

Rebecca Lynn Sayler

1363 Mark Drive
West Chester, PA 19380

484-947-1005

beccasayler@gmail.com

E-Portfolio: https://etown.digication.com/sayler_rebecca/Gallery//

EDUCATION

Elizabethtown College, Elizabethtown, PA

Honors Program

Bachelor of Science in Early Childhood Education, summa cum laude

GPA: 3.90/4.00

Senior thesis on Rethinking Field Trips: Purposeful Planning for a Successful Learning Experience

TEACHING EXPERIENCE

Substitute teacher

May 2014 – Present

Chester County Intermediate Unit, Downingtown, PA

- Provided instruction in preschool and elementary school classrooms on a day-to-day basis.

Support staff substitute

May 2014 – Present

West Chester Area School District

- Provided one-on-one and whole-class support to teachers on a day-to-day basis.

Student Teaching: Fourth Grade

August – December 2013

Canadochly Elementary School, Eastern York School District, East Prospect, PA

- Worked with cooperating teacher and grade-level team to determine and constantly adjust appropriate pacing of units based on curriculum, state standards, and missed instructional days.
- Engaged students in hands-on lessons in reading, math, writing, science, and social studies, such as science experiments and geometry lessons using Wikki Stix.
- Adapted lessons and assessments to meet the needs of students receiving learning support.
- Facilitated homogeneous literature circles; chose novels and accompanying assessments.
- Executed an action research project focused on finding effective strategies to improve one student's behavior. Targeted behaviors were calling out, getting out of seat, and not completing homework.
- Implemented behavior-monitoring strategies for all students, including Class Dojo, that aligned with the School-Wide Positive Behavior System.

Junior Methods Block Field Placement: Second Grade

January – May 2013

East High Street Elementary School, Elizabethtown Area School District, Elizabethtown, PA

- Taught textbook-based and self-created lesson plans in language arts, math, science, and social studies.
- Performed literacy-focused case study of one student, including taking anecdotal notes, interviewing the student, collecting writing samples, and performing two miscue analyses.
- Gained experience in classroom management of students in various settings.
- Collaborated with grade-level team to align whole-group and small-group leveled instruction, as well as to plan an interactive Probability Fair.

ELL Placement: Fourth Grade

September – December 2012

Lafayette Elementary School, Lancaster Area School District, Lancaster, PA

- Assisted with small-group work, whole-class instruction, and pull-out ELL lessons.

Special Education Placement: Emotional Support

September – November 2011

Fairland Center, Manheim Central School District, Manheim, PA

- Taught scripted math and reading lessons to small groups and individual students.
- Observed the collective effort of teachers, teacher aides, therapeutic staff support, and occupational therapists to help students in all aspects of learning.

RELATED EXPERIENCE

- Counselor, age 6 weeks – 12 years May 2011 – Present
West Chester YMCA, West Chester, PA
- Created and implemented daily and weekly schedules of activities, including arts and crafts, swimming, group games, lunch, and field trips in a full-day summer camp setting.
 - Cared for children before and after school at local elementary schools in a childcare program: organized group games, oversaw arts and crafts activities, and provided assistance with homework.
 - Engaged in all aspects of early childhood care for infants in a day care setting, including meals and naps; involved infants in various activities to aid development, such as music and reading stories.

ACTIVITIES AND ORGANIZATIONS

- National Science Teachers Association member January 2013 – Present
Education Organization, Secretary Fall 2012 – Present
Member Fall 2010 – Present

PROFESSIONAL DEVELOPMENT AND PRESENTATIONS

- Scholarship and Creative Arts Day (SCAD) at Elizabethtown College April 2014
- Presented senior thesis, “Rethinking Field Trips: Purposeful Planning for a Successful Learning Experience.”
- Elizabethtown College Professional Development Day February 2014
Learning-Focused Schools training August 2013
Capital Area Association for the Education of Young Children (CAAEYC) March 2012
- Presented with Elizabethtown College education professor and two classmates on “The language and literacy connection in early childhood: Using picture books to encourage and extend children’s language development.”

AWARDS AND HONORS

- Elizabethtown College Honors Program graduate May 2014
Flavia Martz Baugher Memorial Teaching Award recipient, Elizabethtown College March 2014
- Nominated by education department faculty and chosen out of 15 nominees
- Kappa Delta Pi (international honor society), Tau Iota chapter, Member February 2013 – Present
Emergent Scholar, Elizabethtown College Spring 2012
Alpha Lambda Delta (national honor society), Member March 2011 – Present
Dean’s List, Elizabethtown College 2010 – Present
Presidential Scholarship, Elizabethtown College 2010 – Present

Domain 4: Professional Responsibilities

- 4a. Reflecting on Teaching*
- 4b. Maintaining Accurate Records*
- 4c. Communicating with Families*
- 4d. Participating in a Professional Community*
- 4e. Growing and Developing Professionally*
- 4f. Showing Professionalism*

Literacy Lesson Reflection Grade 2

The first lesson that I planned and taught during my methods block placement includes changes made by my cooperating teacher and myself, as well as a reflection on the lesson's success. By reflecting on my teaching (4a), I understood why certain things worked while others did not work, and I was able to think of possible improvements to the lesson.

Parent Letter

The first week of my student-teaching experience, I sent a letter to parents of my fourth-grade class introducing myself and opening up the lines of communication between parents and myself. It is important for parents to know who is working with their children. This letter shows how I prioritize communication with families (4c).

Certificates of Professional Development

I attended a professional development night hosted by Elizabethtown College Education Department, where Elizabethtown College alumni offered advice on various aspects of education. I also attended a workshop hosted by the Center for Muslim-Christian Understanding, which educated attendees on ways to build religious tolerance and understanding in the classroom. Finally, I attended a 2-day Learning-Focused Schools training. These certificates show my enhancement of content knowledge and pedagogical skill (4e).

Candidate Information:

PRAXIS I scores:

PPST Reading: 185
PPST Writing: 182
PPST Mathematics: 188

PECT scores:

Module 1: 254
Module 2: 300
Module 3: 240

Clearances:

PA Child Abuse History: 09/26/2013
TB test: 07/18/2013
FBI Criminal Clearance: 07/22/2013
Criminal Record Check: 07/17/2013

Academic Clubs and Associations:

Education Organization
Kappa Delta Pi
National Science Teachers Association

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Professional Portfolio at a Glance



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Domain 1: Planning and Preparation

- 1a. Demonstrating Knowledge of Content & Pedagogy*
- 1b. Demonstrating Knowledge of Students*
- 1c. Setting Instructional Outcomes (Goals)*
- 1d. Demonstrating Knowledge of Resources*
- 1e. Designing Coherent Instruction*
- 1f. Designing Student Assessment*
- 1g. Demonstrating Knowledge of Technology*

Beginning Social Studies Unit Grade 4

When planning for an introductory social studies unit in my student teaching placement, I looked through the textbook, my cooperating teacher's resources, and a unit plan used by another fourth-grade teacher (1d). I judged my assessment goals (1c), then chose which resources I would use to help my students reach that goal. I found online interactive review games (1g) and created sets of vocabulary flashcards for my students to complete. My use of technology, worksheets from other teachers, and study aides that I designed shows my ability to reference and utilize various resources (1d) in order to design coherent instruction (1e).

Customized Assessment on Decimals Grade 4

When looking through the various assessments my cooperating teacher has used for a unit on decimals, I realized that none of them quite fit with the related standards and the lessons I had taught. Therefore, I cut and pasted questions from four different assessments to create one new assessment. This new assessment was more valid and reliable because it tested exactly the skills that my students had been working on and the knowledge they needed to have (1f).

Domain 2: The Classroom Environment

- 2a. Creating an Environment of Respect and Rapport*
- 2b. Establishing a Culture for Learning*
- 2c. Managing Classroom Procedures*
- 2d. Managing Student Behavior*
- 2e. Organizing Physical Space*

Preschool Inquiry Lesson Age 4

A classmate and I planned a science inquiry-based lesson involving many transitions, materials, and hands-on activities. We taught the lesson, and the preschool teacher and classroom aide were available to assist. This lesson allowed us to practice managing a classroom during less-structured activities (2c).

Classroom Rules, Behavior Policy Grade 4

In my student teaching placement, I assessed the effectiveness of my cooperating teacher's behavior policy and worked with her to change certain consequences in order to hold students more accountable. My ability to select appropriate strategies to handle specific behaviors demonstrates how I would respond to selected student misbehaviors (2d).

Physical Layout of Classroom Grade 4

As a student teacher, I rearranged my classroom multiple times, using different formations and pairing up different students in order to minimize distractions and enhance learning for each student. My consideration of safety, practicality, and general positive atmosphere shows my ability to organize physical space (2e).

Domain 3: Instruction

- 3a. Communicating with Students*
- 3b. Using Questioning and Discussion Techniques*
- 3c. Engaging Students in Learning*
- 3d. Using Assessment in Instruction*
- 3e. Demonstrating Flexibility and Responsiveness*

Adaptations Experiment Grade 4

One of my students' favorite experiments that they conducted was called "Eat Like a Bird." I set up stations around the room, each with a different type of food and four different tools. Students rotated through the stations in groups; at each station, they had to try to pick up the food with each tool and determine which tool was most effective for eating that food. This really engaged the students in learning (3c), and in a post-experiment discussion, they thoughtfully considered the reasons behind various kinds of bird beaks (3b).

Reflection on Plants Unit Grade 2

During my full two weeks in my methods placement, I began a unit on plants, which my cooperating teacher continued after my placement ended. I had many unexpected barriers while teaching this unit, which required me to think on my feet and change my plans often. While frustrating at times, the opportunity to improve my flexibility and responsiveness (3e), based on time and student progress, was a much-needed experience for me.