

This document gives faculty summaries of service. This document only refers to service within the past five years; for more information about faculty's work and experience, please see [the faculty summary of qualifications and faculty resumes](#).

Scott Coleman: Service

- 1) I have been a member of AACTE for the past 5 years.
- 2) In August 2008, I will be doing a workshop for teachers exploring some aspects of the relationship between teacher education and psychological health (the target audience is public school teachers).

Jacque Ensig: Professional Organization Contributions

- founding member of Washington National Association of Multicultural Education Steering Committee to found Washington Educators for Social Justice. This has entailed meetings as well as listserv communications all this year.
- have coached former students who are currently teaching in public schools in Seattle, Chicago, Connecticut, and greater Puget Sound region
- TESC summer institutes: Diversity Institute, Olympic Natural History, Diversity Program Institute, Sustainability in Action
- The National Association for Multicultural Education (NAME) selected *Community and Difference: Teaching, Pluralism, and Social Justice* (in which I have a chapter) as the recipient of the 2006 Phillip C. Chinn Multicultural Book Award.

Terry Ford: Service to Evergreen and Public Schools

About Advising/Access/Administration

My stay in student affairs the past year and a half has been a learning adventure. I've done much more than the original plan of being the faculty advisor for a year. I've always done well with students in a one on one, mentoring position, which is why I felt it was a good match for me to do this advising. Moving into the director's position, I saw students less and the job became more of managing information flow, and supervising staff, making sure schedules were made, kept and met; planning special events (Internship Fair, Freshman Advising day, and New Student orientations). I have good management skills, and I'm very well organized. I think my presence (and personality) provided a sense of stability in the advising unit that was much needed. Staff knew they could count on me to make decisions, say no when I meant no and say yes when I meant yes. I also tried to be conscious of allowing individuals the room and space to try out new things, while maintaining a balance of predictability. Not always an easy task.

Taking on the role of Access Director brought new insights as well. Talking to individuals each day who needed accommodations brought more clearly into focus for me the ways our college is lacking in support for these folks. For instance, other campuses have someone on campus who can do the testing needed, and support personnel for weekly individual management help. Our books on tape support has increased this year with a new scanner, so we can scan and produce

these quicker on our own now. What used to take 2 weeks to process can now be done in 4 hours. However, from this vantage point, it is easy to see how the creative, generative, last minute planning on the part of the faculty creates a severe disadvantage to folks with Access Services. Technology access is another hot spot issue. With as many faculty using the web for much of their delivery, faculty need to attend to software used and formatting for students who need to use reader software. There have been several instances this year that the way web formatting was done was not accessible. Integrating these ideas into the summer institutes would be helpful I think.

Overall, I think staff would say I'm firm, fair, and consistent. I have a backbone. I can make a decision. I know when to lead and when to collaborate. I have a vision that can move people forward to action. I am immediate with follow-through. I am clear with communicating my expectations, and hold people to meeting them.

About Governance/Service To The College

I've been involved in the college on several levels the past 5 years. I've served on several search committees: MIT Director, MIT Math, MIT Literacy (x2), Key Academic Specialist, Academic Advising Director (x2), and Prime Time Advisor. I participated in the fifth year reviews for Oscar Soule, Sherry Walton, and Masao Sugiyama. Frances Rains asked that I participate in her conversion panel this year and I did. I've done Fridays at Evergreen, Academic Fair, Advising Festival in Housing, New student Orientations, Preview Day, New Student Advising workshops, MIT/teacher education advising workshops.

Being in teacher education, part of my responsibility is also to be involved with K-12 schools. I've participated in grants that involve partnering college folk with K-12 education. In the PT3 grant I worked with Washington Middle School and Olympia High school; with the Gear Up grant I've worked with teachers in Oakville and Woodbrook Middle school in Clover Park.. Sherry and I did reading assessment, and provided strategy feedback for all of the 7th graders at Oakville Middle School. I've also been a reader for 8th grade portfolios at Jason Lee. Most recently, I participated with North Thurston teachers reading and scoring WASL practice tests.

I've participated at the state level in teacher education. I participated in meetings about the state mandated teaching rubric, and a state meeting for literacy professionals, as well as a state meeting for special education.

I've been involved in NUMEROUS conversations with Tacoma Campus about creating a teacher education route in Tacoma. I've been up there doing advising with students, as well as providing testing preparation opportunities for the West B.

The last 2 years I've been involved in meetings with the new faculty as much as possible and provided help and support for core faculty. I've also been in many meetings and conversations with Carol Minugh about the Gateways program. I attend the Washington Scholars reception every year, and participate in Day of Presence/Day of Absence activities. I regularly do Human Subjects Review and was part of the First Year Experience DTF.

Overall, I'd say I stay balanced with serving the undergraduate liberal arts curriculum at TESC (mainly supporting first year and core curriculum), teacher education in the state, teacher education at TESC, and being visible in k-12 schools.

K-12 School Service

- Jason Lee 8th grade portfolio reader. Tacoma School District.
- WASL practice scoring. North Thurston School District.
- Reading Assessment of all seventh graders. Oakville School District.
- Facilitator for 7th grade visitation Summer 03
- Presented an Assessment Workshop with Kathe Taylor for Oakville School District Summer 2003
- Presented Middle School Development Workshop for CPA training Jan 04
- Planning meetings with Kathe Taylor, Magda Costantino
- Performed reading assessment on all seventh graders at Oakville Middle School
- Presented workshop on Request Reading for CPA training

George Freeman: Volunteer and Public Service

I currently serve as the African American consult and the Gay/Lesbian consult to Behavioral Health Resources including specific consultation with the Children's Services Department of BHR. My professional development has focused on organizational and systems development over the past three years including an intensive, 18-month training program in Gestalt approaches to organizations and systems development. My current research and writing is engaged in exploring the connection of systems and organizational development as a point of intervention in the K-12 education system in preparation for my time in MIT 2007-2009.

My volunteer work at The Tacoma Art Museum and my past work on the Thurston County Commission on Diversity and Human Rights includes work with the K-12 education system to support the integration of the Tacoma museums into the K-12 curriculum and to explore how diversity and human rights issues are supported in the wider community including the K-12 education, respectively.

2005-2006: Tacoma Art Museum-Greeter and volunteer-The Tacoma Art Museum serves children in K-12 education through a variety of functions both in the museum and in workshops at schools and other public gathering places. In my capacity as a volunteer I often serve in other settings as well as at the museum. The museum has a "hands-on" art studio that provides support to students' working independently on art projects. The museum provides two events every year to help K-12 teachers consider local resources and the incorporation of all three Tacoma museums into their curriculum.

2000-2002: Thurston Council on Cultural Diversity and Human Rights-At large member-The Thurston Council on Cultural Diversity and Human Rights serves all of Thurston County and provides focus on the ongoing work in the community focused on diversity concerns and issues. This includes the annual Diversity Calendar, a range of public events, and incorporates K-12

education as a focus through the youth outreach programs. Every year the Council supports three students for their diversity work at their schools.

Gery Gerst: Service To Public Schools, Teachers, Professional Organizations

- Consultant to Olympia School District for onsite coaching to current teachers
- Advisor, steward, bargaining team member new Evergreen teachers' union
- Consultant, curriculum designer, teacher for local private school / home school consortium
- Cofounder, presenter and steering team of Thurston chapter of ACLU
- Member: steering/design Committees for:
 - a) TVW's creation of a Civics video / curriculum series for classroom use
 - b) State Legislature's project to design & create an Oral history curriculum for WW2, including video interviews of Washington State veterans. (2000-2003). Product online and sent to all school districts.
- Created curriculum for grades 9-12 for Secretary of State's Office (Voter Outreach Through Education)- online <http://www.secstate.wa.gov/elections/outreach/teachers.aspx>
- Training for area educators and teen groups on the political process and how to lobby in person; accompanied groups for onsite help
- Personal onsite lobbying at the state and national level for improved funding for education, revisions to the state and national accountability laws, and academic freedom for students and teachers
 - Active member: Washington Education Association
 - Active Member: Washington State Retired Educators' Association
 - Active Member: National Council for the Social Studies
- Workshops each year for program students on school law, both statute and case, around students'/teachers' rights and responsibilities
- Organized and executed an educational and civil rights campaign to get each school district in Thurston County to submit a written description of how it protects student and parent rights while complying with the military recruiters' provision of NCLB

Anita Lenges: Service to Public Schools

Over the past 5 years I have facilitated seminars and institutes in Shelton Public Schools (2006-2007) on Algebraic thinking, Computational Fluency, and Establishing and Maintaining High Cognitive Demand tasks. I worked with teacher leaders across the full year, and then with Bordeaux Elementary School and Olympic Middle School. I will continue to work with Olympic Middle School over the next school year as they are in their 2nd year of AYP and making significant changes in their schedule and approaches to teaching math.

I have led Developing Mathematical Ideas seminars in Clover Park, Seattle, Lake Washington, Tacoma, Northshore, and Shoreline Public Schools on topics such as number and operation, algebraic thinking, and data and statistics. In addition I have led summer institutes focused on rational number, geometry and measurement, probability and statistics, computational fluency, and algebraic thinking.

I have collaborated with teachers and University of Washington faculty to offer facilitation training institutes for teachers to learn to facilitate Developing Mathematical Ideas as well as Young Mathematicians at Work.

Masao Sugiyama: Service

- 1) Faculty in Upward Bound Program at TESC for the past 15 years
- 2) Met with faculty at Lincoln Elementary with Jacque and Gery about collaborating with them on various projects for the 2006-08 cohort.
- 3) Founded and funded the MIT Diversity Scholarship (approximately \$1200 per year) for the past 5 years

Michael Vavrus: Collaboration/Service to K-12 Education/Higher Education Colleagues

- Presented in Summer 2003 in-service workshops for “Gear-up” teachers from “low-performing” middle schools – perspectives on democratic classroom management and on the rationale and techniques for using heterogeneous cooperative learning groups on a regular basis.
- Presented lesson on working class labor in Spring 2005 with a MIT student to middle school students as part of the college’s “Gear-up” federal grant.
- Organized and led presentation in collaboration with OSPI in Winter 2003 the symposium *Multicultural Pedagogical Assessment of Teacher Candidates: The Case of a High-Stakes Statewide Collaboration* at the annual meeting of the American Association of Colleges for Teacher in New Orleans.
- Served on the executive committee of the Washington Association of Colleges for Teacher Education as the organization’s immediate past president, having “passed the gavel” in October 2002.
- Involved deeply at the state level in the development of a state-wide pedagogy assessment instrument for all students graduating from teacher education programs that included speaking/advocating before teacher educators, K-12 teachers & principles, and legislators.
- Meet periodically with local K-12 teachers who identify as “critical educators” in their efforts to bring a social justice orientation perspective to their teaching and to their schools.

Sherry Walton: Service and Collaboration

At Evergreen

- Guest speaker in undergraduate and MIT cohorts
- Collaboration with Academic Advising concerning issues of diversity and developmental needs of 18 and 19-year old students

- Coordinator for the Social Sciences Planning Unit for two years (includes faculty who teach undergraduate and graduate programs)
- Co-Chair of the First Year Experience committee
- Presenter at summer CORE institute
- Member of three 5 Year Review committees
- As MIT Director, collaborated with liberal arts faculty and public school personnel to design a proposal for the M.Ed.
- Member of faculty panel and workshop presenter during undergraduate Orientation Week
- Collaborated with faculty at Tacoma campus and Native American faculty from the Reservation-based program to design possible certification programs

Public Schools and Public Organizations

- Through Gear Up, worked with Terry Ford to assess reading abilities of all 7th grade students at Oakville Middle School and to write student-specific, and school-level recommendations for the principal
- WASL Reader. Scored 7th and 10th grade practice WASL tests. North Thurston School District.
- Provided extensive workshop for Oakville teachers on content area reading strategies
- Partner with Lincoln Elementary School in Small Democratic Schools League. Olympia, WA.
- Portfolio Reader. Jason Lee Middle School. Tacoma, WA.
- Provided 3-day workshop on the use of rubrics, portfolios, and narrative evaluations for teachers at an academy for gifted students
- Served on PEAB for 8 years
- As MIT Director, met with district administrative personnel and principals from ten districts to gather their suggestions about how to improve our program, especially in regards to the student teaching experience
- Met with district-level special education personnel to review and improve our special education endorsement sequence
- Served on OSPI accreditation site-visit team
- Corresponded with Olympia School Board members about math curriculum adoption and presented research about the brain and learning at a school board study session
- Collaborated with a local middle school to offer tutoring for students who did not meet standard on the math WASL
- Met with public school personnel to determine ways our program might form partnerships to offer ProCert and special education endorsement classes
- Facilitated a discussion about diversity with the Pacific Peaks Girl Scout Council
- Served on the diversity sub-committee for the Pacific Peaks Girl Scout Council

Sonja Wiedenhaupt: Service to Public Schools

- 1) Partner with Lincoln Elementary in the [League of Democratic Schools Institutes](#). 2006-present
- 2) Gear Up (2004 & 2005) Presentations for middle school students on topics in psychology as part of introduction to college.