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+ TUESDAY VANSTORY

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OBJECTIVES

- To teach intelligently, cooperatively, collaboratively, creatively, passionately and compassionately
- To obtain an early childhood or elementary teaching position within a school whose policies, practices and curricula are developmentally appropriate, effective, child empowering, and supportive of children
- To teach in an environment where mutual respect, support, collaboration and problem solving are exercised among children, teachers, parents, administration, and colleagues
- To participate and contribute in an ongoing "culture of kindness" and student empowerment in a school setting

EDUCATION

University of Pennsylvania, Graduate School of Education, Philadelphia, Pa.
Postgraduate courses in Early Childhood Education (September 1994-December 1996/Part-time).

University of Pennsylvania, Graduate School of Education, Philadelphia, Pa. Master of Science, Elementary Education, August 1989.

Middlebury College, Middlebury, Vt. Bachelor of Arts (cum laude), Sociology/Music, 1981.

The Experiment in International Living, Brattleboro Vt. Semester Abroad - India, 1980.

The Baldwin School, Bryn Mawr, Pa. High School Diploma, 1977.

Cross-Roads America, Interlocken, Mass. Group camping/American cultural experience across the United States, Summer, 1975.

AWARDS AND HONORS

Recipient of the **Phi Lambda Theta Award**, University of Pennsylvania, 1989.

Recipient of the Main Line Parent “**Outstanding Educator**” Love Awards, A+ Education Awards 2017

PUBLICATION LINKS

<https://FFS Pre-k newsletter>

<https://letscreateaworld.blogspot.com>, Frankford Friends School Pre-k blog 2019-2020

[The Friends' Central School Blog | Tuesday Vanstory](#)

[Social Justice in the classroom](#)

CERTIFICATIONS

1989 - Elementary Education for the state of Pennsylvania

1996 - Early Childhood Education for the state of Pennsylvania

RELATED WORK/TEACHING EXPERIENCE

Frankford Friends School, Philadelphia, Pa.

Pre-k Lead Teacher, September 2019 - currently.

Executed pre-k curriculum for children (ages 4 and 5 years) under Project Based Learning model. Responsible for parent communication, student assessment, weekly published blog and class website. Created class movies which supported pre-k curriculum, arranged guest speakers, planned class trips in support of project-based learning themes, taught Quaker curriculum. Pre-K Project-Based-Learning themes were: **Community Heroes**, **Light**, and **Architecture**. Social-emotional learning, hands-on activities, and direct experience built the foundation for all learning. Used, Zones of Regulation to support social emotional learning.

Provided **Distance Learning**, (online learning,) from March 2019-June-2020 during **Covid-19 pandemic** through the Zoom platform.

Friends Central School, Wynnewood, Pa.

Kindergarten Lead Teacher, September 2018- December 2019. Facilitated play and intellectual experiences for children (ages 5 and 6 years), through developmentally appropriate children's literature, photographs, web images and videos, dramatic play,

music, outdoor education, guest speakers, exploration of and co-creation of the classroom environment, and "hands-on" activities. Our all school theme was, *Water*. We shared creation stories and were awed by the scientific explanation of the Big Bang theory. We referred to Earth as the "Goldilocks planet," which provides "just right" conditions for sustaining life, and as the only planet in the solar system, as far as we know, that can sustain life. We discussed the presence of water as a requirement for life and discussed the characteristics of living and non-living things. We explored bodies of water on the "blue planet," made maps of earth's oceans, read about ocean life, and made representations of ocean food chains. We visited the Adventure Aquarium where we got a firsthand look at ocean life, and received a lesson on, *Fabulous Fish*, learning about the characteristics that make a fish a fish.

We closed our fall exploration by learning about the solid, liquid, and gaseous forms of water, the water cycle, discussing and viewing different types of clouds, forms of precipitation, and learning about different kinds of storms. We re-enacted the water cycle through movement and song and made rain sticks to keep as artifacts of our study.

Thematic units also included discussion of multicultural creation stories and the Big Bang, and Emotions. Responsible for blog of kindergarten activities and other forms of parent-teacher communication, conducted parent-teacher conferences, completed narrative progress reports, participated in family meetings, and in our school Diversity Committee.

Friends Central School, Wynnewood, Pa.

Lead Summer Camp Counselor, Summer 2018 and Summer 2019. Facilitated summer Camp themes determined by camp administrators. Accompanied campers to various specialist classes, communicated with parents about camp events through a blog. Worked hard to create a warm and welcoming environment where children were safe to enjoy freedom, explore the outdoors, and experience fun and adventure.

Friends Central School, Wynnewood, Pa.

Nursery Lead Teacher, September 2017- June 2018. Facilitated play and intellectual experiences for children (ages 3 and 4 years), through developmentally appropriate children's literature, photographs, web images and videos, dramatic play, music, outdoor education, guest speakers, exploration of and co-creation of the classroom environment, and "hands-on" activities. Our signature thematic unit was, Social Justice, including learning ways that individual and group behaviors can impact others. Thematic units also included multicultural creation stories and the Big Bang, Water, and Emotions. Responsible for blog of nursery activities and many forms of parent-teacher communication, conducted parent-teacher conferences, participated in family meetings, and in a school committee (Diversity Committee).

Friends School Haverford, Haverford, Pa.

Preschool Lead Teacher, September 2012-June 2017. Facilitated play and intellectual experiences for children (ages 3 and 4 years), through developmentally appropriate children's literature, photographs, dramatic play, music, outdoor education, exploration /co-creation of the classroom environment, and "hands-on" activities. Our signature thematic unit was on Social Justice, where we explored the question, "Are all rules fair?" and explored what people can do when rules are not fair. Children learned about Rosa Parks, Wangari Maathai, Martin Luther King, Ruby Bridges, Nelson Mandela, and more moral giants/peaceful warriors of our world. Responsible for daily blog of preschool activities and many forms of parent-teacher communication, conducted parent-teacher conferences, participated in family meetings, and in school committees (Diversity and School Climate).

Friends Select School, Philadelphia, Pa.

Teacher Assistant, September 2008- June 2012. Supported lead teacher in a pre-kindergarten setting (children ages 4 - 5 years), setting up room, preparing materials, supervised the whole group, worked with small groups, and individual children to support the lead teacher's curricular goals. Occasionally, shared in creating and executing thematic units. Responsible for writing and photographing children for the weekly newsletter.

Adath Jeshurun Preschool (NAEYC accredited) Elkins Park, Pa.

Teacher, September 2004-June 2008. September 2000 - June 2003. Facilitated playgroup/prepared environment for toddlers (ages 18 months - 3 years), through developmentally appropriate children's literature, photographs, dramatic play, music, exploration /co-creation of environment and "hands-on" activities. Children were continually offered opportunities to explore and experiment in the world through such themes as "Light", "Gravity," "Sound", "Sticky", "Growth", "Harvest", etc. Invited and welcomed our young people to exercise autonomy and choice balanced by recognizing safety issues. Worked well with co- co-teacher (continually inspiring or jump-starting each other throughout the year), communicated closely with parents concerning issues of curriculum, children's adjustment, behavioral issues, etc. Worked hard to create a stimulating program and a safe, secure, loving environment for our children. Strove to be accessible to parental concerns, issues, etc.

Gave a workshop on developmentally appropriate practice for colleagues at A.J. (March 2001).

Occasionally used as a demonstration teacher for early childhood educators within the area.

Level Coordinator, September 2001- June 2007. September 2004-2008. Worked with play group peers to inspire greater levels of developmentally appropriate practice, creativity and hands-on activities for children (ages 2-3 years).

First Methodist Head Start, Philadelphia Public School System, Philadelphia, Pa.

Teacher, September 1997 - June 1998. Facilitated learning experiences for young children (ages 3-5), through hands-on activities, dramatic play, manipulatives, song, stories, free play, etc. Worked closely with colleagues (other teachers, assistants and parents) to build community, stimulating curriculum and a secure, loving environment for our children. Twice a year made home visits to children's homes to share teaching strategies, home strategies, observe children's home environments, etc.

Kaleidoscope (Head Start), Settlement Music School, Philadelphia, Pa.

Head Teacher, September 1995 - June 1996 at arts-based preschool program. Facilitated learning experiences as head teacher with preschool group, interacted with children through conversation, free play, group read-alouds, discussions, dramatic play, art activities, etc. Twice a year made home visits to children's homes to share teaching strategies, home strategies, observe children's home environments, etc.

University of Pennsylvania

Supervisor/Mentor Teacher, September 1994 - May 1995. Supervised graduate students in elementary education program (Part-time). Facilitated onsite discussion among cooperating teachers and student teachers concerning educational issues, shared thoughts, reflections, readings and suggestions regarding graduate students pre-service teaching experiences at the Lowell School in Philadelphia.

Kaleidoscope, Settlement Music School, Philadelphia, Pa.

Student Teacher, October 1994-December 1994. Spent seven-week practicum (2 days per week) at arts-based preschool program. Assisted head teacher with preschool group (age: 3 years), interacted with children through conversation, free play, group read-alouds and discussions, role-plays, art activities, etc.

McKinley Head Start, Philadelphia Public School System, Philadelphia, Pa.

Student teacher, September 1994-October 1994. Spent seven-week practicum (2 days per week) at preschool program. Assisted head teacher with a preschool group (children's ages: 3-4 years), interacted with children through conversation, free play, group read-alouds and discussions, role-plays, art activities, etc.

Benjamin Franklin School, Philadelphia Public School System, Philadelphia, Pa.

Teacher, Kindergarten (taught two half-day kindergarten sessions), September 1993 - June 1994. Creatively executed mandated curriculum; taught thematically. Program was literature-based. Thematic units included: *Mother Goose Nursery Rhymes, African /African-American-American Folktales, Our Bodies, Families, Food, etc.*). Strong emphasis on development of self-esteem, expressing oneself in clear, constructive ways, cooperative learning / cooperative existence skills and problem-solving strategies.

Frederick Douglass School, Philadelphia Public School System, Philadelphia, Pa.

Teacher, Pre-kindergarten, September 1992-June 1993. Heavy emphasis on : socialization strategies which promote respect and kindness towards others and growing independence/ interdependence. Thematic Units included *Plants, Trees, Seasonal Changes, Forests, African Americans, Pets, Families*. Themes were reinforced through group discussions, children's literature, drawing, painting, role- plays, music, trips and other hands-on activities.

Powel School Philadelphia, Public School System, Philadelphia, Pa.

Teacher / Cooperating Teacher for the S.T.A.R.T. program at the University of Pennsylvania) First Grade, September 1991 - June 1992. Strong emphasis and support of emerging literacy through journal writing, book writing and illustration, book readings, plays, etc. Creatively carried out mandated curriculum, in all subject areas. Thematic units included *Immigrants/ Ethnic Groups* (especially those represented in our classroom), *Insects, Rain Forests, Greece, Trees, American Indians*.

Pastorius School, Philadelphia Public School System, Philadelphia, Pa.

Teacher, Kindergarten (taught two half-day kindergarten sessions), September 1990 - June 1991. Creatively carried out mandated curriculum Thematic units included: *American Indians, Our Pets, Our Families, The City.*)

The Philadelphia School, Philadelphia Pa.

Teacher (team taught), First and Second Grade, September 1989 - June 1990. Helped design and execute curriculum in language arts, math, science, and theater. Taught thematically integrated curriculum, wrote and directed curriculum related pupil plays, organized Martin Luther King Day Celebration, taught modern dance as an after-school activity, and executed other teacher related activities. Our program encouraged children as emerging readers/writers, creators, problem-solvers and responsible community members.

John B. Kelly Elementary School, Philadelphia, Pa.

Student Teacher, Kindergarten, Spring 1989. Developed and taught science unit on the behavior of light.

Teacher Assistant, Kindergarten, Fall 1988. Supported cooperating teacher in her daily activities, made intensive child observation of one of our students (this paper was given to school psychologist to provide a broader information base on which to build a psychological evaluation of the child), taught introductory modern dance.

The Parent Infant Center, Philadelphia, Pa.

Teacher Aide, December 1988 - January 1989, Summer 1989, Summer 1990. Provided general support to the supervising teacher in an intimate, loving day care setting (read to, toileted, fed, walked, played with children, ages 9 months -- 5 years).

The Philadelphia School, Philadelphia, Pa.

Science Teaching Assignment, February 1989. Collaborated with two other students to plan, teach and evaluate a six-lesson science unit on Sound.

University City New School, Philadelphia, Pa.

Math teaching assignment, Fall 1988. Taught and evaluated lessons concerning counting, patterning, concept of "more and less" with one kindergarten student in a math lab setting.

Grace Lutheran Church, Philadelphia, Pa.

Camp Counselor, July and August, 1978. Supervised and tutored children ages 8 to 10 years. Responsible for supervising activities for the class which included outings, and experimenting with creative expression through movement, song and dance.

Green Tree School, Philadelphia, Pa.

Teacher Aide, July and August 1976. Supervised children, ages 5-8 years; assisted in designing programs and activities to address the needs of children with emotional disturbances.