

“A Rumble in the Land of Morning Calm”

By Kaleena Carter

I would have never thought that I would end up teaching internationally. What originally was a two-year stint of teaching English back in 2008 - 2010, actually had me yearning to learn more from the “Land of Morning Calm” also known as South Korea. Thus I decided to return in 2013 and have never looked back. I want to think that I’ve been making a ‘rumble’ as a mover and shaker here in the international community. One of my future learning goals is that I would like to shake up how we do intervention strategies at my school. I am also heavily interested in developing my Google certifications and understanding of STEAM education, and how both can lead to becoming a teacher coach or mentor. Lastly, I would like to develop the skills that will prepare me for a leadership position in administration in the future.

Teaching internationally definitely comes with many rewards but also challenges. I currently teach at an international school where we offer an American patterned curriculum. So one of the problems that we regularly face as math educators is receiving students who are not accustomed to the US curriculum, nor meeting the grade level US standards. Thus about four years ago at my current school, the math department, led by myself, decided to create a course that would support students like these. The course has continued, and now that we have aggregate data on who has taken the course, we can determine if the course is genuinely supplemental for our students, which leads to one of my future learning goals. I want to learn how to use the students’ [Measures of Academic Progress Test \(MAP\)](#) reports to help identify trouble areas for students in the support class and also identify and support students’ weak areas in my regular math classes. Using tools such as [Khan Academy’s recommended MAP](#) practice would be a good start; however, I would like to expand beyond this and learn how to help students become more confident in Mathematics. Reviewing seasoned teachers blogs who have found success in their support classrooms such as [Sara Van Der Werf](#), I can learn how to use techniques such as teaching students how to advocate for themselves, could lead to self-confidence in mathematics across all levels. Furthermore, I would like to learn how to implement the Numbers Talk Program in the support class and general classrooms. By reading

the book “[Making Number Talks Matter](#)” that Sara mentions, I will be able to implement an environment that regularly allows students to reason numerically.

Another learning goal that I have is that I would like to become a technology coach for teachers. To do this, I first would have to become fluent in the most apparent platform that we currently use at my school, Google. We are a “Google school,” and like many other teachers here, I am a certified Google Level 1 Educator. I want to expand my knowledge more and become a certified Google Level 2 educator. I do not want to stop there. I feel that I can offer so much more to our school and my peer teachers and the international school community if I become a [Google Certified Trainer](#). I would also like to attend another [AppsEvents](#) to learn from fellow educators about how and why they use Google and Google friendly applications in the classrooms. Once I have established the technological skills needed to coach teachers, I would then need to learn strategies on how to coach teachers. A book such as “[The Art of Coaching](#)” would give me the foundational knowledge on how to start. Lastly, to show my effectiveness in teaching in general, I would like to receive my [National Board Certification](#) in teaching.

Since I work at a small school, I have had the opportunity to expand my Algebra II Curriculum to include “[STEAM](#)” based explorations and projects. I want to continue to learn how I can continue to engage students in applicable, creative, and exploratory activities that involve Science, Technology, Engineering, Art, and Mathematics. Therefore, I would like to reach out to [KOFAC](#), (Korea Foundation for the Advancement of Science & Technology) to see how this organization could potentially offer teacher training or field trip opportunities to schools. I would also like to become a member of their STEAM education Teacher’s Research Society. My wish is to develop a secure connection to educators, expanding my Personal Learning Network. In this particular society, I would be surrounded by like-minded individuals who use STEAM education but also critically review steam activities for the basis of research.

Having experienced a pseudo-administrative position, such as college counseling, my other role here at my current school, I have toyed with the idea of wishing to obtain a leadership position in administration. I am always up for a challenge, and I feel that an administrative role would be just that. At this point, I am unsure of what this process would entail. However, I am

open to exploring platforms that allow me to develop my leadership goals and learn about leadership before I pursue a position in administration. A course such as [‘Developing Your Educational Leadership and Management Vision’](#) by Edx, paired with shadowing mentors in the field, would be a great start.