

Please note that Name of the Student was deleted to protect students' identity.

EDU 480

Dr. Lin Lin

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### **Professional Dispositions**

I have demonstrated an acceptable professional disposition when it comes to my appearance. During my practicum hours in both Randall Elementary and Appleby Elementary, I have always dressed appropriately and conservative. I wear black or beige loose pants, with a button down white sleeve shirt or a long dress sweater. I keep my hair tied half up and half down so it doesn't interfere when working with the students. I don't wear any jewelry other than small earring studs because they can become a distraction for students. I know my appearance makes a statement on how I approach my own professional career. I take my experience in the classroom very seriously and I make the effort to appear respectfully, well groomed at all times.

I have demonstrated an acceptable professional teaching disposition in communicating effectively with children, families, and co-workers. During my block one practicum experience, I wrote a parent/caregiver letter that provided some background information about myself as well as some insight into my own teaching philosophy. This was a great way for the parents/caregivers of the students to learn about who I am and what teaching principles I stand for. I established an honest explanation of my personal goals and the letter is meant to promote a powerful and cooperative relationship with the families of the students. Recently, during my block two practicum experience at Appleby Elementary in Marathon N.Y. I attended the Open House Night for the third grade class! This was a great experience to interact with the students and parents. I was able to explain my role in the classroom, highlight the lessons I have been implementing in class, and help coordinate the night with the teacher.

I have also demonstrated an acceptable level of respectability within my professional disposition. The parent/caregiver letter clearly requests parents/caregivers to write a letter back to me which may include any concerns or requests they have. It can also include any valuable information they would like me to be aware of concerning their child. Parents and caregivers can feel free to share any information with me if they choose. For example, a parent can explain how their child learns best. Effective teachers collaborate with families to embrace community building and support in student learning.

I have demonstrated excellence in my commitment to learning. As for my own personal professional growth, I can honestly say I have demonstrated confidence in myself as a committed, emerging and life-long learner. I put all of my efforts and time into my teaching preparation and I am extremely dedicated. I am not a procrastinator by any means and I try to get ahead of schedule at all costs when completing my assignments. During my five block one preparation courses, I would be given the task of writing up lesson plans. For these lesson plans,

I would analyze and make every effort to modify the curriculum, instruction, and materials to meet the abilities, needs, and cultural differences that may be apparent among students in a classroom.

During the summer of 2009, I was chosen to attend an Advanced Energy Workshop that was held in the ESF program of Syracuse University. After attending a Smart Energy Workshop during my block one experience, I became interested in learning more about energy and would receive daily emails about opportunities that were available to me. This is how I found out about the Advanced Energy Workshop. The workshop could only take twenty educators or pre-service teachers (I was the only pre-service teacher) and after the committee reviewed my resume and essay, I was chosen as one of the attendees!

In my Critical Media Literacy course, my fellow classmate and I created a webquest, geared toward student inquiry which we could implement in a future classroom. This webquest project became our life because we spent every waking moment working on it so we could make it the best it could be. The process of completing both the workshop and the webquest demonstrate my commitment to make learning lifelong, especially when there is a considerable amount of time and effort put in.

I have demonstrated an excellent attitude to learning. My own inquisitive, curiosity, and enthusiasm for learning is seen on a day to day basis in my teacher preparation courses. There were numerous times where my professors ask questions that encourage me and my colleagues to share personal experiences. For example, last semester I took the course, *Inquiry into Curriculum, Technology, and Teaching* with Professor Rombach and every Monday was "Happy Monday!" Happy Monday was a holiday of the week for us because our class received the opportunity to share experiences that took place during practicum the week before. We tossed around a bean bag and shared both good and bad experiences. I always remember participating by volunteering to share my own experience whenever I could. This share-time invoked critical analysis from the professor and my fellow classmates. Many interactive learning strategies were utilized in the class, which helps make teaching even more effective for students.

I am creative and enthusiastic about learning, especially when I can describe what I learn (storytelling). Learning stimulates and excites me. My own behavioral interest toward the content helps intensify and justify the important values I bring to it. I encourage myself everyday to work very hard and do the best that I can. This is way of thinking (state of mind) that I will encourage my students to think about each and every day.

I need to improve my own collaborative disposition (not demonstrated satisfactory disposition). Though my personality is welcoming, approachable, and personable, when it comes to group discussion and working in teams, I find that it is hard to rely on colleagues who may be untrustworthy and unreliable in getting things completed on time or at all. Sometimes it is difficult to be collaborative when you must depend on another person who is not flexible and fails to listen to and respect the ideas of others. Sometimes people will not step outside their comfort zone and try something they never would have thought of on their own. I found that by communicating and working with my fellow pre-service teachers, I gain a new perspective. I am getting better at working on group projects. Every time I've been engaged in group projects, I've learned something new about my own receptivity as a student and a lifelong learner. The WOW Poster was a great way for me to work collaboratively. I was glad group work was incorporated within this course because as I approach a life of a professional educator, I need to acquire and feel confident with my own communication skills. I will be communicating and collaborating

with my fellow colleagues, principals, and other educational staff members throughout my career ahead.

I would like to improve my punctuality (not demonstrated satisfactory disposition) by not only arriving to class on time, but rather arriving early. In high school, my marching band director would always say, “To be early, is to be on time. To be on time is to be late.” During high school, I never took this thought or idea seriously, but as I am getting older, I completely agree with it. I will improve my punctuality by arriving early each and every day to my student teaching site. By doing so, I show my level of commitment and dedication to that specific field of endeavor as a pre-service professional. Furthermore, this semester I never missed a class unless I was extremely ill. I have a guilty conscience, so missing a class would make me feel uncomfortable. I rather not miss pertinent information that would guide the learning. I’m always on time and would stay for the entire time. As I prepare for student teaching, I want to give my best impression by arriving to my host district early and ready to make a difference in the classroom and school community.

I can improve my own concentration (not demonstrated satisfactory disposition) by making every effort to situate myself in a quiet learning environment like one of the library’s quiet rooms. This helps to tune out the many sounds of life. I think it would be best to place myself in an environment which is conducive to my own learning. A quiet place, free of problematic distractions is the best spot. During this semester, it was sometimes hard to concentrate in my apartment, where people are always coming and going. Though, I’d have to admit that for the majority of the time, my room is “sound free” to focus and complete my work.

I have demonstrated an excellent disposition in regards to showing respect to my fellow colleagues and educators (professors). For me, respect is the most important quality you can show another human being and I have a real problem for people who fail to show respect. I’ve come upon many occasions where I am in one of my teacher preparation courses and there is a person or two who is having a full-blown conversation while a professor is speaking. This is not only rude, but completely unprofessional and disrespectful. I was not raised to show disrespect and I would never do such a thing. Whenever Dr. LinLin presents our class with beneficial information like teaching references/books, I am always listening closely and paying attention to every word she says. During the Rethinking Columbus lesson presentations, peers were being disrespectful by talking during a lesson demonstration. This is something that I cannot stand and that I would respectfully address after class with my peers because it is just unfair to those presenting.

Throughout this semester, I have gained more experience and have become more comfortable with teaching content knowledge (excellent professional disposition). I have become more confident with actually teaching “the content” of a lesson. This semester I was given the freedom to create and unleash an innovative and hands-on activity based on the content knowledge of third grade science (study of life). The lesson I created effectively showcases my competency in arts as well as in science. I’ve chosen to highlight this lesson because its implementation effectively addresses my own competency of knowing and teaching science and art. The activity in the lesson allows students to create their own cell books by playing the role of artists who trace, cut out, and color the cell parts of an animal and plant cell. This activity incorporates visual arts and provides students with a way to communicate and actively become engaged in learning. Providing learning opportunities such as working with pictures, drawing, and coloring, allows students to maximize their own learning and grasp the science content using the ways in which they are 'smart.'

I was able to plan and implement three lessons during my block two practicum experience at Appleby Elementary. During this practicum experience, I've shown initiative, enthusiasm, and a great collaborative spirit. The time spent being actively engaged in a third grade classroom (block two practicum) was well spent. I demonstrated a willingness to lead in a variety of areas and daily routines. I led lessons in social studies, beginning with a unit I created focusing on types of communities (including a follow-up assessment). I gained respectability from my host teacher as well as the third graders. It was a pleasure to take the lead in science, creating a hands-on activity for cell types, math (integrating web-based resources for practice in mathematical patterns) and writing. As I approach student teaching, I would like to continue to show a willingness to take input and ideas as well as adjust them to my own style. It has been fun to come up with my own useful ideas as well.

During my practicum experience at Appleby Elementary, I implemented a lesson which focuses on types of communities (urban, suburban, and rural communities). I chose to title my lesson, "The Extravaganza of Different Communities!" This lesson effectively showcases how I meet the needs of students who possess varied learning styles (multiple intelligences). Within the lesson, students watch and listen to a musically engaging, real-life story (video) about the lives of three young children who come from three different kinds of communities (urban, suburban, and rural). The viewing of the video is a learning tool for those students who are music smart (musical) and those who are word smart (verbal-linguistic). Students gain the opportunity of actively participating in both small and large group discussions where they can be investigative. The inter-personal or "people smart" learners reap the benefits of the group work because they are able to share ideas with one another and interact in social settings. Each group is given four clues; each clue describes the characteristics of one of the three communities. As a team, they must decide which clue connects with which community. This lesson provides a great way for students to experience hands on learning by actively placing their clues onto the correct community poster board. Each poster board is a different community. Students can learn by doing and that was the particular strength of the group I taught this semester. The community poster boards were hung in the classroom for display!

This experience has taught me that when it comes to teaching practices, a diverse repertoire of effective practices is essential, especially active engagement activities. As I approach student teaching, I hope to incorporate as many useful learning tools into my lesson that will benefit the multiple intelligences that students possess. In student teaching and in the future, I will strive to make my lessons engaging and interactive by providing fun, hands-on experiences so students can communicate and socially interact with their peers in order to maximize the learning process.

