

MiT Application for Current Evergreen Students

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](#) to learn more about our program.

Program Vision: Vibrant public education as the foundation for a just society.

Program Purpose: Preparing teacher activists who join students, families, and their communities in educational work, empowering a participatory democracy for a sustainable and equitable future.

Email the [MiT program](#), if you have questions.

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. Electronically sign and date your application.
4. Before submitting your application, determine if you are eligible 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.
6. After you submit your application, follow the CashNet link to pay a non-refundable \$50 application fee if you have not requested a fee waiver.

INTERVIEWS

By late September, top applicants will be invited to a full-day group and individual interview process. Interviews are currently planned for mid- and late October.

APPLICATION REQUIREMENTS

BACHELOR'S DEGREE

Must be on track to graduate at the end of Spring or Summer 2024.

TRANSCRIPTS

Official transcripts only required from the institution that granted a bachelor's degree.

Evergreen students, 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, and C below should be between 300-500 words. Each prompt will have a text field provided on the Attachments/Answers tab of this application. Please clearly identify the prompt with the headings: Prompt A, Prompt B, Prompt C, 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?

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.

If you have questions, email the [Graduate Admissions office](#) .

NOTE: ALL ATTACHMENTS should be uploaded on the " Application Attachments " tab found along the side of the application.

In your document title: your name, graduate program, and type of document (example: SusanBloomMiTresume).

Preferred formats: WORD, PDF, OR EXCEL

All fields with an * are required.

Please provide your full legal name.

* First or given name

Joshua

* Family or last name

Fritch

* Date of Birth (mm/dd/yyyy)

06/16/1997

[mm/dd/yyyy]

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

joshuaifritch@gmail.com

This is the non-Evergreen email address we have on file. If this email is no longer current, contact the Graduate Admissions office with your correct email address.

Mobile

360 6240013

* I agree to receive text messages (Charges may apply)

Yes

Phone (landline, other)

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 (number on file)

607989397

* I will need a student visa to study at Evergreen.

No

All fields with an * are required.

Current Mailing Address

Please review and update as needed.

* Number, Street Name, Apt

4404 clearwater dr. se

Street address line 2 (if needed)

* City
lacey

* State
WA

* Zip Code
98503

Check if you have a different permanent address
[]

Washington State County
Thurston

Washington State Information

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

All fields with an * are required.

General Application Information

Current undergraduate Evergreen students who meet the application requirements for the combined degree may complete the final 12 credits of their undergraduate degree by earning the first twelve credits of the MiT program as a provisional MiT student. Once the student officially graduates with their undergraduate degree, they are officially admitted as an MiT student.

* If admitted provisionally, will you complete your final 12 credits in the Spring or Summer?
Spring

* Date(s) of attendance at Evergreen
1/8/22-8/17/23

My Evergreen ID number was (if known)
A00435333

Endorsement Information

* My preferred endorsement or teaching subject is
English Language 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.

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. Final transcripts will be automatically requested by Graduate Admissions.

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 section](#) .

If you have questions, please email the [Graduate Admissions office](#) .

Search hint: Type the primary name of the school (Santa Cruz) without University, College, or Community College (abbreviations 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.

Note: This page should populate with the institutions you provided on your undergraduate application.

Check here if this is your most recently attended school
☒ [X]

* Institution Name
Central Washington University

* Start Date
09/01/2015
[mm/dd/yyyy]

* End Date
09/01/2017
[mm/dd/yyyy]

* Degree earned/expected from this institution. Select "None" if you did not receive a degree.
None

Degree Earned/Expected Date

[mm/yyyy]

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
Miranda

* Recommender's Last Name
Mellis

Recommender's Title

Recommender's Institution/Organization
The Evergreen State College

* Recommender's Email
mellism@evergreen.edu

Recommender's Phone (XXX xxxxxx format)
646/290-4319

* 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

Kelsye

* Recommender's Last Name

Nelson

Recommender's Title

Recommender's Institution/Organization

* Recommender's Email

kelsye@gmail.com

Recommender's Phone (XXX xxxxxxx format)

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

I choose to waive my right to review this recommendation.

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

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

As I set out from the beginning of my enrollment at Evergreen, it has been my intention to become a high school English teacher. To do this I enrolled myself in primarily literature, creative writing, and English language arts courses. This set for me a very heavy reading and writing load, which I rigorously attended to throughout my coursework. As I progressed through my courses, I had the opportunity to watch my proficiency with reading and writing gradually grow and blossom into something that feels bigger than myself. The most important skill I have adopted through my learning journey was how to be a self-motivated learner. Cultivating a passion for learning has enabled me to grow further than I ever expected. Now learning is not something I have to force myself to do, or have beaten into me by sheer force of speech, rather, now it's something that I actively seek out. While much of that was through my own effort, passionate teachers helped to reinforce a passion for learning within me. Now, as I am nearing the final stages of my educational journey, I know what the next steps are. I have worked hard to fill my mind, not only with information, but good information. I did this to ensure that the information I pass onto students is good information, also to teach students how to find good quality information for themselves. The education we acquire from teachers only takes us so far, at a certain point we leave the classroom and have to venture out on our own. It is up to each individual whether they want to continue their educational journey, or be satisfied with the knowledge that was given to them. I hope to be the type of teacher that will nurture a passion for learning within at least some of his students. I recognize that the learning journey of life never truly ends when you leave the classroom; so I want to help students understand how to keep learning effectively, even when there is no one to teach them. My coursework has only served to reinforce my passion for learning, I believe that kind of passion is infectious. Now I want to go share my passion for learning, in the hopes that it may spread to others.

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 left highschool, there were several years where I felt lost with no direction. I had attended some college, but had not finished a degree, and this left me feeling even more lost and distraught. My lifelong belief that I was smart and educated seemed to be eroding before my very eyes. I realized all the education I had had in my life, had only trickled in through attending school and passively absorbing some of what they taught us. At a certain point it dawned on me that I was uneducated and in fact knew very little. I immediately set forth to correct this. When I realized how little I knew, I started reading books. What felt to be a slow arduous process at first, gradually developed and gained speed and momentum. I began voraciously consuming literature, trying to become the least specialized of all the specialists, the “well rounded person.” As my education grew, my life began to change in significant and noticeable ways, books had opened me up to the world. Knowledge as a path to freedom suddenly became clear to me, much more than a useless cliché. The acquisition of knowledge for one's own benefit was a great starting point for me, I needed changes and improvement in my life. It was only once I understood its capacity for growth that I knew the acquisition of knowledge could no longer be a selfish journey. All the writers who had written books to guide me may have had their own motivations, but nevertheless, they took the time to try and communicate what they learned. Because others had communicated their learning to me, my learning was able to grow exponentially. And I realized this is how it's always worked, humans communicate knowledge to each other so our collective understanding can grow exponentially. It's for these reasons that I view teaching, both as a passion, and a great responsibility. Communicating knowledge is a responsibility I chose to take on to help nurture the learning of a new generation of bright minds.

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

I was fortunate enough to grow up with six siblings, five brothers and a sister, we all went to school. I have had the opportunity to watch my siblings grow and develop, each into extraordinary individuals. I have also had the opportunity to witness first hand, as well as hear their opinions on how education has affected them throughout their lives. This has afforded me seven different opportunities to see the benefits and shortcomings of the education systems. Of the seven of us, two had at some point been placed in gifted education programs, three in special education, one never finished high-school, and the rest of us have attended college. I have seen directly how teachers noticing a student's potential, or not noticing it, can come to affect them for the rest of their lives. All too often, students are placed into a special education program, separated from their peers and told it is because their peers are ahead of them in this subject or that. I have seen how this can come to make students feel other than, and imbue them with insecurities and complexes about their intelligence that can follow them well into adulthood. I have also seen gifted programs imbue students with a sense of superiority, and make them feel they don't have to try. Initially, it may seem better to make a student feel intelligent than unintelligent, but this too can have long lasting negative consequences. Teachers have the ability to destroy a student's self-worth and make them feel disillusioned with the education system. They can also build in students a false sense of confidence, and ultimately lead to disillusionment as well. Teachers are limited both in their resources and attention, compounding problems and making it more difficult to acknowledge the potential in each child. This is why I think it is of the utmost importance for teachers to learn to spot the different capabilities each child possesses and celebrate that, rather than making them feel less than for their shortcomings. To put things simply, teachers can have a major impact on the lives of students. When you have the potential to impact lives in a major way, that opens the door to potential for great harm as well. Individuals at every level of the education system need to ask themselves, how can I best mitigate harm, and enact the most beneficial good?

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

* Prompt D Response

Becoming a teacher is not a decision to be taken lightly. Almost everyone can think of a specific teacher that had a major impact on their lives, and that impact isn't always a positive one. “I set out to have a positive impact on my students' lives.” That's likely a statement that every teacher aspires to fulfill, but clearly not every teacher does. In my decision to become a teacher, how do I know what kind of impact I'll have? First, it is not my main intention to “teach” students. Becoming a highschool English teacher, I know that more than likely most students I will only have for a year. In that time I will of course have to teach certain rules of grammar and writing, but I view that more as an aside to my main purpose. My main purpose in teaching is to gently guide students toward being self-motivated learners. What I can teach them in a year, pales in comparison to what they can teach themselves in a lifetime with proper guidance. I attribute much of my self-motivation for learning to a teacher I had in the sixth grade. It took the better part of a decade for his lesson to fully sink in, but they have been instrumental to the rest of my life. Secondly, I have the opportunity to interact with many different young people in all different age groups. Half a dozen nieces and nephews, as well as the children of family friends, and all the young people I've interacted with throughout my youth. Each being I come across, I seek to treat with dignity, respect, and humanity regardless of age. I intend to do the same for my students; it's important to remember as a teacher that you are the one they look to for how to act. If you treat them with respect, they will reciprocate, if you humanize them, they will see your humanity in turn, if you seek to learn from them, they will act in kind. Lastly, I see children as the future. It is on their shoulders that the fate of humanity rests. They are young now, but they will grow into adults that will do many great, and terrible things. Perhaps, while they are young and still malleable, we can help shape them into forces for good. We can help guide them to becoming intelligent and discerning individuals; free thinkers who will set the next generation on a better path. Alone I can only do so much for future generations, but with the help of future generations, we can do more together.

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 documents which are not required 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.

REMINDER: All documentation (see above list) must be received before a file is reviewed. Submission of the attachments does not constitute a complete file. You will be contacted should additional information be needed to complete your file.

NOTE: ALL ATTACHMENTS should include in your document title: 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 official transcripts from all schools, colleges, or universities attended and failure to disclose and submit complete and accurate information may result in the denial of admission or subsequent dismissal from said institution.

I understand that my current narrative evaluations will be reviewed by the admissions committee during the application process.

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

Joshua Fritch

* Date Signed (mm/dd/yyyy)

08/31/2023

[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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