

# 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

Emma

Chosen first name

Middle name or initial

\* Last or family name

Guttchen

Suffix

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

10/14/1992

[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.

[ ]

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Email and Phone Information

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

emmaguttchen@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  
360-970-2654

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

No

Phone

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#### 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.

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I am a Returned Peace Corps Volunteer

[ ]

I am an AmeriCorps member or alumni

[X]

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)

532277030

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.

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#### International and Visa Information

\* I will require a visa to study at Evergreen

No

All fields with an \* are required.

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Mailing Address

\* Number, street name, apt

1310 Central St. NE

Street address line 2 (if needed)

\* City

Olympia

\* State/Province

WA

\* Zip Code

98506

Different Permanent Address

[ ]

Washington State County

Thurston

Washington State Information

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

Yes

All fields with an \* are required.

Legacy Information

Do you have relatives who have graduated from Evergreen?

No

All fields with an \* are required.

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

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

I am of Hispanic/Latinx origin

No

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

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

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

Please select one or more that best identify your heritage

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

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\* 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  
Yes

Date(s) of attendance at Evergreen  
summer 2023

My Evergreen ID number was (if known)

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I first heard about the MiT Program from  
Web Search

Date I first heard about the MiT Program  
02/2023  
[mm/yyyy]

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What is your parent or legal guardian's highest level of education?  
Bachelor Degree (4 yr)

#### Endorsement Information

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\* My preferred endorsement or teaching subject is  
Elementary Education

All fields with an \* are required.

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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

Beloit 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

08/15/2011

[mm/dd/yyyy]

\* End Date

05/15/2015

[mm/dd/yyyy]

List additional years you attended this institution

\* College Major

Sociology

\* 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

[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

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

McBrayer

Recommender's Title

Special Education Preschool Teacher

Recommender's Institution/Organization

North Thurston Public Schools

\* Recommender's Email

rachelmcbayer@hotmail.com

Recommender's Phone (XXX xxxxxxx format)

408-402-2074

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

I choose to waive my right to review this recommendation.

Recommendation - General

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

\* Recommender's First Name

Nicole

\* Recommender's Last Name

Manuel-Johnson

Recommender's Title

Developmental Kindergarten (Special Education) Teacher

Recommender's Institution/Organization

Everett Public Schools

\* Recommender's Email

nicolemanuel1997@gmail.com

Recommender's Phone (XXX xxxxxxx format)

425-501-8876

\* 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 undergraduate major is in sociology, with a focus on education. My first-year seminar course was “Separate but Equal?” about the history of Brown v. Board of Education and the role race still plays today in public education. I also took courses on social stratification, the sociology of race and ethnicity, social statistics, and anthropology. To me, sociology was about going beyond the simple explanations for inequality and looking deeper into structural and historical causes. My college courses in sociology have given me a good theoretical foundation of the role of education and how it is both “the great equalizer” but also often perpetuates inequality. I also took a summer 2023 course at Evergreen, Children’s Literature and the Politics of Identity, Gender, and Race. I started working with youth through a class called The Duffy Community Partnership, where I organized a reading tutoring program at a local elementary school and used my experiences working in the school community to understand and apply sociological theories. I worked in a second-grade classroom, leading small groups and assisting with classroom instruction. I also coordinated an after-school program for college student volunteers to work with elementary students as “reading buddies”. This class helped me learn the struggle of the day-to-day work of being in a classroom, of working within a larger system, and of being part of a community. I also did a research project analyzing the library of leveled books that the college volunteers read with their reading buddies. I noticed that while the elementary students themselves were very racially and ethnically diverse, the books we had access to mostly featured white characters or animals. After analyzing the books and finding a mismatch between the diversity of the student body and of the books they had access to, I created a list of recommended diverse books. I also did an Urban Studies program in Chicago for one semester, where I studied restorative justice and community policing. I also interned for a non-profit called ArtReach, that provided art classes to public and charter schools that didn’t offer art programming. I plan to teach elementary school, and I have a lot of course work on the large scale role of education and how public institutions can combat and also perpetuate inequality. I would like to learn more about different educational theories, and more about different instructional strategies

**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**

I currently work as a paraprofessional in the North Thurston Public Schools special education preschool program. I support classroom instruction in reading, math, and social emotional learning. Most students in my classroom have I.E.Ps, and in collaboration with the classroom teacher and other staff, I provide support to help students meet the goals in their I.E.Ps. I also help monitor student progress and collect data on student behavior. My first work experience with youth was as an Americorps Reading Corps member. I was paired with a kindergarten teacher, and I worked with students individually and in small groups on structured literacy interventions for letter sounds, names, and short words. I also supported classroom instruction, recess, and after school programs. I was also a preschool teacher with the YMCA, where I taught a class of four- and five-year-olds. I taught basic literacy skills like rhyming, alliteration, and letter names and sounds. I also did weekly themed picture book read alouds. I taught new vocabulary, story structure, and worked with students to make predictions about the book and connections to the real world. I tried to incorporate my students’ lives and cultures into the books we read together and into our classroom. I also worked as a paraprofessional in the library media center in a public middle school. I was the first point of contact for students, staff, and families visiting the library. I loved getting to know the students and using that relationship to find books that were exciting and relevant for them. I collaborated with classroom teachers to connect them and their students with library resources. I also worked as a Family Liaison for a Reading Corps online tutoring program. I contacted families who had requested tutoring, screened each student to determine program eligibility, and connected students to individual literacy or math tutors. I also referred families to outside resources like the public library or other academic support programs. I also worked as a Homework Help Lead tutor for the Hennepin Public Library in Minneapolis. I lead a free after-school homework tutoring program based in a community center. I worked with students to complete their homework, taught students and their families how to access other library resources and collaborated with other library staff on activities like screen printing and gum making. I have a lot of experience working with youth in different settings. One of my biggest strengths is building relationships with students and using that relationship to help students learn, grow, and feel like a member of a classroom community. I would like to learn more about different theories of child development, classroom management techniques, and instructional strategies. I’d also like to learn more about how to use restorative justice in elementary classrooms.

**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**

In high school, for my “Greatest American”, I picked Horace Mann, the “Father of American Public Education”. He called education “the great equalizer.” At the time, I believed that if everyone had access to the same high-quality education, society would become a more equal place. Through my college studies, and personal and professional experiences in education, I’ve learned that education isn’t always an equalizer. Sometimes it perpetuates inequalities. One day at the elementary school I worked at in Minneapolis, a few students were running and yelling during indoor recess. After yelling at them a few times and being completely ignored, the recess supervisor turned off all the lights, made every student sit with their heads down, and called the parents’ of every student (not just those who had been running and yelling) in front of the rest of the class. Most of the students at this school were black, most of the staff (including the person calling home) were white. This situation really stuck with me- for many of these students, school is their first big interaction with “the system”, a system that often harshly punishes them for small infractions and treats them unfairly. Another time, the teacher I worked with was absent. The substitute teacher was a Black man. When I walked into the classroom with a student that day, he asked me “Why is the guy who works in the cafeteria in our classroom?” I told him that was our teacher for today. This student, who was Black, had never seen a Black man as a teacher. The only Black men he saw at school were the cafeteria workers. Another time, when the classroom teacher was picking students to come up to the board, she picked the single white student. The same student who asked me about the substitute teacher said “Man, why do the white kids always get picked?” These interactions have stuck with me. School is often the place where kids get their first ideas about how the world works and about who can be what- for that student, white women were teachers and Black men worked in the cafeteria. At age 6, he was already feeling like he was being treated unfairly because of his race- and sometimes he was. School often is less a place for cognitive and emotional growth and more a place where students learn that the “system” will treat them ruthlessly, unfairly and disrespectfully. As an individual, I try to address this contradiction by treating my students and their families with respect. Every student has something important to contribute to the classroom, and I believe that creating an environment where student voices are valued as equally as the voices of adults is essential. In my work as an educator, one way I have done this is by using books and other materials that reflect the lives and cultures of my students. Another way has been by collaboratively creating our classroom rules and expectations, asking students for input and changing the rules if it’s needed. Sometimes I feel myself getting pulled into a “I’m right because I’m the adult and you’re wrong because you’re the kid” mindset, and it’s important to always check myself and to admit to my students when I’ve made a mistake or treated a student badly. I try to create a classroom where students know they are loved and respected, where we apologize and take responsibility for when we’ve acted badly.

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

\* MIT Prompt D Question

Working with youth has been the most rewarding and important work I’ve done in my life. While I have worked with kids for many years, I’ve struggled with the decision to become a teacher. It often seems like an impossible job, especially in a post-covid world. I’ve spent a lot of time thinking about how I could work with youth in non-traditional ways outside of being a classroom teacher. I’ve also spent time working in other fields (like candle making and elections) but have always come back to teaching. I’ve realized that a quality classroom teacher can have a huge impact on a student’s life. I know I’m only one person and that there are many things I can’t control, but I also believe that every kid deserves a respectful, kind, and loving teacher. While I was doing Americorps at a school in Minneapolis, I had one student who, during the first week of school, tried to push me down the stairs. She also tried to scratch my arms and pull my hair. She really struggled to make positive relationships with other students and adults. As the classroom assistant, I worked a lot with this student. I often felt like I didn’t know what I was doing. I stuck with her, even when it was extremely difficult and stressful. I put a lot of work into that relationship, but by the end of the year, she was still struggling both socially and academically. During the last week of school, we had a substitute teacher. At the end of the day, he told me “wow, she really only listens to you”. At first, I was surprised. I honestly didn’t feel like she listened to me at all. But hearing an outsider observe and compliment my relationship with her meant a lot and made me realize that simply sticking with a student, even when it’s difficult, can be very meaningful. I hope to continue to build relationships with students like this in my future classroom.

## 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.

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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.)

☒ [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.

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Signature

Please type your name as it appears on your application.

\* Signature of Applicant

Emma Guttchen

\* Date Signed (mm/dd/yyyy)

10/25/2023

[mm/dd/yyyy]

All fields with an \* are required.

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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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