

During a reading lesson about how to retell stories; I noticed one student was having some struggles. The plot points he was sharing didn't happen in the story, he didn't allow his partner a turn to share, and he was talking louder than any other student in the room. This student was an English Language learner from Uganda who had only been in the United States for a little over a year. Rather than continuing with passivity, I treated it as a chance for academic, emotional, and social growth. As students went back to their seats I quietly and informally reaffirmed his on task behavior, and then took a moment to reteach the lesson. We discussed how we should retell a story, and that we do it in a voice that only our partner can hear. I modeled this skill for the student, and then he modeled it with me. I later watched him to ensure that he was able to apply the skill on his own, and he was. This student left my intervention not only with a better sense of what is expected when we work with partners, but more importantly he felt positive, comfortable, and empowered.

My experiences to date, such as this, have shaped my desire to teach abroad in a diverse setting. I find myself constantly drawn to any gathering of people from different geographic, social, religious, and cultural backgrounds. I thoroughly enjoy learning about new cultures and customs, and I find the task of teaching diverse learners exhilarating. I have traveled to Germany three times, Denmark, and Costa Rica, loving each destination's differing cultures and ideologies. Teaching at an international level is more than just a means to travel, but it is a method for me to flourish as a globally conscious and tolerant educator. My elementary education (K-5) and special education (K-12) certifications, including endorsements to teach students with emotional impairments and cognitive impairments, make me highly qualified to be a leader in any international school. My expertise in the area of special needs makes me a great candidate for schools who value each individual student's success, and who use formative and summative assessments to guide their instruction. My Bachelor of elementary education has left me prepared and eager to deliver high quality instruction while working with modern research-based curriculum. I am committed to ensure student growth, and I am hard-working in my efforts to attain that goal.

While education frequently emphasizes the student's score on assessments, I believe it is the obligation of teachers, support staff and administrators to constantly assess themselves. It is in this manner only that we can truly achieve academic greatness for each of our students. I believe an educator should assess themselves in the following ways: "Did I reach every student today in the way that they learn best?", "Was I enthusiastic and engaging?", "Did I informally assess the students' understanding while I was teaching?", and finally "Did I show each student that I care about them?" My goal is to build and foster a learning environment that is rigorous, engaging, authentic, and inquisitive for students from all backgrounds. Inquiry-based learning and higher order thinking skills have been a focal point in all four of my student teaching experiences. Students from racially, ethnically, linguistically, and economically diverse backgrounds will feel safe, comfortable, and valued in my classroom environment. This sense of belonging has been

shown to increase academic performance, and this is exceedingly important in an international school setting.