

MIT Spring 2024 Application

All fields with an * are required.

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](#) for the Community Teaching Pathway to learn more about the MiT experience for the 2024-25 cohort.

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 2023/Winter Quarter 2024.

If you are a current Evergreen student that will graduate in Spring or Summer of 2024 and would like to join the Undergraduate/Graduate MiT Dual Degree Program, please contact the MiT Program Assistant Director at mit@evergreen.edu.

Email [the MiT program](#), 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 "Attachments/Answers" 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.

All fields with an * are required.

Application Instructions

1. Review the materials you will need to complete your application on the [MiT How to Apply 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 determine if you qualify for an application fee waiver. 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 [MiT Program](#) 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 [MiT Program](#).
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

Top candidates will be invited to interviews based on when they submit their applications. Applicants who submit applications by the priority deadline of September 1st will be interviewed in mid-September. Applicants who submit applications by the final deadline of October 25th will be interviewed by mid-November.

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 [What you Can Teach](#) section 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 MiT Program](#) 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](#). At least fifty (50) combined 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. Applicants must complete at least 25 hours of work in a public school with students of the age they intend to teach, and at least 10 hours of work in a community-based organization.

Completion of volunteer and observation hours is now a conditional requirement that needs to be completed by August 1, 2024.

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, C and D 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, Prompt D 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.

Prompt D: How has your time working with youth informed your decision to be a teacher?

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

All fields with an * are required.

Please provide your full legal name.

* First or given name

Allyson

Chosen first name

Ally

Middle name or initial

C

* Last or family name

Barnes

Suffix

* Date of Birth (mm/dd/yyyy)

12/02/1998

[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.)

Genderqueer

Please provide additional gender identity information below.

Pronouns They/Them or She/Her

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.)

allybarnes122@gmail.com

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

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

Cell

3609049442

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

Yes

Phone

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)

536411048

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

All fields with an * are required.

Mailing Address

* Number, street name, apt

3311 6th Ave SW

Street address line 2 (if needed)

Apt. B202

* City

Olympia

* State/Province

WA

* Zip Code

98502

Different Permanent Address

[]

Washington State County

Thurston

Washington State Information

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

Yes

All fields with an * are required.

Legacy Information

Do you have relatives who have graduated from Evergreen?

No

All fields with an * are required.

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

Other (Not listed)

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

All fields with an * are required.

General Application Information

* My start term quarter will be

Spring

* I will begin my studies in

2024

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

Web Search

Date I first heard about the MiT Program

[mm/yyyy]

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

Some College or Community College

Endorsement Information

* My preferred endorsement or teaching subject is

Designated Arts: Visual Arts

All fields with an * are required.

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

Univ Colorado Boulder*

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

08/28/2017

[mm/dd/yyyy]

* End Date

05/06/2021

[mm/dd/yyyy]

List additional years you attended this institution

* College Major

Anthropology, Art History, and Studio Practices

* 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

05/2021

[mm/yyyy]

2nd College Major

Art History

2nd degree earned/expected from this institution

2nd Degree Earned/Expected Date

[mm/yyyy]

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

All fields with an * are required.

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

Kelly

* Recommender's Last Name

Klingsporn

Recommender's Title

Recommender's Institution/Organization

Battle Ground Public Schools

* Recommender's Email

klingsporn.kelly@battlegroundps.org

Recommender's Phone (XXX xxxxxx format)

3608366020

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

I choose to waive my right to review this recommendation.

Recommendation - General

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

Marissa

* Recommender's Last Name

Avalon

Recommender's Title

School Psychologist

Recommender's Institution/Organization

Battle Ground Public Schools

* Recommender's Email

avalon.marissa@battlegroundps.org

Recommender's Phone (XXX xxxxxx format)

360-885-5258

* 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.

All fields with an * are required.

Prompt Responses

Responses to admissions prompts A, B, C and D 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, Prompt D 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**

Throughout my educational and personal experiences I have had extensive training and practice in the field of art. I obtained my Bachelors of Arts in Studio Practices, Art History, and Anthropology, all of which solidified my passion for art and culture. My studies made me well-rounded in many mediums and experimental practices. Throughout my college career I completed works in forms of drawings, paintings, digital pieces, both hand-built and wheel thrown ceramics, and more. Artistic studio critiques along with cooperative planning and organizing helped prepare me for feedback from other colleagues so I can teach successfully and give effective feedback to students. I graduated with an emphasis in drawing and painting, but my experiences were far from limited. I had the opportunity to experiment and try many different approaches to creative expression. This holistic art education meant I gained a better understanding of a wide range of mediums, and perspective on how all of these practices tie together in the realm of artistic practice. The combination of my Studio Practices, Art History, and Anthropology majors challenged my own worldviews and pushed me to be deliberately intentional in my own art as well as the way I analyze other works. My dedication to the methods and theories of art paired with my curiosity of art's historical significance allowed me to develop an integrative mindset that would be extremely beneficial as an art educator. These studies granted me the opportunity for greater knowledge and awareness of cultural practices and identities that influence art. I spend most of my time in my creative practice exploring the interconnectedness of culture and art and how identity and expression intertwine together in all of these fields. Going forward as an educator I strive to create a balanced atmosphere for all students through a wide range of creative opportunities. I am aware even with experience in many areas of artistic practice, there are always skill sets that can be improved. I have experience with many art forms, but some are not as honed as the rest. I have been taking courses outside of my studies since graduation to learn new mediums, such as block-printing. I intend to continue seeking instruction so I will be a better resource for my students and can remain flexible in my artistic practice. Art has been my greatest love for all my life. Since I was young I was drawn to drawing, painting, and creating. When I wasn't actively making something, I was thinking about what I would do next. Taking a step further and teaching art and all of its forms means fueling something in others that fueled me for so long. I will be an educator who shows students that creativity and creation is an extraordinary thing. After so many years of learning from others how to create art, I am ecstatic to learn how to teach all I adore about it to the students I work with and to play such an amazing part in their journey.

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**

Devoting myself to artistic studies through college was an easy choice for me. Directing that passion to a career took deliberation. After I graduated from the University of Colorado, I was seeking a job that brought me that passion. It took some time, but when I finally found a job within the education system I found that excitement. A lot of the students I worked with shared a passion for creating art. Whatever that meant to them, I got to help them explore their artistic abilities. By tying my two passions together, art and education, I found my future. Some of my students wanted to sit and participate in step by step lessons on how to draw, or structured craft time with instructions. I also had the opportunity to work hand in hand with Occupational Therapists at the school in order to create functional art projects for students who wouldn't always get included in the activities otherwise, due to limitations keeping them from traditional mediums. I loved getting to create a space where all students were welcome and where curiosity and creativity were not only okay, but celebrated. Differences existed but I had the power to bridge the gap and show the students art was possible and they could still experience that spark of joy that everyone else found. My experience as a Special Education Assistant granted me invaluable perspectives and direct experience in leading students in class work with guidelines set by a teacher. I gained practice in working with and mediating groups of students and I gained skills in one-on-one work when students needed additional support. I am able to understand when each support style is most beneficial. That understanding plus my encouragement for students to communicate effectively helped cultivate a classroom setting where I was able to support my students' needs. My plans for continued growth in these areas tie closely with my future volunteer work within a Community Based Organization. I am working on finding a CBO that will nurture my growth as an educator and that will continue to grant me the ability to learn from the students I have the privilege to work with and from the other educators who work with me. Thrilled doesn't even begin to describe the feeling I get thinking about being able to share my passion for art. My experience in education may be limited to my positions as a paraeducator, but my devotion and enthusiasm for art drives me to share what has meant so much to me for so long, with students who I believe could learn so much from it.

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

When I was hired as a paraeducator I knew that the opportunity would entirely shift my perspective on the education system. Working in special education, I saw children come into the classrooms I worked in from all different socioeconomic backgrounds, cultures, and home lives. I watched how the same system supported some students differently than others. As much as I would love to say that the education system supported all students in the ways they need in order to thrive, it didn't always feel true. When I saw the way the system favored some and wouldn't help others I became so mad at the system and so sad for the students who couldn't change it. When I realized I had the power to become the change for students someday, I felt the drive to make that a reality. Education is, and always will be, an important aspect to life. Young people gaining perspective, learning lessons, and interacting with one another and their mentors is a powerful force of good in the world. All people deserve the right to an education and the right to learn. Our education system is set up with good intentions, but there are definitely times when it falls short. Education is not a "one size fits all" model. To treat learning as such isolates students who do not fit into the mold. The practice of standardization within education operates under the assumption that the needs and qualities of each student are the same, which is untrue. There are so many aspects of one's identity, and the circumstances and influence of the people they surround themselves with, that contribute to the needs they have. For a student, their life is not isolated to the walls of the school, and not all students have the same privileges or experiences as the others. If learning is only approached with the best intentions of one student in mind, other students are not being served. Seeking to educate from a perspective of equity over equality will ensure a safe and inclusive space for each and every student to thrive in the education setting. I firmly believe that it is the role of all educators and support staff to cultivate that space so that eventually there will be the opportunity to break the systemic barriers set in place against those students in the first place. The contradiction of education being both a social good and being structurally unjust can be a fact, but it doesn't have to be perpetuated. I want to be a contributing force in the solution and creator of a space that hosts an equitable space for all of my students and nurtures the individuality within each one of them.

Prompt D : How has your time working with youth informed your decision to become a teacher?

* MiT Prompt D Question

I've known for a long time that serving children would be a love of mine, but I had no idea just how much I wanted to earn it until becoming a paraeducator. When I planned lessons for students and was able to integrate their interests, I saw sparks in them reflected by excitement in me. I dreamt of the day that leading my own classroom was a reality and being a paraeducator encouraged that passion and drove me to work hard to accomplish it. As a paraeducator I found so much joy in leading and teaching students and helping them express their individuality. I found ways to let my creativity pave the way for my students so they had endless opportunities to learn. I strove to eliminate barriers I found in their way to help them find adaptive ways to learn. If one way of learning didn't work, we tried another. My experience in this role showed me what a classroom setting looks like and by working directly with the other educators I learned about what different teaching styles can accomplish and how I could adapt to meet the needs of each student. I had a student who adored drawing and loved that I would draw for him. When he began to struggle with math we sketched our math problems instead. When I worked with this student from a visual approach he was able to thrive in the learning environment of his own creation. He gained agency over his learning and became excited to try new things until he felt comfortable approaching the original task again. He was showing me the signs of not understanding a more traditional approach, so I tried something new and the communication and trust between us became stronger because of it. It feels truly special to think about continuing to play a part in students' journey. I hope everyone who applies to further their schooling as an educator will say that they have always known that they loved children. However, I feel like I have always really understood children. I can look in their eyes and match their whimsy and wonder. I cherish the feeling of endless opportunity and exploration. Of course I have always loved children, but I love what it means to be young more. In my classroom I want to cultivate a learning atmosphere that nourishes young minds. I can't wait to show all of my students the love for learning and art that rooted in me when I was young too.

Application Required Attachments

Please use this section to attach the following required documents:

Resume

Hours log

Optional documents may be uploaded/attached here. You may also email any additional, non-required, documents to Graduate Admissions at graduateadmissions@evergreen.edu

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, or Official Transcripts, these are sent by the institution.

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.

All fields with an * are required.

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.

Signature

Please type your name as it appears on your application.

* Signature of Applicant

Allyson Barnes

* Date Signed (mm/dd/yyyy)

10/25/2023

[mm/dd/yyyy]

All fields with an * are required.

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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