

There the poster. this  
is when the teacher



**ASSIGN  
BUSTER**

There are several factors that define who you are. One of that is experience. When it comes to experience, there's the kind where you learn more about yourself.

From my experience tutoring young children, I view the role of teacher is to have the responsibility to recognize student's character, strength, and culture. Anyone can volunteer in a school, but how that experience impacts and changes you is the core. As a second-grade student, I couldn't wait until it was reading time.

My teacher always had the best book selection. There would be picture books in different languages that reflected the diverse languages in the classroom. I would be the only one in the class who would gravitate towards the Vietnamese books. I've also had an interest in traveling because during the hot summer days my cousins and I would play outside pretending that we were somewhere abroad. I read the novel, Flat Stanley many times in English with my classmates and in Vietnamese with my parents to the point where I could recall all sections of the book. The teacher immediately realized my strengths and responded by creating a book poster project reflecting the major events in the story. In doing so, she placed an incredible amount of trust in me to produce quality work.

During morning recess, I would stay indoors and work on the poster. This is when the teacher would ask questions and where I felt that she was generally interested in the work that I was doing. Often times, I came back in during lunch recess to continue working on the project. This motivated me to create the best and colorful poster out there! Looking back upon that experience, it

helped me build my confidence and character in the classroom. The teacher could have simply give me a worksheet to write down sentences about the book, but she went well beyond that.

I learned that anyone can be taught to reiterate sections of a book, but should not be limited to how it should be measured. It's the role of the teacher to foster highly individualized learning in response to the student's strength's and skills. We just have to not limit the student's ability to learn. Holding such identical expectations for all students poses a disadvantage. We must move beyond the one number and create individualized plans, routines, and rules for students who would greatly benefit from, with support, attention, and guidance. During Winter quarter of 2017, I took a course called Child Observation and Assessment. The goal was to provide students with knowledge, skills, and attitudes needed to effectively use observation and assessment in a setting with young children.

An assignment required developing a check list for a group of three to five students. I learned that the concept of checklists was to offer a yes/no format in relation to the student's demonstration in a specific criteria. This was one of the most difficult assignment that I had encountered. I had a difficult time actually "checking off" the students.

I would take into consideration that many of the students were dual language learners, had an individualized education program (IEP), or were new to the classroom according to the teacher. I didn't want to note down a student who either didn't understand the instruction in English or wasn't comfortable with

theirsurroundings. My stance towards thechecklist that it's too narrow. It casts an incomplete picture of the student'sability and character.

It leaves no room for students who might exhibit a particular behavior in certain setting or during certain parts of the day. Thisexperience helped me realize the importance of individuality. By treating and respecting each student as a unique individual, we're designing an environment that positivelyinfluences all areas of children's development. While implementing thechecklist, we should take other factors into consideration. There is not a bestmethod because no two students are alike mentally, physically, and emotionally. Onetime, I saw one of my students at a Hispanic grocery store and her face seemedpuzzled. She was so used to see me in the classroom and seemed that my life onlyexisted inside the classroom. She ran up and began talking to me in Spanish andI got to meet her parents.

Little did I know that it was her families' grocery store. Her parents were showing me their family tree that dated back many generations.

Icommunicated with the parents through the student. During the exchange, wewould talk about how both of our families had to fled to the United States dueto government issues. At times, it gotvery emotional.

I never knew this about the student from being just inside theclassroom. I asked her why she never told me this and she said that she simplydidn't know how to. That following week we did a unit on family tree and shedidn't want to participate. Rather than having her just sit and listen to her classmates, I knew that she was creative with her drawings. So, I asked her to draw hertree and prompted her to " tell more about her drawing". Her

smile was as wide as it could be as she shared her family tree through the pictures to her small group. This experience helped view that students bring such a dynamic family history into the classroom where they should feel safe and proud to share it out loud.

As mentioned, teachers have the precious opportunity to recognize the student's individuality, move beyond just one number, and appreciate where the students come from. Having these opportunities and acting on them is what I value most about becoming a teacher. I don't think of it as a job. It's a purpose for living.