



The Evergreen State College - Olympia, Washington 98505
THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT

Olmsted

Student's Last Name

Andrew

First

W

Middle

A00156741

ID Number

Master in Teaching 1st Year

Program or Contract Title

29-MAR-2010

Date Began

11-JUN-2010

Date Ended

I enrolled in Evergreen's Master in Teaching program to prepare myself to teach English language arts to adolescents. I want to teach English language arts to adolescents because creative facility with language and literacy leads to responsible democratic citizenship. I must engage students in the political practice of exercising authority over their use of language. I aim to assist students to recognize and exercise the political value of telling their stories and expressing themselves artistically, with the broader goal of facilitating larger-scale social change toward full equality. I believe that a citizenry educated in how and why to use language can create and value peaceful, democratic ways to address conflicts and solve social problems.

During fall quarter, I learned that social constructivism is the most useful model of learning to characterize how students come to school with prior experiences and knowledge imparted to them from powerful cultural forces. I learned further that students' acculturation in America has historically been contextualized and co-opted by commercial interests. I realized that since students learn socially, the classroom experience should be an opportunity for students to experience a different kind of shared culture—a culture that honors and explores every person's perspective with an eye toward out-of-classroom applications.

During winter quarter, I revised my fall quarter synthesis paper to demonstrate how language and labels are powerful building blocks of student learning and student identity-formation. As such, I learned I must facilitate secondary-level English students' understanding about the social systems that exert forces on their bodies and minds. If adolescents better understand how they interact with social forces and pressures, then they will make smarter choices, they will be better prepared to adapt and learn from their experiences, and they can live more freely.

During spring quarter I collaborated with peer candidates to design a ten-day curriculum unit for secondary level English language arts. I also designed and implemented a three-day unit in a ninth grade humanities class. I can now develop processes for tasks and rubrics for assignments. By focusing our dialogue on the key learning goals of the lesson, my peers and I achieved success in uncovering many creative lesson design options. From these experiences, I learned to design units and lessons based upon how I will assess students' mastery of specific learning goals using various types of summative assessments. I also learned to develop and use formative assessments several times during every lesson so I can know if students are learning and so I can adjust my teaching. Next year during student teaching, I will develop ways to organize and analyze formative assessment data over short and long periods of time so I can revise my teaching to meet students' learning needs.

During my three-day teaching, I strove to think deeply and respond to students' emerging conceptions in class. I became exhausted when I wanted to write out some ideas after class. Next year during my practice teaching I need to scaffold meaningful, personal dialogue with and between multiple students in multiple ways simultaneously. I also need to develop sustainable space and strategies for myself to reflect on and learn from my experiences as a teacher.

I continue my education as a more expert learner based on what I have learned and achieved this year. Through my research methods project, my research-based synthesis paper project, and my collaboration with pre-service and in-service teachers, I learned how to express and look for key conceptions or questions that underlie texts. I will use this skill to design learning plans for students and for myself next year in this program.

Student's Signature

05-DEC-2010

Date

Faculty Member's Signature (optional)

Date