

# MiT

2011–2013

## MASTER IN TEACHING PROGRAM at the evergreen state college



## Preparing teachers to change lives.

By its very nature, teaching attracts people who want to make a difference—not only in the lives of their students, but in the future of our globally connected society. Our schools are called upon to help children and youth develop physically, emotionally, and cognitively in order to create meaningful lives for themselves and to participate collaboratively and creatively in public life. In a country and world that are becoming more diverse and complex each day, public education can play a key role in nurturing and educating citizens who care about equity and justice for all beings. It is teachers who take on these responsibilities every day.

The Evergreen State College's nationally recognized Master in Teaching (MiT) program is more than just a means to certification. It is an academically rigorous program that provides an opportunity to question one's own knowledge and perceptions, gain a broader and deeper understanding about the diverse cultures that comprise our society, and develop new understandings about teaching and learning. Prospective teachers gain the knowledge and skills to create learning environments that support student engagement and achievement, as well as the possibility for a more just and equitable society. MiT students are provided with multiple opportunities to expand their knowledge and skills both on campus and in public school placements, as well as the support to grow personally and professionally.

If you are a passionate, critical thinker, dedicated to collaboration and learning, and have a real desire to make a difference in the community where you will teach, this is your chance to seize an outstanding opportunity and explore new frontiers in teacher education.

We invite you to apply to our MiT program and hope you will find this catalog a useful introduction. If you would like more information or have any questions about our school and its programs, please don't hesitate to call or email us—or come for a visit! Current MiT students are always willing to talk with you about the wisdom of choosing the best possible career—teaching—and about their experiences here at The Evergreen State College.

## Welcome to Evergreen!

Sincerely,

A handwritten signature in dark ink that reads "Sherry Walton". The signature is fluid and cursive, with the first name "Sherry" written in a larger, more prominent script than the last name "Walton".

Dr. Sherry Walton  
Director





# Master in Teaching

## 2011–2013

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# A Different Kind of Teacher Education Program

## PROGRAM CONCEPT

Evergreen's Master in Teaching (MiT) program is a nationally recognized, academically rigorous, state-accredited teacher preparation program. Its success lies as much in the collaborative learning process as it does in its curricular content. Through academic subjects, candidates are exposed to a wide range of community-building activities, small-group seminars, hands-on field experiences and group problem-solving activities. These skills reinforce critical and reflective thinking and demonstrate important principles of effective and meaningful classroom teaching. Our graduates become knowledgeable, competent professionals who can assume leadership roles in curriculum development, child advocacy, assessment and anti-bias work.

## COORDINATED STUDIES CURRICULUM MODEL – AN INTERDISCIPLINARY APPROACH

By organizing the curriculum around themes and questions, coordinated studies is an intentional departure from the fragmentation of separate, unconnected courses and provides a teacher preparation program without course boundaries. The full-time, two-year program integrates Washington state requirements, essential teaching skills, and rich intellectual explorations to help candidates answer important questions about the nature of teaching, learning and schooling. Competition is de-emphasized while collaborations among candidates, faculty, and K–12 teachers are encouraged.

### How does this happen?

- A climate is created in which interactive learning can occur and candidate input is valued.
- An interdisciplinary team of 45 candidates and three faculty members forms a community of learners to explore curricular themes.
- Essential topics are examined including assessment, multicultural education, integration of literacy, sustainability, math, arts across the curriculum, and child and adolescent development.
- Candidates spend time each week working and observing in a K–12 classroom.
- Weekly seminars in which one faculty member and 15 candidates analyze readings and review experiences in K–12 classrooms.
- Candidate self-assessment and reflection are an integral part of the program.
- Candidates will regularly use web-based and other computer technologies to support their learning and develop their skills in meeting the needs of K–12 students.

## PROGRAM HISTORY

The Evergreen State College was chartered by the state of Washington in 1967 for the purpose of offering an alternative to “traditional education.” Today, Evergreen's Master in Teaching program mirrors the original alternative nature of the college with its cross-curricular, interdisciplinary programs. MiT emphasizes an interactive dialogue among faculty and candidates, graduate-level writing skills and narrative evaluations in place of letter grades. As part of Evergreen's graduate-level professional studies program, and through personal and professional reflection and growth, we are committed to bridging theory and practice for meaningful, lifelong learning.

Evergreen's innovative program was a direct result of a 1987 law passed by the Washington State Legislature. The program is founded upon a strong theory base, substantial involvement with schools, sensitivity to multicultural and human relations, a variety of instructional strategies, emphasis on new technology and research, and close cooperation with K–12 teachers and administrators.

The Master in Teaching program meets all state of Washington Administrative Code standards for program quality and beginning teacher competence. Graduates receive a Master in Teaching degree and are recommended by the college to the state of Washington for Residency Teacher Certification.

Our curriculum reflects the varied cultural, social, emotional, physiological and cognitive growth processes that shape how children receive, interpret and act on their experiences.



# Conceptual Framework

## INTERDISCIPLINARY TEACHER EDUCATION

How can public education meet the needs of the diverse peoples who live in this democracy? That is the central question explored by the Master in Teaching program. We examine what it means to base teacher education and public education on a multicultural, democratic, developmental perspective and how evidence-based assessment can promote these values. Using an interdisciplinary approach, we address three major concepts throughout the Master in Teaching curriculum. We carefully explore the intersections of theory and practice in each conceptual domain in order to effectively support student learning.

### ■ Social Justice & Multicultural Theory & Practice

We construct curriculum based on Evergreen's strong commitment to diversity because we believe that both teaching and learning must draw from many perspectives and include a multiplicity of ideas. Rather than erasing or marginalizing differences, we examine and consciously act on differences such as ethnicity, race, class, gender, culture, religion, language, ability, and sexual identities. We expose Master in Teaching candidates to the consequences of their multicultural encapsulation to assist them in developing critical consciousness. Future teachers must provide K-12 students with culturally responsive, equitable learning experiences, and opportunities to develop critical consciousness.

### ■ Democracy & Schooling

We believe democracy is a multi-dimensional concept. We guide teacher candidates toward professional action and reflection on the implications of the teacher's role in enacting: a) democratic classroom learning environments that are learner-centered and collaborative and that empower student voices; and b) democratic, school-based decision-making that is inclusive of parents, community members, school personnel and students. We

analyze schooling in relationship to the structures of power and privilege and what it means to work and learn in a democracy operating within a state-supported, advanced capitalist economy. We help candidates to understand the evolution of our current democracy and to critique practices that exclude particular groups from equitable participation in society.

### ■ Developmentally & Socioculturally Appropriate Teaching & Learning

We know that no single instructional model or limited set of teaching methods fully responds to the complex, culturally situated, cognitive processes associated with learning. Student competence is located in cultural practices. Our curriculum reflects the varied cultural, social, emotional, physiological and cognitive growth processes that shape how children and youth receive, construct, interpret and act on their experiences. We believe instruction must be built on assessing students' prior knowledge and interests and their communities' funds of knowledge. From this foundation, teachers need to develop culturally relevant, interdisciplinary, developmentally appropriate curricula that invite active engagement and expand learner interests.





## 2011–2013 Cohort Theme

### TEACHING, LEARNING & SCHOOLING: SUSTAINING A JUST WORLD

Can prospective teachers become both educators and activists, embrace the complexities of global changes in the twenty-first century, and empower themselves and their students to move toward a just and sustainable life? The faculty of MiT 2011-13 believe that we must challenge our prevailing ideas about schooling, teaching, and who we serve to become advocates for all our students. The global changes already underway in the twenty-first century require a new awareness, different ways of action, and alternative visions from the dominant ones of the twentieth century.

Current demographic information strongly suggests that, by 2015, teachers can expect to see a more diverse population of students. They will work with students from a wide range of ethnic origins, languages, abilities, and socio-economic backgrounds. Their students will live in a society requiring people to engage in globally connected cultures through creative problem-solving, technological skills, effective collaboration with co-workers, and actively seeking information and resources. If public schools are to prepare students for public life in the future, our work demands that we teach students resilience; issues of fairness, equity and justice; and how to adapt to new, sustainable perspectives.

We invite people into this program who are eager to accept the challenge of discovering what it means to be a critically reflective practitioner. We want prospective teachers who are willing to question, challenge and transform the existing structures of schooling in order to create learning environments to support the needs of all students in the twenty-first century. Therefore, we seek candidates who are: (i) skilled in critical thinking as evidenced by reading and writing, (ii) passionately interested in multidisciplinary connections; (iii) open to giving and receiving critical, constructive feedback; (iv) committed to their own intellectual, political, and emotional growth; and (v) invested in serving the broader community.

Among the questions that will engage our study and practice are:

- What are the impacts of development, emotion, cognitive processing, differing abilities, cultural contexts, and recent brain research on teaching and learning?
- How can we as teachers encourage students' curiosity and lead them to shape their own questions and pursue their own answers in a cultural and societal context?
- How do learning theory and teaching practices inform each other and contribute to children's and adolescents' successes or failures?
- What are the implications of the State of Washington's standards for understanding sustainability?
- How will performance evidence-based education, including classroom-based assessments, affect what and how we trace positive impact on student learning?
- How can we as teachers educate students to ask their own questions and be able to articulate next steps in their own learning?
- How are questions of democracy, equity and excellence related to success or failure in our public schools and civic engagement in a democratic and sustainable society?
- How can understanding social and ecological justice help us help our students?
- How can we as teachers respond to and work with family and cultural belief systems that shape children's lives when those belief systems may or may not be the same as our own?
- How can we as teachers recognize and address our own biases so we can better serve all diversities in the twenty-first century?

Our exploration of educative practice, in John Dewey's terms, will be integrated with larger issues of social and ecological justice in our democracy.

# 2011–2013 Cohort Faculty

## ROB COLE

Ph.D., theoretical physics, quantum electrodynamics, Michigan State University, 1972. M.S., physics, University of Washington, 1967. A.B., physics, University of California Berkeley, 1965; Occidental College, 1960-63.

I'm working to foster a just and sustainable future, with particular interest in the transition beyond the current peak-oil era, and in the tools we need to facilitate healthier relationships with one another and the rest of the planet. The stories we tell ourselves are central to this transition, and have brought forth a fascinating array of literature.

At Evergreen, I've worked with students on the mathematical modeling of environmental and ecological systems, and have long-standing interests in solar energy design, ecological footprint concepts, and climate change. I am particularly interested in field work, and trying to address nature-deficit disorder, or "last child in the woods" syndrome. I'm committed to teaching numeracy, and a firm believer in kinesthetic knowing regarding field work and measurements.

My experience with K-12 education includes founding a parent-cooperative school in North Carolina. I am committed to teaching children to engage with the outdoors, to play with mud and water, to learn respect for other life forms, to revel in strong winds, and to write poetry and sing songs.

An admirer (and owner) of English Springer Spaniels, I am an avid backpacker, and love the classical guitar.



## TERRY FORD

Ph.D., literacy education, Washington State University, 1993. Ed.M., secondary education, Washington State University, 1988. B.A., English, Whitman College, 1983.

In my seven years as a middle school teacher in Yakima Valley, I taught reading, language arts, social studies, health and P.E., and coached volleyball, basketball and track. As department chair, I developed an interdisciplinary block curriculum for the school. My interest in equity issues began when I saw the limited resources available to mainstreamed limited English proficient and special education learners. I developed strategies to help them maintain positive self-esteem about themselves and their cultures, as well as achieve academic success.

My academic background includes studies in literacy education, language acquisition, developmental psychology, secondary education, technology, qualitative research, adolescent literature, multicultural and critical pedagogy and interdisciplinary curriculum. My book on becoming multicultural explores through the voices of students of color how ethnicity affects the learning process.

I continually focus on exploring new ways to design interdisciplinary models of conceptually based, authentic learning experiences, and address a variety of needs of diverse learners. Outside of work, I am a doting participant in the lives of three Japanese Chin and a devoted reader of mystery novels.



## JON DAVIES

Ed.D., educational leadership, University of San Diego, 1994. M.A., physical education, Oberlin College, 1978. B.A., English, Oberlin College, 1972.

I began my public education career as a high school English teacher in North San Diego County, where I taught literature, reading, writing and media studies for 11 years. I also served as department chairperson and English district coordinator.

While teaching high school, my most influential professional development experience was attending the San Diego Area Writing Project summer institute. This not only transformed the way I understood my own writing process, but fundamentally changed the way I taught reading, writing and literature. I have maintained my affiliation with the National Writing Project, teaching summer institutes in San Diego and Long Island and directing the Upper Peninsula Writing Project in Marquette, Michigan.

As a high school teacher, I coached football, baseball and basketball, maintaining my lifelong love of sports. I continued my connection to coaching in recent years while supporting my children's sports teams.

For the past 20 years, I have been a teacher educator in graduate and undergraduate programs around the country. In addition to literacy courses, I have taught courses on teacher leadership, qualitative research and curriculum theory, assessment, elementary and secondary education and social justice. When I am not engaged in academic activities, I love to cook, read, hike, and kayak.





# Expectations & Outcomes

## EXPECTATIONS AND STANDARDS

The Master in Teaching (MiT) program upholds graduate-level academic and professional standards. The faculty team for each cohort cycle provides students with a covenant of mutual responsibilities and requirements for successful program completion explained in detail in the MiT Student Guidebook to Policies, Procedures and Resources. Additional expectations are found in the MiT Student Teaching Handbook and in individual program-specific syllabi and assignments.

Through program work, as documented in portfolios, the Advancement to Candidacy interview, narrative evaluations and student teaching internship evaluations, the student must demonstrate the following criteria for good academic standing:

- graduate-level critical and analytical thinking skills, as determined by the professional judgment of the faculty
- mastery of program knowledge and skill requirements as determined by faculty and public school cooperating teachers
- ability to work with and respect diversity in all its forms
- appropriate professional dispositions
- interpersonal verbal and written communication skills necessary for K–12 teaching and for interacting effectively with students, families, communities and professional colleagues, as determined by the professional judgment of faculty and public school cooperating teachers
- adequate pedagogical skills as determined by the state of Washington Evidence-Based Pedagogy Assessment of Teacher Candidates and the MiT Student Teaching Rubric, including the ability to demonstrate a positive impact on K–12 student learning.

## PROGRAM OUTCOMES

Recommendation for certification leading to the Washington State Residency Teaching certificate and the awarding of the MiT degree is determined by the faculty upon successful completion of the program, including completion of all endorsement requirements, appropriate professional dispositions, two successful student teaching internships, and demonstration of a positive impact on K–12 students' learning.

At the conclusion of the program, students can anticipate having a knowledge base appropriate for a beginning teacher to:

- create a classroom environment of respect and rapport
- reflect on planning and teaching—through insights gained from analyzing one's own cultural encapsulation—to improve student learning
- understand the importance of multicultural and anti-bias advocacy for all students
- realize the value of democratic actions and decision-making with students and professional colleagues
- organize, teach and evaluate lessons that reflect state and national educational reform expectations, including the integration of math, sustainability and the arts across the curriculum
- design and implement engaging, student-centered, thematically-based instructional experiences
- work with different-sized groups of students
- demonstrate a positive impact on students' learning.

## CERTIFICATION AND RECIPROCITY

Teaching in Washington public schools requires an official teaching certificate granted by the state. Certification requirements (WAC 181-79A-150) include meeting the minimum prerequisites of age, moral character/fitness, education, experience, competence and satisfactory completion of an approved preparation program for teaching, along with at least one endorsement (subject specialty) area.

The first certificate issued is the Residency Certificate (First Issue), which is updated and valid until you complete two years of teaching in a public school, district or private school in Washington and been offered a third year contract. This certificate will then be reissued for an additional five years. The second level of certification is the Professional Certificate, which you begin working to obtain usually between your third and seventh year of teaching.

Washington State participates in the National Association of State Directors of Teacher Education and Certification (NASDTEC). Washington teaching certification is recognized by all states through NASDTEC interstate contracts. Some states issue "limited certificates" that may require teachers with Washington certificates to complete additional requirements (typically state-specific coursework or tests) within a specified period of time for full certification. Additional information can be found at [www.nasdtrec.org/agreement.php](http://www.nasdtrec.org/agreement.php).



# Helpful MiT Program Staff

## LYNARRA FEATHERLY

Deciding to go to graduate school to become a public school teacher is a major decision. As the program assistant for MiT and M.Ed., contact me for initial advising and we can tackle the big questions at 360.867.6856 or featherl@evergreen.edu. If you have more specific questions about your transcripts, required coursework etc., please contact Maggie.

## LOREN PETTY

I always try to live by the idea that everything we do gives our students an impression about who we are and who we want them to become. As the Education Field Experience and Community Relations Specialist for MiT, the spirit of this thought extends to my interactions with the community, school district administrators and building principals. I aim to ensure that the experience you have in the schools is beneficial and educational. Born and raised in Lacey, I have a real stake in this community and in this process. I attended some of the very K-12 schools where you may be student teaching. I graduated from St. Martin's University and have worked in teacher education for more than 14 years. Eight of those have been at Evergreen, where I am responsible for practicum and student placements for all MiT students.

I provide career advising, including workshops on interviewing skills and techniques, letter writing and resume preparation, and job recruitment information. In the winter quarter of your second year, you'll participate in the mock interviews I organize with local school principals, human resource directors, retired principals and community members. In addition, you'll attend a Master in Teaching Job Fair, meeting with between 10 and 15 school district administrators to discuss job possibilities with you. These events have been key in sustaining our strong job-placement rate.

The favorite part of my job is to hear from students who have just gotten their first jobs. The excitement in their voices puts a smile on my face! If I can answer any questions about our program's student teaching internships or our job placement services, don't hesitate to contact me: pettyl@evergreen.edu or 360.867.6573.

## MAGGIE FORAN

I've worked in education for more than 28 years in a large variety of roles, all of which inform my work as the Associate Director, Advising and Certification for the MiT program. I draw on my experiences as a former high school social sciences teacher, a university admissions counselor and a community college counselor and instructor in order to support our prospective and practicing teachers. As Evergreen's certification officer, I stay current with Washington's teacher preparation rules and regulations, as well as making sure that our admissions and certification paperwork is completed and properly maintained. The fruit of all of this work comes on graduation day, when I get to hand out the official teaching permits to our MiT program graduates at our hooding ceremony. I continue to follow our graduates' success as I collect and track MiT employment data in order to demonstrate our program's strong placement rate.

I recommend that prospective applicants begin reflecting on their endorsement preferences and preparing for admission at least a full year before they plan to enter the program. I have rarely met a college transcript I can't decipher, so if you need help determining how you can use your college coursework to fulfill endorsement credits, please be sure to contact me.

I would also encourage you to attend an MiT information workshop: this will really help you understand your options, as well as give you a clearer picture of the process of becoming a teacher. Visit [www.evergreen.edu/mit/infosessions](http://www.evergreen.edu/mit/infosessions) for a current schedule. The MiT program website also contains additional information, video clips, announcements and statistics.

Prospective students, current MiT students and teachers desiring to add new endorsements are all welcome to contact me for answers to admissions and certification questions and for guidance on preparing to enter the MiT program. To schedule an individual advising appointment, please e-mail me at [foranm@evergreen.edu](mailto:foranm@evergreen.edu) or call me at 360.867.6559.





## Program Structure

The MiT program is a full-time, two-year, professional teacher preparation program. There are six 10-week quarters (16 credits per quarter), including two quarters of student teaching.

During the first year, approximately one-fourth of program time is spent in the field observing and working with K–12 students. The remaining time is devoted to on-campus seminars, workshops and lectures. During the second year, candidates spend nearly 70 percent of their time directly involved in K–12 schools. Candidates are expected to carry no other academic credit during the six program quarters and to avoid outside employment during the two quarters of full-time, daily student teaching.

Candidates will also complete a Master's Project which provides the opportunity to intensively explore current research on a teaching-related topic of keen interest to the student.

At Evergreen, a student's transcript for each quarter of work is comprised of a narrative evaluation written by the faculty member, a self-evaluation written by the student and a course description. The faculty's narrative evaluation always concludes with a list of "credit equivalencies"—a list of subjects covered during the quarter and the number of credit hours assigned to each subject. These are intended to translate interdisciplinary studies into credits and course titles earned at other institutions.

In keeping with the interdisciplinary nature of the MiT program, topics are interwoven throughout the curriculum, and include:

- Social, Historical and Philosophical Foundations of Education
- Learning Theories and Child/Adolescent Development
- Educational Research
- Design and Issues of Assessment
- Curriculum Development and Thematic Lesson Planning
- Washington Essential Academic Learning Requirements and Grade Level Expectations
- Instructional Strategies for Diverse Learners
- Integrating Special Needs Students into the Regular Classroom
- Approaches to Classroom Management
- Educational Technology
- School Law, Educational Policy and Professional Ethics
- Content Area Pedagogies



## YEAR ONE

In year one, 2011–12, students will meet three days a week on the Olympia campus during the regular academic calendar year and spend an average of one day a week observing and participating in curriculum development and guided teaching in K–12 schools.

During fall quarter of year one, each student completes structured observations in elementary, middle and secondary school classrooms in urban, rural and suburban settings.

During winter and spring quarters, each student does observation and guided teaching in one classroom in their endorsement area. MiT's field placement officer arranges these placements with cooperating districts.

## YEAR TWO

Teacher candidates in the MiT program benefit from two full-time, 10-week, student teaching experiences. Consistent with our goals for graduate-level teacher preparation, the winter quarter is provided between the two student-teaching assignments for personal reflection, continued growth in classroom teaching knowledge and skills, attention to professional activities and development of a professional growth plan.

The two student teaching internship placements are at different grade levels and in different schools, providing a well-rounded exposure to teaching in subject endorsement area/s with a variety of public school students. Candidates will be placed in

classrooms where cooperating teachers have been identified by school districts as appropriate mentors for our teacher candidates. One student teaching placement is in a diverse, urban setting.

The first student-teaching experience begins in late August or early September in accordance with the public school calendar. This model is based on research indicating that having a student-teaching experience in the opening weeks of the school year contributes positively to the success of a first-year teacher.

The second student-teaching assignment generally begins in early spring and continues toward the end of the academic year. With this second student-teaching opportunity, candidates will be able to (a) build upon previous teaching experiences, (b) gain an understanding of how teachers organize the curriculum in the closing months of the school year and (c) make comparisons between different school settings and grade levels.

The narrative evaluation of student-teaching performance is based on the Evergreen faculty supervisor's observations in combination with the assessment of the cooperating classroom teacher. We use a nationally recognized assessment methodology that we have adapted for pre-service teacher education as well as the required Washington Evidence-Based Pedagogy Assessment Instrument. As required by the state of Washington, candidates must demonstrate a positive impact on their students' learning.

### TWO-YEAR PROGRAM OUTLINE

year  
1

FALL	WINTER	SPRING
<ul style="list-style-type: none"> <li>■ building a learning community</li> <li>■ seminars, lectures, workshops</li> <li>■ guided observations in schools*</li> </ul>	<ul style="list-style-type: none"> <li>■ seminars, lectures, workshops</li> <li>■ guided participation in schools*</li> <li>■ portfolio review for advancement to candidacy</li> </ul>	<ul style="list-style-type: none"> <li>■ seminars, lectures, workshops</li> <li>■ curriculum development and guided teaching in schools*</li> <li>■ portfolio review for advancement to student teaching</li> </ul>
<b>SUMMER BETWEEN YEARS ONE &amp; TWO</b> <ul style="list-style-type: none"> <li>■ complete any needed subject-matter coursework prior to the beginning of year two student teaching</li> </ul> <p><i>The timing and format of Master's Papers is dependent on the decisions of the faculty in each cohort. Some years, work on projects may continue during the summer.</i></p>		
FALL	WINTER	SPRING
<ul style="list-style-type: none"> <li>■ begins in late August</li> <li>■ full-time student teaching*</li> <li>■ weekly student-teaching seminar</li> </ul>	<ul style="list-style-type: none"> <li>■ reflection on teaching and learning</li> <li>■ seminars, lectures, workshops</li> <li>■ professional development related to job search</li> <li>■ Professional Growth Plan</li> </ul>	<ul style="list-style-type: none"> <li>■ full-time student teaching*</li> <li>■ weekly student-teaching seminar</li> <li>■ program assessment</li> </ul>
<p>*Master in Teaching students are responsible for finding transportation to and from field sites and other program-related activities.</p>		

year  
2



# What is an Endorsement?

## ENDORSEMENT INFORMATION

An endorsement is the subject area in which a certified teacher is authorized to teach, along with designated grade levels for that area. There are 36 endorsements in Washington, not including a large number of career and technical education endorsements. Evergreen offers 25 of those endorsements. Each endorsement has “endorsement competencies,” which are the standards that list what teachers should know and be able to do for various teaching assignments. They are based on national content standards and related to Washington’s Essential Academic Learning Requirements (EALRs) for students. For a complete list of all endorsements in the state and to examine the knowledge and skill competencies for each endorsement, see: <http://www.k12.wa.us/certification/profed/competency.aspx>

Prospective teachers must demonstrate that they meet the knowledge and skill competencies for each endorsement they earn by passing the state-required subject knowledge assessment (WEST-E), through prior content area coursework, and through projects and field experience within their certification program.

## ENDORSEMENT LEVELS:

- **All Level;** good for birth to grade 12
- **Secondary;** good for single subjects in grades 5-12.  
Generally one is a content specialist in middle or high school
- **Middle Level;** good for listed subjects in grades 4-9,  
generally taught in middle schools and junior high schools
- **Elementary;** good for all subjects Kindergarten to grade 8
- **Early Childhood;** good for birth to grade 3

## ENDORSEMENTS OFFERED AT EVERGREEN:

Bilingual Education <sup>1</sup> (P-12)	Middle Level Humanities (4-9 English and Social Studies)
Biology (5-12)	Middle Level Math (4-9)
Chemistry (5-12)	Middle Level Science (4-9)
Dance <sup>1</sup> (P-12)	Physics (5-12)
Earth and Space Science (5-12)	Reading <sup>1</sup> (P-12)
Elementary Education (K-8)	Science (5-12)
English Language Arts (5-12)	Social Studies (5-12)
English Language Learners <sup>1</sup> (P-12)	Spanish <sup>2</sup> (P-12)
French <sup>2</sup> (P-12)	Special Education <sup>1</sup> (P-12)
German <sup>2</sup> (P-12)	Social Studies (5-12)
History (5-12)	Theatre Arts <sup>1</sup> (P-12)
Japanese <sup>2</sup> (P-12)	Visual Arts <sup>2</sup> (P-12)
Mathematics (5-12)	

<sup>1</sup> In addition, you must also choose another endorsement area.

<sup>2</sup> You are strongly encouraged to choose an additional endorsement area.

Applicants must select one or more endorsement areas upon entrance to the MiT program. Applicants should consider the age levels of the students they wish to teach and the subject areas they would enjoy teaching. In addition, it is essential to have sufficient content mastery to support the learning of children and youth. See page 19 for details on expected coursework for each endorsement area.

# Admissions Information

## ADMISSIONS CRITERIA

Evergreen's MiT program seeks to prepare the finest teachers possible to support the development of all children.

The prime requirements for admission are academic excellence and the potential to succeed as a teacher in a broad range of classroom settings. The admissions committee considers both qualitative and quantitative written evidence. Each applicant's admission information, which includes essays, a résumé, transcripts, letters of recommendation, content area preparation worksheets and test results, is evaluated using these guidelines:

- general graduate-level academic proficiency as indicated by a 3.0 GPA or strong evaluations for the last 90 quarter credits of coursework, liberal arts breadth, completion of general education prerequisites and strong writing and reading comprehension
- quality of endorsement area content preparation (see p.19)
- experience within the past two years in a public school classroom, observing or working with students at the grade level the candidate wishes to teach (forty hours or more is desirable)
- experience with individuals from diverse cultural (racial/ethnic) backgrounds
- study or work indicating an interest in the intellectual and social development of young people and a commitment to a teaching career in a K-12 setting
- interpersonal communication skills and professionalism in public settings
- passing scores on state required tests (see p.12)
- completeness of application materials and the care with which the content was prepared.

## GENERAL PREREQUISITE REQUIREMENTS FOR ALL CANDIDATES

**Basic Skills Requirements** Prior to entering MiT, regardless of endorsement areas, all candidates must have completed with a minimum grade of C, or 2.0, or satisfactory evaluation:

- 4 quarter credits in college level math
- 8 quarter credits in social sciences such as psychology, history, etc.
- 12 credits in writing (may include extensive experience in writing in writing intensive classes with appropriate documentation).

**A baccalaureate degree** from a regionally accredited college/university must also be earned and posted to one's official transcript by the beginning of the MiT program.

**Endorsement Requirements** (see p.19)

**Testing Requirements** (see p.12)

**Experience with children/youth in public schools** Applicants are expected to have recent (within the past two years) experience with children/youth from diverse backgrounds in a public school setting through observations and volunteer or paid work, which is to be listed on one's resume. Forty hours minimum expected.

**International Students** are expected to provide evidence of English proficiency, if English is not your native language, and financial solvency by:

- Providing an official test score from the Test of English as a Foreign Language (TOEFL) of at least 600 (paper version) or 250 (computer version) or 100 (internet version). This requirement may be waived for international applicants who have completed a bachelor's degree (or higher) at an accredited college or university in the US with a minimum gpa of 3.0 for the last 90 quarter/60 semester credits.
- Providing a financial statement demonstrating resources of at least \$33,606 (USD) to pay normal expenses including nonresident tuition and fees, books, room and board for one year at Evergreen and funds necessary to meet travel expenses. The Office of Admissions must receive this statement to issue immigration paperwork.

If accepted to the program, WEST-B and WEST-E tests required of all MiT applicants will still need to be taken and passed upon arrival in the United States to continue participation in the program.



# State Required Admissions Tests

## REQUIRED ADMISSIONS TESTS: WEST-B AND WEST-E

Passing a basic-skills assessment (reading, writing and mathematics) and passing one or more specific content area assessments is required for completion of all Washington-approved teacher preparation programs and admission to MiT.

■ **WEST-B:** The Washington Educator Skills Test-Basic is a **basic skills assessment comprised of three subtests on reading, writing and mathematics** required for admission to teacher preparation programs in Washington. The WEST-B is administered by the Evaluations Systems Group of Pearson Education, Inc. and is given seven times annually. The minimum passing score is 240 out of 300 points on each section. **Applicants must pass all three subtests to be admitted to the MiT program.** All sections do not have to be taken on the same test date. Retakes on failed sections are allowed.

■ **WEST-E:** The Washington Educator Skills Tests-Endorsements are **tests of content knowledge required for each endorsement** for Washington teaching certificates. They are an admissions requirement for Evergreen's MiT program. The WEST-E tests are also given by Pearson. The Elementary Education WEST-E has two subtests: one on English language arts, social studies and the arts, and one on math, the sciences and health and fitness. **Applicants must take and pass both elementary subtests for an endorsement in Elementary Education.**

Contact [www.west.nesinc.com](http://www.west.nesinc.com) or (800) 784-4999 for registration dates, information, bulletins, a list of acceptable calculators and study guides for the WEST-B and WEST-E tests. Registration deadlines are generally five weeks in advance of each testing date.

Those desiring to meet the early admissions deadline will need to take tests in September or November of 2010, or January 2011. The last test date to meet the fall 2011 application deadline is April 16, 2011. Applicants without both test scores may be conditionally admitted on a per case basis.

The testing period is five hours total. You may sign up for one or two WEST-E tests on the same day, or one WEST-E test and the reading and math WEST-B subtests, or just the three WEST-B subtests.

Praxis tests were used between 2003 and August 2009, and are no longer acceptable as WEST-E tests.

## OUT OF STATE APPLICANTS

In lieu of the WEST-B, out-of-state applicants may take the Praxis I: Pre-Professional Skills Tests (PPST) from the Educational Testing Service or the CBEST. Passing scores for the PPST are at least 177 for reading, 176 for math and 174 for writing, or 325 for reading, 321 for math and 321 for writing on the computerized version. CBEST scores must be at least 37 for reading, math and writing, and a composite score of 123 or better.

## WEST-E SUBJECT ASSESSMENTS FOR FALL 2011 MiT APPLICANTS

Endorsement/test name and test code offered by [www.west.nesinc.com](http://www.west.nesinc.com) unless noted:

<b>Bilingual Education</b> (050) and ACTFL OPI or OPIc and WPT from <a href="http://www.languagetesting.com">www.languagetesting.com</a>
<b>Biology</b> (022)
<b>Chemistry</b> (023)
<b>Dance</b> (031)
<b>Earth and Space Science</b> (024)
<b>Elementary Education</b> Subtest 1: Mathematics, Science, Health and Fitness (005) Subtest 2: English Language Arts, Social Studies, Fine Arts (006)
<b>English Language Arts</b> (020)
<b>English Language Learners</b> (051)
<b>French</b> Designated World Language WEST-E (100) and ACTFL OPI or OPIc and WPT from <a href="http://www.languagetesting.com">www.languagetesting.com</a>
<b>German</b> Designated World Language WEST-E (100) and ACTFL OPI or OPIc and WPT from <a href="http://www.languagetesting.com">www.languagetesting.com</a>
<b>History</b> (027)
<b>Japanese</b> Designated World Language WEST-E (100) and ACTFL OPI or OPIc and WPT from <a href="http://www.languagetesting.com">www.languagetesting.com</a>
<b>Mathematics</b> (026)
<b>Middle Level Humanities</b> Subtest 1: English Language Arts (010) Subtest 2: Social Studies (011)
<b>Middle Level Mathematics</b> (012)
<b>Middle Level Science</b> (013)
<b>Physics</b> (025)
<b>Reading</b> (030)
<b>Science</b> (021)
<b>Social Studies</b> (028)
<b>Spanish</b> Designated World Language WEST-E (100) and ACTFL OPI or OPIc and WPT from <a href="http://www.languagetesting.com">www.languagetesting.com</a>
<b>Special Education</b> (070)
<b>Theatre Arts</b> (032)
<b>Visual Arts</b> (033)

Though the Praxis and CBEST tests are acceptable WEST-B substitutes for out-of-state candidates, applicants are still encouraged to take the WEST-E tests at a Washington state location, or one of the five locations in other states, which include LaGrande, OR; San Francisco and Los Angeles, CA; New York, NY; and Phoenix, AZ. See [www.west.nesinc.com](http://www.west.nesinc.com) for details.





## Application Information

### WHEN TO APPLY

- |                   |   |
|-------------------|---|
| <b>October 1</b>  | Application period opens.   |
| <b>January 31</b> | Early decision deadline. Complete files will be reviewed in early February by the Admissions Committee.                     |
| <b>May 2</b>      | Final deadline. All application materials are due. Applications completed after deadline reviewed on space available basis. |

The MiT program begins a new cycle each year, beginning in late September. Those applying to the program must complete the application file, including test scores, by the application deadline.

### APPLICATIONS AVAILABLE

- 1 Download pdf at [www.evergreen.edu/mit](http://www.evergreen.edu/mit)
- 2 Paper application in this catalog, p.15

**Application fee:** \$50 nonrefundable. Payable by check or money order to The Evergreen State College, or by cash or debit card in person at the college's cashier's office.

### APPLICATION MATERIALS

- See p.14 checklist of all required items for a complete file.
- Submit all materials directly to:  
**The Evergreen State College, Office of Admissions**  
**2700 Evergreen Parkway NW**  
**Olympia, WA 98505**
- Contact Admissions directly at 360.867.6170 to monitor the receipt of application materials, especially those items sent directly to your file from elsewhere, such as test scores, transcripts and letters of recommendation.
- Official transcripts are required from all colleges attended, including Evergreen.
- Applications completed by January 31, 2011, will be reviewed first. The Admissions Committee will continue to review complete applications through mid-spring. Applications not completed by the May 2, 2011, deadline will be considered on a space-available basis only. The review process generally takes six to eight weeks.
- Prospective students are urged to plan ahead and complete their applications as early as possible to ensure full consideration. Admission to the program is competitive. Available spaces are offered to the most qualified candidates as their respective applications are received and reviewed.
- All application materials become the property of the college and are not returnable or reproducible. Applicants should keep copies of all items submitted.
- Admissions notification letters are sent by mail. Applicants receiving offers of admission are required to confirm their participation in writing and submit a \$100 nonrefundable tuition deposit to the Office of Admissions.



## Application Checklist

- ☐ **Application Form** A fully completed Master in Teaching Admissions Application Form.
- ☐ **Fee** A non-refundable processing fee of \$50, payable by check to The Evergreen State College.
- ☐ **Résumé** Include all key educational, employment and volunteer experiences, past and current, relevant to your success as a teacher. Also include a statement of your experience **within the past two years** in a public school classroom, observing, volunteering or working with diverse students at the grade levels you wish to teach. Forty or more hours encouraged.
- ☐ **Endorsement Worksheets** One endorsement worksheet per endorsement area—maximum of two. An endorsement worksheet indicates completed, planned and in-progress subject matter coursework in relation to the content knowledge expectations for that endorsement. Download at [www.evergreen.edu/mit](http://www.evergreen.edu/mit). If you cannot download materials, contact the MiT Advising Office at 360.867.6559 and one will be mailed to you.
- ☐ **Official Transcripts** Official transcripts from all colleges or universities attended (including Evergreen). Transcripts should:
  - A** verify a grade point average (GPA) of **3.0 or higher on the final 90 quarter credit hours** of an undergraduate transcript, or an equivalent level of scholarship on narrative transcripts, and
  - B** reflect the verification of the award of a bachelor's degree from a college or university accredited by its regional accrediting body.Admission can be offered on the basis of work-in-progress if the bachelor's degree is completed prior to program entrance. An official transcript bears the seal and signature of the issuing institution and is sent directly by the institution to Evergreen's Office of Admissions, or is enclosed in a sealed envelope from the issuing institution and delivered by the applicant to Admissions.
- ☐ **WEST-B Results** Official results from all portions of the Washington Educator Skills Test-Basic (WEST-B). For information and to register, visit [www.west.nesinc.com](http://www.west.nesinc.com), more information is on page 12.
- ☐ **WEST-E Results** Official Washington Educator Skills Test-Endorsements (WEST-E) results for each endorsement area selected. For most endorsements, you can find information and registration information at [www.west.nesinc.com](http://www.west.nesinc.com), more information is on page 12.
- ☐ **Recommendations** **Three letters** of recommendation, **all from professionals**, who can write about one or more of the following: your work with children, academic work, writing ability, interpersonal skills and job-related experiences. You are encouraged to include:
  - A** a letter from a teacher or other educator who is aware of your interaction with children/youth (ideally the teacher who hosted your observation/work in a public school setting).
  - B** a letter from a college professor whose class you attended **within the past three years**.
- ☐ **Personal Statement** (typed, two pages) explaining:
  - A** why you want to teach.
  - B** why you decided to apply to Evergreen's MiT Program.
- ☐ **Essay** (typed, two pages) in which you:
  - A** offer and support a thesis about the statement below, and
  - B** make sure to include how your background, behaviors and experiences have prepared you to work with these issues in the classroom.

It is virtually impossible to be raised in the culture of the United States without being taught racial, ethnic, gender and socioeconomic class biases, yet teachers today must be prepared to work with children from many backgrounds. They must also be prepared to demonstrate a commitment to the highest ideals of U.S. society and of public education.

# Master in Teaching Admission Application

Complete this application or download it at [www.evergreen.edu/mit](http://www.evergreen.edu/mit)

A nonrefundable application fee of \$50 in the form of a check payable to The Evergreen State College must accompany this form. Forward all materials to: **Admissions Office, The Evergreen State College, Olympia, WA 98505-0002**

Fall Quarter

Fall 20\_\_\_\_\_

Have you ever applied for admission to Evergreen? ☐ No ☐ Yes Year/Term \_\_\_\_\_

Have you previously attended Evergreen? ☐ No ☐ Yes Year/Term \_\_\_\_\_

*If yes, please note that current and former Evergreen students must request their Evergreen transcript from the Office of Registration and Records.*

*There is a \$10 copying fee for this service payable by check to The Evergreen State College.*

Baccalaureate degree earned/expected from \_\_\_\_\_  
Name of Institution Date Conferred Major

How did you hear about the Evergreen Master in Teaching program? \_\_\_\_\_

## PERSONAL DATA

Social Security Number \_\_\_\_\_ Evergreen ID# **A** \_\_\_\_\_  
(If you previously attended Evergreen)

By law, providing your Social Security Number is optional, but it speeds up the processing of your admission and financial aid applications. It may also be used for educational research purposes. Releasing student information will be in accordance with all appropriate state and federal laws. Institutions using the SSN as the student ID will assign alternate numbers upon request.

☐ Female ☐ Male

Legal Name \_\_\_\_\_  
Last First Middle Jr., etc.

Former Name(s): \_\_\_\_\_  
Last First Middle Jr., etc.

Mailing Address \_\_\_\_\_ Apt. \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

All admissions correspondence will be sent to the mailing address. Notify the Office of Admissions two weeks prior to a change of mailing address.

Permanent Address \_\_\_\_\_  
(if different from above)

Phone (\_\_\_\_\_) \_\_\_\_\_ Alternate Number (\_\_\_\_\_) \_\_\_\_\_

E-Mail Address \_\_\_\_\_

Date of Birth \_\_\_\_\_ Birthplace \_\_\_\_\_  
Month/Day/Year City State Country if other than U.S.

Are you a resident of Washington state? ☐ No ☐ Yes:\* from \_\_\_\_\_ to \_\_\_\_\_  
Month/Day/Year Month/Day/Year

*\* If yes, you must include dates of your most recent continuous residence in Washington.*

Are you a U.S. citizen? ☐ Yes ☐ No: list country, visa type, date granted \_\_\_\_\_  
What is your country of permanent residence? \_\_\_\_\_

Are you a U.S. military veteran? ☐ No ☐ Yes Active duty? ☐ No ☐ Yes Separation date (mo/yr \_\_\_\_\_)

Are you the child of a deceased veteran? ☐ No ☐ Yes

**This completed application form, accompanied by the \$50 non-refundable application fee and other required application materials must be submitted to the Office of Admissions.** Applications completed by January 31 will be considered for early decision. Applications completed between January 31 and May 2 will be considered as they are completed. Applications not completed by the deadline will be considered on a space-available basis only.



List three references who will be sending letters of recommendation on your behalf.

Name \_\_\_\_\_ Phone ( \_\_\_\_\_ ) \_\_\_\_\_

Name \_\_\_\_\_ Phone ( \_\_\_\_\_ ) \_\_\_\_\_

Name \_\_\_\_\_ Phone ( \_\_\_\_\_ ) \_\_\_\_\_

You must complete several steps before your application file will be reviewed for admission. These steps are outlined in full on p.14. In brief, you must submit official copies of your transcripts from all previous colleges (including Evergreen), copies of the subject-area endorsement worksheets, two essays, an expanded résumé that includes key experiences relevant to your potential success as a teacher, three letters of recommendation and results from West-B and West-E tests.

## ETHNIC AND RACIAL INFORMATION (OPTIONAL)

### ■ Are you Hispanic in origin?

☐ No, I am non-Hispanic in origin.

☐ Yes, I am Hispanic in origin. (select one or more)

- |                                      |  |  |  |                                       |                                     |
|--------------------------------------|--|--|--|---------------------------------------|-------------------------------------|
| <input type="checkbox"/> Argentinian | <input type="checkbox"/> Costa Rican             | <input type="checkbox"/> Guatemalan                            | <input type="checkbox"/> Nicaraguan                  | <input type="checkbox"/> Puerto Rican | <input type="checkbox"/> Uruguayan  |
| <input type="checkbox"/> Bolivian    | <input type="checkbox"/> Cuban                   | <input type="checkbox"/> Honduran                              | <input type="checkbox"/> Panamanian                  | <input type="checkbox"/> Salvadoran   | <input type="checkbox"/> Venezuelan |
| <input type="checkbox"/> Chilean     | <input type="checkbox"/> Dominican               | <input type="checkbox"/> Mexican or Mexican-American (Chicano) | <input type="checkbox"/> Peruvian                    | <input type="checkbox"/> Spanish      |                                     |
| <input type="checkbox"/> Colombian   | <input type="checkbox"/> Ecuatorian (Ecuadorian) |  | <input type="checkbox"/> Other Hispanic Origin _____ |                                       |                                     |
- Please specify

### ■ How do you describe your race? (select one or more)

Please indicate whether you are American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, or White below, and where applicable, select additional boxes that specify your race in the particular sub areas accordingly.

#### ☐ American Indian or Alaska Native

**American Indian** (select one or more)

- |                                    |  |  |
|------------------------------------|--|--|
| <input type="checkbox"/> Chehalis  | <input type="checkbox"/> Lower Elwha         | <input type="checkbox"/> Quinault      |
| <input type="checkbox"/> Chinook   | <input type="checkbox"/> Lummi               | <input type="checkbox"/> Samish        |
| <input type="checkbox"/> Colville  | <input type="checkbox"/> Makah               | <input type="checkbox"/> Sauk-Suiattle |
| <input type="checkbox"/> Cowlitz   | <input type="checkbox"/> Muckleshoot         | <input type="checkbox"/> Shoalwater    |
| <input type="checkbox"/> Duwamish  | <input type="checkbox"/> Nisqually           | <input type="checkbox"/> Skokomish     |
| <input type="checkbox"/> Hoh       | <input type="checkbox"/> Nooksack            | <input type="checkbox"/> Snohomish     |
| <input type="checkbox"/> Jamestown | <input type="checkbox"/> Port Gamble Klallam | <input type="checkbox"/> Snoqualmie    |
| <input type="checkbox"/> Kalispel  | <input type="checkbox"/> Puyallup            | <input type="checkbox"/> Snoqualmoo    |
| <input type="checkbox"/> Kikiallus | <input type="checkbox"/> Quileute            | <input type="checkbox"/> Spokane       |

☐ Other American Indian \_\_\_\_\_  
Please specify

**Alaska Native** (select one or more)

- |   |   |
|---|---|
| <input type="checkbox"/> Alaska Aleut (Unangan)           | <input type="checkbox"/> Alaska Eyak      |
| <input type="checkbox"/> Alaska Alutiq                    | <input type="checkbox"/> Alaska Haida     |
| <input type="checkbox"/> Alaska Athabaskan                | <input type="checkbox"/> Alaska Tlingit   |
| <input type="checkbox"/> Alaska Eskimo (Inupiaq or Yupik) | <input type="checkbox"/> Alaska Tsimshian |
| <input type="checkbox"/> Other Alaska Native _____        |   |

Please specify

#### ☐ Asian (select one or more)

- |   |                                     |  |                                    |                                      |                                     |
|---|-------------------------------------|--|------------------------------------|--------------------------------------|-------------------------------------|
| <input type="checkbox"/> Asian Indian           | <input type="checkbox"/> Chinese    | <input type="checkbox"/> Japanese          | <input type="checkbox"/> Maldivian | <input type="checkbox"/> Pakistani   | <input type="checkbox"/> Taiwanese  |
| <input type="checkbox"/> Bangladeshi            | <input type="checkbox"/> Filipino   | <input type="checkbox"/> Korean            | <input type="checkbox"/> Mongolian | <input type="checkbox"/> Singaporean | <input type="checkbox"/> Thai       |
| <input type="checkbox"/> Bhutanese              | <input type="checkbox"/> Hmong      | <input type="checkbox"/> Laotian           | <input type="checkbox"/> Nepali    | <input type="checkbox"/> Sri Lankan  | <input type="checkbox"/> Vietnamese |
| <input type="checkbox"/> Burmese                | <input type="checkbox"/> Indonesian | <input type="checkbox"/> Madagascar        |                                    |                                      |                                     |
| <input type="checkbox"/> Cambodian (Kampuchean) | <input type="checkbox"/> Malayan    | <input type="checkbox"/> Other Asian _____ |                                    |                                      |                                     |

Please specify

#### ☐ Black or African American

#### ☐ Native Hawaiian or Other Pacific Islander (select one or more)

- |   |  |   |   |   |  |
|---|--|---|---|---|--|
| <input type="checkbox"/> Fijian           | <input type="checkbox"/> Marshall Islander | <input type="checkbox"/> Papua New Guinean    | <input type="checkbox"/> Solomon Islander             | <input type="checkbox"/> Tokelauan          | <input type="checkbox"/> Vanuatuan (New Hebrides Islander) |
| <input type="checkbox"/> Guamanian        | <input type="checkbox"/> Micronesian       | <input type="checkbox"/> Ponapean (Pohnpeian) | <input type="checkbox"/> Tahitian                     | <input type="checkbox"/> Tongan             |  |
| <input type="checkbox"/> Kosraean         | <input type="checkbox"/> Native Hawaiian   | <input type="checkbox"/> Samoan               | <input type="checkbox"/> Tarawa Islander              | <input type="checkbox"/> Trukese (Chuukese) | <input type="checkbox"/> Yapese                            |
| <input type="checkbox"/> Mariana Islander | <input type="checkbox"/> Palauan           |   | <input type="checkbox"/> Other Pacific Islander _____ |   |  |

Please specify

#### ☐ White (includes people of European, Middle Eastern, or North African descent)

# Master in Teaching Admission Application

Name of applicant \_\_\_\_\_

Which endorsements are you seeking? See p.10, "What is an Endorsement?"

Please complete the appropriate endorsement worksheets from the Master in Teaching Web site: [www.evergreen.edu/mit](http://www.evergreen.edu/mit).

## GENERAL PREREQUISITES Please complete the following according to your transcripts:

Mathematics, social sciences and writing prerequisites. (College level – numbered 100 or above. Grade equivalent to C or higher required.)

### MATHEMATICS

Includes courses with a high proportion of computation and/or quantitative reasoning.

**4 minimum quarter credit hours required.** In general, to convert semester hours to credits: 1 semester hour equals 1.5 credits.

Credits Earned	Grade Received	Course Abbreviation & Number or Program Number	Completed Course Title or Evergreen Course Equivalencies	College or University

### SOCIAL SCIENCE

Includes history, political science, economics, anthropology, sociology, psychology and geography, as well as some allied disciplines.

**8 minimum quarter credit hours required.** In general, to convert semester hours to credits: 1 semester hour equals 1.5 credits.

Credits Earned	Grade Received	Course Abbreviation & Number or Program Number	Completed Course Title or Evergreen Course Equivalencies	College or University

### WRITING

List all courses with "writing" or "composition" in the title first. Courses that include a high proportion of monitored writing might be acceptable as well, usually at a "one-hour-of-credit-for-two-hours-of-work" ratio. Catalog descriptions or letters from professors may be required to substantiate the claim.

**12 minimum quarter credit hours required.** In general, to convert semester hours to credits: 1 semester hour equals 1.5 credits.

Credits Earned	Grade Received	Course Abbreviation & Number or Program Number	Completed Course Title or Evergreen Course Equivalencies	College or University

EDUCATIONAL BACKGROUND

All program applicants must complete a bachelor’s degree at a regionally accredited institution before the intended starting date.

List in order of attendance and have one official transcript sent from all colleges and universities you have ever attended or will attend before enrollment. Do not exclude or omit any colleges, regardless of how many credits you earned there or the nature of the program in which you were enrolled.

OFFICE USE ONLY	Name of College/University	Location City/State	Dates of Attendance From (Mo/Yr) - To (Mo/Yr)	Degrees Completed or Expected and Dates

In signing this form, I understand that failure to submit complete official transcripts from all schools, colleges or universities attended may result in the denial of this application or my subsequent dismissal from this institution. I certify that, to the best of my knowledge, all statements I have made are complete and true. I hereby give permission to release appropriate test scores and academic records requested by The Evergreen State College.

I understand that my application is incomplete without my signature below.

Signature of applicant

Date

Washington baccalaureate colleges and universities provide equal opportunity in education without regard to race, color, creed, religion, national origin, gender, age, marital status, disability or status as a disabled veteran or Vietnam-era veteran in accordance with institutional policies and applicable federal and state statutes and regulations.

The Evergreen State College subscribes to the principles and laws of the state of Washington and the federal government, including applicable executive orders pertaining to civil rights. Evergreen is committed to the policy that all persons shall have equal access to programs and facilities without regard to age, color, creed, marital status, national or ethnic origin, physical handicap, race, religion, gender or sexual orientation.



# Endorsement Policies & Requirements

**All teachers must have one or more endorsements** according to state guidelines. For information on endorsement grade levels see page 10.

**Only two endorsements are allowed upon entering MiT**, except with prior approval.

**A secondary level endorsement cannot be obtained at the same time as the elementary education endorsement** due to differences in literacy and reading methods instruction.

**Successful applicants to the MiT program will meet or exceed the minimum coursework expectations** described for each endorsement area. In conjunction with passing the WEST-E, meeting these expectations provides evidence that applicants have the content knowledge needed to support their future teaching.

**Endorsement content coursework should be done as much as possible by the time of application to the MiT program**, although work in progress or planned can be indicated on the endorsement worksheet (available at [www.evergreen.edu/mit/endorsementworksheets](http://www.evergreen.edu/mit/endorsementworksheets)). Having completed all or most endorsement courses will assist one with the knowledge to pass the WEST-E. Assessment and teaching methods for the endorsement will be taught within the MiT program.

**No more than eight credits may be left to complete when the MiT program begins**, and must be finished in the summer between year one and two of the program. Failure to complete content preparation requirements within this timeframe will result in discontinuation in the program.

**A second endorsement is required with bilingual education, reading, English Language Learners, or Special Education**, preferably in a core content area such as elementary education, humanities, English, math, one of the sciences or social studies.

**Dance and Theatre Arts candidates must have a second endorsement** to improve employability. Visual Arts candidates are recommended to have a second endorsement.

Elementary Education candidates may want to prepare in a middle level endorsement to be highly qualified in math, science, English or social studies above grade 5.

**Prior experience:** If elements of content knowledge in an endorsement area have been acquired through life experience or independent study, and you passed the associated WEST-E, you may request that one or more of the endorsement coursework expectations be waived. To request such a waiver, indicate “experience/independent study” on the endorsement worksheet. Attach a letter explaining specifically what was done and why the experience and/or study can reasonably substitute for the expected coursework. It is strongly recommended that you submit additional documentation of the experience and learning (such as letters of recommendation).

AP credits are acceptable if posted on an official transcript. CLEP exams meeting minimum scores are accepted.

Visit [www.k12.wa.us/certification/teacher/Endorsement.aspx](http://www.k12.wa.us/certification/teacher/Endorsement.aspx) to learn about ways to add endorsements to a teaching certificate during your career.

## EXPECTED ENDORSEMENT COURSEWORK

All expected endorsement coursework is intended to assist applicants with knowledge competencies as outlined by the state in each area (see: [www.k12.wa.us/certification/profed/competency.aspx](http://www.k12.wa.us/certification/profed/competency.aspx)).

**All applicants must fill out the appropriate endorsement worksheet(s)** and submit with them their application. Available at: [www.evergreen.edu/mit/endorsementworksheets](http://www.evergreen.edu/mit/endorsementworksheets).

All credits listed are in quarter credit hours, which is the system used at Evergreen. Applicants who have attended semester-based universities should convert credits listed on an endorsement worksheet into equivalent quarter credits.

**Only credits earned with grades of at least a C, 2.0, or with satisfactory evaluations are acceptable.**

## ELEMENTARY EDUCATION

The Elementary Education endorsement is for those planning to teach in a self-contained classroom at the elementary level, grades K–8. Minimum coursework expectations for this endorsement are 45 credits to include coursework in:

- Children’s and adolescent literature—4 credits
- Arts: defined as dance, music, theatre arts, visual arts—4 credits
- Health and fitness—3 credits including concepts such as motor skills, nutrition, disease and substance abuse prevention, and copy of current CPR and first aid card
- Mathematics: to include college level algebra, geometry and statistics—10 credits
- Science: to include biology, earth/space science (e.g. geology, astronomy, meteorology), and a physical science such as physics, chemistry or environmental science, and lab experience—12 credits minimum
- Social studies: to include U.S. history, world history, geography, economics, civics, political science (especially American government) and Pacific Northwest history—12 credits minimum

## MIDDLE LEVEL ENDORSEMENTS

Middle Level endorsements are for those wanting to teach multiple content areas in middle schools, grades 4–9. There are three Middle Level endorsements: Middle Level Humanities, Middle Level Math and Middle Level Science.

### Middle Level Humanities

Minimum coursework expectations for this endorsement are 40 credits, to include coursework in:

- Adolescent literature (available summers at Evergreen)—4 credits
- Multicultural literature (American authors of color)—4 credits
- Communication (courses such as speech, media and film analysis, acting, journalism, Web page development, etc.)—4 credits
- Language skills and structure (courses such as grammar and English usage, linguistics)—4 credits
- U.S. history (recommended period origins to 1900)—4 credits
- Geography—4 credits
- Economics—4 credits
- Civics (understanding of U.S. government and knowledge of different political systems)—4 credits
- Pacific Northwest history—4 credits
- World history (recommended period: 8000 BCE to 1450)—4 credits

### Middle Level Math

Minimum coursework expectations for this endorsement are 24 credits in math, including coursework in each of the following:

- College level algebra (or Functions: Algebra to Calculus available during the summer at Evergreen)
- Geometry
- Calculus (or Functions: Algebra to Calculus available during the summer at Evergreen)
- Statistics
- Discrete math including concepts such as logic, graph theory, linear programming (available during the summer at Evergreen)
- Other math, ethnomathematics or history of math recommended

### Middle Level Science

Minimum coursework expectations for this endorsement are 28 credits—4 credits in statistics, 24 credits in science with significant lab experience and classes in all the following areas:

- Statistics—4 credits
- Biology, to include animals, plants and humans
- Chemistry
- Physics
- Astronomy and/or meteorology
- Geology and/or earth science
- Environmental science

## SECONDARY ENDORSEMENTS

Secondary endorsements are for candidates wanting to teach a specific content area at the secondary level (generally, grades 5–12).

### Biology

Minimum coursework expectations for this endorsement are 45 credits in the biological sciences with significant lab work, as well as content that includes:

- Use of algebra, probability and statistics and math modeling in life sciences
- Chemistry
- Ecology/ecosystems
- Evolution
- Genetics
- Microbiology or cell biology
- Zoology/animal biology
- Human anatomy and physiology
- Biology in contemporary issues

### Chemistry

Minimum coursework expectations for this endorsement are 45 credits in chemistry with significant lab work, as well as content that includes:

- General principles of chemistry—12 credits
- Organic chemistry/biochemistry
- Quantitative analysis: use of algebra, probability and statistics and calculus in chemistry research
- Physics to include electricity and magnetism, the four fundamental forces, subatomic particles
- Chemistry in contemporary issues, or philosophy of science or applied chemistry course

### Earth and Space Science

Minimum coursework expectations for this endorsement are 45 credits in earth and space science with significant lab work, as well as content that includes:

- Use of algebra, probability and statistics in earth/space science research
- Physical geology
- Historical geology
- Oceanography
- Astronomy
- Meteorology
- Environmental issues related to earth science
- Chemistry
- Biology with evolution and genetics
- Physics with electricity/magnetism, wave properties, gravity concepts



### English Language Arts

Minimum coursework expectations for this endorsement are 52 credits in English Language Arts, including coursework in each of the following:

- American, British, world, multicultural (American authors of color) and adolescent literature—must include representation from the following genres: poetry, drama, fiction and nonfiction—28 credits
- Writing process (e.g., expository, technical, narrative writing) — 12 credits
- Communication (e.g., speech, media and film analysis, acting, journalism)—8 credits
- Language skills (conventions) and structure (social/historical) e.g., linguistics, grammar, history of the English language—4 credits

### History

A second endorsement or the Social Studies endorsement is recommended. Minimum coursework expectations for this endorsement are 45 credits in history, including coursework in each of the following:

- U.S. history that includes all major eras, pre-European to present day, and chronological, multicultural and women's history—12 credits
- Pacific Northwest history—4 credits
- World, regional or country history (8000 BCE to present, two or more regions)—12–24 credits
- Civics/political science/U.S. Government—4 credits
- Geography—4 credits
- Economics—4 credits

### Mathematics

Minimum coursework expectations for this endorsement are 45 credits in mathematics, including coursework in each of the following:

- Geometry (including Euclidean and non-Euclidean)—4 credits
- Probability and statistics—4 credits
- Calculus (integral and differential)—12 credits
- Discrete mathematics—4 credits
- Logic and problem solving—4 credits
- History or foundations of math—4 credits
- Modern abstract mathematics: topology, abstract algebra, advanced calculus or foundations of modern math—4 credits

### Physics

Minimum coursework expectations for this endorsement are 45 credits with significant lab work, as well as content that includes:

- Use of mathematical concepts in the analysis of physical systems to include algebra, interpretation of graphs, vectors, matrix addition and multiplication calculus concepts
- Mechanics to include kinematics, energy, momentum, gravitation
- Electricity and magnetism
- Waves and optics
- Other major concepts to include fluid statics and dynamics, particle nature of matter, conservation laws, heat and temperature, Ideal Gas Law, thermodynamics
- Applications of physics to biology, chemistry, earth/space science

### Science

Minimum coursework expectations for this endorsement are 60 credits with significant lab work, including all minimum expectations (45 credits) for one of the following sciences: biology, chemistry, earth and space science, or physics and at least 15 additional credits in the other three sciences, 4 credits minimum in each. Concepts to be familiar with in each type of science and supporting math include:

- Biology, including the cell, genetics, human anatomy and physiology, evolution, classification of organisms, ecosystems
- Chemistry: molecular building blocks and chemical processes
- Earth and space science, including geology and astronomy
- Physics: matter, energy, forces and motion
- Use of math in science, including algebra, probability and statistics, calculus

### Social Studies

Minimum coursework expectations for this endorsement are 60 credits, including some in each of the following areas of study:

- U.S. history that includes all major eras, pre-European to present day, and chronological, multicultural and women's history—12 credits
- Pacific Northwest history—4 credits
- World, regional or country history (8000 BCE to present, two or more regions)—12–24 credits
- Geography—4 credits
- Economics—4 credits
- Political science, civics or government—4 credits minimum. (Recommend 4 U.S. and 4 international)
- Anthropology, psychology or sociology—recommended



## ALL LEVEL ENDORSEMENTS

All Level endorsements are for those wanting to teach one of several specific content areas at any grade level, birth–grade 12.

### Bilingual Education

Minimum expectations for this endorsement are 24 credits from a specific set of courses. These can be completed at Evergreen or elsewhere for entrance into MiT. At Evergreen, the first five of these courses are offered in a sequence beginning one summer and concluding the next. The sixth course may be done by contract. For information, contact the MiT advisor. For MiT admissions purposes, another endorsement is required with this endorsement, preferably from a content endorsement such as elementary education, science, math or social studies.

- Foundations of English Language Teaching: ELLs, Family and Community (offered at Evergreen - summer)—4 credits
- Language Acquisition Theory (offered at Evergreen - fall)—4 credits
- Introduction to Linguistics and Literacy Development for ELLs (offered at Evergreen - winter) —4 credits
- Content Area ELL Methods and Assessment 1 (offered at Evergreen - spring) —4 credits
- Assessment for ELLs 2 (offered at Evergreen - summer)—4 credits
- Bilingual teaching methods that support learning in the second language of instruction—4 credits
- In addition to passing the WEST-E for bilingual education, applicants must verify speaking, listening, reading and writing in a second language through passing ACTFL's oral proficiency interview (OPI or OPIc) and writing test (WPT) at the advanced mid level. See: [www.languageTesting.com](http://www.languageTesting.com).

### Dance

Minimum coursework expectations for this endorsement are 30 credits in dance, with coursework including the content areas listed below. Please note that for MiT admissions purposes, another endorsement is required with the dance endorsement. A portfolio of specific videotaped evidence and reflections is also required. For information, contact the MiT advisor.

- Elements of dance to include time, space, energy, movements and principles of aesthetics, critique
- Composition and principles of organizing movement, kinesthetic intelligence
- Principles of anatomy and kinesiology, nutrition and injury prevention
- Understanding and experience with choreography, processes and forms
- Social, cultural and historical contexts and connections with dance, western and non-western
- Supporting elements of dance production, including knowledge of safety guidelines and experience with scenery, costumes, lighting, sound, props, media and technologies
- Performance and knowledge of dance styles/genres
- Other applicable courses such as teaching methods

### Designated World Language (DWL)

Minimum coursework expectations for this endorsement are 24 credits (45 preferred) in one of these languages: **French, German, Japanese or Spanish**, including specific credit and evidence as described below. For MiT admission purposes, another endorsement is strongly recommended with a DWL endorsement.

- Academic credit in the world language—12 credits minimum, including 8 credits in reading and writing the language and 4 credits in advanced conversation
- Language Acquisition Theory (offered at Evergreen - fall)—4 credits
- Foreign language teaching methodology—4 credits
- Interdisciplinary integration related to the world language (incorporating the language into other content areas such as history, geography, art, music and economics)—4 credits
- Evidence of knowledge of a culture where the language is spoken (can be demonstrated by coursework in which the similarities and differences between the cultures of the United States and a region where the other language is spoken are studied and/or through significant participation in a community where the language is spoken)
- In addition to passing the WEST-E for DWL, applicants must verify speaking, listening, reading and writing in a second language through passing ACTFL's oral proficiency interview (OPI or OPIc) and writing test (WPT) at the advanced low level. See: [www.languageTesting.com](http://www.languageTesting.com).

### English Language Learners (ELL)

Minimum expectations for this endorsement are 20 credits from a specific set of five courses. These can be completed at Evergreen or elsewhere for entrance into MiT. At Evergreen, the courses are offered in a sequence beginning one summer and concluding the next. For information, contact the MiT advisor. For MiT admissions purposes, another endorsement is required with this endorsement, preferably from a content endorsement such as elementary education, science, math or social studies.

- Foundations of English Language Teaching: ELLs, Family and Community (offered at Evergreen - summer)—4 credits
- Language Acquisition Theory (offered at Evergreen - fall)—4 credits
- Introduction to Linguistics and Literacy Development for ELLs (offered at Evergreen - winter) —4 credits
- Content Area ELL Methods and Assessment 1 (offered at Evergreen - spring)—4 credits
- Assessment for ELLs 2 (offered at Evergreen - summer)—4 credits

### Reading

Minimum expectations for this endorsement are 20 credits from a specific set of courses. These can be completed at Evergreen or elsewhere for entrance into MiT. At Evergreen, the first two courses are offered one summer, the next two are offered the next, and continue to alternate in this pattern. The fifth, on either children's or adolescent literature, may be taken either summer. For MiT admissions purposes, another endorsement is required with this endorsement, preferably from a content endorsement such as elementary education, science, math or social studies.

- Foundations of literacy—4 credits
- Research in literacy—4 credits
- Instructional methods in reading—4 credits
- Assessment in reading—4 credits
- Either children's literature or adolescent literature course—4 credits

**Special Education** \*Temporarily suspended summer 2011 through spring 2012. For more information call Lynarra Featherly at 360.867.6559. Minimum expectations for this endorsement are 24 credits from a specific set of five courses. These can be completed at Evergreen or elsewhere for entrance into MiT. At Evergreen, these courses are offered in a sequence beginning one summer and concluding the next. For information, contact the MiT advisor. For MiT admissions purposes, another endorsement is required with this endorsement, preferably from a content endorsement such as elementary education, science, math, English or social studies.

- Introduction to special education that includes history, philosophy, legal issues, characteristics of learners, and individual learning differences (offered at Evergreen - summer)—6 credits
- Assessment, diagnosis and evaluation (offered at Evergreen - fall)—4 credits
- Planning and managing the teaching and learning environment, and managing student behavior and social interaction skills (offered at Evergreen - winter)—4 credits
- Planning, content and practice of special education curriculum (offered at Evergreen - spring)—6 credits
- Professional seminar that covers communication and collaborative partnerships with individuals, families, professionals and the community, technology, early childhood special education and transition planning (offered at Evergreen - summer)—4 credits

### Theatre Arts

Minimum coursework expectations for this endorsement are 30 credits in theatre arts, including some credit in each of the areas of study listed below. For MiT admission purposes, another endorsement is required with the theatre arts endorsement. A portfolio of evidence and reflections may be required. For information, contact the MiT advisor.

- Acting skills, including improvisational and script-based
- Theatrical design and construction
- Directing
- Stage management
- Creation, analysis and criticism (of script and performance)
- Dramatic literature: historical development and cultural contexts
- Legal and contemporary issues in theatre
- Equipment, materials and facilities safety

### Visual Arts

Minimum coursework expectations for this endorsement are 45 credits in the visual arts, including some credit in each of the areas of study listed below. For MiT admission purposes, another endorsement is strongly recommended with the visual arts endorsement. A portfolio of evidence and reflections is also required. For information, contact the MiT advisor.

- Skills and techniques in multiple media (e.g., painting, sculpture, drawing, photography)—minimum 12 credits
- Composition and production using design principles—4 credits
- Analysis and interpretation of art—4 credits
- Social, cultural and historical contexts and connections—4 credits

## ENDORSEMENT WORKSHEET TIPS

- 1 Use the Endorsement Worksheet to evaluate your endorsement preparation coursework and determine future coursework needed to meet the minimum expectations.
- 2 Download the appropriate endorsement worksheets ([www.evergreen.edu/mit/applying.htm](http://www.evergreen.edu/mit/applying.htm)). If you cannot download materials, please contact the MiT Advising Office at 360.867.6559 for the appropriate worksheet to be mailed to you. These worksheets are in Word format. You are encouraged to complete the worksheet online and print it for submission.
- 3 Please make sure the worksheets are completely filled in and legible. Convert semester credits to quarter credits. In general, 1 semester hour equals 1.5 quarter credits. Please list all courses that apply to each category of credits.
- 4 Submit completed worksheets to the Office of Admissions with your application.
- 5 Two sample worksheets are provided on page 24 of this catalog.
- 6 For Evergreen coursework, please indicate the program number and the appropriate credit equivalencies rather than the program title.
- 7 A course used to fulfill a general education prerequisite on the MiT application may also be used to fulfill an endorsement expectation.
- 8 It is possible that a course may count toward more than one endorsement expectation. For example, a calculus course could be used to fulfill endorsement expectations for both science and math.
- 9 It is possible that a course may count toward more than one subject area under a single endorsement, depending on the depth and breadth of the coursework and the total number of credits earned. If this is the case, you must divide the credits of the course among the subject areas. For example, an 8-credit course titled Geography of American Government might meet the following social studies endorsement expectations: 4 credits of geography and 4 credits of civics.
- 10 When course titles do not readily indicate course content, an applicant may be asked to supply copies of syllabi, course descriptions, reading lists and/or letters of verification from appropriate faculty to assist the Admissions Committee with transcript evaluation.

# ENGLISH LANGUAGE ARTS ENDORSEMENT WORKSHEET SAMPLE ONLY

Applicant's Name: Frank Miller

WEST-E English Language/Arts		Date taken or to be taken: 1/9/2010			Score – (if known): 265		
Minimum Coursework Expectations		Course Number	Course Name*	# Qtr Credits	College or University	X If Complete & Date Completed	
<b>28 credits of literature</b> (American, British, world, multicultural and adolescent—must include representation from the following genres: poetry, drama, fiction and nonfiction)	American literature	ENGL 250	Intro American Lit.	5	UW	X	12/00
	British literature	20410	Shakespeare	8	Evergreen	X	6/04
	world literature	ENGL 260	Non Western World Lit.	5	Centralia College	X	8/03
	multicultural literature (American authors of color)	LIT 211	American Ethnic Lit.	5	SPSCC	X	12/07
	adolescent literature	planned	Adolescent Literature	4	Evergreen		9/09
	poetry	ENGL 380	Intro to Poetry	3	UW	X	6/01
	drama	LIT 190	Intro to Drama	5	Centralia College	X	5/03
	fiction	30232	Irish Literature	2	Evergreen	X	3/04
	nonfiction	ENGL 340	African American Lit.	2	UW	X	3/02
<b>12 credits in the writing process</b> (for example, courses in expository, technical, and narrative writing)	other literature	30366	Faulkner contract	2	Evergreen	X	3/04
		ENGL 101	Composition: Exposition	5	Centralia College	X	12/01
		40185	Technical Writing	8	Evergreen	X	12/03
		ENGL 102	Composition & Research	5	Centralia College	X	3/02
<b>8 credits of communication</b> (for example speech, journalism, media analysis, acting)		30232	Literary Analysis	2	Evergreen	X	3/04
		SPEE 101	Public Speaking	3	Centralia College	X	3/02
		DRAMA 115	Dramatic Performance	3	Centralia College	X	3/02
<b>4 credits of language skills and structure</b> (for example. linguistics, grammar)		COM 150	Intro to Mass Media	3	Centralia College	X	6/02
		40111	Intro to Linguistics	4	Evergreen	X	9/08
<b>Other language arts</b>		Jour 106	Intro to News Writing	3	Centralia College	X	6/02

# ELEMENTARY EDUCATION ENDORSEMENT WORKSHEET SAMPLE ONLY

Applicant's Name: Lauren Smith

WEST-E Elementary Education		Date taken or to be taken: 2/27/2010			Score – Subtest 1:		Subtest 2:
Minimum Coursework Expectations		Course Number	Course Name*	# Qtr Credits	College or University	X If Complete & Date Completed	
<b>4 credits of child/adolescent literature</b>		40041	Children's & Adolescent Lit.	4	Evergreen	X	8/06
<b>10 credits of mathematics,</b> (to include algebra, geometry, probability and statistics)	algebra	MATH 120	Precalculus	5	Clark College	X	12/00
	geometry	planned	Math for Elem. Teachers	6	Evergreen		8/09
	statistics	40025	Statistics	2	Evergreen	X	8/06
	other mathematics						
<b>4 credits in the arts</b> (defined as dance, music, theater arts, visual arts)		ART 145	Drawing	3	Clark College	X	12/01
		MUSC 120	Music Fundamentals	4.5	WSU	X	12/02
<b>3 credits in health</b> (plus current first aid/CPR training)	heath	HLTH 140	Health & Fitness	3	Clark College	X	3/01
	CPR/first aid		Olympia Fire Dept., exp.6/10			X	12/08
<b>12 credits of science</b> (to include biology, earth/space science, lab science, and other science such as physics, chemistry or environmental science)	biology	BIOL 101	Introduction to Biology	4	Clark College	X	3/01
	earth/space science	GEOL 240	Geology of the PNW	5	Clark College	X	6/02
	lab science	BIOL 101	Introduction to Biology	1	Clark College	X	3/01
	other science	ENVR 290	Environmental Science	5	Clark College	X	12/01
<b>12 or more credits of social studies</b> (to include U.S. history, Pacific Northwest history, world geography, civics, economics, world history)	U.S. history	HIST 120	U.S. History	5	Clark College	X	12/00
	world geography	planned		2	Evergreen		8/09
	civics	POLS 270	American Government	4.5	WSU	X	5/03
	economics	40181	Economics for the Rest of Us	4	Evergreen	X	8/07
	PNW history	planned		2	Evergreen		8/09
	world history	HIST 103	Western Civilization I	4.5	WSU	X	12/02

\* For Evergreen programs, list the name of the course equivalency, not the program name; a course may be listed more than once if you share the total number of credits earned





## MiT 2012-2014 at Tacoma Campus

### 2012-2014 COHORT THEME: SOCIAL JUSTICE IN THE CLASSROOM REQUIRES YOUR PARTICIPATION

Students starting MiT in Fall of 2012 will attend classes at Evergreen's Tacoma campus. The focus for this cohort will be on successfully educating and serving urban youth and supporting the achievement of all students. During year one in the program classes are expected to be held one night a week and weekends, and one day a week will be spent assisting in public schools. During fall and spring of year two, teacher candidates

will student teach five days a week for ten weeks each quarter. In winter, classes will be held evenings/weekends. You are encouraged to contact MiT advisor Maggie Foran sooner rather than later to make sure you are prepared for this exciting opportunity.

If you are applying to MiT for any year other than 2012, you will be on the Olympia campus.

#### ANNE HAWKINS MIT '99

AVID Program,  
Jason Lee Middle School

"My students hone their brilliance every day, and I get to be there when it happens. Be there. Be a teacher. Serving other people's children—what an honor!"



#### LUPE JACKSON MIT '04

Language Arts & Social Studies teacher,  
Hudtloff Middle School

"I became a teacher because I took to heart Evergreen Tacoma's motto 'Enter to Learn, Depart to Serve.' Evergreen's MiT program helps you form a true connection with the students you'll be teaching. Our faculty often reminded us—'Don't forget the children!'"



#### CMD SERGEANT MAJOR (RET) EUGENE BRADSHAW MIT '06

Special Education Teacher, Lochburn Middle School

"I became a teacher to make a difference in the lives of children. I chose Evergreen's MiT program because your values and experiences are shared and respected. It's an exceptional educational experience!"



# Financial Information

## QUARTERLY COST OF ATTENDANCE

The **rates per quarter** are listed below for the 2010–11 academic year (three quarters: fall, winter, spring):\*

<b>Tuition</b>	<b>per quarter cost</b>
Resident	\$2,405.00
Non-resident	\$6,677.00
<b>Books and Supplies</b> (estimate only)	\$400.00
<b>Parking</b>	\$40.00
<b>Transportation</b> (estimate only)	\$400.00
<b>Health Services Fee</b>	\$66.00
<b>Transit Fee</b>	\$13.20
<b>Clean Energy Fee</b>	\$16.00
<b>CAB Renovation Fee</b>	\$92.00
<b>Washington PIRG</b> (optional)	\$8.00
<b>Late Night Shuttle Fee</b>	\$3.00
<b>Washington Student Association</b> (optional)	\$2.00

## ONE TIME FEES

<b>Washington State Patrol identification and criminal history check</b> (first year only)	\$71.25
<b>Application for teacher certificate</b> (second year only)	\$35.00
<b>Master's project binding fee</b> (approx.)	\$60.00
<b>Graduation fee</b>	\$25.00
<b>Placement file fee</b>	\$50.00
<i>Additional fees may apply</i>	

## RESIDENCY STATUS FOR TUITION AND FEES

To be considered a resident for tuition and fee purposes, as a financially independent non-resident, you must first establish a domicile in the state of Washington in compliance with state regulations. You must also establish your intention to be in Washington for purposes other than education. Once established, the domicile must exist for one year prior to the first day of the quarter in which you plan to enroll as a resident student. Contact Evergreen's Office of Registration and Records directly at 360.867.6180 if you have specific residency questions. Residency information and application for a change of status are available on the registration Web page or in the Office of Registration and Records.

Native American residents of Idaho, Montana or Oregon who are members of one of the tribes listed by the Revised Code of Washington may be eligible to pay Washington resident tuition rates. Proof of tribal membership is required.

Applications to change residency status can be made no earlier than four to six weeks prior to the quarter in which you may become eligible. See the Residency application for priority processing dates and deadlines.

## BILLING AND PAYMENT PROCEDURES

The Office of Student Accounts assembles most student financial information, both charges and credits. Failure to pay tuition and fees in full by the deadlines will result in cancellation of registration. For further information, contact Student Accounts at 360.867.6447.

## GRADUATE FINANCIAL AID

The following section provides a brief description of financial aid available to students admitted to the MiT program. For details, FAFSA forms, Evergreen Data Sheets and the most current information about any of the following, contact:

**Office of Financial Aid 360.867.6205**

Additional information on financial aid is available at:  
[www.evergreen.edu/financialaid](http://www.evergreen.edu/financialaid)

## FINANCIAL AID APPLICATION PROCEDURES

- 1 To be considered for all federal, need-based scholarships, loans, tuition waivers and financial aid packages, you must complete the Free Application for Federal Student Aid (FAFSA) for the appropriate academic year and submit it by mail to the federal processing center or apply online ([www.fafsa.ed.gov](http://www.fafsa.ed.gov)). Priority consideration will be given to applicants whose official FAFSA results are received before **March 15, 2011**.
- 2 Applicants must designate The Evergreen State College among the colleges to receive copies of the Student Aid Report (SAR).
- 3 Applicants will also be required to submit an Evergreen Financial Aid Data Sheet to Evergreen's Financial Aid Office. [www.evergreen.edu/financialaid/finaidforms.htm](http://www.evergreen.edu/financialaid/finaidforms.htm)
- 4 Student loan application information is available at [www.evergreen.edu/financialaid/loans\\_direct.htm](http://www.evergreen.edu/financialaid/loans_direct.htm).
- 5 Campus-based financial aid is awarded to admitted, eligible Master in Teaching students on a first-come, first-served basis until funds are depleted.

## AWARD CATEGORIES

**Student Loans** (available through the Office of Financial Aid)

- 1 **Federal Direct Loans**  
Federally-guaranteed subsidized and/or unsubsidized loans obtained through Evergreen.
- 2 **Emergency, short-term loans**  
Available through the Office of Financial Aid for eligible students who have short-term cash-flow needs.

\*These rates are set by the Washington State Legislature and The Evergreen State College Board of Trustees. They are subject to change without notice.





## MASTER IN TEACHING FINANCIAL ASSISTANCE

Opportunities for scholarship assistance, tuition waivers and student employment are limited and competitive. To apply for awards through MiT, go to [www.evergreen.edu/mit/financialaid.htm](http://www.evergreen.edu/mit/financialaid.htm) and download the Master in Teaching Scholarship and Financial Assistance Awards 2011-12 packet, or contact the MiT Advising Office at 360.867.6559. For priority consideration, **submit requests by May 2, 2011.**

### SCHOLARSHIPS/FELLOWSHIPS

#### The Evergreen State College Foundation Graduate Awards

A limited number of partial scholarships and fellowships are awarded to eligible MiT students through The Evergreen State College Foundation. Primary consideration is based on unique life experience and commitment to teaching. Financial need, as determined by the Financial Aid Office, is also a consideration.

#### The Evergreen State College Alumni Association Graduate Award

Awarded annually to one MiT student committed to a chosen field of study. Secondary consideration is given for financial need.

#### Hearst Endowment Award for Future Native American Teachers

A merit-based scholarship for Native American students in the MiT program. The FAFSA form is not required.

#### AmeriCorps Education Award

Designed for AmeriCorps volunteers who have received the full education award. The award generally offers the equivalent of one quarter of resident tuition.

#### Teacher Education Programs Diversity Scholarship

Designed for students who have a proven history of involvement with diversity issues or a considered plan for addressing diversity issues in their future classrooms. Secondary consideration is given for financial need.

### TUITION WAIVERS

Based on financial need, tuition waivers generally cover the cost of tuition for one quarter for state residents.

### STUDENT EMPLOYMENT

#### Graduate Assistantships

Depending on available funding, the Master in Teaching program provides one or two graduate students with part-time employment assisting in administrative and academic-related activities.

#### Work-Study

For Master in Teaching students eligible for work-study, there are usually three work-study awards available to assist MiT faculty and staff with program functions.

### OTHER FUNDING SOURCES

Some donor-designated scholarships and fellowships are awarded by organizations and agencies not connected with The Evergreen State College. Information on some external scholarships is available on the Evergreen Website ([www.evergreen.edu/financialaid/resources](http://www.evergreen.edu/financialaid/resources)).

Washington state has had in the past some scholarship funding available for prospective teachers planning to teach in shortage areas of special education at any level, and seventh grade or higher math or science through the Future Teachers Conditional Scholarship and Loan Repayment Program ([www.hecb.wa.gov/paying/waaidprgm/future.asp](http://www.hecb.wa.gov/paying/waaidprgm/future.asp)). The federal government also has conditional TEACH grants for prospective teachers planning to teach in shortage areas of math, science, special education, foreign languages, reading, Bilingual Education and English Language Acquisition. (See <http://studentaid.ed.gov/PORTALSWebApp/students/english/TEACH.jsp>) or contact Evergreen's financial aid office.

#### Veterans, and Survivors, Dependents, Spouses of Veterans

The Evergreen State College's programs of study are approved by the Washington State Higher Education Coordinating Board's State Approving Agency for enrollment of persons eligible to receive educational benefits under Title 38 and Title 10 USC. For more information see [www.gibill.va.gov](http://www.gibill.va.gov) and [www.evergreen.edu/veterans](http://www.evergreen.edu/veterans).



## ADMISSIONS APPEALS PROCESS

Applicants have the right to appeal admissions decisions if all requirements have been met and there is factual evidence that not all pertinent information was considered, or there is clear evidence of discrimination. Students wishing to initiate an appeal must submit a written statement to the associate vice president for Enrollment Services outlining why the admissions decision should be reevaluated. The statement must contain a clear explanation of facts or specifically document the issues the applicant believes are in question. The applicant may include a comment describing what a fair remedy might be. The associate vice president for Enrollment Services will communicate the disposition of the appeal to the applicant. If the appeal is successful, the applicant's file will be referred back to the graduate program for reconsideration by a new selection committee. The graduate program will notify the applicant in writing of the final admission decision. There are no further options for appeal.

## CONFIDENTIALITY OF RECORDS

Evergreen complies with the Federal Family Education Rights and Privacy Act of 1974, which establishes fair information practices regarding student records at U.S. colleges and universities. Copies of Evergreen's policies may be obtained from the Office of Registration and Records or the Office of Enrollment Services.

## LEAVE OF ABSENCE

If a student has been regularly admitted and registered and has attended at least one quarter, she or he may be eligible for a leave of absence of no more than one year. A leave of absence from the Master in Teaching program is granted for emergency cases only, and is only considered for students who are in good academic standing and provide a written petition to the MiT faculty.

## LEGAL QUALIFICATIONS FOR CERTIFICATION

Washington state law requires all teacher education students and certified teachers to demonstrate good moral character and fitness. A Character and Fitness form documenting one's criminal history, professional and personal behaviors and character references is required along with supporting documentation as needed. Clearance from the Office of Professional Practices may be required for questionable incidents.

State law requires all teacher education students to pass a background check, which includes obtaining fingerprints and being screened by both Washington state and the FBI. This clearance must be completed by the first week in the MiT program. All admitted students will be provided with the necessary instructions and forms prior to Orientation.

Furthermore, the MiT program is required by state law to not only make judgments about a student's knowledge of pedagogy and ability to teach, but also to make a character assessment of professional disposition based on data collected throughout the program for each teacher candidate.

Following is a list of conditions that would prevent an individual from being awarded a teaching certificate in the state of Washington. Individuals admitted to the program must sign a statement regarding these conditions as part of the recommendation for certification.

Conditions that would result in denial for certification (WAC 181-86-013) include:

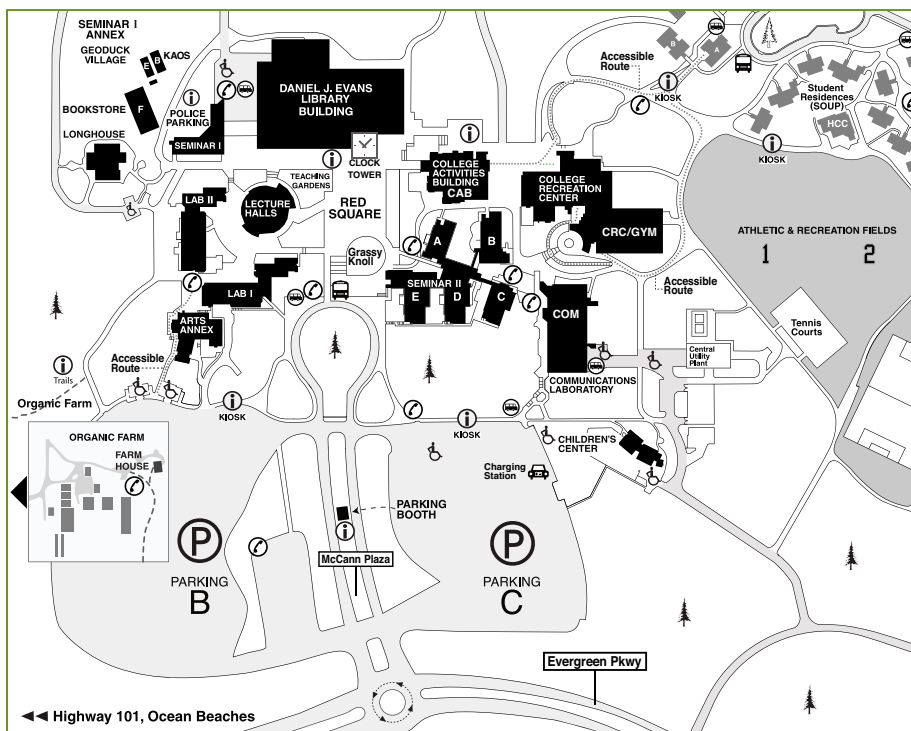
- 1 Conviction (including a guilty plea) of any felony crime involving:
  - A physical neglect of a child under chapter 9A.42 RCW.
  - B physical injury or death of a child under chapter 9A.32 or 9A.36 RCW, excepting motor vehicle violations under chapter 46.61 RCW.
  - C the sexual exploitation of a child under chapter 9.68A RCW.
  - D sexual offenses where a child is the victim under chapter 9A.44 RCW.
  - E the promotion of prostitution of a child under chapter 9A.88 RCW.
  - F the sale or purchase of a child under 9A.64.030 RCW.
- 2 Conviction of any crime within the last 10 years, including motor vehicle violations, that would materially and substantially impair the individual's worthiness and ability to serve as a professional within the public and private schools of the state.
- 3 A behavioral problem that endangers the educational welfare or personal safety of students, teachers or other colleagues within the educational setting.

## PROGRAM DISMISSAL

You will be dismissed from the program if your academic work and/or behavior are considered inconsistent with the conduct, goals and philosophy of the program or with accepted professional conduct in the classroom. Dismissal is a serious matter that is based on deliberations among the cycle cohort faculty, the Master in Teaching director and you. Full credit is required each quarter to remain in the program.



## Resources



For directions to the college, go to [www.evergreen.edu/tour/gethere.htm](http://www.evergreen.edu/tour/gethere.htm).

### CONTACTING MIT

General inquiries should be directed to:

**Master in Teaching Advising Office**  
**The Evergreen State College**  
**Sem II, E 3135**  
**Mailstop Sem II, E 2117**  
**Olympia, WA 98505**  
**360.867.6559**  
**foranm@evergreen.edu**

### OFTEN-USED NUMBERS

**Dial 360.867, then dial:**

Academic Advising.....	6312
Access Services for Students with Disabilities, ADA Compliance .....	6348
TTY: .....	6834
Admissions .....	6170
Career Development Center.....	6193
Children's Center .....	6060
Computer Center .....	6231
Counseling Center .....	6800
Financial Aid Office .....	6205
Library.....	6250
Quantitative Reasoning Center.....	5547
Registration and Records .....	6180
Student Accounts .....	6447
Writing Center.....	6420

The Evergreen State College reserves the right to revise or change rules, charges, fees, schedules, courses, programs, degree requirements and any other regulations affecting students whenever considered necessary. The college reserves the right to cancel any offering because of insufficient enrollment or funding, and to phase out any program. Registration by students signifies their agreement to comply with all current and future regulations of the college. Changes become effective when Evergreen so determines, and apply to prospective students, as well as to those currently enrolled.

Admissions and endorsement requirements and certification guidelines in this catalog were accurate at the time of publication. The Evergreen State College cannot guarantee that changes will not occur in any or all of these areas between now and June 2013. Every effort will be made to keep prospective and current students informed of all changes, whether dictated by Evergreen, the Professional Educator Standards Board or the Washington State Legislature. Academic calendar information for the 2010-12 academic years is available from the Office of the Provost, 360.867.6400.

Accessibility of Information: The information contained in this catalog is available in other media. TTY: 360.867.6834; [www.evergreen.edu](http://www.evergreen.edu).

Photo by Hannah Pietrick '10

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