

I'd be willing to bet ~~that there was~~ something ~~that made you want~~ caused your desire to become a teacher, whether it was a teacher you had ~~when you were young~~, a job where you ~~felt were~~ inspired to work with students, or your connection with children. For me, it was all of the above. I can't ~~identify~~ ~~say there was~~ one specific event that pushed me toward the rewarding career, but I know that ~~every each~~ teacher I've met has a story behind his or her decision to teach, ~~as to why they chose the profession~~. ~~Let's be honest~~ Honestly, it's not a profession you choose just because it sounds like a good idea or you want to make the big bucks. In fact, I don't know anyone who got into teaching because ~~he or she~~ they struggled to find a job, were fumbling to find a job, and it was the first thing that came to ~~him or her~~ them. That just doesn't happen.

**Commented [1]:** : shows strong relationship between the two clauses

**Commented [2]:** replaced weak verb with action verb

**Commented [3]:** as to why they chose= wordy

**Commented [4]:** rewritten, so there would not be two "be" verbs in the same sentence.

**Commented [5]:** need he or she because anyone is singular.

Most teachers I know are passionate about their work, so passionate that they spend more time thinking about work, doing work, and planning for their students than they do anything else in their life. That to me does not sound like work you just happen to fall into because it was there. That is work that takes dedication, persistence, and true passion.

When I was in my graduate program, I remember reflecting on my past experiences with students in classroom settings, and realizing how I felt fulfilled ~~I felt~~ working with students, inspiring them, and seeing them grow as learners. When I was in high school, I volunteered in the elementary classrooms at our Temple during religious school. I was often awarded the privilege of taking over sessions of the class to teach the kids various aspects of the curriculum. ~~I felt honored~~ How honored I was that my lead teacher trusted me, a high school student, with a group of 4th graders! I was surely a teacher in the making, and knew that as I approached my college career, I wanted to focus on education.

By that time, I ~~felt was already~~ inspired by not only the students, but the teachers with whom I worked. They were encouraging, gentle, and kind, and I learned so much from them. ~~being in their class~~. ~~There was no doubt in my mind that~~ Without a doubt, I knew I'd pursue a career in the classroom and be just like them when I got my first group of kiddos.

**Commented [6]:** Oxford comma. I prefer it, not sure if you do. Either way it has to be consistent. Always use it or always don't.

**Commented [7]:** Previously, you have used it.

Of course, feeling being inspired was only part of the process. You know from your own experience that even when ~~you we feel are~~ inspired, ~~you we~~ don't always pursue the direction through which ~~your~~ inspiration comes. It takes more than that, and even if you had an experience similar to mine, I bet ~~that in order~~ to move in the direction of education, you recognized your ability to influence others in the classroom. ~~saw how influential you could be in the classroom~~. I know I did. It wasn't always easy getting up early on a Sunday morning to head to the Temple to teach, but I remember how excited the kids were to see me, and that made my alarm seem like a symphony rather than a nagging wretch. I knew ~~that~~ I wanted to continue to inspire others through education, and be part of someone else's growth and development.

**Commented [8]:** comma not needed here as you do not have two complete sentences on either side of the and

Is there a part of you that loves to help others? That part of you, that helping hand, is always there, and there is a good chance that not only is this helping hand reaching out to those younger and more impressionable than you, but also to family, friends, strangers on the street, and anyone else in need. This part of you is divine. It is the part that supports your inspiration for education, and it's the part that makes you know that you are making a difference in this world.

When I was in middle school, ~~I~~we had a health class ~~which covered more than just the body; that was more than just being about the body~~, it was an overall health initiative, and I loved it. I remember one assignment in particular, where ~~I~~we got to choose a song that had meaning ~~to me, for us~~. I chose Michael Jackson's "Man In the Mirror" and dissected it line by line. I remember listening closely to his lyrics, rewinding my tape (yes, I had it on tape!) to re-listen to each word, and realizing ~~that~~he was talking about changing himself for the better so ~~that~~he ~~could~~also change the world around him.

I was blown away with the depth and profoundness I discovered through this process. I completely understood and connected to his message, and I, too, wanted to change myself first so ~~that~~I could then go and change the world. Michael Jackson's song of inspiration showed me the way early on in life, and gave me the insight I needed to constantly ~~stay~~be on the path of self-discovery and self-healing so ~~that~~when it came time to work directly with others, I would be whole enough to be fully present with those people.

Even if Michael Jackson wasn't your inspiration, I know that something inspired you to feel the desire to change the world. You are empathetic to those who need guidance and assistance, and you probably have thought to yourself, "I have so much to give, so why not be part of something greater where I can make a difference?" Every great teacher goes through this process. ~~You~~~~We~~all know that ~~your~~what drives ~~us~~is not about money, nor is it about fame, or even climbing the ladder of success. It's about connecting with others, helping them along their path, and making changes for the betterment of society and the future of education.

Of course changing the world is a huge task, and changing every student in the world is an even bigger task, but most teachers develop the mindset that if they can help even one child, and change ~~his or her~~their life even a little bit, then they've done their job. And I guarantee that you will change more lives than just one, but it does take a special person to become a teacher to inspire that change.

Even before leaping into the classroom, ~~you may have~~ing the notion that you can make a difference, one student at a time, ~~is the typical response future teachers have, but~~and it's by far the best one. Because teaching is such an inspired profession, feeling like you can take on each student and in some way transform and impact ~~his or her~~their life ~~—~~, whether it is ~~his or her~~their education life, ~~his or her~~their social/emotional life, or ~~his or her~~their personal life (trust me, you will get to know some students very well, and they will want to share their story with you) ~~—~~is one of the more honorable qualities to maintain while you grow into your career. You want to go into the classroom with gumption and determination ~~!~~ because there will be days that

**Commented [9]:** put in semi-colon since you had a comma splice, and reworded to eliminate weak verbs. If you go back to your original wording, just remember to change the comma to a semi-colon to get rid of the comma splice.

**Commented [10]:** Since you aren't in narrative mode here, you need to stick with second person.

**Commented [11]:** Since you had ABOUT in front of each of the things, it made more sense to say our drive is about rather than what drives us is about..

**Commented [12]:** talking about one student

**Commented [13]:** but didn't make sense here. You are agreeing it is the best notion to have, so it would be and, not but. But sounds like you were going to contradict that notion.

**Commented [14]:** Each is a tricky antecedent. Each is singular, so you have to use the singular his or her. Or if you don't follow the feminist rule (like me), you can just use his.

**Commented [15]:** I would use the em dash here. Since you have a lot of commas the em dash will help a reader navigate this sentence easier.

**Commented [16]:** unnecessary comma

will get you down. But as an educator, you know why you decided to do this job, and it was to impact each little life with whom~~ich~~ you come in contact. Whether you see it or not, you do change each student. There is no question about that, and you are the brave one who took on this role. You can make a difference, and you can do it one student at a time.

**Commented [17]:** Who/whom= for people. Which/that= for objects

Finally, you recognized that not only are you a passionate learner and educator (even if you are not in a classroom yet, you are *still* an educator), but you have a way with people that gets them to understand something more about the world, ~~that they may not have known before.~~ You connect with people of all ages, and more specifically, with kids.

**Commented [18]:** Implied if you go them to understand something then they did not know it before.

Some of my friends call me "The Baby Whisperer" because I have this innate ability to form deep connections with their kids. It started one day when we were all at the beach together. Between my two friends, there were five kids, and one of the youngest girls was ~~shy and not only shy, but she was~~ also very leary of adults ~~that were~~ not related to her. I had met her only a few times, so she didn't know me well, but I slowly made my way to her while we walked down the beach. She soon was making eye contact with me, and showing me seashells she had found in the sand. In no time, she was holding my hand and asking me to play in the water with her. Her mother made it clear that her daughter never talked to adults she didn't know, and ~~so that~~ I must be some sort of baby whisperer. And so the nickname was born.

I was the exception in this situation, but I ~~am was~~ always the exception. I couldn't go anywhere, and still can't, without kids coming up and talking to me. For some reason, kids trust me, even if they don't know me, ~~which has to mean something, and I knew that this had to mean something.~~ It had been going on for as long as I could remember, and so when it came time ~~for me~~ to decide ~~my career path what to do in life~~, teaching felt like a natural selection. I have a way with people, and especially kids. They flock to me, ~~and~~ they pay attention when I talk to them, ~~and I feel so natural and at ease with a group of kids, there is just something natural and easy about my being with a group of kids.~~

**Commented [19]:** You still are, right? So I'm thinking am would be better, but I am not positive.

**Commented [20]:** Here you had switched verb tense

Everything in this chapter resonates with you, and you know that becoming a teacher isn't even a question, but ~~is~~ rather a destiny. ~~If a~~All of the reasons I mentioned here give you even more motivation to follow your dream to make ~~it them~~ a reality, ~~then this is the book for you.~~ You have everything it takes to start this journey - the passion, the inspiration, the way with people - now it's time to take action and transform your life so ~~that~~ you get to those kiddos quickly, ~~because~~ they need you as their teacher!

**Commented [21]:** I changed this because the sentence: "All of the reasons give you even more motivation" didn't seem right. It's as if you are commanding them to feel motivated.

**Commented [22]:** Unnecessary coma