

2012 Institutional Report

The Evergreen State College Master in Teaching Program

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EVALUATION OF PROGRAM APPROVAL STANDARDS

This report addresses the criteria in the program approval protocols for Standards I – V provided by the Professional Educator Standards Board. However, the organization of each section varies depending on the criteria, their organization, and the demands of the standard. In each section, the discussion and evidence demonstrate the alignment of Evergreen's Master in Teaching (MiT) program to the criteria listed under the "Met" and/or "Exemplary" columns on the protocols. A list of documents referenced in this Institutional Report (IR) and on the Protocols is located in Appendix A of this report.

Please note that some of the large documents and charts are bookmarked or otherwise annotated using color codes or electronic "sticky notes" to help guide the reader to relevant information. If the reader does not see the bookmarks or annotations, she/he should try to open documents through Adobe Reader or Preview. When a link is opened, readers should look for the bookmarks and then scroll down the pages as needed. Though we have attempted to make reading this document as easy and efficient as possible, it may happen that documents download instead of opening in the reader's screen. If this happens, the reader should please check her/his browser settings and make necessary adjustments. If no bookmarks or annotations are available, please check for a table of contents.

The IR and Protocols contain links to many, many documents! We have tried to ensure that all links are functional. Please contact Sherry Walton at waltonsl@evergreen.edu if essential links malfunction. We apologize if this happens.

The MiT program's thorough accreditation report based on the criteria in Standards I through V indicates that the program is in compliance with the program approval standards of WAC 181-78A-220.

INTRODUCTION TO THE MASTER IN TEACHING PROGRAM

The faculty, staff, alumni, candidates, and PEAB of the Master in Teaching (MiT) program at The Evergreen State College welcome you! We appreciate your dedication to ensuring the health, effectiveness, and well being of teacher preparation in the State of Washington and your efforts to support quality education for P-12 students. Based on the standards and criteria specified in WAC 181-78A-220 and on the website of the Professional Educators Standards Board, we have reviewed and evaluated the program's processes, structure, content, assessment information, and use of data to improve instruction in preparation for your review and visit. This Institutional Report, the most recent Title II Report, Endorsement Review documents, and extensive links to program documents and data, organized under each of the program re-approval standards, are available on the [accreditation website](http://www.evergreen.edu/mit/accred2012/home), <http://www.evergreen.edu/mit/accred2012/home>.

MiT faculty members remain committed to enacting the vision of Evergreen's first President, Charles McCann, and other founding faculty members by creating bridges between theory and practice for meaningful, lifelong learning both for our candidates and for their future students. Our candidates become teachers who understand teaching and learning as developmental processes situated in a wide range of cultural and personal contexts. They seek, with the support of their peers and faculty, to understand their own cultural filters and biases so that they might become leaders in multicultural, anti-bias, democratic education. They investigate a range of pedagogical, research-based practices in preparation for reaching, and positively impacting, all students in their classrooms. They develop the skills that allow them to be critical, intelligent consumers of educational research.

The power and success of this two-year, cohort-based program are apparent through multiple indicators. In 2007, the MiT program was re-accredited by the Professional Educator Standards Board (PESB) for five years review that included several accolades for its work from both the site team and Board members (see page 10). In each of the last several years, many MiT alumni have been recognized as leaders in education through their publications, through being honored at the building, district, and state levels as teachers of the year, and through other recognitions (Appendix B).

Despite the economic climate in the last few years and reduced hiring in state schools, many of our graduates have secured [employment in education](#). Their success attests to their knowledge and skills and the confidence that principals and hiring committees place in Evergreen's Master in Teaching Program. In addition, a recent survey of 513 alumni who graduated from 1992 through 2011 provided us with valuable information about our graduates. Forty-two percent of the alumni for whom we had contact information responded. Of those who responded, only 16 alumni reported that they were no longer working in public schools. Half of the respondents reported working work in high-need schools. Half indicated that they have obtained their Professional Certificate or National Board Certification.

The MiT faculty and staff actively attempt to enact the mission of The Evergreen State College and the [Conceptual Framework](#) of the program in order to contribute to a more just and excellent system of education for all children and youth. Our candidates and graduates are supported by staff who provide excellent advising and professional development opportunities and by faculty who are skilled and dedicated educators. MiT faculty members create significant learning opportunities for our candidates that incorporate emerging local, state, and national

initiatives and they also make time for scholarly work and service to Evergreen and to the larger community.

Members of our MiT faculty are regularly invited to:

- submit writings or interviews for publication,
- make guest presentations in undergraduate programs, to students and staff in Student Academic Support Services, and at regional and national conferences,
- provide workshops or mentorship for public school teachers,
- collaborate with P-12 teachers in a variety of ways, and,
- serve in significant leadership roles in the college.

The idea of a dedicated community of learners is central to the vision and enactment of our Master in Teaching program. As you will see in this report, and in supporting documentation, a variety of individual components contribute to the wholeness of the program. These include commitments embedded in Evergreen's vision of education and in the MiT *Conceptual Framework*; the unique experiences and talents represented by the faculty and candidates in each cohort; research about learning and effective teaching practices; on-going program and individual assessment; and attention to the State of Washington's Learning Goals and Essential Academic Learning Requirements and to the standards for program approval. The creative integration of these components is what makes Evergreen's MIT program unique, responsive to individual and cultural diversity, and able to support the development of skilled and compassionate teachers who care to create just and educative learning experiences for their students.

We invite you to explore our program and look forward to your feedback.

THE EVERGREEN STATE COLLEGE and MASTER IN TEACHING PROGRAM

Origins and Mission of The Evergreen State College

When the college was chartered in 1967, Governor Dan Evans “declared the need for a flexible and sophisticated educational instrument.” Senator Gordon Sandison stated, “It was not the intent of the Legislature that this would be just another four year college; . . . (the college would be) a unique opportunity to meet the needs of the students today and the future because the planning would not be bound by any rigid structure of tradition as are the existing colleges nor by an overall central authority as is the case in many states” (Archives, The Evergreen State College).

Evergreen’s first president, Charles McCann, stated, “We hoped to outline an environment which stimulates the learning process, encourages the student to come to grips with his mind and ideas at the beginning of his undergraduate years, expects him to know not only the facts but how they are found, how to deal with them and how to articulate them . . . We assumed that the most valuable service a college can offer a student is to initiate a process of continuing learning: by preparing him with the methods of learning and experimentation, by encouraging independence in pursuing inquiries that interest and motivate him, by providing him with resources to test his knowledge and ability” (Archives, The Evergreen State College).

To meet those expectations, and to those ends, Evergreen enacted a higher education learning environment that prioritized learning opportunities which drew on faculty and students’ interests and that prepared its graduates to engage in life-long learning and to live and act effectively in the world. From its inception, Evergreen’s primary focus has been on nurturing learners who, through the philosophy embedded in the [Five Foci of Learning](#) at Evergreen, develop the important knowledge, skills, and dispositions reflected in the [Six Expectations](#) of an Evergreen Graduate. In addition, the college has served the community and diverse populations through its graduate programs, five public service centers, the Tacoma campus, and the reservation-based program.

On April 28th, 2011, The Evergreen State College Board of Trustees enacted the following updated, mission statement:

As an innovative public liberal arts college, Evergreen emphasizes collaborative, interdisciplinary learning across significant differences. Our academic community engages students in defining and thinking critically about their learning. Evergreen supports and benefits from local and global commitment to social justice, diversity, environmental stewardship and service in the public interest (retrieved 3/19/2012 from <http://www.evergreen.edu/policies/policy/missionstatement>).

Implications for Planning, Assessment, Professional Development, and Governance

The Evergreen State College values active participation of students and faculty in the design and implementation of the curriculum. Faculty come to Evergreen knowing that their central work is teaching. Creativity, critical thinking, and innovation are valued and actively

encouraged among faculty and students. This focus also plays out in the ways that faculty assess student learning, and the ways in which they negotiate professional development and governance (service). As stated in the *United Faculty of Evergreen Collective Bargaining Agreement (CBA)*:

Promoting the College's mission is the shared responsibility of the faculty and the College administration. Through teaching, relationships with students, and active participation in College-wide governance, faculty members have both the responsibility and the latitude to develop and deliver a curriculum that provides students with an education that embodies the "Five Foci" and "Six Expectations" of an Evergreen education, set forth in Appendix A of this Agreement. By creating an administrative culture that mirrors the College's pedagogy (interdisciplinary, collaborative learning environments) and using human and physical resources to support teaching and learning, the administration supports the faculty in performing its vital role.

The specific teaching and collaborative responsibilities of faculty are detailed in Section 6 of the CBA. The sections concerning teaching state:

Teaching. A faculty member is expected to teach well as judged by peers, students, the deans, and the Provost. Teaching well includes:

- (a) Demonstrating command of the curricular material and the means for helping students learn it.
- (b) When teaching in teams, meeting team teaching requirements: co- planning the program curriculum, weekly participation in a faculty seminar on the intellectual content of the program (or an alternative plan approved by the deans), and attendance at all program activities required by the teaching team.
- (c) Contributing to the learning environment: designing and executing parts of a program's curriculum, demonstrating subject matter expertise, offering interdisciplinary approaches to material, counseling and advising students, facilitating a stimulating and challenging atmosphere, offering innovative work in seminars, lectures, labs, workshops and field work, and sponsoring individual contracts and internships effectively.
- (d) Fostering students' intellectual and cognitive development.
- (e) Fostering students' abilities to communicate well.
- (f) Displaying intellectual vitality.

Meeting commitments. A faculty member is expected to meet commitments made to students, colleagues, staff, and the College, as judged by peers, students, the deans, and the Provost. These commitments include:

- (a) Submitting program covenants and syllabi by the end of the second week of each quarter.
- (b) Adhering to program or course covenants and syllabi, and curriculum planning unit and graduate program obligations.
- (c) Writing an evaluation of teaching colleagues at the end of each program. Collegial evaluations must address how well a colleague has met his/her responsibilities as outlined in this Article.
- (d) Writing a self-evaluation at the end of each academic year during which the faculty member teaches at the College.
- (e) Submitting, for each student the faculty member is responsible for evaluating, a

timely evaluation that complies with applicable provisions of the Faculty Handbook.

Additional Responsibilities of All Regular Faculty Members.

- (a) Participating actively in the development, implementation, and assessment of the College-wide curriculum through planning groups established for this purpose (planning units, graduate programs, Tacoma, reservation-based and other branch programs, or others that may form in the future).
- (b) Continuing his or her professional development as evidenced by his or her new learning in Evergreen programs and, if appropriate, as evidenced in his or her independent creative or scholarly work.
- (c) Serving on conversion panels for candidates seeking appointment as faculty members on continuing appointment and on review panels for the review of faculty members on continuing appointment.
- (d) Participating in faculty hiring.
- (e) Maintaining a portfolio documenting that the faculty member is meeting the responsibilities identified in this Article.
- (f) Participating in faculty reviews as required prior to the conversion process, and once every five (5) years thereafter.

Additional Responsibilities of Regular Faculty Members Other Than Library Faculty Members: Meeting Rotation and Team Teaching Requirements. Regular faculty members on continuing appointment must teach with at least five (5) different faculty members during every fifteen (15) quarters (excluding summer quarters). The deans and the Provost, acting collectively, may waive one or more of the requirements listed in this paragraph for a particular faculty member. This waiver may be given only when the faculty member has been requested to meet an extraordinary demand in the College curriculum, or to account for faculty leave.

Teaching Students at Varying Points in Their Educational Development.

- (a) Regular faculty members teaching in the undergraduate curriculum are expected to divide their teaching between beginning and more advanced students. In a given four (4)-year teaching cycle, faculty are expected to teach in at least the equivalent of one (1) year-long program designed primarily for first-year students, or two (2) year-long programs designed primarily for lower division students, or three (3) year-long programs designed as all-level.
- (b) In addition to their responsibilities within the graduate programs, regular faculty members teaching in graduate programs are expected to teach in the undergraduate curriculum on a regular basis. Graduate programs should encourage rotation into graduate programs by faculty members who teach primarily in the undergraduate program. (retrieved 2/16/2012 from <http://www.evergreen.edu/policies/docs/UFE%20Agreement%202008.pdf>).

Teacher Preparation in the Context of Evergreen's Mission, Values, and Organization

When the Teacher Education Program (TEP) was added at Evergreen in 1986, a faculty team crafted the program to embody the same values and visions as those that permeated the undergraduate curriculum. At the heart of the teacher preparation program were the Five Foci – Interdisciplinary Study, Collaborative Learning, Learning Across Significant Differences,

Personal Engagement, and Linking Theory with Practical Applications. The program specifically focused on building a community of learners, directing candidates' attention to the diverse learners with whom they would work, developing a strong theoretical foundation, and learning to apply theory through extensive opportunities for practice in public school classrooms.

The inaugural 1986 cycle was informed and inspired by the idea of "development in education", and in particular by the question "what does it mean to take development as the aim of education?" Faculty worked in teams to create inter-disciplinary, collaborative learning experiences that invited candidates to explore essential questions about the nature of teaching, learning, community, and society as they prepared to work with children and youth. Students and faculty critically examined a range of texts, attended and participated in workshops that explored the place of development in teaching and learning from multiple perspectives, and applied theory to practice through participation in extensive field and student teaching placements.

The Master in Teaching Program replaced the Teacher Education Program in 1992. Evergreen's innovative program was a direct result of national reform movements and a 1987 law passed by the Washington State Legislature. Today, Evergreen's Master in Teaching program mirrors the original alternative nature of the college with its cross-curricular, interdisciplinary programs, guiding questions or themes around which to structure learning opportunities and substantive inquiry, the absence of separate academic departments, interactive candidate-faculty dialogue, and narrative evaluations in place of letter grades.

MiT's [*Conceptual Framework*](#) embodies the primary foci of the MiT Program, its *raison d'être* since its creation: to prepare candidates to become leaders in ensuring engaging, effective, equitable and developmentally and socio-culturally appropriate learning opportunities for all students as well as providing leadership in anti-bias education. These goals reflect Evergreen's mission to "support(s) and benefit(s) from local and global commitment to social justice, diversity, environmental stewardship and service in the public interest."

The structure of the program and the organization of each cohort also embody the mission of the college to "emphasize(s) collaborative, interdisciplinary learning across significant differences." The creation of faculty teams, faculty assessment and evaluation, and choices about professional development reflect the CBA. In short, MiT has continued to consistently reflect Evergreen's approach to education while at the same time attending to Washington's evolving goals for P-12 learning and the criteria for program approval.

2007 ACCREDITATION ACCOLADES AND PESB SUMMARY

Accolades from the Site Team

The program demonstrates faithfulness to the mission and founding principles of the institution including advocacy for others.

The faculty are highly collaborative with one another, with all members/programs of the institution, with the community, and are leaders in teaching and learning.

The Professional Certificate program for working with candidates in developing professional growth plans richly well-focused on context based on current and anticipated impact on student learning, and include closely aligned professional growth activities.

The Professional Certificate program provides consistent and unwavering support of commitment to their candidates in all phases of the program.

The commitment to a strong program of historical and social foundations in which candidates do extensive reading, writing, discussing and reflecting on “big picture” issues enhances the depth of preparation of Evergreen MIT candidates.

The two EALR projects that MIT candidates complete in their student teaching terms are exceptional examples of integrating state standards, learning theory, family involvement and assessment of student learning.

The collaborative MIT team teaching model has developed a professional culture of using formative and summative assessment data to inform decision making and produce continuous improvement and growth of the candidates, the faculty, and the program.

Professional Standards Board Conclusions Based on Site Visit Report: The Evergreen State College (TESC) was rated by the Board at the exemplary level. The Board found the narrative specific and well organized. The student-based evidence [K12 students] provided and the strategies used to assess Standard V were both rated extensive. The Board noted several strengths in the program, including the program’s clear commitment to sustainability, addressing the needs of diverse populations (including special education students through RTI), and arts integration. The EALR/Positive Impact on Student Learning Project was singled out as an exemplary piece of evidence. The Board also recognized the strong program collaboration with PEAB and P-12 partners. The Board recognized that TESC faculty use many innovative approaches. The program requires the candidates to demonstrate metacognition and higher level thinking strategies. Board members noted that the TESC program had a culture already aligned to the new Standard V requirements. The Board questioned the program’s decision to have multiple, diverse placements in lieu of more embedded, longer-term placements. However, it can be noted that on the most recent site visit the team rated the field placement model as met.

RESPONSES TO 2007 SITE VISIT RECOMMENDATIONS

Recommendation: *The placement of the majority of information regarding issues of abuse and neglect results in candidates completing one full term of student teaching prior to receiving that information. The program faculty should change this sequence in order to provide more thorough knowledge and skills about abuse and neglect prior to student teaching. In addition, the information presented needs to be more consistent and the assessment of candidates' knowledge in this area needs to be elevated to the level of assessments being done elsewhere in the program.*

MiT Response: At the last site visit, one cohort had not documented the workshops that provided information regarding issues of abuse. The program immediately addressed the site team's concern as expressed above. In each cohort in this review cycle, workshops were provided no later than spring quarter of year 1. These workshops were usually provided by CPS staff member, Chris Tweedt-Goheen. All candidates were required to take and pass a test of their knowledge of how to identify signals of abuse and neglect and the appropriate procedures for documenting and reporting suspected abuse. Ms. Tweedt-Goheen confirmed that the test linked in the Standard 5 protocol [Standard 5.3b](#) represented appropriate knowledge for mandatory reporters. Each cohort used some variation of this child abuse and mandatory reporting test to assess candidates' knowledge.

Recommendation: *The program does not assure that content methods faculty are preparing secondary candidates to use technology for instruction in their respective endorsement areas. Methods faculty need to include technology as part of their content methods courses.*

MiT Response: Please see the Protocol Evidence Column for [Standard 5.1j](#) to see the ways in which technology has received steady attention since the last accreditation visit. Syllabi, candidate work samples, faculty evaluations, and a faculty reflection demonstrate thoughtful investigations of how to use technology in support of student learning.

The program has also invested in updating the resources available to faculty and candidates including the acquisition of 15 Kodak Z18 HD pocket camcorders with mini tripods, external microphones and remotes; 1 Sony Vixen HD camcorder; 1 MacBook Pro laptop with final cut pro software; 14 Gateway laptops with media cart for transport to classrooms; 2 NEC portable projectors; 1 Elmo portable document camera; 1 Elmo full-size document camera; 1 overhead projector; 3 TI 84 graphing calculators; 2 Canon 8 megapixel cameras; 1 SmartBoard with mounted projector and 48 clickers; 3 Heart Rate Monitors; 3 PH detection probes; 3 Motion detection probes; and 6 Scientific Calculators.

STANDARD I

PROFESSIONAL EDUCATION ADVISORY BOARD (PEAB)

Evergreen's Master in Teaching Program (MiT) continues to enjoy a productive and mutually beneficial relationship with its Professional Education Advisory Board. Since the last accreditation visit in 2007, MiT faculty and staff and members of the PEAB have continued to meet regularly; share important information, insights, and suggestions; and work collaboratively for the benefit of program candidates and the students with whom they will work in P-12 school systems. Feedback on annual PEAB surveys indicates that members feel that their work on the PEAB is both valuable and valued. In response to the question on the most recent survey, "What motivates you to participate on the Evergreen PEAB?" members replied:

- Interest in pedagogy and philosophy of teacher prep.
- Continued conviction that the program prepares students with real philosophical and practical skills to be successful in the classroom.
- Belief that pre-service training is a critical component of improving the educational system.
- Hopefully, I can offer some perspective on issues related to students with special needs.
- Opportunity to contribute and participate in world of pre-service teachers; inspiring conversation regarding state of education; commitment to vision and mission of TESC
- It is important to give back. I get more than I give.
- Meeting with bright people and keeping abreast of what is happening in the state.
- To Improve the Quality of Teachers entering the profession.
- Collaboration - I really enjoy the opportunity to share ideas with peers to improve the MiT program.

When PEAB members were asked to comment on the degree to which their feedback had influenced the content or direction of MiT, they responded:

- The program has always sought and been responsive to recommendations from the PEAB in my experiences.
- Staff has appeared open to suggestions. There is a bit of a feeling (to me) that some questions and brainstorming w/o enough thought/information before hand.
- Director takes recommendations seriously and often asks specifically for recommendations.
- PEAB has been very influential - especially in last 3 - 4 years. It works both ways. It has influenced my teaching,
- I think PEAB has validated the direction more than influenced. I think we offer suggestions that "tweak" what is already great.
- Major influence on MiT program. I think that our input is valued and therefore a great influence on the content - a well-established content.

Extensive data sources that provide evidence for each criterion in Standard 1, including the full text of the PEAB surveys (see, 1.1b), are available at <http://www.evergreen.edu/mit/accred2012/standard1.htm>.

Data sources are diverse and include meeting minutes and attendance records, survey information from PEAB members, annual reports, by-law revisions, annual data reports, and PEAB recommendations and program responses. Minutes from all the meetings have been organized in one chart. Particular topics of discussion are indicated on the chart and are then color-coded within the minutes. For example, discussions about the Bylaws are highlighted in yellow within the minutes.

MiT Assertions: The MiT PEAB meets or is exemplary on all criteria in Standard 1.

We have “met” criteria including:

- participation in four substantive meetings a year until the standard was changed to three meetings, after which the group met for three substantive meetings a year ([Minutes: All Meetings](#)),
- compliance with membership requirements including appropriate representation from required professional groups ([Attendance Chart](#); [Representation Chart](#)),
- adoption of operating procedures and regular review ([2011 Bylaws](#); [Minutes: Bylaws](#)),
- review of all program approval standards in the five year period and review and approval of annual reports ([Minutes: Review of Standards](#) d; [Annual Reports](#), see 1.1b, #1),
- review and assessment of candidates’ work demonstrating positive impact on student learning ([Positive Impact Project](#); [Minutes: Data Analysis](#)),
- recommendations to the program and review of the program’s responses ([Recommendations and Responses Chart](#); [Annual Reports](#)).

MiT’s PEAB is also exemplary in several areas. In addition to meeting the criteria outlined in the “met” category of this standard, MiT’s PEAB members represent diverse perspectives and diverse ethnic and socio-economic backgrounds. For example, board members come from rural, urban, and suburban districts; work at different grade levels; and have a range of views about schooling and education. They often go beyond minimum expectations to actively engage with each other, faculty, staff, and candidates. They have shared concerns, solutions, and information with each other; have participated in seminars with teacher candidates; served on “mock” interview panels for our candidates; helped with recruiting; attended presentations of Master’s papers; and served as speakers in the program. Our members have also contributed to education in this state through mentoring student teachers, participating in state pilots of the new teacher evaluation system, and participating in a variety of professional organizations. Having members who have been with us since our PEAB was formed as well as members who have joined us during this most recent accreditation cycle enriches us ([Minutes: Involvement Beyond Minimum and Diverse Perspectives](#)).

PEAB’s Role in MiT’s Assessment System

MiT Assertions: Perhaps the most significant development in the work of the PEAB members during this accreditation cycle is their participation in evaluating candidates’ work related to MiT’s signature assessment, the [Positive Impact on Student Learning Project](#). As indicated in [PEAB minutes](#) (1/09, 3/09, 3/1) and [PEAB recommendations](#) in the 2008-09 and 2009-10 academic years, PEAB members:

- reviewed the directions and rubrics for clarity, validity, and revision,
- evaluated candidates’ work and positive impact on student learning by using the rubrics to provide reliability information and assess positive impact,
- confirmed the usefulness of the project in assessing positive impact on student learning, and,

- offered suggestions to faculty for improving this project.

Members also spent several hours reviewing the assessment system as described in [Standard II](#) to help the program determine if useful information was being collected and analyzed. Minutes from March, 2011, provide access to the PEAB's conversation and conclusions ([Minutes: Review of Standard](#)s). Finally, PEAB members reviewed data ([Minutes: Data Analysis](#)) from the *Standard V Survey*, *Mentor Teacher Survey*, *End-of-Program Survey*, *Alumni Survey*, and the *MiT Student Teaching Rubric* each year to help the program discern and act on important patterns.

PEAB, MiT, and [Standard IV](#)

MiT Assertions: Though the following parameters are not stated in Standard I criteria or the protocol, the PESB has also asked that reviewers “pay special attention to the following:

- How is the conceptual framework reflected in the work of the PEAB?
- To what extent has the program accessed the knowledge of the PEAB in development and review of P12 partnerships and clinical practice?
- How has the PEAB influenced the program to become more effective in its recruitment and retention of under-represented populations?” (retrieved 1/31/12 from <http://pesb.ospi.k12.wa.us/mod/resource/view.php?inpopup=true&id=1017>)

A review of minutes from PEAB meetings will show the various ways in which PEAB members engaged in discussions and activities that reflect the [Conceptual Framework](#) and offered advice and recommendations related to P12 partnerships, clinical practices, and recruitment and retention of under-represented populations. Each PEAB meeting begins with board members sharing work in which they are involved. The various projects and under-takings invariably reflect the *Conceptual Framework* as do the suggestions and recommendations members make for the program. Please see [meeting minutes](#), including 10/07, 1/08, 3/08, 3/09, 5/09, 11/09, 3/10, 5/10, 3/11 & 5/11.

Conversations also regularly address the recruitment of diverse groups, a topic that aligns with our *Conceptual Framework*. Please see [meeting minutes](#), including 10/07, 1/08, 3/08, 5/08, 5/09, 5/11 & 10/11.

PEAB members also help the program consider ways to involve more K-12 teachers and schools in supporting the development of our candidates. These conversations included, but were not limited to, discussions about co-teaching. Please see [meeting minutes](#), including 11/08, 11/09, 5/10, 10/10, & 5/11.

Examples of these discussions include:

Conceptual Framework

- Review of *Conceptual Framework* and affirmation of its importance.
- Discussions about the impacts, positive and negative, of scripted curricula on students from diverse backgrounds (*Conceptual Framework: Developmentally and Socio-Culturally Appropriate Teaching and Learning*).
- The importance of candidates learning how to use and adapt scripted curriculum (*Conceptual Framework: Developmentally and Socio-Culturally Appropriate Teaching and Learning*).

Development and Review of Partnerships and Clinical Practices

- Discussions and recommendations to plan the practicum and fall quarter student teaching quarters to assure more continuity of experience for the candidate and the mentor. The program has responded by working with partner schools to offer mentors and candidates the opportunity to have the fall quarter student teaching experience with the mentor teacher who supervised the winter and spring practicum.
- Discussions about the pros and cons of co-teaching.

Recruitment and Retention of Under-represented Populations

- Discussions about enacting a Tacoma-based cohort.
- Discussions concerning ways to advertise the cohort.
- Participation by PEAB members in presentations at the Tacoma campus and support in attempting to provide information workshops at Lewis/McChord.

In summary, the PEAB

- Was involved in activities beyond the minimum requirements including participation in seminars and master's paper presentations, mock interview panels, presentations in the program, review of assessment data, participation in reliability and validity processes related to the program's signature assessment.
- Participated in discussions and recommendations related to the *Conceptual Framework*, P12 partnerships and clinical practices, and recruitment and retention of under-represented populations.
- Annually reviewed and analyzed data for the purposes of determining whether candidates had a positive impact on student learning and provided MiT with recommendations for programmatic change which were considered and responded to in writing in a timely manner.
- Proactively brought important issues and diverse perspectives to the attention of the MiT faculty and staff who fully considered and responded to the information.
- Participated in a clear feedback loop with the MiT program faculty and staff.
- Was purposeful in recruiting and maintaining diverse representations and perspectives.
- Is in compliance with state regulations.
- Adopted and abided by operating procedures.
- Held at least three substantive meetings during each year as evidenced by minutes and in the annual reports.
- Thoroughly reviewed all program approval standards at least once in the last five years and the results of those reviews are reflected in the annual reports.
- Annually reviewed and approved an executive summary of the activities of the PEAB. The program submitted the approved executive summaries to the PESB.
- Served as the advisory board for the residency certificate program.

STANDARD II ACCOUNTABILITY AND PROGRAM IMPROVEMENT

In addition to the protocol for Standard II, which includes the criteria for successfully meeting program approval standards, PESB provided additional directives for programs and reviewers about the **Program Alignment with PESB's Purposes and Criteria** (retrieved on January 27, 2012, <http://pesb.ospi.k12.wa.us/mod/resource/view.php?inpopup=true&id=1021>). The first section for this standard will address those directives. The following sections will then address each of the criteria of Standard II found in the protocol.

Program Alignment with PESB's Purposes and Criteria

PESB's Statement of Purpose: *While implementation of Standard II requires collection of data, the main point is not simply to amass numbers, but to develop a system that routinely assesses program effectiveness and leads to program improvement. Both quantitative and qualitative data have a place in assessment systems.*

MiT Alignment: MiT staff and faculty have worked steadily to make active use of the data collected from candidates, faculty, staff, alumni, P-12 practitioners, and PEAB members to examine what works in the program and what needs to be improved. Both quantitative and qualitative data are collected. The director sends updates to the faculty during the year and facilitates a multi-day data retreat at the end of spring quarter during which faculty and staff evaluate the data and decide on both cohort and program-level adjustments ([Faculty/Staff Data Retreat Minutes](#)). Faculty also record their data-driven decisions about cohort content ([Sample Team Notes – Use of Data, see Standard 2.1e #4](#)).

Annual analyses of trends in data from mentors, candidates, faculty, and PEAB members (see Standard 2.1a, [#5c](#)) have led to three adjustments in program content. Program content improvement includes deeper and more systematic attention to preparing candidates to (i) meet the needs of second language learners, (ii) involve families and communities, and, (iii) integrate technology to support student learning.

In terms of field experiences, we have made two changes based on input from principals and mentors. First, we have created more continuity between the winter/spring practicum experience in Year 1 of the program and the fall quarter student teaching experience in Year 2 of the program. If the first year practicum placement is productive for both the mentor and the candidate and the mentor agrees, the candidate continues in that placement in fall quarter for her/his first student teaching assignment. Feedback from mentors and candidates who have chosen this option has been positive. Second, we have extended our use of co-teaching during student teaching.

PESB's Statement about Key Data: *The assessment system should be built around key data--Standard II does not expect all available data to be collected, aggregated, and analyzed. "Key data" are those that have been thoughtfully selected for inclusion because they offer actionable information reflecting the conceptual framework, state standards, and those which inform program effectiveness.*

MiT Alignment: Over the course of several faculty meetings and data retreats, the MiT faculty and staff reviewed assessments used in the program and reached consensus about which assessments to use as key indicators of achievement of program and Standard V goals ([Assessment Plan: Distributed Responsibilities](#)). The assessment plan identifies those assessments, their purposes, consequences, and alignments to Standard V and the MiT Conceptual Framework ([Assessment Plan: Alignment](#)). Candidates have multiple opportunities to engage performance assessments and to revise their practice based on feedback before submitting final, summative assessments. The [Central Data Table](#) contains key metrics and information about each candidate from 2008 to the present.

PESB's Statement about an Assessment System: *While the best platform for aggregating data will depend on a variety of contextual factors, the desired goal is a system that allows transparency, ease of access, meaningful analysis, and flexibility.*

MiT Alignment: The list below provides links to data that show how Evergreen's MiT program meets PESB's criteria for a comprehensive assessment system. Text in italics was retrieved from the PESB website. Links in parentheses are links to MiT data.

- *reflects the perspectives of major stakeholders (faculty, candidates, P-12 partners ([Standard 2.1e](#));*
- *includes both aggregation of quantitative data([Central Data Table](#)) and representative sampling of candidate qualitative data ([Standard 2.1b](#), see #8; [Standard 2.1c](#));*
- *allows programs to query, disaggregate, and analyze periodically, assess patterns over time, and respond to emerging questions (Annual Data Summaries – [Standard 2.1a](#), see #5c);*
- *generates meaningful data that provide insights into the effectiveness of key program goals and state standards, selects, collects, queries, and disaggregates key data (see data linked above);*
- *employs agreed-upon processes for effective use of data (see data linked above);*
- *regularly engages stakeholders in data-based analysis and decision-making, including both regular formalized and episodic (see data linked in previous paragraphs and [Standard 1.1b](#) and [1.2a](#)).*

PESB's Statement about Fairness and Avoidance of Bias: *essential characteristics of an assessment system, both because of the potential impact on candidates and because biased data will lead to skewed decisions. This requirement in Standard II does not assume that programs have the capacity for highly technical and sophisticated statistical analysis. The standard can be met through relatively simple steps.*

MiT Alignment: The list below provides links to data that show how Evergreen's MiT program addresses PESB's criteria for fairness and avoidance of bias. Text in italics was retrieved from the PESB website. Links in parentheses are links to MiT data.

Historically and currently, the Evergreen State College and its Master in Teaching program have been and are committed to equity, fairness, and the elimination of bias based on race, ethnicity, religion, SES, and gender expression. The new requirement in Standard II concerning review for bias has moved the faculty to provide concrete

explanations of ways they guard against bias in the assessment system. In addition, the faculty mapped the curriculum to Standard V to ensure that candidates had opportunities to learn about and accomplish Standard V goals ([Standard 2.1f](#), see #1 and #2).

- *opportunities for candidates to learn and prepare for what they're being assessed on* ([Cohort Syllabi](#), see 5.1a, #6; [Standard 2.1f](#), see #1 and #2) ;
- *clear authentic alignment between standards and assessments* ([Assessment Plan: Alignment](#));
- *training for raters and/or multiple raters instruments* ([Standard 2.1f](#), see "Other Procedures");
- *inter-rater reliability through collaborative review of assessments and instruments* ([Standard 2.1f](#), see "Other Procedures");
- *review of assessments for racial or ethnic bias, clarity, and meaningful alignment to outcomes* (see links above).

Standard II Protocol Criteria and MiT Assertions

MiT Assertions: MiT meets or is exemplary in all areas of Standard II. Extensive data from a variety of sources that provide evidence for each criterion in Standard II are available at <http://www.evergreen.edu/mit/accred2012/standard2.htm>. Data sources are diverse and are intended to provide multiple perspectives about how assessment is collected, organized, and used for program improvement.

Italicized statements in the list below were taken from the review protocol on the PESB website (*Criteria retrieved on January 27, 2012, from <http://program.pesb.wa.gov/review/standards/standard-2>*). Below each of the italicized criterion are MiT assertions, with links to data, that illustrate how the program meets that criterion. Standards in parentheses are linked to MiT data linked on the Standard 2 protocol. Other sources are included in the narrative that follows this list.

Standard 2.1a: *Assesses outcomes in alignment with the conceptual framework and state standards.*

- The program's [assessment plan](#) aligned to Standard V and the program's *Conceptual Framework*,
- the [distribution of responsibilities](#) related to the assessment plan,
- [MiT's Central Data Table](#).

Standard 2.1b: *Systematically and comprehensively gathers evidence on:*

- *Candidate learning* ([Standard 2.1b](#), [2.1c](#), [2.1d](#), [2.1e](#), [Standard 5.1a](#) and [5.1b](#)),
- *Program operations, including placement rates, clinical experiences* ([2.1b](#), see Systematic Review of Data Collection System, #4 - Program Operation; and Systematic, Comprehensive Data Collection, #3a, Centralized Data spreadsheet for candidate characteristics.
 - placement rates ([Job Placements](#)),
 - clinical placements, see columns for practicum, fall student teaching and spring student teaching ([Central Data Table](#)), and,
 - [candidate demographics](#); [Central Data Table](#)).

Standard 2.1c: *Collects candidate work samples that document positive impact on student learning* ([Standard 2.1c](#), see #1 and [Standard 5.1c](#), see #1a, Project Description).

- candidates' evaluations on various key assessments with work samples ([Standard 2.1b](#), see #3a, #5c, #6b, #7; [2.1c](#); [Standard 5.1a](#), see Developing Academic Language Skills in Students, #2 - #4; and [5.1b](#)).

Standard 2.1d: *Aggregates key data over time* ([Central Data Table](#), [Standard 2.1a](#), see #4 and #5; and [Standard 2.1d](#).)

- [annual data summaries](#) shared at annual retreats and with the PEAB.

Standard 2.1e: *Incorporates perspectives of faculty, candidates, and P-12 partners* ([Standard 2.1e](#)).

- [PEAB minutes](#) related to data analysis and recommendations,
- feedback from a range of surveys from various stakeholders ([Standard 2.1e](#)), and,
- staff and faculty meeting minutes related to assessment and program improvement_ ([Standard 2.1b](#), see Systematic Review of Data Collection System, #2 - Faculty/Staff Meeting Minutes).

Standard 2.1f: *Includes processes and safeguards that ensure fair and unbiased assessment of candidates* ([Standard 2.1f](#)).

- curriculum maps and other vehicles to assure fair and unbiased assessment ([Standard 2.1f](#)).

Standard 2.1g: *Provides for regular analysis of assessment results* ([Standard 2.1g](#)).

- examples of key assessment instruments, including rubrics, surveys, the portfolio system, and the program's signature assessment, the *Positive Impact on Student Learning* project ([Assessment Plan: Alignment](#), scroll to Positive Impact Project),
- staff and faculty meeting minutes related to assessment and program improvement_ ([Standard 2.1b](#), see Systematic Review of Data Collection System, #2 - Faculty/Staff Meeting Minutes), and,
- [annual data summaries](#) shared at annual retreats and with the PEAB.

Standard 2.1h: *Is systematically linked to program decision-making processes* ([Standard 2.1h](#)).

- changes to the program based on data ([Standard 2.1h](#)).

Standard 2.2: *Each approved program shall reach agreement with the professional educator standards board on the delivery of data as described in a memorandum of understanding. The memorandum will detail the minimum data requirements for approved programs* ([Standard 2.2a](#)).

Narrative: Accountability and Program Improvement

Our Master in Teaching Program has very successfully integrated its commitment to social justice, democratic engagement, and developmentally appropriate teaching and

learning with transparent and consistent assessment, accountability, and improvement. Even in the current highly volatile economic environment, this marriage has supported program graduates in securing teaching positions at rates above the state average for new teachers.

One of the conceptual frameworks of the MIT program is titled, [Developmentally and Socio-Culturally Appropriate Teaching and Learning](#). The MIT faculty understand that research in this domain applies as much to the development of teacher candidates as to the development of children and youth. Thus, the assessment system is intended to provide many opportunities for candidates to explore, critically reflect upon, develop, and try out new knowledge and skills; receive feedback from faculty, their colleagues, and P-12 teachers; and then try new or modified strategies with previous experiences and feedback to inform their choices. It is also intended to help candidates set and articulate professional development goals for themselves.

The MIT program currently uses six major means to determine success with regards to outcomes: (i) faculty assessment of candidates' academic and professional work, including candidates' positive impact on student learning; (ii) candidates' self-assessments of their dispositions, knowledge and skills; (iii) public school mentor teachers' assessments of candidates' pedagogical and management skills; (iv) new graduates and alumni assessments of the degree to which the program prepared them for teaching; (v) PEAB recommendations based on members' review and analysis of program data; and, (vi) an annual analysis of summative data. Information is examined and evaluated on both an individual level and at an aggregate level for the entire program.

Annual analyses of trends in data from mentors, candidates, faculty, and PEAB members in the current program approval cycle ([Standard 2.1a, see #5c](#)) have led to three adjustments in program content, two adjustments related to field experiences, and one pilot program with North Thurston to develop adult mentoring skills for classroom teachers. Program content improvement includes deeper and more systematic attention to preparing candidates to (i) meet the needs of second language learners, (ii) involve families and communities, and, (iii) integrate technology to support student learning. In terms of field experiences during the first year of the program, we have continued our practice of placing each candidate with the same mentor teacher for 20 weeks. However, we have adjusted this practice to allow candidates to stay with the same mentor for the first quarter of student teaching if the relationship is productive and the candidate and mentor agree. Feedback from mentors and candidates who have chosen this option has been positive. In addition, for any candidate, if teachers and principals prefer that we use the co-teaching model, the program either pays for the mentor and candidate to attend St. Martin's training session or the program director or faculty provide training for the school.

To support the development of mentors, the program collaborated with the North Thurston School District to provide training ([Standard 2.1h, see #4, Mentor Training](#)). This training was well received by the teachers but costly to the program. A subsequent attempt to extend the training to another district was unsuccessful. Teachers reported being too busy with increased accountability demands to make time for the training. In addition, budget cutbacks at Evergreen are likely to hamper our ability to continue to

offer training.

Assessment in the MiT program begins with a review of potential candidates through the collection and analysis of their college transcripts and endorsement worksheets, two written essays, WEST B and WEST E scores, resumes, and letters of recommendation ([Standard 2.1a](#), see #1 and #2). The Admissions Committee analyzes each application using a standard review sheet to ensure that decisions are equitable ([Scoring Sheet for Admission](#)). Once applicants enter the program, assessment becomes an on-going part of their educational experiences.

Faculty use formative and summative assessments to support candidates in their work and to make decisions about continuation in, and graduation from, the program. Assessments are guided by rubrics and assignment criteria in a variety of areas, including (i) professional dispositions, (ii) critical thinking, (iii) lesson planning and curriculum development, (iv) pedagogical knowledge and skills, and, (v) classroom management. Assessments also include narrative feedback from faculty and peers, as well as candidates' self-assessments on a variety of program work. This includes in-progress seminar and master's papers, lesson and unit plans, and teacher dispositions, knowledge and skills. Because a team of three faculty members follows approximately 40 candidates over the course of two years, faculty can closely observe and provide oral and written feedback on candidates' academic and professional performance. The chart of Distributed Responsibilities for program assessment details how the work is evaluated ([Standard 2.1a](#), #2, pages 3-7).

Over the last program approval cycle, the faculty have increasingly drawn candidates' attention to Standard V criteria to help them identify the relationships between program learning opportunities and expectations for residency certification. Similarly, our candidates use the self-assessment instrument employed by teachers in ProTeach to assess areas for personal and professional growth in the second year of the program when they craft their Professional Growth Plans ([Standard 2.1a](#), see #2, page 6; [Standard 2.1b](#), see #8).

A series of four portfolios provides summative assessments at strategic points in the program ([Standard 2.1a](#), see #1, pages 2-7). Faculty use rubrics or criteria lists for these portfolios to evaluate each candidate's success in meeting stated expectations. At the end of the first year of the program, faculty use accumulated information from the formative assessments and documented evidence from two summative portfolios to craft narrative evaluations that articulate each candidate's success with regards to stated expectations or outcomes and to determine if the candidate can proceed in the program. In the second year, these narrative evaluations are conducted at the end of each quarter and are guided by two summative portfolios; a criteria checklist for the Professional Growth Plan ([Standard 2.1b](#), see #8); and two rubrics, the *Positive Impact on Student Learning* rubric ([Standard 2.1a](#), see #6a) and the *Master in Teaching Student Teaching Rubric* ([Standard 2.1e](#), see #1j). The latter provides candidates with clear and specific language through which to identify areas of strength and ways to improve their planning, instruction, classroom management, and professional development. For scores related to the *Positive Impact Project* and the *MiT Student Teaching Rubric*, see the [Central Data Table](#).

During student teaching quarters, mentor teachers assess candidates using the *MIT Student Teaching Rubric* and the *Mentor Teacher Survey*. These instruments collect quantitative and qualitative data about student teachers' capacities for planning, assessment, instruction, classroom management, and professional development ([Standard 2.1e](#), see #1j; [Standard 2.1d](#), see #2). Mentors also assess their own understanding of adult development and of competencies related to effective mentoring ([Standard 2.1d](#), see [#5, Mentors' Self-assessments](#).) The program uses this information in an on-going effort to improve the efficacy of field placements.

Throughout the two years, candidates' regularly self-assess their knowledge and skills using the same rubrics and criteria lists as the faculty. Because they know expected outcomes, candidates can periodically consult with faculty about ways to strengthen their knowledge and skills and can set and periodically evaluate important goals for themselves. At the end of each of the two student teaching quarters, candidates respond to an assessment based on the state's Standard V expectations for beginning teachers ([Standard 2.1d](#), see #3). When candidates graduate, they also complete an assessment of the degree to which they feel the program has prepared them for teaching ([Standard 2.1e](#), see #2c, vii – End Of Program Surveys with Aggregated Data). Three years after graduation, we survey alumni to ascertain their current teaching status and the degree to which they feel the program prepared them to be effective teachers ([Standard 2.1e](#), see #2c, viii – Surveys of Alumni Three Years After Graduation). Periodically, we compare the results of End-of-Program Survey information with information from the Three Year Alumni Survey to ascertain areas of strength and areas that may need our attention ([Standard 2.1d](#), see #7).

Based on a wide range of assessment data, successful candidates are recommended for Residency Certification and for the MIT degree. However, because faculty in the MIT program understand their serious responsibility to the children and youth in our public schools, candidates who are unable to meet the stated criteria for program completion typically do not receive full credit and are not recommended for certification.

Data are electronically stored, aggregated, and analyzed and discussed with MIT faculty, staff, and PEAB members ([Standard 2.1e](#), see #2). This data includes information from a range of MIT surveys; the *MIT Student Teaching Rubric* scores; the *Positive Impact on Student Learning Project* scores, and the *Pedagogy Assessment* scores. *TPA* scores will replace the *PPA* scores when they become available. Narrative evaluations of candidates' work, faculty assessments of their own work, and candidates' evaluations of faculty work are kept in faculty portfolios and on the program file share. For FERPA and security reasons, we have not included final, narrative evaluations of candidates. Hard copies are available for examination in our offices.

The major additions to our assessment system since the last program approval review are:

- more systematic collection, organization and analysis of data related to candidates' knowledge, skills, and dispositions and their positive impact on student learning ([Central Data Table](#), [Standard 2.1a](#), see #1 and #2),
- annual data retreats in which faculty and staff review a range of data about candidates' self-assessments and feedback about the program, and their work (formative assessments, summative assessments from mentors and college

supervisors, summative portfolio assessments, assessments of the *Positive Impact on Student Learning* project); feedback from mentor teachers about the candidates and their own preparation to serve as mentors; feedback from PEAB members; and feedback from alumni ([Standard 2.1g](#)),

- regular, written comments from faculty about how they have used the data to inform their program planning and instruction ([Standard 2.1e](#), see #4), and,
- the development of written statements of how faculty ensure fair and unbiased assessment of candidates ([Standard 2.1f](#)).

Documentation of Program Achievement

The MiT program has numerous reporting mechanisms to document program progress in meeting its expectations. Each year the program submits a federal Title II report documenting program achievement of federally-defined indicators, including enrollment, supervised student teaching hours, and program completion. The associate director completes certification reports and updates PESB's completer table. Each quarter, program staff and faculty meet with the PEAB, provide reports about program progress, and gather advice from this diverse group of urban, suburban and rural administrators and teachers. The director annually provides an internal report to Evergreen's provost and to the PEAB documenting program accomplishments and challenges and submits an annual report to PESB ([Standard 3.4a](#), see #6; [Standard 2.1a](#), see #5c).

The Director of the Teacher Education Programs analyzes all summative assessments for trends that indicate strengths in the program and areas that need attention. That information is shared in writing and in discussion with the faculty at an annual data retreat and with members of the PEAB.

To evaluate program effectiveness and facilitate planning, MiT faculty and staff track trends in data and use those trends to affirm the direction of the program and to make adjustments. The following are four examples of data trends observed in this program approval cycle. The first set of data indicated areas for program content adjustment; the second and third sets affirmed that program content was aligned with key Standard V criteria and with the *Conceptual Framework* and that the program was successful in supporting candidates to meet the criteria; the fourth set indicated that the candidates who graduate from this program were valued as new teachers.

Improvements in Candidate Competencies from 2008 to 2011. Four years ago, faculty and staff noted specific challenges for candidates in actively engaging student's families and in using technology to support learning. Three years ago, we noted continued need related to engagement and technology and an additional need related to addressing linguistic differences. Faculty put increased emphases in place to bring improvements, with positive results indicated by the three-year trend in graduates' reports and confirmed by scores on the *MiT Student Teaching Rubric*. Though improvement appears to be occurring, faculty have remained careful to attend to these competencies.

Graduates reporting they were prepared or very prepared to . . .	2008	2009	2010	2011
address linguistic differences	84%	62%	82%	90%
actively engage students' families in planning and implementing curriculum	60%	68%	72%	77%
use educational technology	68%	68%	72%	81%

Source: Annual Standard V Survey of MiT Candidates at Graduation

Consistency of Candidates' Achievement Across Cohorts: 2008-2011. The self-assessments of MiT candidates indicated strong capacities related to many of the criteria in Standard V. The following table indicates those areas that were consistently high across all of the last four cohorts.

Graduates reporting they were prepared or very prepared to...	2008	2009	2010	2011
create learning experiences to address cultural differences/use learner-centered strategies	100%	97%	97%	94%
design and implement instruction related to curriculum goals and clear learning targets	100%	97%	93%	94%
reflect on their own planning and teaching to improve learning for students and to collaborate effectively	100%	97%	97%	93%

Source: Annual Standard V Survey of MiT Candidates at Graduation

Stability of Program Effectiveness for Graduates Over Time: Three years after candidates graduate, they are asked to respond to a survey that seeks to assess their ability to enter and remain in the teaching profession and the degree to which the program prepared them for effective teaching. This long-range evaluation of the program's strengths and needs is compared to the evaluations provided by newly graduated candidates to determine what aspects of the program are supporting graduates' successes in teaching. The comparison indicates the usefulness of the program's preparation to graduates over time. The data suggest that alumni who responded continue to view the program very positively and that they are enacting the *Conceptual Framework*, even after the seasoning that comes with three years of teaching in the classroom.

Respondents report that they...	New Graduates 2008-11 N=121	3 rd Year Survey 2005-08 graduates N=69
Intend (new graduates) or teach (alumni) full time	79%	80%
Consider MiT program structure and content useful	87%	90%
Are prepared the to address equity/bias in teaching	94%	87%
Consider collaboration/student decision-making important	97%	93%
Use constructivist pedagogy in teaching	98%	81%
Are or intend to become leaders and advocates	92%	85%
Are prepared to use Washington's Essential Academic Learning Requirements (EALRs) in their teaching.	87%	84%
Are prepared to work with students with special needs	87%	86%
Consider their Master's papers useful preparation for their teaching	71%	75%
Would recommend the program	79%	81%

Source: Annual Surveys of MiT Alumni at Graduation and Three Years After Graduation (weighted averages)

Placement Success in an Era of Job Shortages: The current economic downturn has been hard on newly certified teachers seeking jobs. The program has enjoyed extremely high placement rates in the past, and has strong and effective placement support for candidates. Though Evergreen's placements have dropped over the past three years, we have been fortunate to keep our placement rates well above the state overall placement rates for newly certified teachers.

Placement Rates	2010	2009	2008	2007
Evergreen MIT	52%	47%	69%	89%
All Washington Teacher Certification Programs	8%	27%	49%	61%

Source: Program and State Reports

Assessment is, and has always been, an integral part of the program, and data is used to inform faculty and program decisions. The faculty and staff continue to seek ways to further improve the assessment system and uses of the data.

STANDARD III PROGRAM RESOURCES AND GOVERNANCE

Standard III Criteria and Program Assertions

Extensive data from a variety of sources that provide evidence for each criterion in Standard III are available at <http://www.evergreen.edu/mit/accred2012/standard3.htm>. Data sources are diverse and are intended to provide multiple perspectives about the program's resources and governance. Standards in parentheses are linked to data sources on the Protocol table. The sources include, but are not limited, to:

- Position descriptions and organizational charts.
- Information about advising, recruitment, and retention practices.
- Cohort program descriptions and syllabi.
- Information about staff and faculty engagement with candidates, P12 practitioners and partners, and program faculty.
- Budget spreadsheet and allocations.
- Union agreements governing faculty workload and activities, including field supervisors.
- Information about faculty collaborations, service, publications, and professional development.
- Information and evaluations related to faculty preparation, effectiveness, and pedagogies.
- Information about college and program resources.

Standard 3.1: *Program leadership, authority and budget*

A separate administrative unit is responsible for the composition and organization of the preparation program.

- *An officially designated administrator is responsible for the management of operations and resources for the preparation program ([Standard 3.1a](#), see Leadership and Authority, #1 and #2).*
- *Budget allocations are sufficient for the program to assure that candidates meet state standards ([Standard 3.1b](#)).*

MiT Assertions: MiT is exemplary in this area. Not only does the program meet all criteria in the met column of the protocol, it also meets the criterion for being considered exemplary in regards to leadership's engagement with candidates, P-12 partners, and faculty to achieve program goals.

Program documents clearly indicate that the Director has the authority ([Standard 3.1a](#), see Leadership and Authority, #1 and #2) to "plan, deliver, and operate well-structured programs of study." Each staff member has clear responsibilities in one or more of the following areas: (i) supervising program organization and implementation; (ii) collecting, assessing, and reporting data related to program status and improvement; (iii) advising and recruiting candidates; (iv) ensuring accreditation, endorsement and certification criteria are addressed and documented; (v) maintaining documents related to candidate inquiries, clinical placements, job placements, and demographics; and, (vi) securing field and clinical placements that are personalized to candidates' needs ([Standards 3.1a](#), see Leadership and authority #2 and [3.2 b](#)). The programs are coordinated to ensure that candidates

- (i) meet standards ([Standards 2.1a](#), see Assessment Plan and Data, #1;

- (ii) [3.3a](#), see Faculty Qualifications, #1 - #3; [3.3b](#); [Central Data Table](#)), are offered plans for improvement when indicated ([Standard 4.3e](#), see Mitigating Concerns), and/or,
- (iii) are dismissed from the program (see [Central Data Table](#) for candidates who were dismissed or withdrew from the program).

Budget allocations are comparable to allocations for the other graduate programs at Evergreen ([Standard 3.1b](#)). The college has supported adequate staffing, provided resources to hire visiting K12 practitioners to participate in program offerings, supported resource acquisition, and provided funding for travel to clinical practice sites. Some monies have been available for tuition waivers and grants for prospective candidates, for honoraria for mentor teachers, and to support the development of the data system and annual data retreats. In the last four years, the college has provided \$37,800 for work-study positions, approximately \$8,000 for graduate research assistants, \$80,000 in scholarships, and \$234,959 in tuition waivers. While the Director and Associate Director have regularly requested more financial support for candidates and mentors, this has not been possible given the recent economic situation and legislative budget cuts to colleges and universities. It seems unlikely that funds will be available to expand the data system. Despite budget constraints, however, the faculty and staff have worked hard to ensure that candidates meet standard and are well prepared to work with the diverse students in today's public schools.

All program staff directly support the work of faculty, candidates, and K-12 personnel. The Director, Associate Director, and Field Placement Officer regularly interact and engage with the candidates, P12 personnel and partners, and faculty to ensure that the goals of the program are met. The Director and Field Placement Officer regularly visit district superintendents, principals and HR Directors to discuss the program, seek feedback and recommendations, and develop partnerships. The Associate Director and Field Placement Officer develop and offer workshops to candidates on a range of topics including resume' development; mock interviews; panel presentations by school personnel related to professional development; job fairs; placement files; and next steps in the certification process, etc.

In addition to securing field placements, the Field Placement Officer maintains placement files for alumni, hosts a Facebook space specifically aimed at communicating with alumni, and supervises the projects of the work-study students, including the development of quarterly newsletters and follow-up contacts with people inquiring about the program. The Associate Director communicates via email, the phone, and in small groups and personal appointments with people interested in the program. In addition, she prepares academic summary pages for each candidate and meets with all graduating candidates to review their endorsement competencies for completion. The Associate Director also interacts directly with Admissions and Financial Aid personnel and staff in the Foundations Office to ensure that candidates' applications are reviewed in a timely way and that financial resources are made available to applicants.

The Program Coordinator reviews all faculty evaluations prior to submission to the Registrar and works directly with faculty to develop contracts for visiting speakers. She also maintains the program's resource room, responds to faculty requests for new materials, oversees the efforts of work-study students who are assigned to maintain the

resource room, and negotiates details with school districts who seek professional development from our faculty. The Program Assistant maintains the web-page, a major vehicle of communication with candidates, alumni, and prospective students; offers information via the phone and email to prospective candidates; and helps supervise the projects of the work-study students. Unfortunately, the Program Assistant position will be terminated on March 31, 2012 because of budget cutbacks. The responsibilities of the Program Assistant will be re-distributed among the other staff.

The Director, Associate Director, and Field Placement Officer communicate with faculty via email and personal meetings to support their work with candidates, particularly related to field placements, endorsement requirements, and requirements related to Standard V and to the TPA. Finally, the Director regularly teaches in the program cohorts, provides in-service workshops and consultation to partner schools related to literacy and to students with special needs, helps train mentor teachers in partner schools, and is available to faculty and candidates to problem-solve, mediate, and offer counsel ([Standard 3.1a](#), [Standard 3.2b](#); [Standard 4.4c](#)).

Standard 3.2: Personnel

The program has adequate personnel to promote teaching and learning.

- *Workload policies allow program personnel to effectively perform their assigned responsibilities within the program ([Standard 3.1a](#); [Standard 3.2a](#)).*
- *Specific program personnel are assigned the responsibility of advising applicants for certification and endorsements and for maintaining certification records ([Standard 3.2b](#)).*
- *The program has adequate field supervisors and other support personnel ([Standard 3.2c](#)).*

MiT Assertions: The MiT program meets the expectations relative to workload and is exemplary related to advising and certification; systems for personalized advising from recruitment through induction; contributions of faculty to state, regional, and national contributions; and the inclusion of support personnel as valued colleagues.

The program has adequate personnel to promote teaching and learning. Among her many responsibilities, the Associate Director/Certification Officer has the specific responsibility of advising applicants for certification and for maintaining certification records. She has executed these responsibilities consistently and with excellence. In this last program approval cycle, each cohort was supported by a staff of five: a director, associate director/certification officer, field placement officer, program coordinator, and program assistant. Workload policies allowed effective completion of assigned responsibilities and the ability to support faculty and candidates ([Standard 3.1a](#); [Standard 3.2b](#)).

In alignment with Evergreen's mission and most common practice, the MiT program organizes the curriculum around central themes and compelling questions, which address the program's *Conceptual Framework* as well as Standard V criteria. The program employs a cohort model, admitting 40-45 candidates each year for a two-year program. Based on administrative negotiations with the faculty union at Evergreen, each cohort is staffed by three full-time faculty (approximately a 15:1 candidate/faculty ratio). The faculty in each cohort control a discretionary budget that allows them to include practicing teachers and other public school personnel as needed to ensure that candidates are receiving the information they need, and are developing essential skills, to become effective teachers.

The Director also usually teaches one series of workshops in winter and spring quarters related to elementary literacy, serving students with special needs, and/or differentiated instruction.

During fall and spring quarters of the second year, the faculty supervise their candidates during student teaching, an innovative and unusual arrangement that allows an important continuity between investigations on campus and implementation in the field. The candidate/faculty ratio drops to 10:1; the college hires an additional person to supervise student teachers in order to maintain the 10:1 ratio. The people hired to provide student teaching supervision were a retired high school teacher and a retired elementary principal. Both were included in team meetings and deliberations as equal, valued colleagues. Given the credentials of our faculty, their ability to hire supplemental personnel as needed, and the skills of the staff, the program is staffed to support candidate learning and achievement ([Standard 3.2a](#); [Standard 3.2c](#); [Standard 3.3a](#)).

The workload is quite heavy for the faculty and staff; candidates register for 16 graduate credits each quarter. Faculty usually attend all cohort sessions, prepare workshops and lectures; read and respond to candidates' work; use extensive formative and summative assessments to guide candidates' development; prepare all the documentation required by Standards IV and V; and participate in various ways with public school personnel, college governance, and their professional organizations. In addition to their daily responsibilities, staff are responsible for devising and implementing recruitment plans, reviewing application files for completeness, participating in admissions decisions, organizing spreadsheets to help make decisions about the award of financial support, and making those awards.

Standard 3.3: Faculty qualifications and professional practices

- Faculty are qualified and exemplify professional practices ([Standard 3.3a](#), see Faculty Qualifications, Faculty Deeply Embedded, and Faculty Presentations and Research)
- Faculty are qualified for their assignments by virtue of education, experience and current understanding of research and best practices ([Standard 3.3a](#); [Standard 3.3b](#)).
- Faculty exemplify professional practices in teaching ([Standard 3.3b](#); [Standard 3.4a](#); [Standard 3.4b](#)).

MiT Assertions: The MiT program is exemplary in regard to this set of criteria.

The MIT program faculty are highly qualified and dedicated educators who exemplify professional practices in teaching (including use of equity pedagogies), scholarship, and service to the college and the P12 community. Faculty are regularly asked by school districts, individual schools, professional organizations, and other divisions at the college to collaborate and/or provide professional development support. Support for this assertion is found in the evaluations candidates write of their faculty, evaluations faculty write for each other, and charts related to equity pedagogies, scholarship, and service (Standards [3.3a](#), see Faculty Qualifications, Faculty Deeply Embedded, and Faculty Presentations and Research; [3.3b](#), see Faculty Preparation and Pedagogies and Faculty Excellence; [3.4a](#); and, [3.4b](#)).

All of the core faculty members but one hold terminal degrees and all but one have been teachers in K-12 schools. One of our newer faculty is in the process of completing her Ph.D. Core faculty enhance their knowledge and skills related to K-12 classrooms by

remaining abreast of research in their areas of specialization, and volunteering in public schools or participating in on-going professional development with public school teachers. All of the liberal arts faculty who have taught in the academic portion of the program in the last five years also hold terminal degrees in their academic disciplines. Visiting educators hired to teach in the program and/or to supervise student teachers have earned at least the masters degree and are practicing or recently retired social services staff, or public school teachers or administrators ([Standard 3.3a](#), see Faculty Deeply Embedded and Faculty Presentations and Research, #1 and #2). Other individuals who are invited to offer workshops or presentations in the program are qualified in their fields ([Standard 3.3a](#), see Faculty Presentations and Research, #3).

The Evergreen State College is, first and foremost, an institution that is about teaching and learning. Educators come to Evergreen because they know that supporting learning is what the college is about. MIT faculty, like the liberal arts faculty, are dedicated to creating learning experiences that reflect what Evergreen's first president, Charles McCann, envisioned when he said:

We hoped to outline an environment which stimulates the learning process, encourages the student to come to grips with his mind and ideas at the beginning of his undergraduate [graduate] years, expects him to know not only the facts but how they are found, how to deal with them and how to articulate them. . . . We assumed that the most valuable service a college can offer a student is to initiate a process of continuing learning: by preparing him with the methods of learning and experimentation, by encouraging independence in pursuing inquiries that interest and motivate him, by providing him with resources to test his knowledge and ability (Archives, The Evergreen State College).

The MIT faculty are skilled at creating learning experiences that support candidates in aspiring to McCann's vision and to the mission of The Evergreen State College. An essential aspect of those learning experiences is the process of self-evaluation and self-reflection to develop aware and useful independence – all faculty and candidates regularly review, assess, and critique their work in order to determine what they currently understand and are doing well, what needs attention, and how to make improvements ([Standard 3.4a](#), [Standard 3.4b](#), [Standard 3.4c](#), [Standard 5.2a](#)).

Another essential aspect of faculty curriculum development is to craft meaningful inquiries about the relationships among equity, democracy, developmentally and socio-culturally appropriate teaching and learning, current practices in K-12 schools, and criteria in Standard V. The cycle of inquiry leads to important self-awareness about cultural filters and competencies and the development of essential pedagogical skills that candidates can use to support student learning.

An examination of cohort syllabi, assignments, and feedback ([Standard 3.3b](#), see Faculty Preparation and Pedagogies, #1 - #5) provides insight into the sophisticated and diverse ways the faculty create inquiry-driven, integrated programs of study to help candidates meet the goals of our *Conceptual Framework* and the standards for new teachers. As the reader explores the syllabi, she/he will see electronic "sticky notes." Hovering the cursor over these notes will illuminate labels indicating the concept or theme that the workshop, text, or assignment reflects.

Standard 3.4: Faculty performance and professional development

The program systematically and comprehensively evaluates faculty performance and supports professional development

- *The faculty evaluate their own effectiveness in achieving program goals ([Standard 3.4a](#) and [Standard 3.4c](#), see #1).*
- *The program evaluates faculty effectiveness in teaching and learning (([Standard 3.4a](#), see #1b, (i); [Standard 3.4b](#)).*
- *The program provides opportunity for faculty to engage in professional development ([Standard 3.4c](#)).*

MiT Assertions: MiT is exemplary in this area. As indicated in the discussion of Standard 3.3, self-assessment is an integral part of the life of an Evergreen faculty member, including MiT faculty. The *Collaborative Bargaining Agreement* specifies the faculty review process ([Standard 3.4b](#), see #1a, c, and d). Evergreen faculty have been participating in yearly self-evaluations and evaluations of their teaching partners as well as periodic multi-year evaluations for many years. Self-evaluations are based on self-reflection, evaluations candidates write of their faculty, and evaluations provided by peers.

All continuing faculty at Evergreen are also required to participate in a 5 Year Review. Faculty compile portfolios of their work, compose a retrospective, reflective essay, and a prospectus for next steps which include ideas for development. All faculty with whom the person has taught in the five year period meet for about three hours to discuss the person's work and plans and to offer suggestions. Samples of these 5-Year Review materials may be seen at [Standard 3.4a](#), see #1b, *Ford Five Year Review*, and, #1d, *Wiedenhaupt*. In MiT, all faculty are also expected to annually update a chart indicating the relationship of her/his work to professional development choices ([Standard 3.4a](#), see #5).

Autonomy and professional responsibility are highly valued at Evergreen; faculty, not administrators, determine what they need to learn and the best path for that learning to occur. Evergreen provides opportunities for faculty development in several ways. The [Collective Bargaining Agreement](#) outlines these opportunities in Articles 14 and 15. Faculty also have opportunities to propose and facilitate summer institutes for college faculty and staff and to attend those institutes; a small honorarium is attached. Many faculty also consider the opportunity to regularly rotate for a year into a different program or division of the college to be valuable opportunities for professional growth and development ([Standard 3.4c](#)).

MiT faculty make excellent choices about which professional development opportunities to access and develop. Development occurs through (i) faculty seminars about program texts; (ii) self-directed programs of reading and webinar participation; (iii) attendance and participation in workshops; (iv) research to support publication; (v) development and implementation of research; (vi) collaboration with colleagues at Evergreen and at other colleges, universities, agencies, and public schools; and, (vii) participation in and/or presentations at regional and national conferences. Samples of these types of professional development follow. For a full list by faculty member, see [Standard 3.2a](#) – see “Faculty Professional Contributions”, #1 - #3.

Sample Self-Directed Reading and Webinar Participation

- Research on teacher education, specifically university-school partnerships in Teacher Education.
- Specialized Content Knowledge for teaching mathematics, read articles on supporting English Language Learners in mathematics.
- Students' conceptions of proportional reasoning, and ways to support students in developing stronger proportional reasoning.
- Research in neuroscience, the brain, and learning.
- Teacher noticing, teacher learning, and school change.
- Research about teaching in diverse-urban schools.
- EasyCBM– a “progress monitoring” assessment system being used by several school districts.
- Formative assessment.
- Tracking and ability grouping.
- Academic English.
- Early Literacy (K-2) instruction—particularly in the realm of phonics and guided reading instruction
- Structuring dialogues that foster engagement and learning.
- Art education.
- Middle East, Orientalism, decolonization and third-world feminist activism.
- “Soft skills” related to STEM fields and applications of mathematics in STEM fields.
- Brain development, reading, and interventions for students with reading disabilities.

Sample Workshop and Conference Participation and Presentations

- Attended and/or presented at five mathematics/teacher education conferences.
- Presented at, and attended, Higher Education Assessment Conferences.
- Attended Annual Northwest Conference on Teaching for Social Justice.
- Attended International Multicultural Education Conference: *Education for Diversity in a Global Society*.
- Attended national *Learning and the Brain* conferences.
- Attended Sustainability Education Conference.
- Participated in Washington Center Conferences and helped facilitate conversations about equity pedagogies and engaging pedagogies.
- Presented at UpWard Bound, GearUp, Gateways, and Academic Services workshops.
- Co-presented a study that explored the use of discourse communities among secondary multicultural/ESL teacher education students at the American Educational Research Association National Conference.
- Participated in a 5-day institute for teachers in Shelton School District on Complex Instruction
- Attended Leaders of Communities of Color for Educational Excellence Dinner and Roundtable Discussion.
- Attended joint meeting with Forest Service, Washington e3 and Boeing in discussion of systems thinking projects.
- Participated in summer faculty Institutes: Sustainability and Justice Summit, Moodle 2, Podcasting, Zotero.

Sample Research and Publications

- Researched how to design group-worthy mathematics tasks, guided by Lisa Jilk.
- Co-authored a college-level unit of study entitled *Mapping the Socio-Culturally Sustainable Classroom*.
- Collaborated to create DVD's of colleague modeling Concepts about Print test, Request

Reading, and Burke Reading Interviews.

- Co-authored a draft of a study exploring the use of discourse communities among secondary multicultural teacher education students.
- Published Invited book review in *Journal of Negro*.
- Published “Culturally Responsive Teaching”.

Sample Collaborations with Others/Work in Public Schools

- Participated in planning and implementing visit by International Council of Grandmothers.
- Volunteered in local public schools in mathematics and reading.
- Offered professional development in public schools related to mentoring, co-teaching, literacy, and math.
- Served as assistant for Level I/ Level II training in Internal Family Systems Psychotherapy.
- Served on Site Accreditation teams.
- Taught Imperialism undergraduate program with two professors of color, from Pakistan and Bangladesh.
- Collaborated with undergraduate faculty in psychology and ecology to integrate systems thinking and sustainability into program cohorts.
- Collaborated with exemplary faculty at research extensive institutions in the ESL field, including faculty at Arizona State University, Washington State University, Utah State University and the University of Alaska, Fairbanks.
- Created a team of faculty from 3 other institutions (ESD 113, University of Puget Sound, and the University of Washington) to collaborate on inquiry into effective responses for school districts in Response to Intervention in Mathematics.
- Worked with mathematics education, science education and learning theory colleagues to develop stronger equity pedagogies and brain-based pedagogies.
- Collaborated with one district to develop professional development opportunities about mentoring for public school teachers; collaborated with a local elementary school to obtain a grant to explore use of student voice and data to improve student learning.

Standard 3.5: Program facilities and resources

- *The program has adequate facilities and resources to promote teaching and learning ([Standard 3.5a](#)).*
- *The program has the necessary classrooms, lab space, office space, and/or other facilities (Standard [3.5b](#)).*
- *The program has technology, library, curricular, and electronic information resources (Standard 3.5c).*
- *The facilities support faculty and candidate use of technology (see links above).*

MiT Assertions: MiT is exemplary in regards to this set of criteria. As the reader will see by accessing links under [Standard 3.5a](#), [3.5b](#), and 3.5c, faculty, staff, and candidates have access to current technologies and resource materials, classroom spaces, assistive technologies, and academic supports. Classroom spaces are light, comfortable, and equipped with appropriate media technologies. The college library, media center, and computer lab personnel collaborate with faculty to ensure that faculty and candidates have the support they need. The MiT program also maintains its own resource room, which is regularly updated with both printed and media resources, and maintains its own frequently used technologies such as projectors, document cameras, laptops, video cameras, graphing calculators, and SmartBoards. The program facilitates the use of classroom space by public schools and other educational agencies when appropriate.

STANDARD IV PROGRAM DESIGN

Standard IV Criteria and Program Assertions

Extensive data from a variety of sources that provide evidence for each criterion in Standard IV are available at <http://www.evergreen.edu/mit/accred2012/standard4.htm>. Data sources are diverse and are intended to provide multiple perspectives about the program's design and practices. The sources include, but are not limited, to:

- Program policies, procedures, and resources documents, including entry, exit, and placement policies.
- Alumni feedback and perspectives.
- Presentations from data retreats.
- Minutes from faculty meetings concerning the development and review of the *Conceptual Framework*.
- Research base supporting the *Conceptual Framework*.
- Charts detailing the alignment of the *Conceptual Framework* with Standard V and learner expectations.
- Recruitment strategies and data related to admission, retention, and graduation.
- Candidate demographic and achievement data tables.
- Documents detailing learner expectations in all aspects of the program
- Reports to stakeholders including the PEAB, Director of Admissions, and the Provost.
- Documents detailing collaborations with P-12 schools; placement agreements
- Candidate work samples.
- Professional development coordinated with public schools.
- Information about faculty service, collaborations, and equity pedagogies.
- Syllabi, program policies, and data tables related to candidates opportunities to have significant interactions with diverse populations.

MiT Assertions: Given the fairly recent changes to Standard IV, MiT has either met, is exemplary, or is making reasonable progress toward meeting all criteria in Standard IV.

Standard 4.1: *Conceptual Framework*

The Conceptual Framework establishes the shared vision for the unit's efforts in preparing educators to work effectively in P-12 schools. The Conceptual Framework:

- *Provides coherence among curriculum, instruction, field experiences, clinical practice, candidate assessment, and program evaluation ([Standard 4.1a](#)).*
- *Establishes the philosophy, purpose, goals and standards of the program or unit ([Standard 4.1b](#)).*
- *Reflects renewing commitment to current research and best practices ([Standard 4.1c](#)).*
- *Supports the state's goals for P12 student learning and program approval Standard V [Standard 4.1d](#).*

MiT Assertions: MiT is exemplary in regards to the criteria concerning the *Conceptual Framework*. As stated earlier in this report and in MiT's [Conceptual Framework](#), the primary focus of the MiT Program since its creation has been to prepare

candidates to become leaders in ensuring engaging, effective, equitable and developmentally and socio-culturally appropriate learning opportunities for all learners as well as providing leadership in anti-bias education. The development of those types of skills, dispositions, and cultural competencies takes time and requires a clear target and common commitments from faculty and staff about program organization, content, and assessment ([Standard 4.1a](#), see #1a&b and #5b; [Standard 4.1b](#), see #1 and #2; [Standard 4.2c](#), see #2). Program publications, video and web information, and Orientation presentations all clearly describe the relationship of the *Conceptual Framework* to program expectations and outcomes. Faculty have become skilled at incorporating state P-12 learning goals and Standard V criteria in the program work that is directed by the *Conceptual Framework*.

Data both from candidates and alumni, and from faculty observations and assessments, indicate that those objectives have been realized to a great extent in all cohorts ([Standard 4.1a](#), see #1d and #2; [Standard 2.1e](#), see #2c). Further, the *Conceptual Framework* is (i) research-based ([Standard 4.1c](#)), (ii) regularly reviewed by faculty and staff ([Standard 4.1c](#)), (iii) guides the development of each cohort theme ([Standard 4.2c](#), see Recruitment/Retention-Related Program Artifacts, #2d – Program Foci), (iv) heavily influences the selection of texts and assignments regarding cultural encapsulation and cultural competencies ([Standard 4.5b](#), see #3), and, (v) provides the glue for the entire program structure. Two charts provide a summary of the strong and clear relationship of the *Conceptual Framework* to learner expectations, Standard V, and the assessment system ([Standard 4.1d](#), see #1 and #2).

Standard 4.2: Transition Elements

- (a) *Recruitment, admission, retention, and transition to the field* ([Standard 4.2a](#))
 - (i) *Demonstrate the content and pedagogical knowledge and skills for success as educators in schools;*
 - (ii) *Demonstrate the dispositions of a professional educator;*
 - (iii) *Address the state and partner districts' goals for diversifying the workplace;*
 - (iv) *Meet the content areas identified by workforce data of the state and region.*
- (b) *Learner expectations for program requirements, progression, and completion are identified, published, and accessible* ([Standard 4.2b](#)).
- (c) *Faculty regularly review recruitment and retention data for effectiveness of program in meeting the diversity and content goals of the state, program, and partner districts* ([Standard 4.1c](#) and [Standard 4.2a](#), see Program Review).
 - (i) *Programs create and implement a recruitment and retention plan in response to data;*
 - (ii) *Programs annually report the data, the plan, and proposed modifications to the Professional Educator Advisory Board and other stakeholder groups supporting the program's efforts.*

MiT Assertions: MiT meets all criteria in Standard 4.2 and is exemplary in regards to 4.2a and 4.2b.

Data in the evidence column of the Protocol for [Standard 4.2a](#) (see Recruitment, Retention, Graduation Statistics; Structural Elements; Candidate Data) demonstrate congruence from recruitment through exit or graduation and that our recruitment practices are effective in attracting qualified applicants from diverse backgrounds. Evidence includes:

- The Admissions, Retention and Graduation table that verifies five types of diversity represented in recent cohorts: Diverse ethnic/racial background: 5% - 16.7% people of color; diverse SES: 64.4% - 79.7% below the federal poverty line; age: average 30 years in age; gender: 26.3% - 36% males; reported disability: 1.4% - 8.3% (see Recruitment, Retention, Graduation Statistics #1: [Admissions, Retention, Graduation Table](#)).
- A thorough, thoughtful, and diverse set of recruitment strategies that are regularly reviewed for effectiveness and that seek to recruit candidates from diverse backgrounds (see Structural Elements, #1a: [Recruitment Strategies](#)).
- A [Central Data Table](#) (see [Standard 4.2a](#), Candidate Data, #1) that indicates that (i) all candidates passed the appropriate WEST B and E tests; (ii) the vast majority of candidates met or exceeded the state average on WEST B and endorsement tests (Praxis and WEST E); (iii) all met the target for performance on the *MiT Student Teaching Rubric*; (iv) all either passed the *PPA* or were excused from the program.
- Links to the MiT Catalog; the *Guidebook to Policies, Procedures, and Resources*; and MiT's website all of which contain clear information about how to apply to the program, expectations for admission, completion, and outcomes ([Standard 4.2a](#), Structural Elements, #2 and #3).
- A copy of the *Disposition Survey* used with all cohorts, statements of how this survey is used to support candidate growth, and a sample support and intervention plans (see [Standard 4.2a](#), Candidate Data, #2 - #4).
- Items related to the faculty and staff review of the program's values and structures (see [Standard 4.2a](#), Program Review, #1).
- Information from a survey of ESD 113 districts related to their hiring needs (see Program Review, #2: [Survey of ESD 113 Districts](#)).

Data in the Protocol evidence column for [Standard 4.2b](#) also demonstrate exemplary work. These materials reveal a clear progression in learning opportunities over the course of the two-year program that is always available in either electronic or hardcopy forms. These data include links to the *MiT Catalog*; the *Guidebook to Policies, Procedures, and Resources*; cohort syllabi, the *Student Teaching Handbook, Section 1*; guidelines for practicum experiences; and MiT's website, all of which contain clear and consistent information about learner expectations.

We have addressed the requirement to consider candidates' backgrounds and experiences by creating a new Placement Policy ([Standard 4.3a](#): see Field Experience Coordination and School Improvement Goals, #1) and by continuing to draw on candidates' knowledge and skills in the development of each cohort. We have continued our policy, already in place, of sharing data from the program and analyses of that data with our PEAB and the Provost. This year we also added the Director of Admissions to our stakeholder group ([Standard 4.2c](#): see Reports to Stakeholders, #3). In addition, we have been working for the past four years to develop a cohort of diverse applicants who will be situated at our Tacoma campus. It is our goal through this effort to contribute to providing more applicants of color for teaching positions in Tacoma and Clover Park ([Standard 4.2c](#), see Recruitment/Retention-Related Program Artifacts, #3).

Developing and implementing a recruitment plan based on workforce data is somewhat problematic in regards to the lack of availability of official workforce data and in terms of

college budget realities. Though the Director, Associate Director, and Field Placement Officer either attended or responded in the affirmative to invitations to meet with district personnel, several meetings organized by PESB did not occur. Thus we have no authoritative information about work-force needs to which to respond. The conversations that the Director and Field Placement Officer had with superintendents, principals, and HR directors were shared with faculty and with the Associate Director, who is primarily responsible for implementing recruitment practices. Though district personnel provided widely ranging predictions about hiring needs, we have nonetheless begun to strongly recommend that applicants complete requirements for two endorsements and that people in elementary education and the humanities seriously consider an additional endorsement in special education, ELL, math, or one of the sciences. We have reduced the number of admissions to elementary education over the last two or three years and saw an increase in math and science endorsements for about two years. However, we work in a state institution; if we advise a person of the hiring challenges in relation to a particular endorsement and he/she still chooses that route, that is his/her prerogative. It is also unreasonable to expect that the college will allow a program to under-enroll in order to curtail particular areas of specialization, such as elementary education.

Standard 4.3: Field Experiences and Clinical Practices

- a. *The program(s) and its school partners design, implement, and evaluate field experiences and clinical practices ([Standard 4.3a](#)).*
- b. *Field experiences are integrated throughout the preparation program ([Standard 4.3b](#)).*
 - (i) *Field experiences provide opportunity to plan, practice and reflect on methods of instruction and differentiation;*
 - (ii) *Field experiences provide opportunity to work in communities or with populations dissimilar to the background of the candidate;*
 - (iii) *Faculty supervision including on-site visits will be provided on an on-going basis.*
- c. *Mentors are instructional leaders identified collaboratively with the partner school or district ([Standard 4.3c](#)).*
 - (i) *Mentors and principals are provided with a set of internship expectations;*
 - (ii) *Mentors receive or provide evidence of training on mentoring of adult learners;*
 - (iii) *Mentors must be fully certificated school personnel and have a minimum of three years of professional experience in the role they are supervising;*
 - (iv) *Effectiveness of mentor preparation and communication are reviewed annually by faculty.*
- d. *All Washington educator preparation programs operating field experiences in Washington state shall establish and maintain field placement agreements with all school districts in which candidates are placed for field experiences leading to certification or endorsement per WAC [181-78A-125](#) ([Standard 4.3d](#)).*
- e. *Entry and exit criteria and a process for mitigating concerns during clinical practice are provided for candidates, the principal, and the mentor ([Standard 4.3e](#)).*
- f. *Requirements for specific educator preparation programs*
 - *Teacher Programs (Standard 4.3f).*
 - *Programs shall administer the pedagogy assessment adopted by professional educator standards board to all candidates in a residency certificate program.*
 - *Clinical practice (defined as supervised planning, instruction, and reflection) for teacher candidates should consist of no less than 450 hours in classroom settings.*

MiT Assertions: Given the fairly recent changes to Standard IV, MiT has either met, is exemplary, or is making reasonable progress toward meeting all criteria in Standard 4.3.

The narrative below illustrates how MiT addresses four elements of exemplary practice in 4.3a, 4.3b, 4.3c, and 4.3f.

4.3a The field placements and clinical practices help P-12 partners meet their school improvement goals.

The MiT program faculty and staff have been steadily increasing their direct involvement with public schools and teachers. Though we cannot say that our clinical practices and field placements help all P-12 schools in which our candidates work, we can point to three schools in Olympia and two districts, Shelton and North Thurston, in which we have made deliberate and useful efforts to align candidates' work and the professional development opportunities offered by faculty with the school or district goals.

A link in the evidence column for [Standard 4.3a](#) (see Field Experience Coordination and School Improvement Goals, #3) opens a report about a collaborative grant between Garfield Elementary School and our MiT program. Teacher candidates, faculty supervisors, mentor teachers, a graduate assistant, and the Director were all involved in exploring ways to more effectively include students' families and student data to improve achievement. These goals were directly related to the school's goals. In addition, two faculty members have served for several years on the school's site council and the Director regularly works with teachers and paras on issues related to reading and students with special needs.

Evidence for [Standard 4.3a](#) (see Field Experience Coordination and School Improvement Goals, #4) includes documents related to our pilot project with the North Thurston School District to help classroom teachers develop better skills at mentoring adults. The series was well received by the teachers and the facilitators but was quite expensive. A subsequent attempt to extend the opportunity to another district was unsuccessful – teachers felt they didn't have time given increased accountability related to student test scores. Budget issues are currently constraining our ability to continue to offer this training.

Links for [Standard 4.3a](#) (see Field Experience Coordination and School Improvement Goals, #5 and #6) contain information about training for teachers at McKenny, Lincoln, and Garfield Elementary Schools related to co-teaching, and a follow-up survey to determine the effectiveness of the training. The principal of McKenny had approached us about developing a long-term relationship that would involve multiple placements of practicum students that would lead to student teaching, and a series of professional development sessions in literacy and math. The collaboration is well under way and is proving effective in supporting the school and the development of our candidates. We have also provided co-teaching training at other schools, such as Baker Middle School and Meeker Elementary in Tacoma, but not in the context of an on-going relationship.

A document linked to [Standard 4.3a](#), (see Field Experience Coordination and School Improvement Goals, #7) contains extensive information about a partnership between MiT and Lincoln Elementary School in regards to improving math education. The project has been underway for several months and includes embedded practicum experiences for MiT candidates as well as on-going professional development for the teachers.

Finally, one of our faculty, Anita Lenges, has worked with the Shelton School District since 2005 in relationship to effective math education. A description of this project is available at [Standard 4.3b](#) Faculty, Candidates', and School's Professional Development, #8.

Given the small size of our program, we feel we are making excellent progress in developing and sustaining relationships with P-12 partners.

4.3b Candidates have a range of experiences that increase their knowledge of teaching and learning across cultures.

The MiT program has long had a practice of ensuring that all candidates, regardless of endorsement area(s), have practicum experiences in elementary, middle, and high schools, and in rural, suburban, and urban schools. All candidates were also expected to complete one of their two student teaching placements in a diverse urban school. These requirements were directly related to our *Conceptual Framework*. Though we still believe that the majority of our candidates benefit from the urban placement, we have recently revised our placement policy to help ensure that each candidate has experiences in schools that represent diverse experiences for that person. In the last two years, the Field Placement Officer has had conversations with each candidate to determine those placements. Beginning with the current cohort, answers to a written survey will help guide diverse placements ([Standard 4.3b](#): see Teaching and Learning in New Cultural Contexts, #2).

4.3c Programs and P12 partners design, engage in, and study innovative and sustainable practices for mentoring and professional development.

Please see discussion above about North Thurston pilot program for developing mentoring skills. We have made a good faith effort to develop this program but teachers' schedules and budgets are currently un-resolved barriers. That being said, we are routinely surveying mentor teachers about their skills as mentors and their preferences for training opportunities ([Standard 4.3c](#), see #8 - Mentor Teachers' Self-Assessments).

4.3f Programs shall administer the pedagogy assessment . . . Clinical practice shall consist of no less than 450 hours.

We have been diligent about ensuring that all candidates either pass the PPA or are exited from the program ([Central Data Table](#)). As our most recent [Title II report](#) indicates, we far exceed the minimum of 450 hours for field experiences. We require 120 hours before student teaching and an average of 750 hours of student teaching

over the course of 20 weeks.

In addition to the above exemplary practices related to Standard 4.3, the program meets expectations related to other criteria.

- Placements are intentionally coordinated and evaluated with mentors ([Standard 4.3a](#), see Field Experience Coordination and School Improvement Goals, #2; and Coordinated Evaluation, #1).
- Clinical work occurs in every quarter of the program except winter quarter of Year 2; candidates experience and reflect on teaching and learning in a variety of contexts, including in places where cultures are new to them; candidates receive on-going feedback from faculty ([Standard 4.3b](#)).
- Candidates receive mentoring from educators identified by the school district (and MiT records). Clear information about internships expectations are provided through: the MiT Student Teaching Handbook; letters to mentors; 3-way mentor-college-supervisor-candidate conferences before, during, and at the end of the internship; and through an administrator guidebook to student teaching processes and expectations. To the extent possible, mentors are trained to work with adults ([Standard 4.3c](#)).
- Placement agreements are in place and were recently reviewed and revised ([Standard 4.3d](#)).
- Entry and exit criteria are clear, published, and known to candidates and faculty ([Standard 4.3e](#)).
- The processes for mitigating concerns are known and followed ([Standard 4.3e](#)).

Standard 4.4: *Program and Faculty Collaboration*

MiT Assertions: MiT meets or is exemplary in regards to Standard 4.4. The narrative below illustrates how MiT addresses the five elements in this standard.

4.4a Faculty within the program and the unit collaborate for continuous program improvement.

Collaboration is an essential, and central, value and practice at Evergreen. Evergreen's mission statement, the *Collective Bargaining Agreement*, and the Expectations of MiT faculty found in the *Guidebook to Policies, Procedures, and Resources* all articulate the significant levels of collaboration expected of faculty and candidates. All faculty at Evergreen, including MiT faculty, are responsible for designing and implementing programs of study. Over this program approval cycle, MiT faculty have steadily developed the habit of documenting the assessments that they have used in the past as well as new ones that have developed. Faculty team notes in response to data, as well as minutes from faculty/staff data retreats document exemplary practice related to [Standard 4.4a](#).

4.4b Faculty collaborate with content area specialists.

In addition to team collaboration in the MiT program, MiT faculty regularly rotate into the undergraduate curriculum and/or invite content area specialists to teach in MiT. Some of the faculty also participate in state level meetings related to state standards.

Documents related to the significance of these collaborations and the credentials of those with whom MiT faculty collaborate are at [Standard 4.4b](#).

4.4c Programs collaborate with P-12 schools to assess and respond to workforce, student learning, and professional development needs.

Discussions about significant collaborations with P-12 partners were outlined in Standard 4.3a. In addition to that information, please also see documents at [Standard 4.3c](#) related to the program's involvement in responding to P-12 needs. Conversations with P-12 personnel, including PEAB members, have led to changes in some structures to the MiT program. Information about those changes can be found in the discussion of Standard 4.3a earlier in this document.

4.4d Faculty collaborate with members of the broader professional community.

4.4e Faculty collaborate with members of under-represented populations for program improvement.

Faculty collaborate with peers at other programs and across the state, and play roles in the broader professional community. Faculty engage in community dialogue in regards to members of under-represented populations and seek to be influenced by diverse populations. A few examples follow. For a full list of faculty activities, by faculty, see [Standard 4.4d](#), #1 and #2, and [Standard 4.4e](#). In relationship to discussions with people from diverse groups and seeking to be influenced by diverse groups, faculty and staff regularly seek advice from people they know and attend conferences and discussions concerned with a whole range of inequities, including the dearth of teachers of color in Washington Schools. Standard [4.5b](#) provides links to more documents about this issue.

Sample Workshop and Conference Participation and Presentations

- Attended and/or presented at 5 mathematics/teacher education conferences.
- Presented at, and attended, Higher Education Assessment Conferences.
- Attended Annual Northwest Conference on Teaching for Social Justice.
- Attended International Multicultural Education Conference: *Education for Diversity in a Global Society*.
- Attended national Learning and the Brain conferences.
- Attended Sustainability Education Conference.
- Participated in Washington Center Conferences and helped facilitate conversations about equity pedagogies and engaging pedagogies.
- Co-presented a study that explored the use of discourse communities among secondary multicultural/ESL teacher education students at the American Educational Research Association National Conference.
- Participated in a 5-day institute for teachers in Shelton School District on Complex Instruction.
- Attended Leaders of Communities of Color for Educational Excellence Discussion.
- Attended joint meeting with Forest Service, Washington e3 and Boeing in discussion of systems thinking projects.
- Participated in summer faculty Institutes: Sustainability and Justice Summit, Moodle 2, Podcasting, Zotero.

Sample Research and Publications

- Researched how to design group-worthy mathematics tasks –guided by Lisa Jilk, an expert in group-worthy task design.
- Co-authored a college-level unit of study entitled *Mapping the Socio-Culturally Sustainable Classroom*.
- Co-authored a draft of a study exploring the use of discourse communities among secondary multicultural teacher education students.
- Published Invited book review in *Journal of Negro Education*.
- Published “Culturally Responsive Teaching” (2008).

Sample Collaborations with Others/Work in Public Schools

- Participated in planning and implementing visit by International Council of Grandmothers.
- Offered professional development in public schools related to mentoring, co-teaching, literacy, and math.
- Served as assistant for a Level I/ Level II training in Internal Family Systems Psychotherapy.
- Served on Site Accreditation teams.
- Collaborated with undergraduate faculty in psychology and ecology to integrate systems thinking and sustainability into program cohorts.
- Collaborated with exemplary faculty at research extensive institutions in the ESL field, including faculty at Arizona State University, Washington State University, Utah State University and the University of Alaska, Fairbanks.
- Created a team of faculty from 3 other institutions (ESD 113, University of Puget Sound, and the University of Washington) to collaborate on inquiry into effective responses for school districts in Response to Intervention in Mathematics.
- Worked with mathematics education, science education and learning theory colleagues to develop stronger equity pedagogies and brain-based pedagogies.

Standard 4.5: Diversity

- Candidates have significant interactions with diverse populations including colleagues, faculty, P-12 practitioners, and P-12 students and families ([Standard 4.5a](#), see Candidates’ Opportunities for Interaction and Candidates’ Opportunities for Reflection).*
 - Candidates reflect on interactions with diverse populations in order to integrate professional growth in cultural competency as a habit of practice.*
 - Candidates integrate their cultural and linguistic backgrounds into classroom activities in order to build the multicultural capacity of the preparation program cohort.*
- Faculty model equity pedagogy through ([Standard 4.5b](#))*
 - interaction with diverse populations,*
 - reflective practice on their own professional growth in cultural competency,*
 - culturally relevant communication and problem-solving, and*
 - personalized instruction that addresses cultural and linguistic backgrounds.*

MiT Assertions: MiT is exemplary in its work related to Standard 4.5.

Equity and inequities; diversity in its many forms; cultural lenses and encapsulation; capacities to see beyond one’s own experiences in order to interact effectively with others – all of these are integral to MiT’s *Conceptual Framework*. As discussed earlier in this

Standard (Standard 4.1), our *Conceptual Framework*, the commitments of faculty and staff, and the interests of our candidates:

- (i) ensure significant candidate and faculty interactions with diverse groups of people;
- (ii) power the significant reflective processes that occur throughout the program; and,
- (iii) sensitize faculty to the diverse backgrounds of candidates in the *many* guises of diversity.

One of the reasons that the faculty maintain the full-time, two-year nature of the program is to allow sufficient time for candidates to understand themselves, others, and the complexities of cultural competencies. Diversity, its gifts and challenges, are at the very core of every MiT cohort.

Links to documents, charts, and candidate work samples in [Standard 4.5a](#) and [Standard 4.5b](#) verify the many ways that MiT excels in this domain:

- (i) each cohort theme directly addresses issues of equity/inequity and diversity;
- (ii) cohort syllabi and booklists demonstrate the complex investigations that faculty devise to guide candidates toward a more complete and complex understanding of cultural competencies (if the reader hovers the cursor over electronic sticky notes in the syllabi, the related concepts or themes will appear);
- (iii) cohort demographics, placement policies, and assignments reveal the ways in which candidates are helped to experience cultures different from their own;
- (iv) candidate work samples provide insight into the paths candidates follow as they develop; and,
- (v) faculty explanations of their own equity pedagogies highlight both their interactions with diverse groups and the decisions they make about how to guide the candidates in their care.

STANDARD V KNOWLEDGE AND SKILLS - TEACHERS

Standard V Criteria and Program Assertions

Extensive data from a variety of sources that provide evidence for each criterion in Standard V are available at <http://www.evergreen.edu/mit/accred2012/standard5.htm>. Data sources are diverse and are intended to provide multiple perspectives about the program's approaches to ensuring that candidates demonstrate:

1. "capacity of the knowledge and skills for effective teaching which ensure a positive impact on student learning; capacity of the knowledge and skills for professional development which ensure a positive impact on student learning;
2. capacity of the knowledge and skills for professional development which ensure a positive impact on student learning;
3. understanding of teaching as a profession" (retrieved 2/22/12 from <http://program.pesb.wa.gov/review/site-visits/protocol/2010/standard-5/teacher>).

The sources include, but are not limited, to:

- Candidate work samples and Professional Growth Plans.
- Sample faculty evaluations of candidates' work.
- Sample assignments related to this standard.
- K-12 student work samples included in *Positive Impact on Student Learning Projects*.
- Cohort descriptions, syllabi, book lists, and websites.
- Cohort instructional materials and assignments.
- Candidates' reflections on their academic and field-based work.
- Candidates' self-assessments related to teaching and professional responsibilities and dispositions.
- Assessment related to abuse identification and reporting.

Overview

This section begins with a contextual overview of how the MiT program's *Conceptual Framework* and instructional models bring Standard V criteria to life. Following this overview, each criterion is discussed and linked to MiT evidence.

A primary focus in Standard 5.1, Effective Teaching, is assessing candidates' capacities to assess, plan for, and demonstrate a positive impact on the wide range of students in today's P-12 schools. This includes: (i) understanding and drawing on family and community funds of knowledge; (ii) knowing how to appropriately differentiate instruction for a range of learners; (iii) understanding how to assess students' language capacities and how to develop learning opportunities for English language learners; (iv) understanding how to use assessment and how to align instruction with student needs and state standards; (v) being able to create safe, productive learning environments; (vi) being able to appropriately use technology to support student learning; (vii) helping students develop as responsible citizens for a diverse and sustainable society and world; and, (viii) knowing how to develop students' meta-cognitive skills so that they can identify what they are learning, why, and how to make progress.

The goal, in other words, is to prepare teachers to be able to create equitable, developmentally and socio-culturally appropriate, effective, and meaningful learning opportunities for all students that help prepare them to be knowledgeable and effective citizens in a constantly changing world. As stated earlier in this report and in MiT's [*Conceptual Framework*](#), the primary focus of the MiT Program since its creation has been to prepare candidates to do just that, i.e., to become leaders in ensuring equitable and developmentally and socio-culturally appropriate learning opportunities as well as providing leadership in anti-bias education.

The very nature of our instructional model (which reflects the inter-disciplinary and collaborative model of Evergreen as a whole) supports faculty members and candidates in realizing the goals of the *Conceptual Framework* and Standard V as the data indicate. MiT faculty assert that the program's collaborative learning processes are as important as its curricular content. Candidates participate in a wide range of community-building activities, small-group seminars, hands-on field experiences and group problem-solving activities as they explore the contexts in which their students will live and learn and the pedagogical and assessment practices that will support their learning. The skills and dispositions candidates develop reinforce critical and reflective thinking and demonstrate important principles of effective and meaningful classroom teaching. These experiences help our candidates become knowledgeable, competent professionals who can assume leadership roles in curriculum development, child advocacy, assessment, and anti-bias work.

A perusal of cohort themes, syllabi, and sample program materials will enable the reader to discover the ways in which faculty and candidates creatively, but intentionally, structure the learning opportunities that help develop competent, effective educators in the very ways that Standard 5.1 articulates. Further, an examination of the documents included as data points in the Protocol, will demonstrate that our candidates definitely show "capacity of the knowledge and skills for effective teaching which ensure a positive impact on student learning." These documents include:

- *Sample* integrated, inter-disciplinary units, ELL units, and differentiated units developed by candidates.
- *Samples* of candidate work and student work found in the *Positive Impact on Student Learning* projects.
- Mentors' evaluations of candidates' work.
- Faculty narrative evaluations of candidates' work.
- Candidates' self-assessments of their preparation and skills related to Standard V.
- Alumni reports about the aspects of the *Conceptual Framework* and state standards that continue to influence their work with students.

MiT's signature assessment, the *Positive Impact on Student Learning* project, serves both as an instructional process and as a key assessment in the MiT program. Integrated curriculum units, units developed for English Language Learners, and differentiated units are also important projects that help candidates learn to be effective teachers. *Each of these projects addresses several of the criteria in Standard 5, and, thus, the reader will see these projects in several spots in the protocol.*

The previous version of the *Positive Impact* project, the *EALR Project*, received accolades from the 2007 site team. The formal accolade stated, "The two *EALR* projects that MiT candidates complete in their student teaching terms are exceptional

examples of integrating state standards, learning theory, family involvement and assessment of student learning.” We have continued to refine this project with the input of faculty, candidates, and PEAB members to ensure that it provides opportunities for candidates to demonstrate many of the key criteria in Standard 5.1. The project:

- Requires candidates to refine and demonstrate their abilities to articulate clear learning targets aligned with the EALRs, GLEs, Frameworks, and Performance Expectations.
- Evaluates candidates’ abilities to adapt or create learning experiences that align with the standards, account for classroom, school, family, and community contexts, and that meet the learning needs of diverse students, including students with special needs and students for whom English is a second language.
- Helps candidates improve their abilities to use pre and formative assessments to shape learning experiences to meet students’ varied needs, as well as assessing their abilities to do so.
- Allows candidates to hone their skills in using post assessment to determine students’ progress toward the learning targets.
- Provides an opportunity for candidates to further develop their reflective skills and to demonstrate their abilities to use data to articulate what worked in a lesson and what needs to be changed in order to support students’ learning.
- Ensures that candidates know how to collect and represent student work, student voice, and assessment information to show that they have had a positive impact on student learning and that students understand the learning targets, their progress, and next steps.

Based on Standard V criteria, and mentor teacher and candidate feedback, faculty members in this accreditation cycle have also systematically designed opportunities for candidates to develop stronger knowledge and skills related to working with English Language Learners. Documents in [Standard 5.1a](#) provide examples of ways that cohorts have strengthened their understandings of and abilities to work with English Language Learners and other diverse populations.

Cohorts have also increased attention to issues of sustainability and uses of appropriate technologies. In addition, the program as a whole has increased the use of the co-teaching model during student teaching and has re-organized the practicum and student teaching experiences to create opportunities for candidates to extend their first year practicum placement into their first student teaching.

In the section that follows, we explain why the MiT program has met or is exemplary in each criterion found in Standard 5.1. Each criterion is linked to the Standard V Protocol where links to supporting data and evidence may be accessed.

Teacher Residency Certification

(Standard criteria retrieved 2/17/12 from

<http://program.pesb.wa.gov/review/standards/standard-5/teacher>)

5.1 Effective Teaching

5.1 [a. Using multiple instructional strategies](#) to address individual student needs; including the principles of second language acquisition, to address student academic language ability levels and cultural and linguistic backgrounds.

MiT Assertions: MiT meets this criterion. From 2008 to 2011, candidates indicated on end-of-program evaluations that though the information had been addressed in their cohorts, they needed even more information and concrete strategies to address linguistic diversity and to engage students' families. Links in the evidence column for [a. Using multiple instructional strategies](#) demonstrate two things: 1) specific strategies used by faculty within cohorts to improve candidates' knowledge and skills in these areas (see Developing Candidates' and Faculty Understanding of English Language Learners in Standard 5.1a), and, 2) that candidate work samples, self-assessments, and faculty evaluations of candidates' work demonstrate improvement in this area (see Developing Language Skills in Students in Standard 5.1a).

Candidates' self-assessments of their preparation relative to developing learning experiences to address linguistic differences varied from year to year but shifted from 84% feeling prepared or very prepared in 2008 to 90% feeling prepared or very prepared in 2011. This change occurred in the context of an increased focus in the cohorts on addressing academic language and the needs of English Language Learners.

Candidates' self-evaluations revealed a trend toward improved knowledge and skills related to involving families and communities. In the 2007-08 cohort, 60% of candidates felt prepared to actively engage students' families in planning and implementing curriculum; the 2008-09 cohort improved slightly with 68% reporting that they felt well prepared. In 2009, Standard V was revised; the expectation became to develop skills in family and community centered instructional practices. 72% of the cohort reported being well prepared and in 2010-11, 77% reported being well prepared. While more improvement is needed, the data support faculty's contentions that they have systematically worked to strengthen this area of candidates' skills.

Candidates in all cohorts from 2008 to 2011 reported being well prepared to develop learning experiences that addressed student needs. In 2008 and 2009, 97% or more of candidates reported being well prepared. When the language in Standard V changed in 2009, 94% or more of candidates reported being well prepared in the use of learner-centered strategies.

Faculty evaluations of candidates' ELL units, *Positive Impact on Student Learning Projects*, and student teaching indicate that MiT candidates meet standard in relation to working with students from diverse cultural and linguistic backgrounds.

5.1b [*Integrating subjects across content areas: Applying principles of differentiated instruction*](#), including theories of language acquisition, stages of language, and academic language development, in the integration of subject matter across the content areas of reading, mathematical, scientific, and aesthetic reasoning.

MiT Assertions: MiT meets or exceeds standard for this criterion. Since the program's origin, MiT faculty have worked with candidates to create meaningful, interdisciplinary, and integrated units of learning for K-12 students. Evidence is accessed through [*Integrating subjects across content areas: Applying principles of differentiated instruction*](#). It includes project guidelines from 2009 through 2011 for integrated curriculum units and sample faculty feedback on units (see Integration of Learning Targets Across Content Areas, #1 and #2). All cohorts since 2007 have also participated in extensive workshops on differentiating curriculum for all students, including those with special needs. The final portfolio checklist for those units and work samples from candidates are linked in the evidence column (see Integration of Learning Targets Across Content Areas, #3 - #5). Faculty feedback and candidates' self-assessments demonstrate that the majority of candidates can create integrated curriculum across the content areas. Finally, the links provide information about integration of the arts across the curriculum (see Integration of Learning Targets Across Content Areas, #5a); opportunities to understand language development and to analyze content to respond to the academic language needs of students (see Analysis of Content to Respond to Academic Language Needs of Students, #1 - #5). Some of the integrated curriculum units purposefully address themes of sustainability. In addition, units due this spring emerge out of a cohort sustainability focus. Copies may be seen in our office at the end of spring quarter. MiT meets or is exemplary for this criterion.

5.1c [*Using a variety of assessments to monitor and improve instruction: Using standards-based assessment*](#) that is systematically analyzed using multiple formative, summative, and self-assessment strategies to monitor and improve instruction.

MiT Assertions: The MiT program is exemplary in this domain. The MiT program developed the *EALR Project* in 1997. This project was re-named the *Positive Impact on Student Learning Project* when PESB created specific requirements and definitions concerning student voice and positive impact on student learning. The description of the project (see 5.1c, #1a); sample candidate work samples with K-12 student work samples included (see 5.1c, #1b & c); cohort syllabi (see 5.1c, #2); and candidates' self-assessments and aggregated data concerning assessment (see 5.1c, #4 and #5), are easily reached by following [*Using a variety of assessments to monitor and improve instruction: Using standards-based assessment*](#). These data provide evidence that candidates are expected to use and analyze standards-based formative, summative, and self-assessment strategies to improve instruction. Holistic scores on the *Positive Impact Project* entered in the [Central Data Table](#) (see PISL column) support our assertion.

5.1d [*Creating a safe, productive learning environment: Implementing classroom/school centered instruction*](#), including sheltered instruction that is connected to communities within the classroom and the school, and includes knowledge and skills for working with others.

MiT Assertions: MiT meets standard. Two arms of our [Conceptual Framework](#)

address the importance of anti-bias education and the development and implementation of socio-culturally and developmentally appropriate teaching and learning. This Standard V criterion specifies that candidates demonstrate how to create safe, productive learning environments and a classroom community that values all members and promotes culturally relevant communication and conflict resolution. Links in the evidence column at [Creating a safe, productive learning environment: Implementing classroom/school centered instruction](#) provide (i) assessments of candidates in the Central Data Spreadsheet (see 5.1d, #1); (ii) sample evaluations of candidates written collaboratively by mentors and faculty supervisors (see 5.1d, #2); (iii) candidates' self-assessments (see 5.1d, #3); and, (iv) representative candidate work samples, some with faculty rubric evaluations (see 5.1d, #4). These artifacts demonstrate that by the completion of the program, the majority of the candidates are evaluated by mentors, faculty, and themselves as being able to create a climate of rapport and respect in the classroom.

As indicated in [Domain 2 of MiT's Student Teaching Rubric](#), the program strongly encourages and scaffolds candidates to achieve the criteria that the "Candidate's classroom management system is designed to create a learning community that consistently values cultural diversity and regularly seeks the active participation of all student- citizens. Candidate-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for the Candidate." For example, in spring of 2011, 97% of the candidates were evaluated by faculty as Developing or Skilled in developing a democratic management system; 95% were evaluated as Developing or Skilled in their interactions with students; and 91% were evaluated as Developing or Skilled in their responses to student interactions. These figures are representative of assessments in prior cohorts. Weighted averages on the *MiT Student Teaching Rubric* for spring quarters of 2008-2011 also indicate that candidates are well prepared to create effective learning environments. On a four-point scale (1=Inappropriate Teacher; 2=Emerging Skills; 3=Developing Skills; 4=Skilled, Experienced Teacher), weighted averages on the Classroom Environment domain for each year were as follows: 2008 (3.11), 2009 (3.05), 2010 (2.87), 2011 (2.99).

5.1e [Planning and/or adapting standards-based](#) curricula that are personalized to the diverse needs of each student;

5.1f [Ensuring all students](#) articulate the learning targets and monitor own progress: Aligning instruction to the learning standards and outcomes so all students know the learning targets and their progress toward meeting them;

5.1g [Planning standards-driven curricula to develop problem-solving](#) in the content areas: Planning and/or adapting curricula that are standards driven so students develop understanding and problem-solving expertise in the content area(s) using reading, written and oral communication, and technology;

5.1h [Preparing responsible students for a diverse society](#): Preparing students to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society;

5.1i [Ensuring cultural competence in teaching: Planning and/or adapting learner centered curricula that engage students in a variety of culturally responsive, developmentally, and age appropriate strategies.](#)

MiT Assertions: The MiT program meets or is exemplary in the above areas. The criteria above also address issues of equity and social justice while at the same time asking candidates to connect state and district standards to their instruction. In keeping with the directives of our *Conceptual Framework*, MiT faculty focus heavily on ensuring that candidates “routinely adapt instruction in response to student learning needs across the curriculum and continually seek ways to engage students in becoming active decision-makers in their own learning.” All cohorts require that candidates self-assess their capacities to support student learning through a close examination of the EALRs, GLEs, PEs and Frameworks. Within the contexts of students’ cultural, economic, and individual diversities, faculty work explicitly with candidates to help them align instruction with targets and to help them support their students in understanding and articulating their learning process. The last two cohorts have also intentionally integrated issues of sustainability and global citizenship in their readings and curriculum development. After instruction, candidates plan integrated curriculum units tied to state standards (see 5.1e, #2 and 5.1f, #4); they implement and assess a mini-unit during the first year field placement; they design a unit differentiated to address the needs of diverse learners (see 5.1e, #1); and they complete two *Positive Impact on Student Learning Projects* during student teaching (see 5.1e, #3). Cohort syllabi, with bookmarks and electronic “sticky notes”, will guide the reader to learning opportunities related to Standards 5.1e-5.1i. An exploration of cohort websites will help the reader see the many integrated, sustained, and substantive ways that faculty structure experiences to deepen and broaden candidates’ abilities to ask questions of themselves, of the texts, of the faculty, and of the school system in the service of becoming effective teachers.

Though many formative learning opportunities were provided to candidates to learn the skills in Standards 5.1e – 5.1i, the *Positive Impact on Student Learning Projects* were very important learning and assessment opportunities in the cohorts. The projects served as formative assessments in the fall quarter student teaching experience and as summative assessments in the spring quarter student teaching. Samples of these projects, as well as faculty rubric evaluations, are linked in 5.1e #3; 5.1f, #1; 5.1g, #1; 5.1h, #3; and 5.1i – Ensuring Cultural Competence, #1. The projects are linked in each of these areas because, as a unit of assessment, planning, teaching, analysis, and reflection, they demonstrate candidates’ competencies across the criteria specified in 5.1e-5.1i.

The program’s focus on inquiry and critical thinking support the ability of candidates to become skilled in meeting the criteria in 5.1e-5.1i because candidates learn WHY they are making instructional decisions and HOW to assess learning rather than being given prescriptive recipes. Cohort websites (see 5.1h, #1), candidate work samples (listed throughout 5.1e-h) and evaluations of candidate work (see 5.1e, #4, #5, and #7 and 5.1i, #3) demonstrate that the program is exemplary in meeting this standard.

5.1j [Integrating technology: Using technology that is effectively integrated to create technologically proficient learners.](#)

MiT Assertions: MiT meets the expectations of this criterion. Despite the fact that neuro-scientists, psychologists, and educators are in disagreement about the developmental appropriateness, impact, and efficacy of technology related to student development and learning, the use of technology has exploded in our society and in our public schools. The MiT faculty are somewhat more interested in having candidates explore deeply WHY they would use various technological innovations and HOW to meaningfully integrate that technology than they are in introducing a plethora of devices and software. In response to candidate self-assessments of their ability to use technology in assessment in 2008, faculty in subsequent cohorts more systematically included explorations of the use of technology in their teaching. In 2008, 68% of candidates reported being prepared or well prepared to use education technology; in 2009, the percentage remained the same, and in 2010, 72 % reported being prepared or well prepared. By the spring of 2011, 81% of candidates reported being prepared or well prepared to use technology to support student learning and 77% reported using some form of technology effectively during student teaching. Candidates' written reflections in each year since 2008, however, commented on lack of technological resources or mentor teacher interest in the public schools where they were teaching.

Data in the evidence column is reached at [Integrating technology: Using technology](#). The data include (i) candidates' self-assessments (see #1a and b); (ii) technology syllabi and assignments (see #2 and #6); (iii) candidate work samples (see #3); (iv) faculty feedback on technology projects (see #4); (v) a candidate work sample that includes public school students' work samples (see #5); (vi) a faculty reflection on the use of CAM (see #7); and, (vii) candidates' responses to the *Standard V Survey* about use of technology (see #8). This data demonstrate the ways in which candidates have explored technology in the program and their capacities to effectively use technology to create effective student learning experiences.

5.1k [Involving and collaborating with families and communities: Informing, involving, and collaborating with families/neighborhoods, and communities in each student's educational process, including using information about student cultural identity, achievement and performance.](#)

MiT Assertions: MiT meets expectations of the standard. This criterion is closely linked to [5.1a](#), soliciting family input, and [5.1d](#), developing a classroom community that promotes culturally relevant communication. Assertions related to those criteria also apply here. Cohort syllabi with bookmarks and electronic "sticky notes" directing the reader to sample sections on cultural responsiveness and family involvement; booklists; assessments; and candidate work samples found at [Involving and collaborating with families and communities: Informing, involving, and collaborating](#) support the assertion that MiT cohorts meet or are exemplary on this criterion.

5.2 Professional Development. [Developing reflective, collaborative, professional growth-centered practices through regularly evaluating the effects of his/her teaching through feedback and reflection.](#) A successful teacher candidate demonstrates capacity of the knowledge and skills for professional development which ensure a positive impact on student learning.

MiT Assertions: The MiT program is exemplary in this area. One of the first assignments that candidates receive when they enter the program is to read and respond to the [Disposition Survey](#). This survey lists and describes dispositions that support effective teaching and is used by faculty to support candidates in addressing areas that need improvement. Links in 5.2a contain (i) cohort spreadsheets related to dispositions (see #1a); (ii) sample candidate reflections about dispositions (see #1b and #2), and, (iii) samples of ways that faculty teams have used disposition information (see #1c). Sample *Positive Impact on Student Learning* projects found in Standard 5.1k also provide evidence of candidates' abilities to improve their practices through feedback and reflection.

During the program, candidates typically write weekly reflections about their field and student teaching experiences; their work in groups and in seminar; their simulated teaching experiences with colleagues; their cumulative work each quarter; their own awareness of and work with their cultural assumptions and actions; and their growth by the end of each year. A perusal of cohort syllabi found at 5.2a, #8 provides the reader with insight into how reflection and collaboration are integrated into our program of study. Bookmarks and electronic "sticky notes" direct the reader to sample sections related to reflective practice. Faculty regularly read and respond to candidate work; candidates often read and respond to their peers' reflections. All candidates also complete *Professional Growth Plans* in Year 2 of the program. Samples of these plans may be seen at 5.2a, #5. Self-evaluation and self-reflection are deeply embedded in the culture and practices of the program. Across the cohorts in this accreditation cycle, candidate responses to the *Standard V Survey* indicate that among the top four strengths common to the cohorts were (i) the ability to reflect on planning and teaching to improve student learning and, (ii) to collaborate effectively (see 5.2a, #7). The [MiT Student Teaching Rubric, Domain 4d](#) also provides information about program expectations related to professional development.

5.3 Teaching as a Profession. *A successful teacher candidate shall demonstrate understanding of teaching as a profession by:*

- a. [Collaborating in and contributing to school improvement](#): *Participating collaboratively and professionally in school activities and using appropriate and respectful verbal and written communication.*
- b. [Demonstrating knowledge of responsibilities and policies](#): *Demonstrating knowledge of professional, legal, and ethical responsibilities and policies.*

MiT Assertions: The MiT program has met this criterion

Links in the evidence column for 5.3 support the assertion that the MiT program meets or is exemplary in these areas. Links include candidate self-assessments, candidate work samples containing examples of communication with families, cohort syllabi, collaborative faculty and mentor evaluations of student teaching, and assessments related to abuse identification and reporting and to special education laws.

Cohort syllabi and Domains 4c and 4e of [The MiT Student Teaching Rubric](#) provide information about program expectations concerning collaborative and professional participation as well as respectful and appropriate communication. Weighted averages on a scale of 1 – 4

for Domain 4 of the *MiT Student Teaching Rubric* for 2008 -11 are as follows: 2008 (3.15), 2009 (3.16), 2010 (2.94), 2011 (2.95) - scores that reflect Developing Teacher Competencies appropriate for beginning teachers. Sample narrative evaluations of candidates' student teaching also address the candidate's ability to participate collaboratively and professionally in school activities (see 5.3a #1).

Sample tests assessing candidates' knowledge of important laws and policies are found at 5.3b #2 and #3. All candidates must pass these assessments to be advanced to Student Teaching. In addition, candidates' responses to the *Standard V Survey* in spring of 2011 indicated that among the cohort's greatest strengths was that they informed their practices through legal and ethical responsibilities (see Standard 5.3b #5 – Summary of Data 2008-2011).

5.4 Performance Assessment. *An approved preparation program for teachers shall require that each candidate engage in an assessment process approved by the professional educator standards board. The assessment will verify that the candidate for a residency teacher certificate can meet the teacher standards in (a), (b) and (c) of this subsection and understands teacher impact on student learning.*

MiT Assertions: MiT has met this criterion. We have administered the *PPA* each year that it has been required. We have close to a 100% pass rate; candidates who do not pass the assessment are not recommended for certification. Please see [Central Data Table](#) for disaggregated data. The current cohort will take the TPA in the spring.

GLOSSARY OF EVERGREEN TERMS

The following is a list of terms used in the Institutional Report that may be unfamiliar to the reader in the context of education at The Evergreen State College. The majority of these terms were retrieved on January 26, 2012 from

<http://www.evergreen.edu/institutionalresearch/glossary.htm>. The terms in brackets were added.

[Cohort. In the MiT program, 40 to 45 candidates enter the full-time two-year program each fall. The candidates and their faculty constitute a cohort of learners who usually remain together for the full two years of the program.]

Collaborative Learning. A variety of educational approaches involving joint intellectual effort by students or students and teachers together; usually in groups of two or more students mutually search for understanding, meaning, solutions, or in the creation of a product.

Evergreen Social Contract. Written by founding faculty members, the Social Contract contains guidelines for social ethics and working together that help Evergreen function as a community.

Expectations of an Evergreen Graduate. □A set of broad standards that Evergreen students are expected to have accomplished by the time they have earned an Evergreen degree. The Expectations of an Evergreen Graduate are used to assess student learning . . .

The Five Foci. □The five underlying principles of the Evergreen educational experience: *Interdisciplinary Study, Collaborative Learning, Learning Across Significant Differences, Personal Engagement, Linking Theory with Practical Application*. Read more about the The Five Foci.

[Faculty Team. In the MiT program, three faculty members in Year 1 of the program, and four in Year 2 of the program, work together as a team to plan, deliver, and assess the curriculum and to advise candidates, support their learning, and assess their work. Practitioners are frequently invited to offer workshops on specialized subjects during the two years.]

[Governance. All faculty are expected to contribute to the development and management of the college through participating in governance activities. This includes participation in DTF's, Planning Unit Meetings, and faculty meetings.]

Learning Community. A purposeful structuring of curriculum to link together coursework so that students find greater coherence in what they are learning and greater interaction with faculty and peers.

Narrative 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 the permanent transcript. Students also write evaluations of faculty members, which become part of the faculty member's official portfolio.

Seminars. A central experience of an Evergreen education. In a seminar, a faculty member and up to 25 students meet to discuss and analyze assigned readings and other program work.

Student Self-Evaluation. Students' evaluations of their academic work as measured against their objectives for the quarter and the requirements of their program, course, contract, or internship. Self-evaluations are part of students' formal academic records.

APPENDIX A

ELECTRONIC “EVIDENCE ROOM” DOCUMENTS

Standard I

- Annual Reports, 2007-08 through 2010-11
- Attendance Chart
- Bylaws, 2004 and 2011
- Data Summary of Strengths and Needs of Program – 2010, 2011
- Director's Annual Program and Self-Evaluations – 2008-2011
- Member Surveys – 2009 through 2011
- Minutes Organized by Topic on Chart
 - All Minutes – Substantive Meetings
 - Bylaw Review
 - Review of Standards
 - Annual Report and Approval/Executive Summary
 - Positive Impact on Student Learning/Data Analysis
 - Member Involvement Beyond Minimum and Diverse Perspectives
 - Recommendations and Program Responses
- *Positive Impact on Student Learning Project* Description
- Recommendations and Responses Compiled
- Representation Chart: Name, Attendance, Time on PEAB

Standard II

- Aggregated Data and Data Summaries
 - Alumni Weighted Averages on Program-Related Content
 - Alumni by Year with Aggregated Data
 - Annual Data Summaries – 2008-2011
 - Comparison of New Graduates and 3-Year Alumni on Program-Related Variables
 - Elements of Effective Teaching Comparison, 2008-11
 - End-of-Program Surveys with Aggregated Data
 - Mentor Teacher Surveys – Weighted Averages
 - Mentor Teachers' Self-Assessments
 - PEAB Cumulative Survey Data
 - Program Data and Standards Revisions 2010 and 2011 (PowerPoint Presentations at Annual Data Retreats)
 - Standard V Survey Comparison, 2010-11
 - Standard V Survey: Candidates' Self-Assessments, Aggregated
 - Summary of Data 2008-2011
- Application Materials
 - Centralized Data Spreadsheet – WEST B and E, grade-point
 - Essay Prompts
 - Scoring Sheet for Admission
- Assessment Plan
 - Alignments (to Standard V and Conceptual Framework with links to common assessments)
 - Centralized Data
 - Distributed Responsibilities (of Faculty, Staff, and Candidates)
 - Database Outline
- Assessment Tools
 - *Alumni Survey*
 - *Alumni Voices - videos*
 - *Disposition Survey*

- *End-of-Program Survey*
- *McKenny Survey*
- *Mentor Teacher Survey*
- *MiT Student Teaching Rubric*
- *PEAB Survey*
- *Positive Impact on Student Learning Project Description*
- *Positive Impact on Student Learning Rubric*
- *Professional Growth Plan Directions and Self-Assessment*
- Rubrics for Summative Analytical Paper
- *Standard V Survey*
- Candidate Achievement Data
 - Candidate Work Samples
 - Integrated Curriculum Development Units
 - *Positive Impact on Student Learning Project* (Program Signature Assessment)
 - Professional Growth Plans - Samples
 - Centralized Data Spreadsheet – Candidate demographics, evaluation metrics, field placements
- Collaborative Review
 - Alumni Voices – video
 - Alumni Surveys
 - End of Program Survey
 - McKenny Survey
 - Mentor Teacher Survey
 - PEAB Cumulative Data
 - PEAB Minutes – Data Analysis
 - PEAB Surveys
 - Standard V Survey
- Data-based Changes
 - Conceptual Framework – Previous and Revised
 - Mentor Teaching Training – North Thurston Pilot
 - Review of Program Structure
 - Use of Co-Teaching Model – Description and Sample Schools
- Faculty/Staff Data Retreat Minutes
- Faculty/Staff Meeting Minutes
- Faculty Team Notes – Use of Data
- MiT Curriculum Map Pre-2010
- MiT Curriculum Map 2010 and 2011
- MiT Other Procedures (Fair and Unbiased Assessment)
- MOU
- MOU – Evidence That Data Reported per MOU
- Program Operations
 - Effectiveness of Advising Chart
 - Enrollment Demographics
 - Job Placement Statistics – Alumni Survey, 1992-2011
 - ProCert/National Boards – Alumni Survey
 - Job Placement – Initial Placement Chart, 2007-2011
 - Review of Assessment Plan

Standard III

- Budget Allocations and Expenditures
- Classroom Facilities
 - Audio-Visual Technologies and Classrooms

- Professional and Community Groups' Use of Facilities - Samples
- Sustainable Construction

- Classroom Technology Resources
 - Audio-Visual Technologies
 - Media Loan Instructional Guides
 - Technology Support Acquisitions
- College Resources that Support MiT
 - Assistive Technology Lab
 - Library
 - Magda Costantino Resource Room
 - Media Loan
 - Update on College Resources
- Cohort Syllabi and Booklists: 2007-09 though 2011-13
- Compiled Speakers
- Director's Self and Program Evaluations: 2008-2011; Provost's Evaluations of Director
- Faculty
 - Assessment Responsibilities
 - Chart – Preparation, including permanent faculty and visiting public school faculty
 - Collaborations and Service
 - Criteria for Selection of Mentor Teachers
 - Equity Pedagogies Chart
 - Evaluations – Self and Colleagues
 - Five-Year Review Portfolios – Ford and Wiedenhaupt
 - Preparation of Field Supervisors and Mentors (Documents re North Thurston, McKenny, Meeker, St. Martin's, Three-Way Participation)
 - Professional Development Activities – Compiled Chart
 - Qualifications
 - Resumes
 - Sample Assignments re Funds of Knowledge, Linguistic Backgrounds, Cultural Encapsulation, Integrating Curriculum, Inquiry, Knowledge and Use of Technology, Reflections, Critical Thinking, Assessing and Addressing Candidate Dispositions
 - Self, Candidate, and Colleague Evaluations of Faculty (samples)
 - Workload Policies
 - Responsibilities and Expectations of Faculty
 - United Faculty of Evergreen Agreement (Collective Bargaining Agreement)
 - Workshops, Presentations, and Publications
- Formative and Summative Assessment Samples
 - Assessment Summary: Secondary and Elementary Literacy
 - Content Area Reading Exam Study Guide
 - Differentiated Unit Feedback
 - ELL Unit Evaluations
 - Integrated Unit Evaluations
 - *Positive Impact on Student Learning* Evaluations
 - Reading Assessment - Evaluations
 - Rubrics – Integrative Paper, Curriculum Unit, Positive Impact Rubric, Student Teaching Rubric, Text Analysis Rubric
 - Technology Evaluations
- PEAB Members Provide Feedback
- PEAB Participation in Cohorts

- Program Structures
 - Catalogs: 2007-09 Cohort through 2011-13 cohort
 - Two Year Program Outline
- School District Personnel Participation in Cohorts - Chart
- Staff Engagement with Candidates, Faculty, P-12 Colleagues
 - Engagement with School Partners and Districts Chart
 - Engagement with Faculty and Candidates
 - Wednesdays with Loren and Maggie
- Staff Responsibilities
 - Academic Preparation Pages and Endorsement Completion
 - Advising Responsibilities
 - Certification
 - Commitment to Candidates
 - Field Placement Responsibilities
 - Organization Chart – MiT in relation to the college and the state
 - Organization Chart – Teacher Education Programs
 - Placement File Responsibilities
 - Recruiting Plan
 - Recruiting Responsibilities
 - Recruitment Advising and Inquiry Volume
 - Staff Position Descriptions
 - Who Should I Go To?
 - Yearly Workshop Agenda

Standard IV

- Administrator Handbook re Student Teaching Expectations and Procedures
- Admissions
 - Applying via Catalog
 - Applying via Webpage
 - Retention, Graduation Table
- Advising Session – On-line Video
- Alumni Perspectives: Videos
 - Field and Clinical Practices
 - Effective Teaching
 - What Matters
 - Student Voice
- Candidates' Reflections and Reflection Assignments
 - Autoethnography Directions, 2009 and 2010
 - Candidate Work Samples
 - Checking Assumptions, Directions
 - Cultural Encapsulation, Assignment
 - Practicum Assignments
 - Campus to Field Syllabus
 - Field Assignments, 2010 and 2011
 - Candidate Work Samples
- Central Data Table – Candidate demographics, evaluation metrics, field placements
- Cohort
 - Foci, 2007-09 cohort through 2011-13 cohort
 - Sample Texts
 - Websites and Syllabi, 2007-09 cohort through current cohorts

- Collaborations with Community Groups and Schools and Districts (other than field placements)
 - Community Walks – Partners, Shelton, Clover Park
 - Garfield
 - Grant Report
 - Collaborations Over Time
 - Lincoln – Math

- McKenny
 - Agreements – Co-Teaching Training
 - Survey Results
 - Other Professional Development
- Meeker – Co-Teaching
- North Thurston Pilot Project – Mentor Training
 - Proposal
 - Feedback after First Session
 - Post-Assessment
- Shelton - Math
- Conceptual Framework
 - 2004 Version
 - 2011 Version
 - Invitation to Revise
 - Previous Research Base
 - Revised Research Base – 2011
 - Alignment to Assessment Plan
 - Alignment to Curriculum and Program Structure: MiT Catalog; Guidebook: Policies and Procedures; Online Video; Alumni Videos
 - Alignment to Field and Clinical Practices: Alumni Perspectives
 - Alignment to Learner Expectations and Standard V
 - Alignment to Orientation PowerPoints
- Coordinated Evaluation
 - Description
 - Role of Mentor Teacher
 - Role of Candidates
 - Evaluation Rubric
 - Conference Acknowledgement Form
 - Mentor Teachers' Evaluations of Candidates
 - Mentor Teachers' Self-Evaluations
 - Candidates' Assessments of Mentors
- Enrollment Demographics Table
- Faculty
 - Collaborations with Experts
 - Faculty Collaborations and Service Table
 - Faculty Equity Pedagogies Compiled Table
 - Center for Strengthening the Teaching Profession
 - Clarissa Dirks
 - CNE Conversations (Concept, Proposal, Update)
 - Krishna Chowdary
 - Project Algebra
 - Rob Cole
 - UpWard and MiT
 - Vauhn Foster-Grahler
 - Washington Leads (Summary, Proposal, Appendices)
 - Zahid Shariff
 - Faculty/Staff Meeting Minutes
 - Data Retreat Minutes
 - Service – Compiled Chart
 - Team Notes – Responses to Data
- Field Placement Policy – Diverse Experiences

- Interagency Agreements (Mentors) Pre-2011 and 2011
- MiT Catalog - Entry and Exit Criteria, Program Description, Learner Expectations, Mitigating Concerns
- MiT Guidebook to Policies, Procedures, and Resources - Entry and Exit Criteria, Program Description, Learner and Faculty Expectations, Mitigating Concerns
- MiT Student Teaching Handbook, Section 1 and 2
- MiT Website – Entry and Exit Criteria, Program Description, Learner Expectations
- Orientation PowerPoint Presentations – 2009 and 2010
- *Positive Impact on Student Learning Project* (Program Signature Assessment)
 - Directions
 - Candidate Work Samples
 - Faculty Evaluation Samples
- Practicum
 - Guidelines, 2007-08 through Winter of 2011-12
 - Letters to Partners – Foss, Shelton, Teachers
- Professional Growth Plans – Samples from 2008 – 2012
- Program Structure and Content Review
 - Agenda
 - Invitation to Faculty
 - Report
 - Survey of ESD 113 Districts
 - Working on a Model
- Program Evaluation Tools
 - Alumni Survey
 - Disposition Survey
 - End-of-Program Survey
 - Standard V Survey
- Program Evaluation Tools: Aggregated Data and Uses
 - Sample Support and Intervention Plans for Candidates
 - Use of Disposition Survey Information
 - Mentor Teacher Self-Evaluations
- Recruitment
 - Strategies Table
 - Collaboration with UpWard Bound
 - Grant Letter
 - Scholarships and Financial Aid
 - Students in Service Program
 - Tacoma Cohort
 - Applicants' Survey
 - Information Workshop Schedule
 - WEST B and WEST E Special Vouchers
 - Washington State Mathematics Council
- Reports to Stakeholders
 - PEAB Minutes
 - Director's Self and Program Evaluations, 2008-2011
 - Letter to Director of Admissions
- Title 2 Report linked

Standard V

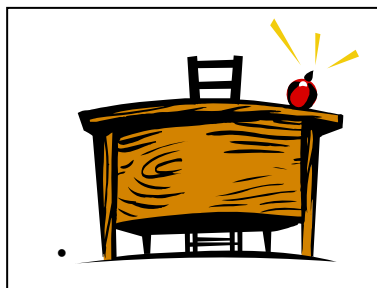
- Alumni Perspectives – videos and surveys

- Annual Data Reports – 2008, 2009, 2010, 2011
- Assessment Instruments
- Assignments/Investigations – Samples
 - Academic Language
 - Content Area Reading/Academic English with Supporting Website (2011 & 2012)
 - Cultural Encapsulation Investigation
 - Elementary Literacy and Academic English with Supporting Website
 - Field Work Analysis and Reflection - Sample
 - Funds of Knowledge
 - Integrated Curriculum Unit Directions
 - Language Development
 - *Positive Impact on Student Learning Project* Directions
 - Teachers as Collaborative Partners
 - Technology Syllabi and Workshops
 - 2010-12 Cohort Investigations
- Candidate Reflections – Samples
 - Advancement to Candidacy Portfolios
 - Disposition Surveys
 - Professional Growth Plans
 - Responses to Funds of Knowledge Readings
- Candidate Self-Assessments – Samples
 - Disposition Survey
 - Technology Survey
 - Standard V Survey
 - End-of-Program Survey
- Candidate Work Samples
 - Advancement to Candidacy Portfolios
 - Differentiated Instruction Unit
 - ELL Units
 - Integrated Curriculum Units
 - *Positive Impact on Student Learning* Projects (description and work samples)
 - Responses to Funds of Knowledge
 - Student Work Samples in *Positive Impact on Student Learning* Projects
 - Technology Units
- Central Data Table (also called Centralized Data Spreadsheet)
- Chart of Faculty Preparation, including Resumes
- Cohort Syllabi and Booklists: 2007-09 Cohort through 2011-13 to date
- Cohort Websites
- Compiled Faculty Equity Pedagogies
- Compiled Faculty Service
- Compiled Faculty Professional Development
- Director's Annual Program and Self-Evaluations – 2008, 2009, 2010, 2011
- Formative and Summative Faculty Feedback on Candidate Work – Samples
 - ELL Units
 - Integrated Curriculum Units
 - Miscue Analysis
 - *Positive Impact on Student Learning* Projects
 - *Positive Impact* Holistic Scores (in Central Data Table)
 - *PPA* Scores (in Central Data Table)
 - Student Teaching Rubric Scores (in Central Data Table)
 - Technology Units

- Program Data
 - Abuse Assessment
 - Mentor Evaluations of Student Teaching: Aggregated
 - Special Education Assessment
 - Standard V Survey: Aggregated Data
 - Summary of Data 2008-2011
- Program Documents
 - MiT Guidebook to Policies, Procedures, and Resources
 - MiT Student Teaching Handbook, Sections 1 & 2
 - Administrator Guidebook to Student Teaching
 - Placement Policy – Diverse Experiences
 - Agreements with Districts
 - PESB MOU
- Provost's Evaluations of Director – 2009, 2010, 2011
- Sample Candidate Evaluations of Faculty
- Sample Colleague Evaluations
- Sample Faculty Self-Assessments and 5-Year Review Portfolios
- Signature Assessment: *Positive Impact on Student Learning Project*
 - Description of Project
 - Rubric
 - Faculty Evaluations of Projects
 - Work Samples – Candidates and Students

APPENDIX B

SAMPLE MIT ALUMNI RECOGNITIONS AND AWARDS



Joanna Barnes, MiT 2010, of Evergreen Elementary in Shelton was named 2011 New Teacher of the Year. Joanna teaches third grade.

Jerry Price, MiT 1995, teaches Social Studies at Yelm High School. He was named the 2011 Secondary Teacher of the Year for Yelm Community Schools. Jerry was selected for going “above and beyond” to contribute toward the mission and vision of the district in serving students.

Armin Antonio, MiT 2002, was named 2011 Teacher of the Year for Baker Middle School in Tacoma, where he teaches science.

Cecily Schmidt, MiT 2004, won the 2011 K-12 Distinguished Educator of the Year from The Evergreen State College. Cecily was nominated by her Dean of Students at Capital High School in Olympia where she teaches Art. This award was established in 2011 to recognize Teacher Education Programs alumni who are doing great things in the schools.

Hilary Davis, MiT 2007, a 5th grade teacher at McLane Elementary in Olympia, was awarded the 2011 “Champion of Differences” award from the Olympia School District. The award is given to an employee who teaches the value of diversity.

Kathy Blue, MiT 2009, of Woodbrook Middle School in the Clover Park School District, took eighty 8th grade students to compete in an annual academic competition as part of the Mathematics, Engineering, and Science Achievement (MESA) Day. Kathy’s students swept the wind turbine competition by winning all three awards for the middle school category and also won awards in Algebra, Pre-Algebra, Sail Cars and Straw Towers. She stated, “These hands-on projects provided the opportunity to recognize the strengths of different types of learners and allowed all students a chance to create something special.”

Rob Cahill, MiT 2008, was named 2011 Teacher of the Year for Lakes Elementary School. Rob also spearheaded a school-wide composting campaign.

Ervanna Little Eagle, MiT 2004, was awarded the 2011 “Indian Educator of the Year” by the Washington State Indian Education Association. Ervanna teaches Language Arts at Tulalip Heritage High School. Mt. Vernon School District commended her work as helping to “bridge academics, culture, and hands on learning... together, these strategies help engage learners as never before.”

Jeremiah Tuckett, MiT 2006, was named 2011 Teacher of the Year at South Sound High School in Lacey, where he teaches science. This is the second year in a row that he has received this award.

Frank Casey, MiT 2006, organized Clover Park High School’s first annual Arts Festival on April 28, 2011. The event was a great success, involving students, teachers, parents, and community members.

Wayne Au, MiT 1996, recently authored and edited a new book through publisher *Rethinking Schools*. The book is titled *Rethinking Multicultural Education*.

Burke Anderson, Teacher Education 1989, was presented “The 2010 Innovator” – Changes Making a Difference Award from the Olympia School District.

Sarah Applegate, MiT 1995, was awarded a Fulbright Distinguished Educator Award to study school libraries and information literacy instruction in Finland in 2011.

Brian Eggleston, MiT 2005, of Washougal High School was named 2010 Teacher of the Year for ESD 112. He teaches Spanish and is the Foreign Language Department Chair.

Amada Lang, MiT 2005, of Horizons Elementary in Lacey was named 2010 Teacher of the Year for her school. In a project covered by *The Olympian*, her art students made self-portraits out of recycled materials.

Sally Jamison, MiT 2007, teaches English at Chinook Middle School in Lacey. She was named 2010 Teacher of the Year for her school, and stated, “I owe much of the congratulations for Teacher of the Year to MiT.”

Isis Albert, MiT 2001, was named Washington State Bilingual Educator of the Year 2010 by the Washington Association of Bilingual Education. She teaches at Evergreen Elementary School in Shelton.

Ashley Rupp, MiT 2000, won the 2010 Dick Williams Award, which recognizes outstanding contributions to multiculturalism and diversity in the North Thurston Public Schools. It is the highest award the district offers for diversity education.

Jeff Reagan, MiT 1999, of Timberline High School in Lacey, and his broadcasting students received an honorable mention for their broadcast news show at the 2010 Washington Journalism Education Association competition.

Julia Anderson, MiT 2007, and her colleague Joel Carlson founded Be Academy, a school in Portland based on the idea that students deserve one-on-one personalized support and instruction.

Emily Coulter, MiT 2007, helped her students’ reading scores improve so significantly in 2009 that the principal sent her to Columbia University for a special summer program to prepare Ms. Coulter for a leadership position in reading in her school.

Todd Sessoms, MiT 2007, was a presenter at the 2009 Northwest Annual Teaching for Social Justice Conference. He was a recipient of a Gilder Lehrman Institute of American History grant in April 2008. He received an all-expenses paid trip to Cambridge University to participate in a Summer Seminar on the African American Civil Rights Movement.

Lauri Boren, MiT 1994, coached three teams of her 5th grade science students from B.F. Day Elementary in Seattle who were selected to participate in the 2008 National Science foundation Sally Ride TOY Challenge. One team won an honorable mention in design; another team won an honorable mention in engineering.

Laura Handy, MiT 2005, was recognized as one of six winners of the 2008 Teachers Who Make a Difference Award, presented by Sylvan Learning Center and King 5 Television. It was also noted that after a year of working with Ms Handy, 76% of a group of students who had not met the WASL reading standard were successful in meeting standard.

Heather McCarthy, MiT 2002, a 5th grade teacher at Tenino Elementary was recognized for her students recently testing at a 7th grade level.