

MIT Spring 2024 Application

All fields with an * are required.

Questions marked with an asterisk (*) require an answer.

Thank you for considering the Master in Teaching Program at Evergreen. We invite you to look over our vision and purpose as you begin your application. Please look at our [program overview](#) for the Community Teaching Pathway to learn more about the MiT experience for the 2024-25 cohort.

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

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

Please use this application if you have already earned your bachelor's degree, or if you will earn your bachelor's degree by Fall Semester 2023/Winter Quarter 2024.

If you are a current Evergreen student that will graduate in Spring or Summer of 2024 and would like to join the Undergraduate/Graduate MiT Dual Degree Program, please contact the MiT Program Assistant Director at mit@evergreen.edu.

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

PLEASE REMEMBER

Your application is only considered complete when we receive all of your application materials including the application fee or an approved fee waiver request.

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

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

Preferred formats: WORD, PDF, OR EXCEL

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

Note: Please do not use the back button on your browser. Use the "previous" or "next" buttons on each page.

All fields with an * are required.

Application Instructions

1. Review the materials you will need to complete your application on the [MiT How to Apply webpage](#). Contact Access Services to request disability accommodation in the application process at (360) 867-6348 or (360) 867-6834 (TTY).
2. Complete all required questions. It is helpful to refer to your transcript(s) while completing the

application form.

3. Read and acknowledge the Signature Page Agreement. Then, electronically sign and date your application.
4. Before submitting your application, please determine if you qualify for an application fee waiver. If you believe you are eligible for an application fee waiver, make your selection on the Application Fee/Waiver Options tab. All requests must be approved. Contact the [MiT Program](#) if you have questions regarding the application fee or fee waiver.
5. Click on "Submit" to send your application. If you have additional questions, please contact the [MiT Program](#).
6. After you submit your application, follow the CashNet link to pay a non-refundable \$50 application fee if you have not requested a fee waiver.

INTERVIEWS

Top candidates will be invited to interviews based on when they submit their applications. Applicants who submit applications by the priority deadline of September 1st will be interviewed in mid-September. Applicants who submit applications by the final deadline of October 25th will be interviewed by mid-November.

APPLICATION REQUIREMENTS

BACHELOR'S DEGREE

Verified on an official transcript. Applicants may be admitted provisionally pending completion by program start. May be in any subject.

Received at an institution of higher education which is a candidate for accreditation or is accredited by one of the accredited institutions [as defined in WAC 250-61-050](#) and as amended by [the Washington Student Achievement Council](#), or foreign equivalent.

MINIMUM GPA

Expected GPA of 3.0 or strong narrative evaluations. Applicants below this standard but otherwise well qualified may apply and be considered on a case-by-case basis.

OFFICIAL TRANSCRIPTS

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

Evergreen alumni, you are responsible for requesting an official copy of your Evergreen transcript, even if your degree is not completed, to be sent to the Graduate Admissions Office.

Unofficial transcripts from other institutions attended are encouraged to better review prior coursework.

WEST-B and WEST-E/NES

Official or unofficial score report from all portions of the Washington Educator Skills Test-Basic (or appropriate [WEST-B alternative or basic skills equivalent test](#)). Expected by application deadline. Note: Applicants are not required to pass this test to be considered for admission.

Official or unofficial test results for each endorsement area selected (appropriate West-E/NES exam). Visit the [What you Can Teach](#) section for endorsement test requirements. Expected by application deadline. Note: Applicants are not required to pass this test to be considered for admission.

Unofficial WEST-B or WEST-E/NES score reports can be included as an attachment to this application and would satisfy this application requirement.

SAT or ACT scores being used in lieu of WEST-B scores need to be requested to be electronically sent to The Evergreen State College. Applicants whose SAT or ACT score reports that do not include an essay component

will be required to take the WEST-B Writing exam to meet this requirement - no other sections are required.
Note: It is recommended that you request ACT scores with Combined English/Writing Score to be sent as a paper copy. Contact [the MiT Program](#) with questions about meeting the WEST-B requirement with SAT or ACT scores.

INTERNATIONAL STUDENTS

Must also [provide appropriate documentation](#) of English proficiency, adequate financial resources, and transcript evaluations from a member of [NACES](#) or [Institute of Foreign Credential Services](#).

VERIFICATION OF ENGLISH AS FIRST LANGUAGE STATUS

MiT must report the number of applicants (no names) to the Washington Professional Educator Standards Board who do not have English as a first language.

RESUME

A functional resume which lists and describes all key educational, employment, and volunteer experiences, past and current, relevant to your success as a teacher.

Also include other work and volunteer experience within the past ten years.

OBSERVATION OR VOLUNTEER WORK IN SCHOOLS AND COMMUNITY BASED ORGANIZATIONS AND REFLECTION

Submit the signed and completed [Hours Log Sheet](#). At least fifty (50) combined hours of volunteer or paid work with youth of K-12 age in a public school and a community-based organization setting over the past 5 years. Applicants must complete at least 25 hours of work in a public school with students of the age they intend to teach, and at least 10 hours of work in a community-based organization.

Completion of volunteer and observation hours is now a conditional requirement that needs to be completed by August 1, 2024.

TWO RECOMMENDATIONS

You will be providing email addresses for two people who can provide letters of recommendation. All recommendations should be from professionals, who can write about one or more of the following:

- your work with children/teens
- academic work
- writing ability
- interpersonal skills
- job-related experiences

Recommenders can include:

A teacher or other educator who has observed your interactions with children/youth (ideally the teacher who hosted your observation/work in a public school setting).

One of your college professors if you have attended a college within the past three years.

ADMISSION PROMPTS

Responses to admissions prompts A, B, C and D below should be between 300–500 words. Each prompt will have a text field provided on the Attachments/Answers tab of this application. Please clearly identify the prompt with the headings: Prompt A, Prompt B, Prompt C, Prompt D if you add your answers as separate attachments.

Prompt A : Look over what [area you intend to teach](#) and indicate how your course work has prepared you to teach in this area. This should match the endorsement area you indicate in your application. Name your strengths in

preparation, areas needing growth, and plans for next steps.

Prompt B : Look over what **area you intend to teach** and indicate how your life experience has prepared you to teach in this area. This should match the endorsement area you indicate in your application. Name your strengths in preparation, areas needing growth, and plans for next steps.

Prompt C : Education is both a social good and structurally unjust. Explain your understanding of this contradiction and ways it can be addressed.

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

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

In your document title: your name, graduate program, and type of document (example: SusanBloomMiTresume).
Preferred formats: WORD, PDF, OR EXCEL

All fields with an * are required.

Please provide your full legal name.

* First or given name

Valerie

Chosen first name

Middle name or initial

Nicole

* Last or family name

Machado

Suffix

* Date of Birth (mm/dd/yyyy)

02/25/1987

[mm/dd/yyyy]

* Legally assigned sex (Federal and Washington state agencies require Evergreen to collect and report information about the legally assigned sexual identity of applicants and students. There are only three categories provided by these external agencies: female and male for all states and X for WA and specific states.)

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.

☒ [X]

Former first name

Former middle

Former last or family name

Tidwell

If you have additional former legal names, please check below.

[]

Email and Phone Information

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

valerienmachado@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

760-805-9463

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

Yes

Phone

Additional Personal Information

Is English your first language?

Yes

MiT must report the number of applicants (no names) to the Washington Professional Educator Standards Board who do not have English as a first language.

I am a Returned Peace Corps Volunteer

[]

I am an AmeriCorps member or alumni

[]

I am a McNair Scholar

[]

Providing your Social Security Number (SSN) on this application is *optional* and will not play a role in the College's admission decision. Providing your SSN will assist in the processing of your federal financial aid and supporting educational research, which, in some instances, requires a SSN or Tax Identification Number (TIN). Releasing student information will be in accordance with all appropriate state and federal laws. Your SSN is not used as your primary student identification at Evergreen.

Social Security Number (List as: 012345678 without spaces or dashes)

613286987

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.

International and Visa Information

* I will require a visa to study at Evergreen

No

All fields with an * are required.

Mailing Address

* Number, street name, apt

6603 Angelo Ct SW

Street address line 2 (if needed)

* City

Olympia

* State/Province

WA

* Zip Code

98512

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

* My start term quarter will be

Spring

* I will begin my studies in

2024

I have previously applied at Evergreen

No

Program(s) previously applied to and date(s)

I have previously attended Evergreen

No

Date(s) of attendance at Evergreen

My Evergreen ID number was (if known)

I first heard about the MiT Program from

Web Search

Date I first heard about the MiT Program

[mm/yyyy]

What is your parent or legal guardian's highest level of education?

Some College or Community College

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.

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

University of California Santa Barbara

Check here if the instution above is your most recently attended

[]

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

Institution Name

Institution City/State/Country

* Start Date

09/05/2005

[mm/dd/yyyy]

* End Date

06/16/2009

[mm/dd/yyyy]

List additional years you attended this institution

* College Major

Communications

* 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

Professional editing

2nd degree earned/expected from this institution

Other

2nd Degree Earned/Expected Date

[mm/yyyy]

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

All fields with an * are required.

Recommendation - General

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

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

* Recommender's First Name

Vicky

* Recommender's Last Name

Flynt

Recommender's Title

Recommender's Institution/Organization

* Recommender's Email

vicky.flynt@gmail.com

Recommender's Phone (XXX xxxxxx format)

571-882-4784

* 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

Lois

* Recommender's Last Name

Takemura

Recommender's Title

Recommender's Institution/Organization

* Recommender's Email

takemuralois@gmail.com

Recommender's Phone (XXX xxxxxx 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

The courses I took in pursuit of my liberal arts degree were broad by design, allowing me to prepare for the career in journalism that I thought I wanted but also so much outside of that, from anatomy to dinosaurs. All of the classes I took gave me the opportunity to learn how to think critically and strengthened my skills as a reader and writer, skills that will serve me in any classroom. A few years out of college, I decided I wanted to be a teacher and completed a credential program that would enable me to start teaching quickly. The credential program was new and geared toward individuals already in classrooms and, as a result, was light on the fundamental tools teachers employ in their classrooms. Although it satisfied the state requirements, I do not feel like it gave me the solid foundation needed for being a capable teacher. It did, however, provide me the opportunity to have an instructive and inspiring student-teacher experience at an excellent public school in Arlington, VA. My mentor teacher was generous in sharing her expertise, and also permitted me to sit in on team meetings and parent conferences. It was inspiring to see how well a school could serve its students. As part of the completion of my teaching credential, I passed the required tests for the District of Columbia with high scores. There is plenty of room for growth, however, in my pedagogy. I did my best in my two years of subsequent classroom teaching, but I lacked confidence and relied heavily on the other elementary teachers for guidance on things like curriculum mapping and student assessment. I anticipate a more robust focus on fundamentals such as those in the Master's in Teaching program. I was drawn to teaching as a career that not only aligns with my values of giving back to society by empowering our youngest members with a strong academic foundation but also provides the flexibility I needed for the international moves I made repeatedly with my family in the Foreign Service; I was fortunate to have wonderful teaching experiences in small international schools with supportive colleagues. My family is now settled in Olympia, and I am pursuing this master's degree to reenter teaching more intentionally and to better be able to serve the community in which I hope to remain for a long time.

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

Although I entered teaching through an informal path, I have accumulated more than four years of experience working with elementary-age children. Before earning my teaching credential, I worked at the international school in Rabat, Morocco, where I happened to be living in 2012. I stepped in as full-time assistant kindergarten teacher for the duration of the school year and loved it. I was inspired to earn my teaching credential and, with that in hand, I was able to present myself as a qualified teacher to a small international school in El Salvador that was in dire straits, having lost their second grade teacher less than a month before the start of the school year. As a brand-new teacher in an unfamiliar environment, I leaned on my first and third grade neighbors for guidance, organizing a teaching team where there hadn't been one before. My class had 23 students, 22 of whom spoke little or no English at home. I relied heavily on the provided textbooks and teacher guides, scaffolding for the majority of the class in English and language arts and differentiating instruction above and below grade level in math. The school used textbooks from the United States, but I tried to tailor some lessons to my students' lives in Central America, for example, assigning research projects on the local indigenous peoples when the social studies textbooks covered Native American people. We progressed slowly, but each of my classes were stronger by the end of the two years I was at the school, and I think we all had a lot of fun in the process. My next experience working with young people came when I took on the role of director of the summer camp for the U.S. Consulate in Guangzhou, China. The camp engaged elementary students in the diplomatic community and their classmates from the international school. I was given activity plans from previous years and got to devise new plans, hour-by-hour for three age-divided groups. It gave me the chance to consider all of the most fun parts of being in a classroom environment, with a heavy emphasis on arts and crafts and big, physical group games that would entertain and bond our roughly 80 campers. Shortly after my camp director experience, I became a mom of twins, and in the five years since, I have learned strategies for fostering the emotional health of my children. Parenting is not the same as teaching a classroom full of elementary students, but I think that some of the skills are transferable. Consistency, routines, and structure help children feel more comfortable and secure, no matter their age or

environment. Flexibility and spontaneity keep things from getting too serious. I applied some of these skills while volunteering this summer at the Puget Sound Estuarium summer camp. I stepped in knowing nothing about our local tidal ecosystems, but it felt very natural to help the campers navigate their emotional needs.

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 am privileged to have had an education that benefited my family in uncomplicated ways. As a white neurotypical cisgendered girl temperamentally suited to a classroom environment, I was set up by the system for academic success. My public schools were safe places with competent faculty and staff and nutritious meals available where my parents could confidently leave me while they worked. The financial burden of that service was shouldered by the community together rather than by my individual family. Notably, I was in an economically and racially diverse district that was trying and succeeding to level the playing field through the power of high expectations; shortly before I got there, my high school eliminated remedial courses and instead adopted a system of improving all students' study habits and classroom behavior while providing tutoring to anyone who needed it. It also expanded the offering of Advanced Placement courses, and the district found the funds to cover the cost of all students' AP tests. For its sustained success in closing the achievement gap between minority students and nonminority students, my school was selected as one of four in the country to participate in a focus group for the Department of Education during my junior year, and even as a teenager, I understood my school was working to right structural wrongs in our larger society. As an adult, I understand my privileged experience was the product of inequitable distribution of resources and imperfect institutions writing the rules. Standardized test scores, district budgets, high school graduation rates, and myriad other metrics quantify ways our education system is structurally unjust. Some of the inequities are due to a lack of resources; schools in poorer communities have smaller operating budgets and often have more affluent families opting for private schools, further draining available resources. Some of the inequities are the legacy of our country's struggles with racism. Study after study shows unconscious bias against minority students. The news is filled with rollbacks of what progress toward equality has been made. The codification of less-than status for Black students, queer students, and other marginalized groups is patently unjust, and today's headlines are merely the latest additions to the list of inequities in the education system since its segregated beginnings. Having some school districts with the resources to offer robust and diverse courses and others that can't afford to stock toilet paper or where teachers are disciplined for reading queer storybooks isn't fair. The decisions of my school and school district 30 years ago that made the pathway to higher education more accessible for all students but particularly for minority students is the kind of reorienting of priorities and resources that can make our education system less structurally unjust. Government can incentivize or dictate more equitable systems for sharing funding among schools or districts, and communities can push back against the forces negating the progress toward social justice that has been made. Our education system has the capacity to do immense good if it is designed to develop critical thinkers, compassionate neighbors, and forward-looking individuals who have also confronted the uglier truths of history—good for our students, good for our families, good for our communities.

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

* MiT Prompt D Question

I have had some interest in becoming a teacher since I was in high school, generally thriving in the classroom environment and truly enjoying the experience. I was lucky to have excellent teachers, and it wasn't hard to imagine returning to school as a teacher myself. As a means of trying it out, I applied to work at the international school in Morocco. As the full-time assistant kindergarten teacher, I experienced the daily nature of the job, and it was so rewarding connecting with these young students, helping to make the classroom a fun, engaging environment for the very foundation of their school experience, and seeing the vast improvements they made over the seven months I was in their classroom. Being at the school felt like coming home, and I was convinced I wanted this for my career. During the three-month-long student-teaching component of my subsequent teaching credential program, I transitioned from observing to teaching full lessons. It was exciting to give the second grade students tools in a lesson and watch them immediately put them to use in creative ways. With my credential completed, I found a position in the second grade classroom at a small international school in El Salvador serving predominantly middle-class families. Finally in charge of my own classroom, I thrived on the energy I got from my students and the progress we made together. I was learning on the job, definitely, but my enthusiasm carried me through. When I took on the mantle of director of the summer camp offered by the diplomatic community, I opened each morning of camp, led each group of campers for a daily library visit, and supported my team of counselors. Although I think I would have had more fun as a counselor, it was enlightening to be on the big-picture side of things and to participate in the coordination of operations supporting the camp. It has been several years since all of that experience, but my recent classroom observations and volunteer hours have reaffirmed for me that I am eager to return to teaching. I have missed the energy and dynamism of a classroom filled with students, and I have missed feeling connected to a larger effort to better our community. It is nearly unbelievable to me that my first class of kindergarteners are entering their junior year of high school, and I can only hope that the seeds of enthusiasm for learning and reading I planted with them have grown them into successful students, now on the cusp of adulthood.

Application Required Attachments

Please use this section to attach the following required documents:

Resume

Hours log

Optional documents may be uploaded/attached here. You may also email any additional, non-required, documents to Graduate Admissions at graduateadmissions@evergreen.edu

Unofficial transcripts from previously attended, nondegree granting, institutions

Unofficial WEST-B or WEST-E/NES score reports

Note: DO NOT attach or upload Letters of Recommendation, these are to be sent from the recommender, or Official Transcripts, these are sent by the institution.

NOTE FOR ALL ATTACHMENTS: Document title should include: your name, graduate program, and type of document (example: SusanBloomMiTresume).

Preferred Document formats: WORD, PDF, OR EXCEL

SAVE after uploading each document.

Upload application attachments below

SAVE after uploading each document.

All fields with an * are required.

Agreement

In signing this form,

I acknowledge that failure to disclose and submit an official transcript from my bachelor's degree granting institution and failure to disclose and submit complete and accurate information may result in the denial of admission or subsequent dismissal from said institution.

I certify that to the best of my knowledge, statements I have made in this application are complete and true.

I understand that my application is incomplete without the acknowledgement below and my electronic signature.

* By checking the box below, I acknowledge I have read and understand the statement above. (The signature fields will appear once checked.)

☒ [X]

The Equal Opportunity Policy of The Evergreen State College expressly prohibits discrimination on the basis of race, color, religion, creed, national origin, sex, sexual orientation, gender identity, gender expression, genetic information, marital status, age, disability, pregnancy, use of a trained service animal, veteran status or citizenship status.

Signature

Please type your name as it appears on your application.

* Signature of Applicant

Valerie Machado

* Date Signed (mm/dd/yyyy)

08/25/2023

[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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[Privacy Policy](#)