



# EVERGREEN

## The Connection

THE EVERGREEN STATE COLLEGE

Fall 2010

Volume 10, Issue 1



Members of the 2012 cohort of The Evergreen State College MiT Program have officially begun their journey into the world of teaching!  
This year's class has already proven to be a dynamic, passionate and enthusiastic group.

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Leah Baugh  
Joseph Boyer  
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# MIT Class of 2012:

Leah Baugh  
Middle Level Humanities

Trygve Berg  
Visual Arts and  
Middle Level Science

Joseph Boyer  
Secondary History and  
Social Studies

Kellia Brinson  
Visual Arts

Hannah Brunink  
Elementary Education

Tony Cacchione  
English Language Arts

Christian Cox  
Designated World Language:  
Spanish

Robin Cutler  
Elementary Education and  
Middle Level Humanities

Jason Dearborn  
Earth and Space Science and  
Middle Level Math

Julie Dodson  
Biology and Science

Nikki Dunbar  
English Language Arts

Rosemarie Ackman (Emerson)  
Elementary Education and  
Visual Arts

Jordan Falk  
Middle Level Humanities

Elizabeth Gordon  
English Language Arts

Amy Gush  
Elementary Education

Justin Hinchcliffe  
Chemistry and Science

Lisa Johnson  
Elementary Education

Kyle Jutte  
Social Studies

Bridget Kameen  
Visual Arts and  
Elementary Education

Alexander Kuestner  
Social Studies and  
Middle Level Humanities

Benjamin Lee  
Biology

Kayla Lehman  
English Language Arts and  
Theatre Arts

Matthew Lester  
Social Studies

Cara MacMillan  
Elementary Education

Jennifer Pasternak  
Elementary Education and  
Special Education

Justin Poland  
Middle Level Humanities and  
Theatre

Ingrid Pugh-Goodwin  
Middle Level Humanities

Krystle Reeds  
Elementary Education

Starr Smythe  
Elementary Education

Kasinda Starmer  
Theater Arts and  
English Language Arts

Emily Statler  
Elementary Education

Katrina Stern  
Elementary Education and ELL

Matthew Stolz  
Elementary Education

Jody Tahja  
English Language Arts

Megan Trumm  
English Language Arts and  
Middle Level Humanities

Robin Tuckett  
English Language Arts and  
Theatre Arts

Sandra Warren  
Elementary Education

Rebecca Watts  
Science and Biology

Kobi Wilson  
Elementary Education and  
Special Education

Kate Winkley  
Elementary Education and  
Middle Level Humanities

Thomas Wright  
Middle Level Math and  
Middle Level Science

MIT teacher  
candidates in  
Red Square



Photo by Jennifer Pasternak

## Introducing some of our 2012 MiT teacher candidates:

### What brought you to the MiT program?

Kids are hilarious. Who doesn't want to laugh for a living? - *Cara MacMillan*

I wanted a challenging program that would thoroughly prepare me for my teaching career. - *Robin Cutler*

I came to the MiT because I was already teaching and decided I needed to finally get credentialed in a formal manner. I looked at other programs that were much faster, but decided on Evergreen because of the quality of education I knew I would get. - *Justin Poland*

I joined the MiT program because of my desire to make a difference in the lives of young adults. I want everyone to have a good education, and I believe that teaching contributes tremendously to our society. - *Kyle Jutte*

I always wanted to be a student at Evergreen because of their commitment to social justice and responsible citizenship. - *Nikki Dunbar*

### What excites you about teaching?

The look on a kid's face as they experienced that moment of "aha!" I want to make that happen! - *Cara MacMillan*

I am excited about the possibilities of inspiring students and building community through education. - *Katrina Stern*

Working with kids is what excites me about teaching. They are funny, insightful most of the time, and amiable. Even when they think they can't learn things, they do, and when they get that they learned something, it is an emotional rush for me. - *Justin Poland*

*Article by Leah Baugh*



### MiT favorite Quotes:

Benjamin Lee: "Do just once what others say you can't do, and you will never pay attention to their limitations again." - Captain James Cook

Thomas Wright: "Beware of all enterprises that require a new set of clothes." - Henry David Thoreau

Megan Trumm: "Be who you are and say what you feel, because those who mind don't matter and those who matter don't mind." - Dr. Seuss.



*MiT Study group*

Benjamin Lee: "I have noticed even people who claim everything is predestined, and that we can do nothing to change it, look before they cross the road." - Stephen Hawking

## M.Ed. Class of 2012

Mohamed Ali  
Kristen Blegen-Bouyer  
Benjamin Floyd  
Sharon Hobson  
Tricia Moore (Melton)  
Spencer Olmsted  
Maria Rodriquez  
Laura Summers  
Aileen Whitney



## Please Welcome Our New MiT Faculty Member Andrew Gilbert!

My name is Andrew (Andy) Gilbert. I went through quite a journey before I ended up at The Evergreen State College. I graduated from Virginia Tech in 1992 with a degree in Geology with a minor in Science Education. I earned my Masters in Science Education from East Carolina University (1998) and my doctorate in Curriculum and Instruction from New Mexico State University (2002). My public school teaching experience includes teaching at both the middle and high school levels in the Washington DC area as well as K-6 experience in southern New Mexico through an NSF supported research project.

After completing my doctoral program, I was hired as an Assistant Professor at Kent State University. My work at Kent State included teaching elementary and middle childhood science methods as well as numerous offerings in the graduate program. My research focuses on social justice and equity goals, teacher attrition and enacting innovative classroom pedagogy.

Andrew Gilbert

I chose to come to Evergreen for a myriad of reasons. My commitments to teaching and to social justice were my greatest reason for taking the position with Evergreen. The structure of the MiT program is, in my opinion, the best method for preparing future teachers. On a more personal note, it was a family decision to come to Evergreen. We really wanted to live in a beautiful place that would allow us to spend more time outdoors hiking, birdwatching, camping, backpacking and snowboarding. It was an easy decision to accept the offer from TESC. So far, we are loving it.

**Favorite Quote:** We dance round in a ring and suppose, but the Secret sits in the middle and knows...The Secret Sits - Robert Frost

**Favorite Music:** My music taste is all over the

map...Old school reggae, rock steady, 60's soul / R&B, ska / punk, singer / songwriter...basically everything except Country, Jazz and Top 40's.

**People I admire:** There are many, but in Education—Myles Horton is someone that is very special to me.

**Favorite authors:** David Sedaris and Bill Bryson.



**Inspiration:**  
*Working with children*

**Words of Wisdom:** This is tough to do on the spot like this! I usually subject the cohort to my supposed wisdom when inspiration hits me during our classes together.

**Ambitions and Goals:** Working at a place like Evergreen!

**Superpowers:** To play rugby like a 20 year old.

*Article submitted by Jennifer Pasternak*

## Please Welcome Our New M.Ed. Faculty Member Sunshine Campbell!

My name is Sara Sunshine Campbell (I go by Sunshine). I grew up mostly in Washington State and received my undergraduate degree at Western Washington University in Mathematics Education. I became a high school math teacher and taught for my first three years in Bellingham. I then moved to Seattle and taught for two more years, where I met my husband Rob. Three days after we were married, we moved to Kathmandu, Nepal.

I worked as a middle and high school math teacher at the international school and Rob volunteered for an educational non-profit called Room to Read. We lived there for three amazing years (we even lived through the tsunami while visiting Thailand!). My son Deacon (now 7) was born in Kathmandu. We returned to Seattle in 2005 where I began my PhD program in Teacher Education at the University of Washington and had my daughter Merrick (now 5). I will defend my dissertation this June.

When I found out that Evergreen had posted a Math Educator position, I almost didn't apply. I hadn't even finished my degree yet! However, I knew that I wanted to eventually teach in a school that valued diversity, social justice, and progressive models of teaching. Evergreen seemed to be the right fit. I also liked the idea of being able to teach in several different programs - graduate and undergraduate - and with people from various areas of expertise. When I visited Olympia for my interview, I was still unsure if Evergreen was the right place for me. That all changed when I met the faculty and the teacher candidates. They are amazing people and I feel very lucky to be here.

My family has settled well into life in Olympia. My children love their new school and have made many good friends. My husband and I feel very welcomed into the parent community. Who knew such cool people live in Olympia?! We are all happy to be closer to the coast and the Olympics and we are looking forward to trying out some new ski areas this winter.

Currently, I am teaching in the MEd program and supervising two student teachers in the MiT program. I have enjoyed working with our Evergreen teacher candidates. They are insightful, caring people who want to support their students in being successful in any way they can.

My advice to MiT teacher candidates, especially those who are student teaching: Hang in there! Becoming a teacher is one of the most challenging things I have ever done - and it has also been, by far, the best job I have ever had. Sometimes it seems like an impossible job. Always remember that you are only one person and you can't do everything. But you CAN do something. Find that something and DO it.

### Some of my favorite quotes:

"Jump and the net will appear" (I live my life by this quote). --Zen saying

"Do not think that love, in order to be genuine, has to be extraordinary. What we need is to love without getting tired." -- Mother Theresa

"The true test of intelligence is not how much we know how to do, but how we behave when we don't know what to do." -- John Holt

"They may forget what you said but they will never forget how you made them feel." -- Carol Buchner

"Good teaching is more a giving of right questions than a giving of right answers." --Josef Albers

*Article submitted by Alex Kuestner*



*Photo by Jennifer Pasternak*

Sunshine Campbell



## Northwest Teachers Gather for Social Justice Conference

Article and photos by Janine Gates [www.janineslittlehollywood.blogspot.com](http://www.janineslittlehollywood.blogspot.com)

As public school teachers face more pressures than ever, nearly 800 regional educators found friendship, education, and support at the third annual Northwest Teachers for Social Justice conference in Portland earlier this month.

[Oct. 2, 2010]

Many South Sound teachers and student teachers made the trip to experience the camaraderie of other teachers who care about social justice issues.

The conference was sponsored by Portland Area Rethinking Schools, Olympia Educators for Social Justice, Puget Sound Rethinking Schools, Tacoma Coalition X, and Rethinking Schools Magazine. [Olympia Educators for Social

Justice meets the third Friday of each month at Traditions Café on Water Street from 4:30-6 p.m.; contact MiT visiting faculty member Jana Dean at [jdean@reachone.com](mailto:jdean@reachone.com) for more information]

### What is Social Justice?

According to the University of California, Berkeley Social Justice Symposium, social justice is a process, not an outcome, which (1) seeks fair (re)distribution of resources, opportunities, and responsibilities; (2) challenges the roots of oppression and injustice; (3) empowers all people to exercise self-determination and realize their full potential; and (4) builds social solidarity and community capacity for collaborative action.

Josh Parker [2007 MiT graduate], a third year teacher with the Shelton School District, said, "It's a delicate balance how social justice issues are introduced and discussed. It's fine as long as we don't step on too many toes - but we're probably stepping on three-fourths of them. To me, reading and basic skills are social justice issues. We're allowing our kids to fail towards graduation...that's unjust."

Another teacher said she feels that social justice issues are more acceptably discussed in social studies classes, but she faces them all day long, no matter what she's teaching, and came to the conference to learn more.

In front of the children, teachers walk a fine line between parents and administrators on how to address a wide range of delicate racial, social, cultural, political, environmental, economic and sexual orientation issues. Conference workshops included plenty of role playing using real life examples of the questions faced by teachers on a daily basis.

### South Sound Teachers Present Workshops

South Sound teachers were among presenters of the nearly 70 workshops to choose from.

Katie Baydo-Reed, a 6th grade teacher at Olympic View Elementary School in Lacey, taught a workshop on learning about the history of Japanese American incarceration



Loren Petty-MiT Field  
& Community  
Relations Officer



during World War II.

“When I was in school I had no idea that there were civil rights struggles and violations that occurred in my own back yard, says Baydo-Reed. “Teachers mentioned Martin Luther King, Jr. a little and the civil rights movement of the south briefly, but I never learned about people in my region who were treated unjustly as part of a system of oppression.”

“At Evergreen, I was exposed to more information regarding the incarceration of Japanese Americans during WWII and as a new teacher I brought that information to my classroom. I discovered that most of my students were completely unaware of how the Puyallup Fairgrounds were used as an incarceration center. In fact, in all the years I have been teaching this, only one student has known about it prior to my unit.”

Sunshine Campbell  
M.Ed. Faculty  
(right) in role play



Baydo graduated from The Evergreen State College’s Master in Teaching Program in 2006. “It’s been a busy six years!” says Baydo. “It is important to me that students connect with their region and the place they live and this is one way to bring history literally closer to home. Through this kind of instruction they begin to realize that there are some similarities between events of the past and current events, and they are much more willing to learn about civil rights when they know it connects to their lives in place, if not exactly in time.”

Michi Thacker, a 4th/5th grade teacher at Lincoln Elementary School in Olympia, presented a workshop on new place-based education and tribal history and culture curriculum created by the Office of Superintendent of Public Instruction (OSPI) for Washington State.

The curriculum, called, “Since Time Immemorial: Tribal Sovereignty in Washington State,” was developed with state tribal leaders and is now available online at [www.Indian-ed.org](http://www.Indian-ed.org).

The curriculum’s goal is to provide schools, students, tribes, and local communities with the information and resources that will enable them to have a better understanding of the numerous tribes that are the foundation of Washington State.

There are three tiers for each level of the program: elementary, middle and high school, with expectations for what the students should have learned by the end of each curriculum. It encourages teachers and students to address several essential questions in the context of tribes in their own communities. Teachers choose how much time to spend on tribal sovereignty content to complete their units throughout the year.

The curriculum, a result of 2005’s House Bill 1495, which officially recommended inclusion of tribal history in all public schools, was pilot tested for two years in 14 schools around the state. The bill is now known as RCW 28A.345.070, which encourages districts to work with tribes on a government to government basis.

Thacker participated in the development of OSPI’s curriculum, which included the participation and endorsement of Washington’s 29 federally recognized tribes. She test piloted it at Lincoln two years ago.

\*To finish reading the complete article, please visit Janine’s Oct. 28th blog at [janineslittlehollywood.blogspot.com](http://janineslittlehollywood.blogspot.com)

## The Evergreen State College MiT collaboration Grant with Garfield Elementary School

The Evergreen State College and Garfield Elementary are collaborating in a grant provided by the Professional Educator Standards Board. The purpose of the grant is to positively impact student learning in the 2010-2011 academic year. The grant's approach to improving student learning at Garfield Elementary School (Olympia School District) is centered on three key goals: incorporating pre-assessment data in informing decisions regarding content goals and teaching methods, utilizing community and parental/guardian resources to authenticate the schooling experience to minority and underprivileged students, and the formation of 'student voice' in linking academic content to real life applications and individual students' goals.



Sherry Walton, the Director of Teacher Education Programs at Evergreen, has collaborated with Garfield teachers for three years in relation to student learning and is excited to coordinate this collaborative grant as a means to provide both in-service and pre-service teachers with opportunities and resources to positively impact student learning. "The MiT program's *Conceptual Framework* and the content of the program reflect the understanding that teaching and learning must draw from many perspectives and include a multiplicity of ideas," according to Walton, and that "MiT faculty intend for their candidates to become teachers who provide K-12 students with culturally responsive and equitable learning experiences." The grant proposal shared these same *Conceptual Framework* goals.

In addition to aligning with Evergreen's mission of social justice in the classroom, the 2010-2011 collaborative grant also aims to improve student learning within a system of standards-based education. The grant's focus on utilizing pre- and post-assessment data to inform teaching practices is a key component of this goal. Joseph Boyer, the Evergreen MiT graduate assistant working with the collaborative grants supported by the MiT Program, notes that "without the benchmark of pre-assessment, it is difficult to differentiate instruction and not possible to demonstrate growth towards standards and goals." By working towards integrating pre- and post-assessment data in instructional planning, the collaborative grant hopes to demonstrate the positive outcomes of intentional planning based on assessment data as it pertains to student achievement and learning.

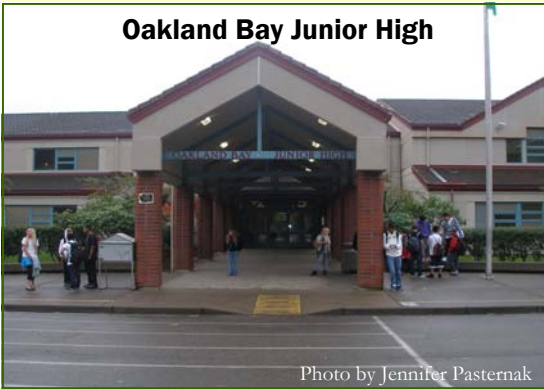
Throughout the Fall quarter, faculty from Garfield and Evergreen have met and worked on implementing the three core principals (goals) identified as having a positive impact on student learning. Evergreen teacher candidates and staff are helping teachers across grade levels implement pre- and post-assessment journals, bring in community leaders for presentations, and helping aid in discussions surrounding teaching as a leadership tool and ways to encourage students to engage with their own 'student voice'. Exciting things are happening and in later volumes of *The Connection*, specific programs descriptions and events funded by the collaborative grants will be highlighted. We look forward to sharing our successes and outcomes with all who share our goal of expanding educational achievement to all, because *social justice in the classroom requires our participation*.

Article by Joe Boyer





### Oakland Bay Junior High



### MiT Fall School Observations

Evergreen MiT teacher candidates participated in an observation practicum this fall quarter in which they took turns visiting area schools. The purpose of these visits was for teacher candidates to gain insight and understanding of the differences and similarities between suburban, rural and urban schools. These observations gave MiT teacher candidates the opportunity to study various teaching and management styles and learn more about the teaching profession. Teacher candidates had the opportunity to learn about aspects of teaching that were outside their own endorsement areas.

According to Evergreen MiT faculty member, Anita Lenges, the observations gave the teacher candidates “...time to think, reflect and take notice of things.” It was also a chance for them to be exposed to “social inequities in schools.” The observations were a way for MiT teacher candidates to learn about issues in schools that need to be addressed, such as the adverse impact that dominant culture assumptions can have on student learning.

The schools observed included Foss High School in Tacoma, Oakland Bay Junior High in Shelton, and Lincoln Elementary in Olympia. MiT teacher candidates reported on very different experiences at these schools, both in terms of physical characteristics and methods of instruction. For the observations, MiT Teacher Candidates were divided into groups of three and placed in a variety of classrooms at these schools. The MiT teacher candidates reported varying insights picked up from their experiences in these classrooms.

Justin Poland observed third year French language classes at Foss High School. He found his observation experience a great way to gauge student interest, see students’ “real life interactions,” and to “dispel pre-conceived notions” he had about what life was like in the classroom. He observed a French teacher who is in her 42<sup>nd</sup> year of teaching.

Tony Cacchione observed at Oakland Bay Junior High. He enjoyed the “opportunity to see a real live classroom” and said that “just being in the classroom was positive!” He thought the observations were a great learning experience, to see what schools were actually like.

Alex Kuestner observed a 14-year teaching veteran (and Evergreen MiT alumnus), who teaches calculus to seniors and geometry to freshmen students. The teacher used group work, student presentations, tests and a variety of other forms of pedagogy to engage the students and check their understanding of assigned material. Students in these classes were generally involved and attentive.

Amy Gush observed at Lincoln Elementary. She saw Lincoln as a “welcoming, friendly environment” and a great place for her to see what work in schools could be like because it was a place where she could witness “real life” students interacting in their classrooms.

*Article by Alex Kuestner*

### Henry Foss High School



### Lincoln Elementary



## Isis Albert (MiT alumna), who teaches at Evergreen Elementary School, was named Washington State Bilingual Educator of the Year.

A teacher from Evergreen Elementary School received statewide recognition for her work with bilingual education. Isis Albert, Washington State Bilingual Educator of the Year by the Washington Association of Bilingual Education, was recognized at the June 8 Shelton School Board meeting. "She was elected unanimously; there was not one dissenting vote," Steve Warner, Evergreen principal and WABE board member, said. "Her influence on children in her classroom creates a democratic, respectful environment. She is quite, fair and firm," he said.

Albert became a GLAD (Guided Language Acquisition Design) trainer in 2008 and is also national board certified teacher in English as a new language. "Neither of those feats is insignificant, Warner said. He called Albert "a deep thinker," and said she is "respected for her depth of knowledge." Albert told *The Journal* she didn't know about her nomination until they announced her name at the May 7 conference of the Washington Association of Bilingual Education. She said she it was very exciting to receive statewide recognition but admitted she has mixed emotions about the award. "It's nice as a teacher to be recognized," she said, "but there's a little guilt. It's about where I work and the educators I have contact with who are all outstanding."

"I try to share this (award) with everybody I ever worked with," Albert added. "I continue to grow because of the other teachers I come in contact with."

She is completing her ninth year at Evergreen. She said she chose this school after graduating from the

**Master in Teaching Program** at The Evergreen State College because the elementary school here had a dual language program. Albert also earned a bachelor's degree from TESC. "I didn't want to move to the east side of the state. I felt very grateful Shelton had a school." Albert said Spanish is a passion and working with children is a passion. "It never occurred to me I would have the opportunity to do both." She said she has always had an affinity for languages and an interest in Spanish. She grew up in San Diego. "I had lots of friends who were from bilingual and bicultural households. I picked up bits and pieces from them." She started her formal study of the language in high school. She was part of a Spanish Club. Once a week, every week about 10 club members made a trip to Tijuana to visit an orphanage and help out. The group took school supplies and clothes. "That was probably the beginning of it all, using Spanish with kids. Their curiosity is inspiring," she said.

Now she teaches fifth grade on the English curriculum side but started by teaching third grade on the Spanish curriculum side. "People have joked about the award saying, 'You don't actually teach in Spanish any more.' As long as you're in the field then you can win the award."

When Albert began at Evergreen there was one bilingual classroom per grade level, mostly Hispanic students. "It almost looked segregated," she said. She was with the students all

day – at recess, lunch, field trips – and noticed they were not integrated in school and remained apart from other students, even though they were a close-knit group with each other. Every once in a while that sort of divide among students would be mimicked in the staff, bilingual and not, she said. The following year the school decided to go bilingual school-wide. While it was "a huge transition," Albert said she sees multi-cultural interactions now. "Kids aren't scared. They interact and understand each other," she said. "It's rewarding to see that. We're much more united and focused in our instruction as a complete building."

She became a mentor for the teachers in her building. She was one of three on the staff who spent two years of training for GLAD. She works with staff at Evergreen and staff across the district workshops and in-classroom demonstrations. Her National Board Teacher Certification,

*Isis Albert  
Washington State Bilingual Teacher of the Year  
and MiT Alumna*



which she received in 2009, is a national teaching certificate any state will honor and in Washington it comes with a bonus stipend.

*Article by Mary Duncan and reprinted courtesy of Isis Albert*

### SAVE THE DATE!

The Second Annual TESC High School Math Meet will be held on Saturday, February 26, 2011.

High Schools are encouraged to form teams of students who are currently taking Algebra II or Integrated III and above. We will again be using exams from MathLeague.org. Participation in the February 26th event will provide an opportunity to qualify for the Washington State MathLeague.org math competition to be held later in the spring. For more information, contact Vauhn Foster-Graham at

[fostergv@evergreen.edu](mailto:fostergv@evergreen.edu)

## Brian Eggleston (MIT alumnus), who teaches at Washougal High School, was named ESD 112 Teacher of the Year.



*Brian Eggleston receives Teacher of the Year (TOY) award from the Educational Service*

I was chosen as regional Teacher of the Year for Educational Service District 112, which covers all of SW Washington (roughly 30 school districts) for the year 2010-11. I work in a relatively small, mostly rural school district called Washougal, so to beat out larger districts such as Vancouver and Evergreen was a great win for us! I represented our area in the *State Teacher of the Year* decision, but that one was won by a fellow teacher from Kent. I'm satisfied even though I didn't win the state award, since it would have involved weeks away from my students, which would have negatively impacted their learning. I'm pleased just to represent our district and the things we are doing here. Right now in Washougal there is a strong emphasis on collaboration in Professional Learning Communities, and the **Master in Teaching program** gave me a solid foundation in the principles and practices involved in teacher collaboration. So much of what we learned and did was in concert with other candidates that when I left to teach down here it was second nature for me to immediately begin planning lessons and assessments with my fellow language teachers.

In my opinion, Teacher of the Year awards need a sort of caveat. When the ten of us stood up on stage in Seattle in September, I couldn't help thinking of the countless other highly competent teachers around the state, many of whom had mentored us, served as examples of great teaching to us, and changed so many lives. Our true rewards are not hanging on walls or on mantels or in newspapers; they are in seeing students' smiles when they gain a new skill or concept and feel good about it, in seeing their progress and growth that we invest so much in, in earning the trust they place in us and in seeing those results. So many teachers deserve to be Teacher of the Year—I tell everyone this so that they don't have the mistaken idea that one teacher is the best. Every school in this state has outstanding teachers; individuals wholly committed to student learning. They are so involved in their teaching that you may not see them anywhere else, but they are earning a very different kind of award than what we might read about in the papers once a year. I dedicate my award to all of those highly competent teachers, especially the ones who helped me to get where I am, such as **Sherry Walton (MIT and M.Ed. Director)**.

TESC Master in Teaching program has a heavy emphasis on aligning our teaching with everything that matters in education: state standards, assessments, effective teaching strategies, and most of all how we know our students learn. At MIT I learned the importance of truly getting to know my students: their learning styles, special needs, interests, questions and goals. Designing teaching is really an art at Evergreen, and I enjoyed the continual challenge to craft worthwhile, purposeful experiences for students. What I am most thankful for was how we learned the importance of giving students active roles in their learning and growth; an Evergreen classroom is truly student-centered.

I serve as Chair of the Foreign Language Dept at Washougal High School. Since I started in 2005, our Spanish program has nearly doubled in size and we have added our own Foreign Language Department. Students take part in multi-cultural celebrations such as El Día de los Muertos, take salsa lessons, and even have the opportunity to go on a trip to Spain and France next summer. We're a school that, despite its size and rural location, has a rich tradition in languages - German, Japanese, French, ASL, and Spanish. I'm truly fortunate to teach in such a great district!

It gives me a lot of *joy* to see my students go on to college and take semesters abroad in Spain or Latin America. As a country, we need more of an international perspective, and supporting foreign language study at early ages can help facilitate cross-cultural understanding.

*Article submitted by Jennifer Pasternak, photos courtesy of Brian Eggleston*



Washougal High School Spanish teacher Brian Eggleston was recently named Education Service District 112 region Teacher of the Year. This means he has a one in nine chance of becoming a state winner. Photo by Danielle Frost.



**The Evergreen State College and Teacher Education Programs**

***Proudly announce a Call for Nominations for***

**The 2011 Distinguished K-12 Educator of the Year**

The purpose of this award is to recognize and honor an alumni educator who has made a significant contribution to the field of education. Nominees must be alumni of The Evergreen State College Teacher Education Programs, TEP, MiT and M.Ed., and have demonstrated expertise or outstanding service (current or retired) in the classroom, school, district, and/or community. Self-nominations are welcome. **All nominations must be received by January 31<sup>st</sup> 2011.**

NOMINEE INFORMATION: email the following information:

Name of Nominee

Place of Employment and Position currently or formerly held (required)

Mailing address (desired but not required)

Phone; work or home (required) Email address (required)

*Please attach a brief letter of recommendation describing why the nominee should receive a Distinguished K-12 Educator of the Year Award.*

YOUR INFORMATION:

Your Name

Place of Employment and Position currently or formerly held (required)

Mailing address (desired but not required)

Phone; work or home (required) Email address (required)

SUBMIT NOMINATIONS TO: [pettyl@evergreen.edu](mailto:pettyl@evergreen.edu)

The award will be presented at The Evergreen State College Recognition Dinner 5:30 pm May 25, 2011 in Tacoma.

**Additional opportunities to support Teacher Education Programs at Evergreen**

I am supporting the Teacher Education Programs Alumni Scholarship program. Thank you for your online payment:  
<http://www.evergreen.edu/mit/alumnischolarship>

Order a window cling sticker from TEP Community Relations officer Loren Petty at [pettyl@evergreen.edu](mailto:pettyl@evergreen.edu)



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in the classroom  
requires your  
participation.**

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