

This document gives faculty summaries of the collaboration they have done with others involved in the preparation of educators. This document only refers to collaboration 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: Collaboration

As director from 2001-2006:

- met regularly with the faculty and staff on the Master of Public Administration and Master of Environmental Studies programs collaborating on planning, recruitment, hiring and other issues
- met regularly with the directors of the Tacoma and Reservation Based Program regarding common interests between their programs and MIT, including teacher preparation
- met regularly with the deans and directors of all the teacher education programs in Washington State through WACTE, working with them regarding state changes in teacher education
- applied for and received a grant through which I developed video clips that OSPI could use in training for the Pedagogy Assessment
- met with planning units at Evergreen to help liberal arts faculty understand endorsement competencies
- served on a state elementary education committee related to direct transfer agreements
- facilitated discussions with ESD and liberal arts educators to develop and implement a special education endorsement sequence at Evergreen
- read and responded to NSF and 2+2+1 proposals.

Jacque Ensign: Professional Organization Contributions & Collaborations Across Institutions

- 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
- Bioregional Literacy workshop at PLU March 9 as part of The Curriculum for the Bioregion initiative of the Washington Center- this helped me prepare for introducing place-based education into spring quarter of MIT
- My writings and conference paper presentations help me continue my professional development and keep current in education
- extensive readings and meetings with current literacy teachers and coaches to get updated on literacy before teaching both elementary and secondary literacy gradebands this year
- reading journals and listservs for foundations of education, anthropology of education, mathematics education, and literacy education to keep up to date with current discussions in these fields.

Terry Ford: Collaboration

Explaining Evergreen to Others

Evergreen often has visitors who come to find out how our integrated curriculum works. I have been part of a faculty panel to do this on a number of occasions.

- Structure and organization of MIT to Russian Exchange
- Bell South Foundation educators
- Met with DEEP team during site visit
- Met with WSU Vancouver team

College Collaborations with Student and Academic Support Services (SASS)

- Participated in Academic Festivals in Dorms
- Washington Scholars Reception
- Seminar with AA on Frameworks of Poverty
- Beginning the Journey meetings and data analysis
- NACADA conference
- AAC&U Conference
- First Year Experience Conference
- Bridging Theory to Practice Conference
- Advisor to Athletic committee
- Staff Retreat
- Search committees for: Director Academic Advising, Prime Time Advising, Key Academic Specialist
- MIT advising workshops
- Faculty Advisor
- Interim Director Academic Advising
- Interim Director Access Services
- Academic Fairs
- Weekly Faculty teas in Advising
- Presented to Seattle University Students on Best Practices in the Teacher and Student Affairs Practitioner Interface.

College Collaborations with First Year Experience/Core

- Orientation Panel for parents
- Learning to Learn Workshop
- Panelist Core Planning Institute (06, 05)
- First Year Experience DTF
- Presenter at Core and Faculty Planning institutes summer 06
- Core Connector

Collaborations with Tacoma Campus

- Orientation Sept 03
- Bridge Orientation Sept 03
- Tacoma Education overview Jan 04
- West B test prep Tacoma Feb 04

Collaborations with Olympia Campus Colleagues

- 5 year Reviews—Kabby, Masao, Oscar, George, Sherry, Sonja
- 2 Growth Enrollment proposals: Gateway, Tacoma 2+2+1
- SPBC Planning Retreat Summer 05
- Human Subjects Review
- Enrollment Coordinating Committee
- Hosted New Faculty dinner05
- Pre-Med/pre-health Advising with Paula Schofield
- Facilitator. Day of Presence Discussion Group. Making Seminar more Inclusive.
- Scored Freshman writing papers to compare with ETS
- Participant State Writing Assessment Project
- Participant State Information Technology Assessment Project

Collaboration with MIT Colleagues

- PEAB Meetings
- MIT Core planning, retreats
- MIT Math Hire Subcommittee
- MIT Literacy Hire Subcommittee

Presentations in MIT cycles (that I'm not teaching in)

- Literature Circles
- Reading Process
- Content Area Reading
- 6 trait writing
- Jane Schaffer writing
- Secondary reading strategies
- Middle School Management and Discipline
- Vygotsky, Piaget and Constructivist Learning

George Freeman: Collaboration

In the course of the past five years I've worked closely with the undergraduate faculty of The Evergreen State College in a wide range of programs from advanced, senior level work to first-year, freshmen level work. Each program is designed to provide clear structure and experience allowing students to work towards greater independence and self-directed work. The central themes of these programs includes: concepts of democracy (Diaspora: A Journey towards Destiny, Making Change Happen), multicultural literacy and anti-oppression themes (all programs), and personal responsibility to conduct service in the community through internships and community service programs.

I have supported independent contracts that included students working for the K-12 school system, mental health services such as DSHS foster care programs and adoption programs, and Behavioral Health Resources' Children and Families First program as well as students engaged in the Dept. of Corrections such as Maple Lane School in Grand Mound. I spend the majority of my time in the classroom although I usually provide students with 2-3 hours/week for advising when teaching. During the academic year 2006-2007 I served in Student Affairs and Students Services as the faculty Academic Advisor advising students re: their academic pathways including K-12 education endorsements and career pathways.

2005-2006: First-Year Experience DTF-Examined the role of faculty and staff in improving the quality of educational experience for high school direct students. Explored current research, policies, educational theory and issues, and provided recommendations to The Evergreen State College regarding how to better serve this population.

2004-2006: Cleveland Gestalt Institute-Organization and Systems Development Program-Most current direction of my professional development. Use of the theory and practice to understand K-12 education through a Systems Theory lens and methods of intervention in all levels of systems, from the dyadic to the largest present system.

2003-2004: Curriculum Planning Retreat; National Institute on the Teaching of Psychology-This organization and conference includes K-12 education and provides opportunities for faculty to think about the integration of K-12 education as it prepares students for college-level study in psychology and research.

2002-2003: Curriculum Planning Retreat-Ongoing opportunity to think through curricular planning for upcoming programs. This year served for planning Something Out of the Ordinary, a Core-Level program that served mostly high school direct students transitioning to higher education.

2000-2004: Critical Moments & Academic Advising-Served as a mentor and support to Academic Advising with a focus on First Peoples. First People's serves all students with a focus on support for students of color. Critical Moments is a diversity initiative at The Evergreen State College.

The Washington Center for Undergraduate Education "Critical Moments Training"-A multi-year project serving The Evergreen State College to construct opportunities for further education in cultural diversity including race, gender, sexual orientation, class, and religious affiliation. Included work interviewing students in higher education to obtain their "critical moment" that served as a turning point in their education despite obstacles and barriers based on one or more of their "identities."

Gery Gerst: Collaboration

- Workshop on Washington Education Association to year one and two cohorts various years
- Designed and presented demonstration lesson on historical perspective for Upward Bound on

- campus
- Workshops each year for program students on school law, both statute and case, around students'/teachers' rights and responsibilities

Anita Lenges: Collaboration

Collaborating with Math colleagues:

I began to work with mathematics education colleagues from the University of Washington in 1996 and continue now with many of the same people as part of the *Mathematics Education Project (MEP)*. The MEP is focused on developing mathematics teacher leadership in the Puget Sound region. We have found that the demand for professional development is far beyond the capacity of math educational leaders in the region, that we need to support teachers in becoming teacher leaders to develop capacity. We received a grant for a 3 year project to help math teachers and teacher leaders learn about the vast professional development resources available, and then develop the skills and knowledge to facilitate other teachers using these materials. Our final summer institute is in August, 2007. However the MEP will continue to work on teacher leadership.

I also work with faculty from Easter Washington University, the University of Michigan, University of Washington, and Horizon Research to develop materials that enhance *the Mathematics Knowledge for Teaching Mathematics (MKT)*. This particular focus on a specialized body of mathematics knowledge for teaching has been developed in elementary education. Our group is one of a small handful of groups focused on secondary mathematics teacher knowledge. Our materials is tied together with a Lesson Study model of professional development. Beyond learning MKT, we also are working on helping teacher develop the dispositions toward investigating mathematical ideas in those special ways when they encounter areas of mathematics outside of our materials.

I am doing some work with Mathematics educators from WestEd, Oregon State University and the University of Washington on learning the Sociomathematical Norms associated with teacher leaders who lead mathematics professional development. The research focus is on what are those sociomathematical norms, and to what degree are they *picked up* by participants in facilitation training institutes led by the teacher leaders from WestEd.

Collaborating with other colleagues:

Simon Fraser University (British Columbia) sent a contingent of 3 faculty members to TESC MIT to learn about our Masters in Teaching program as it is founded on Teaching for Social Justice. They are in a review process, considering ways they could improve their program. They spent 3 days at TESC meeting, observing, and talking with MIT faculty and students and left with many ideas.

Masao Sugiyama: Collaboration

- 1) Faculty in core program "So You Want to be a Teacher?" with Bill Bruner and Frances Rains.
- 2) Participated in various summer institutes.

- 3) Worked with Tacoma Program to advise their students about certification and advanced degrees in education.

Michael Vavrus: Collaboration with Higher Education Colleagues

- My governance work for Evergreen over the past five years was eye opening in the sense that I gained a deeper understanding of how the college functions, insights that I would have been unable to understand as MIT director or simply as a teaching faculty member. That work included serving on the Hiring DTF, Hiring Priorities DTF, the Agenda Committee for three years with one year as Faculty Chair, and one year as a Planning Unit Coordinator.
- I served 2006-07 as the chair of the search committee for a new MIT faculty member in collaboration with undergraduate faculty representatives.
- Also, for the Tacoma campus, based on the Tacoma director's desire to have more endorsement courses available to students, I taught two undergraduate classes that meet endorsement requirements for a number of our preservice students: Pacific Northwest History (Fall 06) & Cultural Geography (W 07).
- This past summer I co-facilitated a 3-day faculty Summer Institute on "Teaching and Learning About Race."

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

Other Higher Education Collaborations

- Served on PEAB
- 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
- Met with public school personnel to determine ways our program might form partnerships to offer ProCert and special education endorsement classes

Sonja Wiedenhaupt: Collaboration

FACULTY SUMMER INSTITUTES

Evergreen Faculty Summer Institute Coordinator and Facilitator: Facilitating Hot Topics 2004 (co-coordinated with Heesun Jun in 2005)

GOVERNANCE

Diversity DTF – Group charged by president of college to develop a five year strategic plan that (i) identifies priorities and goals for campus diversity work; (ii) proposes a data collection framework; and (iii) identifies resources involved in doing the work. See [recommendations](#). 2005-2007

Agenda Committee (faculty governing body that reviews and sets agenda for faculty meetings/decision making; reviews representation on committees; and acts as proxy for faculty when appropriate/necessary) 2001-2004

Academics Budget Council and College Budget Council 2002-2004

Subhiring committee for psychology and biology 1999-2001

CAMPUS EVENTS

[Day of absence/Day of presence](#): 2003, 2005, 2007. – supported event by participating in planning and/or facilitation of events.

ORIENTATION AND ADVISING

Orientation to learning at Evergreen for Families and Friends 2001-present

[Scholars program](#) - Workshops to introduce new students to the nature of seminar during fall orientation 2005

Beginning the Journey – five week program to support first year undergraduate students transition to college. 2001, 2002 & 2007

Advising Fests for undergraduate students