

This document gives faculty summaries of scholarship. This document only refers to scholarship 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: Scholarship

Recent Faculty Development

Sponsored Research Grant, Summer 2007: Promoting the Psychological and Spiritual Health of Teachers

Internal Family Systems Level II Training (12 days), January – September, 2007 – Advanced level of training in IFS.

Internal Family Systems Level I Training (18 days), November 2005- October 2006 – Basic level of training in an approach to psychotherapy that has much potential for helping educators in a variety of ways. IFS combines systems thinking and multiplicity of the mind. It applies the theories of family therapy to the intrapsychic world of subpersonalities.

Project Evaluator: Closer Look Project, Grangeville School District, 2004

Designed and led an evaluation of the effectiveness of a district-wide science project for Grangeville School District in North Central Idaho.

Jacque Ensign: Scholarship

(Note: because I am a visiting faculty, not all these represent work done at or for Evergreen. See my vita for complete details on all my scholarship)

PUBLICATIONS

Book & Book Chapters:

Norris Haynes, Michael Ben-Avie & Jacque Ensign (Eds.) (2003) *How Social and Emotional Development Add Up: Getting Results in Math and Science Education*, New York: Teachers College Press. (Chapters: Jacque Ensign. "Nurturing Mathematics Learning in the Classroom;" Michael Ben-Avie, Norris Haynes, Jacque Ensign, Trudy Raschkind Seinfeld, "Social & Emotional Development in Relation to Math & Science Development: An Introduction to the Argument;" Michael Ben-Avie, Norris Haynes, Jayne White, Jacque Ensign, Trudy Raschkind Seinfeld, Loleta Sartin. "Youth Development and Student Learning in Math and Science")

Jacque Ensign. (2005). " Helping Teachers Use Students' Home Cultures in Mathematics Lessons: Developmental Stages of Becoming Effective Teachers of Diverse Students," In *Preparing Mathematics and Science Teachers for Diverse Classrooms: Promising Strategies for Transformative Pedagogy*. Alberto Rodriguez & Rick Kitchen (Eds.). Mahwah, New Jersey, Lawrence Erlbaum & Associates, 225-241.

Jacque Ensign. (2005). "A Story of Complexity: Identity Development, Difference, and Teaching for Social Justice," In *Community and Difference: Teaching, Pluralism, and Social Justice*. Roberto Pena, Kristen Guest & Lawrence Matsuda (Eds.). New York: Peter Lang.

Articles: Peer Reviewed

Jacque Ensign. "I teach but they just don't learn': Preparing Teachers for Diverse Students"

(submitted to *Educational Leadership* for publication)

Jacque Ensign. "Including Culturally Relevant Math in an Urban School," *Educational Studies: A Journal in the Foundations of Education*, Vol. 34, No. 4, 2003.

PRESENTATIONS (all podium unless noted)

Nov. 07 co-author with Kamuela KaAhanui "Recruiting Minority Students to Teacher Education in a Small White Liberal University: Promise or Pretense?" American Anthropological Association, Washington, DC

Nov. 06 co-chair and co-organizer of session for Council of Anthropology of Education, "Culturally Relevant Mathematics and Science: Teacher Education and K-12 Instruction" Presented paper "Preparing Preservice Math Teachers for a Diversity of Students" American Anthropological Association, San Jose, CA.

Nov. 06 chair & organizer of session, "Inequalities in Washington State: What Does History Tell Us about Our Educational Opportunities in the Northwest?" American Educational Studies Association, Spokane, WA

Nov. 05 "Student Teachers Confronting Diversity Issues: What Beginning Teachers Say About Diversity in Relation to Their Teacher Education," American Educational Studies Association, Charlottesville, VA

Nov. 04 (co-chair & co-organizer of session for Council of Anthropology of Education, with George Spindler as discussant) "Toward a Pedagogy of Resistance: Resistances toward Standardized Schooling," American Anthropological Association, San Francisco, CA

Nov. 04 "Good Diversity and Bad Diversity in Teacher Education: Perpetuating Inequitable Education?" American Educational Studies Association, Kansas City, MO.

Nov. 03 "Promoting Preservice Teachers' Growth in Culturally Relevant Teaching," in invited panel paper presentation, "Multicultural Pedagogy: From Resistance to Integration in Pre-service Teacher Education," American Anthropological Association, Chicago, IL

Grants

- 04 Southern Connecticut State University Faculty Development Grant, "Faculty Book Discussions" Jacque Ensign, Lisa Bier, Kristine Anthis, Robert McEchern (inspired by Evergreen faculty seminars)

Awards

- 06 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: Scholarly Work and Professional Development

Articles, Research Summaries, Self-Study Reports

Walton, S. and Ford, T. (2006). *The Millennial Student, Brain Research and Best Practices in Teaching and Learning*. The Evergreen State College.

Walton, S. and Ford, T. (2005). *Beginning the Journey Assessment Report*. The Evergreen State College.

Lane, P. and Ford, T. (2005). *Bias Response Protocol*. The Evergreen State College.

Academic Advising How's It Going Assessment Summary. (2005). The Evergreen State College.

Walton, S. and Ford, T. (2004). *Reading Assessment Report*. Oakville Middle School.

Presentations and Workshops

Making Seminar more Inclusive. (2007). Facilitator. Day of Presence Discussion Group.

The Teacher and the Student Affairs Practitioner Interface. (2006). Seattle University Best Practices. The Evergreen State College.

Integrating Academic Advising in Undergraduate Programs. (2006). Summer Planning Institutes. The Evergreen State College.

Developmental Learning. (2006). Presenter. Arts, Environment, and the Child.
Needs of First Year Students. (2005 and 2006). Panelist. Core Planning Institute.

The Millennial Student, Brain Research and Best Practices in Teaching and Learning. (June, 2006). Workshop for Evergreen faculty responsible for first year programs. Olympia, WA.

Teaching Reading in the Content Areas. (2005). Workshop for middle and high-school teachers. Oakville, WA.

First Year Programs and Learning Communities. (2004). 3-day faculty workshop. University of Baltimore, Maryland.

Teaching for Social Justice. (2002). A co-presentation at the Pacific Sociology Conference, Presidential Session, Vancouver, British Columbia.

Professional Development

- Participation every quarter in faculty seminars on program texts (2002-2007).

- Native American Cases. (2007). 4 day workshop. The Evergreen State College.
- Sabbatical. Greece. (2007).
- Bridging Theory to Practice Conference. (2007). Washington, D.C.
- National Project on Assessing Learning in Learning Communities - Campus Team Meeting. March 29 - 31, 2007 at SeaTac Marriot, Seattle, WA.
- Self-Guided Study on Brain Structure and Functions. (2007).
- Learning and the Brain Annual Conference. (2007). San Francisco, CA.
- Washington Higher Education Consortium of Literacy Faculty. *English Language Learners and Literacy Development*. Victoria Purcell-Gates (2007). Bellingham, WA.
- 25th Annual Conference on the First-Year Experience. (2006). Atlanta, GA.
- WAPED (Washington Association on Post-Secondary Education and Disability) Fall Business meeting and conference. (2006). Tacoma, WA.
- Dreamweaver Institute. (2006). The Evergreen State College.
- Content Area Literacy Strategies Workshop. (2005). Heinemann. SeaTac, WA .
- Photoshop (2005). The Evergreen State College.
- Dreamweaver (2005). The Evergreen State College.
- Blackboard (2005). The Evergreen State College.
- Association of American Colleges and Universities. *Pedagogies of Engagement: New Designs for Learning In and Across the Disciplines*. (2004). Philadelphia, PA
- Guided Reading Institute. (2004). Fountas and Pinnell. Portland, OR.
- Diversity Institute. (2004). The Evergreen State College.
- Web Page Development Institute (2003). The Evergreen State College.
- Planning Institute (2003). The Evergreen State College.
- Diversity institute Summer (2003). The Evergreen State College.
- National Academic Advising Association (NACADA). *Advising for First Year Students and Students at Risk*. Colorado Springs, CO. (2002).

George Freeman: Scholarship

2002-2003-*Decentering the Eurocentric Paradigm in Psychology* by George Freeman, Jr. Ph.D. & Carrie M. Margolin, Ph.D. Paper presented at the National Institute on the Teaching of Psychology Convention regarding the integration of multiple perspectives in the teaching of psychology and the teaching of psychology through a non-Eurocentric lens.

2001-2002- *Interdisciplinary Teaching the Evergreen Way*. Carrie M. Margolin, Ph.D. & George Freeman, Jr. Ph.D. Paper presented at the Western Psychological Association-Terman Teaching Conference. Focused on how to contextualize and integrate psychology as one discipline among others in team-taught programs. Included perspectives on race, gender, sexual orientation.

Gery Gerst: Writing last five years

- Series of articles for journals of both Washington Education Association – Retired and Washington Retired Educators Association to inform them of the details and issues about the No Child Left Behind law.

- Letters to the editor about issues surrounding education, especially about accountability legislation's effects and school funding
- Letters to Congressional delegation members about: (1) accountability legislation's effects, (2) school funding, (3) academic freedom issues in the schools, and (4) school bullying and GLBTQ students' needs
- Articles to local and national media and organizations about the military recruiters provision of NCLB and its impact

Anita Lenges: Publications, Grants, and Presentations

Publications:

- Kazemi, E., Lenges, A., Stimpson, G. (2007). *Adapting Cases from a Developing Mathematical Ideas Seminar to Closely Examine the Work of Teaching*, Association of Mathematics Teacher Educators, Monograph.
- Lenges, A., Edgar, G., Feldman, S., Varghese, M. (2005). *Issues concerning preparing teachers for diverse, urban schools*. White Paper submitted to the University of Washington College of Education.
- Lenges, A. (2004). *Elementary School Teachers' Everyday Inquiry into their Students' Mathematics*. Doctoral Dissertation.

Mathematics, Engineering, Science achievement. (2003). *Canoes upon our waters*. Integrated curriculum for Northwest coast Tribal Schools.

Grants:

Enhancing Environmental Knowledge of K-12 Students Through a Pre-Service Environmental Education Curricular Core Program - National Science Foundation grant proposal for the Teachers of Teachers of Science in Washington State. The NSF submission is in the CCLI (Course, Curriculum, and Laboratory Improvement) program solicitation category.

Presentations:

- Lenges, A., Varghese, M. (2005). *What matters in preparing teachers for urban, diverse schools?* Presentation for the American Educational Research Association, San Francisco, CA.
- Kazemi, E., Lenges, A., Stimpson, G. (2004, June). *Computational Fluency Summit*. Expanding a Community of Mathematics Learners, Seattle, WA.
- Lenges, A. (2004, May). *Culturally responsive mathematics teaching*. Presentation for the Principal Leadership Institute for Seattle Public Schools, Seattle, WA.
- Lenges, A., O'Keefe, C (2003, December). *Using math grade-level indicators to align instructional practice and assessment in grades 5-7*. Presentation for the Washington Educational Research Association, Seattle, WA.
- Lenges, A. (2003, October). *Examining Word Problems from Cultural Perspectives*. Presentation for the Northwest Mathematics Conference, Whistler, BC. Canada.
- Lenges, A. (2003, April). Discussant for papers presented on: *Culturally Responsive Math and Science Teaching*. American Educational Research Association annual meeting, Chicago, Illinois.

- Lenges, A. (2003, April). *Teachers' tensions in the classroom*. Presentation for the American Educational Research Association annual meeting, Chicago, Illinois.
- Lenges, A. (2003, April). *Exploring Pedagogical Dilemmas*. Presentation for the National Council of Teachers of Mathematics Research Pre-session, San Antonio, Texas.
- Lenges, A. (2003, April). *Exploring Diversity in Classroom Practices*. Presentation for the National Council of Teachers of Mathematics Research Pre-session, San Antonio, Texas.
- Lenges, A. (2002, October). *Committing ourselves to 'Math for All.'* Invited address for Puget Sound Council of Teachers of Mathematics, Seattle, WA.
- Fraleigh, C., Kazemi, E., Lenges, A., Morita, J., Stimpson, G. (2002, June & August). *Data and Leadership Institute*. Expanding a Community of Mathematics Learners, Seattle, WA.

Michael Vavrus: Summary of Publications and Presentations

PUBLICATIONS

“Culturally Responsive Teaching” (forthcoming). In Good, T.L. (ed.), *21st Century Education: A Reference Handbook* (vol. 2), Sage Publishing.

Invited book review in *Journal of Negro Education* (in press) of Banks, J.A., *Race, Culture and Education: The Selected Works of James A. Banks*, New York: Routledge, 234 pages.

“Teacher Identity Formation in a Multicultural World: Intersections of Autobiographical Research and Critical Pedagogy” (2006). In D. Tidwell & L. Fitzgerald (Eds.), *Self-study and diversity* (pp. 89-113). Rotterdam, The Netherlands: Sense Publishers.

Invited book review in *Urban Education* (2006, Vol. 41, No. 3, pp. 305-315) of Banks, J.A., & Banks, C.A. McGee, *Handbook of Research on Multicultural Education*, 2nd Edition. San Francisco: Jossey-Bass, 1120 pages.

“Teacher Identity Formation in a Multicultural World,” *Proceedings of the Fifth International Conference on Self-Study of Teacher Education Practices* (pp. 255-260), June 27- July 1, 2004, East Sussex, England.

Transforming the Multicultural Education of Teachers: Research, Theory, and Practice (2002). New York: Teachers College Press, Columbia University.

PRESENTATIONS

Our Bodies, Our Students: Teacher Candidate Autoethnographical Research into Gender and Sexuality Identity Formation (2006, November). Paper presented at the American Educational Studies Conference, Spokane, WA.

Resisting the Effects of Teacher Alienation in an Era of Globalization (2006, March). Paper presented at the International Globalization, Diversity, and Education Conference, Washington State University, Pullman.

The Centrality of a Multicultural Perspective in a State-wide Pedagogy Assessment of Teacher Candidate Performance (2003, November). Paper presented at the annual meeting of the National Association of Multicultural Education, Seattle.

Multicultural Pedagogical Assessment of Teacher Candidates: The Case of a High-Stakes Statewide Collaboration (2003, January). Symposium organizer and lead presenter at the annual meeting of the American Association of Colleges for Teacher, New Orleans.

Sherry Walton: Scholarly Work And Professional Development

Below you'll find publications, research reports, research-based presentations and workshops, and professional development activities from 2002-2007. For a full list of my scholarly work, please see my resume'. In addition, sample articles and reports are in the Evidence Room. I have provided an explanation of the relationship between my choices for professional development and feedback from colleagues and students at the end of this section.

Articles, Research Summaries, Self-Study Reports

Bafile, C., Taylor, K., Walton, S. (2007). It's Only a Test. *Education World*.

(Bafile constructed her article from direct quotes from Taylor and Walton)

Walton, S. and Colbert, H. (2006). *First Year Experience Study Report and Recommendations*. The Evergreen State College.

Walton, S. and Ford, T. (2005). *Beginning the Journey Assessment Report*. The Evergreen State College.

Walton, S. (2005). *Society, Politics, Behavior and Change Self-Study Report*. The Evergreen State College.

Taylor, K. & Walton, S. (2002). Reflecting on Test Scores. *Instructor*, 111(6): 16.

Taylor, K. & Walton, S. (2002). Questioning the Answers. *Instructor*, 111(5): 16.

Presentations and Workshops

The Brain and Learning. (June, 2007). Workshop for program director of a program for middle school students expelled or suspended from public school. Olympia, WA.

Math Education, Learning, and the Brain (Winter, 2007). Study session presentation for Olympia School Board.

Session Moderator. Learning and the Brain Annual Conference. (2007). San Francisco, CA.

The Millennial Student, Brain Research and Best Practices in Teaching and Learning. (June, 2006). Workshop for Evergreen faculty responsible for first year programs. Olympia, WA.

Teaching Reading in the Content Areas. (2005). Workshop for middle and high-school teachers. Oakville, WA.

First Year Programs and Learning Communities. (2004). 3-day faculty workshop. University of Baltimore, Maryland.

Engaging Students in Reflective and Critical Thinking. (2004). Workshop for

liberal arts faculty. Valley City State University. Valley City, ND.
Rubrics, Portfolios, and Narrative Evaluations. (2003). *3-day workshop for K-12 teachers*. Metrolina Regional Scholars' Academy. Charlotte, NC.
Teaching for Social Justice. (2002). A co-presentation at the Pacific Sociology Conference, Presidential Session, Vancouver, British Columbia.

Professional Development

Participation every quarter in faculty seminars on program texts (2002-2007). For a list of seminar books, [click here](#).
Sabbatical. Greece. (2007).
Self-Guided Study on Brain Structure and Functions. (2007). National Project on Assessing Learning in Learning Communities - Campus Team Meeting. (2007). Seattle, WA.
Learning and the Brain Annual Conference. (2007). San Francisco, CA.
Washington Higher Education Consortium of Literacy Faculty. English Language Learners and Literacy Development. (2007). Bellingham, WA.
OSPI Accreditation Review Site-Visit Training. (2006). SeaTac, WA.
State PEAB Conference. (2006). Leavenworth, WA.
25th Annual Conference on the First-Year Experience. (2006). Atlanta, GA.
Dreamweaver Faculty Institute. (2006). The Evergreen State College.
Using Family Histories to Engage Students in the Social Studies. (2006). The Evergreen State College.
Silk Roads: History of Art, Trade, and Communication Along the Silk Road. (2006). The Evergreen State College.
Association of American Colleges and Universities. Pedagogies of Engagement: New Designs for Learning In and Across the Disciplines. (2004). Philadelphia, PA
Guided Reading Institute. (2004). Fountas and Pinnell. Portland, OR. Diversity Institute. (2004). The Evergreen State College.
National Academic Advising Association (NACADA). Advising for First Year Students and Students at Risk. Colorado Springs, CO. (2002).

Relationship between professional development, my assessment of my professional needs and feedback from colleagues and students

In the past five years, I have focused my professional development on five areas: characteristics and developmental needs of first year college students; brain structure, functions, and learning; curriculum development; literacy; and computer skills.

First-year students: At Evergreen, MIT faculty like all faculty, regularly rotate into programs that serve first-year college students (CORE). My work in MIT, experiences with first year students and their evaluations of my work, and experiences with 18 and 19-year old individuals indicated to me that I needed more information about the relationship of class, ethnicity, and high school preparation to success in college. To improve my knowledge and skills, I attended three national conferences and an Evergreen institute on diversity, developed a PowerPoint presentation, assessed data about first year students gathered at Evergreen, and helped develop

and implement an action research project in a first year program called *So, You Want to Be a Teacher?*

I attended a week-long NACADA conference with Dr. Phyllis Lane (Dean of Student Services), Dr. Terry Ford (Faculty), Holly Colbert (Director of First People's Advising), Dr. George Freeman (Faculty), Kitty Parker (Director, Academic Advising), Nikki Aramantides (Director of KEY Services), and Wendy Freeman (Director of Career Services). The central focus was effective and proactive intervention to increase the likelihood that students "at risk" will succeed in college. I came to a much clearer understanding of the particular challenges students of color and first generation college students face at Evergreen. Based on the criteria of "at risk" students, I concluded that almost all high school students entering Evergreen were "at risk" because of the significant differences between high school expectations and experiences and expectations at Evergreen. Terry Ford and I decided to systematically apply what we learned at the conference and from Phyllis, Holly, and Nikki to our planning and implementation of our CORE programs. We created a series of four protocols to guide four specified advising sessions and organized the program to:

- explicitly build community,
- identify and strengthen basic academic skills,
- connect the students to opportunities and support services at TESC,
- systematically introduce the students to a variety of faculty and staff, and,
- offer rigorous but well-scaffolded academic challenges that maintained high expectations for all the students.

Data we collected about this program, student evaluations of the program and our teaching, and data collected by the college about retention and student-identified needs, supported the structure and learning experiences we implemented and our decision to focus some of our professional development on this area of concern. I later attended two more conferences about first-year students to continue to build my knowledge about this group of students. *This information was very useful in helping MIT students think about how to engage and support the learning of high school students.*

The Brain and Learning: A minor cognate in my Ph.D. program concerned brain structures and functions. Research in this field has exploded in the last 5-10 years. The reading that I have done has convinced me that teachers, and K-12 students for that matter, need to understand as much as possible about the brain to support good choices about structuring and engaging in effective learning experiences. Student evaluations and colleague evaluations of my work have spoken positively about the importance of the workshops I've created for the MIT program. In addition, questions continue to arise about the brain and learning for which I have no answers. Therefore, I continue to read current texts about research in this field and attend conferences.

Curriculum Development: Though MIT candidates' evaluations provide clear evaluations about the strength of the program in preparing teachers, many want even more information about curriculum development and content specific pedagogy. Several of my professional development choices were in response to this type of feedback. Two faculty institutes at Evergreen and my time in Greece on my sabbatical have provided me with significant information and strategies for strengthening social studies content area workshops.

Literacy: Literacy is my primary content discipline though I teach many aspects of the MIT program. Student and faculty evaluations attest to the effectiveness and importance of the work I do with students concerning literacy acquisition, assessment, and instruction. Current state and national responses to literacy, as well as on-going research, have led me to continue reading and attending conferences to update and refine my knowledge and skills.

Computer Skills: Sad to say, my solid computer skills are limited to word processing, conducting web-based research, reading spreadsheets, and using email to communicate. I attend workshops at Evergreen when possible and ask my colleagues for help in order to remain somewhat abreast of developments such as wikis, blogs, website construction, etc. Students have occasionally commented that it would be a good thing if I were proficient with these tools.

Sonja Wiedenhaupt: Scholarship

Published Articles:

Diversity DTF (2007) "[Report to the president by the Diversity DTF](#)" The Evergreen State College, Olympia WA

Wiedenhaupt, S. (2002) *Motivated to Learn, Interested in the Topic, Feeling Skillful, or Interested in the Work – What Really Matters?* Dissertation Abstracts Online (ATT #3063595).

Professional Development:

Scholarship of Teaching and Learning with the Washington Center for the Improvement of the Quality of Undergraduate Education 2006- present.

- This ongoing group of faculty at Evergreen using [Veronica Boix Mansilla's](#) framework for assessing interdisciplinary understanding. We analyze student work and examine assignments as a way to inform our teaching.

League of Small Democratic Schools Annual Institute 2006-present

- This [organization](#) and its institutes work to “promote professional development that emphasizes the growth of students as individuals who are successful members of a democratic society and (2) help preserve schools that successfully advance the Agenda for Education in a Democracy” (from the organization’s website). I am participating with this group in order to better understand what’s involved in developing a classroom and learning environment that operates under democratic principles. Both this work on democratic education and the one described below on transformative multicultural education is part of an [ongoing professional development plan](#).

Transformative Multicultural Education and Culturally Responsive Teaching 2002 – present

- I continue to actively read and participate in trainings to inform my skills and knowledge in this area. For example: MIT program readings and workshops led by teaching colleagues on culturally responsive and transformative education; Antibias trainings within community and on campus; Conflict resolution workshops by Sue Feldman and by Simona Sharoni. I also co-ordinated and helped facilitate two institutes on “facilitating hot topics” to support faculty in reading about and discussing what’s involved in teaching about issues of equity.

Technology in the classroom 1998-present

- Through faculty summer institutes and individual work with Academic Computing I learned how to design and integrate web pages, web-crossing , wikis, i-movie into teaching and learning within programs.