

# 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](mailto: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.

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Please provide your full legal name.

\* First or given name

Ginger

Chosen first name

Middle name or initial

\* Last or family name

Brandt

Suffix

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

01/20/1980

[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]

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Former first name

Ginger

Former middle

Michelle

Former last or family name

Anderson

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

[ ]

Email and Phone Information

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

gingerbrandt2021@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

2532248905

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

Yes

Phone

2532248905

Additional Personal Information

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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.

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I am a Returned Peace Corps Volunteer

[ ]

I am an AmeriCorps member or alumni

[ ]

I am a McNair Scholar

[ ]

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Providing your Social Security Number (SSN) on this application is *optional* and will not play a role in the College's admission decision. Providing your SSN will assist in the processing of your federal financial aid and supporting educational research, which, in some instances, requires a SSN or Tax Identification Number (TIN). Releasing student information will be in accordance with all appropriate state and federal laws. Your SSN is not used as your primary student identification at Evergreen.

Social Security Number (List as: 012345678 without spaces or dashes)

533064991

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

All fields with an \* are required.

### Mailing Address

\* Number, street name, apt

10316 93rd Street SW

Street address line 2 (if needed)

\* City

Lakewood

\* State/Province

WA

\* Zip Code

98498

Different Permanent Address

[ ]

Washington State County

Pierce

### 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?

Yes

Please provide your family member's name (first, family name) and graduation year.

Tami Dayley Green 2011

Relationship to you.

Parent

2nd family member. Please provide their name and graduation year.

Joel Green 2007

Relationship to you.

Sibling

Check to list additional relatives.

[X]

3rd family member. Please provide their name and graduation year.

Jacob Brandt 2022

Relationship to you.

Partner

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

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

Yes

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

Undergrad 2001

I have previously attended Evergreen

Yes

Date(s) of attendance at Evergreen

Winter 2001-Fall 2003

My Evergreen ID number was (if known)

I first heard about the MiT Program from  
Evergreen alumni

Date I first heard about the MiT Program  
10/2003  
[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

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  
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  
01/07/2002  
[mm/dd/yyyy]

\* End Date  
09/05/2003  
[mm/dd/yyyy]

List additional years you attended this institution

\* College Major

Psychology

\* 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

09/2003

[mm/yyyy]

2nd College Major

2nd degree earned/expected from this institution

2nd Degree Earned/Expected Date

[mm/yyyy]

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

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All fields with an \* are required.

Recommendation - General

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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

Ted

\* Recommender's Last Name

Henderson

Recommender's Title

Teacher-Specialist

Recommender's Institution/Organization

Oakbrook Elementary

\* Recommender's Email

thenders@cloverpark.k12.wa.us

Recommender's Phone (XXX xxxxxxx format)

3604024964

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

I choose to waive my right to review this recommendation.

Recommendation - General

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[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

Danielle

\* Recommender's Last Name

McGuire

Recommender's Title

Teacher-Elementary

Recommender's Institution/Organization

Oakbrook Elementary

\* Recommender's Email

dmcguire@cloverpark.k12.wa.us

Recommender's Phone (XXX xxxxxxx format)

253-312-2090

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

I choose to waive my right to review this recommendation.

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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

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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

While earning my degree at The Evergreen State College my intention was not to go into education. I fell into that completely by accident. At the time I was actually planning on being a clinical child psychologist serving low-income populations. I believed that everyone deserved access to mental health services, and I needed to be part of that solution. I feel the same way about education now. There have been times when I have made the comment. "I'm not doing anything with my degree". Since graduating in 2003 I haven't done anything professionally in the field of psychology. However, over the last 10 years while serving the students, mostly elementary school age, of the Clover Park School District I know that the material that I learned from so many of my classes I participated in during my time at The Evergreen State College has been vital to my success as educator. One of the things that I like about Evergreen is the way professors teach the curriculum using an Interdisciplinary Approach. The world in general is not compartmentalized so why should learning materials be taught that way? I replicated this teaching method every time I taught in a classroom, regardless of age or subject matter. The breakdown of subject matter was also extremely instrumental to my success in the classroom. Human Biology and Developmental Psychology taught me milestones to look out for and the signs of possible disabilities, both physical and mental, that could be potential obstacles to academic achievement. Diversity and Oppression allowed me to view and recognize my white privilege which allows me to truly support and fight for my students who often have obstacles that other fail to even see. Being that my degree was in psychology, a majority of the curriculum focused on emotions and behavior. While this is invaluable when working with students of any age it is not as helpful when attempting to actually teach academic material itself. I have enrolled in this program to learn more in this area to further improve upon that skill set.

**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

When I became a substitute para-educator for the Clover Park School District in 2013 I had no idea that I would still be working there ten years later. I was searching for employment but hadn't had any luck. One day while subbing at my son's school, Oakbrook Elementary, I was asked if I would be willing to sub in their Special Needs Preschool classroom. I agreed after seeing how excited my son was for me to continue working at his school. Fast forward eight years and I was still in that classroom going on eight years as a full-fledged staff member. I had the best mentor a teacher could ask for, even though I wasn't looking. People have been pushing me to go into teaching for years because they say I'm so good at it and a lot of that is due to her. She made me feel so joyful and confident in teaching I became a long-term emergency substitute. This was mainly because of the knowledge that not getting a substitute was highly likely and we didn't want to have to pull another teacher from the building. We preferred having someone who knew our class, routine, and students. I subbed when she was sick, took extended leave for a family issue, when she went on maternity leave, and for the two months after she left the job until the officially hired another teacher to take her place. As the substitute teacher shortage continued, I was often pulled out of my classroom to sub for all other grades around the school. I have subbed in every grade multiple times. Working in the District has given me other learning opportunities. For eight years I took Right Response which allowed me to assist students in crisis in a way that maintains their dignity. The yearly Vector Training is another valuable tool. It covers all manner of subjects such as Bullying Prevention, Sexual Abuse and Assault, LGBTQ+ inclusivity, Diversity Equity, and Inclusion, and Suicide Awareness just to name a few. In 2021 due to extenuating circumstances, I applied for and was accepted to work in an Alternative Learning Program with elementary age students. It was virtual but one of my duties as their Student Engagement Advocate was to teach a forty-five-minute Social Emotional Learning lesson twice a week for each grade. Being virtual these last few years has no doubt decreased my mastery of classroom management. I would like to refresh these already existing skills in addition to learning new ones. I am presently still with this program but now serve sixth-tenth grade students. Through my limited time with secondary students, it has only solidified my love for the younger students. I look forward to a time when young minds call me their teacher and it's in an official capacity.

**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

For me personally when measuring whether or not a society is successful the most significant indicators that come to mind are the population's ability for critical thinking, selflessness, and open mindedness. When education is available to all members of society it thrives. Students usually spend thirteen years participating in the public school system. During that time, they are taught how to think critically so that they can make independent decisions. After they become adults, they are faced with many potential decisions. Many of them have lasting impacts such as whether or not to go to college, purchase a car, or who they should pick as a partner. However, due to their years of learning they should be able to confidently make these decisions. Education gives people an understanding of the importance of living in a safe community. Because of this they are more likely to participate in activities that not only strengthen their local neighborhood but their entire society. Open-mindedness is also gained through receiving education as it gives individuals the ability not to just accept differences but to embrace and appreciate them. However, the current educational system has its flaws. Despite improvements over the decades with the implementation of policies such as desegregation and the Individuals with Disabilities Education Act, our schools still have a way to go when it comes to 100% inclusivity and equity. Standardized tests are one of the biggest culprits in this problem. They are racist and classist. Decades of research show that Black, Latino, and Native students, as well as students from some Asian groups, experience bias from standardized tests administered from early childhood through college. This is because they are based off of the experiences of white, middle-class children. There is also evidence that standardized tests are sexist as well with research showing that girls don't do as well on multiple choice test. Being that standardized tests only determine which students are good at taking tests rather than any actual measure of progress or student improvement, they should be discontinued completely. Another problem is that the quality of a student's education is determined by where they live. For example, the second highest rated school District in Washington State is Mercer Island. The Median Household Income is \$170,000. The student population is over 50 percent White. Much lower down the list is Mount Vernon School District where the Median Household Income is a little over \$75,000 and the majority of the student body being Hispanic. A solution to this issue is tricky as it comes with financial and racial issues which can lead to high emotions. I believe that looking at how we draw District boundaries and considering other ways of obtaining funding rather than relying on property taxes of homes would be a good start.

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

\* MiT Prompt D Question

Beginning at a young age I began caring for children by taking care of members of my family, followed by caring for the children of my parents' friends and then children in my neighborhood. This continued throughout my life both in a volunteer and paid capacity. I led children's classes at my parent's church and was employed as a nanny for multiple families and at various daycares. The monetary compensation for these jobs was always extremely low but the income was never my main motivation. I thoroughly enjoyed what I did. In my lifetime I have been fortunate to have three children of my own. In my experience parenting has been the

most painful and difficult thing I've ever done but also the most rewarding. While working at an elementary school long term was a thought that had never occurred to me, I'm so grateful that it happened. What was supposed to be a few months turned into ten years because of my experiences. Working with students can be frustrating and challenging but it's also enlightening, meaningful, stimulating, and all-around fun! Over the last decade working with students has given me a sense of purpose and constantly expanded my mind to see new points of view. Sometimes how they view the world makes more sense than how it is perceived by adults. Once a student sobbed when another student told her that unicorns weren't real. Through her tears she yelled, "Yes, they are! People just say that because they're fat now!" Things are still real even if they aren't skinny!" as she pointed to a rhinoceros. Working as a teacher I can continue to support students not only academically but through their philosophies. Future generations will determine the outcome of our planet. If I encourage them to continue to see the world in their own way, I have no doubt that it will be for the better. I have no desire to take credit for this but I'm excited to be along for the ride.

## Application Required Attachments

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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](mailto: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.

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NOTE FOR ALL ATTACHMENTS: Document title should include: your name, graduate program, and type of document (example: SusanBloomMiTresume).

Preferred Document formats: WORD, PDF, OR EXCEL

**SAVE** after uploading each document.

Upload application attachments below

SAVE after uploading each document.

All fields with an \* are required.

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## Agreement

In signing this form,

I acknowledge that failure to disclose and submit an official transcript from my bachelor's degree granting institution and failure to disclose and submit complete and accurate information may result in the denial of admission or subsequent dismissal from said institution.

I certify that to the best of my knowledge, statements I have made in this application are complete and true.

I understand that my application is incomplete without the acknowledgement below and my electronic signature.

\* By checking the box below, I acknowledge I have read and understand the statement above. (The signature fields will appear once checked.)

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

Ginger Brandt

\* Date Signed (mm/dd/yyyy)

10/19/2023

[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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