Ann Allmand
Professional Portfolio

Teaching Philosophy

I am a lifelong learner! Teaching is an ever-evolving profession, where teaching and learning are reciprocal. Each day I learn from my students how to be a better teacher by observing and monitoring how they learn and succeed in their educational journey. I strongly believe in and follow Maslow's hierarchy of needs; I cherish creating a safe environment for young learners where I recognize their physical and emotional needs and tend to them. Classroom is my joyful place, where I learn tremendously about individualistic learning needs and create differentiation and choice boards to achieve the goal of every student succeeding!

B.1. Why teaching is important to me:

Teaching is important to me because I consider it an ever-evolving career where I work with my community while personally adapting to change and professionally growing as a human being. Teaching in elementary education opens opportunities for making professional and meaningful relationships with my community and young people who will be our future leaders. Teaching helps me bring positive change to our community as it allows me to nourish each student I meet with state-of-the-art education that unifies the world we live in.

My beliefs as a professional educator about teaching and learning.

As a professional educator, I hold certain beliefs about teaching and learning. Teaching and learning are interdependent; if there are no teachers, there will be no students; if there are no students, there won't be any teachers. Teachers themselves play the role of learners each day at school. Teachers constantly evaluate students and learn what pupils learned and how they met benchmarks. Most schools have at least one professional development day a month. School districts are supporting the idea that teachers are lifelong learners, and they need frequent updates about learning theories and researched support to better serve their student communities.

Teachers are lifelong learners. The Future of Teaching article by the University of Kentucky supports my belief that teachers are lifelong learners. According to the article, teachers must be perpetual learners in light of the rapidly advancing fields of knowledge and technology. Teachers no longer taught the same content year after year without ever improving their pedagogical strategies or knowledge. These days, competent and successful educators share a number of significant traits: staying up to date with new information, upskilling their capabilities, and adapting to changing student needs are some of them. (1)

Problem Solving strategies for my classroom

One learning outcome that I want to foster in my students is problem solving. Problem-solving abilities extend far beyond the confines of the classroom. Fostering this skill in young children is essential, as our students will be future leaders. The ability to solve problems in educational settings, social-emotional environments, and cultural aspects is crucial.

My beliefs as a professional educator about building positive relationships with school stakeholders:

As educators, we answer numerous individuals within our administration and community. I consider students, parents, district leaders, school administrators, peer teachers, and community leaders as stakeholders of the education system.

It is imperative for me to build positive relationships with each entity by utilizing proper communication and problem-solving strategies. My relationship-building with the stakeholders begins in the classroom and then extends to other entities. For instance, I might mediate a minor dispute between two students during recess, after which I would relay the details of the incident to the teachers whose students were involved. Together we will decide to call the parents and inform

them of the incident. If parents have any further questions or concerns, I will discuss them with the assistant principal and work together to find solutions to resolve the issues for each school.

Throughout this process, I would utilize professional communication, provide constructive feedback on student incidents, encourage parent involvement, and facilitate school mediation. When using electronic communication, such as text and mail, it's crucial to use language that positively impacts the situation, rather than using negatively biased language that could hinder the development of a solid relationship with stakeholders.

Instructional Strategies for Problem Solving

To foster students' mastery of problem-solving skills, I will implement several instructional strategies; I will incorporate real-world scenarios that need solutions. *How can we save energy, reduce waste, and encourage recycling*? These are some of the real-life problems that the students can solve as a class. Students will understand the problem by gathering information, and then they will brainstorm solutions, evaluate options, strategize a plan, act, and reflect on results.

Social-emotional problem-solving is crucial for children's development. I will cultivate social-emotional problem-solving skills in my students by integrating everyday situations into the classroom and offering a platform where they can discover mutually beneficial solutions. One example of a day-to-day scenario is that two students want to play chess with different partners during indoor recess, but there is only one chess board. They fight over unfairly having only one player play consistently.

The problem-solving skill I aim to teach my students is the ability to find a solution that both parties feel is fair to them. They will gather all the necessary facts, strategize a solution, consider various options, and then implement it. Lastly, I will assess the outcomes of their strategy, approve it, and incorporate it into our classroom problem-solving approach.

Assessment Tools for Problem solving:

One assessment tool I will incorporate to monitor student mastery of problem-solving skills is rubric-based project work. As the students receive their project ideas for problem solving, I will provide a specific rubric that aligns with each project they choose to work on. For example, if students decide to devise a solution to reduce the amount of garbage in the school community, I will provide them with rubrics that will evaluate each section of the project. Rubrics will holistically assess students for identifying the problem, possible causes, researching information, eliminating options, choosing a solution, strategizing a plan, and executing it.

Another assessment tool that I will use is self-evaluation questionnaires. Students will complete a self-evaluation questionnaire specific to positive behavior for classroom problem-solving that they can access using their Chromebooks. Once students complete the questionnaire, I will receive a report detailing their skills in solving the problem. The validity of this assessment instrument stems from its inclusion of a variety of problem-solving questions that showcase critical thinking and promote win-win solutions in everyday school situations.

The assessment results provide detailed information about the skills students demonstrated and elaborate on areas where they need improvement. As a culminating activity, I will identify the questions that require the most attention and areas where students require additional support. I will then provide the correct skill strategies for these questions, ensuring that students receive reinforcement in their areas of struggle.

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Professional Growth, My overall growth as a teacher thus far:

My growth as a professional educator has been tremendous and continuous since I started at Western Governors University back in May 2022. My demonstration teaching experience has equipped me to become a confident and successful elementary classroom teacher in the future. During my student teaching experience at Indian Hill Primary School, I gained valuable experience in creating lesson plans, collaborating with a teacher of records and peer teachers, teaching lesson plans to students, receiving feedback, utilizing it to improve future lessons, and fostering positive relationships with students and other stakeholders.

Specific professional development activities that deepen my understanding of the subject matter:

Another professional activity that has deepened my understanding of the subject matter is Teacher Learning Day. On this day, I joined in with second grade teachers to develop curriculum for the third quarter. We prepared a content-specific history project that positively engages students while teaching them academic language on theoretical subjects. We planned a roster for teachers and students in a group to present their chosen time preferences in history using any artifact or prompts that students and teachers work together on.

Specific professional development activity that has enhanced my pedagogical content.

One professional development activity that I participated in during my student teaching at Indian Hil Primary School is Professional Development Day. I participated in an eight-hour instructor-led collaborative learning experience. We discussed the book, Seven Habits for Highly Successful Individuals. We participated in discussions, group activities, and experimental exercises and wrote a mission statement. The training was targeted for educators that work with young children. The activities and learning experience at this event helped me deepen my understanding about how we make a direct impact on our student's day, and it equipped me with skills and strategies that I can use to become a highly effective teacher leader.

Specific example of Collaborating with Grade Level:

During my student teaching experience, I once spent a half-day meeting with teachers of second grade to talk about gifted education. A gifted education teacher in the building led the discussion and discussed in detail how to identify a gifted student, which test they will take, and plan implementation after the discovery. She shared with us gifted students data from discovery and explained to us how to analyze the student data to guide future instruction.

How the collaboration data influence planning and modification of my future instruction:

During my participation in the gifted education collaboration activity, I gathered resources and data that will enhance my future teaching. I learned how to discover gifted students, the testing process, and appropriate placement and modification of future instruction based on student data. I collected several resources, including lesson plans, curriculum, web-related applications, and material on gifted education that will help me enhance the students' experience in my future instruction.

How the collaboration on student data helped me grow as an educator:

The collaboration setting deepened my understanding of gifted education and how to appropriately differentiate learning for this group. Thus, it helped me grow as a teacher, as it is essential for me to be equipped with appropriate pedagogical approaches to address the different needs of my future student population.

Professional Education Organization that contributed to my professional development:

One professional development resource I often use is the Ohio Department of Education workforce professional development site. One professional development resource I often use is the Ohio Department of Education workforce professional development site. This online resource incorporates all educational updates, mandates, curricula, and instruction that align with Ohio standards. I use the website almost every day to complete lesson plans. One specific resource that has significantly contributed to my professional growth is the Right Start Canvas-based training programs for licensure requirements. The design of the training courses incorporates user-friendly navigation and includes test-target training materials. The training program and free sample tests have helped me grow as an educator because they provide the targeted materials needed to pass the exams, which are required by the state for licensing.

Insight into a specific goal and how I will accomplish it:

My objective is to become a teacher in any school within a five- to six-mile radius of my home. In order to achieve my goal, I am working on a few items. First, I would like to graduate from Western Governors University. Next, I aim to obtain a license in Ohio. I have signed up as a substitute teacher to serve the schools around me. I believe that being a substitute teacher will open up many opportunities. I will have the opportunity to meet with local school leaders and express my interest in joining them as a substitute teacher. I will gain professional experience by serving as a substitute teacher in the classroom.

Evidence and Commentary on Classroom Practice:

Artifact 1

During my student teaching experience, I created an evidential artifact to demonstrate my **proficiency in teaching academic language** in the classroom: a moral theme lesson plan. I have attached one of the slides here for a quick reference. Please refer to the attached PowerPoint presentation to view the entire presentation. The presentation engaged the students by allowing them to read the slides displayed on the projector. The slides include academic vocabulary such as morality, themes, honesty, deceit, and character traits, among others. This artifact demonstrates my competency in this area as it navigates through a series of engaging slides with plenty of images to support struggling readers and for all students to learn new academic language in a fun and very interactive setting.

A moral is a type of message in a story that teaches a lesson about right and wrong, or how to make decisions and treat others. We see moral theme usually in fairy tales, folktales, and fables.

By watching two culturally different moral theme stories attached to one of the slides, students not only engaged in the lesson plan delivery but also enhanced their learning experience and academic vocabulary. The moral lesson plan will be one of the lessons that the second graders I taught remember and reflect on; I believe so because towards the end of my student teaching, during our morning meeting discussions, most students shared that the moral theme lesson was one of their favorite recordings.

Based on the positive engagement and feedback from the students, I plan to save the presentation for future use. One modification I would make to the artifact is to bold the academic language with a color and then provide a glossary slide for students to refer to. We can share the presentation with the students, enabling them to access it on their Chromebooks and use the glossary to look up unfamiliar academic vocabulary.

Artifact 2

One evidential artifact that I created during my student teaching experience demonstrates my proficiency in implementing differentiated instruction in the classroom: the Learning Lab materials. Please refer to the image below for the learning lab choice board, where I have removed all identifying information. The Learning Lab offers a variety of choices, including vocabulary, art, literacy land, reading club, stationery creation, and word wall activities. Based on their ability levels, students form pairs and engage in a different activity each week. All projects engage students and provide targeted practice, enabling them to become independent and move beyond the classroom. The reading club provides additional reading support to readers who require it. This choice-based artifact creates differentiation, enabling most students to apply their skills and practice their learning.

Reading Club	Infercabulary	Literacy Land	Creation Station	Writing with Red Words
Reading Club	Infercabulary	Art	OG Star	Word Wall

Choice board artifact showcases my proficiency in differentiated instruction, as it entails the creation of student-centered curriculum and instruction that conforms to state and district standards. The Learning Lab engages students in the 5C's PBL competencies: communication, creativity, collaboration, critical thinking, and citizenship.

Learning Lab artifacts positively affected student learning by enhancing their creativity, providing them autonomy in their education, and giving them choices that are engaging and interactive. One of the students' favorite activities in the classroom was the Learning Lab. Each day the students looked forward to building, creating, interacting with peers, and practicing their learning. Based on the engagement and learning during the language lab, I would continue to utilize the artifact in my future lessons.

One modification I would make to enhance the artifact would be to introduce random student groupings and tailor these groups to specific activities. Random student grouping will facilitate communication and collaboration skills in students while allowing them to learn who they are as humans and help them collaborate with individuals that they usually do not select to work with. Targeted grouping will create student groups with similar ability and competency levels, enabling me to further differentiate instruction in a small group setting for struggling readers and writers and provide them with the additional support they need to succeed in their educational journey.

Artifact 3

Another artifact that showcases my competency in utilizing educational technology in the classroom is the morning meeting presentation. Each day I would write a morning meeting message to students; each day the helping hand student would select a goal and a greeting for the day. Update all the computer data and share it with the student via the smart board. I will also include an engaging activity such as Mistry Doug, story time online, unscramble words, finish the doodle, and many more. Technology is essential for all these activities, as it necessitates a steady internet connection and the creation of digital content for the smartboard. I would also select the helping hand student to navigate through the slides and activities using a remote keyboard to engage students in their education.
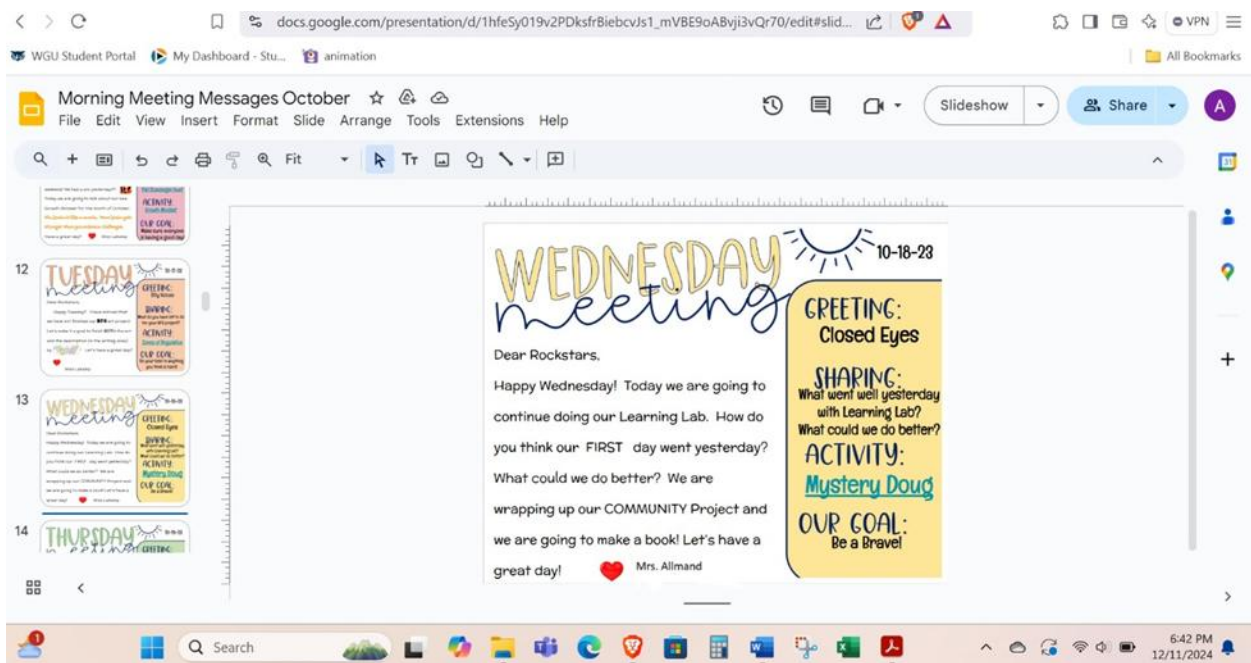
This artifact showcases my competency in technology usage in the classroom, as it requires skills such as Google Slides, Google Docs, embedding links, and smooth navigation. This artifact enhances the student's learning experience as they participate in the activities, greeting, and creating goals. Students also participate in sharing periods where they learn about each other, fostering a collaborative and safe learning environment for them.

This artifact is highly effective in student learning, as it's a daily part of their routine where they receive updates on their learning, plans for the day, and upcoming events. This is the time of the day when students get to know each other better, as one of our activities involves a star student presentation. Each month, one or two students will be presenting about themselves based on their birthday or half-birthday months.

I will continue to use this artifact in my future classroom and will add a few modifications to enhance the outcome of students' learning. One modification I would add to the morning meeting artifact is having the helping hand student conduct the entire meeting. This will allow students to learn in a comfortable setting as their peer presents and enhance their public speaking skills. This will also give students authority over their learning.

Artifact 4

The following email, which I copied and pasted here, serves as another artifact of
my professional communication skills with student families.

In new window

Please share with parents

Fri, Nov 22, 3:02 PM

Ann Allmand <aferna9@wgu.edu>

to Leslie

Dear parents--

**My student teaching in your child's classroom is ending. I can't express how thankful I
am for your children! They showed me so much kindness during the twelve weeks I
spent with them. I loved teaching and learning from them from the moment they entered
the classroom each day!**

**We learned two-digit addition and subtraction, learned a regrouping algorithm and
subtraction song, and watched numerous educational videos together. It was amazing to
see their learning growth, accomplishments and how hard they worked! We completed a**

few fall-themed projects, watched The BFG movie, and finished some artwork during our Learning Lab sessions. My favorite part of the day with them was the Morning Meeting. During the Morning Meeting, students shared their knowledge on various subjects and about themselves, which allowed us to learn more about one another.

Thank you very much for completing the video consent form! A big shout out to all students for participating well, maintaining patience, and showing kindness during all six videos!

Have a wonderful Thanksgiving and happy holidays to all of you!

Ann Allmand

Student ID: 000294499

Degree: Masters in Elementary Education

Mentor: Jen Riley

Phone: 513 628 3736

Email: aferna9@wgu.edu

Time Zone: Eastern Standard Time

Professional communication with students' families is a vital part of a teacher's responsibilities. This email served the purpose of thanking the parents for signing the consent form for observation recording in the classroom and informing them of how their student performed in the classroom during the period that I spent with them in the classroom. This not only helped me make positive relationships with the families but also gave them a heads up that I will be saying goodbye to the kids. This artifact positively affected student learning as their families encouraged students to write wonderful thank-you letters to me.

Given the positive impact of the artifacts on student learning and the positive response from parents, I plan to maintain positive communication with students and their families in my future classrooms. One modification I would implement to enhance parent communication would be the inclusion of a student activity newsletter, which would incorporate learning materials, reinforce practical materials, and highlight upcoming event calendars. These modifications will effectively communicate with my future parents and stakeholders, and they will positively impact my students in the classroom.

Citation

1. Educatoramerica,

    (2023, November 3). *The Future of Teaching: Why Teachers Need to be Lifelong Learners too | Education & Professional Development Nonprofit | Educators of America*. Education & Professional Development Nonprofit | Educators of America |. https://www.educatorsusa.org/the-future-of-teaching-why-teachers-need-to-be-lifelong-learners-too/

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https://education.ohio.gov/Topics/Teaching/Professional-Development