

Teaching Philosophy

~Mae Guerra, Experienced Educator

As I reflect upon my teaching career, it is evident that my philosophy in management systems has been greatly influenced by my mentors and colleagues. They have influenced my teaching philosophy because they have developed strong pedagogies with the knowledge to support it, they have set high academic standards for students and for themselves, they have respected intellectual diversity inside and outside the classroom, and they build trust among their students.

My management system philosophy is created from these ideas which are divided into six areas: (1) a positive learning environment, (2) clear expectations, standards and goals, (3) differentiated instruction through modification, (4) ongoing assessment, (5) self-improvement through lifelong learning, and (6) presenting a variety of learning materials to all students.

I believe in creating a positive learning environment in which respect for others is fundamental in promoting intellectual diversity. Respecting and promoting intellectual diversity requires a deeper understanding of how diversity manifests inside and outside of the classroom. Because students bring a diverse set of worldviews to the classroom, I believe that it is the teacher's responsibility to take neutral stances on controversial material, political issues, and general societal issues as well. I play the role of moderator and mentor instead of activist. Taking a neutral stance also acts to challenge students' intellectual abilities. Consequently, it presents students with a positive learning environment where they must use logic and reason to develop positions and counter positions.

I also believe that teachers should set specific and clear expectations, standards and goals from the very first day of the class. Once they are set, they should be adhered to throughout the remainder of the year. I believe setting high standards for students is an important way to get students to rise to their potential. Teachers should also set specific goals for students. Long term goals for students should be set early and should continue over time, allowing students to use what they are learning later in life.

Along with setting standards for students, I create standards for myself as well. One important standard that I have set for myself is giving students a clear indication on how they will be graded. Overall, setting clear standards helps limit grading bias and instances where students may try to take advantage of a teacher's generosity. Teachers should make an extra effort to present class materials in a variety of formats to aid in differentiated

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Ying Liu



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Equitable and Innovative Teaching Practices for Sport, Exercise, and Performance Psychology Educators Amber Shipherd, John Coumbe-Lilley, 2025-09-26 Equitable and Innovative Teaching Practices for Sport Exercise and Performance Psychology Educators addresses the need for a resource on practical learning and assessment activities for face to face and online instruction in sport exercise and performance psychology Specifically this book provides readers with evidence based strategies for addressing classroom challenges namely those that the COVID 19 pandemic brought to the forefront including flexible yet equitable teaching practices student engagement both in and outside of the classroom building connections in the online or hybrid classroom and innovative techniques activities assessments and course design approaches The sport exercise and performance psychology field demands that educators help learners translate evidence into practice and recognize relationships between science application and reflection Tomorrow s learners will require instructional approaches that engage them and increase their awareness knowledge and skill development so that their experience is rich deep and memorable Equitable and Innovative Teaching Practices for Sport Exercise and Performance Psychology Educators bridges the gap between pre and post pandemic teaching and learning practices that provide educators with strategies and tools to equip them for tomorrow s students and is key reading for graduate students young professionals or experienced educators in the field of sport exercise and performance psychology Active professionals in the broader fields of psychology kinesiology coaching counselling or education who may teach sport exercise and performance psychology courses or students will also find this new book a valuable resource

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Handbook of Counseling and Counselor Education Mary Olufunmilayo Adekun, 2019-07-23 This comprehensive handbook provides counselors in training counselor educators and professional counselors with the latest information on major contemporary issues impacting the field The design of the book is both conceptual and practical reflecting current trends and issues from the perspective of expert counselor educators and provides an up to date discussion of the importance of multicultural awareness and skills The book is split into helpful sections covering a range of areas including social and cultural diversity neuroscience risk prevention in counseling writing

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Pathway to Teaching Eric Hougan, 2020-02-10 Pursuing a teaching career is noble rewarding and challenging Yet few books focus on the process of becoming an educator with the majority of available education resources geared towards in service teachers especially first year teachers This book Pathway to Teaching uses a holistic approach to demystify the journey of becoming an educator This resourceful guide provides valuable and straightforward strategies to the aspiring teachers at each crucial stage teacher training student teaching and finding a job Themes of differentiation networking and organization are interwoven throughout the book and aim to better prepare the soon to be teacher at each step The strategies address a range of pressing topics for teacher candidates that include preparing for the edTPATM a nationwide teacher assessment to providing classroom management techniques during student teaching to ideas on self care Pathway to Teaching also supports the aspiring teachers in finding their dream teaching job through strategies on building a professional network to preparing for that all important job interview In addition several contributors a teacher an administrator an university field supervisor and a career counselor share their insightful perspectives and advice to the readers The curated strategies and advice will undoubtedly help guide any aspiring teacher in achieving their career and professional goals

Professionalism Across Occupational Therapy Practice Elizabeth DeJuliis, 2024-06-01 When most people think of professionalism ethics or moralism they often think of a set of rules for distinguishing between right and wrong such as the proverbial Golden Rule However the true definition of professionalism is not an easy one and it is not necessarily black and white In fact it could be argued that it is often easier to describe what is not professional versus what is professional It could also be disputed that although professionalism can be recognized when you see it you may not necessarily be able to put your finger on what it is exactly Professionalism Across Occupational Therapy Practice by Dr Elizabeth D DeJuliis provides an overview of the wide ranging knowledge skills and attitudes that encompass professionalism across the occupational therapy profession While there is no formal endorsed definition of professionalism in occupational therapy practice suggestions are provided to serve as a blueprint for use Professionalism in occupational therapy practice is a dynamic sophistication exemplified by a combination of an individual s personal skill set knowledge behaviors and attitudes and the adoption of the moral and ethical values of the profession and society Dr DeJuliis illustrates the concept of professionalism as a unique combination of intrinsic and extrinsic qualities surrounding key constructs of ethics responsibility competency and behavior Professionalism Across Occupational Therapy Practice discusses these various expectations in the academic setting the clinic workplace and in general society Professionalism Across Occupational Therapy Practice utilizes a developmental approach to teaching and learning paralleling the Revised Bloom s Taxonomy 2001 This classification system provides a graded holistic methodology to human teaching and learning The

concept of professionalism will be exemplified by using both a knowledge based approach to subject matter requiring higher level learning such as metacognition which is a crucial component of professionalism The chapter objectives and learning activities will challenge the reader to recall comprehend apply analysis synthesize evaluate and create knowledge directly to their context Instructors in educational settings can visit www.efacultylounge.com for additional materials such as informative appendices and resources include sample statements for syllabi policy manuals resume and CV templates interview guidelines professional development plans and more to be used for teaching in the classroom Occupational Therapy practitioners at all levels including fieldwork educators leaders managers and researchers will also benefit Professionalism Across Occupational Therapy Practice as it provides a synopsis of professional expectations beyond the classroom and fieldwork setting Due to recent changes in healthcare educational standards and societal influence the expectation of professionalism has been under greater scrutiny across health and social care professions Professionalism Across Occupational Therapy Practice is the ideal text to provide a blueprint for occupational therapy students faculty and practitioners to fulfill our profession's potential and achieve the American Occupational Therapy Association's Vision 2025

Teaching Dance as Art in Education Brenda Pugh McCutchen, 2006 Brenda McCutchen provides an integrated approach to dance education using four cornerstones dancing and performing creating and composing historical and cultural inquiry and analysing and critiquing She also illustrates the main developmental aspects of dance *The Practice of Assessment in Music Education* Frank Abrahams, 2010 **Advancing the Culture of Teaching on Campus** Constance Cook, Matthew Kaplan, 2023-07-03 Written by the director and staff of the first and one of the largest teaching centers in American higher education the University of Michigan's Center for Research on Learning and Teaching CRLT this book offers a unique perspective on the strategies for making a teaching center integral to an institution's educational mission It presents a comprehensive vision for running a wide range of related programs and provides faculty developers elsewhere with ideas and material to prompt reflection on the management and practices of their centers whatever their size and on how best to create a culture of teaching on their campuses Given that only about a fifth of all U S postsecondary institutions have a teaching center this book also offers a wealth of ideas and models for those administrators who are considering the development of new centers on their campuses Topics covered include The role of the director budgetary strategies and operational principles Strategies for using evaluation to enhance and grow a teaching center Relationships with center constituencies faculty provost deans and department chairs Engagement with curricular reform and assessment Strengthening diversity through faculty development Engaging faculty in effective use of instructional technology Using student feedback for instructional improvement Using action research to improve teaching and learning Incorporating role play and theatre in faculty development Developing graduate students as consultants Preparing future faculty for teaching The challenges of faculty development at a research university In the concluding chapter to provide additional context about

the issues that teaching centers face today twenty experienced center directors who operate in similar environments share their main challenges and the strategies they have developed to overcome them through innovative programming and careful management of their resources Their contributions fall into four broad categories institutional level challenges engaging faculty and students and supporting engaged pedagogy discipline specific programming and programming to address specific instructor career stages

The Academic Job Search Handbook Julia Miller Vick, Jennifer S. Furlong, 2013-06-12 For more than 15 years The Academic Job Search Handbook has assisted job seekers in all academic disciplines in their search for faculty positions The guide includes information on aspects of the search that are common to all levels with invaluable tips for those seeking their first or second faculty position This new edition provides updated advice and addresses hot topics in the competitive job market of today including the challenges faced by dual career couples job search issues for pregnant candidates and advice on how to deal with gaps in a CV The chapter on alternatives to academic jobs has been expanded and sample resumes from individuals seeking nonfaculty positions are included The book begins with an overview of the hiring process and a timetable for applying for academic positions It then gives detailed information on application materials interviewing negotiating job offers and starting the new job Guidance throughout is aimed at all candidates with frequent reference to the specifics of job searches in scientific and technical fields as well as those in the humanities and social sciences Advice on seeking postdoctoral opportunities is also included Perhaps the most significant contribution is the inclusion of sample vitas The Academic Job Search Handbook describes the organization and content of the vita and includes samples from a variety of fields In addition to CVs and research statements new in this edition are a sample interview itinerary a teaching portfolio and a sample offer letter The job search correspondence section has also been updated and there is current information on Internet search methods and useful websites

Developing Portfolios in Education Ruth S. Johnson, J. Sabrina Mims-Cox, Adelaide Doyle-Nichols, 2009-07-21 Developing Portfolios in Education A Guide to Reflection Inquiry and Assessment Second Edition takes preservice and inservice teachers through the process of developing a professional portfolio It is designed to teach readers how traditional and electronic portfolios are defined organized and evaluated The text also helps teachers to use their portfolios as an action research tool for reflection and professional development

ePortfolio Performance Support Systems Katherine V. Wills, Rich Rice, 2013-07-16 ePortfolio Performance Support Systems Constructing Presenting and Assessing Portfolios addresses theories and practices advanced by some of the most innovative and active proponents of ePortfolios

CliffsNotes FTCE General Knowledge Test 4th Edition Jeffrey S. Kaplan, Sandra Luna McCune, 2018-06-19 The exam that all future teachers in Florida need to take the FTCE General Knowledge Test is being revised Offered year round by appointment the general knowledge test is required for every educational specialty Chapter reviews are dedicated to the four subtests that comprise the test Essays English Language Skills Reading Mathematics Included in the package are two model full length practice tests to ensure success on test taking

day Resources in Education ,1998 *Teaching Psychology* Jillian Grose-Fifer,Patricia J. Brooks,Maureen O'Connor,2019-02-12 A guide to an evidence based approach for teaching college level psychology courses Teaching Psychology offers an evidence based student centered approach that is filled with suggestions ideas and practices for teaching college level courses in ways that contribute to student success The authors draw on current scientific studies of learning memory and development with specific emphasis on classroom studies The authors offer practical advice for applying scholarly research to teaching in ways that maximize student learning and personal growth The authors endorse the use of backward course design emphasizing the importance of identifying learning goals encompassing skills and knowledge and how to assess them before developing the appropriate curriculum for achieving these goals Recognizing the diversity of today s student population this book offers guidance for culturally responsive ethical teaching The text explores techniques for teaching critical thinking qualitative and quantitative reasoning written and oral communication information and technology literacy and collaboration and teamwork The authors explain how to envision the learning objectives teachers want their students to achieve and advise how to select assessments to evaluate if the learning objectives are being met This important resource Offers an evidence based approach designed to help graduate students and new instructors embrace a student centered approach to teaching Contains a wealth of examples of effective student centered teaching techniques Surveys current findings from the Scholarship of Teaching and Learning Draws on the American Psychological Association s five broad goals for the undergraduate Psychology major and shows how to help students build life long skills and Introduces Universal Design for Learning as a framework to support diverse learners Teaching Psychology offers an essential guide to evidence based teaching and provides practical advice for becoming an effective teacher This book is designed to help graduate students new instructors and those wanting to update their teaching methods It is likely to be particularly useful for instructors in psychology and other social science disciplines

Designing a Motivational Syllabus Christine Harrington,Melissa Thomas,2023-07-03 A thoughtfully constructed syllabus can be transformative for your students learning communicating the path they can take to succeed This book demonstrates how rather than being a mundane document to convey policies you can construct your syllabus to be a motivating resource that conveys a clear sense of your course s learning goals how students can achieve those goals and makes evident your teaching philosophy and why you have adopted the teaching strategies you will use such as discussion or group activities Developing or revising a syllabus also presents you with a perfect opportunity to review the learning possibilities for the semester Well designed it can help you stay focused on achieving the learning outcomes as well as determine if the class is on track and whether adjustments to the schedule are needed The authors show how by adopting a welcoming tone and clearly stating learning outcomes your syllabus can engage students by explaining the relevance of your course to their studies create an all important positive first impression of you as an instructor and guide students through the resources you will be using the assignments ahead as well as clear guidance on

how they will be assessed Referred to frequently as the course progresses an effective syllabus will keep students engaged and on task Christine Harrington and Melissa Thomas lead you through all the elements of a syllabus to help you identify how to present key messages and information about your course think through the impressions you want to create and equally importantly suggest how you can use layout and elements such as images and charts to make your syllabus visually appealing and easy to navigate

Teacher Design Thinking and Practice Lori Lockyer, Shirley Agostinho, Sue Bennett, Lauren Knussen, Melinda Plumb, 2025-09-26 This book provides a comprehensive examination of teacher design thinking and practice structured across ten chapters that can be read either as a complete narrative or as standalone works The content is organized into three parts Part 1 Foundations and frameworks Chapters 1 3 Establishes the theoretical groundwork for understanding teachers as designers integrating research across teacher thinking practice and learning design These chapters explore the cognitive aspects of design within social contexts and examine methodologies for investigating design practice Part 2 Empirical studies Chapters 4 7 Presents evidence from extensive research into Australian primary school teachers design practices comparing experienced and early career teachers Through narrative accounts design outcomes and video analysis these chapters reveal how teachers engage with design thinking during planning and implementation Part 3 Evidence based practical applications Chapters 8 10 Translates research findings into actionable knowledge and tools for teachers at all experience levels Special attention is given to technology integration and a model for supporting teacher design thinking is presented The book concludes with practical recommendations and future directions for the field Each chapter is written to function independently allowing readers to focus on specific aspects of interest such as theoretical foundations research methods empirical findings or practical guidance

Women's Ways of Making It in Rhetoric and Composition Michelle Ballif, D. Diane Davis, Roxanne Mountford, 2010-03-17 This volume explores how women in the fields of rhetoric and composition have succeeded despite the challenges inherent in the circumstances of their work Focusing on those women generally viewed as successful in rhetoric and composition this volume relates their stories of successes and failures to serve as models for other women in the profession who aspire to make it too to succeed as women academics in a sea of gender and disciplinary bias and to have a life as well Building on the gains made by several generations of rhetoric and composition scholars this volume provides strategies for a newer generation of scholars entering the field and in so doing broadens the support base for women in the field by connecting them with a greater web of women in the profession Offering frank discussion of professional and personal struggles as well as providing reference materials addressing these concerns solid career advice and inspirational narratives told by women who have made it in the field of rhetoric and composition this work highlights such common concerns as dealing with sexism in the tenure and promotion process maintaining a balance between career and family struggling for scholarly and or administrative respect mentoring junior women finding one's voice in scholarship and struggling to say no to unrewarded service work The profiles of individual successful women describe

each woman's methods for success examine the price each has paid for that success and pass along the advice each has to offer other women who are beginning a career in the field or attempting to jumpstart an existing career With resources and general advice for women in the field of rhetoric and composition to guide them through their careers as they become survive and thrive as professionals in the discipline this book is must have reading for every woman making her career in the rhetoric and composition fields

Introduction to Teaching Physical Education Jane M. Shimon, 2011-02-11 *Introduction to Teaching Physical Education Principles and Strategies* is the perfect initiation for undergrads planning to become teachers The text provides them with a solid background on the physical education field along with the ins and outs they need to know to become successful K 12 professionals No other introductory text so successfully blends the theoretical practical and inspirational aspects of teaching physical education combining authoritative information with a highly engaging style This practical student friendly text helps students build a strong base of instructional skills as they learn to apply the principles of teaching physical education In addition to focusing on teaching skills they will explore the history of physical education including the two main systems that served as the profession's foundation and they will learn the purpose of physical education and the standards that are in place to achieve that purpose They also will examine teaching scope and sequence teaching and nonteaching duties and issues motivational theories and strategies and principles of behavior management and safeguards Additionally students delve into lesson planning assessment options technology and online resources and careers in the field *Introduction to Teaching Physical Education* will open students eyes to the practicalities and realities of the profession And it comes with several features that will make your job easier Sidebars that explicate main concepts to enhance student understanding An online study resource offering case studies worksheets that heighten understanding of content and focus on specific skill elements and blank lesson plan templates An instructor guide that supplies chapter overviews discussion questions lesson ideas extended learning activities test and quiz bank questions and chapter by chapter PowerPoint outlines This hands on resource offers students a wealth of real world exercises to enhance their learning experience and prepare them to enter the teaching profession It enables students to gain the knowledge and skills they need as they pursue their entry into the teaching profession and it provides them with the ideal springboard to advance in their coursework

A Primer of Mathematical Writing Steven G. Krantz, 2017-11-07 This is the second edition of a book originally published in 1997 Today the internet virtually consumes all of our lives especially the lives of writers As both readers and writers we are all aware of blogs chat rooms and preprint servers There are now electronic only journals and print on demand books Open Access journals and joint research projects such as MathOverflow not to mention a host of other new realities It truly is a brave new world one that can be overwhelming and confusing The truly new feature of this second edition is an extensive discussion of technological developments Similar to the first edition Krantz's frank and straightforward approach makes this book particularly suitable as a textbook for an undergraduate course

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