

#2a: N. Cutlip, MIT

Name what you would like to teach. Explain or present how your college education has prepared you to teach in this area. This question will be reviewed alongside your transcript so there is no need to summarize your coursework.

I would like to teach Spanish, a Designated World Language at the secondary level, and also complete the English Language Learner endorsement. My educational background includes a BA in Foreign Languages and Literatures, Spanish, a BS in Psychology, and a MA in Human Development. I have the Spanish language content, but most importantly the education/experience around how to motivate and support secondary level students and their families.

#2b: N. Cutlip, MIT

Explain your life experiences outside of school that inform your preparation to teach in this area.

My life experience has been quite extensive ☺. For this application, I would include being an exchange student at the University of Guadalajara, Mexico, backpacking through Mexico, Belize, and Guatemala, serving as a Peace Corps Volunteer in the Dominican Republic, close to the Haitian border. I've also interpreted for the Centralia Police Department, served as the Resident Director for the Big Bend College Upward Bound summer residential program, maintained the Spanish Message Line for North Thurston Public Schools (NTPS), and currently interpret at the NTPS Family Youth and Resource (FYR) Center on food/supplies distribution days.

To support my possible work as an ELL teacher, I've worked with the Centralia College Japanese exchange summer program, studied abroad in Sweden, worked as a Resident Advisor/Graduate Assistant/Resident Hall Director for international student housing at Washington State University, served as the International Student Services Director at Central Texas College, and have lived in both Italy and Germany as a military spouse.

I've experienced how powerful language can be, creating bridges between cultures and peoples. These experiences have also shown me how it feels to be an "outsider," how scary it can be when a person doesn't speak the home language or looks "different," the beauty and value of other cultures outside of the United States, the skills needed to successfully function in a foreign country, and how empathy and compassion can make all the difference.

#2c: N. Cutlip, MIT

Education is both a social good and structurally unjust. Explain or present your understanding of how teachers might address this contradiction in their classroom.

Education is definitely a path to move forward. I know this first-hand, growing up in an economically challenged household. Unfortunately, the school experience and what it provides is not always equitable.

We are a retired military (Army) family. Our daughter is 15 and now lives in her 15th house, and has attended 9 schools. She has attended in:

- 1) Honolulu, Hawaii - (both private and public).
- 2) Vancouver, WA – a diverse, well-funded school district.
- 3) Washington, DC - (SE DC where she was the minority, and near embassy row, public but appeared to function as a private school).
- 4) Sumter, South Carolina - (Students with resources would attend one of two private schools. Those without, or with military affiliation, attended public school where no music or art was offered to students).
- 5) Fairfax County, VA – a well-known, wealthy school district with more than sufficient funding, current technology, and high SES. Our daughter was very behind when we moved here. Most students had music/band starting in the 4th grade, Apple technology in their classrooms and libraries, and strong parent support.
- 6) Olympia School District – again, well-funded, strong parent support/involvement, with the majority of students growing up in the same school district.

Military life was quite an education for us. We learned first-hand that education in the United States is not equitable in terms of tax base, resources, parent involvement....

Currently, I am reading “*Just Schools: Building Equitable Collaboration with Families and Communities*,” by Ann Ishimaru.

In my current position as Family Engagement Liaison, and if I were a classroom teacher, I believe in the dual capacity model. School staff need to increase their cultural competence, and families need to develop their ability to advocate for their child and navigate the American school system. I believe in the Academic Parent Teacher Teams research, where teachers and parents work together as genuine partners to co-create, maximize student learning, both inside and outside of school. As a family who moved frequently, I feel it’s important to build community in the classroom for students, but also for the families, to create a place for parents to connect, share challenges and successes in their child’s learning. My goal as a teacher would be to meet education standards, grow student voice, serve the whole child (head + heart) with social emotional learning and restorative practice, create a tolerant, supportive community within my classroom/school building, and provide culturally responsive/sensitive instruction.