

Master in Teaching Program

The Evergreen State College



Guidebook

to

Policies, Procedures, and Resources



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Introduction

Guidebook Purpose

The Master in Teaching Program *Guidebook to Policies, Procedures and Resources* serves as an introduction and reference guide for Master in Teaching Program (MiT) candidates and others interested in the MiT program and The Evergreen State College. Other published information about the MiT program is available in the *MiT Catalog* and in the *MiT Student Teaching Handbook*.

Master in Teaching Program on the Web

The Master in Teaching Program web page address is: <http://www.evergreen.edu/mit>

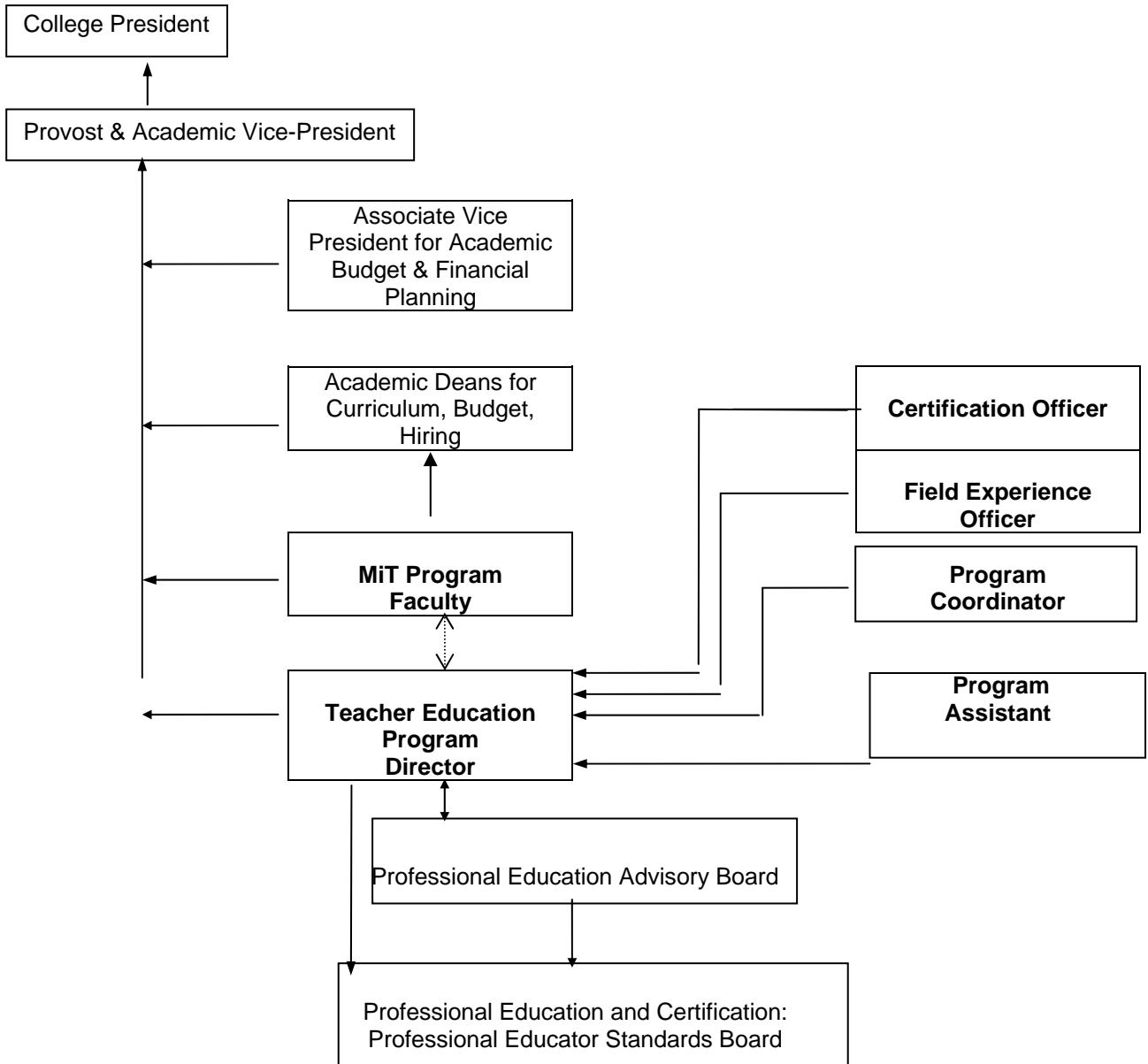
Current information and important documents for MiT candidates, prospective candidates, and alumni are available at this site, as well as links to individual MiT cycle web sites.

Administrative Support Offices

MiT program administrative offices are located on the 3rd floor of Seminar II E with the other Teacher Education Programs. A campus directory of all Evergreen faculty, staff, and administrative offices is available at <http://www.evergreen.edu/phonedirectory> .

Relation of the MiT Program to Evergreen's Academic Administration and the State

The following organizational chart outlines how the Master in Teaching Program fits within the academic structure of Evergreen and is responsible to the state of Washington.



The Master in Teaching Program

Accreditation Status

The Evergreen State College's Master in Teaching Program is accredited by the Washington Professional Educator Standards Board under Washington Administrative Code (WAC) standards for pre-service teacher education programs. The Evergreen Master in Teaching Program received its most recent five-year re-accreditation in 2007.

Conceptual Framework and Program Themes

The Master in Teaching (MiT) program faculty believe the MiT program's success lies as much in the learning processes used to investigate the content as it does in the content itself. Though particular subject matter content is taught, the processes are also "content". Community building, seminars, collaborative learning, group problem solving, extensive field experiences and critical and reflective thinking are not just ideas MiT candidates 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. 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 multicultural, democratic and developmental perspectives 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 MiT curriculum.

Social Justice and Multicultural Theory and Practice

We construct curriculum based on 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. Rather than erasing or marginalizing differences, we examine and consciously act on differences such as ethnicity, race, class, gender, culture, religion, language, ability and sexual identity. We expose Master in Teaching candidates to the consequences of their multicultural encapsulation to assist them in developing critical consciousness. Future teachers must provide K-12 students with culturally responsive, equitable learning experiences, and opportunities to develop critical consciousness.

Democracy and Schooling

We believe democracy is a multi-dimensional concept. We guide teacher candidates toward professional action and reflection on the implications of the teacher's role in enacting a) democratic classroom learning environments that are learner-centered and collaborative and that empower student voices; and b) democratic, school-based decision-making that is inclusive of parents, community members, school personnel and students. We analyze schooling in relationship to the structures of power and privilege and what it means to work and learn in a democracy operating within a state-supported, advanced capitalist economy. We help candidates to understand the evolution of our current democracy and to critique practices that exclude particular groups from equitable participation in society.

Developmentally and Socio-culturally Appropriate Teaching and Learning

We know that no single instructional model or limited set of teaching methods fully responds to the complex, culturally situated, cognitive processes associated with learning. Student competence is located in cultural practices. Our curriculum reflects the varied cultural, social, emotional, physiological and cognitive growth processes that shape how children and youth receive, construct, interpret and act on their experiences. We believe instruction must be built on assessing students' prior knowledge and interests and their communities' funds of knowledge. From this foundation, teachers need to develop culturally relevant, interdisciplinary, developmentally appropriate curriculum that invites active engagement and expands learner interests.

Program Structure

The MiT program reflects the Evergreen coordinated studies model; the curriculum is organized around themes or questions. An interdisciplinary team of three faculty and a cohort of approximately 45 full-time candidates join together in a community of learners to pursue inquiry into the curricular themes. This approach removes traditional course constraints and facilitates a flexible, intensive schedule that creates a climate in which interactive learning may occur. Competition among candidates is de-emphasized and collaboration encouraged; ranking of candidates or faculty is absent. Candidate input is highly valued. Faculty members are facilitators of learning and co-learners with candidates as well as experts. Seminars on readings, field experiences, coursework related to content pedagogies, professional development and Washington State Education Standards are central components of this coordinated studies model.

The MiT program at Evergreen is a full-time, six-quarter, two-year professional teacher preparation program leading to the MiT Degree and residency teacher certification in Washington State. Candidates may not carry other academic credit during the six program quarters and are urged to avoid outside employment during the two quarters of full-time, daily student teaching. The program inter-relates theory and practice by including two full quarters of student teaching and substantial field experiences. During the first year of the program, approximately one-fourth of program time is spent in the field observing and working with students and the remaining time is devoted to on-campus seminars, workshops and lectures. During the second year, nearly 70 percent of MiT student time is allocated to direct involvement in K-12 schools. See outline below.

Master in Teaching Program Outline

Year 1

<i>Fall Quarter</i>	<i>Winter Quarter</i>	<i>Spring Quarter</i>
<ul style="list-style-type: none"> • building a learning community • seminars, lectures, workshops • guided observations in schools • Advancement to Candidacy portfolio review 	<ul style="list-style-type: none"> • seminars, lectures, workshops • guided participation in schools • Advancement to Candidacy portfolio review 	<ul style="list-style-type: none"> • seminars, lectures, workshops • curriculum development & guided teaching in schools • Advancement to Student Teaching portfolio review

Between Year 1 & 2

<i>Summer</i>
<p>Candidates must complete any outstanding subject matter teaching endorsement credits prior to the beginning of Year 2 student teaching.</p>

Year 2

<i>Fall Quarter</i>	<i>Winter Quarter</i>	<i>Spring Quarter</i>
<ul style="list-style-type: none"> • begins in late-August • full-time student teaching • weekly seminars • Positive Impact on Student Learning Project • Complete Student Teaching Portfolio • Evaluation in late November 	<ul style="list-style-type: none"> • reflection on teaching and learning • seminars, lectures, workshops • professional development related to job search • professional growth plan 	<ul style="list-style-type: none"> • full-time student teaching • weekly seminars • program assessment • Positive Impact on Student Learning Project • Develop Professional Portfolio

The timing and format of the Master's Paper is dependent on the decisions of the faculty in each cohort. Some years work on the projects may continue during the summer.

A note regarding **transportation**: MiT candidates are responsible for finding transportation to and from field sites and other related program activities.

Differences Between Calendars in Years 1 and 2

In Year 1, MiT candidates follow the same schedule as other Evergreen students. In this first year, MiT candidates register in the Fall for all three quarters. For Year 2, MiT teacher candidates must register for the Fall Quarter during the Spring Quarter of Year 1 and register for Winter and Spring quarters separately. Failure to be registered for the beginning of Year 2 — which for MiT teacher candidates starts in mid-August with a student teaching orientation meeting — will result in the cancellation of the student teaching placement for that quarter and places a candidate in jeopardy of being dismissed from the program. Although this particular quarter begins earlier than the official Evergreen academic calendar so that MiT teacher candidates are able to be in student teaching sites for the opening of the K-12 school year, *tuition payments and financial aid disbursements follow the normal Evergreen schedule*. Fall Quarter program time for MiT candidates generally concludes after final evaluation conferences with faculty on-campus in mid-November.

MiT Year 2 teacher candidates must register for the Winter Quarter during the Fall Quarter according to the procedures established by the Registrar's Office. Winter Quarter of Year 2 follows the same calendar as the regular Evergreen calendar.

MiT Year 2 teacher candidates must register for the Spring Quarter during the Winter Quarter according to the procedures established by the Registrar's Office. Spring Quarter of Year 2 for MiT candidates begins the Monday following the end of Winter Quarter. That is to say, *Spring Quarter begins for student teaching on the Monday that starts Evergreen's Spring Break*. MiT Year 2 candidates take their one-week spring holiday according to the holiday calendar of the school district to which they have been placed.

Student Teaching Experience

Each MiT teacher candidate has *two full-time* student teaching experiences for a total of 20 weeks. Consistent with our goals for graduate-level teacher preparation, an interim quarter is provided between the two student teaching assignments for professional reflection, attention to professional development topics, continued preparation for classroom teaching and development of a professional growth plan.

In most cases the two placements are at different grade levels and in different schools so that the MiT graduate will have a well-rounded exposure to teaching in their particular subject endorsement area(s) with a variety of public school students. MiT student teachers are placed in public school classrooms where cooperating teachers have been identified by school districts as appropriate mentors for our teacher candidates. One student teaching placement is in a diverse urban setting.

School Districts used for Student Teaching Placements

School District	County
Bethel	Pierce
Centralia	Lewis
Chehalis	Lewis
Clover Park	Pierce
Elma	Grays Harbor
Griffin	Thurston
Hood Canal	Mason
Mary M. Knight	Mason
Montesano	Grays Harbor
North Mason	Mason
North Thurston	Thurston
Oakville	Grays Harbor
Olympia	Thurston
Pioneer	Mason
Puyallup	Pierce
Rochester	Thurston
Rainier	Thurston
Shelton	Mason
Southside	Mason
Steilacoom	Pierce
Tacoma	Pierce
Tenino	Thurston
Tumwater	Thurston
Yelm	Thurston

These school districts have been chosen because they are located within an approximate 45 mile radius from Evergreen. The 45 mile limit is due to costs and travel time associated with faculty visits required during student teaching. This list of districts may not be all-inclusive, as the Education Field Experience Office may need to use other school districts when no other appropriate placements are possible.

The first student teaching experience begins in late August or early September in accordance with the public school calendar. Research on beginning teachers indicates that having a student teaching experience in the opening weeks of the school year contributes positively to the success of a first year teacher. Evergreen's model reflects this finding.

The second student teaching assignment generally begins in early spring and continues toward the end of the academic year. With this second student teaching opportunity, MiT teacher candidates are able to (a) build upon their previous teaching experience, (b) gain an understanding of how teachers organize the curriculum in the closing months of the school year, and (c) make comparisons between different school settings and grade levels.

The narrative evaluation of student teaching performance is based upon the Evergreen faculty supervisor's observations in combination with the assessment of the cooperating classroom teacher. Evergreen's evaluation of student teaching is *evidence based*. We

use a nationally recognized assessment methodology that we have adapted for pre-service teacher education. We take the guesswork out of what it means to be successful by describing the kinds of teacher actions that are expected. In concert with our own assessment instrument, we also use the required State of Washington Pedagogy Assessment Instrument, with its important focus on student outcomes. As required by the State of Washington, candidates must demonstrate a positive impact on their students' learning. For details on both student teaching assessment instruments, see the *MiT Student Teaching Handbook*.

Evaluations

Narrative evaluations for the purposes of official college transcripts are completed by faculty and students at the end of the spring quarter for Year 1 and at the end of each quarter during Year 2. Candidates are required to submit self-evaluations to be included in their official transcript.

Program Credit and Credit Equivalencies

Each quarter MiT teacher candidates are awarded 16 credits for a total of 96 credits over the two years of the program. The narrative evaluation of each quarter's work that serves as a candidate's Evergreen transcript always concludes with a list of descriptive "credit equivalencies." Credit equivalencies are similar to course titles and credit hour totals at other institutions. Credit equivalencies are determined at the conclusion of a quarter and are based on actual candidate work completed.

Credit equivalencies in the MiT program reflect the Washington Administrative Code's expectations for beginning teachers, the MiT program's conceptual framework and certification requirements specified by the Professional Educator Standards Board.

In keeping with the interdisciplinary nature of the MiT program, the content and experiences associated with credit equivalencies are woven throughout the curriculum. The following list includes *examples* of the kinds of credit equivalency topics that have been granted in the MiT program.

- Social, Historical and Philosophical Foundations of Education
- Learning Theories and Grade-Level Teaching Strategies
- Approaches to Classroom Management
- Group Process and Governance
- Subject-Area Endorsements: Unit Planning, Grade-Level Curriculum Development, Theory-to-Practice Strategies
- Design and Issues of Assessment
- Thematic Lesson Planning and Curriculum Development
- Relationship of Washington Essential Academic Learning Requirements to Curriculum Planning
- Integrating Students with Special Needs into the Regular Education Classroom
- School Law, Educational Policy and Cross-Cultural Ethics
- Professional Growth Plan (PGP)
- Addressing the Learning Needs of English Language Learners

The Program Covenant

Introduction

Every faculty team provides MiT teacher candidates with a covenant of mutual responsibilities and program requirements. The information presented here applies to all MiT program cycles and acts as a foundational framework. *Cycle-specific covenants from faculty teams may expand upon and/or provide more detailed explanatory information.* College-wide policies as related to the social contract, due process, and other pertinent policies apply to the Master in Teaching Program.

Expectations and Responsibilities of Faculty

A. General Program Responsibilities -- Candidates and Faculty can expect faculty to:

1. Support the development of each MiT candidate while acknowledging ultimate responsibility to the community, which includes the children and youth who attend public schools, their parents, and their caregivers;
2. Model by language and behavior commitment to the program's conceptual framework;
3. Prepare and facilitate workshops, learning activities, and lectures that supplement and highlight the major ideas of the program themes and readings;
4. Prepare for and convene learning experiences, and assist candidates in applying the programmatic content to academic, personal and professional situations;
5. Read, comment upon, and return in a timely fashion, candidates' required written work turned in for review, including the Master in Teaching Project and portfolios;
6. Attend all program activities, team business meetings and faculty seminars when not ill or absent for familial, religious, professional activities, or extraordinary circumstances;
7. Schedule candidate conferences, adhere to the principles of the social contract, and provide environments free from sexual harassment and discrimination;
8. Send written notice by the end of the 5th week of each quarter to any candidate who is having academic trouble and may be in danger of receiving reduced credit;
9. Conduct Advancement to Candidacy interviews, confirming candidates' qualifications to continue in the program; notify in writing candidates who fail candidacy review informing them that they did not pass review;
10. Write and conduct evaluation conferences;
11. Observe, evaluate, and confer with candidates during student teaching as described in the *Student Teaching Handbook*, which includes returning assessment forms to the *Education Field Experience Office* at the end of each student teaching experience;
12. Meet the annual requirement for all teacher education program faculty members to teach in a K-12 classroom to the extent possible.

B. Respect for Differences

1. All faculty members acknowledge our own and each other's health, strengths and challenges. We agree to take our work seriously and also maintain our sense of humor and sense of joy. We agree to support one another personally and professionally.
2. We agree to discuss fully, promptly, and openly any personal disagreements with care and mutual respect.

Expectations and Responsibilities of Program Participants

A. Committing to Program Goals, Focus and Direction

State certification and the award of the Master in Teaching Degree depend upon satisfactory completion of all aspects of the program including, but not limited to, full credit each quarter, successful advancement to candidacy and student teaching, appropriate professional dispositions, successful completion of two student teaching experiences, and the completion of the Master in Teaching Project. A successful graduate of the program, who has met all college and Washington State requirements, will receive the Master in Teaching degree from The Evergreen State College and be certified to teach in the state of Washington.

The program integrates studies from diverse but complementary disciplines, including areas required by the Washington Administrative Codes (WACs). Some segments of the program might be described as the equivalent of conventional courses, but even those will be integrated into the whole program in a way that continually stresses the integration of information. A primary purpose of the program is to help candidates learn to bring together materials from many sources and fields, integrate them critically, and apply them to the real world responsibly. Assessment includes faculty and peer evaluations of program members' written and oral work, exams, behaviors, and portfolios; public school teachers' evaluations of student teaching; and self-assessments.

B. Remaining in "Good Academic Standing"

Candidates are expected to remain in good academic standing, which includes, but is not limited to:

1. Meeting all financial obligations of the program. These include quarterly tuition; each quarters' required books, printed material and program activity costs, including duplicating materials for portfolios, curriculum projects and research; transportation to all field placement sites; costs for the Master in Teaching Project; background check expenses (fingerprinting); graduation, placement file and certification application fees. There may be other expenses not listed here.
2. Regular attendance and active participation in all program activities on time, for the full duration and with preparatory work fully completed. Candidates are expected to attend all program activities when not ill or absent for familial or religious reasons or unanticipated emergencies. Activities include, but are not limited to, scheduled workshops, lectures, seminars, computer or library research labs, announced luncheon events, conferences, panels, classroom observations and student teaching.
3. Successful and timely completion of all program assignments, including portfolios, The Positive Impact Project and the Master in Teaching Project.

4. Successful completion of Advancement to Candidacy Review, as determined by faculty during Year 1. Candidates must demonstrate through their program work, through their portfolios, and orally, that they:
 - have the knowledge and the writing, reading, and thinking skills to successfully complete the MiT program
 - have the interpersonal communication and collaboration skills to support their successful work with children, parents, other teachers, and administrators
 - are able to work with and respect gender differences, people of various ages, abilities, and talents, ethnicity and race, sexual orientations, religion, etc.

NOTE: *Advancement to Candidacy does not imply automatic certification.* The faculty will determine certification recommendations at the conclusion of the second required quarter of student teaching in Year 2 of the MiT program.

5. Demonstrations of graduate level writing, thinking and oral communication skills, as determined by the professional judgment of the faculty.
6. Demonstration of mastery of program knowledge and skills requirements. Candidates must show evidence of this mastery, determined by the faculty and public school cooperating teachers, as observed in program seminars and projects, required portfolio materials and student teaching.
7. Demonstrations of professional dispositions and interpersonal communication skills necessary for K-12 teaching and for interacting effectively with professional colleagues, as determined by the professional judgment of faculty and public school cooperating teachers.
8. Successful completion of all remaining content-area endorsement requirements as articulated in individual MiT program admission letters before the Fall Quarter of student teaching.
9. Clearance from the Office of the Superintendent of Public Instruction's Office of Professional Practice in order to be placed in a student observation or student teaching assignment.
10. Successful completion of two quarters of student teaching, as determined by faculty, in which the candidate earns full credit.

NOTE: *Completion of two quarters of student teaching does not mean automatic certification.* The MiT faculty team must recommend students for certification. The MiT program expects each student to complete 20 weeks of practice teaching (two quarters). Student teachers must complete a minimum of three weeks of full-time solo teaching, and/or as the lead teacher in a co-teaching team, both Fall and Spring Quarters. This requirement, and all other policies and procedures related to student teaching, is contained in the program's *Student Teaching Handbook*.

C. Requirements for the Master in Teaching Project

As a Master's level program, the MiT Program is expected to provide candidates with a significant experience in the process of research. Therefore, all Evergreen Master in Teaching candidates are required to complete a Master in Teaching Project that includes a focused review of relevant educational research. The project selected requires pre-approval by the faculty and must meet graduate level expectations as

determined by the faculty. Please refer to the current faculty team's *Master's Project Guidelines* for further information.

D. Award of Credit

Candidates receive credit for fulfilling program requirements and meeting graduate level college standards. Credit will be awarded at the end of Year 1 for full participation in all program activities and for satisfactory completion of all the work of the program. Year 2 credit is awarded on a quarterly basis.

Reduction of credit will automatically trigger dismissal from the program. If, for any reason, a candidate leaves the program before completion, she/he may receive the credit earned up to that point. In many programs at Evergreen, it is possible for a candidate to attend regularly yet receive reduced credit because of unsatisfactory performance or missing work. In the MiT program, however, such a loss of credit means that a candidate will not be able to complete the program.

E. Leave of Absence

If a candidate has been regularly admitted and registered and has attended at least one quarter, s/he **may** be eligible for a leave of absence of no more than one year. A leave of absence is only considered in **exceptional** cases and for a candidate who is in good academic standing. A candidate wishing to apply for a leave of absence must begin the process by submitting a written petition to her/his faculty.

F. Requirement of Academic Honesty

All forms of academic dishonesty, including cheating, fabrication, facilitating academic dishonesty, and plagiarism are violations of the Evergreen Social Contract. Plagiarism is defined as representing the works or ideas of another as one's own in any academic exercise. It includes, but is not limited to, copying materials directly, failing to cite sources of arguments and data, and failing to explicitly acknowledge joint work or authorship of assignments (see also "Evergreen's Social Contract" regarding "Intellectual freedom and honesty").

G. State Requirements for Residency Certification

Candidates seeking state of Washington Residency teacher certification must meet all appropriate requirements outlined in the Washington Administrative Code (Chapter 181-78A) in addition to all program requirements of Evergreen's Master in Teaching Program.

Program Conflict Resolution Procedures

Evergreen has long promoted a policy that conflict and grievances should be first dealt with between the parties themselves; given this policy, the following procedures should be followed initially. However, all Evergreen staff, students and faculty have the right to meet directly with Evergreen's Civil Rights Officer if they have questions about civil rights or non-discrimination policies. Please see www.evergreen.edu/policies/category/governance.htm .

- **Candidate-to-candidate disagreement:** Anyone in the program who feels seriously offended by another candidate is urged to mindfully raise the issue with that person first. The faculty may provide advice and support as appropriate, and

mediation if necessary, but encourage candidate-to-candidate discussion as a first step.

- **Programmatic concern:** When a candidate encounters a problem with some aspect of the program, s/he is to bring the concern to her/his seminar leader. If the problem is not resolved to the candidate's satisfaction after meeting with the seminar leader, the candidate will be advised to put the concern in writing and submit it to the faculty team coordinator. A candidate also has the option of presenting the written concern in person to the MiT faculty team. If the candidate is not satisfied with the results after the above steps, s/he may schedule a meeting with the MiT Program Director or his or her designee.

- **Candidate-faculty disagreement:** When a candidate has a significant disagreement with an individual program faculty member or with an evaluation from a program faculty member, s/he should schedule a meeting with that faculty member and try to resolve the disagreement without further action. If the disagreement is not resolved to the candidate's satisfaction, then the candidate will be advised to state the concern in writing and submit it to the faculty team coordinator. A candidate is also welcome to make arrangements to present the written disagreement in person to the MiT faculty team. If candidate is not satisfied with the results after the above steps, s/he may schedule a meeting with the MiT Program Director or his or her designee.

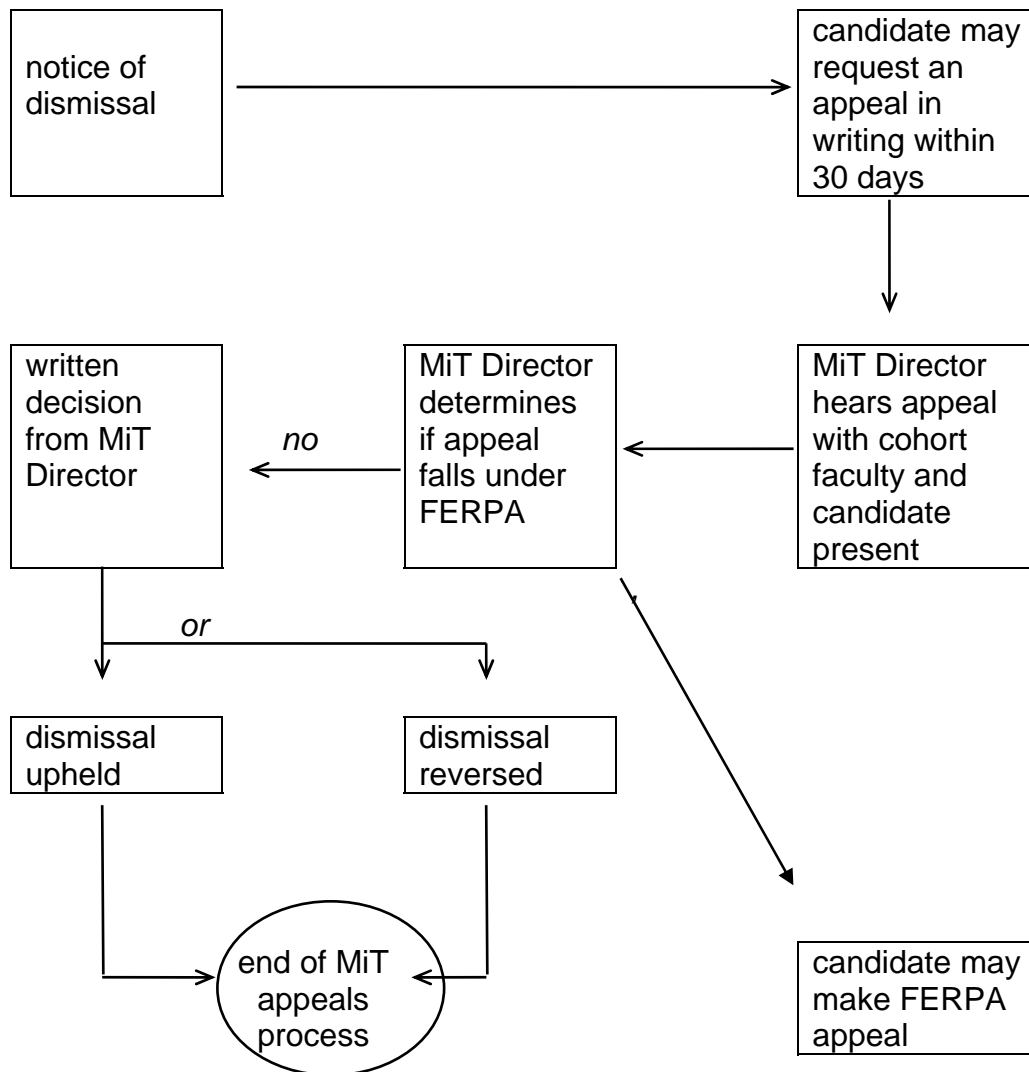
Grounds for Program Dismissal

A candidate may be dismissed from the program if his or her academic work and/or behavior fails to adhere to the program's expectations (see "Conceptual Framework" and program syllabi). Reduction of credit will automatically trigger dismissal from the program.

Dismissal is a serious matter that is decided upon only after serious deliberations among all members of the faculty team. A candidate who wishes to appeal the faculty's decision to dismiss may do so by submitting a written request to the MiT Director within 30 calendar days after receiving the letter of dismissal or receiving notice of reduced credit. The MiT Director, or his or her designee, will meet with the candidate and the available cohort faculty to hear the arguments surrounding the dismissal. The MiT Director will then prepare a written decision stating the grounds for his or her findings and final decision.

Please see diagram on following page.

This diagram outlines the due process procedures for appealing a notice of dismissal from the MiT program.



Other Information for MiT Candidates

Background Check for Teacher Certification

The State of Washington requires a background check on all individuals participating in a teacher education program. *This process is initiated the summer prior to beginning your MiT program. New MiT participants must complete and submit all appropriate forms to the Education Field Experience Officer at the MiT Orientation Day in September.* There are three pieces to this process:

1. Fingerprint Requirement

Washington State law requires that any applicant who does not hold a valid Washington certificate at the time of application be fingerprinted for state and national background checks. Since this process could take eight to ten weeks or longer, you are urged to initiate this process as soon as possible. The background check requires the applicant complete the fingerprint process at ESD 113. The cost for fingerprinting and the background check is collected by the ESD at the time of fingerprinting. The process will take longer if an individual has a criminal history that must be cleared through the Office of Professional Practices (OPP) after the fingerprint information is completed. *OPP does not begin their clearance process until they receive the fingerprint information; therefore it cannot be emphasized strongly enough how important it is to begin this process as soon as possible.*

2. Institutional Application for a Teacher's Certificate

As a teacher education program we are required by the state of Washington to have a current Institutional Application for a Teacher's Certificate on file to request a fingerprint/background check. *The school districts that participate with the MiT program in the student teaching process require that student teachers have been cleared through a background check prior to beginning student teaching.* At the end of the program teacher candidates are asked once again to update the Institutional Application for a Teacher's Certificate. At this time a \$35 fee will be required.

3. Character and Fitness Supplement Form

This form consists of a series of yes/no questions in a variety of categories related to personal information, professional fitness, and criminal history. Character references are also a part of this form. This supplement is filled out at the beginning of the program and updated at the completion of the program. Candidates must not omit anything from their background. *Be honest.* If an individual falsely answers a question and it comes out that the candidate's clearance is denied, that individual will not receive a teacher certificate. The *Education Field Experience Officer* tracks the clearance status on each candidate and periodically informs candidates and faculty of the current status. *All candidates must be completely cleared prior to Winter quarter of their first year in the program.*

Certification Questions and Answers

What is a certificate?

A teaching certificate is a license to practice. Like a driver's license, it is important that it is kept valid. Certificates exist as a means of protecting the public, which is particularly

significant in education because the client, the student, has little if any choice of his/her teacher.

Who needs a certificate?

Individuals teaching in grades K-12 in public schools and grades 1-12 in private schools must have a valid teaching certificate unless the individual is teaching only religion.

How many levels of certificates are there in Washington?

There are two levels. "Residency Teaching Certification" is the first level of certification and is issued to individuals who have completed an approved teacher education program. Teachers between their 2nd and 5th years of teaching earn the second level of teacher certification, "Professional Teacher Certification", through completing the ProTeach Portfolio.

Please contact your ESD directly for information relating to the Professional Certification process.

Curriculum and Resource Rooms

As part of the MiT program's collaborative relationship with the college's library and The Evergreen Teacher Education Programs, a *Curriculum Room* is maintained in the library. The Curriculum Room houses current books and curriculum development materials of interest to pre-service and current K-12 teachers. The Magda Costantino Resource Room is located in SEM 2 E3130 and houses among other resources a curriculum for Native American Learners.

Field Experience Liability Insurance

During all MiT field experiences, including student teaching internships and Year 1 practica, MiT candidates are covered by a liability insurance policy issued by Lexington Insurance Company. This policy protects candidates against fraudulent or untrue allegations arising from performance of practicum or student teaching duties. The policy will NOT cover any damage or injury that was intended, any action that was not a direct consequence of performing your field experience duties, any action that was illegal, any action which involved the ownership or use of a vehicle, or any action that involved the dispersal or investigation of pollutants.

Under the conditions of this policy, in order to be covered you must report to the MiT Education Field Experience Officer any claim, or circumstances that you may reasonably believe may give rise to a claim, as soon as possible, but no later than one year after the end of the quarter during which the event took place. If you are involved in a claim, you are asked to cooperate with the Lexington Insurance Company and the attorney they will appoint to defend you, including providing any information they may reasonably request. Finally, Lexington Insurance Company requires that you not admit any responsibility, make any payment or assume any other obligation related to the claim without their prior authorization. If you have any questions about this or would like to see the full policy, please contact the MiT Education Field Experience Officer.

Placement Files

A placement file is a set of documents assembled by the candidate to support his/her application for a teaching position. It includes information about your education, professional experience, and professional references. Your file is housed permanently

in the MiT Program Office. Your placement file will be important to you throughout your career in education. You will be expected to update the information in your file and add new written references whenever you look for a new position. As an educator, your placement file is an important professional record.

You will start your placement file in Year 2 of the program after receiving the necessary information and forms. It is important to request references from both your Fall and Spring cooperating teachers and building principals. Reference forms and instructions are available on the MIT web site and completed forms should be returned to the Education Field Experience Office.

Workshops and Meetings Provided by Teacher Education Program Staff

The Education Field Experience Officer and the Certification Officer conduct meetings and workshops for MiT candidates at various times during the two years of a program cycle. These meetings and workshops are usually scheduled during non-instructional times. Candidates are notified of dates and times through e-mail or by way of handouts distributed through MiT faculty.

Endorsement Meetings: Individual meetings with the Certification Officer about certification requirements – including communicating about any recently completed or outstanding endorsement requirements – are held at various times throughout the program; typically meetings will be held during the Fall and Spring of Year 1 and at the beginning of Year 2.

Student Teaching Application Workshop: A meeting is held with the Education Field Experience Officer during Winter quarter of Year 1 in preparation for the Fall student teaching placement – the application is due in March. Student teaching applications for Spring are due in October.

Job Search Workshop(s): These are organized by the Education Field Experience Officer during Winter quarter of Year 2 and normally include:

- Job search/Employment information specific to teaching
- Resumes
- Job Fair
- Completing Applications for teaching positions
- The interview process
- Practice (mock) interviews between MiT candidates and visiting school district personnel (e.g., principals, personnel directors, staff development personnel, etc.)

Exit Meetings: During Evaluation Week of the Spring Quarter of Year 2, MiT teacher candidates are required to meet with the MiT Certification Officer to finalize paperwork for certification and program completion.

Note: Individual teacher certificate applications are not processed and forwarded to the State of Washington until the MiT student has turned in all necessary paperwork to complete his or her graduation and/or program requirements including all required program assessments.

At the completion of the program teacher candidates receive their *teaching permit* (if all program requirements have been met), which will be valid for six months. Graduates may use a copy of this permit when applying for jobs prior to receiving their final teacher certificate, which they can expect to receive mid-summer after graduation.

Teaching in Other States

Washington has signed the National Association of State Directors of Teacher Education & Certification (NASDTEC) Interstate Contract with all U.S. States, the District of Columbia and Guam. This agreement is renewed every five years; check www.nasdtec.org for the latest information.

The following information is from the NASDTEC web site. You can find additional related information at that site.

The NASDTEC Interstate Contract facilitates the movement of educators among the states and other jurisdictions that are members of NASDTEC and have signed the Contract. Although there may be conditions applicable to individual jurisdictions, the Contract makes it possible for an educator who completed an approved program and/or who holds a certificate or license in one jurisdiction to earn a certificate or license in another state or jurisdiction. Receiving states may impose certain special requirements, which must be met in a reasonable period of time. If you completed an approved teacher education program and/or hold a valid teacher's certificate or license in one state and seek certification under the terms of the NASDTEC Interstate Contract, contact the teacher certification/licensure office in the intended receiving state or jurisdiction.

Teacher Education and the Washington Administrative Code

Three chapters of the Washington Administrative Code (WAC) regulate teacher education and teacher certification: WAC 181-78A (teacher education programs), WAC 181-79A (teacher certification), and WAC 181-82A (teacher certificate endorsements).

You can read these WACs at <http://www.k12.wa.us/certification/Resources.aspx>.

The Evergreen State College Social Contract - A Guide for Civility and Individual Freedom

<http://www.evergreen.edu/about/social.htm>

Evergreen is an institution and a community that continues to organize itself so that it can clear away obstacles to learning. In order that both creative and routine work can be focused on education, and so that the mutual and reciprocal roles of campus community members can best reflect the goals and purposes of the college, a system of governance and decision making consonant with those goals and purposes is required.

Purpose

Evergreen can thrive only if members respect the rights of others while enjoying their own rights. Students, faculty, administrators, and staff members may differ widely in their specific interests, in the degree and kinds of experiences they bring to Evergreen and in the functions that they have agreed to perform. All must share alike in prizing academic and interpersonal honesty, in responsibly obtaining and in providing full and accurate information, and in resolving their differences through due process and with a strong will to collaboration.

The Evergreen community should support experimentation with new and better ways to achieve Evergreen's goals. Specifically, it must attempt to emphasize the sense of community and require members of the campus community to play multiple, reciprocal, and reinforcing roles in both the teaching/learning process and in the governance process.

Freedom and Civility

The individual members of the Evergreen community are responsible for protecting each other and visitors on campus from physical harm, from personal threats, and from uncivil abuse. Civility is not just a word; it must be present in all our interactions. Similarly, the institution is obligated, both by principle and by the general law, to protect its property from damage and unauthorized use and its operating processes from interruption. Members of the community must exercise the rights accorded them to voice their opinions with respect to basic matters of policy and other issues. The Evergreen community will support the right of its members, individually or in groups, to express ideas, judgments, and opinions in speech or writing. The members of the community, however, are obligated to make statements in their own names and not as expressions on behalf of the college. The board of trustees or the president speaks on behalf of the college and may at times share or delegate the responsibility to others within the college. Among the basic rights of individuals are freedom of speech, freedom of peaceful assembly and association, freedom of belief, and freedom from intimidation, violence and abuse.

Individual and Institutional Rights

Each member of the community must protect: the fundamental rights of others in the community as citizens; the right of each member in the community to pursue different learning objectives within the limits defined by Evergreen's curriculum or resources of people, materials, equipment and money; the rights and obligations of Evergreen as an institution established by the state of Washington; and individual rights to fair and equitable procedures when the institution acts to protect the safety of its members.

Society and the College

Members of the Evergreen community recognize that the college is part of the larger society as represented by the state of Washington, which funds it, and by the community of greater Olympia, in which it is located. Because the Evergreen community is part of the larger society, the campus is not a sanctuary from the general law or invulnerable to general public opinion. All members of the Evergreen community should strive to prevent the financial, political, or other exploitation of the campus by any individual or group. Evergreen has the right to prohibit individuals and groups from using its name, its financial or other resources, and its facilities for commercial or political activities.

Prohibition Against Discrimination

There may be no discrimination at Evergreen with respect to race, sex, age, handicap, sexual orientation, religious or political belief, or national origin in considering individuals' admission, employment, or promotion. To this end the college has adopted an affirmative action policy approved by the state Human Rights Commission and the Higher Education Personnel Board. Affirmative action complaints shall be handled in accordance with state law, as amended (e.g., Chapter 49.74 RCW; RCW 28B.6.100; Chapter 251-23 WAC).

Right to Privacy

All members of the college community have the right to organize their personal lives and conduct according to their own values and preferences, with an appropriate respect for the rights of others to organize their lives differently. All members of the Evergreen community are entitled to privacy in the college's offices, facilities devoted to educational programs and housing. The same right of privacy extends to personal papers, confidential records and personal effects, whether maintained by the individual or by the institution. Evergreen does not stand in loco parentis for its members.

Intellectual Freedom and Honesty

Evergreen's members live under a special set of rights and responsibilities, foremost among which is that of enjoying the freedom to explore ideas and to discuss their explorations in both speech and print. Both institutional and individual censorship are at variance with this basic freedom. Research or other intellectual efforts, the results of which must be kept secret or may be used only for the benefit of a special interest group, violate the principle of free inquiry. An essential condition for learning is the freedom and right on the part of an individual or group to express minority, unpopular, or controversial points of view. Only if minority and unpopular points of view are listened to and given opportunity for expression will Evergreen provide bona fide opportunities for significant learning. Honesty is an essential condition of learning, teaching or working. It includes the presentation of one's own work in one's own name, the necessity to claim only those honors earned, and the recognition of one's own biases and prejudices.

Open Forum and Access to Information

All members of the Evergreen community enjoy the right to hold and to participate in public meetings, to post notices on the campus, and to engage in peaceful demonstrations. Reasonable and impartially applied rules may be set with respect to time, place and use of Evergreen facilities in these activities. As an institution, Evergreen has the obligation to provide open forums for the members of its community to present and to debate public issues, to consider the problems of the college, and to

serve as a mechanism of widespread involvement in the life of the larger community. The governance system must rest on open and ready access to information by all members of the community, as well as on the effective keeping of necessary records. In the Evergreen community, individuals should not feel intimidated or be subject to reprisal for voicing their concerns for participating in governance or policy making. Decision-making processes must provide equal opportunity to initiate and participate in policy-making, and Evergreen policies apply equally regardless of job description, status or role in the community. However, college policies and rules shall not conflict with state law or statutory, regulatory and/or contractual commitments to college employees.

Political Activities

The college is obligated not to take a position, as an institution, in electoral politics or on public issues except for those matters, which directly affect its integrity, the freedom of the members of its community, its financial support and its educational programs. At the same time, Evergreen has the obligation to recognize and support its community members' rights to engage, as citizens of the larger society, in political affairs, in any way that they may elect within the provision of the general law.

Family Educational Rights and Privacy Act of 1974 (FERPA)

The Evergreen State College must insure that information contained in student records is treated responsibly with due regard for its personal nature, and for the students', college's, and community's needs. The following guidelines are taken in part from TESC's general policy and respond to the requirements of Public Law 93-380 (Family Educational Rights and Privacy Act of 1974). Please see www.evergreen.edu/studentaffairs/rightsandresponsibilities.htm .

WAC 174-280-045 NOTICE OF RIGHTS

In accordance with the requirements of the federal statute, the college through the office of the dean of enrollment services will annually notify all enrolled students of their rights under WAC 174-280-010 through 174- 280-045 to include:

- (1) The types of educational records and information contained therein which are directly related to students and maintained by the institution.
- (2) The name and position of the official responsible for the maintenance of each type of record, the persons who have access to those records, and the purposes for which they have access.

Definitions Specific to the MiT Program

For the purposes of this information, the following terms shall have the definitions shown:

- (1) *Student/candidate/participant*: any person who is or has been registered at Evergreen, with respect to whom Evergreen maintains educational records or other information personally-identifiable by name, identification number, or other names of recognition.
- (2) *MiT Student Files*: those student (candidate) files held by the Master in Teaching program.
- (3) *Directory Information*: the candidate's name, address, telephone number, dates of attendance, date and place of birth, major field of study, participation in officially recognized activities and sports, degrees and awards received, and the most recent previous educational agency or institution attended by the student.

Disclosure to Candidate

- (1) Candidates have the right to inspect their MiT candidate or endorsement files.
- (2) Recommendations, evaluations, or comments concerning a candidate, whether or not provided in confidence, either expressed or implied, as between the author and the recipient, shall nonetheless be made available to the student.
- (3) The Teacher Education Programs Certification Officer is the official custodian of MiT candidate files.

Requests and Appeals Procedures

- (1) A request by a candidate for review of information should be made in writing to the Teacher Education Programs Certification Officer.
- (2) The Certification Officer must respond to a request for educational file within a reasonable period of time, but in no case more than 30 days after the request has been made.
- (3) After reviewing his or her file, a candidate may challenge the content of the file if the candidate believes them to be inaccurate, misleading or otherwise in violation of the privacy or other rights of the student. In such cases the candidate should notify the Certification Officer. If a candidate has been unable to negotiate correction or deletion of inaccurate, misleading or otherwise inappropriate data, he or she may contact the Teacher Education Programs Director for resolution. If the candidate is still unable to reach resolution he or she may pursue the grievance procedures in chapter 174- 108 WAC and may place a written statement of rebuttal in his or her official file.

Release of Personally Identifiable Information

The Master in Teaching Program shall not permit access to or the release of education files or personally identifiable information contained therein, other than “directory information,” without the written consent of the student to any party other than the following:

- (1) Evergreen staff, faculty, and student employees when the information is specifically required for a legitimate educational interest within the performance of their assigned responsibilities to the college, with the understanding that its use will be strictly limited to the performance of those assigned responsibilities.
- (2) Federal and state officials requiring access to educational records in connection with the audit and evaluation of a federally- or state-supported education program or in connection with the enforcement of the federal or state legal requirements which relate to such programs. In such cases the information required shall be protected by the federal or state official in a manner which will not permit the personal identification of students to other than those officials, and such personally identifiable data shall be destroyed when no longer needed for such audit, evaluation or enforcement of legal requirements.

Other College Policies

Detailed information about many of Evergreen's policies, including the Student Conduct Code, and policies on Conflict Resolution, Sexual Harassment, the American's with Disabilities Act (ADA), FERPA, and Non-Discrimination, can be found at: <http://www.evergreen.edu/studentaffairs/rightsandresponsibilities.htm>. Information about Equal Opportunity policies can be found at <http://www.evergreen.edu/diversity/>. For concerns about civil rights or non-discrimination policies, please see www.evergreen.edu/policies/category/governance.htm.

Access for Students with Disabilities: Evergreen welcomes students with disabilities. The Access Services for Students with Disabilities Office is committed to providing equal access to the benefits, rights and privileges the college offers students through its services, programs and activities. To help Access Services identify services appropriate to your needs, please contact us as soon as possible upon admission to the college. Access Services must receive written documentation of a disability prior to provision of services. Access Services, 867-6348, TDD: 867-6834

Alcoholic Beverages: No liquor is allowed on campus or in campus facilities unless a banquet permit has been issued by the State Liquor Control Board. However, rooms in the residence halls and modular units are considered private homes and drinking is legally permissible for students 21 years of age or older. For students choosing to live in a substance-free environment, Housing provides alcohol/drug-free residences.

Bicycles: Bicycles should be locked in parking blocks at various locations around campus. They should not be placed in or alongside buildings and should not be locked to railings. Bicycle registration licenses that aid in recovery of lost or stolen bicycles are available at Campus Public Safety for a small fee.

Firearms: The College discourages anyone from bringing any firearm or weapon onto campus; however, firearms that must be brought onto campus property will be checked in and retained by Campus Public Safety. A special written explanation must accompany the retention request and be filed with the chief of Campus Public Safety. Persons in possession of unchecked firearms on campus will be subject to immediate expulsion from Evergreen or to criminal charges or both.

Non-Discrimination Policies including Sexual Harassment: The Evergreen State College is committed, as a matter of principle, and in conformance with federal and state laws, to prohibiting discrimination and behaviors, which, if repeated, could constitute discrimination. The President of the Evergreen State College, as the delegate of the Board of Trustees, directs that all personnel and student-related transactions, and the operation of all College programs, activities and services, will not discriminate on the basis of race, color, religion, creed, national origin, sex, sexual orientation, gender identity, gender expression, genetic information, marital status, age, disability, pregnancy, or status as a disabled veteran, a Vietnam era veteran or other covered veteran. Harassment on any of the above-stated grounds is a form of prohibited discrimination. This policy applies to faculty, staff and students. This policy also prohibits retaliation for reporting possible violations of this policy, for cooperating with any related investigation, or for participating in such a complaint process.

A person who believes s/he has been harassed or been subject to discriminatory treatment within the Evergreen Community because of race, color, national origin, sex, age, current military status, marital status, sexual orientation, gender identity, gender expression, genetic information, religion, disability, pregnancy or veteran status, or has been retaliated against for participating in such a complaint process, is urged to utilize the complaint procedures provided by the college through the Civil Rights Office. The current Civil Rights Officer is Nicole Ack, Library, Room 3115, (360) 867-5371, TTY (360) 867-6695, ackn@evergreen.edu.

Pets: Pets are not allowed on campus unless under physical control by owners. At no time are pets allowed in buildings. Stray animals will be turned over to Thurston County Animal Control.

Smoking: Smoking is accepted in designated smoking areas.

Campus Facilities and Resources

Campus Bookstore: The Evergreen Bookstore is the place to find all program books and materials. The Bookstore also features general reading and reference books; video, computer and software sales; film processing; ticket sales; novelty items and the latest in Geoduck leisure wear.

Campus Parking: Motor vehicles must display valid parking permits. Daily permits can be purchased at the information booth on the front entrance road to campus. Longer-term passes can be purchased at the Parking Office. Parking is permitted in designated areas only. A Washington state disabled parking permit must be displayed when a vehicle is parked in a disabled parking space. Persons with temporary disabilities may obtain a permit through the Parking Office. Additionally, an Evergreen daily pass or parking permit must be purchased and displayed. For more information on campus parking, call 867- 6352.

Campus Public Safety: The campus Public Safety staff is responsible for providing services that enhance the safety and welfare of Evergreen community members and maintain the security of campus buildings and property, both public and private. The Public Safety Office will also assist students, staff and faculty with personal property identification and will register bicycles at no charge. Although the college assumes no responsibility for lost property, the chance for recovery of lost or stolen items is improved if the owner can be easily identified.

The Public Safety Office is open 24 hours a day, seven days a week and is staffed by state-commissioned police officers trained in law enforcement and problem-resolution skills. While charged with enforcing laws and regulations, the staff works to resolve issues using the college's Social Contract whenever possible. The Public Safety Office is located in SEM I 2150. Reach the office by telephone at 867-6140 or 866-6832.

Center for Mediation Services: Evergreen's Center for Mediation Services offers a safe, constructive way for persons in conflict to negotiate their differences. Trained volunteers help students, faculty and staff in conflict examine individual needs, identify

common interests and begin to craft an agreement that is mutually beneficial. In addition, center staff offers conciliation and referral. Over the telephone or face-to-face, the mediation process is free of charge, voluntary and confidential. Training opportunities are available. For more information, call the center at 867- 6656.

Child Care Center: The Child Care Center is certified by the Washington State Department of Social and Health Services. Breakfast, lunch and a snack are served daily and funded by the USDA Child Care Food Program. The center is open Monday through Friday, 7:30 a.m. to 5:30 p.m. and enrolls children of students and staff (infants to seven years). Student rates depend on family size and income level; please contact the center for more information at 867- 6060.

The Graduate Student Association (GSA): The (GSA) exists to represent and strengthen the graduate student community through social, political, and educational collaboration. Its membership is open to all graduate students. A coordinating board, consisting of two members selected from each graduate program, has the responsibility to ensure representation of the graduate students to the Evergreen and off campus communities.

Health and Counseling Center: Health and Counseling Services are located in the Seminar 1 Building. Services include the Health Center, the Counseling Center and the Office of Sexual Assault Prevention. The Student Health Center is a general practice clinic seeing students for a wide range of health concerns. The Counseling Center provides consultation, evaluation, and counseling services for students dealing with issues impacting their well being. The Office of Sexual Assault Prevention provides comprehensive and inclusive sexual assault support services. Services include emotional, medical, and legal advocacy as well as education and prevention programs.

Library: The Daniel J. Evans Library hires people who are not only experts in media and information management and retrieval, but who want to share what they know with you. The selection of books, equipment and other materials is carefully coordinated with the college's academic programs. Staff members are always on hand to help you relate the Library's resources to your academic work and personal enrichment.

Quantitative Reasoning Center: When you come into the center for quantitative reasoning, you'll find Evergreen students who provide tutoring support in math, biology, chemistry, physics, economics, statistics, and nearly everything else scientific or mathematical. During the school year, drop-in tutoring is available seven days a week.

The Writing and Center: The Writing Center is located in the Library and assists students, staff, faculty and alumni with their growth as writers. Resources available through the Writing Center include an extensive handout library covering a range of writing questions, a resource library, free writing workshops as well as tutoring sessions.

Glossary of Evergreen Terms

Chaos: It's spelled KAOS and it's the college's FM community radio station.

CPJ: It's the Cooper Point Journal, Evergreen's student newspaper.

DTF: DTFs are Disappearing Task Forces. Evergreen's planners wanted to avoid permanent committees, so they created DTFs to study problems, make recommendations and then disappear. Several DTFs are active each academic year and students are encouraged to participate. Contact the Office of the Vice President for Student Affairs.

Equivalencies: The approximate course titles and credit hours listed at the end of the program descriptions. These will be listed as final "course equivalencies" at the end of a faculty evaluation of your academic work. This is the way Evergreen translates interdisciplinary studies into course titles similar to those at other institutions.

Evaluation: Evergreen's grading system consists of a narrative evaluation of a student's academic work at the end of each quarter. Faculty members write evaluations of each student's work and progress, and each student writes a self-evaluation. These become official documents, making up your permanent transcript. Students also write evaluations of faculty members, which become a part of the faculty member's official portfolio.

Evaluation Conference: A quarterly conference in which a faculty member and student discuss their evaluations of the student's work. Conferences occur during Evaluation Week, the 11th and final week of each quarter.

First Peoples: At Evergreen, the term First Peoples refers to people of color -- often referred to in the United States as minorities. The name is in recognition of the unique indigenous heritage of all people of color.

Geoduck: The campus mascot -- a legacy from Evergreen's early humorists. Pronounced "gooey-duck," the geoduck is an oversized clam native to this area and noted for digging deep and fast.

Governance: An on-going process at Evergreen, demonstrating our commitment to working together to make decisions. Students often participate in governance along with staff and faculty members, usually through a DTF establish to study a problem and seek solutions. Participatory democracy is hard work and time-consuming, but you have a voice in what Happens at Evergreen if you choose to exercise this unusual and valuable franchise.

Greener: Short for Evergreener.

Planning Units: Evergreen does not have the formal academic departments found at most colleges. It does however have five planning units that facilitate curriculum planning – CTL, ES, EXA, SPBC, and SI. Most M.Ed. program faculty belong to the SPBC planning unit.

Self-Evaluation: Your evaluation of your own academic work as measured against your objectives at the beginning of a quarter and the requirements of your program, contract or internship. Student self-evaluations are part of formal academic records.

Seminars: One of the central experiences of an Evergreen education, seminars usually meet weekly to discuss the readings assigned in a particular program. The discussion group consists of a faculty member and 15 to 25 students. Participants are expected to prepare for the seminar by reading and analyzing the material to be discussed.

Social Contract: Evergreen's planning faculty wanted the college to function as a community, so they wrote their ideas about social ethics and working together into the Social Contract.