

November 11, 2009

Dear principal and cooperating teacher,

I am a student teacher with the Evergreen State College's Masters in Teaching program. I am seeking placement for my second student teaching experience for the spring of 2010 and I am very interested in working in your school. I am working towards a secondary math endorsement and have experience teaching high school and middle school students.

My last student teaching placement was in the Tacoma School District with First Creek Middle School. I spent 10 weeks teaching 8th grade pre-algebra students and enjoyed myself tremendously. I met so many wonderful kids and learned a great deal from each and every one of them. The highlight of my time at First Creek was taking my students on a field trip to Junior Achievement Finance Park in Auburn, Washington where they learned how math plays into adult life and budgeting. I was able to hear my kids articulate their understanding of the impact math knowledge can have on their finances. I experience such a thrill when I see my students have an authentic connection with mathematics and get excited about the math applications they see in the world around them.

I wish to become a teacher because I have a passion for working with young people. I have been a rowing coach for high school students, a peer math tutor at the evergreen state college, a private math tutor for high school students, a mentor and tutor for students in the Upward Bound program and a student teacher in a middle school. I have found a great deal of satisfaction in teaching young people, no matter what the content. When I am teaching mathematics I feel the most inspired and passionate because I know that I need to set an example for students; show them that math can be engaging and fun and useful. It is comparatively easy to teach rowing to students because they are choosing to be there, they have signed up to learn the sport and are excited about something new and interesting. It is not always that way with mathematics.

My teaching philosophy is based on the idea that kids are naturally driven to learn. I believe that we as humans are constantly seeking the answers to life's questions and are always trying to find out the "why" behind everything. I strive to tap in to that natural curiosity by teaching my students how to be mathematicians. I teach them to use hypothesis testing when approaching a problem, to always look for another way to complete a problem or another way to explain a concept. I encourage my students to work in groups and use each other as resources at all times. I feel that group work is essential to learning mathematics, as it is how students learn to articulate their mathematical ideas and receive input from their peers in order to further their thoughts and ideas.

I look forward to working in your school and I am so very excited for this coming Spring teaching experience!

Sincerely,
Alaina Hellum-Alexander



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

Spring 2010 Student Teaching Application

Personal Information

Last Name: Hellum-Alexnader First Name: Alaina Initial: M

Address: 600 13th ave se Apt 4, Olympia, Wa, 98501

Home Phone: 360-705-9139 Email: AlainaHAlexander@gmail.com

Undergraduate Degree: BA School: The Evergreen State College Year: 2007 Major: Mathematics

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	9 th , 10 th , 11 th World Cultures
Olympia	Lincoln Elementary	3 rd , 4 th
Centralia	Centralia Middle School	8 th Math

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
Olympia	Olympia High School	10 th , 11 th , 12 th Math

Fall Student Teaching Placement: (IF APPLICABLE)

School District	School	Grade/Subject
Tacoma	First Creek Middle School	8 th PreAlgebra

Related Activities

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

Coach

Olympia Area Rowing

1 year as high school coach (2007-2008)

1 year as masters coach (2007-2008)

Mathematics Tutor

The Evergreen State College, The Quantitative and Symbolic Reasoning Center

4 years employed (March 2006- September 2009)

The Evergreen State College, Key Student Services (April 2008- June 2008)

Private Math tutor (November 2007- Present)

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

I love games, puzzles and riddles. I love to bring games such as chess in to my math classroom to get my students thinking about patterns, strategy, problem solving and perseverance. Logic is also taught through some of these activities and the use of logic can greatly improve students' math performance.

I have been a rower for 4 years and have played many sports over the years. As an athlete I have learned patience, perseverance, and how to work hard for what I want. When I became a coach I came to see coaching as extreme teaching. Take 8 high school boys, put them in a 60 foot long boat no wider than their hips, give them a 16 foot oar and push them out to sea. Then try to keep them safe, teach them the skills they need to row fast and efficiently and teach them how to get along with one another; all from a motor boat 20 feet away using a megaphone to communicate. Coaching made me a better classroom teacher and I continually draw from that experience for my teaching practice.

Academic Preparation Page

Alaina Hellum-Alexander
Residency Teaching Certification
Endorsement: Mathematics

Master in Teaching 2008-2010 The Evergreen State College(TESC)	Quarter credits
Theories of Learning	4
Curriculum Design and Assessment	4
Classroom Management and Discipline	4
Field Experience/Practicum Teaching	4
Diversity and Equity in the Classroom	4
Models of Teaching and Lesson Planning	4
Content Area Reading and Writing Methods	4
Educational Research Design	4
Historical Foundations of Education	3
Adolescent Development and Communication	3
Secondary Math Methods	5
Integrated Arts and Music	2
Educational Technology	2
Professional Issues: Child Abuse and School Law	1
Student Teaching fall 2009	16*
Special Education/Differentiation/RTI	3*
Issues in Educational Technology	3*
Professional Development: Professional Growth Plan and Master's Presentation	3*
Education Seminar (topics TBA)	3*
Independent Project (topic TBA)	4*
Student Teaching spring 2010*	16*

Mathematics Endorsement	Quarter Credits	Institution
Praxis II/WEST-E:	Mathematics	passed
Calculus I, II, III	12	TESC
Multivariable Calculus	2	TESC
Pre-Calculus I, II	8	TESC
Algebraic Thinking	4	TESC
Euclidean & Non-Euclidean Geometry	4	TESC
Logic and Proof	4	TESC
Introduction to Logic	4	TESC
Critical Reasoning	4	TESC
Discrete Mathematics	4	TESC
Real Analysis	4	TESC
Math History	4	TESC
History of Mathematics to 1700 (non-Western)	4	TESC
Introduction to Statistics	4	TESC
Statistical Thinking	3	TESC
Quantitative Reasoning with Data Analysis	2	TE

*In progress

<u>Relevant Courses/Professional Development</u>	<u>Quarter Credits</u>	<u>Institution</u>
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*In progress



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).

Alaina M Hellum-Alexander
Print Your Full Name

Signature on file
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.



Master in Teaching Program
Education Field Experience and Community Relations

The Evergreen State College
2700 Evergreen Parkway N.W. , SEM2 E3134
Olympia, WA 98505

Student Teacher Placement Response
Spring Quarter 2010 (March 22 – June 4, 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:

TESC students understand that they may not receive the placement they specifically have asked for and are prepared to student teach where assigned.

☐ **YES, WE WILL ACCEPT THIS Student Teacher for Spring Quarter 2010.**

The Evergreen State College (TESC) **Spring Quarter Student Teaching 2010** begins **March 22, 2010** and ends **June 4, 2010**. 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 Spring Quarter 2010.**

Thank you in advance for your consideration and prompt response!