Plant the Seeds of Justice
BECOME A TEACHER

the evergreen state college

evergreen.edu/mit
Plant the Seeds of Justice—Become a Teacher

If you are a passionate, critical thinker with a strong desire to make a real difference in your community, then become a teacher through The Evergreen State College’s Master in Teaching (MiT) program. The goal of the MiT program is to develop teachers who become leaders in promoting anti-bias work, social justice, and equity in education by creating and enacting opportunities for ALL kids to learn.

Our nationally recognized MiT program takes an integrated, inquiry-based approach to teacher certification. We explore how public education can meet the needs of the diverse peoples who live in our democracy.

We examine what it means to base teacher education and public education on a multicultural, democratic, developmental perspective and investigate how evidence-based assessment can promote these values. We provide opportunities for prospective teachers to question their cultural perspectives and worldviews, to gain a broader and deeper understanding about the diverse cultures that compose our society, and to develop new understandings about teaching and learning. MiT candidates graduate with knowledge and skills necessary to create learning environments that support student engagement and achievement, and gain the capacity to advocate for a more just and equitable society.

We will host the 2018–2020 MiT cohort at the Olympia campus and look forward to having you join us there. 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 our program, 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’s MiT Program!

Sincerely,

J. Patrick Naughton, Ed.D.
Director
“I went into education because I wanted to do something that helped better our community and improve our future. A quality education, both in academic skills and social skills, is the key to ensuring that our students are ready for life.”
—— Rand Hodgson MiT ’10

Rand Hodgson MiT ’10, The Evergreen State College PK-12 Distinguished Educator of the Year, 2017. Rand was nominated for his work in the expansion of the Positive Behavior Intervention and Support (PBIS) District Coaches Group and the promotion of graduation rates, and attendance for the North Thurston School District.

Find us on Facebook at facebook.com/Evergreen.MiT
All photos by Shauna Bittle ’98, unless otherwise noted.

Cover photo: Michael Joshua, MiT ’07, Gray Middle School math teacher, Tacoma, Wash.
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 collaboration among candidates, faculty, and K–12 teachers is encouraged.

How does this happen?

A climate is created in which interactive learning can occur and candidate input is valued.

An interdisciplinary team of 35 to 40 candidates and three faculty members form 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 one and complete two quarters of student teaching in year two.

During weekly seminars, one faculty member and 15 candidates analyze readings and review experiences in K–12 classrooms.

Candidate self-assessment and reflection are integral parts 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 one of Evergreen’s graduate-level professional studies programs, we are committed to personal and professional growth and to bridging theory and practice for meaningful, lifelong learning.

Trinity Rossi MiT ‘13, student teaching at McKenny Elementary School in Olympia.
PRACTICE-BASED TEACHER EDUCATION

How can public education meet the needs of the diverse peoples who live in our democracy? This 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. Our program employs a transdisciplinary perspective that creates an integrated, inquiry-based approach to teacher development. Teacher candidates become members of a cohort in a professional learning community while local school districts and communities provide extensive field experiences, including two 10-week student teaching assignments. While acknowledging the social, cultural, and political contexts of teaching, we address three major concepts throughout the MiT curriculum. We carefully explore how theory and practice in each conceptual domain outlined below effectively support teacher development and student learning.

Social Justice and Multicultural Theory and Practice
The curriculum of teaching and teacher education is rooted in 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. Future teachers must provide K-12 students with culturally relevant, equitable learning experiences and opportunities to develop critical consciousness. Rather than erasing or marginalizing differences, we examine and consciously act on differences such as ethnicity, race, class, gender, culture, religion, language, ability, sexual identities, and gender expression. MiT candidates examine the underlying assumptions of their cultural perspectives and worldviews in order to develop critical consciousness. Rather than erasing or marginalizing differences, we examine and consciously act on differences such as ethnicity, race, class, gender, culture, religion, language, ability, sexual identities, and gender expression. MiT candidates examine the underlying assumptions of their cultural perspectives and worldviews in order to develop critical consciousness. By doing so, we reveal that education is both a cause and a cure for systemic racism and educational inequity. Teachers have a moral and ethical responsibility for dismantling systemic racism and educational inequity. Activism and advocacy must be rooted in effective teaching for all students.

Democracy and Schooling
We believe that democracy is a multi-dimensional concept. We guide teacher candidates to reflect on and enact a) democratic classroom learning environments that are learner-centered, collaborative, and empower student voices; and b) democratic, school-based decision-making that is inclusive of families, community members, school personnel, and students.

We analyze ways in which power and privilege reproduce and maintain opportunity gaps 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. We also consider what it means to work and learn in various communities, avoiding the notion of neutrality in place and context, because we believe teachers are transformative intellectuals whose work disrupts dominant ideologies for the purpose of building and maintaining a healthy democracy.

Developmentally and Socioculturally Appropriate Teaching and Learning
We know that teachers need multiple strategies to respond fully to the complex, culturally situated, cognitive processes associated with learning. Yet we also understand that all students benefit from teachers who facilitate rigorous, meaningful, and relevant instruction that provides equitable access to learning opportunities. We recognize and honor the cultural wealth that students and families bring to school. We believe instruction must be built on that wealth. From this foundation, teachers need to develop culturally relevant, integrated, developmentally appropriate curriculum that invites active engagement and expands learner interests, perspectives, and worldviews.

Conceptual Framework

SOCIAL JUSTICE AND MULTICULTURAL THEORY AND PRACTICE

The curriculum of teaching and teacher education is rooted in 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. Future teachers must provide K-12 students with culturally relevant, equitable learning experiences and opportunities to develop critical consciousness. Rather than erasing or marginalizing differences, we examine and consciously act on differences such as ethnicity, race, class, gender, culture, religion, language, ability, sexual identities, and gender expression. MiT candidates examine the underlying assumptions of their cultural perspectives and worldviews in order to develop critical consciousness. By doing so, we reveal that education is both a cause and a cure for systemic racism and educational inequity. Teachers have a moral and ethical responsibility for dismantling systemic racism and educational inequity. Activism and advocacy must be rooted in effective teaching for all students.

DEVELOPMENTALLY AND SOCIOCULTURALLY APPROPRIATE TEACHING AND LEARNING

We know that teachers need multiple strategies to respond fully to the complex, culturally situated, cognitive processes associated with learning. Yet we also understand that all students benefit from teachers who facilitate rigorous, meaningful, and relevant instruction that provides equitable access to learning opportunities. We recognize and honor the cultural wealth that students and families bring to school. We believe instruction must be built on that wealth. From this foundation, teachers need to develop culturally relevant, integrated, developmentally appropriate curriculum that invites active engagement and expands learner interests, perspectives, and worldviews.
In Their Own Words:

Riel LaPlant
of the Blackfeet Nation
Secondary Biology

“I was born on the Blackfeet Indian reservation in Browning, Mont. I would express the plight of my home situation through disengagement with school, running away from home, and a laissez-faire attitude toward my future. Under my grandmother’s patronage I learned my indigenous language, attended ceremonies, developed a love of running, grew as a reader, enhanced my storytelling skills, and fell in love with school. I went from failing every class in middle school to acing every assignment in high school. I was accepted to Stanford University on a full-ride scholarship where I did a Native American honors thesis in education and started to envision creating my own school. After graduating I came to a crossroad in deciding how to reach my goal and decided on The Evergreen State College’s Master in Teaching, because most importantly I had seen numerous alumni help students transform their lives on their own terms. The Evergreen MiT program makes social justice a focal point in their curriculum. I think social justice within education is essential for students of color, mine especially, because it teaches them the root causes of dysfunction in the communities. Once students are able to understand the root of their community’s problems, they are better prepared to not only uproot systems of oppression from their own lives, but the lives of others around them. While in the program I noticed a disconnect between my practicum site teachers and urban Native youth and decided on creating a cultural bridge between them. I applied for the Billy Mill’s Dreamstarter grant and won $10,000 to make this idea a reality.

I hope to teach for a number of years, acquire a doctorate of education, be involved in national native politics, and eventually start my own school for native youth. I want my school to be an incubator for social change, like how in my own life, my grandmother was a catalyst for critical thinking.”

Michelle Tate
Elementary Education

In her twenties, Michelle earned a degree in interior design, while she was eight months pregnant. She went to work in that field for several years before being laid off in the economic downturn of 2008. “As it turned out, what some consider a tragedy became my fortune—all of the money that job paid never quite left me fulfilled.”

Working with children wasn’t what she had in mind when she was suddenly thrown into a volunteer position. “It didn’t take long for me to realize that paid or not, this was something I would do no matter what—both for myself and the kids. For eight years I’ve inched my way from an Associate’s Degree toward nearing the end of my first year in the MiT program. I offer this glimpse of context to you, it’s unique to anyone who’s never known someone to stick undeterred to a goal as a single mom and a mountain of student loan debt just to be a teacher!” Michelle spent three years as a childcare school site director for the YMCA and gained experience working with school-aged children while finishing her bachelor’s degree. She describes upon completing MiT and taking her first position “Before the day begins, I remind myself why I am there. This classroom will be a safe sanctuary where I will remain vigilant to the harms of bullying, ridicule, and racism. All languages and ethnicities are encouraged to be embraced and appreciated. I will strive to build a space for open-minded and empathetic thinkers to flourish and grow in wisdom. There will be no empty stomachs or hunger or arguments left unresolved, no insecurities ignored.”

In order to become that teacher I envision, and to endure the challenges ahead as our country faces turbulent times in public education, I need Evergreen’s Master in Teaching program to immerse myself in the social justice framework that I pledge to fight for.”

I was born on the Blackfeet Indian reservation in Browning, Mont. I would express the plight of my home situation through disengagement with school, running away from home, and a laissez-faire attitude toward my future. Under my grandmother’s patronage I learned my indigenous language, attended ceremonies, developed a love of running, grew as a reader, enhanced my storytelling skills, and fell in love with school. I went from failing every class in middle school to acing every assignment in high school. I was accepted to Stanford University on a full-ride scholarship where I did a Native American honors thesis in education and started to envision creating my own school. After graduating I came to a crossroad in deciding how to reach my goal and decided on The Evergreen State College’s Master in Teaching, because most importantly I had seen numerous alumni help students transform their lives on their own terms. The Evergreen MiT program makes social justice a focal point in their curriculum. I think social justice within education is essential for students of color, mine especially, because it teaches them the root causes of dysfunction in the communities. Once students are able to understand the root of their community’s problems, they are better prepared to not only uproot systems of oppression from their own lives, but the lives of others around them. While in the program I noticed a disconnect between my practicum site teachers and urban Native youth and decided on creating a cultural bridge between them. I applied for the Billy Mill’s Dreamstarter grant and won $10,000 to make this idea a reality.

I hope to teach for a number of years, acquire a doctorate of education, be involved in national native politics, and eventually start my own school for native youth. I want my school to be an incubator for social change, like how in my own life, my grandmother was a catalyst for critical thinking.”

Michelle Tate
Elementary Education

In her twenties, Michelle earned a degree in interior design, while she was eight months pregnant. She went to work in that field for several years before being laid off in the economic downturn of 2008. “As it turned out, what some consider a tragedy became my fortune—all of the money that job paid never quite left me fulfilled.”

Working with children wasn’t what she had in mind when she was suddenly thrown into a volunteer position. “It didn’t take long for me to realize that paid or not, this was something I would do no matter what—both for myself and the kids. For eight years I’ve inched my way from an Associate’s Degree toward nearing the end of my first year in the MiT program. I offer this glimpse of context to you, it’s unique to anyone who’s never known someone to stick undeterred to a goal as a single mom and a mountain of student loan debt just to be a teacher!” Michelle spent three years as a childcare school site director for the YMCA and gained experience working with school-aged children while finishing her bachelor’s degree. She describes upon completing MiT and taking her first position “Before the day begins, I remind myself why I am there. This classroom will be a safe sanctuary where I will remain vigilant to the harms of bullying, ridicule, and racism. All languages and ethnicities are encouraged to be embraced and appreciated. I will strive to build a space for open-minded and empathetic thinkers to flourish and grow in wisdom. There will be no empty stomachs or hunger or arguments left unresolved, no insecurities ignored.”

In order to become that teacher I envision, and to endure the challenges ahead as our country faces turbulent times in public education, I need Evergreen’s Master in Teaching program to immerse myself in the social justice framework that I pledge to fight for.”
Kyla’s high school lunch hours were spent in her favorite English teacher’s classroom—where a small group of students congregated for discussions of literature and philosophy. After an English degree from UW, experience as a copywriter and writing tutor to teens, and retail manager, she recognized the common thread of the person she was as a teenager and who she is today. “I love to listen to people and find ways to empower them. My energy and creativity skyrocket when there is an opportunity to assist and inspire someone to reach their goals.” I had considered being a teacher for many years, because of its mentorship role, but also because it involves work with youth. As a long-time nanny, I’ve loved working with kids—I find their energetic, inquisitive, and brutally honest nature refreshing. I’ve worked with kids who incessantly push boundaries or strictly adhere to the rules; have oodles of confidence or are stifled by their own shyness; struggle or excel in academics; and come from broken or supportive homes. I’ve enjoyed every single kid I’ve worked with—they’re all gems, some just need a little extra support in discovering their worth. It would be an honor to be in a position where I can help kids reach their goals through academics, as I feel knowledge is the greatest tool one can have.” Kyla said she was befuddled by the social inequality she witnessed while living in Seattle and Los Angeles. She prepared to apply to certification programs by doing observations in schools, including one known for its low-income community. One class of third graders at that school took time each morning to go over civil rights and the Bill of Rights, where children recited the information with exuberance.

“The community nature of the classroom and the instructor’s guidance ensured a community culture of acceptance. That teacher, Mr. Ryan Reilly MIT ’07, attributes much of his technique to Evergreen. Based on what I’ve seen, I believe Evergreen’s in-depth two-year program will thoroughly prepare me to step into a classroom and be ready to effectively serve.”

“The first time I realized my passion for teaching came about when I tutored geometry in high school James said. “From the beginning it was always about eliciting the knowledge the individual had and trying to keep it as inquiry-based as possible. It is not the answer that is important, it is the process to get to that answer that is essential to learning. That brief moment of understanding something is why I want to teach. Comprehension leads to confidence, the confidence guides the student to better decisions, and those better decisions improve both the individual and the community around them.”

James began his college education studying traditional sciences at Louisiana State University, but finished at Evergreen for its “unique blend of content integration and instruction engaging with as many viewpoints as possible. This integration of ideas is what helped with my success. The methods used for my learning experience are similar to how I would have wanted to have been taught in high school.”

James balanced a workload as a Target store associate, a writing tutor to teens, and retail manager, she recognized my need for a solid foundation in the philosophy and methods of a transformative educator, so I began to look for teacher-preparation programs in Washington state that had a strong foundation in social justice pedagogy. I dreamed of blending theater into my work with elementary and middle school youth in an interdisciplinary way. While I considered completing an online program so that I might live at home to support my family, I knew from prior experiences with online classes that I could gain so much from struggling through ideas with a cohort and professors. After two quarters of the Evergreen MIT program, I feel more convinced than ever of the rightness of my choice.

The program has shown me the importance of recognizing my positionalities and that of my students, of learning about their cultural backgrounds, language, community, and cultural values in order to serve them. It has made me into a better person as well as teacher in forcing me to consider more deeply my role in society, the privilege that has shaped me, and how I too am complicit in maintaining systems of social injustice.

I look forward to a career in which I will serve key [Latinx] communities in my home state through education, the best means for social and personal transformation.”

For alumni stories see page 23.
Meet the MiT Faculty

**PHYLLIS ESPOSITO**

Ph.D., Curriculum and 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**


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

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.

SUNSHINE CAMPBELL

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

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 35 years in a large variety of roles, all of which inform my work as the Associate Director for 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 documentation is complete and properly maintained. The fruit of all of this work comes on graduation day, when I recommend candidates to the state to receive their teaching certificates. 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 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 alumni 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. Fifteen of those have been at Evergreen, where I am responsible for practicum and student placements for all MiT students.

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

The favorite part of my job is 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.
EXPECTED 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.

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 five years and may be renewed through completion of 100 clock hours of approved professional development every five years. The second level of certification is the Professional Certificate, which teachers may begin working to obtain during their third year of teaching, but this is optional.

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 uky.edu/Education/TEP/usacert.
The Master in Teaching 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
- Washington’s Learning Standards, the Common Core State Standards, and the Next Generation Science 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 2018–2020 cohort, candidates will meet approximately three days a week at Evergreen Olympia 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.

*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 41 endorsements in Washington available to preservice teachers, not including a large number of career and technical education endorsements. Evergreen currently offers 18 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 Washington’s K-12 Learning Standards for students. For a complete list of all endorsements in the state and to examine the knowledge and skill competencies for each endorsement, see: 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

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 17–20 for details on expected coursework for each endorsement area. Given employment trends, candidates are strongly urged to enter the program with two endorsements. Candidates preparing for the English Language Learners endorsement are recommended to have Elementary Education or English Language Arts as their second endorsement area.

ENDORSEMENTS OFFERED AT EVERGREEN

- Biology (5-12)
- Chemistry (5-12)
- Earth and Space Science (5-12)
- Elementary Education (K-8)
- English Language Arts (5-12)
- English Language Learners (B-12)
- French (P-12)
- History (5-12)
- Japanese (P-12)
- Mathematics (5-12)
- Middle Level Humanities (4-9 English and Social Studies)
- Middle-Level Math (4-9)
- Middle-Level Science (4-9)
- Physics (5-12)
- Spanish (P-12)
- Social Studies (5-12)
- Theatre Arts (P-12)
- Visual Arts (P-12)

1 In addition, you must also choose another endorsement area.
2 You are strongly encouraged to choose an additional endorsement area.

Julia Abrams MiT ’13, during student teaching at McKenny Elementary in Olympia.
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, school experience hours log, 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. 17-20)
- Experience within the past two years in a U.S. 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.14)
- Completeness of application materials and the care with which the content was prepared

GENERAL PREREQUISITE REQUIREMENTS FOR ALL CANDIDATES

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

- Course in 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 that 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.17-20)

Testing Requirements (see p.14)

Experience with children/youth in U.S. public schools

Applicants are expected to have recent (within the past two years) experience with children/youth from diverse backgrounds in a U.S. public school classroom(s) through observations and volunteer or paid work documented on the Recent School Experience Hours Log Sheet and verified by a supervising teacher’s signature. All experiences with children and youth are expected to be listed on one’s resume, as well as employment history for the past 10 years.

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 $38,502 (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) 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 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 ets.org/praxis at one of their international sites as a substitute, and take the WEST-E test as soon as can be arranged.

MiT graduate Christine Yorba celebrates at the 2017 hooding ceremony.
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 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 approved minimum scores 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: assessment.pesb.wa.gov/basic/west_b_alternative

- **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 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 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 1/21/18 and NES tests no later than 1/19/18. Plan to test no later than mid-March to meet the fall 2018 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/NESSUBJECT ASSESSMENTS FOR FALL 2018 MIT APPLICANTS

<table>
<thead>
<tr>
<th>Endorsement/test name and test code offered by west.nesinc.com unless noted:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts (NES 503)</td>
</tr>
<tr>
<td>Biology (NES 305)</td>
</tr>
<tr>
<td>Chemistry (NES 306)</td>
</tr>
<tr>
<td>Earth and Space Science (NES 307)</td>
</tr>
<tr>
<td>Elementary Education (NES)</td>
</tr>
<tr>
<td>Subtest 1: English Language Arts, Social Studies, Reading (102)</td>
</tr>
<tr>
<td>Subtest 2: Mathematics, Science, Health and Fitness, the Arts (103)</td>
</tr>
<tr>
<td>English Language Arts (NES 301)</td>
</tr>
<tr>
<td>English Language Learners (051)</td>
</tr>
<tr>
<td>French</td>
</tr>
<tr>
<td>Designated World Language WEST-E (100) and ACTFL OPI or OPIC and WPT from languagetesting.com</td>
</tr>
<tr>
<td>History (027)</td>
</tr>
<tr>
<td>Japanese</td>
</tr>
<tr>
<td>Designated World Language WEST-E (100) and ACTFL OPI or OPIC and WPT from languagetesting.com</td>
</tr>
<tr>
<td>Mathematics (NES 304)</td>
</tr>
<tr>
<td>Middle Level Humanities</td>
</tr>
<tr>
<td>Subtest 1: English Language Arts (052)</td>
</tr>
<tr>
<td>Subtest 2: Social Studies (053)</td>
</tr>
<tr>
<td>Middle Grades Mathematics (NES 203)</td>
</tr>
<tr>
<td>Middle Grades General Science (NES 204)</td>
</tr>
<tr>
<td>Physics (NES 308)</td>
</tr>
<tr>
<td>Social Studies (028)</td>
</tr>
<tr>
<td>Spanish</td>
</tr>
<tr>
<td>Designated World Language WEST-E (100) and ACTFL OPI or OPIC and WPT from languagetesting.com</td>
</tr>
<tr>
<td>Theatre Arts (055)</td>
</tr>
</tbody>
</table>

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 west.nesinc.com for locations and availability. Washington State also allows certain substitutes, such as Praxis CORE and CBEST for the WEST-B, if you live out of state at the time you apply for an MIT program; see 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.
When to Apply

October 1  Application period opens.
February 5  Early-decision deadline. Complete files will be reviewed in mid-February by the Admissions Committee.
April 2  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

MiT uses an online application, and a link to begin is found at evergreen.edu/mit. One can save and revisit the application until submitted. Email addresses for three recommenders must be provided. At time of submission the endorsement worksheet, resume, recent School Experience Hours Log Sheet, personal statement, and thesis-based essay need to be uploaded.

Application fee: A $50 non-refundable application fee by credit or debit card or electronic check is needed to process the application. Fee waivers are available for AmeriCorps and Peace Corps alumni, veterans, and applicants with financial need, among others with appropriate documentation. Please see evergreen.edu/graduatestudies/applicationfeewaiver for details.

Application Materials

- See p.16 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 February 5, 2018 will be reviewed first. The Admissions Committee will continue to review complete applications through mid-spring. Applications not completed by the April 2, 2018 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 electronic application form, link found at evergreen.edu/mit.
- **Fee:** A non-refundable processing fee of $50.
- **Resume:** Include educational history and all employment for the past ten years. List relevant volunteer work, especially all experience with children and youth.
- **Recent School Experience Hours Log Sheet:** Documentation of a minimum 40 hours of experience is expected within the past two years in a public, U.S., diverse classroom in the grade level(s) and preferably the endorsement area one is pursuing. Experience can include observations, volunteer and paid work, and is verified by the signature of the supervising teacher.
- **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.

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.

- **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 or NES Results:** Appropriate official Washington Educator Skills Test-Endorsements (WEST-E) or National Evaluation Series Test (NES) results for each endorsement area selected per Washington’s Professional Educator Standards Board’s policies. For information and to register, visit 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 explain 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 critically analyze the following statement, and explain how your background and behaviors have prepared you to work with the issues and/or goals you identified in your thesis.

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: owl.english.purdue.edu/owl/resource/685/02
All teachers must have one or more endorsements according to state guidelines. For information on endorsement grade levels see page 12.

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 taught within the MiT program.

No more than 8 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 the English Language Learners endorsement, preferably in a core content area such as elementary education or English Language Arts.

Chemistry, Earth and Space Science, and Physics 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 Language Learners, 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 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 pathway.pesb.wa.gov/current-educators/adding-endorsements 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: 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: humanities, math, and 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 another 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; another 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; another 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; another Science or Math is recommended.

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

Andrea Thompson-Benton MIT ‘14, works with second-grade students in a Tacoma elementary school.
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: weber.edu/ForeignLanguages/Onlinemethods.
- 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 U.S. 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 languagetesting.com

English Language Learners
Minimum expectations for this endorsement are 20 credits from courses that cover the ELL endorsement competencies found at 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. Coursework is planned in a daytime program in Evergreen’s undergraduate curriculum in fall 2018 and winter 2019.

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 such as 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

Anne Hawkins MiT ’99, helped Jason Lee Middle School become Pierce County’s first National AVID Demonstration School in 2016.
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 at 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 Graduate Admissions with your application.

5. Two sample worksheets are provided on page 22 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.

Ryan Reilly MiT ’07, and his students at in his classroom at White Center Heights Elementary in Seattle.
### SAMPLE ENGLISH LANGUAGE ARTS ENDORSEMENT WORKSHEET

**Applicant’s Name:** Frank Novato

<table>
<thead>
<tr>
<th>Minimum Coursework Expectations</th>
<th>Course Program Title</th>
<th>Course Name* or Course Equivalency</th>
<th># Qtr Credits</th>
<th>College or University</th>
<th>X if Complete &amp; Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>28 credits of literature</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(American, British, world, multicultural, and adolescent—must include representation from the following genres: poetry, drama, fiction, and nonfiction)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American literature</td>
<td>ENGL 250</td>
<td>Intro American Lit.</td>
<td>5</td>
<td>UW</td>
<td>X 12/08</td>
</tr>
<tr>
<td>British literature</td>
<td>The Bard</td>
<td>Shakespeare</td>
<td>8</td>
<td>Evergreen</td>
<td>X 6/07</td>
</tr>
<tr>
<td>world literature</td>
<td>ENGL 260</td>
<td>Non Western World Lit.</td>
<td>5</td>
<td>Centralia College</td>
<td>X 8/09</td>
</tr>
<tr>
<td>multicultural literature</td>
<td>LIT 211</td>
<td>American Ethnic Lit.</td>
<td>5</td>
<td>SPSCC</td>
<td>X 12/09</td>
</tr>
<tr>
<td>adolescent literature</td>
<td>planned</td>
<td>Adolescent Literature</td>
<td>4</td>
<td>Evergreen</td>
<td>9/12</td>
</tr>
<tr>
<td>poetry</td>
<td>ENGL 380</td>
<td>Intro to Poetry</td>
<td>3</td>
<td>UW</td>
<td>X 6/09</td>
</tr>
<tr>
<td>drama</td>
<td>LIT 190</td>
<td>Intro to Drama</td>
<td>5</td>
<td>Centralia College</td>
<td>X 5/07</td>
</tr>
<tr>
<td>fiction</td>
<td>The Green Isle</td>
<td>Irish Literature</td>
<td>2</td>
<td>Evergreen</td>
<td>X 3/08</td>
</tr>
<tr>
<td>nonfiction</td>
<td>ENGL 340</td>
<td>Chicana Biographies</td>
<td>2</td>
<td>UW</td>
<td>X 3/09</td>
</tr>
<tr>
<td>other literature</td>
<td>ILC</td>
<td>Faulkner Stories</td>
<td>2</td>
<td>Evergreen</td>
<td>X 3/08</td>
</tr>
<tr>
<td>4 credits in speech</td>
<td>SP EE 101</td>
<td>Public Speaking</td>
<td>5</td>
<td>Centralia College</td>
<td>X 12/09</td>
</tr>
<tr>
<td>12 credits in the writing process</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(must include course in research or expository writing)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 102</td>
<td>Composition &amp; Research</td>
<td></td>
<td>5</td>
<td>Centralia College</td>
<td>X 3/08</td>
</tr>
<tr>
<td>technical analysis</td>
<td>ENGL 102</td>
<td>Technical Writing</td>
<td>8</td>
<td>Evergreen</td>
<td>X 12/07</td>
</tr>
<tr>
<td>Literary Analysis</td>
<td>ENGL 102</td>
<td>Literary Analysis</td>
<td>2</td>
<td>Evergreen</td>
<td>X 3/04</td>
</tr>
<tr>
<td>4 credits of additional communication study</td>
<td>COM 120</td>
<td>Interpersonal Comm</td>
<td>5</td>
<td>Centralia College</td>
<td>X 3/08</td>
</tr>
<tr>
<td>for example journalism, acting, media and film analysis, digital web tools</td>
<td>DRAMA 115</td>
<td>Dramatic Performance</td>
<td>3</td>
<td>Centralia College</td>
<td>X 3/09</td>
</tr>
<tr>
<td>COM 150</td>
<td>Intro to Mass Media</td>
<td></td>
<td>3</td>
<td>Centralia College</td>
<td>X 6/09</td>
</tr>
<tr>
<td>4 credits of language skills and structure</td>
<td>Grammar in Context</td>
<td>Grammar Studies</td>
<td>4</td>
<td>Evergreen</td>
<td>X 9/08</td>
</tr>
<tr>
<td>Other language arts</td>
<td>Jour 106</td>
<td>Intro to News Writing</td>
<td>3</td>
<td>Centralia College</td>
<td>X 6/07</td>
</tr>
</tbody>
</table>

### SAMPLE ELEMENTARY EDUCATION ENDORSEMENT WORKSHEET

**Applicant’s Name:** Latoya Smith

<table>
<thead>
<tr>
<th>Minimum Coursework Expectations</th>
<th>Course Program Title</th>
<th>Course Name* or Course Equivalency</th>
<th># Qtr Credits</th>
<th>College or University</th>
<th>X if Complete &amp; Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 credits of language skills and structure</td>
<td>Grammar in Context</td>
<td>Grammar Studies</td>
<td>4</td>
<td>Evergreen</td>
<td>X 9/08</td>
</tr>
<tr>
<td>4 credits of children's literature</td>
<td>Child Lit</td>
<td>Children's &amp; Adolescent Lit.</td>
<td>4</td>
<td>Evergreen</td>
<td>X 8/06</td>
</tr>
<tr>
<td>8-10 additional credits of math to include algebra and geometry</td>
<td>geometry</td>
<td>planned Math for Elem. Teachers</td>
<td>4</td>
<td>Evergreen</td>
<td>8/09</td>
</tr>
<tr>
<td></td>
<td>algebra</td>
<td>Math for Elem. Teachers</td>
<td>4</td>
<td>Evergreen</td>
<td>8/09</td>
</tr>
<tr>
<td>4 credits in the arts (defined as dance, music, theater arts, visual arts)</td>
<td>ART 145</td>
<td>Drawing</td>
<td>3</td>
<td>Clark College</td>
<td>X 12/07</td>
</tr>
<tr>
<td></td>
<td>MUSC 120</td>
<td>Music Fundamentals</td>
<td>4.5</td>
<td>WSU</td>
<td>X 12/08</td>
</tr>
<tr>
<td>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.)</td>
<td>biology</td>
<td>BIOL 101 Introduction to Biology</td>
<td>4</td>
<td>Clark College</td>
<td>X 3/09</td>
</tr>
<tr>
<td></td>
<td>lab science</td>
<td>BIOL 101 Introduction to Biology</td>
<td>1</td>
<td>Clark College</td>
<td>X 3/09</td>
</tr>
<tr>
<td></td>
<td>physical science</td>
<td>ENVR 290 Environmental Science</td>
<td>5</td>
<td>Clark College</td>
<td>X 12/08</td>
</tr>
<tr>
<td>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/pol sci or economics or PNW history or geography)</td>
<td>U.S. history</td>
<td>HIST 120 U.S. History</td>
<td>5</td>
<td>Clark College</td>
<td>X 12/08</td>
</tr>
<tr>
<td></td>
<td>world history</td>
<td>HIST 103 Western Civilization I</td>
<td>4.5</td>
<td>WSU</td>
<td>X 12/08</td>
</tr>
<tr>
<td></td>
<td>civics/pol sci or</td>
<td>POLS 270 American Government</td>
<td>4.5</td>
<td>WSU</td>
<td>X 5/09</td>
</tr>
<tr>
<td></td>
<td>economics or</td>
<td>Public Finance</td>
<td>4</td>
<td>Evergreen</td>
<td>X 8/07</td>
</tr>
<tr>
<td></td>
<td>PNW history or</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>world history</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MiT Alumni Recognitions and Awards

The Evergreen State College Teacher Education Programs PK-12 Distinguished Educator of the Year Recipients:

RAND HODGSON MiT ’10
2017 award for his work as a positive behavior intervention support specialist for the North Thurston School District in Lacey, Wash. which helps promote graduation rates, attendance, and connections with community mentors.

MICHAELA GILE MiT ’99
2016 award for her exemplary English teaching and coordinating curriculum to create 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 at Northshore Recovery High School in Beverly, Mass.

CINDEL TOBIAS MiT ’10
2015 award for her effective math teaching and diversity leadership at Olympia High School in Olympia, Wash.

SEAN RILEY MiT ’05
2014 award for English teaching at Global Connections High School in Sea-Tac. Sean also speaks up: he participated in the Seattle Times “Under Our Skin – What do we mean when we talk about race?” video project, the Ignite Education Lab town hall, and has published essays on testing and the re-segregation of schools.

ROB CAHILL MiT ’08
2013 PK-12 award for his creative teaching and sustainability leadership at Lakes Elementary, Lacey, Wash. He now teaches for an international school in Saudi Arabia.

KATE (TRAFTON) HUDSON MiT ’03
2012 Middle School Award. She teaches science at Reeves Middle School in Olympia, Wash.

JANET O’HALLORAN MiT ’98
2012 Elementary Educator Award. Janet works with third graders at McKenny Elementary in Olympia, Wash.

TIM HOLMAN MiT ’99
2012 High School Educator Award. Tim does outstanding work with Dupont Manual High School students in Kentucky.

CECILY SCHMIDT MiT ’04
Evergreen’s first K-12 Distinguished Educator of the Year Award in 2011 for her inspired art teaching at Olympia’s Capital High.

Other Recent Recognition:

AMY SOLOMON-MINARCHI MiT ’10
Named in spring 2017 Olympia’s first poet laureate. She inspires a love of English in her high school students in Lacey, Wash.

CHELSEA ALTRUM MiT ’11, (science)
FRED ERICSON MiT ’01, (high school social studies)
KATIE AGREIN MiT ’07, (middle school social studies)
Honored with 2017 Teacher of the Year awards from the North Thurston Teachers Association.

NATE GIBBS-BOWLING MiT ’06
Won 2016 Washington State Teacher of the Year, 2016 Puget Sound Educational Service District Regional Teacher of the Year, and a 2014 Milken Family Foundation’s National Educator Award.

KELLY COWGILL MiT ’15
Featured in articles on being a new teacher in the Oregon Education Association’s 2015-16 magazines:
“First in Class” – (p. 24)
“An Inextinguishable Force of Optimism” – (p.30)
evergreen.edu/mit/2017/oea1
evergreen.edu/mit/2017/oea2
evergreen.edu/mit/2017/oea3

See more at evergreen.edu/mit/recognition

Alumni Stories

NATE GIBBS-BOWLING BA ’04, MiT ’06
Tacoma high school teacher
“I get to leave my intellectual and cognitive fingerprints on a hundred kids a year, who will be change agents in the community. Poverty and education is a life or death matter. If I am getting kids prepared and competitive for college, then I’m setting them on a trajectory for better, happier, healthier, longer lives.”
Teaching the Evergreen Way: Alumni Stories

SARAH BRACKEN MiT ’07
Anchorage high school teacher

“I believe that every student can learn, that their brain can grow in myriad directions, but when they actively work to not learn I feel as though every interaction is like climbing up a steep, muddy hill. I have to remind myself that not learning is a form of persistence in its own way, and if a student with that kind of grit can learn to have a growth mindset instead of a deficit mindset, they will be a rock star one day.”

CHRISTINA VERNON MiT ’14
Lacey middle school teacher

“The program is a win-win for anyone who wants to become a teacher. It was intense, but it definitely helped me become the teacher I am today. MiT prepares you for the realities of teaching.” As a middle school language arts and social studies teacher, she appreciates that her job is to equal the playing field for every one of her 79 students—many of whom come from military families. That’s a challenging job, she said, because no two students are exactly alike. What Christina loves most about her new life as a teacher are the changes she sees in her students. Her goal is to transform youngsters into critical thinkers who take pride in their own achievements. “I love it because every day is unique. No day is like the other. As a teacher, you make a difference and the kind of difference you make is up to you.”

MICHAEL JOSHUA MiT ’07, BA ’05
Tacoma middle school teacher

“I love helping kids develop a grittiness with algebra. I’ve seen academic mind-sets shift and academic trajectories launch. Evergreen gave me a strong learner-centered paradigm, as well as the tools I’ve needed to help all kids grow as learners.”

JULIE GRASSO BANKEN MiT ’15
Puyallup junior high school teacher

“I always knew I had chosen the most rigorous program and believed it would prepare me well for teaching. Today the evidence of the quality of my training is in the fact that my principal has given me a ‘distinguished’ rating. I’m doing a great job teaching and that’s amazing for a first-year teacher. I owe it to the Evergreen Master in Teaching Program.”
JUSTIN HINCHCLIFFE MIT ’12
Lacey high school teacher

“Be prepared to never have the same day twice. Teaching is a wonderful and rewarding experience, but it is an experience that rarely provides many repeats. One of the many reasons I am always looking forward to each day is because, who knows what I am about to learn while teaching others!”

JOANNA TOVAR BARNES MIT ’10 AND NBCT
Lacey elementary school teacher

She teaches because it gives her hope for the future. She trusts that teaching children to be compassionate, thoughtful, and critical citizens will make her community a better place. Why did she choose the Master in Teaching Program at Evergreen? “I chose Evergreen because of the focus on social justice and diversity. Equity and access are two of the foundational reasons I chose teaching.”

COSETTE TERRY-ITEWASTE MIT ’00
Quinault Indian Nation Language Developer and lead teacher

“After 12 years of teaching, entering the University of Arizona Linguistics PhD program seemed to be a major leap; however, if I had to do it over again, I would have taken exactly the same educational route. Becoming a teacher of Native American learners through [at] The Evergreen State College enabled me to gain a perspective of language revitalization and linguistics that would benefit our Quinault Indian Nation language program. I was able to view everything I learned linguistically with a teacher’s lens…The Quinault Indian Nation opened the door to our new Language Department this summer [2016]. It has been a historical undertaking since there have been few speakers of the language for decades.”

MORE VOICES: “WHY TEACH?” “WHY EVERGREEN?”

“Kids!!! Breaking down boundaries. Watching a child’s eyes light up with new ideas. Your heart expanding beyond capacities previously imagined. Incredible faculty. Social justice and examination of bias-and-privilege. Community. Rigor. Thorough preparedness to enter the rewarding endeavor of teaching!”

— Karyn Ainsworth MIT ’07, Vancouver elementary teacher

“I teach to help students recognize that they have an abundance of dreams.”

— Stacée Anderson MIT ’08, Lacey special education high school teacher

“Evergreen challenged my personal and professional identity to mold me into a passionate, reflective, empathetic, and FIERCE educator.”

— Alaina Helum-Alexander MIT ’10, Seattle middle School math teacher

“I TEACH in a rural high-poverty school because I LOVE my subject, History, and honestly…if not me? Who? I chose Evergreen because I knew it would teach me courage. A quality I knew I would need in this most challenging (and rewarding) of professions.”

— Brent Conklin MIT ’00, Shelton junior high teacher

“I chose Evergreen because I wanted to be focused on the process of becoming a teacher not just the outcomes.”

— Dominic Kehoe MIT ’11, Head of School, Olympia Waldorf School

“Diverse learners need qualified individuals in their corner. Evergreen made me that qualified individual. I know how to make a difference because of MIT.”

— Beth Chapin MIT ’15, Shelton elementary teacher

“So very few people end up thinking so deeply about teaching and how their personal experiences relate to their practice of teaching. The result makes Evergreen MIT students stand out in a community where the status quo is being merely an adequate educator. The MIT makes it impossible for me to settle for adequacy.”

— Amy (Loskota) Mireault MIT ’04, Upward Bound Program Director, University of Oklahoma
ANNUAL COST OF ATTENDANCE

The rates per year are listed below for the 2017–18 academic year (three quarters: fall, winter, spring):*

<table>
<thead>
<tr>
<th>Category</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition per year cost</td>
<td></td>
</tr>
<tr>
<td>Resident</td>
<td>$10,038.00</td>
</tr>
<tr>
<td>Nonresident</td>
<td>$23,226.00</td>
</tr>
<tr>
<td>Books and Supplies (estimate only)</td>
<td>$1,050.00</td>
</tr>
<tr>
<td>Parking</td>
<td>$150.00</td>
</tr>
<tr>
<td>Transportation (estimate only)</td>
<td>$1,125.00</td>
</tr>
<tr>
<td>Health Services Fee</td>
<td>$309.00</td>
</tr>
<tr>
<td>Transit Fee</td>
<td>$105.00</td>
</tr>
<tr>
<td>Clean Energy Fee</td>
<td>$48.00</td>
</tr>
<tr>
<td>CAB Renovation Fee</td>
<td>$276.00</td>
</tr>
<tr>
<td>WashPIRG Fee (optional)</td>
<td>$24.00</td>
</tr>
</tbody>
</table>

ONE-TIME FEES

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Washington State Patrol identification and criminal history check (first year only)</td>
<td>$81.00</td>
</tr>
<tr>
<td>Application for teacher certificate (second year only)</td>
<td>$74.00</td>
</tr>
<tr>
<td>Master’s project binding fee (approx.)</td>
<td>$60.00</td>
</tr>
<tr>
<td>Graduation fee</td>
<td>$25.00</td>
</tr>
<tr>
<td>edTPA</td>
<td>$300.00</td>
</tr>
<tr>
<td>GSU fee (optional)</td>
<td>$22.50</td>
</tr>
</tbody>
</table>

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.

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

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 fafsa.ed.gov (preferred) or by submitting it by mail to the federal processing center. The 2018–19 FAFSA will be available October 1, 2017 and will use 2016 tax information. Priority consideration will be given to applicants whose official FAFSA results are received before February 1, 2018.

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.

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 6% interest (as of 7/2017)

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 (7% as of 7/2017)

Evergreen Need Grants
Evergreen offers a limited number of need grants to graduate students with high need who are state residents. In the recent past, awards generally were $1,800 per year for FAFSA filers by February 1.
Social justice in the classroom requires your participation.

Master in Teaching Program

evergreen.edu/mit

**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 and click on the MiT Financial Assistance Application after January 1, 2018 to complete the online form. For priority consideration, submit requests by April 9, 2018.

**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, waivers generally range from $500–$3000.

**STUDENT EMPLOYMENT**

**Graduate Assistantships**
The MiT program provides one graduate student with part-time employment assisting faculty with research and academic-related activities.

**Work-Study**
For MiT candidates eligible for work-study, there are usually three work-study awards available to assist MiT staff.

**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 Washington teachers planning to teach in shortage endorsement areas of math, science, elementary education and English Language Learners. See: 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 gibill.va.gov or evergreen.edu/veterans.

Second year MiT candidates may apply for Martinez Fellowships to include scholarship funds and mentoring by teachers of color.
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.

LEAVES 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 considered only 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:
   - Physical neglect of a child under chapter 9A.42 RCW
   - Physical injury or death of a child under chapter 9A.32 or 9A.36 RCW, excepting motor vehicle violations under chapter 46.61 RCW
   - The sexual exploitation of a child under chapter 9.68A RCW
   - Sexual offenses where a child is the victim under chapter 9A.44 RCW
   - The promotion of prostitution of a child under chapter 9A.88 RCW
   - 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.
CONTACTING MiT

Direct general inquiries 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 2020. 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 2018–19 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
Academic and Career Advising......... 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; foranm@evergreen.edu.
Rebecca Wyllie de Echeverria enjoys the 2017 hooding ceremony.