Title II
Higher Education Act

SUBMIT REPORTS

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The Evergreen State College

Traditional Program

2011-12

Print Report Card

Institution Information

Name of Institution: The Evergreen State College

Institution/Program Type: Traditional

Academic Year: 2011-12

State: Washington

Address: 2700 Evergreen Parkway NW

Olympia, WA, 98505

Contact Name: Dr. Sherry Walton

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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant

awarded by the U.S. Department of Education?
(**http://www2.ed.gov/about/offices/list/oii/tqp/index.html**)

No

If yes, provide the following:

    Award year:

    Grantee name:

    Project name:

    Grant number:

    List partner districts/LEAs:

    List other partners:

    Project Type:

Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at http://www2.ed.gov/about/offices/list/oii/tqp/index.html.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Master in Teaching	No
Total number of teacher preparation programs: 1	

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:

Postgraduate   May be admitted during senior year but may not start program until BA/BS received

Does your initial teacher certification program conditionally admit students?

Yes

Provide a link to your website where additional information about admissions requirements can be found:

www.evergreen.edu/mit

Please provide any additional about or exceptions to the admissions information provided above:

Fingerprints and background check not required for admission, but students cannot start the program until these conditions are satisfied.

Professional education coursework done within the program, not prior to program start.

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

Element	Required for Entry	Required for Exit
Transcript		
Fingerprint check		
Background check		
Minimum number of courses/credits/semester hours completed		
Minimum GPA		
Minimum GPA in content area coursework		

Minimum GPA in professional education coursework		
Minimum ACT score		
Minimum SAT score		
Minimum basic skills test score		
Subject area/academic content test or other subject matter verification		
Recommendation(s)		
Essay or personal statement		
Interview		
Other		

What is the minimum GPA required for admission into the program?

What was the median GPA of individuals accepted into the program in academic year 2011-12

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2011-12

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the postgraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	Yes	No

Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	No
Minimum GPA in content area coursework	Yes	No
Minimum GPA in professional education coursework	No	No
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	No	No
Other additional essays to assess critical thinking and prior experience with diverse populations	Yes	No

What is the minimum GPA required for admission into the program?

3

What was the median GPA of individuals accepted into the program in academic year 2011-12

3.46

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2011-12

6

Section I.c Program Enrollment

Provide the number of students in the teacher preparation program in the following

categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

Total number of students enrolled in 2011-12:	45
Unduplicated number of males enrolled in 2011-12:	15
Unduplicated number of females enrolled in 2011-12:	30

2011-12	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	5
Race	
American Indian or Alaska Native:	0
Asian:	2
Black or African American:	0
Native Hawaiian or Other Pacific Islander:	0
White:	32
Two or more races:	3

Section I.d Supervised Experience

Provide the following information about supervised clinical experience in 2011-12.

Average number of clock hours of supervised clinical experience required prior to student teaching	225
Average number of clock hours required for student teaching	750
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic	6

year	
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	80
Number of students in supervised clinical experience during this academic year	78

Please provide any additional information about or descriptions of the supervised clinical experiences:

Please note the discrepancy between last year's numbers and the increase in this year's numbers reflects the directions to include mentor teachers as field supervisors. In the first quarter of the program, all candidates, regardless of endorsement and grade level, are required to participate in structured, reflective classroom observations in an urban high school, rural middle school, and suburban elementary school. Candidates observe and respond to a series of structured questions about the school's culture, teachers' approaches to teaching, and community funds of knowledge. Faculty use these responses to guide on-campus seminars. In the second and third quarters of the first year, candidates are assigned to a classroom teacher in their subject area to: learn teacher roles; become familiar with the specialists in the school; act as an aide to the teacher by working with individuals and small groups as appropriate; try out, when possible, assessments and lessons modeled in on-campus pedagogy workshops; teach and receive feedback about a series of lessons based on curriculum design principles, learning theories, and instructional principles; begin to collect data about positive impact on student learning.

In the second year of the program, candidates are engaged in a full-time student teaching internship for two quarters. Typically, each candidate teaches one quarter in an urban setting and one quarter in a rural or suburban school. The candidates teach in each of their endorsement areas and at two grade levels. Student teaching may occur within a traditional framework or using a co-teaching model. The experience is supervised by a college faculty and public school mentor teacher. Assessment of the candidate's abilities occurs through the use of an extensive rubric,a positive impact on student learning project, and consultation among the mentor, college faculty, and teacher candidate.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2011-12. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were

prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	3
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	18
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	21
Teacher Education - Multiple Levels	11
Teacher Education - Agriculture	
Teacher Education - Art	4
Teacher Education - Business	
Teacher Education - English/Language Arts	12
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	3
Teacher Education - Social Science	
Teacher Education - Social Studies	4
Teacher Education - Technical Education	

Teacher Education - Computer Science	
Teacher Education - Biology	2
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	4
Teacher Education - French	
Teacher Education - German	
Teacher Education- History	1
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	1
Teacher Education - English as a Second Language	1
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify: Middle Level Humanities, Math, and Science	8

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2011-12. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	

Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	

Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	25
Psychology	1
Social Sciences	
Anthropology	1
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	3
History	1
Foreign Languages	

Family and Consumer Sciences/Human Sciences	
English Language/Literature	3
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	1
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify: Interdisciplinary Sciences, Environmental Policy, Theater History	4

Section I.f Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years:

2011-12: 40

2010-11: 36

2009-10: 29

Section II. Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205(a)(1)(A)(ii), §206(a)](#))

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in mathematics in 2011-12?

Yes

How many prospective teachers did your program plan to add in mathematics in 2011-12?

23

Did your program meet the goal for prospective teachers set in mathematics in 2011-12?

No

Description of strategies used to achieve goal, if applicable:

Based on the interdisciplinary organization of our college, the math and science goals were combined. We are a TEACH grant receiving institution and provided that information on our website, at information sessions, and via phone calls. We conducted information presentations in undergraduate level math programs to interest students in considering a career in math education.

Our Master in Education Program which was focused on preparing current teachers to add math endorsements has been suspended due to reduced interest in enrollment and reduced state funding for the program and for scholarships.

Description of steps to improve performance in meeting goal or lessons learned in meeting

goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Budget and program cut-backs may have affected ability to meet goal.

Academic year 2012-13

Is your program preparing teachers in mathematics in 2012-13?

Yes

How many prospective teachers did your program plan to add in mathematics in 2012-13?

5

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in mathematics in 2013-14?

Yes

How many prospective teachers does your program plan to add in mathematics in 2013-14?

5

Provide any additional comments, exceptions and explanations below:

Section II. Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205(a)(1)(A)(ii), §206(a)](#))

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in science in 2011-12?

Yes

How many prospective teachers did your program plan to add in science in 2011-12?

23

Did your program meet the goal for prospective teachers set in science in 2011-12?

No

Description of strategies used to achieve goal, if applicable:

Based on the interdisciplinary organization of our college, the math and science goals were combined. We are a TEACH grant receiving institution and provided that information on our website, at information sessions, and via phone calls. We conducted information presentations in undergraduate level math programs to interest students in considering a career in math education.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in science in 2012-13?

Yes

How many prospective teachers did your program plan to add in science in 2012-13?

4

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in science in 2013-14?

Yes

How many prospective teachers does your program plan to add in science in 2013-14?

4

Provide any additional comments, exceptions and explanations below:

Section II. Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in special education in 2011-12?

Yes

How many prospective teachers did your program plan to add in special education in 2011-12?

4

Did your program meet the goal for prospective teachers set in special education in 2011-12?

No

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting

goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in special education in 2012-13?

Yes

How many prospective teachers did your program plan to add in special education in 2012-13?

4

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in special education in 2013-14?

No

How many prospective teachers does your program plan to add in special education in 2013-14?

Provide any additional comments, exceptions and explanations below:

Sequence of special education endorsement courses suspended due to budget cuts at college.

Section II. Annual Goals - LEP

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in instruction of limited English proficient students in 2011-12?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2011-12?

0

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2011-12?

Yes

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in instruction of limited English proficient students in 2012-13?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?

0

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in instruction of limited English proficient students in 2013-14?

No

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2013-14?

Provide any additional comments, exceptions and explanations below:

Sequence of course for English language learners endorsement was suspended by the college due to budget cuts.

Section II. Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.
Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.
Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.
Yes

Prospective general education teachers are prepared to provide instruction to students with disabilities.
Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.
Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

As stated in the MIT Student Handbook, "the MIT program is centered on the exploration of how public education might meet the needs of the diverse groups of people who live in this democracy. The program examines what it means to base

teacher education and public education on a multicultural, democratic, developmental perspective and how performance-based assessment can promote these values." To those ends, the program seeks to ensure experiences with, and information about, diverse populations, including students with disabilities, students with limited English proficiency, students from low income families, and students who live in urban and rural areas, through:

1. Seeking candidates from diverse socioeconomic and ethnic backgrounds.

2. Requiring that candidates have experiences in public schools and, as much as possible, with diverse populations as conditions for admission to the program.

3. Placing all candidates for three-week practica in a rural, urban, and suburban school. These practica are shaped through the use of guided journals that direct candidates' attention and analyses to school cultures and communities and the impact and implications of diversity on students' school experiences.

4. Placing each candidate in an urban setting (usually in Tacoma or Clover Park) for one of her/his two student teaching placements and in a setting diverse from the candidate's background in one of the student teaching placements.

5. Seeking candidates for faculty positions who represent diverse populations.

6. Encouraging candidates' explorations of their own cultural filters and biases, and the implications of those biases for children and adolescents, through text-based seminars and recursive written explorations.

7. Engaging candidates in community-based, funds of knowledge projects to increase understanding of

the assets that families and communities have to offer public schools.

8. Engaging candidates in campus-based workshops that explore appropriate pedagogies for a wide range of students.

9. Requiring that each candidate complete an extensive data-based teaching and assessment project in each of two quarters of student teaching. These projects provide evidence that our teacher candidates can gather, assess, and make use of student voice and data to have a positive impact on student learning.

10. Collaborating with local superintendents, principals, mentor teachers, and members of our Professional Educator Advisory Board to determine district and student needs as they relate to our program offerings.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
133 -ART: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	2			
50 -BILINGUAL EDUCATION Evaluation Systems group of Pearson All program completers, 2010-11	1			
22 -BIOLOGY Evaluation Systems group of Pearson Other enrolled students	2			
22 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2011-12	2			
22 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2010-11	1			

235 -BIOLOGY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1			
23 -CHEMISTRY Evaluation Systems group of Pearson Other enrolled students	1			
23 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2011-12	1			
31 -DANCE Evaluation Systems group of Pearson All program completers, 2011-12	1			
31 -DANCE Evaluation Systems group of Pearson All program completers, 2010-11	1			
24 -EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2011-12	1			
24 -EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2010-11	1			
571 -EARTH AND SPACE SCIENCES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1			
353 -EDUC OF EXCEPTIONAL CHILD: CORE CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1			
5 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	17	267	17	100
5 -ELEMENTARY EDUCATION SUBTEST 1	18	258.61	18	100

Evaluation Systems group of Pearson All program completers, 2011-12				
5 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2010-11	9			
6 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	17	265.76	17	100
6 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	18	264.39	18	100
6 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2010-11	9			
14 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	14	181.5	14	100
20 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	9			
20 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2011-12	10	273	10	100
20 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2010-11	11	269	11	100
51 -ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson Other enrolled students	1			
51 -ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson All program completers, 2011-12	1			

51 -ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson All program completers, 2010-11	3			
41 -ENGLISH LANGUAGE/LIT/COMP: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	2			
41 -ENGLISH LANGUAGE/LIT/COMP: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	4			
360 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2009-10	1			
173 -FRENCH: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1			
435 -GENERAL SCIENCE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1			
181 -GERMAN: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1			
181 -GERMAN: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1			
27 -HISTORY Evaluation Systems group of Pearson All program completers, 2011-12	1			
27 -HISTORY Evaluation Systems group of Pearson All program completers, 2010-11	3			
26 -MATHEMATICS	3			

Evaluation Systems group of Pearson Other enrolled students				
61 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	2			
10 -MIDDLE LEVEL HUMANITIES SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	4			
10 -MIDDLE LEVEL HUMANITIES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	8			
10 -MIDDLE LEVEL HUMANITIES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2010-11	6			
11 -MIDDLE LEVEL HUMANITIES SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	4			
11 -MIDDLE LEVEL HUMANITIES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	9			
11 -MIDDLE LEVEL HUMANITIES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2010-11	6			
12 -MIDDLE LEVEL MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	4			
12 -MIDDLE LEVEL MATHEMATICS Evaluation Systems group of Pearson All program completers, 2011-12	1			
12 -MIDDLE LEVEL MATHEMATICS Evaluation Systems group of Pearson All program completers, 2010-11	3			

12 -MIDDLE LEVEL MATHEMATICS Evaluation Systems group of Pearson All program completers, 2009-10	1			
13 -MIDDLE LEVEL SCIENCE Evaluation Systems group of Pearson Other enrolled students	2			
13 -MIDDLE LEVEL SCIENCE Evaluation Systems group of Pearson All program completers, 2011-12	1			
13 -MIDDLE LEVEL SCIENCE Evaluation Systems group of Pearson All program completers, 2010-11	2			
49 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2009-10	1			
69 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	7			
439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2009-10	3			
89 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2009-10	1			
25 -PHYSICS Evaluation Systems group of Pearson Other enrolled students	1			
730 -PRE-PROFESSIONAL SKILLS TEST: MATHEMATICS Educational Testing Service (ETS) Other enrolled students	1			
730 -PRE-PROFESSIONAL SKILLS TEST: MATHEMATICS	1			

Educational Testing Service (ETS) All program completers, 2010-11				
730 -PRE-PROFESSIONAL SKILLS TEST: MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	2			
710 -PRE-PROFESSIONAL SKILLS TEST: READING Educational Testing Service (ETS) Other enrolled students	1			
710 -PRE-PROFESSIONAL SKILLS TEST: READING Educational Testing Service (ETS) All program completers, 2010-11	1			
710 -PRE-PROFESSIONAL SKILLS TEST: READING Educational Testing Service (ETS) All program completers, 2009-10	2			
720 -PRE-PROFESSIONAL SKILLS TEST: WRITING Educational Testing Service (ETS) Other enrolled students	1			
720 -PRE-PROFESSIONAL SKILLS TEST: WRITING Educational Testing Service (ETS) All program completers, 2010-11	1			
720 -PRE-PROFESSIONAL SKILLS TEST: WRITING Educational Testing Service (ETS) All program completers, 2009-10	2			
30 -READING Evaluation Systems group of Pearson Other enrolled students	2			
30 -READING Evaluation Systems group of Pearson All program completers, 2010-11	2			
21 -SCIENCE Evaluation Systems group of Pearson Other enrolled students	3			

21 -SCIENCE Evaluation Systems group of Pearson All program completers, 2011-12	4			
21 -SCIENCE Evaluation Systems group of Pearson All program completers, 2010-11	1			
28 -SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	4			
28 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2011-12	3			
28 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2010-11	5			
191 -SPANISH: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	2			
70 -SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
70 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2011-12	3			
640 -THEATRE Educational Testing Service (ETS) All program completers, 2010-11	1			
640 -THEATRE Educational Testing Service (ETS) All program completers, 2009-10	2			
32 -THEATRE ARTS	2			

Evaluation Systems group of Pearson Other enrolled students				
32 -THEATRE ARTS Evaluation Systems group of Pearson All program completers, 2011-12	4			
32 -THEATRE ARTS Evaluation Systems group of Pearson All program completers, 2010-11	1			
33 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2011-12	4			
33 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2010-11	3			

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
Other enrolled students	80	80	100
All program completers, 2011-12	90	90	100
All program completers, 2010-11	78	78	100
All program completers, 2009-10	49	49	100

Section IV. Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?
Yes

If yes, please specify the organization(s) that approved or accredited your program:
State

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?
No

Section V. Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

- **integrate technology effectively into curricula and instruction**
  Yes

- **use technology effectively to collect data to improve teaching and learning**
  Yes

- **use technology effectively to manage data to improve teaching and learning**
  Yes

- **use technology effectively to analyze data to improve teaching and learning**
  Yes

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Each cohort begins with an assessment of candidates' knowledge and experiences with computer and web-based technologies. Based on this preassessment, workshops are developed to improve candidates' word-processing skills and to expand their abilities to use web-based discussion boards and research

resources; develop PowerPoint presentations and Prezicasts; create web pages; teach their prospective students how to locate and analyze the appropriateness of various web sources; locate and assess on-line teaching resources; and use technologies such as SmartBoards, graphing calculators, etc. In addition, candidates often use Excel to analyze and display data gathered about students during the two student teaching placements and reflect on that data during campus workshops. All of these types of workshop experiences involve a mix of direct instruction, inquiry, project-based assignments, and interviews with practicing teachers. Universal Design is explored through learning about, and using principles of, differentiated instruction through creating and trying out lessons with public school students.

Section VI. Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**
  Yes

- **participate as a member of individualized education program teams**
  Yes

- **teach students who are limited English proficient effectively**
  Yes

Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the _Individuals with Disabilities Education Act_, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

All candidates participate in faculty-led workshops that help them understand the history of special education and special education legislation in this country including Section 504 of the Rehabilitation Act, PL 94-142, and the most recent renditions of IDEIA. In addition, candidates learn the definitions of the major disabilities found in general education classrooms, the characteristics and signals of those

disabilities, and strategies classroom teachers can implement to support the learning of students with those disabilities. As part of this work, teacher candidates learn about their roles and responsibilities re referring students for assessment for service under either Sec. 540 or IDEIA, participation in IEP meetings, responsibilities for enacting IEPs, roles in implementing RTI, and roles in collaborating with other school personnel to serve students. Candidates explore how to integrate effective instruction for students with disabilities through the use of differentiated instruction that meets the needs of particular types of disabilities.

Learning to work effectively with students who have limited English proficiency occurs through faculty-directed workshops that explore first and second language acquisition and effective methods for supporting student success in literacy development and content knowledge development. Part of this work occurs specifically in elementary and secondary reading and language arts methods classes; part in classes directed at content area reading; and part in whole group activities that explore effective programs.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**

  No

- **participate as a member of individualized education program teams**

  No

- **teach students who are limited English proficient effectively**

  No

Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

This work occurs prior to entry into the certification program. Candidates must take and pass the state-required endorsement test in Special Education before program entry and must successfully complete a student teaching in special education for exit.

Section VII. Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

What follows in this text box is 1) a description of our program within the mission of the Evergreen State College, and, 2) an outline of the major assessments we use to evaluate our candidates and our program. The Evergreen State College is a public, liberal arts college serving Washington State. The college was chartered by the state of Washington in 1967 for the purpose of offering an alternative to "traditional education." "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). The college serves the needs of a diverse range of students including recently graduated high school students, transfer students, working adults, and students from groups that historically have not attended college. In addition to preparing students within their academic fields, Evergreen provides graduates with the fundamental skills to communicate effectively, to solve problems, and to work collaboratively across differences and independently in addressing real issues and problems. The Master in Teaching Program (MiT) is one of three graduate programs at the Evergreen State College. The essential mission of the MiT program is to prepare teacher candidates to become knowledgeable, self-reflective teachers who can provide leadership in developing positive environments and enacting learning experiences that support ALL children/youth, have a positive impact on student learning, enact democratic principles, and embody anti-bias principles and values. As stated in the last Title II report, "Evergreen's Master in Teaching program mirrors the original alternative nature of the college with its cross-curricular, interdisciplinary programs, the absence of separate academic departments, and an emphasis on primary source materials, interactive student-teacher dialogue, professional-level writing skills, and narrative evaluations in place of letter grades. The Master in Teaching program, which graduated its first students in 1992, meets all of the State of Washington Administrative Code standards for program quality and beginning teacher competence. Graduates of the Master in Teaching program receive the Master in Teaching degree and are recommended by the college to the state of Washington for Residency Teacher Certification. Community-building, seminars, collaborative learning, group problem-solving, extensive field experiences and critical and reflective thinking are not just ideas that MiT students read about and are then directed to use when they teach. Rather, these are the processes used daily in the program to help graduate students learn to become skilled, competent

professionals who can assume leadership roles in curriculum development, child advocacy, assessment, and anti-bias work. As stated in the MIT Student Handbook, the MIT program is centered on the exploration of how public education might meet the needs of the diverse groups of people who live in this democracy. The program examines what it means to base teacher education and public education on a multicultural, democratic, developmental perspective and how evidence-based assessment can promote these values. Using an interdisciplinary approach, the following three major themes inform both the content and associated processes of the program throughout the MIT curriculum. - Social Justice and Multicultural Theory and Practice We construct curriculum based on Evergreen's strong commitment to diversity because we believe that both teaching and learning must draw from many perspectives and include a multiplicity of ideas. Rather than erasing or marginalizing differences, we examine and consciously act on differences such as ethnicity, race, class, gender, culture, religion, language, ability, and sexual identities. We expose Master in Teaching candidates to the consequences of their multicultural encapsulation to assist them in developing critical consciousness. Future teachers must provide K-12 students with culturally responsive, equitable learning experiences, and opportunities to develop critical consciousness. - Democracy and Schooling We believe democracy is a multi-dimensional concept. We guide teacher candidates toward professional action and reflection on the implications of the teacher's role in enacting a) democratic classroom learning environments that are learner-centered and collaborative and that empower student voices; and b)democratic, school-based decision-making that is inclusive of parents, community members, school personnel and students. We analyze schooling in relationship to the structures of power and privilege and what it means to work and learn in a democracy operating within a state-supported, advanced capitalist economy. We help candidates to understand the evolution of our current democracy and to critique practices that exclude particular groups from equitable participation in society. - Developmentally and Socio-culturally Appropriate Teaching and Learning We know that no single instructional model or limited set of teaching methods fully responds to the complex, culturally situated, cognitive processes associated with learning. Student competence is located in cultural practices. Our curriculum reflects the varied cultural, social, emotional, physiological and cognitive growth processes that shape how children and youth receive, construct, interpret and act on their experiences. We believe instruction must be built on assessing students' prior knowledge and interests and their communities' funds of knowledge. From this foundation, teachers need to develop culturally relevant, interdisciplinary, developmentally appropriate curriculum that invites active engagement and expands learner interests. The Master in Teaching Program at The Evergreen State College utilizes multiple assessments to ensure that qualified applicants enter the program, that candidates who are not progressing are either helped to meet standards or encouraged to leave the program, and that graduates are prepared to have a positive impact on student learning. Evergreen's core values and mission, MIT's conceptual framework, and state and national standards for content knowledge and pedagogical skill inform these assessments. In

addition to the assessments and screening points listed below, a candidate can be dismissed based on the narrative evaluation of achievement that is written by the faculty at the conclusion of each of the six quarters of the program. If irresolvable teaching problems arise during a student teaching internship, the college's Student Teaching Handbook contains a detailed procedure for "Withdrawing a Teacher Candidate from an Assignment During the Student Teaching Placement." This procedure directly involves the public school principal and the K-12 mentor teacher. MAJOR FORMATIVE AND SUMMATIVE ASSESSMENTS (Used both to identify ways to support candidate growth and to "screen" candidates) Assessments Content/Purposes Advancement to Candidacy Portfolio (Washington State Essential Academic Learning Requirements self-assessment; assessment of self as learner, teacher, community member. Submitted and reviewed end of fall quarter of Year 1 or early Winter Quarter of Year 1 Used to determine if candidates demonstrate graduate-level academic skills and the dispositions that support effective teaching. This is the first formal check-point at which candidates may be advised out of the program. Assessment of Professional Dispositions Administered and evaluated fall, winter, and spring quarters of Year 1 To assess and plan for improvement if needed: 1. professional habits necessary for effective teaching (empathy, timeliness, participation, pursuit of knowledge, completion of quality work) 2. effective communication through use of clear and effective oral and written language, effective listening skills, language appropriate for contexts 3. commitment to teaching other people's children (seeking and considering multiple perspectives; reflecting on own knowledge, beliefs, attitudes, and practices; analyzing effects of own speech and actions; offering hypotheses for change when appropriate) 4. meaningful purposes for creating effective learning interactions with children and youth 5. value of working both independently and collaboratively Advancement to Student Teaching Portfolio Submitted and evaluated Spring Quarter of Year 1 of the program To demonstrate candidate's ability to create lesson plans that can positively impact student learning. The portfolio includes Curriculum Development Project with feedback, lesson plans, classroom management plan, cultural encapsulation statement, mini-Positive Impact project. Candidates may be advised out of the program at this point. Presentation Portfolio Submitted and evaluated at the end of 1st quarter of student teaching. Includes: 1. lesson plans that demonstrate impact on student learning (Positive Impact on Student Learning Project) 2. MIT student teaching rubric and edTPA to evaluate strengths and weaknesses in planning, implementation, and interactions with children and youth 3. reflective pieces, self-evaluation Candidates may be advised out of the program at this point. Professional Portfolio Submitted and evaluated at the end of 2nd quarter of student teaching Includes: 1. Lesson plans 2. MIT student teaching rubric 3. edTPA 4. Short version statement of philosophy of education and classroom management 5. Reflection on cultural encapsulation and impact on students. These documents are used to assess candidates' readiness for initial certification. Masters Paper and Presentation Drafts submitted and evaluated quarterly throughout the program To assess candidates' abilities to identify a question helpful to one's growth as a teacher, read and critique educational research, and organize and present

complex information that informs teaching practices. If writing skills are inadequate, a candidate may be advised out of the program if she/he does not show improvement after significant tutoring. MIT Student Teaching Rubric/Fall and Spring Quarters of Student Teaching To assess ability to demonstrate content knowledge, pedagogical skills, and positive impact on student learning and to offer formative steps for continued growth. Candidates may be advised out of the program based on performance. In Spring Quarter, used to help determine if candidate will be recommended for Residency Certification. edTPA/Fall Quarter of Student Teaching To assess content knowledge, pedagogical skills, and positive impact on student learning. Candidates may be advised out of the program based on performance or may have the opportunity to retake in Spring Quarter. It is used to help determine if candidate will be recommended for Residency Certification. SAMPLE COHORT FORMATIVE ASSESSMENTS AND RUBRICS (Consistent difficulties in any of these areas that do not show improvement after tutoring or faculty support may be used as evidence to advise candidates out of the program.) ASSESSMENTS PURPOSES Seminar rubrics are used quarterly the first year of the program to: evaluate content knowledge and ability to work effectively with expository essays provide formative and summative feedback to candidates Curriculum Project Feedback submitted and evaluated Spring Quarter of Year 1 to: assess candidates' abilities to create organized, coherent, interdisciplinary units of study that demonstrate knowledge of content, ability to set clear goals and objectives, knowledge of effective pedagogy and use of EALRs, GLEs and Frameworks, and ability to create useful assessments that demonstrate positive impact on student learning provide summative feedback to candidates Portfolio Feedback; Fall quarter, Year 1; Spring quarter, Year 1; Fall quarter, Year 2; Spring quarter, Year 2. - To assess candidates' abilities to demonstrate required elements in each portfolio - To ascertain continuance in program at three points in time Grade-Band (Methods Workshops) Assessments and Rubrics may be used winter and spring quarters of Year 1; Winter quarter of Year 2. - To evaluate knowledge and competence in endorsement areas Lesson Plan Rubrics may be used winter and spring quarters of Year 1; Winter quarter of Year 2. - To evaluate ability to plan research-based learning experiences for children and youth - To provide candidates with formative and summative feedback

Supporting Files

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The Evergreen State College

Traditional Program

2011-12

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Title II, Higher Education Act
OMB Control No.: 1840-0744 (exp. 12/31/2015)