

Dear Principal and Cooperating Teacher,

My name is Christopher Hunter and I am a student enrolled in The Evergreen State College Master in Teaching Program. I am currently seeking placement for student teaching. Of the numerous reasons I wish to become a professional educator, one of the greatest has to do with feeling confident in my abilities to help create a love for and habit of effective learning practices in my students. I'd like to believe I have the potential to connect all students of various and diverse backgrounds with standards-approved science curriculum. As a past teacher and persistent learner of science and various other activities, I view the world through a teacher/learner lens which allows me to perceive each moment as an opportunity to learn, develop, and integrate new knowledge into my world understanding. My love for learning and curiosity with our world has inspired me to pursue Evergreen's rigorous teacher education program, so I can better my understanding of what it really means to be an effective teacher and inspire a yearning for learning within our youth.

While teaching as a Naturalist for several years in the redwood forests in California's Santa Cruz Mountains, I developed an educational core that revolves around a constant exchange of roles as teacher and learner. During my experience at the environmental education school, I realized that being a teacher and being a learner involve similar mental processes. As my knowledge of the environment, ecology, and teaching practices around me was ever expanding, so was the learning and development within my students. At this time, though I was yet to become familiar with the many philosophies of experiential education, I repeatedly witnessed firsthand how my teaching practices could be aligned with student curiosity in ways that resulted in ideal learning experiences for the students, and inspiration for myself. In my trail groups, aside from my group management and discipline roles, and high regard for safety for my students, the roles of learner and teacher switched back and forth.

Now at Evergreen, my coursework has revealed to me the finer details of effective teaching strategies and modern experiential teaching methods. Through learning about learning, I have become familiar with the meta-cognitive phenomenon of the learning cycle! An interesting thing has been reflecting on my past experiences as a teacher. In regards to framing teachable moments, and recognizing student potential, I can recall specific instances with students that I would have handled much differently now. I have always held confidence in my teaching abilities, but I am frequently amazed by how much potential there is for growth, sometimes when I least expect it. This is an asset I will bring to my science classroom; the perspective that knowledge is infinite, and scientific thought in particular, is in a constant state of evolution.

My teaching style is interactive and inspiration based. I seek to create classroom dialogue and learning that is within the grasp of comprehension of all my students. One of my favorite poems refers to teaching as a process of slowing and enticingly revealing pieces of a concept or idea, at a rate that keeps the learner engaged, curious, and wanting

to know more. This Vygotskian notion of proximal development recognizes that there is learning potential in every situation, and as long as a more capable other is aware of the learner's prior knowledge, effective learning situations can be created in a slow, mysterious unraveling form. As a teacher, it will be my constant goal to understand the background and current lives of my students, so I can best present a science curriculum that will be connectable and interesting.

In the process of continuing my development as a teacher, it is time now to apply my philosophies and goals to the classroom. As a student teacher in your school, I wish to assist my mentor teacher in meaningful ways that will enrich both of us. I hope to construct a firm foundation of lesson plans, workable teaching models, and a greater understanding of how to create a respectful classroom environment, and what to do when things aren't operating as smoothly as imagined. I see this assignment as an opportunity to learn what it means to be a teacher in a greater learning community of fellow teachers, administration, and principals. Teaching in the classroom is just one aspect of our profession, and in addition to gaining much insight into this operation, I wish to further comprehend what it means to participate in the greater education discourses of the entire school and surrounding community.

Thank you for this opportunity to be a member in your learning community.

Sincerely,

Christopher Hunter

Master in Teaching Program  
Field Experience and Assessment  
The Evergreen State College

2700 Evergreen Parkway N.W., SEM2 E3134  
Olympia, Washington 98505  
(360) 867-6573

## **Spring 2010 Student Teaching Application**

### **Personal Information**

Last Name: Hunter First Name: Christopher Initial: W.

Address: 8004 64th St. Ct. W Tacoma, WA 98467

Home Phone: 253-592-8795 Email: hunchr06@evergreen.edu

Undergraduate Degree: Bachelor of Arts School: Western Washington State University  
Year: 2003 Major: Anthropology

### **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
Centralia	Centralia Middle School	7th grade language arts
Tacoma	Foss High School	9-12th special needs
Olympia	Lincoln Elementary	K-3 science

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: North Thurston School: Chinook Middle School Grade/Subject 7th grade life science

#### **Fall Student Teaching Placement:**

School District: North Thurston School: Chinook Middle School Grade/Subject 7th grade life science

### 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 have experience teaching tennis to youth of all ages, adults in the United States Tennis Association (USTA), and to college students at Western Washington University.

-I have experience instructing ski lessons to pre-adolescent youth through Cascade Ski School located at Snoqualmie Pass, WA.

-I volunteered at the Whatcom Children's Museum in 2003. I worked with youth and helped create and prepare for Bellingham's Sister Cities Celebration.

-I worked as a Naturalist for four years at Exploring New Horizons, a private, non-profit environmental education school south of the Bay Area in the Santa Cruz Mountains of California. I worked with 5th and 6th grade youth, as well as high school students. Content we taught included ecology, earth sciences, and astronomy. We focused on numerous group-building activities.

## Academic Preparation Page

**Christopher W. Hunter**  
**Residency Teaching Certification**  
**Endorsement: Middle Level Science**

**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
Historical Foundations of Education	4
Models of Teaching and Lesson Planning	4
Secondary Science Methods	4
Content Area Reading and Writing Methods	4
Educational Research Design	4
Adolescent Development and Communication	3
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*

<b><u>Middle Level Science Endorsement</u></b>	<b><u>Quarter Credits</u></b>	<b><u>Institution</u></b>
Praxis II/WEST-E:	Middle School Science	passed
Intro to Biology with lab	4	Western Washington U
Intro to Evolution, Ecology, biodiversity	4	WWU
Ethnobotany	4	WWU
Intro to Biological Anthropology with lab	5	WWU
Nutritional Anthropology	5	WWU
Environmental Science	3	WWU
General Chemistry I with lab	5	WWU
Physics for the Liberal Arts with lab	4	WWU
Intro to Geology with lab	4	WWU
Overview of Research Methods	5	WWU

Correlational Approaches to Research	4	WWU
Experimental Approaches to Research	5	WWU

<b><u>Relevant Courses/Professional Development</u></b>	<b><u>Quarter Credits</u></b>	<b><u>Institution</u></b>
Pre-Calculus I: College Algebra	5	Tacoma Comm College
Pre-Calculus II: Trigonometry	5	TCC
Introduction to Human Origins	5	WWU
Introduction to Archaeology	5	WWU
Field Work Methods for Cultural Anthropology	7	WWU
Museology Studies	3	WWU
Peoples of Asia	5	WWU
Peoples of SE Asia	5	WWU
Learning and Memory	5	WWU
Motivation	5	WWU
Lab in Group Leadership	2	WWU

## STUDENT OATH OF CONFIDENTIALITY/CODE OF ETHICS

For Practicum/Observation/Student Teaching

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).

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature on file

\_\_\_\_\_  
Date

**Note:** All Master in Teaching Students are covered by a \$1,000,000 Professional Liability Insurance policy.



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](mailto: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!