The Grand Finale

My time here at Manchester College had been a fruitful one that has helped me grow as a person and a professional. When I first started as a student at Manchester, I knew where I wanted to be in four years. I just did not anticipate the journey I went through to get to that point. I have created many projects during my time at Manchester. I have also been challenged to push harder and be better at everything I do. I have also been able to make lifelong friendships and have met amazing people in my journey through college.

When I came to Manchester College, I knew that I wanted to become a teacher. I also knew that I had a tough road ahead of me to get to the point where I would be a teacher. After my first semester, I realized that college was going to be harder than high school and that I would need to study harder than I had in high school. When I arrived to Introduction to Teaching in January of my first year, I had to write about my views on being a teacher. Looking back at my writing and my credo, I feel like my views four years ago were on the right track with what I believe today. There are only a few differences between my credo then and now.

Looking back on my credo, one of my biggest changes is why I am entering the teaching profession. Before, the only reason I went into teaching was because I really liked history, and I thought that was the only thing I could do with my degree. No longer am I looking at teaching because I enjoy history. Now I want to go into teaching because I love teaching, and I believe that you must love what you do; if you do not love it, then do not do it. I still love my content and love history; however I also love teaching, even though at times students can still get on my nerves.
When I first realized that I wanted to be a teacher, I took a cadet teaching class in high school. I was able to learn a lot while in the classroom. When I came to Manchester, I knew more about the teaching profession than many of the other students. I felt there were a few things that needed to be fixed or changed within the classroom. After four years of education classes and student teaching, I have realized that some of my ideas were slightly off. One of these ideas was the forced use of technology for everything. When I got into college I wanted to use technology in every aspect of the classroom because I felt it would relate more to the students’ real lives. I have now realized that technology is a great tool, but it is only a part of the greater whole when it comes to teaching. Having students utilize iPads and laptops are great, but I now know that they are not the full answer to the teaching problem. I have realized that there is no one fix to education.

Something else I have changed in my view from my first year is that I no longer believe that students should be subjected to the major works of the past unless it is used to apply to modern day. I am not sure what I was getting at four years ago when I wrote that paragraph in my credo. I know that I wanted to present some of the best ancient writings of the time into my classes. However, from the way it is written I wanted to force it down their throats. I want my students to be well rounded. They should be able to tell you a little about some of the greatest works from the past. Now, I do not expect them to know every little detail about them though.

Four years ago, my credo challenged me to look at what I believed should be done in the classroom. Now, I realize that I have grown as a person and have some different ideas about what I want to do with my classroom. I know that these changes are for the better and will stand by them. Much of what has changed my ideas has been from the education courses at Manchester. These courses challenged me as a person and as a student.
My education courses at Manchester College have taught me a lot about teaching. One of the biggest fears I had going into student teaching was not feeling fully prepared to control the students. I was also worried about knowing how to handle the events that they do not teach you in class and can only be seen in the field. I also had some fears that I was not cut out to teach students in the classroom. After going through the education classes at Manchester, I was able to learn what I needed to be an effective teacher.

I felt that Introduction to Teaching did not prepare me much for teaching. In fact I found the class very boring since I did not have an opportunity to interact in the class. Instead I just sat in the school all day not doing anything. Education Psychology began to interest me because I actually got to teach a lesson while in the classroom. I also had a great cooperating teacher who taught me a lot about how to improve my teaching and how he taught to peak the interests of eighth graders. Once I got to the education block, I realized that I could be a good teacher and help students learn. I also realized that my patience would really help me out when dealing with students. My fears of not being able to control the students left during the education block. I learned a lot about managing the classroom during my education block.

As a student and teacher I am always looking for ways to improve as a person and to learn more. Over my student teaching experience I have read two books to help expand my knowledge base. One was over trench warfare during World War One. The other one was over the battle of Gettysburg during the American Civil War. I will always be reading some type of book covering an important historical event. I also want to improve as an educator and will look towards materials that will help me improve as an educator. I will also continue to take education courses to stay on top of many of the current education ideas and trends.
In addition, Manchester’s CARE objectives can be a challenge at times but they also helped me learn more about teaching than what would have been possible otherwise. The 24 objectives start off with the curriculum objectives. Through my student teaching I have kept the curriculum in the back of my mind. Lessons need to fit well into the curriculum being taught, and I made sure to create lessons that would do just that. I have also seen many different ways to tackle the same subject matter.

The next part of the CARE objectives are the assessments. When I first arrived at Manchester I did not see the importance of rubrics, as I had not seen them used much before in school. I have now learned that rubrics are great to have and not only give student’s set guidelines, but they also make grading easier. I have also learned how to use test grades to help teach to the students’ needs. The assessment part of the CARE objectives uses all of the important parts of the CARE objectives.

The R of the CARE acronym stands for relationships. Relationships are very important in the classroom. Students and teachers much have good relationships to thrive in the school that they work at. I believe that I have done a good job working side-by-side with the teachers at my student teaching placement and with my peers at Manchester. These relationships help make me the person I am today, and having good relationships makes me believe that I will become a better person.

The final part of the CARE objectives are the environmental aspect. This is the area where students will feel safe within the classroom. They are also where recordkeeping falls under. As a student teacher, I have kept a nice and tidy grade book. I have also compiled statistics from student performance to help show how the students are growing. To help students feel more welcome in my classroom, I have also improved my conflict resolution skills and use reflections to show how I handle situations.

My career at Manchester College has been an interesting one. I will take everything I have learned from Manchester and use it in the classroom. I hope to be the best teacher I possibly can be,
and I feel that Manchester has trained me to do just that. I hope to take my education philosophy and use it to its full extent. I realize that I will change in the four years after leaving Manchester, and my ideas will not be the same as they are now. I am fine with change and embrace it in the field of education. As long as we put students first and teach them what they need to learn, then I will be there supporting education from the classroom.