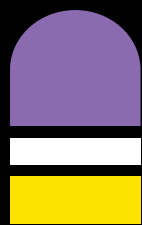


MiT

MASTER IN TEACHING PROGRAM

2017–2019

at Evergreen Tacoma



Plant the Seeds of Justice

BECOME A TEACHER

evergreen.edu/mit



the evergreen
state college



Dr. J. Patrick Naughton, Director of the MiT Program, Ed.D. Curriculum Instruction, Seattle Pacific University, 2006; M.B.A. Southern Illinois University, 1978; B.A. Political Science, Gonzaga University, 1969.

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 our increasingly diverse and complex society, public education must play a key role in nurturing and educating citizens who care about equity and justice for all beings. We focus on preparing teachers ready and willing to 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. MiT's academically rigorous program provides an opportunity to question one's own knowledge and perceptions, gain a broader and deeper understanding about the diverse cultures that compose 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, and gain the capacity to advocate 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 are excited to return to Evergreen Tacoma to host the 2017–2019 cohort and look forward to having you join us there. For the cohort starting in 2018, we will return to the Olympia campus. We invite you to apply to our MiT program and hope you will find this catalog a useful introduction. If you would like more information or have any questions about our school and its programs, please don't hesitate to call or email us—or come for a visit! Current MiT students are always willing to talk with you about the wisdom of choosing the best possible career—teaching—and about their experiences here at The Evergreen State College.

Welcome to Evergreen!

Sincerely,

Dr. J. Patrick Naughton
Director

Master in Teaching

AT EVERGREEN **TACOMA** 2017–2019

OR ON CAMPUS IN **OLYMPIA** 2018–2020



MiT Tacoma 2017-2019

An urban location with nearby, free parking.



MiT Olympia 2018-2020

A tranquil, wooded campus just off Highway 101.



"I **believe** in the transformational and liberatory power of education—especially public education—to change the trajectories of not only individual lives, but entire communities."

— Nate Gibbs-Bowling, MiT '06



Nate Gibbs-Bowling, MiT '06, 2016 Washington State Teacher of the Year and national semifinalist. Nate teaches at Lincoln High School in Tacoma.



See: <https://www.youtube.com/watch?v=L0M0yXXzZ3E>

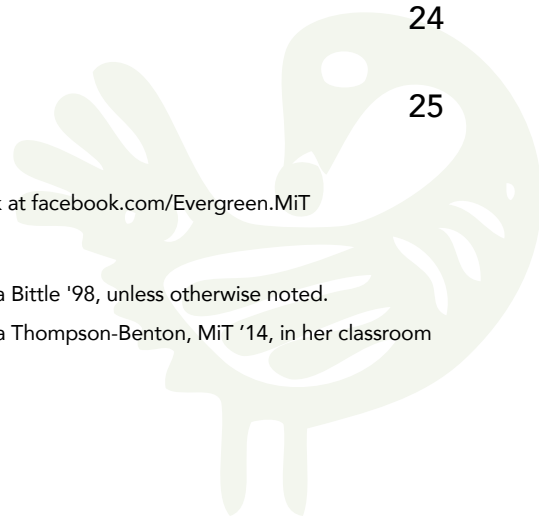
Photo provided by the Washington Education Association.

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Find us on Facebook at facebook.com/Evergreen.MiT

All photos by Shauna Bittle '98, unless otherwise noted.

Cover photo: Andrea Thompson-Benton, MiT '14, in her classroom in Tacoma.



About MiT

A DIFFERENT KIND OF TEACHER EDUCATION PROGRAM

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 to 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.
- During weekly seminars, 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, provided that the state-required performance assessment, the edTPA, is passed and all other program requirements are met.



Christina Vernon '14, teaching students at Lochburn Middle School in Lakewood.



Tashi Langton, MIT '15, works with students in biology at Foss High School in Tacoma.

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 a 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, gender expression, 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 and equity pedagogies. 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 relation 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.

MiT Faculty

PHYLLIS ESPOSITO

Ph.D., Curriculum & Teaching, University of Kansas, 2011; MiHE, Integrated Humanities and Education, Rockhurst University, 1999; B.A., Elementary Education, Rockhurst College, 1997.

My interests focus on issues of equity and social justice in science education. My teaching draws from qualitative and critical race theory methodologies to examine collaborative field-based practices among colleges, schools, and in communities.



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.





ERICA HERNANDEZ-SCOTT

Ph.D., Teacher Education and Curriculum Studies & Educational Leadership, Policy, and Foundations, University of Missouri – Kansas City, 2016; MA, Curriculum and Instruction, University of Missouri – Kansas City, 2008; B.A., Elementary Education, Rockhurst University, 2000.

My interests include elementary education, teacher education, multicultural education, and teacher identity. My work is grounded in the belief that students, families, and communities have strengths, that when utilized as assets by teachers, can transform the lives of children, schools, and society.

JON DAVIES

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.

Currently teaching in Evergreen's undergraduate curriculum.



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.

On sabbatical 2017–2019 to teach in India.

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.

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 34 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 make 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 evergreen.edu/mit 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 email 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 20 years. Fourteen 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 hearing 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 at pettyl@evergreen.edu or (360) 867-6573.



Expectations and 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 Policies, Procedures, and Resources Guidebook. 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 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. See MiT Student Teaching Handbook for minimum scores needed to be considered for recommendation for Residency Certification.

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 undated and valid until you complete 1.5 full-time equivalent years of 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 fifth 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. To find the certification department in another state, please visit www.uky.edu/Education/TEP/usacert.html.



Ryan Reilly, MIT '07, says, "no program better prepares you." Ryan teaches at White Center Heights Elementary in Seattle.

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:

- Learning Theories and Grade-Level Teaching Strategies
- Educational Research
- Design and Issues of Assessment
- Curriculum Development and Thematic Lesson Planning
- Relationship of Washington Essential Academic Learning Requirements and Common Core State Standards
- Instructional Strategies for Diverse Learners
- Addressing the Learning Needs of English Language Learners
- Approaches to Classroom Management
- Educational Technology
- School Law, Educational Policy, and Cross-Cultural Ethics
- Group Process and Governance
- Social, Historical, and Philosophical Foundations of Education

YEAR ONE

In year one of the 2017–2019 cohort, candidates will meet approximately three days a week at Evergreen Tacoma and spend one day a week, or two half days, observing and participating in K–12 classrooms.

During the first half of fall quarter, 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 for purposes of enhancing equity pedagogies.

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 Teacher 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
	<ul style="list-style-type: none"> ■ building a learning community ■ guided observations in schools* ■ seminars, lectures, workshops ■ collaborative projects ■ Advancement to Candidacy portfolio review 	<ul style="list-style-type: none"> ■ sustaining a learning community ■ guided participation in schools* ■ seminars, lectures, workshops ■ collaborative projects ■ Advancement to Candidacy portfolio review if not completed in fall quarter 	<ul style="list-style-type: none"> ■ 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	<ul style="list-style-type: none"> ■ complete any needed subject-matter coursework prior to the beginning of year two student teaching 	
year 2	FALL	WINTER	SPRING
	<ul style="list-style-type: none"> ■ full-time student teaching begins in late August* ■ weekly seminars ■ edTPA ■ complete Student Teaching Portfolio ■ evaluation in late November 	<ul style="list-style-type: none"> ■ 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 	<ul style="list-style-type: none"> ■ full-time student teaching* ■ weekly seminars ■ edTPA (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 46 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/standards/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)	Middle Level Humanities ² (4-9 English and Social Studies)
Chemistry ¹ (5-12)	Middle Level Math (4-9)
Earth and Space Science ¹ (5-12)	Middle Level Science ² (4-9)
Elementary Education (K-8)	Physics ¹ (5-12)
English Language Arts ² (5-12)	Reading ¹ (P-12)
English to Speakers of Other Languages ¹ (P-12)	Science ¹ (5-12)
French ¹ (P-12)	Spanish (P-12)
History ² (5-12)	Social Studies ² (5-12)
Japanese ¹ (P-12)	Theatre Arts ¹ (P-12)
Mathematics (5-12)	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 pages 15–18 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 to Speakers of Other Languages endorsement are recommended to have elementary education or English Language Arts as their second endorsement area.



Sara Beith, MiT '15, student teaching in front of a Lochburn Middle School classroom.

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 resume, 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 pgs. 15-18)
- 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 (40 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



MiT graduate Rachel Erickson at 2016 hooding ceremony.

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 college-level math
- 8 quarter credits in social sciences such as psychology, history, etc.
- 10 quarter credits of academic writing to include a course in expository or research writing. Writing-intensive courses besides creative writing may be considered with appropriate documentation.

A baccalaureate degree from an institution of higher education which is a candidate for accreditation or is accredited by one of the accredited institutions as defined in WAC 250-61-050 and as amended by the Washington Student Achievement Council.

Endorsement Requirements (see pgs. 15-18)

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 during school hours, 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 100 (Internet version) or IELTS of 7.5. 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 U.S. with a minimum gpa of 3.0 for the last 90 quarter/60 semester credits.
- Financial statement demonstrating resources of at least \$36,000 (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 (or SAT or ACT) and WEST-E entrance tests at locations around the U.S., or at many international sites. Please see www.west.nesinc.com to check seat availability and locations. If an international student cannot take these tests at a convenient location, then he/she may take the Praxis Core Academic Skills for Educators (CORE) tests 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.

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 computerized assessments are the WEST-B (or SAT or ACT) and WEST-E (or appropriate NES test). Information on how to prepare for the tests, register, and locations can be found at the Washington Educator Skills Tests website at www.west.nesinc.com or contact them at (800) 784-4999. Scores are reported approximately 14 times a year, so please plan accordingly. Retakes on the WEST tests are not allowed for 45 days and on NES tests for 30 days. **Test early so your scores arrive by application deadlines.** You are welcome to review study materials at the Teacher Education Programs Resource room on the Evergreen Olympia campus.

■ **WEST-B:** The Washington Educator Skills Test-Basic is comprised of three subtests on reading, writing, and mathematics, which are 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.

■ **WEST-B Alternatives:** Applicants may submit official SAT and ACT scores which meet or exceed the following minimums to substitute for portions of the WEST-B. Applicants may meet each subject area with a different exam.

For acceptable ACT/SAT scores, see chart at:
<http://www.evergreen.edu/mit/tests.htm>

■ **WEST-E:** The Washington Educator Skills Tests-Endorsements are multiple choice tests of content knowledge required for each endorsement for Washington teaching certificates. These computerized tests are offered year-round by www.west.nesinc.com. Some endorsements use a National Educator Series (NES) test as the WEST-E for that subject area. A passing score for a WEST-E test is 240, a passing score for an NES test is 220. If a WEST-E was taken prior to 8/30/16 for an endorsement now using an NES test, it will be honored.

Language Proficiency Testing: French, Spanish, and Japanese candidates, in addition to the WEST-E, must take the ACTFL Oral Proficiency Interview (OPI) or computerized interview (OPIC) and the Written Proficiency Test (WPT) from www.languageTesting.com. These proficiency measures must be passed at the advanced low level.

Applicants desiring to meet the early admissions deadline will need to take WEST tests no later than 12/25/16 and NES tests no later than 1/6/17. Plan to test no later than mid-March to meet the fall 2017 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.

WEST-E/NES SUBJECT ASSESSMENTS FOR FALL 2017 MiT APPLICANTS

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

Arts (NES 503)

Biology (NES 305)

Chemistry (NES 306)

Earth and Space Science (NES 307)

Elementary Education (NES)

Subtest 1: English Language Arts, Social Studies, Reading (102)

Subtest 2: Mathematics, Science, Health and Fitness, the Arts (103)

English Language Arts (NES 301)

English Language Learners (051)

French

Designated World Language WEST-E (100) and ACTFL OPI or OPIC and WPT from www.languageTesting.com

General Science (NES 311)

History (027)

Japanese

Designated World Language WEST-E (100) and ACTFL OPI or OPIC and WPT from www.languageTesting.com

Mathematics (NES 304)

Middle Level Humanities

Subtest 1: English Language Arts (052)

Subtest 2: Social Studies (053)

Middle Grades Mathematics (NES 203)

Middle Grades General Science (NES 204)

Physics (NES 308)

Reading (NES 104)

Social Studies (028)

Spanish

Designated World Language WEST-E (100) and ACTFL OPI or OPIC and WPT from www.languageTesting.com

Theatre Arts (055)

OUT-OF-STATE APPLICANTS

If you are currently living outside of Washington State, you may be able to take the WEST tests in your area. See www.west.nesinc.com for locations and availability. Washington State also allows certain substitutes such as Praxis CORE and CSET for the WEST-B if you live out of state at the time you apply for an MiT program; see <http://assessment.pesb.wa.gov/assessments/westb/exemption/west-b-equivalent-tests> for a complete list and acceptable scores. You will need to take the WEST-E tests for your endorsement areas when you arrive in Washington, if not available in your area.



Mac Jones, MIT '07, works with students in robotics at River Ridge High School in Lacey.

Application Information

WHEN TO APPLY

- October 1** Application period opens.
- January 17** Early decision deadline. Complete files will be reviewed in early February by the Admissions Committee.
- April 3** 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.

APPLICATION PROCESS

Start and save the online application found at evergreen.edu/mit. 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 non-refundable by credit or debit card or electronic check.



APPLICATION MATERIALS

- See p.14 checklist of all required items for a complete file
- Submit all materials directly to:
Attn: MiT Admissions
The Evergreen State College, Graduate Admissions
2700 Evergreen Parkway NW, Library 2002
Olympia, WA 98505
- Contact Graduate Admissions directly at 360-867-6856 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 17, 2017 will be reviewed first. The Admissions Committee will continue to review complete applications through mid-spring. Applications not completed by the April 3, 2017 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 non-refundable tuition deposit.

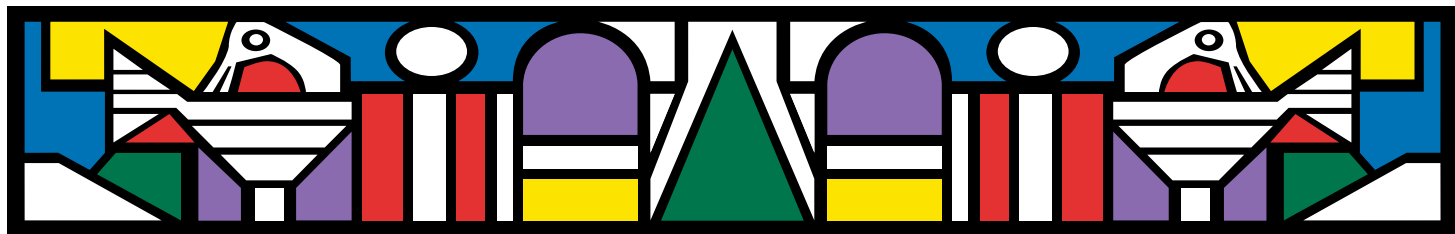
Application Checklist

- ❑ **Application Form** A **fully** completed Master in Teaching Admissions Application Form at evergreen.edu/mit.
- ❑ **Fee** A non-refundable processing fee of \$50.
- ❑ **Resume** 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 evergreen.edu/mit/endorsements. 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 which is a candidate for accreditation or is accredited by one of the accredited institutions as defined in WAC 250-61-050 and as amended by the Washington Student Achievement Council.
- ❑ **WEST-B Results** Official results from all portions of the Washington Educator Skills Test-Basic (WEST-B) or appropriate SAT or ACT scores. 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 to three double-spaced pages) that explains why you want to teach. End the statement with a paragraph that explains why you decided to apply to Evergreen's MiT program.
- ❑ **Thesis-based Essay*** (typed, two to three double-spaced pages) that (i)critically analyzes the following statement, and (ii) explains how your background and behaviors have prepared you to work with the issues and/or goals you identified in your thesis.

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 Graduate Admissions, or is enclosed in a sealed envelope from the issuing institution and delivered by the applicant to Graduate Admissions. Electronic transcripts from registered members with Docufide, National Student Clearinghouse, Naviance, Parchment and Script-Safe International are accepted. If the e-transcript asks for an email address, please use graduateadmissions@evergreen.edu.

It is 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.

*To review the definition of a thesis-based, expository essay, please see: <https://owl.english.purdue.edu/owl/resource/685/02>



Endorsement Policies and 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 evergreen.edu/mit/endorsements). 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 time frame will result in discontinuation in the program.

A second endorsement is required with Reading or English to Speakers of Other Languages, 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 and Japanese candidates must also have a second endorsement area** to improve employability. 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 are encouraged to consider having a second endorsement area in English to Speakers of Other Languages, or middle level math or middle level science to improve employability.

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/standards/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/standards/list>).

All applicants must fill out the appropriate endorsement worksheet(s) and submit them with their application.

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 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.
- 8-10 quarter credits of math to include numerical reasoning, algebraic reasoning, probability, and Euclidean and non-Euclidean geometry through a problem-solving approach. Some “Math for Elementary Teachers” courses cover all these areas, as does Evergreen’s summer course “The Meaning of Mathematics: Mathematical Literacy for Elementary Teachers and All.” Another option is to take a college level algebra course and a college level geometry course.
- Science to include: at least 4 quarter credits of some type of biological study (e.g., anatomy and physiology, general biology, botany, ecology, microbiology, zoology) and at least 4 quarter credits of some type of physical science (e.g., astronomy, chemistry, earth/space science, environmental science, integrated physical science, geology, meteorology, oceanography, physics). At least one course must have a lab.
- Social Studies to include: at least 4 quarter credits of U.S. history, and 4 quarter credits of some type of world history (ancient civilizations recommended), and 4 quarter credits from either political science/civics or economics or geography or Pacific Northwest history.
- Language Structure course such as Grammar in Context, Grammar for Teachers, Grammar/Language Functions.

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 in Context 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 36 credits in mathematics, with problem-solving and modeling approaches including coursework in each of the following:

- Geometry (including Euclidean, non-Euclidean)—4 credits
- Probability and statistics—4 credits
- Calculus (integral and differential)—12–15 credits/one year
- Discrete mathematics—4 credits
- Linear Algebra—4 credits
- Upper-division math course such as abstract/modern algebra or differential equations or history of math or math modeling or complex/real analysis or topology or math reasoning or logic—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



Julie Banken, MiT '15, student teaching at Lochburn Middle School in Lakewood.

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)

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 required with a French or Japanese 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/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.languageTesting.com)



Lupe Jackson, MiT '04, teaches language arts and social studies at Hudtloff Middle School in Lakewood.

English to Speakers of Other Languages

Minimum expectations for this endorsement are 20 credits from courses that cover the ELL endorsement competencies found at <http://program.pesb.wa.gov/standards/list>. Coursework must cover major concepts, theories and research from applied linguistics, second language acquisition, and literacy development. Other required components include national and state standards, structure of the English language, BICS and CALP, impact of cultural influences, planning practices, and issues, principles, instruments and methods of assessment. Please review planned coursework at Evergreen or taken elsewhere with certification officer Maggie Foran at foranm@evergreen.edu.

Reading

Minimum expectations for this endorsement are 20 credits covering competencies found at <http://program.pesb.wa.gov/standards/list>. For MiT admissions purposes, another endorsement is required with this endorsement, preferably from a content endorsement such as elementary education or English.

- 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. 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/endorsements). 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 Graduate Admissions with your application.
- 5 Two sample worksheets are provided on page 20 of this catalog.
- 6 For Evergreen coursework, please indicate the program title and the appropriate credit equivalencies.
- 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 program titled Intro to World Geography might meet the following social studies endorsement expectations: 4 credits of world history and 4 credits of geography.
- 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.



Julia Abrams, MIT '13, during student teaching at McKenny Elementary in Olympia.

ENGLISH LANGUAGE ARTS ENDORSEMENT WORKSHEET SAMPLE ONLY

Applicant's Name: Frank Miller


NES 301/English Language Arts		Date taken or to be taken: 12/15/2015			Score – (if known): 230		
Minimum Coursework Expectations		Course Program Title	Course Name* or Course Equivalency	# 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	The Bard	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	The Green Isle	Irish Literature	2	Evergreen	X	3/08
	nonfiction	ENGL 340	Chicana Biographies	2	UW	X	3/09
	other literature	ILC	Faulkner Stories	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
			Technical Writing	8	Evergreen	X	12/07
		ENGL 102	Composition & Research	5	Centralia College	X	3/08
			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		Grammar in Context	Grammar Studies	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: 2/27/2016			NES 102: 225	NES 103: 235	
Minimum Coursework Expectations		Course Program Title	Course Name* or Course Equivalency	# Qtr Credits	College or University	X If Complete & Date Completed	
4 credits of language skills and structure		Grammar in Context	Grammar Studies	4	Evergreen	X	9/08
4 credits of children's literature		Child Lit	Children's & Adolescent Lit.	4	Evergreen	X	8/06
8-10 additional credits of math to include algebra and geometry	geometry	planned	Math for Elem. Teachers	4	Evergreen		8/09
	algebra		Math for Elem. Teachers	4	Evergreen		8/09
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
8-10 credits of science (to include at least 4 credits some type of biological science and 4 credits some type of physical science. One science must have a lab.)	biology	BIOL 101	Introduction to Biology	4	Clark College	X	3/09
	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 at least 4 credits of U.S. history, 4 credits of some type of world history, and 4 credits from civics/political science or economics or PNW history or geography)	U.S. history	HIST 120	U.S. History	5	Clark College	X	12/08
	world history	HIST 103	Western Civilization I	4.5	WSU	X	12/08
	civics/pol sci or	POLS 270	American Government	4.5	WSU	X	5/09
	economics or	Public Finance	Macroeconomics	4	Evergreen	X	8/07
	PNW history or						
	world history						


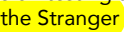
MiT Alumni Recognitions and Awards

NATE GIBBS-BOWLING, MIT '06, is the 2016 Washington State Teacher of the Year, the 2016 Puget Sound Educational Service District Regional Teacher of the Year, and was a National Teacher of the Year semifinalist. In September 2015 he hosted the President of China in his social studies classrooms at Lincoln High School in Tacoma. Known as a demanding but engaging teacher, he values getting "to leave my intellectual and cognitive fingerprints on a hundred kids a year, who will be change agents in the community." Nate has also received the national Milken Educator Award in 2014, our state's only recipient. Nate is a co-founder and director of  Teachers United, which researches and advocates for excellence in education.


www.teachersunitedwa.org

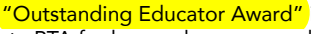
MICHAELA GILE, MIT '99, received The Evergreen State College's PK-12 Distinguished Educator of the Year Award for 2016 for her exemplary work at Northshore Recovery High School in Beverly, MA. She has worked tirelessly for 10 years teaching English and coordinating curriculum while creating a safe, therapeutic learning environment to meet the diverse needs of adolescents with significant trauma histories who are in recovery from drug and alcohol addiction. "For me there is nothing more meaningful than to help restore their belief in their academic competence and personal power."

 **CINDEL BIAS, MIT '10**, received Evergreen's 2015 PK-12 Distinguished Educator of the Year Award for her effective math teaching and leadership at Olympia High School. Cindel's principal said she models "a lead-by-example and champion-for-all attitude. She has been a cultural changer in our school."


SEAN RILEY, MIT '05, participated in the  "Under Our Skin – What do we mean when we talk about race?" video project, the Ignite Education Lab town hall, and published essays on testing and the re-segregation of schools for the Seattle Times and  in 2016. Currently teaching at Catherine Blaine K-8 School in Seattle, he received Evergreen's 2014 PK-12 Distinguished Educator of the Year Award for his English teaching at Global Connections High School in SeaTac.


COSETTE TERRY-ITEWASTE, MIT '00, received her PhD in Linguistics with a focus on Language Revitalization from University of Arizona in 2016. After 12 years working for Native American communities in grades 4-12 and adult education, she will be the Quinault Indian Nation's first Language Developer and Lead Teacher.

JIM ANDERSON, MIT '02, is the 2016 Washington State Forensics Association Coach of the Year. Jim is the new  at Black Hills H.S.

BETTY HICKS, MIT '02, received an  "Outstanding Educator Award" in March 2016 from the Washington State PTA for her work as a second grade teacher at Clear Creek Elementary in Silverdale.

NICOLE LAIB RUTLEDGE, MIT '07, is the Yelm Community Schools Secondary Teacher of the Year for 2016. She teaches Math at Yelm Middle School.

THERESA HOLLAND-SCHMID, MIT '93, is the 2016 Olympic ESD 114 Regional Teacher of the Year. She teaches English and Social Studies in the North Kitsap School District at Kingstide  High School.

WAYNE AU, PH.D., MIT '96, received  Bothell's 2015 Distinguished Teaching Award. He was a panelist for the documentary "Most Likely to Succeed" (<http://www.mltsfilm.org/>) during the 2016 inauguration activities for Evergreen's new president, George Bridges.

PAMELIA VALENTINE, MIT '99, was selected to partake in the National Art Education Associations' School for Art Leaders 2016 Learning Community. She was honored as the 2013 ESD 113 Regional Teacher of the Year by the Office of the Superintendent of Public Instruction. Pamela teaches Visual Arts at Oakland Bay Junior High School.

KELLY COWGILL, MIT '15, is featured in articles on being a new teacher in the Oregon Education Association's 2015-16 magazines:

"First in Class" – (p. 24)

https://issuu.com/todaysoea/docs/toea_fall2015_final

"The Toughest Challenge" – (p. 22)

https://issuu.com/todaysoea/docs/toea_winter2016_final

"An Inextinguishable Force of Optimism" – (p. 30)

https://issuu.com/todaysoea/docs/toea_spring16_v4_web

ERIN LANDVATTER, MIT '00  received the 2015 Rangveld Kvelstad Teacher of the Year Award for the North Kitsap School District.

KASINDA STRAMER, MIT '12, was 2015 Teacher of the Year for Chinook Middle School of North Thurston School District, Lacey.

ELISABETH RENE (WAKCHER) AVENT, MIT '05, received the 2015 Herbst Foundation Award for Teaching Excellence in the Bay Area.

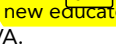
DAVID HUNTER, MIT '11, was awarded the 2015 Outstanding Support for Geographic Education Award from the National Council for Geographic Education for his "Zombie Based Learning" curriculum.

NORA HALLET, MIT '01, won the 2014 Teacher of the Year by the Washington Association for Language Teaching.

SUSI O'BRYAN, MIT '02, won the 2014 Teacher of the Year at Nisqually Middle School in Lacey.

JEREMIAH TUCKETT, MIT '06, was named 2014, 2011, and 2010 Teacher of the Year at South Sound High School in Lacey.

MICHAEL FEKETE, MIT '11, won the 2014 Ann Anderson Teacher of the Year Award at St. Mary of the Assumption School in Mentor, OH.

LAURA "LIZ" FEGLEY, MIT '10, won the 2014  new educator of the year award for Woodbridge Senior High School in VA.

ROB CAHILL, MIT '08, won Evergreen's 2013 PK-12 Distinguished Educator of the Year Award when he taught at Lakes Elementary, Lacey. He now teaches for an international school in Saudi Arabia.

LAURA HANDY-NIMICK, MIT '05, was Bethel School District's 2014 Teacher of the Year. She started Life's Handy Work, a foundation to help children from Nepal Orphan's Home seek a college education.


TIM HOLMAN, MIT '99, won Evergreen's 2012 K-12 Distinguished High School Educator of the Year. Tim does outstanding work with Dupont Manual High School students in KY.

KATE (TRAFTON) HUDSON, MIT '03, won Evergreen's 2012 K-12 Distinguished Middle School Educator of the Year. She teaches science at Reeves Middle School in Olympia.

JANET O'HALLORAN, MIT '98, won Evergreen's 2012 K-12 Distinguished Elementary Educator of the Year. Janet works with third graders at McKenny Elementary in Olympia.

CECILY SCHMIDT, MIT '04, won Evergreen's first K-12 Distinguished Educator of the Year in 2011 for her inspired art teaching at Capital High School in Olympia.

SARAH APPLGATE, MIT '92, received a 2011 Fulbright Award in Teaching to study the education system in Finland.


ERVANNA LITTLE EAGLE, MIT '04, was awarded  the 2011 "Indian Educator of the Year" by the Washington State Indian Education Association.

See more at <http://www.evergreen.edu/mit/recognition.htm>

Financial Information

ANNUAL COST OF ATTENDANCE

The **rates per year** are listed below for the 2016–17 academic year (three quarters: fall, winter, spring):*

Tuition	per year cost
Resident	\$9,579.00
Nonresident	\$22,137.00
Books and Supplies (estimate only)	\$1,050.00
Parking	\$150.00
Transportation (estimate only) 	\$1,125.00
Health Services Fee	\$276.00
Transit Fee	\$105.00
Clean Energy Fee	\$48.00
CAB Renovation Fee	\$276.00
WashPIRG Fee (optional)	\$24.00

ONE-TIME FEES

Washington State Patrol identification and criminal history check (first year only)	\$83.00
Application for teacher certificate (second year only)	\$74.00
Master's project binding fee (approx.)	\$60.00
Graduation fee	\$25.00
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 nonresident, 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: 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 by applying online at <https://fafsa.ed.gov> (preferred) or by submitting it by mail to the federal processing center. The 2017–18 FAFSA will be available October 1, 2016 and will use 2015 tax information. Priority consideration will be given to applicants whose official FAFSA results are received before **February 1, 2017**.
- 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 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 up to \$20,500 at 5.31% interest (as of 7/2016)
- 2 **Emergency, Short-Term Loans**
Available through the Office of Financial Aid for eligible students who have short-term cash-flow needs.
- 3 **Graduate Plus Loans** (6.31% as of 7/2016)

Evergreen Need Grants

Evergreen offers a limited number of need grants to graduate students with high need (EFC of \$0) who are state residents as funding permits. In the recent past, awards generally were \$1,800 per year for FAFSA filers by February 1.

*These rates are set by the Washington State Legislature and The Evergreen State College Board of Trustees. They are subject to change without notice. New MiT candidates in fall 2017 may see reduced fees due to program location at Evergreen Tacoma.



MiT graduates and student teachers at Lochburn Middle School in Lakewood.

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 evergreen.edu/mit/costs.htm and click on the MiT Financial Assistance Application after January 1, 2017 to complete the online form. For priority consideration, **submit requests by April 5, 2017.**

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.

Evergreen Sustainability Fellowship

MiT candidates may compete for 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: (evergreen.edu/scholarships/other-opportunities)

The federal government also has conditional **TEACH grants** for prospective teachers planning to teach in shortage areas of math, science, world languages, reading, and English Language Acquisition. See: <https://studentaid.ed.gov/types/grants-scholarships/teach> 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 evergreen.edu/veterans.

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 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 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.
- 4 No practice within the state of Washington within the previous five school years with an expired, lapsed, suspended, surrendered, or revoked certificate in a professional position for which certification is required under the rules of the Professional Educator Standards Board.

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.



MIT graduate Jessica Davis receives high-fives at the 2016 graduation ceremony.

Resources

CONTACTING MIT

General inquiries should be directed to:

Master in Teaching Advising Office
The Evergreen State College
Sem 2, E 3135
Mailstop Sem 2, A 2117
Olympia, WA 98505

(360) 867-6559
foranm@evergreen.edu

For directions to the college, go to evergreen.edu/tour/gethere

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 2019. 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 2017–18 academic years is available from the Office of the Provost, (360) 867-6400.

OFTEN-USED NUMBERS

Dial (360) 867, then dial:

Academic Advising.....	6312
Access Services for Students with Disabilities, ADA Compliance.....	6348
TTY:	6834
Career Development Center.....	6193
Children's Center	6060
Computer Center	6227
Counseling Center	6800
Financial Aid Office	6205
Graduate Admissions.....	6856
Library.....	6250
Quantitative Reasoning Center.....	5547
Registration and Records	6856
Student Accounts	6447
Writing Center.....	6420



Accessibility of Information: The information contained in this catalog is available in other media. TTY: (360) 867-6834; evergreen.edu.



**the evergreen
state college**

Master in Teaching Program

2700 Evergreen Parkway NW
Olympia, WA 98505

evergreen.edu/mit



MiT faculty Sonja Wiedenhaupt and Phyllis Esposito celebrate Victoria Caswell at 2016 MiT hooding ceremony.