Welcome to the 22nd edition of our program’s Elementary Education newsletter! Our program had a bumper crop of elementary education candidates and a productive 2018-2019 academic year, graduating 20 teacher candidates from the Elementary Education Model Program. We awarded two Beck Endowment scholarships to last year’s graduating class, and as in past years, we plan to provide similar scholarships to our Elementary Education students in AY 2019-2020. We will continue an active scholarship campaign and know that our alumni and friends will stay in touch and lend their support as we embark on the Beck-Endowment’s 23rd year of operation.

The Class of 2019 EEMP graduates are: Sasha Blaney, Katie Byrne, Sarah Ferris, Tyrell Garner, Kate Gillespie, Carrie Grace Henderson, Kat Lee, Lily Li, Alexis Marsella, Kate Petroskey, Hannah Raymond, Alex Richards, Brittany Roellig, Jordan Stoleru, Emma Urban, Jen Vuillemot, Dannie Wang, Cammie Yeutter, Ida Yousofi, and Rachel Zmuda.

In Their Own Words: 2018-2019 Award Recipients

The ElEd program proudly congratulates 10 award winners for their work and study. The honorees’ reflections are printed to the below and on page two.

Elementary Education Model Program Awards

I am honored to have received this award. As a career-changer, I utterly uprooted my life to pursue a new path in education and attend The George Washington University. From the first day of class and every day following, my decision was reaffirmed. Dr. Beck and the entire GSEHD faculty embraced my unique background, taught me more than I imagined, and encouraged me to find my voice. They provided me with tools to be a successful, effective, caring, and ever-evolving educator.

— Sasha Blaney

I always felt a calling to be a teacher. After college, and working in a different field, I took the plunge and entered the profession. I was apprehensive about being in a classroom. The breadth of field experience and coursework in the Elementary Education Model Program has given me the tools and confidence, to lead my own classroom. I feel utterly prepared and excited to welcome my new students, due to the internships, professors, supervisors, and my fellow classmates.

— Kate Gillespie

This program not only helped me grow and develop as a teacher but also as a person. Each course and assignment made me more reflective of my work, and as I went home after each day of internship, it was second nature to think, “What went well today? How can I improve?” More than anything, this is what I will take into my classroom and into my future: the ability to reflect on past successes and failures. That outlook came directly from this program, and for that I will be forever grateful.

— Carrie Grace Henderson

What an incredible honor it is to receive this award. This year has been one of the most difficult, but rewarding years, of my entire life. The knowledge and expertise that the amazing Elementary Education faculty has shared with us will have a huge impact on our future students, but the real lesson I learned from them is about being an incredible educator. I know I can walk fearlessly into the future because of the support of this amazing faculty and my cohort, and for that, I will be forever grateful.

— Jen Vuillemot

Beck Endowment Awards

It is difficult to express just how thrilled I was to receive the Sylven Seid Beck Endowment Award this year! This graduate program has made me a more confident, creative, and capable teacher, and I am so grateful to the professors, cooperating teachers, students, and friends who made this year so rewarding and meaningful. This endowment award made all of these experiences possible for me. I look forward to serving students for many years to come and will forever appreciate this incredible gift I was given by GWU. I hold this program close in my heart, now and always.

— Sarah Ferris

When I found out that I was awarded the Sylven Seid Beck Endowment, I felt an immediate sense of relief and happiness. By being a recipient of this award I was able to complete my graduate degree with less stress on how I would finance it and more focus on the academics. The instructors in the program are extremely experienced and supportive. Because of the faculty and financial support from this award, I feel confident and ready as I begin my first year teaching.

— Ida Yousofi
SECOND PLACE: Writing a children’s book was a goal of mine for years. When I learned I was required to write one for class, I was thrilled. Once it came time to put pencil to paper, I flailed. The art was a simple idea. But the artwork was daunting. With the strategies learned in Children’s Literature, I was able to move forward. The idea for Marina’s Lightbulb Moment came from an experience in an internship, when one of my math students told me his “lightbulb broke.” This earned me a kick back. I used it to write about Marina’s literal and figurative lightbulb that glows brighter with every challenge. — Kate Petrockey

HONORABLE MENTION: Growing up, my siblings and I always talked about what it would be like if our pets could talk. I used this as an inspiration for my story but added a comedic twist. I used ideas from my students to keep it relevant and focused on my goal of writing an entertaining, humorous story. I never would have attempted to write this book if it weren’t for Professor Sloan’s children’s literature class. It was an amazing experience that I could not have done without the help of my writing group, my CT, and my talented sister who illustrated the story. — Brittany Roellig

HONORABLE MENTION: More than 15 years ago, my father helped two North Korean defectors flee from communism for a better way of life. Inspired by his strength and courage, I wrote and illustrated To Freedom for the wonderful children’s book project based on the true story. I thought that young readers could learn about the ongoing political struggles with a regime in East Asia, think about the importance of freedom, and recognize their own empathy towards the main characters in the story. I learned the importance of writing our own stories to model the skills to our own students through the courses. — Kat Lee

Maryland Association of Teacher Educators Distinguished Teacher Candidate Award

Entering the teaching world after spending my time in technology was both a clear yet overwhelming calling. Thus I chose GWU’s Master’s in Elementary Education because of its reputation and hands on teaching experiences. Through my time in GWU’s classroom as well as four other elementary school classrooms throughout the year, my confidence began to flourish. Therefore when I was chosen for the Distinguished Teacher Candidate Award through the Maryland Associate of Teacher Educators I felt a beaming sense of pride and accomplishment. I was so humbled to be awarded among extraordinary educators. — Alex Richards

OUR SCHOOL PARTNERSHIPS

In the District of Columbia: Eaton NW, Hyde-Addison NW, Janney NW, Key NW, Lafayette NW, Langley NW, Ross NW, Watkins NW, Washington International School NW, in Alexandria City: James Polk, Samuel Tucker; in Arlington County: Arlington Science Focus, Glebe, Long Branch, Our Savior Lutheran School; in Fairfax County: Bailey’s, Spring Hill, Great Falls, Gunston; in Falls Church City: Thomas Jefferson; and in Montgomery County: Somerset. Our university and school based partnerships are committed to providing the quality mentoring and supervision necessary to prepare the best and brightest teachers to work in today’s elementary schools.

Following is a list of our elementary school partners and our graduates who have joined their faculty:

**Arlington County**
- Glebe (Cassidy Burton ’11, Abigail Karanian ’14, Sabina Beg ’16, Kelly Cannon ’17) • Long Branch (Nad Coello ’06, Sally Paczkowski ’11, Kathryn Oakes ’13, Marissa Albert ’14, Ellen Kaspi ’14, Jason Moore ’16, Emily Beisler ’18, Mark Osofsky ’18) • Science Focus (Stephanie Lin ’09, Kate Petrockey ’19)

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