

Ever since I was a child, education has always been a huge part of my life. My parents have always stressed the importance of an education and the power that it holds in today's society. Because of them, I see education as a privilege because I know that so many other people in other countries don't have the same opportunities for education as we do here in America.

As a teacher, I feel that it is my responsibility to make sure that my students feel the same way. I am going to hold all of my students to a standard of excellence, and continue to push them until they give me their best. I don't want my students to ever feel that they can't do anything, or aren't smart enough to do something. Each child has the ability to exceed all of their expectations, as long as they have they believe in themselves. That ultimately is the student's role in their own education; all they have to do is try and apply themselves. The role of the teacher is to lay the foundation for the students to succeed. This also correlates with the teacher's role in the community. I plan to be actively involved in the school community that I work in. In my opinion, that makes for a well-rounded teacher. If the student sees that you have a genuine interest in the things that they are involved in outside of the classroom, it helps build a strong rapport and student teacher relationship.

Assessment and accurately assessing my students, is something that I am passionate about. After the completion my Positive Impact on Student Learning assignment, and student teaching, I not only learned a lot about assessment, but ultimately I've come to realize my personal philosophy on assessment. Assessment is something that as a future educator, I'm going to have to do. It's the most effective way to gauge and determine not only what your student has or has not learned, but it also shows you what you need to change, or do to better reach your students. I believe that no assessment should be stressful for the student, even the formal assessment. Growing up I was unintentionally conditioned to see any type of assessment as stressful, when in reality they really shouldn't be viewed that way, and teachers have the power to take some of that stress away. I believe it started as early in 3rd grade when I begun taking EOG tests. I remember my teachers putting a lot of effort into getting us ready and scaring us with the threat of what would happen if we didn't get 3s or 4s. Fortunately for me I always received 3s and 4s, and I'm still not sure what happens to those who receive lower than that. I understand that the data from standardized test scores are the basis for seeing if the goals have been met and actually learned, but I just wish there was a less stressful way to gauge that. Some students who may have learned all the goals and standards for their particular grade level might fail an EOG simply because the anxiety from testing throws them off.

When I start assessing my students I am going to keep these types of things into consideration. I want to have a cycle or assessment so my students not only know when they are going to be tested, but also know that they'll be ready for it. Assessments should be anxiety free. To relieve some of that anxiety I am going to incorporate mastery learning into my assessment plan. The main goal of assessments should be to see what the student knows, then give them a chance to retake it and ultimately "master it." I do plan to assess a students learning before formal assessment time, since all assessments aren't going to be formal. I plan to assign daily homework that I will actually take the time to grade, as well as in class assessments, which will be cooperative and individual. I

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know that students learn a lot from working with peers, and their classmates may be able to explain something better than I can. Summative assessments will also be incorporated. From ED 311 I learned that one of the great thing about these types of assessments are that they can be used for diagnostic assessment to identify a student's weakness in a particular area, and then build on that using formative assessments. Basically, it's just a way to show what the students know, versus what they do not know. On the other hand, I am going to create formative assessments for my students as well. I learned that these are basically good for "practice." I won't grade students on these; I will probably just count it towards their participation. I just want to know if my students understand what I'm teaching, so then I can adjust in areas where need be.

Assessing diverse needs and diverse learners is another part of my philosophy. I want to make sure all of my students are being assessed equally, but equally to the best of their personal abilities. I know that some students aren't going to progress at the same rate and pace of others, and I will have to keep that in mind as well. As an instructor I feel like it's my job to get to know my students, because not all students who need an IEP will have one. Sometimes learning disabilities and traits get overlooked, or the student is simply written off as "dumb" or uninterested. When really, they just aren't receiving the lesson the way I'm giving it to them. In this case, I'm going to be sure to try different approaches, and assess more frequently, informally of course, to get the data back and see which approaches worked and didn't work.

From my experience with observations, and student teaching, I feel like it's truly helped me begin to get a solid foundation of my philosophy of assessment. I know that this is just the beginning, just like with my philosophy of education; it's going to continue to grow and change as I get more experience in the classroom and out of the classroom.

My education philosophy, as well as my philosophy of assessment is ever changing, which is a good thing. As a teacher we have to be flexible and open to the diversity of our students and the changes that come from year to year.