

As One Chapter Ends, Another Begins...

A Reflection

By: Sarah Everett

It was the end of my second year of teaching when I made the daring leap to apply to the Master of Arts in Education Program at Michigan State University. I work in Maryland, approximately one block away from the Washington DC border. I also work at a Title 1 School, where about 80% of the students qualify for free and reduced lunch. The first year at my school I had taught 6th grade reading/ language arts and in my second year I had taught 5th grade reading/ language arts. It was a challenge not only getting acquainted with a new state to live in, but also learning strategies to use that would be more effective in an urban environment. Another challenge that I had was learning two reading/ language arts curriculums to teach in the span of two years. Though stressful, I was eager to begin a new challenge to take on.

Because of my choice to concentrate in language arts during my undergraduate studies, it in many ways pigeonholed me in having the opportunity to teach math. Therefore, I had decided when determining my concentration for my Masters to complete it in math and science. This way, though I am not able to teach these subjects at my school, I at least would be able to learn current strategies and have opportunities to work with my students in small groups to keep my understanding in these content areas current.

Looking back at my goal statement, it makes me proud to be on the final stretch of obtaining my Masters degree. I am in awe of the knowledge that I have acquired and the immense amount of work that I have completed in the span of two years. I am delighted to have learned not just math and science in my courses, but to have also had opportunities to learn about effective technology teaching and learning, especially with the transition to STEM (Science, Technology, Engineering, and Mathematics) teaching and learning. Reflecting back on learning about progressive math instruction, scientific inquiry, and the TPACK Theory, I can say that I have a much better grasp for what it means to teach math and science content. This has made me a stronger educator across the content spectrum.

Two years later, I will be entering my 5th year of teaching in the fall with a plethora of knowledge to both utilize and share. While learning never stops, I am proud of the growth that I made while in the MAED Program at Michigan State University. As I close this chapter and begin a new one, I am eager to continue to implement and utilize the strategies and technologies that I have learned while in this program that will benefit my future students, my colleagues, and the learning community as a whole that has been instilled at my school.

