

Educational Credo



I see knowledge as necessary for improving society. A key component of knowledge is the understanding of each other's differences and the celebration of diversity--whether it be of race, gender or ability. My teaching methods will showcase all students in the best possible way by using balanced facilitation, classroom management and planning.

I firmly believe that a good teacher acts as a facilitator rather than an authoritarian in the classroom. Moreover, cooperative learning experiences such as peer tutoring, group discussions, and collaborations can enhance critical thinking and decision making activities to contribute to a non-competitive learning environment. I help youth nourish their ability to grow within groups, and extend outward their expressive qualities to celebrate themselves as individuals.

While cooperative learning empowers and motivates students, structured management must also be implemented. From day one, structure should be consistent so that future classroom schematics can be easier to follow. Teachers can involve families actively in the structure of the class by communicating regularly with parents to let them know how their child is doing.

Furthermore, planning must be versatile in order to meet the diverse needs of all students. Through integrated thematic units there will be plenty of opportunity for hands-on experiences, risk-taking, creativity, and problem solving so that students of all levels can be involved in the learning process.

Most of all, the school environment plays a crucial role in a child's development. Classrooms need to be a safe place for children to think, to express their ideas and to feel respected for who they are in order for them to have growth and to have a strong sense of self-esteem.

Teaching is more than a job; it's being an advocate for children and being committed to their well-being. I will empower children to become active members in the world through the knowledge that they learn at school. Children are the future. It is up to me and my colleagues to see that children will be able to improve the society that we live in.

Jason E. Bundy

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Education Experience

Sacramento State University, iMET Program, M.A. in Education for the internet-based Masters in Educational Technology. August 2003 to present.

California Clear Multiple Subject Teaching Credential with CLAD, Single Subject Credential in English, and Single Subject Credential in French, University of California at Davis. June, 1999.

Modern Linguistics and Japanese Correspondence Course, Japan. September 1995 to June 1996.

The University of California at Davis, B.A. degrees in both English and French, teaching-emphasis curriculum. June, 1993.

The Diablo Valley College London Program, United Kingdom. January to April, 1990.

Professional Growth

High Trust / Excellence in Teaching, Dennis McLoughlin. Participated in training for management techniques with students in and out of the classroom, and to promote raising academic standards for students. April, 2006.

California Technology Assistance Project, www.ctaponline.org, CA. Completed personal online-learning projects, and trained as a Site Administrator-Mentor for teaching colleagues how to do their own web-based technology lessons. 2001 to 2006.

Secondary Reading Academy for Teachers of Grades 7-12, Sacramento, CA. Trained in Level I of *LANGUAGE!*, a program with a sequential and cumulative linguistic base for students who are significantly delayed in reading, writing, and spelling. October, 1999.

California Language Teachers Association Summer Seminar, Santa Barbara, CA. Joined annual consortium of French language and other language teachers for a one-week study on implementing foreign language standards and the use of multiple intelligences. August, 1999.

Teaching & Related Experience

Teacher, Woodland Joint Unified School District, Woodland, CA. Teacher for fifth grade in a self-contained classroom with emphasis on Language Arts, Math, Science, and Social Studies, and for eighth and ninth grade Language Arts, Social Studies, and French I classes. Teacher for Reading Academy, program accommodating students with delayed reading abilities. Teacher for three years for summer school Language Arts and Math intervention. 1999 to present.

MSAT Reader, Educational Testing Services (ETS), Oakland, CA. Reviewed written examination question responses in the areas of language arts, child development, and American history for the Multiple Subjects Assessment Test for teacher candidates in the state of California. Scored essays holistically via rubrics, and evaluated effectiveness of MSAT test questions. 1999-2003.

Student Teacher, Dixon Unified School District / Woodland Joint Unified School District. Taught in third and fourth grade classrooms under the guidance of head teachers and credential program supervisors. 1998-1999.

Travel Counselor, Council on International Educational Exchange - Council Travel, Davis, CA. Counseled applicants for work abroad and study abroad programs, advised local and international travelers, and coordinated travel documents. December 1996 to August 1998.

English Language Development Teacher, Saint Mary's College of California, Moraga. Facilitated learning in reading, writing, listening, oral communication, and culture for international students attending an intensive-English program. Collaborated with other staff members for final project evaluation and led museum / field trip studies. July / August, 1989, 1990, 1996.

English Language Teacher, The Japan Exchange and Teaching (JET) Program, Shiga Prefecture, Japan. Created classroom and language laboratory teaching materials, language activities, and audio-visual aids. Planned team-teaching lessons jointly with Japanese head teachers for students K-12. Attended local, regional, and national teacher-training sessions, language workshops and observation / presentation of demonstration lessons. July 1993 to July 1996.

Teaching Assistant, Davis Joint Unified School District / U.C. Davis Internship Program. Volunteered to teach in the Oliver Wendell Holmes Junior High School "Learning Center," a classroom for students from Central America, Asia, and Europe. Under the guidance of ESL teachers, learned about language instruction methods. Teaching included guided reading circles, small group, and individualized support. March to June, 1992.

Teaching Assistant, San Ramon Valley School Age Child Care Alliance, Danville, California. Guided school children attending the "Kid's Country" after-school and summer enrichment programs. Planned and facilitated group activities such as crafts, field trips, and supported individual students with daily homework study. October 1990 to September 1991.

Volunteer Experience

Technology Mentor & Webmaster, Woodland Joint Unified School District. Coordinated roll-out of wireless mobile laptop labs and annual team-teaching sessions with 4-6th grade classes. Aided colleagues for use of CTAP Online's educator-training website and provided yearly, staff-wide support for online surveys at ctap2.iassessment.org. Created e-mailing list and school website to inform local families and community about ongoing school events. Co-writer for site and district technology plans. 2001-2006.

Math Coach / Report Card Committee, Woodland Joint Unified School District. District-site liaison for math mentoring. Created matrices to compare standards-based report cards with a new textbook adoption. Teamed with grade-level teachers from local schools to develop supplemental math tests for district-wide use, and to revise report card format. 2001-2004.

Grant Writer, Woodland Joint Unified School District. Obtained funding from the California Dept. of Forestry and Fire Protection "Leaf-It-To-Us" program for a school-community beautification project to plant 40 shade trees and 244 plants. Wrote other proposals for new computer equipment awards from The Beaumont Foundation and The Oracle "Help-Us-Help" Organization. 2001-2003.

Trail Group Instructor, Dixon Unified School District / Occidental, CA. Planned, led, and taught groups for daily nature hiking trails and wilderness journal writing with the Anderson Elementary Outdoor Education Week. Joined students and teachers for ocean studies, campfire skits and night supervision. March, 1999.

Partnership Tutor, Davis, CA. Participated in an optional teaching-experience for Education Psychology course. Assisted student at Oliver Wendell Holmes Junior High School aiming to reconcile grades in the areas of math and social studies, and to improve organization skills. May to June, 1998.

Presentation Speaker, Japan. Facilitated various workshops focusing on student-centered approaches for English language teaching in Japan's public schools. Workshop participants were teachers from Japan, America, Canada, Ireland, Great Britain, Australia, and New Zealand. Topics:

- "Extracurricular Activities," Kyoto City, December 1995.
- "Effective Textbook and Material Use," Tokyo, July 1995.
- "Life in Rural Communities," Tokyo City, July 1995.
- "Game Activity & Design," Otsu City, November 1994.

Orientation Assistant, Japan. Helped as welcoming staff for approximately one thousand new members joining a teacher-exchange program orientation in Tokyo. Greeted international flight arrivals, assisted people to / in hotels, prepared guidebook packets, worked an information desk, and presented workshops. July, 1995.

Honors & Special Skills

- CLAD (Cross-cultural, Language, and Academic Development) certified.
- RICA (Reading Instruction Competency Assessment), passed.
- MSAT (Multiple Subjects Assessment for Teachers), passed.
- CBEST (California Basic Educational Skills Test), passed.
- Eagle Scout Award, Boy Scouts of America.
- Knowledge and experience with French and Japanese speech, culture, and education systems.
- Understanding of elementary American Sign Language (ASL) for use in classroom management.
- Extensive skill in networking for both Apple and Windows computers.

Travel Experience

Three-year teaching exchange program in Japan. College semester-abroad studying British Literature and Drama in London, England. Participant in the "XVI International Scouting Camp" in Australia. Additional travels include visits to Canada, Thailand, Europe, New Zealand, and Mexico.