




## My Goals

As a future teacher, I want to help children who do not come from the best homes and help them fall in love with learning as much as I have. I want them to reach their full potential and see how much they can truly accomplish. I intend to be the person that cares about each of my students and guides them. I will show them they can be the next big change. I want to instill the love for learning in each of my students through creating engaging activities.

As a teacher, I would like to create a respectful and safe environment where each of my students feel they can express themselves openly. My students will be able to express themselves with free of judgement.

In my classroom, I would like to promote science throughout. By having a minor in middle school science, I can create an environment that encourages students to want to explore, create, and discover. This will allow students to create deeper understandings and more meaningful experiences in every subject they are going to encounter.



## Feel Free to Contact Me at Anytime

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# Logan Addison

## PHILOSOPHY STATEMENT

*I want to do much more than just teach children how to read and write, I want to help them develop the desire to be lifelong learners, positive members of their communities, and contributing citizens of our society.*

# My Education:

## Thiel College:

Major: Early Childhood Education and Special Education *May 2020*

Minor: Middle School Science *May 2020*

## Certifications:

Antecedent-Based Intervention

Functional Behavior Assessment

IRIS Differentiated Instruction

IRIS Accommodations

Summer Food Program Services

Civil Rights

Google Classroom Overview

Mandated Reporter

Verbal De-escalation

Project Learning Tree

Project Wild

## Internship with Mercer County United Way

For my internship, I co-taught along some great teachers throughout Mercer County during the summers of 2018 and 2019. I helped create activities and teach children who are have scored low on their entrance exams.

I provided support for a non-verbal student who has autism. We provided him with an iPad that acted as a communication device. We also worked on his fine motor skills to help better his handwriting.

Every day we focused on a specific letter of the alphabet and a number. We wanted students to know their letter sounds and recognize the letters. We even made sure they would be able to write their names by the end of the program.

This allowed me to become certified in Summer Food Program Services. I kept records of the meals and made sure we were following all of the proper requirements that needed to be met.

Once the program ended, I created graphs to show each students progress and the average progress in each school district. This was then presented to the members who funded the program to show how Success by Six helps improve student's academic ability. This program really does help prepare incoming kindergartners for their school year ahead.

## PROFESSIONAL EXPERIENCE

Throughout my Thiel College career, I was able to gain over 200 hours in field experience. I observed in 5 different school districts in Mercer County Pennsylvania.

I created lessons and activities for Literacy and Math Night in Greenville School District. This night incorporated a theme chosen by the school. We tailored our activities to match the theme chosen. The activities had to be able to meet the needs of students from kindergarten to sixth grade.

I was a tutor for a third-grade student. I developed lessons for phonics and spelling. We also worked on his fluency and comprehension scores.

## Research: Gifted Education

In Pennsylvania, there are gifted students being deprived of reaching their full potential because they are not being challenged. National standards have been created to help benefit gifted students, but some states are just allowing schools to slide by with the programs they have implemented to enrich these bright students in the classroom. School districts need to provide ways to educate their teachers on how to enhance the social life and academic abilities of students who have been identified as gifted, but funding can become a problem. This paper will argue that school districts can help better the understanding of gifted education through applying for grants and providing professional development in gifted education. If teachers cannot identify students as gifted, how are they supposed to educate their gifted students? This will allow teachers to learn the best strategies to guide gifted students towards reaching their full potential.

