

MIT Spring 2023 Application

* = Required Field

Questions marked with an asterisk (*) require an answer.

Thank you for considering the Master in Teaching Program at Evergreen. We invite you to look over our vision and purpose as you begin your application. Please look at our [program overview](#) to learn more about our program.

Program Vision: Vibrant public education as the foundation for a just society.

Program Purpose: Preparing teacher activists who join students, families, and their communities in educational work, empowering a participatory democracy for a sustainable and equitable future.

Please use this application if you have already earned your bachelor's degree, or if you will earn your bachelor's degree by Fall Semester 2022/Winter Quarter 2023.

If you are a current Evergreen student that will graduate in Spring or Summer of 2023 and would like to join the Undergraduate/Graduate MIT Dual Degree Program, please contact the Assistant Director [Luis Apolaya Torres](#).

Email the [Luis Apolaya Torres, MIT Assistant Director](#), if you have questions.

PLEASE REMEMBER

Your application is only considered complete when we receive all of your application materials including the application fee or an approved fee waiver request.

NOTE: ALL ATTACHMENTS should be uploaded on the " Application Attachments " tab found along the side of the application.

In your document title: your name, graduate program, and type of document (example: SusanBloomMITresume).

Preferred formats: WORD, PDF, OR EXCEL

If you have questions, email the [Graduate Admissions office](#).

Note: Please do not use the back button on your browser. Use the "previous" or "next" buttons on each page.

* = Required Field

Application Instructions

1. Review the materials you will need to complete your application on the [MIT Application and Requirements webpage](#). Contact Access Services to request disability accommodation in the application process at (360) 867-6348 or (360) 867-6834 (TTY).
2. Complete all required questions. It is helpful to refer to your transcript(s) while completing the

application form.

3. Read and acknowledge the Signature Page Agreement. Then, electronically sign and date your application.
4. Before submitting your application, please [review the application fee waiver details](#) . If you believe you are eligible for an application fee waiver, make your selection on the Application Fee/Waiver Options tab. All requests must be approved. Contact the Assistant Director, [Luis Apolaya Torres](#) if you have questions regarding the application fee or fee waiver.
5. Click on "Submit" to send your application. If you have additional questions, please contact the Assistant Director, [Luis Apolaya Torres](#).
6. After you submit your application, follow the CashNet link to pay a non-refundable \$50 application fee if you have not requested a fee waiver.

INTERVIEWS

By late September, top applicants will be invited to a full-day group and individual interview process. Interviews are currently planned for mid- and late October.

APPLICATION REQUIREMENTS

BACHELOR'S DEGREE

Verified on an official transcript. Applicants may be admitted provisionally pending completion by program start. May be in any subject.

Received at an institution of higher education which is a candidate for accreditation or is accredited by one of the accredited institutions [as defined in WAC 250-61-050](#) and as amended by [the Washington Student Achievement Council](#) , or foreign equivalent.

MINIMUM GPA

Expected GPA of 3.0 or strong narrative evaluations. Applicants below this standard but otherwise well qualified may apply and be considered on a case-by-case basis.

OFFICIAL TRANSCRIPTS

Official transcripts only required from the institution that granted a bachelor's degree.

Evergreen alumni , you are responsible for requesting an official copy of your Evergreen transcript, even if your degree is not completed , to be sent to the Graduate Admissions Office.

Unofficial transcripts from other institutions attended are encouraged to better review prior coursework.

WEST-B and WEST-E/NES

Official or unofficial score report from all portions of the Washington Educator Skills Test-Basic (or appropriate [WEST-B alternative or basic skills equivalent test](#)). Expected by application deadline. Note: Applicants are not required to pass this test to be considered for admission.

Official or unofficial test results for each endorsement area selected (appropriate West-E/NES exam). Visit the [See What you Can Teach](#) page for endorsement test requirements. Expected by application deadline. Note: Applicants are not required to pass this test to be considered for admission.

Unofficial WEST-B or WEST-E/NES score reports can be included as an attachment to this application and would satisfy this application requirement.

SAT or ACT scores being used in lieu of WEST-B scores need to be requested to be electronically sent to The Evergreen State College. Applicants whose SAT or ACT score reports that do not include an essay component will be required to take the WEST-B Writing exam to meet this requirement - no other sections are required.

Note: It is recommended that you request ACT scores with Combined English/Writing Score to be sent as a paper copy. Contact the Assistant Director, [Luis Apolaya Torres](#) with questions about meeting the WEST-B requirement with SAT or ACT scores.

INTERNATIONAL STUDENTS

Must also [provide appropriate documentation](#) of English proficiency, adequate financial resources, and transcript evaluations from a member of [NACES](#) or [Institute of Foreign Credential Services](#) .

VERIFICATION OF ENGLISH AS FIRST LANGUAGE STATUS

MiT must report the number of applicants (no names) to the Washington Professional Educator Standards Board who do not have English as a first language.

RESUME

A functional resume which lists and describes all key educational, employment, and volunteer experiences, past and current, relevant to your success as a teacher.

Also include other work and volunteer experience within the past ten years.

OBSERVATION OR VOLUNTEER WORK IN SCHOOLS AND COMMUNITY BASED ORGANIZATIONS AND REFLECTION

Submit the signed and completed [Hours Log Sheet](#) . Fifty (50) hours of volunteer or paid work with youth of K-12 age in a public school and a community-based organization setting over the past 5 years. Ideally, candidates would meet this requirement with approximately forty (40) hours of work in a public school setting and ten (10) hours of work in a community-based organization (CBO), though the hours can be split between the two categories in any way that adds up to a minimum of fifty (50) hours.

An observation reflection addressing the prompt: How has your time volunteering and observing informed your decision to be a teacher?

TWO RECOMMENDATIONS

You will be providing email addresses for two people who can provide letters of recommendation. All recommendations should be from professionals, who can write about one or more of the following:

- your work with children/teens
- academic work
- writing ability
- interpersonal skills
- job-related experiences

Recommenders can include:

A teacher or other educator who has observed your interactions with children/youth (ideally the teacher who hosted your observation/work in a public school setting).

One of your college professors if you have attended a college within the past three years.

ADMISSION PROMPTS

Responses to admissions prompts A, B, and C below should be between 300-500 words. Each prompt will have a text field provided on the Attachments/Answers tab of this application. Please clearly identify the prompt with the headings: Prompt A, Prompt B, Prompt C if you add your answers as separate attachments.

Prompt A : Look over what [area you intend to teach](#) and indicate how your course work has prepared you to teach in this area. This should match the endorsement area you indicate in your application. Name your strengths in preparation, areas needing growth, and plans for next steps.

Prompt B : Look over what [area you intend to teach](#) and indicate how your life experience has prepared you to teach in this area. This should match the endorsement area you indicate in your application. Name your strengths in preparation, areas needing growth, and plans for next steps.

Prompt C : Education is both a social good and structurally unjust. Explain your understanding of this contradiction and ways it can be addressed.

NOTE: ALL ATTACHMENTS should be uploaded on the " APPLICATION ATTACHMENTS " tab found along the left side of the application.

In your document title: your name, graduate program, and type of document (example: SusanBloomMiTresume).

Preferred formats: WORD, PDF, OR EXCEL

* = Required Field

Please provide your full legal name.

* First or given name

Eula

Chosen first name

Dawn

Middle name or initial

Mischele

* Last or family name

Arn

Suffix

* Date of Birth (mm/dd/yyyy)

12/03/1998

[mm/dd/yyyy]

* Legally assigned sex (Federal and Washington state agencies require Evergreen to collect and report information about the legally assigned sexual identity of applicants and students. There are only three categories provided by these external agencies: female and male for all states and X for WA and specific states.)

Female

I identify my gender as (This is a short list. If your choice is not listed, please provide additional information in the next field.)

Female

Please provide additional gender identity information below.

Check the box below if your legal last, family, or first name has been changed. This information may assist in identifying supporting documents we have received.

[]

Email and Phone Information

Personal Email (This is the email address we have on file and cannot be updated here.)

dawn.mischele@gmail.com

If the personal email field above is blank or incorrect, please provide your current email in the field below.

Contact the [Graduate Admissions](#) office if you have questions regarding your email address.

Cell

714 9166245

* I agree to receive text messages (Charges may apply depending on carrier and phone plan.)

Yes

Phone

714-916-6245

Additional Personal Information

Is English your first language?

Yes

MiT must report the number of applicants (no names) to the Washington Professional Educator Standards Board who do not have English as a first language.

I am a Returned Peace Corps Volunteer

[]

I am an AmeriCorps member or alumni

[]

I am a McNair Scholar

[]

Providing your Social Security Number (SSN) on this application is *optional* and will not play a role in the College's admission decision. Providing your SSN will assist in the processing of your federal financial aid and supporting educational research, which, in some instances, requires a SSN or Tax Identification Number (TIN). Releasing student information will be in accordance with all appropriate state and federal laws. Your SSN is not used as your primary student identification at Evergreen.

Social Security Number (List as: 012345678 without spaces or dashes)

623372936

Military Active Duty or Reservist

Military Months of Active Duty

Military Veteran

Military Separation Date (mm/yyyy)

[mm/yyyy]

Military Dependent

Please contact Evergreen's [Veterans Affairs Office](#) if you have questions about benefits.

International and Visa Information

* I will require a visa to study at Evergreen

No

* = Required Field

Mailing Address

* Number, street name, apt

4015 Rock Maple Lane Northwest

Street address line 2 (if needed)

102

* City

Olympia

* State/Province

WA

* Zip Code

98502

Different Permanent Address

[]

Washington State County

Thurston

Washington State Information

* I have lived in Washington State for 12 consecutive months prior to the first day of the term.

Yes

* = Required Field

Legacy Information

Do you have relatives who have graduated from Evergreen?

No

* = Required Field

Evergreen is required to ask all applicants to provide a response in these two sections. Your response(s) are optional.

If you answer: "No" to the Hispanic/Latinx question, please consider indicating your race in the Racial Identity section. You may make more than one selection from those provided in the American Indian or Alaska Native, Asian, Black or African /American, Native Hawaiian or Other Pacific Islander and White subsections. And, where applicable, you may select "Other" and specify your race.

I am of Hispanic/Latinx origin

No

Instructions for selecting more than one value in multi-select fields on this page.

With a keyboard, hold control (PC) or command (MAC) to select multiple items from the list.

With touch, tap on the form field to open the chooser and then tap to select each item that applies.

Please select one or more that best identify your heritage

Instructions for selecting more than one value in multi-select fields on this page.

With a keyboard, hold control (PC) or command (MAC) to select multiple items from the list.

With touch, tap on the form field to open the chooser and then tap to select each item that applies.

I describe my racial identity as (select one or more)

White

* = Required Field

General Application Information

Please note: Depending on cohort size, students may be accepted into a start term other than the term they selected.

* My start term quarter will be
Spring

* I will begin my studies in
2023

I have previously applied at Evergreen
Yes

Program(s) previously applied to and date(s)
Undergraduate 2017

I have previously attended Evergreen
Yes

Date(s) of attendance at Evergreen
2017-2021

My Evergreen ID number was (if known)
A00405261

I first heard about the MiT Program from
Friend

Date I first heard about the MiT Program
04/2015
[mm/yyyy]

What is your parent or legal guardian's highest level of education?
Master Degree

Endorsement Information

My preferred endorsement or teaching subject is
English Language Arts

* = Required Field

List, in order of attendance, the degree granting institution and all additional colleges or universities relevant to official or unofficial transcripts submitted for review by the MiT Program.

Request an official transcript from your bachelor granting institution to be sent to Evergreen's Graduate Admissions office.

Evergreen alumni, you are responsible for requesting an official copy of your Evergreen transcript, even if your degree is not completed, to be sent to the Graduate Admissions Office.

You have the option to submit unofficial transcripts from all other institutions attended to provide a better review

of prior coursework.

See more about this requirement on the [MIT Application and Requirements webpage](#) .

Search hint: Type the primary name of the school (Santa Cruz) without University, College, or Community College (abbreviations will vary). The school list is sorted alphabetically by school name with the city, state listed at the end. Once the list appears, locate your institution and click to select. If school is not listed, type UNKNOWN-Not Found and insert.

* Institution Name

Cascadia Cmnty College

Check here if the instution above is your most recently attended

[]

If you did not find your institution in the list, please provide the following information.

Institution Name

Cascadia Community College

Institution City/State/Country

Bothell WA USA

* Start Date

02/01/2016

[mm/dd/yyyy]

* End Date

06/09/2017

[mm/dd/yyyy]

List additional years you attended this institution

I attended this Community College while in Running Start in High School. I did not acquire a degree from this school, only transferable credits and High School equivalencies.

* College Major

Running Start

* I have earned or expect to earn a degree(s) from this institution.

No

If yes, please complete the information below.

* Degree earned/expected from this institution

None

Select "None" if you did not receive a degree.

1st Degree Earned/Expected Date

[mm/yyyy]

2nd College Major

2nd degree earned/expected from this institution

2nd Degree Earned/Expected Date

[mm/yyyy]

Click "Add Another Response" to add previously attended institutions.

List, in order of attendance, the degree granting institution and all additional colleges or universities relevant to official or unofficial transcripts submitted for review by the MiT Program.

Request an official transcript from your bachelor granting institution to be sent to Evergreen's Graduate Admissions office.

Evergreen alumni, you are responsible for requesting an official copy of your Evergreen transcript, even if your degree is not completed, to be sent to the Graduate Admissions Office.

You have the option to submit unofficial transcripts from all other institutions attended to provide a better review of prior coursework.

See more about this requirement on the [MiT Application and Requirements webpage](#) .

Search hint: Type the primary name of the school (Santa Cruz) without University, College, or Community College (abbreviations will vary). The school list is sorted alphabetically by school name with the city, state listed at the end. Once the list appears, locate your institution and click to select. If school is not listed, type UNKNOWN-Not Found and insert.

* Institution Name

Evergreen State College, The

Check here if the institution above is your most recently attended

☒ [X]

If you did not find your institution in the list, please provide the following information.

Institution Name

Institution City/State/Country

* Start Date

09/15/2017

[mm/dd/yyyy]

* End Date

06/13/2021

[mm/dd/yyyy]

List additional years you attended this institution

* College Major

Writing

* I have earned or expect to earn a degree(s) from this institution.

Yes

If yes, please complete the information below.

* Degree earned/expected from this institution

Bachelor's of Arts (BA)

Select "None" if you did not receive a degree.

1st Degree Earned/Expected Date

06/2021

[mm/yyyy]

2nd College Major

2nd degree earned/expected from this institution

2nd Degree Earned/Expected Date

[mm/yyyy]

Click "Add Another Response" to add previously attended institutions.

* = Required Field

Recommendation - General

[Clear](#) [Re-send Invitation](#)

Please provide the contact information for two recommenders. For information on who is an appropriate reference, visit [Apply to the MiT Program](#).

* Recommender's First Name

Sandra

* Recommender's Last Name

Yannone

Recommender's Title

Writing Center Director

Recommender's Institution/Organization

The Evergreen State College

* Recommender's Email

yannons@evergreen.edu

Recommender's Phone (XXX xxxxxx format)

360 8676382

* I waive my access to review this letter of recommendation.

I do not waive my right to review this recommendation.

Recommendation - General

[Clear](#) [Re-send Invitation](#)

Please provide the contact information for two recommenders. For information on who is an appropriate reference, visit [Apply to the MiT Program](#).

* Recommender's First Name

Amulya

* Recommender's Last Name

Uppalapati

Recommender's Title

Senior Associate, Marketing + Copy

Recommender's Institution/Organization

The Little Market

* Recommender's Email

amulya.uppalapati@gmail.com

Recommender's Phone (XXX xxxxxx format)

252 2029909

* I waive my access to review this letter of recommendation.

I do not waive my right to review this recommendation.

Waiving your rights to view recommendation letters means that you are choosing not to read the letters submitted on your behalf during the application process. [Under FERPA](#), after enrollment at Evergreen you may be allowed to

review any letters of recommendation that have been added to your permanent file.

* = Required Field

Prompt Responses

Responses to admissions prompts A, B, and C should be between 300-500 words . Copy and paste your response in the corresponding field below. We've provided the questions again for reference.

If you add your answers as separate attachments , please clearly identify the prompt with the headings: Prompt A, Prompt B, Prompt C along with your full name. In each required field below type " Response attached " .

Prompt A : Look over what area you intend to teach and indicate how your course work has prepared you to teach in this area. This should match the endorsement area you indicate in your application. Name your strengths in preparation, areas needing growth, and plans for next steps.

* Prompt A Response

Looking back on my Evergreen education, I found that almost every class I took prepared me for teaching in some way. Throughout my time on campus, in and out of the classroom, I learned how to communicate across significant differences and improved my interpersonal skills. While at Evergreen, I studied the English language as an abstract concept: how it is mutable and can be reinvented at any time. We can be playful with the way we use language, but we should also be careful and intentional. Stories can impact us in ways that we don't expect. In my studies of stories and philosophy, I learned that fiction can be a tool we use to explore concepts too abject to study any other way. It is an avenue to investigate concepts too intense to look at in our reality: morality, mortality, and the things unthinkable. In several classes I found there to be truth to the statement, "The best writers read often." It's clear that writing is a tool to improve reading comprehension, and reading is an effective way to improve writing composition. Learning these things will help me communicate the importance of what we will study in my ELA classroom and make my lessons more impactful. More than simply learning about English itself, I also discovered many things that will help me in the classroom. Some of them came from a class that centered around Social Media and its effect on society. As technology becomes an inescapable part of our lives, and more studies about the intersections of addiction and technology arise, it becomes clear that being knowledgeable about their pitfalls will be advantageous. I also took two teaching-specific classes: Adolescent Literature and Grammar for Teachers. In the former, I learned how to handle hard-hitting topics such as mental health, death, and abuse which can arise in the readings we assign to students. The latter class gave me experience in lesson planning, public speaking, and how to navigate grammar for English Language Learners and English speakers with a dialect. While these classes may have begun to prepare me for teaching English at the middle and high school levels, there is no greater teacher than experience. I know that in order to succeed I must first fail and learn from those failures. The areas I wish to grow in are mainly planning lessons and teaching them, something I know will come with time and practice. To practice them, I plan to volunteer in the public school setting and look into becoming an Emergency Substitute. Both of these options will give me experience in running a classroom and in lesson planning.

Prompt B: Look over what area you intend to teach and indicate how your life experience has prepared you to teach in this area. This should match the endorsement area you indicate in your application. Name your strengths in preparation, areas needing growth, and plans for next steps.

* Prompt B Response

When I consider how my life experiences have prepared me for educating students in the English language arts, I first think of the women in my family who have been teachers for generations. Both my mother and my grandmother taught English. Growing up in an educator's household, I never had that moment where I realized that teachers didn't live at school and that they had lives outside the classroom. I had a moment where I realized other students didn't know that. During my elementary school years, my single mother of three worked to get her National Board Certification, then her Master's degree, all while teaching and parenting full time. This experience showed me how difficult it can be to balance work, school, and life. Aside from my experience as a teacher's kid, I also have some experiences of my own from which to draw. During my time at Evergreen, I had the opportunity to work as a Writing Tutor in the library's writing center. This gave me time to work one on one with students to help them improve not only their work but also their skills and confidence moving forward. Additionally, I created an ILC in which I compiled students' memoirs into an anthology. As part of this process, I met with each student in a weekly collaborative editing session to ensure their work was publish-ready. The students I met with had a wide variety of skills, some being writing majors and others being ELL students. With each student, I did my best to meet them wherever they were and work with them until they were happy with their final product. Over the course of the quarter, I found that students' work improved exponentially. By the end of our time together, students could recognize and correct their most common mistakes without much guidance. This experience was intensely gratifying and one of the reasons I considered becoming a teacher. One area I recognize that I need to grow in is my experience in leading a class. In my own life, I have struggled with confrontation and setting boundaries. I know that in a classroom setting, these will certainly be required for things to run smoothly. This is not to say I wish to rule with an iron fist and be an authoritarian figure in my classroom, only that I will need to be comfortable with standing up for myself and expecting my students to behave respectfully toward all class members including myself. These skills will also come with time and practice, which I intend to gain through becoming a substitute and student teacher during my time in the Master's program.

Prompt C : Education is both a social good and structurally unjust. Explain your understanding of this contradiction and ways it can be addressed.

* Prompt C Response

It's no secret that the American Education System is flawed. From racism to classism and more, there's much work to be done to fix the inequities within the education system. To begin, I'd like to acknowledge that the American Education System is not broken—it is functioning exactly as intended: with systemic oppression deeply ingrained in the model, which disproportionately affects people of color. One way this shows itself is in the lesser amount of funding received in areas with a higher population of people of color. With the effects of racism and classism thrust upon our children at such a young age, it's clear that if someone of a lower caste wants to attain the level of success readily handed to those belonging to high society, they have to work much harder. However, in many cases, it doesn't matter how hard one works, it seems achieving stability will never occur. Currently, college is more expensive than ever, making it an unattainable option for many students, especially first-generation college students and students of color. However, college isn't the only way classism presents itself in the classroom. Students whose families struggle financially may not have access to school supplies, nutritious lunches, or new clothes. They may not be able to afford to participate in sports or clubs. Many students must work upwards of 40 hours a week to help support themselves and their families, leaving little time for homework, much less the socialization that we know is key to development. For many students, volunteering is out of the question, which is now a graduation requirement in many Washington schools. This can affect not only their ability to graduate or be accepted to a college or university but also their social standings. Despite these non-exhaustive issues, the American Education System was made with the good intention of creating an educated populous able to navigate their daily lives and make informed decisions. Our classrooms hold space for students to challenge their own ideals, and the thoughts of their peers. Schools offer security for students experiencing unstable home lives. They can be the reason students stay away from gangs, off of drugs, and out of jail. Additionally, schools can be a godsend for parents who can't afford childcare, rely on school lunches, or have children with special needs. The American Education System is largely inclusive, with education being a right at the national level. Teaching is something that can change the lives of our nation's children for the better. Teachers, administrators, and guidance counselors can all contribute to lessening these burdens daily. In the classroom, that could look like having a school supply closet, snacks always on hand, an open-door policy for talking through issues, or so much more. Teachers can help enact institutional changes by advocating for what they believe in, protesting inequitable policies, and participating in departments dedicated to dismantling oppression in education. Perhaps more impactful than all of these things, is to simply show up and hold space for your students.

Application Required Attachments

Please use this section to attach the following required documents:

Resume

Hours log

Volunteer and observation reflection.

Optional documents may be uploaded/attached here

Unofficial transcripts from previously attended, nondegree granting, institutions
Unofficial WEST-B or WEST-E/NES score reports

Note: DO NOT attach or upload Letters of Recommendation. These are to be sent from the recommender.

NOTE FOR ALL ATTACHMENTS: Document title should include: your name, graduate program, and type of document (example: SusanBloomMiTresume).

Preferred Document formats: WORD, PDF, OR EXCEL

SAVE after uploading each document.

Upload application attachments below

SAVE after uploading each document.

* = Required Field

Agreement

In signing this form,

I acknowledge that failure to disclose and submit an official transcript from my bachelor's degree granting institution and failure to disclose and submit complete and accurate information may result in the denial of admission or subsequent dismissal from said institution.

I certify that to the best of my knowledge, statements I have made in this application are complete and true.

I understand that my application is incomplete without the acknowledgement below and my electronic signature.

* By checking the box below, I acknowledge I have read and understand the statement above. (The signature fields will appear once checked.)

☒ [X]

The Equal Opportunity Policy of The Evergreen State College expressly prohibits discrimination on the basis of race, color, religion, creed, national origin, sex, sexual orientation, gender identity, gender expression, genetic information, marital status, age, disability, pregnancy, use of a trained service animal, veteran status or citizenship status.

Electronic Signature

Please type your name as it appears on your application.

* Signature of Applicant

Eula Arn

* Date Signed (mm/dd/yyyy)

09/15/2022

[mm/dd/yyyy]

* = Required Field

Required Fields Checklist

This page will display any requirements that may be required as you complete the application.

The Evergreen State College
Master in Teaching Program
2700 Evergreen Parkway NW
Olympia , Washington 98505
(360) 867-6559

© The Evergreen State College
[Privacy Policy](#)