

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

Isabel

Chosen first name

Isabel

Middle name or initial

C

* Last or family name

Duxbury

Suffix

* Date of Birth (mm/dd/yyyy)

03/21/1999

[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.)

isabelduxbury@gmail.com

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

isabelduxbury@gmail.com

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

Cell

2068491981

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

Yes

Phone

12068491981

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)

539412600

Military Active Duty or Reservist

No

Military Months of Active Duty

Military Veteran

Military Separation Date (mm/yyyy)

[mm/yyyy]

Military Dependent

No

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

3614 NE 68th street

Street address line 2 (if needed)

* City

Seattle

* State/Province

WA

* Zip Code

98115

Different Permanent Address

[]

Washington State County

King

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
No

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

I have previously attended Evergreen
No

Date(s) of attendance at Evergreen

My Evergreen ID number was (if known)

I first heard about the MiT Program from
MiT information session

Date I first heard about the MiT Program
05/2022
[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
Designated Science: Earth and Space Science

* = 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

Willamette University

Check here if the institution above is your most recently attended

☐

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

Institution Name

Institution City/State/Country

* Start Date

08/15/2017

[mm/dd/yyyy]

* End Date

01/15/2022

[mm/dd/yyyy]

List additional years you attended this institution

* College Major

Environmental Science

* 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

01/2022

[mm/yyyy]

2nd College Major

Economics

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

Chemeketa Cmty 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

Institution City/State/Country

* Start Date

09/25/2021

[mm/dd/yyyy]

* End Date

06/05/2022

[mm/dd/yyyy]

List additional years you attended this institution

* College Major

n/a

* 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.

* = Required Field

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

Catherine

* Recommender's Last Name

Alexander

Recommender's Title

Executive Director

Recommender's Institution/Organization

Straub Outdoors

* Recommender's Email

executivedirector@strauboutdoors.org

Recommender's Phone (XXX xxxxxxx format)

5037795227

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

I choose to waive my right to review this recommendation.

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

Nathan

* Recommender's Last Name

Sivers-Boyce

Recommender's Title

Associate Professor of Economics

Recommender's Institution/Organization

Willamette University

* Recommender's Email

nboyce@willamette.edu

Recommender's Phone (XXX xxxxxxx format)

(503) 370-6916

* 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

The content area I intend to teach consists of the Earth and Space Sciences (ESS). I received my B.A. of Environmental Science from Willamette University. The courses I took within my major tended to lean heavily towards my areas of interest, including but not limited to, society and the environment, ecology, public health, and environmental anthropology. Shortly after graduation, I made the decision to pursue teaching as a career path. I began to supplement my B.A. with courses in geology and astronomy from Chemeketa Community College. In addition, during the fall and winter quarters of the 2022-23 academic year, I will be enrolled in two geoscience courses offered by the University of Washington and Oregon State University, respectively. My course work in geology and the geosciences provides me with the knowledge base to teach the history, physical properties and processes of Earth. My coursework in astronomy will allow me to summarize the 13.7 billion year history of the universe. My undergraduate courses taught me a holistic, systems approach to science. Such an approach is necessary when learning about Earth during an epoch that has been dubbed the Anthropocene, in response to the scale on which human beings are altering Earth systems. During the current societal and ecological crisis, it is not enough for students to gain an understanding of the mechanics of the Earth system. Such reductionist teaching methods will do a disservice to students. It will be my responsibility to equip my students with the tools to think deeply about their relationship to the Earth, in addition to the mechanics of the Earth system. My coursework in environmental science and ecology has prepared me to explain the interdependence of Earth processes and the infinitely complex web of life in which we are situated. My undergraduate experience also bestowed on me the skills necessary to engage with scientific literature. The emphasis on research within my undergraduate courses provided me with an understanding of how to conduct academic research and how to sift through the existing literature in my discipline to stay up to date on key findings. Because the scientific disciplines which I plan to teach are continuously evolving, this will be a necessary skill. I believe that a great teacher learns everyday amongst her students, and never falls into the trap of believing she has "mastered" her subject(s). I feel that one area in which I am lacking in preparation is my training in the field of chemistry. Geology, which is a pillar of the Earth and Space Sciences, is often interlaced with geochemistry. A basic understanding of the chemical composition of the Earth, as well as common rocks and minerals is useful. However, I feel that this shortcoming represents an exciting opportunity for growth. There is a plethora of mixed media digital resources available, as well as paper resources available online, in stores and in libraries that I can, and will, leverage to my advantage to increase my knowledge of geochemistry.

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

In my transition from college student to young professional, I worked for two and a half years on a seasonal basis as an outdoor educator through the outdoor school provider, Straub Outdoors, in Salem, Oregon. Through this organization I had the pleasure of working with thousands of students from across the state of Oregon. I have taught in the rainforest, in the desert, on the beach, in wetlands, and in prairies. I successfully developed and delivered specialized curricula, covering a wide range of topics such as geology, oceanography, ecology, marine biology, and more. All curricula I created through my work at Straub Outdoors aligned with Oregon State Board of Education's Next Generation Science Standards (NGSS). Regarding teaching methodology, I have been trained to teach through guided inquiry. Regardless of whether guided inquiry remains my primary methodology in the future, it has thus far taught me that giving a student some ownership over the learning process can result in a much more engaged and enthused kid! My time with Straub Outdoors also taught me to constantly self assess and adopt a mindset of continuous growth. Everyday spent serving youth, I search for ways to improve as an educator so that their experience can be as enjoyable and enriching as possible. I do so because I feel that in today's world there is no greater priority than rekindling a connection between youth and the natural world. An outdoor learning environment has the potential to positively change students' lives. However, it comes with a unique set of challenges for educators, relative to classroom teaching. When you strip away the four walls, classroom management becomes significantly more important. I have honed my calm yet authoritative teaching presence, because as an outdoor educator, I am constantly in competition for the attention of my students with the countless naturally occurring distractions of the outdoors. When teaching in an outdoor setting, I'm also often forced to think on my feet. If I had constructed a lesson plan that hinged on observing a specific organism or process out in the field, and failed to find an example on that given day, or was perhaps hindered by environmental factors, I had to be able to quickly pivot and make the necessary adjustments to my lesson plan on the fly. I feel that the challenges I have successfully navigated as an outdoor educator will be extremely useful lessons that I will bring with me to the classroom. One area in which I feel I am in need of growth is a lack of Spanish language skills. Because I worked with students from all over the state of Oregon, I worked with an incredibly diverse student population of varying socio-economic, racial, and ethnic backgrounds. I was incredibly appreciative of the opportunity to work with so many different kinds of students, but if there was something I felt I was missing it was definitely conversational Spanish. I feel that my next steps are learning some basics of Spanish on my own time, but more importantly, owning my responsibility to make my curricula and classroom culturally responsive. As someone who plans to teach science courses, I have already begun research into how the scientific method, though it is held up as the epitome of detached objectivity, is actually steeped in Western colonial bias. It will be my responsibility to find ways to tell the story of Earth and Space Science that does not center the narrative of the white, Judeo-Christian, and often male scientist.

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**

The structural injustice of our education system is rooted in the fact that unfortunately, each and every student has a wildly different school experience. This differentiation occurs as a result of unequal distribution of funding, resources and experienced teachers across schools and school districts. Additionally, the student experience depends on the level of commitment the school makes to being culturally responsive, responsible for health and safety, and ensuring equitable opportunities for all students. The capitalist machine benefits when a large portion of the population receives mediocre or poor education, as often happens in schools that are overcrowded and under-resourced. The students in these schools are rarely encouraged to explore cognitive tools like critical thinking and a direct link has been delineated between under-resourced schools and the menial job workforce, where workers expect little to no job security or socio-economic mobility, as well as between under-resourced schools and prisons, where incarcerated individuals often work without pay. It is no surprise that these schools are almost always situated in impoverished neighborhoods, which, as a result of systemic racism, house a disproportionately large number of BIPOC families. On the other side of the same coin, children from families living in affluent areas attend well funded and well resourced schools. They are taught to think critically about the world around them, to aspire to lofty career goals, and encouraged to go to college. A disproportionately large portion of these families are affluent white families. There are mechanisms built into our current education system such as educational redlining and standardized testing that sort students into the aforementioned categories of "haves" and "have nots." While the "haves" are encouraged to go on to be the next generation of doctors, engineers and entrepreneurs, the "have nots" are funneled into low paying jobs. I feel that the first most obvious way we can address this issue is to identify as many of these sorting mechanisms and mitigate them as much as possible, if not eliminate them entirely. To mitigate educational redlining, state and federal guidelines should not aim for baseline adequacy in under-resourced schools. Instead, the goal should be to make education everywhere commensurate with the education students are currently receiving in affluent areas. This will require assessing the true cost of providing an equitable school experience to students in poor school districts, and a reallocation of funds based on that true cost assessment. Standardized testing should not be a diagnostic tool in the allocation of state and federal resources. The history of standardized testing is entrenched with racism, and a dependence upon it as a diagnostic can trap schools that perform poorly in a positive feedback loop, as well as encourage cheating by students and teachers. Standardized testing has also historically played a large role in the gate-keeping of higher education. Certain colleges have already moved to become test optional, but this can be encouraged across the board by finding alternate means to assess college applicants, especially at large universities that admit a large number of 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

Isabel Duxbury

* Date Signed (mm/dd/yyyy)

09/14/2022

[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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[Privacy Policy](#)