

CAREER PATHWAYS

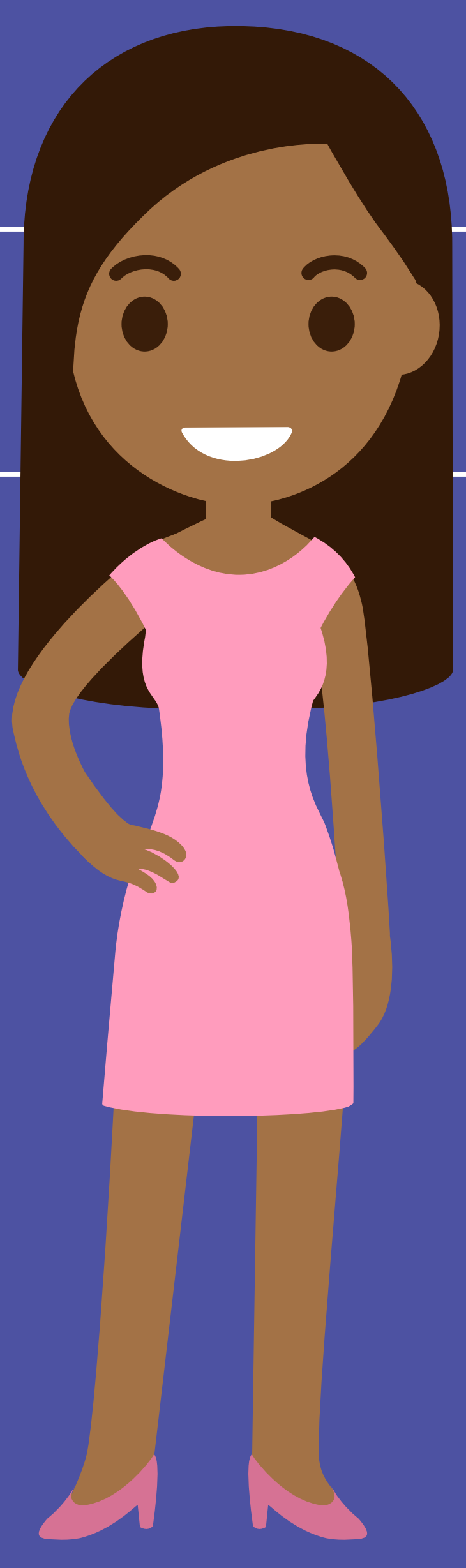


CHLOE MCDONNELL

Chloe always enjoyed academics and being in the classroom. She knew from tutoring in high school that she had a talent for being able to teach math in a way that students easily understood.

- 1 She began college knowing she wanted to become a teacher.
- 2 She completed undergrad as a double-major, earning bachelor's degrees in math and secondary education.
- 3 Chloe is currently a ninth- and 10th-grade math teacher.
- 4 **What's next?** Chloe will begin taking classes at Middle Tennessee State University this fall to earn her master's degree in curriculum and instruction in hopes of staying in a school as an instructional or content coach.

“My motivation for teaching is 100 percent the kids. Kids are the future and need to be educated, specifically in STEM subjects. Having a solid math foundation is so important because these lessons they learn in high school will carry them through to college and beyond.”



LETICIA SKAE

Leticia knew from prior work experience and growing up with two younger brothers that she enjoyed working with kids.

- 1 She went to college and earned her bachelor's degree in sociology/anthropology with plans to become a college professor.
- 2 Leticia was in the process of searching for jobs when a friend suggested she apply for an open position as an English teacher.
- 3 Leticia applied for and was offered the job. She began teaching and earned her transitional teaching license in Florida.
- 4 She moved home to Tennessee and was admitted to a teaching program offered by Metro Nashville Public Schools and Vanderbilt University that allowed her to earn her Master of Education degree while teaching in the district.
- 5 Leticia is a seventh-grade English teacher at a magnet school.
- 6 **What's next?** Leticia is working toward earning her Ph.D. in literacy studies from Middle Tennessee State University. She genuinely loves working with kids and has no immediate plans to give up teaching. However, Leticia is incredibly passionate about curriculum and would like to work on improving the state's curriculum by making it more representative of the student population.

“I was born in Malawi. So when my family moved from Africa to the United States, I spoke two very different languages, and assimilating to a new culture was difficult. I had some fantastic teachers who took the time to help me differentiate between the two languages and pushed me in ways I didn't know that teachers could push you. They showed me that it was worth it to invest in me. And I feel the same way about my students because kids are the future. Teaching is hard work, but experiencing the joy my students feel when they finally grasp a concept is so rewarding and powerful.”



JAY MILAM

Jay knew from prior work and internship experiences that he'd always enjoyed working with children.

- 1 He graduated from college with a bachelor's degree in business economics, but wasn't sure if a career in business was the right fit.
- 2 Jay decided to apply for Teach for America. He was accepted into the program and began teaching in Minnesota.
- 3 After two years in Minnesota, Jay moved to Tennessee. He knew he wanted to continue teaching, so he took steps to have his license transferred from Minnesota to Tennessee.
- 4 Today, Jay is a third-grade math and science teacher at a charter school.
- 5 **What's next?** Jay doesn't plan to leave the classroom anytime soon. He said, “For me, the highlight is working with the kids.”

“When it comes to your career, make sure you're doing something you enjoy. Don't be afraid to take a risk and change paths if it's something you're passionate about. Even if you don't have a classically trained education, you shouldn't let that stop you.”



LIBBY MINSHALL

Libby always knew she wanted a career where she'd have the opportunity to work with people, and five years as a summer camp counselor taught her that she enjoyed working with kids.

- 1 When she began college, she initially planned to get her bachelor's degree in fine arts.
- 2 Because she wanted the opportunity to work with people, Libby decided to switch her major to a bachelor's degree in fine arts education during her junior year of college.
- 3 Libby completed the majority of the licensure process during college as part of her undergrad program. She graduated from college and had one licensing test left when she moved to Europe and began teaching school in Sweden.
- 4 After moving back to the United States, Libby earned a reciprocal teaching license to allow her to continue teaching in Tennessee.
- 5 Libby is a middle school art teacher and has a leadership role at a charter school.
- 6 **What's next?** Libby loves having a leadership role, but would have a hard time giving up art and working so closely with students. In addition to teaching, she could see herself developing art education programs for the state.

“Teaching is certainly a calling. I'm constantly inspired by my students. Watching them make breakthroughs, big or small, is an awesome feeling, and the fact that I'm able to teach a subject that I love and am so passionate about makes it even better!”



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