

# 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

Iris

\* Family or last name

Koltuniak

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

05/22/2003

[mm/dd/yyyy]

---

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

iris.koltuniak@evergreen.edu

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

205 9372543

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

No

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)

614397034

\* 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

3948 Delphi Rd SW

Street address line 2 (if needed)

\* City  
Olympia

\* State  
WA

\* Zip Code  
98512

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  
2021

My Evergreen ID number was (if known)  
A00429211

#### 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  
Evergreen State College, The

\* Start Date  
09/27/2021  
[mm/dd/yyyy]

\* End Date  
06/14/2024  
[mm/dd/yyyy]

\* Degree earned/expected from this institution. Select "None" if you did not receive a degree.  
Bachelor's of Arts (BA)

Degree Earned/Expected Date  
06/2024  
[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  
Emily

\* Recommender's Last Name  
O'Donnell-Pazderka

Recommender's Title  
Employer

Recommender's Institution/Organization

\* Recommender's Email  
eodonnell123@gmail.com

Recommender's Phone (XXX xxxxxx format)  
402 6694041

\* 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

Sonja

\* Recommender's Last Name

Wiedenhaupt

Recommender's Title

Professor

Recommender's Institution/Organization

The Evergreen State College

\* Recommender's Email

wiedenhs@evergreen.edu

Recommender's Phone (XXX xxxxxx format)

360 8676435

\* 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

Based on the Washington State Professional Educator Standards' Endorsement Competencies for elementary education, I have identified which competencies I feel prepared to teach. From English and Spanish language arts, and English literature classes, I've developed knowledge and understanding of literature form, and understand an extensive range of literary forms. I've written numerous academic essays analyzing aspects of literary form. The texts I've read at Evergreen have included a broad range, representing and/or authored by peoples of various cultures, ethnicities, and identities. I have some knowledge in working with English language learners, but I want to learn more about diversity in language structure, including grammar, patterns, and dialects across cultures, ethnic groups, geographic regions, gender, and social roles. I would like to learn more about how linguistic diversity can affect student learning and how I can best assist and care for them in the classroom. I recognize the importance of understanding student experiences with language, especially since English is not the first language of many students in America today. The American, European, and world history classes I've taken have strengthened my ability to evaluate the role of historical events and how they shape the present and future in the history of the Northwest, the United States, and the wider world. In my current courses (What is Education for at This Moment in Time and Place, and Foundations of Healing-Centered Practice), I am learning more about Indigenous peoples' cultures and stories. I believe it is crucial to strive for learning and teaching a holistic view of history, as perspectives and experiences vary, and we are often only taught the dominant narratives. I haven't taken many courses in civics, though this is an area I would like to grow in because I understand that preparing students to be conscientious members of our world is one of the major purposes of education. Though I haven't taken any math courses at Evergreen, I feel as though the higher-level math courses I took in the Diploma Programme of International Baccalaureate (algebra, trigonometry, geometry, calculus, statistics, etc.), and my long-lasting excitement and love for math are strengths in being prepared to teach elementary math. From my experiences working with students, as well as from being a student myself, I understand the

developmental progression of mathematical learning, how to use mathematical language, and how to make mathematics applicable to real-world problems. The biology and chemistry courses I took in the Diploma Programme deepened my knowledge of foundational science concepts and principles. The independent research and experiments I conducted (my Internal Assessment) showed me what it means to engage with science and engineering practice to facilitate learning core disciplinary ideas, which includes asking questions and defining problems, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, communicating information, and constructing explanations. My knowledge of the arts has formed through exposure to music and visual arts courses, including band, visual arts, medium format photography, and ceramics. These studies have allowed me to see that the arts support academic and social/emotional learning by providing alternative routes to learning disciplinary concepts and demonstrating understanding across subject areas, as well as helping students to make more meaningful connections to their learning. Art studies can provide a way for students who struggle with traditional structured learning to explore ideas through creative expression. I recently took the National Evaluation Series subtests for Elementary Education, which cover the content areas of reading and English language arts, social studies, mathematics, science, and the arts. I passed both subtests, which I believe indicates my ability to teach these content areas, and my passion for continuing to learn how to improve my current body of knowledge and teaching skills.

**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**

In my work as an early childhood development nanny, I have been given the opportunity to revisit children's books as an adult. When selecting books for us to read, I make an effort to choose books that are representative of a wide range of identities, as I believe it is important for him to observe and learn about differences from an early age, so that we may celebrate them! For example, we have read age-appropriate children's books about the Indigenous water protectors and environmental justice; feminism; different cultural holidays; race and anti-racism; and Indigenous history, specifically of the Salish Sea Tribes. Reading children's books with him has also given me a chance to explore how to integrate reading, speaking, listening, viewing, and thinking into our daily time together. When we read, I intentionally encourage him to discuss what we're reading, make connections to other things we've read/done/talked about, and ask questions that prompt him to think deeper, which supports his comprehension and verbal language skills. Working with him is also strengthening my understanding of the developmental nature of mathematical learning. I support him in developing the early math skills of counting, number sense, sorting, volume, and comparing size. Two summers ago, I had the opportunity to work on a family friend's farm for a couple weeks, where I harvested crops and managed a portion of the farm. Through this laborious work I learned more about the life sciences, such as the energy in and interactions of ecosystems, and the inheritance and variation of botanical traits. I also recently began volunteering for the Olympia Kiwanis Food Bank Garden. I have already learned more about ecosystems, as well as the structures and processes involved in the growth of organisms, and I am eager to see what else this opportunity has to teach me. Outside of the classroom, I have continued to learn and practice math in my farm work. For instance, when clearing a field and preparing to build a hoop house at the Kiwanis Garden, I collected data using measurement tools, and interpreted this data to make a decision about the next steps of the process.

**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 have always known that I want to work with children in such a way that benefits their lives. When I volunteered in a first and second grade Waldorf classroom in high school, I began to consider becoming an educator. Care for children has always been my driving passion, but this was the first time I had worked with children in a classroom setting, and it clicked for me that this was my life's purpose. The relationships I built with these students were meaningful, and my learning in the classroom sparked the confidence I needed to pursue education. A significant piece of learning was how to support students in resolving conflicts. As I navigated situations like this for the first time and observed the lead teacher's approaches and methods, I learned what students need at their developmental levels. I began to feel more capable in my abilities to guide and teach. I was also inspired by Waldorf education; the philosophy of educating children in ways that align with and nurture human development really speaks to me. Witnessing the importance placed upon things such as play, the arts, and social/emotional learning inspired me to begin thinking about alternative forms of education and how they can enhance learning, joy, and creative expression in the classroom. The second time I worked with youth in the classroom was at Lydia Hawk Elementary, where I was a teacher's assistant in the dual-language kindergarten classroom. I was volunteering in this classroom while taking the Teaching English Language Learners course at Evergreen, and the learning I experienced during this time was monumental. The duality of taking in information on language-learning acquisition theories and teaching methods, and then applying theory in the classroom was one of the most profound learning experiences I've ever had. At this time, my eyes were opened to the diversity that exists within student bodies—in terms of language experience, culture, home life, prior school experiences, etc. I came to understand that it is the educator's responsibility to be accountable to students' whole-person lived experiences, through valuing and legitimizing their linguistic, social/emotional, and cultural knowledge. Along with my exposure to the ideas of critical pedagogy through Paulo Freire and Joan Wink, a commitment to justice-oriented and culturally responsive and relevant teaching was ignited within me.

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

#### \* Prompt D Response

The acquisition of knowledge is inherently a source of empowerment, and every person is deserving of this experience. Education is a universal right, and the access to education is a social good because of its positive impacts on individuals and society. However, the public education system within the United States is simultaneously structurally unjust because it exists within a dominating political institution. Public education is deeply intertwined with and intrinsically connected to government policies, funding decisions, and societal values. Two of the many ways these deeply-rooted connections manifest in schools are through funding discrepancies and decisions made about curriculum. Funding discrepancies result in communities struggling to access educational resources for their schools, and the causes are often tied to unjust policies and formulas that perpetuate systemic oppression. Addressing funding discrepancies means analyzing root causes and requires structural changes at the local, state, and federal levels. One way to ensure equitable funding, and thus equal access to educational materials and resources, would be allocating based on student and community needs. School curriculum is in part determined by political decisions, which often reflect only one side of any debate about what should be taught in schools. Therefore, biases within curriculum are inherent, and the curriculum of each region or district is fluid in nature. In this way, social inequalities can be reproduced and sustained in education through the lack of diverse perspectives and narratives. I am reflecting on the widespread banning of books in recent years, particularly those representing LGBTQ+ people and/or people of color, as well as the news that Florida Governor Ron DeSantis is banning race education and critical race theory from schools. Without these perspectives, so much room for learning and understanding cultural competency within schools is lost. I recently read "This Is No Slum!" A Critical Race Theory Analysis of Community Cultural Wealth in Culture Clash's Chavez Ravine", and was struck by the quote: "Acknowledging the intrinsically political nature of social institutions such as schools, CRT views education as a tool to eliminate all forms of subordination, and empower oppressed groups, thereby transforming society" (Yosso & García, p. 148). We cannot fail to acknowledge the political nature of the education system. Knowing this, we must push for reforms that eliminate structural injustices, and cultivate education that is diverse in perspectives taught, equitable in resource allocation, and rooted in empowerment through knowledge.

### 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](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.

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 be 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

Iris Koltuniak

\* Date Signed (mm/dd/yyyy)

02/08/2024

[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

© The Evergreen State College

[Privacy Policy](#)