

PROMPT A

I began working towards a degree later in life than most. I was nervous and intimidated to feel old and uneducated, and I wasn't even sure if college was for me. I decided to start part time and to only take classes that piqued my interest without worry of the end goal. I feel that my natural inclination to collect information across many subjects will benefit me in the future as an educator in early elementary.

Through ceramics and drawing I found an unexpected understanding of the value in expressing feeling and passion through art. Working with clay is one of the most emotionally grounding activities I have had the pleasure of learning. Studying elementary math, astronomy, geology, and PNW fisheries gifted me with enough knowledge to start from to share with others. Although I found that these subjects were not a focus of my passion, I have come to understand it is invaluable to be willing to learn anything and everything in order to be the teacher I would like to be. Multicultural communications, grassroots activism in American government, Native and border studies, and multiple psychology courses have all given me a deeper understanding of the inequities in the world and the importance to address them. English and literary courses reignited my love of reading for pleasure.

My coursework has given me a sense of confidence and pride in my ability to continue to grow. I feel that I have a sturdy foundation to begin learning more about what it means to be an educator in our world today. I have much ahead of me in the way of ELL, curriculum building, assessing, and honing my desire of being a teacher into a reality. Currently enrolled in an ELL focused course and applying for the MiT program, I am continuing within the mindset I started my educational journey, I will take it one step at a time.

PROMPT B

My personal experience in the public school system consisted of a lack in social and emotional development and pressure to perform. Although I achieved good grades to please my teachers and family, I never gained the ability to make long lasting and meaningful relationships, which made my educational experience a source of stress. I can only recall one teacher that made me feel comfortable and enough in the classroom. When I fell into my position at The Valley School in Seattle I found how fun, inviting, inclusive, creative, and supportive a school community could be. With a focus on learning through play and awareness of social and emotional development not only did I gain confidence as a teacher, but I gained confidence in my personal ability to enjoy learning through professional development and interacting with the passionate teachers at Valley. I began to learn how to grow socially and emotionally myself through teaching it. For the first time in my life, I left work nearly every day feeling happy, energized, and satisfied. My experience at Valley led me to pursue an education towards a career as an educator. I believe I hold qualities and beliefs that will make me a teacher to leave an impact. Empathy, passion, patience, a silly sense of humor, flexibility, compassion, creativity, and desire to always learn are all pieces of me that I strive to bring into my own inclusive and thoughtful classroom community.

Working in the service industry for the majority of my adult life has assisted in forming my beliefs on how to interact with the world. People can be difficult, unaware, or just plain mean sometimes. The importance of supporting community and the people around us is so important in helping each other succeed. Working as a team, interacting with customers, and managing a team has given me patience and boundaries. My work at New Moon Cooperative Café taught me even

more of that patience and empathy serving our houseless community. Being kind and treating anyone as you'd hope to be treated goes a long way.

As I continue my journey towards a career as an educator I plan to continue to learn and grow as a person and as a professional. I will never know everything, but constant work towards educating myself scholastically while focusing on diversity, equity, inclusion, and access will keep me pointed in the right direction.

PROMPT C

Providing public access to a comprehensive education is a basic human right where needs are not being met across the country. Yes, it is a social good as it helps society to function by teaching kids about the world and creating space for them to be with children their age. But as it currently stands, access to safe, true, supportive, equitable, and inclusive education is not an option for everyone. The gap in equitable educational access supports the system of social inequality in our country by supplying disadvantages to some and advantages to others. The education our youth receives often is affected by their gender, socioeconomic, geographical, and racial status. Wealthier areas have schools with more funding which have an easier time attracting better teachers. Districts with more funding have the opportunity to offer professional development and more resources to educators and students. I have experienced private school as an educator and have many issues with the accessibility that comes with it.

Unchecked internal and external biases supports the school to prison pipeline, and often leaves minorities at a disadvantage compared to their white classmates. Standardized testing, classroom behavior expectations, and curriculums are created in a "one size fits all" fashion leaving behind those learners who need different support or tactics to reach their potential. The majority of educators are white, creating school communities that do not represent culturally relevant and inclusive spaces for all.

Education is supporting the cycle of social inequality, but I believe it is also the way to break it. We can address it through incentives and support for BIPOC educators to enter the field, teaching teachers to face bias and continue their education, financial stability for educators, a focus on social and emotional development in curriculum, and relevant curriculums that meet kids where they are at academically, socially, and culturally. Creating public access to resources, teachers, and funding that focuses on creating a public education system across the country that empowers every student.