

Artifact 1: Case Study- Student With Home Problem**EMAN AL-KHAIRULLAH****University of Texas at San Antonio****Introduction:**

This case study is a real experience at school in my country Saudi Arabia. It will tell you about the cultural background about gender, law, a system of education and the role of the teacher in the classroom. The girl Yara was an excellent student, but the conflict between her parents and their divorce reflected in her school work. In my country Saudi Arabia, each family has a cultural secret or personality they do not reveal. Sometimes a teacher may try to discover why a child has a learning disability, but more often than not, it is a closely guarded secret. Moreover, in Saudi Arabia if there is a divorce the children stay with a woman if they are young but if they are around 15 years old a boy may choose if he wants to stay with his mother or father but if the child is a girl, she is usually compelled to stay with her father. It is however a personal decision. But in this case, Yara stays with her father and her father is rather indifferent about her and she stays with her stepmother. Her stepmother does not take care of her She does not check her about homework or clean clothes or wearing warm clothes in the winter. This case study is a real situation I found from a school in Saudi Arabia. The main point of this case study is to highlight the need for teachers to spot the reason a sudden change in performance at school and make attempts to try to solve the problem. Also parents must try their best to keep their children feel secure and cared for and be wary of any adverse effects due to family strife.

Discussion

The case study brings up specific issues exhibited by the student 's falling grades and also she starts crying and she wants to be success, but because her parents' divorce she feel cannot be do the homework or studying. In addition when we see the earlier indifference by her teacher, May be the reason behind this is a cultural inhibition to explore the personal lives of students.

Questions

1. How can teachers build strong relationships with family and student to help students' achievements?
2. In this situation what can teachers do to help this student? In other words, if you were the teacher what can you do?

3. Do you think is very important for teachers to use cultural responsive in classroom and why? And what can we do with cultural don't expect any teacher to talk about home or personal life?
4. Do you think Yara will be successful if not the teacher help her?

Learning Objectives:

Improving classroom management by:

- a. Family involvement and teacher should understand cultural factors, and family factors.
- b. Teacher student's relationship caring about students such as knowing about the students listen to them.
- c. The Teacher should prepare for any situations will happen any class or changing for students.
- d. Use theories of engagement and motivation to help students improvement.

Culturally Responsive Classroom Management and Researches:

- **The Teacher should prepare for multicultural:**

Teacher can be use experience and strategies help the teachers acquire the necessary skills to face the challenging situation (Atwater, M., Freeman, T., Butler, M., & Draper-Morris, J, 2010)

The teachers must be equipped with strong skills and knowledge to address the students that belong to different socio-cultural groups and face a diverse multicultural and multiracial society. The teachers must acquire the knowledge and experience in order to handle the sensitive issues. (Smith, E. 2009).

Therefore, preparation of multicultural teachers would benefit the teachers not only by broadening their spectra of vision, goals and challenging the social stigmas, but also to understand the students' talents and skills. (Ryan, A. 2006)

- **Teacher family relationship:**

Teacher family relationship is very important for student scholastic achievement, teachers have to build a great relationship to understand culture, family, then do what the students need. In this case teacher use Yara mother to improve her give her motivation if you do your homework and study I will let you call your mother because Yara not talk with her mother 6 months. According to (Auerbach, S, 2009) the educational scholars assume that the family-school partnership is very much needed for the full-fudged learning environment. Also, It is important to know about the family and cultural of students to help them achieve.

- **Use theories of engagement and motivation to help student's improvement:**

It is very important for teacher use the theories in classroom for example, theories of engagement and motivation. In this way the teacher will help student's academic improvement. Research suggests giving special emphasis to the middle school students, who experience great changes both physically and emotionally. (Allison, B., & Rehm, M. ,2007)

Reflection 1: Case Study - Student With Home Problem:

This assignment achieves the following goals as set out by the Department of Interdisciplinary Learning and Teaching at University of Texas at San Antonio:

- a) Demonstrating an awareness and acknowledgement of engaged research, being reflective, and engaging in culturally responsive practice.
- b) Articulating one's professional philosophy and strong professional identity.

Assignment Objective

The objective of this assignment for the completion of Cases in Classroom Management and Motivation was to have students design a structured case. The requirements were to pose a problem and to create guided questions for the reader to critically analyze the case with a final directed resolution of the problem. I designed the case study, guided questions, and resolutions in ways that reflect the goals of the class and program.

Case Study Summary

The case study focuses on a student who is facing cultural and home problems in the modern world. Specifically, the case study illustrates the importance of a teacher's role in identifying problems a student is facing and then developing solutions to help the student achieve their academic goals. The student, Yara, initially was an outstanding student. However, after the divorce of her parents, and her father re-marrying, Yara struggled with the lack of moral and emotional support from the family. The teacher, Ms. Lena, proved her excellence in teaching when she strived hard to understand the grievances of her student. Ms. Lena was able to rectify the underlying problem of the student and help Yara regain control over her studies by motivation her and also increasing her parents involvement in Yara's health and education.

Application: Reflective & Culturally Responsive Practices and Teaching Philosophy/Identity:

In creating this case study, I strived to demonstrate the impact that culture, family structures, health, and teacher-student relationships have on the success or failure of a student.

In designing the questions to guide the reader, my objective was to have the reader view the case from various perspectives. As research has demonstrated (Auerbach, S, 2009; Joshi, A., Eberly, J., & Konzal, J., 2005) important factors that affect a student's performance is parent involvement and strong parent-teacher relationships.

I proposed that Ms. Lena contacted Yara's family to involve them in their daughter's health and schooling. By developing a relationship with the family, Yara started to receive support, encouragement, and more confident in the classroom and at home.

Conclusion:

The case study encourages teacher intervention methods with a concentration on developing strong parent-teacher relationships. The strength of this case study is that it is reflective of real issues students in various cultural contexts, It is important for educators to remember that poor performance by a student does not necessarily mean the student has a deficiency. Poor performance may be a symptom of a greater problem at home.

Artifact 2: Research Methods:

- **The Effects of Culturally Responsive Management On Academic Achievement:**

Introduction

In a country where more of our students are from various cultural backgrounds and academic achievement is slipping, it is important to identify what teachers can do to reach out to students from all cultures to help improve scholastic achievement.

Our main research question is: does using culturally responsive management and motivation (CRMM) techniques improve 5th grade TAKS (Texas Assessment of Knowledge and Skills) scores? We will focus on how culturally responsive techniques can improve academic achievement with groups of diverse students by analyzing state test data.

The purpose of this survey study will be to test the hypothesis that relates culturally responsive management and motivation techniques to bilingual students' academic success, controlling for teacher experience, past TAKS performance, socioeconomic status for fifth graders in ten classrooms in inner-city, low SES, majority minority campuses in San Antonio, Texas. The independent variable, culturally responsive management and motivation techniques, will be defined as collaborative learning, inclusive discourse, use of helping and sharing, and collectivist classroom organization as determined by

survey and observation. The control and intervening variables, teacher experience, past TAKS performance, and SES will be defined as years spent teaching, 4th grade TAKS scores, and free and reduced lunch eligibility, respectively. The dependent variable, academic success, will be defined as students' scores on the 5th grade TAKS test.

If our study shows that students are more successful on standardized tests when teachers use culturally responsive management and motivation techniques, then teachers in similar campuses can use these methods with their students to improve academic achievement.

Literature Review

According to Allison and Rehm (2007), there are many strategies for teachers of diverse populations, such as peer tutoring, visual aids, cooperative learning, and alternative modes of assessment, all of which have proven to be highly beneficial to these students.

Auerbach (2009) argues that the family-school partnership is needed in order to create a full-fledged learning environment. The collaboration of teachers and families enhances the quality of education and helps the students better relate to concepts and emerge as leaders in the classroom. Teachers are directly linked to the quality of education and delivery of equal education for all the students and are responsible for the students' academic achievement.

Ford (2005) made a comparison of a guest to a student and a teacher to a host, where the teacher must make the student feel comfortable in the environment. Ford discussed the importance of the environment and planning and the attitude of the teachers towards the students.

Research shows there are many reasons why incorporating culturally relevant pedagogy is important in the classroom:

First, research shows a teacher's lack of experience with and knowledge of different cultures can adversely affect students' learning (Atwater, Freeman, Butler, & Draper-Morris, 2010).

Second, multicultural education ensures social justice in the community and brings people from different cultures together. Zalaquett, Foley, Tillotson, Dinsmore, & Hof (2008) discussed the teacher's responsibility to lead students to a heightened awareness of the importance of empathy and to become skilled in the realm of cross-cultural counseling.

Third, teachers need to understand the importance of culturally responsive classrooms. Smith (2009) believed teachers must be equipped with strong skills and knowledge to address the students that belong to different multicultural

groups. The teachers must acquire knowledge and experience in order to handle the sensitive issues.

Methods

Our study will evaluate the performance of 100 fifth grade students on TAKS that have teachers that use culturally responsive pedagogy, as opposed to 100 fifth grade students whose teachers do not explicitly subscribe to culturally responsive management and motivation. We will focus our study on students in Judson Independent School District that are in Title I schools identified as majority minority. We will identify five teachers that use culturally responsive practices as part of their management strategy by observing them and conducting a survey and interview. We will also identify five teachers that do not use culturally responsive pedagogy for our control group in the study. We will use convenience sampling of students within classes of teachers in Judson ISD that use either culturally responsive or traditional methods of classroom management and motivation.

Traditional management techniques will be defined as relying on an individualistic framework, competition, task orientation, tangible rewards, and individual class work. Culturally responsive management and motivation will be defined as utilizing particular strategies based on the cultures and needs of the students. In this case, these strategies are collectivistis grouping in the classroom, reaching out to families, helping and sharing with peers or younger students, collaborative learning, and inclusive discourse.

We will use the following survey as one of three methods to determine what teachers are and are not culturally responsive in their management and motivation techniques. We will use a Likert Scale, with 1 representing almost never and 5 representing almost always. Teachers scoring at least a 42 will be considered for our culturally responsive teachers, while those with a score below a 21 will be considered for our non-culturally responsive teachers.

We will use the following eleven interview questions with teachers who we find within our desired ranges in the survey to further determine cultural responsiveness in the classroom.

1. How do you perceive culture in the classroom?
2. What makes an effective teacher?
3. In a perfect world, what do you feel (think) is most important for students to learn?
4. What kinds of resources do you use in your classroom to reinforce learned concepts?

5. How do you evaluate student performance?
6. What procedures do you have in place if a student is not satisfied with their work performance?
7. How do you get your classroom rules?
8. How do you set expectations for your students?
9. Can you tell me about some of your students' parents?
10. What does discipline look like in the classroom?
11. How do you handle conflict in the classroom?

Finally, after conducting the survey and interview, we will do classroom observations to determine the veracity of statements made by the teacher. During the classroom observation, we will look for evidence of collaborative learning, materials for students of various backgrounds (e.g. diverse books and math manipulatives), an authoritative management style, an equitable and positive relationship with students, evidence of communication with families, and an inviting classroom environment with collectivistic grouping. In order to ensure the validity of our study, we will have Judson administrators help us identify five traditional and five culturally responsive teachers with similar classroom demographics.

We will collect TAKS data from the ten classes of the teachers with and without culturally responsive pedagogy from the Judson ISD testing coordinator. In exchange for allowing us to use the data, we will share our findings and analysis with the district.

We will take a quantitative approach to our study and use a T-Test to analyze our data. We will operate on the nondirectional null hypothesis that there is no difference in TAKS scores between students in culturally responsive classrooms and non-culturally responsive classrooms.

We will calculate the mean score on fifth grade TAKS test for each group to determine whether there is a difference between culturally responsive and non-culturally responsive practices. In order to ensure that our results are statistically significant, we will look for a 95% assurance level. We will conduct a two-tailed test of significance in our T-Test. Group one is students in the classroom of culturally responsive teachers. Group two is students in the classroom of non-culturally responsive teachers. Two hundred students will be included in the study in all, with $N=200$. One hundred students will be included in each group, with $n=100$. We are using surveys, interviews, and observations in order to screen our study participants.

Reflection 2: Research Methods:

This assignment achieves the following goals as set out by the Department of Interdisciplinary Learning and Teaching at University of Texas at San Antonio:

- a) Demonstrates an awareness and acknowledgement of and engagement in research-based, reflective, and culturally responsive practice.
- b) Produce and critically consume research.
- c) Demonstrate an awareness and acknowledgement of and engagement in social justice and equitable practices.

Assignment Context

The multi-cultural classroom offers new challenges to teachers in the United States. In order to address these challenges, teachers are employing various evidence based practices in their classroom. As such, there has been a recent, yet small, movement to include culturally responsive management and motivation methods in the classroom in order to be more inclusive of students from diverse backgrounds. I, along with a colleague, took advantage of the Research Methods assignment and explored culturally responsive management (CRM) and motivation methods in the classroom in more depth. Not only did this assignment allow us the opportunity to familiarize ourselves with current research on CRM and motivation methods, it also allowed us to design and present a study based on best practices of research that we can later employ in order to produce and contribute evidence based knowledge to the canon of research on Education.

Assignment Objective

The main research question being addressed by this study is: Does using culturally responsive management and motivation (CRMM) techniques improve 5th grade TAKS (Texas Assessment of Knowledge and Skills) scores? The objective is to focus on how culturally responsive techniques can improve academic achievement with groups of diverse students by analyzing state test data. In order to complete the design of this study, I along with my colleague, examined previous research on the topic, designed surveys and interviews as tools of measurement, and visited classrooms. At the completion of this assignment, my colleague and I demonstrated awareness and engagement in research based practices, produced a design method to contribute to the field of education, and show awareness of equitable practices.

Assignment Findings

My visits to the classroom brought to light the urgent need to employ teaching strategies that include culturally responsive management and motivation methods in the classroom in order to be more inclusive of students from diverse backgrounds. I feel that psychologically supportive classroom environment would help in establishing empathy and bonding with these students and help in building a greater resilience conducive to effective learning in the classroom.

Application for Future Practices

I believe that to increase the level of academic achievement, we need to establish a continuum between the school and the home. Based on the research (Allison, B., & Rehm, M., 2007) peer tutoring is especially effective in fostering creativity, experimentation, problem-solving skills and the learning of deep concepts, a 'discovery learning' approach especially effective in science education. As a corollary to peer tutoring, is cooperative learning. Grouping students from different cultural backgrounds into heterogeneous groups and instructing them to collaborate and cooperate with each other on activities and problem solving tasks promotes cross-cultural understandings and builds teamwork while at the same time enhancing their learning opportunities.

Conclusion

Current research on culturally responsive management and motivation methods brings to light various characteristics that in combination make a more inclusive classroom. Thus, we designed this study in order to : a) gage how and if teachers are using characteristics of culturally responsive management and motivation methods and b) to compare and contrast the test performance of two groups of students (those exposed to CRM and those who are not).

Artifact 3: Curriculum Analysis

Introduction

Each district in Texas has a curriculum guide. Some of them are very broad others contain very specific content with many details. This paper will compare two curriculum guides one of them is titled Scope and Sequence and other is titled Cscope. The scope and sequence we used in this curriculum analysis was Pflugerville ISD which is located in Pflugerville, Texas with an enrollment of 1,132 students. Pflugerville middle school was rated academically acceptable with commended performance in social studies and comparable improvement in mathematics. The Cscope curriculum was taken from Kirby Middle School in Judson ISD which is located on the northeast side of San Antonio, Texas with a

population of 949 students. Kirby middle school was rated academically acceptable with commended performance in the area of reading/ELA and social studies. In addition, we will analyze the curriculum's philosophy, design format, clarity, usability, accuracy of content, relevance, and coverage of standards and learning objectives.

Philosophy

To Compare between Scope and Sequence philosophy and Cscope philosophy, we found Scope and Sequence does not have a clear philosophy. It's the teachers choice of philosophy when lesson planning. However, we found some suggestions for the teacher to use in the classroom which point toward experimentalism philosophy. For example, create a diorama of a specific sense, and write how you would change novel if you were the author. In addition, Scope and Sequence offers an idea that indicates a social efficiency philosophy for example, peer review. From these examples we found some ideas from two different philosophies experimentalism and social efficiency, but the philosophy is not definite and teachers can create their own philosophy. In our view we like scope and sequence because it gives teachers opportunity to choose which philosophy to do whatever they want. On the other hand CScope has no choice for teachers. The experimentalism philosophy is dominant in the objectives. For example, Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Also teachers are given questions to ask example, what do you notice about these words? Do any of these words have anything in common?

Design format

The scope and sequence has a simple design with five main categories and four main topics. The main categories are TEKS, Unit/Bundle, duration, resources, and teacher notes/best practices. Under the TEKS section the TEKS are listed very clearly by their number, but without their description. This saves space because TEKS are long, but the teacher has to look them up independently or have them already printed out. The four main topics are Coming of Age, writing/response to novel, Grammar, and writing/narrative autobiography. The four main topics are divided into four categories, Unit/Bundle, duration, resources, and teacher notes/best practices. The document lacks an assessment section, which could be useful to the teacher when lesson planning. This layout is easy to follow and very simplistic. The CScope design is very detailed and long. There are three sections in the unit guide and the unit guide is narrowed further by a section titled daily lessons. The daily lesson includes TEKS with

objectives and mini lessons for the three contents areas: reading, writing, and word study. The daily lesson is a step by step guide the teacher can use to teach each mini lesson.

Clarity

The scope and sequence has clear goals, but no objectives. This document could be more resourceful to teachers if it contained specific examples and more variety to choose from. CScope is very detailed and long. This can interfere with the clarity of the guide because it is too much information. Cscope provides a very broad unit section with detailed TEKS and goals and a section for daily planning that is just as detailed, so it can be unclear as to which document teachers should follow. The unit guide is full of information about the TEKS and the daily lessons are very detailed and specific which does not allow for teacher flexibility.

Standards/objectives

The TEKS are listed on the scope and sequence, but they are only listed numerically and without description. This may be an inconvenience when lesson planning, so for better teacher efficiency the TEKS descriptions should be listed. The scope and sequence does not list objectives for the teacher, and overall the document is just a guide for the teacher to use as they create lesson plans. This format may be more useful to experienced teachers because it is simply an outline of what could be done with the given TEKS in a four-six week period. The guide could benefit more teachers regardless of experience level, if it had more variety to choose from. The guide has one example for implementing the TEKS, but it lacks variety and the additional resources are limited.

On CScope, the TEKS are both numerically and completely described. The document even describes how to address each standard and lists a few examples. Each standard is connected to an objective in the CScope's daily lesson. The Cscope document has three content areas word study, reading, and writing. Each content area has detailed objectives and includes mini lessons for each content area; with very specific directions and includes a script for sections of the mini lessons.

Usability

Both of these curriculums are useful but one depends on teachers. For example if teacher does not have experience then Cscope curriculum may be more useful because in this curriculum a lot of details and explanation about what kind of information or skills could be taught. In addition to sixth weeks

details the Cscope has daily objectives and provides mini lessons. All these resources and details will help a new teacher to improve her skills in teaching. On the other hand it may not be as beneficial to a teacher with more experience because it takes a long time to implement all the activities and a more seasoned teacher has an idea of what to do in the classroom and may she all the details as time consuming instead of useful.

Scope and sequence will help the teacher who has experience because this curriculum includes key points and teachers may choose how to implement these to his/her own choosing. On the other hand on this curriculum may not be very useful for new teachers because it is too broad and may leave a new teacher confused or with unanswered questions.

Accuracy of Content

According to the TEKS objectives and standards students in 6th grade in the content area of ELA should read and comprehend a variety of literary and informational text. Under the novel unit of the scope and sequence it lists vocabulary, cultural connections, reading strategies. We also noticed that in the scope and sequence they do not teach poetry which is TEK 6.4 during the first six weeks but rather in the last six weeks. Looking at the Cscope curriculum. We feel Cscope is more accurate in regards to objectives because it gives the TEKS, provides an explanation, discusses performance indicators.

Relevance

We feel both scope and sequence and Cscope contain relevant curriculum for 6th grade students in the subject area of ELA but they just focus on different areas for the first six weeks. We feel both these curriculums are relevant Cscope gives the teacher more examples and resources while the scope and sequence gives more of an overview but provides enough information to guide the teacher.

Conclusion

We compared two very different curriculums. The curriculum used in Pflugerville ISD which was the scope and sequence was very condensed, simple, and straight forward which could be a useful guide but lacked detail. The curriculum used in Judson ISD, the Cscope was very detailed, providing explanations of TEKS and objectives, resources, mini lessons, and day to day scripted activities. We noted that the scope and sequence might be more useful to a seasoned teacher while the Cscope might be more helpful for a newer teacher.]

Reflection 3: Curriculum Analysis

This assignment achieves the following goals as set out by the Department of Interdisciplinary Learning and Teaching at University of Texas at San Antonio:

- a) Acquire and demonstrate content and discipline knowledge
- b) Produce and critically consume research

Assignment Objective

Being that curriculum plays a vital role in guiding teachers and students towards achieving academic goals, it is essential that teachers and educators are able to develop, implement, and evaluate curriculum.

I, along with two of my colleagues, chose to evaluate and compare the curriculum: a) Scope and Sequence and b) Cscope. Scope and Sequence is currently implemented in Pflugerville Independent School District. Cscope is being implemented in the Judson Independent School District. The main points of evaluation conducted by myself and my colleagues were: a) philosophy, b) design format, c) clarity, d) usability, e) accuracy of content, f) relevance, and g) coverage of standards and learning objectives. CITATION.

Assignment Findings

We concluded that: the Sequence and Cscope curriculum used in Pflugerville ISD was not effective to provide the necessary connection to the students as the scope and sequence was very condensed, simple, and straight forward which was proved to be a useful guide but lacked detailed description of the lessons. Conversely, the curriculum used in Judson has the detailed scope providing explanation of objectives, resources, mini lessons, and day to day scripted activities and also giving the necessary freedom to the teachers to use their individual experiences.

Conclusion

Ultimately, this assignment allowed us the opportunity to evaluate and suggest better ways to develop curriculum. This collaborative process was beneficial in that it placed us directly in a position where we as educators had to critically engage in dialogue about the role, importance, and influence of well-designed curriculum.

Summative Reflection

- **Reflection on Personal Growth and Development as an Educator:**

After completion of my B.A. in Education in Saudi Arabia, I realized that I had a great passion for teaching. Thus, I began searching for programs that would allow me to explore my full potential as a teacher. However, I found the

programs in Saudi Arabia to be very rigid with little room for me to explore innovative teaching strategies and philosophies. Therefore, I began searching for programs abroad. While seeking a degree in Education, I came across University of Texas at San Antonio's Graduate of Masters of Arts in Education degree program. The program intrigued me because of the five objectives it strives to install in each graduating students. Graduates of the program should master the following goals as articulated by the Department of Interdisciplinary Learning and Teaching: a) Acquire and demonstrate content discipline knowledge, b) demonstrate an awareness and acknowledgement of and engagement in research-based, reflective, and culturally responsive practice, c) produce and critically consume research, d) demonstrate an awareness and acknowledge of and engagement in social justice and equitable practices, and e) articulate professional philosophy and demonstrate professional identity.

As reflected in my portfolio, the courses and coursework required to complete the program are a strong balance between research, application, and critical engagement and reflection. This is in sharp contrast to the education I would have received in Saudi Arabia in respects to teaching. In Saudi Arabia, effective teachers are considered those who rely on direct instruction.

Mastered Knowledge and Practices

Throughout the program, I have been introduced and given opportunity to familiarize myself with various researches based teaching strategies. In order to fulfill the requirement for the Curriculum Instruction and Assessment course, I had to record myself employing teaching strategies. This activity was a great learning experience. Being able to record myself in action in a classroom and then watching it again gave me a chance to learn my strengths and areas of improvement as a teacher.

Throughout the program, we were encouraged to familiarize ourselves with the development, implementation, and assessment of curriculum. These exercises were extremely insightful for me. In Saudi Arabia, curriculum is designed for direct instruction and is focused on the teaching of Islam.

Reformed Teaching Philosophy and Identity:

Understanding the importance of employing teaching strategies and curriculum that produce critical thinking students has greatly contributed to crystallizing my teaching philosophy and professional identity. When first entering the program, I truly believed that a good teacher was one that spoke at the students. Now, after reading and conducting research, listening to the rich

discussions of my colleagues, and experimenting with teaching, I now believe that a good teacher is one that speaks to her children.

Five-Year Teaching Career Plan and Challenges:

A ten years old girl from Saudi Arabia whose family moved to U.S. started attending classes here. While in school, the teacher accuses the little girl of cheating on an exam and called her parents to tell them about the problem. The teacher explained that the student just copied and pasted text from their textbook. After some thought, the family realized that it was not the intent of their daughter to cheat. Instead they explained to the teacher that the way girl learns from our schools in Saudi Arabia was just to memorizing the information from the book and re-write it without personal opinion or input. As a teacher, this will be unacceptable for my students to do.

As more and more students from Saudi Arabia are studying abroad, it is important as a teacher that I ensure they have the ability to consume, reflect, apply, assess, and even produce knowledge.

Upon my return to Saudi Arabia I plan on teaching in an elementary school for at least three years. This will help me grasp the reality, challenges, and positives of teaching. Education reform is a difficult undertaking. However, the University of Texas at San Antonio's Graduate of Masters of Arts in Education degree program has equipped with me the tools and skills to participate in this undertaking. I am confident as a teacher can have a positive influence on my students and the education system in Saudi Arabia.

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