

Christie Tran
6813 Bailey St SE
Lacey, WA 98513
March 15, 2010

Dear Principal and Cooperating Teacher,

My name is Christie Tran and I am a student in the Master in Teaching Program seeking a placement for student teaching. After years of rewarding volunteer work in education and diligently studying the socio-economical, historical, and cultural issues that affect learning and schooling in the first year of this program, I feel prepared to accept the profound responsibilities of teaching. I am elated at the opportunities that will be available to me to empower children, their families, and our communities through education. I look forward to being able to evoke critical thinking, spark creativity, and build a learning community within my own classroom where I will not only support my students in constructing personally relevant knowledge but where I will also act as an advocate for their social and human development.

My interest in sharing knowledge and enabling people to expand their perceptions of themselves and the opportunities that they have around them was a personal aspiration that has always led and will always lead me to assume a role in mediating the education of others. I've also come to believe that to be a teacher is to be a learner and to be a learner is to find value in all experiences. For my students I hope to instill in them a sense of pride in everything they do and the willingness to take risks whether they succeed or fail and to persevere as learners. From my years as a volunteer educator, I have considered the role of education with depth and insight that I feel will be an asset for me as a certified teacher.

My decision to pursue graduate studies in education was reinforced by my recent volunteer work as a math and reading tutor at Horizons Elementary School in Lacey, Washington. Here, I have witnessed the outstanding learning outcomes of students when supported by a consistent and dedicated community of teachers, administrators, volunteers, and parents. The teachers that I volunteer for entrusted me with the freedom to conduct and structure some of my own lessons. With their guidance, I was able to investigate and develop personal teaching strategies that I can implement in my own classroom. In addition to my support of public schools, I have also invested my efforts as an English tutor to Vietnamese and Mexican immigrants; as an army family readiness advocate; and as an arts and crafts instructor.

Educating people coming from various backgrounds has been a prominent aspect in my volunteer work. I have, in the past, considered pursuing teaching credentials and believe now that my expansive background has served to enrich my understanding of the requirements and duties necessary to become an effective and outstanding educator within the public school system. I am positive that with the unique experiences I have garnered and the way in which I've come to interpret and integrate them into my personal growth has cultivated a solid foundation for me to become a successful teacher with a global perspective on education.

Sincerely,

Christie Tran



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: Tran First Name: Christie Initial: Q.

Address: 6813 Bailey St SE, Lacey, WA 98513

Home Phone: 1-801-518-8776 Email: xcrossx@msn.com

Undergraduate Degree BS School Utah State University Year 1997 Major Illustration

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	Foss High School	Health/Psychology
Shelton	Oakland Bay Junior High	Science
Olympia	Lincoln Elementary	1 st /2 nd 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
Thurston	Timberline High School	Visual Arts

Fall Student Teaching Placement: (IF APPLICABLE)

School District	School	Grade/Subject



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).

Christie Tran
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

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

8/2009 – 12/2010 – Horizons Elementary parent volunteer in Lacey, Washington.

Mrs. Bosack's reading specialist class – observed and supported a few classes with their reading skills development.

Mrs. Lawrences 2nd grade cookie design concepts about money lesson – assisted several students at various levels of understanding monetary units in calculating the cost for purchasing candies to decorate cookies with and determining the correct amount of change when exact amounts were not given.

Donating Vietnamese cultural artifacts to the library for display and discussion during the month of February in recognition of the Lunar New Year.

11/2008 to 6/2009 - Horizons Elementary School math and reading volunteer in Lacey, Washington.

Mrs. Myer's 1st grade class- Administer site word reading evaluations. Reinforce vocabulary words during group reading lessons. Assist students with math activities. Organizing student files for parent/teacher communications.

Ms. Rawlin's 4th grade class- Evaluate student's proficiency with multiplication facts. Administer drills and exercises. Reinforce concepts and rules applicable for individual facts. Report progress.

08/06 to 5/07 - Elementary Math and Reading Tutor at Hale Kula Elementary School at Schofield Barracks, HI.

Assist children in 1st through 5th grade with reaching grade appropriate skills. Maintain records of individual progress and daily activities, and create monthly reports for teachers and supervisor.

8/2005-4/2006 – Hale Kula Elementary School Paraeducator for Reading and Math grade levels 2, 3, and 5.

Assist students below grade level abilities in daily assigned readings and tasks, and math assignments. Reinforce instructions and concepts to students who require assistance. Conduct phonics and basic math skill exercises. Prepare monthly evaluations for teachers.

11/04 to 4/07 – Family Readiness Group volunteer. 524th CSB and currently 325th BSB B CO FRG Leader at Schofield Barracks, HI

B CO FRG Leader coordinating of 8-10 volunteers and responsible for the morale and welfare of over 100 soldiers and family members. Generate phone tree rosters, creating and distribution of informational media, organizing activities, arranging fundraisers, etc. Provide artwork for unit emblems, gifts, recognition awards, etc. Providing contact information act as an advocate for various resources available to soldiers and their family members throughout the community on as well as off post (Women, Infants, and Children; Better Opportunities for Single Soldiers; American Red Cross, etc.)

10/06 to 4/07 - Crisis Response Team volunteer for 3rd Brigade, Schofield Barracks.

Generate an emergency support system for families who suffer loss or injury of soldiers or family members. Initiate contact to assess level of emotional and physical needs. Refer to and/or contact appropriate sources if professional assistance is required (Mental Health, Child Protective Services,

Chaplain, etc.). Provide temporary services of minor domestic responsibilities during grieving period (childcare, bills, taking calls, etc.) Attend personal counseling if necessary.

6/05 to 6/06 – Home school teacher/science club leader.

Plan daily lessons/tests that included 1st and 3rd grade language arts, reading, spelling, mathematics, science, art, chess, and music. Hosted weekly home school science club for six children ranging in ages from 5 to 8 years of age.

4/04 to 3/05 – Army Community Services. Army Community Services Spouse's Night Out Art Instruction Volunteer.

Provide weekly classes and activities to spouses of deployed soldiers in efforts to create additional support systems, disseminate information in regards to social and welfare services available both on and off post, and to boost morale. Created beginning/introductory level charcoal drawing class exploring various techniques and materials. Taught basic piñata construction and decoration. Assumed substitute scrapbook instructor position on occasion.

12/03 to 5/05 - Family Readiness Group Volunteer.

Phone Tree Caller – routinely call 8-10 spouses of soldiers to disseminate information related to deployment, activities, and updating contact records.

Fundraising Committee – assist in planning, set-up, and accounting management of events and activities.

11/1996 to 6/1997-English Tutor at Guadeloupe School in Salt Lake City, Utah.

Teaching conversational and practical English to Mexican and Vietnamese adult immigrants. Supporting their ESL competencies to assist with finding employment. Providing a community of learning in which cultural expression was encouraged.

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

Drawing: charcoal, graphite, colored pencil, ink, etc.

Painting: acrylic, watercolor, and oil

Pottery: hand building and wheelthrowing

Digital Media: Adobe Illustrator, Photoshop, Fireworks Animation, etc.

Crafting: piñata making, weaving, Hawaiian ribbon lei braiding, etc.

Academic Preparation Page

Christie Tran

Residency Teaching Certification

Endorsement: Visual Arts (K – 12) and Reading

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
Teaching Reading Or Reading in the Content Area	3	TESC
Cooperative Learning for the Heterogeneous Classroom	4	TESC
Field Observations and Practicum in K-12 Public Schools	5	TESC

Visual Arts Endorsement	Quarter Credits	Institution
West E: Visual Arts		Passed
Basic Illustration	3	Utah State University (USU)
Intermediate Illustration	3	
Intermediate Storybook Illustration	3	USU
Drawing for Illustration	3	USU
Fashion Illustration	3	USU
Advanced Illustration	3	USU
Drawing	3	USU
Ceramics	3	USU
Watercolor	3	USU
Basic Photography	3	USU
2 Dimensional Drawing	3	USU
Basic Advertising Design	3	USU
Exploring Art	3	USU
Survey of Western Art	3	USU
Survey of Western Art	3	USU
Commercial Art Seminar	8-1credit courses	USU
Advanced Illustration	4	USU
Anatomy for Artist	3	USU
Figure Painting	3	USU
Basic Ceramic Handbuilding	3	USU
Illustration Studio	9	USU
Intermediate Illustration Concepts	3	USU
20 th Century Art	3	USU
History of Illustration	3	USU
Senior BFA Exhibit	3	USU
Illustration Studio	1	USU
Graphic Design Studio	3,2	USU

* in progress

Undergraduate Research (American and British Poetry)	5	USU
Introduction to Dramatic Literature	3	USU

Reading Endorsement	Quarter Credits	Institution
Research in Literacy	4	TESC
Foundations in Literacy	4	TESC
Enjoying Children's Literature	4	TESC
Instructional Methods	4*	TESC
Assessment in Reading	4*	TESC

Relevant Courses/Professional Development	Quarter Credit	Institution
Web Design Certification	South Puget Sound Community College (SPSCC)	
Introduction to Access	5	SPSCC
Introduction to Programming Using Visual Basic	5	SPSCC
Structured Query Language (SQL)	5	SPSCC
Creating Web Pages (HTML)	5	SPSCC
Web Scripting	5	SPSCC
Web Application Development	5	SPSCC
Web Site Design	3	Salt Lake Community College (SLCC)

* in progress



Master in Teaching Program
Education Field Experience and Community Relations

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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!