Title II
Higher Education Act

SUBMIT REPORTS

The Evergreen State College
Traditional Program
2010-11

Print Report Card

Program Information

Name of Institution: The Evergreen State College
Institution/Program Type: Traditional
Academic Year: 2010-11
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 a Teacher Quality Enhancement (TQE) partnership grant: No

TQE partnership name or grant number, if applicable:

Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
Application	NA	Yes
Fee/Payment	NA	Yes
Transcript	NA	Yes
Fingerprint check	NA	No
Background check	NA	No

Experience in a classroom or working with children	NA	Yes
Minimum number of courses/credites/semester hours completed	NA	Yes
Minimum high school GPA	NA	No
Minimum undergraduate GPA	NA	Yes
Minimum GPA in content area coursework	NA	Yes
Minimum GPA in professional education coursework	NA	No
Minimum ACT score	NA	No
Minimum SAT score	NA	No
Minimum GRE score	NA	No
Minimum basic skills test score	NA	Yes
Subject area/academic content test or other subject matter verification	NA	Yes
Recommendation(s)	NA	Yes
Essay or personal statement	NA	Yes
Interview	NA	No
Resume	NA	Yes
Bechelor's degree or higher	NA	Yes
Job offer from school/district	NA	No
Personality test	NA	No
Other (specify: additional essay to assess critical thinking and prior experience with diverse populations)	NA	Yes

Provide a link to your website where additional information about admissions requirements can be found:
www.evergreen.edu/mit

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

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 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 2010-11:	75
Unduplicated number of males enrolled in 2010-11:	19
Unduplicated number of females enrolled in 2010-11:	56

2010-11	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	4
Race	
American Indian or Alaska Native:	1
Asian:	2
Black or African American:	2
Native Hawaiian or Other Pacific Islander:	0
White:	62
Two or more races:	1

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2010-11.

Average number of clock hours required prior to student teaching	120
Average number of clock hours required for student teaching	750
Number of full-time equivalent faculty in supervised clinical experience during this academic year	3
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	0.5
Number of students in supervised clinical experience during this academic year	72

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

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.d Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2010-11. 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	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	9
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	4
Teacher Education - Business	
Teacher Education - English/Language Arts	13
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	1
Teacher Education - Science Teacher Education/General Science	1
Teacher Education - Social Science	
Teacher Education - Social Studies	5
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	1
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	1
Teacher Education - German	1

Teacher Education- History	3
Teacher Education - Physics	1
Teacher Education - Spanish	2
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	1
Teacher Education - English as a Second Language	2
Teacher Education - Bilingual, Multilingual, and Multicultural Education	1
Education - Other Specify: Theatre Arts - 2 Middle Level Humanities - 6 Middle Level Mathematices - 3 Middle Level Science - 2	13

Section I.d Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2010-11. 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	
Edueation - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	18
Psychology	1
Social Sciences	1
Anthropology	1
Economics	
Geography and Cartography	
Political Science and Government	1
Sociology	
Visual and Performing Arts	3
History	1

Foreign Languages	3
Family and Consumer Sciences/Human Sciences	
English Language/Literature	4
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	1
Biology	1
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify: Applied Linguistics - 1 Environmental Science - 1 Film/Media - 1	3

Section I.e Program Completers

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

2010-11: 36

2009-10: 29

2008-09: 34

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure 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. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for inereasing prospective teachers trained

Mathematics	**Academic year:** 2010-11 **Goal:** 23 **Goal met?** No **Description of strategies used to achieve goal:** PLEASE NOTE: 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 continued in response to a state identified shortage in math teachers. We advertised the state's educator Retooling Grants for teachers to obtain funding towards the math endorsement, and informed school districts of this opportunity. The lead faculty member was involved in state research initiatives in math education and distributed information widely across the state. In addition, information was disseminated via our website, direct mailings, and email. We hand- delivered information to area HR directors and principals. Eleven teachers enrolled in summer 2009 in our M.Ed. and math endorsement program. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** Lessons learned: Without financial support, it is difficult for teachers to take advantage of these opportunities.
Science	**Academic year:** 2010-11 **Goal:** 23 **Goal met?** No **Description of strategies used to achieve goal:** PLEASE NOTE: Based on the interdisciplinary organization of our college, the math and science goals were combined. We became 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 science programs to interest students in considering a career in science education. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** The 2011-13 cohort is organized around issues of sustainability and includes a liberal arts faculty member with expertise in this area. We have also planned for an urban based cycle in 2012-14 with an intended emphasis on middle level math and science.
Special education	**Academic year:** 2010-11 **Goal:** No numerical goal **Goal met?** Yes **Description of strategies used to achieve goal:** No goals are required by the state. In 2004 we began a series of courses for this endorsement to

	increase the number of certified special education teachers. While we do not set a specific goal each year, enrollment has steadily increased. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** We temporarily discontinued special education endorsement classes in 2011-12 in order to review the sequence with public school special education teachers and district special education superintendents. Based on their feedback, the sequence was revised and is scheduled to be re-started in summer 2012.
Instruction of limited English proficient students	**Academic year:** 2010-11 **Goal:** No numerical goal **Goal met?** Yes **Description of strategies used to achieve goal:** No goals are required by the state. We gave presentations in undergraduate classes to encourage students to consider a career in teaching. Our Master in Education Program continued in response to a state identified shortage in ELL teachers. Information was disseminated via our website, direct mailings, and email and hand-delivered information to area HR directors and principals. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** In line with an increased state empbasis on making education more accessible to English language learners, we increased expectations for our MiT program related to working with ELL students.
None	**Academic year:** 2010-11 **Goal:** None **Goal met?** **Description of strategies used to achieve goal:** **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**

Provide any additional comments, exceptions and explanations below:

PLEASE NOTE: Based on the interdisciplinary organization of our college, the matb and science goals were combined. Steadily reduced avenues for financial support seem to be negatively affecting in-service tcachers' abilities to participate in professional development in the target areas.

Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.

Yes

Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.

Yes

General education teachers receive training in providing instruction to children with disabilities.

Yes

General education teachers receive training in providing instruction to limited English proficient students.

Yes

General education teachers receive training in providing instruction to children from low-income families.

Yes

Prospective teachers receive training on how 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 (%)	State Average pass rate (%)	State Average scaled score
133 -ART: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	2					
133 -ART: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	3					
133 -ART: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, combined 3 academic years	5					
50 -BILINGUAL EDUCATION Evaluation Systems group of Pearson All program completers, 2010-11	1					
50 -BILINGUAL EDUCATION Evaluation Systems group of Pearson All program completers, combined 3 academic years	1					
22 -BIOLOGY Evaluation Systems group of Pearson Other enrolled students	5					
22 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2010-11	1					
22 -BIOLOGY Evaluation Systems group of Pearson All program completers, combined 3 academic years	1					
235 -BIOLOGY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1					
235 -BIOLOGY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	4					
235 -BIOLOGY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, combined 3 academic years	5					
23 -CHEMISTRY Evaluation Systems group of Pearson Other enrolled students	2					
245 -CHEMISTRY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1					

245 -CHEMISTRY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, combined 3 academic years	1					
31 -DANCE Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1					
31 -DANCE Evaluation Systems group of Pearson All program completers, 2010-11	1					
31 -DANCE Evaluation Systems group of Pearson All program completers, combined 3 academic years	1					
24 -EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson Other enrolled students	1					
24 -EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2010-11	1					
24 -EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson All program completers, combined 3 academic years	1					
571 -EARTH AND SPACE SCIENCES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1					
571 -EARTH AND SPACE SCIENCES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, combined 3 academic years	1					
353 -EDUC OF EXCEPTIONAL CHILD: CORE 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, combined 3 academic years	1					
5 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	2					
5 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	34	264	34	100	88	254

5 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2010-11	9					
5 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, combined 3 academic years	9					
6 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	2					
6 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	34	266	34	100	90	254
6 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2010-11	9					
6 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, combined 3 academic years	9					
14 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	14	182	14	100	99	173
14 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	19	176	19	100	100	169
14 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, combined 3 academic years	33	178	33	100	100	170
20 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	2					
20 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	18	274	18	100	96	267
20 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2010-11	11	269	11	100	99	267
20 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, combined 3 academic years	11	269	11	100	100	269

51 -ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson Other enrolled students	3					
51 -ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson All program completers, 2010-11	3					
51 -ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson All program completers, combined 3 academic years	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					
41 -ENGLISH LANGUAGE/LIT/COMP: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	5					
41 -ENGLISH LANGUAGE/LIT/COMP: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, combined 3 academic years	11	186	11	100	100	181
360 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2009-10	1					
360 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, combined 3 academic years	1					
173 -FRENCH: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1					
173 -FRENCH: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1					
173 -FRENCH: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, combined 3 academic years	2					
435 -GENERAL SCIENCE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1					
435 -GENERAL SCIENCE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	3					

435 -GENERAL SCIENCE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, combined 3 academic years	4					
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					
181 -GERMAN: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, combined 3 academic years	2					
27 -HISTORY Evaluation Systems group of Pearson Other enrolled students	1					
27 -HISTORY Evaluation Systems group of Pearson All program completers, 2010-11	3					
27 -HISTORY Evaluation Systems group of Pearson All program completers, combined 3 academic years	3					
26 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	3					
61 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	2					
61 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, combined 3 academic years	2					
10 -MIDDLE LEVEL HUMANITIES SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1					
10 -MIDDLE LEVEL HUMANITIES SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	11	279	11	100	100	269
10 -MIDDLE LEVEL HUMANITIES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2010-11	6					
10 -MIDDLE LEVEL HUMANITIES SUBTEST 1 Evaluation Systems group of Pearson All program completers, combined 3 academic years	6					
11 -MIDDLE LEVEL HUMANITIES SUBTEST 2 Evaluation Systems group of Pearson	1					

All enrolled students who have completed all nonclinical courses						
11 -MIDDLE LEVEL HUMANITIES SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	11	261	11	100	93	255
11 -MIDDLE LEVEL HUMANITIES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2010-11	6					
11 -MIDDLE LEVEL HUMANITIES SUBTEST 2 Evaluation Systems group of Pearson All program completers, combined 3 academic years	6					
12 -MIDDLE LEVEL MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	3					
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					
12 -MIDDLE LEVEL MATHEMATICS Evaluation Systems group of Pearson All program completers, combined 3 academic years	4					
13 -MIDDLE LEVEL SCIENCE Evaluation Systems group of Pearson Other enrolled students	4					
13 -MIDDLE LEVEL SCIENCE Evaluation Systems group of Pearson All program completers, 2010-11	2					
13 -MIDDLE LEVEL SCIENCE Evaluation Systems group of Pearson All program completers, combined 3 academic years	2					
49 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2009-10	1					
49 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2008-09	5					
49 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, combined 3 academic years	6					
69 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	7					

69 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	3					
69 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, combined 3 academic years	10	172	10	100	95	172
439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2010-11	1					
439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2009-10	2					
439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2008-09	3					
439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, combined 3 academic years	6					
89 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2009-10	1					
89 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2008-09	6					
89 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, combined 3 academic years	7					
25 -PHYSICS Evaluation Systems group of Pearson Other enrolled students	1					
25 -PHYSICS Evaluation Systems group of Pearson All program completers, 2010-11	1					
25 -PHYSICS Evaluation Systems group of Pearson All program completers, combined 3 academic years	1					
30 -READING Evaluation Systems group of Pearson All program completers, 2010-11	2					
30 -READING Evaluation Systems group of Pearson All program completers, combined 3 academic years	2					
21 -SCIENCE Evaluation Systems group of Pearson Other enrolled students	6					

21 -SCIENCE Evaluation Systems group of Pearson All program completers, 2010-11	1					
21 -SCIENCE Evaluation Systems group of Pearson All program completers, combined 3 academic years	1					
28 -SOCIAL STUDIES Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1					
28 -SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	6					
28 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2010-11	5					
28 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, combined 3 academic years	5					
81 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	4					
81 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, combined 3 academic years	4					
191 -SPANISH: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	2					
191 -SPANISH: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, combined 3 academic years	2					
70 -SPECIAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1					
70 -SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	3					
640 -THEATER Educational Testing Service (ETS) All program completers, 2010-11	1					
640 -THEATER Educational Testing Service (ETS) All program completers, 2009-10	2					

640 -THEATER Educational Testing Service (ETS) All program completers, combined 3 academic years	3					
32 -THEATRE ARTS Evaluation Systems group of Pearson Other enrolled students	6					
32 -THEATRE ARTS Evaluation Systems group of Pearson All program completers, 2010-11	1					
32 -THEATRE ARTS Evaluation Systems group of Pearson All program completers, combined 3 academic years	1					
33 -VISUAL ARTS Evaluation Systems group of Pearson Other enrolled students	4					
33 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2010-11	4					
33 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2008-09	1					
33 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, combined 3 academic years	5					

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2010-11	78	78	100	97
All program completers, 2009-10	42	42	100	98
All program completers, 2008-09	58	58	100	96

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)?

Section V. Technology

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 how your program 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 how your program 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; 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

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 how your program 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. In addition, the candidates' required project for demonstrating a positive impact on student learning includes effectively working with students with 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**
  Yes
- **participate as a member of individualized education program teams**
  Yes
- **teach students who are limited English proficient effectively**
  Yes

Provide a description of how your program 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 through a series of classes that address the state competencies related to special education. Those classes include an introduction to special education history and law class that includes an overview of characteristics of students with special needs; a class on assessment; a classroom and behavior management class; a class on content area methodology for students with special needs; a class that includes creating, implementing, and reviewing IEPs; and a professional issues seminar that includes the incorporation of effective technologies and collaboration with parents. All classes are taught by a public school teacher endorsed to teach special education. Each class is also accompanied by a field-based practicum under the guidance of a certified special education teacher. Candidates must take and pass the state-required endorsement test in Special Education before the endorsement can be added to a teaching certificate.

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 four 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

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 conclusiou 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 State Pedagogy Assessment 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. State Pedagogy Assessment 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. POSITIVE IMPACT ON STUDENT LEARNING PROJECT: During each of two student teaching experiences, the teacher candidate is required to plan und implement a unit of study approved by the classroom mentor teacher called the Positive Impact on Student Learning Project. Through this project, the Teacher Candidate systematically documents the learning of a representative sample of students and the teacher candidate's positive impact on student learning. The project is typically completed during the solo student teaching experience or during the phase of co-teaching when the candidate is acting as lead teacher. The Teacher Candidate selects 3-5 students of various ability levels and closely monitors the students' development toward mastery of some of the unit's Essential Academic Learning Requirements (EALRs), Grade Level Expectations (GLEs), or Frameworks. The planning of the curricular unit, its assessment, the teacher candidate's positive impact on student learning, and the teacher candidate's reflections are documented through this project. The purpose of this project is to demonstrate positive impact on K-12 student growth in the chosen EALRs as a result of the Teacher Candidate's teaching. Assessment Documentation This is primarily a student assessment project. It determines students' growth toward target EALRs, GLEs, and Frameworks as well as the candidates' positive impact on student learning. The core assessment documentation includes: • Pre-assessment instruments and results, showing each selected student's knowledge and skills in relation to the unit's EALRs, GLEs, or Frameworks; • Formative assessment instruments and assessment results showing student learning at multiple points during the delivery of the curricular unit; • Summative assessment instruments and assessment results documenting student learning at the conclusion of the unit; • A written narrative, supported by the assessment data, which describes the unit's impact on student learning. This narrative includes information gathered in the interviews described below as well as the candidate's reflections about how this information might inform his/her teaching. • Written notes from interviews, taped or written conversations with each of the 3 – 5 targeted students (two interviews per student at different times during the project) describing their responses to the following questions: What learning outcome are you working toward? Why is this learning important? How is your learning being evaluated? What progress have you made with regards to this learning? How do you know? What steps would you need to take next? What resources might you use? The Positive

Impact project is an essential aspect of the MIT program, serving six important purposes related to Washington State's Standard V for accreditation of teacher preparation programs. 1. First, the project assesses candidates' abilities to articulate clear learning targets aligned with the EALRs and GLEs. 2. Second, it assesses candidates' abilities to use pre and formative assessments to shape learning experiences to meet students' varied needs. 3. A third purpose is to assess candidates' skills in using post assessment to determine students' progress toward the learning targets. 4. Fourth, the project provides an opportunity for candidates to refine their reflective skills and to use data to articulate what worked in a lesson and what needs to be changed in order to support students' learning. 5. The fifth purpose of the project is to support the candidate in collecting evidence to show that they have met state requirements embedded in the Pedagogy Assessment. 6. Finally, the Positive Impact project allows the candidate to demonstrate her/his Positive Impact on Student Learning. Specifically, the candidates must demonstrate the ability to use student "voice", NOT the candidates' attitudes, lesson plans, instructional skills, etc., to demonstrate that the student can: - identify what she/he is learning and why the learning is important - explain where she/he is in the process and what her/his strategies, next steps, and resources are. 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. Pedagogy Assessment/Fall Quarter and Spring Quarters 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. In Spring Quarter, 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

The Evergreen State College
Traditional Program
2010-11

Title II, Higher Education Act
OMB Control No.: 1840-0744 (exp. 9/30/2012)