

# 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

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Please provide your full legal name.

\* First or given name

Jacob

Chosen first name

Middle name or initial

Eken

\* Last or family name

Dinklage

Suffix

\* Date of Birth (mm/dd/yyyy)

06/10/1989

[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.)

Male

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

Non-binary

Please provided additional gender identity information below.

my pronouns are he/they

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.

[ ☐ ]

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Email and Phone Information

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

jacob.dinklage@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

6174485767

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

Yes

Phone

617 4485767

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#### 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

[ ]

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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)

021725656

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.

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#### International and Visa Information

\* I will require a visa to study at Evergreen

No

\* = Required Field

Mailing Address

\* Number, street name, apt

2108 Soroya Court SW

Street address line 2 (if needed)

Apt D

\* City

Olympia

\* State/Province

WA

\* Zip Code

98502

Different Permanent Address

[ ]

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Washington State County

Thurston

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Washington State Information

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

Yes

\* = Required Field

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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.

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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

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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)  
Undergrad Fall 2015

I have previously attended Evergreen  
Yes

Date(s) of attendance at Evergreen  
Fall 2015-Summer 2018

My Evergreen ID number was (if known)

I first heard about the MiT Program from  
Faculty/Staff - Evergreen

Date I first heard about the MiT Program

[mm/yyyy]

What is your parent or legal guardian's highest level of education?  
Post-graduate 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

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

10/01/2015

[mm/dd/yyyy]

\* End Date

08/31/2022

[mm/dd/yyyy]

List additional years you attended this institution

\* College Major

Unspecified

\* 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

08/2018

[mm/yyyy]

2nd College Major

2nd degree earned/expected from this institution

2nd Degree Earned/Expected Date

[mm/yyyy]

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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

Madeline

\* Recommender's Last Name

Farias

Recommender's Title

Recommender's Institution/Organization

\* Recommender's Email

mfarias@ywcaofolympia.org

Recommender's Phone (XXX xxxxxxx format)

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

I choose to 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

Catalina

\* Recommender's Last Name

Ocampo

Recommender's Title

Recommender's Institution/Organization

The Evergreen State College

\* Recommender's Email

ocampoc@evergreen.edu

Recommender's Phone (XXX xxxxxxx format)

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

I choose to 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**

As with most Evergreen graduates, my coursework covered a wide variety of topics beyond the area I intend to teach. Though I took relatively few courses that explicitly covered English Language Arts all of my programs contained extensive writing components. I also ended my time at my previous institution, Wesleyan, as an English major, having taken the 101, some creative writing, and several literature courses, most of which were interwoven with sociology and history. Almost every course I have taken in higher education has used writing as the primary method of evaluation, so I have a lot of practice. One of the courses at Evergreen that explicitly prepared me for teaching my subject area was “Adolescent Literature,” in which we read and analyzed twenty-five books written for young people, covering a wide breadth of genres, to gain a greater knowledge of literature that might be available to future students. That same quarter I took “Grammar in Context,” a program designed to develop our knowledge of grammar and our abilities to edit our own writing. While I felt confident in my osmotic knowledge of grammar, this class gave me language to better articulate the rules I knew. It also helped me to reframe the purpose of grammar for myself. Previously I had regarded grammar rules as pointlessly classist (and fruitless) attempts to put a fence around language that should be free to grow and change. However, this program helped me to see how they are also indispensable tools for organizing ideas for clear communication. I took a public speaking course with the intent of fulfilling the old requirements for the MIT program. I went into it with a lot of experience and confidence as a performer but the intentional practice of a developed skill further deepened the experience. My first year at Evergreen “Local Knowledge: Building Just and Sustainable Communities” led me to spend two quarters at CHOICE Alternative High School in Shelton, WA. I started working with students through a “photo-voice project,” supporting them in the process of photographing their lives and their town and writing about the photos they took. This continued into the second quarter, expanding into an sprawling independent study where some days I ran band practice, or supported the after school program, another I might provide one on one mentoring support. I was also doing research for an amazing member of the CHOICE staff, Glenhelen Smither. Glenhelen had amazing visions for a maker-space at CHOICE, combining art with interdisciplinary, project-based learning. The ideas she introduced to me greatly expanded my imagination as a teacher and gave me hope that some of the most frustrating and damaging elements of our education system can be transformed.

**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**

Delighting in language from an early age, both written and spoken, I have been subconsciously preparing to teach my primary endorsement, English. Finding just the right way to phrase something, whether it be a thesis statement or an elaborate joke, is one of my greatest personal pleasures. I have extensive experience as a writer and editor, mostly from school, but also as the person all my friends ask to edit their cover letters, or to look over the wording of particularly delicate emails. I have a wide variety of formal and informal teaching experience. My first job was as an instructor at the nature camp in my hometown and I worked as a classroom assistant at Madison Elementary my first year in Olympia. I teach music on and off as well. The ELL endorsement embedded in this year's program inspired me to apply to this round of the MIT. My own experience learning a second language (Spanish) was transformative, explosively expanding the possibilities for communication and connection I encountered in the world. Without it, I would have never met people who are now my closest friends and collaborators. I spent eight months in Spain in 2018-19 as the native-English-speaking half of a 7th-10th grade, public school, bilingual-program. I taught biology, history, physics, and occasionally other subjects as a means of facilitating English language learning. I was fortunate enough to have co-teachers that saw that I was genuinely interested in teaching and gave me free reign to design lessons and activities. I relentlessly explored new methods of engaging students, many of whom were bored with the textbook curriculum. Music, my other great passion, proved to be quite effective. My students listened to a lot of music coming out of the US and were curious about the meanings behind the songs they heard. I enjoyed decoding the songs for students, full of metaphor and steeped in cultural context, jumping between English, Spanish, and pantomime as necessary to communicate the message. These lessons were so popular I was invited to many of the English classes not a part of the bilingual program. I think this experience highlights both a strength and a weakness in my teaching. I see myself as a creative teacher and am committed to finding ways to make learning meaningful to students, however, I have found myself struggling to push through material that students genuinely don't relate to or have interest in. For the most part, this is because I agree that students shouldn't have to learn things that mean nothing to them. I think that in many cases this is what turns young people off learning/education in general. Being forced to teach students irrelevant and boring curriculum or in ways that deny them agency are my greatest fears going into teaching. The MIT program at Evergreen sounds like the perfect place to wrestle with these challenges in community, alongside other people passionate about empowering young people with the tools to explore and critically engage their world.

**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**

On a fundamental level, any education system under capitalism will inevitably be unjust. Capitalism requires its education system to fail a significant portion of its students in order to provide the class of “unskilled” exploitable labor that allows the system to function. Our education system, while providing some opportunity for social and economic mobility, is primarily designed to reproduce currently existing class divisions. This is most glaringly evident in the way schools are funded (via property taxes), ensuring that the school districts with the most wealth also have the most well funded schools. These structural elements are tied deeply to the inherent inequality of our capitalist society and cannot be effectively addressed in isolation. Developed during the turn of the 20th century, public education, available to everyone, was revolutionary. Widespread literacy was a thing formerly thought impossible. However, as Ken Robinson puts it, we now have, “...a system of education modeled on the interests of industrialisation and in the image of it.” Our system’s obsession with standardization betrays the individual student and sacrifices their growth and self-actualization in the interest of efficiently producing the next generation of workers. Young people are unjustly deprived of agency generally, but our system of education is one of the main sites where that oppression is enacted. I think a lot of students quickly associate learning with something they are forced to do. Humans are naturally curious learning machines, constantly taking in and processing the world around us. School often blunts this explorative drive by forcing young people to study things that they have no interest in or that feel totally irrelevant to them. While there is a lot to be said for ensuring everyone has a basic skill set (knowing how to read, doing basic math, etc.), we could give young people so much more freedom with how they learn to develop and apply those skills. I believe students should be empowered to dive more deeply into the things that move them, even if it means they make slower progress on things that don’t. Giving them more power to decide how they want to learn can only teach them more about themselves. Do they work better together or alone? Do they explain things better by building a model or writing an essay? I am personally inspired by the idea of project based learning, education that is structured around solving meaningful problems and building towards an objective. Success is not defined by regurgitating the right answer on a test, but by the progression towards a solution. Unsuccessful attempts are not the endpoint of the process, but a vital tool for understanding the problem. Instead of defining students by pass/fail moments, we could be teaching them to understand growth as gradual and the result of repeated effort. The world doesn’t give us easy answers to spit back at it. Young people need an education system that teaches them to be adaptable problem solvers and gives them a chance to get to better understand themselves.

## Application Required Attachments

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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.

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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.

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Upload application attachments below

**SAVE** after uploading each document.

\* = Required Field

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## 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

Jacob Dinklage

\* Date Signed (mm/dd/yyyy)

11/09/2022

[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

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