



**College of Arts and Sciences
School of Education - University of New England
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Learning Experience

My internship has given me a clear and realistic understanding of what it truly means to be a teacher. I learned that teaching is a constant balance of planning, listening, adjusting, and supporting students not only academically but emotionally as well. Being in the classroom every day allowed me to see how important routines, community-building, and consistency are for helping students feel secure and ready to learn. I learned how powerful it is to slow down, give students space to think, and recognize the moments when they need reassurance or clarity. These experiences taught me that good teaching is rooted in connection, patience, and a willingness to reflect and grow every single day.

Strengths

Throughout this internship, several strengths became more apparent to me. One of my strongest qualities is my ability to build genuine, trusting relationships with students. I naturally create a warm and welcoming classroom environment where students feel comfortable sharing, trying new things, and taking risks. This sense of community has shaped the way my students interact with me and with one another, and it continues to be a foundation of my teaching.

Another strength I developed is my growing confidence with both formative and summative assessments. I gained experience scoring narrative writing benchmarks, math assessments, and observing Fountas & Pinnell reading levels. At the same time, I began relying more on formative assessments, quick checks, observations, student explanations, and noticing patterns of misunderstanding during lessons. These tools helped me better understand where students were in their learning and how to adjust my instruction in meaningful ways.

I have also strengthened my instructional awareness. I am becoming more comfortable using routines to guide participation, highlighting essential vocabulary, and drawing students' attention to the most important parts of a model or problem. I am learning how to recognize when pacing

needs to shift or when directions need more clarity. My ability to reflect openly and adjust in real time has become a meaningful strength in my growth as a teacher.

Professional Development

As I enter my beginning years of teaching, I recognize several areas that will continue to grow with experience, guidance, and intentional practice. One of my main goals is to deepen my content knowledge so I can plan lessons that feel more focused, connected, and purposeful. Gaining a clearer understanding of the full scope of a unit will help me select the most important concepts to highlight, anticipate common student misconceptions, and build lessons that steadily move students toward mastery.

Another important area for my development is strengthening my lesson flow and pacing. I want to become more consistent in slowing down my delivery, giving students more processing time, and checking for readiness before moving on. Practicing smoother transitions and offering more explicit, step-by-step directions will create a classroom routine that feels predictable and supportive for all learners. Over time, I hope to develop a stronger instinct for when to keep teaching, when to pause, and when students need hands-on practice instead of more whole-group instruction.

Additionally, I want to focus on broadening my instructional repertoire. Developing a wider range of questioning strategies, modeling techniques, small-group structures, and engagement routines will help me support learners with different needs and strengths. I plan to continue learning from experienced colleagues, asking for feedback, and observing other teachers to expand my understanding of what effective instruction can look like.

Lastly, I want to build greater confidence in my classroom presence. This includes finding a balance between warmth and authority, following through consistently with expectations, and using proactive strategies to help prevent behaviors before they arise. With time and experience, I know I will continue strengthening the calm, steady leadership that helps create a focused learning environment.