

Work Sample by All My Best

Using MS Word's Track Changes and Comments Features

I began tutoring in 2008 at the recommendation of one of my college professors, and it was this activity that sparked my interest in becoming a teacher. In 2012 I received my Associate's degree in Elementary Education. I am currently pursuing my Bachelor's degree in Secondary Education. Mathematics is a difficult subject for many students, but I have learned it is possible for every student to achieve that "light bulb" moment.

In college I had a professor who had a passion for math and was always excited to share her knowledge. She not only encouraged me to do better but made me realize the passion I have for math. Instead of telling us we couldn't solve problems a certain way, she would explain why we couldn't solve it *that* way. She never had us memorize formulas. Instead she made sure we understood why the formulas worked and where they came from. She made me realize that learning can be fun and exciting. More importantly, she made me realize that I want to be the one to foster this in other students. After taking her class, I changed my major to education.

I learned several important things from her that I will carry with me to my classrooms. I learned that your attitude will change how you learn. A positive attitude will set you up to learn, but a negative attitude will be a roadblock to your education. I learned that passion and excitement are infectious. If you don't care about your subject, why would your students care about it? And the students can tell when you don't care. Not every student is going to have the same level of passion or interest in math that I do, but if I can change their attitude enough to tear down the roadblocks, they will be ready and willing to learn.

Students all learn in different ways and at different paces, whether they are considered gifted, special needs, or average. Because of this, I believe that instruction should also be varied. If you have the same routine every day—lecturing and assigning homework—then some of the students will not respond and will not be learning at their full potential. Instead, I will vary instruction by presenting information in visual, auditory, and kinesthetic ways as much as possible. I will also have students solve problems individually and in groups in which they explain their process to each other instead of their just listening to me lecturing all the time.

It may sound cliché, but I believe there is no such thing as a stupid question. I will foster an environment where no student will feel afraid to ask a question, and I will encourage students to answer each other's questions. This way, students other than the one who asked the question will also be engaged. Also the student who answers the question may have a viewpoint different from mine.

I will have frequent checks for understanding. I do not believe it is sufficient to ask the class if everyone understands or if anyone has questions. No one wants to admit they don't understand, especially if none of their peers do.

Admittedly, math may be difficult. But I believe that when you create a positive environment and change the negative attitudes, then every student can be successful. It is human nature to want to learn, and as educators it is our job to nurture that desire.