Catalog changes for 2013-2015 from 2012-2014

Cover: years should be 2013-2015, delete at, Tacoma campus

p. 1 table of contents: 2013-2015

2013-2015 Cohort Theme

2013-2015 Faculty

p. 2 in second bullet under How does this happen, “An interdisciplinary team of 40-45

in third bullet “Essential topics are… Delete “multicultural” and insert equity, and after education insert and cultural competence. So the bullet should read: Essential topics ..assessment, equity education and cultural competence, integration…

in seventh bullet delete will

p. 4 2013-2015 Cohort Theme

# ****Teaching and Learning as Social Transformation: Connecting Campus and Classroom****

"Can prospective teachers learn to be both educators and activists, to regard themselves as agents for change, and to regard reform as an integral part of the social, intellectual, ethical and political activity of teaching?” Marilyn Cochran-Smith, a nationally prominent professor of education at Boston University, posed this provocative question over two decades ago. In the MIT 2013-15 program, we take up this challenge as we prepare teachers who recognize teaching as a political activity and knowingly take on the role of activist based on a commitment to eliminate the inequities that exist in classrooms, schools, and the broader community.

If we are to be effective advocates for our students and to empower our students to transform their own lives, we must deepen, and perhaps challenge, our current beliefs about teaching and learning. Each of us has a picture of what it means to be a teacher and a student. We've created those pictures based on our own experiences as learners in and out of public schools. However, what we experienced as students offers at best a starting point from which to develop our philosophy and our practice. As teachers we must develop within ourselves the emotional and intellectual attributes needed to understand, support, and teach our future students, and to meet their diverse needs.

Future teachers can expect to see a more diverse population of students. The Master in Teaching program prepares teachers who can work with and draw on the strengths of students from a wide range of ethnic origins, languages, abilities, and socio-economic backgrounds. Further, these students will live in a society requiring people to engage diverse cultures through effective collaboration and creative problem-solving grounded in integrated technological skills and active use of a wide range of information resources. If public schools are to effectively prepare students for public life, teacher preparation rooted in social justice demands that we develop critical, reflective educators who not only care deeply about issues of race, class, poverty, and justice but are prepared to act on these issues, including responding to externally mandated initiatives in ways that support student achievement.

Experiences in classrooms serve as vital part of the MiT program. Collective and independent field experiences in urban, rural, and suburban communities enable teacher candidates to mediate their understanding of theoretical ideas and concepts presented in program coursework. Likewise, our academic investigations inform teacher candidates’ experiences in the field. These two sites for learning are bridged through meaningful activities that require teacher candidates to integrate what they learn across classrooms and coursework. The MiT program supports teacher candidates in this work by drawing on the vast range of knowledge and experiences our mentor teachers and MiT faculty bring to teaching and learning. Theory and practice are meaningfully connected and integrated across the two-year program.

Among the questions that will engage our study and practice are:

* What effective teaching practices encourage students' curiosity and lead them to shape their own questions and pursue their own answers using critical and reflective thinking? How does teachers’ knowledge of learning theory, research-based pedagogy and neurobiology contribute to children's and adolescents' learning and development?
* How are questions of democracy, equity and excellence related to success or failure in our public schools and civic engagement in a democratic society? How are the more traditional literacies of reading, writing, and quantitative reasoning related to personal, economic, and political oppression and power?
* How can teachers respond to and work with family and cultural belief systems that shape children's lives? How can teachers draw on community resources to connect content knowledge to students lived experiences?

Schools have always been both mirrors and molds of society (Hargreaves, 1997). We invite people into this program who are eager to accept the challenge of discovering what it means to be a critically reflective practitioner. We want prospective teachers who are willing to challenge and transform the existing structures of schooling in order to create learning environments based on the needs of all students. Therefore, we seek candidates with strong reasoning skills as evidenced by critical reading and integrative writing, and with passionate interests in a variety of areas. Successful candidates firmly believe that all children can learn, actively seek out and are open to critical, constructive feedback; have a genuine interest in their own intellectual, political, and emotional growth; and are invested in serving the communities where they will teach.

–Delete box with program location and schedule.

p. 5 2013-2015 Cohort Faculty

Sunshine Campbell and Lester Krupp– see separate attachments

Last line change to read: Sunshine and Lester will be joined by a science teacher educator.

Change tag on bottom to read 2013-2015 faculty

p. 6 second sentence strike students and replace with teacher candidates

in second paragraph, strike student and replace with teacher candidate

in sixth bullet, delete “the state of Washington Evidence Based Pedagogy Assessment of Teacher Candidates” and replace with “passing the Washington Teacher Performance Assessment (TPA)

insert after and meeting the standard on. Delete “demonstrate a positive impact on K-12 student learning “ and insert support K-12 students in articulating learning targets and their progress toward meeting them. So the bullet should read: adequate pedagogical skills as determined by passing the Washington Teacher Performance Assessment (TPA) and meeting the standard on the MiT Student Teaching Rubric, including the ability to support K-12 students in articulating learning targets and their progress toward meeting them.

At end of first paragraph under Program Outcomes, insert Candidates must also pass the TPA to be recommended for certification.

In first sentence of paragraph two under Program Outcomes, strike students and replace with teacher candidates

In bullet two revise to read: reflect on one’s cultural encapsulation to improve student learning.

Replace bullet three with: implement multicultural, pluralistic and equity pedagogies for all students.

In bullet five after sustainability strike and, insert comma, and after the arts insert and academic language

Delete current bullets seven and eight

Insert new bullet seven: use student performance data to inform instructional decisions

p. 7 under Loren sentence 6: I graduated from St. Martin’s University…for more than strike 15 and insert 16 years. StrikeNine and insert Ten of those …

under Maggie first sentence: I’ve worked ..for more than strike 29 and insert 30 years…

p.8 under sixth bullet revise to read: Washington Essential Academic Learning Requirements, Grade Level Expectations, Performance Expectations and Common Core State Standards.

Under eighth bullet revise wording to read: Integrating Students with Special Needs into the Regular Classroom

p. 9 under YEAR ONE:

delete paragraph one and replace with: In year one 2013-2014, candidates will meet approximately three days a week on the Olympia campus during the regular academic year and spend one day a week or two half days a week observing and participating in practicums in K-12 schools.

in paragraph two under Year Two, delete “a” after providing, delete “exposure” and replace with experiences for; in last sentence change to read: One placement is in a setting different from the candidate’s own background.

In paragraphs two and three replace student with candidate

In chart on year 2 Fall, delete bullet on Positive Impact and replace with WA Teacher Performance Assessment

In chart on year 2 Spring after WA Teacher Performance Assessment add if needed

p. 10 Under endorsements list:

Add subscript 1 behind Reading. Add subscript 2 behind English Language Arts, Middle Level Humanities, Middle Level Science and Social Studies. Delete second Social Studies listing.

Add at end of last paragraph: Given employment trends, candidates are strongly urged to enter the program with two endorsements.

p. 11 under second to last paragraph: Providing a financial statement… of at least delete $33,642 and insert $34089 …

p. 12

Under WEST-B, sentence two, insert after “is” a paper based test; and change from given seven times annually to six times annually.

Under WEST-E, insert after sentence three: Most are paper based tests given six times a year. Delete sentence four.

Unbold the beginning of the fifth paragraph and delete Beginning November 2011.

Insert after Washington locations include “Lacey”. Change 221 to 225. Delete After September 19, 2011. Add: One must wait 45 days after taking a computer based test to retake the same test.

In paragraph six, change November 2011 to December 2012.

In paragraph seven, add after testing period for paper tests. Delete just and add any or all of .

Add sentence: The length of computer based tests varies by test, each elementary education subtest if 75 minutes, the ELA and SS tests are 150 minutes, and the Mathematics test is 240 minutes.

Under Out of State Applicants

Paragraph one: add after CBEST or the Oregon State Essential Academic Skills Test.

paragraph two: Delete April and replace with February. Change 221 to 225. Delete beginning November 2011. Replace April with March.

In green header box on WEST-E: for FALL 2013

p. 13 under When To Apply: Change January 31 to January 18. Change April 30 to April 3.

Under Applications Available, 1. Download a pdf… add or check for link to on-line application which may be available by fall 2012.

under Application materials, fifth bullet: Applications completed by January 31, change to January 18, 2013, will …not completed by the changeApril 30, 2012 to April 3, 2013.

Sixth bullet, change students to teacher candidates and add at end of sentence and to benefit from financial aid opportunities.

p. 14 Application checklist:

On eighth bullet under Recommendations:

Under A a letter from a teacher or other educator who– Delete is aware of and insert has observed

Under last bullet Essay:

Bold critical anaylsis

Application form page 1: change January 31 to January 18. Change January 31 to January 18. Change April 30 to April 3.

Application form page 4: change at bottom rev date to 7/11

p. 19 paragraph 10

<http://program.pesb.wa.gov/new-program/endorsement/list> is changed to <http://program.pesb.wa.gov/add-new/endorsement/list>

Under expected endorsement coursework: <http://program.pesb.wa.gov/new-program/endorsement/list> is changed to <http://program.pesb.wa.gov/add-new/endorsement/list>

p. 20: under middle level math add after geometry to include tranformational geometry

p. 21 under Mathematics, Geometry change phrase in parentheses to read (including Euclidean, non-Euclidean and transformational)

p. 22

Under Bilingual Education section replace with:

Minimum expectations for this endorsement are 24 credits from a specific courses that cover the Bilingual endorsement competencies found at <http://program.pesb.wa.gov/add-new/endorsement/list/bilingual>. These course are not currently available at Evergreen, please review coursework taken at other institutions with certification Maggie Foran at [foranm@evergreen.edu](mailto:foranm@evergreen.edu). For MiT admissions purposes, another endorsement is required, preferably from a content area such as elementary education, science, math or social studies.

* Foundations of Bilingual/English Language Teaching: history of bilingual and second language education in the United States, issues of cultural and linguistic diversity including impacts of family and community, and central issues in language acquisition research.
* Language Acquisition and Literacy Development: study of language as a system with an emphasis on linguistic, literacy, and content-area instructional strategies for bilingual and English language learners.  Knowledge of basic interpersonal skills (BICS) and cognitive language proficiency, incorporating the domains of listening, speaking, reading, and writing in English and second language of instruction.
* Assessment and Content Area Instructional Strategies for English and Second Language of Instruction I and II
* Bilingual teaching methods that support learning in the second language of instruction
* In addition to passing the WEST-E for bilingual education, applicants must verify second language proficiency by passing ACTFL’s oral proficiency interview (OPI or OPIc) and the written proficiency test (WPT) at advanced mid level. See: www.langaugetesting.com

Under English Language Learners section replace with:

* Minimum expectations for this endorsement are 20 credits from a specific courses that cover the ELL endorsement competencies found at <http://program.pesb.wa.gov/add-new/endorsement/list/bilingual>. These course are not currently available at Evergreen, please review coursework taken at other institutions with certification Maggie Foran at [foranm@evergreen.edu](mailto:foranm@evergreen.edu). For MiT admissions purposes, another endorsement is required, preferably from a content area such as elementary education, science, math or social studies.
* Foundations of English Language Teaching: history of second language education in the United States, issues of cultural and linguistic diversity including impacts of family and community, and central issues in language acquisition research.
* Language Acquisition and Literacy Development: study of language as a system with an emphasis on linguistic, literacy, and content-area instructional strategies for bilingual and English language learners.  Knowledge of basic interpersonal skills (BICS) and cognitive language proficiency, incorporating the domains of listening, speaking, reading, and writing in English and second language of instruction.
* Assessment and Content Area Instructional Strategies for English Instruction I and II

p. 23 under Special Education replace with:

* 4 credits Introduction to Special Education and Special Education Law – may be offered summer 2013 at Evergreen)
* 6 credits Assessment of Special Needs and Development of IEPs (may be offered fall 2013 at Evergreen, includes practicum)
* 2 credits Collaboration and Conflict Resolution (may be offered fall 2013 at Evergreen)
* 8 credits Curriculum and Instruction I and IEPS: Literacy, math, RTI and Differentiation – (may be offered winter 2014 at Evergreen, includes practicum)
* 3 credits Curriculum and Instruction II: Adaptation and Assistive Technologies in the Classroom – (may be offered spring 2014 at Evergreen, includes practicum)
* 5 credits Behavior and Classroom Management – (may be offered spring 2014 at Evergreen, includes practicum)
* 6 credits Professional Seminar in Special Education – (may be offered summer 2014 at Evergreen, includes special education research, best practices, early childhood SPED trends and curriculum, transition planning, ethical practice and further resources for professional development)

The special education endorsement requires completing Evergreen’s sequence of endorsement courses outlined above (tentatively scheduled summer 2013-summer 2014) or similar courses that cover the state’s endorsement competencies for special education to include history of special education, characteristics of students with special needs, special education law, assessment of special needs and development of IEPs, planning and managing the teaching environment and student behavior, collaboration and conflict resolution, curriculum planning, instruction and adaptation including literacy, math, RTI and differentiation, use of adaptive and assistive technologies in the classroom and professional issues and best practices. To review if courses taken elsewhere apply, please contact the MiT certification officer Maggie Foran at foranm@evergreen.edu

For MiT admissions purposes, another endorsement is required, preferably from a content area such as elementary education, science, math or social studies.

p. 25

Delete the bottom half of the page Who are the Teachers in Your Neighborhood?

Excerpts to choose from:

Tim Holman, MiT 1999, won the 2012 K-12 Distinguished High School

Educator of the Year from The Evergreen State College. Tim’s nomination

was based on his outstanding work with students and his dedication to

bringing community members and important political figures into direct

conversation with his students. Tim teaches at DuPont Manual High School

in Louisville, KY.

Kate (Trafton) Hudson, MiT 2003, won the 2012 K-12 Distinguished Middle

School Educator of the Year from The Evergreen State College. Kate is

committed to helping others succeed and reaches out to new teachers. Her principal stated, “I cannot

overemphasize Kate’s positive impact on the sixth graders in our building, her colleagues in the building,

and the 5th grade math teachers in the district. She is a game changer and extremely valuable to the

Olympia School District.” She teaches 6th grade Math and Science at Marshall Middle School in Olympia.

Janet O’Halloran, MiT 1998, won the 2012 K-12 Distinguished Elementary Educator of the Year from The

Evergreen State College. Janet is completing her 14th year as an elementary teacher in the Olympia

School District, currently working with 3rd graders at McKenny Elementary. Her principal stated, “What

makes Ms. O’Halloran stand out in our field is her extraordinary skill and commitment with students, at the

school level, as a District leader and in the larger political efforts of public education. On this respect, she

represents the core values inherent to our profession and more specifically to The Evergreen State

College’s philosophy of understanding the social relevance and responsibility of our work.”

Amada Lang, MiT 2005, was awarded Washington State’s Elementary Art Educator of the Year, 2012 by

the Washington Art Education Association. Amada teaches art at Horizons Elementary in the North

Thurston School District. She stated that her favorite part of teaching art is seeing her students’

amazement at their own ability and creativity.

Tamar Krames, MiT 2006, was named Educator of the Month for April 2012 by the Lakewood Rotary.

Tamar teaches English Language Learners at Clover Park High School. Her principal stated, “Tamar

exhibits a personable affinity with parents, staff and students. She represents herself as a strong role

model for young women and men – many of whom do not have support at home, especially those who are

struggling to learn a new language, a different culture, and rigorous expectations to graduate.”

Annie Soles, MiT 1993, was named “Teacher of the Year 2012” for Nisqually Middle School in the North

Thurston School District. This award is presented by the North Thurston Education Association and North

Thurston Public Schools. “ I love my job and am passionate about sharing my interests in biology and

instilling a desire to learn more about our natural world,” Soles writes. “I have enjoyed exploring with my

students the wonders of nature and challenges that we face in regard to our environment’s health.”

Sarah Applegate, MiT 1992, was recognized at the 40th Anniversary of The Evergreen State College by

the Recreation and Athletics Hall of Fame. Applegate was the first All-American in Evergreen’s history;

she swam with the Geoducks while earning both her undergraduate and graduate degrees. She is

currently the librarian at River Ridge High School in Lacey.

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 recently 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, recently brought

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 Jeremiah has received this award.

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.

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.

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-Nimick, 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.

p. 26

Quarterly cost of attendance:

Change

2011-12 to 2012-2013

Tuition Resident to 2643.00

Tuition Non-resident to 6686.00

Health Services Fee to 70.00

Delete Washington PIRG

Under One Time Fees

Change Washington State Patrol … to 68.50

Add under Placement file fee TPA approximately 300.00

Financial Aid Application Procedures

1. Change date from March 1, 2012 to March 1, 2013

Under Award categories

1 Federal Direct Loans delete subsidized and/or

p. 27

Master in Teaching Financial Assistance:

Opportunities for scholarship…Assistance Awards change to 2013-2014 packet…For priority …by change to April 3, 2013.

Scholarships/Fellowships

The Evergreen State College Foundation Graduate Awards

Change MiT students to MiT candidates

The Evergreen State College alumni Association

Change MiT student to MiT candidate

Change students to candidates

Margaret Cargill

Change MiT students to MiT candidates

Work-study

Change MiT students to MiT candidates

p. 28

Admissions Appeals Process

Change Students to Applicants

Leave of Absence

Change student to teacher candidate

Change students to teacher candidates

Legal Qualifications

Change students to candidates

Change student’s to teacher candidate’s

p. 29

Bottom paragraph changes:

Admissions and endorsement..between now and June 2015. Every effort… for the 2013-2014 academic

Back cover: redo