

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

Steven

Chosen first name

Middle name or initial

Kimo

* Last or family name

Marquardt

Suffix

* Date of Birth (mm/dd/yyyy)

08/18/1994

[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.)

Male

I identify my gender as (This is a short list. If your choice is not listed, please provide additional information in the next field.)

Male

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.

[☐]

Email and Phone Information

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

stevenmarquardt94@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

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

No

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

[X]

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)

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

3200 Capital Mall Dr SW

Street address line 2 (if needed)

Apt AA-201

* City

Olympia

* State/Province

WA

* Zip Code

98502

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)

Asian;Native Hawaiian or Other Pacific Islander;White

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.

Asian Heritage

Chinese;Japanese

Other (not listed)

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.

Hawaiian/Pacific Islander Heritage

Native Hawaiian;Samoan

Other (not listed)

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

Friend

Date I first heard about the MiT Program

[mm/yyyy]

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

Master Degree

Endorsement Information

* My preferred endorsement or teaching subject is

Social Studies

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 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

09/26/2013

[mm/dd/yyyy]

* End Date

06/17/2017

[mm/dd/yyyy]

List additional years you attended this institution

* College Major

Political Science

* 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

06/2017

[mm/yyyy]

2nd College Major

2nd degree earned/expected from this institution

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

Aimee

* Recommender's Last Name

Lanteigne

Recommender's Title

Teacher

Recommender's Institution/Organization

Tumwater High School

* Recommender's Email

aimee.lanteigne@tumwater.k12.wa.us

Recommender's Phone (XXX xxxxxx format)

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

I do not 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

Kathleen

* Recommender's Last Name

Bartolome

Recommender's Title

Teacher

Recommender's Institution/Organization

Roosevelt Middle School

* Recommender's Email

kathleenbartolome@vistausd.org

Recommender's Phone (XXX xxxxxx format)

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

I do not 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

I intend to teach Social Studies at the secondary level. The Social Studies K-12 Learning Standards in Washington State include civics, economics, geography, and history. My undergraduate course work at UC Santa Barbara as well as my areas of strength in high school perfectly align with those standards. From comparative politics to US foreign policy to economic development to human rights, the majority of political science courses I took as an undergraduate student included a combination of civics, economics, geography and history. Having taken principles of microeconomics and macroeconomics, I am confident in my ability to teach the entry level economics that is part of the secondary 5-12 curriculum. The philosophy, sociology, and environmental studies courses I took further developed my skills of authentic inquiry and made me confident and curious to engage with the world. As an undergraduate I also took seven Spanish courses and studied abroad in Argentina and Chile. While abroad I was in a Human Rights and Cultural Memory program which included courses like poverty & development in Chile, social movements, and memory & human rights. Collectively, all of those courses deepened my understanding of US foreign policy history, Latin American history and geography, and civics. I graduated from UC Santa Barbara with a cumulative GPA of 3.61 and Cum Laude honors meaning I was in the top 20% of my graduating class. My Advanced Placement test scores from high school also reflect my natural strengths in history, civics, and economics. I received a "5" on the AP US History exam, and a "4" on the AP Government exam. These collective achievements show that I am capable of handling graduate level work and eventually, of teaching Social Studies. The areas in which I need growth include world history, Washington State history, and geography. While I am specifically interested in teaching US history and/or government, I understand that all of the Social Studies learning standards must be adequately understood before I can earn a Social Studies endorsement. My next steps include educating myself through nonfiction books, documentaries, and WEST-E Social Studies test preparation materials. I also will be talking to educators in my network who teach and have taught history and social studies to better understand the content and how to teach it.

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 his Social Studies K-12 Learning Standards statement, the Superintendent of Public Instruction states, “A paramount duty of public education is to develop an active and engaged citizenry” and that “students who are equipped with skills of authentic inquiry and who know geography, civics, economics, and history can move forward with confidence that they are prepared to engage with the world.” I have spent the last 7+ years of my life as an active and engaged citizen - volunteering, interning, working, writing, and organizing to improve lives, communities and society. As an activist I’ve marched, rallied, and occupied spaces across the US for people’s rights to be protected. As an organizer I’ve built a grassroots organization, ran a city council campaign, and worked on county and federal campaigns. As a spokesperson I’ve been interviewed by the media, met with politicians, and shared the stage with a presidential front-runner. As a writer, I’ve covered food security efforts, indigenous land management successes, school board politics, and more. I’ve experienced the struggles and successes of working for social change both inside and outside of our institutions. My authentic inquiry has led me to engage deeply with the world and because of it I feel prepared and excited to teach history and civics. While geography is an academic area of growth for me, my experience in places around the world has provided me with valuable insight into the relationships between people and their environment. I have lived in four culturally, ideologically, and geographically diverse states - California, Florida, Ohio, and Washington - and I have been engaged in community work in each. I have lived and studied in three countries and I have visited nine others. I have ancestral ties to five countries of which I

have visited two. Living, studying, and vacationing in these places has prepared me to help students engage with our complex and interconnected world. I am still relatively new to Washington so I need to grow in my understanding of the students and families in the Olympia area. Who lives where, the cultures they come from, the holidays they celebrate, and more. This will help me be a more culturally responsive teacher working to make sure every student is seen and understood. I will be talking with the teachers and paraeducators I know in the Olympia and Tumwater School District’s to better understand the community.

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

Education is a social good - it is available to all K-12 students for free, improves people’s lives, and positively benefits society. However, education has not always been free or available to all. The goal of 17th century education was religious indoctrination, not fundamental skill building or critical thinking. Although the goal evolved, education remained a privilege for white boys until the mid-1800s when white girls were widely allowed to attend schools. Native American children were forced into boarding schools where the government attempted to erase their Indigenous cultures. Southern states prohibited Black students from learning how to read and schools were legally segregated until 1954. These oppressive and inhumane realities reflect the unjust structure of US education. While education is technically available to all today, there is unequal access to it. Some students have to bus across town to schools in unknown neighborhoods. School closures relocate students to new schools farther from home where they’re forced to reacclimate and endure additional stress during formative years. The quality of an educational experience is also inequitable. Distinguished schools with state of the art equipment and facilities are often found in affluent areas, while schools in marginalized communities have to make do with broken projectors, insufficient seating, or textbooks that need to be replaced. These obstacles disproportionately impact students of color and are present day examples of education’s legacy of injustice. The current US political climate reveals how education is not only structurally unjust, but also under attack. Schools are being privatized, books banned, states are regulating “permissible” conversations, and Black history is being distorted and erased. The results of these attacks are detrimental for students and the country. Examining the United States as a whole offers an understanding of the contradiction of education. The US was built off the genocide of Indigenous peoples and the enslavement of Africans, but its constitution claims liberty and justice for all. The US maintains the biggest military in the world with 700+ bases around the globe yet it declares itself an actor for democracy. The US houses a quarter of the world’s prison population, fed by the school to prison pipeline, and faces a homelessness crisis while it lectures countries on human rights. Contradictions are at the core of what this country is and how it operates. It only makes sense that the US education system reflects those contradictions. Addressing the contradiction of education requires action from governments, communities, educators, and families, but I will discuss actions relevant to educators. Teachers must commit to fostering antiracist classrooms. Racism cannot be perpetuated or simply ignored. There must be a commitment to dismantle white supremacy culture in classrooms - things like urgency, productivity, perfectionism, individualism, binary thinking, and more. Teachers must teach honest history and have honest conversations where applicable. On the collective action front, educators must organize to create and maintain strong unions and fight for what they and their fellow staff members deserve. These are the solutions I want to be a part of as a teacher.

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

* MiT Prompt D Question

Over the last 10 years I have worked with youth in various capacities and environments. Each experience has contributed to my decision to pursue teaching, but three experiences in particular were transformative. Working with youth for my first time at age 19 changed my life. Leading games and recreational activities as a summer camp counselor is where I found my passion for working with youth. The high energy, endless curiosity, and refreshing honesty those campers brought every day was rejuvenating. Teaching games I love to children and then facilitating their engagement with those games felt great. For the first time in my working life I felt what it meant to have a job that was both fun and fulfilling. Working with youth in a classroom setting for the first time during my City Year AmeriCorps program solidified my future in the education field. As the interventionist in an Algebra 1 class I often led lessons for small groups. Leading those lessons gave me a taste of teaching and I loved it. Occasionally I would lead warm ups and content review with the entire class. I remember being at the white board reviewing a concept with the class when a student had an “ah ha” moment of comprehension. That was the first time I experienced my teaching truly land with a student. That moment helped me to better understand the kind of satisfaction a teacher can feel. At the end of that school year I had two students run up to me ecstatically telling me that they passed their Algebra 1 test required for graduation and to thank me for being the “reason” they passed. Those moments of joy through learning were huge for me. On top of teaching content that year, the laughs, the conversations, and long lasting relationships that formed were influential in my decision to teach. Mentoring students that year showed me that there are multiple aspects of working in a school that I enjoy and feel called to do. I want to be a teacher who can serve as a mentor for students as well. When I was 27 I took a job as the long term substitute teacher for a 6th grade English and Social Studies class. Having the freedom to write my own lesson plans and utilize class time as I saw fit was liberating. Getting to know the students through different avenues and trying different approaches to the content was a fun challenge. Watching students transform from dreading poetry to excitedly volunteering to read their own poems aloud was amazing. I want the responsibility and the opportunity to help more students formulate and embrace curiosity, creativity, and connection. I am destined to build a better future and teaching is how I want to do it.

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

Steven Kimo Marquardt

* Date Signed (mm/dd/yyyy)

08/29/2023

[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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