

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

Alicia

Chosen first name

Esra

Middle name or initial

Lynn

* Last or family name

Fife

Suffix

* Date of Birth (mm/dd/yyyy)

03/03/1998

[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.)

Non-binary

Please provide additional gender identity information below.

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.

[]

Email and Phone Information

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

alfife1998@gmail.com

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

alfife1998@gmail.com

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

Cell
(206) 379-5961

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

Phone
(206) 379-5961

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)

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
3300 21st ave SW

Street address line 2 (if needed)

Apt. J10

* City

Olympia

* State/Province

WA

* Zip Code

98512

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

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

I have previously attended Evergreen
Yes

Date(s) of attendance at Evergreen
Sept. 2016 - June 2020

My Evergreen ID number was (if known)

I first heard about the MiT Program from
Web Search

Date I first heard about the MiT Program
02/2022
[mm/yyyy]

What is your parent or legal guardian's highest level of education?
Bachelor Degree (4 yr)

Endorsement Information

My preferred endorsement or teaching subject is
Middle Level 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

Evergreen State College, The

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

09/06/2016

[mm/dd/yyyy]

* End Date

06/16/2020

[mm/dd/yyyy]

List additional years you attended this institution

* College Major

Arts and Communication

* 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

06/2020

[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

Lauren

* Recommender's Last Name

Sitz

Recommender's Title

Lead Residential Counselor

Recommender's Institution/Organization

Haven House

* Recommender's Email

Sitzlauren47@gmail.com

Recommender's Phone (XXX xxxxxxx format)

860 3016691

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

I choose to waive my right to review this recommendation.

Recommendation - General

[Clear](#)

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

Tom

* Recommender's Last Name

Beardsley

Recommender's Title

Haven House Director

Recommender's Institution/Organization

Haven House

* Recommender's Email

TBeardsley@communityyouthservices.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.

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**

I graduated from Evergreen in 2020 with a bachelor's degree in arts and communication. I started with a course called Shaping: Identities and Objects that taught psychology and three-dimensional art as its base components. It expanded on the idea that the world around us molds our thinking and that we experience learning in a myriad of forms. I mastered presenting and explaining my work to small and large groups of people. I wrote detailed essays on self-identity, development, and expression. I learned how to speak to an audience and how to engage with a classroom. The bulk of my course work was focused on multimedia throughout history and how the stories we tell shape the way we live and the lives of the people around us. Many of my courses emphasized writing and literature interpretations using historic and cultural lenses to examine social and behavioral patterns. I took several programs, Slavic and Celtic Folklore and Epic Journeys, that focused on how stories shape tradition. I broke down the Hero's Journey in different epic manuscripts to analyze its changes and similarities throughout time and place. This taught me how to investigate text through context as well as how identity and culture conscript moral teachings in folklore to build community. I took a course called Monsters: A Literary and Cultural Exploration that focused on depictions of monsters in old and modern literature and the subtext of fear within those caricatures. In contrast to the Hero's Journey, these texts telegraphed what the societies that wrote them thought abhorrent and uncouth. I spent a good long time analyzing the nature of evil and its actions. I discovered how deeply ingrained fear of failure is and how much we struggle to avoid being outcast from our peer circles. To follow up my literature deep dive I took a program titled Earth Dynamics: People, Place, Technology, and History which taught me how to correlate math and science with the history of fabrication and mechanization. I learned about topography and weather patterns, solar and wind energy, flooding, and the erosion damage caused by shifting global changes. I looked at the patterns of increasing production speed and their correspondence with the amount of trash being put into the ocean. I researched why the rise of WWII created a demand for and scarcity of certain materials like copper. I calculated the predicted extinction of plant and animal species and graphed the tides and measured how many beaches on various islands would sink into the ocean each year. To conclude, my undergraduate education provided me with a solid platform in art and literature and a sound basis for understanding human development, math, and science. As my studies revolved around analyzing interpersonal interactions through historic literature I gained a deep understanding of how humans absorb knowledge. I look forward with excitement to expanding the breadth of my education with this program.

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**

I was around teaching from a very young age. My mother ran an early learning school out of our home and I came back from school every day to see kids engaged in activities. I was steeped in my mother's patient way of creative learning, watching and listening to little ones learn the foundations of cooperation. One day when I was twelve I came home and set up a chalkboard on our fence. I do not remember what was going through my head but I proceeded to stumble my way through a math lesson with several two-year-olds perched at my feet. After a few minutes, they wandered away but the urge to teach never quite left me. In high school, I was a TA for our SPED and Humanities teachers. I helped grade papers and interpret book chapters. I drafted vocabulary sheets on my breaks and set up science projects when I got to school early. In college, I took a woodworking course and in short order became part of the woodshop staff. I worked as a program aide in the same shop helping professors craft and students execute syllabi instructions. I trained people how to use machines and to take care of tools. I learned how to teach patience, care, and skill building. I learned complex geometry and how to apply it. I learned how to collaborate with people, to give advice and guidance without smothering creativity. I learned how to foster a comfortable and safe learning environment. I learned how to listen. When I graduated I went to work at a crisis shelter that housed twelve to seventeen-year-old youth. I taught kids how to cook and assisted with homework of all sorts. I taught basic living skills and helped kids draft plans for their futures. I helped gather support systems for emotion management. I designed mural paintings, drawings, state quizzes, and animal trivia among other projects. My crowning achievement was The Fact Wall. I noticed that new kids coming into the program were often nervous and had a difficult time talking to other residents and staff. I started making lists of facts about animals. Each list was simple, with only six facts each written with big Crayola markers. It created a point of focus, a common ground to spark conversation at meal times and lulls in activity. Kids who were very shy started to open up about their favorite animals and that in turn opened up all sorts of discussions and created bridges into the community. In preparation for teaching, I am reteaching myself basic math, science, and grammar. Everyone needs a refresher. I have also been doing paraeducator work since April of 2022 and plan on continuing to do so until the student teaching portion of the MiT program. I have worked in elementary, middle, and high school substituting and so far I find that the SPED programs and middle school interest me the most.

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

Standardized teaching theoretically gives a base level of scholastic knowledge to all students. Providing the same knowledge to all students is an impeccable idea. If every child learns the same things as their peers they are on a level playing field. In practice, however, standardized teaching does not level the playing field. Our systems fail kids who do not have the privilege of stability. The kids who get jostled and tossed around from person to person, through court, attorney, and group home, are uprooted again and again. These kids are resilient. They survive despite the adversity but they are fighting uphill battles and will not get enough help. Our classrooms are underfunded and overcrowded and because of that the students that need the most assistance fall through the cracks. It is critical for teachers to notice these kids and work with them. School can be the only stable thing in a child's life so it is our job as educators to make sure it is accessible, comfortable, and safe. The lessons we teach as teachers are often the ones we do not know we are teaching. We role model how to learn. We show our students that it is alright to be wrong and to take risks and ask for help. Teaching students how to seek their own answers is imperative. We can ask deep questions, expect deep responses, and listen deeply. The kids that we teach are mature enough to have discussions about the impact of past and current events. They have important thoughts and crucial feelings that we as educators can foster and grow. We can empower younger generations. I once heard a teacher say that in ten years his students would not remember what he taught them but they would remember how he made them feel. I listened to and learned from so many brilliant kids; kids that told me they were stupid, kids that pulled me aside to ask for help on their homework because they didn't want their friends to know they were struggling. I spent several days helping a kid answer a worksheet from a textbook that he couldn't read because it was all in English and he didn't have the support he needed to understand the material properly. We as educators are in a unique position to advocate for the kids who have too much on their plates to be able to do it themselves.

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

Alicia L. Fife

* Date Signed (mm/dd/yyyy)

08/10/2022

[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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