

Subject: Loren Petty's 2016-2017 Evaluation

Date: November 15, 2017

On this date, I met with Loren to review his self-evaluation from the preceding academic year. In the attached self-evaluation, Loren documented a list of accomplishments for the past year and identified goals for the coming year. He also commented on his personal challenges during this past year due to his role as primary caregiver for his Mother, who suffered from a terminal illness and passed away in August. I know that Loren had to divide his attention between his Mother and the program for a while, but he worked hard to ensure he kept abreast of the program's needs for fall placements and helped prepare important data to support our data summit in June.

While I believe Loren did a good job documenting his accomplishments during the past year, I want to highlight several items where Loren appeared to understate his contribution to the college and the program. During the Return to Evergreen event on the Olympia campus in October 2016, five Evergreen MiT alumni presented a two-hour interactive workshop titled "Teachers are Agents of Change". Loren had a major role in coordinating this panel discussion by reaching out to potential alumni participants, securing their commitments, collaborating with the panelists to identify a focus for the discussion, and brainstorming possible questions for the panelists. The five alumni (Nate Gibbs-Bowling, MiT 2006, Sean Riley MiT 2005, Jerry Price MiT 1995, Sarah Applegate, MiT 1995, and Katie Agren, MiT 2007) examined how their experiences and racial and cultural identities informed their teaching practice and shaped their roles as teachers in a diverse society. They also discussed how teachers could be agents of change in their classrooms and communities. The panel provided the extended Evergreen community an opportunity to see and hear how MiT alums serve the broader community and make equity a reality for their students. Loren's efforts enabled the MiT Program to tell its story in a powerful way.

Second, Loren followed up on the "Why Teach? Why Evergreen?" campaign he started a year ago to change the prevailing narrative about teaching as a profession and develop possible promotional lines for the MiT program. Throughout the year, he added new responses from alumni, then compiled into a document for use in marketing the MiT Program. He sorted the "Why Teach" responses from the "Why Evergreen?" responses, so faculty and staff could use them independently.

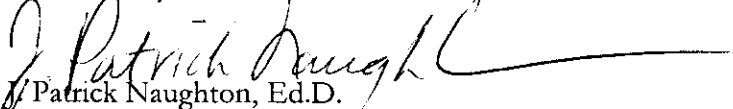
Third, Loren once again generated a great deal of interest in our program by inviting school district administrators to participate in a Mock Interview Day (16 school districts represented), where each MiT candidate had the opportunity to interview with a panel of 4 or 5 administrators and receive valuable feedback. He followed that up with the annual MiT Job Fair event at the Tacoma campus (18 school districts represented). He also arranged to have the Evergreen PK-12 Distinguished Educator of 2017 Award presented during a board meeting of the North Thurston School District, so the awardee and the MiT Program would receive broader recognition for their contributions to the community. Loren's effectiveness in promoting our program contributes strongly to our reputation in the local area. He recognizes that our candidates and alumni are our best recruiters, so he works diligently to put them in settings where they can put a face on our program and help tell our story.

His persistent interactions with candidates ensured quality field placements well matched to their professional needs. The calendar of professional development seminars he arranged for the year two candidates during winter quarter greatly enhanced their initial job search and subsequent transition into the profession. Loren's outreach to alumni continued to be the program's primary connection with program completers and routinely yielded high caliber mentors to support our candidates in field placements.

Loren's goals for the coming year are on target. We spent most of our time together discussing three specific areas for focus during this academic year. First, I discussed the opportunity to use the Radius Customer Relationship Management (CRM) system to manage contacts with school district personnel and maintain a log of contacts regarding field placements. Second, I asked Loren to think about how we might increase our interactions with alumni, whether through occasional workshops or other events. While I had discussed the latter with Loren a year ago, he had not had an opportunity to put this into practice due to family challenges in the past year. We also discussed his plan for continued outreach in the Tacoma area to support the 2017-2019 cohort and how to get a head start in the South Puget Sound for the 2018-2020 cohort, which will be based in Olympia.

In closing, I want to thank Loren for his continued hard work and dedication to the program. I know that he deserves to have a better year this year.

Submitted by

A handwritten signature in black ink, appearing to read "Patrick Naughton", with a long horizontal flourish extending to the right.

/s/ Patrick Naughton, Ed.D.

Director, Teacher Education Programs

1 Attachment – Loren's Self Eval, August 2016 – July 2017

Loren Petty
Education Field Experience and Community Relations Officer
Teacher Education Programs
The Evergreen State College
Self-Evaluation
August 2016 – July 2017

Highlighted Accomplishments for 2016-2017

- I continued to build on and strengthen connections with school districts. This is and always has been my top priority. I feel that I have excellent relationships with North Thurston, Olympia, Tumwater, Shelton, Clover Park, Tacoma, Steilacoom, Sumner, Highline, and Seattle. Some of these connections are for practicum and student teaching placements while others are to assist our teacher candidates with job opportunities. I would like to meet as many of the new Principals and Human Resource Directors that I can. I have recently met with Adrienne Dale, Student Teacher and University Liaison for the Tacoma School District and Anne Tsuneishi, Principal, Sherman Elementary in Tacoma.
- I continued to strengthen connections with Alumni through Facebook, emails, Twitter, Instagram, and school visits. This is a great way to find out where our alums are teaching, to learn what they are doing in their classrooms, and to determine whether they would like a student teacher. I also share what other alums are doing, let them know that our newsletter is ready, and keep them up to date on what is happening in the MiT Program.
- I coordinated the MiT Job Fair at the Tacoma Campus and attracted 18 school districts to meet with the MiT year two candidates. Participants included Tacoma, Federal Way, Highline, North Thurston, Seattle, Puyallup, Sumner, Yelm, Olympia, Bremerton, University Place, Olympia Community School, Eatonville, Shelton, Tukwila, Steilacoom, Franklin Pierce, and Tumwater School Districts. I will continue to host the Job Fair in Tacoma, as it is more centrally located.
- I also arranged the annual Mock Interview Day to give MiT candidates the opportunity to practice interviewing and to receive feedback from school principals and vice principals, human resource directors, retired teachers. We had many new people participate this year, as jobs were more plentiful. Participants came from Aberdeen, Mary M. Knight, Tacoma, Steilacoom, North Thurston, Olympia, Tumwater, Centralia, Puyallup, Clover Park, Yelm, Federal Way, Franklin Pierce, Shelton, Highline School Districts, and the Capital Region ESD.
- I coordinated a number of surveys to support Master in Teaching (MiT) program assessment. These included an alumni feedback instrument for teachers who completed the program in 2013, mentor teacher evaluations of 2015-2017 MiT candidates, and an instrument (Standard V) aligned with state standards to assess candidate perceptions of the program's preparation of teacher knowledge and skills. They also included an end of program survey of 2015-2017 MiT candidates, candidate feedback on mentor teachers, and field supervisor evaluations by the candidates. Faculty analyzed these surveys during the MiT program's Data Day Retreat to identify areas for program improvement. I also conducted a field placement survey to assist faculty in making appropriate field placements for new candidates in the 2016-2018 cohort.
- I provided oversight and guidance to the MiT graduate assistants, who prepared and published the Connection Newsletter three times this year. I believe the three newsletters provided important information to our alumni and other stakeholders and centered the content on alumni and current students to a greater degree than previous issues. I gave the graduate assistants topics and alumni information, and then facilitated their work on each issue. In previous years, we had produced only two issues/year, which combine news on current students and alumni, but we added an issue in winter this past year because we had so much information on "Alumni Successes."

- I assisted with the coordination of various alumni panels and guest speakers. These included the alumni panel for the new MiT Candidates' orientation, a MiT alumni panel for the Return to Evergreen 2016, an alumni panel for recruitment at Lincoln High School in Tacoma, and a series of Professional Development Workshops (see Appendix A).
- I coordinated the nomination process and award presentation for the Evergreen PK-12 Distinguished Educator of 2017 Awards. The purpose of this award is to recognize and honor an alumni educator who has made a significant contribution to the field of education. Nominees must be alumni of The Evergreen State College Teacher Education Programs (TEP, MiT or M.Ed.) and have demonstrated expertise or outstanding service (current or retired) in the classroom, school, district, and/or community. This year I worked with school district officials to have the award presented during a North Thurston School District School Board Meeting, since the awardee worked in the district.
- I arranged a photoshoot for the MiT Catalog at Olympia High School. Each year, I schedule a school visit with our Evergreen photographer, Shauna Bittle, to take photos of alumni or candidates for use in the next year's MiT Catalog. This year we went to Olympia High School for photos of Year one candidates Riel LaPlant, Hadiya Bigelow, and Hayden Zabel.
- I continued the "Why Teach? Why Evergreen?" project to promote teaching as a profession, generally, and the MiT Program, in particular. We started the campaign to reach out to alumni of the MiT program and see why they wanted to become teachers, but, more important, why they chose Evergreen's program (see Appendix B).
- I continued the Geoduck Teacher Swag Project (Evergreen Banner and Geoduck Teacher Magnet) and enjoyed a strong response from alumni. We find it a powerful means of promoting the program. We try to spread Geoduck pride while inspiring K-12 students to pursue a college education at Evergreen and consider the MiT Program. We have an opportunity to thank our teacher alums for educating the next generation of Geoducks and, hopefully, Geoduck Teachers. When MiT Alums submit photos of their classrooms with the Teacher Swag displayed, I post the pictures through social media to other MiT alums and friends of the program (advertising). Through this outreach, we maintain a continued presence of The Evergreen State College in our alums' classrooms.
- In addition, I accomplished a number of routine tasks in a timely manner
 - I coordinated fall and spring student teaching placements and the year 1 practicum placements.
 - I supervised the MiT graduate assistants and coordinated their work schedules and task assignments.
 - I emailed weekly job postings in the spring to MiT 2017 candidates and alumni. I also shared these job postings on Facebook, so alumni could also access them. I emailed Principals regarding potential candidates to interview consistent with their expressed needs.
 - I regularly forwarded news articles, alumni recognitions, and potential newsworthy ideas to Alumni Relations and Media/Community Relations.
 - I continued to work with the Evergreen Bookstore to ensure the program's share of MiT coffee mug profits went to the MiT Diversity Scholarship fund.

Reflections on 2016-2017

- I had a very difficult year personally and professionally. My Mother received a diagnosis of Dementia/Alzheimer's in the spring and passed in August 2017. Since she lived with me and had no other family close, I had to divide my efforts between work and home. However, I know I did the best I could during this stressful and sad time.

- I feel that my greatest strength is the one-on-one contact that I have with our students. I try to make them feel welcome in my office and hope that they will come by anytime to receive an answer to a question or to learn about a possible job opportunity.
- I believe the contact that I have with human resource directors and staff, building principals, teachers, and office secretaries contribute substantially to the reputation of the MiT Program in the community. In addition, I connect routinely with our alums to share program news, job listings, and other useful information. Keeping them connected to the program is an important dimension of our ability to promote the good work our program does to support the community at large.
- I am a great organizer of others as in the case of the graduate assistants.

Review of Goals for 2016-2017

1. Begin a series of alumni gatherings or workshops every 4 or 6 months to discuss a topic or present a workshop. Our alumni could even present a topic or workshop for other alumni as well as brainstorm on how to promote the teaching profession. This could fluctuate between the Olympia Campus and the Tacoma Evergreen Campus. This could once again show a presence in Tacoma as well as Olympia. *There are numerous reasons why this did not happen this year. I needed more lead time to contact Alumni to see what topics or workshops would be of interest and I needed time out of the office to deal with my Mother's Alzheimer's disease.*
2. Organize a targeted outreach to the school districts in the Pierce County area. This will strengthen current relationships and build on new relationships for the Tacoma 2017-2019 Cohort. It will let the districts know of our needs in regards to field placements and partnerships as well as expand our presence in the area. *Once again, there were numerous reasons why this did not happen. I needed more input from the MiT faculty as to what they envisioned their Tacoma MiT Program to be. It is difficult to know what schools to contact without knowing the endorsements of our new teacher candidates. My Mother's Alzheimer's disease played a role as well as I was not available much during the late spring and summer.*
3. Take an English writing course at the college to improve my writing skills. *I have had this goal on my evaluation for quite some time and have not registered for a class. It has been difficult to balance my work time and my personal time with my Mother. I was her care worker in the evenings and weekends.*

Goals for 2017-2018

1. I will make a list of School District Contacts that will be available for all MiT Staff through the CRM. My Director identified this new goal as an important contribution to improved efficiency in program operation. I will need to research and connect with the CRM manager so I can receive the necessary training. I will need to learn how to use Radius/CRM, create a school district contact list, and develop a log table where I can document my contacts with school district personnel and alumni.
2. I will coordinate with faculty and staff to explore the idea of a series of alumni gatherings every four or six months to discuss a topic or present a workshop. Our alumni could also present a topic or workshop for other alumni or brainstorm ways to promote the teaching profession. This could alternate between the Olympia Campus and the Tacoma Evergreen Campus, which would help maintain a presence in both areas. This project will involve meeting with Faculty and Staff as well as surveying Alumni for their interests and availability for possible gathering dates.
3. I will organize a targeted outreach to the school districts in the Pierce County area. This will strengthen current relationships and build on new relationships for the Tacoma 2017-2019 Cohort. It will let the districts know of our needs in regards to field placements and partnerships as well as expand our presence in the area I still need to coordinate this outreach. I have met with one principal, Anne Tsuneishi, Principal, Sherman Elementary in Tacoma. I will focus on meeting with the MiT Faculty to see their vision for the MiT 2018-2020 Olympia Cohort during Spring Quarter 2018.

Appendix A

Professional Development Workshops Master in Teaching Program

January 11 Wednesday 1pm-3pm SEM2 A3109	Loren Petty & Maggie Foran	Resume Writing, References, Philosophy of Education
January 18 Wednesday 1pm-3pm SEM2 A3109	Jerry Price and Mark Bowden	Since Time Immemorial Curriculum
January 25 Wednesday 1pm-3pm SEM 2 A3109	North Thurston Public Schools—Joe Bremgartner and Dawn Long	What Every Employee Must Be Told
February 1 Wednesday 1-3pm SEM2 A3109	Department of Health Cynthia Morrison	HIV/AIDS: What teachers need to know
February 8 Wednesday 1pm- 3pm SEM2 A3109	School Teacher/Librarians: Sarah Applegate and Steve Coker	What the librarian can do to help first-year teachers and student teachers.
February 15 Wednesday 1-3 pm SEM2 A3109	Ray Nelson	The Teachers Union and YOU!
February 22 Wednesday 1pm-3pm SEM 2 A3109	Public Schools Personnel Co- operative Dee Dee Hill and Carrie Harper-Kitzmiller	Applying for your first job
March 2 Thursday 9am-4 pm Library 0408- 0416	MiT Mock Interviews	Principals, Human Resource Directors
March 8 Wednesday 1pm—3pm SEM2 A3109	Washington State Teacher / Principal Evaluation Project Sue Anderson	What is the TPEP?
March 16 Thursday 1pm-3pm TACOMA CAMPUS	MiT Job Fair	ESD 113, North Thurston, Clover Park, Tacoma, Shelton, Puyallup, Sumner, Tukwila, Federal Way, Highline, Steilacoom, Seattle
March 29 Wednesday 9am- 3pm Tacoma Dome	Washington Education Fair	A “one-stop” opportunity to contact a large number of employers
April 5-6 Wednesday-Thursday 9am-4pm Portland Convention Center	Oregon Professional Education Fair	A “one-stop” opportunity to contact a large number of employers

Appendix B

Why Teach? Why Evergreen? Campaign

Why Teach?

I refuse to let the future be shaped by those I do not respect. I am fighting for change from the inside.

--- Ashley Emmett, MiT 2009

Students said, "You teach because you like to create an extended family of learners. We are your kids. We matter!"

---Ingrid Peterson, MiT 2002

I do it because I am needed and I know that at some point I will truly make a difference in a student's life.

---Beth Chapin, MiT 2015

Kids!!! Breaking down boundaries. Watching a child's eyes light up with new ideas. Your heart expanding beyond capacities previously imagined. ---Karyn Ainsworth, MiT 2007

I teach because it's the only job I've found guaranteed to keep me happy in a variety of important ways.

---Corey Nunlist, MiT 2013

I teach because it gives me hope. I get to work with the bright leaders of tomorrow - today!

--- Jeremiah Tuckett, MiT 2006

I love helping kids develop a grittiness with Algebra. I've seen academic mind-sets shift and academic trajectories launch.

Michael Joshua, MiT 2007

Teaching is never boring, always impactful, and often personally fulfilling. ---Joshua Parker, MiT 2007

I teach because I want to touch lives and change the future. --Kris Boisen, MiT 2014

After 20 years of teaching high school art, I know daily that I have the most fun, impactful career possible.

---Wendy Woldenberg, MiT 1996

So that when I get up every morning, and pull my pants on, I know my day will mean something. Not just to me, but to every student and family that walks through the door of my school. ---Jessica St. Louis, MiT 2010

I teach because it provides me the opportunity to ignite personal growth in young people. And, kids are hilarious.

David Wall, MiT 2015

I teach because I am passionate about helping students find their voices in the world. --- Luann (Hicks) Bigbear, MiT 2005

To be a guiding hand, the helping hand that students need, the clarifying voice, the endless sea of knowledge.

---Matt Frasier, MiT 2014

I teach because I want to make a difference in students' lives and improve their situation. I teach because I enjoy being a role model and mentor. --- Jeff Ennett, MiT 2008

I TEACH in a rural high-poverty school because I LOVE my subject, History, and honestly...if not me? Who?

--- Brent Conklin, MiT 2000

I teach because I genuinely enjoy hearing what young students have to say. Hearing them express their understandings and feelings reminds me of the joy of being a kid. --- Julia Abrams, MiT 2013

I teach to help students recognize that they have an abundance of dreams. --- Stacey Anderson, MiT 2008

I teach to help the next generation find their place in the world. --- Eric Danielson, MiT 1993

I say because I wanted to be a better teacher, but also an exceptional teacher. And, being exceptional opens more doors than just the one that leads to a classroom. --- Amy (Loskota) Mireault, MiT 2004

I teach to open the world and the door of opportunity to all kinds of young people, especially those most in need of awareness and hope. I teach for love and I love to teach. --- Nanette Navarro, MiT 2006

I teach in order to create a positive trajectory in my students' lives, educational mindset, and identity as mathematicians. --- Alaina Hellum-Stern, MiT 2010

I started teaching to help more kids love to read as much as I do and learn the power of writing.
--- Beth Johnston, MEd 2010

I teach so that I can help students find their voice in the world and ignite a passion for learning.
--- Dominic Kehoe, MiT 2011

Where else can you do what you love, be a life-long learner, alter paradigms and lead youth to their own epiphanies while they feel cared for, capable, safe as part of a community of learners...all the while earning a paycheck? Nowhere else that I found! --- Gery Gerst, MiT Visiting Faculty

I teach to make a positive impact in the life of a child and their community while including all voices.
--- Jonathan Levy-Wolins, MiT 2015

I teach because I enjoy watching students grow as and realizing anyone can be an artist. I also enjoy observing the creativity and uniqueness high school students bring to their art. ---Carrie Hockman MiT 2011

I teach to see the look on my students' face when the light bulb comes on, when they get it. ---McCurdy (Mac) Jones, MIT 2007

Why Evergreen?

I wanted to be pushed to be the best I could be, and Evergreen does that. A lot. --- Ashley Emmett, MiT 2009

Diverse learners need qualified individuals in their corner. Evergreen made me that qualified individual. I know how to make a difference because of MiT. ---Beth Chapin, MiT 2015

Incredible faculty. Social justice / examination of bias-and-privilege. Community. Rigor. Thorough preparedness to enter the rewarding endeavor of teaching! ---Karyn Ainsworth, MiT 2007

I chose MiT because it was convenient and well-recommended. I stuck with MiT because everything taught was applicable to teaching. ---Corey Nunlist, MiT 2013

Evergreen's MiT program challenged me to see my own biases so that I am aware of what not to teach.
--- Jeremiah Tuckett, MiT 2006

Evergreen gave me a strong learner-centered paradigm, as well as the tools I've needed to help all kids grow as learners.

Michael Joshua, MiT 2007

Teaching, Learning, and Schools are the heart of Evergreen MIT, not just the curriculum. ---Joshua Parker, MiT 2007

I chose Evergreen because the reputation of the program is far-reaching and great. ---Kris Boisen, MiT 2014

Evergreen is the most liberal, most thorough, and most affordable Master in Teaching program in Washington State.

---Wendy Woldenberg, MiT 1996

Evergreen is the kind of school that everyone should go to at least once. It pushes you into the best version of yourself. I choose the MIT program because I wanted to be pushed, to be the strongest teacher I am capable of being, to truly excel at what I do. ---Jessica St. Louis, MiT 2010

The MiT program worked me nearly to death. Now I feel I can accomplish anything ... the night before it's due. David Wall, MiT 2015

I chose the Master in Teaching Program at TESC because it has an incredible reputation stretching across the U.S.—and the MIT program surpassed my expectations for preparation, rigor, and support for its future teachers. --- Luann (Hicks) Bigbear, MiT 2005

Evergreen MiT program taught me how to show students where to look, but not tell them what to see. --- Ingrid Peterson, MiT 2002

Deep learning, High expectations, dependable faculty who are always looking for understanding not just knowledge. ---Matt Frasier, MiT 2014

I felt that the MIT program was the best in preparing myself for a teaching career. I knew if I could succeed here then wherever I ended up I would be successful. --- Jeff Ennett, MiT 2008

I chose Evergreen because I knew it would teach me courage. A quality I knew I would need in this most challenging (and rewarding) of professions. --- Brent Conklin, MiT 2000

I chose the MiT program at TESC because of their dedication to social justice in the classroom. Julia Abrams, MiT 2013

Evergreen MiT program taught me how to show students where to look, but not tell them what to see. --- Stacey Anderson, MiT 2008

I chose Evergreen to sustain the march of social justice toward a more just world. The road goes ever on. --- Eric Danielson, MiT 1993

So very few people end up thinking so deeply about teaching and how their personal experiences relate to their practice of teaching. The result makes Evergreen MiT students stand out in a community where the status quo is being merely an adequate educator. The MiT makes it impossible for me to settle for adequacy. --- Amy (Loskota) Mireault, MiT 2004

I chose Evergreen in order to learn, with diversity, autonomy, and accountability, to impact ALL learners positively, especially those who traditionally struggle in school, and it worked! --- Nanette Navarro, MiT 2006

Evergreen challenged my personal and professional identity to mold me into a passionate, reflective, empathetic, and FIERCE educator. --- Alaina Hellum-Stern, MiT 2010

I was in the MEd program and I chose it because it fit what I was looking for with the pro cert and all endorsement as well as being close to home. ---Beth Johnston, MEd 2010

I chose Evergreen because I wanted to focus on the process of becoming a teacher not just the outcomes.
--- Dominic Kehoe, MiT 2011

Evergreen's teaching program is not just a path to certification; it is transformative, multi-cultural, and fosters agents of change for our schools and our society. Besides that, it has impressive placement statistics; our graduates are sought after and award-winners. --- Gery Gerst, MiT Visiting Faculty

As hard as this was, it was the best experience of my life.
I use 100% of everything I learned! Just finished my 7th year teaching in Virginia Beach.
Also received an overall exemplary rating in my summative evaluation this year!
---Stephanie Trevino, MiT 2009

This was an invaluable foundation for me.
I utilized a great deal of the knowledge and skills as both an early childhood educator and now supporting teachers as the director of our non-profit program serving over 100 children and families.
---Stephen Karmol, MiT 2009

I chose MIT because it would best prepare me to teach student as individuals and with a social justice focus.
--- Jonathan Levy-Wolins, MiT 2015

I chose the MiT at Evergreen because it is one of the best teaching preparatory programs in the country. I felt well prepared when I graduated to enter the field of teaching. ---Carrie Hockman MiT 2011

My parents taught me to take my time and do it right the first time; that is why I chose Evergreen - McCurdy (Mac) Jones, MiT 2007