

MIT Alumni Connection



THE EVERGREEN STATE COLLEGE

Volume 1, Issue 1
May 2002

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MIT Faculty(2002):
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Distinguished educator and author, Dr. bell hooks visited the Evergreen State College as the first African-American Daniel J. Evans chairperson. I asked her the following questions on education:

How do you see applying the pedagogical methods discussed in *Teaching to Transgress: Education as the Practice of Freedom*, to K-12 settings?

bell: I think by teaching children how to be critical thinkers, we prepare them to ask the important questions about knowledge they receive, not just to be passive recipients of knowledge. A child that is seven years old can ask the question, "Well, how did Columbus discover America if Native-American people were already here?" In fact, that's more of a kind of critical thinking question a child will immediately consider even more so than many adults in our society who are biased or racist and do not want to do that critical rethinking. There is so much we teach that is biased, racist, and sexist that we need to teach, like books or poems people consider classics or even ideas. What we can also teach is how people can think critically about

those ideas. Children are natural critical thinkers, that it comes organically to them to question, the issue is so often we want to silence that part of the child, that learning, questioning part and replace it with this little mind which will take in what we want and that is usually: take in these biases and claim them as your own and give them back to us.

What vital changes need to take place within the public education system in the next ten years?

bell: To me, the most vital change which needs to take place is a return to a total, 100% commitment to literacy. In a lot of schools where maintaining order has taken precedence over everything, the real vigilant care-taking of knowledge which says first and foremost, children must be given the skills to read and write often just simply fall by the wayside. Particularly in large school settings, where you have children reaching junior and senior grades who lack basic reading and writing skills. People should be taught to enjoy and take delight in reading because there are a lot of people who learn basic reading and writing skills in primary and high schools who hate it, because it's come with some kind of punishment or negativity. Once they get out of school it's almost as if they take a vow, "I will never read anything ever again." Reading is like playing basketball or anything else--if you do not practice, you lose the skill of it. We are seeing this with black males in this nation of all ages, they number highly among the illiterate. People need to be taught in primary schools a focus on reading and writing, because this can become the basis for so much else.

bell hooks continued from page 1:

These include healthy self esteem, and learning how to become a critical thinker. Certainly in my own life coming out of a working class environment -- out of public schools -- reading was the place where I developed the capacity to be a critical thinker. How did I know there were other homes different from my dysfunctional family? Reading taught me that there were different things people ate, dreamed, and talked about. This can be something which expands a child's universe. In any culture of domination, the imagination can be a liberating force. In children's lives, particularly children who come from troubled families, both emotionally and economically, using the imagination as a source for creativity, as a space where one can generate self-love and self-esteem, is crucial for survival and full self-actualization later in life.

I've done work with a lot of families in the Bronx and New York and people say to me, "I can't get my child to read." I say to them, "Do you read, does your child see you reading? What does it mean for a family to have a reading hour?" A lot of people work 40 hour a week jobs and may not feel they have the time or they may be too exhausted, so just to have even a few minutes where the whole family reads, where there is no television, no music and there is a sense of learning to be alone with your thoughts in that practice -- this is learning to appreciate reading as a space of community and pleasure.

Social Justice and Orissi:

Dr. Ratna Roy joins the Master's In Teaching cycle this year due to her passion for social justice and because two of her good friends are teaching along side her- Dr. Stephanie Kozick and Dr. Michael Vavrus. "No two white faculty from the academic world have validated me as much as these two have," explains Ratna.

Being the only living woman who embodies some of the rare Mahari form of Orissi dance, developed in the eastern state of Orissa in India, means she divides herself between MIT and Orissi. However, since dance is one of the components of this year's MIT, Ratna brings her expertise.



Dance and my identity cannot be separated—in many ways I believe that I was born to dance and reinvent Mahari dance. The day I quit dancing, I will have 24 hours to live," she states.

Prior to coming to Evergreen, she was a faculty member of South Seattle Community College for 10 years in the English Lab, working to help inadequately educated high school seniors stay in college. Sixty percent of the students had less than an 8th grade English level, some less than 4th grade. "This was a college where the majority of the students that I worked with were students of color or from impoverished backgrounds. Where did we fail them? asks Ratna. When I was 13 in India as a high school graduate, I knew more world politics than some students that graduate out of U.S. colleges. Why? Is it because as one peer told me, 'We don't need to know about you; you need to know about us?'"

Ratna said her hope for teachers and future teachers is that they not destroy people of Third World countries, underprivileged kids, poor kids (of any color) inadvertently because these teachers do not know what they are saying due to their privileges, or colorblindness.

"How do we get privileged US citizens to care about the rest of the world? How do we get teachers to really care to teach youngsters not to grow up into 'ugly Americans?'"

**Excerpt from *Teaching to Transgress*(1994):
Dr. bell hooks**

"To educate as the practice of freedom is a way of teaching that anyone can learn. That learning process comes easiest to those of us who teach who also believe that there is an aspect of our vocation that is sacred; who believe that our work is not merely to share information but to share in the intellectual and spiritual growth of our students. To teach in a manner that respects and cares for the souls of our students is essential if we are to provide the necessary conditions where learning can most deeply and intimately begin."(p. 13)

Introduction from our new Director:



Welcome to the first issue of the TESC Master in Teaching newsletter.

Since arriving in Olympia in August I have had the pleasure of meeting many of the students and faculty who have participated in teacher education at Evergreen over the years. I have been able to do some fascinating reading about the beginnings of teacher education at TESC. The origins of our current MIT program can be traced back to a program titled "Development, the Aim of Education", taught by Don Finkel and others, first in 1977-78 and again in 1981-82 and 1985-86. Finkel's program served as the major inspiration for the undergraduate "Teacher Education Program"(TEP), that began in 1986. The TEP was the first teacher certification program designed using TESC's philosophy of collaborative teaching and learning.

TESC did offer a successful Teacher certification program from 1980-1986 in conjunction with the University of Puget Sound, but this program was developed and organized by UPS.

"Based on what I've heard, observed and read in the past few months, the MIT program has been and continues to be very successful."

The Master in Teaching program was started in 1990, building on the theory and practice of the TEP, under the directorship of John Parker and, amazingly, five faculty members that are all still part of MIT (Jan Kido, Stephanie Kozick, Raul Nakasone, Yvonne Peterson, and Sherry Walton).

Based on what I have heard, observed and read in the past few months, the MIT program has been and continues to be very successful. TESC's coordinated studies model, with its team teaching, interdisciplinary courses, and reliance on primary texts has worked well in teacher education. The themes of development, democracy, multiculturalism, and extensive increasingly intensive field experiences have continued to show their effectiveness as cornerstones for the MIT program.

Not surprisingly, given the tumultuous nature of the past decade and the many forces that continue to impact teacher education in Washington, there is growing interest in making some changes in the way teacher education occurs at TESC. It was very interesting to discuss possible changes with the members of TESC's Professional Education Advisory Board at our meeting in early November. Their message was clear: do not lose what has always made the MIT program unique and successful, but do consider changes that will allow TESC to meet the needs of the community of educators

and potential educators looking for increased educational opportunities.

Along those lines, the next MIT cohort, which begins Fall, 2002-2004: *Teaching Against the Grain: Resisting the Culture of Schooling* will be taught by Dr. Elizabeth Diffendal, Dr. Jan Kido, Sonja Weidenhaup and myself. We will meet evenings and weekends except for daytime field experiences. This Fall MIT faculty and others at TESC are considering the possibility of offering opportunities for in-service teachers, such as a Professional Certification program and stand-alone endorsement programs. The structure of the MIT program will continue to be a subject for discussion in the coming months.

We hope this newsletter will be a good vehicle for sharing information about teacher education at Evergreen with former, current and future students.

These are exciting times for teacher education at TESC. We will keep you informed through this newsletter.

Editors note: Scott Coleman is the new director of the Master in Teaching Program. He has come most recently from Lewis-Clark State College in Lewiston, Idaho, where he worked for ten years in their successful teacher education program. Before this, Scott taught for eleven years as a science and math teacher in Southern California.



MIT 2003: Why Teach for Social Justice ?

Dr. Stephanie Kozick

The title and direction of the *Teaching for Social Justice* program came about as a mutual decision during the first of many team planning sessions. I felt strongly that this Master in Teaching cycle needed a specific program title, rather than the generic, “Master in Teaching 2001-2003.” A program title provides a more pressing commitment to a theme. The theme of *Teaching for Social Justice* is a heartfelt teaching - team sentiment recognizing that schooling is not the same for all schoolchildren. As Lisa Delpit discusses in her book, *Other People’s Children: Cultural Conflict in the Classroom*, we need to “free teachers to teach what they know, but to do so in a way that can transform and subsequently liberate their students.”

Personally, teaching for social justice is about having one’s eyes wide open about whom the schoolchildren in a classroom are. Children who speak a first language other than English should not be left to fend for themselves while the other children in the class gingerly work away because they understand

the activity directions. We must “see” all the students in our classrooms. Classroom teachers must not rely on the extra help that bilingual students receive outside the classroom in resource rooms; the best teaching and learning situations are contextual. (To find out more about contextual teaching and learning you can go to: www.wacontextual.org.)

Further, this Teaching for Social Justice learning community is engaged together in active inquiry about education, schooling, and social justice. The faculty do not have the answers about how to change current unjust schooling practices. The books, seminars, talks and workshops are our program’s vehicles for acting on this inquiry - together.

An interview with
Dr. Terry Ford,
faculty for MIT:
2000-2002

Why did you choose the theme of “Multiple Literacies: Working with the kids in Front of you for the MIT cycle, 2000-2002”?

Literacy is the main research field both Dr. Sherry Walton and I are trained in. From a sociopsycholinguistic perspective, literacy involves more than reading and writing. Literacy is a way of knowing, perceiving and interacting with the world. As such, there are multiple literacies—one can know how to “read and write” and not be able to comprehend in a field or subject that one has little experience in. For instance, though I have a Ph.D. in literacy, I would not be able to function in an upper level science class, not because I cannot read the material, but because I do not have the background knowledge

and skills it takes to “communicate” in that field. Each content area (science, math, social studies, art, music, theatre, drama, dance, etc.) has its own specific literacy attached to it. I can talk volleyball coaching strategy to fellow volleyball coaches, but would sound like a foreign language to many who were not versed in the topic. The same is true with students in the classroom. All kids come in to school with the literacies of their home environment. Sometimes these match the literacies practiced in the school, sometimes they do not. Literacies come in communication styles and patterns that are socialized by class as well as race, gender, and ethnicity.

What would you tell a teacher or prospective MIT student to be the importance of teaching for multiple literacies?

Teachers need to be able to:

- 1) Identify their own literacy skills and be aware of how their personal literacy may influence what they expect of learners in the classroom.
- 2) Determine the literacy skills that each student comes to school with. There is no such thing as a child NOT being literate—even if they speak a language other than English. Literacy is NOT merely reading and writing English.
- 3) Construct specific learning strategies that will not negate the cultural capital students bring to the classroom while helping them gain literacy skills in other areas.



Rebekkah and Mary

Second Family

by Mary Keating

It was a long time (after I knew in my head) before I could say aloud that I wanted to be a teacher. It seemed a formidable achievement. That's hard to imagine now—teaching is hard work, but it's comfortable, totally engaging work. Now that my own children are no longer children, I would feel lost without my classroom family.

As I watch my oldest daughter, Rebekkah, work her way through her first year in the MIT program, and as we talk, I recall my old doubts and jitters. (Will the kids like me? Can I control a large group? Will my lessons seem corny? Will I *know how to teach*?) Yet I have no qualms that she will be good to go. My advice—based on my experience—engage in your program work with all of your mind, and your heart as well, and you will be prepared to teach. And remember that you will be standing in front of a group of *children*. They won't bite your head off. In fact, they'll probably love you—they do that a lot!

What's the most important thing I could tell a first time job seeker? Know where you want to teach and do everything you can to

groom yourself for that school. This may mean doing some school observations or volunteer work on your own time. Student-teach in that school if it can be arranged—and once again—engage in your work with all of your mind and all of your heart.

As for addressing the ongoing Evergreen MIT question of teaching for social justice, that means something different in each teaching assignment. I believe that perhaps the biggest challenge is teaching middle and upper class children *about* social justice. In my current teaching assignment, where our free and reduced lunch rate hovers around 70 percent, everything I do is teaching for social justice. I want to prepare my students to have the same opportunities as students from the most affluent districts. It's an overwhelming task if I think about it too hard. I reassure myself with the thought that everything I do matters—even talking about myself opens windows for them. (“You went to college, Mrs. Keating?”) They know me as a person, and I help them recognize themselves as individual, talented people, and that's a big first step. And every journey must begin with a single step.

Editors note: *Mary graduated from Evergreen with her B.A. in 1995, focusing on Literature and history and also earned her MIT degree in 1998 from TESC.*

She substituted for one year, grades K-8; now in third year teaching multi-age grades 4 and 5 at Oakville Elementary (near the Chehalis Indian Reservation)

She is 42 years old, and lives near Rochester with her spouse Scott. She has two daughters—Rebekkah, age 23 (who currently attends MIT 2003) and Amber, age 21 who will graduate from UW this spring. 5

Student Teaching Experiences:

◆ *Kevin Krench*, MIT 2002, completed his first student teaching assignment at Marshall middle school in an 8th grade Humanities/Social Studies class.

He developed a lesson to acknowledge slavery and connect it with the North American experience. He told history through the perspective of the African American between 1618-1865. “It went well,” says Kevin. “The students were surprised by the information; I had a three week plan with seven different groups taking seven different aspects. They had a difficult time with the history that actually transpired,” he said. Kevin brought in guest speaker Joyce Stahmer for personal storytelling on the African American experience. Joyce sang secret freedom songs to tell the story about the underground railroad. At first the kids were shy in singing, but they asked many questions, she stated.

Kevin's mentor teacher was supportive in this process and let him go where he wanted yet helped to keep him on track. The biggest lesson he learned was that his perception of 8th graders is a little different now than before. He learned that not all are at the same developmental level.

◆ *Tawniya Smith*, MIT 2002, student taught in K'lynn Winkle's classroom at Shelton middle school from September 4th-November 16th, 2001.

“For me it was a very awesome experience. My mentor was wonderful; she was very supportive. I was really very lucky. I taught a new story and poetry unit. I took the students through the writing process. I taught them how to interview. They all became news reporters. Their story ideas were so creative,” she states.

Heather Dean
Secondary Science and Math

The 2001-2003 cycle focus struck me in a meaningful way: “Teaching for Social Justice: Integrating Cultural, Cognitive and Kinesthetic Approaches....” The importance of this confirmed my decision to attend this program. With the events of September 11 and the continuing aftermath, the necessity for teachers to be committed in “Teaching for Social Justice” is even more essential.

I want to teach in an area with a shortage of teachers, where often the emergency teachers may not be adequately prepared to face the challenges presented. I am certain that my education here will not only make me a better teacher, but one who consciously teaches for social justice with a commitment to interrupt cycles of oppression that exist in the public school system and the United States.

Kristen Hamilton-
Secondary Language arts
endorsement

“Teaching for social justice means that every voice is heard, valued and discussed. As a teacher I will raise issues of social justice and injustice by presenting materials that will engage students in dialogue, critical thinking and inquiry. I will have the opportunity to select from a variety of literature which requires personal interpretation. My intent will not be to offer my opinions, but rather to encourage my students to question the perspective of the writer and come to their own conclusions.”

Students' responses from MIT 2003

Robert Bearak
Secondary Social Studies

“Social justice means creating an environment where different opinions can be expressed and different lives lived out with respect for others and one’s self. It means the confrontation of authoritarian oppression in search for freedom. My thesis is on the consensus decision making model and how to implement it into the more hierarchical school model currently in use.”

Courtney Haedt
Elementary Ed
Bilingual endorsement

I think of social justice as an awareness. Not just teaching by the book, but using alternative resources which are just as valid as traditional methods. Teaching to empower students to have their own thoughts. Students needs are not really taken into account. However, they should be. I want students to be excited about learning, so they feel that they own their education. I want to teach them what they are interested in learning, by teaching things they can relate to. There needs to be a balance between what society wants them to know and what students are genuinely interested in. They are going to remember information which relates to them.

“The knowledge and experience I have gained in the short time I have been in the MIT program has revealed how much more there is to teaching than lesson plans and classroom management.” - Heather Dean

Michael McCormick
Secondary Science and Earth
Science endorsement

Teaching for social justice means that all people regardless of race, national origin, religion, gender and sexual orientation have an equal opportunity to improve their lives through education. Education should be balanced and pedagogies developed to take into account varying interest and backgrounds.

Bill “Shan” Shanahan
Broad Area Social
Studies endorsement

I want to teach American history because it’s been, for a long time, a distortion of the truth. An important aspect of knowing where we are today, is knowing where we can go in the future. If we can clarify these distortions, have insight and understanding of the present, this can give us insight into the future.



Daniel Reed, MIT 2003 plays his song, “Winter Wages War” for a visual response project.

1996 Alumni receives National AACTE Award:

Wayne Au, Berkeley high school history teacher was recognized with an American Association of Colleges for Teacher Education Advocate for Justice - Early Career Award at the associations 54th annual meeting in New York City.

This award honors teachers who firmly support equity issues, have linked his/her work with social justice and teacher education, and whose work shows evidence that it will have impact over time.

Au is a steering committee member of the National Coalition of Education Activists, a multiracial membership organization and network of parents, teachers and other staff, union and community activists, teacher educators, and others working for equitable and excellent schools. He has produced numerous publications on everything from using hip hop in the language arts classroom to teaching about the World Trade Organization.

"I was impressed, but not surprised that AACTE has selected Wayne Au for this award. His work developing social justice curriculum is well known by social studies teachers nationally. We have been using materials he developed, or collaborated in developing in our ethnic studies classes for years." says Anne Johnston, chair of the history department.

The AACTE is a national, voluntary association of colleges and universities with undergraduate or graduate programs to prepare professional educators. 90 percent of the nations new teachers graduate through the AACTE schools each year.

What a few MIT Grads are doing now:

Stacey Carr: (1998) is currently attending the elementary school counselor Master's program at St. Martins to gain a certificate in counseling. She taught initially at Tumwater high school and then substituted at Yelm night extension school before enrolling at St. Martins. "I found independent learning was good. They (the students) felt like they were not wasting their time," she says. Of her education in the MIT program, "It's been great in learning how to be interdisciplinary and have democratic classrooms as well as learning how to customize by bringing the curriculum into the classroom to adapt to the students."

Karla Browning: (1999) is the librarian at Lakota Junior High in Federal Way. She taught English for one year at Steilacoom high school and then went on to get an endorsement in library media science from the University of Washington. She prefers her current occupation as a librarian to teaching English. Her current position allows her to teach research skills to the students. The two student teaching experiences on her resume were positively commented on during job interviews, she explains.

Jeffrey Reagon: (1999) is teaching Advanced Placement American Literature to juniors at Timberline high school. He says his position includes lots of work but is very rewarding. "I'm so happy that I found a job that I love. I'm prepared to enjoy it until I no longer enjoy what I am doing," he explains. "The MIT program was so intense that it geared me up for the amount of work one has to do to be successful." He says he would like to teach from more diverse books eventually, but the older literature is better preparation for the SAT advance placement tests currently, which are beneficial for College entrance.

Susan McLaughlin: (1999) is teaching kindergarten at Yelm Community School. She says this is an exciting year for her because through the passing of Initiative I-728 taxpayers approved money for fulltime schooling in each district to use to implement an all day kindergarten program. She credits the Master's in Teaching program with doing a good job in preparing her by exposing her to different curriculum methods, subject matter, teaching styles, as well as readings from diverse authors. "They gave us a lot of info, at least I felt like where to go, where I could go, to find curriculum." Many times she has heard certain books mentioned she read while at Evergreen relating to teaching that her colleagues often have not.

Taunya Mattson: (1998) began teaching an evening school program at Garfield high school for kids who had failed their day classes. Unfortunately, the program ran out of funding. She is currently working as a server and is looking for other employment in education, preferably working in alternative education.

A conversation with second year MIT: 2002 student, Delia Dunlap

1. Hi Delia, when will you be graduating, what is your endorsement area(s) in, and where you would like to teach?

I graduate this June from MIT. My endorsement area is secondary social studies. My favorite area of study is world history/current world issues. I have a particular passion to teach in Alternative Schools, working with under-privileged youth.

2. Describe your recent student teaching experience:

I taught in an alternative high school in a semi-rural area outside of Olympia. My students were in school for two hours each day and were expected to complete 15 hours of class work outside of school each week. I worked with students age 14-20, but most of my students were 17-18. Every day I taught two, two-hour block classes. The first class was world history, U.S. history and language arts. My second class was a community building and personal development class. The academic work was primarily language arts.

I also had other students who worked on independent contracts before and after class hours. My day, like all teachers, was very full. I had a very positive experience. Teaching was one of the most intense and challenging experiences of my life. In the beginning of the quarter, I had many problems with establishing clear classroom rules and expectations. Creating time for weekly classroom meetings where we discussed issues connected to problems within the class related to race, class, gender, and sexual orientation improved students'

relationships to each other and their ability to respectfully engage in discussions on important issues. My persistent positive attitude enabled me to form strong, positive and supportive connections with all of my students.

3. What are some of the main elements you learned through this experience to take with you?

The main elements I learned are that no matter how nervous, unprepared, or insecure I feel about new experiences, perseverance does lead to success! I now feel prepared to tackle any challenge in life! I have a lot to learn in the future, but I have the tools and resources I need to continue improving myself as a learner, teacher and individual. Teaching reaffirmed my beliefs that all students, regardless of previous experiences, can be successful in school. Indeed, all individuals do have a natural passion for learning, no matter how buried that passion may be. What an empowering lesson to remind myself of in the future when I feel like a ship lost at sea!

Volunteer opportunities :

- Volunteer reading tutors are needed at Lacey Elementary and Pleasant Glade Elementary in Olympia. "Just 1 hour a week can make a difference to kids in the community who need you." Call (360)412-4658.
- Mason County Literacy is looking for volunteers to teach ESL in day and evening classes. Tutor at the Mason county jail. Carpools from Olympia. Contact Jenny Blumenstein at (360) 426-9733

Volunteer opportunities:

- Have you ever considered teaching English as a Second Language to adults? The CIELO Project, a non-profit whose mission is to serve and empower the Hispanic community in the Olympia area, is selectively recruiting volunteer teachers for our free ESL Program. Classes are held at Radio Ranch in east Olympia on Tuesday and Thursday nights from 6:30-8:30. Four levels of English classes are offered from introductory to advanced. Teachers are provided with 10 hours of basic ESL training, observe classes, and then teach one or two nights a week and participate in monthly program planning meetings. Our program strives to be student-centered and consistent. We are looking for people who are patient, flexible, interested in cross-cultural dialogue, have a good sense of humor, and are sincerely committed to helping others learn English. Radio Ranch is located off of Martin Way, at 3102 8th Ave. in Olympia. For more information, please call Anna at 709-0931.
- The Youth Mentorship Program is looking for Spanish speaking volunteers to mentor High School students for a minimum of 1 hour per week. Call (360)352-5856
- The Safe Schools Coalition is looking for volunteers and membership: www.safeschoolscoalition.org (206)632-0662 x 49
- The Olympia Freeskool is looking for teachers, students and volunteers. They have an open house every Tuesday from 3-6pm at the office in Media Island(816 Adams st. Across from the downtown library) www.olynetwork.org/freeskool. 1-877-726-4654.

Staff Corner:

◆ JT Austin is the new placement coordinator for Student Teaching Internships and Field Observations.

◆ Lydel Clark's position has been changed to include all MIT advising of potential students, current students and Alumni as well as Certification specialist and other related duties.

Upcoming Events and Important Dates:

May: Asian Pacific American Heritage month

May 5-11: Teacher Appreciation Week

May 7: National Teacher Day

May 8-10: "Environmental Health: Protecting Children" - Washington State Environmental Health Association Location: WestCoast Olympia, Hotel (Olympia, Washington). Description: Annual Education Conference 2002 - Co-sponsored with the Washington Education Association Contact: Ned Therien, Ned.therien@doh.wa.gov

May 12: Mother's Day

May 14: Title I School wide Implementation conference Location: Yakima, Yakima Convention Center Description: This conference provides professional development for Title I schools who have operated a school wide program for more than one year. Contact: Barbara Colburn 360/725-6228 (bcolburn@ospi.wednet.edu)

May 15-17: State Board of Education meeting Location: TBD Description: Contact: Larry Davis 360/725-6025 (ldavis@ospi.wednet.edu)

May 21: OSPI Washington Educational Research Network "Addressing the Achievement Gap in Washington" Location: SeaTac, Holiday Inn Description: The program will include presentations and discussion of research studies and projects by Washington organizations. Contact: Sue Shannon 360/725-6317 (sshannon@ospi.wednet.edu)

Resources/Job Opportunities:

Looking for employment opportunities in education in Washington State? www.wateach.com

Website source listings for current job openings in Washington State:

www.wa.nea.org

The Public School Cooperative has job openings listed at:

<http://pspc.esd113.k12.wa.us>

or call (360)753-2855

Clover Park School district located in Lakewood, WA is recruiting teachers and student teachers:

<http://cpsd.cloverpark.k12.wa.us>

or call (253)583-5096

Free Training in Special Ed:

The Office of Superintendent of Public Instruction is offering a free training in Special Education for all staff and parents.

six hour workshops will include :

◆ Special Education and the law; Section 504 Accommodations and Specially Designed Instruction(SDI)

◆ Evaluation and IEP's; General Education and Special Education and Special Education

◆ Discipline and Behavior Interventions

For more information contact: Christine Perkins, Parent Educator Relations Coordinator at (253) 588-0637 or cperkins2@mindspring.com Visit OSPI website at: www.k12.wa.us/specialized/stateneeds/wsseta.asp

Olympia School District Office and Avanti High School are moving until Feb. 2003:

You can find them at Rogers Elementary
2001 26th Ave. NE
Olympia, WA
except for:

Speech learning Pathologists
Occupational/Vision/ Physical Therapists
Even Start Coordinator
at Old Madison Elementary: 812 S. Central Olympia

