

My time working within the local school districts as both a substitute teacher and a substitute paraeducator has been some of the most eye-opening experiences in public education to date. In 2024, I started working with elementary level students and have since been a sub at several schools ranging from K-4 to High School level including special education in all grades K-8. At the elementary level I worked with students at Evergreen Elementary in Shelton who are essentially tri-lingual. Being in those classrooms gave me an appreciation for the ways that early elementary educators develop language skills as well as how they build culturally responsive communities of learners who see themselves as important. I also had the opportunity to sub several times in a 6th grade English classroom in Shelton. The team I subbed for is the multilingual learner focused team for the 6th grade. I saw in real time how essential it is to provide multilingual students with a space where they are safe as well as being supported in learning the target language. It was this experience that brought me to investigate Evergreen MiT for the multilingual learner pathway program. Those experiences taught me that I am the happiest at the Middle level and am currently long-term subbing as a paraeducator at Salish Middle School for students with special learning needs and as a general assisting teacher to help in single teacher classrooms. My experience at Salish cemented my intention to apply for the Evergreen Master in Teaching program because of how much I have enjoyed working with and teaching the middle level age range. Students at this level can process and learn about bigger topics and still possess the drive to engage in hands on learning through lab experiences. I see the way some middle school students often struggle with learning through conventional methods of teaching, and, in those students, I see myself. It is not always straightforward for every student, just as it was not always straightforward for me. I wish to incorporate these less conventional methods for any young learner who needs it, as finding solutions for these psycho-socially complex issues brings a deep sense of fulfillment to my soul. Especially Science and English as those two subjects are crucial in our lives and will continue to be in the very near future. All students deserve quality science instruction delivered in a way that supports language development and content understanding. I want to be able to make an impact on how future generations see our world and process the ever-expanding information being found within it. With that said being able to observe a variety of teachers has helped me to see just how much of an impact excellent, engaging teachers can have on young minds. Observing how teachers engage learners of all backgrounds to engage with complex materials opened my eyes to the necessity for people like me to join the profession. I truly believe I can add to the group of teachers in our community that students will be able to not only look up to, but see themselves in. As a mentor and teacher, I hope and plan to help structure great habits and life skills for students to bring with them into their adulthood to help them further see just how capable they can be.