

# MARIANNA P. ZIMBARDO

---

January 2006

Boston Public Schools

To whom it may concern:

For four years I have known that education is my calling. My commitment to continuing the progress in urban schools began in Philadelphia at Villanova University. I served as an after-school mentor at a middle school in the city for three years. Witnessing the effects of years of neglect on urban public schools made me realize that my energy and talents were needed here. As a biology major, I began to prepare myself for teaching science in urban schools. I also minored in history, concentrating on the minority experience in the 20<sup>th</sup> century United States, eager to learn about the unique backgrounds of the families that I would soon be serving. I came to Boston because of the city's accomplishments with the small schools movement, and its stress on better connecting schools to their communities.

I chose to enter Tufts University's M.A.T. program because of its opportunity to be a full-time intern at a Boston public high school for the 2006-2007 school year. At Boston Arts Academy, I co-taught two ninth grade engineering courses for the first half of the year, and am currently teaching an eleventh grade biology course on my own. Working to assess and meet the needs of a heterogeneous group of students has been extremely valuable, and has encouraged me to pursue additional certification in special education. I have connected well to my students, and found a balance between being professional and approachable. Amongst my colleagues, I am known for my organization and preparedness.

As a science teacher within the Boston Public Schools, I will introduce my students to challenging subject matter that is pertinent to today's society. I want to provide them with the knowledge they need to be well-informed voters and engaged members of our democratic society. I will insist that my students work hard and think for themselves – stressing the importance of forming their own opinions and ideas about the facts presented to them.

I am ready to help our children move towards a brighter future, and I am on board with the BPS vision of creating stronger, smaller school communities that better cater to students' individual needs. I look forward to hearing from you about the science positions available for the 2007-2008 school year. Thank you for your consideration.

Sincerely,

Marianna P. Zimbardo

---

# SHARLENE YANG

---

November 25, 2006

Jean Doherty  
Education Development Center  
55 Chapel Street  
Newton, MA 02458

Dear Ms. Doherty:

I am applying for the Curriculum/ Instructional Design Specialist I position as advertised on EDC's website. I admire EDC's global outlook and belief in the power of education and am excited by this opportunity to be a part of your initiatives. I believe that I have the skills and qualities to significantly contribute to the development of the NIH bioethics curriculum design project; I have attached my resume for your review.

In my candidacy you will find an experienced educator and curriculum developer offering:

- **A track record of excellent performance** as a high school biology teacher and college instructor. As a biology teacher in the Cambridge Public School System, I am familiar with the Massachusetts Curriculum Frameworks, National Science Education Standards as well as current approaches in science education. I also have experience preparing and writing pre-college science curriculum materials that engage students with hands-on activities and multimedia resources.
- **A solid science background** with more than 10 years of research experience. Because of my previous work in behavioral science and molecular biology laboratories, I have been able to bring real world science examples into my lessons; I have helped my students make connections between abstract biological concepts and practical applications.
- **Project management skills** and the ability to handle multiple day-to-day tasks and assignments without losing sight of the big picture. As a former researcher, I was responsible for carrying out and analyzing the data for multiple studies as well as training new interns and coordinating student projects. As a teacher, I am constantly juggling the different personal and academic needs of my students by individualizing instruction, setting high expectations and communicating with parents, social workers and administrators so that each of my students has the best chance for success.
- **The go-getting initiative** that helped build an alternative school program from the ground up. As a founding teacher at Cambridge's alternative High School Extension Program, I set up and equipped a biology lab for hands-on exploration and scientific questioning. In addition, I also developed a biology curriculum for the 85-minute teaching block that used current biological topics such as therapeutic cloning, stem cell research and the human genome project to encourage scientific reasoning and investigation.
- **The ability to engage all types of learners** including those that have not been successful in a traditional high school setting. Different students learn in different ways; because I am accustomed to teaching in a heterogeneous classroom, I know how to support each student's different learning style by tailoring my lessons to play to their individual strengths.

I am confident that my experience would be a valuable asset to EDC's goals for the NIH bioethics curriculum project. I would welcome the opportunity to meet with you to discuss an employment match at your earliest convenience. If you have any questions, you may reach me at (617) 491-0445 or by email at sharleneyang@yahoo.com.

Sincerely,

Sharlene Yang