

Learning: I believe students learn best through hands-on inquiry-based multi-subject projects. Inquiry-based learning encourages critical thinking to solve real-world, local and global, issues. Multi-subject learning engages students to complete one project using the knowledge and skills of what they are learning in multiple subjects, this connects learning concepts to create important critical thinking and problem-solving skills. The use of inquiry-based multi-subject projects encourages and engages students to practice real-world problem-solving skills by applying their knowledge and curiosity, this results in deeper learning.

I strive to prepare students to be ethical learners who are self-monitoring, self-modifying, self-managing, self-evaluating, and self-directing. It is my goal for students to experience real-life problem-solving lessons that can be used in multiple classes, in their personal life and in years later. It is also my goal to educate the whole child, helping them become kind, world citizens that show empathy for others.

Teaching: Teaching practices and classroom management are ongoing and constantly evolving. What and how I learned in elementary school, 30 years ago, is not what or how students are learning today, nor should it be. My vision for the classroom is for teachers to teach students how to use their personal devices and the digital world as a learning tool. To engage students to actively participate in their education and encourage them to find their passion for learning.

I believe in teaching to each student's passion. I feel it is essential to make learning exciting and personalized for each student while at the same time teaching the student skills that they will need in the future. I encourage teachers to provide an interactive, meaningful experience that creates an environment where students can learn at their own pace, actively seeking out new information, locally and globally. The use of online learning platforms and apps allows for a personalized learning experience for each student. Each student receives work based on their level, without others knowing what level they are on. The instant feedback to parents and teachers provides much-needed real-time data on where the student is. The gamification aspect allows the digital native student to learn with the instant gratification of earning points, digital badges, and have fun while learning.

It is important to engage students to actively participate in their education and encourage them to find their passion for learning. It is important to encourage student creativity and ownership by having all projects student-centered, teaching students a variety of tools, and allowing them to choose the right tool for them and for the project. This allows for students to become producers in the learning process and self-managing. It is important for students to consider their responsibilities when making design decisions and taking action.

Assessing: It is important to use formal and informal methods when assessing students, in-class activities, exit tickets, self-reflection, and group activities. Positive feedback and encouragement are essential in a student's learning process. I encourage

teachers to use goal setting and reflection for student differentiation. I encourage teachers to create integrated projects that allow students to reflect on their work and set personal/individual goals for future learning. Using the student-created goals allows for activities that support the students in an individual learning setting. Student voice and choice are also important, both in terms of what students produce and how they use their time.

The use of standardized testing, such as the NWEA MAP test, are an important tool in assessing where a student is and how far their learning has grown. Standardized testing should not be used as a grading tool or the only factor in a child's learning but it does provide much needed information on where the child is academically. Testing at the beginning of the year, mid way through the year and at the end of the academic year provides information on if the child is falling behind or if they are performing above and beyond their grade level might be given an extra challenge. Clues to achievement strengths and weaknesses as well as instructional strengths or weaknesses can be ascertained from analyzing achievement test results. Standardized test scores are an additional source of information to assess academic performance and a student's coursework, day-to-day scores, homework, portfolios, and projects are other means of assessment that should be used in every classroom.