

# Developing through the years essay



**ASSIGN  
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Lull 1 Shelby Lull Mrs.. Crawford Intro to Education: DU 213 15 December 2014 Developing Through The Years Julius Caesar once said, “ Experience is the teacher of all things.

” Career’s quote e perfectly signifies the similarities and differences between a first year teacher and a tea cheer with 5 or more years Of experience.

Everything from discipline to grading, views Of coworkers to family life, and preparing lessons to the center of the classroom vary with the experience of the teacher.

Through these interviews it becomes clear that teaching is not something that t develops overnight; rather through countless lesson plans and years spent in the actual classroom, a true teacher starts to form. Jason Molting, a University of Iowa graduate, has been teaching for 7 years. W hill studying at the University of Iowa, Mr.

. Molting worked at Four Oaks, a nonporous fit child welfare, juvenile justice, and behavioral health agency. It is there that he decided to PU ruse a career In teaching. He said, “ I really enjoyed working with kids and watching them develop pop over time. ” Also with a passion for sports, Mr.

. Molting wanted to be able to coach. After gar daunting from Iowa with a B. A. In Psychology and a degree in Secondary Social Studies Educ Zion, he was hired at Southeast Polk in 2007.

Upon becoming a teacher, Mr.. Molting had to establish things from the start. He handles classroom discipline by, “ being firm, but fair. ” He moves around the room often and keeps his expectations high.

He finds that enforcing things from the beginning is the most successful route. Uh Another thing Mr.. Molting had to decide was how to grade.

He said, “ I use all different types of methods depending on what I am grading.

I use spot check, complete on and rubrics for big projects and papers.

Classroom rules and grading are not the only thing Mr.. Molting had to establish and develop over the years; his philosophy of teaching, center of the classroom, and his tactics on how to prepare for new lessons are all things he has built through his years of experience.

The philosophy of teaching that each teacher develops individually is extremely important, and when asked about his personal philosophy of teaching Mr.. Molting said, “ I think it’s important to work with a collaborative model. It is my philosophy to differentiate while instructing.

I want to guide students solidly, create an active learning environment. NET and have fun! ” Mr.

. Molting classroom has always been student centered and he will continue to keep it that way, he says, “ I think it develops deeper learning and critical thinking. ” A teacher’s philosophy and center of the classroom go hand in hand with creating new lessons plans. For any teacher, creating new lessons plans can be a struggle.

Mr.. Molting strategy of creating new lesson plans is simple. “ I look for the essential questions for each chapter or unit. I think to myself, ‘ What are the main points that each student needs to take away from this?

I establish my purpose and goals and go from there.

” Teaching is not all about the classroom and school aspects. Peers and family life, income and family all have an impact on each individual’s view of their job and the effort put into it. Family is very important to Mr..

Molting, and with the recent birth of his first child it has become an even greater part of his life. Teaching takes a toll on that though. Mr..

Molting acknowledges that, “ being the offensive coordinator in football and the head coach for varsity track, I end up working some pretty long hours, which in return means less time with my family. What helps him on some long days though is the fact that he is so close with all of his coworkers. Since they see each other every day they have gotten really close. “ We always have a great time together. ” Salary of teachers is always something that is debated.

In Mr.. Molting’s opinion he says, “ I think my salary is fair to other schools in the state, but of course would like more money. Many people fail to realize that the job is much longer than 7: 30 to 3: 30.

” It is easy to see that through the thoroughness of Mr.. Molting answers, his experience has helped shape him into the teacher he is today.

Eric Gross, a University of Michigan graduate, started his first year of teaching this fall.

After graduating from Michigan with a B. A. In History and Political Science, he moved to Europe where he taught English. It was during this experience that he decided teaching was the thing for him. When he moved back, Mr..

Gross received his Teaching Certificate from Iowa State University. He then worked as a substitute for a semester before being named a Social Studies Instructor at Southeast Polk High School. Upon adjusting to his new life as a teacher, Mr..

Gross has had to establish his classroom discipline and grading system.

He says, “ I give 5 participation points each week. Those are theirs to lose. I do a lot of pair share SE and group work. Most activities of mine are based on a rubric which usually consist of effort and completion. ” Mr.

. Gross also had to establish what his teaching philosophy, center of the class and preparation for lesson plans was going to be. When asked what his personal philosophy of teaching is, Mr.. Gross said, “ My goal is to make things relevant, meaningful and practical to all students, no matter what the subject.

Mr.. Laugh Groom’s center of the classroom varies. “ I’m probably both, (student and teacher centered). Think it’s important to have a variety.

” When creating new lesson plans, teachers must keep their philosophy and center of the class in mind. Mr.. Gross says his techniques of peer repair; Eng

new lesson plans is to, “ Read up on it so that I become the expert. Then I like to try and organize student activities based upon the topic.

I feel it gives them a better understanding if they are the ones leading. ” Adjusting to the first year of teaching may be a tricky concept. Mr..

Gross says, “ Teaching does affect my family life.

I have less time, but that’s because I am a first year teacher. Know it will get better. ” He also has yet to develop the close friendships with coworkers like Mr..

Molting has. Salary is something that is also on Mr.. Groom’s mind. He says, “ I think a little more (money) would help, especially with much higher expectations now than in the past, but do realize that we only work nine and a half months. ” The pressure first year teachers feel may make it difficult to adjust to their new life and career and all the little things that come attached to it.