As the Director of Teacher Education Services, I would like to welcome everyone back to the start of a new academic year. On behalf of the entire TES staff, I would like to take this opportunity to offer our deepest sympathies to those affected by our country’s recent tragedy.

The Teacher Education Services office located in room 152 of the Education building, coordinates many services in the College of Education. Our advisors can assist you with academic advising, selection of appropriate student teaching placements, guidance with completion of Praxis assessments and certifying college verification requests for teacher licensure.

Our staff strives to provide our students with assistance and support as they work to complete their program of study. If you have questions or are interested in becoming a teacher for the Commonwealth, please call for an appointment (683-3348) Monday-Friday from 7:45 a.m.-5:30 p.m. or just drop by the office.

Meet Our Staff

We’re here to help you …

Our new director, Dr. Leigh Butler earned her doctorate in Urban Services with a concentration in Urban Education from Old Dominion University in 1999. She is endorsed as a secondary principal, special education teacher in the areas of ED, LD, and EMR, and as a history and social science teacher. Her experience includes serving as an associate adjunct professor of special education at Old Dominion University, teaching both regular and special education middle and high school students, and serving as principal for diverse educational programs requiring the supervision of both regular and special education teachers. Prior to her appointment at Old Dominion she served as one of the Coordinators of the Southeastern Cooperative Educational Programs! Continuing staff members include Lynda Bernstein, Associate Director and Advisor of the Graduate Teacher Education Programs; Armina Israel, Advisor for Human Services Counseling -TELETECHNET and Pathways Programs; Nola Nicholson, Advisor for undergraduate Human Services Counseling and undergraduate Secondary Teacher Preparation Programs; Marjorie Tautkus, Licensure and Field Placement Specialist; Carol McIntyre, Administrative Staff Assistant; Jerron Byers, graduate assistant and Tenika Lewis, student worker. New to our staff is Taneh Sekpeh also a student worker.

Student Teaching

Under students planning to student teach during the Spring 2002 semester must first apply for admittance into a Teacher preparation program through the Office of Teacher Education Services, or through your respective department. To student teach, you must also complete the Application for Student Teaching. Application packets for Student Teaching are available from TES. The deadline for submitting the completed application for Spring 2002 placement is Friday, October 12, 2001. YOU MUST ATTACH PASSING PRAXIS I SCORES.

*****
ACTT Now Student Internship Program
Lee Vartanian

For students interested in a student teaching placement that not only provides first-hand teaching experiences, technology training and support, curriculum development opportunities, but a stipend of $4,000 and an opportunity to live free in Brunswick County, Va. (96 miles west of downtown Norfolk), the ACTT Now internship program is now accepting applications for Spring and Fall 2002 semesters. Part of the 1.3 million dollar ACTT Now PT3 grant, the program is a cooperative effort between ODU and Brunswick County Public Schools.

Brunswick County, one of the poorest counties in the state of Virginia, faces many of the problems that a disadvantaged, and sometimes overlooked, county faces. Fortunately, the leadership in Brunswick County Schools is diligently striving to improve their learning and teaching environments. Recognizing their commitment to excellence, the Ohana Foundation identified Brunswick as one of the three most technologically advanced school districts in the State of Virginia.

Students who take part in the ACTT Now internship program receive a $4,000 stipend per semester, use of a laptop computer and are provided with a fully furnished home that they will share with other interns during the duration of their student teaching experience. Before and during their placement, interns take part in intensive technology training workshops that concentrate on practical technology integration strategies for the classroom; such as, learning to use digital projectors and accessing resources on the Web. During the semester, these workshops occur on a weekly basis and stress other issues such as classroom management and lesson planning. In addition to the technology workshops, interns receive on-site technology support from Brunswick County’s instructional technology support staff.

In addition, interns are paired with a mentor teacher in their subject and grade level. They are expected to teach 50% of the time, and use the rest of the day for observation, lesson planning, curriculum development, and assisting in other classrooms.

If you are interested in hearing more about this program, a reception for the ACTT Now internship program will be held in the Parenting Room at the Child Study Center, from 12:00-1:30 p.m. on Tuesday, October 9, 2001. If you would like more information, please contact Lee Vartanian [lvartani@odu.edu, Edu. Bldg. Rm. 151 (683-6459)].

Special Education News
Cheryl Baker, Ph.D.

For students who wish to apply to the master’s program in special education, the individual must hold a baccalaureate degree from an accredited college or university. In addition, the student must demonstrate competencies in special content. Undergraduate transcripts will be evaluated according to the following areas: English (12 semester hours); Mathematics (12); Science (10); History (6); Social Science (6); Arts and Humanities (6); and Computer/Technology (3). All courses must be passed with a C- or better. If a student does not have the appropriate content hours, they must complete the hours required or apply to the Licensure Only program in special education. Content competencies are NOT evaluated for licensure in special education.

Student Council for Exceptional Children (SCEC)
Cynthia Dortch

The overall purpose of SCEC is to promote future leaders in the education of children and youth with exceptionalities as well as promote programs designed to inform students of special education and to encourage them to become involved with their peers with the possible result of becoming a part of the profession of special education in the future. Benefits include: 1) Recruit future special education teachers, 2) Build Peer Relationships, 3) Provide Community Service, 4) Enhance Educational Outcomes, and 5) Foster Public Awareness. CEC has the latest information in special education, advocates for students with special needs and recruits and retains professionals in the field of special education. Special Education Works – Be part of an organization that makes it happen!

****
Who Is My Advisor?

Lynda Bernstein, Associate Director and Graduate Advisor

Sometimes, students in teacher education get confused over who their advisor is. No wonder – since you’re studying in two different departments, your major and teacher education, it can get very confusing.

To help clear things up:

Undergrads: Main advising is in the department of your major. However, once you reach your sophomore year, it’s time for a visit with Nola Nicholson, Office of Teacher Education Services, Darden College of Education, Room 152, to review your education courses and to discuss your Praxis I and II requirements. Once completed, your main advising reverts back to the department of your major. (Example: English education students will be advised by the English department). The semester prior to student teaching, you will once again visit Teacher Education Services to submit your student teaching application.

On-campus IDS/5th Year (Pk-3 and Pk-6): All undergraduate advising is in the IDS department. However, the semester prior to graduation, and after your Graduate Status Application has been submitted and approved, Pk-6

Special Course Offering for Secondary Methods

Murray Rudisill, Ph.D.

The ECI Department will offer special sections of secondary methods courses this Spring to accommodate students who did not have the prerequisites this Fall. These courses will be offered in the late afternoon and evening for students who are working during the day or are currently teaching.

The secondary math and science methods will be taught together on Wednesday nights from 7:00-10:00 in room 138 of the education building: The instructor will be Sueanne McKinney. The secondary English course will be on Monday from 4:20-7:00 in room 139. The secondary social studies course will also be on Monday from 4:20-7:00 in room 150. These 3 courses will carry a special number (ECI 495/595) and will substitute for the normal ECI methods course. Be sure to sign up for the correct methods number listed in the scheduled book.

ECI Update

Don’t Forget Your Prerequisites!

When you plan your schedule, remember that several of the classes in the PreK-6 program have prerequisites. For example, passing Praxis I scores and completion of at least two instructional strategies classes (ECI 432/532, 433/533, 434/534, 535/535) are required before taking ECI 436/536. In addition, completion of ECI 304 is a prerequisite for any instructional strategies class. Don’t get caught. Be sure that you have completed the prerequisites before you register for a class. You can always consult the course listings at the end of the 2000-2002 catalog for the current prerequisite.

K. Bucher, Ph.D.

Reminders

Writing Placement Test: All freshman and new transfer students must take the Writing Placement Test. Avoid a hold on your registration. Please contact the Writing Center, at 683-4112.

Math Placement Test: The Math Diagnostic Test (COMPASS) is required of all students who do not have transfer credit for the pre-requisites to Math 102 Stats 130M, Math 162M, 163 or 200. Students are advised to sign up for one of the examination dates by calling the Testing Center at 683-3697.

Declaration of Major and Minor: Please remember to declare your major and minor(s). Human Services Counseling requires a minimum GPA of 2.0 to declare, and all teacher preparation programs require a 2.75. Always verify with the minor department that you are competing the required classes.

Juniors and Seniors: Exit Exam of Writing Proficiency: All undergraduate students, including those students who are seeking a second degree, must pass the University’s Exit Examination of Writing Proficiency, prior to their date of graduation. Students may take the exam as soon as they have accumulated 58 semester hours. The Testing Center can be contacted at 683-3697.

All graduating seniors must complete the Senior Assessment. For further information, please contact the Testing Center at 683-3697.

Old Dominion University Commencement information: All graduating seniors will be notified about the commencement ceremony. Please contact 683-3442 or visit Student Services in Room 2008 in the Webb Center, for more information.

Please go to Advising ... page 6
Undergraduate Teacher Preparation programs:

Nola Nicholson, Advisor

K through 12th grade programs in Art, Music, Dance, Foreign Language and Theatre  Secondary programs (6th - 12th grade) in Biology, Chemistry, Earth Science, English, Geography, Mathematics, Physics, Political Science and Social Studies

Please plan to meet with an Education advisor in the office of Teacher Education Services early in your academic career to learn about important education information! Either call 683-3348 or stop by Room 152 Education Bldg. to make an appointment to speak with Nola Nicholson.

You are eligible to take PRAXIS I once you have taken your general education requirements for English and Math, but no later than your Sophomore/Junior year in college. It is now a requirement to take PRAXIS I while enrolled in ECI 301, Social and Cultural Foundations of Education. In order to register for the Methods and Practicum or Developing Instructional Strategies course required in your major you will need to have passing PRAXIS I scores. This is the reason we encourage you to take PRAXIS I early!

Apply to the Darden College of Education after you have passed PRAXIS I and have earned a 2.75 cumulative grade point average by completing the Teacher Education application available in Room 152, Education Building.

Please plan to take a few education courses each semester while you take your major courses. The last semester of your senior year is when you student teach. Plan to have all of your course work completed since student teaching is a time-consuming commitment. You will also need to take PRAXIS II, the specialty area test, for the subject you will be teaching as you enter your student teaching placement.

Applying for Graduation:

Don’t let your graduation be delayed because the departmental certification has not been completed! When you apply for graduation with your major department the Education, Curriculum and Instruction Department, Rm 145, Educ. Bldg., must also certify the education courses that you took for your major. In order to get the Education departmental certification completed please drop off a copy of your application for graduation along with a copy of an unofficial transcript to the ECI Department.

SVEA

Dana Patton, Student President

Attention Prospective Teachers:
Are you interested in becoming a professional educator? If so, come and join the Student Virginia Association (SVEA). We are affiliated with the VEA and the NEA, which are professional teacher organizations at the state and national level. The SVEA offers $1,000,000 liability insurance, subscriptions to education journals and publications, informative conferences and seminars, lots of volunteering.

Did you know  

That effective April 26, 2001, individuals may now meet the Praxis I assessment requirement by achieving the scores established by the Board of Education on October 26, 1995, for each of the three Praxis test – writing, reading and mathematics – or by achieving the established composite scores on all three test. Combing PPST and CBT scores to achieve the composition will **not** be accepted. A minimum score on each of the tests is not required provided the composite score is achieved.

<table>
<thead>
<tr>
<th>PRAXIS I</th>
<th>TEST CODE</th>
<th>PASSING SCORES</th>
<th>PRAXIS I</th>
<th>TEST CODE</th>
<th>PASSING SCORES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>10703</td>
<td>178</td>
<td>Mathematics</td>
<td>10731</td>
<td>323</td>
</tr>
<tr>
<td>Reading</td>
<td>10710</td>
<td>178</td>
<td>Reading</td>
<td>10711</td>
<td>326</td>
</tr>
<tr>
<td>Writing</td>
<td>20720</td>
<td>176</td>
<td>Writing</td>
<td>10721</td>
<td>324</td>
</tr>
<tr>
<td></td>
<td></td>
<td>532</td>
<td></td>
<td></td>
<td>973</td>
</tr>
</tbody>
</table>

All test will be given at ODU on the following dates: 11/17/01, 1/12/02, 3/09/02, 4/20/02, 6/15/02. Registration deadlines for each test are listed on the back cover of the Registration Bulletin which can be picked up outside of ED 152.

As confidence builders in preparing for the test, Old Dominion University is offer five (5) 90-minute sessions of training in the Reading, Writing and Mathematics component of the Praxis I exam. Sessions are held on Saturdays as follows:

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Session(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five (5) Saturdays</td>
<td>Session II: Feb. 2-March 2002</td>
</tr>
<tr>
<td>Five (5) Saturdays</td>
<td>Session III: May 11-June 8, 2002</td>
</tr>
</tbody>
</table>

To register or if you would like additional information, please call Lisa Watts and Francis Puchalski at (757) 683-4686.

PRAXIS I TEST PASSING
PPST CODE SCORES CBT CODE SCORE

Mathematics 10703 178 Mathematics 10731 323
Reading 10710 178 Reading 10711 326
Writing 20720 176 Writing 10721 324
532 973

Effective April 26, 2001, individuals may now meet the Praxis I assessment requirement by achieving the scores established by the Board of Education on October 26, 1995, for each of the three Praxis test – writing, reading and mathematics – or by achieving the established composite scores on all three tests. Combining PPST and CBT scores to achieve the composition will not be accepted. A minimum score on each of the tests is not required provided the composite score is achieved.

<table>
<thead>
<tr>
<th>PRAXIS I</th>
<th>TEST CODE</th>
<th>PASSING SCORES</th>
<th>PRAXIS I</th>
<th>TEST CODE</th>
<th>PASSING SCORES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>10703</td>
<td>178</td>
<td>Mathematics</td>
<td>10731</td>
<td>323</td>
</tr>
<tr>
<td>Reading</td>
<td>10710</td>
<td>178</td>
<td>Reading</td>
<td>10711</td>
<td>326</td>
</tr>
<tr>
<td>Writing</td>
<td>20720</td>
<td>176</td>
<td>Writing</td>
<td>10721</td>
<td>324</td>
</tr>
<tr>
<td></td>
<td></td>
<td>532</td>
<td></td>
<td></td>
<td>973</td>
</tr>
</tbody>
</table>

All tests will be given at ODU on the following dates: 11/17/01, 1/12/02, 3/09/02, 4/20/02, 6/15/02. Registration deadlines for each test are listed on the back cover of the Registration Bulletin which can be picked up outside of ED 152.

As confidence builders in preparing for the test, Old Dominion University is offering five (5) 90-minute sessions of training in the Reading, Writing and Mathematics component of the Praxis I exam. Sessions are held on Saturdays as follows:

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Session(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five (5) Saturdays</td>
<td>Session II: Feb. 2-March 2002</td>
</tr>
<tr>
<td>Five (5) Saturdays</td>
<td>Session III: May 11-June 8, 2002</td>
</tr>
</tbody>
</table>

To register or if you would like additional information, please call Lisa Watts and Francis Puchalski at (757) 683-4686.

PRAXIS I TEST PASSING
PPST CODE SCORES CBT CODE SCORE

Mathematics 10703 178 Mathematics 10731 323
Reading 10710 178 Reading 10711 326
Writing 20720 176 Writing 10721 324
532 973
opportunities and teaching experiences, and bi-weekly meetings on campus. The SVEA invites knowledgeable guest speakers to our meetings to discuss issues in the field of education. We also provide lunch and refreshments. Also, last year we adopted Sewells Point Elementary School. By doing this, we provide volunteers to work with the children at Sewells Point, as well as holding book fairs on campus to raise money to buy books for the school. To join SVEA come to our next meeting. Meetings are held in Room ED138 at 12:30 p.m. Or stop by Sue McKinney’s office, Room 167-7 ED. She is the SVEA advisor and will be happy to help you. Our meetings for this semester are as follows: October 4th, October 18th, November 1st, November 15th, November 29th and December 6th. All meetings are in Room 138 ED from 12:30-1:15 p.m. If you would like additional information the SVEA contact Dana Patton at Ly2tch31@hotmail.com or call Dr. Suanne McKinney at 683-3228. We look forward to seeing you!

Important Advising Reminders

Nola Nicholson, Advisor

Pre-registration for spring 2002 semester will start November 12th, 2001. Please make an appointment prior to that to discuss your progress in the program and to select classes for the upcoming semester. You can schedule your advising appointment October 1st through November 16th by calling 683-3348 or stopping by the office of Teacher Education Services, Room 152, Education Building. The earlier you make an appointment the easier it will be to make an appointment to meet with me! If you have a busy schedule or can’t make an appointment during our office hours you can also be advised via e-mail at nnichols@odu.edu. Please send me a list of courses you plan to take and any questions you may have and allow at least a 24 hour turn around for a reply. It is extremely important that you keep me updated on your academic progress each semester. The advising block will be lifted after you have contacted me, allowing you to pre-register during your designated time! Schedule booklets are usually printed and distributed in early November for the spring semester. However, please check LEO online in early October to get a jump start on finding out which courses are being offered!

Applying for the Human Services Counseling Internship:

Internship applications are in the Internship Handbook (appendix B2 and B3) and can be purchased at the Monarch Copy Center. On the form, please fill in the grade you have earned in each counseling class you have taken and the semester you will take or are enrolled in the rest of the courses. Please complete the two page form, attach an unofficial transcript, and return to the main Counseling office, Room 110, Education Building by the following dates:

<table>
<thead>
<tr>
<th>Deadline</th>
<th>Semester Completing Internship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 15th 2002 prior to</td>
<td>FALL 2002</td>
</tr>
<tr>
<td>May 15th 2002 prior to</td>
<td>SPRING 2003</td>
</tr>
<tr>
<td>Sept. 15th 2002 prior to</td>
<td>SUMMER 2003</td>
</tr>
</tbody>
</table>

When you apply for the Internship, please indicate the type of agency you would like to get your experience with. It does not have to be a specific site, unless you have already identified and been in contact with one. However, you should begin researching and visiting agencies that you have identified in order to narrow down and select the one that’s right for you. When you pre-register for the Internship class (COUN 468) the professor of the class will give you final approval of the site you have selected. TELETECHNET students may apply electronically @http://web.odu.edu/mduggan.

HSC Graduation Requirements:

Please be aware that you need to apply to graduate from Old Dominion University a semester prior to when you plan to graduate. The deadlines to apply for graduation are always printed in the Schedule of Classes published each semester. You can obtain the application for graduation from the Registrar’s office or you may download it from LEO online from the Registrar’s website.

After completing the form please drop it off with an unofficial transcript to Dominique Lawson’s mailbox #40 (just inside Rm 158, Education Building). TELETECHNET students are encouraged to submit their application for graduation through their site director’s office. The departmental certification will be completed and returned to the Graduation office. If you are completing a minor please contact that department as well to get the departmental certification done.

What’s new in the Counseling Department: Dr. Tracy Middleton has been appointed the Human Services Counseling Coordinator and Dr. Woody Schwitzer is the Human Services Counseling Internship Coordinator for the current 2001-2002 academic calendar year. The TELETECHNET Intershps Coordinator is Molly Duggan. She can be reached at mduggan@odu.edu.

Advising Newsflash: Starting this January 2002, Junior and Senior Human Services Counseling majors will...
be getting assigned a Counseling faculty to serve as a mentor and advisor. Please check with the Counseling department in Room 110, Education Building to find out who your faculty advisor will be.

A chance to get involved: The Human Services Counseling Association (HSCA) meets every 2nd and 4th Tuesday of each month in Room 158A, Education Building during the activity hour, 12:30-1:30pm. All undergraduate Human Services Counseling students are invited to join this organization. You will have a chance to meet and interact with other Human Services Counseling majors, volunteer your time with various Human Service agencies, and help out with the Annual Human Services Counseling Internship Information Fair held in March!

Pathways Corner
Arminda Israel, Advisor

New hours: Mondays, 7:30 a.m. to 6:00 p.m. Call 683-3296 to schedule an appointment or stop by our office, ED 152.

Congratulations! Sheryl Pierce completed the Master of Science in Early Childhood Education, August 2001. Ms. Pierce is employed with Portsmouth Public Schools.

Upcoming conferences: Pathways Conference at Norfolk State University, Brown Memorial Hall, October 5, 2001, 8:00a.m.-4:00p.m. Registration required.


Spring 2001 Pre-registration, November 12-16. Please schedule an appointment with Ms. Israel by November 12.

Next Meeting: Friday, November 2, 4:00 p.m., ED 155.

Advising ... continued from page 3

students will see me in the Darden College, Room 152 to review graduate requirements and to enroll in graduate courses for the following semester; Pk-3 students will see Dr. Katherine Kersey in Child Study, Room 241.

TELETECHNET IDS/5th Year (Pk-6): Your site director serves as your main advisor, but works closely with the relevant on-campus advisor and program directors OTS, PE, Art, Music, and Dance, Undergraduate and Licensure Only: All advising is done in the department of our major/content area.

Returning Students in the Licensure Only and Masters with Licensure in Secondary Education or Elementary Education PK-6: Once your application is approved by the appropriate program director, I will serve as your main advisor. We will focus on both your content area and education requirements.

Returning Students in Early Childhood Pk-3 Licensure Only and Masters with Licensure: All advising is with Dr. Katherine Kersey, Child Study, Room 241.

Pathways Students and TELETECHNET Human Services Counseling Students: All advising is with Arminda Israel in the Darden College of Education, Room 152, or e-mail her, aisrael @odu.edu.

On Campus Human Services Counseling Students: All freshman and/or transfer students see Nola Nicholson in the Darden College, Room 152.

Minors in Secondary Education, Special Education or Human Services Counseling: Advising is with Nola Nicholson, Darden College of Education, Room 152.

Job Opportunities

October 9, 2001
6:00 p.m. – 9:00 p.m.
Child Study Conference Room

California Public Schools Early Commitment

A CalTeach representative will be on campus to discuss employment opportunities in California.

October 16, 2001
4:00 p.m.-7:00 p.m.
Career Management Center

Chesapeake/Virginia Beach Public Schools Early Commitment

To schedule an interview, please call 683-3348 or stop by ED 152.

November 8, 2001
4:00 p.m.-7:00 p.m.

Norfolk/Suffolk Public Schools Early Commitment

To schedule an interview, please call 683-3348 or stop by ED 152.

The 2001 AAEE Job Search Handbook has arrived. A copy is available for every teacher preparation student graduating this year. Students interested in obtaining a FREE copy should do so from the Career Management Center, 2nd floor of Webb Center. This publication includes annual Teacher Supply and Demand by Field and Region Survey, Internet Job Search information, and salary survey. Get this key information today!!
A message from

Lynda .......

One of the aspects I like best about my job is working with returning students. By virtue of their maturity, returning students bring a myriad of experiences and perspectives to the field of education, and demonstrate an uncommon willingness to make sacrifices in order to become the best teachers they can be. Witnessing their commitment to excellence, inspires me to pursue my own personal goals and fills me with hope that our classrooms of the future will be in good hands.

The following essay is but one example. After Kevin Price, an elementary education/math and science student, left my office I read the essay he had attached to his application. I was so moved by his sincerity that I asked for his permission to share it with you. I hope it puts a smile on your face, as it did mine. Good luck Kevin, and to all the other Kevin Prices out there - some lucky kids are going to have you as their teacher!

---

So...why do you want to be a teacher?

That’s a question I get asked a lot these days. My business degree from VCU didn’t give me a good start on becoming a teacher. Nor did careers as a salesman, lighting technician or entrepreneur. I had thought that I might teach many years ago, but I worried about the discipline problems, and I wasn’t sure I could support a family on a teacher’s salary. So I shelved the idea until a few years ago.

Actually, the change back to teaching came after I had kids. I have a 7-year-old boy and a girl who is nearly 5, and I never tire of teaching them new ideas and new concepts. I ‘m amazed at what they are able to handle, given the chance. And I’ve amazed myself at how well I’ve done at it while making it fun.

Before becoming a parent, I wasn’t sure what kind of father I’d be. I looked forward to all the good things, but I wasn’t sure how I would handle discipline and problems and tears. As it turns out I’m a pretty good problem solver, and I’m proud to say that I’m a great dad. The problems I’ve encountered thus far all seem to have solutions, and much of my parenting style is instinct and empathy for the joys and turmoil of childhood.

Things under my roof are working out great. Now, I worry about the education my kids will receive outside of our home. I worry about their teachers being able to provide them with good role models and guidance and a caring attitude. I hope my kids have someone they can turn to for help or advice; someone who can help them learn and grow; someone a lot like me. And those are the kinds of things I’d like to offer my students.

I’ve committed myself to several years of additional education in order to be licensed to teach math and science at a middle school level. I’ve kept very good grades, and I ‘m proud of the work that I’ve done, all without sacrificing my responsibilities. My supportive wife has been instrumental in my career change, shouldering many responsibilities when necessary, and providing me the opportunity to pursue my goals.

At this stage in my life I feel a need to share – to give back and help shape the future. Teaching won’t make me rich, but it will be enriching. I won’t be able to save every student, but I can provide opportunity to each student who crosses my path. I hope to be able to educate without kids feeling like they are being taught. I have ideas for making math fun that I can’t wait to try out. I am excited about making a difference in young peoples’ lives. Our children are the future, and I want to be a part of that!

Kevin Price