

April 19th, 2010

Dear Principal and Cooperating Teacher,

I am a student in the Evergreen State College's Master in Teaching program, and I am seeking a student teaching placement in an English Language Arts classroom for the fall of 2010. I would be grateful if you would accept my application to your school.

It is my belief that all students should learn to be critical thinkers and creative problem solvers. I want to become a language arts teacher because I believe that the ability to read and write effectively are crucial components of these characteristics, and I want to give all students the tools to succeed in education and in life after school.

I believe that curricula should be standards-based and designed around meaningful concepts and questions. My teaching style seeks to utilize students' prior knowledge and cultural contexts to construct a relevant and purposeful educational experience.

I love working with teenagers and have strong interpersonal communication skills. I have a solid academic background in my endorsement area, and could be an asset in the classroom. I look forward to collaborating with you to create an engaging and educational learning experience for students, and I offer my assistance and support. I would greatly appreciate the opportunity to learn and practice teaching.

I would be honored if you would accept me as a student teacher in your school and classroom.

Sincerely,

Melinda Ross



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: Ross First Name: Melinda Initial: I

Address: 1818 Giles Ave. NW, Olympia, WA 98502

Home Phone: 719-201-5622 Email: rosmel27@evergreen.edu or mindy.ross@gmail.com

Undergraduate Degree BA School Reed College Year 2006 Major English Literature

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	Math
Shelton	Oakland Bay Jr. High	Art
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
Tenino	Tenino High School	10 th & 11 th Grade English

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.

- SAT instructor and tutor for the Princeton Review: Taught strategies for succeeding on the SAT to full classes and tutored small groups of students
- 826 Seattle tutor: Volunteer at a non-profit tutoring and writing center. Also co-led a poetry workshop for adolescents
- Literacy*AmeriCorps: Books to Grow On StoryTrain Outreach Specialist: Presented story times for preschoolers and trained child care providers in ways to promote early literacy skills

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

- Writer
- Editor of the Evergreen Teacher Education Programs Newsletter



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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).

Melinda I. Ross
Print Your Full Name

Signature on file	4/12/2010
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

Melinda Ross

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: (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
American Literature: The Beat Generation	6	Reed College
Edwardian Fictions	6	Reed College
Novel and Nation	9	University of Sussex
Intro to Poetry and Poetics	6	Reed College
Shakespearean Skepticism	6	Reed College
Jr. Seminar: Epic & Novel	6	Reed College
Humanities 220: Modern Humanities	6	Reed College
Fiction & Narration	9	University of Sussex
Humanities 110: Greece & Rome	6	Reed College
Creative Writing: Poetry Studio	6	Reed College
Creative Writing: Intro to Fiction	6	Reed College
Creative Writing: Adaptation to Screen	6	Reed College
Image and Text: Book as Sculptural Object	3	Reed College
Senior Symposium	1	Reed College
Thesis: Creative Writing	12	Reed College
Adolescent Literature	4*	TESC
Grammar for Teachers and Writers	4*	TESC

*In progress

Relevant Courses/Professional Development	Quarter Credits	Institution
Sussex Perspectives in Literature	9	University of Sussex
Intro to Art History	9	University of Sussex
Second Year German	12	Reed College
German Literature: Theories of Violence	6	Reed College
German Literature: German Romanticism	6	Reed College
Introduction to the History of Art	6	Reed College
Art Historical Interpretation	6	Reed College
Creative Writing: Economy	6	Reed College
Stonewall Youth Speakers Bureau Workshop	NC	TESC
White Privilege Training	NC	AmeriCorps
Working with ELLs Training	NC	AmeriCorps
Children's Literacy Training	NC	AmeriCorps

*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!