

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

Jacob

Chosen first name

Middle name or initial

* Last or family name

Strain

Suffix

* Date of Birth (mm/dd/yyyy)

04/08/1991

[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.

He-they, mostly he, but pretty loosie-goosie.

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.)

strain.jacob@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
3144228126

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

Phone
3144228126

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)
187062124

Military Active Duty or Reservist
No

Military Months of Active Duty

Military Veteran

Military Separation Date (mm/yyyy)

[mm/yyyy]

Military Dependent
No

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

2605 18th ave NE

Street address line 2 (if needed)

* City

Olympia

* State/Province

WA

* Zip Code

98506

Different Permanent Address

[]

Washington State County

Thurston

Washington State Information

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

Yes

All fields with an * are required.

Legacy Information

Do you have relatives who have graduated from Evergreen?

No

All fields with an * are required.

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

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

I am of Hispanic/Latinx origin

No

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

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

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

Please select one or more that best identify your heritage

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

With a keyboard, hold control (PC) or command (MAC) to select multiple items from the list.
With touch, tap on the form field to open the chooser and then tap to select each item that applies.

I describe my racial identity as (select one or more)
White

All fields with an * are required.

General Application Information

* 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?
Master Degree

Endorsement Information

* My preferred endorsement or teaching subject is
English Language Arts

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

Cornell College

Check here if the institution above is your most recently attended

☒ [X]

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

Institution Name

Institution City/State/Country

* Start Date

09/07/2009

[mm/dd/yyyy]

* End Date

07/14/2013

[mm/dd/yyyy]

List additional years you attended this institution

* College Major

English/ Creative Writing

* 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

08/2019

[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

Michael

* Recommender's Last Name

Walden

Recommender's Title

Rabbi

Recommender's Institution/Organization

* Recommender's Email

rabbiwalden@shirhadash.org

Recommender's Phone (XXX xxxxxxx format)

404 5022054

* 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

Ed

* Recommender's Last Name

Bozesky

Recommender's Title

Recommender's Institution/Organization

* Recommender's Email

EdBozesky12@gmail.com

Recommender's Phone (XXX xxxxxxx 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

I want to teach high school English language arts; I majored in English and creative writing. I also studied philosophy, with a keen eye on ethics. While my English degree looks more aligned with my goals on paper, my studies in philosophy will be a great asset in the classroom. Learning to form a valid argument (as well as how to identify an invalid one) is just as important to me as learning to compose a compelling narrative, though I am glad to have learned the history and form of the English language. Teaching students to write well would be my job as a teacher, but so too would be to teach them to write something meaningful. I want to teach students to identify when a piece of media, whether in print or on a screen, might not be arguing in good faith, and to think critically about both their own writing and what media they are receiving. I loved the subjects I studied in school, but 12 years ago I struggled to see why my GPA mattered at all. For more about this, please see my next essay. In a lot of ways, I am no longer the young student who took those courses. I now have a much greater understanding of my own learning needs, being much farther along in my journey with ADHD, which was untreated in my undergrad years. The grades on my transcript do not reflect what I learned through my coursework, but rather the fact that I did not turn in assignments (attributable to my ADHD). In fact, I devoured the readings and sparked lively class discussions. More recently, I started exploring treatment options for my ADHD. I found a medication that worked pretty well, allowing me to develop a study routine for the LSAT exam (which would have been nearly impossible when my ADHD was untreated). I aced the exam, scoring in the top 0.03%. However, the medication started having unacceptable side effects and I discontinued treatment. Moving forward, I plan to continue seeking ADHD treatment options including medication as well as behavioral strategies (e.g., reminder systems). Though my ADHD has made it difficult for me to thrive in a conventional academic setting, it also allows me to think in creative ways. My ADHD actually helped while teaching kids on the spectrum because it allowed me to connect their special interests back to the subject at hand in ways that made sense to them. Above all, I come to this program anchored in a decision I have weighed for years. I come prepared to navigate the challenges of academic life with a new lens. I come dedicated to providing a better life for my daughter. And I come with a love of language and teaching that has defined almost my entire life.

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

My struggles in high school were many. I grew up in St. Louis in the midst of the heroin epidemic. Most of my friends became heroin addicts by my junior year of high school. My brother was a dealer and home life was very difficult for me to navigate. School was always secondary. My energy was going into my friends and their struggles, but the fact is, I loved being at school. School was, in retrospect, a haven full of adults who mostly wanted what was best for me. My senior year, through my own ineptitude (I mistook "Contemporary English" for "Modern English"), I ended up in the AP English class instead of the remedial English class that I had originally been assigned to (see: ADHD). Instead of booting me out, Adam Conway, a teacher I will never forget, let me choose whether I wanted to stay. This class almost immediately changed my life, exposing me to literary concepts that allowed me to process the trauma of my everyday life into words. I poured myself into that class and by the second semester I created an independent study course where I published my own monthly zine. I also became involved in the Students for Awareness and Action (SAA), where I honed my poetry craft with monthly poetry slams and developed my activism. My grades were abysmal, but I earned admission into a good college on a scholarship because of my recorded poetry performances and independently published zine. In college I experienced culture shock. No one around me was being abused by their parents or using heroin. My mission was to live and learn, I did not care about assessment so long as I was not expelled. Through all this, I knew I loved teaching and I loved reading and writing. Creating and helping others create was fulfilling to me and I sought out any opportunity that I could do that, becoming a poetry coach for the slam team and helping to found a literary organization. If I list the ten people who have changed my life the most, five of them are high school teachers. Now I want to pay it forward. My most needed area for growth is professional experience. I have been out of school for ten years now, and, in that time, never worked in an academic setting. I am at a crossroads now in my life, I have a family, more stability. I better understand my learning needs and how to cope with ADHD. I am ready to move into a fulfilling and stable career that uses my strengths for communication and passion for change to do meaningful work for my community. Pursuing a Masters degree in teaching is the best next step along that path.

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 the most liberating thing that there is. It teaches you how to do life, how to be good at a job and how to be good, how to read or how to build rocket ships. Anything that a person could possibly want to do, they are going to need to learn how to do it at some point. Education is therefore, not just a social good but is, in fact, the social good. No clean water without people who

know how to clean it, no roads without people learning to build them, no society without people being socialized to live within it. All other goods that society provides come from education, whether it is a parent potty training a child, or a theoretical physicist being taught by an intern how to use twitter to share their findings with the world. Education is structurally unjust in many ways, in content, in accessibility, in application, and in practice. One of the main goals of having a state-run education system is to enculturate young people across broad geographical, racial, and economical landscapes into a more monolithic experience of America. Because the U.S. is built on slavery and colonialism, the content of the lessons has to reflect these institutions as, at worst, necessary evils, and, at best, pillars of morality. This is not a just representation of history, and it is a disservice to the multitude of backgrounds represented in classrooms across the country. The U.S. public education system is built around local property taxes, so the more property is worth, the more well-funded the schools are in that area, tying access to public education with access to wealth. This is further compounded after high school, when any advanced education will likely require access to more wealth, or be a life sentence of debt. Additionally, pursuing education takes time and energy, which is not something everyone has access to. As someone who is a parent and works full time, I am asking my partner to take on extra work so that I can go to school. Without her I would not have this opportunity at all. As a teacher, most of the accessibility problems stemming from the larger issues of districting and funding would be beyond my scope. Providing stable food and housing to kids, starting with something as simple as universal free school meals, would be a step in the right direction, but is mostly out of my control. The problem with content is more straightforward; there are many sources available for a nuanced and grounded understanding of U.S. culture and history, bring them into the classroom. My own hope would be to create an accommodating classroom environment that allowed those students with external struggles more freedom and ability, like Adam Conway did for me. A classroom that is a welcoming haven, with a nurturing adult, who wants what is best for the students in their care.

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

* MiT Prompt D Question

When I was in high school, I wanted to be a high school teacher, and even though I have been doing other things, I keep returning to that goal, being a teacher keeps cropping into my life in ways that I can't ignore. Currently, I work as a fishmonger at a small, local fish shop. I have been working there for nearly five years now and before that I was a cook. I have worked in kitchens in Alaska, Vermont, Minnesota, Arizona, and Washington, and in every job that I ever worked, my favorite part was training other people. I am constantly drawn to helping other people learn and grow in whatever ways I can, whatever the circumstance. In 2014 I orchestrated, along with a team of five other people, the Culture Lab--a re-imagining of an artist residency as a place for scientists, artists, and makers to come together to create educational works and bring them into the local community as teaching tools. While collaborating on the works and bringing them to creation was fun, being in front of learners (of all ages, but mostly kids) and explaining to them the difficult concepts of immunology, mass extinctions, or how to encipher and decipher text, was where I felt at home, engaged, and at my best. Before that, in college, I worked summer school programs back in St. Louis. One year for lower needs high schoolers on the spectrum, and the next year with higher needs, often nonverbal, grade school aged children. I noticed that there was a lot of interest in martial arts with the older kids, and a lack of structured PE in the program, so I designed and implemented a Capoeira course as a summer elective. Two of the students struggled with any physical activity at all. In the final demonstration, one student's parents told me through tears that they had never seen their son move so much in his entire life. That incredible feeling of helping someone overcome a great obstacle is something I strive for and savor. Rarely as a fishmonger do I ever get that feeling. I am returning to my goal of becoming a teacher after reflecting on what I truly want out of life and finding that feeling as a central answer. I want to help.

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

Jacob Strain

* Date Signed (mm/dd/yyyy)

10/25/2023

[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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