MiT 2014-2016

MASTER IN TEACHING PROGRAM

the evergreen state college

olympia, washington

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,

Sherry Walton

Dr. Sherry Walton
Director

Master in Teaching 2014–2016

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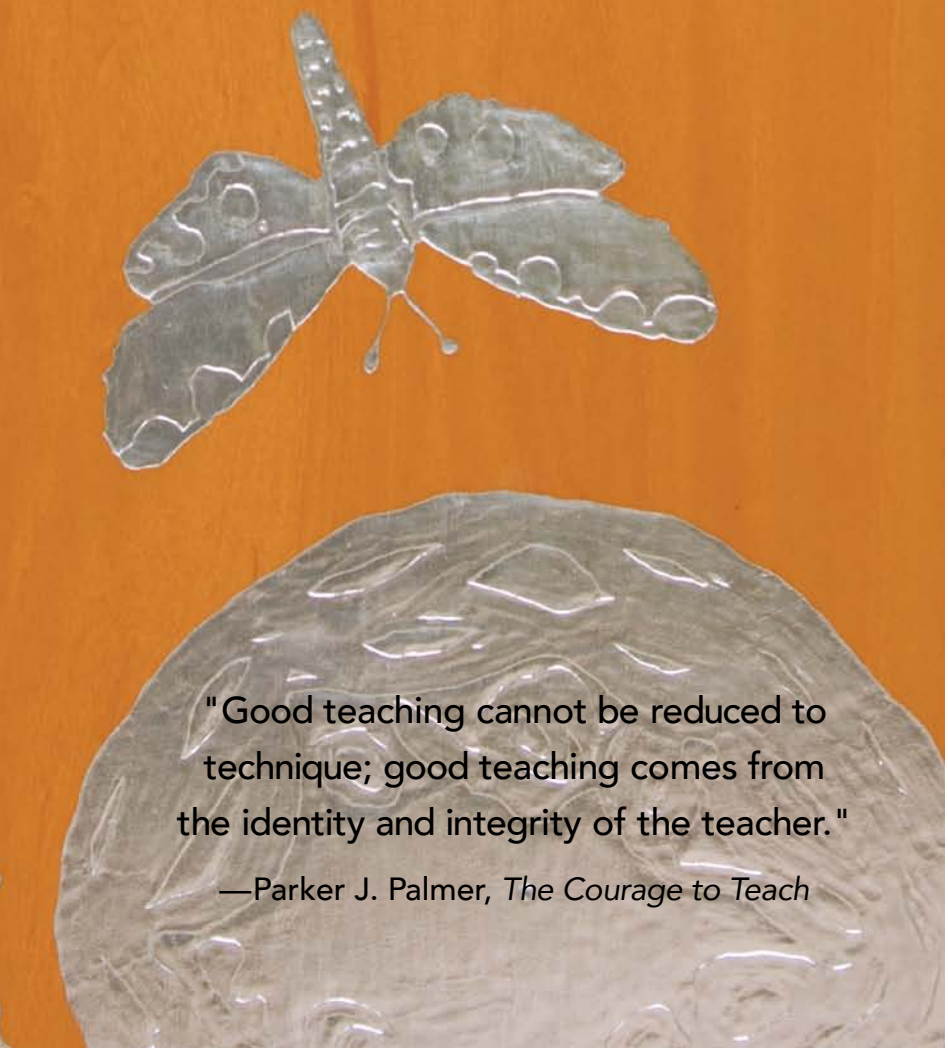


"Good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher."

—Parker J. Palmer, *The Courage to Teach*

Find us on Facebook.

On the cover, MiT graduate Robert Cahill, MiT '08.
Photo by Shauna Bittle '98.

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 40-45 candidates and three faculty members forms a community of learners to explore curricular themes.
- Essential topics are examined including assessment, equity education and cultural competencies, 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 in Year 1 and complete two quarters of student teaching in Year 2.
- 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 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.

Karen Ferguson, MiT 1999 with Alliniece Andino (right), MiT 2013.
Karen was Mentor Teacher for Alliniece during her spring student teaching.
Photo by Shauna Bittle '98.

Eric Evans '13 student teaching.
Photo by Shauna Bittle '98.

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.

2014 MiT Faculty

ANITA LENGES

Ph.D. Curriculum and Instruction University of Washington, 2004. Post-doctoral study on teacher preparation for teaching in diverse, urban schools, 2005. M.Ed. Mathematics Education and Teacher Leadership, University of Washington, 1994; Washington State Teaching Certification program 1990; B. A., Mathematics & Anthropology, University of Washington, 1986.

My interests include students learning mathematics, teachers learning to teach mathematics, and teaching math for social justice.

SONJA WIEDENHAUPT

Ph.D., Social/Personality Psychology, University of California at Berkeley, 2001. M.A., Developmental Psychology, Teachers College, Columbia University, 1991. B. A., Psychology, Wheaton College, 1988.

My interests include developmental, social and personality psychology, educational theories and practices, coaching strategies, the physiology of the brain, cultural studies and arts integration.

SUNSHINE CAMPBELL

Ph.D., Curriculum & Instruction, University of Washington, 2012. M.Ed., Mathematics Education, University of Washington, 2007. B.A., Mathematics Education, Western Washington University, 1997.

My interests include the ways in which teachers learn how to enact teaching practices that disrupt patterns of inequity, particularly through the integration of classroom field experiences and coursework.

JON DAVIES

Education: Ed.D., Educational Leadership, University of San Diego, 1994; M.A., Physical Education, Oberlin College, 1978; B.A., English, Oberlin College, 1972.

My interests include the teaching of reading and writing, assessment, teacher leadership, curriculum theory, critical pedagogy and social justice.

TERRY FORD

Ph.D., Literacy Education, Washington State University, 1993. Ed.M., Secondary Education, Washington State University, 1988. B.A., English, Whitman College, 1983.

My interests include 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.

Additional adjunct faculty with expertise in other areas will join the team.

Photos by Shauna Bittle '98.

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 teacher candidates 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 teacher candidate 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 mentor 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 mentor teachers
- adequate pedagogical skills as determined by passing the Washington Teacher Performance Assessment (edTPA) and meeting the standard on the MiT Student Teaching Rubric, including the ability to support K-12 students in articulating learning targets and their progress toward meeting them.

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. Candidates must also pass the edTPA to be recommended for certification.

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

- create a classroom environment of respect and rapport
- reflect on one's cultural encapsulation to improve student learning—through insights gained from analyzing one's own cultural encapsulation—to improve outcomes for students
- implement multicultural, pluralistic and equity pedagogies 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, the arts, and academic language across the curriculum
- design and implement engaging, student-centered, thematically-based instructional experiences
- use student performance data to inform instructional decisions.

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 full time teaching in a public school, district or private school in Washington. This certificate will then be reissued for an additional three 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 generally recognized by most 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.nasdtec.org/agreement.php. To find the certification department in another state, please visit www.uky.edu/Education/TEP/usacert.html for links.

Helpful MiT Program Staff

From your first question about MiT, to job placement and beyond, Maggie and Loren are here to help you.

MAGGIE FORAN

I've worked in education for more than 31 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 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 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 or call me at 360.867.6559.

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 17 years. Eleven 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.

Photos by Shauna Bittle '98.

Alliniece Andino, MiT 2013, student teaching.
Photo by Shauna Bittle '98.

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.

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, Grade Level Expectations, Performance Expectations and Common Core State Standards
- Instructional Strategies for Diverse Learners
- Integrating Students with Special Needs 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 of the 2014-2016 cohort, candidates will meet approximately three days a week on campus and spend one day a week, or two half days, observing and participating in K-12 classrooms.

The first half of fall quarter of year one, each candidate completes structured observations in elementary, middle and secondary school classrooms and community organizations in urban, rural and suburban settings.

By the second half of fall quarter and during winter and spring quarters, each candidate 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 well-rounded experiences for teaching in subject endorsement area/s with a variety of public school students. Candidates will be placed in classrooms where mentor teachers have been identified by school districts as appropriate mentors for our teacher candidates. One placement is in a setting different from the candidate's own background.

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 mentor classroom teacher. We use a nationally recognized assessment methodology that we have adapted for pre-service teacher education as well as the required Washington Teaching Performance Assessment (edTPA). Passing the edTPA is required but not sufficient for recommendation for certification. The program faculty must also be confident that the candidate is well prepared in his/her content area, employs effective classroom management, and exhibits professional dispositions such as timeliness and effective interactions with colleagues, students and students' families.

year 1

FALL	WINTER	SPRING
■ building a learning community ■ guided observations in schools* ■ seminars, lectures, workshops ■ collaborative projects ■ Advancement to Candidacy portfolio review	■ sustaining a learning community ■ guided participation in schools* ■ seminars, lectures, workshops ■ collaborative projects ■ Advancement to Candidacy portfolio review if not completed in fall quarter	■ sustaining a learning community ■ curriculum planning and guided teaching in schools* ■ seminars, lectures, workshops ■ collaborative projects ■ Advancement to Student Teaching portfolio review
SUMMER BETWEEN YEARS ONE & TWO	■ complete any needed subject-matter coursework prior to the beginning of year two student teaching	

year 2

FALL	WINTER	SPRING
■ full-time student teaching begins in late August* ■ weekly seminars ■ WA Teacher Performance Assessment ■ complete Student Teaching Portfolio ■ evaluation in late November	■ reflection on teaching and learning to improve capacity to positively impact student learning ■ seminars, lectures, workshops ■ professional development related to job search ■ Professional Growth Plan	■ full-time student teaching* ■ weekly seminars ■ WA Teacher Performance Assessment, if needed ■ develop Professional Portfolio ■ program assessment

*MASTER IN TEACHING CANDIDATES ARE RESPONSIBLE FOR FINDING TRANSPORTATION TO AND FROM FIELD SITES AND OTHER PROGRAM-RELATED ACTIVITIES.

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 20 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://program.pesb.wa.gov/add-new/endorsement/list.

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:

Biology[2] (5-12)

Chemistry[1] (5-12)

Earth and Space Science[1] (5-12)

Elementary Education (K-8)

English Language Arts[2] (5-12)

English Language Learners[1] (P-12)

French[1] (P-12)

History[2] (5-12)

Japanese[1] (P-12)

Mathematics (5-12)

Middle Level Humanities[2] (4-9 English and Social Studies)

Middle Level Math (4-9)

Middle Level Science[2] (4-9)

Physics[1] (5-12)

Reading[1] (P-12)

Science[1] (5-12)

Spanish[1] (P-12)

Social Studies[2] (5-12)

Theatre Arts[1] (P-12)

Visual Arts[2] (P-12)

[1] In addition, you must also choose another endorsement area.
[2] 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. Given employment trends, candidates are strongly urged to enter the program with two endorsements. Candidates preparing for the English Language Learners endorsement are recommended to have elementary education or English Language Arts as their second endorsement area.

Photo by Shauna Bittle '98.

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)
- 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

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:

- Course in statistics or equivalent study
- 8 quarter credits in social sciences such as psychology, history, etc.
- 12 credits in writing to include a course in expository or research writing; may include experience in writing intensive courses with appropriate documentation.
- Course in First and Second Language Acquisition

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:

- Official test score from the Test of English as a Foreign Language (TOEFL) if English is not your native language, 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.
- Financial statement demonstrating resources of at least $34,863 (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.
- Transcripts from any university attended outside of the United States or Canada evaluated for U.S. college credit and degree equivalencies by an approved member of the National Association of Credential Evaluation Services (NACES) www.naces.org

International students residing outside Washington can take the WEST B and E entrance tests at over 225 locations around the U.S., or at over 30 international sites. Please see: www.pearsonvue.com/es/sa/ to check seat availability and test locations. If an international student cannot take these tests at a convenient location, then he/she may take the Praxis I Pre-Professional Skills Test in reading, writing and math from www.ets.org/praxis at one of their international sites as a substitute, and take the WEST E test as soon as can be arranged.

Photo by Carlos Javier Sanchéz '97.

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. In Washington, these assessments are the WEST-B and WEST-E, administered by the Evaluations Systems Group of Pearson Education, Inc. Information on how to prepare for the tests, register and pay can be found at the Washington Educator Skills Tests website at www.west.nesinc.com. To check seat availability throughout the U.S. and internationally, see www.pearsonvue.com/es/sa; to locate a test center see www.pearsonvue.com/es/locate/. Local sites include Lacey, Tacoma, Renton and Seattle. A few of these tests will be given for the last time in paper format in Oct. 2013. Most are already available year-round in computerized format only, and all will be by Jan. 2014. Scores are reported approximately 14 times a year, so please plan accordingly. Retakes on the computer tests are not allowed for 45 days. **Test early so your scores arrive by application deadlines.**

- **WEST-B:** The Washington Educator Skills Test-Basic is comprised of three subtests on reading, writing and mathematics required for admission to teacher preparation programs in Washington. 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. The last paper administration will be Oct. 5, 2013. Beginning Nov. 2013, the test will be available throughout the year in computerized format only. Recent ACT or SAT tests may possibly be used in lieu of West B. Email foranm@evergreen.edu for score requirements.

- **WEST-E:** The Washington Educator Skills Tests-Endorsements are multiple choice tests of content knowledge required for each endorsement for Washington teaching certificates. Passing scores of at least 240 are an admissions requirement for Evergreen's MiT program. Most of these tests are available in computerized format year-round. Biology, Chemistry, Earth and Space Science, Physics and Science will be paper tests last offered Oct. 5, 2013, and then on computer only beginning Nov. 2013. Theatre, Visual Arts and World Language will be paper tests last offered Oct. 5, 2013, and then on computer only beginning in Jan. 2014. The length of computer based tests varies by test, each elementary education subtest is 75 minutes, the ELA and SS tests are 150 minutes, and the Mathematics test is 240 minutes for instance.

French, Spanish and Japanese candidates for fall 2014 will take the Designated World Languages WEST-E in addition to the ACTFL Oral Proficiency Interview (OPI) or computerized interview (OPIC) and the Written Proficiency Test (WPT) from www.languagetesting.com. These proficiencies must be passed at the advanced low level. Evergreen's MiT program anticipates no longer offering language endorsements beginning fall 2015. Contact www.west.nesinc.com or (800) 784-4999 for registration windows, information, bulletins, a list of acceptable calculators and study guides for the WEST-B and WEST-E tests. You are welcome to review study materials at the Teacher Education Programs Resource room on the Evergreen Campus.

WEST-E SUBJECT ASSESSMENTS FOR FALL 2014 MiT APPLICANTS

Endorsement/test name and test code offered by www.west.nesinc.com unless noted:

Biology (022)

Chemistry (023)

Earth and Space Science (024)

Elementary Education
Subtest 1: Mathematics, Science, Health and Fitness (005)
Subtest 2: English Language Arts, Social Studies, Fine Arts (006)

English Language Arts (020)

English Language Learners (051)

French
Designated World Language WEST-E (100) and ACTFL OPI or OPIc and WPT from www.languagetesting.com

History (027)

Japanese
Designated World Language WEST-E (100) and ACTFL OPI or OPIc and WPT from www.languagetesting.com

Mathematics (026)

Middle Level Humanities
Subtest 1: English Language Arts (010)
Subtest 2: Social Studies (011)

Middle Level Mathematics (012)

Middle Level Science (013)

Physics (025)

Reading (030)

Science (021)

Social Studies (028)

Spanish
Designated World Language WEST-E (100) and ACTFL OPI or OPIc and WPT from www.languagetesting.com

Theatre Arts (032)

Visual Arts (033)

Those applicants desiring to meet the early admissions deadline will need to take tests no later than December 29, 2013. March 23, 2014 is the last test date to meet the fall 2014 application deadline. Applicants with only a WEST-B or a WEST-E score may occasionally be conditionally admitted after the application deadline on a space available basis, with the requirement of passing the remaining tests before program start.

OUT OF STATE APPLICANTS

Applicants residing outside Washington State are encouraged to take the WEST tests at one of the Pearson testing locations around the U.S., or at over 30 international sites. Please see www.pearsonvue.com/es/sa/ to check seat availability and test locations. The state also allows the Praxis I: Pre-Professional Skills Tests (PPST) from the Educational Testing Service, the CBEST, or the Oregon State Essential Academic Skills Test as a WEST B substitute if you live outside Washington at time of application. Passing scores for the PPST are at least 177 for reading, 176 for math and 174 for writing. CBEST scores must be at least 37 for reading, math and writing, and a composite score of 123 or better.

Application Information

Joseph Boyer, MiT 2012, with students from Clover Park High School.
Photo by Shauna Bittle '98.

WHEN TO APPLY

October 1	Application period opens.
January 13	Early decision deadline. Complete files will be reviewed in early February by the Admissions Committee.
April 7	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. Please note that no outside credits may be used to meet the 96 credits required in the MiT program.

APPLICATIONS AVAILABLE

1. Paper application in this catalog, p.15 or download pdf at www.evergreen.edu/mit
2. On-line application at www.applyweb.com/apply/evergrad/ The applicant sets up a CollegeNET applyWeb account, and may begin and save an application. Applications are submitted once application is complete, including emails from three people willing to provide letters of reference, and completed endorsement worksheet(s), resume, personal statement and essay are attached. Fee waiver available for AmeriCorps and Peace Corps alumni, and veterans – please contact MiT advisor Maggie Foran at foranm@evergreen.edu for appropriate code.

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 13, 2014, will be reviewed first. The Admissions Committee will continue to review complete applications through mid-spring. Applications not completed by the April 7, 2014 deadline will be considered on a space-available basis only. The review process generally takes three to five weeks.
- Prospective teacher candidates are urged to plan ahead and complete their applications as early as possible to ensure full consideration and to benefit from financial aid opportunities. 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, whether paper version or on-line at www.applyweb.com/apply/evergrad.

- ☐ **Fee** A non-refundable processing fee of $50. Paper application fee can be paid by check (mailed with application), or in person at college cashier with cash, check, money order or debit card (MasterCard or Visa), or through your my.evergreen.edu account online. The fee for applications submitted online can be paid through your CollegeNET applyWeb account, preferably debit/credit card. An electronic check through a U.S. bank account can take up to six business days to process.

- ☐ **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 hours expected.**

- ☐ **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/endorsementworksheets**. 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. Electronic transcripts are only acceptable from Docufide, National Student Clearinghouse, Naviance and Script-Safe International.

- ☐ **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**.

- ☐ **WEST-E Results** Official Washington Educator Skills Test-Endorsements (WEST-E) results for each endorsement area selected. For information and to register, visit **www.west.nesinc.com**.

- ☐ **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 expected to include:

  - **A** a letter from a teacher or other educator who has observed your interaction with children/youth (ideally the teacher who hosted your observation/work in a public school setting).
  - **B** a letter from one of your college professors **if** you have attended college **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.

- ☐ **Thesis-based Essay** (typed, two pages) which provides a **critical analysis** of the following statement:

  Make sure your essay includes how your background, behaviors and experiences have prepared you to work with diverse students in State of Washington public schools.

> 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.

the evergreen state college

Master in Teaching Admission Application

Complete this application or download it at 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 13 will be considered for early decision. Applications completed between January 14 and April 7 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)

- ☐ Argentinian
- ☐ Bolivian
- ☐ Chilean
- ☐ Colombian
- ☐ Costa Rican
- ☐ Cuban
- ☐ Dominican
- ☐ Ecuatorian (Ecuadorian)
- ☐ Guatemalan
- ☐ Honduran
- ☐ Mexican or Mexican-American (Chicano)
- ☐ Nicaraguan
- ☐ Panamanian
- ☐ Peruvian
- ☐ Other Hispanic Origin _____ Please specify
- ☐ Puerto Rican
- ☐ Salvadoran
- ☐ Spanish
- ☐ Uruguayan
- ☐ Venezuelan

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)

- ☐ Chehalis
- ☐ Chinook
- ☐ Colville
- ☐ Cowlitz
- ☐ Duwamish
- ☐ Hoh
- ☐ Jamestown
- ☐ Kalispel
- ☐ Kikiallus
- ☐ Lower Elwha
- ☐ Lummi
- ☐ Makah
- ☐ Muckleshoot
- ☐ Nisqually
- ☐ Nooksack
- ☐ Port Gamble Klallam
- ☐ Puyallup
- ☐ Quileute
- ☐ Quinault
- ☐ Samish
- ☐ Sauk-Suiattle
- ☐ Shoalwater
- ☐ Skokomish
- ☐ Snohomish
- ☐ Snoqualmie
- ☐ Snoqualmoo
- ☐ Spokane
- ☐ Squaxin Island
- ☐ Steilacoom
- ☐ Stillaguamish
- ☐ Suquamish
- ☐ Swinomish
- ☐ Tulalip
- ☐ Upper Skagit
- ☐ Yakima

☐ Other American Indian _____ Please specify

Alaska Native (select one or more)

- ☐ Alaska Aleut (Unangan)
- ☐ Alaska Alutiq
- ☐ Alaska Athabaskan
- ☐ Alaska Eskimo (Inupiaq or Yupik)
- ☐ Alaska Eyak
- ☐ Alaska Haida
- ☐ Alaska Tlingit
- ☐ Alaska Tsimshian

☐ Other Alaska Native _____ Please specify

☐ Asian (select one or more)

- ☐ Asian Indian
- ☐ Bangladeshi
- ☐ Bhutanese
- ☐ Burmese
- ☐ Cambodian (Kampuchean)
- ☐ Chinese
- ☐ Filipino
- ☐ Hmong
- ☐ Indonesian
- ☐ Japanese
- ☐ Korean
- ☐ Laotian
- ☐ Madagascar
- ☐ Malayan
- ☐ Maldivian
- ☐ Mongolian
- ☐ Nepali
- ☐ Pakistani
- ☐ Singaporean
- ☐ Sri Lankan
- ☐ Taiwanese
- ☐ Thai
- ☐ Vietnamese

☐ Other Asian _____ Please specify

☐ Black or African American

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

- ☐ Fijian
- ☐ Guamanian
- ☐ Kosraean
- ☐ Mariana Islander
- ☐ Marshall Islander
- ☐ Micronesian
- ☐ Native Hawaiian
- ☐ Palauan
- ☐ Papua New Guinean
- ☐ Ponapean (Pohnpeian)
- ☐ Samoan
- ☐ Solomon Islander
- ☐ Tahitian
- ☐ Tarawa Islander
- ☐ Tokelauan
- ☐ Tongan
- ☐ Trukese (Chuukese)
- ☐ Vanuatuan (New Hebrides Islander)
- ☐ Yapese

☐ Other Pacific Islander _____ Please specify

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

the evergreen state college

Master in Teaching Admission Application

Complete this application or download it at www.evergreen.edu/mit

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.

GENERAL PREREQUISITES Please demonstrate completion of the following by listing appropriate courses/credits from your transcripts. Courses must be from regionally accredited colleges, at college level numbered 100 or above, and completed with a grade of C or better, or equivalent scholarship in narrative evaluations. Semester credits should be converted to quarter credits; in general, 1 semester hour converts to 1.5 credits.

STATISTICS — 4 minimum quarter credit hours required.

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

FIRST and SECOND LANGUAGE ACQUISITION — 4 minimum quarter credit hours required.

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

SOCIAL SCIENCE — 8 minimum quarter credit hours required.
Includes history, political science, economics, anthropology, sociology, psychology and geography, as well as some allied disciplines.

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

WRITING — 12 minimum quarter credit hours required.
Includes at least one course in expository or research writing. May include experience in writing intensive courses with appropriate documentation such as syllabi, catalog descriptions and letters from professors to substantiate the claim.

Credits Earned	Grade Received	Course Abbreviation & Number or Evergreen CRN	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). 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 Reading or English Language Learners, preferably in a core content area such as elementary education or English Language Arts.

Chemistry, Earth and Space Science, Physics and Science candidates must have a second endorsement, usually in another science or math, to improve employability**. French, Japanese and Spanish candidates applying for fall 2014 must also have a second endorsement area** to improve employability**. French, Japanese and Spanish endorsements will no longer be offered by Evergreen after fall 2014.** Biology, English Language Arts, History, Middle Level Humanities, Middle Level Science, Social Studies and Visual Arts candidates are strongly recommended to have a second endorsement area.

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—linking the experience to the endorsement competencies found at http://program.pesb.wa.gov/add-new/endorsement/list. 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.pesb.wa.gov/educators/pathways 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: http://program.pesb.wa.gov/add-new/endorsement/list).

All applicants must fill out the appropriate endorsement worksheet(s) and submit with them their application. Available at: 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 48 credits to include coursework in:

- Children's literature (Kindergarten through middle school) —4 credits
- Arts: defined as dance, music, theatre arts, visual arts —4 credits
- Copy of current CPR and first aid card at time of program start.
- A statistics course of at least 4 credits and 8-10 credits of additional math to include numeric reasoning, algebraic reasoning, probability and geometry through a problem solving approach. Some "Math for Elementary Teachers" courses will include numeric reasoning, algebraic reasoning, probability and geometry. It is the applicant's responsibility to ensure that all of these areas have been addressed through a problem solving approach.
- 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
- Language Structure and Functions: course such as Grammar for Teachers or Grammar and Language Functions —4 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
- Public speaking, speech or debate course —4 credits or equivalent outside training
- Language skills and structure course such as Grammar for Teachers or Grammar and Language Functions—4 credits minimum
- 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
- Experience with digital information tools highly recommended

Middle Level Math

Minimum coursework expectations for this endorsement are 24 credits in math, with problem solving and modeling approaches including coursework in each of the following:

- College level algebra course, or minimum 3.0 in AP calculus in high school.
- Geometry (to include transformational geometry)
- Calculus
- 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

A second endorsement in Science or Math is recommended.

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

For MiT admission purposes, another endorsement is required with this endorsement; Science or Math is recommended.

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

For MiT admissions purposes, another endorsement is required with this endorsement; Science or Math is recommended

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 with at least one course in expository or research writing—12 credits
- Communication with at least one course in public speaking, speech or debate or equivalent outside training. Additional courses may include media/film analysis, web tools, acting and journalism—8 credits.
- Language skills and structure course such as Grammar for Teachers or Grammar and Language Functions—4 credits minimum
- Experience with digital information tools highly recommended

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, with problem solving and modeling approaches including coursework in each of the following:

- Geometry (including Euclidean, non-Euclidean and transformational)—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: such as topology, abstract algebra—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

For MiT admissions purposes, another endorsement is required with this endorsement; Science or Math is recommended.

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.

Designated World Language (DWL)

May no longer be offered after fall 2014.

Minimum coursework expectations for this endorsement are 24 credits (45 preferred) in one of these languages: **French, 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—4 credits
- Foreign language teaching methodology—4 credits by individual learning contract with appropriate faculty sponsor at Evergreen or through completion of a foreign language teaching methods course at another institution such as FR 4500 Foreign Languages Online Methods Course through Weber State University, see: http://www.weber.edu/ForeignLanguages/Student_Resources/Onlinemethods.html.
- 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.langaugetesting.com)

English Language Learners (ELL)

Minimum expectations for this endorsement are 20 credits from specific courses that cover the ELL endorsement competencies found at http://program.pesb.wa.gov/add-new/endorsement/list/ell. **These course are not currently available at Evergreen, please review coursework taken at other institutions with certification officer Maggie Foran at foranm@evergreen.edu.** For MiT admissions purposes, another endorsement is required, preferably from a content area such as elementary education or English Language Arts.

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 or English Language Arts.

- 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

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). 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. 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.

Photo by Shauna Bittle '98.

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**	
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 Lit.	5	UW	X	12/08
	British literature	20410	Shakespeare	8	Evergreen	X	6/07
	world literature	ENGL 260	Non Western World Lit.	5	Centralia College	X	8/09
	multicultural literature (American authors of color)	LIT 211	American Ethnic Lit.	5	SPSCC	X	12/09
	adolescent literature	planned	Adolescent Literature	4	Evergreen		9/12
	poetry	ENGL 380	Intro to Poetry	3	UW	X	6/09
	drama	LIT 190	Intro to Drama	5	Centralia College	X	5/07
	fiction	30232	Irish Literature	2	Evergreen	X	3/08
	nonfiction	ENGL 340	Chicana Biographies	2	UW	X	3/09
	other literature	30366	Faulkner contract	2	Evergreen	X	3/08
12 credits in the writing process (must include course in research or expository writing)		ENGL 101	Composition: Exposition	5	Centralia College	X	12/09
		40185	Technical Writing	8	Evergreen	X	12/07
		ENGL 102	Composition & Research	5	Centralia College	X	3/08
		30232	Literary Analysis	2	Evergreen	X	3/04
8 credits of communication (must include course in public speaking, speech or debate or equivalent training; can include journalism, media analysis, acting, web tools)		SPEE 101	Public Speaking	3	Centralia College	X	3/08
		DRAMA 115	Dramatic Performance	3	Centralia College	X	3/09
		COM 150	Intro to Mass Media	3	Centralia College	X	6/09
4 credits of language skills and structure (such as Grammar for Teachers)		40111	Intro to Grammar and Language Functions	4	Evergreen	X	9/08
Other language arts		Jour 106	Intro to News Writing	3	Centralia College	X	6/07

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**	
4 credits of language skills and structure (such as Grammar for Teachers)		40111	Intro to Grammar and Language Functions	4	Evergreen	X	9/08
4 credits of children's literature		40041	Children's & Adolescent Lit.	4	Evergreen	X	8/06
10 credits of mathematics, Statistics plus 8 or more credits in math to include algebra and geometry	algebra	MATH 120	Precalculus	5	Clark College	X	12/08
	geometry	planned	Math for Elem. Teachers	4	Evergreen		8/09
	statistics	40025	Statistics	4	Evergreen	X	8/06
	other mathematics						
4 credits in the arts (defined as dance, music, theater arts, visual arts)		ART 145	Drawing	3	Clark College	X	12/07
		MUSC 120	Music Fundamentals	4.5	WSU	X	12/08
Current First aid and CPR training		Olympia Fire Dept., exp.6/15				X	12/08
12 credits of science (to include biology, earth/space science, lab science, and physical science such as physics, chemistry or environmental science)	biology	BIOL 101	Introduction to Biology	4	Clark College	X	3/09
	earth/space science	GEOL 240	Geology of the PNW	5	Clark College	X	6/08
	lab science	BIOL 101	Introduction to Biology	1	Clark College	X	3/09
	physical science	ENVR 290	Environmental Science	5	Clark College	X	12/08
12 or more credits of social studies (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	12/08
	world geography	planned		2	Evergreen		8/09
	civics	POLS 270	American Government	4.5	WSU	X	5/09
	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	12/08

* 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 Alumni Recognitions and Awards

ROB CAHILL, MiT 2008, won the 2013 PK-12 Distinguished Educator of the Year Award from The Evergreen State College. Rob has taught math and science at Lakes Elementary in Lacey. In partnership with Thurston County Solid Waste, Cahill initiated and currently coordinates the "Food to Flowers" waste reduction program at Lakes. Cahill's participation with the North Thurston School District math cadres and his dedication to his students have also earned him this recognition.

PAMELIA VALENTINE, MiT 1999, was honored as the ESD 113 Regional Teacher of the Year (2013) by the Office of the Superintendent of Public Instruction. Pamelia teaches visual arts at Oakland Bay Junior High in Shelton. Her principal stated, "Her classroom is truly a positive, safe and rich learning environment that provides students with educational opportunities well beyond the basics of visual arts. Furthermore, Ms. Valentine put students first, believes that all students can achieve at high levels, and does not give up on anyone, even those who have given up on themselves."

DAVID HUNTER, MiT 2011, has received national recognition for his Geography "Zombie Based Learning" curriculum. He has been featured on NPR, CNN and Amplify Education. He engages students in the work of real geographers through their interest in zombies. David teaches at the Big Picture School in Bellevue.

CAROLE LAYTON, MiT 1994, received recognition for her work as a dedicated teacher during the Champion For Kids Celebration. The celebration is put on annually by TOGETHER!, a Thurston County nonprofit organization "dedicated to engaging and mobilizing families, schools and the community to advance the health, safety and success of our youth".

ANGELA FARLEY, MiT 1999, was named the 2013 Teacher of the Year for River Ridge High School This award is presented by the North Thurston Education Association and North Thurston Public Schools. Angela teaches English, Literature and Composition.

DAVID CHENEY, MED 2011, has been recognized for his efforts in assisting his math students in successfully submitting Collection of Evidences (COE) to satisfy their graduation requirements. David teaches at North Thurston High School in Lacey.

ALISSA NIEMI HEIKKILA, MiT 2007, had her classroom featured in a book about socially just teaching, and presented her instructional strategies at the National Council for Teachers of English and the Washington Association of School Administrators conferences. Alissa's class was a model for creating interdependent learning communities and integrating social justice themes within literary analysis.

TIM HOLMAN, MiT 1999, won the 2012 K-12 Distinguished High School Educator of the Year from Evergreen. Tim's nomination was based on his outstanding work with students and his dedication to bringing community members and important political figures into direct conversation with his students. Tim teaches at DuPont Manual High School in Louisville, KY.

KATE (TRAFTON) HUDSON, MiT 2003, won the 2012 K-12 Distinguished Middle School Educator of the Year from Evergreen. Kate is committed to helping others succeed and reaches out to new teachers. Her principal stated, "I cannot overemphasize Kate's positive impact on the sixth graders in our building, her colleagues in the building, and the 5th grade math teachers in the district. She is a game changer and extremely valuable to the Olympia School District." She teaches 6th grade math and science at Marshall Middle School.

JANET O'HALLORAN, MiT 1998, won the 2012 K-12 Distinguished Elementary Educator of the Year from Evergreen. Janet is completing her 14th year as an elementary teacher in the Olympia School District, currently working with 3rd graders at McKenny Elementary. Her principal stated, "What makes Ms. O'Halloran stand out in our field is her extraordinary skill and commitment with students, at the school level, as a District leader and in the larger political efforts of public education. On this respect, she represents the core values inherent to our profession and more specifically to The Evergreen State College's philosophy of understanding the social relevance and responsibility of our work."

AMADA LANG, MiT 2005, was awarded Washington State's Elementary Art Educator of the Year, 2012 by the Washington Art Education Association. Amada teaches art at Horizons Elementary in the North Thurston School District. She stated that her favorite part of teaching art is seeing her students' amazement at their own ability and creativity.

TAMAR KRAMES, MiT 2006, was named Educator of the Month for April 2012 by the Lakewood Rotary. Tamar teaches English Language Learners at Clover Park High School. Her principal stated, "Tamar exhibits a personable affinity with parents, staff and students. She represents herself as a strong role model for young women and men – many of whom do not have support at home, especially those who are struggling to learn a new language, a different culture, and rigorous expectations to graduate."

ANNIE SOLES, MiT 1993, was named "Teacher of the Year 2012" for Nisqually Middle School. This award is presented by the North Thurston Education Association and North Thurston Public Schools. " I love my job and am passionate about sharing my interests in biology and instilling a desire to learn more about our natural world," Soles writes. "I have enjoyed exploring with my students the wonders of nature and challenges that we face in regard to our environment's health."

SARAH APPLEGATE, MiT 1992, was recognized at the 40th Anniversary of The Evergreen State College by the Recreation and Athletics Hall of Fame. Applegate was the first All-American in Evergreen's history; she swam with the Geoducks while earning both her undergraduate and graduate degrees. She is Nationally Board Certified and currently is the teacher/librarian at River Ridge High School in Lacey. Sarah received a Fulbright Award in Teaching in 2011 to study the education system in Finland.

JERRY PRICE, MiT 1995, teaches social studies at Yelm High School. He was named the 2011 Secondary Teacher of the Year for Yelm Community Schools. Jerry was selected for going "above and beyond" to contribute toward the mission and vision of the district in serving students.

ARMIN ANTONIO, MiT 2002, was named 2011 Teacher of the Year for Baker Middle School in Tacoma, where he teaches science.

CECILY SCHMIDT, MiT 2004, won the 2011 K-12 Distinguished Educator of the Year from The Evergreen State College. Cecily was nominated by her Dean of Students at Capital High School in Olympia where she teaches art.

HILARY DAVIS, MiT 2007, a 5th grade teacher at McLane Elementary in Olympia, was awarded the 2011 "Champion of Differences" award from the Olympia School District. The award is given to an employee who teaches the value of diversity.

JEREMIAH TUCKETT, MiT 2006, was named 2011 Teacher of the Year for the second time at South Sound High School in Lacey, where he teaches science.

ERVANNA LITTLE EAGLE, MiT 2004, was awarded the 2011 "Indian Educator of the Year" by the Washington State Indian Education Association. Ervanna teaches language arts at Tulalip Heritage High School. Mt. Vernon School District commended her work as helping to "bridge academics, culture, and hands on learning…together, these strategies help engage learners as never before."

KATHY BLUE, MiT 2009, of Woodbrook Middle School in the Clover Park School District, recently brought eighty 8th grade students to compete in an annual academic competition as part of the Mathematics, Engineering, and Science Achievement (MESA) Day. Kathy's students swept the wind turbine competition by winning all three awards for the middle school category and also won awards in Algebra, Pre-Algebra, Sail Cars and Straw Towers.

Financial Information

QUARTERLY COST OF ATTENDANCE

The **rates per quarter** are listed below for the 2013–14 academic year (three quarters: fall, winter, spring):*

Tuition	**per quarter cost**
Resident	$2,774.00
Non-resident	$6,842.00
Books and Supplies (estimate only)	$400.00
Parking	$40.00
Transportation (estimate only)	$400.00
Health Services Fee	$70.00
Transit Fee	$13.20
Clean Energy Fee	$16.00
CAB Renovation Fee	$92.00
Late Night Shuttle Fee	$3.00
Washington Student Association (optional)	$2.00

ONE TIME FEES

Washington State Patrol identification and criminal history check (first year only)	$68.50
Application for teacher certificate (second year only)	$68.00
Master's project binding fee (approx.)	$60.00
Graduation fee	$25.00
Placement file fee	$50.00
edTPA	$300.00

Additional fees may apply

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. Information is available in your my.evergreen.edu account, or 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 FAFSA forms and current information, contact:

Office of Financial Aid 360.867.6205

Additional information on financial aid is available at:
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). Priority consideration will be given to applicants whose official FAFSA results are received before **March 1, 2014**.
2. Applicants must designate The Evergreen State College among the colleges to receive copies of the Student Aid Report (SAR).
3. Student loan application information is available at www.evergreen.edu/financialaid/loans_direct.htm.
4. 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 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.

MiT class of 2013.
Photo by Shauna Bittle '98.

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** and download the Master in Teaching Scholarship and Financial Assistance Awards 2014-15 packet after January 1, 2014, or contact the MiT Advising Office at 360.867.6559.
For priority consideration, **submit requests by April 7, 2014.**

SCHOLARSHIPS/FELLOWSHIPS

The Evergreen State College Foundation Graduate Awards
A limited number of partial scholarships and fellowships are awarded to eligible MiT candidates 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 candidate 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 candidates 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 candidates 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.

Margaret A. Cargill Sustainability Fellowship
MiT candidates may compete for $4,000 spring awards with students of the college's other graduate programs by submitting a winter application demonstrating one's Master's Project and/or a curriculum project that relates to educating K-12 students about sustainability issues.

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 candidates 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).

The federal government also has conditional TEACH grants for prospective teachers planning to teach in shortage areas of math, science, foreign languages, reading, 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
Evergreen'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 information see www.gibill.va.gov or www.evergreen.edu/veterans.

Photo by Shauna Bittle '98.

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. 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.

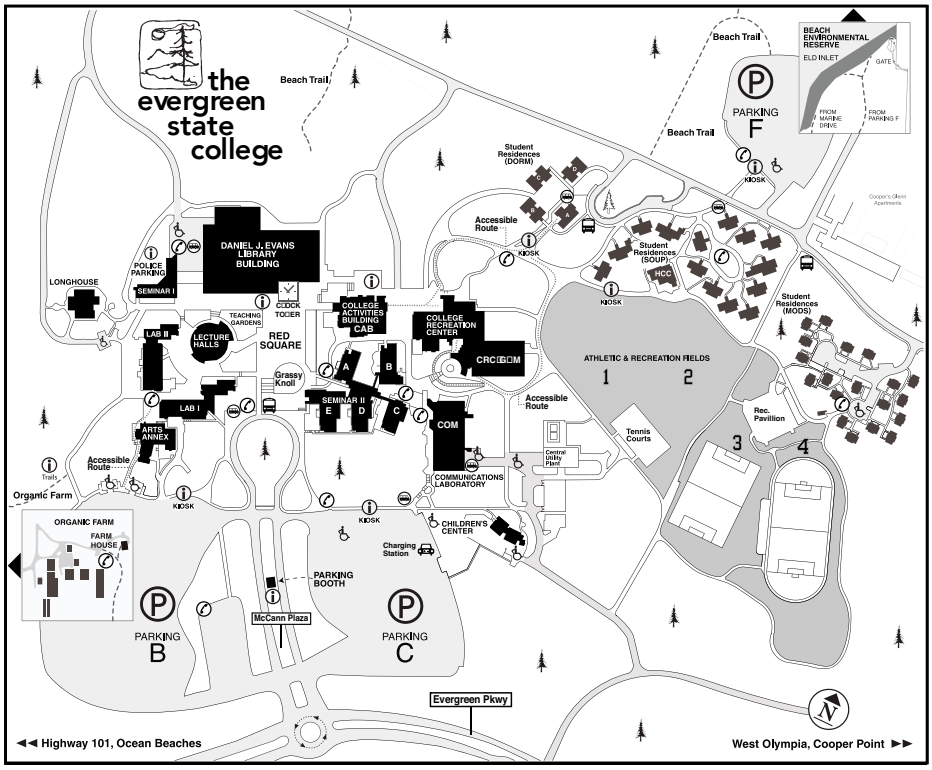
Conditions that would result in denial for certification (WAC 181-86-013) include:

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 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.

CONTACTING MiT

General inquiries should be directed to:

Master in Teaching Advising Office
The Evergreen State College
Sem II, E 3135
Mailstop Sem II, A 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 6227
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 2016. 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 2014–15 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.

Photo by Hannah Pietrick '10

the evergreen state college
Master in Teaching Program
2700 Evergreen Parkway NW
Olympia, Washington 98505

seeking compassionate, critical thinkers

www.evergreen.edu/mit

Rob Cahill, MiT 2008, with Michael Zimmerman (right), Vice President for Academic Affairs and Provost.

Rob is the recipient of the Evergreen PK12 Distinguished Educator Award 2013.