

Trevor Larson

Dr. Lienig

EDUC 450

13 December 2016

Philosophy of Curriculum and Assessment

Teaching can be one of the most rewarding jobs out there, it can also be one of the most frustrating jobs at the same time. There are many great aspects of teaching, we also have to take the good with the bad. The bad being the frustrating parts of teaching. Grading and making sure that every single student understands can be the hard part. Going home at night after seeing your students succeeding and enjoying class can be some of the most rewarding feelings anyone can have. In my future classroom I hope to make the opportunity to make my way around to every student each day to check if they are truly grasping the concept. I know that isn't possible every single day I will be teaching, but it is a goal of mine. Sometimes it may take some accommodations or some re-teaching in order for all of the students to fully understand, and that's ok. I really enjoyed and I think it applies perfectly to teaching. Rick Stiggins once said in *Assessments Through the Student's Eyes*, "Rather than sorting students into winners and losers, assessment for learning can put all students on a winning streak." If we can do that with our students, we are setting them up for success, and a very bright future ahead of them.

There are many different ways to assess children, I hope to use the best digression when choosing which one to use. I will be using four assessment types. The first two I know that I will always use, the pre, and the post test. As a teacher I should try to find out what my students already know on a certain area or concept, this will help guide my instruction. I would use the

post test results to see if the students were grasping and understanding the concepts. If the students understood and grasped the concepts we could move on, if the students didn't do well, that's when re-teaching becomes involved. Another assessment I will be doing is summative. This will be taking place at the end of chapters, and also at the end of any units. The assessments will include tests, essays, or possibly projects. The fourth type of assessment that I will be providing is formative. This will be the type that I will use the most often. I can observe students by walking around the classroom and checking on them. Or I can have my students complete worksheets. There are countless options for formative assessments.

Feedback is important to not only the teacher, but also for the student. I know personally, there is nothing more frustrating than not receiving feedback or having worthless feedback. Feedback can help students grow, they can see their weaknesses and improve on them. As a teacher we need to correct every student's assessment, then create our feedback from there. If many of the students struggled on a certain concept or question, it may be a good indicator of needing to go back and re-teach. If only a couple of students struggled on a concept or question, they may have not prepared themselves enough. One way of having the students take charge of their own work is to make it student friendly. Put in many I can statements along the way. Having units or chapters student friendly also includes the students fully understanding what is expected of them and what will be covered. I have coached baseball for six years now, coaching and teaching are a lot alike in the aspect of feedback is crucial. When I coach I have to be able to criticize or provide feedback in a positive manner or my players will not respond to it. Teaching is no different, I plan to point out the positives to my students also, not just what they did wrong. I plan on providing feedback in written and also verbal form. Sometimes students may

need something written down so they can remember and to keep working on something. Other times it may be good enough to just tell them “good job” and to keep working. Feedback is critical in many aspects of life, we need to know how we are doing, and also how we can continue to improve ourselves. Students need to know what they are doing well and what they could tweak or continue to practice.

Teachers need to set their goals and standards for their students very high. Those standards show up in the student’s knowledge, application, and hopefully in their mastery and even in how they conduct themselves. I hope that every student of mine always gets to the mastery step in their learning process. I know it won’t always happen, but I want to set high expectations for my students. I know personally that I excelled in some classes, and didn’t do as well in some other classes. My future students will be no different. I will hold each subject area value with the same weight. Even though some students may not like math or science, I still want them to know it's very important, and that they need to give their best effort.

In order to set the standards high for my students, I need to hold myself accountable also. Just like students need feedback, I need to be thinking and possibly be asking other teachers to evaluate myself. I can evaluate myself in a few ways, I can ask myself questions such as did they understand the concept? Did they meet my intended learning goals? Reflecting every day will help guide my feedback and also my instruction. Students look up to their teacher so If I hold myself to the highest standard, my students are more likely to follow suit.

Another important aspect in evaluation is student self evaluation. Like I said previously, I hope to have many student friendly units or chapters. Putting the students in charge will net mostly good results. Students will also retain information longer when they are self motivated. I

know personally I have classes where I just want to do enough to get through the class. I do not want that for my students. I want my students to want to be there and to be constantly learning and enjoying the task at hand. Students won't always know how to evaluate themselves. I believe that it is a good idea to demonstrate how to self evaluate and to be honest with yourself. By empowering my students I hope they take charge of their work and of their progress. My hope is that by the end of their time with me that they take pride in their work and in their future classes.

When I think of the most difficult tasks a teacher has is usually comes back to me thinking of grading and being a fair grader. Ideally I would like to end up teaching anywhere from second to fourth grade. I believe that those grades are a little bit easier to grade as they are more cut and dry being standard based. While my students will be busy and active in their class time, I will not give everything we do a grade. Every content area will receive a grade, but within that grade will be many things coming together. I will pick and choose what is the most important to grade and also from the standards. I believe that I will be grading on the standard scale of A-F. If a student has late or missing work I will sit down and have a conversation with them. I do not believe in giving them a zero. Most often times students will have some circumstance which hindered their ability to get the task done. I plan on providing my students time in class to complete their homework or at the very least get it started. I want my students to be able to ask questions they may have. This is also another time I could use to re-teach. I do not plan on giving a lot of homework, younger students shouldn't have a ton of homework. But I do want my student's parents involved and engaged in their son or daughter's work

My goal in education is to help every student reach their potential. My feedback I provide to them and also inspiring my students to take charge and have some pride in their work will be key. I also do not want any students to “seep through the cracks.” Every student is important and should be held accountable. This starts with me holding myself to the highest standard and showing my students the way.

Works Cited

Ascd. "Assessment Through the Student's Eyes." *Educational Leadership: Educating the Whole Child: Assessment Through the Student's Eyes*. Web. 13 Dec. 2016.