

Education Program

REFLECTIONS

CONTENTS

VOLUME 3 | NUMBER 1

- 1 | Teachers as Change Agents
- 2 | Director's Message
- 2 | New Principal Program
- 3 | Alumni Spotlight:
Connie Milliken & Katie Pepper
- 4 | Faculty Spotlight: Jean Eisele
- 5 | Secondary Program News
- 5 | Scholarships
- 6 | Faculty Activities

Teachers As Change Agents:

IMAGINE SUMMER YOUTH PROGRAM

By Robert Roseth



2008 IMAGINE participants Kurt Holmes and Katie Bigham

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IMAGINE summer camp for youth emphasizes environmental stewardship and makes use of the wetlands near the UW Bothell classrooms. Student teachers work in teams that include several specialties so that they can plan curricula that encompass language arts, math and biology. One of the products of the 2008 camp was the first field guide to the UW Bothell wetlands.

"The workshops are built around three intersecting ideas," says Cherry McGee Banks, professor in the Education Program. The first week had the theme "Extinction or Preservation?" The second week was built around "Explorations in Nature," while the final week highlighted "Environmental Stewardship."

The team that led the curriculum planning included both regular UW faculty and clinical faculty, who are experts in the various disciplines.

"When kids connect to a real-world problem, they learn better," says Karen Gourd, Assistant Professor. "Also, this method of learning connects more strongly to the ways

Continued on Page 8

Mark Your Calendar for IMAGINE 2009

July 6-10 and July 13-17

The Master of Education, Secondary Program's faculty and students will offer two exciting weeks of interdisciplinary study for middle level and high school students. More information at www.uwb.edu/education/imagine2009

Letter from the Director

This issue of *Reflections* features just a few of the many achievements of the Education Program and its alumni. The Faculty Spotlight article on Jean Eisele is indicative of the engagement of our faculty in innovative teaching and global citizenship.

The newsletter provides you with a sampling of recent activities of the Education Program faculty and staff. They are an accomplished group of people, and I am proud to have the opportunity to work closely with them this year. Please read through these pages to learn more about the Education Program's publications, grants, and other initiatives.

Sincerely,

L. Watts

Linda Watts
Professor and Interim Director

New Principal Program

Planning continues for a new principal preparation program linked to an M.Ed. degree in Educational Leadership. We plan to combine on-the job, on-line, and in-class components with a simultaneous internship to form a comprehensive program that links directly to the responsibility that today's principals have for leading a team of instructional leaders. One part of our planning involves creating a new partnership with the Center for Strengthening the Teaching Profession and several school districts in our region, called the Authentic Pathways to Principal Leadership (APPL) Collaborative.

If you would like more information, please contact Professor Tom Bellamy:
TBellamy@uwb.edu, 425-352-3573.

Reflections Newsletter Gets a New Look!

Since we've gone online, we will mail postcards to notify you that a new issue is available for viewing on the website at:

www.uwb.edu/education/

Please email story ideas and alumni updates to: reflections@uwb.edu

UW Bothell Professional Education Advisory Board 2008-2009

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Alumni Spotlight: Connie Milliken and Katie Peffer

By Janet Caruso



Connie Milliken and Katie Peffer have been a collaborative teaching team at Maywood Hills Elementary in the Northshore School District since 1994. It would be impossible to honor one and not the other, given the remarkable, enduring partnership they have shared. Indeed, they are so in tune with each other's thinking and work that they can "finish each other's sentences." Their similar backgrounds, teaching philosophy, and dedication might have predictably drawn these two together, but their unique personalities, contrasting teaching styles, and different professional paths toward self-improvement have brought richness, depth, and synergy to their special relationship.

Connie Milliken

As a young girl, Connie knew she wanted to be an educator. Her father had been a teacher, principal, and superintendent, and she enjoyed working with children. Because college in the 1960s channeled women toward nursing or teaching careers, Connie chose teaching because she thought it would be more interesting.

Upon graduating from college, Connie briefly taught elementary education before she left for 17 years to raise her family. During that time, she also operated a state-licensed daycare, worked as a school volunteer, and held leadership positions in school, district, and state PTAs.

Eventually Connie returned to her first chosen profession in the 1990s, taking classes to update her credentials and skills. She loved these classes, especially teacher courses for developing mathematical ideas.

In 1993 she began teaching in the Northshore School District at Maywood Hills Elementary. The following year she and Katie were assigned fourth grade classrooms in side-by-side portables.

Katie Peffer

Katie was determined not to be a teacher. Both her parents were full-time teachers, and she observed firsthand the long hours and consuming workload. So she pursued a college degree in marketing, only to change her mind as her graduation date approached. Business seemed too tedious, stifling, and isolating. A career in education

seemed more challenging, social, creative, and positive. She changed her major. A couple years later (1991), Katie completed her teaching certificate and became a Northshore classroom teacher, teaching fourth grade.

After several years of teaching experience, Katie (like Connie) discovered that her initial reasons for teaching had changed. Now, the greater reward for Katie rested in the achievements of her struggling learners. Because of their many challenges, she realized that their success was more directly affected by her instruction than more capable students.

Even as Katie and Connie began to work together, planning curriculum and sharing students, they each started a personal quest to seek a master's degree in education. Katie started first, by entering the University of Washington Bothell Master of Education Program in 2002. The questions of her first UW Bothell teaching intern during her tenth year of teaching made Katie reflect and question her own teaching practices. She decided she needed to interact with other educators and examine current research to understand and apply the best teaching practices. Once in the program, she elected to complete the National Board Certification.

For Connie, the love of learning, rejuvenated by her continuing education courses, motivated her to find better ways to share lifelong learning with her students. Fearful of the GRE entrance exam, Connie decided to first complete the National Board Certification. Her success bolstered her confidence, and she next applied (and gained admission) to the UW Bothell graduate program.

Though Connie and Katie completed their graduate degrees and National Board Certification asynchronously, they chose the UW Bothell graduate program for similar reasons. Both were impressed by the quality of their UW Bothell teaching interns, who brought so much knowledge and skill into their classrooms. The interns' preparation

Continued on Page 8

Faculty Spotlight: Jean Eisele

By Janet Caruso

Jean Eisele has been a lifelong educator. Her teaching career has spanned a wide spectrum of positions and locations, from working as a primary schoolteacher in a multi-age, two-room schoolhouse in Vermont to serving as Senior Lecturer for the Education Program at the University of Washington Bothell. In such a satisfying yet continuously-evolving career, Jean has steadfastly followed one constant: “It’s always about the kids.”

When Jean entered the teaching profession in the 1960s, she encountered “open education,” a philosophy and methodology based on a child’s strong, inherent desire to make sense of his or her environment. Jean embraced this theory of child-centered instruction and individualized curriculum and tailored her instruction to meet the unique needs, strengths, and learning styles of her young students. She “adored” these teaching experiences, which laid the foundation of her teaching beliefs and her career.

In 1969, the Vermont Department of Education acknowledged Jean’s innovative work by awarding her the state’s Teacher of the Year Award. Honored and humbled, Jean believes she was selected because her instruction and classroom modeled the educational philosophy prescribed in the *Vermont Design for Education* (1968), a ground-breaking guide, which underscored the teacher’s role as partner and guide in the process of exploration and discovery.

Over the years, Jean’s understanding of students, teachers, and learning has continually deepened. From her work, research, and observations as teacher, principal, administrator, supervisor, consultant, writer, and presenter, she offers three key insights. First, students “All learn differently and therefore behave differently in learning situations”; there is “no best [or worst] way to acquire knowledge....Simply different ways.”



Photo by Marc Studer, UW Bothell

Secondly, when teachers begin with trust and curiosity rather than judgment, they open the possibility that a challenge can become an important learning opportunity. In fact, learning in difficult circumstances is often “even greater, more important learning.”

Finally, the “one-size-fits-all” approach to teaching, learning, and assessing only leads “to overgeneralization: of kids’ skills and knowledge, of teachers’ and schools’ effectiveness, of America’s education program as a whole.” Instead, *differentiation* better matches instruction, curriculum, and assessment with learning, bringing about both higher-achieving students and test results that are truer indicators of student performance.

Jean has interwoven her rich, dynamic professional life with many of her personal passions. Since 1990 she has been Director of the International Partnership Stories Project, where she links classrooms from different cultures for collaborative story writing projects. To date, over 80 such paired stories have been completed and published. More recently, she has worked with The Jane Goodall Institute to guide and coordinate story writing projects with classrooms around

the Pacific Rim (The Neverending Salmon Tale) and around the world (The Year of the Sparrow). During the past several years, Jean has become increasingly involved with Auroville, an intentional, international community in south India devoted to human unity, progress, and sustainable living.

In her past visits to Auroville, Jean has shared her considerable teaching expertise and knowledge with its educators. This winter quarter, Jean returned to Auroville for a fourth visit, spending her sabbatical living and working there. She hopes one day to create a teacher exchange program with Auroville Indian and local Washington teachers.

Jean once described her dream job as one where she could spend her days “talking about kids and classrooms,” working with both pre-service and practicing teachers, staying connected to real classrooms, collaborating with dynamic, inspirational colleagues, continuing her work with the Partner Stories Project, and maintaining a relationship with Auroville. She realized her dream in 1999 when she joined the UW Bothell faculty.

Here in the Education Program, Jean enjoys a creative environment, with fulfilling work and supportive colleagues. Proud of the program’s mission and design, Jean also cherishes her role in affecting the education of future “kids” by successfully preparing their teachers. Jean’s contributions have made a significant impact, as one recent alumnus, Nikko Linn, noted: “Jean has not only made me a better teacher, she has given me the desire and tools to continue to grow for as long as I am teaching. Jean will always be an inspiration and a dear friend.”



Programs/Endorsements

The University of Washington Bothell offers cutting edge programs in the following areas:

Post Baccalaureate

K-8 Teacher Certification with:

- Middle Level -- Humanities
- Middle Level -- Math
- Middle Level -- Science

Graduate Level

- Master of Education
- Master of Education with Professional Certification*
- Master of Education/National Board Certification
- Master of Education, Secondary Teacher Certification with endorsements in:

Biology
English/Languages Arts
History
Mathematics
Social Studies

- Reading Endorsement -- graduate level for credentialed teachers

*Professional Certification stand alone program is also available.

An Education Minor is also offered at the undergraduate level.



The Secondary Program's Second Cohort Begins

The Secondary Teacher Certification M.Ed. program started its second year with two new endorsements and 19 new students.

Endorsements in History and Social Studies were added to the program in the summer of 2008, after approval from the Washington State Office of the Superintendent of Public Instruction. Five of the students beginning the program in the autumn of 2008 are pursuing endorsements in History and/or Social Studies.

Faculty members in the program see this addition as a complement to the current endorsements in Biology, Math, and English/Language Arts. They anticipate many students will consider earning endorsements in both English and Social Studies to broaden their options in the classroom.

Of the 19 students starting the second cohort of the program, nine have post-graduate degrees or coursework, and 12 have undergraduate degrees in the subject area they plan to teach.

The students who began the Secondary Teacher Certification M.Ed. program last year started their fieldwork at local high schools this fall. After a busy summer of coursework and implementing the IMAGINE Summer Camp (see page 1) they jumped right into the classroom. Before school even started, they spent time getting to know their cooperating teachers and learning how to set up a new room for a new year.

Education Program Advisor Wins UW Pangaea Scholarship

Amelia Bowers, Education Program Advisor, was awarded one of 18 Pangaea Scholarships by the University of Washington to study geology (specifically evaporites) in Sicily during September 2008. The three-week Exploration Seminar, "Salt, Stratigraphy and Civilization" was created by UW Geology Professors Dr. Jody Bourgeois and Dr. Charlotte Schreiber.

Five UW doctoral students and eight undergraduates traveled together with Amelia, Jody, Charlotte and geology Professor Dr. Stephano Luigli of Modena, Italy. Mt. Etna, a working salt mine, gypsum outcrops, and Greek Temples dating to 2400 B.C. were among the wonderful Sicilian sites that the group visited.

Program Scholarship Awards

The following UW Bothell Education students were granted scholarships in autumn quarter 2008:

K-8 Teacher Certification Program:
Charlotte Plouse
Woodinville Rotary Club Teacher Certification Scholarship

M.Ed., Secondary Teacher Certification Program:
Keri Marino and Dane Sandstrom
Richard C. and Lois M. Worthington Endowed Scholarships

Faculty Activities

Faculty Publications 2008-2009:

Cherry McGee Banks

(In Press). *Becoming American: Intercultural Education and European Immigrants*. In C. A. Grant (Ed.), *Need of Education for the Global World: Multicultural and Intercultural Education, Good Practices and Future Perspectives in Different Countries*. London: Routledge.

A Comparative View of Diversity in the United States and Canada. *Social Education* 72 (6), 319-321.

G. Thomas Bellamy

Bier, M., Foster, A., Bellamy, T., & Clark, R. Professional development school principals: Challenges, experiences, and craft knowledge. *School-University Partnerships*.

Bellamy, T., & Goodlad, J. Continuity and change in pursuit of a democratic public mission for our schools. *Phi Delta Kappan*, 89(8), 565-570.

Nessan, T., & Bellamy, T. Instructional coaching as a leadership development pathway. *Washington State Kappan*, 2(1), 14-17.

The crowd in the principal's office: Strengthening a collaborative profession for contentious times. In R. Papa, C. M. Achilles & Alford, B. (Eds.), *Leadership on the frontlines: Changes in preparation and practice*. The 2008 Yearbook of the National Council of Professors of Educational Administration (p. 29-48). Lancaster, PA: Pro-Active Publications.

Pamela Bolotin Joseph

Teachers in Popular Culture, in the *Encyclopedia of the Social and Cultural Foundations of Education*, Sage Publications.

Antony Smith

What schools are for: Stimulating necessary dialogue for the reconstruction of schools in our democracy. *Journal of Educational*

Controversy, 2(3).

Rethinking instructional coaching in terms of teacher change. *Washington Kappan*, 1(2).

Jane Van Galen

Trajectories: The Social and Educational Mobility of Education Scholars from Poor and Working Class Backgrounds. Amsterdam: Sense Publishers.

Faculty Presentations:

Robin Angotti presented "Using Emerging Technologies in Math Education" at the 2009 annual National Council of Teachers of Mathematics Conference. Co-presenters included three Secondary Teacher Certification students: Tamela Wright, Daniela Benedict and Keri Marino.

Cherry McGee Banks presented: "Human Rights Education for a Sustainable Future: Celebrating 60 Years of the Universal Declaration of Human Rights," at St. Patrick's College, Dublin, Ireland, September 2008.

Dr. Banks chaired the 2008 American Educational Research Association Session on "Learning in Schools, Neighborhoods, and Communities in Diverse Environments: Life-Long, Life-Wide, Life-Deep."

Dr. Banks was an invited member of an alumni panel and gave a presentation on "Future Leaders" at Seattle University, July 2008.

Karen Gourd presented the following papers: "From Brown to Meredith: Race-Conscious School Policies in the Eye of the

Law," co-authored and co-presented with Jonathan Lightfoot, Hofstra University, at the 2008 annual meeting of the American Educational Research Association. "Maybe I'll Think More about What I Do': Urban Eighth Graders Explore Bullying Through Forum Theatre," at the 2008 Pedagogy and Theatre of the Oppressed Conference.

Pamela Bolotin Joseph presented two papers at the 2008 American Educational Research Association: "Teaching a Pedagogy of Peace" in a paper session, Peace Education: Studies in Curriculum and Instruction, and "The Moral Imagination and the Education of Curriculum Workers" in a symposium, Cultivating Moral Imagination: Conversations on the Ethical Development of Curriculum Workers.

Antony Smith presented:

"Connecting theory to practice through a revised teacher certification course project," at the Teaching and Learning Symposium, University of Washington, Seattle, WA, May 2008, and "The future of the National Network for Education Renewal: Moving into the conceptual age," at the 2008 annual meeting of the National Network for Educational Renewal.

Jean Eisele presented:

"International Partner Story Project" at the 2008 Annual Northwest Conference on Teaching for Social Justice.

Jane Van Galen organized and presented for a panel on the educational experiences of poor and working class children who complete Ph.D.s, at the 2008 annual meeting of the American Educational Research Association.

Faculty Activities

Faculty Community Involvement:

Cherry McGee Banks

2008 – Present: Member, University of Washington Faculty Senate

2008: Member, Washington Women's Foundation

Jean Eisele invited Greg Mortenson, author of *Three Cups of Tea: One Man's Mission to Promote Peace... One School at a Time* (Penguin 2007), to be the 2008 UW Bothell Commencement speaker. Mr. Mortenson is an internationally renowned humanitarian, author and mountaineer who has dedicated his life to promoting literacy programs and building schools, especially for girls, in remote mountain regions of Pakistan and Afghanistan.

Dr. Eisele led 14 UW students to Auroville, an intentional, international community in South India, winter quarter 2008. The students focused on learning and schooling, and service learning in schools with teachers and children.

Dr. Eisele traveled again to Auroville with two teachers (alums from the Education Program) and a UW Seattle student in winter quarter 2009. She will be leading an Exploration Seminar to Auroville in August 2009. Students will get hands-on experience studying issues of local and global significance.

Carole Kubota and interns from K-8 Teacher Certification Cohorts 12 and Extended 8 participated in the Moorlands Elementary Science Fair in March 2008. Interns

provided science experiences and activities for families attending the fair. Among the activities: investigating glorp, exploring microscopic objects and recording fingerprints.

Dr. Kubota shared her family's experiences in the internment camps during World War II with 5th graders at Monte Cristo Elementary in Granite Falls School District, October 2008, at the invitation of Kim Wiersma, 5th grade teacher and graduate of the UW Bothell Teacher Certification Program and currently a student in the Master of Education Program.

Antony Smith continued to serve as the Northwest Region Coordinator for the League of Democratic Schools (LODS). He assisted in planning and facilitating the national meeting of the LODS in Seattle in January 2008, and planned and facilitated a Northwest Region meeting in Olympia in May 2008.

Other Professional Activities:

Robin Angotti renewed her National Board Certification as a Teacher of Adolescent and Young Adulthood Mathematics.

Jane Van Galen co-lead (with Andreas Brockhaus of Instructional Technologies) a three-day workshop on Digital Storytelling for UW Bothell faculty from five departments in September 2008.

Dr. Van Galen advises UW Bothell's Dream Project. Modeled after a program on the UW Seattle campus, UW Bothell students mentor low-income or first-generation high school students in partner schools

throughout the process of applying for college admissions and for scholarships.

Grants:

Antony Smith

"Reading Assessment: Developing a Retelling Protocol for Use with Nonfiction Text." Teaching and Scholarship Enhancement Project Award (\$6,460).

SUPPORT EXCELLENCE IN EDUCATION

UW Bothell's Education Program focuses on innovative ways to present new ideas and stimulate excellence in teaching. Giving to the Education Excellence Fund supports these innovations which provide greater connections between the Education Program, our students and the community.

Please join the many faculty, staff and alumni in contributing to the continued growth and vibrancy of the program.

Visit www.uwb.edu/education to make a gift online today.

For more information on how to establish an endowment or planned gift contact:

Richard Penny at 425.352.3395
or email at rpenny@uwb.edu

Teachers As Change Agents Continued From Page 1

that they learn outside of school. We find that, by working on an integrated curriculum, the teachers learn how their own content connects to other disciplines. It helps them understand their own subject by applying it in another context."

The UW Bothell program is designed to give teachers the necessary experience to be comfortable in a variety of environments. One key emphasis of the UW Bothell approach is to graduate teachers who are change agents, says Assistant Professor Robin Angotti. "We want our graduates to be experimental and innovative in their approach. In whatever school environment they find themselves, they ought to be able to put together the best curricula to meet their students' needs."

Last year, a group of student teachers were discussing how to integrate language arts lessons in a session that was structured around a mathematical concept: measuring the height of a tree by measuring the length of its shadow and comparing that shadow to something of known height (such as a person). They ran through a number of possibilities, from poetry to photography to the implication of tree height (shade tree, for example) to its environmental niche.

"The experiential approach helps lay a foundation for thinking in a different way about how we educate children," Angotti says.

For most UW Bothell students in the class, this was their first experience at designing curricula. The faculty are there every step of the way, keeping them on task and supporting them. At the end of the three-week experience, the faculty helped the student teachers evaluate what they did, to see what elements of the curriculum worked and which needed improvement.

"IMAGINE has two major goals,"

Banks says. "We want an authentic field experience that will be valuable for secondary teacher candidates. We also want to engage the community and bring them to campus. We want them to see this as their campus. These student teachers continued with their field work in the fall at Jackson High School in Mill Creek and Inglemoor High School in Bothell in addition to taking a teaching methods course on campus.

Alumni Spotlight Continued From Page 3

and questioning suggested a rigorous program full of professional interaction. As a research-based institution, the UW Bothell Education Program could provide the resources and methodology for the study and application of best teaching practices.

As they became immersed in their separate programs of study, Connie and Katie relished the program's design and the relevant, stimulating coursework. They raved about the professors for their intellect, openness, respect, and commitment. They soon discovered that the campus' convenient location not only meant a short commute but encouraged classroom collaboration

with their professors and networking with other Northshore teachers enrolled in the program. During the completion of the graduate program, Connie and Katie gained many key insights. One insight particularly resonated with them as individuals and as a team -- the importance of teacher leadership. Since their graduations, the two have worked as leaders, trainers, and facilitators in their district, especially on curriculum development (math, literacy) and teacher training. Often the two work jointly on such assignments. Both credit the UW Bothell graduate program for giving them the confidence, skills, and "voice of authority" to participate in these leadership roles.

Today, Katie and Connie continue their successful teaching collaboration. The self-described "Odd Couple" (disparate ages, appearance, and temperaments) value their 15-year partnership. Katie admires Connie's willingness to take risks and her "good energy." Connie says they "get more work done" because they "work well together" and generate more ideas as a team. Both believe their collaboration has been shaped and enhanced by their common — and uncommon — UW Bothell experiences and education.

Photo by Kathy Sauger



Left to right, graduate student Maureen Fonken, graduate student Keri Marino, 10th-grader Judith Monteo de Oca, and ninth-grader Hunter Schafer compare notes during a camp designed by the graduate students.