

The Evergreen State College Master in Teaching Program

# **THE CONNECTION**

## ALUMNI EDITION

Winter 2017 . Volume 16 . Issue II



the evergreen  
state college  
olympia, washington



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FACULTY  
+  
STAFF

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(from top to bottom)

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**PROGRAM DIRECTOR** | Patrick Naughton

**CERTIFICATION + ADVISING** | Maggie Foran

**FIELD + COMMUNITY RELATIONS** | Loren Petty

**PROGRAM COORDINATOR** | Kathryn Walton-Elliott

## **FACULTY 2015-2017**

Terry Ford  
Erica Hernandez-Scott

## **FACULTY 2016-2018**

Sonja Wiedenhaupt  
Phyllis Esposito  
Emily Lardner  
Michi Thacker





# UPCOMING EVENTS + INFO SESSIONS

- January 30th, Monday, 6-7pm, Information Workshop Room 104 Evergreen Tacoma
- February 1st, Wednesday, 1-3pm, SEM2 A3109: HIV/AIDS: What teachers need to know.
- February 4th, Saturday, 11:30am.-2:30pm, Evergreen Tacoma Campus: Film Screening of *Most Likely to Succeed*
- February 8th, Wednesday, 3-5pm, Information Workshop at Seminar II E 3123, Evergreen Olympia
- February 13th, Monday , 6-7 pm, Information Workshop Room 104 Evergreen Tacoma
- February 15th, Wednesday, 1-3pm, SEM2 A3109: The Union and YOU!
- February 21st, Tuesday , 2-3 pm, Information Workshop Room 104 Evergreen Tacoma
- March 2nd, Thursday , 6-7 pm, Information Workshop at Olympia Timberland Regional Library Community Meeting Room
- March 7th, Tuesday, 2-7 pm, advising appointments Room 114 Evergreen Tacoma
- March 8th, Wednesday, 1-3pm, SEM2 A3109: What is the TPEP?
- March 8th, Wednesday , 4-6 pm, Information at MiT table at Academic Fair, Costantino Recreation Center, Evergreen Olympia
- March 13th, Monday, 6-7 pm, Information Workshop Room 104 Evergreen Tacoma
- March 16th, Wednesday, 1-3pm, TACOMA CAMPUS: MiT Job Fair
- March 29th, Wednesday, 9am-3pm, Tacoma Dome: Washington Education Fair
- April 5th-6th, Wednesday-Thursday, 9am-4pm, Portland Convention Center: Oregon Professional Education Fair



## MiT Program 2017-2019 Moves to Tacoma Campus

Reported by the Tacoma Weekly: "Many Tacoma-area teachers, including Christina Vernon, have something in common. They earned their teaching degrees in a social justice-focused Master in Teaching (MiT) program offered by The Evergreen State College.

Evergreen is currently accepting applications for its fall 2017 MiT program, which will be offered at the college's Tacoma location in the Hilltop neighborhood. Evergreen's upper division Tacoma Program, which helps undergraduates complete their bachelor's degrees, will share its classrooms and facilities on 6th Avenue with the 2017 MiT students.



MiT Alumni, Christina Vernon, MiT 2014

According to director Pat Naughton, Evergreen's MiT program is aimed at college graduates who want to make a difference in the world. The program is producing well-qualified teachers who are ready to help a diverse range of children and teens become critical thinkers and successful students.

In 2016, 100 percent of Evergreen's June MiT graduates seeking teaching jobs were employed by fall. Evergreen's two-year MiT pro-

gram is distinct from traditional teacher education programs. First, while it incorporates all the state required areas for certification in curriculum planning, assessment and teaching methods, it does so in an intense interdisciplinary format rather than in separate courses taught in isolation. Second, candidates stay together and are supported by the same faculty in a learning community throughout the program. Finally, time is taken for extensive hands-on experience working with school-age students, including two full quarters of student teaching, more than most degree programs. This helps prepare effective and successful teachers.

For more information about the Evergreen MiT program, including the fall 2017 offering in Tacoma or fall 2018 offering in Olympia, and to see a list of scheduled information events, visit [evergreen.edu/mit](http://evergreen.edu/mit). Or call (360) 867-6559 to request materials. To learn more about Evergreen-Tacoma's undergraduate degree completion options, visit [evergreen.edu/tacoma](http://evergreen.edu/tacoma)."



Tacoma Campus Mural



# JOB PLACEMENTS

## Cohort 2016

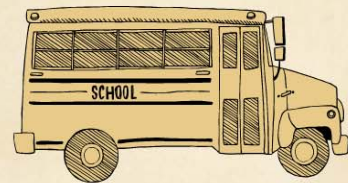
We would like to offer congratulations to the MIT 2014-2016 Cohort for their job placements following graduation! 100% who sought employment were hired!

Go Geoduck teachers!!

We caught up with our busy First Year Teachers to ask them about their first days of teaching! And here's what they had to say:



"My first day was wonderful. We had 90 minute advisory. We learned each other's names and they got their first lockers!" **Kaitlyn Frasier**, Olympic Middle School.



Congrats hug from Kaitlyn's brother, Matt Frasier, MIT 2014!



"Things are going well, and extraordinarily busy. I'm getting a lot of support from the staff and admin at Stewart, and don't know what I would do without them. The seventh graders can be a handful, but I'm already getting to know many of them quite well, and they continually surprise me" **Josh Laeder**, Stewart Middle School



"Really crazy schedules! I have some classes with under 10 kids, and some with over 30 but I do feel supported by staff and administration" **Jessica Davis**, First Creek Middle School





# Geoduck Teacher Swag >



College Wear Wednesday at  
Chinook Middle School in Lacey  
with Katie Agren (MIT 2007)  
+ Holly Berchet-Hall



Ashley  
Emmett  
MIT 2004  
South Bend  
Schools



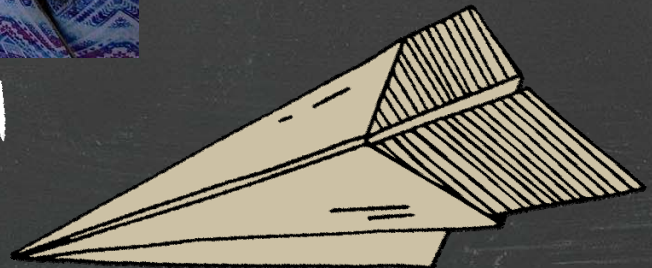
Corey Nunlist  
MIT 2013

Teaches 5th grade at  
Tumwater Hill Elementary!



Christina Vernon | MIT 2014

On the cover of the MIT 2017-2019 Program  
Catalog!







Ryan Granillo

MIT 2003

He teaches Expository Writing/British Literature and AP English at Lahainaluna High School



Kefi Anderson | MIT 2008

OSPI as a Program Specialist for the Graduation and Equity Initiative



HAVE YOU  
PURCHASED  
YOUR NEW  
MIT COFFEE



TIME TO SHOW YOUR  
GEODUCK TEACHER  
PRIDE!

MUGS ARE  
AVAILABLE IN THE  
GREENER  
BOOKSTORE AND  
ONLINE



# Nathan Gibbs-Bowling Receives Evergreen's Distinguished Alumni Award



At this year's Return to Evergreen alumni event—on October 15, 2016—Nate Gibbs-Bowling was awarded the Joseph Albert Dear Distinguished Alumni Award. Nate—a graduate of Evergreen Tacoma's undergraduate program (2004) and Evergreen's Master in Teaching program (2006)—is in his eleventh year of teaching AP Human Geography and AP Government & Politics at Lincoln High School in Tacoma. Gibbs-Bowling has received distinguished accolades for his work as a transformative educator, in the past years: the 2016 Washington State Teacher of the Year, a 2016 finalist for National Teacher of the Year and the 2014 Milken National Teaching Award. He is the cofounder of Teachers United, a teacher-led education policy advocacy group, where he encourages teachers to embrace opportunity to make real change. He grounds his instruction in what's happening in his students' lives and the issues that face them; and his commitment to his students extends beyond the classroom.

"Nate was an obvious and fantastic choice to receive the Joseph Albert Dear Distinguished Alumni Award," said Dean Katz, a member of The Evergreen State College Foundation's board of governors and the award selection committee. "As a public school teacher, Nate exemplifies the commitment to public service for which Joe will long be remembered. And as an innovative educator whose passion has touched the lives of hundreds of young people, Nate is living proof of the value and impact of an Evergreen education." (Evergreen News, Oct. 2016)



Amy Solomon-Minarchi  
MIT 2010

## Olympia's First Poet Laureate



Amy Solomon-Minarchi is an English Language Arts teacher at North Thurston High School. She was appointed, in November, to the two-year Poet Laureate position by Olympia's City Council. The Olympian reports, "She will compose and deliver original poems, but her overarching goal is to collect voices from all corners of Olympia and assemble them into an anthology of poetry that reflects life in the community today."

For the full article, visit: <http://www.theolympian.com/news/local/article117134173.html>



# An Interview With Cosette Terry-Itewaste



Cosette Terry-Itewaste of the Quinault Nation is an Evergreen State College Master in Teaching alumni (2000) and professor of Linguistics at the University of Arizona with a focus on Language Revitalization. While at Evergreen, Dr. Terry-Itewaste studied to be a teacher of Native American learners. After 12 years working for Native American communities, in 4-12 and adult education, Dr. Terry-Itewaste received her Ph.D. in Linguistics and was privileged to become the Quinault Indian Nation Language Developer & Lead Teacher.



## How has Evergreen contributed to your success?

After 12 years of teaching, entering the University of Arizona Linguistics PhD program seemed to be a major leap; however, if I had to do it over again, I would have taken exactly the same educational route. Becoming a teacher of Native American learners at The Evergreen State College enabled me to gain a perspective of language revitalization and linguistics that would benefit our Quinault Indian Nation language program. I was able to view everything I learned linguistically with a teacher's lens. Whatever I learned, I considered how it will help to revitalize our language and how it would translate into language teaching.

## What are the challenges and successes of being a Native American woman in academia?

The challenges I faced as a PhD student included being away from my home and family, transitioning to scientific research and researching a scarcely documented language. However, while facing these challenges, I met and worked with some of the leaders in indigenous language revitalization. The UA Department of Linguistics recently created a Language Revitalization Path within their PhD program. Since I was able to focus on Language Revitalization, I researched the Quinault language, and will now use that research to conduct our Mentor-Apprentice program.

## What are your current projects?

The Quinault Indian Nation opened the door to our new Language Department this summer. It has been a historical undertaking since there have been few speakers of the language for decades. Our department will include myself, as Language Developer & Lead Teacher, two Language Apprentices and a Media Specialist. Our goal is to create new Quinault language speakers. We hope to achieve this by first training the apprentices while simultaneously providing on-line outreach projects to the community.

## What do you feel is the best part of working within indigenous communities?

It has been an honor to be among these firsts: UA Language Revitalization Path, linguistic research on Quinault, and the QIN Language Department. I hope that this trend continues and we will revitalize Quinault so that we may hear it, for the first time in decades, among families. Our language has been gone from our community for too long, it's time to bring it back.



# **Lincoln High School China Trip**

**Hope Teague-Bowling, Hannah Pratt and  
Travis Davio**



MiT graduates, Hope Teague-Bowling ('06), Hannah Pratt ('07) and Travis Davio ('06)--teachers at Lincoln High School--accompanied 97 of their students on a trip to China in October of 2016. The students were guests of the Chinese government, as President Xi Jinping invited the teens to visit him when he toured their Tacoma campus in September of 2015. The 54 girls and 43 boys visited Chengdu--Tacoma's sister city-- as well as Fuzhou and Beijing.

For more in-depth stories on the Lincoln students' China adventure, check out [The News Tribune](#) and [King5](#) websites.



## Luke Skillen, MiT 2010 An Interview With an On-Location Educator

### How did you transition from a teacher in a public school classroom to a teacher in a film/television production location?

I made the transition from public school to film and television somewhat by accident. I taught in Washington for a few years and decided to take a break from it. I moved up to Vancouver, BC to go to documentary film school and stayed in the area. That program lasted a year and I have been working in various capacities in the film industry and freelance filmmaking world since then. In November of 2016, I received an email from Loren asking me if I would be interested in an opportunity to be an on set educator for a Netflix series they are filming here in Vancouver. I thought it would be an interesting experience and would combine my love of film with my teaching background so I jumped at the chance. I went through an interview process in December and was hired to start in January.

### What are the biggest challenges of on location education?

I would say one of the most difficult challenges of teaching on location is making sure the students get their educational opportunities in and keeping them motivated to get their school work completed. The production schedule puts heavy demands on their time and energy, so trying to find a balance can be difficult. Time is really at a premium, so none of it can be wasted. 20 minutes here or there is all we get some days.

### What are the greatest rewards of on location education?

Working one on one with two really great kids and getting to know them is really rewarding. They are embarking on an adventure that very few people will experience or understand, so being part of that process is exciting.

### What is your weekly and daily schedule like?

The daily schedule differs from day to day depending on the filming schedule. I come in a half an hour before the call time for the young actors. Usually they do some wardrobe and makeup stuff and then come in and do school for a couple of hours while the crew sets up shots on set. My day is over once the kids get their legally required hours of school per day.

### What does the classroom environment look like?

The classroom is a large travel trailer, modified to accommodate meetings or other kinds of collaborative work. There are white boards and cork boards mounted on the walls and a large "L" shaped desk/workspace.

### How do your students balance their acting career and school work?

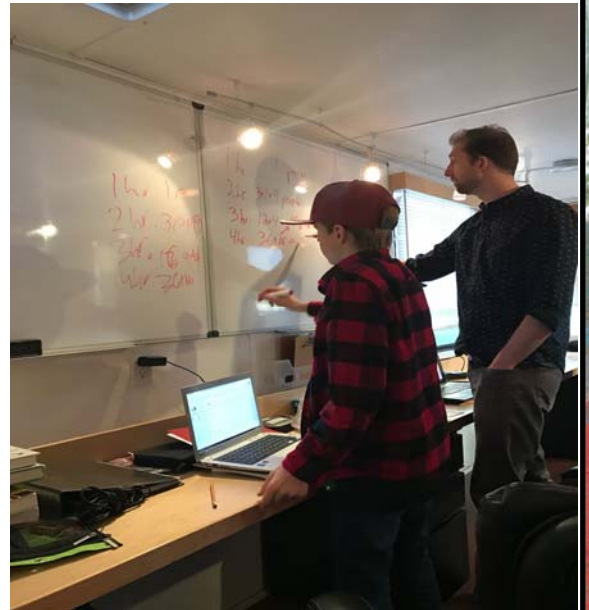
The students balance their acting with school, by working on school related stuff before filming starts for the day and between set changes and repositioning of cameras. Basically, they take what ever time they get to work on school. Both actors have a nine hour cap to their work day including time in school. So the challenge is to find the school time within those nine hours. Sometimes it can be challenging.

### Have you noticed that you employ new or different teaching methods to create learning opportunities, working on set?

My teaching methods have changed to be flexible to the needs of the students and the production. Learning opportunities have evolved to include life on set. For example, one student had a project assigned from his history class. We modified the instructions so he could make his project about the History of Science Fiction in popular culture within a social justice context. Being flexible is the key and being responsive to what's going on around us and using those "real world" experiences as teachable moments.

### What are the (1) similarities and (2) differences of teaching students in a school setting and students on location?

There are quite a few differences between on set teaching and teaching in a regular school classroom. In a regular school, subjects are taught at regular intervals and schedules throughout the week. On set, we work on assignments and content area as time allows. We might work on chemistry for 2 hours on one day and then may not work on it again for a few days, or we might work on it several days in a row, but for only 20 minutes at a time. It's a real balancing act between the work that needs to be done and the time available to work on those assignments. The classroom environment is completely different. On set we are either learning in the school trailer, on set, or on location. In regular school the learning environment stays pretty much the same from day to day, taking place in the same classroom. On set there are parents and other people coming and going, so interruptions are regular. In a regular class the interruptions are pretty minimal aside from the odd announcement or fire drill. The similarities are that we still use lesson planning and teaching strategies on set, however the implementation has to be improvised at times. The space that is dedicated to learning is much different in a regular school versus on set. When the whole world or a created world is your classroom, there is a lot more creativity that comes into your planning and can really take the learning opportunities well beyond what you can accomplish in a regular classroom. Keeping curiosity alive is easy when you actually get to meet and work with real robots and people who make them.





# An Interview with MIT 1996 Stacey Anderson

Principal at CHOICE Alternative School in Shelton, WA

## Tell us about why you love CHOICE.

When I graduated from the MIT program in 1996, I was privileged to be hired as the lead teacher for a new alternative middle school run as an offshoot of CHOICE High School. For the past 20 years, I have worked as part of the CHOICE family, teaching everything from leadership to English to wilderness studies. Eight years ago I moved into the principal position. I have stayed at CHOICE for my entire career as I truly love this school. CHOICE was founded 34 years ago based upon the philosophy of mutual respect, physical and emotional safety, and student participation in the learning process. Each student is treated as an individual - students feel known, and they have a voice in their education. Our entire staff works on a consensus basis, which enables us to have collaborative buy in for all school initiatives.



## How would you describe your leadership style?

I definitely lead in a collaborative style. As we are a consensus based staff, I bring all major decisions to the team, and we have a voting process by which we only move ahead if everyone agrees. This leads to all staff having buy in for our district initiatives.

## How do teachers collaborate in your school?

Our teachers are all members of a Professional Learning Community team. They meet to review student data, plan common assessments, and collaborate on lessons. These learning communities are focused on "what do we want all students to know and be able to do" and "what do we do when students are not meeting standards." We also have weekly staff meetings focused on professional development and on student concerns. In addition, we have interdisciplinary classes that are team taught, so teachers are meeting on a regular basis to plan these classes.



**Has CHOICE implemented any new instructional strategies? If so, how have those play out out in support of student learning?**

We frequently implement new instructional strategies. Our district uses the Marzano Instructional Framework, so we have done a great deal of professional development around these strategies, and we do regular classroom walk-throughs to provide feedback to teachers. This year our biggest initiative is Project Based Learning. While CHOICE has utilized projects in many ways over the years, this is a focused effort to provide more professional development and to implement PBL throughout the building. This is a huge effort to improve student engagement.

**How many students at CHOICE have an IEP?**

At any given time, we have 30 or so students on an IEP.

**How do you utilize data for assessment of equity, within CHOICE?**

We have a School Improvement Team that regularly reviews data with a strong focus on student achievement. As a part of this we look at state identified subgroups of students, such as special education students and Native American youth. We also analyze data such as this at the classroom and team level.

**How do you engage your community as a Principal at CHOICE?**

I am on several boards, including Graduation Matters Shelton, whose mission is to support 100% of our students graduating from high school. Another board I serve on is Sound Learning, a literacy organization in Mason County, that provides Adult Basic Education (GED and HS21 preparation), as well as classes for adult English Language Learners. In addition to these board responsibilities, I am a member of Skookum Rotary, which enables me to be involved in the community in many ways. Finally, all of my children grew up in this community, so I was very involved with their activities. All of this allows me to connect with people who want to know more about CHOICE, and it has led to a great deal of support coming to our school in the form of donations and volunteers.

**What are three things you do to accelerate school growth and ensure every child is learning?**

1. Provide interventions for students who are struggling academically - we have strong reading, writing, and math intervention programs
2. Provide six separate programs within CHOICE in order to meet the needs of as many individual students as possible - we have flexible programs that accommodate students who need to work, those who are parenting, and individuals with health issues
3. We meet with each student and his/her parent at a monthly "check-in", where we review progress, provide support, and ensure that students have access to any make up work that they need to stay caught up in classes

**What advice would you give a new teacher in his or her first year?**

Teaching is probably one of the most difficult careers around - you are going to be exhausted, frustrated, and uncertain if you are following the right path. Stick with it - teaching is incredibly rewarding and you are truly impacting our society for generations to come.



# Since Time Immemorial

## Curriculum Development Workshop with Jerry Price (MIT '95) and Mark Bowden (MIT '07)



Jerry Price and Mark Bowden are MIT Alums who've made contributions to a tribal vetted curriculum resource for Washington State's Native education requirements, per the SB5433 Bill. The name of the curriculum is a phrase commonly used in tribal communities—reflective of the sovereign status they've had since the beginning of time.



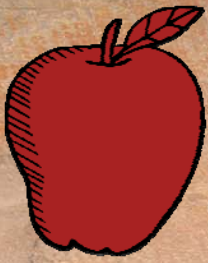
Jerry (left) teaches U.S. History and Washington State History and Government at Ridgeline Middle School in Yelm, WA, and Mark (right) is a teacher at Yelm Middle School — 7th and 8th grade history.





Jerry and Mark presented their curriculum at a workshop on The Evergreen State College campus. This public workshop was beneficial for the professional development of the 2017 cohort, in their second year, and an introduction of Native-focused curriculum for the 2018 first-year cohort. Both are passionate about helping teachers learn how to support and work with their local tribe to bring local native history into the classroom. The benefits of teaching Native history, language and culture in all schools ensures inclusion of Native culture and increases student awareness and understanding of native people and culture.





# Alumni in the Field



**It's our Janet Brown  
Hubbard, MiT 2003, (2<sup>nd</sup>  
on the right).**

**It is SPIRIT WEEK at NOVA  
School in Olympia.**

**Janet is the Assistant  
Head of the NOVA  
School.**

**She is also a member of  
our PEAB (program  
advisory board).**

**Go Geoduck Teacher!!!**







**Erin Slevin Landvatter, MiT  
2000!**

**She teaches at Kingston  
High School  
in Kingston, WA**

**Dressed up for spirit day:  
"Present" Yourself!**

**"I think my wrapping  
paper dress and hair bow  
worked out nicely! (Though  
there will be no sitting  
down for me today!!)"**

**It's our Amber Hanes,  
MiT 2016.**

**She is decked out as "If  
You Give a Cat a Cup-  
cake .." for Halloween!**

**Amber teaches at  
Markham Elementary in  
the Pasco School  
District!**





# ALUMNI SUCCESSES

## Geoduck Teachers Unite!

**Katie Hohnstein-Van Etten,**  
**MIT 2013** attended a racial  
equity workshop training  
and met another Geoduck  
Teacher, **Gordon Quinlan,**  
**MIT 2004.**



### Nick O'Neill, MIT 2011

"Today was the last day of school for the 2015-16 school year and my last day at Puyallup High School! It was very hard to box up my remaining items in Portable 1 and to say goodbye to incredible students who I know will go on to do great things! However, I have been truly blessed and honored to have begun my education career at PHS and I am so thankful to the PHS staff, my colleagues and various administrators for all their support over the years and pushing me to be a better teacher. In addition, I am also thankful for the wonderful opportunity to work with and serve the Puyallup community! While I won't be at PHS daily, I am excited for my new position as an Instructional Coach for Technology for the Puyallup School District as well as continuing the amazing learning and work that I am doing in my administrative credential courses! Disfruten el verano a todos mis amigos de PHS! Bien merecido!!"



## Kristen Eckert MIT 2004



"I am officially certificated as an administrator. Thank you OSPI for the world's fastest turnaround of a government document! This year's adventure as a House Administrator and Principal Intern has been filled with a lot of learning. One of the largest and hardest parts of my job is student discipline. I hosted Saturday school for five seventh grade boys. As we were waiting for parents to come pick kids up, one boy remarked to another, "Ms. Eckert doesn't have a nice job, but she has a nice personality." Sometimes it's those little nuggets that get me through."

---Kristen Eckert

## David Buitenveld MIT 2015

He teaches Math at Nisqually Middle School in Lacey.

The Robotics Club hosted a maze challenge for parents.

## Erin Herda MIT 2006



Tonight Ms. Emily Tran, Ms. Megan Corbin, myself, and 7 students were honored at a school board meeting for our commitment to Race and Equity in our district.

I'm very excited about the path we are on and see a brighter future for our students!

Erin teaches 7th grade Language arts and Honors Social Studies and 6th grade AVID at Showalter Middle School in the Tukwila School District.





# ALUMNI SUCCESSES

## KIRO RADIO – Hope Teague, MiT 2006

Hope Teague is an educator in the Tacoma public schools and has written a blog post in which she discusses her role as an "Interchangeable White Lady." She argues for an understanding of where educators come from and who they are viewed by their students as a jumping off point to facilitate classroom success.

Listen to the shout out to Evergreen.

<http://kiroradio.com/listen/10009766/>

## Katie Agren, MiT 2007



Our **Katie Agren, MiT 2007**, attended the NEA Convention in Washington, DC!

She writes, " It's been an honor representing Chinook, WEA, and NTEA!

I love our Washington state delegation and how we've worked together to support progressive motions around English language learners, institutional racism, gender identity, environment, and healthcare! Solidarity!"





**Ted Cohn,  
MIT 2003**

It's our Ted Cohn teaching Guitar after school to students at Olympic Middle School in Shelton!

## **Pamelia Valentine, MIT 1999**

In 2015, I applied to and received a CSTP "Teach to Lead" grant to develop and integrate a new classroom observation system based on the Teacher Principal Evaluation Project, called "TPEP". It was very successful in our school so when the grant ended, I started an educational consulting company with "Reflective Rounds" training as one of the products.

All of the support and encouragement from CSTP helped build my skills and confidence. In this past year I was chosen to be one of only 25 art educators to participate in the National Art Education Association (NAEA) School of Art Leaders". I will present my work in New York this spring! Along with that honor, I was named as the Middle level Professional Learning through Research working group (PLR) representative for NAEA. My work with the NAEA Data visualization group was presented and published last year. I also successfully renewed my National Board Certification in 2016!

CSTP offers many opportunities for educators across the state and trains teachers to be more effective as educators. My automatic answer when I get a request or see an interesting idea that CSTP is promoting is, YES- because I know if CSTP is involved it will be a high quality endeavor that will help me grow as an educator and as a person! It has, indeed, been the ride of my life! Thanks CSTP.





# ALUMNI SUCCESSES

## Sarah Applegate, MiT 1995



FROM CSTP: "Sarah comes to us after 21 years in the North Thurston Public Schools where she was an English teacher for three years and a Teacher-Librarian for 18 years. She has been an active member of the Washington Library Media Association (President, Advocacy Co-Chair and Secondary Levels Chair), has helped grow National Board Certification as an OSPI Regional Coordinator and facilitator since 2003. and has worked with CSTP since 2006. In 2011, Sarah was a Fulbright Distinguished Awards in Teaching grant recipient and spent a year in Finland studying their education system.

She is passionate about teacher development, collaborative teaching and learning, and ensuring that teachers' voices are front and center of educational decision making. We are excited to have Sarah join the CSTP team."

## Richard Coker, MiT 2008

Richard Coker, Evergreen Master in Teaching alum, works daily to be a transformative educator. Within a reflection about the question of "If you could redesign the entire education system, with no concern for money, resources, politics, or anything, what would that look like?" Coker states that one of the best investments an equitable society can make is investing in pre-schools, with Pre-K being compulsory and fully funded by the government. However Coker would alter the traditional pre-K curriculum by having socio-emotional growth as the focus of classrooms instead of early immersion in math or reading. In addition to content changes the context of preschools would also change as Coker believes that preschools should be housed within local high schools for a couple of reasons. First, that having preschools housed within high schools would allow aspiring teachers and childcare professionals to get hands on experience working with youth as classroom helpers. Second, having preschools within high schools would allow teachers and young parents to attend school while staying close to their infants and children, which has positive developmental benefits for infants. Taking all of this together would give students a head start on their successful educational goals.





## Starr Smythe, MiT 2012



Starr Smythe is the first one on the left! Go Geoduck Teacher!!!!

Madison Elementary staff took time this summer to get together prior to the start of school and plan for a great year of learning and fun for all Madison Elementary School students. Madison's Leadership Team (Jess Duncan, Jayme Fierro, Julie Gibbs, and Star Smythe) presented an exciting and inspiring presentation about Professional Learning Communities (PLCs). Teachers came up with a list of priorities and agreements about the work ahead, and signed a document holding each other accountable for the work ahead with a set of collective agreements and understandings. Principal Domenico Spatola-Knoll ("Mr. DSK"), also added his name to the agreement, pledging to support his staff as they move forward together to become a successful PLC.

## Bill Gates, Nate Gibbs-Bowling and The New Majority

In a recent *gatesnotes* blog by Bill Gates, Nate Gibbs-Bowling talks about his experience as a teacher in Lincoln High School with what educators are now calling the New Majority, a student body with more than half the students living in poverty. Gibbs-Bowling believes that his students learn because he focuses on the individual identities they bring with them to school every day. Using his own experiences, he reflects on how his teaching has changed to adapt to his students' needs, and how other educators can do the same regardless of the expertise or experience that they have. Gibbs-Bowling uses his practice as a teacher to create a better society, a difficult goal to tackle when factoring in the racial separation in public schools. However, he firmly believes that society can change and will change with better teachers inspired to do the same work that he is doing for the benefit of his students.

Here is a link for the video:

[https://www.gatesnotes.com/Education/A-Powerful-Conversation-with-Nate-Bowling?WT.mc\\_id=20160822172859\\_BTS2016Nate\\_BG-TW&WT.tsrc=BGTW&linkId=27929133](https://www.gatesnotes.com/Education/A-Powerful-Conversation-with-Nate-Bowling?WT.mc_id=20160822172859_BTS2016Nate_BG-TW&WT.tsrc=BGTW&linkId=27929133)



# Congratulations!

Congratulations  
on your  
marriage, Josh  
Capps, MIT 2006,  
and Stephanie  
Korst!



And a big hurray  
for the marriage of  
Justin Olmstead,  
MIT 2017 and  
Jessica Jade-  
Olmstead!





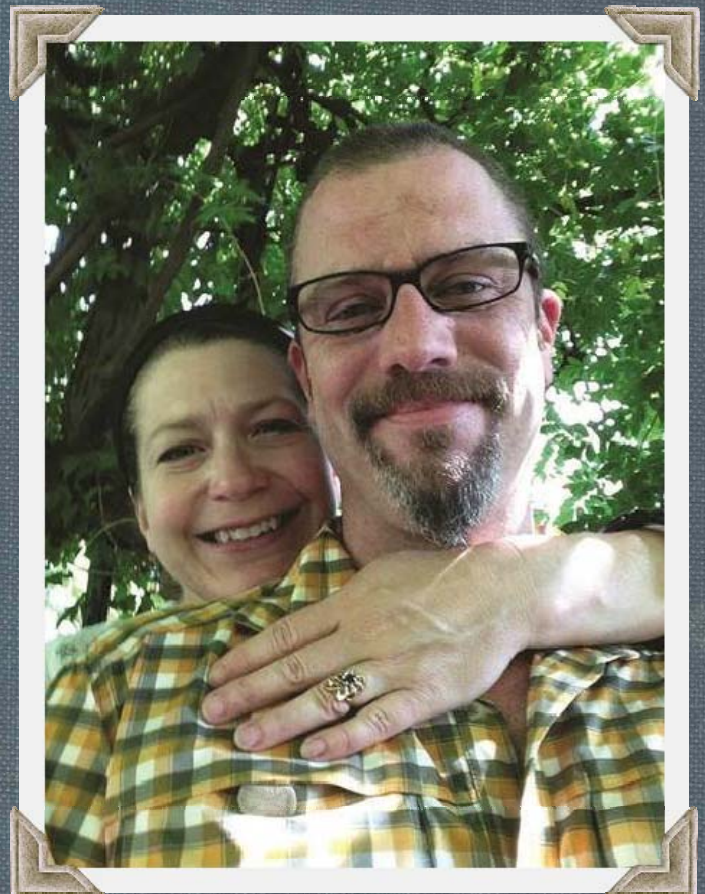
Stone finally gets to hold his  
Geoduck!

Stone Barclay is the son of  
Alexandria English, MiT 2010,  
and Chris Barclay.  
Go Future Geoduck Teacher!!

Adeena Chamberlain, MiT  
2007, and James Gardner,  
MiT 2011, are engaged!

They met while both working  
at Chinook Middle School in  
Lacey.

James is now teaching at  
HEART High School and Roch-  
ester High School.





# MiT Alums Attend The 9th Annual Northwest Conference on Teaching for Social Justice in Portland

We caught our Geoduck Teachers in Action for Social Justice! The Conference included several workshops highlighting - Building a Strong Classroom Community by Establishing Authentic Relationship - Hot Spots: Handling Racially Charged Topics in the Classroom - Teaching Social Justice Through Role Play and Character Exploration - Place, Present, Politics, Perspectives, and Power: Recalibrating the Lewis & Clark Expedition – And SO MUCH MORE!

Key Note Speaker: **Kevin K. Kumashiro, Ph.D.**, currently the dean of the School of Education at the University of San Francisco. He is a leading expert on educational policy, school reform, teacher preparation, and educational equity and social justice, with a wide-ranging list of accomplishments nationally and internationally as a scholar, educator, leader, and advocate. He has taught in schools and colleges across the United States and abroad, and has served as a consultant for school districts, organizations, and state and federal agencies.



Event details: <http://nwtsj.org/>

## Geoduck TEACHERS in ACTION!



Lindsey Gunn, MIT 2016, Ana Claudia Magana, MIT 2015, Anna Marie Clark, MIT 2015, Kelly Cowgill, MIT 2015, Billy Simmons, MIT 2015, and Jonathan Levy-Wolin, MIT 2015



Rachel Hollister Schutz, MIT 2010, Tracy McFarland, MIT 2010, and Joanna Barnes, MIT 2010