

Mary Erickson

863 Pinetree Hill | St. Paul, MN 55106 | 715-123-4567 | mary.erickson@my.uwrf.edu

EDUCATION AND CERTIFICATIONS

Bachelor of Science in Elementary Education

University of Wisconsin-River Falls (UWRF), GPA: 3.4, Dean's List

May 20XX

First Aid and CPR/AED Certified

American Red Cross

Expires June 20XX

CLASSROOM AND CHILDCARE EXPERIENCE

Third/Fourth Grade Pre-Student Teacher, E.P. Rock Elementary School, Hudson, WI

Spring 20XX

- Collaborated with cooperating teacher to team-teach a Full Option Science System (FOSS) science lesson on germs and diseases
- Created and implemented a math lesson that incorporated a SMART Board and interactive activities to engage students with varying learning style preferences
- Led responsive classroom morning meetings and used classroom management techniques to maintain a productive learning environment
- Differentiated instruction while tutoring students challenged by academic concepts and creatively problem-solved to explain curriculum in multiple ways
- Observed the Wisconsin Knowledge and Concepts Examination administration process
- Increased knowledge of the IEP process and working with students with disabilities

Information Assistant/Camp Discovery Guide, Denali National Park, Denali, AK

Summer 20XX

- Oversaw the safety of 14 fifth graders during three-day educational and social camping trips
- Guided over 100 daily visitors through the park which included answering customers' varied questions in an accurate and efficient fashion

Personal Care Assistant, Tahill Family, Woodbury, MN

Summers 20XX, 20XX

- Modeled and taught daily life skills including appropriate social interactions for an eight-year-old boy
- Showcased patience and encouragement while assisting with homework and communicated progress with parents at the end of each work shift

ADDITIONAL EXPERIENCE

Server, Applebees, St. Paul, MN

Fall 20XX-Spring 20XX

- Demonstrated flexibility and adaptability while transitioning between roles to run food, cover the host station, and serve guests during peak times

Customer Service Specialist, Ace Hardware, St. Paul, MN

Spring 20XX

CAMPUS INVOLVEMENT

Athlete, Women's Tennis Team, NCAA WIAC Conference, Division III, UWRF

20XX-Present

Secretary, Member, Early Year Enthusiasts, UWRF

20XX-Present

Student Teaching Application Autobiography Worksheet

We recommend following this process when writing your student teaching autobiography:

1. Brainstorm

Brainstorming space provided as you continue through the packet

What led you to pursue teaching as a profession?

Topics to consider

- Where you grew up
- Your family
- Hobbies/interests
- Education
- Jobs and volunteer opportunities
- Campus involvement

Tips for brainstorming

- Write down every idea that comes to mind. The goal is to create a long list.
- Don't censor yourself or try to determine if an idea will work for your autobiography while brainstorming.
- Don't worry about writing in complete sentences.
- Start early and give yourself a couple days to brainstorm. Add new ideas to your lists whenever they occur to you.

2. Choose your main topics and create an outline for the body paragraphs

Choose three or four concepts from your brainstorming that you would like to write about in your autobiography.

Topic for body paragraph 1 _____

How did this lead you to pursue teaching? _____

Topic for body paragraph 2 _____

How did this lead you to pursue teaching? _____

Topic for body paragraph 3 _____

How did this lead you to pursue teaching? _____

Topic for body paragraph 4 (optional) _____

How did this lead you to pursue teaching? _____

3. Introduction and conclusion

Introduction

The introduction should attract the reader's attention and preview the content in the body of your autobiography.

Conclusion

The conclusion should sum up the main points in the body paragraphs and provide closure to the autobiography.

4. Write your autobiography

5. Review your autobiography

Before turning in your autobiography, review the following checklist

Content review

- ☐ Are the words “love”, “passion”, and “help” removed from your essay?
- ☐ Are your sentences phrased so that multiple sentences in a row do not start with “I”?
- ☐ Do you have introduction and conclusion paragraphs?
- ☐ Does every body paragraph clearly introduce a topic and relate it to your decision to pursue teaching?
- ☐ Is every paragraph connected with a transitional sentence or phrase?

Format and grammar review

- ☐ Do you use block style text (no indentations for each paragraph, extra space between paragraphs)?
- ☐ Is your autobiography double spaced?
- ☐ Is your autobiography approximately two pages in length?
- ☐ Do you have your name/contact information at the top of the first page (identical to your resume and references)?
- ☐ Do your margins and font size match your resume and reference page?
- ☐ Did you remove all contractions (don't, won't, etc.)?
- ☐ Did you proofread your document for grammar and spelling errors? We recommend reading your autobiography out loud to yourself because it generally slows your reading down enough to notice mistakes.

Use the box below for brainstorming

Tips for brainstorming

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Up until my junior year of high school, teaching was never a profession I had considered. However, after reflecting upon my educational experience, extracurricular involvement, and work experience, I recognized my strong desire to serve as a mentor, role model, and educator for children. Teaching emerged as a clear and natural personal career fit, and I look forward to educating future generations in my own classroom someday!

My K-12 educational experience in the St. Paul School District impacted my career choice immensely. I greatly enjoyed my school environment, classmates, and teachers. As the years passed, I realized that the teachers not only cared that I learned classroom content, but they really cared about me as an individual. One of my teachers, Ms. Geimer, became a mentor to me and we checked in weekly during a tough year. Since I was raised by a single father, Ms. Geimer served as a strong female role model in my life. In addition to the classroom content, she taught me life skills such as confidence and the importance of perseverance. I aspire to be a strong mentor, role model, and educator to students, just as my teachers were to me. This realization led me to pursue a career as a teacher.

Outside of the classroom, my extracurricular involvement solidified my career choice. In high school, I participated in various sports including volleyball, basketball, and softball. I enjoyed playing sports and learned life skills in both the practices and games that were beneficial in other aspects of my life. The coaches were very fun, energetic, knowledgeable, and positive, and motivated me to give 110%. My junior year, I was voted captain of the softball team. This was my first experience leading other students, and I noticed that the team bonded and worked very well together with my support. I thrived in this leadership role, and invested a lot of energy to ensure that all of my teammates were reaching their full potential. I want to pursue a career in education to motivate other students to give their all (just as my coaches had) and to apply my leadership skills within a classroom setting.

During high school, my work experience at Denali National Park provided another opportunity to further my passion for education. At Denali, I was required to participate in a two week training course to become familiar with the park. As I was often the first contact for the public, one of my jobs was to answer questions from potential visitors. This was an extremely daunting task as there were countless rules and regulations. When I did not know something, I admitted it, and was not afraid to say “I don’t know, but I will find out.” I would then find the information to provide a precise answer to the visitor. I felt very comfortable and fulfilled in this educator role. Also, while working at Denali, I assisted with the Discovery Camp, where another ranger, a volunteer, and I took a group of fourteen fifth graders into the park to camp for three days. Through this experience, I noticed my natural ability to connect with, engage, educate, and oversee the safety of the campers in the wilderness of Denali. At the end of the camp, the other leaders were exhausted, while my energy had increased. It was then that I knew teaching (specifically elementary education) was a perfect personal career fit.

In addition to my work experience at Denali, my experience as a Personal Care Assistant (PCA) inspired me to pursue teaching. As a PCA, I had the wonderful opportunity of working with a second grade boy with autism. This young boy was extremely intelligent, but due to his autism, the way he took in information was unique. When assisting this young man with his homework, I changed the way I posed questions, and he would explain concepts to me in a completely different manner from my own thinking. I enjoyed deepening my understanding of different learning styles and creatively problem-solving to explain concepts in different ways. I look forward to the challenge as an educator of tailoring my teaching method to the ability levels and learning styles of students to ensure academic success for all.

My K-12 educational experience, extracurricular involvement, and work experience inspired me to pursue a career as a teacher. It is with great enthusiasm that I submit my application for the next step on my journey to become an educator, student teaching!

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PROFESSIONAL REFERENCES

Ms. Julia Pattenson

3rd/4th Grade Teacher

Relationship: Pre-Student Teacher Experience Cooperating Teacher

E.P. Rock Elementary School

555 Second Avenue South

Hudson, WI 54016

School Year: 715-555-1236

Summer: 777-344-2345

jpattenson@hla.edu

Mr. Solomon Jacobson

Teacher

Relationship: Observation Supervisor

Meyer Middle School

451 Catawba Valley Southeast

River Falls, WI 54022

651-385-4555

sjacobson@pamisc.edu

Ms. Mary Tahill

Stay-at-home-Parent

Relationship: Parent (Supervisor) for Nanny Job

Tahill Family

337 North Jackson Street

Woodbury, MN 54065

456-345-3456

Mmtahill@gmail.com

Your professional references (no family or friends) should be on their own individual page with your same contact information that you included on your resume and autobiography. Please include three references for your student teaching application. Ensure that you ask each reference for permission and provide them with an updated resume. Always remember to thank your references!

VERY IMPORTANT: If you have references who are teachers or school administrators, be sure to provide a phone number that they can be reached at during the summer months.