

TITLE II INSTITUTIONAL REPORT

Annual Institutional Report on Teacher Preparation: **Academic Year 2007-2008**

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Section IA. Pass Rates

Program completers for whom information should be provided are those completing residency certificate program requirements in the 2007-2008 academic year (**September 1, 2007 – August 31, 2008**). Do *not* include completers of alternative-route programs.

Table 1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program, 2007-2008

Institution Name: The Evergreen State College					
Academic year: 2007-2008					
Number of program completers: 35					
Type of Assessment	Assessment Code Number	# taking assess.	# passing assess.	Institut. pass rate	Statewide pass rate
<i>Academic Content Areas (math, English, biology etc.)</i>					
Biology	0235				
Chemistry	0245				
Designated World Languages: French	0173				
Designated World Languages: German	0181				
Designated World Languages: Spanish	0191				
Earth Science	0571	1	1	100	100
English Language Arts	0041	5	5	100	100
History	0081	7	7	100	100
Mathematics	0061	3	3	100	99
Music: Choral	0113				
Music: General	0113				
Music: Instrumental	0113				
Physics	0265				
Science	0435	1	1	100	100

Social Studies	0081	7	7	100	100
Theatre Arts	0640				
Visual Arts	0133	1	1	100	100
<i>Other Content Areas (elementary education, career/technical education, health education, etc.)</i>					
Agriculture	0700				
Business Education	0100				
Early Childhood Education	0021				
Elementary Education	0014	19	19	100	100
Family and Consumer Sciences	0120				
Health/Fitness	0856				
Library Media	0310				
Marketing	0560				
Middle School English	0049	4	4	100	100
Middle School Social Studies	0089	4	4	100	100
Middle School Math	0069	3	3	100	100
Middle School Science	0439	3	3	100	100
Reading/Literacy	0300				
Technology Education	0050				
Traffic Safety	0867				
<i>Teaching Special Populations (special education, ESL etc.)</i>					
Early Childhood Special Education	0690				
Special Education	0353	3	3	100	100
Bilingual Education	0360				
English as a Second Language	0360				

Table 2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program, 2007-2008

Institution Name: The Evergreen State College				
Academic year: 2007-2008				
Total number of program completers: 35				
Type of Assessment	# taking assess	# passing assess	Institut. pass rate	Statewide pass rate
<i>Aggregate: Basic Skills*</i>	NA	NA	NA	NA
<i>Aggregate: Professional Knowledge*</i>	NA	NA	NA	NA
<i>Aggregate: Academic Content Areas (math, English, biology etc.)*</i>	16	16	100	

<i>Aggregate: Other Content Areas (elementary education, career/technical education, health education, etc.)*</i>	22	22	100	
<i>Aggregate: Teaching Special Populations (special education, ESL,..)*</i>	3	3	100	
<i>Performance Assessments*</i>	NA	NA	NA	NA
<i>Summary of Individual Assessments**</i>				
<p><i>*Aggregate pass rate – Numerator: Number who passed all the tests they took in a category (and within their area of specialization). Denominator: Number of completers who took one or more test in a category (and within their area of specialization).</i></p> <p><i>**Summary pass rate – Numerator: Number who passed all the tests they took within their area of specialization. Denominator: Number of completers who took one or more tests used by the state (and within their area of specialization).</i></p>				

Section IB. Other strategies to assess content knowledge

Describe any **strategies** other than the WEST-E used to assess the content knowledge of your program completers.

1. A bachelor's degree from a college or university accredited by its regional accrediting body.
2. A grade point average of 3.0 or higher on the final 90 hours of an undergraduate transcript.
3. During review for admissions, each applicant's content knowledge is reviewed by comparing coursework completed with a minimum grade of C against a set of content expectations for the specific teaching endorsements sought.
4. All candidates complete a self-assessment for their Advancement to Candidacy Portfolio. In this self-assessment, each candidate states the level of competence she/he possesses that will help students work toward EALR benchmarks, GLEs, and Performance Expectations, and identifies where the competence was acquired. Based on this analysis, each candidate writes a plan of action to remedy any weak areas.
5. All candidates write lesson and unit plans for on-campus workshops related to their endorsement areas. Content knowledge is assessed as part of assessing the lesson plans.
6. During the two academic quarters of student teaching (10 weeks each), each candidate must demonstrate the following competencies identified in the MIT Student Teaching Rubric:
 - displays solid content knowledge and makes connections between the content and other parts of the discipline or with other disciplines
 - plans and practices which reflect understanding of prerequisite relationships among topics and concepts
 - key concepts and goals (of the lesson plans) are appropriate in meeting the school district's application of the State of Washington Student Learning Goals and standards

- representation of content is appropriate and links well with students' knowledge and experience
- activities and assignments are appropriate in meeting the school district's application of the State of Washington Student Learning Goals and standards

Section IC. Positive impact

Describe the **current strategies** used to assess the program completers' "positive impact on student learning".

During each of two student teaching experiences, the teacher candidate is required to plan and implement a unit of study approved by the classroom mentor teacher called the EALR/Positive Impact on Student Learning Project. Through this project, the Teacher Candidate systematically documents the learning of a representative sample of students and the teacher candidate's positive impact on student learning. The project is typically completed during the solo student teaching experience or during the phase of co-teaching when the candidate is acting as lead teacher. The Teacher Candidate selects 3-5 students of various ability levels and closely monitors the students' development toward mastery of some of the unit's Essential Academic Learning Requirements (EALRs), Grade Level Expectations (GLEs), or Frameworks. The planning of the curricular unit, its assessment, the teacher candidate's positive impact on student learning, and the teacher candidate's reflections are documented through this project. The purpose of this project is to demonstrate positive impact on K-12 student growth in the chosen EALRs as a result of the Teacher Candidate's teaching.

Assessment Documentation

This is primarily a *student* assessment project. It determines students' growth toward target EALRs, GLEs, and Frameworks as well as the candidates' positive impact on student learning. The core assessment documentation includes:

- Pre-assessment instruments and results, showing each selected student's knowledge and skills in relation to the unit's EALRs, GLEs, or Frameworks;
- Formative assessment instruments and assessment results showing student learning at multiple points during the delivery of the curricular unit;
- Summative assessment instruments and assessment results documenting student learning at the conclusion of the unit;
- A written narrative, supported by the assessment data, which describes the unit's impact on student learning. This narrative includes information gathered in the interviews described below as well as the candidate's reflections about how this information might inform his/her teaching.
- Written notes from interviews, taped or written conversations with each of the 3 – 5 targeted students (two interviews per student at different times during the project) describing their responses to the following questions: What learning outcome are you working toward? Why is this learning important? How is your learning being evaluated? What progress have you made with regards to this learning? How do you know? What steps would you need to take next? What resources might you use?

The EALR/Positive Impact project is an essential aspect of the MIT program, serving six important purposes related to Standard V.

1. First, the project assesses candidates' abilities to articulate clear learning targets aligned with the EALRs and GLEs.
2. Second, it assesses candidates' abilities to use pre and formative assessments to shape learning experiences to meet students' varied needs.
3. A third purpose is to assess candidates' skills in using post assessment to determine students' progress toward the learning targets.
4. Fourth, the project provides an opportunity for candidates to refine their reflective skills and to use data to articulate what worked in a lesson and what needs to be changed in order to support students' learning.
5. The fifth purpose of the project is to support the candidate in collecting evidence to show that they have met state requirements embedded in the *Pedagogy Assessment*.
6. Finally, the EALR project allows the candidate to demonstrate her/his *Positive Impact on Student Learning*. Specifically, the candidates must demonstrate the ability to use *student* "voice", NOT the candidates' attitudes, lesson plans, instructional skills, etc., to demonstrate that the *student* can:
 - identify what she/he is learning and why the learning is important
 - explain where she/he is in the process and what her/his strategies, next steps, and resources are.

Section II. Program information (Do not include candidates in alternative-route programs.)

(A) Number of students in your teacher preparation program at your institution:

Please consider the number of students enrolled (full admission status) in your teacher preparation program during the 2007-2008 academic year (September 1, 2007 – August 31, 2008), including all areas of specialization, in providing the following data.

1. Total number (headcount) of students enrolled (full admission status) during Fall Quarter or Fall Semester: 76 (**note: this number may not always be equal to the number of program completers for September 1, 2007 – August 31, 2008**)

(B). Information about supervised student teaching: **(for the purpose of this report, student teaching refers to the culminating clinical experience used to determine candidates' competence in the professional roles for which they are preparing)**

1. Total number of students enrolled in supervised student teaching during the 2007-2008 academic year: 36
2. Please provide the numbers of supervising faculty who were:

___3___ Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

___0___ Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

___1___ Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

_____ Other, please describe.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

3a. **Total faculty (headcount)** assigned to supervise student teaching during the 2007-2008 academic year (September 1, 2007 – August 31, 2008): ___3 + one part-time supervisor___

3b. **Total faculty FTE** assigned to supervise student teaching during the 2007-2008 academic year (September 1, 2007 – August 31, 2008): ___2.33___

Define the process that was used to calculate faculty FTE:

1 FTE = 9 months full-time employment

However, they only supervise student teachers during fall and spring so the FTE = 2.00. In addition, a part-time supervisor works .33 FTE supervising student teachers. Total FTE = 2.33.

4. The student/faculty ratio, based upon the **total number** of faculty was 9:1_____
5. The student/faculty ratio, based upon faculty **FTE** was: __15.5:1_____
6. The average number of hours per week required of student participation in supervised student teaching in these programs was: __37.5___ hours. The total number of weeks of supervised student teaching required is __20___. The total number of hours required is __750___ hours.

7. If your teacher preparation program offers a range of hours of supervised student teaching/internship options, please describe:

(C) Please describe the range of field experiences required in your teacher preparation program per **WAC 181-78A-264 (6)**. “Field experience” is defined by WAC 181-78A-010 (5) as “a sequence of learning experiences which occur in actual school settings or clinical or laboratory settings. such learning experiences are related to specific program outcomes and are designed to integrate educational theory, knowledge, and skills in actual practice under the direction of a qualified supervisor.”

FIELD EXPERIENCE REQUIRED HOURS

<i>Academic quarter of program</i>	<i>Field Experience</i>	<i>Minimum Hours Required</i>
1 st quarter	Teacher candidates, regardless of endorsement and teaching certification level, are required to participate in structured, reflective classroom observations in <ul style="list-style-type: none"> • a suburban elementary school • a rural middle school, and • an urban senior high school 	12 hours 12 hours <u>12 hours</u> 36 hours total
2 nd & 3 rd quarters	Teacher candidates are assigned to a classroom teacher in their subject matter endorsement level and certification grade level to: <ul style="list-style-type: none"> • learn teacher roles • become familiar with the roles of specialists in the school • act as an aide to the teacher by working with individuals and small groups as appropriate • try out, when possible, assessments and lessons modeled in on-campus pedagogy workshops • teach and receive feedback about a series of lessons based on curriculum design principles, learning theory, and instructional principles Candidates are with the mentor teacher once a week.	80 hours total
4 th & 6 th quarters	Full time student teaching internship	10 weeks x 37.5 hours = 375 hrs. x 2 = 750 hours total
		866 hours total

(D) Information about state approval or accreditation of teacher preparation programs:

1. Is your teacher preparation program currently approved or accredited by the state?
 Yes No
2. Is your teacher preparation program currently under a designation as “at risk” or “low-performing” by the state (as per section 208 (a) of the HEA of 1998)?
 Yes No

Section III. General Information (Do not include information on alternative-route programs.)

(A) Identify the federal, state, and private grants to improve teacher quality received by your teacher preparation program for the 2007-2008 academic year(September 1, 2007 – August 31, 2008):

- 1) Enhancing Environmental Knowledge of K-12 Students through a Pre-Service Environmental Education Curricular Core Program
- 2). The Mathematics Content Collaboration Communities (MC3): A partnership between Eastern Washington University (EWU), the University of Washington, Washington State University, and The Evergreen State College with Spokane and Seattle Public Schools. In the project, we are developing high school teacher professional development materials made to enhance their Mathematical Knowledge for Teaching. Through this project we are also conducting research to learn what is that mathematical knowledge, how it develops, and what aspects of teacher learning become difficult in the process.

(B) Identify any awards received by your program, your program faculty, or your students during the 2007-2008 academic year(September 1, 2007 – August 31, 2008):

(C) 1. Describe the applicant selection process for your program, including a list of specific admission requirements other than passage of the WEST-B:

GPA Letters of recommendation Interviews

GRE Personal essay or philosophy statement

Other writing sample

Other:

Candidates submit the following information in the application process:

- Transcripts that indicate the person holds a bachelor’s degree from a college or university accredited by its regional accrediting body. The transcript(s) must also show that the candidate has a grade point average

of 3.0 or higher on the final 90 hours of course work or an equivalent level of competence on narrative evaluations.

- Proof of passing scores on all 3 sections of the WEST-B
- Proof of passing scores on relevant WEST-E assessments (varies for each endorsement area)
- Worksheets (supported by official transcripts) that demonstrate the applicant has met our General Education Prerequisites: 4 quarter hours of college level mathematics/quantitative reasoning; 8 quarter hours of college level social sciences; 12 quarter hours of college level writing
- Worksheets (supported by official transcripts) that demonstrate the applicant is within 8 quarter credit hours of completing chosen subject endorsement area coursework. The applicant must complete remaining endorsement requirements prior to the beginning of the full-time student teaching internship that begins in fall quarter of the second year of the program.
- Three letters of reference from individuals who can speak to the applicant's prospects as both a graduate student and future teacher
- Two essays
- A resume' that includes information about the applicant's work experiences, experiences in public schools, and experiences with diverse populations

Once the application folder is complete, a team of faculty, the MIT director, and the MIT associate director use an application review worksheet to evaluate the applicant's academic work, endorsement preparation, writing skills, and experiences with public schools and diversity. Qualitative information is gathered from two short essays, a detailed work/volunteer experience resume', three letters of recommendation, transcripts, and analysis of endorsement coursework. The reviewers seek to determine:

- The quality of subject-matter preparation (liberal arts breadth, endorsement depth)
- General graduate level, academic ability including strong writing skills and critical reading skills
- Recent experiences working with children or youth in public schools in the age range the applicant wishes to teach
- Experience with individuals from diverse cultural, racial/ethnic backgrounds
- Study or work indicating an interest in the intellectual and social development of young people and a commitment to a teaching career in a K-12 setting
- Interpersonal communication skills and professionalism in public settings
- Completeness of application materials and the care with which content was prepared

Each reviewer completes a review worksheet and indicates if she/he thinks the applicant should be admitted, deferred, or denied. The group then meets together to discuss any applicant about whom there is disagreement. A group consensus determines admission to the program though the Director of the MIT program makes the final decision regarding admission status. Once a decision is made, the Master in Teaching Program composes and the Admissions Office mails an admission or denial

letter to each applicant. The college admissions office continues to receive transcripts of conditionally admitted students as they complete their subject matter endorsement requirements. Each teacher candidate must hold full admission in order to enter a full-time student teaching internship.

2. Number of applicants for the 2007-2008 academic year (September 1, 2007 – August 31, 2008): 69 received, 61 completed and reviewed, 53 admitted

3. Number of applicants not admitted during the 2007-2008 academic year (September 1, 2007 – August 31, 2008): 8

4. Number of program completers for the 2007-2008 academic year (September 1, 2007 – August 31, 2008): 35

5. Number of candidates who completed student teaching/internship, but did not complete the program during the 2007-2008 academic year (September 1, 2007 – August 31, 2008): 0

6. Number of candidates who completed the program, but were not recommended for certification during the 2007-2008 academic year (September 1, 2007 – August 31, 2008): 0

(D) Identify the “screening” points for your program candidates:

1. Describe the types of “screening” activities for your candidates

The Master in Teaching Program at The Evergreen State College utilizes multiple assessments to ensure that qualified applicants enter the program, that candidates who are not progressing are either helped to meet standards or encouraged to leave the program (“screening”), and that graduates are prepared to have a positive impact on student learning. Evergreen’s core values and mission, MIT’s conceptual framework, and state and national standards for content knowledge and pedagogical skill inform these assessments. In addition to the assessments and screening points in the table below, a candidate can be dismissed based on the narrative evaluation of student achievement that is written by the faculty at the conclusion of each of the six quarters of the program. If irresolvable teaching problems arise during a student teaching internship, the college’s *Student Teaching Handbook* contains a detailed procedure for “Withdrawing a Teacher Candidate from an Assignment During the Student Teaching Placement.” This procedure directly involves the public school principal and the K-12 mentor teacher.

MAJOR FORMATIVE AND SUMMATIVE ASSESSMENTS (Used both to identify ways to support candidate growth and to “screen” candidates)

Assessments	Content/Purposes
Advancement to Candidacy Portfolio	EALR self-assessment; assessment of self as learner, teacher, community member.

<p>(Submitted and reviewed end of fall quarter of Year 1 or early Winter Quarter of Year 1)</p>	<p>Used to determine if candidates demonstrate graduate-level academic skills and the dispositions that support effective teaching. This is the first formal check-point at which candidates may be advised out of the program.</p>
<p>Assessment of Professional Dispositions</p> <p>(Administered and evaluated fall, winter, and spring quarters of Year 1 beginning Winter, 2007)</p>	<p>To assess and plan for improvement if needed:</p> <ol style="list-style-type: none"> 1. professional habits necessary for effective teaching (empathy, timeliness, participation, pursuit of knowledge, completion of quality work) 2. effective communication through use of clear and effective oral and written language, effective listening skills, language appropriate for contexts 3. commitment to teaching other people's children (seeking and considering multiple perspectives; reflecting on own knowledge, beliefs, attitudes, and practices; analyzing effects of own speech and actions; offering hypotheses for change when appropriate) 4. meaningful purposes for creating effective learning interactions with children and youth 5. value of working both independently and collaboratively
<p>Advancement to Student Teaching Portfolio</p> <p>(Submitted and evaluated Spring Quarter of Year 1 of the program.)</p>	<p>To demonstrate candidate's ability to create lesson plans that can positively impact student learning. The portfolio includes Curriculum Development Project with feedback, lesson plans, classroom management plan, cultural encapsulation statement, mini-EALR project. Candidates may be advised out of the program at this point.</p>
<p>Presentation Portfolio</p> <p>(Submitted and evaluated at the end of 1st</p>	<p>Includes:</p> <ol style="list-style-type: none"> 1. lesson plans that demonstrate impact on student learning (EALR project),

<p>student teaching quarter)</p>	<ol style="list-style-type: none"> 2. MIT student teaching rubric and State Pedagogy Assessment to evaluate strengths and weaknesses in planning, implementation, and interactions with children and youth 3. reflective pieces, self-evaluation <p>Candidates may be advised out of the program at this point.</p>
<p>Professional Portfolio</p> <p>(Submitted and evaluated at the end of 2nd quarter of student teaching)</p>	<p>Includes:</p> <ol style="list-style-type: none"> 1. Lesson plans 2. MIT student teaching rubric 3. State Pedagogy Assessment 4. Short version statement of philosophy of education and classroom management 5. Reflection on cultural encapsulation and impact on students. <p>These documents are used to assess candidates' readiness for initial certification.</p>
<p>Masters Paper and Presentation</p> <p>(Drafts submitted and evaluated quarterly throughout the program.)</p>	<p>To assess candidates' abilities to identify a question helpful to one's growth as a teacher, read and critique educational research, and organize and present complex information that informs teaching practices. If writing skills are inadequate, a candidate may be advised out of the program if she/he does not show improvement after significant tutoring.</p>
<p>MIT Student Teaching Rubric/Fall Quarter Student Teaching</p>	<p>To assess ability to demonstrate content knowledge, pedagogical skills, and positive impact on student learning and to offer formative steps for continued growth. Candidates may be advised out of the program based on performance.</p>
<p>Pedagogy Assessment/Fall Quarter Student Teaching</p>	<p>To assess content knowledge, pedagogical skills, and positive impact on student learning. Candidates may be advised out of the program based on performance.</p>
	<p>To assess content knowledge, pedagogical</p>

MIT Student Teaching Rubric/Spring Quarter Student Teaching	skills, and positive impact on student learning as one basis for recommendation for certification. Candidates may be advised out of the program.
Pedagogy Assessment/Spring Quarter Student Teaching	To assess content knowledge, pedagogical skills, and positive impact on student learning as basis for recommendation for certification. Candidates may be advised out of the program.

SAMPLE COHORT FORMATIVE ASSESSMENTS AND RUBRICS (Consistent difficulties in any of these areas that do not show improvement after tutoring or faculty support may be used as evidence to advise candidates out of the program.)

ASSESSMENTS	PURPOSES
<p>Seminar rubrics</p> <p>(Used quarterly the first year of the program.)</p>	<ul style="list-style-type: none"> To evaluate content knowledge and ability to work effectively with expository essays To provide formative and summative feedback to candidates
<p>Curriculum Project Feedback</p> <p>(Submitted and evaluated Spring Quarter of Year 1.)</p>	<ul style="list-style-type: none"> To assess candidates' abilities to create organized, coherent, interdisciplinary units of study that demonstrate knowledge of content, ability to set clear goals and objectives, knowledge of effective pedagogy and use of EALRs, GLEs and Frameworks, and ability to create useful assessments that demonstrate positive impact on student learning To provide summative feedback to candidates
<p>Portfolio Feedback</p> <p>(Fall quarter, Year 1; Spring quarter, Year 1; Fall quarter, Year 2; Spring quarter, Year 2.)</p>	<ul style="list-style-type: none"> To assess candidates' abilities to demonstrate required elements in each portfolio To ascertain continuance in program at three points in time
<p>Grade-Band (Methods Workshops) Assessments and Rubrics</p> <p>(May be used winter and spring quarters of Year 1; Winter quarter of Year 2.)</p>	<ul style="list-style-type: none"> To evaluate knowledge and competence in endorsement areas

Lesson Plan Rubrics

(May be used winter and spring quarters of Year 1; Winter quarter of Year 2.)

- To evaluate ability to plan research-based learning experiences for children and youth
- To provide candidates with formative and summative feedback

2. As the result of your screening process/activities, identify the number of candidates who did not continue in your program in 2007-2008: 3

(E) Describe how your program provides for experience(s) with diverse populations.

As stated in the MIT Student Handbook, “the MIT program is centered on the exploration of how public education might meet the needs of the diverse groups of people who live in this democracy. The program examines what it means to base teacher education and public education on a multicultural, democratic, developmental perspective and how performance-based assessment can promote these values.” To those ends, the program seeks to ensure experiences with diverse populations through:

1. Seeking candidates from diverse socioeconomic and ethnic backgrounds.
2. Requiring that candidates have experiences in public schools and, as much as possible, with diverse populations as conditions for admission to the program.
3. Placing all candidates for three-week practica in a rural, urban, and suburban school. These practica are shaped through the use of guided journals that direct candidates’ attention and analyses to school cultures and communities and the impact and implications of diversity on students’ school experiences.
4. Placing each candidate in an urban setting (usually in Tacoma or Clover Park) for one of her/his two student teaching placements.
5. Seeking candidates for faculty positions who represent diverse populations.

Section IV. Contextual Information.

Please use this space to provide information that describes:

(A) Student population served by your institution

The Evergreen State College is primarily an undergraduate institution with approximately 4100 undergraduates. During the 2007-08 academic year, there were about 300 graduate students distributed among three programs – Master in Teaching, Master in Public Administration, and Master in Environmental Studies.

Approximately 79% of undergraduates were Washington residents and approximately 69% of the students were Caucasian. The MIT program serves, on average, around 80 students a year. The vast majority are Washington residents. In 2007-08, approximately 64% of the students were female and 36% male. Approximately 2 percent of this group were people of color. For more information, please see <http://www.evergreen.edu/institutionalresearch/enrollmentcounts.htm>

(B) Mission of the “unit”

The essential mission of the Master in Teaching program is to prepare our candidates to become knowledgeable, self-reflective teachers who can provide leadership in developing positive environments and enacting learning experiences that support ALL children/youth, have a positive impact on student learning, enact democratic principles, and embody anti-bias principles and values.

As stated in the last report, “Evergreen’s Master in Teaching program mirrors the original alternative nature of the college with its cross-curricular, interdisciplinary programs, the absence of separate academic departments, and an emphasis on primary source materials, interactive student-teacher dialogue, professional-level writing skills, and narrative evaluations in place of letter grades.

The Master in Teaching program, which graduated its first students in 1992, meets all of the State of Washington Administrative Code standards for program quality and beginning teacher competence. Graduates of the Master in Teacher program receive the Master in Teaching degree and are recommended by the college to the state of Washington for Residency Teacher Certification.

Community-building, seminars, collaborative learning, group problem-solving, extensive field experiences and critical and reflective thinking are not just ideas that MIT students read about and are then directed to use when they teach. Rather, these are the processes used daily in the program to help graduate students learn to become skilled, competent professionals who can assume leadership roles in curriculum development, child advocacy, assessment, and anti-bias work.”

As stated in the MIT Student Handbook, the MIT program is centered on the exploration of how public education might meet the needs of the diverse groups of people who live in this democracy. The program examines what it means to base teacher education and public education on a multicultural, democratic, developmental perspective and how evidence-based assessment can promote these values. Using an interdisciplinary approach, the following three major themes inform both the content and associated processes of the program throughout the MIT curriculum.

Democracy and Schooling: We look at schooling from the perspective of what it means to work and learn in our democracy. We help students both to understand the evolution of our current democracy and to critique the practices that exclude particular groups from equitable participation in our society. Democracy is presented as a multidimensional concept as prospective teachers are guided toward professional action and reflection on the implications for the role of the teacher in enacting (a) democratic school-based decision making that is inclusive of parents, community members, school personnel and students and (b) democratic classroom learning environments that are learner-centered and collaborative.

Multicultural and Anti-Bias Perspective: The curriculum reflects Evergreen’s strong commitment to diversity because we believe that both teaching and learning must draw from many perspectives and include a multiplicity of ideas. We believe in

preserving and articulating differences of ethnicity, race, gender and sexual orientation rather than erasing or marginalizing them. We seek to expose MIT students to the consequences of their cultural encapsulation in an effort to assist future teachers in the acquisition of a critical consciousness. We believe that future teachers must be ready to provide children and youth with culturally responsive and equitable schooling opportunities.

Developmentally Appropriate Teaching and Learning: We understand that no instructional model or limited set of methods responds to the complex cognitive processes associated with K-12 subject matter learning. Our curriculum reflects the social, emotional, physiological and cognitive growth processes that shape how children and youth receive, construct, interpret and act on their experiences of the world. A broad-based curriculum that is interdisciplinary, developmentally appropriate, meaningful and guided by a competent and informed teacher, as well as by learner interests, results in active learning.

(C) Institution (history, mission)

The Evergreen State College is a public, liberal arts college serving Washington State. The Evergreen State College was chartered by the state of Washington in 1967 for the purpose of offering an alternative to “traditional education.” Its mission is to help students realize their potential through innovative, interdisciplinary educational programs in the arts, social sciences, humanities, math, and natural sciences. The college serves the needs of a diverse range of students including recently graduated high school students, transfer students, working adults, and students from groups that historically have not attended college. In addition to preparing students within their academic fields, Evergreen provides graduates with the fundamental skills to communicate effectively, to solve problems, and to work collaboratively across differences and independently in addressing real issues and problems. This mission is based on a set of principles, described below, that guide the development of all college programs and services.

Principles That Guide Evergreen's Educational Programs

Teaching is the central work of the faculty at both the undergraduate and graduate levels. Supporting student learning engages everyone at Evergreen-faculty and staff.

Academic offerings are interdisciplinary and collaborative, a structure that accurately reflects how people learn and work in their occupations and personal lives.

Students are taught to be aware of what they know, how they learn, and how to apply what they know, allowing them to be responsible for their own education, both at college and throughout their lives.

College offerings require active participation in learning, rather than passive reception of information, and integrate theory with practical applications.

Evergreen supports community-based learning, with research and applications focused on issues and problems found within students' communities. This principle,

as well as the desire to serve diverse populations, guides Evergreen's community-based programs at Tacoma and Tribal Reservations.

Because learning is enhanced when topics are examined from the perspectives of diverse groups and because such differences reflect the world around us, the college strives to create a rich mix in the composition of its student body, staff, and faculty, and to give serious consideration to issues of social class, age, race, ethnicity, gender, and sexual orientation.

Faculty and staff continually review, assess and modify programs and services to fit changing needs of students and society.

As evidenced by these principles, an important part of Evergreen's educational mission is engagement with the community, the state, and the nation. One focus of this engagement is through the work of public service centers that both disseminate the best work of the college and bring back to the college the best ideas of the wider community.

(D) Type(s) and delivery of teacher preparation program(s) offered (e.g. undergraduate, MIT, school partnership)

During 2007-08, Evergreen offered a graduate program leading to the State of Washington Residency Certificate and the Master in Teaching Degree. The program's structure includes a unified cohort system in which the teacher candidates move through the full-time, two-year program as a group. There are two cohorts operating concurrently, a year-one cohort, and a year-two cohort.

(E) Faculty composition (e.g. full-time tenure track, National Board certified teachers, etc.)

For the academic year 2007-08, seven faculty were involved in offering the program. The Year One cohort faculty included three full time Evergreen faculty members on continuing contract (Evergreen's version of tenure).

In the Year Two Cohort, one of the four faculty members was a full time Evergreen faculty. Two were full time visiting faculty - one of the visiting faculty took a leave of absence from another university to teach at Evergreen and the other visitor was a retired public school teacher who had previously worked in the MIT program. The fourth, part-time faculty member was a retired public school principal.

(F) Collaborative activities

- Collaboration with school districts in field placements and job search activities including mock interview panels and a job placement fair held at Evergreen
- Collaboration with the PEAB to assess and continue to improve the quality of the program

- Sharing of expertise between K-12 teachers and college faculty through a variety of guest teaching activities
- Involvement with the TOTOS grant
- Research in Mathematics Leadership Learning (RMLL) - Anita Lenges is consulting for the RMLL project in their research of how mathematics teacher leaderships learn and apply sociomathematical norms in professional development seminars that they lead. Research is also examining the role of Specialized Content Knowledge for teaching Mathematics in their ability to take up and apply sociomathematical norms.
- Mathematics Education Project (MEP) - Anita Lenges has worked with MEP, initially with SOAR, and now in a continuing basis to lead professional development courses for mathematics teachers K-12. She also serves in an advisory capacity to focus the direction of math leadership through this collaborative. MEP is affiliated with the University of Washington.
- Please see the following webpage for links to full statements of faculty and program collaborative activities
http://www2.evergreen.edu/wikis/teacheraccred/index.php?title=Standard_III_Criteria_I%2812%29

Section IV. Certification.

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Act, Title II: Reporting Reference and User Manual*.

_____ (Signature)

_____ Name of responsible institutional representative
for teacher preparation program

_____ Title

Certification of review of submission:

_____ (Signature)

_____ Name of President/Chief Executive (or designee)

_____ Title