



## STR Resident Application Statement of Purpose Cohort 10 (2022-23)

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 files 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 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 and Special Education Program Applicants**

Tell us why you want to teach and explain why STR is the best pathway for you to become a teacher.

You may address the following:

- Your prior experiences working with children (especially elementary age children) and how those experiences have prepared you for a teaching career
- Your capacity and preparation for graduate study
- Your commitment to the families and communities in Seattle Public Schools
- Your experiences working with disabilities or children with disabilities (Special Education Pathway Applicants only)

### **Section 2 (500 words max)**

Seattle Public Schools is committed to ensuring racial equity. The district's [current strategic plan](#) is focused on “students of color who are furthest from educational justice”.

Describe and reflect on experiences you have working with people with backgrounds different from your own (i.e. race, ethnicity, socio-economic status, religion, culture, gender identity, sexual orientation, disability, etc). Please share on how these past experiences contributed to your development as a culturally responsive educator in Seattle Public Schools.

**\*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 this section (not counted toward word limit). Explain how the chosen 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.