

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

Samuel

Chosen first name

Sam

Middle name or initial

Tanchoco

* Last or family name

Enriquez

Suffix

* Date of Birth (mm/dd/yyyy)

04/16/1987

[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.)

Male

I identify my gender as (This is a short list. If your choice is not listed, please provide additional information in the next field.)

Male

Please provide additional gender identity information below.

Check the box below if your legal last, family, or first name has been changed. This information may assist in identifying supporting documents we have received.

[☐]

Email and Phone Information

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

samenriquezart@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
8502407683

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

Phone
8502407683

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)
213157695

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

9538 Helen Ave NE

Street address line 2 (if needed)

* City

Olympia

* State/Province

WA

* Zip Code

98516

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

Yes

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)

Asian

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.

Asian Heritage

Filipino

Other (not listed)

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

01/2023

[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

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

Pensacola Christian College

Check here if the institution above is your most recently attended

☐ ☐

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

Institution Name

Institution City/State/Country

* Start Date

09/04/2006

[mm/dd/yyyy]

* End Date

12/09/2012

[mm/dd/yyyy]

List additional years you attended this institution

I received both my BS and MFA from this institution.

* College Major

Commercial Art

* 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 Science (BS)

Select "None" if you did not receive a degree.

1st Degree Earned/Expected Date

12/2009

[mm/yyyy]

2nd College Major

Studio art and Illustration

2nd degree earned/expected from this institution
Master's degree

2nd Degree Earned/Expected Date
12/2012
[mm/yyyy]

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

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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
Pikes Peak Cmty College

Check here if the instution above is your most recently attended
[☐]

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

Institution Name

Institution City/State/Country

* Start Date
08/22/2005
[mm/dd/yyyy]

* End Date
05/06/2006
[mm/dd/yyyy]

List additional years you attended this institution

* College Major
Social Work

* I have earned or expect to earn a degree(s) from this institution.

No

If yes, please complete the information below.

* Degree earned/expected from this institution
Associates of Arts - Direct Transfer (AA-DTA)

Select "None" if you did not receive a degree.

1st Degree Earned/Expected Date

[mm/yyyy]

2nd College Major

2nd degree earned/expected from this institution

2nd Degree Earned/Expected Date

[mm/yyyy]

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

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.

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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

Central Washington University

Check here if the institution above is your most recently attended

☒ [X]

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

Institution Name

Institution City/State/Country

* Start Date

09/16/2021

[mm/dd/yyyy]

* End Date

06/14/2022

[mm/dd/yyyy]

List additional years you attended this institution

I also audited an undergraduate illustration class during Winter Quarter 2023.

* College Major

Painting

* I have earned or expect to earn a degree(s) from this institution.

No

If yes, please complete the information below.

* Degree earned/expected from this institution

Master's degree

Select "None" if you did not receive a degree.

1st Degree Earned/Expected Date

[mm/yyyy]

2nd College Major

2nd degree earned/expected from this institution

2nd Degree Earned/Expected Date

[mm/yyyy]

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

All fields with an * are required.

Recommendation - General

[Clear](#) [Re-send Invitation](#)

Please provide the contact information for two recommenders. For information on who is an appropriate reference, visit [Apply to the MIT Program](#) .

* Recommender's First Name

Rachel

* Recommender's Last Name

Kirk

Recommender's Title

Interim Dean

Recommender's Institution/Organization

Central Washington University

* Recommender's Email

kirkkr@cwu.edu

Recommender's Phone (XXX xxxxxxx format)

509-306-1342

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

I choose to waive my right to review this recommendation.

Recommendation - General

[Clear](#) [Re-send Invitation](#)

Please provide the contact information for two recommenders. For information on who is an appropriate reference, visit [Apply to the MIT Program](#) .

* Recommender's First Name

Maya

* Recommender's Last Name

Chachava

Recommender's Title

Assistant Professor

Recommender's Institution/Organization

Central Washington University

* Recommender's Email

chachavm@cwu.edu

Recommender's Phone (XXX xxxxxxx format)

509-899-3817

* 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

My course work has prepared me to teach visual art. I hold a B.S. in Commercial Art, as well as an MFA in Studio Art with an Education Emphasis from Pensacola Christian College. I have also had the opportunity to study art at both a graduate and undergraduate level at Central Washington University. The undergraduate program at PCC was multi-disciplinary, and focused mostly on drawing, painting, illustration, and graphic design, but also included the basics of sculpture, calligraphy, print-making, and art history. I also took several education classes to fill in some of my elective requirements, such as Adolescent Growth and Development. As an MFA candidate, I focused on painting and drawing figures and portraits, as well as my education classes during the summers. Both programs at this institution focused on mastery of skills in their scope and sequence, much like an atelier setting. I moved to Washington State almost ten years after my time at Pensacola Christian College, and realized most of my academic contacts were either retired, or would not work with me because I am queer and no longer Christian. To remedy this, I enrolled in Central Washington University's graduate painting program, where I was able to once again connect with colleagues and mentors. Being immersed in a theory-based interdisciplinary program greatly aided me in rounding out my own art education. While at CWU, I was able to study with not only painting and drawing mentors, but also with professors of ceramics, graphic design, and installation. With the assistance of such a diverse and experienced faculty, my painting practice expanded as I explored 3-dimensional works, as well as the integration of text and office supplies. I also audited an undergraduate illustration class at CWU to work with a specific instructor, and to be refreshed on the industry standards. Attending both skills-based and theory-based programs has given me a wide range of exposure to many types of disciplines and how they interact with each other. After receiving my results from the art endorsement exam, I realized I need more hands-on experience and knowledge in the disciplines of ceramics, print-making, and functional arts, which are commonly taught to school-age children. In order to supplement this, I've recently accepted an art teaching position in a multi-media program that involves being trained enough in clay, metals, and basic print-making to instruct children.

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**

My life experiences have prepared me to teach visual art. After earning my MFA, I taught art for about 3 years. During the last of those years, I taught 6th grade art at a private preparatory school, and I noticed that most of my stories and examples started with a phrase similar to, "This one time, in college..." This realization led to the next—the mentors I had learned the most from had stories and advice from being active in a field they were passionate about. The following year, the prep school didn't have substantial enough enrollment to pay for my art teaching position. I took the circumstance as an opportunity to focus on being an active, visual arts professional, with the intent of gaining experiences worth sharing when I eventually returned to art education. During the years that followed, I became involved in multiple artistic pursuits. I apprenticed for a year, and that led to a 7-year career as a professional tattoo artist. I participated in solo, group, and juried art exhibitions. My art-by-commission used to include graphic design, illustration, and murals, but over the last few years I have focused solely on pet and human portraits. I currently do not have any gallery representation, but I have experience in that context as well, and occasionally I sell my studio work directly to clients. I also make it a point to go to galleries and museums whenever I can, and have seen some of the world's most significant works in London, Paris, Washington D.C., and several other locations. My professional experience has prepared me in the area of expertise, but my personal life has prepared me in the area of understanding. I am queer, and my family still loves and includes me, but they "disagree" with me; consequently, I have a deep well of empathy and understanding for students who find themselves amidst the complexities of being born queer. My father was in the USAF, and I lived in 9 different states before the age of 18, including Alabama and California. My parents are immigrants, so I've traveled to the Philippines to visit family, and I've been to Canada, Mexico, and volunteered at an orphanage in Kenya. As someone privileged enough to travel as much as I have, it has become second nature to sensitively interact with other people through the lenses of both global and local context. As a recent transplant to western Washington, I need to grow in the area of local understanding. I am only somewhat familiar with the regional indigenous tribes, history, demographics, social and environmental needs specific to the Puget Sound area. I'm taking steps to supplement this shortcoming through independent research, visiting local areas of interest in person, and applying to Evergreen's MiT program.

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 as long as I can remember, my parents framed literacy and education as a good thing. By its very nature, education is about moving out of ignorance and into knowledge. Through education, humans have learned to heal each other, to be more effective, to equalize, to discover, and to understand. However, I can also remember reading *Animal Farm* for the first time in high school. Orwell's classic exposed me to the concept of education being used as chains to subdue certain socioeconomic groups, while simultaneously amassing wealth and power from them. The farm animals didn't understand the pigs' amendments that were affecting them for so long, that eventually they accepted the dissonant logic in the phrase, "All animals are equal, but some animals are more equal than others." Similar to how the fictitious citizens of Manor Farm fell prey to a system that was constructed to only benefit one group, many real children in the US are captives to a structurally biased educational system. Those who have, can choose to help or hurt those who don't have, but unfortunately, the latter is often chosen. On a large scale, one of the only lasting ways to close the quality gap between public schools is to change the way they are funded. In the world we live in, quality and resources are almost always tied to finances, so public school funding should not depend so heavily on local property taxes. This system of funding is essentially a model for keeping poor people impoverished for generations, and likewise it helps ensure the rich stay wealthy. Dispensing more federal and state funding to schools that need it would help close the gaps in quality between districts. On a more local scale, there are several cost-effective ways to start addressing student equity issues more immediately. School staff could be trained on how to view each student holistically, rather than statistically. For instance, generational poverty might be an issue for a particular student, but rural and urban poverty have different causes, complexities, and solutions. Staff could also be trained on differentiated learning styles, neurodivergence, and inclusion. Teachers can apply for grants and petition for donations once they have assessed specific resource shortages. Small stipends could be used pay teachers, contractors, or parents to run after-school programs and clubs in areas or topics the specific school is lacking. If there is no money to pay professionals to run the clubs, internships can be offered to qualified college students studying related fields.

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

*** MiT Prompt D Question**

My time working with youth has informed my decision to be a teacher in several ways. This is something I have done before in a variety of contexts, and given the proper training, I am confident I can do well in a public school setting. As an art instructor, I strive to be as effective as possible by balancing my roles as Coach, Teammate, and Cheerleader during interactions with students. First, the Coach guides students through learning the foundations by way of relevant instruction and demonstration, as well as through tactful and effective critique. Next, the Teammate collaborates with the students as a fellow artist by exchanging ideas, concepts, and techniques beyond the foundations. Last but not least, the Cheerleader encourages students, regardless of how well they are currently performing in the class. It is my experience that most students achieve the learner outcomes more successfully if they are receiving sincere, positive, and appropriate affirmations throughout the term. I approach teaching situations with the understanding that a unique balance of these three roles is needed for each class as a group, and each student as an individual. I have worked with all age groups, and prefer to work with middle and high school children. The aspect of middle school that I enjoy is the unique state of transition. The students often have an interesting balance between understanding higher concepts on their way to high school, but still have an elementary-like openness to learn. I enjoy the college and career preparation aspect of working with high school students, as well as the ability to cover more advanced material. The most important thing I've learned from my time working with youth, is that I enjoy it! To me, working with youth is much like gardening. You work to provide everything a seed needs to grow and mature, but you're not really the one "making" the plant grow. That's just what it does. It's almost like magic. I've discovered a similar magic when working with students. As a teacher, I've observed that just like a seed, you can't force a child learn and grow. You can only connect and provide them with an environment containing all the elements they need, and they'll grow into the best version of who they are. It's just what kids do, and that's the magic I enjoy facilitating.

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

Samuel T. Enriquez

* Date Signed (mm/dd/yyyy)

08/23/2023

[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
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