

Reflecting & Preparing for Future Instruction

My Future Learning Goals

Emily Aron

Reflecting, preparing, and instructing. In my [Showcase](#), I emphasized these actions because they supported my growth throughout my [Master of Arts in Education \(MAED\) program](#). They also will play a part in my future professional goals: I want to strengthen my skills in **educational technology, math and science instruction, and culturally responsive teaching**. These goals stem from areas that I have prior exposure with, whether through academic courses or classroom experiences, but I desire to truly strengthen my abilities in them. In considering my goals, I reflected on the funds of knowledge I bring, the accessibility of obtaining professional development, and the impact they will have on my instruction and students.

EDUCATIONAL TECHNOLOGY

- *Reflect*: Completing a concentration in Technology and Learning and obtaining Google Certified Educator Level 1 status have furthered my educational technology skills
- *Prepare*: Complete training sessions to become an Educator Level 2 and a Certified Trainer
- *Instruct*: Integrate Google Workspace for Education tools within my classroom instruction

Within my MAED program, I completed a concentration in Technology and Learning. During this time, I developed the goal of leading my colleagues with technology integration. I will support this endeavor by pursuing **professional development to further my educational technology knowledge**. In 2020, I became a Google Certified [Educator Level 1](#). Now, I want to obtain [Educator Level 2 certification](#) and then become a [Certified Trainer](#). These next steps are a logical progression for me because they will advance my educational technology skills. To prepare for Educator Level 2 certification, I will do the [Advanced Training](#) and take the exam during the 2021-2022 school year. Then, I will take the [Certified Trainer Course](#) during the summer of 2022 to support my goal of being a technology integration leader for my colleagues.

**MATH & SCIENCE
INSTRUCTION**

- *Reflect*: My experience as an early career teacher and with graduate school have supported my growth in math and science, as well as my recognition of areas to keep developing in
- *Prepare*: Allocate resources and attend professional development programs relating to affirmation of students' identities and to enriching course content
- *Instruct*: Foster a productive learning environment through deliberate choices on classroom norms and classroom instruction

For the 2021-2022 school year, I will teach math and science. My grade level departmentalizing comes at an ideal time. In my MAED courses, I furthered my math

and science content and pedagogy knowledge. Additionally, by focusing on just two content areas, I will both play on my strengths and **progress in several math and science teaching and learning goals**. I want to establish a “we” culture in both subjects. This is a learning environment where students identify themselves as math and science people, engage in productive talk with one another, and hold themselves to high expectations. It is described in articles like “[Methods & Strategies: Creating a ‘We’ Culture: Strategies to Ensure All Students Connect with Science](#),” which provides me with a guide on implementing a classroom “we” culture.

I also want to support students’ sense-making. In math, I want to implement number talks to build my students’ computational fluency and ability to explain rationale. I will work on this goal through [AMSTI-ALSDE](#) professional development courses and collaboration with my school’s math coach. In science, I want to instruct phenomena-based units to give students an active role in figuring out the how and why behind science concepts. I plan to attend [Alabama Education Association](#) webinars on this topic and utilize online curriculums that tie in phenomena (e.g. [Mystery Science](#)).

<p>CULTURALLY RESPONSIVE TEACHING</p>	<ul style="list-style-type: none"> • <i>Reflect:</i> My involvement in organizations like the Global Educators Cohort Program and Tomorrow’s Educators for the Advancement of Multiculturalism have supported my knowledge of culturally responsive teaching • <i>Prepare:</i> Research literature and classroom lessons • <i>Instruct:</i> Incorporate social-justice-oriented lessons for an equitable classroom
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During my undergraduate and graduate studies at Michigan State University, I have learned about culturally responsive teaching and implementing social-justice-oriented lessons. I want to further this by **continuing to read literature that relates to culturally responsive teaching, followed by putting this knowledge into practice.** I want to be well-versed in culturally responsive teaching, which “recognizes the importance of including students’ cultural references in all aspects of learning” (Learning for Justice, 2021). It is my responsibility to ensure that content, pedagogy, and culture are all equally important in my classroom. To get started on this goal, I will read texts such as “[Culturally Responsive Teaching](#)” and [Teaching for Black Lives](#). I will also use the [Learning for Justice](#) website, which contains professional development resources and lessons that I can enact in order to foster a social-justice-oriented classroom.

Overall, my three goals will support my future growth as a classroom teacher. Completing my master’s program furthered my professional development, so it is important for me to continue growing and learning. My goals in **educational technology, math and science instruction, and culturally responsive teaching** will support my students’ growth in 21st century skills in a safe, productive classroom.

References

Learning for Justice. (2021). *Being culturally responsive*.

www.learningforjustice.org/professional-development/being-culturally-responsive