

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

Kyla

Chosen first name

Middle name or initial

M

* Last or family name

Potter

Suffix

* Date of Birth (mm/dd/yyyy)

03/11/1979

[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.

☒ [X]

Former first name

Former middle

Former last or family name

Schneidmiller

If you have additional former legal names, please check below.

[]

Email and Phone Information

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

larkraxm@yahoo.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

360-350-7670

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

No

Phone

360-753-4970

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)

532904970

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
2226 FIR ST SE

Street address line 2 (if needed)

* City
OLYMPIA

* State/Province
WA

* Zip Code
98501-3044

Different Permanent Address
[]

Washington State County
Thurston

Washington State Information

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

* = Required Field

Legacy Information

Do you have relatives who have graduated from Evergreen?
No

* = Required Field

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

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

I am of Hispanic/Latinx origin

No

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

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

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

Please select one or more that best identify your heritage

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

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

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

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

White

* = Required Field

General Application Information

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

* My start term quarter will be

Spring

* I will begin my studies in

2023

I have previously applied at Evergreen

Yes

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

BA Degree 05/2003

I have previously attended Evergreen

Yes

Date(s) of attendance at Evergreen

06/2003-12/2006

My Evergreen ID number was (if known)

A00168368

I first heard about the MiT Program from
Evergreen alumni

Date I first heard about the MiT Program

01/2004

[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

Elementary Education

* = 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

06/01/2003

[mm/dd/yyyy]

* End Date

12/21/2006

[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.

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

12/2006

[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

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

Beth

* Recommender's Last Name

Kim

Recommender's Title

K-1 Teacher

Recommender's Institution/Organization

Lincoln Elementary School

* Recommender's Email

bkim@osd.wednet.edu

Recommender's Phone (XXX xxxxxx format)

360-596-6432

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

I do not 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

Andrea

* Recommender's Last Name

Mikita

Recommender's Title

K-5 Special Education Teacher

Recommender's Institution/Organization

Lincoln Elementray School

* Recommender's Email

amikita@osd.wednet.edu

Recommender's Phone (XXX xxxxxx format)

* I waive my access to review this letter of recommendation.
I do not waive my right to review this recommendation.

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

* = Required Field

Prompt Responses

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

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

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

* Prompt A Response

My preparation for entering the teaching program began as early as high school. I volunteered to work in a resource room as a teacher's assistance and a peer mentor. During this time I was assigned to work with students in either small groups or one on one with basic reading, writing, math, & small life skills. Even when the work was challenging for them, I would encourage them to do their best. Working in the resource room taught me the importance of small victories and also how satisfying it can be for students, and their teachers, when they persevere and solve a problem or challenge. The experience in the developmental learning center was extremely rewarding and confirmed for me that I was on the right path to becoming an educator. After earning my high school diploma from Walla Walla High School, I attended Walla Walla Community College. There, I studied courses that would correlate and prepare me to enter a teaching program at a university. These course include half credit workshops on the weekends for people who wanted to become educators, gain a day care license or work with preschools. In these workshops we would talk about the importance of circle time, planing and preparing curriculum, and how to get children engaged through song & dance. Following the completion of my AA degree, I transferred to Central Washington University, where I began the teaching program. I took courses in developmental psychology, teaching math, teaching P.E., language arts and other required classes in the teaching program. In some of these classes, we were able to apply the knowledge we learned by going into a partnered elementary school and being paired up with a student to work one on one. I was also required to create lesson plans designed to get students engaged with learning. I then had the opportunity to implement the lesson plan with the student and assess its effectiveness. During my time at Central, I was able to maintain good grades and received scholarships for being on the deans list. Unfortunately, my time at Central was ended abruptly when my daughter was born with a server heart defect. She was born during finals week, and I was unable to receive credit for the last quarter that I attained. My husband and I spent the next twenty-three months in and out of the hospital caring for our daughter. She was an amazing light, fought bravely through several surgeries. Despite the best efforts from some of the best pediatric heart surgeons in the world, she passed away 3 weeks before her 2nd birthday. Although this experience was not traditional course work, living in two separate Children's Hospitals taught me about life, love, and loss. I learned compassion and empaty. Which I will use in all parts of my life, including and especially in the classroom. The path forward following my daughter's passing was extremely difficult, but with the support of my family, I decided to go back to school and continue with my education. My husband and I were living in Olympia at the time, so I looked at what courses Evergreen had to offer. I no longer was focused on becoming a teacher, but more focused on healing. I enrolled in a program called Healing Ourselves, which set me on a path of personal growth and healing that I will forever be grateful for. At the time, I didn't see it as necessarily preparing me to become a teacher, but after spending time in the classroom and seeing the trauma big and small facing many children following the COVID pandemic, I realize now how those courses rounded out my education and prepared me to support children emotionally so that they feel safe and free to learn and explore. I graduated from Evergreen a full person with a love for learning and with gratitude and appreciation for how great teachers have the power to change your life!

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

How my life has prepared me to become an elementary school teacher. What my strengths in preparation, areas needing growth, and plans for next steps. Teaching has always been part of my life. My mother was an elementary school teacher and later a librarian in my hometown of Walla Walla. I can remember going to school with her as a child and helping her to decorate the bulletin board, and rearrange her classroom. At night, we would sit at the kitchen table after dinner and while we were doing our homework, my mom would be grading papers for her students. She loved being a teacher and even years after she retired she still has former students in the community recognize her as their teacher and stop to say hello. She has always shared with us her love for teaching and how much she enjoyed her job as a teacher. When I was in high school, I was the only one amongst my friends who had a clear idea of what they wanted for a career, I knew that I was going to be a teacher. While attending community college, I volunteered at the elementary school where my mom taught. I worked in the first grade classrooms. This gave me more experience and knowledge of the classroom and really got me excited to enter a teaching program. I was on a path to complete my education and become a certified teacher, when my husband and I had a baby girl. She was born with a severe heart defect and spent many months in Children's Hospitals in Seattle and Oakland and had multiple surgeries before we lost her at only 23 months old. After losing my daughter, I knew immediately that if I got another chance, I would want to be a stay at home mom, not wanting to miss a single moment of their childhood. The past 17 plus years, that is what I have done. I have four beautiful children that mean the world to me. I believe that families are a child's first teacher, and being a stay at home mom allowed me to invest in them and their learning. Being home with my children also gave me the opportunity to volunteer in their classrooms, be a chaperon on countless field trips, and host numerous play dates! I have had nothing but experience with children all these years. I feel that the experience I have gained as a mother are also my greatest strengths. I believe that I have the empathy, patience, and understanding required for teachers to create a space where children feel the confidence and safety necessary to be brave and explore, and to learn and create. Some areas of improvement that I have identified in myself are, the volume of my voice, being firm, and asking for help. I have always been a quiet person. I know that I need to project my voice so that I can be heard in the classroom. Speaking loudly was uncomfortable for me at first. I have found that I have gotten better with practice, but I know that I need more. I understand the importance of holding children accountable to agreed upon terms, but I still find it hard to withhold privileges from kids. I know in my brain why it's important to have agreed upon consequences, and that adults follow through, so I always follow through, but it is always hard. I never want it to be easy for me, but I feel like I need to recover faster so that I can focus on the next part of the day. Another area for improvement, would be remembering to ask for help. During one of my substitute teaching jobs, there were times that I could have used help, and instead I just pulled through. Looking back, I know that asking for an extra set of hands would have made the whole day better for me and the kids. My plan moving forward is to keep working in classrooms to sharpen my skills. I know from my experience in working with the school district that the more time I spent in the classroom, the more comfortable I became. I am confident that I can continue to improve in all of these areas.

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

Education is both a social good and structurally unjust. Explain your understanding of this contradiction and ways it can be addressed. There are many benefits to a public education that are well documented, such as providing opportunity for higher wage jobs, which reduces poverty and crime rates, creating a better quality of life and improving overall health. On the surface, these are all solid reasons that public education is an overall benefit to society. The contradictions surrounding economic inequality in the public education system become clear when the surface is peeled back to expose the unjust structures that prevent every citizen from enjoying the social benefits of public education equally. I witnessed this injustice firsthand while working with the school district. I saw many children coming to school hungry and tired. They were clearly unable to focus on lessons or learning and had not eaten breakfast. In contrast, the children who came with their bodies and brains nourished, were alert and ready to learn. The school provided breakfast was so important for these kids. I could tell that after they had something to eat, they were able to settle in for the day. I think that programs that are providing food for children through the schools are so important to creating more equal chances for children to learn. A way to improve access and remove any shame or embarrassment that may come from receiving the free lunch program, is to offer programs that provide every child in the school district free breakfast & lunches. Getting the basic nourishment for brains and bodies to learn is only the beginning. Economic imbalances lead to unequal education outcomes with the ability to own and access technology, join athletics and other social clubs, and even the ability for children to purchase and wear clothes they are comfortable in. Some children have real problems at home. Children that are not experiencing food and housing insecurity have a huge advantage over children who are not as fortunate. They have the privilege of focussing on learning and socializing, while some children are worrying about where their next meal will come from and where they will sleep at night, making it difficult to even think about learning. The school I worked at had a principle's fund that was used to help families that needed help paying a power bill, buying groceries, getting clothes and school supplies, and other financial burdens. Solving problems like these for a family can really help a child, not only focus on learning, but feel supported by and part of a learning community. I think that providing schools with the resources and flexibility to help families solve problems as they arise will ultimately help more children realize the benefits of public education. When I think about my time working in the school, I can see that the children struggling with learning and behavioral expectations, in many cases, were the children also struggling with problems in their home life. Ultimately, correcting economic injustice through all society would be the way to change unequal educational outcomes permanently. I think that increasing the access and resources for programs that provide food, technology, and other personal and family support can have a real impact. The goal for education and educators should always be to continue to improve and invest in the well established societal benefits of public education, while at the same time trying to increase the number of children that are enjoying those benefits.

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

Kyla Potter

* 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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[Privacy Policy](#)