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Teaching Philosophy

As a future high school English/Language arts teacher, my goals as an instructor will be to reinforce the basic fundamental concepts, and to teach those concepts not yet learned. I will also have goals of fostering individual voice as writers and as readers. I want to teach language arts using a combination of the process theory, (WAC) writing across the curriculum, and expressive writing theories. I want to teach critical writing and reading by combining writing theories with multiple learning strategies, such as the use of music, media arts, group learning, project-based learning, and the traditional text. Howard Gardner’s beliefs in the theory of multiple intelligences is perhaps, the most influential and inspirational theory about education. There are eight sometimes nine intelligences, linguistic, logical mathematical, musical, spatial, kinesthetic, interpersonal, intrapersonal, naturalist, and sometimes existential. I will utilize Gardner’s multiple intelligence theories, Marazano’s multiple teaching strategies, Dewey’s community-based hands on learning, and a combination of Adler’s Great Books Theory. I will also teach with Daniel Goleman’s Emotional Intelligence factors as well. The emphasis is on multiple factors of the brain and emotional intelligence levels, meeting the needs of the individual, rather than just following district policy curriculum.

There are students who have great issues with test anxiety and because school curriculum requires that, we assess students on their abilities. I will do formal testing as required, but I believe in informal assessments, such as individual conferencing, walking around the classroom and observing the students, the popsicle-method, which is just choosing a random student and asking questions. I will do my best to acknowledge and lesson test anxiety in the classroom by teaching students to go around questions they do not immediately know the answer to. The students focus should be on the questions that they do know the answers to, which will build test taking confidence, as well as possibly triggering memory. Observation and individual conferencing will allow me to assess which learning methods, and teaching strategies, and level each individual student is learning at. If my assessments show that a student is struggling in the manner that I am teaching, then I will find another method to reach this student, this is why I feel that teaching through use of the multiple intelligences is so important.

Perhaps my biggest wish in my goal of teaching language arts is to prevent students from just being, passed through, the grades. I do not want any student leaving my classroom feeling as if they have not learned something valuable. I have worked as an English 100 workshop assistant throughout college, and there are students who reach college level English without the ability to write the basic composition paper. There are students who do know what a thesis is let alone how to write one. I want to catch these students before they “Fall through the cracks.” Often these students have either, given up on the education system or feel that the education system has given up on them. I want to try to stop the learning failures of as many students as I can in a regular classroom. I am strong in empathy, and a good observer of people’s character, I think I can reach students who may fail at their goal of learning.