

# Katherine M. Beckett

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## Career Objective

I aspire to work with other committed educators, to provide researched based strategies, instruction and assessments aligned to state and district standards intended to positively impact a wide range of students. I wish to create a strong learning community which fosters creativity and critical thinking skills through engaging learning activities focused on student achievement, preferably in grades 5-8. I am also interested in coaching and participating in extra-curricular activities within the school district.

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## Certification

Certified to teach K-5, all subjects; 6-8, Language Arts  
State of Michigan Teaching License  
State of Texas Teaching License  
Certified to teach Gifted and Talented (GT)  
Certified to teach English as a Second Language (ESL)

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## Education

- 2011-2012 MICHIGAN STATE UNIVERSITY- East Lansing, Michigan**  
*Masters in Teaching and Curriculum*
- Concentration in Literacy
  - Cumulative GPA: 3.8
  - Expected graduation date 5/5/2012
- 2007-2008 MICHIGAN STATE UNIVERSITY - East Lansing, Michigan**  
*Post-Baccalaureate Teaching Certification Internship Program*
- 12 Credits towards a Masters in Teaching and Curriculum
- 2004-2007 MICHIGAN STATE UNIVERSITY - East Lansing, Michigan**  
*Bachelor of Arts in Elementary Education*
- Concentration in Language Arts
  - Cumulative GPA: 3.4
- 2003-2004 WESTERN MICHIGAN UNIVERSITY - Kalamazoo, Michigan**
- 34 Undergraduate Credits
  - Cumulative GPA: 3.75

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## Honors and Awards

- Creating Magic Award, 2009-2010
- First Year Teacher of the Year Award, 2008-2009
- Four Semesters on Dean's List, WMU and MSU
- Who's Who Among American High School Students (2001-2002)
- Scholarship from The Young Women in Harmony International Barbershop Competition, San Antonio, Texas (2000)
- First place winner in Barbershop competition at Okemos High School, Scholarship (1998)

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## Teaching Experiences

**2011-Current PASADENA INDEPENDENT SCHOOL DISTRICT, PASADENA, TEXAS**  
*Milstead Middle School, 5<sup>th</sup> grade English component Dual Language teacher*  
*Principal, Scott Pollack*

Instructed 5<sup>th</sup> grade curriculum through the lens of Dual Language, designed and developed programs/workshops to meet the academic, intellectual, and social needs of my students, while threading ELL strategies throughout instruction. Instructed

ELAR, Science, and Social Studies while previewing/reviewing Mathematics. Integrated technology, current events, and the arts into all content areas. Assessed student performance through anecdotal records, student-teacher conferencing, peer evaluation, checklists, and student portfolios.

**Achievements:**

- Created/implemented “Concept Mapping” which integrates all subject areas through an overarching “Concept”. This results in a student centered project showcasing the integration of the concept through multiple content areas each 9 week period.
- WRAP test students to assess reading level at the beginning, middle, and end of the year.
- Supported a balanced literacy reading program, mostly built around “Guiding Reader’s and Writer’s” Fountas and Pinnell, “Comprehension Connections” Tanny McGregor, “Words Their Way” Donald L. Bear, et al, “Vocabulary Unplugged” Alana Morris, and Lucy Calkins, through the implementation of reading and writing workshops.
- Integrated technology through the development of units that include literacy skills, such as Successmaker; adapted activities to meet the needs of individual learners.
- Employed kinesthetic, visual, and auditory approach to make lessons interesting and interactive following the Gradual Release of Responsibility Model.
- Actively engaged students in the learning process through the use of diverse manipulatives; employed literature, fine arts, music, and theatre production to encourage participation and to enable students to take ownership in their own learning.
- Enhanced student academic and social growth through whole group, small group, and individual learning.
- Daily use of interactive notebooks for all subject areas.
- Used district assessments to disaggregate data while analyzing students’ strengths and weaknesses in order to form instructional practices.
- Lead “Comprehension Connection” by Tanny McGregor, Book Study for ELAR 5<sup>th</sup> and 6<sup>th</sup> grade teachers. Taught metacognitive reading strategies vs. reading skills and how to use them in your reader’s workshops.
- Attended/participated in STELLAR summer institute, focusing on “taking science outside”.
- Site Based Decision Making (SBDM) member, suggested the need for campus wide reading and writing workshop and worked towards helping teachers set them up.

2008-2011

**PASADENA INDEPENDENT SCHOOL DISTRICT, PASADENA, TEXAS**

*Williams Elementary, 5<sup>th</sup> grade teacher*

*Principal, Mel Capelo*

Instructed 5<sup>th</sup> grade curriculum, designed and developed programs to meet the academic, intellectual, and social needs of my students. Instructed Reading, Writing, Social Studies while integrating the Arts, technology and ELL strategies. Assessed student performance through anecdotal records, student-teacher conferencing, peer evaluation, checklists, and student portfolios.

**Achievements:**

- Supported a balanced reading program through the implementation of writing and reading workshops built around “Guiding Reader’s and Writer’s” Fountas and Pinnell and “Comprehension Connections” Tanny McGregor.
- WRAP test students to assess reading level at the beginning, middle, and end of the year.

- Integrated technology through the development of units that included computer literacy skills; adapted activities to meet the needs of individual learners.
- Employed kinesthetic, visual, and auditory approach to make lessons interesting and interactive; utilized various mediums, modeling, and organized student-led group sharing.
- Actively engaged students in the learning process through the use of diverse manipulatives; employed literature, fine arts, songs, and theatre production to encourage participation and allow students to take ownership in their learning.
- Enhanced student academic and social growth by using varied teaching strategies and techniques; included whole group, individual, small group, and teacher modeling to provide a solid academic foundation and positive attitude toward education.
- Fostered a sense of curiosity and a deeper understanding of content areas using thematic units in Reading, Writing, and Social Studies.
- Created/Implemented Service Learning Project for 5<sup>th</sup> grade students that enabled them to work closely with our community and included activities such as, putting on a play for a local retirement center, hosting a Toy Drive, and hosting a Thanksgiving Food Drive.
- Student Council Chairperson.
- Literacy Committee Chairperson; Developed Accelerated Reader goals for each grade level; created a "Literacy Lab" for teachers to access chapter books and guided reading materials. Lead Literacy Committee meetings, introducing teachers to guided reading strategies.
- Created/Chairperson for the Read with Dad Program.
- After school Art Club instructor.
- Hosted "Poetry Night" for students to showcase original poems, while allowing parents to share poems as well.
- Member of the Courtesy Club Committee.

*Summer 2008* **PASADENA INDEPENDENT SCHOOL DISTRICT, PASADENA, TEXAS**

*Sam Rayburn High School, 5<sup>th</sup> grade summer school teacher*

*Head of Program, Michael VanLoenen*

- Worked with bi-lingual, at risk students on reading skills and strategies in order to prepare them for the Texas Assessment of Knowledge (TAKS) re-test

*2007-2008* **LANSING PUBLIC SCHOOLS, LANSING, MICHIGAN**

*Michigan State University year long internship, 5<sup>th</sup> grade*

*Cumberland Elementary School*

*Cooperating Teacher, Jonelle Johnston*

- Worked with students one-on-one, in small groups, and as a whole class
- Participated in co-planning and co-teaching with collaborating teacher to develop instructional content and expectations within the organizational routines of the diverse population of the classroom that aligned with state and district standards
- Independently planned and taught lessons and units in all subject areas, with a focus on integration across subjects, in accordance with the fifth grade curriculum guidelines
- Assessed students' strengths/weaknesses using formal and informal assessments
- Communicated on a regular basis with staff members and parents, participated in and attended staff meetings, professional development, grade level meetings, parent meetings, and specialist meetings
- Prepared, attended, and conducted parent/teacher conferences
- Performed all teacher responsibilities independently during a two month lead teaching period

- Assisted in creating/leading Girls Group for selected fourth and fifth grade girls lacking confidence.

*Summer 2007* **CHICAGO PUBLIC SCHOOLS, CHICAGO, ILLINOIS**

*Teaching Residency and Internship Program (TRIP)*

*Grandville T. Woods Mathematics and Science Academy*

*Supervising Teacher, Catherine Jaworski*

- Intensive six week immersion in an academically diverse second grade classroom on the South side of Chicago.
- Experience with direct instruction in Math and Reading.
- Experience planning/co-planning and implementing lessons in Math and Reading according to the Keep Kids Learning program set by Chicago Public Schools.
- Daily field trips that emphasize how to connect teaching/learning to your community. Explored multiple teaching resources in the community that could be used as assets in teaching such as: The Shedd Aquarium, The IMAX Theatre, Architectural Museum, Historical Museum, Chicago Zoo, the Hispanic community, China-town, the South-loop, boys and girls club, multiple elementary schools, school gardens, and multiple community festivals.
- Weekly seminars and Professional Development opportunities with National Board Certified CPS Teachers.

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## **Related Experiences**

2011-2012 “Building Comprehension” district staff development

- Hosted Staff Development which showcased the “Building Comprehension” piece of the curriculum I had written for grades 2-4 for the District.
- Showed teachers how to access the curriculum on eduphoria!
- Walked teachers through the weekly shared reading format; Monday- preview text/set purpose, Tuesday- locating oneself within the text, Wednesday- Envisioning, Thursday- Digging Deeper, Friday- Synthesizing.
- Role-played an example of a weekly shared reading using the song “Live Like You Were Dyin’” by Kris Allen. Showed teachers how to implement daily shared readings and how each day builds upon one another throughout the week to help students build comprehension and fluency.
- Integrated art into Wednesday’s envisioning activity, focusing specifically on Vincent Van Gough, Claude Monet, Frida Kahlo, and Pablo Picasso.
- Enabled teachers to work together to create their own shared reading, following the shared reading schedule while integrating art, metacognitive strategies, and student expectations (S.E.’s).

2011-2012 Developed “Building Comprehension” piece of the district curriculum for grades 2-4

- Created weekly “shared readings” for grades 2-4, focusing on building comprehension and fluency by drawing in on metacognitive reading strategies: activating schema, making connections, visualizing, inferencing, questioning, determining importance, and synthesizing.
- Alternate between using songs, poetry, and art pieces each week.
- Lessons build upon one another throughout the week and use the following model: Monday- preview text/set purpose, Tuesday- locating oneself within the text, Wednesday- Envisioning, Thursday- Digging Deeper, Friday- Synthesizing.
- Lessons integrate district Student Expectations and metacognitive strategies needed in order to build comprehension through a piece of text on or slightly above grade level.

	<ul style="list-style-type: none"> <li>Structured around Tanny McGregor's "Comprehension Connections" and the Gradual Release of Responsibility Model.</li> </ul>
2011-2012	<p>Peer Observations</p> <ul style="list-style-type: none"> <li>Peers from my home campus as well as others from the district came to observe my teaching practices. Teachers saw how to implement a writer's workshop mini-lesson focusing on editing and also how to implement stations while working with a guided reading group.</li> </ul>
2011-2012	<p>"Comprehension Connection" Tanny McGregor, book study</p> <ul style="list-style-type: none"> <li>Taught a three month, intensive book study on Tanny McGregor's "Comprehension Connection" book.</li> <li>Taught one reading strategy per meeting, focusing on metacognition, making connections, visualizing, questioning, inferencing, determining importance, and synthesizing.</li> <li>Sessions included "case studies" in which participants could see the teaching practices in use in the classroom and how I delivered the instruction and built knowledge together with my students. Teachers were able to see how to implement what we learned in the book study to their own classroom.</li> <li>Provided teachers with extended learning activities to support/enhance teaching reading comprehension strategies to students.</li> <li>Based on the Gradual Release of Responsibility Model. Showed teachers how to start with a concrete lesson, then to move into, sensory exercises, utilizing wordless picture books, and time for text.</li> <li>Modeled how to integrate reading strategies with skills (SE's).</li> <li>Teachers examined sample student work to help guide their own instruction.</li> </ul>
2010-2011	<p>Literacy Committee Chairperson</p> <ul style="list-style-type: none"> <li>Lead monthly meetings; gave tips for building a successful reader's/writer's workshop.</li> <li>Proposed a plan to Administrators which stressed the need for a campus Literacy Lab to store guided reading material as well as novels for literature circle groups and/or novel studies.</li> <li>Gathered/counted all reading materials throughout school to put into the literacy lab.</li> <li>Organized reading adoption guided reading booklets by level as well as chapter books for literacy lab.</li> <li>Designed check-out system for teachers to check out materials to use for reader's/writer's workshop. (Modeled after Milstead Middle School in Pasadena, Texas)</li> </ul>
2009-2010	<p>Participant in District Strategic Planning Committee</p> <ul style="list-style-type: none"> <li>Actively participated on the Strategic Planning Committee for the District which focused on developing a rigorous and relevant curriculum that promotes real life application which will be implemented over the next 5 to 10 years in the District (worked closely with Administrators, Peer Facilitators, and Curriculum Specialists)</li> </ul>
2009-2010	<p>"Fabulous Foldables Make and Take" staff development</p> <ul style="list-style-type: none"> <li>Instructed an after-school staff development for teachers at Williams Elementary, showcasing how to incorporate foldables into your lesson plans.</li> <li>Ideas were used from Dinah Zike's "Big Book of Elementary Math K-6", "Big Book of Social Studies K-6", and "The Big Book of Books and Activities"; workshop enabled teachers to see how foldables can help students organize information by creating foldables.</li> </ul>

- Taught teachers how to create a “Standing Cube” foldable by showing an example of one I created for a Slavery unit I covered in Social Studies. Teachers then made their own “Standing Cube” for a unit of their choice.

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## Technology

Proficient in Microsoft Office applications (2000-XP), NVU web design software, WIKI, Blogs, various internet browsers and applications, Adobe Photoshop editing software, SMARTBoard software and applications as well as with Promethean Boards. Proficient with iPod touches, iPads, and ActiVotes. Experience with the use of Digital Storytelling, Webquests, various types of digital cameras (and the companion software), scanners and camcorders. Working knowledge of children’s educational software such as Kidspiration among others.

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## References

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