

Dear Principal and Cooperating Teacher;

My name is Jennifer Chaney, I am a student at The Evergreen State College in the Master in Teaching program. My fall student teaching placement was with Kristen Dahle in her 5th grade classroom. I greatly enjoyed the time that I have spent there. I am currently seeking placement in a classroom with younger children, so that I may have experience with a wider range of ages.

I have wanted to become a teacher for a long time, since I was fairly young, in fact. I lost focus for a while when I graduated from high school, and worked a number of odd jobs before I realized that I am only truly happy when I have the opportunity to work with children. I find real joy in the 'ah-ha' moments, as well as in observing more gradual growth.

I worked as a paraeducator in Thurston County for about 4 years before returning to school with the intent to finish my Bachelor's degree and to move on to the Master in Teaching program. During the time that I was finishing my Bachelor's degree, I tried to continue as a volunteer in one of the classrooms I had worked in, once a week, which I was able to do for two years. Through my time as a school employee and volunteer, I found that I greatly enjoy working with students in small groups, as well as being able to circulate through a classroom to observe what kinds of work the students were undertaking. I like to work with the children on-level, mixing front-of-classroom instruction with classroom circulation and placing myself on the same level as the students.

As a part of the master's program, I have been working on developing my philosophy of teaching and education. I strongly believe that a teacher's role is to guide her students toward forming deep understanding of all of the subjects that are taught in the classroom, in such a way as to foster further inquiry outside of the classroom. I believe that my students should be able to see school as one of many places that they may find opportunities for education; I want my students to leave my classroom with the belief that learning is a life-long process. Modeling behaviors that show my students that I am still learning even as I teach them will be one way that I will foster that belief. I hope to show my students that learning is a process of growth, and that learning causes physical changes within the brain itself. In this manner I hope to overcome some of the defeatist attitudes that I have occasionally seen in

children who believe things like “I’m not a math person,” or “I’m not good at reading,” or “I just can’t seem to think like a scientist,” or, worst of all, “I can’t do this.” One of my overarching goals will be to ensure that my students understand that they can choose to teach their brains to think in a certain manner, with the acknowledgment that some things will be easier for some people, but that it is indeed possible for all people to learn.

Based on the beliefs outlined above, I have found that I am very interested in further developing my teaching style to include more kinds of lessons that address different learning styles. Direct instruction alone will not allow enough opportunity for real understanding; I intend to use a mix of different modes of teaching in order to give each of my students occasion to utilize the styles of learning that work best for them. This mix of teaching styles falls hand-in-hand with my interest in helping students who have special needs. I strongly believe in having a curriculum that supports differentiated instruction that has the potential to allow all students access to high-quality learning. When writing my daily lesson plans, I will always make a point to have alternative ways to complete the assignments for students who struggle to complete the work, as well as extensions of the lessons for those students who typically finish ahead of the rest of the class.

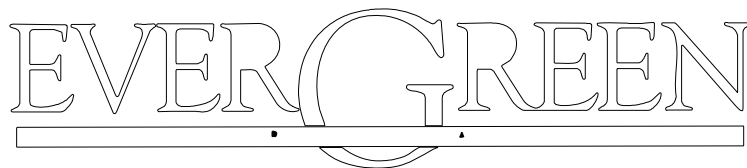
My experiences in the fifth grade classroom where I had my first placement were valuable as they informed and sharpened my ideas and ideals. By the end of 10 weeks I was very comfortable working in the capacity of teacher rather than paraeducator, and I had developed a wonderful working relationship with each of the students in that classroom.

I am fairly well rooted in the South Puget Sound region; as such I have tried to become educated about the multiple and diverse Native American populations that this region is enriched by. I am aware that even in other public schools, the likelihood of having Native American students in my classroom is very high. With this in mind, I am even more excited by the prospect of completing one of my student teaching assignments within your district so that I may learn how to better serve those students in the future.

Thank you for your time, and I hope to hear from you soon,

Sincerely,

Jennifer L. Chaney



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: Chaney First Name: Jennifer Initial: L.
Address: 5448 2nd Ave. SW
Olympia, WA 98512
Home Phone: (360) 866 1725 Email: knit.braid@gmail.com

Undergraduate Degree BA School The Evergreen State College Year 2008 Major sFocus on Elementary Education

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	7th grade math
Tacoma School District	Foss High School	multi-grade science
Olympia School District	Lincoln Elementary School	K/1 split

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 Public Schools	Olympic View Elementary School	5th grade

Fall Student Teaching Placement: (IF APPLICABLE)

School District	School	Grade/Subject
North Thurston Public Schools	Olympic View Elementary	5th grade

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 excerpted my related work and volunteer experience from my resume, shown below. I have not listed my previous student teaching placement below, as it is mentioned above.

Related Work Experience:

Work-study, Madison Elementary School, Olympia, WA. Tutoring and testing for reading fluency, independently taught after-school art and nature classes to 4th and 5th grade kids. 4/06-6/06.

Impact assistant, Peter G. Schmidt Elementary School, Tumwater, WA. Half time in special ed. preschool, 1:1 with a child with a behavior disorder, also with other kids on basic skills; half time in fourth grade, basic classroom maintenance tasks, 1:1 instruction, small group work. 9/04-6/05.

Paraeducator, Capital High School, Olympia, WA. 1:1 work with a student with Down's Syndrome. This student was in mainstream classes and required focused support in order to be successful. 10/03-6/04.

Impact assistant, East Olympia Elementary School, Tumwater, WA. 1:1 with two children with high needs for part of the day, also in-classroom support for kids in Title 1 while in their home classrooms. 1/03-6/03.

Substitute for Classified, North Thurston Public School District, Lacey, WA. 11/01-1/03 and **Substitute for Classified, Educational Service District 113, Olympia, WA.** 11/02-1/03 For all substitute positions, I was a general educational assistant. At ESD 113 I worked in the Olympia, Tumwater and Griffin school districts.

Substitute for after school program, Eugene Creative Care, Eugene, OR. On call for assistant positions. I provided snacks and educational games for kids after school. 10/01-12/01

Head 'teacher,' pre-kindergarten, Rainbow House Early Learning Center, Springfield, OR. Development of curricula and activities for children aged 4-10, after school, in a day-care setting. 1/01-4/01.

After school educational aide, McKenzie Public School District, Finn Rock, OR. Work with kids age 6-12 in an experimental version of a 21st Century Learning Community Center in a small school district. Helped with homework, games and educational activities. 10/99-12/00.

Related Volunteer Experience:

Classroom volunteer, Peter G. Schmidt Elementary School, Tumwater, WA.

A continuation of work in the fourth grade classroom where I was employed a few years ago. One day per week. 9/05- 6/07.

Library Aide, McKenzie High School Library, Finn Rock, OR. Cataloguing, re-shelving, and repairing books for student use. 9/97-6/98.

Peer Tutor, McKenzie Elementary School, Finn Rock, OR. Volunteer work in a first grade classroom through a program at my high school. 9/94-6/98.

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

- I have previously been involved with an historical recreation society, and continue to have an interest in history in general.
- I have a wide range of experience in using different artistic media, and strongly believe that art should be integrated in every day curricula.
- I have experience with gardening both at home and with children in schools, and hope to be able to do more gardening with my students in the future.
- I have long had an interest in children who have autism spectrum disorders, and am currently doing a study involving supporting students with Asperger's Syndrome within classrooms that use a lot of group-dependent

work. When I have achieved my certificate, I fully intend to make my classroom welcoming and open to all children with special needs.

- I have tried to find as many opportunities as I can to learn more about the Native American cultures of this area, and how to best reach the children who are from those tribes. In 2008 I attended the National Indian Education Association's conference in Seattle, and while at Evergreen as an undergraduate I tried to find classes that would support my ability to be a successful teacher of Native American children.

Academic Preparation Page

Jennifer L. Chaney
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
Curriculum Design and Assessment	4
Educational Research and Design	4
Classroom Management and Discipline	4
Field Experience/Practicum Teaching	4
Diversity and Equity in the Classroom	4
Reading Methods and Assessment	3
Writing and Language Arts Methods	3
Math Methods	3
Social Studies Methods	3
Historical Foundations of Education	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*
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
Sight Reading and Ear Training	2	Lane Comm College
Shakespearian Drama	2	TESC
Ballroom Dance, Beginning and Intermediate	2	LCC
Ceramics – Wheel Throwing	4	TESC
Metal Casting	6	TESC
Mosaic, Studio Art	2	TESC
Mosaic, Art History	2	TESC
Modern and Post-Modern Art History	6	TESC
Math for Elementary Teachers	8	TESC
Math and Computer Tools for Building Analysis	5	TESC
Biological Sciences	6	TESC
Biological Sciences Lab	3	TESC
Biodiversity Fieldwork	2	TESC

*in progress

World Prehistory (climate science)	2	TESC
Environmental Studies	5	TESC
Sustainability: Thinking and Choosing	2	TESC
Introductory Building Science for Sustainability	6	TESC
First Aid	3	LCC
Yoga	1	LCC
Trampoline I	1	University of Oregon
Health Related Issues in the Elementary School Setting	3	TESC
Neurodevelopmental Movement	2	TESC
Evol Human Sexuality	4	UO
U.S. History	6	TESC
Topics in Intellectual History	3	TESC
Independent Research: History of Childhood	4	TESC
World Prehistory	2	TESC
World Indigenous Studies Research	3	TESC
Native American Studies	4	TESC
Native American Studies Seminar	3	TESC
Pacific Northwest Native American Studies	3	TESC
Pacific Northwest Native American Studies Seminar	3	TESC
Natural Environment (Geography)	3	LCC
Geography of the Middle East	2TESC	
World Regional Geography	2	TESC
Civics	2	TESC
Economics	2	TESC

Relevant Courses/Professional Development	Quarter Credits	Institution
Internship Peter Schmidt Elementary School	8	TESC
Research Writing: Comparative Study of Autism and ADHD	5	TESC
Race, Class and Gender Issues in American Schools	5	TESC
History and Philosophy of Education	4	TESC
Child Development	2	TESC
General Psychology	3	LCC
Introduction to Film	3	TESC
Shakespeare	4	UO
World of Fiction	4	UO
Literature of Comedy	3	LCC
The Bible as Literature	3	TESC
Post-Colonial Literature	3	TESC
Modernist Literature	3	TESC
Early Modern English Culture	3	TESC
Literary and Social Theory	3	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).

Jennifer L. Chaney
Print Your Full Name

Signature on file	10/22/09
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!