

Andrew Olmsted
4038 Rainwood Dr NW
Olympia, WA 98502
360-556-1195, Olmand08@evergreen.edu

March 14, 2010

Dear Principal and Cooperating Teacher,

My name is Andrew Olmsted. I am a graduate student currently enrolled in the Master in Teaching program at The Evergreen State College in Olympia, WA. I write to you seeking placement for student teaching. I would very much like to work with you and your school community this coming fall as a student teacher of English language arts.

I want to teach because I respect young people and their minds. I aim to become a mentor who introduces students to the social and political opportunities they can have if they learn how to negotiate critically the texts and messages they encounter in and outside of school. I think that if students experience the power of articulating their own learning, then they can not only grow to love learning, but also learn to love and respect themselves and others.

I believe that facility with English and academic literacy is crucial for all students to participate successfully in their educations and in their communities. I want to teach to offer students an alternative to a self-centered, competitive model of academic achievement. I aim to teach students that group learning in an academic community can translate into authentic, democratic citizenship in which everybody's condition improves. At the same time, I want to impart to each individual student the tools he or she needs to negotiate the world of high-stakes tests and institutional requirements.

My philosophy of teaching is developing solidly. Generally, I intend to construct lessons around learning objectives derived from Washington State Essential Academic Learning Requirements. My goal is to construct lessons that students will find immediately relevant and personally meaningful to their lives. These lessons should creatively teach to the state standards, build on students' existing knowledge and experiences, and emphasize cultural diversity as positive.

I advocate for myself on the grounds that I am an expert at demonstrating how and why students can use and understand language to learn. I also am an excellent learner and a dedicated leader. I care deeply about students' academic and personal successes, while grounding my pedagogy in proven educational theories and pragmatic classroom management strategies. I am creative and reflective, as well as authoritative and fun. I work extremely well in collaboration with professional peers. I thoroughly understand principles for scaffolding effective classroom learning environments, and I learn quickly and consistently from my mistakes and my achievements.

I am very excited to learn all that I can from my experience student teaching in your school. If I am placed with you, I will actively seek opportunities to assist in classroom and school-wide operations and programs. I guarantee my enthusiastic involvement with whatever you need me to do in order to support student learning and to support the success of the school's mission. I recognize that my strong desire to empower children is shared across the community of educators I am joining, and I want to learn more of how we can do this together!

Thank you sincerely,

Andrew Olmsted



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: Olmsted First Name: Andrew Initial: W

Address: 4038 Rainwood Drive NW Olympia, WA 98502

Home Phone: 360-556-1195 Email: olmand08@evergreen.edu

Undergraduate Degree: BA School: The Evergreen State College Year: 2007 Major: n/a (English)

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	Henry Foss High School	All level/Health
Shelton School District	Oakland Bay Jr. High School	8 th Grade Science
Olympia School District	Lincoln Options Elem. School	Kindergarten/1 st Grade

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
Clover Park School Dist.	Clover Park High School	9 th and 10 th Humanities

Fall Student Teaching Placement: (IF APPLICABLE)

School District	School	Grade/Subject



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The Evergreen State College,
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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 Williams Olmsted
Print Your Full Name

Signature on file	March 15, 2010
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.

Related Activities

I have worked at The Evergreen State College writing center for about four and a half years. During this time I have been a tutor and an assistant to the director. My primary work at the writing center is one-to-one peer tutoring sessions with other student writers. I have become very skilled at working with a person on any writing project at any stage of their process.

I also have experience learning and teaching at local and international writing center conferences. I designed and facilitated a workshop for the 2009 Pacific Northwest Writing Center Association conference. In collaboration with three colleagues, I designed and facilitated a workshop for the 2008 International Writing Center Association conference. I also attended the 2007 and 2010 Pacific Northwest Writing Center Association conferences. One notable workshop I attended was a meeting of directors of American high school writing centers.

At the writing center, I have been involved with numerous projects besides tutoring. I co-edited the annual Writing Center publication *Inkwell* in 2007. I co-designed the curriculum for the prerequisite class potential tutors take, *Cultivating Voice: A Writing Tutor's Craft* from 2007-2009. I have designed and run many workshops for the writing center including facilitating peer-review sessions and self-evaluation workshops. I have also taught other tutors how to facilitate these workshops. Additionally, through my work at the writing center, I have designed and facilitated poetry readings and a "poetry studio," which is an official, intentional space for people to write poetry.

I have also been involved with poetry readings and poetry projects in other capacities. I attended a multi-day poetry conference called "Poets in the Park" in Kirkland, Washington in 2004. I have read poems for poetry readings organized by literary organizations at Evergreen, and I have been published in three consecutive editions of Evergreen's literary anthology, *Slightly West* from 2007-2009. I have also attended multiple other poetry readings in Olympia and Seattle.

During winter and spring of 2010, I gained experience planning curricula in collaboration with my teacher-mentor and working directly with students in Clover Park High School's 9th grade humanities classes. I loved this opportunity, and I developed a very agreeable and educative working relationship with my mentor-teacher, Ms. Teague.

Prior to admission to The Evergreen State College Master in Teaching program, I observed classes at Yelm High School. I then collaborated with some of the Yelm teachers to chaperone two field trips.

Over my studies and volunteer experiences, I developed and have maintained relationships with several teachers. I consider this to be important to teacher education, as I already am working with experienced, in-service teachers.

Academic Preparation Page

Andrew W. Olmsted

Residency Teaching Certification

Endorsement: English Language Arts (5-12)

Master in Teaching Coursework	Quarter Credits	Institution
A History of Public Education	3	The Evergreen State College (TESC)
Foundations in Multicultural Education	3	
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
Reading in the Content Area	3	TESC
Cooperative Learning in the Heterogeneous Classroom	3	TESC
Field Observations and Practicum in k-12 Public Schools	5	TESC

English Language Arts Endorsement	Quarter Credits	Institution
WEST-E (020)	English Language Arts, Literature, and Composition	Passed
American Literature	3	TESC
British Literature	2	TESC
Japanese Literature	4	TESC
Russian Literature of the 19 th Century	4	TESC
Central American Literature	4	TESC
Multicultural Literature	2	TESC
Adolescent Literature	2	TESC
Studies in Contemporary American Poetry	4	TESC
Studies in International Poetics	4	TESC
Tragedy 060	5	George Washington University
Studies in Contemporary Fiction	8	
Creative Non-Fiction	4	TESC
Poetry Composition	8	TESC
Poetry Writing	8	TESC
Fiction Writing	8	TESC
Creative Writing	4	TESC
Expository Writing	2	TESC
Composition Theory	1	TESC
Poetry and Performance	4	TESC
Publication Production Theory and Practice	3	TESC
Film Studies	2	TESC
Animation Design and Production	5	TESC
Cinema Studies: Soviet Era Animation and Film	3	TESC
Sociolinguistics	2	TESC
Literary Translation	2	TESC
Poetics	8	TESC
Philosophy of Language	4	TESC

Literary Theory	1	TESC
AP English Literature/Composition	8	AP Exam
AP English Language/Composition	8	AP Exam

Relevant Courses/Professional Development	Quarter Credit	Institution
WEST-B Reading (095)		Passed
WEST-B Writing (096)		Passed
WEST-B Mathematics (097)		Passed
Education (Peer Tutoring)	1	TESC
Effective Teaching	4	TESC
Critical Reflective Inquiry	4	TESC
Animation Studies: Conceptual Design and Aesthetics	3	TESC
Performance and Public Speaking	4	TESC
Teaching Literature in Secondary School	2	TESC
Introduction to Psychology	5	George Washington University

Special Skills, Hobbies, Abilities

As an Evergreen graduate, I am very much used to learning through and in the service of collaborating with academic peers. I am very good at supporting the learning of my peers and learning from the multiple perspectives of my colleagues.

I also have experience collaborating with administrative personnel to run the writing center's daily operations, which has helped me understand better how to facilitate meetings and tend to administrative tasks. This understanding and practice has led me to recognize how to be respectful and caring of my colleagues while working within constraints of the academy's institutional bureaucracy and management logistics.

I spend a lot of my time reading and writing for pleasure. I am very generative and reflective about my reading and writing processes. I explore consistently my own writing process and my reading tastes, with an eye toward understanding the way I relate to the language of my world.



Master in Teaching Program
Education Field Experience and Community Relations

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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!