

March 14, 2010

Chelsea Whitaker
300 Kenyon St. NW K-15
Olympia, WA 98502

Dear Principal and Cooperating Teacher,

I am a student in the Master in Teaching program at The Evergreen State College, and I'm seeking a placement for my fall quarter Student Teaching. I'm passionate about becoming a teacher because I believe that through education I can help students foster their unique identities to become independent, critical thinkers, and lifelong learners. I am truly excited to offer my students opportunities to develop the skills and knowledge they will need to succeed.

I believe that my role as a teacher is to facilitate the learning of my students. At times this might mean presenting information to them, and at other times it could mean that I facilitate discussions or structure group work and explorations of topics for students to make important discoveries for themselves. I feel that a key part of my role is to engage with students to inspire curiosity and a motivation to learn, to provoke and cultivate higher level thinking, and to guide them toward developing foundational knowledge and skills. I also believe that my teaching practices should mirror the democratic values of our society, and that through experiencing equitable participation in such a classroom, I will be helping to prepare my students to be responsible and active citizens. Additionally, I feel that all students should feel safe and validated within the classroom in terms of their identities and their value as members of a learning community.

I have had a variety of opportunities to develop a range of interpersonal skills that I feel are extremely beneficial to me as a colleague and an educator, from active listening and conflict resolution, to group facilitation and public speaking. I place a high value on community, and have experience in community building and service. I am impassioned about education and the opportunities it presents for empowering youth. I have a diversity of skills that will assist me in making valuable contributions in my placement classroom and school, as well as an enthusiasm for getting involved.

Thank you for your consideration, and I look forward to discovering opportunities to contribute to your learning community as I continue to develop my practices as a teacher.

Sincerely,

Chelsea Whitaker



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: Whitaker First Name: Chelsea Initial: R

Address: 300 Kenyon St. NW K-15 Olympia, WA 98502

Home Phone: 707-344-1761 Email: whiche01@evergreen.edu

Undergraduate Degree B.A. School The Evergreen State College Year 2007 Major Liberal 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 Public Schools	Foss High School	9-12, Business Math, Business Law, Digital Communications
Shelton School District	Oakland Bay Jr. High	9 th grade English Language Arts
Olympia School District	Lincoln Elementary School	4th/5th 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
Shelton School District	Shelton High School	10 th grade World Studies, Sociology

Fall Student Teaching Placement: (IF APPLICABLE)

School District	School	Grade/Subject
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Related Activities

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

I served as an AmeriCorps volunteer with Big Brothers Big Sisters of Southwest Washington from August 2008 through July 2009. I worked as an assistant to the School and Site Based Mentoring program. My responsibilities included recruiting high school students to volunteer as Bigs, matching them with elementary school students, and supervising their matches and weekly meetings.

I volunteered from January 2009 through June 2009 on a weekly basis in a high school Reading Essentials classroom at Capital High School in Olympia, WA. I worked with students on developing reading fluency and comprehension skills.

I worked in a bilingual preschool at Evergreen Elementary School in Shelton, WA from October 2007 through June 2008. I was responsible for supervising the students during play and activities, facilitating group-work, helping plan lessons, working one on one with students, aiding with I.E.P.s, and assisting with family involvement.

I worked as an emergency substitute teacher at Evergreen Elementary from January 2008 through June 2008, in K-5th grade classrooms.

I worked as a tutoring assistant for a summer program in Healdsburg, CA from July 2006 through August 2006. I helped supervise elementary school children, organize math activities, and assisted with math tutoring.

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

Creative Writing

Poetry

Conflict Mediation

Comprehension of written and verbal Spanish

Outdoor activities (hiking, kayaking, camping)

Social justice activism

Volunteer recruitment and management

Traveling



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).

Chelsea R Whitaker
Print Your Full Name

Signature on file	March 18, 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.

Academic Preparation Page

Chelsea Whitaker

Residency Teaching Certification

English Language Arts and Social Studies Endorsements

Anticipated 09-10 Master in Teaching The Evergreen State College(TESC) Quarter credits

Theories of Learning	4
Models of Teaching and Lesson Planning	4
Educational Technology	4
Statistics/Educational Research Design	4
Curriculum Design and Assessment	4
Field Experience/Practicum Teaching	4
Content Area Reading and Writing Methods	3
Adolescent Development and Communication	3
Secondary Methods: (content dependent on endorsements)	5
Diversity and Equity in the Classroom	3
Historical Foundations of Education	3
Classroom Management and Discipline	3
Systems Theory	3
Professional Issues: Child Abuse, Law and IDEA	1

<u>English Language Arts Endorsement</u>	<u>Quarter Credits</u>	<u>Institution</u>
Praxis II/WEST-E:	English Language Arts	passed
List courses and credit used towards the endorsement		
Reading and Composition	6	SRJC
British and Adolescent Literature Contract	8	TESC
Survey of World Literature	5	GHC
Multicultural Literature in America	5	GHC
Literature and Composition	4.5	SRJC
Sociology and Cultural Studies	2	TESC
Topics in US History: Race, Class, and Gender	2	TESC
Metaphor Analysis	2	TESC
Comparative Mythology	4.5	SRJC
Beginning Creative Writing	4.5	SRJC
Creative Writing Workshop	4.5	SRJC
Advanced Creative Writing	4.5	SRJC
Critical Thinking and Writing	4.5	SRJC
Introduction to Mass Communication	4.5	SRJC
Introduction to Speech	4.5	SRJC
Oral Advocacy and Analysis	2	TESC
Structure and Function of Language	5	TESC
Language and Legal Rights	3	TESC
Forensic Linguistics	5	TESC
Legal Research and Writing	6	TESC

*In progress

Social Studies Endorsement	Quarter Credits	Institution
Praxis II/WEST-E:	Social Studies	passed
List courses and credit used towards the endorsement		
Race, Ethnicity, and Gender in American Culture	4.5	SRJC
20th Century American History and Culture	3	TESC
Topics in U.S. History: Race, Class, and Gender	4	TESC
Theory and Practice of U.S. Social Movements	4	TESC
Pacific Northwest History	5	SPSCC
Western Civilization I	5	SPSCC
Western Civilization II	5	SPSCC
Introduction to Middle East Studies	4	SPSCC
Comparative Religion	2	SRJC
Introduction to Microeconomics	4	TESC
Introduction to U.S. Government	4.5	SRJC
Psychology of Gender	4.5	SRJC
Abnormal Psychology	4.5	SRJC
Environmental Policy and Politics	4.5	SRJC
Physical Anthropology	4.5	SRJC
Ethnography of a Courtroom	2	TESC
Legal Research and Writing	6	TESC
Oral Advocacy and Analysis	2	TESC
Language and Legal Rights	3	TESC
Sociology and Cultural Studies	2	TESC
Research Methods	1	TESC
Introduction to Political Economy	4	TESC
Systems Theory and Perspective	5	TESC
Law and Legislative Process	2	TESC
History of Science	2	TESC
Organizational Development	5	TESC
Leadership	6	TESC

Relevant Courses/Professional Development	Quarter Credits	Institution
Conflict Resolution	NC	TESC
Examining Your Hidden Curriculum to Improve Social	NC	NW Teaching for
Social Justice in Your Classroom		Justice Conference
Unpacking Unconscious Bias: What Social	NC	NW Teaching for
Well-Meaning Educators Should Know		Justice Conference
Building Resiliency: Working with Children Exposed to Traumatic Stress	NC	TESC
Managing Challenging Behavior With	NC	Community Youth Services

*In progress

Children and Youth		
Strength Based Strategies for Working with High-Risk Youth	NC	Dr. Scott Larson, TOGETHER!
Non-Violent Communication Methods	NC	Center for Nonviolent Communication
Feedback- giving and receiving Services	NC	Community Youth
First Aid Training Services	NC	Community Youth
Corps	NC	WA Medical Reserve
Vicarious Trauma – recognition and coping methods	NC	Sexual Assault Center of Pierce County
Anti-Oppression – awareness and practice	NC	Community Youth Services
Mandated Reporting Services	NC	Community Youth
Facilitation – methods and skills for facilitating groups and trainings	NC	Community Youth Services
Organizational Development	5	TESC
Leadership	6	TESC
Japanese- First Year	12	TESC
Japanese- Second Year	12	TESC

*In progress



Master in Teaching Program
Education Field Experience and Community Relations
The Evergreen State College
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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!