

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

Laura

* Family or last name

Jones

* Date of Birth (mm/dd/yyyy)

10/06/1983

[mm/dd/yyyy]

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

laurachristina10@yahoo.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

4253615346

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

Yes

Phone (landline, other)

425 3615346

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)

531138354

* 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

1726 Medallion Loop NW

Street address line 2 (if needed)

* City

Olympia

* State

WA

* Zip Code

98502

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

11/2022-present

My Evergreen ID number was (if known)

A00442331

Endorsement Information

* My preferred endorsement or teaching subject is

Elementary Education

All fields with an * are required.

List, in order of attendance, the degree granting institution and all additional colleges or universities relevant to official or unofficial transcripts submitted for review by the MiT Program.

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
☒

* Institution Name

North Seattle Cmty College

* Start Date

09/01/2011

[mm/dd/yyyy]

* End Date

11/01/2015

[mm/dd/yyyy]

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

Associate of Arts (AA)

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

Leslie

* Recommender's Last Name

Flemmer

Recommender's Title

Professor

Recommender's Institution/Organization

Evergreen State

* Recommender's Email

flemmerl@evergreen.edu

Recommender's Phone (XXX xxxxxx format)

360-561-6155

* 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

Grace

* Recommender's Last Name

Huerta

Recommender's Title

Professor

Recommender's Institution/Organization

Evergreen State

* Recommender's Email

huertag@evergreen.edu

Recommender's Phone (XXX xxxxxx format)

360 8675209

* 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 entrance into the MIT Program approaches, I realize that my academic and employment journey has prepared me for the culturally diverse environment that will form and strengthen a personal teaching style. At Evergreen State College, my academic development has increased as well as understanding the broad range of social concerns that can arise in an inclusive teaching environment, especially elementary school education. I prefer teaching styles that will encourage children to want to learn and enjoy going to school. As I move into student teaching, I look forward to increasing my confidence and expanding the structure necessary to keep students on track. I feel this is important because it helps children feel secure and safe, but they have fun and enjoy learning through play with their classmates. My take-aways in course work are experiences with EL/ML learners in the classroom, learning how to engage students through creativity in assignments, embracing a mass of information through written curriculum and in implementing the process with students. I have learned styles of teaching that work for students with different learning styles through written curriculum and then put my curriculum to use by mock teaching in front of the class. The course work has given me a foundation for psychological and developmental milestones in child development along with opportunities to diagnose disorders from case studies. I will be continuing my education to learn more about classroom standards and certifications so that I am always in the forefront of education.

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**

After working for 13 years in Estee Lauder retail, I wanted a more personal career of helping children learn life skills and gain academic progress. I am a mother of a 6-year girl, Charlotte, and watching and helping her with schoolwork has brought much joy. I want to encourage Charlotte through my career, actions, and how education brings those possible. Throughout the years of working for various school districts, I have taken all training offered that is related to life skills, behavioral issues, and safety. From three years of working in and with Elementary Special Education, the strengths that I have learned are patience, firm instructions, clear direction, hard work, and calmness in stressful situations. While student teaching, I will be keenly observing how to balance communication with parents, teaching, prep-work, and discipline in the classroom. As a mother and working with children with behavior issues, I see how beneficial it is to correct children's behavior in a quiet, positive, and composed manner. I appreciate this approach because it does not create a disruptive environment and allows other students in the classroom to stay on-task. I assisted my school's behavioral specialist in creating a behavior chart to track and maintain data daily regarding students' behavior, including necessary notes for follow-up or health. I am determined to finish my degrees that are required to teach and/or specialize in helping students with an Individual Education Plan (IEP) so that I can make a difference in a student's life as well as in a classroom. As move towards student teaching, I hope to gain the classroom structure and personal confidence necessary to keep students on track. I believe this is important as it makes children feel secure and safe and encourages them to learn through play with their classmates. Also, from personal experience in third grade, I was behind in reading and through my teacher's help and my mother's persistence, this was overcome during the summer. It was a memorable time, and I want to help students that struggle academically.

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**

This is a concern in public schools across the United States, and a topic that I feel strongly about. Today's society expects and demands that children (and adults) be educated so they can eventually contribute to society and communities in a valuable, responsible, and meaningful way. A social mandate for the good of all. However, education becomes structurally unjust when the access, advantages, distribution, opportunities, and necessary student help is unequal. When funding for the schools is reduced, subjects are dropped from the curriculum, the cost of extra-curricular activities increases, transportation becomes an issue, teacher-student ratios decrease, classroom behavior becomes disruptive (sometimes dangerous), tight restrictions on how teachers and administrators are to resolve disruptive behavior, less parental involvement and acceptance of responsibilities, the families who are financially affluent remove their children from public schools and enroll them in private schools. These situations make it challenging for teachers to remain in the public school system and, possibly, schools can develop a negative reputation. Speaking from personal experience, my daughter's first grade teacher has professional expectations and a workload that is unrealistic. Due to lack of funding, the classrooms do not have para-educators to assist students and help teachers to get assignments ready. In addition, the state of Washington expects teachers to teach and test so students can provide positive academic testing statistics. There is a place or reason for testing, however, there is a benefit to looking at the child as a whole person. From my experience working in Life Skills, there were many students that did not have a one-on-one or the classroom did not have the support it needed for the physical demands of G-Tube feedings, assisting students with bathroom duties multiple times a day, aiding with food prep, lunch, and clean-up. Life-skills students may go to public school until they are 21 years old, then the State is required to make sure their safety needs are met and not unload the responsibility and physical demand on understaffed teachers. I have genuinely appreciated that testing is not at Evergreen's forefront for grasping and maintaining classroom information. I took a class last year and learned a lot about the education system here and in other countries. In Switzerland the dropout rate is almost nonexistent, and the public schools do not stress testing on a large scale for students. As teachers, we need the ability to scaffold assignments for individuals that learn differently, have English as their second language, and need more or less of a challenge academically. Children feeling from bullying is just as important to welcome and encourage the parents to get involved. Parents should be involved in their child's education and see it as an academic and social community. My future goal is to get involved with the district, the school board, local government for school funding, and parents to encourage and assist in changes for structural equality.

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

*** Prompt D Response**

I have always wanted to be a teacher. As I stated before, after many years in retail, I wanted a more personally fulfilling career working with and helping children. Upon entering the classroom, I felt it was where I belonged. I see teaching as a positive influence in a student's life as well as a role model for my daughter. Children are the future, individually and collectively, and I want to be part of that education process and growth. With a master's in teaching, I have opportunities to participate in the process and growth either in the classroom, as a subject specialist for students, developing and implementing Individual Education Plans, positions at the district office, or lobbying for federal funding. Through years of working with a variety of students with emotional or physical needs, I feel that special education is where I could do my best work, be a significant influence or role model, and provide yet another teacher for the district. I see each student for his or her individuality and enjoy open communication with parents. Working in a classroom there is always something to do; something new every day. After participating in Special Olympics'

Bowling, I saw how excited the children were with challenging physical activity and social interaction. In addition, it was beneficial for teachers and para-educators to develop a relationship with parents and to be involved with local community events. Even on the toughest days with physical or verbal altercations, I always left work feeling a bit humbled and hopeful that I had made a difference. Tomorrow is a new day. I have had wonderful teachers as role models, and they will be valuable resources for ideas, practices, and systems as I begin my career as a teacher.

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

Laura C. Jones

* Date Signed (mm/dd/yyyy)

10/24/2023

[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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