

THE CONNECTION

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Congratulations 2010 Graduates!

Joanna Tovar Barnes

Elementary Education

*Gender Effects on Attitudes and Achievement in
Mathematics*

Katherine Bingham

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*Theatre Arts: A Core Content Area in Secondary
Education*

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Elementary Education

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Middle Level Mathematics

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English Language Arts

*Creating Classroom Communities of Practice:
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*Implications of Teacher Efficacy: Elementary and
Middle Level Mathematics*

Emily Bryner Edwards

Elementary Education

*The Butterfly Effect: Democratic Classrooms in
Elementary Education*

Alexandria J. English

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*Assessing the Visual Arts: Valid, Reliable, and Engaging Strategies***Laura Elizabeth Fegley**

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*The Influences of Dance on Student Learning: Within the Classroom and Across the Curriculum***Rachel Hollister**

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*Culturally Relevant Pedagogy in Action***Christopher William Hunter**

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*Identifying Barriers and Bridges in Developing a Science Identity***Ashley Rose Kinney**

Elementary Education

Jacob Lawrence Patchen

Biology

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*Effective Strategies for Intrinsically Motivating Secondary Science Students***Juliette Pia**

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*Strategies to Elicit and Sustain Students' Intrinsic Motivation***Alaina Hellum-Alexander**

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*Effective Teaching Strategies for Alleviating Math Anxiety and Increasing Self-Efficacy in Secondary Students***Randall Hodgson**

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What Is the Impact of High Stakes Testing on Student Learning in the Classroom?*The Current State of Social Justice Education: Effective Strategies for Educators to Teach for Social Justice***Joel Kresse**

Elementary Education

*Effective Strategies for Positively Impacting Students' Attitudes and Interest in Science***Vida Rose Porter Long**

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*Beyond Media Literacy in the Language Arts Classroom***Luke Ashley Skillen**

Earth and Space Science

*Improving the Self-Efficacy of Middle School Students***Amy Solomon-Minarchi**

English Language Arts

Authentic Storytelling: What Are the Implications for Students and Teachers?

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*Within-Class Grouping During Literacy
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*Popular Culture in the Language Arts
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Cindel Kay Tobias
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*Middle Level Mathematics
Complex Instruction: Giving Students the
Education They Deserve*



We would like to congratulate the first cohort of M.Ed. graduates!
Their masters paper titles can be found in the previous issue.

ELL:

Danielle Adams
Ineke Berhitoe
Charly Bridges
Chris Donato
Tony Donato
Victoria Hansen
Beth Johnson
Lisa Lamoreaux
Laura McIver
Sherry O'Connor
Leah O'Bryan
Carol Richardson
Daphne Patterson
Anne-Marie Vu Quoc

Math:

Judith Carter
Jon Corcoran
Marilyn Gilman
Raymond Gutierrez
Heidi Haynes
Debi Hops
Cindy James
Gordon Kenny
Marian Lemon
Kurt Salvatori



I Will Survive
(2010 MiT Remix)

By Ms. Katy Rubric and the Reflections

At first I was afraid, I was petrified
Kept thinking how could theory and
practice exist side by side?
I spent so many nights
Thinkin' how I could apply
All the theories from all those theorists
How on earth would I get by?

T-L-S, Pedagogy
History of schooling and democracy
Facilitating seminar
Workin' on those lesson hooks
If I had thought for just one second
I woulda jigsawed all those books!

Go on now go, it's summer time!
We're gonna spend it writing masters
papers line by line
Qualitative, quantitative, annotative
30 times!

We thought we'd crumble,
We thought we'd lay down and die
Oh no, not I
We will survive
As long as we've got Facebook
We've got our cohort by our side
We've got all our lives to teach
We've got all those kids to reach
And we'll survive
We will survive!

It took all the strength we had
not to fall apart
Student teaching kind of made me feel
not so smart
We spent oh so many nights
Writing rubrics, lesson plans
Strategize!
Multiculturalize!

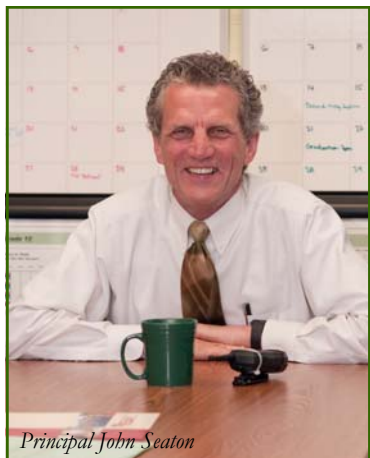
And you see me, somebody new!
MiT has set us up for our teaching debut
And so all of that reflecting... and again,
all of that reflecting
Prepared us for those students who do noth-
ing but texting
OMG! IDK!
I don't know what those letters mean but
that's all my students say
We've got all our lives to teach -
We've got all those kids to reach
We will survive!
We have survived!

Teaching at Clover Park: Creating Authentic Experiences

This year, ten MiT alumni are teaching at Clover Park High School in Lakewood. Why?

Curious as to why Clover Park's administration has hired so many graduates, and why so many graduates have decided to work at Clover Park, we arranged a visit. We had the opportunity to speak with seven teachers and Principal John Seaton. We got too much rich material to fit it all into this article, but here are some of their words.

Why have you hired so many MiT graduates?



Principal John Seaton

John Seaton: The theory is that you can teach people instructional pedagogy. But you have to have a value system that underlies that pedagogy, that allows you to believe in your heart that every young man and every young woman, no matter what their background or circumstance, can achieve at a high level. Our experience has been that students who pick Evergreen learn that value.

What makes Clover Park special?

John Seaton: Our community here is extremely diverse now, in the sense that diversity means diversity. In many areas of the country, 'diversity' is a code word that either means the school is all black or all Hispanic. Here, overall, we are 27% Hispanic, 21% African American, 33% Caucasian, and 12-14% Asian Pacific Islander. We have students from Eastern Europe, students from China, Cambodia, and Vietnam. So when we say diverse, that's precisely what we mean.

Corrie Rosashorn: This is a very diverse high school. I think part of [the administration's] emphasis on equity and social justice is due to the fact that if you look at our student body, if someone isn't interested in those issues, they're not going to be able to reach out to the population that goes to school here.

Rich Coker: We have a great mix of kids here. Being able to put those students and different experiences and different cultures in dialogue with each other is one of the best parts of working at Clover Park.

Frank Casey: Here there's a big focus on authentic understanding and how we can make the curriculum applicable and relevant.

Gretchen Williams: Clover Park has the most innovative programs, and they're personalizing education. Through advisory, I'm getting to know twenty students, to follow and advocate for them.

What's it like to work with so many other alumni?

Tamar Krames: When you get a job in a school, you identify like-minded folks in the building. People who are interested in thinking and having authentic assessments of their students' understanding. In this school, they're not all MiT grads, but many of them are.

Corrie Rosashorn: It is nice to work with other MiT alums, who come in with your same educational philosophy. It's really helpful. And part of the reason MiT alums like working at Clover Park High School is that the current administration is very much in tune with the values of the MiT program. They are interested in the same equity issues and social justice issues we're taught at Evergreen.



Hope Tague & Rich Coker

questions or collaborate with him on things because I know he comes from the same framework. The awesome thing is that there are so many of us at Clover Park. We're from different years, with different emphases, and we have different perspectives from the varying years we have taught in our building, so the collaboration is really fun and keeps us accountable.



Tammy Moffatt

Rich: Having a support system like our colleagues is really crucial.

Hope: Huge.

Rich: That, in particular, is something Clover Park has been building for years. Now that we've got it, we've got a lot of colleagues who feel the same way we do and try to do the same kind of work that we do. I think that is going to sustain the staff here for the long term.

Hope: It's really wonderful too, because I know half the books Rich has read, and I can go and ask him

Why did you choose Evergreen, and how did it prepare you to teach at Clover Park?

Hope Teague: I wanted a place that valued the learner itself, and was in line with what I believe about social justice and the power of education. When I discovered Evergreen, it was exactly what I had been thinking about. Evergreen values the process instead of the product, the connecting of theories and practices, and having a really good foundation in education theory, beliefs about the world, and about people's rights and systemic oppression.

Tammy Moffatt: I think a lot of what I learned at Evergreen I've used in my classroom. And it continues to motivate me for change and to continue to learn – which I almost think is the most important principle. As a teacher you have to be willing to learn new things and continue to grow and move forward.



Frank Casey

Frank Casey: Establishing a rapport with the kids. There's something to be said for having your students like you and know you as a person, because they're not going to learn from a teacher they don't like. It's important to be very consistent and clear with what you're expecting your students to learn and be able to do, and to let them know why they're learning the thing that they're learning.

Gretchen Williams: Being fair and being consistent. Fairness is big. The hardest thing is making sure to be fair.

Tammy Moffatt: I try to bring in all of the pieces of a culture that make a language. It isn't just words on a piece of paper, it's everything that goes into a language. Culture. Community. And I love it. The students know that I love teaching and that I love language.



Gretchen Williams

Rich Coker: Being an effective teacher is all about the connections you are making with your students. The kids have to know you care. You can't be an effective teacher if the kids don't know you care. You're here for them. Building those relationships is something we work really hard on at Clover Park.

Hope Teague: A big part of that too is that they're valued. So much of where our students are coming from, they don't have any value. Like what they're saying, what they're doing, doesn't really matter. And letting them know that they matter is a big part of connecting. And being a good teacher is: You matter. I care about you, other people care about you, you have a place in the world.

All photographs by Hannah Pietrick.
We hope to have full video of these interviews on the website soon.



Corrie Rosashorn

How do these teachers effectively reach their students?

John Seaton: What is effectiveness? Is it getting a kid who formerly would have dropped out or failed to a C, to struggle and make it all the way through? Is that effective? If it is, is it effective enough? What does that definition mean? For us, effectiveness is really rooted in the notion: Do they seem to be more complete human beings at the end of their experience with us?

Tamar Krames: I'm genuinely interested in cultivating confidence with my students in a variety of ways. It doesn't always look like good grades or graduating from school. The thing I'm best at is finding a way for students to feel successful outside of some of those messages of failure that they get.

Corrie Rosashorn: I try hard! Some days I feel like I'm not a good teacher. If you're not critical about your craft, you're probably not a good teacher. One of my strengths is that I genuinely care about the kids, and I come to them with an honest and genuine heart. I don't try to be something I'm not, and they know that I will do anything I can for them. And we are able to build positive and meaningful relationships because of that.



Tamar Krames

Dispatch from the Field: Samantha Nadolny from Woodland Park Zoo

By *Samantha Nadolny*

We all know how important a good formal education is in a child's life.

However, only 21% of a child's awake time is spent in formal education settings. Children are still learning during the other 79%! This is where parents, peers, media and other forms of influence play an important role, and where I am using my degree teaching in an informal education setting. I graduated from the MIT program in 2004 with my elementary endorsement. Now I work as an education specialist at the Woodland Park Zoo, primarily in the Zoomazium building, which is a nature-based play space for children. This job has given me an opportunity to combine two of my passions: children and animals. It has also given me the chance to reach many people and foster their exploration of science-related learning. The zoo's educational pillars encompass all guests and program participants.

According to researcher Richard Louv, in nature needs to start before age three – though he is careful to say it is never too late. I am fortunate to spend much of my day with these littlest learners. The zoo is a great place to use knowledge and skills from the MIT program to create developmentally appropriate programs. We can't sit a bunch of very young children down for a lesson on animal coverings, but through storytelling and puppets, that information is absorbed. And the ultimate hands-on experience follows the story: touching a LIVE animal! While we have fuzzy rabbits and ferrets, most often the animal visitor is one that evokes fear or uneasiness in the caregivers: snakes, lizards, cockroaches, and even tarantulas! After



seeing the animal portrayed in an interactive story using puppets, the children begin to empathize with these creatures. It is incredible to watch a smile light up a child's face after feeling a snake and

seeing its tongue stick out to smell them!

This also gives caregivers a chance to experience the animals themselves. It is amazing how often the caregivers are just as awed as a 3-year-old by touching a snake.

I am also fortunate to work with school-aged children. During school season, I instruct groups and take them on tours in the zoo. All of our tours are aligned with school EALRs and correspond to the

local curriculum from K-5. What better way to connect to learning about an African savanna ecosystem than by seeing live giraffes, ostriches, oryx, zebras, patas monkeys, lions, wild dogs, and hippos interacting with each other and the environment around them?

For many kids it is their first time seeing these animals in person. These dynamic mammals are a great jumping off point for interest and excitement about the natural world, but many kids think that these animals make up "nature." They do not realize that nature is all around them - that they are surrounded by wild animals all the time!

One of the greatest parts of my job is managing Nature Exchange, which is a program to connect kids to nature,

especially local and accessible nature. Children can bring in objects they find in nature, experiences they've had, pictures, research... anything that interests them about nature, and trade it in to us for points. The most important part of the trade is the conversation with the staff member. It is one-on-one time discussing the kid's interests. They can exchange their points for objects we have here: rocks and minerals, shells or other animal and plant artifacts. While kids can bring in things from home, I have also created different activities that they can complete on zoo grounds. These activities start by having the kids explore the zoo, but then asks them to look around and focus on the birds, squirrels, even bugs that are all around them.

When they return to Nature Exchange and talk about their adventure on zoo grounds, earn points, and take home a cool nature object, they are hooked! All of a sudden, they are chomping at the bit to get outside and see what they can find. It is so fulfilling for me to watch the excitement and knowledge grow in the kids. And according to Dr. Philip Bell from the Uni-



versity of Washington, early interest in science is linked to students who obtain undergraduate degrees in the sciences. If a student is not into science by the 7th grade, it is not likely he or she will study sciences in college.

All day long I find ways to use my MIT degree while work-

ing at the zoo. It is primarily my role to begin the connections with the younger zoo visitors and their families, but I also get to mentor the teens in our Zoo Corps program. And this is just a small sampling of what my role is. The education department staff has programming to excite and encourage science learning in guests of all ages.

Evergreen Alumni in the News: More Awards & Accolades

Nicola Wethall (M.Ed. 2011) won the Presidential Award for Excellence in Math and Science Teaching.

Tara Bogdon (2010) and an innovative, service-oriented math lesson received attention from *The Olympian*. Tara and her teacher-mentor Kristin Sprague encouraged students to collect pledges from friends and family for a class "walk-a-thon." They then created graphs in Excel about rates and the slopes of lines, and donated the money raised to the Make-a-Wish Foundation.

Bec Giffens (2009), an art instructor at Meadows Elementary, and a couple of her fellow teachers recently received the Eastern Washington "Kids Are Growing" grant from the Washington State Potato Commission. The school was awarded a 6'x8' greenhouse and \$1,000 to help build a schoolyard garden for their project proposal.

Julia Anderson (2007) and her friend Joel Carlson have founded Be Academy, a school in Portland based on the idea

that students deserve one-on-one personalized support and instruction at all times.

Katie Baydo-Reed (2006), who teaches at Olympic View Elementary in Lacey, was published in the most recent issue of *Rethinking Schools* magazine. Her article, entitled "Learning about the Un-Fairgrounds," is about teaching the history of the Puyallup fairgrounds, which were the site of a Japanese internment camp during WWII.

Ashley Rupp (2000) won the Dick Williams Award, which recognizes outstanding contributions to multiculturalism and diversity in the North Thurston Public Schools. It is the highest award the district offers for diversity education.

Jeff Reagan (1999), of Timberline High School in Lacey, and his broadcasting students recently received an honorable mention for their broadcast news show at the Washington Journalism Education Association competition.

Science Carnival Engages and Educates

By *Sasha Chernysheff*

This spring Evergreen hosted its 7th annual science carnival, and 5 intrepid year 1 MiT students were there to share in the festivities. Sasha Chernysheff, Jen Hamilton, Anne Hundley, Christie Ross and Cleome Rowe designed an activity called "Climate Science Investigators" which gave participants a hands-on way to explore issues related to the environment.

Children rotated through a series of three stations. At one station children joined Jen in cleaning up a simulated oil spill. They used string, cups, cotton balls and soap to try to clean two tablespoons of vegetable oil out of a pan of water. It was a challenging and engaging activity that left participants (and their parents and guardians) with a new appreciation for the difficulty in cleaning up after environmental disasters.

At another station children joined Christie in learning about carbon dioxide and its role in the environment. Participants at this station mixed baking soda and vinegar to create carbon dioxide. They watched as the mixture created an invisible gas that blew up a party balloon. They then observed how the carbon dioxide, which they still couldn't see, extinguished the

flame of a candle. While doing the experiments, participants talked about carbon dioxide and greenhouse gasses. They learned that some carbon dioxide in the environment is a good thing but too much can be harmful to life.

At a third station, children got the opportunity to look through dissection microscopes. Assisted by Cleome, they looked through hand-made slides that had collected particles from the air. They also looked at various plants collected around campus. While looking through their scopes, participants talked and thought about air pollution and its possible effects on life on Earth. All the while Anne and Sasha worked to make sure children and their families felt welcomed at Evergreen and the science carnival and made sure everyone had a safe, fun and educative experience.



Five Evergreen Graduates Earn Teacher of the Year Awards!

"We were delighted to hear of their successes—but not surprised! They are teachers who truly make a difference in students' lives," said Sherry Walton. Congratulations!

Brian Eggleston (2005) of Washougal High School was named Teacher of the Year in the southern Washington school district. He teaches Spanish and has also served as the foreign language department chair and the Spanish Club advisor.

Amada Lang (2005) of Horizons Elementary in Lacey was named Teacher of the Year for her school. She is an art specialist, and a recent project of hers in which students made self-portraits out of recycled materials was covered by *The Olympian*.

Jeremiah Tuckett (2006), was named Teacher of the Year at South Sound High School in Lacey, where he teaches science.

Sally Jamison (2007) teaches English at Chinook Middle School in Lacey. She was named Teacher of the Year for her school, and stated, "I owe much of the congrats for teacher of the year to MiT."



Clockwise from left: Sally, Lisa, and Brian

Lisa Lamoreaux (M.Ed. 2010), was named Teacher of the Year at River Ridge High School, where she teaches special education.



Ellen Shortt-Sanchez and Brian Fligner

Center for Community Based Learning and Action Collaborates with MiT

This year the Center for Community-Based Learning and Action (CCBLA) has teamed up with Evergreen's Master in Teaching program to serve schools in the community. The CCBLA's goal is to link students and faculty at Evergreen with organizations working on a wide range of community issues; they have worked closely with Loren Petty to find out how they can help schools in their communities.

The CCBLA has provided eleven second-year students with AmeriCorps stipends for their student teaching placements through the Students in Service program. They have also provided funding for several current first-year MiT students, and one second-year student, through the Math & Science Teachers state work study program.

"The wide variety of collaborations between the Master in Teaching program and the Center for Community Based Learning and Action promotes Evergreen's deep commitment to public education and public service," said Ellen Shortt-Sanchez, the director of the CCBLA. "There

is incredible value in having undergraduates learn from MiT student experiences in K-12 classrooms."

These MiT students have all gained experience in providing training to undergraduate tutors in the project, sharing useful advice that they had learned in the program. The CCBLA also provides many undergrad students with a way into the education field by recruiting for the MiT program and giving students exposure to what it's like helping out in local public schools.

The MiT students "are inspiring potential MiT participants," added Shortt-Sanchez. "The pathway to careers in education can start with prerequisite experiences in local schools through CCBLA tutoring and work study programs."

The CCBLA receives its funding from a mix of grants, work-study and Students in Service awards for community service. This year nearly 600 students have been involved in the organization in some form, contributing 25,000 hours to community service. The CCBLA has been at Evergreen for five years now, and hopes to be able to continue to serve its role in the community for many more years to come.