

Student Name

Address

Telephone:

Email:

EDUCATION

University of Wisconsin-Green Bay

- Pursuing a Bachelor of Arts degree with a teaching certificate in Elementary Education-Middle Childhood through Early Adolescence (Ages 6 to 12/13) with a minor in Human Development
- Anticipated date of graduation: December 2016

Bay de Noc Community College – Iron Mountain, Michigan

- Attended from August 2012-May 2014
- Associates in Liberal Arts
- Cumulative Grade Point Average of 3.8
- Transferred to University of Wisconsin-Green Bay for completion of bachelor's degree

Kingsford High School - Kingsford, Michigan

High School Diploma

Graduation – May 2012

- Inducted in to the National Honor Society
- Cumulative Grade Point Average of 3.76

WORK EXPERIENCE

Econo Foods - Iron Mountain, Michigan

06/2010-08/2014

Cashier

- Perform daily cleaning and store maintenance duties
- Daily cash register operations
- Worked as a bagger on an as needed basis

Arms of Angels Home Healthcare – Iron Mountain, Michigan

06/2012-08/2014

Caregiver & Clerical Assistant

- Assist clients with daily tasks
- Cleaned houses and prepared meals for clients
- Assisted with payroll operations
- Performed basic office duties

YMCA - Iron Mountain, Michigan

06/2014-08/2014

Camp Counselor

- Day Camp Counselor for groups of 20-30 children
- Coordinated daily activities
- Responsible for Health and Safety of attending children

Woodland Childcare Center- Kingsford, Michigan

05/2015-08/2015

Childcare Worker

- Cared for kids ages five to nine during the day
- Planned daily activities
- Responsible for the health and safety of children

Lincoln Elementary- Green Bay, WI

09/2015-12/2015

Teacher

- Taught a kindergarten class
- Worked on literacy and Math with students
- Helped plan lessons

Teaching Experience

Substitute Teacher: November 2015-January 2016

Kingsford Elementary and Middle School

Preservice Teacher: Grade 7, September 2014 to December 2014

Lombardi Middle School

Preservice Teacher: Grade 1, January 2015-May 2015

Red Smith School

Preservice Teacher: Grade K, January 2016-May 2016

Wequiock Elementary School

SCHOLARLY AND COMMUNITY INVOLVEMENT

Volunteer – Local Church Youth Group

Volunteer – Sunday School Teacher

Formed Discipleship Group for Girls

Led Bible Study at Bay De Noc

Participated in Phuture Phoenix tutoring program

Dean's List

I authorize the release of the information furnished in this form to personnel in cooperating school systems for the purpose of arranging a student teaching assignment and to the cooperating teacher with whom the assignment is made.

Signed _____

e required on all

copies)

Date 02/17/16

Education Philosophy Statement

I believe...

Every student deserves a fair chance in my classroom

I believe...

Every student is important and matters

I believe...

Every student has valid opinions and should be listened to

I believe...

Every student deserves to be loved and cared for in the classroom

I believe...

In students giving one hundred percent for effort every day

I believe...

The teacher should be prepared for class every day

I believe...

Every student has something to teach the teacher

I believe...

Every student has a different way of learning and it is my job to help teach with different styles

I believe...

Building relationships is the key to success for students

I believe...

Teachers need to give their best effort every single day

I believe...

Teachers need to constantly be students and learn

I believe...

That every mistake can be turned into a learning opportunity and a chance for growth

I believe...

There is no such thing as failure in the classroom, only a chance to grow and learn more

I believe...

Teachers should be constantly reflecting upon their days in the classroom

I believe...

Teachers should be guiding and supporting their students every day

I believe...

In hands on activities in the classroom to promote problem solving

I believe...

In differentiated instruction in the classroom to ensure that every student is included.

I believe...

Every student has the ability to succeed!

Student Name _____

Current:

C:

email _____

Permanent:

PLANNED FIELDS OF CERTIFICATION

Middle Childhood through Early Adolescence (Ages 6 to 12/13)

Early Adolescence through Adolescence (Ages 10 to 21)

EDUCATION

University of Wisconsin- Green Bay Green Bay, WI

Bachelor of Science Degree, Anticipated May 2016

Teaching Certification, Anticipated December 2016

Elementary Education & English Majors

- UW-Green Bay Semester High Honors (Every Semester)
- 2014 UW-Green Bay Academic Scholarship

GPA: 3.7/ 4.0

Study Abroad- University of Glasgow Glasgow, Scotland, United Kingdom, 2013

RELATED PROFESSIONAL EXPERIENCE

1st grade- Sullivan Elementary (Spring 2015)

- Observed and taught literacy lessons and read-alouds and assisted in implementing the Daily 5.

5th grade- Red Smith School (Fall 2014)

- Worked with struggling math students one on one and taught Math Bowl to higher achieving students.

6th grade- Washington Middle School (Spring 2014)

- Observed and helped in two English Language Arts classrooms.

9th grade tutoring- Preble High School (Fall 2012)

- Served as a Phuture Phoenix tutor for multiple students.

9th-12th grade- Chippewa Fall Senior High School (Summer 2014)

- Spent a full week with a high school Language Arts teacher observing and assisting with her classes.

Summit for Addressing Disproportionality (April 2014)

- Summit that addresses achievement gaps in diverse student populations.

RELATED WORK EXPERIENCE

School Aged Child Care Staff, 01/2015 to Current

Greater Green Bay YMCA—Green Bay, WI

- Provide children between the ages of 5-12 with a safe, fun, and educational environment in the School Age Child Care (SACC) program for the Green Bay YMCA. Assist in the

planning, supervision, and implementation of activities. And establish a positive rapport with children, parents, and other staff.

AVID Tutor, 09/2014 to Current

AVID—Green Bay, WI

- Tutor and serve as a role model to students enrolled in AVID (Advancement Via Individual Determination), a program to assist low income, minority, and first generation college students to be successful and prepare for college.
- Past and previous schools include: West High School, Preble High School, East High School, Edison Middle School, & Washington Middle School

Youth Volleyball Coach, 01/2016 to Current

Taste of Power— Green Bay, WI

- Coach and assist players grades 5 through 8 with learning volleyball fundamentals as well as game procedures. Adapt practices and games to best fit the needs of the athletes while teaching them to be competitive and enjoy the sport.

Camp Counselor/ Farm Specialist, 06/2015 to 09/2015

Luther Park Bible Camp— Chetek, WI

- Counseled and led children and young adults within camp or out of camp programs. Supervised children as well as planned activities, lessons, and games.
- As Farm Specialist, cared for the garden, farm, nature center, and taught children about environmental education. Led a group of high schoolers on a backpacking trip in Colorado.

Summer Nanny, 05/2014 to 08/2014

Laurie Herbert—Chippewa Falls, WI

- Supervised child while parents were at work or in meetings. Drove to events as needed, cooked meals, and engaged child in meaningful indoor and outdoor activities.

CAMPUS AND COMMUNITY ACTIVITIES

UW-Green Bay Phoenix Optimists Club—2013 to Present

- Party Gras (Langlade Elementary), Kid's Autumn Adventure (Wildlife Sanctuary), Talent Show (Red Smith Elementary), Regular Meeting Attendance

Red Smith Elementary Math Bowl—2014-2015 School Year

- Designed and taught math lessons to a group of 15 fourth and fifth grade students twice a week to prepare them for an annual math competition

Phi Eta Sigma Honor Society Member

Sigma Tau Delta English Honor Society Member

Student Wisconsin Education Association Member

UWGB Club Volleyball Varsity Member 2012-2016 (2 Nationals Appearances)

REFERENCES

Available upon request.

PHILOSOPHY STATEMENT

Student Name

My philosophy of education is that every student has the right to learn and have access to a quality education. My primary goal is to provide a safe learning environment where students feel comfortable and included in the classroom. Not only is the physical safety of each student very important, but their emotional safety is also key to their academic success. Respect, acceptance, and honesty will be at the core of my classroom environment.

As an educator, planning and preparation is an essential part of my philosophy. I will plan my lessons and curriculum based on standards, benchmarks, and the school district curriculum as well as individual students and their learning needs. I will set standards high in my classroom and give students clear expectations so they can achieve high levels of success. Planning is very important to me and flexibility in education is necessary as well as long and short term goals and planning.

I will use instructional methods and techniques that best fit the needs and development of my students. This will be accomplished by using a variety of teaching methods such as direct instruction, individual work, and group work and incorporate a variety of assessment tools like written tests, projects, and essays. Multiple types of intelligence and learning styles will be addressed to reach all students and keep the class excited and engaged. I also plan to use a variety of technology in my classroom and keep instruction up to date and relevant for students. Students should be given the tools that they need to learn and I will keep instruction varied but incorporate routine and consistency in the classroom as well.

I feel that continuous growth as an educator is very important and I will reach out to community members, attend educational summits and seminars whenever possible, and engage with colleagues and parents. I want to be constantly growing and developing as an educator and doing all I can to become the best teacher I can be.

I want all of my students to feel safe, respected, and have fun in my classroom. My goal is to help students become independent and self-sufficient learners while enjoying their time in school and in my classroom. I want them to learn all of the necessary content and be able to apply that content to their own lives and experiences.



Philosophy of Teaching- Student Name

I believe to be a great teacher; you must truly love what you do.

I choose to be a teacher because of my passion for students and helping them grow and develop. It is my job to put my students first both intellectually and emotionally. I am not only their teacher, but a resource, a facilitator, and a mentor. My skills, knowledge and experience are a well for students to draw from to further their development. As a teacher it is my job to continue to seek out, develop, and continually refine the teaching practices that address the individual needs of the students.

I believe that teachers should teach in the way their students learn.

It is the job of a teacher to figure out how each individual student learns. Instruction should be differentiated to meet the needs of every student. If a student is not learning the material, it is the teacher's responsibility to figure out why and then to adjust instruction so that each student can gain an understanding of the subject matter.

I believe that diversity is an asset to every learning environment.

Each student has some sort of knowledge to share with their peers. Whether it's language, cultural tradition, or any knowledge they have gained from their unique situations, students have a lot to share. Students should feel comfortable to share this knowledge in a love and accepting environment.

I believe that teaching is improved by constantly assessing the students' knowledge and reflecting on the outcomes of these assessments.

Teachers should be constantly assessing their students both formally and informally. From these assessments teachers can better understand the prior knowledge that students already have and also figure out what material still needs to be reviewed.

I believe that a strong classroom community is crucial to the success of every student

When students are allowed to learn and grow in an environment where they feel safe and free to share their ideas, then they are truly able to learn. Expectations must be clearly set at the beginning of the year in order to facilitate this type of environment. Students must feel free to ask questions and share ideas without the fear of judgment from the teachers or other students. They must also feel free to think and act creatively and let their desire to learn foster their new discoveries.

I believe that optimism and encouragement are powerful tools in the classroom.

Students thrive in a positive atmosphere. It is crucial that each student is publicly recognized for his or her strengths and contributions and given credibility within the classroom. This makes the classroom a safe place where students can publicly make brilliant discoveries and risk making mistakes.

Students learn best when they construct their own knowledge through exploration and discussion.

Students are naturally curious. They wonder about and are intrigued by the world around them. Using student exploration as an instructional method allows students to be active contributors in the classroom, to delve into and take responsibility for their own learning. Classroom discussion is an essential part of student exploration, as this is the space where students use language to synthesize their knowledge and make their work public.

Student Name

EDUCATION

UNIVERSITY OF WISCONSIN-GREEN BAY, GREEN BAY, WI

Major: Elementary Education • Minor: ESL/Bilingual • Graduation Date: May 2016

LICENSURE

WISCONSIN MIDDLE CHILDHOOD THROUGH EARLY ADOLESCENCE TEACHING LICENSE

(AGES 6 TO 12/13)

Expected: May 2016

ENGLISH AS A SECOND LANGUAGE LICENSE (AGES 6 TO 12/13)

Expected: May 2016

AWARDS/ HONORS

High Honor Roll and Honor Roll Student: 2012-2015

Selected to be initiated into the National Honor Society of Phi Kappa Phi (2014-Present)

EMPLOYMENT

THE PHOENIX BOOKSTORE, GREEN BAY, WI

Student Manager/Cashier, January 2013-Present • Supervisor: Amy Ibuaka, 920-465-2002

- Opening and closing the store during the week and on occasional weekends
- Training new student employees in absence of professional staff
- Assisting customers by providing information and resolving their complaints
- Performing sales floor work, such as greeting and assisting customers, stocking shelves, taking inventory and planning store layouts

INTERACTIVE FIELD EXPERIENCE

LITERACY GREEN BAY- GREEN BAY, WI

Fall 2015 • Teacher Assistant • Expected Semester Field Hours: 52

- Teach and assist English language learning adults during classroom instruction and develop interactive lesson plans

ANNE SULLIVAN ELEMENTARY- GREEN BAY, WI

Spring 2015 • 1st Grade Bilingual • Semester Field Hours: 70

- Interacted with 1st grade bilingual students in English and Spanish while observing the balanced literacy approach through Daily 5 instruction

RED SMITH ELEMENTARY- GREEN BAY, WI

Fall 2014 • 1st Grade Math • Semester Field Hours: 15

- Taught and assisted 1st grade students during regular class time ensuring their understanding of common core mathematics

WASHINGTON MIDDLE SCHOOL- GREEN BAY, WI

Spring 2014 • 6th Grade English Language Arts • Semester Field Hours: 36

- Observed 6th grade students to better understand students' needs in ELA and to learn various classroom management techniques

WILDLIFE SANCTUARY 4K NATURE-BASED PROGRAM- GREEN BAY, WI

Fall 2013 • 4k • Volunteer Hours: 30

- Assisted in leading 4k children around Wildlife Sanctuary to learn about the environment

PREBLE HIGH SCHOOL- GREEN BAY, WI

Spring 2013 • 9th-10th Grade Tutor • Semester Field Hours: 75

- Mentored and tutored 2 students; provided special academic and emotional support

REFERENCES

JAMIE FROH TYRRELL- *Relationship: Professor/Mentor • Phone Number:*

REBECCA NESVET- *Relationship: Internship Advisor • Phone Number:*

SANDY EHREN - *Relationship: Mentor/Coach • Phone Number:*

ACTIVITIES/ VOLUNTEER WORK

COLLEGE

- Coach the Luxemburg-Casco High School gifted/talented competitive team, Community Problem Solvers, on a literacy project (2014-Present)
- Mission trip through UW-Green Bay Mauthe Center to South Dakota to rebuild a home for a family (2014)
- Spoke about environmental issues and education to college students (2014)
- UWGB Sophomore Learning Community on Sustainability (2013)
 - Worked on projects to help make UWGB a more sustainable campus
- Volunteered, Baird Creek Clean Up (2014, 2015)
- Volunteered for Adopt a Highway Clean Up (2014)
- Volunteered for prairie and savanna restoration (2014)
- Zeta Omega Tau Sorority Local Chapter, Volunteer Based (2013)
 - Sorority Secretary (2014-2015)
- Volunteered to renovate a bedroom for a child through an organization called Special Spaces (2014)

Personal Teaching Statement

"A good teacher can inspire hope, ignite the imagination, and instill a love of learning."

Teaching Aspirations

As a teacher:

- I believe that building strong relationships is key to any child's success in my classroom.
- I believe that all students can learn when they are accepted for whom and where they are in their educational journey.
- I believe that it is important to provide a safe learning environment for all children.
- I believe that it is important to create a creative, interactive learning environment for all learners.
- I believe in hands-on learning so that way my students are better able to make deeper connections to the world around them.
- I believe that it is important to foster creative thinking within the classroom by allowing students to problem-solve with their own ideas.
- I believe in a learning environment that has classroom interactions, applications to concepts to real world situations with visual components.
- I believe in life-long learning for my students and myself to learn side-by-side.
- I believe in performance-based assessments where students can demonstrate their understanding of the content through the work that they produce.
- I believe that is my goal to make every child feel loved and valued, empowered and capable of success.
- I believe that in a learning environment where students and teachers can cooperate together in harmony.
- I believe that teachers have the right to explore creative teaching methods and reflect on their own work.
- I believe that parents are an integral part of the learning process and should be actively involved in the classroom.
- I believe that it is important for the classroom to become apart of the greater school community.
- I believe that all teachers should teach with enthusiasm and passion.

For my students:

- I believe that students learn best when they are motivated to learn by seeing the value and importance of the information presented in or outside of the classroom.
- I have high expectations for all students.
- I believe that all students have the right to reach their fullest potential to learn without anyone standing in their way.
- I believe in encouraging students to explore, inquiry, and assess the world and their learning with their own mind.
- I believe that students have the right to ask questions without fear of being judged negatively. Teachers should respond respectfully.
- I believe that students have the right to ask for help and alternative styles of content presentation.
- I believe that students should have a say in making classroom decisions, rules, and behavior consequences.
- I believe that all students have the right to learn with passion.



Student A. Name

Current Address

Permanent Address

PLANNED FIELD OF CERTIFICATION

Early Adolescence through Adolescence (Ages 10 to 21)

EDUCATION

Teacher Certification, University of Wisconsin – Green Bay, Green Bay, Wisconsin

Anticipated Completion Date: January 2017

Bachelor of Arts Degree, University of Wisconsin - Green Bay, Green Bay, Wisconsin, December 2016

Major: English with Emphases in Literature/Education Minor: Education GPA: 3.63/4.00

TEACHING OR RELATED EXPERIENCE

Green Bay East AVID Tutor: September 2014 – December 2014

Green Bay Area Public School District, Green Bay, Wisconsin

- Used established curriculum to promote college preparation
- Worked with disadvantaged students to provide academic and social support
- Facilitated higher level thinking in students by utilizing AVID's inquiry process

High School Retreat Coordinator: December 2013

De Pere High School, De Pere, Wisconsin

- Facilitated retreat activities that enabled respect and awareness of others
- Worked with students to promote collaboration
- Exhibited professionalism demeanor and modeled cooperative behavior

Child Caretaking: August 2003 – June 2012

- Experience caring for children with speech delay, learning disability, and autism spectrum disorder (cognitive disabilities and social/emotional)
- Cared for children from 0-13 years of age

WORK EXPERIENCE

Office and Mailroom Assistant: January 2014 – February 2015

University of Wisconsin-Green Bay Office of Residence Life, Green Bay, WI

- Provided front desk and mailroom reception services which included providing assistance to students, parents, summer guests, vendors, and guests
- Assisted in implementation of student housing emergency procedures and crisis response
- Responded to policy or living community concerns by contacting on-duty staff, Public Safety, and/or Resident Assistants, Community Advisors, or Area Coordinators.

Summer Mailroom Manager: May 2014 – August 2014

University of Wisconsin-Green Bay Office of Residence Life, Green Bay, WI

- Managed all mailroom employees, operations, and systems
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- Acted as Summer Housing Assistant: provided housing services for camp/conference guests, summer students, and adult guests
- Responded to emergencies in summer housing, guest or student requests, and student conduct situations
- Assisted students with personal, social and academic concerns

AWARDS/HONORS/MEMBERSHIPS

- Sigma Tau Delta Honor Society: May 2014 - Present
- Student WEA Member: December 2014 - Present

SPECIAL AREAS OF INTEREST

- Culturally responsive curriculum
- Linguistics
- Literacy development

EDUCATION PHILOSOPHY STATEMENT

Student Name

“What's the world for you if you can't make it up the way you want it?”

— Toni Morrison, *Jazz*

STUDENTS

I BELIEVE...

- Students have a right to learn.
- Students should be allowed to fail and learn from failure.
- Students have a right to a safe learning environment where they can express opinions, value themselves and their peers, learn from failure, and to grow as individuals.
- Students have unique skills, capabilities, differences, and learning styles that should be encouraged and allowed to explore and utilize in the classroom through curriculum.

TEACHING

I BELIEVE...

- I have the responsibility to foster a safe and nurturing learning environment.
- I must be culturally competent in order to teach to the best of my ability.
- As an educator, empathy is one of the greatest strengths I possess.
- I have a responsibility to prepare students for their future, whether that is higher education or serving their community in another capacity.
- I should instill the importance of students using their skills and abilities to better themselves and their community.
- I must strive to have high expectations and aspirations for all of my students.
- I have a responsibility to continue my own education, professional development, and personal growth.

LEARNING

I BELIEVE...

- Growth and achievement are possible through a combination of effort, self-motivation, and encouragement.
- Student empowerment is a key to student motivation and success.
- Challenging students is essential to student growth.
- Strong collaboration between teachers and between students can help further education in all content areas.
- Keeping routine while differentiating assessment and instruction are integral to a successful classroom.
- Developing intrinsic motivation in students is key to student success.