

# 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](mailto: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.

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Please provide your full legal name.

\* First or given name

Grace

Chosen first name

Middle name or initial

\* Last or family name

Wilson

Suffix

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

03/03/1998

[mm/dd/yyyy]

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

Female

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

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.

[ ☐ ]

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Email and Phone Information

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

graceeleonorwilson@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  
2028535244

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

Yes

Phone

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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 (List as: 012345678 without spaces or dashes)

645602562

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.

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#### International and Visa Information

\* I will require a visa to study at Evergreen

No

All fields with an \* are required.

Mailing Address

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\* Number, street name, apt

317 E 27th Ave

Street address line 2 (if needed)

\* City

Spokane

\* State/Province

WA

\* Zip Code

99203

Different Permanent Address

[ ]

Washington State County

Spokane

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

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\* 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)

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I first heard about the MiT Program from  
Web Search

Date I first heard about the MiT Program

[mm/yyyy]

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What is your parent or legal guardian's highest level of education?  
Bachelor Degree (4 yr)

#### Endorsement Information

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\* My preferred endorsement or teaching subject is  
English Language Arts

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.

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

Coll William And Mary

Check here if the instution above is your most recently attended

☒ [X]

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

Institution Name

College of William and Mary

Institution City/State/Country

Williamsburg, VA

\* Start Date

08/20/2018

[mm/dd/yyyy]

\* End Date

12/15/2021

[mm/dd/yyyy]

List additional years you attended this institution

\* College Major

English

\* I have earned or expect to earn a degree(s) from this institution.

Yes

If yes, please complete the information below.

\* Degree earned/expected from this institution

Bachelor's of Arts (BA)

Select "None" if you did not receive a degree.

1st Degree Earned/Expected Date

[mm/yyyy]

2nd College Major

2nd degree earned/expected from this institution

2nd Degree Earned/Expected Date

[mm/yyyy]

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

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All fields with an \* are required.

Recommendation - General

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



Jenny

\* Recommender's Last Name

Eaton

Recommender's Title

Supervisor

Recommender's Institution/Organization

The Arc of Spokane

\* Recommender's Email

jennyeaton822@gmail.com

Recommender's Phone (XXX xxxxxxx format)

(805) 888-9184

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

I choose to waive my right to review this recommendation.

Recommendation - General

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

Elizabeth

\* Recommender's Last Name

Mead

Recommender's Title

Professor of Art

Recommender's Institution/Organization

Elizabeth Mead

\* Recommender's Email

exmead@wm.edu

Recommender's Phone (XXX xxxxxxx format)

4135390022

\* 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 intend to teach secondary level English/Language Arts, with ideally a second certification in English Language Learning. I feel prepared to teach in this area based on my coursework, specifically my bachelor's degree in English, with a minor in Linguistics. Through these studies, I familiarized myself with the canon of English Literature, covering its earliest beginnings in Old and Middle English up to the contemporary period. I wrote about and discussed literature from sociological, psychological, political, and historical contexts; I learned how to analyze writing stylistically and critically, from the smallest units of sound and meaning to the broadest literary traditions and movements. One aspect of my course work which strongly influenced the way I view literature was my minor in Linguistics. I can't overemphasize the way the interaction of these two disciplines, English and Linguistics, enriched and transformed my undergraduate education. Investigating both English Literature and the Linguistics of English created a new lens for me to view writing, a lens that allowed me to see language as a gestalt system; something both more and less than the sum of its parts. I understand grammar in its syntactic, prescriptive rules, in its sociocultural associations and histories, and in its many expressions in the literary canon. Through the Evergreen Masters in Teaching program, the main area I hope to grow in is my speaking and instructional skills. I have more experience working one-on-one in educational settings, and know it will take time, practice, and effort to learn how to translate my knowledge and skills to a group setting. I want to push myself out of my comfort zone, my area of experience, and become an educator who knows how to share their knowledge in a classroom setting in a way that enriches their students' overall education and life outside school. Ultimately, a student's choice to learn and actively engage is up to them, but I hope to become a teacher who knows how to motivate their students to care enough that they are willing to take active interest in and responsibility for their education. My plans for next steps are to get more classroom experience, specifically over Summer 2024 when I will be able to devote myself to completing my classroom hours requirement

**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

When I was nine, my family moved from Virginia to Costa Rica for my dad's work. I began school in San Jose at Country Day School, a private international school, and was immediately shocked and disturbed by how different the educational environment was at my new school. Firstly, classes were taught in English, but conversations between students were mostly in Spanish, a language I did not yet speak. I saw how this language difference affected my classmates' performances in class, and, just as strikingly, how it affected social dynamics. The teachers at my school came from all over the world, ranging from those with doctorates in education to those who chose a job in Costa Rica just for the beaches. Seeing and experiencing these differences introduced me to the diversity of education and all the complex ways that students, teachers, parents, administrators, and governments affect the structure and practice of schooling. I always excelled in English or Language Arts classes, and because I had to put so little actual effort into my coursework, I became focused on and fascinated by the ways in which my peers were struggling. Some struggled with the attention span to do the assigned readings, others with their actual reading comprehension skills. But more than any physical or practical issues, I saw my classmates struggle to care, to see the value in English class beyond getting through high school. If there is one aspect of my life experience that has prepared me to teach English it is this: my desire to show others that they do care about English, even if they do not realize it. Literature is not just words on a page, it is the fabric of our shared culture. Literature is not just literature; it is film and television and music and every other form of art, it is the punchline to every joke, the aesthetics of our physical world, and the rules and norms by which we perform public life. Understanding and interacting with literature is, to me, the best way to interact with and understand our culture and our society. I feel confident in my strengths in terms of my working knowledge of literature, both academic and popular. I understand how important literature is, and I want to find new ways to share this importance with others. Working toward this goal, I plan to spend time studying how I can best design a curriculum that accomplishes these goals. I have little experience planning curricula, but I look forward to learning and plan to prioritize this as I work toward earning my Masters in Teaching.

**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

In her acceptance speech at the 2014 National Book Awards, writer Ursula K. Le Guin called for “writers who can see alternatives to how we live now, can see through our fear-stricken society and its obsessive technologies to other ways of being, and even imagine real grounds for hope”. This quote, this idea, has stuck with me since I first heard it all those years ago. The idea is that the only force that can bring about real change, real growth, is imagination. Not just imagination, but radical imagination; an openness

to completely new ways of interpreting and interacting with the world. I feel we are at a decisive moment in American public education, a turning point where many things should and must change. During my time in public school, some seven-plus years ago, I felt like I was beginning to see the cracks, the ways in which the structure of my school and schools everywhere were failing and incompatible with their students. Post pandemic, I hear stories from my teacher friends about third graders who cannot write their own name (because they haven’t been schooled since kindergarten), high schools where all students are equipped with trackers when going to the bathroom. It is normalized to force students to keep their phones in locked boxes (to prevent cheating) and their backpacks in lockers (so no one brings a gun to class). Students watch their parents work comfortably from home and wonder why they cannot do the same, why they were expected to return to school and act as if the last few years had never happened. They wonder why they have to go to a school that doesn’t seem to trust them or believe in them. All of these issues and conflicts are exacerbated and amplified by differences in privilege, whether that privilege lies in race, ethnicity, gender, sexuality, wealth, disability, or, usually, some combination of those aspects. Because our structures of education are controlled and policed by people who are themselves either fighting against or leveraging these biases for themselves, inequality is baked into our system. Yet despite all this, education is, in my opinion, still the number one social good in our society, the greatest tool we have to combat the troubles of our time and of times to come. Education should level the playing field, it should set students up for success in ways that benefit all students. But it doesn’t. Obviously, something intrinsic to schools, to education itself, is no longer working, if it ever did. I bring up all these issues and accusations not because I myself have any concrete answers, but because I believe the solution to these problems is something entirely new, something that will require radical imagination and hope to create. I don’t know how education is going to change in the near future, but I know it will change, and I know I want to be there, to be a part of whatever we build next.

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

\* MiT Prompt D Question

In the spirit of full transparency, I have not always wanted to work with youth. Back when I was myself a youth, the thought of returning to a school setting by choice seemed impossible to me, like something I would only choose under incredible duress. This was mostly because of how much I struggled as a teenager, how exhausting I found the social and educational system. I struggled with anxiety and depression and felt like everyone saw me the same way I saw myself, like my own low self-esteem and lack of confidence was an aura radiating around me. Everyone else had it figured out, just not me. I assumed that this was who I was, that I would always feel this way. I mention all of this because it was my reckoning with these teenage feelings as an adult that helped lead me to the decision to go into teaching. When I worked as a barista in a coffeeshop, one of my roles as a supervisor was to train new hires. Among the many new employees I worked with during my time at the coffeeshop were two high schoolers, Gen and Sophia. I quickly discovered that I really enjoyed training them, more than I enjoyed the process with anyone else. I loved talking to them, hearing about their lives and their stresses and their hopes and plans and fears. They had a sense of humor, a lightheartedness paired with thoughtful seriousness that I think of as the hallmark of the teenage mind and teenage sensibilities. They were simultaneously cynical and idealistic, strongly opinionated but secretly unsure of everything. Spending time with Gen and Sophia made me realize, for better and for worse, that I wasn’t one of them, not anymore. I could see them trying to fight their own imagined, self-imposed barriers, just like the barriers with which I had trapped myself. Working with youth, specifically teenagers, made me want to teach because it made me see what I have to offer, both to the students and to the education system in general. I feel that often teenagers and their ideas are dismissed, and maybe this dismissal has something to do with adults’ feelings that teenagers are just difficult, just individuals going through a period of impulsive insanity before they get straightened out as adults. But I don’t feel this way at all. I believe that the youth, specifically teenagers, are in a very special and unique developmental stage that produces incredibly creative and distinctive work. Working with youth has informed my decision to become a teacher in that it has shown me that not only do I have something to contribute to this age group, working with them enriches my life as well. I hope I can be there to bolster and support students as they make their own contributions to their school, their community, and the world.

## 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,

non-required, documents 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.

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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.

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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 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

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Please type your name as it appears on your application.

\* Signature of Applicant

Grace Wilson

\* 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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