At the start of this semester, I did not fully grasp the concept or importance of being a teacher-researcher. Throughout the process of researching, interviewing, observing, and implementing what I discovered, I realized that being a teacher-researcher is an active choice. It takes focus, time, and passion to reach the full potential teacher-research can provide. I have a newfound respect for teacher-research, and those who choose to practice it effectively.

 I personally recognize that I do not have the memory that I wish I had. Because of this, I fully believe that as a teacher researcher, I am obligated to record everything and anything I can that may be of help to me in the future. I plan to work on perfecting my shorthand notetaking, something I have decided is important for quality teacher research. It isn’t possible to write down everything you want to in the moment. If attempted, it is without a doubt that organic conversation would be hindered.

Practicing teacher-research this semester has positively benefited both the self-esteem of my tutee, and of myself. I am a more confident teacher, one who has added a few new beliefs to her teaching philosophy. I have added new techniques, rooted in best practice, to my Teacher Tool Belt. I have learned new strategies, uncovered new applications, and discovered new methods for teaching aspects of phonemic awareness. Writing alongside my students allowed me to experience what goes into quality engaging lessons. Conferencing with my students about their writing made me aware to specific areas my students glow in, and specific areas my students can grow in. I was made aware of their interests, and saw into their though processes as new writers. Being a part of that process was eye opening, and I took notes on everything I could.