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**Andrew Allshouse
Autobiography
ITCE 501-03**

NOW FOR A LITTLE ABOUT ME...

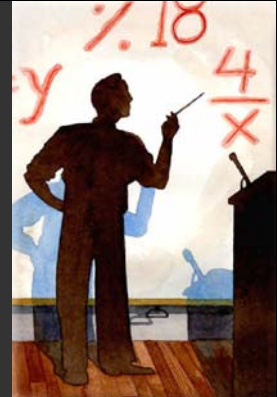
I am Andrew Allshouse. But I am known to far more simply as *Mr. Allshouse*. I have recently completed a bachelors in biology from the undergraduate campus of UMW. I spent four years in Maine (at the University Maine at Machias) studying environmental science, secondary education in science, and outdoor recreation. Unfortunately due to family health I moved to Virginia to watch over the recovery of my father after a major surgery. Due to a number of recent events (from my personal life), it would seem I will be staying in Virginia even after the completion of my masters in Secondary Biology Education.



Despite growing up with a hearing loss and sensory-integration, I found that science was an activity at which I could participate as an equal. I however found a shocking lack of qualified science instructors willing or able to work with students that had disabilities; I often heard the words “you can not be gifted and disabled.” This has led to my passion for secondary science education. It is my goal in life to make sure that no one has to overcome all the obstacles that I had to overcome, just to have an education. There is no greater joy to me than to see a students face light up with understanding and excitement as they learn something new.

Currently I'm employed in the Fauquier county school system, working with students with special-needs. Here is where I have become used to the name Mr. Allshouse. Ironically with my father being in the military for most of my life, he rarely used the name *Mr. Allshouse*. Now the name IT1-Allshouse, is a different story. My work with students with

special-needs has fostered my passion for education even more. Everyday not only brings new challenges but also new joys. The unpredictable nature of educating is not something I fear rather something I embrace. I could never work in an office or a lab doing the same remedial tasks day in and day out for years on end. No other job that I can think of can even hold a candle to the joy and excitement of teaching. But ultimately teaching is not about me it is about the students. Seeing students' faces light up as they learn something new, this is a reward to be far beyond any monetary value.



Although few would disagree with the assertion that every child can learn; it sometimes seems necessary to assert that every child has the unwavering right to have the opportunity to learn. Thus, I find that it is my duty and calling to ensure that every child has the opportunity to education. As an individual who has sometimes had to fight for the right to be in a formal educational situation; it has become a deep part of my philosophy that I will ensure that all students have the opportunities of education despite nationality, religious affiliation, physical disabilities, or social-economic status. Additionally, I believe that by using my personal love for science, which in turn has fostered my love for education, I can help students in their life and foster a love for knowledge and understanding. Although I am not fool-hearted enough to believe that I will be able to make sure that *absolutely* every child has the opportunity to education, I do believe that it is my responsibility to at least try with all my heart.



The sciences are often interested in measurements and statistics. In science education, there are times for formal measurements and statistics. However, there has to also be a time for experiential learning, whether this is found on the dissecting table of anatomy, under the microscope of biology, within the formal labs of chemistry, or outside among the trees in ecology. It is one thing to be told what are the requirements for an ecosystem to survive, but is quite another thing to participate in restoring the



natural balance of a local forest. To simply lecture at students and not allow them to participate in their own education is not only an unresponsive method of teaching, but also ineffective. Knowledge without the ability to apply it makes the educational process unproductive and hollow. In the same light, however, educators must be careful not to have classes aimlessly perform hands-on projects or experiments without any concept on what is happening. This is not to say that it is improper to have students learn through discovery, in fact that idea should be highly promoted, however so often in a chemistry lab students follow step-by-step instructions without ever really reading the lab. In such a lab, if you asked the students what happened they can only give answers such as, 'something in my test tube turned purple,' they could not tell you why it happened or even what that was supposed to indicate. Application without knowledge is purely superficial and inadequate. Thus, educators must offer knowledge that can be applied. A delicate balance between activity-based learning and pure knowledge must take place.

We lived in the age of technology. As an educator I feel that it is critical for me not only



to be familiar with modern technology but utilize all the technological resources available to me to educate my students. Technology if used correctly can be a great equalizer. Even now I am using voice recognition software to help me write. Growing up with disabilities, technology has allowed me to overcome my disability and has opened a number of doors. My lessons utilize a high concentration of integrated technology. From PowerPoint presentations, complete with eye-catching graphics and

animation, to web based enrichment activities. Even for someone as integrated into technology as I, technology is a powerful source of enriching instruction but not a tool to replace content knowledge and educational knowledge of the teacher.

The Life of Connie Barnes...In a Nutshell

ITEC501 January, 2007



I graduated from high school in Omaha, Nebraska and went away to school for a semester at North West Missouri State University. I didn't like being away from home and moved back to attend the University of Nebraska at Omaha. My parents then moved to New Jersey and I stayed to be on my own at school. During my senior year of college I was married and upon graduation in December I had a full time teaching position for Omaha Public Schools.



Though I was born in Pennsylvania I consider myself to be a transplanted Midwesterner. My growing up years were shared with a brother and sister who are nine and six years older than I. With my parents, I lived in Pennsylvania, Michigan, Illinois, and Nebraska.

I enjoyed swimming and it became my diving board for what was to be my career. I began as a swim aid at my local pool at the age of twelve and continued helping or teaching swim lessons through high school. I was to take this up again as an extra teaching position as a new teacher.



My first five years of teaching were spent in Omaha and were spent in fourth and fifth grade. The schools where I taught were staffed by wonderful teachers and administrators. The focus was "What can we do for our students?" It was there that I got my first taste of classroom technology when we were given a classroom computer to share. The problem was there were no programs to use yet and we had to find a computer programmer to write programs for us.

During my last year of teaching in Omaha my first son was born, and my then husband was transferred to Cleveland, Ohio. My first September of not being in school either as a student or teacher was hard. I remembered crying when I saw the school busses going by. I did get over that and enjoyed being home with my children. During the next ten years I had a daughter and another

son. During that time I also moved to Birmingham, Alabama, Fredericksburg, VA., Median, Ohio, and back to Fredericksburg in that order.

My oldest was in sixth grade when we moved back to Fredericksburg and I realized that college would be here before we knew it and I decided to get back to work full time. I renewed my teaching license and applied to Spotsylvania County so my time off would be the same as my children's. I was very fortunate to be hired to help open Brock Road Elementary School and I have been there as I tell the students, "Since the brick went up!"

Over the years I have seen the pendulum of teaching instruction swing back and forth. There seems to be much more stress in the last few years due to NCLB and the focus is on data collecting, Even with this I still enjoy the job. Each year brings new rewards and challenges, and no two are alike. It is such a personal reward to see the growth my students make over the year. There is a big difference in a child who enters your room in August as a third grader and leaves ready to start fifth grade. The years I have looped with my students add to this joy and amazement because the growth in two years in an elementary school is large. This is so evident when you have spent two years with the same students, send them on to start middle school and start all over with children who are at that third grade level again. What a change!

I have started a Masters of Education program three times. The first was before my oldest son was born and my moving around started. The second was started during an unwanted divorce after twenty-three years of marriage. The third time is a charm for me. My youngest is senior at Concord University while my other two children are graduates of

Emory and Henry College. Now it is my turn to hit the books and stretch my mind to equip myself for that ever changing challenge of inspiring students, helping them to be productive citizens, leaders, and learners for their life time.





LAUREN BASS
ITEC 501 i-1

AUTOBIOGRAPHY

My name is Lauren Bass. I have lived in Virginia my entire life.

My family moved to Stafford County when I began ninth grade and I graduated from North Stafford High School. I attended James Madison University and loved living in the Shenandoah Valley, but succumbed to financial pressure and moved to Northern Virginia after graduation where there was ample employment.

FAMILY LIFE

After marrying my husband, and having our first two children, we moved back to Stafford where housing was much more affordable. We now have four children - ages 2 to 13 years old, two dogs and have been living happily in Stafford for over 10 years.

WORK LIFE

I worked as an accountant in a small public accounting firm, then moved on to be the Controller of a private corporation for eight years. My working in this high-pressure field made life rushed and chaotic for my family. For that reason, I “retired” from the business world upon the birth of my fourth child.

TEACHING IS FOR ME

I have worked with children in many volunteer capacities – Girl Scout leader, Cub Scout leader, cheerleading coach, substitute teacher – and I really love it. I feel that teaching children is what I was meant to do. Working in a school environment and helping kids feels right for me. I also feel that teaching is a much more family-friendly career and would be a better fit the needs of my own children.





UNIVERSITY OF MARY WASHINGTON

This is my fourth semester in the UMW

College of Graduate and Professional

Studies Masters of Education Program. I am

enjoying the program tremendously. I have

learned so much about the needs of students

and the great responsibility that teachers

have to ensure that all students, regardless of

special circumstances, are given the tools

that they need to learn.

PERSONAL PHILOSOPHY

My personal philosophy on education

centers on a strong literacy program. I have

come to believe that helping students learn

to read, and to continually work on

strengthening reading skills, is the key to

helping them to succeed in all content areas.

I believe in reading aloud to my students

each and every day, no matter what the

grade level. I believe in keeping a well-

stocked literacy center in the classroom with

books on a wide variety of topics and

genres, as well as a variety of reading levels,

so that students may choose books they

actually enjoy for independent reading.

Keeping reading enjoyable is the key to

keeping students interesting. I further

believe in using varying strategies such as

readers' theater and buddy reading to help

keep students engaged in reading. As stated

above, the ability to read is necessary for

students' success in all content areas – and I

plan to use literature in my lessons each day.

I look forward to completing the

requirements that I need for licensure so that

I can get started.





Hello everyone, my name is Michelle Bloomquist. I am attending the University of Mary Washington in order to obtain my initial teacher licensure and complete the M.Ed. program in elementary education. January 2007 marked the start of my third semester at UMW, and I am hoping to have my program completed by December 2007.

I am a native to Virginia, born in Hampton, and moved to Northern VA when I was 1, and I have been here ever since. I would like to move south as soon as possible, but with the housing market taking a turn for the worst I have a feeling I will be stuck here for a while longer! I would like to move somewhere on the southern east coast, such as Myrtle Beach or Daytona. I have a husband of 6 years and a 4 year old son who are on board with that idea as well. Don't get me wrong. I had a great time growing up here. I just hate the cold weather.



During my childhood, I stayed very busy with gymnastics, dance and cheerleading. My poor parents had the joy of lugging me around the state from competition to competition. From the time I was 6 until my junior year of high school, I competed in both school and private gymnastics meets.



I would take dance and be part of the cheerleading squad when I was able to work it in around my gymnastics schedule. If I knew then what I know now, I would have chosen dance as my favorite sport because I came to realize that I like to dance much more than I like to flip. I chose to leave gymnastics when I was 17, and I did not carry on with it in college. After high school I attended Marymount University in Arlington, VA. My original major was Interior Design, which I found out very quickly was not me at all! I changed my major to Psychology my sophomore year.



I graduated from Marymount University in 2000, with a B.A. in Industrial Psychology. When I changed my major to Psychology, I intended to go into their education program, but that would have kept me in school for another year and I just wanted out. I made the decision to go with the industrial influence when I found out I would only have to be in school for an extra semester. I began working in employee benefits in 1999 during my required internship. It wasn't until I actually graduated and got a "real job" in employee benefits that I realized I had made the wrong career choice for myself. I spent 10 hours a day in a dungeon like office helping people with health insurance and retirement plans. My least favorite part the job was dealing with medical support orders that came out of child custody battles. You can really start to hate people when they call you up and threaten you because they don't want to take care of their kids. That job made me feel like an adult babysitter.

I spent the next 6 years trying to find time to get into graduate school so that I could become a teacher. I continued to work in benefits until this past August when I was offered a job teaching kindergarten in my neighborhood's elementary school. It was quite the pay cut, but well worth it!

Teaching is a much better fit for my personality. I get to move around and not be stuck behind a desk all day. I also get to work the best kind of people in the world, children! They are so full of personality and wonder. I'm amazed everyday at what they learn and what they teach me. I wake up every morning now excited to go to work, because I can't wait to see what I will learn from them today.

My Autobiography



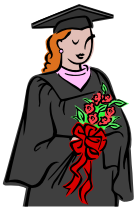
Hello, my name is Melissa Brace. This is my third semester at the University of Mary

Washington's College of Graduate and Professional Studies. I plan to graduate with a certification in middle school English and social studies. Throughout the last three semesters, I have never doubted my decision to switch careers and enter the M.Ed. program. Yet, the road here was not a direct path.



I was born in Laguna Beach, California, but was raised from coast to coast. Both my father and stepfather were military men which kept my mother, brother and myself constantly packing and unpacking. As a result, I attended 13 schools between kindergarten and high school. My stepfather, mother, two brothers, and three sisters ended up settling here in Fredericksburg, Virginia when my stepfather retired from the army.

In 1994, we found out my grandmother was diagnosed with terminal cancer. At the age of 19, I sold my car and moved to Oregon to help my grandfather take care of her. My grandmother was always my rock, the foundation of a crazy childhood. My grandmother made me promise to continue my education and I kept my promise to her. Five years later, I graduated from the University of Oregon with a bachelor's in political science.



Political science became a fascination and passion for me from the day I discovered it. In college, I was an activist for a variety of causes, such as increasing the minimum wage, financial aid, education and child care programs, and a state run Oregon health plan. The power of people's

voices never failed to amaze me. I became drawn to showing people how to affect change in their personal and public lives.

Once I graduated, I worked as an organizer teaching college students how to run campaigns, a state lobbyist for social issues, a campaign director for a legislative race, and a field director for a congressional campaign. All of my jobs were similar in one respect. I was passionate about them! I was able to bring new talent in the political field. I was able to see the tangible changes that politics can make in people's lives.

After a series of campaigns and jobs, I decided to take a hiatus and visit my family here in Fredericksburg for a few months. Little did I know that I would end up falling in love with and marrying a high school friend whose family lived next door to mine.



Several years working in a cubical maze for issues that I didn't believe in, forced me to realize that I needed to find my passion, my purpose, again. The life of a political organizer was not conducive to starting a family, but there was a better, more appealing option – teaching. What better way to help people find their voices than to teach. I became fascinated with teaching social studies in the middle school.

If I can help students find their voices and realize how important our government and history is to every person, my job as a teacher will be complete. Until my certification is complete, I am working as a substitute teacher and a part-time English remediation teacher. Everyday I go work; I know I have made the right choice.

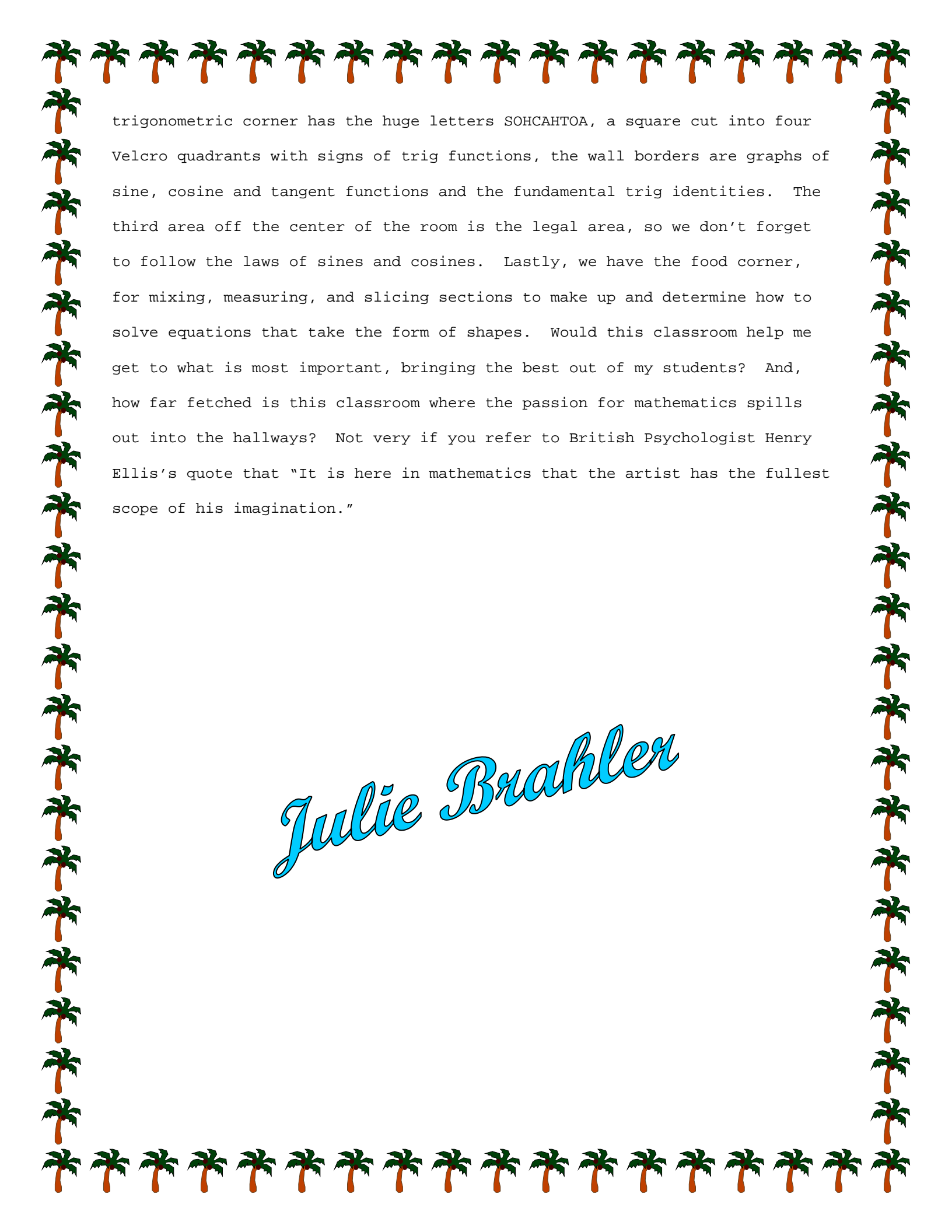


Hello, my name is Julie Brahler and I grew up in a very small Amish town in Ohio. All my family resides there as well as my husband's, who also grew up in the same little town whose population now exceeds 1,000. As a military spouse, I have been very blessed to have lived in London, Florida, Hawaii and, sorry to say, my least favorite Virginia twice. We have one more year until he retires from the U.S. Navy and we haven't yet decided where we plan to settle. I have two small children that keep me very busy and are my first priority.



I graduated from Hawaii Pacific University with a B.S. degree in Mathematics. I am now attending University of Mary Washington, College of Graduate and Professional Studies, working toward my M. Ed with licensure. I plan to start teaching mathematics at the secondary level as soon as my youngest child starts Kindergarten. I hope to further my education by obtaining a Masters Degree in Mathematics.

My passion for teaching comes first with the love I have for mathematics and my open-mindedness to find the best fit for my students. I often pictured myself teaching in a classroom that has the standard matrix of square desks, a bookshelf with mathematics books, and my desk in one corner. But now, my mind wonders almost to a place of make believe where three dimensional shapes protrude from the walls, corners and ceiling. Each wall contains a big dry erase board, and the desk organization changes shape almost daily. On the door are these words from Albert Einstein, "Do not worry about your difficulties in Mathematics. I can assure you mine are still greater." We have a corner with oversized dice, different colored golf balls in a bag and even a giant deck of cards for studying probability. The

A decorative border of palm trees surrounds the text. The border consists of a top row of 18 palm trees, a bottom row of 18 palm trees, and two vertical columns of 18 palm trees each on the left and right sides.

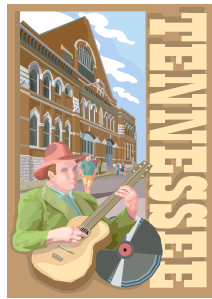
trigonometric corner has the huge letters SOHCAHTOA, a square cut into four Velcro quadrants with signs of trig functions, the wall borders are graphs of sine, cosine and tangent functions and the fundamental trig identities. The third area off the center of the room is the legal area, so we don't forget to follow the laws of sines and cosines. Lastly, we have the food corner, for mixing, measuring, and slicing sections to make up and determine how to solve equations that take the form of shapes. Would this classroom help me get to what is most important, bringing the best out of my students? And, how far fetched is this classroom where the passion for mathematics spills out into the hallways? Not very if you refer to British Psychologist Henry Ellis's quote that "It is here in mathematics that the artist has the fullest scope of his imagination."

Julie Brahler

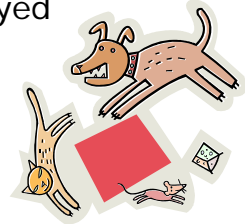


The Life and Times of Jeannie Cavendish ITEC 501

I am a Tennessee native who was transplanted to Virginia 11 years ago. I grew up in a small town in Tennessee that, now, seems like someplace from TV Land. I attended 10 years of school there, with a 2 year "break" at military school, and went to the local college on an academic scholarship. My parents still reside there, in the house where I grew up.



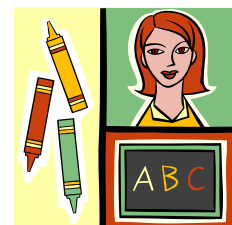
My immediate family here includes my husband Chad, along with our 3 children. We also have a zoo at our house that includes 2 dogs, 2 cats, 2 fish, 1 bird, and a snail. My husband is self-employed as a masonry contractor, and I currently work with him, until I finish at Mary Washington.



My activities outside of school included ballet, playing with my brother, and Girl Scouts. In keeping with the Girl Scout tradition in my family, I am my daughter's Girl Scout leader, along with many other girls'.

After graduation, with a BS in Business Administration, majoring in Finance, I worked various jobs, but ended up at the YMCA until I met my husband. We met while I was visiting Florida on vacation, married soon after, and moved to Virginia.

After graduation, I plan to work for the Spotsylvania County School system teaching elementary school, preferably at the same school my children attend. My desire is to teach 3rd grade or lower, but preferably 2nd grade. The children at this age have an adequate and growing knowledge of reading and the increased ability to understand the growing complexities of other subjects, such as history, science, and math. I really like history and social studies, and 2nd grade is typically where children begin to learn about other cultures and things around them.





My name is Meliane I

was born in Boston, MA. I have six brothers and sisters ranging from ages 2 to 31. I am a middle child, and the oldest girl.



I am very close to

all of my siblings despite our age differences. Currently, I live in Norfolk, VA with my husband of one year in February.



We do not have any children at

this time, but I hope to have children sometime in the future. We moved to Norfolk from Fredericksburg, VA in August. I recently took a teaching position with an organization called SECEP (Southeastern Cooperative Education Program) I begin on February 1, 2007 teaching the secondary level. They have

several program serving students who need special education and alternative schooling. I will be teaching in the Re-Ed program which stands for "a project for the reeducation of emotionally disturbed children."



My undergraduate degree is in Criminal Justice and Sociology from the University of

Massachusetts Boston. I began working with children involved in the juvenile justice system and children who were children in need of services (CHINS) when I began to notice that many of the clients I was serving were in special education programs. I often went into schools and gave educational trainings to students about



healthy relationships and I began to develop a desire to teach this population as a full-time job. I looked into different programs and discovered the program at the University of Mary Washington and enrolled in the Master of

Education program with a concentration in Special Education. I will complete the program in the summer of 2007.



My experience with education may have been different than the students I have come in contact with. When I was growing up I was bussed to a different school district where I was able to receive a quality education. From kindergarten through the twelfth grade I experienced an innovative and progressive style of education. My teachers often used non-traditional methods of teaching and assessments. Based on my experiences I think that the non-traditional methods of teaching keep the student engaged and allows the student to take ownership over his/her education.



In kindergarten I remember learning about chickens and their reproduction by viewing eggs hatch and analyzing the egg inside and out while in the

classroom. To this day I can recall the steps that we discussed in class because I was actively engaged in the learning process.

When students are actively engaged in the learning process they take ownership of their education and want to learn more.



As I continued through school my teachers continued to keep me actively engaged in the learning process. I remember acting out moments in history, using song and dance to learn concepts. Also, I had teachers that would arrange the classroom with different learning groups for the students. I remember creating journals and writing portfolios. I have been exposed to a variety of innovative and progressive teaching styles.

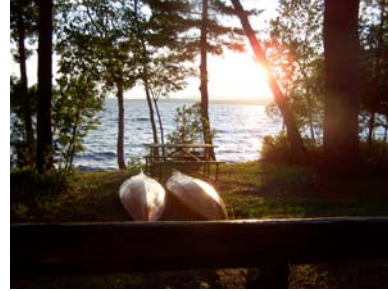
As a teacher, I hope to give my students the opportunity to learn and take control of his/her education. Once a student can see that education is beneficial and can be an enjoyable process than the student can reach any goals that he/she puts his/her mind to.



Hello, my name is Pamela Hind. I graduated from Virginia Tech with a degree in Spanish and I have been teaching in Stafford County for the past thirteen years. I currently teach Spanish to eighth graders at Stafford Middle School. I am also completing my Masters in Education with a concentration in English as a Second Language. I hope to finish this degree in the fall semester of 2007.

Family

I met my husband, David, while teaching at Colonial Forge High School. We were married five years ago and now live in Spotsylvania County. When I married David, I became step-mother to Edward, William and Laura. Edward is married and has two children, Codi and Austin. William lives in New York City and Laura just gave birth to our third grandchild, Liliana Grace. She lives in Williamsburg with her husband Zack.



Leisure Time

During our school vacations, my husband and I love to travel. In the past few years we have been to Aruba, Alaska and Costa Rica. Costa Rica was especially fun because I was able to practice and use my Spanish. David and I also love to start our summer vacation on a beautiful lake in the central part of Maine called Moosehead Lake. We go there every year to get away from the hustle and bustle of our busy lives and settle down from the school year. We love to observe the wildlife from our kayaks.

Teaching Philosophy

I believe that all students must be engaged and on task in order to learn. I also believe that lessons should be clear and concise. Visuals and technology should be used to teach the lesson. Above all, students should feel safe in the classroom environment to express themselves and not be ridiculed.



Kamilah Lawson

ITEC-501



Who Am I?

Hello! My name is Kamilah Lawson. I am from Alexandria, Virginia and now live in Fredericksburg. I'm currently working as a secretary at my alma mater, T.C. Williams High School in Alexandria, where I hope to teach very soon. I have one brother, Sekou who lives in Maryland and works in the Washington, DC court system as a Pretrial Agent.

I went to college at Virginia Commonwealth University in Richmond where I started out majoring in Fashion Merchandising. After two semesters of boring professors and uninteresting course work, I decided to change my major to communications. Once in the

mass communications program at VCU, I quickly found my niche...television! I loved the hands on experience I received while there. I completed a documentary which included my love for sports and storytelling in my senior year. I was very proud of it. It was called, *Dwayne Bryant: A Dream Deferred*. Dwayne Bryant was teaching and coaching basketball at T.C. Williams and I got to know him because my mom was the Assistant Athletic Director at the time. Dwayne is from Louisiana and played his college ball at nearby Georgetown University. He was excited about being my lab rat and I got to film basketball games and he and his family at home.



After graduating in December of 1999 from VCU, I became a long term substitute teacher at a Ninth Grade school in Alexandria. I was teaching Special Education math to Emotional Disturbed labeled students. This was very challenging, but I loved my students and

I think they liked me as well. It was challenging due to my phobia of all things math related. I was never a strong math student, but somehow, I made it work and had support from the other teachers.

Making the Big Leap



In the summer of 2000, I began work on a TV show called, *America's Most Wanted* and also worked on a documentary special on the *Remember the Titans* movie. After working on that documentary, ESPN representatives came to town doing stories on the school and the movie and I got a chance to meet one of the coordinating producers who told me they were hiring Production Assistants. To make a long story short, I was flown to Bristol, Connecticut to interview for the job, and received a call on September 26, the night the movie came out informing me that I was being offered a position there. On October 16, 2000, I moved to Connecticut and began my production career. Sadly, after three years there, I became worn out on all the long hours and decided I needed to come back home and try something new. Little did I know that something new would be

teaching. I enrolled myself at Mary Washington in the Graduate Program and here I am three years later, pursuing a Master of Education degree. I want to teach high school English, at no other place, than my high school, T.C. Williams.

What I Love?

I have several passions. One is my dog, Dallas. She's a soon-to-be three-year-old pug with tons of personality. She keeps me on my toes and I truly believe she's getting me ready for parenthood. She is my daughter, and I can't imagine not having her around me. I hurt when she hurts and panic if she appears to be in pain. I have the veterinarian on speed dial. She's truly my child.



My other passion is my Dallas Cowboys, I can't live without them. They frustrate me to no end, but I'd choose them over the Redskins any day. And lastly, I have a huge passion for fashion, especially shoes. When I moved back from Connecticut I had amassed over 50 pairs, and now, that number has reached almost 80 pairs of shoes! I'm



impulsive when it comes to shoes. I also have a love for my sorority, Delta Sigma Theta Sorority, Incorporated. I have been a member since April 2004 and have loved every minute of it. I have enjoyed all of the public service work and meeting new people. It's been a blast so far and it is a lifetime commitment so I'm in for the long haul!

Philosophy on Teaching

I am still working out my philosophy on teaching. I know that I want to be a fair and impartial teacher. I want



my students to enjoy my instruction and learn from my experiences and through

trial and error. I want to teach high school English, which I know can be challenging sometimes because I have to strive to make learning and reading fun for all of my students. I believe that teaching and learning go hand and hand and all of the variables have to be correct in order for my students as well as me as a teacher to be successful. I'm sure after this semester I will have a more extensive philosophy on teaching.

I grew up and received a good education (from K to 12th grade) in Prince William County. Once I received my high school diploma, I studied at the College of William and Mary. During this time, I volunteered with an organization called “College Partnerships with Kids.” I was paired with a student at a local elementary school who needed extra help to keep up with his peers. This experience cemented my decision to go into the field of education.

After earning a B.A. with a double major of Psychology and Elementary Education, I had my first classroom, teaching Physical Science to eighth grade students in a small town in Virginia. In many different ways it was a great learning experience for me. One important thing I realized was that, while I enjoyed middle school students as individuals, this age group was not the best fit for me. I returned to the Tidewater area, got married, and taught an assortment of ages (mostly elementary aged students) in several diverse settings.



At this point in my life, I took on a teaching position of a slightly different kind, one that I consider to be extremely important, that of a mother. Shortly after the birth of my first daughter, my family and I moved back to Prince William County, very close to where I grew up. Soon thereafter, my second daughter was born and within the next several years my firstborn attended preschool. Her entrance into school exposed me to a different perspective than I had ever had before – for the first

Michelle Marle



TEC 501-03

time I was able to view a teacher, not as a student or as a colleague but, as a parent. It also made me yearn to once again return to my own classroom. I enrolled at UMW CGPS with the intention of returning to the teaching profession when my youngest daughter is old enough to attend school. Until then, I read stories to preschoolers at our local library, teach in the religious education program at our church, volunteer in my older daughter’s classroom, and enjoy caring for my family.

I believe that I’ve learned some lessons as a parent that will help me to be a better teacher. I’ve realized the importance of recognizing each student as a unique individual

with his or her own strengths and weaknesses and, the obstacle of combining all of these different children together to form a classroom community of learners. Another part of the challenge comes from the wide array of learning styles and intelligences that students bring to the classroom. As a teacher, I have to do my best to engage students in the way that they learn best, even if that means teaching one lesson several different ways. In addition, being a parent has reinforced to me the idea that all students need to have, not only a chance to succeed but, also an opportunity to share their accomplishments with others. I anticipate that I will be able to apply these lessons effectively when I return to an elementary school classroom sometime in the not too distant future.





Beverly Muldoon

I am a “local girl” born in Fredericksburg and raised in King George County, Virginia. While I attended Radford University for one semester and lived in Staunton, Virginia for one year, I have always returned to this area. My husband and I have lived in Spotsylvania with our two children for eight years.

I graduated from the University of Mary Washington with a B.A. in Sociology. During my last semester at UMW, I completed an internship in social work and was hired by the Stafford Department of Social Services. Shortly after graduation, I became a social worker in their Child

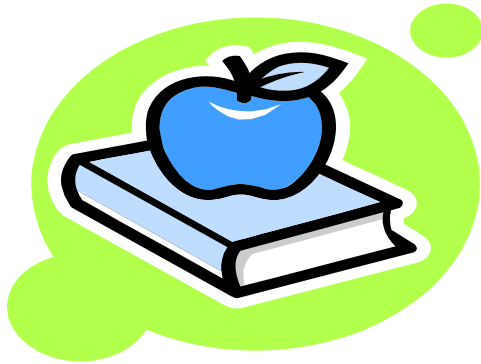
Protective Services unit. I continued to work there for seven years until my second child was born. I was then fortunate enough to become a stay at home mom to my two children who are now eight and eleven.

My seven years as a stay at home mom allowed me to continue to work with children in a variety of capacities. I have served as a preschool board member, Sunday school teacher, assistant scout leader, and classroom and PTA volunteer. I have been employed as a substitute teacher with Spotsylvania County for the last two school years.



All of my life experiences thus far have helped shape my philosophy of education. I believe that children retain information more easily when they are involved in their learning. I also believe that children learn in a variety of ways, making it important to offer them choices and to give them opportunities to learn in multiple ways.

Finally, I believe that all children learn best when they are in an environment where they feel comfortable, safe, and accepted. This is the type of learning environment I hope to provide for my third or fourth grade students when I graduate with a M.Ed. degree in elementary education in May 2008.



Heather Schwartz

ITEC-501

Autobiography



I am 25 years old and a special education teacher at Spotsylvania County Middle School. I recently bought a house in Orange County, Virginia, which is more of a commute than I am used to! I became engaged this past summer, and plan to marry my fiancé', Sean, in October of this year. We have two cats and recently adopted a retired racing greyhound. I plan to finish graduate school this summer, and am juggling more classes than I am used to! Life is quite exciting and busy.

I graduated from Longwood University in 2004 and immediately starting working at Spotsylvania County Middle School in the fall. I teach 6th grade self contained math to students with a variety of disabilities, particularly learning disabilities. Longwood University gave me many opportunities to gain classroom experience through the courses offered. By graduation, I had completed two practicum experiences, two student teaching placements, a behavior change project on an individual student, reading assessment/tutoring of a student, and other such experiences. Those experiences taught me a lot, but being in the field as a teacher and experiencing everyday school life is more educating than anything else I've ever done.

I believe teachers should possess a variety of qualities, including patience, compassion, humor, flexibility, communication skills, collaborative skills, etc. Teachers are not only responsible for teaching students content, but are responsible for shaping the youth of our future. Some students see their teachers more than their parents, and need role models in their lives and adults who can hold them accountable for their actions-good and bad. These students need consistency. As teachers, we should have high expectations for our students. I also believe in being positive with students, but not weak. I believe in respecting all students and appreciating the differences among them. I believe in my

students, and demand they believe in themselves. I believe effort needs to come from both ends-student and teacher-for students to truly be successful.



Stephanie Sutton

We make a living by what we get, but we make a life by what we give."
-- **Winston Churchill**



A Little about Me

Hi! My name is Stephanie Sutton. I currently live in West Point, Virginia with my husband. I graduated from a small high school in Mathews, Virginia. After graduating high school, I began my undergraduate work at Longwood University. After a year, I transferred to Christopher Newport University. I graduated CNU with a Bachelor's of Science degree in Childhood Psychology and my teacher's licensure in PK-6. I have taught first grade at West Point Elementary School for the last 3 years.



I Love to Volunteer!

When my husband and I were dating he convinced me to start volunteering with him at our local rescue squad. I got my certification to be an Emergency Medical

Technician and my Emergency Vehicle Operators License so I could drive the ambulances. I also became a certified SCUBA diver although luckily I have never had to use it in an emergency situation. Volunteering has become a big part of both of our lives. When we were looking for a place to live after we got married one of the major reasons we moved to West Point was because they had a volunteer rescue squad. Many times working, going back to school, and volunteering (about 80 hours a month) becomes very overwhelming. Even though it can be overwhelming, I would never give it up. I feel like I have already gotten so much more back than I will ever be able to give.



Back to School

My road back to school started with a class I took last fall for recertification points. I enjoyed the class so much that by the end of the semester I had already applied to the Master's Degree program. I was undecided about my major until I

was asked to co-teach with a special education teacher this year. I agreed and have loved every minute of it! Needless to say my major is now Special Education. My co-teaching experience has been one of my best teaching experiences. After working with these students, I know special education is where I want to continue my career.



My Teaching Philosophy

My teaching philosophy revolves around the importance of differentiation. As a teacher, my goal is to provide all students with a quality education. The special education students in my class this year have reinforced this philosophy. I now realize more than ever that not everyone learns the same way or at the same level. I try to alter assignments so that all students can get the most out of their school day.

Kelli M. B. Thomasson

Salty air, warm sand and the sounds of the waves hitting the shore make me who I am today. I am a beach girl. I was born and raised in Virginia Beach, Virginia. I love the beach, I live for the beach, I yearn for the beach and somehow I ended up 3 hours away from the beach. It is funny how you think you know how everything will turn out, but as each day goes by you realize your plans start to change.



Growing Up

I grew up in the public school system and was active in many different sports, clubs and activities inside and outside of school. Doing well academically was always a struggle for me. I had to work hard to do well in school; it was by no means a natural ability. In high school I was frustrated with schooling and was not even sure I could get into college. I definitely wanted to go

to college, but my SAT score was discouraging. I researched and found a school with small class sizes, a Student Government Association that took pride in women leaders and a major in Government, which was my favorite subject in high school. In the fall after high school graduation I left Virginia Beach and attended Sweet Briar College, an all women's school. In college I was active in Student Government and served as class president my freshman through junior year and then was elected student body president my senior year. I knew I wanted to go to law school, but I was not sure which area of law I



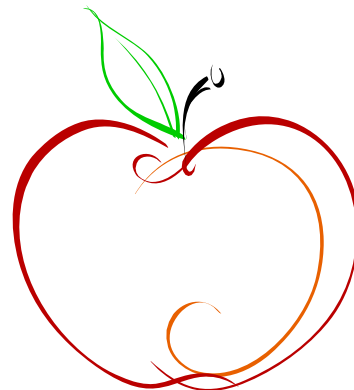
would be interested in until my junior year of college. A professor assigned us a project to change an amendment or a policy. I chose education reform. This assignment made me realize my passion. I was going to work in public policy and make a difference in public schools. Everything was going as planned, until I took the dreaded LSAT. My score from the LSAT made me realize that I had no hope

for acceptance into law school, which made me rethink my plans. Soon after graduation I got engaged and took a job at a law office in Virginia Beach. I despised working at this job, it made me realize that law school was not for me and I suddenly felt good about not scoring well on my LSAT.

Reform and Educational Philosophy

I resigned from my job just before my wedding, because my husband took a job in Fredericksburg, which is how I ended up 3 hours away from the beach. Although the move was extremely hard, it made me realize my passion for education reform can be pursued in a different way. I decided that true reform starts as a grassroots effort and that my passion for students and the improvement of schools could begin with my own classroom. This is how I ended up at Mary Washington. Although my endorsement is in social studies, I hope to teach high school government. I would eventually like to be an administrator and end my career working in the public

policy sector of the Department of Education. I hope to have a classroom that fosters creativity and self-discovery. I want to be the facilitator for my students, so that they can learn from one another through discussion. I plan to use the textbooks in class, but hope that I never use them as my only tool for teaching. I believe that textbooks set the foundation for study, but life experiences, discussion and questioning others opinions is what truly contributes to the learning process. I look forward to having my own classroom and I hope that I never lose the drive and passion to make a difference in each student's life.



Stephanie Travers

Growing up in suburban Baltimore, I would never have imagined the course my life would take. I assumed that I would graduate high school, complete college, and then pursue a career in sports medicine. God had other ideas. My father died when I was nine leaving my mother to raise three children on her own. I had always been a good student so I was fortunate to receive a scholarship to a small Catholic college where I worked toward a degree in Biology.



Before my senior year of college, I met my future husband, a midshipman at the United States Naval Academy. Our ensuing marriage and imminent transient lifestyle helped to change my career focus. I began to complete the necessary courses to receive a teaching certificate and looked forward to teaching science at the middle and high school levels. One semester shy of receiving my certificate, the United States Marine Corps moved us to Pensacola, Florida. We started our family and I became a stay-at-home mom.

Our transfer to sunny southern California coast and another child seemed worlds away from my initial aspirations of high profile sports medicine in Baltimore. Play groups and Officers' Wives Club activities filled my days and many nights while my husband deployed for six months at a time for the next 15 years. Subsequent moves to Quantico, Virginia, the California Mojave Desert, the sublime Monterey Peninsula in California, and a return to Quantico, Virginia have led me to my current place in life. Years of volunteering in elementary schools across the country and substitute teaching fanned the flame of my desire to become an elementary teacher. Four years ago, I submitted my resume and I am fortunate to be teaching fifth grade here in Stafford County, Virginia.

Having experienced elementary education throughout the nation, I have absorbed the best practices of talented teachers and adapted them to my own style. I have also been able to see techniques and practices that I did not like or that would not fit my personal style. I have been able to learn from many teachers in many states. One of the keys to successful teaching, in my opinion, is continued learning! I aspire to be a lifelong learner and to instill the love of learning into my students.



My family- my husband, son and daughter- live with our two cats in Stafford, Virginia. The life that I share with my family is different than I had dreamed as a little girl in Maryland but it certainly has proven to be so much better than I could have imagined! I look forward to many more adventures as I continue to grow as a wife, friend, mother, and educator!



Ryan Ward
ITCE_03
Autobiography



I am a Teacher

A special education teacher at PACE East middle school in Prince William County, VA since Fall 2005. I teach students with Emotionally Disabilities.



I am a Coach

Since 2004, I have coached high school students in the sport of rowing.



I am Student

I am a current student at the University of Mary Washington where I am earning my Master of Education with a concentration in Special Education.

Ryan Ward's Me and My Philosophy

Education is learning to contribute to society. Students will become our leaders, our teachers and our chance to make society a better place. We must keep this in mind in all that we do in education. As teachers we can choose to educate in a positive or negative way. Choosing to limit the student's education anyway is negative. We as teachers must not let our personal opinions limit what we teach or how we teach a given subject. We must instead be positive, exploring all sides of an issue. We must be facilitators not just instructors.

Assessing students is essential. Education is as much about finding your weaknesses as it is about strengthening them. We must assess students fairly and adequately just as Doctor provides proper care and medication, we too must know what our students needs are, address them and cause no harm in the process.

Assessing goes far beyond reading and writing skills. A student's background plays a part in their education. Backgrounds consist of social economic status, cultural heritage, race and many other factors. As teachers it is our job to inform ourselves about these factors. Looking through the research others have done for us. Becoming students ourselves.

Freedom is the key. Students must be free to explore their own education. We as teachers must facilitate this learning in creative ways. We must not limit ourselves by giving the excuse of the limits place on educators by the education system. We must learn to work within the system.

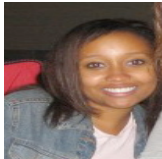
Education begins with self-worth. A student must find success in something. Whether it is in academics, athletics or sociability success grants a student confidence and confidence is the key to learning.

A teacher must never finish learning. Never settle on a way to teach, nor teach that same way to every student. If teachers stay students, our community will strengthen.





When I tell people that I plan to teach, they take a step back – physically distancing us as if my aspiration is a contagious illness. If I let slip that I intend to teach high school, their expression hardly disguises disgust. And when I specify that English is my subject of choice, I can actually see every grueling recitation of Shakespeare replay through their eyes. Despite this reaction, I want to teach. In fact, there has never been a time I didn't want to teach.



I grew up in a small town in New Jersey, where I spent my younger years requesting extra worksheets so I could play “school” at home. Since I am an only child, I lined up my dolls and stuffed animals to pretend to inspire the young minds of America. Little did I know, the difficulty of the task I chose to accomplish. When I reached high school, the toys became actual children when I taught Sunday school to preschool and kindergarten students and oversaw a Girl Scout Daisy troop. One short year of working with pre-K through first graders showed me that my calling was not in elementary education.

I moved to Virginia during my junior year of high school, and, after graduation, I attended Christopher Newport University in Newport News, Virginia. The college had just cut its education major, but still offered some of the program's core courses. I chose to major in English and took any education course I could.

During one such course, I had the opportunity to observe in one of the city's high schools. As the students grew more comfortable with me in the classroom, the teacher gave me more responsibilities. He even allowed me to plan lessons and occasionally lead them. I was instantly hooked, and knew that secondary education was the path for me.



After I graduated in May of 2006, I was accepted to UMW for an M.Ed in secondary English education and teaching English as a second language. As I gain experience through my coursework, I find that my teaching philosophy is that all students need to be equipped with the tools to communicate effectively and should be given the opportunity to learn how to do so. I feel that I am just the person for the job.