

# MIT

Master in Teaching 2007 – 2009



EVERGREEN  
THE EVERGREEN STATE COLLEGE  
OLYMPIA, WASHINGTON

# Master in Teaching 2007 – 2009



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 program is more than just a means to certification. It’s a chance 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. Students who select Evergreen as their school 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 with 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,

Dr. Sherry Walton  
Director



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# Multiple Voices in Democracy

## Education as Social Transformation

*“Can prospective teachers learn to be both educators and activists, to regard themselves as agents for change, and to regard reform as an integral part of the social, intellectual, ethical and political activity of teaching?”*

This provocative question, posed more than a decade ago by Marilyn Cochran-Smith, nationally prominent professor of education at Boston University, provides the contextual framework for our study in MIT 2007-09. Each of us has a picture of what it means to be a teacher and a student. We’ve created those pictures based on our own experiences as learners in and out of public schools. However, what we experienced as students may or may not speak to this question.

The faculty of MIT 2007-09 believe that we must challenge our current beliefs about schooling, “teaching,” and who we serve to become effective advocates for all our students. 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. Further, their students will live in a society requiring people to engage in globally connected cultures through creative problem-solving, application of technological skills, effective collaboration with co-workers, and active seeking of information and resources. Thus, if public schools are to effectively prepare students for public life, our work demands we develop critical, reflective educators who respond to externally mandated initiatives in responsible ways that support student achievement.

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 challenge and question the existing structures of schooling in order to create learning environments based on the needs of all students. Therefore, we seek candidates (i) with strong reasoning skills as evidenced by critical reading and integrative writing; (ii) with passionate interests in a variety of areas; (iii) who actively seek out and are open to critical, constructive feedback; (iv) who have a genuine interest in their own intellectual, political, and emotional growth; and (v) are invested in serving the communities where they will teach.

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

The faculty for this cycle of the Master in Teacher Program include: Dr. Terry Ford, Dr. Masao Sugiyama, Dr. George Freeman Jr. and a variety of current classroom practitioners.

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

- What are the impacts of development, emotion, cognitive processing styles, differing abilities, cultural contexts, and recent brain research on teaching and learning?
- What are ways to teach that encourage students’ curiosity and lead them to shape their own questions and pursue their own answers in multiple cultural and societal contexts?
- 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 Educational Reform and the federal legislation, “Leave No Child Behind,” for our students and for us? What does it mean to be a “highly qualified” teacher?
- How will performance based education, including classroom based assessments, affect what and how we teach?
- How are questions of democracy, equity and excellence related to success or failure in our public schools and civic engagement in a democratic society?
- How can understanding social justice help us help our students?
- How are the more traditional literacies of reading, writing, and quantitative reasoning related to personal, economic, and political oppression and power?
- How can 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 find the courage to recognize and address our own biases so we can better serve the diverse students with whom we will work?



Sean P. Riley (05) recently accepted a teaching position at Global Connections High School in Seatac, WA. Sean’s “beliefs about different types of assessment, individualized instruction, and democratic and equitable classrooms” promise to complement the Essential School’s own tenets.

Previously, Sean Riley worked as the department head of the Chilean Navy’s language school in Valparaíso after completing his Master’s in Teaching.

“I found that having a Master in Teaching allowed me to apply to a whole range of international teaching jobs that I would not have been able to apply for with just a BA. Because of my education and training, I now find myself not only teaching, but deciding what books to order and how to arrange scheduling for the next school year.”

*“Based on the teachers I have met and worked with, I continue to believe that MIT is the best teacher-preparation program around.”*

Sean kept a photo-illustrated blog at [www.madrap.net/chile](http://www.madrap.net/chile) detailing his adventures and experiences. “While MIT essentially prepared me for everything...what stands out at this moment is how prepared I am to teach in a variety of ways that engage a variety of learners. For instance, I don’t have a lot of supplies or resources to work with here, but because of the ideas I got while at Evergreen, I am able to create lessons with a little that mean a lot to students... In everything I do, I use my ever-developing talents of creative maladjustment, a talent begun at Evergreen.”

Now that he will be serving locally, Sean can integrate the learning he has done internationally within an alternative structure to traditional public schools. His Evergreen experience, however, is what has created a strong foundation for any type of teaching, in any locale. “Based on the teachers I have met and worked with, I continue to believe that MIT is the best teacher-preparation program around.”



# A Graduate Teacher Education Program With A Difference

### PROGRAM CONCEPT

The Master in Teaching program is a nationally recognized, 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, students 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

The Master in Teaching program applies the Evergreen Coordinated Studies model 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. For example, in place of separate courses on assessment, multicultural education and child and adolescent development, collective information is infused coherently throughout the program in an interdisciplinary program format by teams of faculty members and expert consultants.

How does this happen? An interdisciplinary team of 45 students and three faculty members forms a community of learners to explore curricular themes. This allows for a flexible, intensive schedule that creates a climate in which interactive learning can occur and student input is highly valued. Competition among students is de-emphasized while collaborations among students, faculty and K–12 teachers are encouraged. Ranking of students and faculty does not take place. Weekly seminars, in which one faculty member and approximately 15 students analyze readings and review field experiences, are a central component of this Coordinated Studies model.

### 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, the absence of separate academic departments and an emphasis on primary learning materials, interactive student-teacher dialogue, professional-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.

Planning for the Master in Teaching program began in the mid-1980s in response to state and national calls for reform in teacher preparation. 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, which graduated its first students in 1992, 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.

# Program Themes

### 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 performance-based assessment can promote these values. Using an interdisciplinary approach, we weave together three major themes of content and associated processes throughout the Master in Teaching curriculum.

### DEMOCRACY AND SCHOOLING

We look at what it means to work and learn in a democracy operating within a state-supported, advanced capitalist economy. We help students to understand the evolution of our current democracy and to critique practices that exclude particular groups from equitable participation in society. Democracy is presented as a multidimensional concept and prospective teachers are guided toward professional action and reflection on the implications of the teacher’s role in enacting democratic school-based decision-making that is inclusive of parents, community members, school personnel and students, as well as democratic classroom learning environments that are learner-centered and collaborative.

### MULTICULTURAL AND ANTI-BIAS PERSPECTIVE

The curriculum reflects 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. We believe in recognizing and articulating differences of ethnicity, race, gender and sexual orientation rather than erasing or marginalizing them. We seek to expose Master in Teaching students to the consequences of their cultural encapsulation in an effort to help future teachers acquire a critical consciousness. We believe future teachers must be ready to provide children and youth with culturally responsive and equitable schooling opportunities.

### DEVELOPMENTALLY APPROPRIATE TEACHING AND LEARNING

We understand that no single instructional model or limited set of teaching methods responds to the complex cognitive processes associated with K–12 learning. Our curriculum reflects the varied social, emotional, physiological and cognitive growth processes that shape how children and youth receive, construct, interpret and act on their experiences. We also understand that the competence of students is performance based. A broad-based curriculum that is interdisciplinary, developmentally appropriate, meaningful and guided by a competent and informed teacher, as well as by learner interests, results in active learning.



# Program Structure

The Master in Teaching program is a full-time, two-year, professional teacher preparation program. There are six 10-week quarters, 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, students spend nearly 70 percent of their time directly involved in K–12 schools. Students 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.

Begun in the first year and presented in the second, the Master’s Project provides the opportunity to intensively explore current research on a teaching-related topic of keen interest to the student.

**FOR THE FIRST YEAR, 2007–08, STUDENTS:**

- meet three days a week on the Olympia campus during the regular academic calendar year
- spend an average of one day a week observing and participating in curriculum development and guided teaching in K–12 schools (following the public school schedule). During fall quarter 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.

**IN THE SECOND YEAR, 2007–08, STUDENTS WILL:**

- complete two full-time student-teaching experiences lasting approximately 10 weeks each
- return to campus for one quarter with a focus on intensive reflection, continuing professional preparation, job placement activities and presentation of the master’s project.

**TOPICS STUDIED AND CREDITS EARNED**

During the two years of the Master in Teaching program, students are awarded up to 16 credits for each quarter of study, for a maximum total of 96 credits. Credits earned in the program reflect the Washington Administrative Code’s “Knowledge and Skills” expectations for beginning teachers and the conceptual framework of The Evergreen State College Master in Teaching program.

In keeping with the interdisciplinary nature of the Master in Teaching program, topics are interwoven throughout the curriculum rather than being isolated in separate courses.

The following list provides examples of topics included in the Master in Teaching program:

- 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

Topics studied and credits earned are documented in a narrative transcript. Credit is awarded at the end of Year One and on a quarterly basis for Year Two. At Evergreen, a student’s transcript for each quarter of work is comprised of (1) a narrative evaluation written by the faculty member, (2) a self-evaluation written by the student and (3) a course description. The faculty member’s narrative evaluation always concludes with a list of “credit equivalencies”— a list of the 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. During one quarter of the program, you may earn equivalencies in four to six disciplines such as educational psychology, multicultural education, learning theories, etc. Credit equivalencies are determined at the conclusion of a quarter and are based on actual student work completed.

TWO-YEAR PROGRAM OUTLINE		
YEAR ONE	BETWEEN YEARS ONE & TWO	YEAR TWO
<b>FALL QUARTER</b> <ul style="list-style-type: none"><li>▪ building a learning community</li><li>▪ seminars, lectures, workshops</li><li>▪ guided observations in schools*</li><li>▪ begin Master’s Project</li></ul> <b>WINTER QUARTER</b> <ul style="list-style-type: none"><li>▪ seminars, lectures, workshops</li><li>▪ guided participation in schools*</li><li>▪ candidacy review for Year Two</li><li>▪ continue Master’s Project</li></ul> <b>SPRING QUARTER</b> <ul style="list-style-type: none"><li>▪ seminars, lectures, workshops</li><li>▪ curriculum development and guided teaching in schools*</li><li>▪ continue Master’s Project</li></ul>	<b>SUMMER</b> <ul style="list-style-type: none"><li>▪ complete any needed subject-matter coursework prior to the beginning of Year Two student teaching</li><li>▪ finalize Master’s Project</li></ul>	<b>FALL QUARTER</b> <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> <b>WINTER QUARTER</b> <ul style="list-style-type: none"><li>▪ intensive reflection</li><li>▪ seminars, lectures, workshops</li><li>▪ presentation of Master’s Project</li><li>▪ job placement activities</li></ul> <b>SPRING QUARTER</b> <ul style="list-style-type: none"><li>▪ full-time student-teaching*</li><li>▪ weekly student-teaching seminar</li></ul>
*Master in Teaching students are responsible for finding transportation to and from field sites and other program-related activities.		

**STUDENT TEACHING INTERNSHIPS**

Teacher candidates in the Master in Teaching program benefit from two full-time, 10-week, student teaching experiences. Consistent with our goals for graduate-level teacher preparation, an interim quarter is provided between the two student-teaching assignments for personal reflection and attention to professional development topics.

The two student teaching internship placements are at different grade levels and in different schools, giving you a well-rounded exposure to teaching in your subject endorsement area/s with a variety of public school students. You will be placed in classrooms where cooperating teachers have been identified by school districts as appropriate mentors for our teacher candidates.

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 stu-

dent-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, you will be able to (a) build upon your previous teaching experience, (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 State Assessment Pedagogy Instrument.

PROGRAM OUTCOMES

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 your 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
- design and implement engaging, student-centered, thematically based instructional experiences
- work with different-sized groups of students

EXPECTATIONS AND STANDARDS

The Master in Teaching program upholds graduate-level academic and professional standards, leading to Residency Teaching Certificates and Master in Teaching degrees for all students who complete the program and remain in good academic standing.

The faculty team for each program cycle provides students with a covenant of mutual responsibilities and program requirements. Expectations for successful completion of the program are explained in detail in the program covenant, found in the MIT Student Guidebook to Policies, Procedures and Resources distributed to all incoming Master in Teaching

students. Additional expectations are found in the MIT Student Teaching Handbook and in individual program-specific syllabi and assignments.

The following list summarizes the criteria for a Master in Teaching student to remain in good academic standing. Through program work, as documented in portfolios, the Advancement to Candidacy interview, narrative evaluations and student teaching internship evaluations, the student must demonstrate:

- 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
- interpersonal verbal and written communication skills necessary for K–12 teaching and for interacting effectively with professional colleagues, as determined by the professional judgment of faculty and public school cooperating teachers

Recommendation for certification is determined by the faculty upon successful completion of the program, including completion of all endorsement requirements and two student teaching internships.

TEACHING CERTIFICATION RECIPROCITY WITH OTHER STATES

The state of Washington holds reciprocity agreements with most states through the National Association of State Directors of Teacher Education and Certification (NASDTEC). Washington teaching certification is recognized by nearly all other states through NASDTEC interstate contracts. Some states issue “limited certificates” that may require teacher candidates to complete additional requirements (typically state-specific coursework and/or tests) within a specified period of time. Additional information can be found at [www.nasdtec.org/agreement.tpl](http://www.nasdtec.org/agreement.tpl)



Kelli Fisher considered several offers before moving to Decatur Island in the San Juan Islands to teach at the smallest public school in Washington.

Kelli will be the only schoolteacher on the island, providing for grades one through eight in an adorable, one-room, red schoolhouse (this year her student body will number a grand total of three). “The same teacher has been teaching there for about 28 years, and she is retiring. I’m looking forward to exercising much of what I learned at Evergreen (lots of interdisciplinary, creative, multi-age good stuff), and the Lopez Island School District is completely supportive. Besides all of the work ahead of us in the next couple of months, this move is a dream come true.”

This unique opportunity challenges her with more than the education of the youngest residents of the island. “There are about 70 or so full-time residents, and the island swells to about 1000 people in the summer. The community is very close, and we immediately felt at home. There are definitely common ideals of community: kids, dogs, resourcefulness, creativity and, well, just a ‘down-to-earth-ness’ that is nurturing and supportive. I had to have a ‘community interview’ as the island teacher is somewhat the center of the community.” Besides her teaching duties, Kelli will participate in annual, community-funded field trips abroad with her students, and will be welcomed as a leader responsible for many community events and happenings.

*“I’m looking forward to exercising much of what I learned at Evergreen (lots of interdisciplinary, creative, multi-age good stuff). This move is a dream come true.”*



# Admissions & Application Information

## ADMISSIONS CRITERIA

The state of Washington and this MIT program have the goal to prepare the finest teachers possible, thus Evergreen seeks the most highly qualified individuals for admission.

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 and, possibly, a personal interview.

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 ability, including liberal arts breadth, completion of general education prerequisites and strong writing and reading comprehension
- quality of endorsement area content preparation
- 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
- 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
- completeness of application materials and the care with which the content has been prepared

## GENERAL PREREQUISITE REQUIREMENTS

Regardless of endorsement area/s, all candidates must complete 4 credits of college level mathematics, 8 credits of social science and 12 credits of writing (which can include writing-intensive courses) before starting the Master in Teaching program. You indicate how you have fulfilled these general prerequisites on the MIT application. Only courses earned with a minimum grade of C, or 2.0, or satisfactory evaluation will be accepted. A baccalaureate degree is required by the beginning of the program.

## ENDORSEMENTS

All applicants are required to select one “certificate endorsement,” which establishes the subject and grade levels you will be qualified to teach. Another endorsement can be selected. Candidates pursuing Bilingual Education, Early Childhood Education, Dance, English as a Second Language, Special Education or Theatre Arts must select a second endorsement. Candidates pursuing Elementary Education cannot select a secondary endorsement. The endorsements available through the MIT program are listed below.

- Early Childhood Education<sup>1</sup>
- Elementary Education
- Middle Level Humanities
- Middle Level Math/Science
- Secondary Biology
- Secondary Chemistry
- Secondary Earth Science
- Secondary English/Language Arts
- Secondary History
- Secondary Mathematics
- Secondary Physics
- Secondary Science
- Secondary Social Studies
- All Level Bilingual Education<sup>2</sup>
- All Level Dance<sup>2</sup>
- All Level Designated World Languages (French, German, Japanese, Spanish)<sup>3</sup>
- All Level English as a Second Language<sup>2</sup>
- All Level Special Education<sup>2</sup>
- All Level Theatre Arts<sup>2</sup>
- All Level Visual Arts<sup>3</sup>

## WHEN TO APPLY

The Admissions Office begins accepting applications October 1. You may begin the application process by submitting your application form and the \$50 fee to the Office of Admissions. The remaining application materials may follow.

Those applications fully completed (all 10 items) by Jan. 2 will be reviewed first. Thereafter, applications will be considered as they are fully completed and reviewed. Applications must be fully completed with all items received by April 16 to be guaranteed consideration. Applications not completed by the deadline will be considered on a space-available basis only.

Once an application is fully complete, the review process generally takes six to eight weeks. Admissions notification letters are sent by mail. Applicants receiving offers of admission are required to confirm their participation in writing and submit a \$100 non-refundable tuition deposit to the college’s Office of Admissions.

We urge prospective students to plan ahead and complete their applications as early as possible to ensure full consideration. Admission to the Master in Teaching program is competitive. Available spaces are offered to the most qualified candidates as their respective applications are received and reviewed.

You may contact Admissions, 360.867.6170, to monitor the receipt of your application materials, especially those that are being sent directly to your file from elsewhere (e.g., letters of recommendation, test scores and official transcripts from all colleges).

## ADDITIONAL INFORMATION ABOUT THE REQUIRED ADMISSIONS TESTS: WEST-B AND WEST-E/PRAXIS II

Passing a basic-skills assessment (reading, writing and mathematics) and passing one or more specific content area assess-

ments is required for completion of all Washington-approved teacher preparation programs.

Passing all sections of the Washington Educator Skills Test-Basic (WEST-B) is required for admission to the MIT program. The WEST-B is administered by the National Evaluation Systems, Inc. The WEST-B consists of three separate sub-tests: Reading, Writing and Mathematics. The state-determined minimum passing score is 240 out of 300 points on each of the three WEST-B sections. You must pass all three sections of the WEST-B to be admitted to the MIT program. It will be given six times from Sept. 2006 thru July 2007 academic year. The cost for taking the WEST-B is \$85 (\$10 registration fee and \$25 per sub-test). You can find detailed information about the test and about registration at [www.west.nesinc.com](http://www.west.nesinc.com).

Out of state MIT applicants may provide, instead of the WEST-B, official scores from the Educational Testing Service on the Praxis I: Pre-Professional Skills Tests (PPST) of at least 177 for reading, 176 for math and 174 for writing, or scores from a computerized Praxis I of 325 for reading, 321 for math and 321 for writing, or passing scores from California or Oregon on the CBEST of 37 for reading, math and writing, composite score of 123 or better.

Passing the appropriate Washington Educator Skills Test-Endorsement content area test (WEST-E) for each endorsement area is also required for admission to the MIT program. For most endorsements<sup>1</sup> the WEST-E is a Praxis II subject assessment administered nationally by the Educational Testing Service. The specific Praxis II tests required in Washington are listed below. The WEST E/Praxis II tests will be given six times during the 2006–07 academic year. The cost for taking the WEST-E/Praxis II includes a \$40 registration fee and a \$75-\$85 fee per subject assessment. If you have extenuating circumstances, please contact the MIT advisor as soon as possible. For WEST-E test dates, registration information and content outlines go to [www.ets.org/praxis/prxwa.html](http://www.ets.org/praxis/prxwa.html).

## WEST-E/PRAXIS II SUBJECT ASSESSMENTS REQUIRED FOR WASHINGTON STATE ENDORSEMENTS

Endorsement	Praxis II Assessments	Passing score	Endorsement	Praxis II Assessments	Passing score
Bilingual Education	20360 English to Speakers of Other Languages	580	English as a Second Language	20360 English to Speakers of Other Languages	580
Biology	20235 Biology: Content Knowledge	152	History	10081 Social Studies: Content Knowledge	157
Chemistry	20245 Chemistry: Content Knowledge	152	Mathematics	10061 Mathematics: Content Knowledge	134
Designated World Languages	20173 French: Content Knowledge	158	Middle Level Humanities	10049 Middle School English Language Arts	158
	20181 German: Content Knowledge	160		20089 Middle School Social Studies	157
	10191 Spanish: Content Knowledge	160	Middle Level Math/Science	20069 Middle School Mathematics	152
Early Childhood Education	20021 Education of Young Children	170		10439 Middle School Science	145
Earth Science	20571 Earth and Space Sciences: Content Knowledge	150	Physics	10265 Physics: Content Knowledge	140
Elementary Education	10014 Elementary Education: Content Knowledge	141	Science	10435 General Science: Content Knowledge	153
English/Language Arts	10041 English Language, Literature, & Composition: Content Knowledge	158	Social Studies	10081 Social Studies: Content Knowledge	157
			Special Education	20353 Education of Exceptional Students: Core Content Knowledge	152
			Theatre Arts	10640 Theatre	560
			Visual Arts	10133 Art: Content Knowledge	155

4 There are no WEST-E/Praxis II tests for Dance and Japanese. To be assessed in these areas, please contact the MIT office at 360.867.6559.

1 If you choose Early Childhood Education, you must have completed an approved ECE articulation degree at a Washington State community college and also pursue the Elementary Education endorsement.  
2 If you choose one of these endorsement areas, you must also choose another endorsement area.  
3 If you choose one of these endorsement areas, you are strongly encouraged to also choose another endorsement area.

# Application Checklist

Submit the following materials directly to:  
**Office of Admissions,  
The Evergreen State College  
Olympia, WA 98505**

Call 360.867.6170 if you have questions.

- ☐ A fully completed Master in Teaching Admission Application Form.
- ☐ A non-refundable processing fee of \$50 payable by check to The Evergreen State College.
- ☐ A résumé that includes all key educational, employment and volunteer experiences, past and current, relevant to your success as a teacher. This must include a statement of your experience within the past two years in a public school classroom, observing or working with students at the grade levels you wish to teach.
- ☐ 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, please contact the MIT Advising Office at 360.867.6559 for the appropriate worksheet to be mailed to you.
- ☐ Official transcripts from all colleges or universities attended (including Evergreen). Transcripts should verify a grade point average (GPA) of 3.0 or higher on the final 90 hours of an undergraduate transcript, or an equivalent level of scholarship on narrative transcripts. A transcript must 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.
- ☐ Credentials, including original documents submitted in support of an application for admission, become the property of the college and are not returnable or reproducible. You should keep copies of everything you submit.
- ☐ Official results from all portions of the Washington Educator Skills Test-Basic (WEST-B). You can find information about this test and register for it at [www.west.nesinc.com](http://www.west.nesinc.com).
- ☐ Official Washington Educator Skills Test-Endorsements/Praxis II(WEST-E) results for each endorsement area selected. For most endorsements, you can find information and registration information about the WEST-E test/s at [www.ets.org/praxis](http://www.ets.org/praxis).
- ☐ 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.
- ☐ A typed two-page personal statement explaining:

**A** why you want to teach

**B** why you decided to apply to Evergreen’s MIT Program
- ☐ A typed two-page essay in which you:

**A** critically examine the statement below and

**B** examine how your background, behaviors and experiences have prepared you to face these issues.



**Graduate Studies**  
The Evergreen State College  
Olympia, Washington

## 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 InstitutionDate ConferredMajor

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

### PERSONAL DATA

☐Male

☐Female

Social Security Number

\_\_\_\_-\_\_\_\_-\_\_\_\_

Evergreen ID# (if known)\_\_\_\_\_

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.

Legal Name\_\_\_\_\_

LastFirstMiddleJr., etc.

**Former Name(s):** If your first or last name(s) has changed, indicate your former full name(s).

\_\_\_\_\_  
LastFirstMiddleJr., etc.

\_\_\_\_\_  
LastFirstMiddleJr., etc.

Mailing Address

Number and Street\_\_\_\_\_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)

Number and Street\_\_\_\_\_Apt.\_\_\_\_\_

City\_\_\_\_\_State\_\_\_\_\_Zip\_\_\_\_\_

Phone (\_\_\_\_)\_\_\_\_\_Alternate Number (\_\_\_\_)\_\_\_\_\_

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

Date of Birth\_\_\_\_\_Birthplace\_\_\_\_\_

Month/Day/YearCityStateCountry if other than U.S.

Are you a resident of Washington state?

☐No

☐Yes:\*

from\_\_\_\_\_to\_\_\_\_\_

Month/Day/YearMonth/Day/Year

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

Country of Citizenship

☐U.S.A.

☐Other\_\_\_\_\_

What is your country of permanent residence? (Specify country)\_\_\_\_\_

Current U.S. visa type and date granted\_\_\_\_\_



Are you a United States military veteran? ☐ No ☐ Yes

Months of Active Duty

Separation Date

ETHNIC AND RACIAL INFORMATION

34. Optional

Are you Spanish/Hispanic/Latino?

(Mark the “No” box if not Spanish/Hispanic/Latino)

☐ No, not Spanish/Hispanic/Latino

☐ Yes, Cuban

☐ Yes, Mexican, Mexican American, Chicano

☐ Yes, Puerto Rican

☐ Yes, other Spanish/Hispanic/Latino

☐ Other Please specify

☐ Other Please specify

35. Optional

What is your race?

(Mark one or more to indicate your racial background.)

☐ White/Caucasian

☐ Black/Afican American

☐ American Indian or Alaska Native

Print name of enrolled or principal tribe below

If you are Asian or Pacific Islander

(Mark one to indicate your racial background.)

☐ Asian Indian

☐ Chinese

☐ Filipino

☐ Japanese

☐ Korean

☐ Vietnamese

☐ Other Asian Please specify

☐ Native Hawaiian

☐ Guamanian or Chamorro

☐ Samoan

☐ Other Pacific Islander Please specify

This completed application form, accompanied by the \$50 non-refundable application fee and other required application materials (see below) must be submitted to the Office of Admissions. Applications completed by January 2 will be considered for early decision. Applications completed between January 3 and April 16 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 page 12 of the Master in Teaching catalog. 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.

Name of applicant

Which endorsements are you seeking?

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

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.)

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” 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 letter from professors may be required to substantiate the claim.

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 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 (Mo/Yr)From/To	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 Information

As part of the application process, applicants each select one or two specific endorsement areas that match the grade level/s and subject/s they plan to teach.

The MIT admissions committee expects that successful applicants will meet or exceed the minimum coursework expectations described below for each of their endorsement areas. In conjunction with passing the WEST-E, meeting these coursework expectations provides evidence that applicants have the content knowledge needed to support their future teaching.

An applicant who has not yet met the minimum expectations for content preparation in his/her endorsement/s may be granted acceptance into the program conditional upon meeting additional coursework requirements that will be specified in the offer of admission. If such additional requirements are specified, no more than 8 credits can be remaining at the time the program begins and all must be completed by the start of

the second year of the program. Failure to complete content preparation requirements within this timeframe will result in discontinuation in the program.

If you believe that elements of content knowledge in your endorsement area have been acquired through life experience or independent study, and you have passed the associated WEST-E, you may request that one or more of the coursework expectations listed on your endorsement worksheet be waived based on that experience. To request such a waiver, write “experience/independent study” on the corresponding line(s) of your endorsement worksheet and then include a letter explaining specifically what you have done and why you believe this experience and/or study can reasonably substitute for the specific coursework expectation(s) you have indicated. You are strongly encouraged to submit additional evidence with your application that provides documentation of both your experience and your learning (for example, additional letters of recommendation).

ELEMENTARY EDUCATION

The Elementary Education certificate 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:

- Children’s and Adolescent Literature—4 credits
- Arts: defined as dance, music, theatre arts, visual arts—4 credits
- Health—3 credits, and copy of current CPR and first aid card
- Mathematics : to include algebra, geometry and statistics—8 credits
- Science: to include life science, physical science, and lab experience in either science—8 credits
- Social Studies: to include U.S. history, world geography, economics, civics and Pacific Northwest history—12 credits. Background in world history is also encouraged.

Early Childhood Education

Those applying for this endorsement must have met all current requirements for the AAS-T degree in Early Childhood Education at a Washington state community college. For MIT admission purposes, the Elementary Education endorsement must also be pursued along with the early childhood education endorsement.

MIDDLE LEVEL ENDORSEMENTS

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

Middle Level Humanities

Minimum coursework expectations for this endorsement are:

- Language arts—14 total credits, to include 2 credits of adolescent literature, 4 credits of multicultural literature, 4 credits language structure (grammar) and 4 credits of communications (such as speech, acting, journalism, media analysis.)
- Social studies—20 total credits, to include 4 credits of U.S. history (including the Civil War period), 4 credits of world geography, 4 credits of economics, 4 credits Pacific Northwest history (historical and contemporary) and 4 credits of civics (political science that includes U.S. government structure and policies). World history is also recommended.

Middle Level Math-Science

Minimum coursework expectations for this endorsement are:

- Math—12 total credits, to include at least 4 credits of calculus, and some coursework in geometry, algebra and statistics
- Science—12 total credits, to include a life science course, a physical science course and a science course with a lab. Earth science recommended.
- Additional credits in math and/or science to reach a minimum of 36 total credits

SECONDARY ENDORSEMENTS

Secondary certificate 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 that includes significant lab work as well as coursework in each of the following:

- Botany
- Chemistry
- Ecology
- Evolution
- Genetics
- Microbiology or cell biology
- Zoology
- Biology in contemporary issues

Chemistry

Minimum coursework expectations for this endorsement are 45 credits in chemistry that include significant lab work as well as coursework in each of the following:

- General principles of chemistry—12 credits
- Organic chemistry/Biochemistry
- Quantitative analysis
- Physics
- Chemistry in contemporary issues, or philosophy of science or applied chemistry course

Earth Science

Minimum coursework expectations for this endorsement are 45 credits in earth science that include significant lab work as well as coursework in each of the following:

- Physical geology
- Historical geology
- Oceanography
- Astronomy
- Meteorology
- Environmental issues related to earth science

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 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

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 includes chronological, multicultural and women’s history—12 credits
- Pacific Northwest history—4 credits
- World, regional or country history—8 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 in physics that include significant lab work as well as specific coursework in each of the following:

- General calculus-based physics—minimum 12 credits
- Principles of modern physics, including quantum mechanics and relativity theory—minimum 4 credits
- Physics in contemporary issues

Science

Minimum coursework expectations for this endorsement are 60 credits with significant lab work in the sciences, including some credit in each of the areas of study listed below.

- Coursework expectations for one of the endorsement areas of biology, chemistry, earth science or physics—45 credit minimum
- Coursework in each of the remaining three sciences—total of 15 credits with at least 4 credits in each science

Social Studies

Minimum coursework expectations for this endorsement are 60 credits, including some credit in each of the areas of study listed below.

- U.S. history that includes all major eras, pre-European to present day, and includes chronological, multicultural and women’s history—12 credits
- Pacific Northwest history—4 credits
- World, regional or country history—8 credits (recommend some non-Western)
- Geography—4 credits
- Economics—4 credits
- Political science, civics or government—4 credits minimum. Recommend 8 U.S. and international)
- Anthropology, psychology or sociology—8 credits

ALL LEVEL ENDORSEMENTS

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

Bilingual Education

Minimum coursework expectations for this endorsement are 24 credits (45 credits preferred), including specific credit and evidence as described below. For MIT admission purposes another endorsement is required with the Bilingual endorsement.

- Some academic credit in a second language and a letter from a qualified authority verifying proficiency in speaking, listening, reading and writing in that language
- History and theory of bilingual education—4 credits
- Language acquisition theory (first- and second-language acquisition and development)—4 credits
- Teaching methodology for English as a second language—4 credits
- Literacy assessment (knowledge of the development and assessment of literacy in the primary language)—4 credits
- Instructional strategies in reading (development and assessment of bi-literacy)—4 credits
- Cross-cultural teaching and learning strategies (knowledge and ability to utilize cultural differences, including contributions of diverse cultural groups to Washington state and the United States)—4 credits

Dance

Minimum coursework expectations for this endorsement are 30 credits in dance, including some credit in each of the areas of study listed below. Please note that for MIT admission purposes, another endorsement is required with the dance endorsement. A portfolio of specific videotaped evidence and reflections is also required. Please contact the MIT advisor for specifics.

- Elements of dance
- Composition, improvisation or choreography
- Dance science
- Dance production
- Social, cultural and historical contexts and connections with dance
- Equipment and facilities safety



Designated World Language

Minimum coursework expectations for this endorsement are 24 credits (45 credits 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 the 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, and a letter from a qualified authority verifying proficiency in speaking, listening, reading and writing in that language (to the “Intermediate High” level as defined by the American Council of Teaching Foreign Languages)
- Language acquisition theories—4 credits
- Foreign language teaching methodology—4 credits
- Interdisciplinary integration related to the world language (incorporate 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 (could be demonstrated by coursework in which 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)

English as a Second Language (ESL)

Minimum coursework expectations for this endorsement are 24 credits (45 credits preferred) in ESL including specific credit and evidence as described below. For MIT admission purposes another endorsement is required with the ESL endorsement.

- Language acquisition theory/applied linguistics—4 credits
- Cross-cultural teaching and learning strategies—4 credits
- Planning and managing ESL instruction—4 credits
- Instructional strategies/teaching methodologies for ESL—4 credits
- Literacy assessment (knowledge of assessment of literacy of ESL learners)—4 credits
- ESL policy and history (history and legal issues around the issues of English-language learners)—4 credits

Special Education

Minimum coursework expectations for this endorsement are 24 credits (45 credits preferred) in Special Education, including some credit in each of the areas of study listed below. For MIT admission purposes another endorsement is required with the special education endorsement.

- Foundations of special education (history, philosophy, legal issues)
- Characteristics of learners and individual learning differences
- Assessment, diagnosis and evaluation
- Planning, content and practice of special education curriculum
- Planning and managing the teaching and learning environment
- Managing student behavior and social interaction skills
- Communication and collaborative partnerships with individuals, families, professionals and the community
- Professionalism and ethical practices

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.

- Acting skills, including improvisational and script-based
- Theatrical design and construction
- Directing
- Stage management
- Analysis and criticism (of script and performance)
- 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.

- Skills and techniques in multiple media (e.g., painting, sculpture, drawing, computer, 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 provided by Evergreen to evaluate your endorsement preparation coursework and determine future coursework needed to meet the minimum expectations.
- 2 Download the appropriate endorsement worksheet/s from the Web at [www.evergreen.edu/mit/application/apply.htm](http://www.evergreen.edu/mit/application/apply.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 pdf and Word formats. If using the Word format, 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 your completed worksheets to the Office of Admissions with your application.
- 5 Two sample worksheets are provided on pages 15 and 16 of this catalog.
- 6 For Evergreen coursework, please indicate program number and appropriate credit equivalencies rather than program title.

- 7 A course used to fulfill a general education prerequisite on the Master in Teaching application may also be used to fulfill an endorsement expectation. Coursework in which an applicant has earned less than the grade equivalent of a C (2.0 based on 4.0 system) is not acceptable for fulfilling endorsement expectations.
- 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 Officer with transcript evaluation.



ENGLISH LANGUAGE ARTS ENDORSEMENT WORKSHEET SAMPLE ONLY

SAMPLE WORKSHEETS

WEST E (PRAXIS II) English Language: Literature & Composition			Date taken or to be taken:		Score (if known): not known		
Minimum Coursework Expectations		Course Abbrev & Num Or Tesc Prog #	Course Name; For TESC 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	# Quarter Credits	College Or University	X If Completed	Date Completed/to Be Completed
28 credits of literature: American, British, world, multicultural, and adolescent— must include representation from the following genres: poetry, drama, fiction and nonfiction	American literature	ENGL 250	Intro American Literature	5	UW	X	12/01
	British Literature	planned	Shakespeare	5	SPSCC		3/07
	world literature	ENGL 260	Non Western World Literature	5	Centralia College	X	6/02
	multicultural literature	ENGL 458	African-American Literature	3	UW	X	3/02
	adolescent literature	40366	Adolescent Literature	2	TESC	X	7/04
	poetry	LIT 380	Intro to Poetry	5	SPSCC	X	8/02
	drama	LIT 190	Intro to Drama	5	Centralia College	X	6/02
	fiction	40232	Irish Literature	2	TESC	X	9/03
	non fiction	ENGL 340	African American Literature	2	UW	X	3/02
	other literature	planned	Faulkner contract	2	TESC		7/07
12 credits in the writing process for example, courses in expository, technical, and narrative writing		ENGL 131	Composition: Exposition	5	Centralia College	X	6/03
		40185	Technical Writing	8	TESC	x	12/03
		ENGL 102	Composition and Research	5	Centralia College	X	7/03
8 credits of communication for example speech, journalism, media analysis, acting,		40232	Literary Analysis	2	TESC	X	9/03
		SPEE 101	Fundamentals of Public Speaking	3	Centralia College	X	3/03
		DRAMA 115	Dramatic Performance	3	Centralia College	X	3/03
		COM 150	Intro to Mass Media	3	SPSCC	X	6/02
4 credits of language skills and structure for example: linguistics, grammar		planned	Intro to Linguistics	4	TESC		7/07
Other language arts		Jour 106	Intro to News Writing	3	Centralia College	X	6/03

ELEMENTARY EDUCATION ENDORSEMENT WORKSHEET SAMPLE ONLY

WEST E (PRAXIS II) Elementary Education				Date taken or to be taken:		Score (if known): unknown		
		course abbrev & num or TESC prog #	Course Name; for TESC 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	# Quarter Credits	College Or University	X If Completed	Date Completed/to Be Completed	
Minimum Coursework Expectations								
4 credits of child/adolescent literature		40041	Children's and Adolescent Literature	4	TESC	X	8/06	
8 credits of Mathematics, to include algebra, geometry, probability and statistics	algebra	MATH 120	Precalculus	5	Clark College	X	12/00	
	geometry	planned	Math for Elem Teachers	2	TESC		8/07	
	probability / statistics	planned	Math for Elem Teachers	2	TESC		8/07	
	other mathematics							
4 credits in the Arts: 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	
3 credits in Health plus current first aid/CPR training	heath	HLTH 140	Health and Fitness	3	Clark College	X	3/01	
	CPR/first aid		Olympia Fire Department, expires 6/07			X	7/03	
8 credits of Science to include life science, physical science, lab science	life science	BIOL 101	Introduction to Biology	4	Clark College	X	3/01	
	physical science	GEOL 240	Geology of the Pacific Northwest	5	Clark College	X	6/02	
	lab science	BIOL 101	Introduction to Biology	1	Clark College	X	3/01	
	other science	ASTR 290	Planetary Physics	3	Clark College	X	12/01	
12 credits of Social Studies to include US history, Pacific Northwest history, world geography, civics, economics	US history	HIST 120	US History to 1840	5	Clark College	X	12/00	
	world geography	to be planned						
	civics	POLS 370	Comparative Politics	4.5	WSU	X	5/03	
	economics	40181	Economics for the Rest of Us	4	TESC		8/07	
	Pacific Northwest history	HIST 322	History of the Pacific Northwest	4.5	WSU	X	5/04	
	other soc sci	PSYC 422	Brain Psychology	4.5	WSU	X	12/02	



Uptate et, conse mincidu ipsusti ssequis am, volore con henibh et prat alisciniat. Ut am, se mincip erillam etuerat. Ut velessim quat. Tat iure facinim vel ipis nit vulla augue tio dui esse doluptat niscinim iriure delendre voloree tumsan henim vel do digna at nonsequ atueriu scipis eugiamet dui tie commy nullaor eetuer sim zzrit lore facidunt prat lan henit vulland ignibh ero dolobortis am ipsusci duismol orperiustrud delenit pratem alis ad ea auguer ilisl exero esequat. Min volesectet ad eum vulput il ex erat. Ut adipis ex eummodolut ex eratis del utpat, susciduisis ex ea faci ex eu feum vel ulputatie valor ing er acin exero corpero dolorem am duis adit lum vercill aorerae sequat. Ut lorem dolut autet la feu feu feu feum quatem vel eraessed ea augiate doluptate tatue commodio dolor sis elit ero od et, corer irit lutpatuerate digniscip ex ea feugiam, con henit ver se magnit venim quam ad dit iustis dolenim dit laore minibh esequat alis euissis modolor tionsed mod do od te ent ipismodiat. El utet valor sum atem irilit vercill andrer sum dolore

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# Faculty & Staff

Members of the interdisciplinary faculty team for the 2007–09 cycle of the Master in Teacher program include Terry Ford, Masao Sugiyama, George Freeman Jr., various Evergreen faculty and a variety of current classroom practitioners.



Sherry Walton, Master in Teaching Director. B.A., Education, Auburn University, 1970; M.Ed., Developmental Reading, Auburn University, 1977; Ph.D., Theories in Reading, Research and Evaluation Methodology, University of Colorado, 1980. Faculty team 2003–05 and 2005–07. “My current areas of interest include literacy education, assessment, research methodology and design and theories of learning.”



Terry Ford, B.A., English, Whitman College, 1983; Ed.M., Secondary Education, Washington State University, 1988; Ph.D., Literacy Education, Washington State University, 1993. Faculty team 2003–05. “My current areas of interest include literacy education, multicultural education, curriculum integration, technology, qualitative research methods and critical pedagogy.”



Loren Petty, Field Experience Officer, Program and Assessment Specialist, Professional Certification Coordinator. B.A., Community Services, St. Martin’s College, 1991.



Scott Coleman, B.S., Biology, State University of New York, College at Brockport, 1973; M.A., Elementary Education, San Diego State University, 1980; Ph.D., Instructional Systems Technology, Indiana University, 1989. “My interests include instructional design, assessment and technology.”



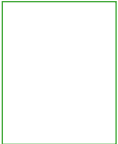
George Freeman, B.A., Liberal Arts, Secondary Education, Adams State College, 1977; M.A., Clinical Psychology, Southern Illinois University, 1984; Ph.D., Clinical Psychology, Southern Illinois University, 1990. Faculty team 2007–2009. A clinical psychologist, his interests include multicultural counseling, social psychology, social justice, systems-level change, executive coaching and organizational systems development from a Gestalt framework. Taught previously in the 1997–1999 cycle.



Masao Sugiyama, B.A., Eastern Washington University, 1963; M.S., Western Washington University, 1967; Ph.D., Washington State University, 1975. Faculty team 2003–05. “I believe that our task as teachers is to find opportunities and settings that will present people with problems to solve and help them see what tools they can use to solve those problems.”



Jacque Ensign, B.A., Psychology, Eckerd College, 1972; M.Ed., Elementary Education, Virginia Commonwealth University, 1973; Ph.D., Social Foundations of Education, University of Virginia, 1996. Faculty team 2006–2008. “My current areas of interest include culturally relevant teaching, environmental education, and preparing teachers for effectively teaching a diversity of students. When I’m not teaching, I love hiking and snowshoeing in these northwest mountains.”



Gery Gerst, B.A., History, Saint Martin’s College, 1971; M.Ed., Educational Technology Applications, Western Washington University, 1992; Faculty team 2006–2008. My interests include learning new things, languages, history, music, travel, social justice and civil liberties, people.



Michael Vavrus, B.A., Political Science, Drake University, 1970; M.A., Social and Philosophical Foundations of Education, Michigan State University, 1975; Ph.D., Education: Instructional Development and Technology, Michigan State University, 1978. Faculty team 2004–06. “My areas of interest include educational policy, the social context of teaching and multicultural education.”



Maggie Foran, Master in Teaching Associate Director/ Certification and Advising Officer. B.A., Psychology, Gonzaga University, 1979; M.A., Counseling and Community Psychology, St. Martin’s College, 1987.



Anita Lenges, B.A., Mathematics and Anthropology; M.A., Mathematics Education and Teacher Leadership, 1994; Ph.D., Curriculum and Instruction, specializing in Mathematics Education, University of Washington, 2004. Faculty Team 2005–07. “My current interests include equitable and inclusive teaching practices, ethnomathematics, and teacher preparation for racially, socioeconomically and linguistically diverse students.”



Sonja Wiedenhaup, B.A., Psychology, Wheaton College, 1988; M.A., Developmental Psychology, Teachers College, Columbia University, 1991; Ph.D., Social/Personality Psychology, University of California at Berkeley, 2001. Faculty Team 2005–07. “My current focus revolves around the roles that motivational factors such as self-efficacy, intrinsic motivation and interest play in learning.”



# Financial Information

## ANNUAL COST OF ATTENDANCE

The rates per quarter are listed below for the 2006–07 academic year (three quarters: fall, winter, spring):\*

	per quarter cost
<b>Tuition</b>	
Resident	\$2,182.00
Non-resident per	\$6,660.50
<b>Books and Supplies</b> (estimate only)	\$300.00
<b>Parking</b>	\$32.00
<b>Transportation</b> (estimate only)	\$400.00
<b>Health Services Fee</b>	\$42.00
<b>Transit Fee</b>	\$13.20
<b>Clean Energy Fee</b>	\$16.00
<b>Washington PRIG</b> (optional)	\$8.00
<b>Related Costs</b>	
<b>Washington State Patrol identification and criminal history check</b> (first year only)	\$75.00
<b>Application for teacher certificate</b> (second year only)	\$35.00
<b>Master’s project binding fee</b>	\$50.00
<b>Graduation fee</b>	\$25.00
<b>Placement file fee</b>	\$50.00

## 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 should 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 must be made no earlier than four to six weeks prior to the quarter in which you may become eligible. See 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, and prepares a periodic statement. Failure to pay tuition and fees in full by the deadlines established by Student Accounts will result in cancellation of registration. For further information, contact Student Accounts in the Library Building, Room 1116, 360.867.6447.

## GRADUATE FINANCIAL AID

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

**Office of Financial Aid**  
**Library Building, Room 1218**  
**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 at [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, 2007.
- 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 Data Sheet to Evergreen’s Financial Aid Office.
- 4 Student loan application information will be sent to successful applicants with their award notices.
- 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 **Stafford Loan**  
A federally guaranteed loan obtained from participating banks, credit unions and other lenders.
- 2 **Emergency, short-term loans**  
Available through the Office of Financial Aid for eligible students who have short-term cash-flow needs.

## MASTER IN TEACHING FINANCIAL ASSISTANCE

Opportunities for scholarship assistance are limited and competitive. To apply for awards through Graduate Studies, download the Evergreen Graduate Studies Financial Aid Information for 2007-08 packet and 2007-2008 Application Form from [www.evergreen.edu/mit/finance/financialaid.htm](http://www.evergreen.edu/mit/finance/financialaid.htm) or contact the Graduate Studies Office at 360.867.6707. For priority consideration, submit requests by May 1st.

## SCHOLARSHIPS/FELLOWSHIPS

The Evergreen State College Foundation: A limited number of partial scholarships and fellowships are awarded to eligible Master in Teaching 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 (see Financial Aid Application Procedures, p. 26).

### The Evergreen State College Alumni Association Graduate Scholarship

Awarded annually to one graduate 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 second year Native American students in the Master in Teaching program. FAFSA form not required.

### Lloyd Colfax Scholarship

A non-renewable scholarship that covers Year One of the Master in Teaching program’s in-state tuition for a Native American student with documented commitment to a Native American community. This is a merit-based scholarship and does not require the applicant to complete the FAFSA.

## AmeriCorps Education Award

Designed for AmeriCorps volunteers who have received the full education award. The award offers a student the equivalent of up to two quarters of resident tuition. FAFSA form not required.

## Master in Teaching 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 cover the cost of full-time resident tuition for one or more quarters 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

There are some work-study awards available to Master in Teaching students. The Office of Financial Aid maintains listings of part-time jobs both on and off campus. The majority of on-campus positions are only available to students who have applied for and received a work-study eligibility award.

## 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 Web page at [www.evergreen.edu/financialaid/resources.htm](http://www.evergreen.edu/financialaid/resources.htm).

The Financial Aid Information Page at [www.finaid.org](http://www.finaid.org) includes a comprehensive and free scholarship search service.

## Veteran Students

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.

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

# Regulations

## 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 with 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 pass a background check which includes obtaining fingerprints and being screened by both Washington state and the FBI. This clearance must be completed prior to beginning the MIT program. All admitted students will be provided with the necessary instructions, forms and fingerprint cards.

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 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.

# Resources

## CONTACTING THE MASTER IN TEACHING PROGRAM

General inquiries regarding the Master in Teaching program should be directed to:

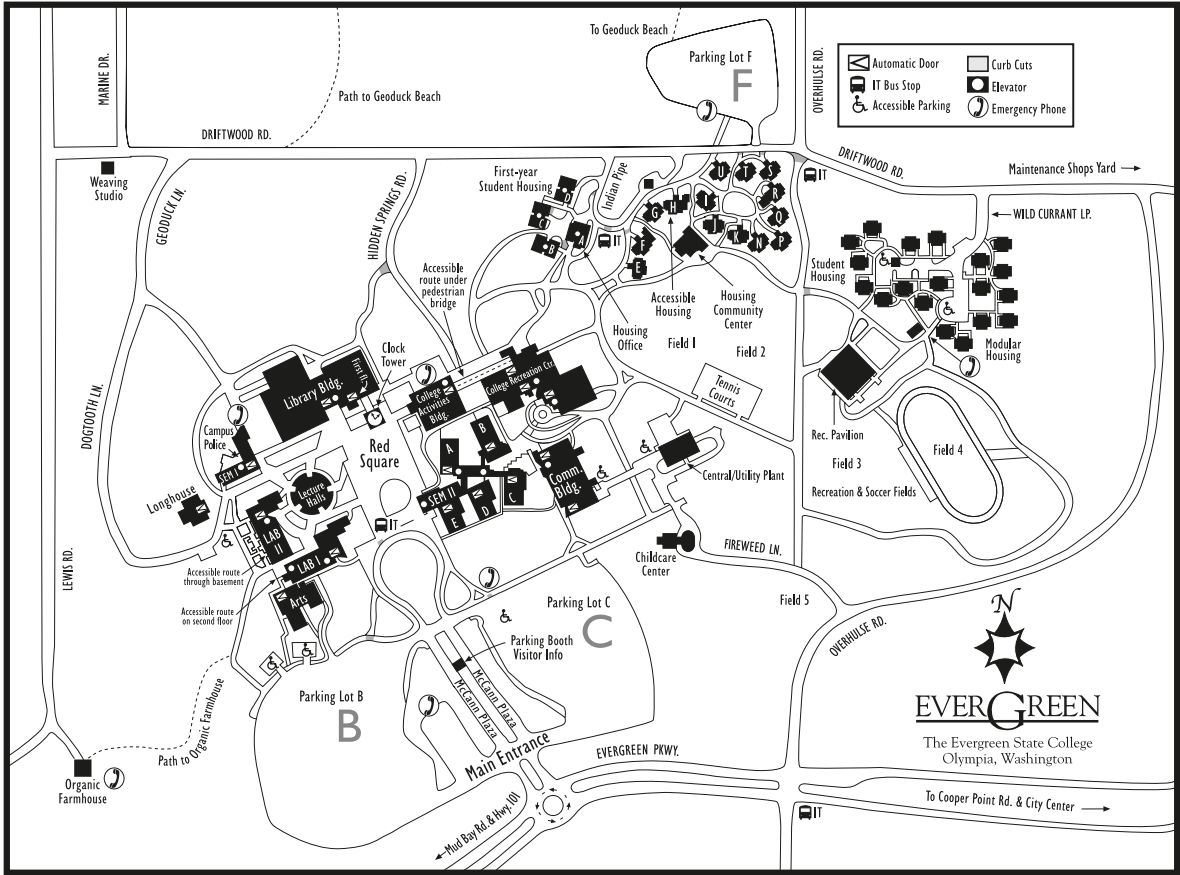
**Master in Teaching Advising Office**  
**The Evergreen State College**  
**Sem II, E 3135**  
**Mailstop Sem II, E 2115**  
**Olympia, WA 98505**  
**360.867.6559**  
**graduatestudies@evergreen.edu**

## OFTEN-USED NUMBERS

**Dial 360.867, then dial:**  
Academic Advising .....6312  
Access Services for  
Students with Disabilities,  
ADA Compliance .....6348, TTY: 6834  
Admissions .....6170  
Cashier .....6445  
Career Development Center .....6193  
Child Care Center .....6060  
(please contact 6 months in advance)

Computer Center.....6231  
Financial Aid Office.....6205  
Graduate Studies .....6707  
Library .....6250  
Media Loan .....6253  
Media Services.....6270  
Quantitative Reasoning Center .5547  
Recreation Center .....6530  
Registration and Records .....6180  
Student Accounts .....6447

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



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 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 2009. Every effort will be made to keep prospective and current students informed of all changes, whether dictated by Evergreen, the Office of the Superintendent of Public Instruction or the Washington State Legislature. Academic calendar information for the 2007–09 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).



**Master in Teaching**  
The Evergreen State College  
Olympia, Washington