



**STR Resident Application
Statement of Purpose
Cohort 9 (2021-22)**

Submission guidelines for the STR Statement of Purpose:

- Please create 3 separate documents to upload to the [UW Graduate School application portal](#)
 - 1 document per section
- Name each of the 3 documents clearly (for example, *LastName Section 1.pdf*)
- Include your name in the text or header of each document
- We recommend that documents are submitted in MS Word or PDF format

Please respond in essay form. Answers should be clear and complete. Your statement should demonstrate both your commitment to teaching and your writing proficiency. Respond to each section and allot up to the maximum words indicated.

Section 1 (500 words max) – For STR Elementary Program Applicants

Tell us why you want to teach and explain why STR is the best pathway for you to become a teacher. Please include prior experiences working with children and how those experiences have prepared you for a teaching career.

OR

Section 1 (500 words max) – For STR Special Education Program Applicants

Tell us why you want to teach in Special Education and explain why STR is the best pathway for you to become a teacher. Please include prior experiences working with children (especially your experiences working with disabilities or children with disabilities) and how those experiences have prepared you for a teaching career in a Special Education classroom.

Section 2 (500 words max)

Describe and reflect on experience(s) you have had as a person who brings diversity or with people who come from backgrounds different and/or have had experiences different from your own (i.e., race, ethnicity, socio-economic status, religion, culture, sexual orientation, disability, etc). Describe what you learned from these experiences AND what makes you believe this helps prepare you for teaching in an urban school.

***Section 3 is on the next page**

Section 3 (1000 words max)

Choose **one** of the quotes below to respond to and put it at the top of the first page of your document (not counted toward word limit). Explain how the quote relates to your vision of teaching. Make connections and provide specific examples referencing your values and personal story.

“To educate as the practice of freedom is a way of teaching that anyone can learn. That learning process comes easiest to those of us who teach who also believe that there is an aspect of our vocation that is sacred; who believe that our work is not merely to share information but to share in the intellectual and spiritual growth of our students. To teach in a manner that respects and cares for the souls of our students is essential if we are to provide the necessary conditions where learning can most deeply and intimately begin.”

hooks, bell. *Teaching to Transgress: Education as the Practice of Freedom*. Routledge: New York, 1994.

“We can educate all children if we truly want to. To do so, we must first stop attempting to quantify their capacity. We must be convinced of their inherent capability, humanity, and spiritual character. We must fight the foolishness proliferated by those who believe that one number can measure the worth and drive the education of human beings or that predetermined scripts can make for good teaching. Finally, we must learn who our children are – their lived cultures; their interests; and their intellectual, political, and historical legacies.”

Delpit, Lisa. *Multiplication Is for White People: Raising Expectations for Other People's Children*. The New Press: New York, 2012.

“Abolitionist teaching is the practice of working in solidarity with communities of color while drawing on the imagination, creativity, refusal, (re)membering, visionary thinking, healing, rebellious spirit, boldness, determination, and subversiveness of abolitionists to eradicate injustice in and outside of schools... To begin the work of abolitionist teaching and fighting for justice, the idea of mattering is essential in that you must matter to yourself, to your students, and to your students' community to fight. But for dark people, the very basic idea of mattering is hard to conceptualize when your country finds you disposable.”

Love, Bettina. *We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom*. Beacon Press: Boston, 2019.