

Dear Principal and Cooperating Teacher-

My name is Andrew Hoy and I am a student in the Masters in Teaching program at The Evergreen State College and am seeking student teaching placement for Fall of 2010. The subject areas I desire to teach include language arts and/or social studies from grades 6 through 12.

My path toward becoming a teacher has been interesting and exciting. I was never a strong student or a fan of going to school, failing to graduate high school. Fortunately I had been in the Running Start program my junior and senior years of high school, and I was able to receive my Associate of Arts degree by finishing the necessary courses within the following two years. After that, I was done with school and was content working menial jobs. After some stirring events in my life I began taking the decisions I was making more seriously and quickly found that I wanted to return to school. I decided to pursue teaching, but was primarily interested in teaching the Bible and a Christian worldview. Since I was unsure of how many opportunities were available within that field, I began to study English and literature, working toward my BA at Evergreen. Through those studies I learned that I love to read and write about ideas, which is what English is all about. I also began to develop an increasing interest in history, for I saw that history is where ideas come to life and connect to the real world. Through those two years, finishing my BA, my pursuit of teaching was confirmed by both my growing interest in the subjects I was planning on teaching and through my continual interest in working with students. At my church I ended up spending over two years teaching and working with first through fifth graders on Thursday evenings and Sunday mornings. I also acquired a tutoring position where my connection with students was incredibly rewarding. After graduating with a BA I had set aside my original desire to teach the Bible and a Christian worldview, but in working through the first two quarters of my current program these desires have returned, forcing me to think critically as I developed my teaching philosophy.

I believe that all education is culturally bound, which means that it innately involves issues concerning the beliefs, practices, values and traditions of any given group of people. While my primary desire is to work with people within my own culture, i.e. Evangelical Christian, I realize that if I am working in a public school my job is not to promote my beliefs and culture. Rather I have come to believe my job is to support and encourage the diverse cultural backgrounds of my students. I hold my own culture and beliefs very dearly and being at Evergreen I have run into much conflict; thankfully I have had many gracious and understanding peers and faculty. My hope as a teacher, if I enter the public educational realm, is to honor the beliefs and culture of my students, just as my own have been honored, and help guide their education accordingly. Most of my year has been spent developing ways to give students a strong academic experience while doing so in light of their beliefs and culture.

I hope that my desire to develop student's academic abilities in ways which are guided by their own beliefs, values, and goals will be seen as assets to your school's mission. My goals for student teaching are to serve and submit to my host school and teacher by being available, enthusiastic, and engaged with the students, teachers, and the school.

Thank you for your consideration,

Andrew Hoy



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 2010 Student Teaching Application

Personal Information

Last Name: Hoy First Name: Andrew Initial: L

Address: 1024 Prospect Ave NE #5 Olympia WA 98506

Home Phone: 360-951-3105 Email: hoyand14@evergreen.edu

Undergraduate Degree Bachelor of Arts School TESC Year 2009 Major n/a

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
Shelton School District	Oakland Bay Jr High	8 th Grade English
Olympia School District	Lincoln Elementary	3 rd /4 th Grade
Tacoma Public Schools	Foss High School	Health B

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
North Thurston Public Schools	Aspire Middle School	7 th /8 th Language Arts/Social Studies (Gifted Program)

Fall Student Teaching Placement: (IF APPLICABLE)

School District	School	Grade/Subject

Related Activities

Please list any previous teaching related activities in which you have been involved, such as tutoring, teaching, coaching, volunteering, camp supervising, etc.

2007-2009- I taught 1st - 5th grade students at Reality Church in Olympia

Spring 2009- I was a reading and math tutor at Academic Learning Center in Olympia

Spring 2009- I spent 60 hours observing classrooms in a range of secondary classrooms

Please list any special skills, hobbies, or abilities that might be of interest or assistance in your placement:

Musical abilities with a number of instruments

Love of reading and studying

Computer skills/knowledge



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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).

Andrew Lawrence Hoy
Print Your Full Name

Signature on file
Signature _____ Date

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

If you are an individual with a documented disability and need an accommodation during your Practicum, Observation and/or Student Teaching Placement, please contact the MIT Field Placement Officer, Loren Petty. Please make this request as soon as possible to insure the best placement.

Academic Preparation Page

Andrew L. Hoy

Residency Teaching Certification

Endorsement: English/Language Arts (5 – 12), Middle Level Humanities (5-9)

Master In Teaching Coursework	Quarter Credits	Institution
A History of Public Education	3	The Evergreen State College (TESC)
Foundations in Multicultural Education	3	TESC
An Introduction to the Political Economy of Schooling	2	TESC
Foundations of Learning Theory	3	TESC
Foundations of Cultural Contexts of Learning	3	TESC
Academic Writing: Philosophy of Education	4	TESC
Introduction to Research Methods	3	TESC
Teaching Reading in the Content Area	3	TESC
Cooperative Learning for the Heterogeneous Classroom	3	TESC
Field Observations and Practicum in K-12 Public Schools	5	TESC
Fall Student Teaching	16*	TESC
Exceptional Learners in the Inclusive Classroom	1*	TESC
Thesis: Publication and Presentation: An Exploration of Self-Esteem: Classroom Practices and Impact on Student Learning	3*	TESC
Multicultural and Bilingual Education Strategies	3*	TESC
Writing Process for Middle and High School	3*	TESC
Reading Skills and Strategies	1*	TESC
Teaching Methodology: Art and English	4*	TESC
The Teaching Profession: Ethics, Responsibilities, Standards, and Career Planning	1*	TESC
Spring Student Teaching	16*	TESC

English/Language Arts Endorsement	Quarter Credits	Institution
West –E: 020 English Language Arts	Passed	
19 th Century American Literature	8	TESC
Religion in US Society	2	TESC
British Literature	4	TESC
World Literature	8	TESC
Multicultural Literature	4	TESC
Adolescent Literature	4	TESC
English Romantic Poetry	4	TESC
Shakespeare	3*	Brigham Young University
The Novels 1770-1830	4	TESC
Religion	2	TESC
Ancient Near Eastern Literature	2	TESC
Thinkers of the Ancient World	5	South Puget Sound CC
College Writing I	5	SPSCC
Writing as Process: Pedagogical Studies	4	TESC

* in progress

Writing: Expository Writing	2	TESC
Intro to Film Studies	5	SPSCC
Communications- Studies in Speech and Performance	4	TESC
Grammar for Teachers	4	TESC

Middle Level Humanities Endorsement	Quarter Credits	Institution
West –E: 010 Middle Level Humanities Subtest 1	Passed	
West –E: 011 Middle Level Humanities Subtest 2	Passed	
Pacific NW History	4	TESC
US Hist III	5	SPSCC
Microeconomics	5	SPSCC
World Geography	4	TESC
Civics/Political Science	4	TESC
History of Ancient Rome	4	TESC
History 1770-1830 (British/European)	4	TESC
Intro to Sociology	5	SPSCC
Intro to Anthropology	5	SPSCC
US History	4	TESC
19 th Century American Literature	8	TESC
Religion in US Society	2	TESC
British Literature	4	TESC
World Literature	8	TESC
Multicultural Literature	4	TESC
Adolescent Literature	4	TESC
English Romantic Poetry	4	TESC
Shakespeare	3*	Brigham Young University
The Novels 1770-1830	4	TESC
Religion	2	TESC
Ancient Near Eastern Literature	2	TESC
Thinkers of the Ancient World	5	South Puget Sound CC
College Writing I	5	SPSCC
Writing as Process: Pedagogical Studies	4	TESC
Writing: Expository Writing	2	TESC
Intro to Film Studies	5	SPSCC
Communications- Studies in Speech and Performance	4	TESC
Grammar for Teachers	4	TESC

* in progress



Master in Teaching Program
Education Field Experience and Community Relations

The Evergreen State College
2700 Evergreen Parkway N.W. , SEM2 E3131
Olympia, WA 98505

Student Teacher Placement Response
Fall Quarter 2010 (September 8 – November 19, 2010)

Please check **Yes** or **No** indicating your response to this request,
and return as soon as possible by fax or send email:

FAX: 360-867-6575 or E-MAIL: pettyl@evergreen.edu

STUDENT:

☐ **YES, WE WILL ACCEPT THIS Student Teacher for Fall Quarter 2010.**

The Evergreen State College (TESC) **Fall Quarter Student Teaching 2010** begins **September 8, 2010** and ends **November 19, 2010**. (The official start and end date depend on your district. The Student Teaching Internship is to begin on the first day of school and will last for 10 weeks.) School personnel, working with candidates must have three years experience in the role supervised. Upon acceptance of the candidate by a qualified and willing teacher, the student's initial meeting with the building principal and the cooperating teacher will take place as soon as possible, but prior to the student teaching experience.

Name of School and School District: _____

Address: _____

PHONE: _____ FAX: _____

COOPERATING TEACHER _____

GRADE LEVEL / SUBJECT ASSIGNMENT: _____

Principal: _____

☐ **NO, we cannot accept a student teacher for Fall Quarter 2010.**

Thank you in advance for your consideration and prompt response!