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3-1 Final Project

Examining my Teaching Philosophy

Using the best practices of peer instruction and mastery learning, I intend that students will achieve core standard WL11-12.2. Students will engage in peer review and collaborative learning methods. They will build through their writing processes, beginning with writing invention on toward a final draft to master their learning. These methods will target domain three of the Danielson rubric, mainly under 3c and 3d (“E. Charlotte Danielson Framework for Teaching - ISDSamanthaChang”).

Peer instruction and mastery learning will push students to strengthen their writing skills. As with any lesson, students understand the expectations before proceeding. “Students are more successful with peer review when they understand the process, so clarifying the goals, purpose, and expectations of peer review is critical” (Mirick 395). I scaffold these lessons by showing students examples of well-edited copy and will go through a former nameless student’s paper to make corrections in real-time. To prevent bias, I select the student peer review groups. Otherwise, friend groups may not be as critical of each other. Lastly, I set guidelines for what makes constructive criticism. I revisit comments of what I leave on students’ papers to show that it is worth noting strengths and weaknesses in their writing. The peer-review process will lend itself to student mastery as the students will revise their work and write journal responses on where they feel they need to adjust their approach.

My experiences as a teacher and a learner have shaped these two practices equally. As an author, I have benefited from working closely with an editor and undergoing extensive rewrites. Through the last few courses at SNHU, I have come to a clearer understanding of the importance of writers' groups and the need to experience other styles and points of view. As an instructor, I have seen student engagement and confidence increase through group and partner work. Students became more likely to want to improve their writing if they know their peers are reading it. What this leads to is mastery of learning and knowledge tracing. We can set up pre and post-tests and see where students have grown throughout the unit. "The main purpose of knowledge tracing is to track students' skill mastery and predict their future performance based on their past activity" (Zhang 332). This practice also allows me to review this data in my professional learning community for the department's benefit.

Even though I have been teaching for seven years, my philosophy to incorporate peer instruction to grow student mastery is continuously evolving as I grow as a teacher and learner. Over the years, I have learned what generally works with students by experimenting with different depths of knowledge targets. Sometimes, I need to start with recall before moving on to extended thinking. Analyzing the peer review process and having students examine their progress gives them and me a better idea of where they are in their writing skills. Thus, my ultimate goal is to send them off with the necessary higher-level communication skills as outlined in domain three of the Danielson Rubric.

Works Cited

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