

Emily B. Edwards

30511 28th Ave South
Federal Way, WA 98003

(585) 739-0319

EmilyBrynerEdwards@gmail.com

October 31, 2009

Dear Principal and Teacher-Mentor,

I am a second year student in The Evergreen State College Master in Teaching Program and am seeking a placement for Student Teaching in the Spring of 2010.

I am currently in my first Student Teaching placement in the Masters in Teaching program and working towards an endorsement in Elementary Education. Becoming a successful teacher has not only been a long time goal, but also a family tradition. I have chosen the path of the educator with a deep commitment to continuous learning and to the field of education. I strongly believe that knowledge is power and look forward to helping students discover their strengths and work towards success.

My teaching goals include attaining a position teaching in a 4th or 5th grade classroom at the completion of the MIT program, working in an enriching and collaborative learning community, and striving to balance academic standards and equity. I aspire to engage students in a personal love of learning, teach with an interdisciplinary study of curriculum, and integrate the relevancy of subject matter to student's lives.

My style of teaching is calm, organized and compassionate. I embrace the wonder of learning and the love of life and support my students to do the same. However, I also maintain high expectations for each student to strive for their own successes. I recognize the importance of community and democratic ideals and thus, work to develop strong and supportive learning communities within my classrooms. I believe that along with a strong and critical academic understanding of subject matter, each student should develop both autonomy and empathy for others.

I am an individual who passionately works hard until the job is complete. I am an extremely thorough and thoughtful person and maintain a commitment to the reflective practice of teaching. Thus, I am continually seeking to learn and refine my craft. My respect and compassion for all members of my community fosters wonderful supportive relationships with both students and colleagues.

I greatly look forward to being of assistance in your classroom and school, as well as learning from your teachers, school personnel and students!

Sincerely,

A handwritten signature in black ink, appearing to read 'Emily B. Edwards', with a stylized, flowing script.

Emily B. Edwards



**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: Edwards First Name: Emily Initial: B

Address: 30511 28th Ave South, Federal Way, WA 98003

Home Phone: 585-739-0319 Email: emilybryneredwards@gmail.com

Undergraduate Degree: BA School: Sarah Lawrence College Year: 2004 Major: Liberal Arts

- *Sarah Lawrence College, Bronxville, NY (Fall 2000-Spring 2002, Fall 2003-Spring 2004) Bachelor Arts in Liberal Arts Degree, concentration: Education, Psychology and Visual Arts*
- *Rochester Institute of Technology, Rochester, NY (Summer 2002-Sum. 2003, Sum. 2004-Spring 2005) Associates Degree in Imaging Arts & Sciences*

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 School District	Centralia Middle School	7/8 th Consumer Sciences
Tacoma School District	Foss High School	9-12 th Spanish
Olympia School District	Lincoln Elementary School	3/4 th Blended Classroom

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
Highline School District	Cedarhurst Elementary	3/4 th Blended Classrooms

Fall Student Teaching Placement: (IF APPLICABLE)

School District	School	Grade/Subject
Tacoma School District	Lister Elementary	3 rd Grade

Related Activities

PRACTICUMS

San Francisco School Volunteers, Redding Elementary School, San Francisco, CA
Tutor/Classroom Assistant (122 hours)

(February 2008-June 2008)

- Provided individual and group instruction to 5th graders in reading, writing and math
- Extensive work with ELL children of varying literacy levels
- Conducted and graded literacy tests

TEACHING EXPERIENCE

America Reads, Highview Elementary School, Greenburgh, NY
Tutor/Classroom Assistant (138 hours)

(September 2003-May 2004)

- Provided individual and group instruction to second graders in reading, writing, and math
- Wrote and illustrated an original children's book, "The Night Star," developed and implemented a lesson surrounding it
- Lesson focused on literacy development, experiential learning, and interdisciplinary content area

Child Development Center of the Mosholu / Montefiore Community, Center Bronx, NY
Tutor (48 hours)

(January 2004-May 2004)

- Provided individual instruction and support for 'at-risk' high school students.
- Focused on basic math and literacy skills. Improvement seen through homework assignments and discussion.
- Provided guidance and education to increase readiness for higher education and the work force (i.e., time management tips, resume development, job searching skills, etc).

VOLUNTEER WORK

2nd Annual Avant Grande Benefit Art Show San Francisco, CA
Artist

(September 2007)

- *Donated artwork* and participated in an art show benefiting Kid Serve, a non-for-profit arts and education program that guides students aged 6-18 through the design and creation of permanent outdoor murals in their communities

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

Visual Arts

Photography- digital and manual

Graphic Design

Digital Imaging & Printing- Adobe software, Color managed large format ink jet printing

Book Binding- Both mechanical and manual

Painting

Drawing

Ceramics

Crafts

Computer/Technology Skills

Both Mac and PC Platforms

Various Word Processing software

Power Point Software

Theater Arts

Directing Children's theater

College level acting and directing

Playwriting

Academic Preparation Page

Emily B. Edwards
Residency Teaching Certification
Endorsement: Elementary Education

Master in Teaching 2008-2010 The Evergreen State College (TESC)	Quarter credits
Theories of Learning	4
Models of Teaching and Lesson Planning	4
Educational Research and Design	4
Curriculum Design and Assessment	4
Diversity and Equity in the Classroom	4
Classroom Management and Discipline	4
Field Experience/Practicum Teaching	4
Historical Foundations of Education	3
Math Methods	3
Social Studies Methods	3
Reading Methods and Assessment	3
Writing and Language Arts Methods	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*
Elementary/Middle Science Methods	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*

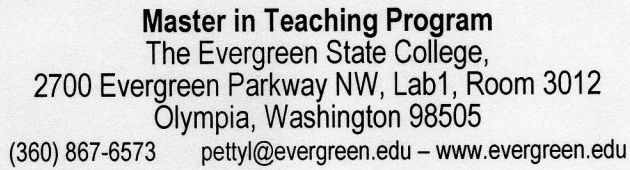
Elementary Education Endorsement	Quarter Credits	Institution
Praxis II/WEST-E: Elementary Education Content Knowledge		passed
Children's and Adolescent Literature	4	TESC
College Algebra	7.5	Com Coll San Francisco
Statistics I	4.5	Monroe Community Coll
Introduction to Computer Science	1.5	SLC
Botany- Plants and Society	7.5	SLC
General Oceanography (with lab)	5	Centralia College
Principles of Microeconomics	4.5	CCSF
History: Modern America	4	Rochester Int Technology
Pacific Northwest History	4	TESC
World History: Africa	4	TESC
Western Art History	4.5	CCSF
2D Design	6	RIT
Drawing	3	RIT
Applied Photography II	10	RIT
Materials and Processes of Photography	9	RIT

*In progress

Special Topics: Photography II	5	RIT
History and Aesthetics of Photography	9	RIT
Visual Fundamentals	15	Sarah Lawrence College
Gallery Fieldwork	7.5	SLC
The Play's The Thing (Theatre studies)	15	SLC

<u>Relevant Courses/Professional Development</u>	<u>Quarter Credits</u>	<u>Institution</u>
Standard First Aid w/ CPR- Adult, Child and Infant	6 hrs	Am. Red Cross Bay Area
Wellness for Life		RIT
Elementary Supervised Field Experience	4.5	CCSF
Models of Early Childhood Education in Theory & Practice	7.5	SLC
Children's Friendships	7.5	SLC
The Making of Modern Theater: Ibsen and Chekhov (literature)	15	SLC
Allegories of Love (literature)	6	SLC
Sex, Lies, and Manuscripts: Medieval Spanish Literature	7.5	SLC
Growing Up American (literature)	7.5	SLC
Pueblos to Postmodern: Architecture in US	15	SLC

*In progress



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!