

March 5, 2013

Dear Principal and Cooperating Teacher,

My name is Kelly Lovall-Jones and I am a first year student in the Evergreen State College Masters in Teaching program. I am seeking endorsements in both secondary English Language arts and theatre arts and a placement for student teaching. I want to be a teacher because I think working with young adults is inspiring. I can see potential in all students and I relish in the opportunity to help guide them in the direction that will offer them the most success in life. I appreciate the variety of experiences and backgrounds that young adults can offer and feel that as a teacher I could learn a lot from them as well. There is still so much for me to learn, and I am looking forward to working with a mentor teacher who can model for me effective teaching. I am eager and open to guidance and advice, and I will adapt myself to every situation where there are learning opportunities. As an intelligent and caring person, I believe that I can be of assistance to my mentor teacher in return. I look forward to assisting the teacher in any way that I am needed, and I believe that we can both benefit from an exchange of ideas cultivated in a team teaching environment.

I am currently in the last weeks of my second semester in the MIT program and I have already learned so much about child development, the learning process, instructional strategies, lesson planning, and managing student behavior and interactions. I have been in my practicum with seventh graders since October of 2012, and have begun to bond with, and gain the trust of, a number of students. I appreciate their energy and their enthusiasm for learning about their world. This has been a very positive experience for me. While I enjoy working with middle school students and know there is so much more that I could learn from this age group, I would love the opportunity to work with high school age students as well.

My teaching style and educational philosophy are still developing. I find that I have a surplus of ideas that, when put in practice, sometimes work out and sometimes do not. I have found that “changing things up” can be an important strategy to engage student learning; but I have also learned that creating a safe and consistent learning environment, and having an authoritative presence in the classroom goes along way. If students know what is expected of them then the foundation will be set for them to take risks. Children learn by doing—reading, writing, talking, and thinking. It is important to use these actions to connect material to students’ existing knowledge, and I want to make those connections fun and challenging.

Teaching is a profession in which I have had some past experience prior to the MIT program. I have had some good days, and some bad days too, but I have never lost my commitment to education. I feel most energized when I am in the classroom working with students in a reciprocal learning/teaching environment. I am looking forward to working with you and refining some of my emerging skills and techniques. Thank you for considering me as an applicant and as a possible team teacher. I know that I will benefit greatly from your mentorship, and that any guidance that you give me will only help me grow both personally and professionally.

Sincerely,

Kelly Lovall-Jones



Master in Teaching Program
Field Experience and Assessment
The Evergreen State College
2700 Evergreen Parkway N.W., SEM2 E3131
Olympia, Washington 98505
(360) 867-6573

Fall 2013 Student Teaching Application

Personal Information

Last Name: Lovall-Jones First Name: Kelly Initial: L.

Address: 424 W Fourth Street, Port Angeles, WA 98362

Home Phone: 360-460-2190 Email: lovkel01@evergreen.edu

Undergraduate Degree: BA School: Western Washington University Year: 2001 Major: Theatre Arts

Previous Placements

Field Observations – Year One

MIT students visit three different schools during their first quarter in the program. Each student has the opportunity to observe: an urban, suburban and rural school as well as a high school, middle school and elementary school.

Fall Quarter Observations:

School District	School	Grade/Subject
Tacoma School District	Lincoln High School	9 th and 10 th grades
Olympia School District	Lincoln Elementary School	2 nd grade
Puyallup School District	Puyallup High School	10 th , 11 th , 12 th

The final observation / guided participation site remains at the same location for one full day per week during both the winter and spring quarters for year one of the program. The placements are set up specific to the MIT student's endorsement areas and grade band.

Winter and Spring Quarter Observation:

School District	School	Grade/Subject
Tacoma School Distract	First Creek Middle School	7 th grade English Language

Academic Preparation Page, Related Activities, Letter of Introduction and Request

Academic Preparation Page

Please see the Academic Preparation Page template on the MIT Website. This lists the Core MIT Courses. You will need to add your endorsement coursework from your endorsement worksheets. If you cannot find your worksheets, please see Maggie Foran. The Academic Preparation Page should list your MIT coursework and endorsement coursework.

Related Activities

This section will allow you to add any related activities and hobbies to your application.

Letter of Introduction

Type or word process your letter of introduction using the following guidelines:

1. Address the letter to, "Dear Principal and Cooperating Teacher"
2. Present yourself as a student in The Evergreen State College Master in Teaching Program seeking a placement for Student Teaching.
3. Tell why you wish to become a professional educator.
4. Discuss your teaching style, educational philosophy, etc.
5. Indicate reasons for selecting you for a student teaching placement
6. Demonstrate enthusiasm and a desire to be of assistance in the classroom and the school where you will student teach.

Placement Request:

Fall 2013 STUDENT TEACHING PLACEMENT

Please advise if you wish to stay with your Winter/Spring Practicum Placement

YES _____ NO X

Please provide rational as to reason you do not wish to stay in your placement:

I live in Port Angeles. I will not be able to be successful during students teaching if I commute 2 ½ both ways per day, 5 days per week. I also have two elementary age children whose personal and academic welfare will suffer if I am continually absent over-night multiple days per week while I student teach. I am interested in being placed somewhere on the Peninsula, so that my commute will be shorter and so that I will have more time to attend to my academic responsibilities (lesson planning, grading, and student/ teacher collaborating), and family responsibilities.

PERSONAL AFFIDAVIT

I understand that I am not guaranteed placement in a particular school district, school building; or with a particular cooperating teacher or college supervisor; and that the final acceptance of a student teacher is the prerogative of the school districts. I understand that I am not to make arrangements with any school district or school personnel regarding my placement. ***Given potential conflicts of interest, I will not request a school I attended or where a family member may attend.*** Any such action on my part may result in losing the opportunity to student teach in that district. I will be prepared to go where The Evergreen State College is able to secure a student teaching position.

I understand that all endorsement coursework and requirements must be met prior to the first scheduled day of my student teaching; otherwise my placement will be cancelled. I also understand that current WSP and FBI Fingerprint Background Check with OSPI must be cleared. The Evergreen State College has my permission to release information attached to this application to school districts and school personnel in order to process this request. I have read all of the pertinent sections of MIT Student Guidebook. I have completed this form with information that is true and correct.

Student's Signature: Kelly Lovall-Jones

Date 3/5/13

Field Placement Officer's Signature:

Date :

Related Activities

Previous teaching related activities in which you have been involved, such as tutoring, teaching, coaching, volunteering, camp supervising, etc.

Teaching: 10 years of substitute teaching with an emergency certificate (grades K-12)

- 3 months in a long-term sub position teaching an English/ Language arts, social studies block class.

10 years directing, advising, and running the Port Angeles High School theatre department
2 years teaching English/Language Arts to 9-12th graders with a conditional certificate
1 year teaching the Drama class at Port Angeles High School with a conditional certificate
1 summer teaching 7th grade English/language arts—summer school
4 years teaching, directing, and running the summer drama camp at the YMCA

Special skills, hobbies, or abilities that might be of interest or assistance in your placement:

I am very active.

I like to hike.

I take my dog on extended walks

I play basketball with my daughter

I play cars on the floor with my son

I read as often as I can

I am very slowly learning how to play the piano

I am very slowly learning the art of cooking

I am a writer

The mountains, the Washington State beaches, and my back yard are my favorite places to be

My dream vacation destination is Greece

I am very skilled in various areas of the Theatre arts



Master in Teaching Program
The Evergreen State College,
2700 Evergreen Parkway NW, Lab1, Room 3012
Olympia, Washington 98505
(360) 867-6573 pettyl@evergreen.edu – www.evergreen.edu

STUDENT OATH OF CONFIDENTIALITY/CODE OF ETHICS

For Practicum/Observation/Student Teaching

As a Master in Teaching Student at The Evergreen State College, I will maintain complete confidentiality about students, staff, and parents in the school(s) where I am placed for observation practicum and field experiences.

The public entrusts educators with a responsibility that requires exemplary service. As a The Evergreen State College Master in Teaching student, I will adhere to practices that honor the dignity and worth of the students, staff, and faculty in the schools where I am placed. I will conduct myself in a manner consistent with the Code of Professional Conduct for Education Practitioner (Chapter 180-87 WAC).

Kelly Lovall-Jones
Print Your Full Name

Signature on file Kelly Lovall-Jones 3/5/13
Signature Date

Note: All Master in Teaching Students are covered by a \$1,000,000 Professional Liability Insurance policy.

Academic Preparation Page

Kelly Lovall-Jones

Residency Certification

Endorsement: English/Language Arts; Theatre Arts

Anticipated 12-13 Master in Teaching The Evergreen State College(TESC) Quarter credits

Theories of Learning, Teaching and Schooling	4
Models of Teaching and Lesson Planning	4
Content Literacy and Academic English	4
Statistics/Educational Research and Design	4
Field Experience/Practicum Teaching	4
Interdisciplinary Curriculum Design and Assessment	4
Secondary Methods: (English/Language Arts)	4
Secondary Methods: (Theatre Arts)	4
Curriculum Design and Assessment (if only one endorsement area, otherwise delete this line)	4
Adolescent Development and Communication	3
Diversity and Equity in the Classroom	3
Historical Foundations of Education	3
Classroom Management and Discipline	2
Sustainability and Systems Theory	2
Educational Technology: Webpage and iMovie	2
Professional Issues: Child Abuse, Law, RTI and IDEA	1
Student Teaching fall 2013	16
Educational Research Paper	4
Special Education/Differentiated Instruction	3
Integrating the Arts	2
Educational Technology	2
Special Project	3
Professional Development	2
Student Teaching spring 2014	16

<u>English/Language Arts, Theatre Arts</u>	<u>Quarter Credits</u>	<u>Institution</u>
WEST-E:		Passed
American Literature	4	WWU
British Literature	4	WWU
World Literature	3	WWU
Multicultural Literature	4	WWU
Adolescent Literature	3	WWU
Poetry—American Lit	.25	Taught at Lincoln HS

Drama—Understanding Plays	3	WWU
Fiction—Modern European Drama	3	WWU
Non-Fiction—Major Author's Studies	4	WWU
Literature—Women's Literature	5	WWU
Women in Plays	3	WWU
Freshman English	5	GRCC
Writing Humanities	5	GRCC
Intro to Dramatic Writing	4	WWU
Play Analysis/Theatre Production Plan	4	WWU
SPCH	5	GRCC
Theatre—Intro to Cinema	3	WWU
English—Intro to Film Studies	4	WWU
Theatre—Acting for TV	4	WWU
Study of English Language	4	WWU
Theatre—Documentary Editing	2	WWU
Acting Workshop	5	GRCC
Advanced Acting Workshop	5	GRCC
Rehearsal and Performance	5	GRCC
Advanced Acting Workshop	5	GRCC

Theatre Arts	Quarter Credits	Institution
WEST-E:		Passed
Acting—Theory	3	WWU
Acting—Scene Study	3	WWU
Acting—Physical Interpretation	3	WWU
Acting—Vocal Interpretation	3	WWU
Acting—Style	4	WWU
Drama—Intro, Advanced, Camera, Rehearse and performance	20	GRCC
Beginning Scene Design	3	WWU
Foundations in Design	3	WWU
Intro Design and Communication	3	WWU
Play Directing	3	WWU
Play Directing II	4	WWU
Play Production (Special Studies)	4	WWU
Stage Management	3	WWU
Major Drama—Contemporary Woman	3	WWU
Intro to Stagecraft	5	WWU
Intro to Theatre	3	WWU
Theatre History	4	WWU
Theatre History II	4	WWU
Understanding Plays	3	WWU
Children's and Adolescent Literature	4*	TESC

*In progress