

Teaching Autobiography Instructions

Type “**Teaching Autobiography**” centered at the top of the page, followed by your name on the next double-spaced line. The “Teaching Autobiography” should answer the questions, “*What is my philosophy of education? What gifts, experiences and expectations do I bring to student teaching?*” The further explanation of the four major components of the narrative which follows will suggest, but shouldn’t limit, choices for the composition.

Philosophy – The student teacher candidate should revisit the philosophy written for EDU 200 to review what a philosophy is. Since this paper was written, education students have been involved in many classes, classrooms, and experiences which should cause them to reconsider their beliefs and necessitate an update of the original. This section of the application is vital not only in determining a match of styles with a classroom teacher, but is another step in the never ending process of clarifying convictions about teaching and learning.

Experiences – In addition to gifts, student teacher candidates have had experiences which have influenced them in two ways: they have contributed to their philosophy and have helped develop the gifts which make them unique and qualified to be a student teacher. One or two of these experiences which have been especially influential and/or which give a sense of who the candidate is should be chosen for this paper.

Gifts – A student teacher has reasons to believe he/she will be an effective teacher. Here is the place to talk about the unique gifts which lead the candidate to have this confidence. In this section of the narrative, the aspiring student teacher should go deeper than “I love kids” and “I can make learning fun” to explain what he or she will bring to the classroom that will enhance student learning and well-being.

Expectations – The prospective cooperative teacher will be very interested in what the student teacher candidate’s expectations are for student teaching. What experiences are anticipated by the candidate during student teaching, what is hoped to be learned from the cooperating teacher, the students, the staff and the parents, and how the candidate hopes to “look” as he or she emerges from student teaching should be explained in this section. This goal setting paragraph will help both the cooperating teacher and the university supervisor focus on means to help the student teacher reach his or her target.

The finished product should be no more than two pages double spaced, correct in its form and grammar, well organized in any order you prefer, and have dynamic introductory and effective summary paragraphs.