

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: Catherine Uhrich “Response Attached”

My overall course work has prepared me by allowing deep-dives into the study material. I have taken many courses to include World History, Literature courses, Anthropology, Sociology, Music Appreciation and History, Art classes, Geography and Data Mapping, and a very wide breadth of studies throughout my education. I understand that in society we should analyze all sides of politics and how the media hopes to influence us, to help us understand and recognize; the many biases of verbal framing in media and in politics. We need to seek and navigate through the many forms of media. Learning about history, and how we as a society continue to evolve and adjust to modern technology. Learning to navigate and to look for a variety of biases within politics, media, and social structures. As an older adult, I feel very fortunate to have been able to modernize my education by going back to school. My strengths are being able to articulate, to understand various situations and how things evolve. Also, to see and decipher things in a broad range with varying degrees of change. I love taking deep dives into current events and exploring social structures. Such as the different cultures within various regions to include the social norms of that particular area and to analyze similarities and differences. We learn by comparing situations or ideas, by

focussing on structure and circumstances, looking at similarities and differences, and how things evolved. There are many ways and topics to evaluate and to learn from. Understanding the social sciences, helps individuals navigate and to make sense of social structures. I need growth from the educators of the MiT Program to better help me understand the right structures of teaching and be highly proficient with my methods. In addition, to best concentrate on the different styles of being an educator. I want to be a well rounded teacher. I want to be a top notch teacher who continues to be proactive, receptive to the students' questions and ideas. My plans include attending the Spring MiT program at Evergreen, to be a full time student, place my current job on academic leave for college, to take time as a student teacher, and to enjoy the process. Being an official teacher will not happen overnight. I want to grow and evolve in the process. I truly hope to be selected for the MiT program for the spring 2024 cohort. Moving forward, I plan on taking a full year off from work, so that I can fully embrace my graduate studies.

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: Catherine Uhrich "Response attached" My life experiences from being raised on the island of Oahu, married to a career military man with many moves and travels to different countries, to later becoming a paraeducator in the North Thurston School District since 2015 has well prepared me. I am open minded, well-rounded with my thoughts and ideas and I can analytically look at things and give an objective view as well as, be able to see changes occurring and to understand current events and situations. I like to explore differences between systems and how people and society interact with social changes. Growing up in Hawaii has given me many opportunities to meet people from all over the world. I could spend a day at the beach and have real conversations from people that visit from places like; Spain, France and Australia just to name a few. I've always found that I have a natural ability to have conversations with not only people in my age group, but younger and older individuals find me easy to talk to.

Talking to a large variety of individuals helped strengthen my understanding of different ethnicities and cultures. Everyone comes from somewhere. Life is much more interesting when we keep learning about other people's cultures, identities and religions. My anthropology and sociology classes have increased my desire to teach in this discipline.

I grew up as a kid that qualified for those "Free and reduced lunches". I know first hand what it feels like to be made fun of, and how it feels when some students make fun of and look down at you because you wear the same clothes every week, you don't wear the latest fashion, and you ride the bus versus having your own car. I grew up without many things, but I always knew that the way I was made to feel by other people did not match up to what I knew in my mind and heart, as the kind of person I was. I was always kind and enjoyed experiences like going to different places. I loved learning. My financial opportunities were limited, but I could count on the public library as it was within walking distance. It was there that I could explore the entire world. My mother would crack open my bedroom door to find her daughter lying on the bed reading books. That part about me never went away. I am still a life learner. I love watching PBS and different documentaries. I still attend the Planetarium at Pierce College with my family from time-to-time. I visit museums, attend plays, and have been to the Pacific Northwest Ballet in Seattle several times. I garden, and grow vegetables, and volunteer as my neighborhood emergency coordinator. I think I have a passion for many things. I love the community that I am a part of. I cry when watching certain movies because I can feel someone's sorrow or the overall joy-when someone is elated with happiness. The sadness or beauty of the experience.

My next steps are to share my education with our youth. I want to help structure their education. I understand a lot of things and I want to have the opportunity to share knowledge. I hope to do good in this world and to be an educator in our schools.

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: Catherine Uhrich "Response attached" Education as a social good is because all kids need a great education. Students need to have structure and support so that they can reach their full potential and achieve their dreams. Being responsible by waking up every morning and going to school, helps to build responsibility and confidence while they are an adolescent. Students grow and evolve into the human being that they are then be able to navigate this world that we live in better prepared. Socially, education helps to build a culture of togetherness. What I mean by this is, when educational material(s) and teachings are presented within the classrooms it can take away obstacles and help bridge students with wonderful opportunities to learn. Learning alongside other students allows for differences of ideas, which in turn, provide students with investigative and analytical thinking, and the art of discussion to come forward.

Equity opportunities arise through having the same school breakfasts and lunches, activities, and opportunities with their fellow students. It allows for friendships and also provides opportunities that allow students to have self expression, and to evolve into the human being of their choosing.

The structurally unjust part is that not all schools are equally the same. I have worked in many schools and see the discrepancies. Many youth grow up without basic resources. Not all households have supportive and stable home environments and there are a variety of living situations that students face. Schools need to provide new and current material, and teachers need to do their best to remove a lot of biases within their teaching. Having full access to technology and assistive (ADA) devices need to be fully accessible to all students who are in need. Teachers need to understand that all students (and people in general) have different learning styles. By acknowledging these elements and removing common barriers, educating kids could be taught on a much more even platform. All children deserve the chance to succeed. We all win when we remember that every student is important and deserves the chance to succeed.

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

Prompt D: Catherine Uhrich “Response attached” I like working with youth and I like working within the community I live in. I have been working in the school system since 2015 (when my daughter was in the first grade) I started out as a volunteer, then as a substitute para educator, to now a permanent employee. Working as a resource paraeducator I am able to support students with their academics and to keep up with assignments in the classroom setting. I feel that I am an instrumental part in helping students succeed. I am able to talk with students in a supportive way that is patient. I am respectful and I also understand that if you are not respectful towards youth and towards students, then wanting or expecting respect back, may not come easy. Respect is a two way street. Students know; when you are really trying to help them. Being supportive and working on being receptive to their learning style usually works well.

Working with youth has given me a real sense of purpose. I have worked helping the community, my entire adult life in other jobs. It is second nature for me. I like being a role model and helping students succeed. By doing so, it helps make me feel that my time as an educator is worthwhile. I want students to look back later on in life and when they see my photo in their yearbook, they think to themselves: “Mrs. Uhrich – Yeah, she was a really good teacher, she helped me succeed.”

I want to be one of the many pillars in the lives of students, bridging academic success while building their confidence in learning. I believe that it is just my time to finish my education as an official teacher. I wish that I had taken the steps to finish my education earlier, but opportunities did not mesh up with my timeline. This time around, I am ready and I am focused on becoming a full time educator from the Evergreen MiT Program.

Note to Applications at Evergreen MiT:

*Testing for WEST B and the WEST E is scheduled for two-separate dates, immediately following the New Year 2024. First week of January.

*Hours logged from working at a school will be sent via Human Resource NTPS– To Evergreen MiT in care of: Luis, by week 1 of January, 2024

*Boys and Girls Club Community volunteer hours are being scheduled to cover the 10-mandatory community service hours. Emailed to the Evergreen MiT Program-in care of Luis when hours are completed.

*Transcripts from Pierce and CWU. Plus, once my Evergreen B.A. Diploma is finished (End of this FALL Quarter 2023) To then request transcripts to be sent to Evergreen MiT Program.

*Randy Kelly V.A. Evergreen, has confirmed financial payment for MiT Graduate Program / Spring 2024 Cohort.