

I want to make a difference in the lives of as many people as I can. Certainly anyone could do this. For example, an engineer, an electrician, a nurse, a firefighter, and a travel agent are all jobs that can impact people. A teacher is special. If I work as a teacher for an average of forty years and I have twenty students in my class every year, I hopefully will have impacted at least eight hundred students by the end of my teaching career. If those eight hundred students use one thing they learn in my class to impact just one more person's life, I will have impacted one-thousand six hundred people's lives just through teaching. Now certainly I may not be able to impact all of those lives, but it is a goal that I am willing to shoot for. I cannot think of anything I would rather do more.

Just as everybody in the world has a different way of accomplishing their daily routine, teachers all have a different way of teaching their students what they need to learn. Since students learn in many different ways, teachers need to come up with unique and innovative ways to teach their students the fundamental lessons the students need to learn. I believe that my lessons will be unique and innovative. I will try to not go from page one of the textbooks to the last page. Instead, I will use the textbooks as a supplemental object to my lessons. I will constantly make sure my lessons meet as many of the children's intelligences as I can by using Howard Gardner's guide. I will also try to make my students think on a higher level by incorporating Bloom's taxonomy into my lessons. I will try to challenge my enriched students by giving them fun and original supplemental activities to challenge their minds. I will also try to re-teach

the students who do not understand specific concepts by doing mini-lessons once a day.

By having these teaching goals, I believe the one aspect I have left that I need to have a successful learning classroom is structure. According to the Georgia Center for Continuing Education “classroom structure involves the arrangement of classroom furniture and equipment, but also extends to placement of learning centers, establishment of related classroom rule systems, organization of the students' time, and instructional activities that will make the students responsible for their own learning. Effective classroom structure simplifies classroom management and creates an environment that can help minimize behavior problems” (Georgia 1). I believe by structuring my classroom in a simple way, students will be able to learn easier. I will mix the students and place them in a variety of places, not just place them according to their ability level or their last name. I will make an accessible classroom library available so the students can use it throughout the day when they are finished with their assignments. A schedule of the daily activities will be put up on the board so the students know what will happen during the day and they can follow the procedures that occur daily. By having this type of structure in the classroom, I believe many of the discipline problems that occur in many typical classrooms will be alleviated.

Teachers have one of the hardest jobs in the world. I believe though that if I stick to my teaching beliefs, and remember the students are the reason I teach then I will be able to change the world one person at a time. I have set a

goal; I will make a difference in the lives of over eight hundred students. I have set a method for teaching; I will teach with unique, innovative lessons that include original supplemental activities to challenge their minds. Finally, I have created a classroom structure that I think will benefit the students; I will mix the student's desks, make an accessible classroom library, and have a daily schedule on the board. I am ready for the challenge. I cannot wait.

## **Works Cited**

“Classroom Structure: Alleviating Behavior Problems”. The Georgia Center For Continuing Education. 18 January 2004.  
<[http://www.gactr.uga.edu/is/coe/coe\\_behavior.html](http://www.gactr.uga.edu/is/coe/coe_behavior.html)>.