

Dear _____:

I am writing to request your consideration for the open position of English Department Lecturer at _____. I would like to thank you for the opportunity to teach at _____ this past year. Understanding the students we teach, I believe that my combined experience, as a city composition teacher of fifteen years, a PhD in Literacy, and a family advocate in the Department of Education uniquely qualifies me to effectively support our students at C.U.N.Y., and to advance the educational objectives of your department.

My deep commitment to NYC Public Education began when my children were just in preschool. I began volunteering to help support our teachers, first in PTA, and then in School Leadership where I learned firsthand from teachers, principals, and families what was missing in funding, curriculum, and culture. I went on to write grants for my children's schools; for the arts, technology, civics, and for my labor of love, an environmental program which I ran for a decade to educate public school children on organic gardening, composting, and recycling. I also ran three fundraisers raising over \$120,000. If there was a need, I sought to fill it.

Simultaneously, I taught freshmen at Kingsborough (and eventually elsewhere), honing my craft in college composition instruction, and listening to my students' stories, their challenges, and regrets. Many of the schools they came from I knew well. I recognized a disconnect in how we as college teachers unintentionally disassociate from our students' histories and how many students seem bewildered by the rigor of college. As I continued to teach, I came to realize that if we want to increase success in college, we must understand the whole student, not (to usurp a musical term) as a coda, but as a full composition. I finally returned for my PhD in Literacy to answer the question of how to help students effectively learn and succeed at the college level. In that program I came to understand the diversity of learning styles and obstacles our students face and how best to address them.

I eventually ran for Community Education Council (the city version of the school board), and without pay, continued to represent the 46,000 students and their families of our district at the city and state level. For six years, I met regularly with D.O.E. officials from Enrollment, Planning, School Construction, School Food, School Safety, and Special Education among others. I learned the problems of Regents scores, the lack of accessibility to SATs, and the disparity of college preparation across the city. I also learned how few guidance counselors there were and saw first-hand how changing from one ELA curriculum to another raised achievement twenty points in two years. I sat yearly through line-by-line budget meetings at the city level and watched how money from Albany made its way to the city, or often, did not. As President, I toured a wide variety of schools and saw how principals create culture. I also helped plan innovative new schools and was responsible for equitable zoning. I collaborated with various administrators including Title 1 representatives, the Superintendents of Brooklyn High Schools, and High School Principals to discuss attendance and Online Occurrence Reporting (OORS) of violence and other incidents and to create action plans to address achievement gaps, suspension disparities, and unmet needs in a district where 78% of our 40,000 students fell below the poverty line. Monthly, I, and other presidents of CECs across the city, met with the Chancellor and his staff and received reports on Equity initiatives and challenges, along with statistical data in real time, while lobbying for the needs of our districts.

My now combined experience has helped me to develop a teaching practice focused on supporting the entire student to encourage deep engagement. Knowing where my students come from, I address the diversity of my student body through research-supported interest-driven curriculum structure for optimal engagement. Reading and writing instruction receive equal attention, because, despite prevalent belief, college students require reinforcement in critical inquiry. Selective student-choice,

interest-based assignments allow students to pursue relatable Module-relevant questions to spark curiosity. I encourage student-driven objectives based upon self-identified value and cultural reflection. Revision process instruction is broken into clear, digestible points based upon years of trial-and-error instructional practices where I model potential solutions and encourage students to talk out solutions with their peers and in reflection blogs. Readings are scaffolded in complexity and modality to encourage resilience even in the face of past negative educational experiences.

Between each Module, we draw on reflective essays from *Bad Ideas About Writing* to consider perspectives on the reading/writing process, questioning certain assumptions we have about the act of writing, and defining certain challenges students face. We also assess various genres of writing, and the concept of “the essay.” For the last decade, I have assigned one project a semester as a multimodal essay production, and students have an extra credit opportunity to reproduce one traditional essay into an alternate genre, communicated to a specific audience. As a final assignment, students write a reflective essay on their growth or challenges as a writer, referencing from their own prior reflections as well as from our assigned reflective readings.

Having been so attuned to my own children’s social-emotional growth, I take time to get to know my students to provide individualized support as needed. I have worked extensively with ASAP and Learning Communities and am able to help students identify important support resources. I also integrate an array of technologies to spark student engagement and have a demonstrated enthusiastic ability to incorporate student preferred technology and new technology as it arises, often at my students’ suggestion. I also maintain a synchronized Blackboard site (with zero cost materials) through which students access their readings, media, Perusall, and assignment slots. This structure also allows for the seamless migration to online synchronous classes should the need arise, as demonstrated in March 2020, and further allows students who must miss class, the ability to keep up.

My research is ongoing, focused on student engagement. My last IRB approved inquiry focused on student interest to engage in course curricula throughout the pandemic. (I am happy to announce that I will be presenting at November’s NCTE Conference in Anaheim on that topic). I am now advancing an IRB request to determine the impact of Perusall annotation on student engagement in an ALP classroom.

Thank you for allowing me this time to tell you about myself. I hope to hear from the hiring committee to talk more about my qualifications.

Sincerely,

Adele J. Doyle
PhD, Education Specialties - Literacy
Adjunct Assistant Professor, CUNY