The purpose of the TEACH MATH project is to consider, from both research and teaching perspectives, what it means for teacher educators to support pre-service teachers in connecting children’s mathematical thinking with children’s family and community funds of knowledge in the context of elementary mathematics methods courses. This study is part of a larger project in which Amy Roth McDuffie is collaborating with colleagues from five other universities across the country, forming a collaborative research team.

Through on‐going field experiences with exemplary science teachers, the factors affecting teachers’ understanding of inquiry science and how teachers implement inquiry into their science teaching were explored. Through the discussion of how these teachers came to understand inquiry science, I was able to gain a picture of the events (readings, coursework, professional development, etc.) that influenced these expert teachers’ understanding of inquiry science. I also was able to collate a synthesis of strategies recommended by these teachers as the best to use for implementing inquiry science. Based on this exploratory field research, I plan to observe exemplary teachers in their classrooms implementing inquiry and using the strategies identified in the focus group; gain a deeper understanding of the best practices of science inquiry teaching.

Using a strengths-based model, our project aims to advance knowledge about WSU Tri-Cities first‐year students who are from historically underserved populations including students who are low‐income, first generation college students, and/or racial/ethnic minorities. It will investigate the circumstances under which these students succeed academically and the individual and institutional resources and practices that contribute to their success.

This highlights an interdisciplinary and ecological approach to how WSU is partnering and learning from school districts about their needs to better prepare leaders and teachers.

The College of Education’s Faculty Funding Award provided Dr. Nagel and Dr. Talbot the opportunity to research demographic data and develop delivery designs and research reviews that are being used in research models and grant proposals across the Education department at WSUTC. Multiple ongoing research projects being conducted by colleagues including Drs. Johnson, Acker-Hoevar, S. Bauman, and Talbot have drawn on this original data to further current research and grant development.