

THE EVERGREEN
STATE COLLEGE
MASTER IN
TEACHING
PROGRAM
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OLYMPIA, WA 98505

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The MIT Connection

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Congratulations Graduating Class of 2009!



The Evergreen State College and the Master in Teaching program would like to congratulate the 2009 Master in Teaching Graduates!!

The 2009 graduates took some time out of their very busy and exciting schedule to provide a glimpse into their past in the MIT program, their future as teachers, and some good advice for newcomers:

What is one highlight from your time in the MIT program?

- a. Swimming outdoors under a huge moon on a warm night on our Master's Papers celebration camping trip.
 - b. As everyone in my grade band knows, I also took great enthusiasm in our movement (dance) lessons.
- Kari Bailey

Learning new things, some of which I had never heard of before such as: constructivist teaching, the physiology of how the brain learns, interdisciplinary planning, how to create a webpage on Dreamweaver, how to write a Master's paper, different assessment strategies, differentiated instruction and more!

- Claudia Fernandez-Ortiz

The faculty's support in my choice of Master's topic - The Use of Mindful Awareness Practices in the Class-

room. I feel that my research in this area, combined with SPED training, has given me effective skills to best serve students with ADHD. - Elizabeth Milleson

Working collaboratively on projects that push the boundaries of cultural norms. - Yonkela Reinemer

How did the MIT program prepare you to be a future teacher?

It prepared me to be a progressive, effective educator in the classroom who values and responds to who students are. It also prepared me to be an agent of change in the broader social and political contexts that teachers work within. - Stephen Karmol

The information we have learned in the program is information that most teachers in the field are just beginning to learn. The program has helped to prepare me for almost anything that I might face in the schools and the knowledge that I need to be an informative educator in the schools. - Desiree Solso

I set high standards for myself, gained practical strategies to help students build intrinsic motivation, and gained the confidence to stand up strongly and effectively in support of my values and what I believe will best serve my students. - Kari Bailey

Congratulations Graduating Class of 2009! (cont.)

I feel at an advantage going into teaching with the strong training I received in SPED, and in development of a culturally responsive classroom.

- Elizabeth Milleson

What are your plans after graduation?

Sleep – Desiree Solso

Immediately after? Cashing in my airline miles for a camping trip in Maui! Then returning to the Seattle beaches for summer lifeguarding. Come fall, landing a middle school gig in the South Seattle area.

- Elizabeth Milleson

Where do you see yourself in the next five years?

Working in Japan/Bay Area, perhaps earning my Counseling certification. I plan to develop expertise in working with students with ADHD over the course of my career. – Elizabeth Milleson

Facilitating a workshop at the Northwest Teachers for Social Justice Conference. – Stephen Karmol

What helped you make it through the MIT program?

The support of friends and family and the determination to make a difference in and through education. – Stephen Karmol

My colleagues who will be thoughtful, compassionate and skilled teachers. They give me hope for the future, and support in going against the grain.

- Kari Bailey

Do you have any advice for incoming first year students?

Hang in there, it's worth it! – Yonkela Reinemer

Acknowledge, appreciate, and tap into the knowledge, skills, and spirit of your MIT colleagues. Also, make all of the assignments and requirements meaningful to you. If that requires challenging, changing or adapting the guidelines, take a position and advocate for it. – Stephen Karmol

Remember to exercise, eat your veggies, and get enough sleep. Your endeavors will be more successful coming from a place of health. Stay loyal to rituals that replenish you. Try new things in your teaching and explore your creativity - this is the time! – Elizabeth Milleson

Congratulations MIT Class of 2009

Kari Bailey: Elementary Education
 Samantha Bausch: Social Studies, History
 Joseph Behnke: Elementary Education
 Kathleen Blue: Elementary Education, Middle Level Math/Science
 Tarra Branum: Elementary Education, Middle Level Humanities
 Katy Bryan: Elementary Education
 Stephanie Calkins: Biology, Science
 Karina Champion: Biology
 Nicole Coots: Elementary Education
 Laura Czarniecki: Elementary Education
 Lorri DeFoor: Elementary Education, Middle Level Math/Science
 Andrea Dennis: Elementary Education
 Amanda Driffen: Elementary Education
 Matthew Elm: Middle Level Humanities
 Claudia Fernandez-Ortiz: Elementary Education
 Robert Gandy: Social Studies, History, English Language Arts
 Jennifer Giffen: Elementary Education
 Alexandra Gouirand: English Language Arts, French
 Laura Herrick: Elementary Education, Middle Level Humanities
 Shelley Jobe: Visual Arts
 Stephen Karmol: Elementary Education
 Chalen Kelly: English Language Arts, Social Studies, History
 Megan Lewis: Biology
 Ashley Lind: Elementary Education
 Elizabeth Milleson: Middle Level Humanities
 John Percefull: Social Studies, History, English Language Arts
 Amanda Peterson: English Language Arts, Middle Level Math
 Terry Preston: Elementary Education
 Maria Andrea Rallos: Chemistry, Science
 Yonkela Reinemer: Biology, Science
 Sandra Smith: Elementary Education, Middle Level Science
 Pamela Solarz: Elementary Education
 Desiree Solso: Elementary Education
 Jaimie Terada: Visual Arts

**Congratulations MIT Class of
 2007-2009!!
 You made it!!**

MIT Class of 2009 Memories...

Joseph Behnke, Claudia Fernandez-Ortiz,
Amanda Peterson, Maria Rallos, Katy Bryan,
and Laura Czarniecki



Desiree Solso and Jamie Terada in a
think pair share moment.

Dr. Maria Spicer-Escalante Visits Evergreen and the 2010 MIT Cohort

On Tuesday, April 7, Dr. Maria Spicer-Escalante, Associate Professor of Spanish and Linguistics at Utah State University, visited with the 2010 MIT cohort during their morning workshop. Dr. Spicer-Escalante began with a quick introduction, offering insight into her personal history and family background, while touching on her childhood in Michoacan and Mexico City, Mexico.

A former colleague of MIT/ M.Ed. faculty Grace Huerta, Dr. Spicer-Escalante was invited to help provide deeper insight into the cohort's developing understanding of ELL education and second language acquisition.

Dr. Spicer-Escalante focused on the developing bilingual writing skills of Spanish heritage speakers, and encouraged the revision of writing perceptions and instruction. She shared her research methods and results with the cohort through a powerful Powerpoint presentation. She challenged the future teachers to think of ways to encourage and support students in a multilingual classroom.

Upon closing the workshop, MIT Faculty Sonja Wiedenhaupt, to show thanks to Dr.

Maria Spicer-Escalante, invited the cohort to share what they had learned through the workshop to other members of the cohort and Dr. Spicer-Escalante.

The workshop with Dr. Maria today allowed me to further explore my understanding of the role of linguistics in my classroom, more specifically the role that academic and linguistic skills play in preparing our students for global citizenship. I appreciated Dr. Maria's passion and commitment to the field of bilingual education and hope to continue furthering my understanding of multilingual education. - Ashley Kinney

...really got me thinking more about equitable English/LA methods, especially about "writing" instructional possibilities. I am fascinated about implications hinted at regarding comparisons of bilingual and mono lingual writers' differences. Also, I am excited to learn more about Spanish rhetorical and linguistic conventions in this context. - Derek McAuley

She gave me a new research-based perspective on the incredible value of explicitly teaching students to write in languages other than English. English and

Spanish have very different styles and capacities to express thought, and both are important. We fail our students if we exclude writing from Spanish classes because it robs them of another valid and unique way of expressing themselves. Ultimately, it comes down to teacher education: Are the teachers prepared to teach writing in Spanish? My favorite quote from her was, "We have to create global citizens, and this means bilingualism." I am so grateful for the perspectives and insight Dr. Maria brought to my mind about bilingualism, and I am more motivated than ever to learn Spanish myself. - Rachel Hollister

Maria Spicer-Escalante is an Associate Professor of Spanish and Linguistics at Utah State University. She received her Ph.D. from the University of Illinois, Urbana-Champaign in Hispanic Applied Linguistics with a Concentration on Second Language Acquisition. She has published multiple articles for scholarly publications and has run workshops on teaching writing to Spanish Heritage Learners and is a NCATE Program Reviewer. Maria has taught Linguistics and Spanish in several institutions in the United States and in Mexico.



**"We have to
create global
citizens, and
this means
bilingualism" -
Dr. Maria
Spicer-
Escalante**



2009 Graduate Speaker
Amanda Peterson

MIT Graduate Student is 2009 Graduation Speaker

Amanda Peterson, a 2009 Master in Teaching graduate was the featured graduate level speaker for the 2009 Graduation Ceremony. Every year, the different graduate programs at The Evergreen State College alternate graduate speakers for the ceremony.

Amanda's speech focused on the themes of overcoming complexities and being advocates for change in today's world. She stated that The Evergreen State college has a tradition of values that center around being active, conscientious citizens. Those graduates that have followed their passions and dreams are now able to create change by passing those

values on to the lives they meet.

A transfer student from The Tacoma Community College, Amanda entered The Evergreen State College in the Fall of 2004. She earned a Bachelor of Arts in 2007 and continued her education as a graduate student at TESC earning a Master in Teaching. She served as a student teacher in Tacoma at Henry Foss High school teaching senior English and at Meeker Middle School teaching 8th grade Reading, Math, and Algebra. In the near future, Amanda hopes to obtain a job in the Tacoma School District.

"Quite a bit of research shows that young men quit reading during the middle school years for a variety of reasons.

We aim to fight back against that trend." - Justin Brooks

Guys Read Night at Lochburn Middle School

Research has shown that young men quit reading during the middle school years for different reasons. MIT alumni Justin Brooke and Eugene Bradshaw began the event *Guys Read Night* to fight that trend. The goals of this event are to show young men that real men do read and to provide the participants with interesting books.

The event was open to all 8th grade boys as well as a few 7th grade boys. After receiving twenty eight permission slips, recruiting began. Justin and Eugene recruited male staff from Lochburn Middle School and Clover Park High School,

community members, and family members to participate in the event. The adults selected interesting books to discuss and then give to the students at the event.

The night began with a pizza dinner which was followed by different games organized by one of the football coaches from Clover Park High School. The highlight of the night, however, was the book talk. All the participants and adults came together in a large circle to take turns sharing their books. The adults discussed their books, gave their reading experiences, and made selling points to the young males on

reading. At the end of the night, students decided which adult had an interesting book and were allowed to take that book home. These books included *The Zombie Survival Guide*, *World War Z*, *Airman*, *The Hobbit*, *The Halloween Tree*, *Slam*, *The Ranger's Apprentice*, and many more. Each young man walked away that night with a book.

Justin Brooke stated; "The greatest thing about the event was seeing kids walking around with the books in their hand the next day and actually talking about the books with excitement."

Reunion for MIT Alumni!!!

Alumni! You can now request Evergreen transcripts online!!
www.evergreen.edu/registration/transcript

All Evergreen Master in Teaching Alumni are cordially invited to the inaugural **MIT reunion** on **Saturday August 15th** at the Evergreen State College Olympia campus. The day is scheduled to begin at 8am and will include a BBQ picnic, workshops, conversations, and opportunities to reconnect. The registration fee is \$35 per graduate and covers all events and food. Guests 10 years of age and older will be

an additional \$15. **Registration can be done online at the MIT homepage** (<http://www.evergreen.edu/mit/home.html>). The registration **deadline is July 31st**. Please register as soon as possible so that plans can be made accordingly.

A space has been made available on campus in SEM II Building B for alumni led breakout sessions. MIT alumni are encouraged to **submit ideas**

for workshops, panels, or seminar discussions to Lynarra Featherly (featherl@evergreen.edu) by **June 25th**.

Spread the word, network with old friends, and let people know you are coming by becoming a fan of MIT and join our MIT reunion event group on Facebook.

The International Council of Thirteen Indigenous Grandmothers



As part of The Evergreen State College's Spring Colloquium "Ancestral Teachings for a Time of Unprecedented Change," four members of the International Council of Thirteen Indigenous Grandmothers stopped by to speak with The Master's in Teaching Program. The afternoon began with a community potluck, during which the Grandmothers enjoyed a meal with the gathering of guests and future teachers. Following the potluck a traditional cleansing and purification dance, performed by Mead, signaled the start of the meeting. Brief introductions were then provided from current first year MIT students for Grandmothers Agnes Baker Pilgrim, Rita Pitka Blumenstien, Mona Polacca, and Rita Long Visitor Holy Dance. After the introductions the Grandmothers shared some of their hopes for education, life stories, and insights for the future of the planet.

Council chair Agnes Baker Pilgrim spoke poignantly about the need for teachers to learn the history of the land. She urged all listeners to include spirituality in their lives, and to remember that, "we have one life and one chance, we must all try to get along as one tribe."

As Grandmother Agnes put it, "School is all your life, learning is everyday. You can't keep it, you've got to give it away."

The elders came to Evergreen to educate and inform students of their concern for the destruction of the earth: the contaminations of our air, water, and soil, war and the threat of nuclear weapons and materials, global poverty, materialism, epidemics that threaten the lives of humans, the exploitation of indigenous medicine, and the destruction of indige-

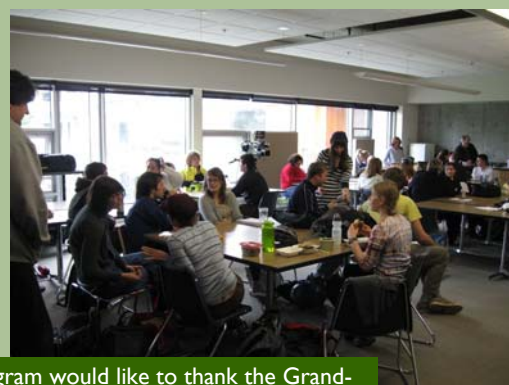
nous ways of life. Jessica St. Louis, a member of the 2010 cohort, "they answered questions with a story, which made more sense, and related back to their holistic learning style. It was great to see that approach in context."

The beginning of the Spring Colloquium began on Saturday, May 2nd with a traditional Salish Welcome Ceremony and public presentation by the Grandmothers. They then spent the week visiting and sharing with groups from the Evergreen Community and beyond.

The Thirteen Grandmothers came together for the first time from October 11 through October 17, 2004 in Phoenicia, New York to form an alliance of prayer, education, and healing for the earth and all its inhabitants, children, and future generations.

The Grandmothers believe that the ancestral means of prayer, peacemaking, teaching and healing will light the way through an uncertain future.

"Our world is holistic, everything relates back to where it began, circling back the essential way of living and learning." - Nathan Blindman



The Master in Teaching program would like to thank the Grandmothers for their insight and stories.



MIT Student Tackles the Science Classroom



Jacob Patchen is a first year student in the MIT program. Over the course of the 2008-2009 school year, Jacob participated in a high school science tutoring program created as a joint venture between the Center for Community-Based Learning and Action at The Evergreen State College and schools in the Olympia area. His role was to assist 6 ninth-grade integrated science classes at Timberline High School in Lacey, WA. Jacob also completed his MIT practicum at Timberline for the Winter and Spring quarters. Here, he tells his story.

As I walk down the hallways of Timberline High School in Lacey, WA, I feel a sense of belonging. I recognize faces, exchange greetings with students and faculty. Since October, I have been assisting teachers and helping students in ninth-grade Integrated Science classes. This has given me, a

pre-service science teacher, the fortunate opportunity to work closely with local students in real classrooms, and gain great insight and knowledge from practicing teachers. By far the most rewarding aspect of this experience has been the opportunity to work with students and help them negotiate the transition between their previous life experiences and the new scientific concepts and inquiries.

I must admit, there have been many challenges and follies along the way. One day, as I assisted one of the teachers with a few chemistry experiment demos, I singlehandedly fouled the final experiment, the grand finale. It involved filling a balloon with Hydrogen gas and then lighting it with a match, leading to a magnificent explosion, sure to excite any ninth grader. With two minutes left of the class period, I pulled the Hydrogen-filled balloon off the bottle simultaneously letting all the gas out. One student yelled, "Ah, you ruined it Mr. P!" I admitted my mistake and apologized for ruining the big show. Although I was certain that I would now be admonished from the class, it turned out that next week the students had forgotten about the mishap, but remembered my

admittance and apology. They seemed much more friendly and trusting of me. I noticed many more students were willing to ask me questions and discuss the science lessons.

Whether its science concepts or the importance and acceptance of making mistakes, I am confident that lessons are being learned, relationships are being built, and the community circle is widening.

Between waking way before dawn, and realizing that there are many scientific concepts in which I am rusty, or altogether unfamiliar, I always find myself both exhausted and exhilarated at the end of the day. This experience is and has been a truly remarkable endeavor resulting in many lessons and meaningful connections both for myself and the classes with which I have been a part of. At this point, I must say it feels great to be out in the community, working with real students and real classrooms, and hopefully lending a hand in building a stronger more cohesive understanding of the world around us.

Thanks to all the great people at the CCBLA on TESC campus I have been able to get out into the community, play a part, be present, and feel good about it.

"Between waking way before dawn, and realizing that there are many scientific concepts in which I am rusty, or altogether unfamiliar, I always find myself both exhausted and exhilarated at the end of the day."

Stonewall Youth Visit the MIT Cohort

The Master In Teaching program would like to thank Olympia's Stonewall Youth Speakers Bureau for visiting the 2010 cohort during their Friday community meeting on May 15th. The visit coincided with the cohort's seminar readings on gender and sexual orientation. The guest speakers shared stories about their own sexual and gender orientations and their experiences moving through the public school system. The cohort was given the opportunity to envision classroom practices and learning opportunities that could create a classroom norm of conduct that remained supportive of everyone. As Alexandria English pointed out, "The seminar read-

ings and the visit from the Stonewall Youth speakers allowed me to look inward and observe certain practices and ways of thinking that unconsciously reinforced a belief in hetero-normativity."

Stonewall Youth is a non-profit community organization that supports, informs and advocates for youth up to 21 years of age who identify as gay, lesbian, bisexual, transgendered or have questions about their sexual orientation or their gender identity. Founded in 1991, by Evergreen students, the organization provides different services such as youth outreach, peer support groups and community education.



Representatives of the Stonewall Youth Speakers Bureau

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For program questions and
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Check us out the web!
www.evergreen.edu/mit

Alumni, stay connected!

Help us stay connected by
updating your current
contact information with
Loren Petty. The MIT
program will keep you
posted on news, career
opportunities, educational
opportunities and much
more. Please send us your
stories and experiences
from the field. Let us know
what you are up to! Keep
an eye open for the new
alumni website coming
soon!

Email
pettyl@evergreen.edu
with...

- Name
- Phone number
- Email
- Mailing address
- Graduating year
- Current employment

Preparing teachers to change lives.

**The Master in Teaching program would like to thank the following
schools and school districts for opening their doors to our future
teachers.**

Spring Practicum for 2010 Cohort

Olympia School District -
Centennial Elementary
Garfield Elementary
LP Brown Elementary
Reeves Middle School
Washington Middle School
Capital High School
Olympia High School

North Thurston School District -
Horizons Primary School
Chinook Middle School
Komachin Middle School
Timberline High School

Shelton School District -
Evergreen Elementary
Mountain View Elementary

Tacoma School District -
Tacoma School of the Arts

Tenino School District -
Tenino High School

Tumwater School District -
Michael T. Simmons Elementary
Bush Middle School
Tumwater High School

Yelm Community Schools
Southworth Elementary School
Yelm Prairie Elementary
Yelm Middle School

2009 Cohort Student Teaching

Clover Park School District -
Carter Lake Elementary
Lake Louise Elementary
Lochburn Middle School
Clover Park High School

North Thurston School District -
Evergreen Forest Elementary
Meadows Elementary
Horizons Intermediate
Chinook Middle School
Komachin Middle School
River Ridge Middle School
Timberline High School

Oakville School District -
Oakville Middle School

Olympia School District -
Garfield Elementary
Jefferson Middle School
Washington Middle School

Shelton School District -
Bordeaux Elementary
Evergreen Elementary
Oakland Bay Junior High

Tacoma School District -
Geiger Elementary
Roosevelt Elementary
Gault Middle School
Meeker Middle School
Wilson Middle School
Tacoma School of the Arts

MIT students catch spring fever...



**Left: Jacob Patchen and
Ryan Saunders take a
nature walk.
Above: Sonja Wieden-
haupt and Nick Favacchio
share a conversation.**



Friday afternoon soccer!



Above: Chimere Hackney and Vida