

THE MIT CONNECTION

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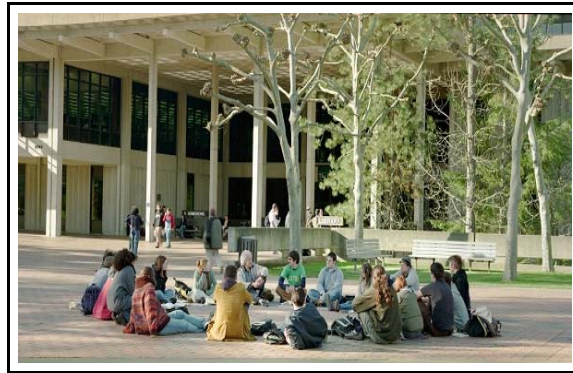
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ALUMNI SPOTLIGHTS

EVERGREEN GRADS PRESENT AT NAME CONFERENCE
BY SEAN P. RILEY

Kathy Miller and Kate Trafton, graduates of the 2003 Evergreen MIT program, participated in this year's 13th annual National Association for Multicultural Education (NAME) International Conference in Seattle. Running from November 5-9, Ms. Miller and Ms. Trafton presented their topic to a packed conference of educational professionals, "Multicultural Math and Science: Theory and Guidelines for Practice."

Working from the question, "Do traditional mathematics and science curriculum promote social justice in the K-12 classrooms of the U.S. today?" Ms. Miller and Ms. Trafton's presentation argued that "instructional strategies using ethnomathematics and culturally relevant science in the classroom offer educators opportunities to enhance the learning potential for all students, especially those whose cultural identities are not engaged by traditional methods."

"The topic is of great interest," Ms. Miller said.

The presentation, based on extensive research, involved a brief lecture to share historical and empirical research on multicultural math and science, a workshop to show the steps to developing a multicultural math and science curricula, and a discussion for reflection and further questioning.

"While I was at the NAME conference," Ms. Miller said, "I realized how well educated I am thanks to Evergreen. In all the workshops I attended, I was familiar with the topics covered and in some was able to contribute. I feel a real appreciation for the education I received at Evergreen."

NAME is a non-profit organization based out of Washington, D.C. The organization participates and organizes various events to, among other things, facilitate initiatives supportive of culturally diverse faculty, administrators, students, and parents in schools at all levels and establish standards and policy statements for educational institutions, organizations and policy makers.

Ms. Miller and Ms. Trafton, both staff representatives for the Multicultural Advisory Council for

the North Thurston School District, recently gave their presentation to the Council, asking that the curriculum be examined and changed to fit the needs to the changing student demographics.

"I am excited to be implementing my education in the real world to make a difference," Ms. Miller said.

Additional information about NAME can be found at www.nameorg.org.



MIT Faculty Member,
Terry Ford

THE FIRST DAY OF SCHOOL

2003 GRADS AND THEIR FIRST DAY TEACHING

When you're a kid, the first day of class at a new school is simultaneously thrilling and terrifying. We asked the most recent graduates of the MIT program about their first day teaching and it turns out teachers feel much the same way.

teaching can prepare you for the never-ending stream of paperwork.

*Michael McCormick, '03
Environmental and Life Science
Franklin Pierce High School
Tacoma, Washington*

My first day of teaching was smooth mayhem. I was hired on to teach 7th and 8th grade English and history at a charter school in Santa Rosa, CA. My school is brand spankin' new and was to be completed in early August. It was August 29th, and the first day of school was just three days away. I was to have been setting up my classroom; however, my classroom had wires sticking out from the walls, no lights in the ceiling, "mung" all over the floor, and no electricity. "Go ahead and settle on in, Daniel," they said. "Get cozy." About mid-day on Friday, however, they had a change of heart. "On second thought, let's temporarily put you in a room that works." The first day of school came, and though all my materials were in boxes, I did my best to make the kids think I was organized and knew what I was doing. They were quiet and sweet and never made fun of the fact that my pants were too short. Things went gorgeously.

*Daniel Thrall, '03
7th/8th Grade English and History
Santa Rosa, California*

What was your first day of teaching like?

Scary. Thrilling. Overwhelming. Ecstatic. Nerve-wracking. Fast. Satisfying.

My first day of teaching was both exciting and nerve-wracking. It felt good to begin to develop an English classroom. However, I was also quite overwhelmed. I was in a new place and met many, many people in a very short amount of time. In other words, it was perfect and wonderful.

*Jennifer Rundle, '03
Teaching in Seattle*

*Ryan Granillo, '03
10th and 11th Grade English
Lahainaluna High School
Maui, Hawaii*

My first day teaching was exhilarating, yet apprehensive. The amount of bureaucracy was somewhat overwhelming as rosters and students came and went, and students (knowing I was new) tried to push the limits. Yet at the same time, it felt great to be in charge of my own classroom with my own curriculum to teach. The MIT program did a great job of preparing me for teaching. However, not even student-



Fran McClurken, '05 presents "The Water Cycle"

"Education is not preparation for life; it is life itself."

-John Dewey

ALL YOU WANT TO KNOW ABOUT PLACEMENT

What is a Placement File?

A Placement File is a portfolio of professional training and education. School districts require that the official Placement File come from the prospective employee's college at the time of applying for a position.

A Placement File typically consists of professional letters of recommendation, a résumé, an academic preparation page, and a candidate's page.

A Placement File is sent to prospective employers at your request. The Placement File is held permanently at the Field Placement Office at Evergreen. It can be updated with new recommendations, current résumés, and revised candidate pages. If you've been looking for a job for more than a year since graduation, it's highly recommended you update your file.

Do the Placement Files Cost Money?

The initial fee for Placement Files is \$50.00, which includes the fee for the first five files sent to prospective employers. After the first five, each file sent out costs \$8.00.

Where Can I Find More Information on Placement Files?

The quickest and easiest source is www.evergreen.edu/mit/inside/placement. There, you'll find guidelines and suggestions on letters of recommendation, résumés, academic preparation pages, and candidate's pages. Plus, there are phone numbers and e-mail addresses for further assistance.

ROUND ONE

2004 MIT STUDENTS REFLECT ON THEIR FIRST QUARTER STUDENT TEACHING

Students in the 2004 MIT program recently wrapped up their first quarter of student teaching. We thought we'd try to get some of their recent insights.

What was the most important thing you learned during your first quarter of student teaching?

I learned how vital it is that I know who my students are. A teacher must take the time and make the effort to connect with each student in a real and personal way. Over the past ten weeks I came to know 25 fourth-graders in such a way. I learned to appreciate their strengths, weaknesses, personalities and potential. I learned how to be their teacher.

*Stephen Rennie, '04
4th Grade, Elma Elementary*

The most important thing I learned from this first student teaching experience is that every student has special needs, whether labeled or not. School cannot possibly undo all the

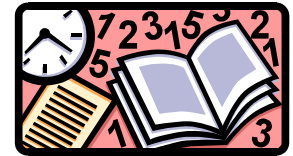
hardships and obstacles many of these kids face in their lives. I learned that it is so important to try to find out where students are coming from by talking with them, before talking about them to counselors, administrators and other teachers. At first, I was overwhelmed trying to meet every single student's unique learning style and personality in a room full of forty kids, ranging in age and ability level across the board. This, on top of trying to keep up with all the little things, preparing lesson plans, materials, trying to track down IEPs from special ed teachers, writing passes, classroom management stuff... it all seemed impossible. But then I realized that I can only give so much, and when I focus my energy on doing the very best I know how to do, keeping the needs of the students in mind, very positive things can happen. I made a point of checking in with each student, everyday, even if just to ask how their day was going. When I read over the final evaluations from the kids, I realized that I had reached

more of them than I thought. Sometimes they don't explicitly show you that what you are doing is working; you just have to believe that it is.

*Cecily Schmidt, '04
Art, Clover Park High School*

I was struck by the enormous amount of time it takes to be an effective teacher. There is no real prep period. That time is taken in maintaining the daily duties associated with administering a class. The curriculum planning and grading is all done on personal time. Teachers must be very committed to their students to continually improve their practice. There are many teachers who put in ten-hour days at school regularly. Teaching is more than a job; it's a calling and a real commitment.

*Jennifer Echte, '04
Physical Science and Biology*



“No one has yet realized the wealth of sympathy, the kindness and generosity bidden in the soul of a child. The effort of every true education should be to unlock that treasure.”

- Emma Goldman

Don't Be a Stranger, Alums

We're always interested in knowing where, what, and how our MIT graduates are doing. It would be extremely helpful if you could keep us updated. With current information, we can get a hold of you, send you information, and keep you up to speed with everything in the MIT world. If you get a chance, send us your mailing and e-mail addresses and your phone number. We'd also like to hear if you are teaching, where, in what subject area, and at what grade level. Send your feedback to Loren Petty at pettly@evergreen.edu or have a chat with him at (360) 867-6573.

Thanks for your time, Grads!



Current MIT students discuss Lev Vygotsky and social constructivism.



The Evergreen State College
Master in Teaching Program
Lab 1 3016
Olympia, WA 98505
(360) 867-6559

"The function of education is to teach one to think intensively and to think critically. Intelligence plus character—that is the goal of true education."
- Martin Luther King, Jr.

MIT AS THE NEXT ATKINS? LOSING WEIGHT AND GAINING SKILLS—BY MARLEE RIGGIN

Recently I have lost weight, and I wasn't even part of the cast of Survivor. When the people I know comment about it, I tell them, "I'm on the grad school diet." I always get a double-take, as my friends take inventory of the latest diet crazes and realize that they somehow missed this one. I was told that grad school was hard to get into. I was told that grad school was hard (after all this *is* college). I was told that grad school was expensive. But I was not told that grad school was the place to be to lose that extra twenty pounds I have been carrying since I received my Associates degree in 1997.

I have tried various other diet and exercise programs over the past twenty years—some with more success than others. I have done toe raises while standing in line, bicep curls

with grocery bags while walking home for the store, Kegel exercises while driving (doesn't everyone?) and sit-ups during commercial breaks. I have counted food exchanges, fat grams, carb grams, and calories. Now, all I



Marlee Riggins, '05

do is think, and *Voila!*—twelve pounds gone. That averages to a pound a week, so chances are the weight will stay off. Now all I have to do is pass my advancement to candidacy evaluation, continue through the next quarter, and

Bam!—twelve more pounds gone.

If I can stay in long enough to finish my master thesis project, I could continue on a maintenance program. Then I could incorporate a workout regime that would keep my aging body toned. And if I can manage to stay in the MIT program, it will reaffirm my confidence in humanity, my belief that "old girls finish first," my assurance that all things are possible, my faith in an education system that honors alternative learning preferences, and my gratitude for psychologists, counselors, family, and faculty who patiently helped me manage a severely under medicated case of ADHD. I think I can. I think I can! I think I can!! I've lost another pound!

Check Us
Out on
the Web!



www.evergreen.edu/mit

Want to be Published?

Do you have a reflections on teaching, news about education, or something you think should be in *The MIT Connection*? Submit something.

Send inquiries, ideas, and work to Sean P. Riley at rilsea22@evergreen.edu.

