

**the evergreen
state college**

Master in Teaching Program

***Policies, Procedures, and
Resources
Guidebook***



Updated September 2017

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Introduction

Policies, Procedures, and Resources Guidebook Purpose

This Master in Teaching Program's Policies, Procedures, and Resources Guidebook serves as an introduction and reference guide for Master in Teaching Program (MiT) candidates and others interested in the MiT program and The Evergreen State College. Other published information about the MiT program is available in the MiT Catalog and in the MiT Student Teaching Handbook.

Master in Teaching Program on the Web

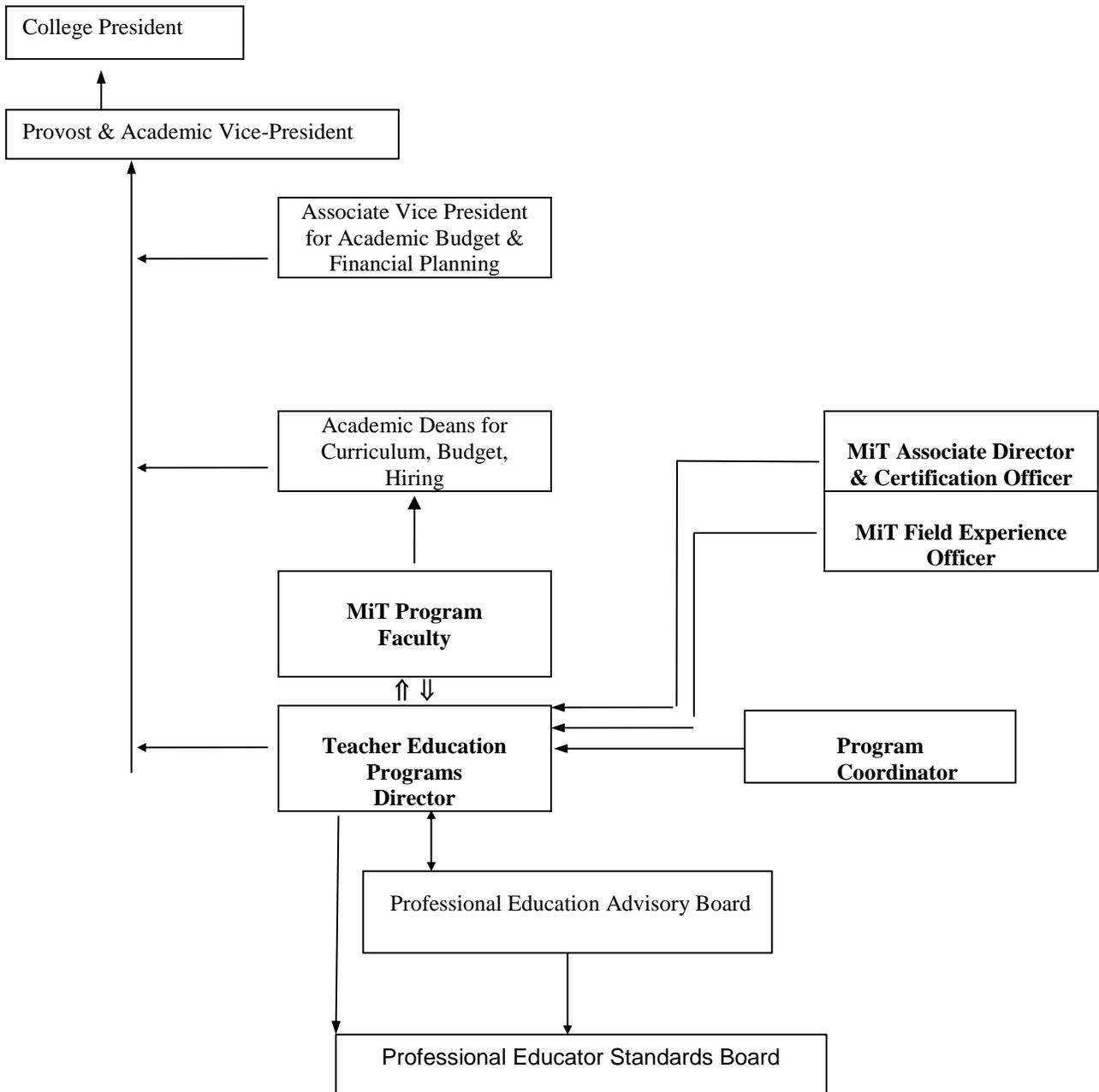
The Master in Teaching Program web page address is <http://www.evergreen.edu/mit>. Current information and important documents for MiT candidates, prospective candidates, and alumni are available at this site, as well as links to individual MiT cohort web sites.

Administrative Support Offices

MiT program administrative offices are located on the third floor of Seminar II E with the other Teacher Education Programs. A campus directory of all Evergreen faculty, staff, and administrative offices is available at <http://www.evergreen.edu/directory>.

The MiT Program, Evergreen's Academic Administration, and the State

The following organizational chart outlines how the Master in Teaching Program fits into to the academic structure of Evergreen and is responsible to the State of Washington.



Master in Teaching Program Information

Accreditation Status

The Washington Professional Educator Standards Board (PESB), under Washington Administrative Code (WAC) standards for pre-service teacher education programs, accredits the Evergreen State College's Master in Teaching (MiT) Program. The Evergreen MiT Program received its most recent five-year re-accreditation in 2012. The accreditation process for teacher education programs is transitioning to an indicator model. As a result, the PESB extended Evergreen's accreditation for one year to the fall of 2018. At that time, MiT will begin the new indicator review process.

Conceptual Framework and Program Themes

Program Structure

Practice-Based Teacher Education. How can public education meet the needs of the diverse peoples who live in our democracy? That is the central question explored by the Master in Teaching program. We examine 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. Our program employs a transdisciplinary perspective that creates an integrated, inquiry-based approach to teacher development. Teacher candidates become members of a cohort in a professional learning community while local school districts and communities provide extensive field experiences, including two 10-week student teaching assignments. While acknowledging the social, cultural, and political contexts of teaching, we address three major concepts throughout the Master in Teaching curriculum. We carefully explore how theory and practice in each conceptual domain outlined below effectively supports teacher development and student learning.

Conceptual Framework

Social Justice and Multicultural Theory and Practice. The curriculum of teaching and teacher education is rooted in 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. Future teachers must provide K-12 students with culturally relevant, equitable learning experiences, and opportunities to develop critical consciousness. Rather than erasing or marginalizing differences, we examine and consciously act on differences such as ethnicity, race, class, gender, culture, religion, language, ability, sexual identities, and gender expression. Master in Teaching candidates examine the underlying assumptions of their cultural perspectives and worldviews in order to develop equity mindsets and critically conscious teacher identities. By doing so, we reveal that education is both a cause and a cure for systemic racism and educational inequity. Teachers have a moral and ethical responsibility for dismantling systemic racism and educational inequity. Activism and advocacy must be rooted in effective teaching for all students.

Democracy and Schooling. We believe democracy is a multi-dimensional concept. We guide teacher candidates to reflect on and enact a) democratic classroom learning environments that are learner-centered, collaborative, and empower student voices; and b) democratic, school-based decision-making that is inclusive of families, community members, school personnel, and students. We analyze the ways in which power and privilege reproduce and maintain opportunity gaps 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. We also consider what it means to work and learn in various communities, avoiding the notion of neutrality in place and context, because we believe teachers are

transformative intellectuals whose work disrupts dominant ideologies for the purpose of building and maintaining a healthy democracy.

Developmentally and Socio-Culturally Appropriate Teaching and Learning. We know that teachers need multiple strategies to respond fully to the complex, culturally situated, cognitive processes associated with learning. Yet, we also understand that all students benefit from teachers who facilitate rigorous, meaningful, and relevant instruction that provides equitable access to learning opportunities. We recognize and honor the cultural wealth that students and families bring to school. We believe teachers build instruction on that wealth. From this foundation, teachers need to develop culturally relevant, integrated, developmentally appropriate curriculum that invites active engagement and expands learner interests, perspectives, and worldviews.

Program Format

The MiT program reflects the Evergreen coordinated studies model with curriculum organized around themes or questions. An interdisciplinary team of three faculty and a cohort of teacher candidates joins in a community of learners to pursue inquiry into the curricular themes. This approach removes traditional course constraints and facilitates a flexible, intensive schedule that creates a climate in which interactive learning may occur. Competition among candidates is de-emphasized and collaboration encouraged; ranking of candidates or faculty is absent. Candidate input is highly valued. Faculty members are facilitators of learning and co-learners with candidates as well as experts. Seminars on readings, extensive field experiences, coursework related to content pedagogies and assessment, professional development, and the State of Washington Education and Accreditation Standards are central components of this coordinated studies model.

The MiT program at Evergreen is a full-time, six-quarter, two-year professional teacher preparation program leading to the MiT Degree and residency teacher certification in the State of Washington. Candidates may not carry other academic credit during the six program quarters and are strongly encouraged to avoid outside employment during the two quarters of full-time, daily student teaching. The program integrates theory and practice by including two full quarters of student teaching and substantial field experiences. During the first year of the program, candidates spend approximately one-fourth of program time in the field observing and working with students and the remaining time in on-campus seminars, workshops, and lectures. During the second year, MiT candidates spend nearly 70 percent of their time directly involved in K-12 schools.

Master in Teaching Program Outline

Year 1

<i>Fall Quarter</i>	<i>Winter Quarter</i>	<i>Spring Quarter</i>
<ul style="list-style-type: none"> • building a learning community • guided observations in schools* • seminars, lectures, workshops • collaborative projects • <i>Advancement to Candidacy Portfolio</i> review 	<ul style="list-style-type: none"> • sustaining a learning community • guided participation in schools* • seminars, lectures, workshops • collaborative projects • curriculum planning & guided teaching in schools* 	<ul style="list-style-type: none"> • sustaining a learning community • curriculum planning & guided teaching in schools* • seminars, lectures, workshops • collaborative projects • <i>Advancement to Student Teaching Portfolio</i> review

Between Year 1 & 2

Summer

Complete any needed subject-matter coursework prior to the beginning of year two student teaching.

Year 2

<i>Fall Quarter</i>	<i>Winter Quarter</i>	<i>Spring Quarter</i>
<ul style="list-style-type: none">▪ full-time student teaching begins in late August*▪ weekly seminars▪ <i>WA Teacher Performance Assessment (edTPA)</i>▪ complete <i>Student Teaching Portfolio</i> assessments and other required program assessments▪ evaluation in late November	<ul style="list-style-type: none">▪ reflection on teaching and learning to improve capacity to positively impact student learning▪ seminars, lectures, workshops▪ professional development related to job search▪ <i>Professional Growth Plan</i>▪ <i>Master's Project Presentation</i>	<ul style="list-style-type: none">▪ full-time student teaching*▪ weekly seminars▪ <i>edTPA</i>, if necessary▪ develop <i>Professional Portfolio</i>▪ complete program assessments

The timing and format of the Master's Project is dependent on the decisions of the faculty in each cohort. Some cohorts' work on the projects may continue in the summer.

***Note: MiT candidates are responsible for finding transportation to and from field sites and other related program activities. The Field Placement Officer, not the candidates, arranges placements for all practicum and student teaching experiences.**

Registration Procedures in Years 1 and 2:

Candidates must set up their my.evergreen.edu accounts when admitted to the program and register through this account.

In Year 1, MiT candidates follow the same schedule as other Evergreen students. In this first year, MiT candidates register in the fall for all three quarters. For Year 2, MiT teacher candidates must register for the Fall Quarter during the Spring Quarter of Year 1 and register for winter and spring quarters separately. Failure to register for the beginning of Year 2, which for MiT teacher candidates starts in mid-August with a student teaching orientation meeting, will result in the cancellation of the student teaching placement for that quarter and places a candidate in jeopardy of dismissal from the program. Although this particular quarter begins earlier than the official Evergreen academic calendar so that MiT teacher candidates can begin student teaching placements for the opening of the K-12 school year, *tuition payments and financial aid disbursements follow the normal Evergreen schedule*. Fall Quarter program time for MiT candidates generally concludes after final evaluation conferences with faculty on-campus in mid-November.

MiT Year 2 teacher candidates must register for the Winter Quarter during the Fall Quarter according to the procedures established by the Registrar's Office. Winter Quarter of Year 2 follows the same calendar as the regular Evergreen calendar.

MiT Year 2 teacher candidates must register for the Spring Quarter during the Winter Quarter according to the procedures established by the Registrar's Office. Spring Quarter of Year 2 for MiT candidates begins the Monday following the end of Winter Quarter. That is to say, *Spring Quarter begins for student teaching on the Monday that starts Evergreen's Spring Break*. MiT Year 2 candidates take their one-week spring break according to the school district calendar of their student teaching placement.

Student Teaching Experiences

Each MiT teacher candidate participates in *two full-time* student teaching experiences for a total of 20 weeks. Consistent with our goals for graduate-level teacher preparation, an interim quarter is provided between the two student teaching assignments for professional reflection, attention to professional development topics, continued preparation for classroom teaching and development of the *Professional Growth Plan*.

Placement Policy: MiT places teacher candidates in settings that provide opportunities to work with multiple communities and populations (e.g., racial and ethnic, low socioeconomic, and English language learners). The program will place all candidates in at least one experience with K-12 students dissimilar to their own backgrounds for purposes of enhancing equity pedagogies unless precluded by availability or endorsement requirements (*Placement Policy Language adopted at Nov 2015 Faculty meeting*).

School Districts: Student Teaching Placements

School District	County
Bethel	Pierce
Centralia	Lewis
Chehalis	Lewis
Clover Park	Pierce
Elma	Grays Harbor
Federal Way	King
Franklin Pierce	Pierce
Hood Canal	Mason
Mary M. Knight	Mason
Montesano	Grays Harbor
North Mason	Mason
North Thurston	Thurston
Olympia	Thurston
Peninsula	Pierce
Pioneer	Mason
Puyallup	Pierce
Rochester	Thurston
Shelton	Mason
Steilacoom	Pierce
Tacoma	Pierce
Tenino	Thurston
Tumwater	Thurston
University Place	Pierce
Yelm	Thurston

The program has selected these school districts because they are located within an approximate 45-mile radius from Evergreen. The 45-mile limit is due to costs and travel time associated with faculty visits required during student teaching. This list of districts may not be all-inclusive; the Education Field Experience Office may need to use other school districts when no other appropriate placements are possible.

The first student teaching experience begins in late August or early September in accordance with public school calendars. Research on beginning teachers indicates that having a student teaching experience in the opening weeks of the school year contributes positively to the success of a first year teacher. Evergreen's model reflects this finding.

The second student teaching assignment generally begins in early spring and continues until near the end of the academic year. With this second student teaching opportunity, MiT teacher candidates are able to (a) build upon their previous teaching experience, (b) gain an understanding of how teachers organize the curriculum in the closing months of the school year, and (c) explore differences among school settings and grade levels.

Evaluations

Faculty and candidates complete narrative evaluations for official college transcripts at the end of the spring quarter for Year 1 and at the end of each quarter during Year 2. Candidates are required to submit self-evaluations to their faculty and may choose to include the self-evaluations in their official transcript.

The narrative evaluation of student teaching performance is based upon the Evergreen faculty supervisor's observations in collaboration with the assessment of the classroom mentor teacher. Evergreen's evaluation of student teaching is *evidence-based*. The program uses a nationally recognized assessment methodology adapted for pre-service teacher education, the *MiT Student Teaching Rubric*, to evaluate candidates' competencies. The rubric explicitly describes the kinds of teacher actions expected by the program and by the State of Washington. Scoring criteria for the *MiT Student Teaching Rubric* can be found in section II of the *MiT Student Teaching Handbook*.

As required by the State of Washington, candidates must demonstrate a positive impact on their students' learning and pass the *Teacher Performance Assessment (edTPA)* before the program can recommend them for certification.

What is the edTPA?

The *edTPA* is a state-required performance assessment that teacher candidates must pass in order to receive residency certification in the State of Washington. The assessment focuses on effective teaching in four areas: i) planning, ii) instruction, iii) assessment, and iv) student voice. Guided by prompts and rubrics, candidates create a portfolio that provides evidence of their abilities in the above areas. Candidates submit portfolios to Pearson for scoring by educators trained by Pearson. Candidates, who achieve the passing score set by the Professional Educator Standards Board, are eligible for recommendation for certification *if they meet all other program requirements*. Those who do not achieve the required score will follow the remediation steps listed in section I of the *MiT Student Teaching Handbook*.

When must candidates complete the edTPA?

Candidates from The Evergreen State College Master in Teaching Program must complete this assessment in their first quarter of student teaching, which is usually the fall quarter of the second year of the program.

Program Credit and Credit Equivalencies

Each quarter successful MiT teacher candidates are awarded 16 credits for a total of 96 credits over the two years of the program. The faculty's narrative evaluation of candidates' work serves as a candidate's Evergreen transcript and always concludes with a list of descriptive "credit equivalencies". Credit equivalencies are similar to course titles and credit hour totals at other institutions. Credit equivalencies are determined at the conclusion of a quarter and are based on actual candidate work completed.

Credit equivalencies in the MiT program reflect the expectations for beginning teachers in the Washington Administrative Code (WAC), the MiT program's conceptual framework, and certification requirements specified by the Professional Educator Standards Board.

In keeping with the interdisciplinary nature of the MiT program, faculty address the content and experiences associated with credit equivalencies throughout the curriculum. The following list includes *examples* of the kinds of credit equivalency topics granted in the MiT program.

- Learning Theories and Grade-Level Teaching Strategies
- Approaches to Classroom Management
- Subject-Area Endorsements: Unit Planning, Grade-Level Curriculum Development, Theory-to-Practice Strategies
- Design and Issues of Assessment
- Thematic Lesson Planning and Curriculum Development
- Relationship of Common Core State Standards and Next Generation Science Standards to Curriculum Planning
- Integrating Students with Special Needs into the Regular Education Classroom
- School Law, Educational Policy and Cross-Cultural Ethics
- Professional Growth Plan (PGP)
- Addressing the Learning Needs of English Language Learners
- Social, Historical and Philosophical Foundations of Education
- Educational Research

The Program Covenant

Introduction

Every faculty team provides MiT teacher candidates with a covenant of mutual responsibilities and program requirements. The information presented here applies to all MiT program cohorts and acts as a foundational framework. *Cohort-specific covenants from faculty teams may expand upon and/or provide more detailed explanatory information.* College-wide policies related to civility, due process, non-discrimination and other pertinent policies apply to the MiT Program. The MiT Program expects candidates to read and abide by the college's Social Contract, Student Conduct Code, and Student Rights and Responsibilities (see pp 21-24).

Expectations and Responsibilities of Faculty

A. General Program Responsibilities – Candidates and Faculty can expect faculty to:

1. Support the development of each MiT candidate while acknowledging ultimate responsibility to the community, which includes the children and youth who attend public schools, their parents, and their caregivers
2. Model by language and behavior commitment to the program's conceptual framework and to state standards for the competencies expected of beginning teachers
3. Employ and document equity pedagogies as required by state accreditation standards
4. Prepare and facilitate workshops, learning activities, and lectures that supplement and highlight the major ideas of the program themes and readings and that introduce candidates to all guidelines and requirements for State of Washington Residency Certification requirements
5. Prepare for and convene learning experiences, and assist candidates in applying the programmatic content to academic, personal and professional situations
6. Read, comment upon, and return in a timely fashion, candidates' required written work turned in for review, including the MiT Project and portfolios
7. Attend all program activities, team business meetings, and faculty seminars when not ill or absent for familial, religious, professional activities, or extraordinary circumstances
8. Schedule candidate conferences, adhere to the principles of the social contract, and provide environments free from sexual harassment and discrimination
9. Send written notice by the end of the 5th week of each quarter to any candidate, who is having academic trouble and may be in danger of receiving reduced credit, including during student teaching quarters
10. If a faculty member sends a warning letter during a student teaching quarter, the faculty will state what disposition(s), knowledge, and/or skills the candidate must improve in order to continue

student teaching, offer specific suggestions for development, and provide an explicit timeline for improvement. If this letter is written during fall quarter of student teaching, the letter will include a statement that when the disposition, knowledge, or skill reaches standard, the candidate may not return to unacceptable practices from that point forward, including during winter quarter and in the second quarter of student teaching. The letter will indicate that the candidate is expected to use the interim winter quarter to strengthen questionable areas. The faculty will review these letters at the beginning of winter and spring quarters in order to support the candidate's development and/or to dismiss the candidate from the program. The faculty will provide a copy of such letters to the Certification Officer for the candidate's file and upload a copy to the program's appropriate fileshare folder.

11. Conduct *Advancement to Candidacy* interviews, confirming candidates' qualifications to continue in the program; notify in writing candidates who fail candidacy review informing them that they did not pass review and, when appropriate, helping the candidate develop and implement an improvement plan
12. Review *Advancement to Student Teaching Portfolios* to determine candidates' readiness to begin student teaching placements
13. Write evaluations and conduct evaluation conferences
14. Meet and confer with mentor teachers and principals at the beginning of each student teaching experience
15. Ensure they prepare candidates progressively for the *edTPA*. Provide appropriate support for the candidates when they create *edTPA* material during student teaching.
16. Follow procedures outlined in the program's *edTPA* policy to help the candidate remediate her/his work if she/he does not pass the *edTPA*
17. Observe, evaluate, and confer with candidates during student teaching as described in the *MiT Student Teaching Handbook*, which includes returning assessment forms to the *Education Field Experience Office* at the end of each student teaching experience
18. Collect holistic scores about all candidates' success in student teaching as required by PESB from the classroom mentor and submit those scores and faculty holistic scores to the Field Experience Officer at the end of each student teaching quarter
19. Ensure that all candidates complete *Professional Growth Plans* as specified by PESB and ensure that candidates submit those plans in hard copy and in electronic form by the end of the second quarter of student teaching.
20. Meet the accreditation requirement for all teacher education program faculty members to collaborate with P-12 teachers in public schools
21. Meet the accreditation requirements for teacher education program faculty to collect and use data about candidates' learning, to record how they used the data, to use program assessment data to improve the program, and to participate annually in data review
22. Follow college policies for reporting any actions on the part of candidates that harm others or that interfere with the learning opportunities of others in the program

B. Respect for Differences

1. All faculty members acknowledge their own and each other's health, strengths, and challenges. They agree to take their work seriously and maintain their sense of humor and sense of joy. They also agree to support each other personally and professionally.
2. They agree to discuss fully, promptly, and openly any personal disagreements with care and mutual respect.

Expectations and Responsibilities of Teacher Candidates

A. Committing to Program Goals, Focus and Direction: Recommendation for Residency Certification and the award of the Master in Teaching Degree depend upon satisfactory completion of all aspects of the program including, but not limited to, full credit for Year 1 before the beginning of student teaching, full credit for Year 2, successful advancement to candidacy and student teaching, appropriate professional dispositions, successful completion of two student teaching experiences, successful completion of the *edTPA*, and the completion of the MiT Project. A successful graduate of the program, who has met all college and Washington State requirements, will receive the Master in Teaching degree from The

Evergreen State College and receive a recommendation for Residency Certification from the State of Washington.

The program integrates studies from diverse but complementary disciplines, including areas required by the WACs. Some segments of the program might mirror the equivalent of conventional courses, but, even in those, faculty integrate the content into the whole program in a way that continually stresses the interdependence of information. A primary purpose of the program is to help candidates learn to bring together materials from many sources and fields, integrate them critically, and apply them to the real world responsibly. Assessment includes faculty and peer evaluations of program members' written and oral work, exams, behaviors, and portfolios, public school mentor teachers' evaluations of student teaching, and self-assessments.

B. Remaining in "Good Academic Standing"

To continue in the program, candidates must remain in good academic standing. This includes, but is not limited to the following:

1. Meeting all financial obligations of the program. This includes meeting the costs for quarterly tuition, each quarter's required books, printed material and program activity costs, duplicating materials for portfolios, curriculum projects, and research, transportation to all field placement sites, printing copies of the MiT Project; fees for the *edTPA*, background check expenses (fingerprinting), application for graduation, and certification application fees. There may be other expenses not listed here.
2. Regular attendance and active participation in all program activities on time, for the full duration and with preparatory work fully completed. Candidates must attend all program activities when not ill or absent for familial or religious reasons or unanticipated emergencies. Activities include, but are not limited to, scheduled workshops, lectures, seminars, computer or library research labs, announced luncheon events, conferences, panels, classroom observations, and student teaching.
3. Successful and timely completion of all program assignments, including portfolios, a professional growth plan, *MiT Project*, and the *edTPA*.
4. Successful completion of the *Advancement to Candidacy Review*, as determined by faculty during Year 1. Candidates must demonstrate through their program work, through their portfolios, and orally, that they:
 - have the knowledge and the writing, reading, and thinking skills to complete successfully the MiT program
 - have the interpersonal communication and collaboration skills to support their successful work with diverse groups of children, parents, other teachers, and administrators, and program peers, faculty, and staff
 - are able to demonstrate a disposition to work with and respect people of various ages, abilities, languages, and talents, ethnicity and race, sexual orientations, gender expressions, religions, etc.

<p>NOTE: <i>Advancement to Candidacy does not imply automatic certification.</i> The faculty, Associate Director, and Director will determine certification recommendations at the conclusion of the second required quarter of student teaching in Year 2 of the MiT program.</p>

5. Demonstrations of graduate level writing, thinking, and oral communication skills, as determined by the professional judgment of the faculty.
6. Demonstration of mastery of program knowledge and skills requirements. Candidates must show evidence of this mastery, determined by the faculty and public school mentor teachers, as

observed in program seminars and projects, required portfolio materials, student teaching, and successful completion of the *edTPA*.

7. Demonstrations of professional dispositions and interpersonal communication skills necessary for K-12 teaching and for interacting effectively with professional colleagues and community members as determined by the professional judgment of faculty and public school mentor teachers.
8. Successful completion of all remaining content-area endorsement requirements as articulated in individual MiT program admission letters **before** the Fall Quarter of student teaching.
9. Clearance from the Office of the Superintendent of Public Instruction's Office of Professional Practice in order to be placed in a practicum or student teaching assignment.
10. Successful completion of two quarters of student teaching, as determined by faculty, in which the candidate earns full credit.

NOTE: Completion of two quarters of student teaching does not mean automatic certification. The candidate must pass the state-required *edTPA* and the MiT faculty team must recommend candidates for certification. The MiT program expects each candidate to complete 20 weeks of student teaching (two quarters). Teacher candidates must complete a *minimum* of three weeks of *full-time solo teaching*, and/or as *the lead teacher in a co-teaching team*, both fall and spring quarters. This requirement, and all other policies and procedures related to student teaching, is contained in the program's *MiT Student Teaching Handbook*.

C. Requirements for the MiT Project

As a Master's degree program, the MiT Program is expected to provide candidates with a significant experience in the process of research. Therefore, all Evergreen MiT candidates are required to complete a MiT Project that includes a focused review of relevant educational research. The project selected requires pre-approval by the faculty and must meet graduate level expectations as determined by the faculty. Faculty will provide specific guidelines for the master project.

D. Award of Credit

Candidates receive credit for fulfilling program requirements and meeting graduate level college standards. Faculty will award credit at the end of Year 1 for full participation in all program activities and for satisfactory completion of all the work of the program. Faculty award Year 2 credit on a quarterly basis. If, for any reason, a candidate leaves the program before completion, she/he may receive the credit earned up to that point. In many programs at Evergreen, it is possible for a candidate to attend regularly yet receive reduced credit because of unsatisfactory performance or missing work. In the MiT program, however, loss of credit leads to dismissal from the program.

E. Leave of Absence

If a candidate has been admitted and registered and has attended at least one quarter, she or he may be eligible for a leave of absence of no more than one year. The MiT Director will grant a leave of absence from the MiT program for emergency cases only, and will consider requests only for candidates in good academic standing. A candidate wishing to apply for a leave of absence must begin the process by submitting a written petition to the MiT faculty.

F. Requirement of Academic Honesty

All forms of academic dishonesty, including cheating, fabrication, facilitating academic dishonesty, and plagiarism are violations of the Evergreen Social Contract. Plagiarism is defined as representing the works or ideas of another as one's own in any academic exercise. It includes, but is not limited to, copying materials directly, failing to cite sources of arguments and data, and failing to acknowledge explicitly joint work or authorship of assignments (see also "Evergreen's Social Contract" regarding "Intellectual freedom and honesty").

G. State Requirements for Residency Certification

In addition to the edTPA and MiT program requirements and described above, Washington State law requires all teacher education students and certified teachers to demonstrate good moral character and fitness. A Character and Fitness Form documenting one's criminal history, professional and personal behaviors, and character references is required, along with supporting documentation as needed. Clearance from the Office of Professional Practices may be required for questionable incidents.

State law requires all teacher education students to pass a background check, which includes obtaining fingerprints and being screened by both Washington State and the FBI. This clearance must be completed by the first week in the MiT program. All admitted students will receive the necessary instructions prior to Orientation. Furthermore, the MiT program is required by state law to not only make judgments about a student's knowledge of pedagogy and ability to teach, but also to make a character assessment of professional disposition based on data collected throughout the program for each teacher candidate.

Following is a list of conditions that would prevent an individual from receiving a teaching certificate in the state of Washington. Individuals admitted to the program must sign a statement regarding these conditions as part of the recommendation for certification. Conditions that would result in denial for certification (WAC 181-86-013) include:

1. Conviction (including a guilty plea) of any felony crime involving:
 - a. Physical neglect of a child under chapter 9A.42 RCW
 - b. Physical injury or death of a child under chapter 9A.32 or 9A.36 RCW, excepting motor vehicle violations under chapter 46.61 RCW
 - c. The sexual exploitation of a child under chapter 9.68A RCW
 - d. Sexual offenses where a child is the victim under chapter 9A.44 RCW
 - e. The promotion of prostitution of a child under chapter 9A.88 RCW
 - f. The sale or purchase of a child under 9A.64.030 RCW
2. Conviction of any crime within the last 10 years, including motor vehicle violations, that would materially and substantially impair the individual's worthiness and ability to serve as a professional within the public and private schools of the state.
3. A behavioral problem that endangers the educational welfare or personal safety of students, teachers, or other colleagues within the educational setting.
4. No practice within the state of Washington within the previous five school years with an expired, lapsed, suspended, surrendered, or revoked certificate in a professional position for which certification is required under the rules of the Professional Educator Standards Board.

Program Conflict Resolution Procedures

Evergreen has long promoted a policy that conflict and grievances should be dealt with first between the parties themselves; given this policy, the following procedures should be followed initially. However, all Evergreen staff, students, and faculty have the right to meet directly with Evergreen's Civil Rights Officer if they have questions about civil rights or non-discrimination policies. Please see www.evergreen.edu/policies/category/governance.htm.

- **Candidate-to-candidate disagreement:** Anyone in the program who feels seriously offended by another candidate is urged to mindfully raise the issue with that person first. The faculty may provide advice and support as appropriate, and mediation if necessary, but encourage candidate-to-candidate discussion as a first step.
- **Programmatic concern:** When a candidate encounters a problem with some aspect of the program, she or he needs to bring the concern to her/his seminar leader. If the problem is not resolved to the candidate's satisfaction after meeting with the faculty seminar leader, the candidate will be advised to put the concern in writing and submit it to the faculty team coordinator. A candidate also has the option of presenting the written concern in person to the MiT faculty team. If the candidate is not satisfied with the results after the above steps, she or he may schedule a meeting with the MiT Program Director or his or her designee.

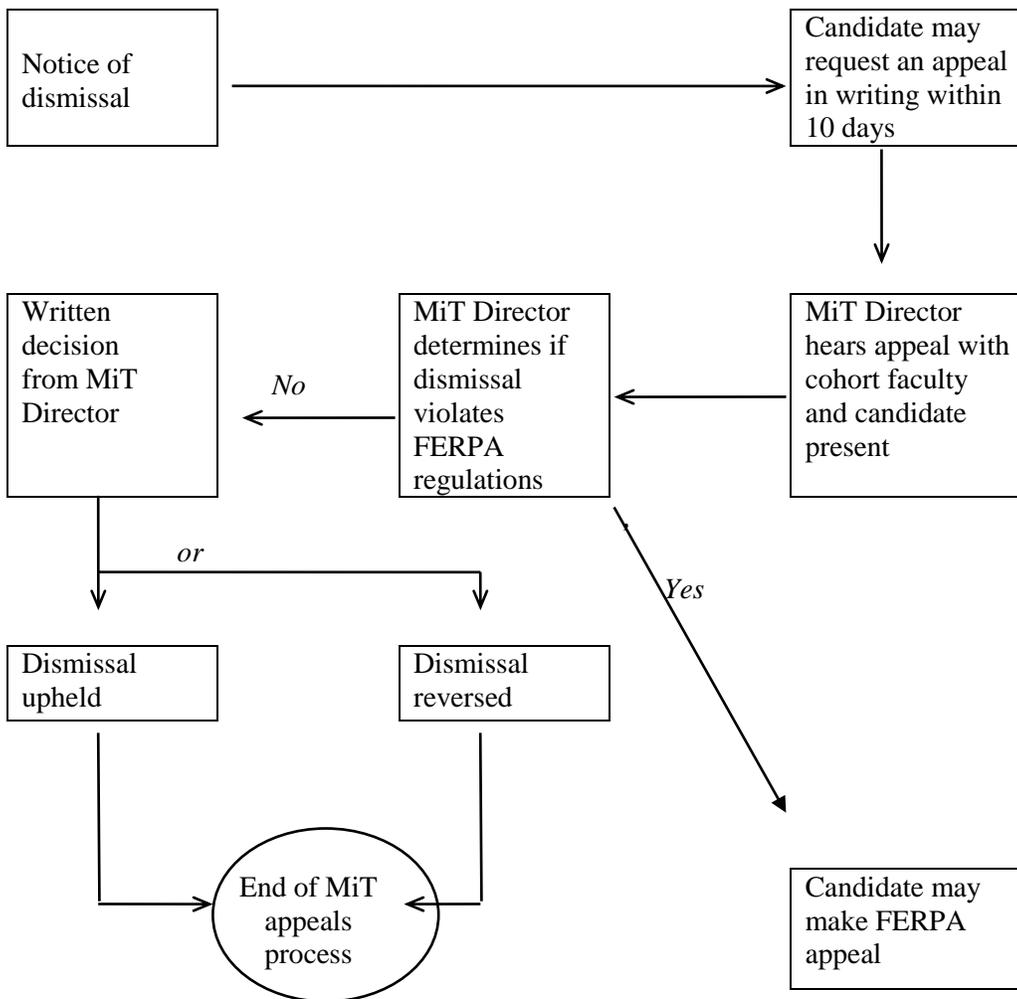
- **Candidate-faculty disagreement:** When a candidate has a significant disagreement with an individual program faculty member or with an evaluation from a program faculty member, she or he should schedule a meeting with that faculty member and try to resolve the disagreement without further action. If the disagreement is not resolved to the candidate's satisfaction, then the candidate needs to state the concern in writing and submit it to the faculty team coordinator. A candidate is also welcome to arrange to present the written disagreement in person to the MiT faculty team. If candidate is not satisfied with the results after the above steps, she or he may schedule a meeting with the MiT Program Director or his or her designee.

Grounds for Program Dismissal

Faculty may provide a notice of dismissal from the program to a candidate if his or her academic work and/or behavior fail to adhere to the program's expectations (see Covenant in this document, "Conceptual Framework", and program syllabi).

Dismissal is a serious matter that is decided upon only after serious deliberations among all members of the faculty team. A candidate who wishes to appeal the faculty's decision to dismiss may do so by submitting a written request to the MiT Director within 10 calendar days after receiving the letter of dismissal or receiving notice of reduced credit. The MiT Director, or his or her designee, will meet with the candidate and the available cohort faculty to hear the arguments surrounding the dismissal. The MiT Director will then prepare a written decision stating the grounds for his or her findings and final decision. Please see the diagram on the following page.

Due Process Procedures: This diagram outlines the due process procedures for appealing a notice of dismissal from the MiT program.



Other Information for MiT Candidates

Teacher Candidate Reporting Process: Suspected Abuse

The state of Washington includes specific directives in the *Professional Code of Conduct for Education Practitioners* (<http://www.k12.wa.us/ProfPractices/CodeConduct.aspx>) concerning professional behaviors and dispositions of teachers and administrators, and includes the requirement to report abuse of children and youth. The specific RCWs related to reporting are:

MANDATORY REPORTING (RCW 26.44.030)

When any professional school personnel has reasonable cause to believe that a child has suffered abuse or neglect, he or she SHALL report such incident or cause a report to be made to the proper law enforcement agency or to the Department of Social and Health Services within 48 hours.

DUTY TO REPORT PHYSICAL ABUSE OR SEXUAL MISCONDUCT BY SCHOOLEMLOYEES (RCW28A.400.317)

A certificated or classified school employee who has knowledge or reasonable cause to believe that a student has been a victim of physical abuse or sexual misconduct by another school employee, shall report such abuse or misconduct to the appropriate school administrator. The school administrator shall cause a report to be made to the proper law enforcement agency if he or she has reasonable cause to believe that the misconduct or abuse has occurred as required under RCW 26.44.030. During the process of making a reasonable cause determination, the school administrator shall contact all parties involved in the complaint.

Though neither of these requirements specifically mentions teacher candidates, the MiT program is required to prepare candidates for these responsibilities. After conferring with staff at the PESB, Teacher Education Programs faculty and staff agreed to implement the following steps if a teacher candidate in a practicum or student teaching placement has “reasonable cause to believe” or “has knowledge or reasonable cause to believe that a [K-12] student has been a victim of physical abuse or sexual misconduct by another school employee...” The teacher candidate will also follow these steps if s/he believes that a teacher or paraprofessional has abused a K-12 student verbally or emotionally.

The candidate will:

1. Summarize the event in writing, date the summary, and sign it.
2. As soon as possible, share the event with her/his faculty supervisor or seminar leader via the phone or in person.
3. Give copies of the summary to the Director of the Teacher Education Programs, or designee, and to her/his faculty supervisor or seminar leader.
4. Meet with the Teacher Education Director, or designee, and her/his faculty to determine whether, and how, to approach the mentor and or the building administrator.
5. Enact the decision made in the meeting with the support of her/his faculty member.

If a candidate has “reasonable cause to believe that a child has suffered abuse or neglect” by someone outside the school, the candidate will report her/his concerns to the mentor teacher and follow school guidelines about reporting suspected abuse or neglect. The candidate will also report her/his concerns and to the faculty supervisor or seminar leader.

Background Check for Teacher Certification

The State of Washington requires on all individuals participating in a teacher education program be fingerprinted and pass a state and national background check. *This process is initiated the summer prior to beginning the MiT program.* There are several steps:

1. Candidate creates his/her account in the state's E-Certification system at <https://eds.ospi.k12.wa.us>
2. Candidate has fingerprints done at an approved site, generally the local Educational Service District Office 113 (see: <https://www.esd113.org/Page/2380>), and requests the results be submitted to The Evergreen State College. The cost for the fingerprinting and background check by the Washington State Patrol and FBI is collected by the ESD at time of fingerprinting. Fingerprints should be done in mid-August to early September, to begin the background check process. The clearance process can take up to eight weeks or longer, and schools that participate with the MiT program in practicum and student teaching placements require candidates be cleared prior to placements. *The state's Office of Professional Practices (OPP) does not begin their clearance process until they receive the fingerprint information; therefore it cannot be emphasized strongly enough how important it is to begin this process as soon as possible. The process may take longer if an individual must provide further documentation to OPP.* The background clearance and fingerprints are valid for two years. Thus, depending on when candidates have completed this process, they may need to update their records before the second quarter of student teaching.
3. Candidate completes the no-fee online "Pre-Residency Clearance" application and Character and Fitness Supplement (CFS) on the state's E-Certification system, identifying The Evergreen State College as their institution of higher education for teacher preparation. These forms must be done no later than two days prior to the MiT orientation, so the Certification Officer and/or Field Experience Officer can review the candidate's application, fingerprint status, and any disciplinary issues. The CFS form consists of a series of yes/no questions in a variety of categories related to personal information, professional fitness, and criminal history. Character references are also a part of this form. Applications with any "Yes" answers on the CFS are automatically referred to OPP for review. Candidates must not omit anything from their background. *Honesty is crucial.* If an individual falsely answers a question and the candidate's clearance is denied, that individual will not receive a teacher certificate. The *Field Experience Officer* tracks the clearance status on each candidate and periodically informs candidates and faculty of the current status. *All candidates must be completely cleared prior to Week 4 of fall quarter, Year 1.*
4. Upon successful review by the Certification Officer, a Pre-Residency Clearance is confirmed for two years, with expiration based on date of confirmation as long as all elements including fingerprints are valid. Applications under OPP review must have OPP clearance to be confirmed (good for two years). Clearances must be renewed by applicant and approved by Evergreen as needed throughout the program. If any answers change on the CFS form while candidate is in the program, candidate must submit a new CFS form for clearance.

Certification Questions and Answers

What is a certificate?

A teaching certificate is a license to practice. Like a driver's license, it is important that, once certified, educators keep it valid. Certificates exist as a means of protecting the public, which is particularly significant in education because the client, the student, has little if any choice of his/her teacher.

Who needs a certificate?

Individuals teaching in grades K-12 in public schools must have a teaching certificate. Private schools prefer teachers to be certified by the state.

What is the process for obtaining a certificate?

During the final week of the program, a candidate will go into the state's E-Certification system and update current contact information. If no social security number was provided, candidate must contact certification officer to be assigned a temporary number by OSPI. The certification officer will check with program faculty and director to see if the candidate is to be recommended for certification. If so, s/he will indicate degree completion and institutional recommendation on the state's E-Certification system on graduation day. Recommendation for certification takes into consideration successful completion of all program requirements including all assessments and appropriate professional dispositions.

Once recommended for certification, the candidate returns to the state's E-Certification system, claims the recommendation, completes/updates the candidate residency teacher application and CFS, and pays the appropriate fee by credit card. When all steps are completed, the candidate should be able to view her/his certificate once issued.

How many levels of certificates are there in Washington?

There are two levels. "Residency Teaching Certification" is the first level of certification and is issued to individuals who have completed an approved teacher education program. Teachers between their 2nd and 5th years of teaching in Washington schools may begin the process to earn the second level of teacher certification, "Professional Teacher Certification" or choose to renew their Residency certificate. *For further information, visit OSPI's website at <http://www.k12.wa.us/certification/Teacher/Residency3.aspx>.*

Can endorsements be added to teaching certificates?

There are five ways to add endorsements to teaching certificates after finishing MiT. See OSPI certification web site at <http://www.k12.wa.us/certification/teacher/Endorsement.aspx>

Field Experience Liability Insurance

During all MiT field experiences, including student teaching internships and Year 1 practicum experiences, MiT candidates are covered by a liability insurance policy issued by Landmark American Insurance Company. This policy protects candidates against fraudulent or untrue allegations arising from performance of practicum or student teaching duties. The policy will NOT cover any damage or injury that was intended, any action that was not a direct consequence of performing field experience duties, any action that was illegal, any action which involved the ownership or use of a vehicle, or any action that involved the dispersal or investigation of pollutants.

Under the conditions of this policy, in order to be covered a candidate must report to the MiT Education Field Experience Officer any claim, or circumstances that s/he may reasonably believe may give rise to a claim, as soon as possible, but no later than one year after the end of the quarter during which the event took place. If a candidate is involved in a claim, s/he is asked to cooperate with the Landmark American Insurance Company and the attorney they will appoint, including providing any information they may reasonably request. Finally, Landmark American Company requires that the candidate not admit any responsibility, make any payment, or assume any other obligation related to the claim without their prior authorization. Please contact the MiT Education Field Experience Officer with questions or to see the full policy.

Curriculum and Resource Rooms

As part of the MiT program's collaborative relationship with the college's library and The Evergreen Teacher Education Programs, a *Curriculum Room* is maintained in the library. The Curriculum Room houses current books and curriculum development materials of interest to pre-service and current K-12 teachers. The Magda Costantino Resource Room is located in SEM 2 E3130 and houses, among other resources, a curriculum for Native American Learners, extensive math manipulatives, videos on classroom management, differentiation, and students with special needs, and materials related to supporting the learning of English language learners.

Workshops and Meetings Provided by Teacher Education Program Staff

The Education Field Experience Officer and the Certification Officer conduct meetings and workshops for MiT candidates at various times during the two years of a program cycle on topics such as student teaching application forms, certification requirements and job search process, and candidates are required to attend.

Graduation

Graduation applications should be completed no later than the beginning of the quarter for anticipated graduation either on-line through the Evergreen website or by turning in the appropriate paper form to the Registration and Records Office. The graduation fee should also be paid through the candidate's my.evergreen.edu account.

Teaching in Other States

Washington has signed the National Association of State Directors of Teacher Education & Certification (NASDTEC) Interstate Contract with most U.S. States, the District of Columbia, and Guam. The following information is from the NASDTEC web site. You can find additional related information at that site. <http://www.nasdtec.net/?page=Interstate>

The NASDTEC Interstate Agreement facilitates the movement of educators among the states and other jurisdictions that are members of NASDTEC and have signed the Agreement. Although there may be conditions applicable to individual jurisdictions, the Agreement makes it possible for an educator who completed an approved program and/or who holds a certificate or license in one jurisdiction to earn a certificate or license in another state or jurisdiction. For example, a teacher who completed an approved teacher preparation program in Alabama generally will be able to earn a certificate in Georgia. Receiving states may impose certain special requirements, which must be met in a reasonable period of time.

To locate websites of certification offices in other states, see <https://education.uky.edu/acadserv/pdac/certification-by-state/>

Teacher Education and the Washington Administrative Code

Several chapters of the Washington Administrative Code (WAC) regulate teacher education and certification. These WACs are available at <http://www.k12.wa.us/certification/Resources.aspx>.

Important College Policies

The Evergreen State College Social Contract -- A Guide for Civility and Individual Freedom <http://www.evergreen.edu/about/social.htm>

Evergreen is an institution and a community that continues to organize itself so that it can clear away obstacles to learning. In order that both creative and routine work can be focused on education, and so that the mutual and reciprocal roles of campus community members can best reflect the goals and purposes of the college, a system of governance and decision making consonant with those goals and purposes is required.

Purpose

Evergreen can thrive only if members respect the rights of others while enjoying their own rights. Students, faculty, administrators, and staff members may differ widely in their specific interests, in the degree and kinds of experiences they bring to Evergreen, and in the functions, which they have agreed to perform. All must share alike in prizing academic and interpersonal honesty, in responsibly obtaining and in providing full and accurate information, and in resolving their differences through due process and with a strong will to collaboration.

The Evergreen community should support experimentation with new and better ways to achieve Evergreen's goals, specifically, it must attempt to emphasize the sense of community and require members of the campus community to play multiple, reciprocal, and reinforcing roles in both the teaching/learning process and in the governance process.

Freedom and Civility

The individual members of the Evergreen community are responsible for protecting each other and visitors on campus from physical harm, from personal threats, and from uncivil abuse. Civility is not just a word; it must be present in all our interactions. Similarly, the institution is obligated, both by principle and by the general law, to protect its property from damage and unauthorized use and its operating processes from interruption. Members of the community must exercise the rights accorded them to voice their opinions with respect to basic matters of policy and other issues.

The Evergreen community will support the right of its members, individually or in groups, to express ideas, judgments, and opinions in speech or writing. The members of the community, however, are obligated to make statements in their own names and not as expressions on behalf of the college. The board of trustees or the president speaks on behalf of the college and may at times share or delegate the responsibility to others within the college. Among the basic rights of individuals are freedom of speech, freedom of peaceful assembly and association, freedom of belief, and freedom from intimidation, violence, and abuse.

Individual and Institutional Rights

Each member of the community must protect: the fundamental rights of others in the community as citizens; the rights of each member of the community to pursue different learning objectives within the limits defined by Evergreen's curriculum or resources of people, materials, equipment and money; the rights and obligations of Evergreen as an institution established by the state of Washington; and individual rights to fair and equitable procedures when the institution acts to protect the safety of its members.

Society and the College

Members of the Evergreen community recognize that the college is part of the larger society as represented by the state of Washington, which funds it, and by the community of greater Olympia, in which it is located. Because the Evergreen community is part of the larger society, the campus is not a sanctuary from the general law or invulnerable to general public opinion.

All members of the Evergreen community should strive to prevent the financial, political, or other exploitation of the campus by an individual or group. Evergreen has the right to prohibit individuals and groups from using its name, its financial or other resources, and its facilities for commercial or political activities.

Prohibition against Discrimination

There may be no discrimination at Evergreen with respect to race, sex, age, handicap, sexual orientation, religious or political belief, or national origin in considering individuals' admission, employment, or promotion. To this end the college has adopted an affirmative action policy approved by the state Human Rights Commission and the Higher Education Personnel Board.* Affirmative action complaints shall be handled in accordance with state law, as amended (e.g., Chapter 49.74 RCW; RCW 28B.6.100; Chapter 251-23 WAC).

Right to Privacy

All members of the college community have the right to organize their personal lives and conduct according to their own values and preferences, with an appropriate respect for the rights of others to organize their lives differently.

All members of the Evergreen community are entitled to privacy in the college's offices, facilities devoted to educational programs and housing. The same right of privacy extends to personal papers, confidential records and personal effects, whether maintained by the individual or by the institution.

Evergreen does not stand in loco parentis for its members.

Intellectual Freedom and Honesty

Evergreen's members live under a special set of rights and responsibilities, foremost among which is that of enjoying the freedom to explore ideas and to discuss their explorations in both speech and print. Both institutional and individual censorship are at variance with this basic freedom. Research or other intellectual efforts, the results of which must be kept secret or may be used only for the benefit of a special interest group, violate the principle of free inquiry.

An essential condition for learning is the freedom and right on the part of an individual or group to express minority, unpopular, or controversial points of view. Only if minority and unpopular points of view are listened to and given opportunity for expression will Evergreen provide bona fide opportunities for significant learning.

Honesty is an essential condition of learning, teaching, or working. It includes the presentation of one's own work in one's own name, the necessity to claim only those honors earned, and the recognition of one's own biases and prejudices.

*The college's anti-discrimination policy is now approved only by the Governor's Affirmative Action Policy Committee (GAAPCOM).

Open Forum and Access to Information

All members of the Evergreen community enjoy the right to hold and to participate in public meetings, to post notices on the campus, and to engage in peaceful demonstrations. Reasonable and impartially applied rules may be set with respect to time, place, and use of Evergreen facilities in these activities.

As an institution, Evergreen has the obligation to provide open forums for the members of its community to present and to debate public issues, to consider the problems of the college, and to serve as a mechanism of widespread involvement in the life of the larger community.

The governance system must rest on open and ready access to information by all members of the community, as well as on the effective keeping of necessary records.

In the Evergreen community, individuals should not feel intimidated or be subject to reprisal for voicing their concerns or for participating in governance or policymaking.

Decision-making processes must provide equal opportunity to initiate and participate in policymaking, and Evergreen policies apply equally regardless of job description, status, or role in the community. However, college policies and rules shall not conflict with state law or statutory, regulatory, and/or contractual commitments to college employees.

Political Activities

The college is obligated not to take a position, as an institution, in electoral politics or on public issues except for those matters, which directly affect its integrity, the freedom of the members of its community, its financial support, and its educational programs. At the same time, Evergreen has the obligation to recognize and support its community members' rights to engage, as citizens of the larger society, in political affairs, in any way that they may elect within the provision of the general law.

Student Conduct Code/Grievance and Appeals

Complementing Evergreen's Social Contract is the Student Conduct Code-Grievance and Appeals Process. This document defines specific examples of Social Contract violations and delineates appropriate corrective action. The code also defines the role of the grievance officer and describes the processes for informal conflict resolution, grievances, and appeals procedures.

Copies of the Student Conduct Code are available at the Office of the [Vice President for Student Affairs](#), Lib 3009.

Copies of Evergreen's policy on sexual harassment are available from the [Office of Sexual Violence Prevention \(OSVP\)](#), SEM I 4119.

Family Educational Rights and Privacy Act of 1974 (FERPA)

<http://www.evergreen.edu/registration/confidentiality.htm>

The Evergreen State College must insure that information contained in student records is treated responsibly with due regard for its personal nature, and for the students', college's, and community's needs. The following guidelines are taken in part from TESC's general policy and respond to the requirements of Public Law 93-380 (Family Educational Rights and Privacy Act of 1974).

WAC 174-280-045 NOTICE OF RIGHTS

In accordance with the requirements of the federal statute, the college through the office of the dean of enrollment services will annually notify all enrolled students of their rights under WAC 174-280-010 through 174-280-045 to include:

- (1) The types of educational records and information contained therein which are directly related to students and maintained by the institution.
- (2) The name and position of the official responsible for the maintenance of each type of record, the persons who have access to those records, and the purposes for which they have access.

Definitions Specific to the MiT Program

For the purposes of this information, the following terms shall have the definitions shown:

- (1) *Student/candidate/participant*: any person who is or has been registered at Evergreen, with respect to whom Evergreen maintains educational records or other information personally-identifiable by name, identification number, or other names of recognition.
- (2) *MiT Student Files*: those student (candidate) files held by the Master in Teaching program.
- (3) *Directory Information*: the candidate's name, address, telephone number, dates of attendance, date and place of birth, major field of study, participation in officially recognized activities and sports, degrees and awards received, and the most recent previous educational agency or institution attended by the student.

Disclosure to Candidate

- (1) Candidates have the right to inspect their MiT candidate files.
- (2) Recommendations, evaluations, or comments concerning a candidate, whether or not provided in confidence, either expressed or implied, as between the author and the recipient, shall nonetheless be made available to the student.
- (3) The Teacher Education Certification Officer is the official custodian of MiT candidate files.

Requests and Appeals Procedures

- (1) A request by a candidate for review of information should be made in writing to the Teacher Education Programs Certification Officer.
- (2) The Certification Officer must respond to a request for educational file within a reasonable period of time, but in no case more than 30 days after the request has been made.
- (3) After reviewing his or her file, a candidate may challenge the content of the file if the candidate believes them to be inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. In such cases the candidate should notify the Certification Officer. If a candidate has been unable to negotiate correction of or deletion of inaccurate, misleading or otherwise inappropriate data, he or she may contact the Teacher Education Programs Director for resolution. If the candidate is still unable to reach resolution he or she may pursue the grievance procedures in chapter 174-108 WAC and may place a written statement of rebuttal in his or her official file.

Release of Personally Identifiable Information

The Master in Teaching Program shall not permit access to or the release of education files or personally identifiable information contained therein, other than “directory information,” without the written consent of the student to any party other than the following:

- (1) Evergreen staff, faculty, and student employees when the information is specifically required for a legitimate educational interest within the performance of their assigned responsibilities to the college, with the understanding that its use will be strictly limited to the performance of those assigned responsibilities.
- (2) Federal and state officials requiring access to educational records in connection with the audit and evaluation of a federally- or state-supported education program or in connection with the enforcement of the federal or state legal requirements, which relate to such programs. In such cases the information required shall be protected by the federal or state official in a manner, which will not permit the personal identification of students to other than those officials, and such personally identifiable data shall be destroyed when no longer needed for such audit, evaluation or enforcement of legal requirements.
- (3) Research studies approved under the college’s Institutional Review Board (IRB) policies or other approved human resources processes.

Other College Policies

Detailed information about many of Evergreen’s policies, including the Student Conduct Code, and policies on Conflict Resolution, Sexual Harassment, the Americans with Disabilities Act (ADA), FERPA, and Non-Discrimination, can be found at

<http://www.evergreen.edu/studentaffairs/rightsandresponsibilities.htm>.

Information about Equal Opportunity policies can be found at <http://www.evergreen.edu/diversity/>.

For concerns about civil rights or non-discrimination policies, please see www.evergreen.edu/policies/category/governance.htm.

Selected Campus Facilities and Resources

For a helpful list, see <http://www.evergreen.edu/currentstudent/>