



goodlad
institute
for educational renewal

ANNUAL REPORT

Oct. 1, 2023–Sept. 30, 2025

W
BOTHELL



Who we are

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 within schools, universities, and communities.

Launched in 2008, the Goodlad Institute for Educational Renewal was chartered as a University-wide program and administered by UW Bothell within the School of Educational Studies. 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 and transferred the directorship to Dr. Carrie Tzou in January 2019. Dr. Allison Hintz took over the directorship in August 2025. 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. As the Institute approaches its twentieth year, we embrace the opportunity and responsibility to look forward, guided by Dr. Goodlad's principles and inspired by the collective of partners, to expand the Goodlad Institute's role as a center for educational renewal for more just and democratic futures.

A message from the new director, Dr. Allison Hintz

As the Goodlad Institute for Educational Renewal approaches its twentieth year, it is an exciting time to reflect on the history and future of the Institute. We write to you as the previous director, Dr. Carrie Tzou, and new director, Dr. Allison Hintz. Together, in this reflective moment, we find ourselves thinking

- What is Dr. John Goodlad's legacy and how has it shaped the Institute? How have the Institute's core values, inspired by Dr. Goodlad's seventy-year career in education, deepened and expanded over time? What does the Institute want to be in 2027, its twentieth year?

Sparked from his days as a schoolteacher, Dr. Goodlad developed a lifelong interest in how schools work and how they could improve. Across his impactful career, spanning many roles in education, he established multiple centers for research in teacher education. As Dean of the UCLA Graduate School of Education, he collaboratively established the School as a leading center for teacher preparation and research. At the University of Washington, he founded the Center for Educational Renewal and the Institute for Educational Inquiry (IEI) to connect research with school practice. His influential research, such as *A Place Called School* (1984), was one of the largest observational studies of U.S. classrooms. His research led to major studies on teacher education (e.g., *Teachers for Our Nation's Schools*), curriculum inquiry, and the moral purpose of schooling. Dr. Goodlad argued that education should prepare students for democratic participation and center ethical, humanistic goals. He emphasized teaching as a moral act and argued that teacher preparation must be connected to real classrooms.

Dr. Goodlad's enduring legacy shapes the core values of the Institute. His vision for education as a public, moral endeavor grounded in democratic practice, inquiry, and collaboration continue to shape our work. Further, his commitments to research networks, educational renewal, democratic education, and teacher preparation have inspired past and present projects of the network of scholars, partners, and supporters who collaborate through the Institute.

Steeped within the belief that educational renewal requires deep partnership among schools, universities, families, and communities working together to advance equitable learning, the projects of the Goodlad Institute affirm and expand these foundational commitments.

Looking ahead, we see community-engaged scholarship as a defining direction for our next chapter that is already underway. Within the Institute's funded projects, networks of partners are designing and facilitating research-practice collaborations that honor local knowledge, promote culturally and linguistically sustaining pedagogies, and support youth and families as co-creators of learning communities.

Inward, researchers within the Institute value continual learning, specifically ongoing reflection about our roles, responsibilities, and growth areas in community-engaged work. We strive to learn and lead together, recognizing our community-engaged work is shaped by, and in turn helps shape, broader understandings of community engagement. We commit to ongoing learning with our community partners and shared responsibility for creating the relational conditions that support advancing community engagement practices within and across campus, the region, and the field of education.

As we approach the twentieth year, we embrace the opportunity and responsibility to look forward, guided by Dr. Goodlad's principles and inspired by the collective of partners, to expand the Goodlad Institute's role as a center for educational renewal for more just and democratic futures.

A note from the outgoing director, Dr. Carrie Tzou

As the Institute transitions to new and powerful leadership under Dr. Allison Hintz, I am excited for the possibilities that come with her expertise, wisdom, and vision. Dr. Hintz is a professor of mathematics education in the School of Educational Studies and has deep experience building community-centered research-practice-partnerships over the past 15 years. I could not think of a better leader to embody John Goodlad's commitments to democratic education and educational renewal. Dr. Hintz's work in mathematics education involves deep listening and attunement to the brilliance of children, educators, and families. She brings joy, curiosity, and a commitment to walking alongside partners in collective changemaking. She deeply understands the complexity and necessity of community-centered work towards equitable educational futures for all children. I have no doubt that the Institute will thrive under her leadership and vision.

Our Team



Dr. Allison Hintz, Director

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*.



Dr. Carrie Tzou, Former Director

Carrie 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.



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.

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. Jin-Kyu Jung

Jin-Kyu is a Professor in the School of Interdisciplinary Arts and Sciences at the University of Washington Bothell. He is an urban geographer/planner whose interdisciplinary research program contributes to critical, qualitative and creative possibilities of GIS (Geographic Information Systems) and geographic visualization in understanding socio-spatial processes and politics of urban space in an engaged way.



Dr. Santiago López

Santiago is a professor in the School of Interdisciplinary Arts and Sciences and faculty director of the Environmental Education and Research Center at UW Bothell. His research interests include human-environment dynamics, land use and land cover transformations, and climate change with an emphasis on GIScience applications. He is the editor and author of *Socio-Environmental Research in Latin America: Interdisciplinary Approaches using GIS and Remote Sensing frameworks*.



Dr. Veronica Cassone McGowan

Veronica is the director of the UWB Collaborative for Socio-Ecological Engagement and concurrently a senior research scientist at the Goodlad Institute. Her research situates science and engineering-related phenomena within larger socioecological and sociotechnical systems, with a focus on how patterns of decision-making impact humans and ecosystems at multiple scales. Her projects also focus on centering racial justice and gender equity as a part of STEM teaching and learning across K-16 and professional learning contexts.



Dr. Natasha Hakimali Merchant

Natasha 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.





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 and a current PhD student at UW iSchool. Her work as an educational designer 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.



Dr. Jordan Sherry-Wagner

Jordan is a postdoctoral scholar with a background in psychology, philosophy, and early childhood education. His research draws upon participatory design based methods to better understand how dynamics of culture, development, and identity mediate learning in early place-based education. Prior to his doctoral training Jordan received his Master’s in Education while working both as a curriculum specialist at the Childcare Quality and Early Learning Center and also founding Co-Director of a mixed-age family childcare center where he served for over a decade.

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.



Dr. Bryan White

Bryan is a Teaching Professor in the School of Science, Technology, Engineering, and Math. He received a PhD in Neurobiology and Behavior from the University of Washington Seattle campus. His current research is on ways to reduce test anxiety using breathing and mindfulness techniques. In addition, he strives to help all his students identify as scientists.



Dr. Symone Gyles

Project alumnus

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

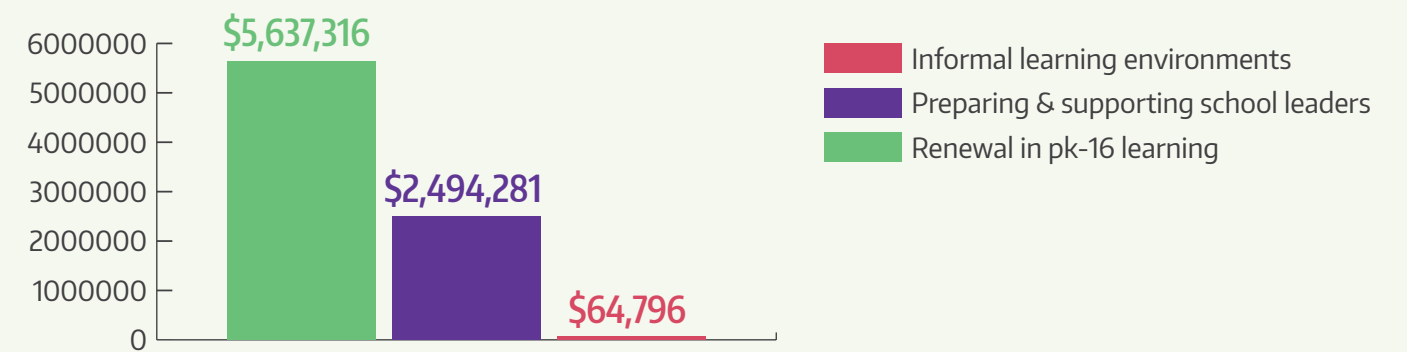
Public policies that emphasize achievement in core academic subjects for all children are juxtaposed with high levels of childhood poverty, limited English proficiency, and disabilities, which creates a challenging context for school renewal. And the process of continuing renewal becomes even more difficult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

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.

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. Dr. Tsurusaki received a one year no-cost extension in late 2023 and completed this work in August 2024.

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 for this 4-year project that began December 2021. A no-cost extension has been granted to continue this work through November 2026.

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. A no-cost extension has lengthened this work through September 2026.

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 5-year project was awarded \$1,034,246 and began July 1, 2022. An additional subaward from Northwestern University was granted in July 2024 to support a postdoctoral scholar.

Racial Equity

Dr. Carrie Tzou was awarded a grant from the National Science Foundation for a project titled "Racial Equity: Reimagining Educator Learning Pathways Through Storywork for Racial Equity in STEM." This collaborative research project brings together Northwestern University, Boston University, and the University of Washington and works to develop foundational theory and knowledge in educator learning towards new systems of education and STEM knowledge development. We aim to design, implement, and study a model that supports educators across STEM learning pathways (K-12, informal, higher education) in learning how to recognize and disrupt pedagogical paradigms that replicate deeply historicized racialized inequalities, and to cultivate attunements, knowledge, and practices that create just learning environments towards thriving worlds. *This three-year project was awarded \$1,106,513 and began July 1, 2023. This grant was rescinded by NSF in April 2025 due to federal funding priority changes.*

Spencer Pathways

Dr. Carrie Tzou was awarded a grant from the Spencer Foundation for a project titled "Pathways for culturally and linguistically relevant and sustaining mathematics and science teacher preparation to support multilingual learners." The project seeks to envision a multi-tiered system of teacher preparation and professional development that focuses on how K-12 teachers come into the practice of culturally and linguistically relevant and sustaining mathematics and science education for multilingual learners. This one-year project was awarded \$74,968 and began June 1, 2023. A no-cost extension has lengthened this grant through May 2026.

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 for this project that began August 2022. College Spark has awarded an extension to lengthen this initiative through July 2027.

T.E.E. Coalition

Led by Dr. Allison Hintz, this six-year capacity building grant from College Spark of Washington titled “Transformational & Equitable Education Coalition.” The T.E.E. Coalition is co-led by the University of Washington Bothell and City University and is inclusive of the Edmonds, Everett, Marysville, and Northshore School Districts; Eastside Native American Education Program; Teachers of Color Foundation; and the Tulip Tribe. This work stems from the LEADER Initiative planning grant awarded by College Spark in 2022. The T.E.E. Coalition’s goals are to continue to build relationships across the coalition with a focus on increasing and sustaining the educator workforce in school districts, and to recruit and retain the cultural, ethnic, linguistic, and racial diversity of the teacher workforce. The \$1,050,000 award began August 1, 2025 and will continue through July 2031.

RRF: STORIES

Dr. Yuen Bian was awarded a Research Royalty Fund grant through UW for a project titled “Short Stories about a Long Story: Learning to Teach as Transnational Teacher” which seeks to address a research gap by exploring the learning-to-teach journeys of transnational teachers and how they make sense of those experiences. This one-year project was awarded funding in September 2025 but will begin in September 2026.

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. OSPI increased the AIMS award in 2024-2025 to fund an MTSS Special Study that aims to develop a semi-structured interview guide aligned with the 2021 MTSS Fidelity of Implementation Rubric, a guide for administration of the interview, and a validation study of the tools and process. The goal is to assist schools and districts in monitoring implementation progress with expected practices within an MTSS/RTI framework by providing tools to assess implementation and by developing a plan to support schools and districts in using these tools. The AIMS Project concluded in September 2025.

Enhancing Capacity for Special Education Leadership (ECSEL)

The Enhancing Capacity for Special Education Leadership (ECSEL) Program is a statewide initiative focused on strengthening the preparation and support of special education administrators in Washington State. Originally launched as a pilot with a grant from the Washington State Office of the Superintendent of Public Instruction (OSPI), and later funded by the U.S. Department of Education, ECSEL has evolved into a sustained, collaborative program involving OSPI and the state’s Education Service Districts. To date, the program has graduated 87 scholars and continues to play an important role in advancing special education leadership across the state. The expanded program is currently funded by OSPI at approximately \$250,000 - \$275,000 annually.

Led by PI Tom Bellamy and Program Coordinator Bill Rasplica, and with support of OSPI, ECSEL continues to expand its reach and impact by providing targeted professional development and support for aspiring and early-career special education administrators through two components: 1) The PROGRESS Project and Conference launched in 2024 as a teacher leadership component, supporting the development of special education teachers and Educational Staff Associate (ESA) leaders through a statewide learning network. The annual conference reaches over 120 educators across the state, and many attendees join the ongoing teacher leadership offering continued support throughout the year. 2) The Last Mile Project launched in 2024 and offers structured support for school districts as they transition to a Response to Intervention (RtI)-based system for determining special education eligibility for students with specific disabilities in Washington State.

Environmental Education

CKU Collaboration

Co-PIs Dr. Jin-Kyu Jung and Dr. Santiago Lopez were awarded a grant from Catholic Kwandong University in Korea for a project titled "Rumbling, cracking, and knocking: Learning about landslides in the Greater Seattle Area." This research project is a collaboration between the University of Washington Bothell Environmental Education and Research Center (EERC) and the Department of Geography Education at Catholic Kwandong University which seeks to co-design community-engaged teaching and learning that will examine changes in social participation competency in environmental monitoring projects in the Greater Seattle Area. This project was initially awarded \$30,000 for a 10-month project beginning February 2023. The project received a \$10,000 supplement and an extension through December 2024.

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, was awarded a grant from the Finn Hill Neighborhood Alliance (FHNA) for a project that will partner with the St. Edward State Park 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 and was extended through December 2025 with a supplement of \$10,000.

UWB at the St. Edward State Park Environmental Education Resource Center



The St. Edward Environmental Education and Research Center (EERC) began as a new, university-led, environmental learning center at St. Edward State Park, located on the northeast shore of Lake Washington near Seattle Washington in the summer of 2021. Initially led by Dr. Santiago Lopez, the EERC hosts 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. The project's funding expired in June 2024 but the work continues under a new university-led program titled "Collaborative for Socio-Ecological Engagement" (CoSEE) led by Dr. Veronica McGowan.

RRF: STEAM Interest

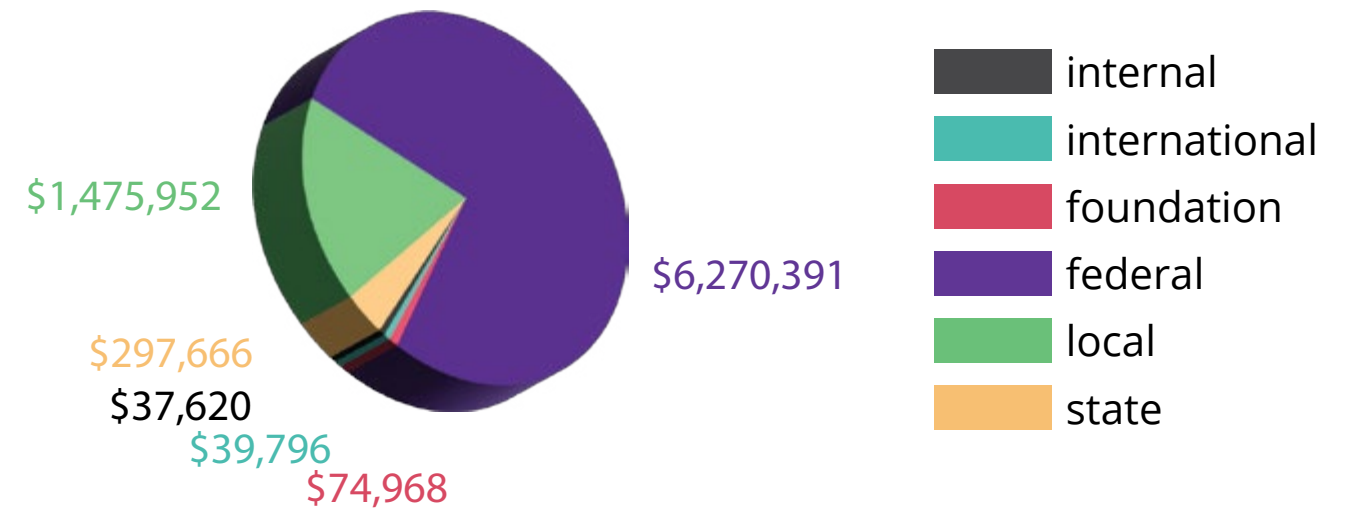
Dr. Santiago Lopez, associate professor in IAS, submitted a proposal titled "Outcomes of Research and Mentoring on Underrepresented Youth's STEAM Interest in an Environmental 'Green' Career" to the UW's Royalty Research Fund's March 2024 proposal cycle. This project seeks to better understand the impact of experiential learning experiences, mentored research, and creative practice projects/programs on Youth's STEAM interest in environmental 'Green' career and persistence in an environmental degree in a university setting. This proposal did not receive RRF funding in this round of proposals.

Spencer Transformative Research Grant

Dr. Yue Bian submitted a 5-year proposal to the Spencer Foundation for a project titled "Transforming Systems Towards Culturally and Linguistically Sustaining Mathematics and Science Learning for Multilingual Learners," which seeks to develop a multi-tiered educator preparation and support system focusing on culturally and linguistically relevant and sustaining mathematics and science education to enhance content learning, multilingual development, and well-being of multilingual learners. This \$2.8 million proposal was submitted in May 2024 but did not receive funding.

Proposals Not Funded

Awards Supporting Goodlad Institute by Funding Source During Reporting Period



Our Team

Staff, principal investigators and affiliates

Administration

Institute Director Allison Hintz
Institute Administrator Kellie Holden
Administrative Assistant Amy Pitt

ECSEL Program / Washington AIMS Project

Program Director Tom Bellamy
Program Coordinator Bill Rasplica
Internship Supervisor Stephanie King, Nancy Meeks
Instructional Faculty: Franklin Day, Laura Matson

OpenSTEM Research

Principal Investigator Carrie Tzou
Principal Investigator Blakely Tsurusaki
Co-Principal Investigator Bryan White
Research Scientist Veronica McGowan
Research Scientist Elizabeth Starks
Post-Doctoral Scholar Jordan Sherry-Wagner

LEADER / T.E.E. Coalition

Principal Investigator Allison Hintz
Co-Principal Investigator Yue Bian

Other Project PIs

Dr. Yue Bian
Dr. Natasha Hakimali Merchant
Dr. Jin-Kyu Jung
Dr. Santiago Lopez

UWB at the Environmental Education Research Center

Dr. Santiago Lopez, EERC Faculty Director
Dr. Veronica McGowan, EnCAP/CoSEE Director

PROJECT PARTNERS

- Back to the Heart Immersion School
- Boston University
- Braided Education Consulting
- City University of Seattle
- College Spark Washington
- 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
- North Seattle College
- 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

PROJECT FUNDERS

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

Selected Institute Products

Publications

Bian, Y., Hintz, A., & Couto, A. (2023). Diversifying the teaching workforce: Lessons learned from a self-study in a teacher preparation program serving candidates of minoritized backgrounds. *Washington Educational Research Association (WERA) Educational Journal*, 3-13.

The ECSEL Program. (2023), *Envisioning Local Special Education Administrators as Agents of Change*. Working Paper. University of Washington Bothell, Goodlad Institute for Educational Renewal.

Gyles, S., Starks, E., McGowan, V.C., White, B., Bang, M., Tzou, C. (2026) *Designing for Expansive Science Learning for Heterogeneity, Justice, and Towards More Sustainable Futures*. *Science Education and Culturally Sustaining Pedagogies: Research, Practices, and Critical Reflections*. IGI Global Scientific Publishing. <http://doi.org/10.4018/979-8-3373-5342-5.ch004>

Lembke, E., Rasplca, W., King, S., Ruby, S. (2023). *Selecting a Universal Screening and Progress Monitoring Tool to Use in a MTSS Framework for On-Going Instructional Decision-Making and Special Education Eligibility Purposes: A White Paper to Inform Decision Making*.

McGowan, V., & Tzou, C. (2025). Self-documentation as culturally relevant assessment for attunement to onto-epistemic heterogeneity in preservice teacher education. *Journal of the Learning Sciences*, 34(4), 571-617.

Sherry-Wagner, J., Starr, M., Haverly, C., Bang, M., & Tzou, C. (2025). *Centering Children’s Voices While Learning in Places: Field-Based Science Wondering That Cultivates Inquiry*. *Science and Children*, 62(5), 19–25. <https://doi.org/10.1080/00368148.2025.2537034>

McGowan, V.C. & Tzou, C. (Accepted). *Designing for Place in an Undergraduate Ecology Course*. *Journal of College Science Teaching*.

McGowan, V., & Tzou, C. (2025). Self-Documentation: An instructional strategy for centering student voices in elementary education. *Science and Children*, 62(5), 48–55. <https://doi.org/10.1080/00368148.2025.2536338>

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McGowan, V.C., White, B., Gyles, S. Starks, E., Bang, M., & Tzou, C., (Accepted). *Designing for expansive futures: Sex and gender justice in STEM teacher education in the Special Issue Critical Approaches to Queering Education*. *Journal of Queer and Trans Studies in Education*.

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Conference Presentations

McGowan, V.C., White, B., Gyles, S., Starks, E., Bang, M. & Tzou, C. (2025, June 12). *Designing for expansive futures: Sex and gender justice in teacher education in the session Designing for Expansive Forms of STEAM Disciplinary Engagement*. International Society of the Learning Science 2025 Annual Meeting. Helsinki, Finland.

Starks, E., McGowan, V.C., White, B., Gyles, S., Bang, M. & Tzou, C. (2025, June 12). *Expansive Engineering: Artificial Intelligence use and development in education toward justice, sovereignty, and equity in the session Designing for Expansive Forms of STEM Disciplinary Engagement*. International Society of the Learning Science 2025 Annual Meeting. Helsinki, Finland.

Gyles, S., McGowan, V.C., Starks, E., White, B., Bang, M., Tzou, C. (2025, June 11). *Toward a Collective Understanding of Designing STEM Learning for Equity and Justice*. International Society of the Learning Science 2025 Annual Meeting. Helsinki, Finland.

McGowan, V.C.; Starks, E.; Gyles, S.; White, B.; Bang, M. & Tzou, C. (2025, March 24). *Designing for Justice-Centered Values-Based Research in Undergraduate STEM Education in the session, Powered decision-making for equity in science education: Beyond access and inclusion*. National Association for Research in Science Teaching 2025 Annual Conference. National Harbor, MD.

McGowan, V.C., White, B., Gyles, S., Starks, E., Bang, M. & Tzou, C. (2025, April 25). *in the Session Storying with data: Towards gender-expansive attunements and nature-culture relations in the session Storywork as a Generative Model for Educator Attunement and Learning Toward Justice and Wellbeing*. American Education Research Association 2025 Annual Meeting. Denver, CO.

McGowan, V.C. & Campbell, T. (2025, April 27) *Designing for Collective Futures: The Engineering for Ecological and Social Justice Framework in the session, Integrating Climate Justice Education Across Teacher Education Programs: A Remedy of Critical Transdisciplinarity and Collective Action*. American Education Research Association 2025 Annual Meeting. Denver, CO.

Undergraduate STEM Courses

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