

THE MIT CONNECTION

The Evergreen State College
Master in Teaching Program
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Master in Teaching

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The MIT Class of 2008



A new year of school has begun, and thus a new cohort at Evergreen's Master In Teaching program starts their journey toward being professionals in the field of education. These educators in training before your eyes are much more than blank slates awaiting knowledge to be inscribed; each one brings a unique set of life experiences to the program. Let's take a closer look.

What brought you to Evergreen for your Master in Teaching?

"I heard the program placed importance on anti-bias work."
-Jenn Kamrar

"I served with Americorps tutoring reading and writing and decided I wanted to teach. Evergreen's alternative way of learning interested me." -Christina Wright

"I was told this is the only program that would address queerness and homosexuality in the context of teaching."
-Leah Montange

"My options were Saint Mar-

tins or Evergreen. Wouldn't you rather be a geoduck?"
-Mikki Fredrickson

"The program's reputable name and high job placement rate." - Heather Schuiling

"Progressive/alternative education is the only thing that worked for me and now I want to help make it an option for others." -Rachel Bishop

What are some interesting things you've done in the past?

"I moved 600 pound rolls of plastic in a plastic bag factory and recorded books on tape for

people with disabilities."
-Greg Saunders

"I've worked with inner-city kids tutoring, mentoring, and volunteering. I've played ultimate Frisbee at an elite competitive level." -Rich Coker

"I traveled around the country following the band Phish! I worked on Hilltop with inner city youth through the Intel Computer Clubhouse."
-Kacie Dill

"I have lived in a tree fort twice, traveled to Nepal, Thailand and India."
-Monica Lloyd

"I did a field study on the old-
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est dinosaur in North America and threw it a birthday party.” –Eric Hargrave

“I studied abroad in Australia. I volunteered at the Billabong Animal Sanctu-



ary. They let you hold koalas, wombats, snakes, etc. there.” –Heather Valenzuela

What do you like to do in your free time?

“I love to hike, kayak, read, write, paint, create, swim, dance, cook, and spend time with those I love. And I have a piano I need (and want) to learn to play!”
 –Jenn Kamrar

“Lawn and board games, cooking, reading political rags and drinking wine at home; hiking, traveling, and canoeing away from home.” –Lauren Locke

“Read non-fiction, knit, do crossword puzzles, watch TV and movies.”
 –Christina Wright

“Get outdoors, go for walks, read fiction.” –Heather Schuiling

“I take an Aikido class in Seattle every Monday at 6:30am. I ride my motorcycle.” –Leah Montange



What do you do to procrastinate when you are supposed to be doing work?

“I like to play soccer, do yoga, camp, hike, and spend time with my family.”
 –Eric Hargrave

“I clean my house.” –Kacie Dill

“Get outdoors, go for walks, read fiction.” –Heather Schuiling

“Check the surf report and drool if the swell is good.” –Monica Lloyd

“Read and watch TV (and sleep).”
 –Heather Valenzuela

“I do all the cleaning that I normally put off.” –Chelsea Hull



What do you consider to be your greatest accomplishment so far?

“Writing a novel.” –Greg Saunders

“Helping build a college ultimate Frisbee program.” –Rich Coker

“I grew 95% of the vegetables I consumed last summer.” –Monica Lloyd

“Surviving cancer.” –Leah Montange

“My son.” –Mikki Fredrickson

“My unique contribution to the internet: www.mathscarves.org.” –Rachel Bishop



What is your favorite aspect of the MIT program so far?

“Being able to use words like disequilibrium and zone of proximal development in every day conversation.”
 –Greg Saunders

“The unique design of workshops and seminars keeps us aware of other opinions and viewpoints.” –Rich Coker

“I love reading all of the various theorists.” –Kacie Dill

“The community building and integrated subjects.”
 –Christina Wright

“The field work (but I don’t like JUST observing)”
 –Mikki Fredrickson



What about your field experiences this quarter have struck you as interesting or unusual?

“It is quite easy to be critical, and quite another to be in a difficult teaching situation yourself.” –Jenn Kamrar

“I learned a fast-food diet can actually be healthy (High School health course.)”
 –Heather Schuiling

“Seeing students help each other.”
 –Heather Valenzuela

“The Centralia classroom was organized and the students seemed so well behaved”
 –Chelsea Hull

“It was interesting to see Lincoln and to see them work at stations and to see students help each other. It was also interesting to see middle school, which I might teach.”
 –Heather Valenzuela

ALUMNI, STAY CONNECTED.....

Help us stay connected by emailing Loren Petty with all of your current contact information. By keeping in touch, MIT can 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're up to!

Include in your email to
pettyl@evergreen.edu :

- Name
- Phone Number (work, home, and/or cell)
- Email
- Mailing Address
- Year of Graduation
- Current Employment

Fall 2006 Student Teaching Placements

Thirty-seven student teachers were placed in the following schools this fall:

Clover Park School District: Clover Park High, Hudtloff Middle School, Lake Louise Elementary, Lakes High School, Tillicum Elementary, Tyee Park Elementary, and Woodbrook Middle School

Griffin School District: Griffin Middle School

Hood Canal School District: Hood Canal

North Thurston School District: Horizons Elementary, Timberline High School, Komachin Middle School, Nisqually Middle School, and South Bay Elementary

Olympia School District: Garfield Elementary

Shelton School District: Evergreen Elementary, Shelton High School, and Oakland Bay Junior High School

Tacoma School District: Baker Middle School, Foss High School, Jennie Reed Elementary, Lincoln High, Meeker Middle School, Mt. Tahoma High, Truman Middle School, and Wilson High School

We would like to thank the school districts, schools, and especially the classroom mentor teachers who provided such a valuable learning experience.

MIT Alum Recognized: Audrey Sharp receives WAEA Award!



Audrey Sharp, a graduate from the MIT program in 2005, was selected as the recipient of **The Washington Art Education Association 2006 Outstanding Young Art Teacher of the Year Award**. The award was presented to Audrey during the WAEA annual convention's evening reception, sponsored by SRA and held at Microsoft on the evening of October 13. Audrey works at Mariner High School in Mukilteo.

It is with great pleasure that the Board of Directors of the Washington Art Education Association announces the recipients of their annual achievement awards. These annual awards are WAEA's way of recognizing outstanding professionalism, service, promotion and support of the arts by individual art educators in Washington state. In receiving these awards, recipients become eligible for nomination for regional and national recognition.

More information about WAEA and the conference can be found on our website at www.waea.net

Check out the **Master In Teaching** Program on the Web!

www.evergreen.edu/mit
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*Education is not filling a pail but the
lighting of a fire.*

-William Butler Yeats

Meet Chris Sharp: College Field Supervisor



Every year the Evergreen MIT program disperses their second year students across the state to begin their student teaching practices. These student teachers are then observed by college faculty and education professionals, one of whom is Chris Sharp. Chris' experiences make her well qualified to observe and assess these educators in training whose future careers will impact youth for generations to come.

Chris was born in Van Nuys, California and spent her school days within the California state public school system until the eighth grade. After this she moved to Lacey, Washington and eventually graduated from North Thurston high school. She was an average student, concentrating more on socializing than on academia, and her participation in extracurricular activities was extensive. Along with being a diehard thespian, Chris was an officer for the Associated Student Body, was part of the year book staff, the National Honor Society, and the ski club.

After high school Chris decided to pursue a career in medicine as an occupational therapist, but became sidetracked by classes in children's theater. Eventually she scrapped the medicine and pursued children's theater as her major. She graduated from the University of Washington (her email address suggests that she is still a Husky fan) with a Bachelor of Arts degree, a double major in children's theater and psychology, and a minor in Elementary education. She discovered that the only solid career her major would lead to was teaching and began to do so in Vancouver, Washington. She then earned her Master degree from Lewis and Clark University in Portland, and later moved to Bothell due to her husband's job. From Bothell she commuted to Western Washington University where she earned her administrative credentials.

Chris taught at the fourth, fifth, and sixth grade levels for a total of eight years, before moving on to administration and serving as an elementary principal for a total of twenty-

three years, ten in Arlington and thirteen in Tumwater. This is Chris' third year in working with Evergreen's MIT program as a college field supervisor, and it is her first year observing student teachers in the fall. Chris is married and has two beautiful children, one of whom is also interested in elementary education.

Chris believes that her role as college field supervisor is important because she is able to give useful concrete feedback to the student teachers based on her experience as a principal. She thinks it is important for there to be a third set of eyes in the classroom watching the practicing teacher, as she has a more objective vantage point than the mentor teacher and the student teacher. For Chris, the most rewarding part of her job is watching the transformation take place in the student teachers when they realize their impacts on children and their potentials as teachers. It usually happens mid-quarter, after they have been teaching for awhile, and everything is going well and the students are active and learning. Chris describes the most challenging part of the job as when she has to inform unfit student teachers that they can no longer proceed with the program.

From her observations, Chris has been very impressed with Evergreen's MIT program. The students are very well prepared, she says, especially when it comes to the EALRs. She says that the Evergreen student teachers particularly excel at designing democratic classrooms and transformative multicultural education. She knows their effectiveness well as she used to hire MIT graduates when she was a principal.

Chris' positive attitude and dedication to education can be summed up with her advice to future teachers: All students can learn, but you must find the right avenue to teach them and be persistent in that goal. If we care about the future generations of our children, we need to continue in this pursuit.

Marci Waugh: Mentor Extraordinaire



In a routine staff meeting on November 1st, Adeena Chamberlain, a second year MIT student in the midst of her Fine Arts student teaching at Komachin Middle School, arrived to find her mentor teacher Marci Waugh wearing a crown and a cape. Marci strode to the front of the room and called for Adeena to approach and drop to one knee. After unfurling a lengthy scroll, Marci proclaimed Adeena's advancement into the realm of Art teacher. Marci presented her with a large paintbrush tied with a ribbon from her royal purple pillow, and everyone cheered as the two hugged. When student teachers are sent out every year from Evergreen's MIT program, a gem of a teacher is frequently found who goes above and beyond the call of duty to make student teaching experiences extraordinary. Marci Waugh is one such diamond.

Adeena found that Marci continually offered her support to make sure that she got as much as possible from her student teaching. Marci previewed Adeena's lesson plans and provided feedback as well as brainstorming and collaborating during and after the lessons, which enhanced Adeena's capacity to reflect on and flush out core educative elements and realign her lessons to overarching goals. Marci shared with Adeena her wealth of teaching and student knowledge, as well as her collection of literature, magazines, supplies, visual aids, technological resources, and links to other experts in the field. Adeena noticed how Marci's warm nature and wonderful sense of humor garnered the favor of her students, even those who "hated" art.

Marci finds herself learning from her student teachers as well from the perspectives they bring to her classroom having studied current educational research. The relationship is mutual and symbiotic, and both the mentor and the student evolve as a result. Marci views it as her responsibility to pass on her history and knowledge to future teachers in order to help them do a better job. She believes that it is important to help train teachers who can work to resuscitate the waning creative spirit that helped make this country great.

Marci has been in touch with her own creative spirit from a young age, when she would draw a lot and engage in imaginative play. She grew up in Zanesville, Ohio and studied hard for school, doing what was expected of her along the way. In the heat of the campus riots in the spring of 1969 at Ohio State University, Marci decided to become a Fine Arts Major. Her father, who was not entirely enthusiastic about the idea, persuaded her to instead pursue a career in art education. It turned out to be a good direction for Marci to take, and over the next twenty years she taught art in elementary schools across the country, eventually teaching at Seven Oaks Elementary in the North Thurston School District in Lacey. However because of a levy failure, she moved to Komachin Middle School, where her fears of working at a middle school were put to rest as she discovered how curious and sweet the students could be. Marci has now been at Komachin for eleven years.

For her, working in a whirl of creativity and opening the eyes of her students to new worlds and skills is the most rewarding part of her job. In her perfect world, art and creativity would be viewed as a basic human need and students would have the reign to be creative under the supervision of trained professionals without time constraints or the pressure and fear of failure brought on by standardized tests. Students would be free to experiment and play with ideas while gaining knowledge and meeting standards. Marci tries to make part of this dream a reality with her after school program. Her students get to pretty much make and do what they want, all for the sheer enjoyment of being creative and having fun.

The main reason that Marci serves as a mentor teacher is because she cares about the students. She sees it as being in the best interests of all teachers to move the profession forward by mentoring the next generation of educators. She says, "If we truly cared about students and teaching, we would ensure that the future is perpetuated by the best teachers we all have to offer." I know Adeena is grateful for Marci's commitment, and

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I'm sure her students are as well. And I know that every life she has touched in the course of her career will benefit from her contribution to the collective creative spirit of the nation's youth. On behalf of Adeena Chamberlain and all of the students who've been enrolled in Mrs. Waugh's class I'd like to take this moment to say: Thank you for making a difference.

Videos!

The Master In Teaching Program has posted Video Clips of the Program on our Website:

<http://www.evergreen.edu/mit/program/videos/videoclips.htm>

The Clips are as follows:

Try Out Teaching. Several Students in their initial peer teaching experience.

Workshop. Example of a workshop, showing students and faculty engaged in learning about learning theories.

Music. Sampling of the music component of the program.

Seminar. Example of a book seminar, showing students discussing John Dewey's *Experience and Education*.

*A teacher affects eternity;
he can never tell where
his influence stops.*

-Henry Brooks Adams

Fall Field Observations

This past fall, the incoming MIT students began observing at local schools. Each student was placed for three consecutive Thursdays in a rural, urban and suburban school. These schools included Foss High School in Tacoma, Lincoln Elementary in Olympia, and Centralia Middle School. By the end of the quarter, each MIT student had the chance to experience a variety of schools in a range of settings.

Where did MIT Graduates Find JOBS?

- | | |
|---|--------------------------------------|
| Repertory Company High School of Theatre Arts New York City | Aberdeen/Hoquiam area |
| Chief Sealth High School | Yelm Middle School |
| River Ridge High School | Washougal High School |
| Timberline High School | Chehalis School District |
| Pioneer Elementary | Komachin Middle School |
| Kentwood High School | Tuluksak, Alaska |
| Lake Louise Elementary | Port Angeles |
| Kentridge High School | Bethel Junior High School |
| Clover Park High School | Truman High School |
| Bonney Lake High | Kaneland High School, Saint Charles, |
| Olympic Middle School | Todd Beamer High School |
| Bush Middle School | Lacey Elementary |
| Port Angeles High School | Key Peninsula Middle School |
| Hedden Elementary | Saghalie Middle School |
| Shelton High School | Enumclaw High School |
| Tyee Park Elementary | Sacajawea Middle School |
| Carter Lake Elementary | Green Gables Elementary |
| Patton Middle/McMinnville, OR | Washington Middle School |
| Meeker Middle School | Centralia/Chehalis area |
| Clover Park High/Woodbrook MS | Chile |
| Lincoln High School | Mountain View Middle School |
| Lochburn Middle School | Mariner High School |
| International School of Beaverton | Spanaway Junior High |
| Showalter Middle School | Sumner High School |
| Park Avenue School | Hollywood Hills Elementary |
| TimberRidge Learning Center | Kittredge School, San Francisco |
| Sequim Middle School | Brighton School |
| Silver Lake Elementary | |
| North Thurston High School | |
| Beacon Ave Elementary | |
| South Puget Sound Community College | |

*Graduating Classes of 2005 and 2006