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Educational Autobiography

I have always admired those in the teaching profession. Even as a child, sitting in a colorful plastic chair that the lady in the long skirt and high heels had requested me to use was an honor. Over the course of thirteen years of attending public school, I have witnessed the difficulties associated with teaching. Now that I recognize the challenging job instructors’ posses, I have an immense amount of respect for them.

I have always been a good student. This isn’t necessarily because of a particular intelligence level; I believe it was my motivation. I knew at a young age that my parents loved to see the smiley face stickers and 100’s on the top of my schoolwork. Of course I wanted to please them so I continued to do well in school. However, there was a period in middle school where, as most students do, I began worrying more about pleasing my peers than my parents. Being “cool” took over and school became less of an importance. Looking back on my 6th-8th grade days I regret the way I acted towards my teachers. I disrespected many of them and was intentionally an obnoxious, rude teenager. I think that experience helped me understand from a very personal viewpoint the stresses of being a teacher. I gained an insight on how they are real people and have feelings, too. By seeing and understanding the stresses, I was able to also notice the flip side, the rewards of the job.

My community back home is a small one. If you joined Girl-Scouts, your Mom knew every other mom by name within the first week. If you were on your school’s basketball team, you quickly learned the names of the player’s on the six opposing teams because they were THAT small. Growing up in a tight knit community has it’s fair share of pros and cons, but now that I have moved to a new place nearly six hundred miles away, I have a greater appreciation for my small hometown. This alien city makes me miss home and the familiar faces that I used to see at the grocery store, pharmacy or ice-cream shop. I felt a sense of comfort within my community. When I moved up the ladder and attended high school, I was only about twelve minutes from my elementary school, which was only about two minutes from my house. Because of this closeness, the transition to high school was a little less scary than it would have been if I were going say, forty minutes across town. From an educational standpoint, coming from a small, close community helped me establish a better relation with my teachers and other adults in the town. Since every one knew each other, connections were easily made and support was always there. Because of the size of our school, the teachers in my small community were able to have a closeness with each other that they may not have had elsewhere.

I was always involved with extra-curricular activities that ranged from Girl Scouts in 2nd grade to Varsity Lacrosse in 12th. I was part of my elementary school’s gymnastics and soccer program for three years and played on two basketball teams for four years. I continued at the high school level for three more years, adding volleyball and lacrosse into the mix. I was also involved in various leadership groups and was a Student Representative for my region’s Board of Education. These roles helped me become a better leader not only as a high school student but also as an individual in the real world. Gaining proper leadership skills is a crucial part on the road to becoming a teacher. I am grateful for being active in the extra-curricular community at my school(s) because through them, I was able to build and improve my teamwork, communication and social skills to better myself as a leader.

My first job at the age of thirteen was at my local YMCA. There I worked as a camp counselor for four years. This was the perfect job for me since even at that time I knew I was planning on going into the field of education. This experience taught me so much about people and the way they work together. It was the first time I got to see children interact from an outside point of view. During my time as a camp counselor, I learned how to take charge as the adult without being too overpowering. I learned what techniques children respond best to and how each child differs. Even though I was already ninety five percent sure I wanted to be a teacher, this experience gave me the extra boost of confidence to pursue the profession.

My educational goals at Longwood are to become active in many positive clubs and organizations. I am attending the Clubs Fair on the seventeenth to explore my options. I already know I want to become a member of “S.E.A.L” (Student Educators for Active Leadership). In addition, I wish to take advantage of as many English and Education programs as I can. I plan to use the Writing Lab and possibly work as one of Dr. Welch’s assistants there. I will continue pursing my dream of becoming an English Teacher by taking all the classes my advisor suggests. I am going to continue to study hard and then student teach at a local school as soon as I qualify!