

# MiT Application for Current Evergreen Students

All fields with an \* are required.

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

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

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

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

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

All fields with an \* are required.

## Application Instructions

1. Review the materials you will need to complete your application on the [MiT How to Apply webpage](#). Contact Access Services to request disability accommodation in the application process at (360) 867-6348 or (360) 867-6834 (TTY).
2. Complete all required questions. It is helpful to refer to your transcript(s) while completing the application form.
3. Read and acknowledge the Signature Page Agreement. Electronically sign and date your application.
4. Before submitting your application, determine if you are eligible for an application fee waiver. If you believe you are eligible for an application fee waiver, make your selection on the Application Fee/Waiver Options tab. All requests must be approved. Contact the [MiT Program](#) if you have questions regarding the application fee or fee waiver.
5. Click on "Submit" to send your application.
6. After you submit your application, follow the CashNet link to pay a non-refundable \$50 application fee if you have not requested a fee waiver.

## INTERVIEWS

By late September, top applicants will be invited to a full-day group and individual interview process. Interviews are currently planned for mid- and late October.

## APPLICATION REQUIREMENTS

### BACHELOR'S DEGREE

Must be on track to graduate at the end of Spring or Summer 2024.

## TRANSCRIPTS

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

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

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

## WEST-B and WEST-E/NES

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

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

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

SAT or ACT scores being used in lieu of WEST-B scores need to be requested to be electronically sent to The Evergreen State College. Applicants whose SAT or ACT score reports that do not include an essay component will be required to take the WEST-B Writing exam to meet this requirement - no other sections are required.

Note: It is recommended that you request ACT scores with Combined English/Writing Score to be sent as a paper copy. Contact [the MiT Program](#) with questions about meeting the WEST-B requirement with SAT or ACT scores.

## INTERNATIONAL STUDENTS

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

## VERIFICATION OF ENGLISH AS FIRST LANGUAGE STATUS

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

## RESUME

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

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

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

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

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

## **TWO RECOMMENDATIONS**

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

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

Recommenders can include :

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

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

## ADMISSION PROMPTS

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

Prompt A : Look over what [area you intend to teach](#) and indicate how your course work has prepared you to teach in this area. This should match the endorsement area you indicate in your application. Name your strengths in preparation, areas needing growth, and plans for next steps.

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

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

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

## PLEASE REMEMBER

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

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

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

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

Preferred formats: WORD, PDF, OR EXCEL

All fields with an \* are required.

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Please provide your full legal name.

\* First or given name

Cecilio

\* Family or last name

Tamayo

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

07/08/2002

[mm/dd/yyyy]

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

Ceciliotamayo123@icloud.com

This is the non-Evergreen email address we have on file. If this email is no longer current, contact the Graduate Admissions office with your correct email address.

Mobile

206 6063172

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

Yes

Phone (landline, other)

206 6063172

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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.

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I am a Returned Peace Corps Volunteer

[ ]

I am an AmeriCorps member or alumni

[ ]

I am a McNair Scholar

[ ]

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

Social Security Number (number on file)

539491336

\* I will need a student visa to study at Evergreen.

No

All fields with an \* are required.

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Current Mailing Address

Please review and update as needed.

\* Number, Street Name, Apt

17922 50th Ave S

Street address line 2 (if needed)

\* City

Seatac

\* State

WA

\* Zip Code

98188

Check if you have a different permanent address

[ ]

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Washington State County

King

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Washington State Information

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

Yes

All fields with an \* are required.

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General Application Information

Current undergraduate Evergreen students who meet the application requirements for the combined degree may complete the final 12 credits of their undergraduate degree by earning the first twelve credits of the MiT program as a provisional MiT student. Once the student officially graduates with their undergraduate degree, they are officially admitted as an MiT student.

\* If admitted provisionally, will you complete your final 12 credits in the Spring or Summer?

Spring

\* Date(s) of attendance at Evergreen

2020

My Evergreen ID number was (if known)

A00428390

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Endorsement Information

\* My preferred endorsement or teaching subject is

Elementary Education

All fields with an \* are required.

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

You are responsible for requesting an official copy of your Evergreen transcript, even if your degree is not completed, to be sent to the Graduate Admissions Office. Final transcripts will be automatically requested by Graduate Admissions.

You have the option to submit unofficial transcripts from all other institutions attended to provide a better review of prior coursework.

See more about this requirement on the [MiT Application and Requirements section](#).

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

Search hint: Type the primary name of the school (Santa Cruz) without University, College, or Community College (abbreviations vary). The school list is sorted alphabetically by school name with the city, state listed at the end. Once the list appears, locate your institution and click to select.

Note: This page should populate with the institutions you provided on your undergraduate application.

Check here if this is your most recently attended school  
☒

\* Institution Name

Evergreen State College, The

\* Start Date

09/18/2020

[mm/dd/yyyy]

\* End Date

06/14/2024

[mm/dd/yyyy]

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

Bachelor's of Arts (BA)

Degree Earned/Expected Date

06/2024

[mm/yyyy]

All fields with an \* are required.

Recommendation - General

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

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

\* Recommender's First Name

Arita

\* Recommender's Last Name

Balaram

Recommender's Title

Faculty

Recommender's Institution/Organization

The Evergreen State College

\* Recommender's Email

Arita.Balaram@evergreen.edu

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

Andrew

\* Recommender's Last Name

Buchman

Recommender's Title

Faculty

Recommender's Institution/Organization

The Evergreen State College

\* Recommender's Email

buchmana@evergreen.edu

Recommender's Phone (XXX xxxxxxx format)

3605453627

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

I do not waive my right to review this recommendation.

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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

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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

My ultimate goal is to become a high school teacher. However, I hope to take steps that will allow me to experience the full spectrum of public education from elementary and after. During my time at Evergreen, I have focused on being in public high school environments to get a view of my end goal and see if that's really where I want to end up. From primarily working with the EL/ML students in their English classes and joining their content area classes, to working with different programs such as AVID, where I tutor and assist with grading; I believe that being in those high school environments, in a way, helped me prepare for earlier stages of public education. Although I know it's a completely different experience, the majority of public high school students are the product of the close to a decade they've spent in a public education setting. However, I've had experiences helping connect to elementary education. During my time at Evergreen, I had a class that required students to volunteer at a public school. In this class, I had seminars with students who were working with elementary, middle, and high school(which I did) kids. Through these seminars, I got a view of what it was like to be in an elementary classroom, and I got to pose questions and get some answers about the elementary environment. I also got to create a 4th-grade lesson with my peers and put it into practice in our college classroom. In addition, having more than a dozen younger cousins allowed me to gain knowledge of how they and their parents interact with school(private schools as well). Like I've said I've only been in high school environments, so my challenge will be to step foot in an elementary school myself, and I hope to do that during this 2023/24 school year.

**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**

Throughout my life and my time spent in the education system, elementary school represented one of the most challenging and eye opening experiences. In 2009, I moved from Mexico to Seatac, WA. I arrived speaking no English, and with no knowledge of the country. Starting back up in 2nd grade, I was at times moved to the computers to learn English using Rossetta Stone. This program helped in learning vocabulary, but it was terrible when it came to listening to speaking practice, so bad to the point that I asked my teacher to help me only for her to fail the speaking practice as well. After that, a community approach took place. I began reading books with the help of my peers, who offered to help me on their own because they wanted me to learn English. This experience has helped me see education and the possibilities of creating a transformative elementary education through a new lens. After this experience, I wanted to continue learning through/with the community. I moved forward with the mindset of working together, having a guide, rather than having someone giving us information that we needed to memorize. I was able to apply this during a period in which I worked with 7-12 year olds in a soccer camp. Instead of telling me what to do, I simply set an example to which then they would work together to beat the other team. Of course, soccer is a team sport, so one must work together with the team to succeed, but I believe this can be applied to all learning; it is not the content that is being learned but how it is being learned. My life experience has prepared me to work in different environments, however, this doesn't mean it will be easy. When I work with kids, I'm always excited yet scared; I'm excited to see them succeed and play a small role in that success, and I'm scared of not meeting their needs and pushing them away from education.

**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**

A very powerful contradiction. I can begin by saying 'knowledge is power', a saying that is popular amongst people. Yet, can we say that knowledge is what we gain in school? I would argue, yes. I would tell you that what we learn in science and math classes, music and art... things like formulas, the water cycle, and things like notes to a song, and what color comes from mixing red and yellow; This is knowledge, something that the students will learn and could wonder about why things works the way work, to then use to possibly create something of their own, from a physical model, to writing a song. However, I could also argue, no. When we go into a history class, whose history are we learning? Can the students see themselves represented in the content they are exploring? A lot of the time the answer is no, not our history. When we look at standardized testing, what will the scores represent for the students' future? The word standardize means to conform to the standard, what will happen to those who don't conform? It creates separations of students, ones with better chances of succeeding, and others destined to fail. However, I should go back to that initial question and reframe it; if knowledge is power, and knowledge is what we gain from school, who has power? Now I can begin to think about who even has access to education, K-12 public v private, access to college, community college v university (again, also private or public), legal status, and so on. By asking questions, is how I believe this contradiction can be addressed; have you ever wondered why a highschool in your same district had better/worse facilities, resources, one extra/less sports team, than yours did? However, after seeing so much inequity, and unjustness, I believe that through higher education we can minimize these disparities; yet so many people are cut off from this opportunity for reasons such as mentioned above. That's why it is called a contraction, I find it difficult to find a middle ground and a way to create structural change.

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

**\* Prompt D Response**

Since I was young, I've felt a calling towards community. It must've been always seeing my mom and aunt helping whenever they were able to. From wanting to become a police officer, to once I hit my teen years and finally deciding to pursue becoming a teacher. Working with kids simply solidified my decision on what I wanted to become. When I see kids being so creative, when I see them argue back and stand their ground when they see injustice, It makes me hopeful for the future. There was a student in one of the ELL classes I helped in, who really wanted to go to college. She had completed two accelerated math classes in order to meet graduation requirements. However, these classes offered a 'passing grade' and not a letter grade which affects GPA, and GPA affects college admissions. However, she didn't come all the way across the globe to get stopped by a 'passing'. It was beautiful, and seeing the teacher's passion as well, the passion to see her student succeed and go above and beyond. Looking towards this example I see a person who can grow and become a leader. It is examples like the one above that help inform my decision, and not only seeing them, but simply hearing about them, solidifies what I already believe. Seeing kids who are the first in their family to graduate or even attend high school, seeing first generation college students, who do what they do for bigger reasons than what we might imagine, makes me hopeful for the future. Thinking that it all starts when they are kids and grow up to become adults, it make me value the time and work I've done to be where I am, the work my immigrant parents have done, the sacrifices they've made; and seeing kids in the same situation as I was, make me want to serve as guide if even in the slightest.

**Application Required Attachments**

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Please use this section to attach the following required documents:

Resume

Hours log

Optional documents may be uploaded/attached here. You may also email any additional documents which are not required to Graduate Admissions at [graduateadmissions@evergreen.edu](mailto:graduateadmissions@evergreen.edu)

Unofficial transcripts from previously attended nondegree granting institutions

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

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

REMINDER: All documentation (see above list) must be received before a file is reviewed.

Submission of the attachments does not constitute a complete file. You will be contacted should additional information be needed to complete your file.

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

Preferred Document formats: WORD, PDF, OR EXCEL

SAVE after uploading each document.

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Upload application attachments below.

SAVE after uploading each document.

All fields with an \* are required.

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## Agreement

In signing this form,

I acknowledge that failure to disclose and submit official transcripts from all schools, colleges, or universities attended and failure to disclose and submit complete and accurate information may result in the denial of admission or subsequent dismissal from said institution.

I understand that my current narrative evaluations will be reviewed by the admissions committee during the application process.

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

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

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

☒ [X]

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

Signature

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Please type your name as it appears on your application.

\* Signature of Applicant

Cecilio Huerta

\* Date Signed (mm/dd/yyyy)

10/24/2023

[mm/dd/yyyy]

All fields with an \* are required.

Required Fields Checklist

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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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