

goodlad
institute
for educational renewal

Annual Report
Oct. 1, 2021–Sept. 30, 2022



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Institute Mission

The Goodlad Institute for Educational Renewal exists to promote justice-centered purposes of education by co-designing and studying processes for continuous renewal with schools, universities, and communities.

A message from the director

Now in our fourteenth year at the University of Washington, the Goodlad Institute for Educational Renewal continues the collaborative work of promoting innovation in communities and schools and the preparation of educators and future leaders. As we emerge from the pandemic, we are renewed in our commitment to anti-racist research pursuits and relentless attention to the ways that systemic, historicized injustices continue to exacerbate inequities in all sectors for nondominant communities. I am more focused than ever on continuing the Institute's focus on educational renewal from within communities as the best hope for ethical, just, and thriving futures for all young people, their families, and communities, especially those from nondominant backgrounds. While we recognize schools as one place where this renewal can happen, we also recognize that many young people find their most profound educational experiences in their families and communities. Therefore, at the Goodlad Institute, we are committed to justice-centered practices and partnerships as we learn together with community partners. This report covers the period of October 1, 2021 - September 30, 2022.

Carrie Tzou
Professor, Science Education
University of Washington Bothell
School of Educational Studies
Director, Goodlad Institute for Educational Renewal

Who we are

Launched in 2008, the Goodlad Institute for Educational Renewal was chartered as a University-wide program and administered by UW Bothell within the Office of the Vice Chancellor for Academic Affairs. Beginning in 2018, the Institute discontinued the tri-campus partnership and is now solely dedicated to work at UW Bothell. The Institute is located on the UW Bothell campus in Husky Hall and provides work and meeting space for the Institute's principal investigators, project personnel, and graduate students. Dr. Tom Bellamy served as the founding director of the Goodlad Institute through December 2018 and transferred the directorship to Dr. Carrie Tzou effective January 2019. Kellie Holden serves as the Institute Administrator.

The Goodlad Institute for Educational Renewal honors the remarkable seventy-year career of John Goodlad and structures a collaborative framework within which his work can continue. Perhaps best known for celebrating the central importance of education in a social and political democracy, Dr. Goodlad was equally concerned with practical implementation, showing how actual school practices fall short of democratic ideals and then recommending how those gaps might be bridged.

The Goodlad Institute has grown out of over two decades of work by Dr. John Goodlad's Institute for Educational Inquiry (IEI). The IEI articulated an enduring vision of the mission of public education in a democracy and successfully pursued that agenda through an integrated strategy of coordinated local demonstrations, critical inquiry, leadership development, and professional communications.



Dr. Carrie Tzou, Director

Carrie Tzou is a professor in science education in the School of Educational Studies and a PI in the Goodlad Institute. She holds a PhD in Learning Sciences from Northwestern University and an M.S. in Teaching and Learning with a concentration in science education from Vanderbilt University. Her research has three major components, all connected with an interest in addressing issues of culture, identity, and equity in science and environmental science learning: 1) ethnographic work to understand how youth and their communities are positioned and position themselves through place-based education, 2) design-based research to design curricula to bring youths' out of school science and cultural practices into science and environmental science teaching and learning, and 3) research and design of elementary and secondary preservice teacher education that explores how to orient preservice teachers to the sophisticated learning and identities that their students construct both in and out of school in order to make science more accessible to all of their students.



Dr. Tom Bellamy

Tom is professor emeritus of Education at the University of Washington Bothell and the founding and former director of the Goodlad Institute. His 50 years of experience in education include work as a special education teacher, university faculty member, research center director, federal program executive, and university administrator. Tom has developed educational leadership programs for principal preparation and preparation of local special education administrators and is currently leading two leadership programs at UW Bothell, ECSEL and AIMS.



Dr. Yue Bian

Yue is an assistant professor in the School of Educational Studies at UW Bothell. Her scholarship explores effective teacher education practices that prepare all teachers to be linguistically and culturally responsive to emergent multilingual students in formal and informal learning contexts. As a transnational and bilingual scholar, Dr. Bian also attends to the lived experience of prospective and practicing teachers and teacher educators from transnational and multilingual backgrounds, particularly those who are first-generation immigrants.



Dr. Natasha Hakimali Merchant

Natasha Hakimali Merchant is an assistant professor of multicultural and social studies education at UW Bothell where she teaches courses in the social foundations of education as well as advanced courses in critical educational change. Her research interests revolve around the ways Islam is taught in secondary social studies contexts. Influenced by traditions of critical ethnographies, she seeks to understand the experiences of Muslim students as they encounter themselves as subjects in the classroom as well as the practices of justice-oriented teachers who seek to teach against Islamophobia.



Dr. Allison Hintz

Allison is an associate professor in the School of Educational Studies at UW Bothell. Her research and teaching focus on mathematics education. She studies teaching and learning alongside partners in formal and informal educational settings and focuses on beliefs and practices that support all children and families in lively mathematics learning. She is co-author of *Intentional Talk: How to Structure and Lead Productive Mathematical Discussions*.



Kellie Holden

Kellie is the administrator for program operations in the Goodlad Institute. She serves many functions within the organization including overseeing all aspects of the Institute's fiscal affairs, managing all grant pre- and post-award activities, and coordinating faculty effort distributions. She applies wide-ranging knowledge of funding agency requirements and university regulations to ensure compliance and effective management of the Institute's projects.



Dr. Santiago López

Santiago is an Associate Professor in the School of Interdisciplinary Arts and Sciences and Director of the Environmental Education and Research Center at UW Bothell. He holds a PhD in Geography and the Environment from the University of Texas at Austin. His research focuses on the human and physical dimensions of global environmental change, with special emphasis on land use and land cover transformations and climate change using Geographic Information Science perspectives.



Dr. Veronica Cassone McGowan

Veronica is a research scientist and instructor at UW Bothell. She received her doctorate in Learning Sciences and Human Development from UW where she worked as a researcher for the Institute for Math and Science Education and LIFE Center. Her research focuses on broadening participation in STEM fields, particularly K-12 engineering and computational modeling, with a focus on connecting learning across settings in ways that incorporate learners' everyday interests, identities and community knowledges as foundations for sociotechnical learning.

Amy Pitt

Amy is the administrative assistant in the Goodlad Institute and provides support to all grant projects. She is responsible for routine fiscal activities including budget reconciliation, expense reports, reimbursements, and coordinating orders for project materials. Amy's role requires knowledge of University systems and adherence to the UW records retention policies.



William Rasplica

William (Bill) has extensive experience in district-wide (PK-12) and school-based implementation of integrated MTSS, including the areas of universal screening, multi-level prevention systems, progress monitoring, and data-based decision making. Bill provides overall program coordination for both of the Institute's leadership programs: ECSEL Program and AIMS Project. Bill retired after 18 years serving as the Executive Director of Learning Support Services for the Franklin Pierce Schools in Tacoma, WA.



Dr. Antony T. Smith

Antony, an associate professor in the School of Educational Studies at UW Bothell, has a research focus on the intersection of reading and mathematics and how exploring children's literature can help deepen comprehension, develop vocabulary knowledge, and increase motivation and engagement for students to become lifelong readers.



Elizabeth Starks

Elizabeth (Zuni/Navajo) is a research scientist in the OpenSTEM Research Group. Her work as a cultural technologist and artist focuses on creating and using tools for empowerment of Indigenous communities through collaborative design processes. She co-designs with stakeholders to understand and communicate complex ideas through creative visual methods. She holds a Master's degree in Software-Driven Systems Design, a Graduate Certificate in Museum Studies, and a B.S. in Studio Art.



Jordan Sherry-Wagner

Jordan is a doctoral candidate in UW's College of Education. He has worked as Co-director of a family childcare center, research assistant, curriculum developer, program coordinator, classroom teacher, and data analyst with a range of educational and professional institutions. His research investigates culture, learning, and development in early science and philosophy, specifically focusing on the role of ethical speculation in field-based science practices with early-grade children.



Dr. Blakely Tsurusaki

Blakely is a senior research scientist at UW Bothell. She holds a Ph.D. in Teaching, Curriculum, and Educational Policy from Michigan State University, an M.Ed. in Science Education from the University of Georgia, and a B.S. in Biology from the University of Puget Sound. Her research interests include how to better make connections between students' everyday lives and school science, identity, engagement and equity issues, and environmental literacy in formal and informal settings.



Nat Mengist, Dr. Priya Pugh, Perrin Teal Sullivan

Project alumni

Priority Areas & Program Development

Supporting Teacher Leadership for Curriculum Renewal

Curriculum and instruction are at the forefront of many current concerns – how to broaden the school curriculum beyond the narrow focus of state tests, how to increase achievement in mathematics and science, how to make learning more equitable, and so on. While such renewal involves simultaneous change in many different organizations and cultures that affect schooling, actual implementation depends most centrally on teachers changing their daily practices.

Preparing and Supporting School Leaders

Working at the nexus of community demographics, local expectations for schools, professional priorities, and public policy requirements, principals have experienced perhaps the most rapid changes among education professionals. An increasing number of children with limited English proficiency live in poverty or experience disabilities; they create learning challenges at the same time that public policies and district practices hold administrators accountable for immediate results. Each new proposal for reform simply underscores anew the critical role that principals play in any effort to improve school quality.

Renewing Professional Learning for Educators

This priority area focuses on preparation and support of educators who are skilled contributors to equity, inquiry and practice—both in and out of school. Partnerships are so central to the preparation and professional development of educators that they must span PK-12, community, and university boundaries, stimulating changes in each institution with the knowledge and challenges of the other. Renewal in PK-12, informal education, and higher education is supported when educators can work effectively across the cultures of schools, communities, and universities, modeling and fostering an inquiry stance that supports continuous improvement.

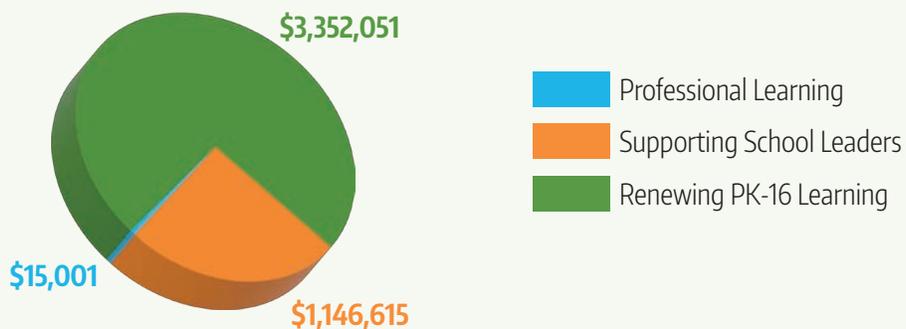
Supporting Renewal in PK-16 Schools and Informal Learning Environments

Public policies that emphasize achievement in core academic subjects for all children are juxtaposed with high levels of childhood poverty, limited English proficiency, and disabilities, which creates a challenging context for school renewal. And the process of continuing renewal becomes even more difficult when educators and their publics are committed to the broader purposes of education in a democracy.

Promoting Civic-Professional Collaboration for School Renewal

In broad terms, the need for local civic-professional collaboration for school renewal arises from the limitations of external efforts to impel educational reform through policies and funding. While external governance has its place, public schooling is also a very local endeavor that must constantly adjust to the aspirations and priorities of students and their families and communities. When reform efforts ignore or try to overpower local priorities and differences, implementation is, at best, tenuous, and often lasts only until the next issue or group takes the spotlight. But with so many competing local needs, it is often difficult to focus collective attention on young people's learning, much less to reach agreement on what is needed and to take action toward improvement.

Awards Supporting Goodlad Institute Priority Areas During Reporting Period





OpenSTEM Research

Several projects in the Institute form the OpenSTEM Research group. With an emphasis on learning beyond the school setting, these projects affirm fundamental goals of the Institute while creating a visible focus for work that broadens the access to STEM learning. Led by Dr. Carrie Tzou, OpenSTEM Research is committed to expanding opportunities for all students to engage with STEM learning environments across the settings and time points of their lives, including schools, libraries, other community settings, and from K-12 through workforce development.

Fostering STEAM

PI Dr. Blakely Tsurusaki received funding from the National Science Foundation's AISL program for her broad implementation project titled "Fostering STEAM through ISL professional development." Fostering STEAM partners with the University of Alaska Fairbanks to build on the outcomes of the successful AISL project "Project STEAM" led by Dr. Carrie Tzou which ended August 31, 2017. Through this past work, the collaborative team articulated a set of STEAM design principles that incorporate effective practices for broadening participation in science which informal educators can adopt and incorporate into their STEAM learning activities. This grant provides \$1.25 million over five years beginning September 1, 2017.

Grant Writing Workshops for Early Career Scholars in STEM & the Learning Sciences

In partnership with Drexel University, Dr. Carrie Tzou submitted a proposal to the National Science Foundation's DRK-12 program to create workshops on writing grants for early career scholars in STEM & the learning sciences. This one-year project was awarded funding and began September 1, 2021 with a subcontract to UW of \$10,697. The project wrapped up in August 2022.

I-RiSE

Dr. Blakely Tsurusaki submitted a proposal in partnership with North Seattle Community College for a project titled "I-RiSE" to the National Science Foundation's Advancing Innovation and Impact in Undergraduate STEM Education at Two-year Institutions of Higher Education program. This four-year project aims to redesign gateway STEM courses across math, chemistry, biology, engineering, and computer science to provide progressive and innovative STEM curriculum that significantly improves student success and retention through building community engagement and STEM identity. Dr. Tsurusaki received \$250,952 to complete this work beginning November 2021.

K-5 Preservice STEM

Dr. Carrie Tzou, in partnership with Northwestern University, submitted a proposal to the National Science Foundation's Innovations in Undergraduate and STEM Education program. This project titled "Improving the STEM preparation of K-5 preservice teachers through a project-based, interdisciplinary approach" aims to design a two-quarter science content course sequence for preservice teachers that will be a prerequisite for entry into UWB SES's elementary certification program. This four-year project was awarded \$1,881,288 and began October 1, 2021.

The group conducts research on supporting STEM-linked identities in young people by studying the design of learning environments that connect everyday activities and cultural and linguistic community resources with technology-enhanced STEM learning. In collaboration with partner organizations, the group also designs curriculum resources and conducts professional development for STEM teachers and informal practitioners.

Learning in Places

A National Science Foundation project, “Learning in Places: Gardens and Field Based Science Education,” aims to develop innovative field based science learning environments to help to prepare learners to meet, adapt to, and lead change in relation to the socio-ecological challenges of the 21st century. In partnership with Seattle Public Schools, Tilth Alliance, and Northwestern University, PIs Carrie Tzou and Megan Bang lead the effort to develop exemplar models of equitable science learning comprised of highly effective teaching practices, materials, and tools in outdoor learning environments including learning gardens and other green spaces in close proximity to schools. The four-year project began at UW Seattle in July 2017 and was transferred to UW Bothell in September 2018 with a total budget of \$2.99 million. This project entered a second no-cost extension year and will wrap up in June 2023.

Learning in Places PK-5

Dr. Carrie Tzou partnered with Northwestern University to submit a collaborative proposal to the National Science Foundation’s DRK-12 program for a 5-year design and development project that aims to design, implement and study teachers’ learning to engage students in pk-5 in field based models of science education utilizing the Learning in Places (LiP) seasonal storyline model. This project grows from our previous LiP work and is titled “Learning in Places: PK-5+ Field Based Science Education Across Schools, Families, and Communities” and is primarily focused on the life sciences and earth and space science domains reflected in the Next Generation Science Standards; however it also substantively incorporates aspects of social studies and civics as well as literacy. The LiP model was co-designed with families, educators and community based organizations with a focus on pk-3 students to prepare students to meet, adapt to, and lead change in relation to the socio-ecological challenges of the 21st century. This project was awarded \$1,034,246 and began July 1, 2022.

Multidisciplinary units on COVID-19 and social-emotional learning for K5

PI Carrie Tzou will lead the subcontract to Northwestern University for this project to design and study K5 curriculum that addresses social-emotional learning in the time of the COVID-19 crisis. The project will work with curriculum designers, researchers, and K5 teachers to develop, test, and re-design comprehensive units that focus on social-emotional learning, science learning, equity, and COVID-19. Dr. Tzou will lead the effort to develop college credit pathways for high school students who engage substantially in the work of these informal science institutions. The project began in June of 2020 with a budget of \$141,000. Work was completed in May of 2022.

Professional Learning Partnerships

LEADER Initiative

Dr. Allison Hintz submitted a planning grant proposal for a project titled "LEADER Initiative" to College Spark of Washington. The Leaders in Education Advancing Diversity, Equity, and Racial justice (LEADER) initiative aims to elevate community-driven efforts that increase and sustain diversity in Washington's educator workforce. This two-year planning project aims to develop a workforce strategic plan using LEADER goals and approaches, redesign gateway STEM courses across math, chemistry, biology, engineering, and computer science to provide progressive and innovative STEM curriculum that significantly improves student success and retention through building community engagement and STEM identity. Dr. Hintz received \$150,000 to complete this work beginning August 2022.



Story Time STEM: Integrating Literacy, Math, and Science through Children's Literature

Story Time STEM included the development and implementation of a set of toolkits to support mathematical learning among young children through read-alouds and meaningful discussion of mathematical concepts in the context of children's literature. Kits span three content areas including Counting and Cardinality, Operations and Algebraic Thinking, and Geometry. These resources were generated in close partnership with the King County Library System and Everett Public Schools and accompanied by professional learning opportunities for educators. This project was supported at \$29,454 by Washington STEM through through March 31, 2019, and at \$14,129 for a second funding period of January 1–December 31, 2020. The project received \$15,000 for a final funding period of January 1-December 31, 2022.

UWB at the Environmental Education Resource Center

The St. Edward Environmental Education and Research Center (EERC) is a new, university-led, environmental learning center at St. Edward State Park, located on the northeast shore of Lake Washington near Seattle Washington. Commencing operations in summer of 2021, the EERC will host a broadly interdisciplinary and equity centered program integrating environmental education, research, and community engagement with the purpose of advancing public understanding, scientific knowledge, environmental equity and justice, connection with nature, environmental sustainability, and stewardship of Pacific Northwest ecosystems and the larger world. With initial funding from the Chancellor's Investment Fund of \$600,000 over four years, the Goodlad Institute partners with campus departments including Community Based Learning and Research, School of Interdisciplinary Arts & Sciences, School of STEM, and the School of Educational Studies, and St. Edward Park.

Leadership Projects

Administrators Improving Multi-tiered Systems of Support (AIMS)

A proposal for a statewide program to support certificated school administrators as they develop competencies for and actively engage in leading local implementation of MTSS structures and components, the “Administrators Improving Multi-tiered Systems of Support” (AIMS) project was funded through the WA State Office of the Superintendent of Public Instruction (OSPI) with flow-through funding from the US Department of Education. PI Tom Bellamy leads this five-year program beginning October 1, 2020 with funding of \$996,615.

Enhancing Capacity for Special Education Leadership (ECSEL)

A statewide program to lead innovation in administrator preparation, the “Enhancing Capacity for Special Education Leadership” (ECSEL) project was funded through the WA State Office of the Superintendent of Public Instruction (OSPI) as a one-year pilot program. Initial funding of \$171,000 launched the program with a cohort of 10 candidates. With this initial support from OSPI, a collaboration among five campuses of the University of Washington and Washington State University and the state’s Education Service Districts, ECSEL was awarded funding to continue and expand Washington’s first preparation program specifically designed to prepare local administrators of special

education. This five-year grant from the U. S. Department of Education provided \$1.25 million and concluded December 31, 2018. OSPI approved continued funding for the ECSEL program for the past seven years, providing enhanced supports for aspiring and new administrators of local special education programs. The OSPI ECSEL project, led by PI Tom Bellamy and Program Coordinator Bill Rasplica, is now funded at \$150,000 each year.



Islam in the Classroom

Dr. Natasha Merchant, assistant professor in the School of Educational Studies, applied for and was awarded a one-year grant through the UW’s Research Royalty Fund (RRF) for her project titled “Islam in the Classroom: Exploring Teacher Practice in Secondary Social Studies. This project aims to do a comparative case-study of justice-oriented teachers who are committed to teaching about Islam in ways that build religious literacy. The findings from this study will enrich scholarship and practitioner-understanding about the agentive practices and interventions teachers make toward building religious literacy about Islam in secondary social studies classrooms. Dr. Natasha received an award of \$20,565 beginning August 2021. The project received a no-cost extension and will wrap up in August 2023.



Environmental Education

St. Edward State Park Environmental Education Resource Center

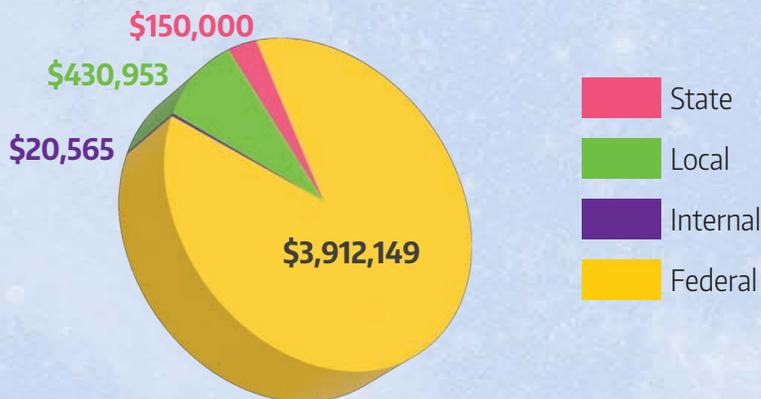
The St. Edward Environmental Education and Research Center (EERC) is a new, university-led, environmental learning center at St. Edward State Park, located on the northeast shore of Lake Washington near Seattle Washington. Commencing operations in summer of 2021, the EERC will host a broadly interdisciplinary and equity centered program integrating environmental education, research, and community engagement with the purpose of advancing public understanding, scientific knowledge, environmental equity and justice, connection with nature, environmental sustainability, and stewardship of Pacific Northwest ecosystems and the larger world.

With initial funding from the Chancellor's Investment Fund of \$600,000 over four years, the Goodlad Institute partners with campus departments including Community Based Learning and Research, School of Interdisciplinary Arts & Sciences, School of STEM, and the School of Educational Studies, and St. Edward Park.

Finn Hill Trails Project

Dr. Santiago Lopez, associate professor in IAS and faculty director of the Environmental Education & Research Center at St. Edward State Park, submitted a proposal to the Finn Hill Neighborhood Alliance (FHNA) for a project that will partner with the St. Edward Environmental to create family-oriented guides to trails in St. Edward and O.O. Denny Parks (and/or Big Finn Hill Park) that entertain and educate park users and also provide points of engagement for stewardship activities and Green Loop support. This 18-month project received an award of \$15,000 beginning August 2022.

Awards Supporting Goodlad Institute by Funding Source During Reporting Period



EERC C for C

Dr. David Stokes, professor in IAS and faculty lead at the Environmental Education & Research Center at St. Edward State Park, submitted a proposal to King County Flood Control District for a project that integrates and expands two existing citizen science conservation networks to educate, motivate, and inspire diverse community members and government officials to further salmon and riparian habitat conservation in WRIA 8, with special focus on urbanized areas that are lower income and more diverse. The community research element of the project—focusing on the relation between riparian habitat, salmonids, and mammalian wildlife—and the network of citizen scientists that contribute to it, forms the nexus for diverse education, outreach, and restoration activities under the auspices of the St. Edward Environmental Education and Research Center, a new U-affiliated environmental center with a DEI emphasis. This 2-year proposal for \$174,987 did not receive funding.

Proposals Submitted Not Funded

GLOBE Mosaic Alliance

Dr. Blakely Tsurusaki submitted a five-year grant proposal to the National Science Foundation's Advancing Informal STEM Learning (AISL) program with the goal to design, refine, implement, and research variations of a community-inspired, youth-driven, environmental research model (CIYDER) for engaging youth in environmental science research in out-of-school settings. We will work with middle and high school-aged youth in the Northeast to support their investigations of environmental science-related questions inspired by community-based conversations. The research team hypothesizes the CIYDER programs will support youth in learning about and engaging in the understanding of real-world environmental science issues and development of science-linked identities. This \$2,565,037 proposal did not receive funding.



Our Team

Staff, principal investigators and affiliates

Administration

Institute Director Carrie Tzou
Institute Administrator Kellie Holden
Administrative Assistant Amy Pitt

ECSEL Program / Washington AIMS Project

Program Director Tom Bellamy
Program Coordinator Bill Rasplica
Internship Supervisor Tricia Zurybida
Instructional Faculty: Franklin Day, Laura Matson,
Stephanie King, Susan Ruby

Story Time STEM

Principal Investigator Tony Smith (Story Time STEM)
Principal Investigator Allison Hintz (Plus-Mathematics)

Other Project PIs

Dr. Yue Bian
Dr. Natasha Hakimali Merchant

OpenSTEM Research

Principal Investigator Carrie Tzou
Principal Investigator Blakely Tsurusaki
Research Scientist Veronica McGowan
Research Scientist Elizabeth Starks
Research Assistant Jordan Sherry-Wagner

UWB at the Environmental Education Research Center

Dr. Santiago Lopez, EERC Faculty Director
Lily Cason, EERC Program Manager

PROJECT FUNDERS

- College Spark Washington
- ECMC Foundation
- Finn Hill Neighborhood Association
- Institute for Educational Inquiry
- National Endowment for the Arts
- National Science Foundation
- OpenSciEd
- Spencer Foundation
- University of Florida
- U. S. Department of Education
- Washington Office of the State Superintendent of Public Instruction
- Washington STEM



PROJECT PARTNERS

- Back to the Heart Immersion School
- Boston University
- Braided Education Consulting
- City University of Seattle
- Eastside Native American Education Program
- Edmonds School District
- Everett Community College
- Everett Public Schools
- Institute for Science and Math Education
- King County Libraries
- Louisiana Department of Education
- Marysville School District
- Michigan Math and Science Centers Network
- Montclair State University
- Northshore School District
- Northwestern University
- Quil Ceda Tulalip Elementary
- St. Edward State Park
- Seattle Public Libraries
- Seattle Public Schools
- Spencer Foundation
- Spokane Tribe of Indians
- Teachers of Color Foundation
- Tilth Alliance
- Tulalip Tribes
- University of Alaska Fairbanks
- University of Arizona
- University of California, Los Angeles
- University of Colorado, Boulder
- University of Florida
- University of New Hampshire, Durham
- University of Washington Seattle
- University of Washington Tacoma
- Washington Higher Education Coordinating Board
- Washington STEM
- Wellpinit School District

Selected Institute Products

Bang, M. & Tzou, C.T. (2021, March 20 & June 19). Toward field-based science education that contributes to just, sustainable, and culturally thriving worlds. NSTA What is social justice in the classroom virtual miniseries.

Bellamy, T., Rasplica, W., Day, F., Matson, L., Zurybida, T., & McGuire, M. V. (2022). [Teacher and ESA Leadership Experience Survey. Technical Report. University of Washington Bothell, Goodlad Institute for Educational Renewal.](#)

Mathematizing Children's Literature: Sparking Connections, Joy, and Wonder through Read-Alouds and Discussion
Allison Hintz and Antony Smith (2021)
<https://www.stenhouse.com/content/mathematizing-children%E2%80%99s-literature>

Educator Resources

Learning in Places Collaborative. (2022). [Garden Seasonal Storyline](#). Bothell, Seattle, WA & Evanston, IL: Learning in Places.

Learning in Places Collaborative. (2021). [Co-designing Places for Outdoor Learning Facilitation Guide](#). Bothell, Seattle, WA & Evanston, IL: Learning in Places.

Learning in Places Collaborative. (2021). [Family Storyline Worked Example: One family's field-based science journey](#). Bothell, Seattle, WA & Evanston, IL: Learning in Places.

Educator Frameworks

Learning in Places Collaborative. (2021). [Framework: Nature-Culture Relations](#). Bothell, Seattle, WA & Evanston, IL: Learning in Places.

Learning in Places Collaborative. (2022). [Framework: Socio-Ecological Histories of Places Framework: Supporting Sense-Making and Decision-Making toward Ethical Futures](#). Bothell, Seattle, WA & Evanston, IL: Learning in Places..

Learning in Places Collaborative. (2021). [Framework: Power and Historicity](#). Bothell, Seattle, WA & Evanston, IL: Learning in Places.

Project websites

Learning in Places
<http://learninginplaces.org>

Free COVID-19 & Health Equity Units for K-5 and High School Educators
<https://www.openscienced.org/covid-19-health-equity/>

Environmental Education and Research Center
<https://stedwardeerc.org>

Story Time STEM
<https://washingtonstem.org/story-time-stem/#AboutSTS>



Andromeda Galaxy NASA ID: PIA04921



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