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## WHO AM I?

I included in this all the things that I have put my whole heart and strength into. I believe these situations in life have taught me the most about who I am today. I also have the most pride in the below accomplishments and environments in which I have constantly surrounded myself in and with.

### Clubs and Organizations

- Public Relations Club 8<sup>th</sup> through 12<sup>th</sup> grade
- Mock Trial 10<sup>th</sup> through 12<sup>th</sup> grade
- Volleyball 11<sup>th</sup> grade
- Drama Club 9<sup>th</sup> grade
- Spring Play 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup>, and 12<sup>th</sup> grade
- Talent Show 9<sup>th</sup> through 12<sup>th</sup> grade
- Gym Meet song committee 10<sup>th</sup> through 12<sup>th</sup> grade

Clubs and organizations taught me about what I wanted loved, and what I wanted to be committed to and be associated with. I take much pride in the things that I belong too, and I often have to think a lot about an activity or organization before I join. The above things are a variety of organizations in which I took pride in being an active member of. The things that stand out today as teaching me the most is Mock Trial, which is a mock court case that is acted out just like it were real in the Towson court house. Playing volleyball because with this team sport I had to overcome health difficulties as well as learn to function not as just one player, but one of a team. The public relations club taught me when I have pride in something, I should go out and spread it. Giving tours for my possible students, or making speeches about Maryvale always made me happy because I was doing something for people and something I cared about. If anything touches me I usually like to make sure the whole world knows about it so they can try to be touched too. Maryvale, my high school, taught me a great deal. A large part of who I am today, I found because I was never led astray. When I become a teacher, I hope to do the same my students.

### Community Service

- Great Strides Walk-A-Thon for Cystic Fibrosis 3<sup>rd</sup> through 12<sup>th</sup> grade
- Daily Bread 10<sup>th</sup> through 12<sup>th</sup> grade
- Thanksgiving Day Convention Center Meal for the Homeless 11<sup>th</sup>, 12<sup>th</sup> grade
- Working with my Aunt at her elementary school 8<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup> grade
- Child care 12<sup>th</sup> grade
- West End Center 1999

Community Service is always difficult for me to actually get up and do but when I do actually get up, I learn so much from it. Far from what I have ever learned from any other experience. I usually have always focused by free time on children. I enjoy the way kids constantly surprise me, even in the worst situations. At daily bread where the homeless is served, I love watching the little boys and girls. They eat their meals as if nothing was unusual about eating it in a daily bread. To the kids, I honestly think it is a big feast and their entire extended family is invited. Community Service had always been a huge part

of my life. I have been blessed with a wonderful family, wealthy with love. When I was a child, I grew up in a household of love, and I knew the world to be a good place. If I can make any difference in a child's life it would be for that child to know that he or she is loved.

#### **Awards or Certificates Received**

- National Philanthropy Award 8<sup>th</sup> grade
- Mock Trial All-star 10<sup>th</sup> through 11<sup>th</sup> grade
- Mock Trial Bar Appreciation 11<sup>th</sup> grade
- Second Honors 9<sup>th</sup> grade
- Most spirited Person 9<sup>th</sup> grade
- Discover Gold Card Tribute Scholarship Winner 11<sup>th</sup> grade
- Science Fair Participation Awards 8<sup>th</sup> through 11<sup>th</sup> grade
- Confirmation as a Catholic Adult 8<sup>th</sup> grade

The awards or certificates I have received I believe say a huge part about who I am, and who I am longing to become. These awards mean I was noticed in these situations, in these places I stood out. I am particularly proud of the most spirited award. All of these awards make me feel very special, and it also means some of my hard work paid off. I am thankful though for the people who helped me achieve what I have to be proud of today.

#### **Positions Held or Leadership Opportunities**

- President of my class 10<sup>th</sup> through 11<sup>th</sup> grade
- Gym Meet Captain 9<sup>th</sup> grade
- Class Representative 12<sup>th</sup> grade
- Mock Trial Secretary 11<sup>th</sup> through 12<sup>th</sup> grade
- Public Relations Co-President 11<sup>th</sup> grade
- Public Relations Tour Guide 8<sup>th</sup> through 12<sup>th</sup> grade
- Public Relations Open House Speaker 11<sup>th</sup> grade
- Speaker at 1997 Graduation 10<sup>th</sup> grade
- Starred in Patient awareness video for Cystic Fibrosis, used worldwide
- Leadership award (pin) 10<sup>th</sup> grade
- Gave 1999 graduation Commencement Speech

In the situations or activities where I took charge it mostly happened because this was something I wanted to dedicate a large portion of my life to and this was something I could lead to become the best, or better than what they knew they even could be. When I take a leadership role, I always look at what I have in front of me, then I look at what my personal goals would be, then I look at the people I am leading and I usually ask them for opinions. With those opinions I make an educated decision on where I think they can be and should be at the end of my "term." Naturally, I am very proud of being elected class president by my peers. This leadership opportunity taught me so much. A life lesson I wish everyone could have. It isn't always easy being a leader, having so much weight on your back, but when the job is done and the goal has been reached, there is nothing in the world that can duplicate that feeling.

## GOALS

### Short Term Goals-

I see my life heading in the right direction now, while only a year ago I was confused and lost in which direction I wanted to take. Now with my feet on the right path, I have set my goals for the near future. I will graduate from Roanoke College, with a high grade point average, and a major in English I believe and a minor in Education. After Roanoke, I want to go to Graduate School at New York University to further my writing career. That has always been a dream of mine, and now with it so close in time, I don't want to give up on it now. After graduate school, I wish to move back to Maryland and get an apartment with my four best friends as we start out lives.

### Long Term Goals-

It seemed like only yesterday when I was writing about "when I grow up." Now it is almost here. When I grow up I wish to be a mother. I want to be a mother just like my mom was. I also want to teach at my old high school. I want to teach creative writing, or college writing for the high school students. During my teaching career though at some point I would like to teach elementary school students. Through out this whole starting my life bit, I want to make it a huge goal for myself to never give up on my writing. One day I want to publish a book. When I am settled in my job and family, I have a goal of writing children's stories and having my best friend illustrate them.

## TEACHING PHILOSOPHY

Thinking about becoming a teacher myself has me thinking about all the past teachers I have had. Thinking about the ones that have inspired me, and then thinking about the ones that made me want to drop out of school. Teachers shape your life. Every child remembers teachers. I know all of mine to this day. It meant so much for me during high school to become friends with my teachers. I not only relied on them to mold my intelligence, but I wanted and desired them to mold me, the person that I wanted to find looking back at me in the mirror. When I think of what my high school teachers have done for me, and even know how much I miss them as I am sitting here writing this, I just think, God that is so special. How can people be so special? Teachers are special. I have just always had a dream of inspiring some child to accomplish a dream, find that special and beautiful person inside of them, and to learn something that makes them say: that's why I wake up everyday.

In my life right now what I am thinking about doing is teaching writing, maybe in a college writing course. My knowledge in this area will hopefully become more in-depth after I graduate Roanoke College. I am currently in a writing class that all freshmen are required to take. I am enjoying it very much, and I mostly enjoy having the opportunity to read what other people write and to have other people read what I have written. If I were standing up in front of my first class tomorrow, my lesson plan for the day would consist of first a proper introduction from the teacher since I would be new. Then I know it may sound childish for high school students but I would play a name game. This way I would be able to watch the young adults in their raw stress free mode and I could pick up on mannerisms and not to mention names. A goal of mine when I get my class list is to know everyone's name by the end of two weeks, first and last. A name is almost a person's soul and I plan on respecting my student's souls. After the game, I think I would just sit down and talk to them for a bit. I would sit in a desk so the class and I was eye level and I would arrange the desks into a circle so everyone could look at each other while one person was speaking. I would ask about their summers, and if any wild juicy things happened that they can share with a censored version. After a few people shared, I

would pair them off. And my assignment and to finish for homework would be to listen to your partner's wild summer story, and then the partner that was listening to the would story would write about it as if it was them in the story and not the one who was just speaking. (Vise versa for the partner who spoke first) Talk about details, what people said or did, what in depth really happened, what were the feelings, what was learned? The stories would be anonymous, and during the next class they would be randomly passed out and read out loud. There would be no grade for this assignment. That is what my lesson plan would be. I would want my students to start off the year feeling like this was going to be something fun, and worthy of their time, so I would immediately not grade the first paper. I would just want them to get a feel for the class. In my classroom I will have deadlines, daily homework assignments, journals, and open discussions where works are often read.

I plan to teach different lessons of writing, but each paper we write. My main goal would be for the students to identify with themselves before they sit down to write. I would want them to be able to recite lines from their own papers without even looking because they have so much pride in what their brains have come up with. I would follow the standards of the law by teaching the proper rules of writing, and of course as needed there would always be the learning process of writing a research paper. I plan to have at least two research papers written about an education topic. The other important factors in writing are describing an object, many papers would be written on just describing one object or one emotion. I would start my writing class of with a short, but information packed lessons on grammar, the main weakness in a paper. Grammar can often make you or break you. Tests would be given on the factual information that we would learn, such as grammar, and keys on writing a research paper. Essay questions would be a huge part of the tests, as this way I would test to see if the student learned anything from writing the papers. Vocabulary would also be an issue; I want these papers filled with words that make me feel them. Basically my lessons would be taught through group discussion on hearing and offering criticism to papers, tests, writing samples, and journals. Correcting and watching the student's progress or struggle will also make assessments of the student. If a student were struggling I would draw attention that particular student that I knew of

the decline on work and effort and that I was hear if any help was needed. I would sit the student down and ask them what they thought the problem was and then I would tell the student what my goals for them was, and what I knew they could accomplish. If no progress were made, I would approach the parents. If still no progress were made, I would again talk to the student. This time I would have the student control the conversation, making them think about what is really going on and why they cant place the effort I know that they are potential of on their writing studies. This is my strategy for handling students that don't see how special they really are just yet. I will become dedicated on making them see the ability I see when I look at them.

My classroom would be an array of creative outlets. I would want inspiring quotes to be constantly around. I would want the environment to consist of plants, maybe even a fish tank. The desks would be arranged in a circle, so it is easy for the discussions. But I would want the chairs to be so they can be easily moved. Because there are going to be times when I want the students to face forward. I would have a podium for students to get up and read their writing. My desk would be in the front of the room, with a very approachable feeling about it. I would almost want my classroom to reflect my personality. There would be books everywhere in case students needed to be inspired, I even think I would allow them to wear headphones when writing so the music can inspire them as well. The chairs would be movable also for the fact in case a student wanted to go off in a corner and write. My classroom would be a place that was always changing, and it changed to that of the needs of the students. I want my students to feel comfortable.

Technology will be a big part of my classroom because I will ask that all of my papers be typed. I want the students to figure new ways of expressing themselves on the computer too, such as maybe using a different font, scanning in a picture to go a long with a story, or creating creative backgrounds. I would want to have computers in my classroom. The programs on my computer would be that of writing. I would want programs that would cause a student to think and become involved with their own brain storming ideas. Technology is the wave of the future, no reason it should be forgotten about it a writing classroom.

Over all, I find myself to be a non-authoritarian teacher, almost with the views of a Native American. I want my students to leave my class feeling like they not only gained knowledge that will take them places but knowledge that will take them down an unknown journey with the results of finding themselves in the end. I want my students to use their environment as ways to inspire themselves. I want them to especially use their own peers. Sharing ideas with each other and learning to take criticism, if those two qualities could be mastered in my classroom, I would be a happy teacher. At the end of the day, my dream is to be packing up my bags with a load of wonderful papers to grade and read. I hope that as I am packing up I am smiling because I know deep down, at least one of those papers are going to shock me and make me wish I had thought of that, if not one, maybe all of them will.





## Selected Representations of Your Work

This was in the Baltimore Sun Paper  
When I won an essay contest. 1999



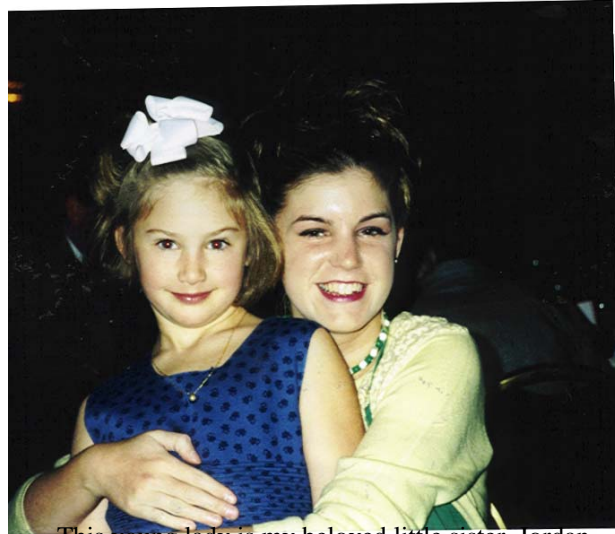
Tyler Fick

### Discover Card scholarship goes to Maryvale student

► Tyler Fick of Phoenix, a junior at Maryvale Preparatory School, is one of three Maryland high school juniors to receive the gold level Discover Card Tribute Award, in the amount of \$2,500. Students chosen for the gold, silver and bronze level

awards are being recognized for excellence in multiple areas of their lives, rather than just academics.

The scholarship awards are given in cooperation with the American Association of School Administrators to outstanding high school juniors. Winners may use the scholarship money for any type of post-high school education or training.



This young lady is my beloved little sister, Jordan Fick. I was ten when my mom and dad adopted her and almost immediately I remember my life opening up to a whole New World. Jordan has taught me the virtue of patience and the joy it is to be young. She keeps our ever-maturing family goofy and fun. She has taught me sometimes more than I ever think I will possibly be able to teach her. Jordan makes me want to work with children, because she inspires me everyday.



This picture was taken at the 1997 graduation. I was chosen among my class to bid the graduating class goodbye and good luck from their little sister class.

These kids below are the kids I have baby-sat for the past three years. Their mother got pregnant last year and I was over there a lot, volunteering my time to help the family out. They are almost like a second family to me, and the kids have taught me a great deal about discipline, solving problems, and how to handle situations that look bleak.

