



Master in Teaching Program

PROGRAM HANDBOOK: POLICIES, PROCEDURES, AND RESOURCES

March 2024

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Land Acknowledgment

The Squaxin Island Tribe's habitation of the land on and around the inlets of the Southern Salish Sea, including what is now the City of Olympia and here at The Evergreen State College spans thousands of years. The ancestral families who lived and thrived here: Budd Inlet directly to the East of us: Steh-Chass, and Eld Inlet directly to our West: Squi'Aitle. Today we acknowledge the Squaxin Island Tribe as it continues to live on and steward these lands and waters.

We acknowledge that we are on the traditional homelands of the Puyallup Tribe. The Puyallup people have lived on and stewarded these lands since the beginning of time, and continue to do so today. We recognize that this acknowledgement is one small step toward true allyship and we commit to uplifting the voices, experiences and histories of the Indigenous people of this land and beyond.

We respect and acknowledge the Squaxin Island and Puyallup tribes, and other Tribes across the Americas, and their many contributions to The Evergreen State College (in support of education, tribal sovereignty, environmental stewardship). This acknowledgement is one small step toward respect and collaboration with the aim of uplifting the voices, cultures and histories of the Tribes of these lands and waters.

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Message from the Director

WELCOME! Congratulations on your enrollment in Evergreen's Master in Teaching (MiT). Since 1990, the MiT program has prepared aspiring teachers for the challenges of the teaching profession while emphasizing our commitment to social justice and a community-responsive curriculum. Our program model maintains that commitment through a four-quarter path to certification and a master's degree that includes extensive field experiences. The MiT faculty and staff look forward to working with you in realizing your academic and professional goals.

The Master in Teaching Program at Evergreen strives to build and sustain an inclusive environment that supports all students who want to become teachers. To us, this means including diverse perspectives in our curriculum and in our partnerships with communities and schools; creating opportunities for students, faculty, and staff to share and learn from our diverse experiences; and providing support for anti-oppression work at Evergreen, in K-12 schools, and in local communities.

This handbook serves as an introduction and reference guide for the Master in Teaching Program (MiT). Faculty and staff are committed to helping you successfully complete the program. The Director is responsible for overseeing the program and ensuring we meet all state accreditation requirements. The faculty are responsible for designing and implementing the MiT curriculum. The Assistant Director is responsible for overseeing and communicating endorsement and certification requirements. The Field and Partnerships Liaison is responsible for placing teacher candidates in field experiences and overseeing data management. Of course, we all do much more than what is listed here but these are our primary responsibilities in addition to supporting teacher candidates as they become certificated teachers. You should consult any of these people if you have questions as you navigate through the program.

We try to make our degree requirements, procedures, and policies consistent and transparent by publishing them in a handbook. Whenever possible, substantive changes to the handbook are made in consultation with MiT faculty, staff, and students. A companion document, the Student Teaching Handbook, will provide guidance for the field components of this program.

Evergreen has a unique collaborative, interdisciplinary approach to learning. Our program embraces the guiding philosophy and educational practices of the institution and applies them to graduate studies. You are encouraged to explore documents like the [Social Contract](#) to learn more about Evergreen's core values and approach to education.

Again, welcome to the MiT program. The teaching profession remains one of the most direct ways you can have a positive impact on individual students, your community, and the future. We are so glad you have chosen to become a teacher!

Sara Sunshine Campbell, Ph.D., N.B.C.T.

Program Overview

The Evergreen Master in Teaching (MiT) program is an interdisciplinary and cohort-based teacher preparation program for students interested in teaching in the Washington State K-12 education system. 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 Program.

MiT is a four-quarter program. Students will complete 12 credits in the first quarter of the program either as graduate or undergraduate students. In each of the following three quarters, students will complete 16 graduate credits, including field experiences each quarter. Full-time student teaching will take place in the final quarter of the program. Please see the Student Teaching Handbook for more information about field experiences. Detailed information about Evergreen's combined degree policy can be found here:

<https://www.evergreen.edu/node/382731>

Endorsements

Students admitted to MiT will receive support for the endorsement area(s) to which they were admitted. Students who wish to change their endorsement after being admitted must get approval from the MiT faculty and program director. Theatre arts candidates will engage with specially designed ELA/Theatre combined coursework. Those looking to add endorsements after they have been recommended for certification are advised to look over the OSPI certification website on endorsements: See [OSPI certification web site](#) and Evergreen's PaCE (Professional and Continuing Education) website for possible options.

MiT Credit Model

Students who enter with graduate status earn 60 graduate credits after successfully completing the program. Evergreen undergraduate students provisionally admitted to the program will earn the final 12 undergraduate credits to complete their undergraduate degree in the first quarter of the MiT program and the remaining 48 graduate credits after successfully completing the MiT program. Upon successful completion of all MiT program requirements, students who enter the program as undergraduates will be awarded the master's degree for the 48 remaining graduate credits. All students must earn 60 credits total in order to graduate.

Admissions

Admission to the Master in Teaching Program is based upon demonstrated academic preparation for graduate studies and demonstrated commitment to K-12 education. Application review is a holistic process where multiple lines of evidence are used to assess preparation. For further information on the admissions process, please see the website

(<https://www.evergreen.edu/mit/apply-mit-program-0>) or contact the Assistant Director at mit@evergreen.edu.

Candidates may be admitted conditionally or provisionally if they have not met all the admissions requirements. Students are accountable for satisfying those requirements as specified in their letter of admission.

Provisional Admission

Students who meet all other program entry requirements but have not completed their bachelor's degree may be provisionally admitted to the program. Evergreen students earning a dual degree are provisionally admitted to the MiT program and must successfully complete the first quarter and submit evidence of their bachelor's degree in order to register for the second quarter of the program. The letter of admission will state if program admission is provisional and describe required next steps. All students admitted provisionally must order an official transcript with their bachelor's degree posted from the accredited degree-granting institution immediately upon completion of graduation requirements.

Conditional Admission

Conditional admission may be granted when an applicant does not meet specific application requirements that must be completed prior to enrolling in the program. Such requirements will be clearly stated in the admission letter.

Deferral of MiT Admission

Admitted students who are not registered or have not started the program may defer their admission status for one year. In addition, students who successfully complete their first quarter at MiT as undergraduates can defer the start date of their graduate studies until fall of the following year. To request deferral, students should submit a written request to the MiT Director no later than the 5th day of the quarter. In the written request, the student should explain the reasons for the deferral request. Once approved, students should submit a Graduate Deferral Form to the MiT Director, who will then submit it to Graduate Admissions for processing. Students may defer only once and must begin the MiT program on its next start date. Candidates starting MiT as undergraduates who seek a deferral are still eligible to receive their undergraduate degree if they successfully complete their undergraduate quarter at MiT and meet all other degree requirements.

Academic Support and Campus Resources

Advising

All MiT students are assigned a Faculty Mentor who can advise and support students in the academic program and in the field. However, all MiT faculty are key resources in each student's educational and professional development, and students are encouraged to reach

out to any MIT faculty for advice and support. The Director and Assistant Director are also available for academic and career advice.

Access Services

Students with a documented disability are encouraged to talk both with their faculty and the office [Access Services for Students with Disabilities](#) (867-6348 or 867-6364). Reasonable accommodations will be provided for any student who qualifies for them through a working relationship with Access Services. After a student consults Access Services and submits the necessary forms, the faculty will receive a letter clearly indicating the student has a disability that requires academic accommodations. Information about a disability or health condition will be regarded as confidential.

If you do not have a documented disability but have concerns about your ability to complete specific course components, please contact the faculty directly to share your concerns.

Community & Campus Partnerships

Many key partners throughout Evergreen are dedicated to supporting students in their path to becoming teachers. Some of these partnerships and resources include:

- [First Peoples Multicultural, Trans, and Queer Support Services](#)
- [Student Wellness Services](#)
- [Veterans Resource Center](#)
- [Campus Food Bank](#)
- [Native Student Success Center](#)
- [TRiO Student Success](#)
- [Well-being and Academics During COVID-19](#)
- [Center for Community-Based Learning and Action \(CCBLA\)](#)
- [Writing Center](#)

Registration and Credit Policies

Students should consult the [registration procedures](#) outlined by the Registration and Records office for the first and second quarter (Spring 1 and Fall). Students will automatically be registered for the third and fourth quarter (Winter and Spring 2) provided there are no registration holds.

MyEvergreen

Students are given a “MyEvergreen” account at my.evergreen.edu when they are admitted. This site, as well as your evergreen.edu email, is the official mode of communication between students and the college. MyEvergreen includes:

- Course registration (including individual study contracts and internship contracts)

- Schedule Evergreen (see your class schedules and locations)
- Academic progress and credits earned
- Transcript orders
- Evaluation creation for self-evaluations and faculty evaluations
- Evaluations of you by faculty
- Financial aid information
- Greener Commons (Evergreen's online resource for campus announcements)
- Student account information and web payments
- Student jobs database (CODA)

E-Mail and Contact Information

Students must use their evergreen email to receive information from the college and MiT faculty and staff. This email account is used for official college communications to students, including registration and student account information, announcements of official college policies, and general announcements and information. You should check your college email account on a regular basis. From the e-mail settings page on my.evergreen.edu, you can forward your Evergreen e-mail account to another preferred e-mail provider that you may already be using (e.g., hotmail, gmail), thereby receiving college correspondence through another e-mail address. If you choose to forward your Evergreen e-mail to another provider, you will be responsible for the ongoing viability of that third party address.

Students keep their residential mailing address and phone listings up-to-date with the Office of Registration and Records or through my.evergreen.edu, so that the program and the college can communicate with them.

Narrative Evaluations and Credit Equivalencies

Evergreen students receive feedback on their work through a robust evaluation process. Faculty write formal narrative evaluations of each student's work at the end of every quarter. The evaluation is a statement of the quality and quantity of student work based on the faculty member's professional judgment. The narrative evaluation includes a list of credit equivalences similar to course titles and credit hours at other institutions. Credit equivalencies in the MiT program reflect three expectations for beginning teachers: (i) the Washington Administrative Code (WAC), (ii) the purposes and learning objectives in the program; and (iii) the certification requirements specified by the Professional Educator Standards Board. For more information about the types of credits awarded in the program, please see the pathway-specific Credit Map on the MiT website.

Narrative evaluations serve as the student's Evergreen transcript. In addition, students are encouraged to write a self-evaluation and are required to meet for evaluation conferences at

the end of each quarter. Students may choose to submit the self-evaluation and make it part of their official transcript.

Students who disagree with evaluation language or credit awards should first discuss this issue directly with the faculty who wrote the evaluation. Evergreen's policy on [Amending Student Records](#) describes the appeal process for evaluation language or credit awards.

Incompletes

Students must earn all credits for a quarter before continuing to the next quarter, which is documented through a formal evaluation after the first quarter and interim evaluations after the second and third quarters. The final evaluation for a student's second, third, and fourth quarters is submitted at the end of the fourth quarter. Under exceptional circumstances, a student may complete work after evaluation. Students in this situation must develop a plan for completion with the faculty responsible for awarding credit that is approved by the MiT Director. See Evergreen's [Policy and Procedure for Reporting Incompletes](#) for further details. A pattern of incomplete work may result in loss of financial aid eligibility.

Graduation and Certification

Students who successfully complete all program requirements are eligible to graduate. 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. The MiT Program will recommend teacher candidates to OSPI for teaching certification. *Graduation does not guarantee that a student is recommended for certification.*

Program Modification for an Academic Requirement

The purpose behind all program requirements is to preserve the integrity of the Evergreen Master in Teaching degree. The process below specifies how a student requests a program modification for an academic requirement.

A program modification is a request to meet a program requirement by alternate means. A program modification may be requested if a student has a compelling reason to propose an equal and alternative approach to meeting a program expectation. Program modifications require a written agreement.

Procedure for submitting a request for program modification for an academic requirement.

1. Student meets with a MiT faculty member to discuss the reasons for seeking a modification.
2. If the faculty member agrees that the request has merit, the student and faculty member meet with the director to discuss the request and the potential plan for modification.

3. If the director agrees that the request has merit and is consistent with college policies, the student writes a letter to the faculty team and the program director including at least three parts:
 - a. description of the requirement the student seeks to modify or waive;
 - b. documentation (i.e., transcript, recommendation, evidence of meeting the expectation in a previous program or work setting) to support the request;
 - c. detailed description of how the requirement will be met.
4. The director, after consulting with the faculty team, approves or denies the modification request.

Leave of Absence/Reinstatement

Unexpected circumstances sometimes arise such that a student needs to take a leave of absence from the MiT program.

Students who enter the MiT program as an **undergraduate** for the first quarter (Spring 1) and decide to postpone completing the rest of the MiT program before the second quarter (Fall) should request a **deferral** (not a leave of absence) since they have not started the graduate portion of the MiT program. See Admissions section. Students can defer for one year without having to reapply. Students who successfully complete the first quarter and want to continue with the same pathway in two years will need to take a leave of absence and reapply to the program. In this scenario, the application fee may be waived.

Candidates registered as **graduate students** and in good standing have the option to request a leave of absence from the program of no more than four quarters. A student in good standing wishing to apply for a leave of absence must begin the process by submitting a written petition to the MiT Director. The MiT Director will consult with the MiT faculty regarding the request. Should the petition for a leave of absence be approved by the MiT Director, a re-entry plan for the student's return to the program will be determined on an individual basis between candidates and the MiT team.

Students granted a Leave of Absence must download a **Change of Status form**, fill it out, and return it to Registration. They should also consult the **Withdrawal or Leave of Absence Check List**, located in the same form, and complete the required actions.

A student who fails to register for credit in the quarter following the end of a leave will be withdrawn from the program. If a student who is withdrawn for this reason wishes to return to the program, the student must petition the director in writing for reinstatement, including a proposed schedule for completing the requirements for the degree. The student will be able to register again only after 1) they petition the Director to be reinstated as an active student and the Director approves reinstatement, and 2) the Director has notified the Office of Registration and Records that the student should be allowed to register.

Fifth Quarter Extension for Degree Completion and Teacher Certification

Under exceptional circumstances a student may not complete all required student teaching hours and field experiences for degree completion and teacher certification. In such circumstances, a student may complete an additional quarter of student teaching over 10 weeks in the Fall quarter. The arrangements for an additional quarter of student teaching will be organized on an individual basis with the student and their field supervisor working with the MiT Director, field placement staff member, and program faculty. The MiT director has final approval of a fifth quarter extension. Students should consult with Financial Aid in order to understand financial aid consequences for both spring and fall quarters. Students who take a fifth quarter extension may fully participate in graduation ceremonies.

Washington State Expectations for Teacher Certification

Legal Requirements for Certification

The Office of Superintendent of Public Instruction (OSPI) lists the following requirements to receive an initial teaching certificate

- Completion of a bachelor's degree or higher
- Completion of a state of Washington approved teacher preparation program
- Completion of a basic skills test and a content area test
- Submission of fingerprints for a background check is required, if a valid certificate is already not on record.

Upon graduation from the MiT Program, teacher candidates who have successfully met program completion requirements will receive a recommendation for teacher certification. Upon receiving a recommendation, teacher candidates are then responsible for applying for certification once they have completed all other legal requirements for certification. Each teacher candidate will receive guidance from the program as to whether they have met these requirements.

Program Completion

Recommendation for Residency Certification and the award of the Master in Teaching Degree depend on satisfactory completion of all aspects of the program including, but not limited to: full credit for coursework and field experiences, and demonstration of appropriate professionalism for a K-12 teacher. A successful graduate of the program will receive the Master in Teaching degree from The Evergreen State College and a recommendation for teacher certification.

Interstate Licensure Policy

Students who successfully complete all requirements of the Master in Teaching degree at The Evergreen State College will be recommended to Washington State's Professional Educator Standards Board (PESB) for Licensure. Washington State licenses teachers to teach in Washington State. We have not made a determination as to whether our curriculum meets the State educational requirements for licensure or certification in other states. More information is available on the [MiT program website](#) under 'Where You Can Teach'.

Content Knowledge Testing Requirements

Teacher Candidates are required to complete WEST-B Basic Skills assessment and a content knowledge assessment for the endorsement area prior to receiving a recommendation for certification. Information about testing requirements can be found on the [Professional Educator Standards Board website](#).

The MiT program has a Case-by-Case petition policy and procedure in place to support students in meeting these testing requirements. Details and forms are available by contacting the Assistant Director at mit@evergreen.edu.

Professional Growth Plan

A [Professional Growth Plan](#) must be on-file with the program prior to receiving a recommendation for certification. The completion of this PGP will be supported by faculty in the final quarter of the program.

Washington Administrative Code

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

Code of Professional Conduct

Teacher candidates should be aware of the Washington Administrative Codes regarding their Professional Conduct. Full text of the WAC and additional information is available on the OSPI website at the OSPI's Code of Professional Conduct page at www.k12.wa.us/educator-support/investigations/code-professional-conduct.

A list of conditions that would prevent an individual from receiving a teaching certificate in the state of Washington can be found [here](#).

Working in an Evergreen Partner School

Field Experiences

The MiT program includes field experiences (e.g., Observation, Community Based Field Experiences, Practicum, Mediated Field Experiences, Student Teaching) in all four quarters of the program. Student teaching placements are in a K-12 school setting. We expect that most field experiences will occur within a 40-mile radius of The Evergreen State College Olympia Campus. We do consider extenuating circumstances in finalizing placements for teacher candidates. In order to participate in student teaching, teacher candidates must meet the state and federal expectations below. For more specific information about field experiences, please see the pathway-specific Student Teaching Handbook.

Background Checks & Pre-Residency Clearance

All admitted students are required to schedule a fingerprinting appointment to undergo a background check through both the Washington State Patrol and the FBI as early as possible after admission. Candidate fingerprints can be done at an approved site, generally the local [Educational Service District Office 113](#), that requests the results be submitted to The Evergreen State College. More detailed instructions can be found [in this page](#). A list of conditions that would prevent an individual from receiving a teaching certificate in the state of Washington can be found [here](#).

In addition, state law requires all teacher candidates to obtain a Pre-Residency Clearance certificate prior to starting their placements in the second quarter of the program. This is a separate process that requires completion of a background check and an active E-Certification account, and must be completed by the end of the first quarter of the program. Students who have not received a Pre-Residency Clearance will not be allowed to participate in their placements in K-12 schools. The Pre-Residency Clearance process is completed through the Office of Superintendent of Public Instruction (OSPI) E-Certification portal. Full details on how to complete the process can be found on the OSPI [website](#). [Instructions on how to set up an E-Certification account through the OSPI website can be found here.](#)

Substitute Teaching

After the successful completion of one formal program observation by faculty, and the approval from one K-12 school representative at the school, teacher candidates may be approved for **Intern Substitute certificates**. This certificate allows the teacher candidates to substitute *only for their mentor teacher's classroom* in their absence (per WAC). Once a teacher candidate has received approval, this will apply for the duration of their time in the program. Until a teacher candidate has obtained their Intern Substitute certificate, mentor teachers must obtain a substitute teacher in the event of an absence. To support teacher candidates in meeting the program goals, and in having access to mentorship while teaching, candidates may not use emergency substitute certificates for field work or student teaching during instructional quarters. Teacher candidates cannot miss MiT program work or placement work in order to substitute.

Field Experience Liability Insurance

During all MiT field experiences, including student teaching internships and 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 Field Experience Officer any claim, or circumstances that they 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, they are 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 Field Experience Officer with questions or to see the full policy.

Video Recording and Permissions

Video recording is an essential tool for educators learning to transform their classroom experience into knowledge about practice. Under the appropriate conditions of data collection and data management, classroom interactions can be recorded and used for educational and research purposes. Allowable education and research purposes for video recording require that the educator maintain control of the video, manage the privacy of the video, not allow the recording to be in the public domain, and erase the video within one year of collecting it.

Permission from all recorded individuals and their guardians must be obtained. School district policies for video recording vary. Students are responsible for confirming school district video permission policies with building principals and district leadership and following those policies. If a form from The Evergreen State College is required, students will be provided this form by MiT faculty.

Additional permission must be obtained to either keep the video for longer than one year or to use the video for a purpose beyond this narrowly intended purpose of learning to teach. No commercial purpose may be requested or approved.

Students will collect video for internal program assignments. Students may video record only for use while in the Master in Teaching program and only if the four following criteria are met:

- a. the recording complies with the school's video recording policy;
- b. all participants are aware the camera is recording for the duration of the recording;
- c. the recording is not shown or shared for any reason other than formal educational purposes;
- d. the recording is transferred between recording and viewing devices using only private, password-protected and faculty-approved storage.

Students may create a transcript of a classroom video to use for educational purposes if personally identifiable information is obscured (i.e., using pseudonyms).

Obtaining Permission

Each school has either an opt-in or an opt-out form of permission for photos and video recording. Expect to use the permission process the school uses. Students should check with the school's office to identify the form of permission regularly used by the school and let the school staff and administrators know the specific needs (including timeline) for video recording. Coordinating permission on the timeline may require negotiating timelines with the school office. It may be appropriate to volunteer to help with disseminating and or collecting permission in order to meet the timeline.

Managing and Storing Video

Video recordings are easily obtained using phones, tablets, and computers. Any of these devices is allowable if the device and the recording app are password protected and can be restricted from view by anyone other than the intended professional educator(s). It is sole responsibility of the teacher candidate to ensure the privacy and maintenance of the videos.

Intentional Content

One of the most important features of video recording is the ease with which it can be erased. Video that, for any reason, contains content that was not intended to be recorded for the narrow educational purpose stated in this policy should be immediately erased.

Prohibitions on Teacher Candidate Video

There are two prohibitions on video recording. The first is *student discipline* and the second is *staff discipline*. Teacher candidate video may not be used as evidence in either situation. Any video recording that may contain information of interest for either form of discipline may not be viewed by others and should be erased immediately. Other forms of evidence including personal retrospective impressions or notes of the incident may be shared. In other words, a teacher candidate is not required to erase what they observe, believe, or know but they are restricted to reporting using the regular evidentiary records that would be available in any classroom without video.

Social Media Policy

The MiT Program at Evergreen supports the use of technology to communicate for educational purposes in ways that meet professional expectations. During their time in MiT, including while student teaching, teacher candidates are expected to know, understand, and follow the social media policy in their partner school and district. Teacher candidates have responsibilities as educators to maintain the safety of students, families, colleagues (including fellow teacher candidates), and school staff. Those responsibilities include that teacher candidates are prohibited from communicating with K-12 students by phone, email, text, instant messenger, or other forms of electronic or written communication in a manner prohibited by district policies/procedures and the Washington Educator Code of Professional Conduct.

Teacher candidates are prohibited from engaging in any conduct on social networking websites that violates the law, district policies, the Professional Code of Conduct, or those that do not align with Evergreen MiT dispositions as described in the Program Expectations. Teacher candidates should also be aware of the portion of the college's Student Conduct Code (WAC 174-123-170) stating that it is a "community expectation that students or recognized organizations will not engage in the following prohibited conduct," which includes cyber misconduct (WAC 174-123-170 (2) (c)): cyber misconduct:

The term "cyber misconduct" includes, but is not limited to, behavior involving the use of a computer, computer network, the internet, or use of electronic communications including, but not limited to, electronic mail, instant messaging, list serves, electronic bulletin boards/discussion boards, ad forums and social media sites or platforms, to disrupt college function, adversely affect the pursuit of the college's objectives, or to stalk, harm or harass, or engage in other conduct which threatens or is reasonably perceived as threatening the physical or mental safety of another person, or which is sufficiently severe, persistent, or pervasive that it interferes with or diminishes the ability of an individual to participate in or benefit from the services, activities, or privileges provided by the college, or an employee to engage in work duties.

Program Agreements

The information presented here acts as a foundational framework for all MiT cohorts. *Cohort-specific syllabi may expand upon and/or provide more detailed 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 Student Rights & Responsibilities: including the Social Contract and Student Conduct Code).

Expectations and Responsibilities of Faculty

1. Support the development of each MiT teacher candidate while acknowledging ultimate responsibility to the community, which includes the children and youth who attend public schools, their parents, and their caregivers.
2. Employ and document equity pedagogies as required by state accreditation standards.
3. Provide program syllabi that explains mutual responsibilities and program requirements at the start of each quarter. Syllabi are expected to change and can be amended throughout the quarter if the changes do not change the overall expectations presented in the original syllabus.
4. Develop, prepare and facilitate learning activities aligned with the program's learning objectives.
5. Introduce candidates to all guidelines and requirements for State of Washington Residency Certification.
6. Read, provide feedback, and return candidates work in a timely fashion.

7. Plan and attend all relevant program activities.
8. Attend regular program planning meetings.
9. Schedule timely conferences with teacher candidates to address any program concerns directly.
10. Adhere to the principles of the social contract and all other college policy. 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.
11. Provide environments free from sexual harassment and discrimination.
12. Send written notice at any point in the quarter to any candidate who is having academic trouble and may be in danger of receiving reduced credit.
13. Observe, evaluate, and provide feedback to teacher candidates during student teaching as described in the MIT pathway-specific *Student Teaching Handbook*.
14. Submit completed teacher candidate evaluation forms (i.e., Observation Form) to the Field Experience Officer at the end of the student teaching experience and collect information regarding candidate success as required by PESB.
15. Faculty members acknowledge their own and each other's health, strengths, and challenges with each other. Faculty agree to support each other personally and professionally. The faculty agree to discuss fully, promptly, and openly any disagreements with care and mutual respect.

Expectations and Responsibilities of Teacher Candidates

1. Demonstrated commitment to program goals, focus and direction.
2. Regular attendance and active participation in all program activities. 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, evening forums, conferences, panels, classroom observations, and field experiences.
3. Successful and timely completion of all program assignments.
4. Proactive communication and planning about program responsibilities and expectations.
5. Demonstrated and discernable knowledge and the writing, reading, thinking and interpersonal communication skills necessary in the professional participation in the teacher workforce.
6. Demonstrated and discernable collaboration skills to support their successful work with diverse groups of children, parents, other teachers, and administrators, and program peers, faculty, and staff.
7. Demonstrated and discernable respect for all people and particularly people different than themselves in age, ability, native language, ethnicity, race, class, sexual orientations, gender expressions, religion or nationality.
8. Demonstrated mastery of program knowledge and skills requirements.
9. Demonstrated graduate level writing, thinking, and oral communication skills.
10. Demonstrated professional dispositions and interpersonal communication skills necessary for K-12 teaching (e.g., with professional colleagues, families, community members).

11. Attend all professional development workshops provided by the Field Experience Officer and the Certification Officer.
12. Receive clearance from the OSPI's Office of Professional Practice in order to be placed in a practicum or field experience.

Habits of Practice for Teacher Candidates

All MiT students are provided opportunities to develop and are regularly assessed on the following dispositions:

Skillful engagement: skillful engagement recognizes what you need to do and motivate yourself to do it. It includes adapting one's approach to best serve oneself and one's community.

Intellectual curiosity: intellectual curiosity is the ability to take joy in the development of yourself, your classroom, and our shared learning community. Yearning for knowledge, viewing every context as a learning opportunity, questioning the world around you, and not accepting things on face value.

Critical consciousness: critical consciousness is the ability to move beyond the confines of one's own perspective. It attempts to think and feel from another's perspective. In doing so, critical consciousness develops an understanding of our common humanity. It includes seeing oneself as a conduit for change, with the ability to reflect and adjust oneself and one's environment accordingly.

Humility: humility is a disposition remembering to consider others outside yourself, and that you engage in a constant exchange of ideas and learning. Humility is being open to feedback, reflection, and collaboration while recognizing that my ideas hold the same merit as peers.

Resilience: resilience is the ability to resist in the face of constant and shifting resistance. Resilience is an ability to persist in response to pressure.

Academic Honesty

Students in the college community are expected to practice academic integrity: To author their own ideas and critique and evaluate others' ideas in their own voices. The greater learning community of the college can thrive only if each person works with a genuine commitment to make their own authentic intellectual discoveries. To that end it is a community expectation that students and recognized organizations will not engage in the following prohibited conduct, which constitute violations of this code. **Academic dishonesty** includes, but is not limited to, the following:

- (i) Cheating includes any attempt to give or obtain unauthorized assistance relating to the completion of an academic assignment (including use of ChatGPT or Artificial Intelligence software for assistance with any assignment without explicit permission from faculty and explicit acknowledgement of this use in the assignment);

- (ii) Plagiarism includes taking and using as one's own without proper attribution the ideas, writings, or work of another person in completing an academic assignment. Plagiarism may also include the unauthorized submission of academic work for credit that has been submitted for credit in another course;
- (iii) Fabrication includes falsifying data, information, or citations in completing an academic assignment and also includes providing false or deceptive information to an instructor concerning the completion of an assignment;
- (iv) Using assistance or materials that are expressly forbidden to complete an academic product or assignment
- (v) The unauthorized collaboration with any other person during the completion of independent academic work;
- (vi) Knowingly falsifying or assisting in falsifying in whole, or in part, the contents of one's academic work;
- (vii) Permitting any other person to substitute oneself to complete academic work; or
- (viii) Engaging in any academic behavior specifically prohibited by a faculty member in the course covenant, syllabus, or individual or class discussion.

A proven case of academic dishonesty by a graduate student may result in the loss of credit and possible dismissal from the graduate program. If a first-time incident of academic dishonesty is minor (e.g., lack of citation for quotes or paraphrasing), it may be approached as a teachable moment by the course faculty and tracked by the program. A major or egregious instance of academic honesty (e.g., copying another student's work or copying any work not originated by the student) or a second incident of academic dishonesty will result in loss of credit for the course and possible dismissal from the program.

The Social Contract and Student Conduct Code

Evergreen's [Social Contract](#) articulates guiding principles about freedom, civility, and respect toward others. Evergreen is committed to freedom to explore and discuss ideas, even those that might be unpopular, as the foundation of a vibrant, dynamic learning community. As members of the Evergreen community, we share responsibility for openness, honesty, civility and fairness to ensure a productive learning environment for everyone.

Students must also adhere to the [Student Conduct Code](#), which articulates specific procedures and standards for upholding the values and aspirations expressed in the Social Contract. Specifically, the code encourages informal resolution and provides formal processes for dispute resolution and accountability. The code was written with the aim of preserving our common interests, protecting each other from harm, and healing individuals.

Conflict Resolution and Grievance Procedures

The Social Contract values intellectual freedom and protects the right of individuals to express unpopular and controversial points of view. In such an environment, conflicts inevitably arise.

"All must share alike in prizing academic and interpersonal honesty, in responsibly obtaining and providing full and accurate information, and in resolving their differences through due process and with a strong will to collaboration." This means that, as a general rule, most conflicts should be addressed through direct and honest communication among the people involved. Like most general rules, this one requires some qualification (such as cases involving discrimination, personal safety, or sexual harassment—see below). This section contains general processes and specific resources for students.

For most conflicts, discuss problems involving others in the learning community directly with the individual(s) involved in a spirit of honesty and mutual respect. If the conflict is between two students, faculty may be consulted to facilitate a discussion or mediate a dispute. If conflict coaching is needed or an outside third party is needed, mediation resources may be accessed through the [CARE Team](#).

If the conflict is between a student and faculty, contact the MiT Director to mediate the dispute. If the conflict is not resolved, contact the Graduate Dean. If the conflict is between a student and the MiT Director, contact the Graduate Dean.

Personal safety

Students who believe that their personal safety or the safety of the community is at risk should contact [Police Services](#) (Seminar 1 2150; Emergency: 360-867-6140; Non-Emergency: 6830). The office is open 24 hours a day, seven days a week. In addition to receiving the training necessary to become commissioned police officers, Evergreen's police officers receive additional training in areas such as conflict resolution, assisting survivors of sexual assault, and other topics that will better enable them to serve the college community.

Sexual Assault

Evergreen has trained advocates for survivors of sexual assault. See the [Sexual Assault](#) page for resources. Police Services (360-867-6140), the Campus Grievance officers (360-867-5113), or the Sexual Violence Prevention Coordinator (360-867-5221) can help students get in touch with advocates. Students who believe they may have been victims of discrimination or sexual harassment may also use State and Federal systems for pursuing their complaints. The Affirmative Action/Equal Opportunity Office (Library Building 3200, 360-867-6368) is available to assist students in understanding options and resources.

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). See Evergreen's [Title IX](#) page for resources about gender discrimination, sexual harassment, and sexual assault.

Grounds and Process for Program Dismissal

In unusual circumstances, a student may be provided a notice of dismissal from the program if the student's academic work and/or behavior and/or dispositions fail to adhere to the program expectations. Such a decision will come after faculty have discussed these concerns with the student and provided the student with the opportunity to address these concerns. If the faculty team and MIT Director determine that these concerns have not been adequately resolved, the faculty team and MIT director will deliberate about program dismissal, with the MIT director making the final decision. A student who wishes to appeal this decision must submit a written request to reverse the decision to the Graduate Dean within 10 calendar days of the notice.

Inclement Weather and Class Cancellation

In the event of bad weather or emergencies, students should check for announcements of campus closures. Students can call the main campus line 360-867-6000 to get the latest news regarding a campus closure or delay. Faculty may decide to cancel a class meeting even if campus is open and, if they decide to cancel the class, will send an all-class email prior to 3:00 pm the day of class. Students are responsible for checking email and ensuring viable transportation options are available to them. Students are ultimately responsible for making a decision about whether they can travel safely during bad weather. For more information, visit Evergreen's [Emergency Preparedness and Response page](#).

Fees

Students are responsible for Internal and External fees outside of tuition expenses. Internal fees: A graduation fee is required near the end of the program. Other fees may be charged. Please see the Catalog for updated information. External fees: Teacher preparation and certification in Washington State requires coordination across several different institutions. Below are the fee descriptions. Please see the Catalog for updated information. *Note: External fees are subject to change. Please contact the appropriate agency for current costs.*

Washington State Patrol identification and criminal history check
Application for Teacher Certificate

Field Placement Policies

Supervision Policy (certified teacher in room)

This field experience is designed to be consistent with state law and Evergreen's Teacher Education Program policies. It is important that all parties be aware of implications for WAC 181-44-010. This rule is specific in requiring that a properly certified teacher be responsible for the classroom at all times. In practice, this means the mentor teacher is present in the room to supervise the work of the candidate early in the experience, and that throughout the experience a certified teacher present in the building retains legal responsibility for the

students and the classroom. Although the mentor teacher maintains legal responsibility, a mark of a successful student teaching experience is where the teacher candidate, through scaffolded routines of co-planning, co-teaching, and learning focused reflections with the mentor teacher has the opportunity to actively assume a teacher's regular professional load as circumstances and the candidate's availability will allow.

Substitute Policy (effective September 1, 2023)

The MiT Intern Substitute Policy establishes the terms and conditions under which Districts may initiate a request for an Intern Substitute Certificate with an Evergreen Teacher Candidate. This policy does not impinge on teacher candidates' right of refusal.

This policy requires one in-building formal observations by the faculty field supervisor. An Intern Substitute Certificate allows teacher candidates to substitute teach for their mentor teacher only.

Substitute Teaching

After the successful completion of one formal program observation by faculty, and the approval from one K-12 school representative at the school, teacher candidates may be approved for **Intern Substitute certificates**. This certificate allows the teacher candidates to substitute *only for their mentor teacher's classroom* in their absence (per WAC). Once a teacher candidate has received approval, this will apply for the duration of their time in the program. Until a teacher candidate has obtained their Intern Substitute certificate, mentor teachers must obtain a substitute teacher in the event of an absence. Teacher candidates are sometimes able to obtain emergency substitute certificates, but that process is between a district and an individual and does not need approval from a teacher education program. However, to support teacher candidates in meeting the program goals and in having access to mentorship while teaching, candidates may only use emergency substitute certificates for their mentor teacher during MiT-designated field work or student teaching. Teacher candidates cannot miss MiT program work or placement work in order to substitute. Teacher candidates with emergency substitute certificates can substitute for teachers other than their mentor teachers only during non-MiT experiences, including field hours, program courses, and student teaching.

Process for Requesting Intern Substitute Certificates

A school district *initiates* an Intern Substitute request and the MiT program *approves* candidates after three conditions are met:

- the candidate has **successfully completed one formal observation with an Evergreen MiT faculty field supervisor**;
- the candidate has the recommendation and signatures of their mentor teacher and one building administrator; and
- the candidate has completed and submitted the *Intern Substitute Certification Petition* (see page 33 of this Handbook).

Responsibilities of The Evergreen State College MiT program. It is the responsibility of the MiT

program faculty to make our teacher candidates and mentor teachers aware of the policy and the process for submitting an *Intern Substitute Certification Petition*. It is also the responsibility of the MiT program faculty to review and make a decision about each *Intern Substitute Certification Petition* petition within 7 days.

Responsibilities of the District. It is the responsibility of the District to only submit intern substitute requests when MiT candidates are not in MiT classes. It is also the responsibility of the District to limit the number of intern substitute requests for a teacher candidate to a reasonable number of requests per quarter. *Note: Please be in touch with the faculty field supervisor if the mentor needs to be absent for more than 5 consecutive days.*

The District is expected to have a clear plan for someone in the building to be designated as a school supervisor for the teacher candidate if their respective mentor teacher is absent. Further, this school supervisor must be available immediately if an emergency arises for the teacher candidate. The District is responsible for ensuring the teacher candidate is not being asked to sub more than the days the program allows per quarter. **The District also agrees that if an Evergreen MiT Mentor Teacher is assigned to sub for another teacher, the teacher candidate will be paid as an Intern Sub for that time.**

Process

1. District indicates interest in having the teacher candidate serve as an Intern Substitute. The Teacher Candidate meets program requirements for an Intern Sub Certificate. Teacher candidate discusses the process with the school principal or other district representative and with the MiT Assistant Director (AD).
2. Teacher Candidate obtains required signatures on MiT Internship Substitute Petition, which is submitted to the MiT AD.
3. MiT faculty team reviews the petition and approve or deny the request.
4. If approved, Teacher Candidate reaches out to school district's human resources department to inform them of their intention to work as an intern substitute. If required, the teacher candidate will apply to be a substitute teacher through the district's website.
5. The human resources department will contact the teacher candidate and start a request to the Office of the Superintendent for Public Instruction (OSPI) for an intern substitute certificate.
6. The Teacher Candidate sends the MiT AD the OSPI form to complete and approve; the AD then returns the form to the Teacher Candidate.
7. The Teacher Candidate then completes the E-certification process through OSPI to earn the certification.
8. The Teacher Candidate is onboarded to the district and may begin working as an intern sub.

Note: Intern Substitute work that interferes with program work may be reflected in program teacher candidate's narrative evaluations and may affect their standing in the program.

Note: Intern Sub certificates are different from an Emergency Substitute Certificate. You must work with a district if you are interested in obtaining an Emergency Substitute Certificate. The MiT Program does not arrange or manage Emergency Substitute Certificates. Teacher candidates may not work/sub for teachers other than their mentor teacher during required field hours and may not work/sub for anyone during required class times.

Professional Responsibilities

MiT also adheres to the professional responsibilities expectations laid out by the Washington Code of Professional Conduct (WAC 181-87-062). It is the responsibility of the Teacher Candidate to review, be aware of, and follow these expectations.

Confidentiality

Teacher Candidates are to use discretion at all times regarding confidentiality. Confidential information is NEVER to be removed from the classroom without permission. Teacher Candidates may not break FERPA confidentiality through any form of communication including all forms of social media (see Family Educational Rights and Privacy Act).

Withdrawing Candidate from a Field Placement (faculty/school)

When the MiT faculty, mentor teacher, and/or principal requests the removal of a teacher candidate from a student teaching experience, the following procedure is to be followed. The intent of this procedure is to ensure fairness to all concerned while minimizing disruption in the student teaching setting. For questions or concerns regarding civil rights or non-discrimination policies, please see the following:

<http://www.evergreen.edu/policies/policy/nondiscriminationpolicyandprocedure>

1. The faculty field supervisor will meet with the mentor teacher and/or principal to confer.
2. After conferring with faculty field supervisor, the MiT director will consult with the mentor teacher and/or the principal in addition to the teacher candidate to clarify the reason for the request to withdraw the candidate.
3. Unless the withdrawal is requested for a situation beyond the teacher candidate's control, all parties involved will determine the merits of attempting a trial resolution. If there is agreement to a trial period, a reasonable amount of time will be given for that strategy to be enacted within the original specified dates for the field experience assignment.
4. If a resolution of the problem is not possible, the teacher candidate is removed from the field experience assignment under the coordination of the MiT Program Field Placement Coordinator and the designated school district administrator responsible for student teaching assignments.
5. All final recommendations for withdrawal from the field experience assignment are articulated in writing by the MiT faculty with a rationale based either on inappropriate teaching (and in reference to the Field Experience assessment criteria), or on the conditions beyond the teacher candidate's control that are responsible for the withdrawal. These

documents will then be transmitted to the teacher candidate, the MiT Field Placement Coordinator, and the MiT director.

The MiT faculty, in consultation with the MiT director, will determine the future status of the teacher candidate in terms of continuing in another field experience and/or in the MiT program itself.

Teacher candidate procedure for requesting removal from field experience placement

If a teacher candidate seeks to be removed from a field experience assignment prior to the start of the placement or during the placement, the procedures below are followed. Teacher candidates are not authorized to initiate placement changes with either the MiT Field Officer or public school personnel. Teacher Candidates who would like to initiate a request for removal from a field experience placement must follow the steps outlined below. For questions or concerns regarding civil rights or non-discrimination policies, please see the following: <http://www.evergreen.edu/policies/policy/nondiscriminationpolicyandprocedure>.

1. Request a meeting with the faculty field supervisor to outline the reason(s) for the request.
2. The faculty field supervisor will confer with the MiT faculty team. If the MiT faculty team determines that the request lacks professional merit, the teacher candidate's field experience placement will remain unchanged.
3. If the MiT faculty team is unable to resolve the basis for the reason for the request and determines that the reason is worthy of further consideration, the faculty field supervisor will schedule a meeting with the MiT director and MiT Field Officer for continued deliberations on the request.
4. The MiT director, in consultation with the MiT faculty team and Field Officer, makes a final decision on the action to be taken regarding the teacher candidate's request.
5. If the MiT director determines that the request lacks professional merit, the teacher candidate's student teaching placement will remain unchanged.
6. If the MiT director determines that the request should be honored and the current placement is underway, the MiT director and Field Officer will coordinate with the designated school district administrator responsible for field assignments, the mentor teacher, and the principal to withdraw the teacher candidate from the placement. The MiT Field Officer will seek a new placement. This process may necessitate an extension of the field experience placement beyond the normal calendar schedule.
7. If the MiT director determines that the request should be honored and the current placement has not started, the MiT Field Officer will cancel the placement and seek a new placement. This process may necessitate an extension of the field experience placement beyond the normal calendar schedule.

Note: A teacher candidate who rejects the decision of the MiT Program and refuses to accept the field experience placement provided by the college may be dismissed from the pathway. If a teacher candidate wishes to appeal the outcome of this decision, they must submit a written

request to appeal to the MiT director, as described in the *Master's in Teaching Program Handbook*.

Extending Student Teaching Into a 5th Quarter

Under exceptional circumstances, a student may not complete all required student teaching hours and field experiences for degree completion and teacher certification within the originally specified 4-quarter timeframe. In such circumstances, a student may complete an additional quarter of student teaching over 10 weeks in the following Fall quarter. The arrangements for an additional quarter of student teaching will be organized on an individual basis in collaboration with the student and their field supervisor working alongside the MiT Director, field placement staff member, and Pathway faculty. The MiT director has final approval of a fifth quarter extension. Students should consult with Financial Aid in order to understand any potential financial consequences that may result for both spring and fall quarters. (Please note that students who take a fifth quarter extension may still fully participate in all graduation ceremonies.)

Attendance and Zoom Policy

The MiT program recognizes that the Covid global pandemic has shifted how we make decisions if we are sick, if our family members are sick, or if we – or others we live or interact with – have compromised immune systems. It is important that our students have access to learning as much as possible. We recognize that participating in class via Zoom is better than not attending class at all. Our program will attempt to have Zoom available to students, for at least some strands, during the first 3 quarters.

At the same time, a core component of the MiT program is faculty and peers modeling effective, research-based pedagogies. Our program is geared toward educating aspiring teachers to teach in K-12 schools using an in-person format. This means your in-person participation is essential for experiencing the models of teaching and classroom strategies your faculty and peers will teach you. Zoom is not equivalent to an in-person experience. Faculty plan for in-person instruction, considering students who are sitting in the room in front of them. Faculty do not plan instruction for students who attend via Zoom unless the entire class, workshop, or strand is a designated online session.

Because your in-person participation is critical to your progress and success in the program, **you must attend at least 80% of all strands in-person**. As an example, if a strand meets 10 times in the quarter, you must attend in-person at least 8 of these 10 meetings. If you are not in-person at least 80% of the time, you may risk losing credit and may be exited from the program. For online strands, you must attend at least 80% of all sessions. Acceptable reasons to Zoom in to class are listed below:

- You are ill and contagious (if you are severely ill, you should rest!). Please note the [most recent CDC guidelines for Covid exposure and illness](#).

- Your child, or someone you care for, is ill and you can't find anyone else to care for them.
- An emergency situation.

Please note that faculty will be focusing and teaching toward people in the room. At most, you will be able to listen but you may not be able to actively engage with small groups or other forms of participation. Faculty are not responsible for ensuring you have access to slides, materials, etc. but may do this if they are able.

A pattern of tardiness and/or absences may lead to a loss of credit. A candidate agrees to contact faculty, and their mentor teacher when appropriate, prior to an absence. If a student misses class, they agree to submit assignments and/or workshop preparation on time or to make arrangements with faculty to request a modified timeline. A candidate agrees to contact classmates to obtain essential information (e.g. topics and content taught in the workshop) and the resources provided by the instructor. A candidate with medical condition/s which necessitate a prolonged absence or multiple absences must obtain an official letter or note from a licensed health care provider and may be exempted from the attendance policy with faculty and director approval.

Mandatory Reporting of Suspected Abuse or Neglect

The State of Washington includes specific directives in the [Code of Conduct](#) concerning professional behaviors and dispositions of teachers and administrators and includes the requirement to report suspected abuse or neglect of children and youth. The specific RCW's related to reporting are:

MANDATORY REPORTING ([RCW 26.44.030](#))

When any professional school personnel have 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 at the first opportunity, but in no case longer than forty-eight hours after reasonable cause has been determined.

DUTY TO REPORT PHYSICAL ABUSE OR SEXUAL MISCONDUCT BY SCHOOL EMPLOYEES ([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.

If you, as an MiT teacher candidate, hold any type of educational certification or permit

(paraprofessional, emergency certificated teacher, etc.), you are considered a mandatory reporter and must follow the above RCWs. You must also follow the required MiT policy for reporting, found below. If you do not hold any type of educational certification or permit, you are not officially a mandatory reporter. However, you are still able to make a report of physical or sexual abuse to law enforcement or DCYF if you believe a child has been harmed or is in harm's way and must follow the MiT policy for reporting below. Most districts have a policy in place that non-certificated staff and volunteers are required to report to administration, who is then required to report to law enforcement or DCYF. It is important that, once you are placed in a school, you ask about the Mandatory Reporting policy for your school.

MiT Mandatory Reporter Policy for Teacher Candidates

The Master in Teaching (MiT) program is required to prepare all teacher candidates to be Mandatory Reporters. After conferring with staff at the Office of the Superintendent of Public Instruction Office of Professional Practice, MiT faculty and staff have agreed to implement the following steps if a teacher candidate in a practicum or student teaching placement has “reasonable cause to believe” a child is experiencing abuse or neglect, 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 candidate will:

1. Within 24 hours:

- a. Share the event with the faculty supervisor via the phone or in person;
- b. Summarize the event in an email including the date, send the email to the faculty supervisor and MiT Director;

2. Within 48 hours:

- a. Meet with the MiT Director, or designee, and faculty supervisor to determine whether, and how, to approach the mentor teacher and/or the building administrator.
- b. Enact the decision made in the meeting with the support of the faculty supervisor.

3. Within 96 hours:

- a. Summarize the decision and steps taken by the school to the faculty supervisor and MiT Director via email.

Appendix A



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**MASTER IN TEACHING PROGRAM
VIDEO PERMISSION FOR STUDENT TEACHER**

Your student has a student teacher in their classroom this year. To learn to teach, aspiring teachers are required to video record and analyze their instructional practice. The video recordings are used only for educational purposes, and the recordings are erased at the end of the school year.

During the school year, some of the recordings will be shared with the student teacher's classmates and faculty in the Master in Teaching (MiT) program for class assignments. As much as possible, student names will be removed. If you give permission below, your student may appear in these video/audio recordings. If you do not give permission, your child will still participate in the lessons but will be seated out of camera range.

Student Name: _____

I am the parent/legal guardian of the student named above (or the student if at least 18 years old). I have received and read the information above and agree to the following:

(Please check the appropriate box below)

- I DO give permission to include my student in video/audio recordings. I understand the recordings will be shared with graduate students and faculty who are part of The Evergreen State College Master in Teaching Program.
- I DO NOT give permission to video/audio record my student.

Please return to school and give to your student's classroom teacher or student teacher.

Signature of Parent/Guardian (or the student if at least 18 years old):

Signature _____ Date _____

Printed name _____

