinesthetic, oral, auditory etc.) Learning centers also allow for the teacher to observe the students on an informal level that is stress free. In this setting teachers can conference with individual students or small

groups to get an accurate reading of where students are, how they have improved or where they need extra assistance.

Success criteria are key in determining the outcome of a student's work. As a teacher, it is my job to ensure that they are equipped with the tools they need to understand a subject or an assignment. I will outline success criteria with my students prior to each assignment and ask them for their feedback. I am interested in knowing what success means to them. Success criteria will be accessible and posted on the wall for student reference. I want to work with my students to identify what a level 1, 2, 3, or 4 means to them and create a plan of how to achieve each level. Together with my class I want to create ideas of what is a good example and what is not. I want my students to be part of this deciding process so that I am aware of who needs a better understanding of the subject or assignment and I can then conference with that child to determine where they need to improve. This will also help me determine who to group together to make sure stronger students are able to support weaker students.

Learning in my classroom will not only be identifiable through the visual engagement, but through the highlighting of previous achievements. I believe it is important to post student work throughout the class. This is a positive and inclusive way to show your students that their work is valued and that they are successful. Bulletin boards help to show student progress. Early in the year we can see where the students started and how far they have come. This way students can monitor their own progress and visually see their advancements.

Aside from group work and physical evidence of hard work, I want to implement a lot of time for discussion in my classroom. I believe that when students engage in conversation it not only boosts their confidence it also teaches them social skills and respect. I want my students to feel comfortable talking and asking questions in class. Promoting this from the start helps to ensure that no one goes unnoticed. If a classroom feels communal and respectful, no student should feel embarrassed to ask a question or give an answer. There are no wrong answers, only learning opportunities. Discussion is a way to initiate higher-level thinking. I will be able to ask my students questions that they may have never thought of or cannot answer. This “not knowing” is important because it allows us as a class to learn something new and use our resources to find answers, collaborate ideas and make predictions. This is a perfect demonstration of learning in my classroom; working together to teach each other something new.