The creation of this folio has really opened my eyes to all aspects of becoming an educator. Being a teacher isn’t just about creating lesson plans or reading textbooks, it is about incorporating new ideas and activities based on what the classroom needs. When creating a lesson plan, the objective and end result should always be kept in mind. Students need to know why they are learning the things they are. Making lessons trigger students’ experiences is a way in which you can create an interactive classroom. Bringing in new ideas such as debates, simulations or role playing is a great way to get the students interested in social studies.

 Teaching strategies are also a way to create an efficient and manageable classroom. I’ve had wonderful professors that have helped guide me and teach me different strategies that can be used in classrooms. Lessons should always be based around the students’ learning and success so it is my role as a teacher to find the most successful strategies. Instruction will only be as effective as how the classroom is managed. If students are encouraged to share their ideas and feel comfortable asking questions, they have the ability to be more successful.

 Putting this folio together also greatly reminded me of why I wanted to be a teacher. Looking over my philosophy of education reminded me of what things I wanted to work on as a teacher. Seeing the pictures of all the little girls that I taught to cheer also reminded me why I want to teach. I want to make an impact in kid’s lives and I want them to know that they do have the potential to be successful, that they do have someone who believes in them. Looking over all my hours spent at Union High School only makes me want to help out in children’s lives that much more. Compiling this folio allowed me to see how far I have come as an education student and as a teacher. Not only did it allow me to look at what I have done, but it motivated me to do more as a teacher and find more and more ways to improve. There is always room for improvement.