



# THE MIT CONNECTION

Volume 2, Issue 1 May 2003

## **Master in Teaching**

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**MIT Certification and Advising Specialist:**

Maggie Foran

**Field Experience:**

Loren Petty

**MIT Faculty (2005):**

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**MIT Faculty (2004):**

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## **ALUMNI SPOTLIGHTS**

COMPILED BY MEGAN HENNINGSEN '04

My name is Megan Henningsen and although I am not an alumni I am a current MIT student and graduate assistant. When assigned the task of putting together this newsletter, and trying to consider what people would be interested in reading, I decided to contact as many alumni over email as possible and ask them the following:

*In reflecting upon your experience in the MIT program, what is one of the most significant things you learned that you have taken with you into your teaching career?*

Here is what some shared:

### **Josh Nilsson '98**

I would say that the opportunity to do two separate 10 week student teaching stints was most helpful because I was able to try a traditional high school and an alternative high school. This gave me the experience to know that I was a good fit for alternative ed. I also appreciated the first quarter's emphasis on education history and ed reform in Washington State.

### **Scott Mauk '94**

Because my program was academically rigorous, it prepared me for the rigors of teaching. Also, having some fundamental knowledge of developmental psych really helps build on one's own pedagogy. I find myself often referring back and building on the wisdom I developed in the MIT program. I also want to create a similar environment to the one I



experienced there—combined with rigor, accountability and flexibility, there was a camaraderie and the relationships among us were strong. It really helped us all through and gave me the confidence to become a leader in my profession.

### **Mary Anderson '96**

One of the most important teaching practices we held sacred in our MIT program was to honor and respect the differences within our student while continuing to set high educational standards and goals. In dealing with special education students and with staff, it's important to "learn each other's stories" and with respect, find ways to greater success as a learning team.

### **Brent Conklin '00**

I think the most incredible gift I was given during MIT 2000 Teachers of Native American Learners was that as a teacher you have awesome power, and with that power comes great responsibility. I think we all left the program with a sense of purpose, a desire to change the world, and a wish for our students to be turned on to learning for the rest of their lives.

Pulling those things off in a public school is challenging to say the least. But having an Evergreen education gives you the ability to make mistakes, learn from them, and laugh your way through an often thankless profession. The emphasis on reflection serves teachers well throughout their career.

## DIRECTOR'S COLUMN

BY SCOTT COLEMAN



Greetings! The Master in Teaching Program has had an eventful year. In August we were fortunate in hiring two highly experienced and qualified MIT staff members, Maggie Foran (Certification and Advising) and Loren Petty (Field Experience). Over the past nine months, Maggie and Loren's competence and friendliness have endeared them to the many students, prospective students, faculty, and administrators they work with.

In October, after months of gathering evidence, our program had a very successful state review and was subsequently granted a five year accreditation renewal from the State Board.

In March, Evergreen was approved by the state to begin offering a Professional Certificate Program—this proposal and the program are a result of the efforts of the MIT faculty and staff with support from many others on campus.

We are currently engaged in a pilot of that program and hope to make it more widely available to our graduates and others starting next Fall. Demand for our program has been very high. We have had over 100 applicants for our 45 member program in each of the past two years. Most importantly, our graduates continue to find employment, impress those who hire them, and make a positive difference in the lives of their students.

*"Better than a thousand days of diligent study is one day with a great teacher."*

*-Japanese Proverb*



**Current MIT Student**  
Cecily Schmidt '04

### MEET SONJA WIEDENHAUPT: NEWEST ADDITION TO THE MIT FACULTY

This is my first experience teaching in the MIT program. I've been at Evergreen for five years now, teaching from a psychological perspective in the undergraduate program. I was invited to participate in this cohort of MIT because I had recently completed my doctoral work where I researched and pondered the role that intrinsic motivation plays for learning.

My personal reasons for joining MIT are that after 5 years of teaching assistantships at Berkeley and 4 years of teaching interdisciplinary programs at Evergreen, I am bursting with questions about teaching and learning.

As the daughter of a very organized, tidy and punctual set of German parents, I have been the source of much frustration for them as I slowly learn to be systematic and orderly about my chaos. Over the years I learned that the more organized I am as a teacher, the better I am able to avoid confusion and frustration in the students.

I was beginning to feel more successful until, not so long ago, a very close teaching friend of mine noticed that I was organizing my class to avoid chaos and conflict as best as possible. She asked me point blank, "Why would you want to do that? That's where

all the learning happens." Ever since, I've been thinking about the role of structure in the classroom. What's the difference between a structure that is useful as scaffolding and one that is overly protective? In the absence of structure, what determines whether the experience is one of chaos or conflict that undermines learning, or one that is disequilibrating and stimulates curiosity and problem solving?

This opportunity to participate with the MIT program has been thrilling, challenging and mind-rearranging. Through a myriad of conversations with students and faculty, the implications of creating structure and of avoiding conflict in the classroom are becoming ever more complex in my mind.

I'm sure there are many more questions that I could be asking. I'm also realizing that knowing the question and translating the answers into appropriate and pragmatic practices is another. When I first started teaching as a graduate student, a faculty member said to us, "being a teacher doesn't describe who you are, it describes what you do."

From the very beginning, he planted the seed in my head that good teachers aren't born, but emerge as a result of careful observation, practice, experimentation and constant reflection. I have carried this conception around with me for the last ten years as I experiment regularly, both successfully and unsuccessfully, with different ways of teaching.

The chance to participate within this learning community has been such a gift, a sabbatical of sorts, where I continue to think deeply about teaching and learning, but in a public space with a community of committed and insightful soon-to-be-teachers. Thanks to this learning community as well as all the philosophers, researchers and teachers who have taken the time to share their insights, I am developing both a framework for making sense of my past experiments and more anchored strategies for future ones. I am excited, more than ever, to continue this life long apprenticeship in teaching and learning.



**Sonja Wiedenhaupt**

# MEET THE NEW MIT STAFF!

## Maggie Foran

As the oldest of seven, it seems like I've always been teaching, advising, and organizing, in spite of being shy. Back in the 1970's, I received a scholarship from the Spokane chapter of the Washington Education Association for students interested in teaching, and went on for a BA with teaching certification in social sciences. I taught high school two years, and then pursued a MA in Counseling. Having worked as a staff member for Seattle University, SPSCC and Centralia College, I was happy last August to bring my advising skills back to supporting teacher education.

As your Certification and Advising Specialist for the MIT program, I'm responsible for keeping current on endorsement and admissions and certification regulations and

procedures, to better assist prospective, current and former students. I assist with the MIT program recruitment and admissions process, and ensure all current MIT students have the proper documentation in their files. Of course, the best part of the job is being able to give our MIT graduates temporary teaching permits upon program completion, and submitting the appropriate paperwork and fees to OSPI so students receive their teaching certificates. Other small pieces of my job include helping students access graduate scholarships and financial aid, and assisting alumni with the process to add endorsements.

For those of you wondering what happened to Lyndel Clark, my predecessor, she has taken a position with Evergreen's

Registration and Records Office. I know she has cheered many of you on, so stop by and let her know how you are doing and if you found your dream job.

I am proud to be a part of the MIT network that supports our MIT students in becoming reflective, competent professionals working to make the education system more equitable for all children and teens. My own daughters benefited from the creativity and expertise of teachers at L. P. Brown Elementary here in Olympia who were MIT grads. Give me a call at 360-867-6559, stop by Lab 1, Room 3016 or email me at [foranm@evergreen.edu](mailto:foranm@evergreen.edu) if I can provide any information or assistance that may help you.



Maggie Foran

## Loren Petty

I have a great quote above my desk that goes like this, "Everything we do gives an impression to our students about who we are and who we want them to become." I am not sure who coined the quote, but I sure like it and try to live up to it. My name is Loren Petty and I am the Field Experience Officer for the Master in Teaching Program. My job duties include the coordination of Student Teaching Internships, Practicum Placements, and School Observations as well as Mock Interviews, Job Search Training, MIT Job Fair and Placement FileServices to name a few. I

started at The Evergreen State College this past August with Prior experience from Saint Martin's College.

I am also coordinating the new Professional Certificate Program at Evergreen. As of September 1, 2000, all beginning teachers receive Residency Certificates as their first Washington teaching certificate. This certificate is valid for five years. Within this five-year period, teachers are expected to earn the second level teaching certificate, the Professional Certificate.

For more information on this new program check out our website at [www.evergreen.edu/mit/procert](http://www.evergreen.edu/mit/procert).

I have really enjoyed getting to know the current students in the program and look forward to touching base with some of the Alumni. Feel free to stop by my office, LAB 1, Room 3012 for some jelly beans or to discuss the Mariners. Also, if you have been teaching for three or more years and would like a student teacher, please call 360-867-6573 or email: [pettyl@evergreen.edu](mailto:pettyl@evergreen.edu).



Loren Petty



Current MIT students in downtown Olympia at the teacher's rally in January 2003.

# ONE STUDENT’S PERSPECTIVE ON MIT 2002-2004—AMY LOSKOTA ‘04

Slowly the knowledge I gain in this program becomes a part of the very fiber of my being. Sometimes this learning feels like something that was always there, but I just needed to be reminded of it. We have much to accomplish and our work is much more difficult because we can’t just sit back in lecture and take notes. We do not have the luxury of merely filtering our texts through our own opinions and passing multiple-choice tests. In this Master’s program we have to bring our views in front of our classmates. Before I went to Evergreen there was tremendous leisure in growing up in a world where my values and morals were never challenged. Within that leisure was little opportunity for mental or spiritual growth.

The biggest risk my classmates and I take is when we bring our set ideologies to this class. All of us in MIT are very concerned about the issues that affect our lives and our students lives. There is sometimes fear that our viewpoints will be analyzed and pronounced as different, or worse, wrong. Yet in the class some have been taking these risks. We have stood up and represented issues of race, gender, economics, and the current imbalance of power in our world. This takes an immeasurable amount of strength and integrity of spirit. To teach is a balanced measure of body, mind, and spirit. I believe that the mind must be open and flexible to any situation. The spirit (however you may define the divine in

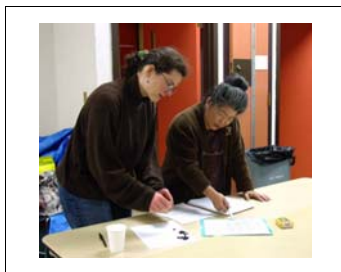
all of us) must temper our mind with kindness, empathy, and understanding for our students, coworkers, and parents. The body is our vehicle as teachers, it is our instrument, and thus I believe we need to keep it well cared for and give it rest when rest is deserved.

*“I have learned to respect the intelligence, integrity, creativity and capacity for deep thought and hard work latent somewhere in every child”*  
- Sybil Marshall



## Hey Alumni!!!

It would be SSSSOOOO helpful if you could let us know your most recent contact information: Address, Email, & Phone number. It is especially nice to have your email address because it is an easy way to get a hold of you, send you information, and let you know what’s going on in the MIT world! We’d also love to hear if you are teaching, where, subject area, and grade levels. You can email your information to Loren Petty at [pettyl@evergreen.edu](mailto:pettyl@evergreen.edu) or give him a call at (360) 867-6573. It would be much appreciated.  
THANK YOU!!!!



MIT Faculty Jan Kido and Sonja Wiedenhaupt participating in a math workshop led by a guest speaker.

**Want a Job?**  
Update your placement file. Check out our information at [www.evergreen.edu/mit](http://www.evergreen.edu/mit) or call Kana Shephard at (360) 867-6707.  
  
Rates are going up in July 2003:  
Get your requests in now!

## AN UPDATE: WHAT IT'S LIKE TO BE A 5TH GRADE TEACHER — DENISE MILLER '98

I found a job that was a great 'fit' in Springfield, Oregon, not long after graduation in 1998. I was hired by Thurston HS in Springfield as a Health Occupations instructor. Thurston, as you might recall, became infamous in May 1998 because of Kip Kinkel. Kip killed his parents one evening, then came to school the next morning and killed two students and shot and wounded 25 others in the school cafeteria. Of course, we were overshadowed by Columbine the next spring. It was an interesting, albeit difficult experience to work through the year after the shooting at the school. I am thankful for my prior years of experience as a Hospice nurse.

What I wanted to share is that hardly a day goes by that I do not think of and reflect on my experiences and learning in the

MIT program. I learned the lessons well! After I finish teaching a class, I find myself reflecting on how the session went, and how I might make adaptations to involve the students more! Or I ask myself when I am planning a lesson—What can I do to create some 'disequilibrium', capture the student's interest, and take a risk.

To add to that, I have learned how it's okay to care passionately about what I do and care passionately about the well-being and learning of my students and combine it with being myself and having high expectations for what my students can learn and do.

I have read via our alumni links about grads who have moved to other pursuits-but I just wanted to share that even though I made a huge career change from a comfortable

profession in nursing, I am so glad that I am a teacher! I thrive on the professional challenges, and the kids are great...even small successes are huge when it makes an impact in a student's life!

A giant thanks to all of you—Jan, Betsy, Sherry, Pauletta, Raul and Michael in the 96-98 cycle—who challenged us to think, inquire, reflect, and become...I am still in that process.

In these uncertain times of budget constraints and turmoil, as well as uncertain economic and political events, becoming a teacher is a daily reward/struggle/challenge/rich life experience. Thank you for sharing your lives and energies with us during those 96-98 years.



The new seminar building:  
A Work in Progress



*The art of teaching is  
the art of awakening  
the natural curiosity of  
young minds.*

*-Anatole France*

### A POEM — BY ANGELA POLOWY '04

#### To Be Ever-green

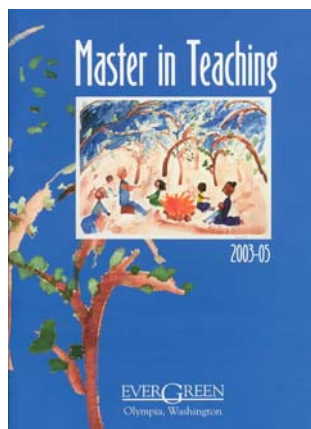
I feel like a tree, growing towards  
The person I am to be.  
Reaching for new knowledge,  
Slowly pushing through  
To higher levels.  
Branching out to learn about  
What does it mean to be  
A Teacher?  
Like nutrients, I pull to me  
New thoughts and ideas.  
Every day, I grow another branch.  
My inherent potential

Is water, and abundant.  
The sun, feeding  
Aspirations,  
Creating new ways of being.  
Thinking sprouts new growth.  
I stretch. I reach.  
I am in process,  
Adding to branches  
Of previous experiences.  
I can only wish  
To always be Ever-green.



# ALMOST DONE!!!

TWO SECOND-YEAR MIT STUDENTS REFLECT



2003-05 MIT Catalog  
Cover art by Keeva  
McManus, age 10,  
Lincoln Elementary School

## Robie Spaulding '03

The most significant thing I experienced in the MIT program was the whole social justice theme and learning about the needs of individual students and how important they are.

The camaraderie of friendships within the group were the social highlights for me.

Academically, the guest speakers and panels were incredible. The teaching style really made learning easy. The way the program was structured allowed me to be myself while learning. There was so much work, but I learned so much. There isn't an area that I haven't grown in and my writing has gotten so much better. Another highlight is the knowledge of the faculty and how well they worked with us.

## Kathy Miller '03

The most significant thing I've gained in the MIT program is an appreciation for diversity. Not just ethnicity, but social classes and other marginalized people. I've learned to recognize who my marginalized students are and how to adjust the curriculum to create a socially just classroom.

The highlight of the program for me right now is my Master's Project. The thesis was such a rewarding thing to have signed. It was the fruition of all our efforts. It was like a journey. Two years ago I was starting to climb and the Master's Project was Mount Everest and I have now just planted the flag!

I am currently a student teacher at Lakes Elementary. I'm

loving first grade! Did you know that you can tell the difference between male and female frogs by the size of their ears?

This week at school we made spaghetti with fly sauce. We were studying about frogs and what they eat, so to integrate we measured spaghetti and counted seventy strands in a 1/2 cup and we did a word problem about how many cups it took to feed all twenty of us and today we make "Fly Eyes Cake" (poppy seeds in vanilla cake).

I am so in my element. I love it. I played leap frog yesterday too. To think I may get paid to do this soon is fantastic!

# EVERGREEN

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