

Dear Principal and Cooperating Teacher,

My name is Jacob Patchen, I am a student in the Masters in Teaching program at The Evergreen State College and am currently seeking placement into a student teaching position. Since my first memories, I have been enamored by the diversity of life and the intricacies of science. Being able to share my passion with others and partake in the social construction of scientific knowledge has provided me with a satisfaction that is unrivaled. Perhaps my most fervent source of intrinsic motivation to teach science is from witnessing the increasing levels of disinterest and disengagement in learning and studying science, as is evidenced by the increasing levels of underachievement in America's youth.

I am dedicated to a mastery goal orientation, and I strive to continue developing knowledge and skills in constructivist teaching practices and democratic classroom environments. It is imperative that I embrace the challenges and struggles that await me in the classroom, as these opportunities will be a major source of reflection and growth. I consider myself to be a prospective teacher steeped in the belief that all students deserve the opportunities and safe spaces to explore ideas and develop a scientific identity. Furthermore, classroom management as it fits into my educational philosophy involves a system of proactive and reactive components that will facilitate productive and meaningful preparation for active participation in a democratic society and a global economy. Through inquiry-based learning and critical analysis, I intend to provide culturally relevant, community-based educative experiences that will enable students to make meaning of their world, and to build an awareness that will serve to release students from a fixed position in society into a world of mobility, consciousness, and a meaningful, successful life.

I consider myself to be a great candidate for student teaching in your school in large part due to my dedication to student learning, but also due to my eagerness to collaborate with and

learn from the faculty, administration, and the families that I will potentially be serving. It is only through this diligent pursuit of refinement and growth that I can hope to become an effective teacher. I recognize that I have much to learn, and that my pedagogy is in its infancy. However, I am certain that my strong knowledge base in the sciences, my dedication to continued growth and development, and my genuine, sincere desire to work with all participating members in order to challenge, support, and positively impact students, will carry me through the challenges that I will certainly face.

The prospect of student teaching in one of your classrooms would give me the great and fortunate opportunity to continue developing my best teaching practices while helping support and carry out the tasks and responsibilities of the school. I would greatly appreciate the opportunity to be a contributing member and an enthusiastic addition to your team. I look forward to our next correspondence. Thank you very much for your careful consideration.

Sincerely,

Jacob Patchen



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: Patchen First Name: Jacob Initial: L

Address: 2008 Kyle St. SE, Olympia, WA 98501

Home Phone: (360) 628-2835 Email: patjac17@evergreen.edu

Undergraduate Degree B. S. School The Evergreen State College Year 2005 Major Liberal Arts - emphasis in Biology/Ecology

### 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	7 <sup>th</sup> /World History; Health
Tacoma	Foss High School	10 <sup>th</sup> /Biology
Olympia	Lincoln Elementary	4 <sup>th</sup> /5 <sup>th</sup>

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	Timberline High School	10 <sup>th</sup>

#### Fall Student Teaching Placement: (IF APPLICABLE)

School District	School	Grade/Subject
Tacoma	Baker Middle School	8 <sup>th</sup>

## Academic Preparation Page

**Jacob L. Patchen**

**Residency Teaching Certification**

**Endorsements: Biology (5-12) and Science (5-12)**

<b>Master in Teaching 2008-2010 The Evergreen State College (TESC)</b>	<b>Quarter credits</b>
Theories of Learning	4
Models of Teaching and Lesson Planning	4
Diversity and Equity in the Classroom	4
Historical Foundations of Education	4
Classroom Management and Discipline	4
Educational Research Design	4
Curriculum Design and Assessment	4
Field Experience/Practicum Teaching	4
Content Area Reading and Writing Methods	4
Secondary Science Methods	4
Adolescent Development and Communication	3
Educational Technology	2
Integrated Arts and Music	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>Biology Endorsement</b>	<b>Quarter Credits</b>	<b>Institution</b>
Praxis II/WEST-E:	Biology Content Knowledge	passed
General Botany	6	Gavilan College
Elementary Chemistry	6	Gavilan College
General Chemistry (1A)	7.5	Gavilan College
General Chemistry (1B)	7.5	Gavilan College
Field Botany	4	TESC
Ecology	4	TESC
Shrubsteppe Ecology/Plant Ecology	12	TESC
Evolution	8	TESC
Principles of Biology	6	Gavilan College
General Biology	6	Gavilan College
General Zoology	6	Gavilan College
Symbiosis	9	TESC
Parasitology	2	TESC
Ecological Physiology	3	TESC
Research: "Myrmecology"	2	TESC

\*In progress

Field Ornithology	8	TESC
Advanced Field Ornithology	16	TESC
Rainforest Ecology	4.5	Mission College
Field Records in Natural History	4	TESC
Natural History of the Northwest (included environmental science)	4	TESC
Conservation of Natural Resources	6	Gavilan College

<b>Science Endorsement</b>	<b>Quarter Credits</b>	<b>Institution</b>
Praxis II/WEST-E: General Science Content Knowledge		passed
College Physics with lab	4	TESC
Elementary Chemistry	6	Gavilan College
General Chemistry (1A)	7.5	Gavilan College
General Chemistry (1B)	7.5	Gavilan College
Natural History of the Northwest (included environmental science)	4	TESC
Conservation of Natural Resources	6	Gavilan College
Public Policy and Resource Management	2	TESC
Field Botany	4	TESC
Ecology	4	TESC
Shrubsteppe Ecology/Plant Ecology	12	TESC
Evolution	8	TESC
Principles of Biology	6	Gavilan College
General Biology	6	Gavilan College
General Zoology	6	Gavilan College
Symbiosis	9	TESC
Parasitology	2	TESC
Ecological Physiology	3	TESC
Research: "Myrmecology"	2	TESC
Field Ornithology	8	TESC
Advanced Field Ornithology	8	TESC
Advanced Field Ornithology	8	TESC
Rainforest Ecology	4.5	Mission College
Field Records in Natural History	4	TESC

<b>Relevant Courses/Professional Development</b>	<b>Quarter Credits</b>	<b>Institution</b>
Elementary Spanish	7.5	Gavilan College
Spanish II, III	10	NSCC
Statistics	4.5	Gavilan College
College Algebra and Trigonometry	6	Gavilan College
Functional Analysis	6	Gavilan College
Single Variable Calculus and Analytic Geometry	12	Gavilan College
Critical Thinking & Writing	4.5	Gavilan College
Introduction to Public Speaking	4.5	Gavilan College
Grantwriting	2	TESC

\*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).

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](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!