

Dear Principal and Cooperating Teacher,

My name is Leif Hedenskoog and I am a student in The Evergreen State College's Masters in Teaching program. As you may know, the MIT program is a two year cohort with student field observations in winter and spring of year one and student teaching placements in the fall and spring of year two. I am writing to request a fall quarter student teaching placement in your school

My desire to become a professional educator dates back to high school. I originally flunked out of my more traditional high school due to a mixture of boredom and drug use. I transferred to an alternative school in the winter of my sophomore year and this school turned my life around. The teachers at my new school treated education as a tool for empowerment, made learning relevant and accessible, and always acted as our advocates. I came to admire many of my teachers, so it was an honor when my English teacher suggested that I become an educator myself. Teaching became a career goal and a personal mission that last stuck with me to this day. Hopefully, I will be able to inspire and empower students in the same ways that teachers have been able to inspire and empower me.

School can be a very difficult place to get an education. As someone who has fallen through the cracks of the public school system, I can say this first hand. I feel that learning should stop being viewed as a behavior that only happens when prompted to do so by the school, by parents, etc. The classroom is a place where we can examine and discuss the ideas and experiences that we have in common. The classroom is a place where different opinions and perspectives of the world around us can help to cultivate and ripen our own perspectives and opinions. Teachers have the potential to make the classroom a place where students learn how to shape their own future and place in the world. While speaking of my personal pedagogical practice is somewhat difficult at this stage in my teacher education, I can say that a culturally responsive practice that constructs knowledge in terms of multiple perspectives, equity, citizenship, and a critical examination of dominant paradigms is the basis of what informs my burgeoning teacher identity.

One of my passions in life is performance. I am an actor, a musician, and a poet. I have been at home in front of an audience for quite some time. Hailing from California originally, I was drawn to Washington because of the state's separate Drama endorsement for teachers. California bunches theater in with their Language Arts endorsement. After getting my BA in Theater Arts from UC Santa Cruz, my aspirations changed a bit. I still wanted to teach, but instead of teaching English, I wanted to teach drama. Tacoma School of the Arts seems like the best possible place for me to experience the potential for teaching Theater Arts in public schools. When I saw that Kelly Doran was an Evergreen graduate and working towards an MA in theater for social change, I became excited about the possibility of working with her.

Student teaching at Tacoma School of the Arts would be as much of a learning opportunity as it would be a teaching opportunity. Given that I am anxious to learn more about the technical side of theater, I am guaranteed to be a very attentive assistant. I predict that many students will know much more than I about different aspects of theater and I hope that my role in the classroom can be one of collaboration and mutual learning. I understand that taking on a student teacher can be time consuming and I realize that your school may not be able to make that time commitment right now. However, I will be keeping my fingers crossed on this one, because I am very interested in being placed within your school.

Sincerely,
Leif E Hedenskoog



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: Hedenskoog First Name: Leif Initial: E

Address: 812 C street SW, Tumwater, WA 98512

Home Phone: (415)310-7648 Email: leifhedenskoog@yahoo.com

Undergraduate Degree BA School University of California: Santa Cruz Year 2005 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 | Foss High School | French |
| Shelton | Oland Bay JR High | 9th/ English |
| Olympia | Lincoln | 3 rd 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 |
|-----------------|-------------|---------------|
| North Thurston | River Ridge | Drama |

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).

Leif Hedenskoog
Print Your Full Name

| | |
|-------------------|---------|
| Signature on file | 3/14/10 |
| 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 teaching related activities in which you have been involved, such as teaching, tutoring, coaching, volunteering, camp supervising, etc.

Substitute teacher for Oakland Unified School District 2008-2009; Camp counselor at Children's Fairyland performance arts summer camp- 2008, 2009; Teacher for Santa Cruz Free Skool-Improv Riot, 2007 (class canceled due to low attendance).

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

Professional sound design experience; experienced improv actor and emerging improv teacher; dabbling playwright; my partner is a puppeteer (and she wants to teach a workshop); carpentry experience and my own tools; learning to play the accordion; former member of a guerilla theater ensemble

Academic Preparation Page

Leif Hedenskoog

Residency Teaching Certification

Theatre Arts Endorsement

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: Theatre Arts* | 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 |

| Theater Arts Endorsment | Quarter Credits | Institution |
|--------------------------------|------------------------|--------------------|
| Praxis II/WEST-E: | WEST-E Theatre Arts | passed |
| Play Development Workshop | 5 | UCSC |
| Design Studio | 5 | UCSC |
| Intro to Directing | 5 | UCSC |
| Intro to Design | 5 | UCSC |
| Playwriting | 5 | UCSC |
| Fundamentals of Production | 6 | UCSC |
| Queer Theatre | 5 | UCSC |
| Developmental Theatre Arts | 15 | UCSC |
| Antonin Artaud | 5 | UCSC |
| Intro to Modern Dance | 5 | UCSC |
| SDS: Guerilla Schmerilla | 5 | UCSC |
| Improvisation | 9 | College of Marin |
| Improvisation II | 4.5 | College of Marin |
| Improvisation Performance | 6 | College of Marin |
| Theory/Practice of Acting I | 4.5 | College of Marin |
| Acting/Directors Workshop | 1.5 | College of Marin |
| Theatre Workshop | 9 | College of Marin |
| Study of Performance Drama | 5 | UCSC |
| Chautauqua Workshop | 5 | UCSC |
| Dramatic Theories | 5 | UCSC |
| Stand-up Comedy | 5 | UCSC |
| Senior Seminar | 5 | UCSC |
| Asian Theatre | 5 | UCSC |

*In progress

Academic Preparation Page

Leif Hedenskoog Residency Teaching Certification English/Language Arts Endorsement

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: English/ Language Arts | 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: | WEST-E: English language arts | passed |
| Dramatic Theories | 5 | UCSC |
| Developmental Theatre Arts: Greeks | 2 | UCSC |
| Developmental Theatre Arts: Renaissance (British, Spanish, French) | 2 | UCSC |
| Developmental Theatre Arts: 19 th century until today | 2 | UCSC |
| Queer Theatre | 2 | UCSC |
| Adolescent Literature | 2* | TESC |
| Intro to Creative Writing | 5 | UCSC |
| Composition II | 2 | College of Marin |
| Reading and Composition 1a | 2 | College of Marin |
| Reading and Composition 1b | 2 | College of Marin |
| Artaud | 2 | UCSC |
| Playwriting | 5 | UCSC |
| Stand-up Comedy | 2 | UCSC |
| Creative Writing | 4.5 | College of Marin |
| Study of Performance Drama | 5 | UCSC |
| History and Appreciation of Film | 4.5 | College of Marin |
| Improvisation | 4.5 | College of Marin |
| Grammar for Teachers and Writers | 4* | TESC |
| Intro to Logic | 3 | College of Marin |

*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!