



Carreon, Lidia J

A00424634

Last, First Middle

Student ID

DEGREES CONFERRED:

Bachelor of Arts

Awarded 16 Jun 2023

TRANSFER CREDIT:

Start	End	Credits	Title
03/2015	06/2020	56	Skagit Valley College
03/2015	06/2020	34	Eastern Washington University

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
01/2022	03/2022	16	Indigenous Storytelling: Cultural Political Performance 4 - <i>Indigenous Studies: Storytelling (Traditional/Contemporary)</i> 4 - <i>Environmental Stewardship (Sit Spot Journaling)</i> 4 - <i>Writing (Stokley Towles)</i> 4 - <i>Art/Social Justice</i>
03/2022	06/2022	10	Chemistry Counts! 10 - <i>Introductory Chemistry with Laboratory</i>
03/2022	06/2022	4	Precalculus II 4 - <i>Precalculus II</i>
03/2022	06/2022	2	Tutoring Math and Science 2 - <i>Tutoring Math and Science</i>
06/2022	09/2022	12	Therapy Through the Arts 5 - <i>art therapy & counseling</i> 4 - <i>art therapy & education</i> 3 - <i>art therapy & written expression</i>
09/2022	12/2022	8	The Spanish-Speaking World: Cultural Crossings 4 - <i>Latin American Literature: Colonial and Modern (in Spanish)</i> 4 - <i>Advanced Spanish Grammar and Composition</i>
09/2022	12/2022	4	Calculus and Analytical Geometry I 4 - <i>Calculus and Analytical Geometry 1 (Differential Calculus)</i>
09/2022	12/2022	4	Ceramics: Handbuilding 4 - <i>Introductory Ceramics</i>
01/2023	03/2023	4	Calculus and Analytical Geometry II 4 - <i>Calculus and Analytical Geometry II (Integral Calculus)</i>
01/2023	03/2023	4	Rooted: Food Players, Policy, and Power 2 - <i>Critical Indigenous Studies</i> 2 - <i>Food Policy</i>
01/2023	03/2023	4	Writing From Life 2 - <i>Literature</i> 2 - <i>Creative Writing</i>



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EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
01/2023	03/2023	2	TRiO at Evergreen: Funding Your Journey <i>2 - Reflective Writing</i>
04/2023	06/2023	12	Master in Teaching Spring Start <i>3 - Language Acquisition</i> <i>2 - Language, Culture, and Critical Pedagogy</i> <i>2 - Social Foundations of Education</i> <i>2 - Culturally Responsive Teaching and Learning Part I</i> <i>2 - Assessment</i> <i>1 - Field work</i>
04/2023	06/2023	4	Painting <i>4 - Painting</i>

Cumulative

180 Total Undergraduate Credits Earned



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Lidia J Carreon

Academic Statement

I've been a student at The Evergreen State College for nearly two years, and in that time I've formed, transformed, and challenged myself to become a better peer and future instructor. Taking the opportunity to explore a new institution with a fresh approach to education, I knew the moment I was accepted that I would be the best version of myself. I expected it to be difficult to start Winter 2022 in an Indigenous storytelling classroom, however because the professors were open and understanding of everyone's feelings about a sensitive subject, I felt like I truly belonged and that my education was finally going to feel like it should.

After winter quarter, I felt different in the greatest way possible, I knew that I wanted to become a teacher and make a difference in the education and future of many children. I took the next significant step for myself by enrolling in a course that would educate me more and shape my learning for the future. I enrolled in math and scientific studies while also focusing on my native language (Spanish), art, and therapeutic classes. I realized that in order to succeed in Math education, I needed to dedicate myself to a journey of emotions through history. Finding deeper connections with my feelings through therapy and art. I learned more about the Spanish language and the variations between different parts of Latin America, which have many different dialects, as I became more involved with my language. By exposing myself to this self-knowledge and history of Spanish, I've been able to be a more understanding educator to newcomers to America.

Knowing that I want to be a math teacher, I still consider myself as a learner because I was taught at Evergreen to value my growth through learning rather than trying to cram a full course that I don't comprehend in my head. It's the small victories that count. I've had numerous opportunities to examine my options, and am glad that I decided to apply to MIT. I didn't understand why I was applying or what it meant to be accepted at first; my family had never advanced this far in education. I grew up among high school dropouts and parents who never completed the fourth grade. I understand why I'm in the MIT program and what it means to receive a Masters degree more than ever before, and I'm grateful to every faculty member and mentor who has showed such gratitude and affection for my accomplishments. Needless to say, each and every faculty member and mentor is the reason I am where I am now; the voice of change was inside them because growing up, I felt overlooked or unseen, but at Evergreen College, I was seen and pushed to be a happy brown person of color.

As I graduate this spring with my twin sister, I am pleased to see the pathways she and I have chosen; to me, it is a view of two different paths with the same outcome. My time at Evergreen shaped the new person I am through art classes of making clay work, a painting class where I learned that taking time and reflecting is worthwhile, a calculus course that deepened my math experience by 100, and a place of self reflection that called within me to be open and free with my emotions as well as how to display them. I've been working hard on my education since I was 16, and now that I'm 23 and about to graduate with my bachelor's degree, it appears like my hard work is paying off.

As I continue my study at MIT (2023-2024), I am confident that I will be the best version of myself when I graduate from undergraduate and enter graduate school. My time at The Evergreen State College has shaped me into a leader of equitable education and an advocate for those who cannot, transformed my view of what education should feel like, and changed my experience, which has taken a lot of work on my part. I didn't go to school to change myself, but to make a difference in the real world, to show that someone like me a brown person of color can be a teacher, go to master's school, graduate community college, graduate high school, and be someone in this great world of possibilities.



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April 2023 - June 2023: Painting

4 Credits

DESCRIPTION:

Faculty: Lauren Boilini, MFA

This course was an introduction to painting through an investigation of landscape, the figure, and still-life. It provided a foundation for painting with gouache on paper through mostly synchronous Zoom sessions, with a strong focus on color theory. Emphasis was placed on developing technical skills through observational painting, while researching art historically significant works to develop a personal vision. Students completed four color charts, three landscapes, three portrait, two figure, and two master copies. We started every class in small breakout groups, sharing homework challenges and successes, and tips and tricks. I introduced a new challenge every week through an on-camera demonstration, which every student followed along with, preparing them for a related at-home assignment.

The quarter's work culminated in an independent final project. During our final group critique, each student had to introduce their work and what they learned.

Our work was conducted remotely using both Canvas and Zoom. We met for 3-4 hours over Zoom and spent roughly 4-5 hours on asynchronous coursework/independent work time per week.

EVALUATION:

Written by: Lauren Boilini, MFA

This spring of 2023 I had the pleasure of having Lidia Carreon as a student in my Painting course. Lidia established interest in this class as someone with previous experience watercolor painting, looking to build skills with color and gouache. Lidia successfully achieved all of the learning objectives for this course with great work, constant communication and by attending eight out of ten classes.

Lidia submitted all of the assigned projects, all of them on time: four color charts, three landscapes, three portraits, two figures, and two master copies, growing an impressive portfolio. Lidia's final project was a thoughtful portrait of the artist's mother, exploring heritage and identity, in the style of Frida Kahlo and Kehinde Wiley. This painting showed a great awareness of color, an inventive approach to the background, and a personal story and symbolism that the learning community responded enthusiastically to.

Lidia has a tremendous sensitivity to subtle color shifts, along with a strong ability to break the form into planes, and a rapidly growing degree of control over the medium with a recognizable way of handling the paint. Lidia was able to dedicate a great deal of time to this class, turning in an array of engaging works. Lidia was particularly open to feedback, always willing to hear constructive criticism from both peers and myself.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Painting



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April 2023 - June 2023: Master in Teaching Spring Start

12 Credits

DESCRIPTION:

Faculty: Sunshine Campbell, Ph.D., Leslie Flemmer, Ph.D., Grace Huerta, Ph.D., Catherine Peterson, M.A.T., Michael Vavrus, Ph.D.

This first foundational quarter of the Master in Teaching: Integrated ML Pathway (MiT: Integrated ML) program was organized to center the voices and experiences of English Language Learners (EL) and Multilingual Learners (ML) in our K-12 schools and beyond. This quarter's theme was Equity of Opportunity and Access. Our learning this quarter was rooted in a commitment to supporting high-quality educational practice for multilingual learners specifically guided by Washington state's WIDA (World-Class Instructional Design and Assessment) standards.

The social justice emphasis of this program's theme focuses on pedagogy which addresses equitable access to the curriculum while promoting access to rich learning experiences. Through the five core strands described below, which incorporated workshops, seminars, field experiences and dialogue with community members and teachers in the field, teacher candidates explored these questions:

1. What is the meaning, purpose, and history of education in the United States?
2. How do we develop, teach and assess curricula that provide meaningful, culturally responsive ways of knowing to K-12 students?
3. How do teachers, and especially teachers of Multilingual Learners, ensure that students have access to the K-12 academic curriculum?
4. How do teachers ensure that we address WIDA and content area standards while meeting the needs of students and local districts?

The five core strands are described below:

Language, Culture, and Critical Pedagogy: This strand explored various pedagogical approaches to teaching and learning while introducing multilingual instructional strategies. These strategies invited teacher candidates to study and consider how to center practices supporting multilingual learners to co-construct critical literacy, linguistic repertoire, funds of knowledge, and academic understanding of language and culture. The pedagogical concepts studied included engaged pedagogy, democracy as freedom, pedagogical love, critical literacy development, transformative teaching, translanguaging, and plurilingual classroom practices among others. Students read from the following educational theorists including Limarys Caraballo and Sahar Soleimany, Paulo Freire, bell hooks, Alison Dover and Ferran Rodríguez-Valls, and Joan Wink. We combined theoretical explorations with practical exercises through workshops and learning activities. Students demonstrated learning and engagement through the following assignments and assessments: 1) Critical Vocabulary Development (CVD), a weekly reflective and critical essay wherein students explored new words and theories from readings and workshops. Students built upon their CVD for the next assessment, 2) Critical Vocabulary Concept Map (CVCN), an in-class generative group assignment where students developed a collective philosophical and pedagogical statement, and a co-constructed, iterative concept map, 3) Teacher's Toolbox Strategy Sharing and Practice assesses students' study of and conceptualizing methods that support multilingual students. This assignment included WIDA and content area standards, proficiency level descriptions, grade levels, description of the strategy, materials for the demonstration, detailed stages of the instructional activity, and finally, a post-strategy practice reflection.



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Culturally Responsive Learning and Teaching: This strand was designed as a foundation for further work in learning theory and inclusionary practices. The learning objectives included i) develop an initial understanding of influential learning theories in education, such as behaviorism and constructivism, including specific theories such as Vygotsky's Zone of Proximal Development and Scaffolding, and Piaget's Stages of Cognitive Development; ii) understand how practices rooted in inclusive and equity pedagogy such as Complex Instruction (equitable groupwork), discourse practices, and intentionally orchestrating whole group discussions remove barriers to participation and learning; and iii) understand the key principles of Inclusionary Practices such as culturally sustaining differentiation, Universal Design for Learning, and building a classroom community that supports difference. Teacher candidates demonstrated their evolving understandings and engagement with ideas and perspectives through the following assessments: (i) a weekly Reading Response as a formative assessment; (ii) a Visual Artifact assignment integrating learning theory and inclusionary practices as a mid-quarter summative assessment; and (iii) the Teaching Triad as the end-of-quarter summative assessment.

Social Foundations of Education: Social Foundations of Education was an introduction to social, economic, and political forces that have historically shaped public education into our current era. This strand was guided by the American Educational Studies Association position that the study of social foundations should bring intellectual resources derived from liberal arts disciplines "to bear in developing interpretive, normative, and critical perspectives on education, both inside of and outside of schools." Topics included the meaning of the "public" along with historical roots of colonial private education and the common school that resulted in the decentralized nature of U.S. public schools. This led to an exploration of the contested purposes of a K-12 education while differentiating between socialization and indoctrination of students. The strand devoted significant attention to groups that have been excluded from equitable educational opportunities due to differences in race, ethnicity, class, gender, and sexual orientation. Human rights documents were reviewed as related to the effects on public school students, their families, and local communities. Considered were the effects of an increasingly militarized society on public school students, their schools, and the funding that schools receive. The history and functions of school boards and the overall purpose of teacher unions were addressed. The history, interpretations, and applications of multicultural education were analyzed with particular attention to the work of James Banks. During the 10-week quarter, teacher candidates completed 8 short papers in response to assigned readings on broad social and political issues that affect the nature of public schools. The papers prepared teacher candidates for weekly workshops related to assigned readings. Teacher candidates submitted a culminating paper of 250-300 words focused on their respective current understanding of their social philosophy of education and their developing teaching identities.

Language Acquisition Methods: This strand introduced candidates to multilingual (ML) program models, foundational language learning theories, research and strategies specific to teaching MLs in K-12 classroom settings. In addition, teacher candidates were introduced to Washington's K-12 English Language Development competencies and the WIDA Standards (World-Class Instructional Design and Assessment). Throughout the quarter, candidates studied ML instructional strategies and conducted peer case study research. In their weekly dialectical journals, candidates also considered how K-12 students' heritage languages and lived experiences contribute to their learning assets or funds of knowledge. Other techniques candidates explored in this strand included offering ML's comprehensible input, developing interdisciplinary ML methods (i.e. music, social studies, math, science), identifying levels of language proficiency in the four language domains (listening, speaking, reading and writing), and integrating and scaffolding academic language when planning and demonstrating a ML content-area lesson.

Assessment Practices: This strand provided students with an overview of pre-assessment, formative assessment, summative assessment, and equitable grading practices. Through reading, discussion, co-planning and practice, candidates worked toward gaining a better understanding around the knowledge and skills associated with designing, selecting, interpreting, and using high-quality assessments to



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improve student learning. Throughout the quarter students read various texts about grading and assessment and participated in workshops where they engaged in discussion and collaborative learning experiences. Each week, students were required to complete a learning log that summarized their new learning from the week and made connections to other learning in the past, or in the current program. Students were also asked to show their understanding of alignment between assessments and state or national standards for learning through i) a mid quarter Standards Project and ii) a final performance assessment, the Teaching Triad.

As a culminating assessment of learning, teacher candidates designed and taught a 30-minute Teaching Triad as their final summative assessment. The Teaching Triad asked candidates to synthesize their learning across all strands to design and teach a 30 minute lesson to K-12 students at an assigned grade level and content area (for example, a 3rd grade math lesson). Candidates submitted a group Backwards Design Lesson Planning document where they identified standards, wrote learning targets, designed assessment(s), and planned activities using inclusionary practices such as multilingual learner strategies, Universal Design for Learning, differentiated assessments, and equitable groupwork.

In addition to these core strands, teacher candidates read the memoir *Solito* by poet Javier Zamora, about his experience migrating from El Salvador to the United States. Candidates responded to bi-weekly literary response questions and engaged in seminar discussion on the book.

Through a Mediated Field Experience, where faculty accompanied small groups of teacher candidates into five different local schools to observe EL classroom instruction, teacher candidates came to know the diversity among language learners that include newcomers; students with interrupted formal education (SIFE); students with English as an Additional Language (EAL), and students whose funds of knowledge build upon their heritage and Indigenous languages. Teacher Candidates observed in elementary, middle, and high school EL classrooms. They debriefed the observations with the host teachers and the MiT faculty in order to mediate the teacher candidates' experience in the field and to highlight important features of high quality EL instruction.

During this quarter, teacher candidates engaged in a series of four professional development workshops: i) The Washington Educator Code of Conduct; ii) Mandatory Reporting; iii) Connecting classrooms with Community Resources; and iv) Special Education Law.

Throughout the program, candidates were assessed on the following InTASC Standards across the five core strands:

Standard #2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.



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EVALUATION:

Written by: Sunshine Campbell, Ph.D., Leslie Flemmer, Ph.D., Grace Huerta, Ph.D., Catherine Peterson, M.A.T., Michael Vavrus, Ph.D.

Lidia Carreon met all Learning Standards for the first quarter of the MiT program. Lidia actively engaged in all parts of the program, positively collaborated with peers during small groupwork, and sometimes contributed to whole group discussions. Lidia sometimes took more of a listening role during Seminar yet, at other times, offered insightful comments that kept the conversation focused on the work of teaching multilingual learners. Lidia participated in the Mediated Field Experiences by closely observing the classroom lessons and shared a few perceptive observations and questions during the debrief. Of note was Lidia's increasing leadership role in the cohort. Lidia co-led a workshop for peers focused on conflict resolution and many students appreciated Lidia's thoughtful words and strategies for addressing conflict with peers.

Language, Culture, and Pedagogy: Lidia successfully completed all eight Critical Vocabulary Development (CVD) essays, two Critical Vocabulary Concept Maps, and one Teacher's Toolbox Strategy Sharing and Practice, demonstrating an emerging understanding of language, culture, and pedagogy. For the CVD, Lidia consistently met the rubric criteria by identifying critical words and quotes, and providing thorough analysis, theoretical meaning, and personal connections. The co-constructed concept maps demonstrated a strong collaborative effort among Lidia and three other colleagues to further develop a collective philosophical and pedagogical statement. The concept maps included critical reflections and such words as "problematization, codified, embattled, and translanguaging." A quote from their collective statement captured this eloquent understanding of teacher and student relationship building by stating, "These vocabulary words tell us to keep an open classroom where students can work together and to teach and learn with the students because we are all learning." Finally, Lidia successfully identified and shared a relevant multilingual strategy, Learning Games for Reading and Writing, and all elements of this assessment were included for a successful multilingual instructional activity. In the feedback reflection, Lidia indicated that strategy sharing was successful among peers and discovered important ways to offer equitable instruction and scaffolding for multilingual learners. Lidia's enthusiasm for teaching was captured in the following statement, "I am providing a more thorough approach to learning by combining multiple styles of learning, which can benefit learners who may struggle with standard teaching approaches."

Culturally Sustaining Learning and Teaching: Lidia demonstrated a developing understanding of learning theories, equitable teaching practices, and inclusionary practices as evidenced through Lidia's weekly Reading Responses and the mid-quarter Visual Artifact assignment. Lidia's weekly Reading Responses consistently met the rubric criteria indicating clear summaries and good connections between the texts and the Essential Questions for the strand. Lidia's mid-quarter Visual Artifact assignment, a crocheted leafy plant, unevenly represented connections between strand texts and the Essential Questions for the strand. The artist statement accompanying the visual artifact addressed several key ideas from the strand but needed to integrate these ideas by drawing on multiple strand texts and workshops. Overall, Lidia met the learning objectives for this strand.

Social Foundations of Education: Lidia's work improved significantly during the quarter for Social Foundations of Education and evidenced a generally good comprehension of material presented. In weekly workshops and written assignments, Lidia was developing well in making significant interpretations of assigned readings along with critical reflections on new areas of learning and how readings related to a developing philosophy of education. In the final educational philosophy essay, Lidia thoughtfully stated that her goal is to provide "an inclusive, critically engaged learning environment that challenges prevailing narratives and encourages respectful, open discussion" and for her students to be able to "participate in shaping their own futures and the futures of society by teaching them how to cooperate and work together to make a difference." As a teacher candidate soon to begin a year of



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student teaching, Lidia has demonstrated, through this program strand, a positive disposition for working with diverse groups of learners.

Language Acquisition Methods: Lidia demonstrated a good understanding of the foundational concepts associated with teaching English language learners with the completion of seven reader response dialectical journals, the identification of multilingual (ML) instructional strategies, WIDA standards and indicators of ML language proficiency. Lidia also completed a "Peer Teacher Candidate Case Study" of Brooke, an elementary teacher candidate from Georgia. A key theme Lidia identified in the interview included the participant Brooke navigating complicated educational experiences with their parents and three sisters. Following the dynamics of an increasingly conservative household, Brooke struggled to be comfortable in their identity. As a result, Brooke was sent to a boarding school. There Brooke developed test anxiety and despair. In Lidia's data, it was described that after 30 years in Georgia, Brooke experienced a serious emotional shift and relocated to Washington. Brooke became a mom and was able to pursue degrees at Evergreen with the support of peers and educators who invited her to explore language, literature, writing and English language learners. Lidia noted in the data analysis section readings by Freire, Peregoy and Boyle where she explained Brooke's focus on the importance of considering the impact of cultural identity, gender and systemic racism on students, to inform a culturally responsive and inclusive teaching practice. In the findings section, Lidia reported that despite the challenges Brooke faced early in life, as they shared some similar emotions, they were able to find family and community mentors to offer support, identify student learning assets and model resilience for English language learners. As a reminder, in future academic papers, Lidia will need to continue to practice her APA formatting skills.

Assessment Practices: Lidia consistently completed thorough and detailed work, engaged in thoughtful discussion, and collaborated in a constructive and positive way with peers. They exhibited an excellent understanding of assessment practices including pre-assessment, formative assessment, summative assessment, and grading practices. Over the course of the quarter Lidia engaged in authentic reflection of new learning and made meaningful connections to other strands and prior experiences in their learning logs. They showed a deep understanding of the texts through the summary in their learning logs. Lidia engaged in workshop activities and discussion to develop the knowledge and skills associated with designing, selecting, interpreting, and using high-quality assessments to improve student learning. Lidia demonstrated a good grasp of backwards design in planning for assessment through their mid-quarter standards project and in their co-planning for instruction for their end of quarter teaching triad. Overall Lidia exceeded the standards for the assessment strand.

Teaching Triad: As the culminating summative assessment for the quarter, Lidia and two peers co-planned a 6th grade math lesson on surface area of rectangular prisms using Backward Design. The triad then taught their 30-minute lesson to their peers. Their lesson plan clearly addressed all criteria and demonstrated a comprehensive understanding of learning theories, inclusive teaching strategies, and effective assessment practices. The lesson was planned to intentionally engage learners in a variety of learning experiences and included multiple effective strategies to support participation and engagement such as using groupwork, using physical 3D models of rectangular prisms that unfolded into nets, and giving students choice in how to solve surface area problems. Each of these features aimed to provide all students access to the content. The lesson plan included differentiation and scaffolds for multilingual learners such as intentional and targeted translation of key words, phrases, and directions as well as providing directions both verbally and in writing. The lesson plan included pre- and post-lesson formative assessments that were strongly aligned with the learning targets, WIDA standard, and lesson activities. The post-lesson formative assessment was differentiated by providing three choices of prisms of which students could find the surface area.

During the implementation of the plan, the group included multiple structured interactions among learners which effectively supported and deepened learning. For example, students were seated in small groups



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and were given private think-time before they began to share their strategies for solving the problem. In addition, the group provided models of the language appropriate to the students' proficiency levels. The group clearly showed evidence of curriculum and instructional strategies that recognized language development needs and academic content instruction as evidenced by providing rich opportunities for students to speak, listen, read, and write. Finally, the group actively invited students' background knowledge and experiences (assets/funds of knowledge) by translation of key academic language, making attempts to speak Spanish during verbal translations, and encouraging students to engage with each other to further their learning. Overall, Lidia co-planned and implemented a lesson with their group that represented significant learning from the strands across the quarter.

Overall, Lidia successfully met all program requirements and is ready to continue the journey toward becoming a secondary mathematics teacher.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12

- 3 - Language Acquisition
- 2 - Language, Culture, and Critical Pedagogy
- 2 - Social Foundations of Education
- 2 - Culturally Responsive Teaching and Learning Part I
- 2 - Assessment
- 1 - Field work



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January 2023 - March 2023: TRiO at Evergreen: Funding Your Journey

2 Credits

DESCRIPTION:

Faculty: Emily Pieper

The purpose of this TRiO at Evergreen course is to provide eligible students with the academic supports, tools, and resources to understand the financial cost of their education. Over the quarter students accessed resources, text and guest speakers that allowed them to identify the most effective means for funding or reducing the cost of their education at Evergreen. Selected lessons supported the development of each student's knowledge, competencies, and skills directly related to understanding how finances can influence their educational and life decisions. Additionally, students participated in academic workshops that supported the development of their writing and communication skills. Weekly required writing prompts built toward the completion of a refined personal statement to be used in a scholarship application of the student's choosing.

EVALUATION:

Written by: Emily Pieper

Lidia was a joy to have in our TRIO class. Lidia's attendance was perfect and she never missed turning in an assignment. Additionally, she received feedback on her rough drafts of her personal statement writing and adapted and changed areas well, producing a very polished and strong piece of writing at the end of class that she should be very proud of. Lidia wrote compellingly of why she is driven to become a teacher. Her personal statement lays out the troubling reality that many students of color face when they rarely see a teacher in front of the classroom that looks like them. Lidia writes that as a future educator, her goal is to teach math. Lidia's presence in our TRIO course was a strong and steady one. I can only imagine what a supportive force she will be in the lives of the students she teaches.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

2 - Reflective Writing



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January 2023 - March 2023: Writing From Life

4 Credits

DESCRIPTION:

Faculty: Nancy A. Parkes, MFA

This two-section course assisted future Prior Learning from Experience students in writing documentary essays for academic credit and offered a separate group, Creative and Effective Writers, space to strengthen their writing.

Writing from Life serves as the prerequisite for Evergreen's Prior Learning from Experience program, a sequence of courses for students with college-level or community-based experience, to write essays connecting academic theory and experiential learning. Students in this section wrote a preliminary draft autobiography and gained a foundation in writing academic essays to analyze their professional and community work for evidence of college equivalent knowledge. They learned or deepened academic research skills. The rigorous Prior Learning program is highly participatory, engages in readings on adult pedagogy/learning, and teaches self-editing and peer editing.

The Creative and Effective Writing section is made up of students with a foundation in college writing. They committed to working in a semi-independent setting with significant peer feedback, faculty critiques of two main pieces, and faculty availability sessions. Students were assigned writing exercises and asked to read these in subsequent classes. They were assigned to select two major writing assignments to draft and revise, culminating in a public reading.

Both sections explored literary techniques for deriving, clarifying, and expressing meaning from life experiences. Students explored "what makes effective writing," and ways to strengthen critical reading. Each offered a presentation on a grammatical issue. All were encouraged to meet with faculty and to work with writing groups and Evergreen's Student Writing Center. Texts included *Between the World and Me*, Ta-Nehisi Coates; selected essays from *Best American Essays of the Century*; *English Grammar: 100 Tragically Common Mistakes and How to Correct Them*, Williams, and additional literary essays.

EVALUATION:

Written by: Nancy A. Parkes, MFA

Lidea Carreon had a strong quarter in the Creative and Effective Writing Section. She demonstrated growth in creative writing, understanding of literature, and group dynamics.

Her strongest piece was written in the format of a letter to father. The student was correct in her understanding that this format would reach a wide audience. Lidea truly captured character development and expression of feelings. In my note on her autobiographical piece, noted that the emotions in the piece are both raw and evocative I wrote, "I am thunderstruck by how strong the love, and hurt, are that you show with your characters."

Lidea might enjoy and benefit from further literature and creative writing classes where she can deepen her techniques with dialogue and scenes. She had a successful academic quarter.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

2 - Literature

2 - Creative Writing



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January 2023 - March 2023: Rooted: Food Players, Policy, and Power

4 Credits

DESCRIPTION:

Faculty: Kendra Aguilar, MPA

Critical Indigenous Studies (CIS): Rooted: Food Players, Policy, and Power was an intermediate course that moved from theory to practice and focused on the major players in our food systems and their often competing agendas, as well as how Indigenous communities and Tribes are informing policy and implementing change as part of a food revolution to benefit the planet and future generations. It was part of a non-sequential series that examined historical injustices responsible for the complex and inequitable food systems we experience today, from an Indigenous lens and critical analyses. The course materials included chapters from books such as *Indigenous Food Sovereignty in the United States*, films such as "As Long as the River Runs," and recorded interviews and live presentations from Indigenous leaders, in order to honor the grassroots efforts of these visionaries to restore control over food production, distribution, and access back to their communities.

Discussions included critical reflection of Food Policy and Federal Indian Policy, and other historical events, that are foundational to understanding Native American social movements aimed at food justice and food security, locally and throughout the United States. Specific topics included local treaties, Native rights, colonization and decolonization, traditional and healthy foods, Tribal food sovereignty, local food production, food policy, and activism. The goal of this course was to add to a foundation of knowledge to support further academic work and create opportunities to put into practice some of the crucial tools, such as policy work, needed for civic engagement in the food sovereignty/food justice movements.

EVALUATION:

Written by: Kendra Aguilar, MPA

During this course, Lidia succeeded in achieving all objectives and outcomes and expressed the ability to engage with Indigenous knowledge and critical thinking and writing skills. Lidia strongly articulated key terms and concepts relating to policy as a powerful tool in Tribal foods sovereignty and Indigenous food justice movements by synthesizing a variety of course resources and materials and responding to questions and conversation during weekly seminars and small group discussions.

Lidia excelled at defining and practicing the criteria for effective food policies by constructing a brilliant and well-written policy brief on the need for food education programs for families, resulting in a thoughtful critique of such policies with respect to evidence-base, adequacy of implementation and impact, and forces which hinder or help their implementation. The brief was accompanied by a policy letter addressed to key stakeholders and decision makers, in order to introduce the issue while engaging with concise, skillful, and persuasive letter writing as part of a broader social justice initiative.

Lidia's crowning work for the quarter was a demonstration of the cumulative knowledge of the course themes via an incredible visual essay, combining Indigenous and western research methodologies. Through this compelling presentation on the impact of food ingredients on health, Lidia was able to identify an important food justice issue amenable to policy intervention, as well as the major players in food systems and their agendas, resulting in a display of increased learning regarding the impacts of food system actors, agendas, and activities, especially on Tribal nations and Indigenous communities.

Lidia was a committed and insightful student, and a valuable contributor to the learning community. It was a pleasure learning with and from Lidia regarding how our communities are mitigating the impacts of settler colonialism on Indigenous food systems, while promoting traditional ecological knowledge (TEK)



Carreon, Lidia J

A00424634

Last, First Middle

Student ID

and ways of being and knowing as the solution and way forward towards a more sustainable future for all.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

2- Critical Indigenous Studies

2- Food Policy



Carreon, Lidia J

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Last, First Middle

Student ID

January 2023 - March 2023: Calculus and Analytical Geometry II

4 Credits

DESCRIPTION:

Faculty: Vauhn FosterGrahler, M.S., M.Ed.

In Calculus and Analytical Geometry II, students learned the concepts and procedures of integral calculus including techniques of integration and volume of solids of revolution. Students were introduced to differential equations. Collaborative learning and approaching problems algebraically, numerically, graphically, and verbally were emphasized. In addition to course content, the students were evaluated on the following process outcomes: use of correct mathematical notation and procedures; development and/or interpretation of mathematical models; use of technology; use of multiple representations to solve and model problems; understanding of functions; use of logical and correct critical reasoning; and effective communication of mathematics. The text used was *Calculus: Concepts and Contexts*, 4th ed., James Stewart, chapters 5, 6 and part of chapter 7. This class was conducted via remote, recorded, synchronous class meetings. Students were assessed regularly with take-home and resource and time-limited assessments.

EVALUATION:

Written by: Vauhn FosterGrahler, M.S., M.Ed.

Lidia was an engaged and active participant in our synchronous Zoom sessions and all assessments were submitted complete and on time. Lidia's written work demonstrated satisfactory to proficient performance for each of the process outcomes above for the entire course content. Lidia has a good aptitude in math and is encouraged to take Calculus III. Lidia was a pleasure to have in class.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Calculus and Analytical Geometry II (Integral Calculus)



Carreon, Lidia J

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September 2022 - December 2022: Ceramics: Handbuilding

4 Credits

DESCRIPTION:

Faculty: Bruce A. Thompson

Students gained an overview of ceramic studio practices. They learned a variety of hand-built ceramic techniques beginning with traditional methods and moving toward current ceramic technologies. We emphasized functional pottery with technical demonstrations based on utility. Through their thematic projects, students began to develop an informed and personal style and gained solid foundation skills in both functional and sculptural work. Students received critical analysis of their resulting work through written observations and through group discussions. The course introduced students to clay types, kiln firing methods, glazing and related surfacing techniques. Presentations on the history and contemporary application of ceramic arts contextualized studio work.

EVALUATION:

Written by: Bruce A. Thompson

Lidia met all learning outcomes in Ceramics: Handbuilding this quarter. Lidia attended regularly, submitted work on time, and collaborated well in group discussions of projects. Lidia has a solid understanding of the principles of studio ceramics to include ceramics terminology and the physical properties of ceramic materials as evidenced by Lidia's presentation of final work. Lidia is a conscientious student who actively engaged with the assigned projects and was a pleasure to work with.

While working independently Lidia's work could have improved through seeking additional instructional assistance. Lidia needs additional time management to allow for reworking projects for better outcomes.

Lidia is fully prepared for additional level course work in expressive-based studio ceramics.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Introductory Ceramics



Carreon, Lidia J

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Student ID

September 2022 - December 2022: Calculus and Analytical Geometry I

4 Credits

DESCRIPTION:

Faculty: Vauhn Foster-Grahler, M.Sci., M.Ed.

The course included the concepts and procedures of differential calculus including procedures for finding and applications of instantaneous rates of change and limits. The students applied techniques of differentiation to polynomial, trigonometric, exponential, logarithmic, and rational functions and combinations of these. In addition the students worked with a variety of application problems including describing functions, optimization, and related rates. The course emphasized collaborative learning and approaching problems algebraically, numerically, graphically, and verbally. The text used was *Calculus: Concepts and Contexts, 4th Ed.* James Stewart, chapters 1-4. The students were assessed and self-assessed on eight outcomes for each content area:

1. Used correct mathematical notation
2. Used appropriate mathematical procedures
3. Developed and correctly interpreted mathematical models
4. Used technology appropriately to investigate and solve problems
5. Linked algebraic, graphic, verbal, and numeric representations and solutions
6. Demonstrated an understanding of functions
7. Used logical and correct critical reasoning
8. Communicated mathematics for the clarity of the receiver

Students attended twice-weekly synchronous Zoom sessions and completed regular written assessments and uploaded their work to Canvas for assessment.

EVALUATION:

Written by: Vauhn Foster-Grahler, M.Sci., M.Ed.

Lidia was an active and engaged participant in some of our synchronous Zoom classes. Lidia's written assessments demonstrated near-satisfactory to satisfactory performance for each of the outcomes above for the entire course content. With more consistent effort, Lidia is prepared to take Calculus II and is encouraged to do so. Lidia was a pleasure to have in class.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Calculus and Analytical Geometry 1 (Differential Calculus)



Carreon, Lidia J

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Student ID

September 2022 - December 2022: The Spanish-Speaking World: Cultural Crossings
8 Credits

DESCRIPTION:

Faculty: Alice Nelson, Ph.D., and Catalina Ocampo Londoño, MFA, Ph.D.

This Advanced Spanish literature and culture class was geared to students with significant previous background in Spanish, with an emphasis on refining students' capacities for literary analysis and advanced writing in Spanish. In the fall, students read literature in Spanish focusing on Latin American history and culture prior to the 20th century. We examined violence against Indigenous and Black peoples during Spain's process of imperial expansion, and how colonial institutions were contested by diverse thinkers and social movements, concluding with Latin America's struggles for independence in the 19th century. Students wrote weekly responses to readings in Spanish, as well as one additional composition, made an oral presentation to peers on a topic of their choice, and wrote a short play in collaboration with peers, which they staged and performed for other students. In addition, students studied advanced topics in Spanish grammar, such as uses of the present perfect, past participles, number and gender agreement, preterit and imperfect verb tenses, formatting, punctuation, capitalization, and accent marks. As part of their focus on grammar, students completed one midterm exam, a final exam, and weekly grammar packets, which included grammar exercises as well as comprehension and analysis questions about program readings for that week. Each week consisted of six hours of Spanish language class and a two-hour lecture in Spanish.

Assignments: eight seminar responses (minimum one paragraph each) and twelve replies to peer postings; one composition (2-3 pages); six grammar and comprehension packets; one oral presentation to peers; one collaboratively written short play (mini-drama); one mid-term exam and one final exam.

Readings: Eduardo Galeano, *Memoria del fuego: Los nacimientos*, vol. 1 (selections); Miguel León-Portilla, ed., *Visión de los vencidos* (selections); Natalia Espinoza, "Del 18O al 25N: las expresiones feministas que se tomaron los espacios callejeros a través del arte y la gráfica" from *El Mostrador*; Ser&Gráfica, "Sujetas de nuestra propia historia"; Sor Juana Inés de la Cruz, *The Answer/ La Respuesta* (selections); Eduardo Galeano, *Memoria del fuego: Las caras y las máscaras*, vol. 2 (selections); Alejo Carpentier, "Prólogo," *El reino de este mundo*; Ana Roca, *Nuevos Mundos: Curso de español para bilingües* (selections).

EVALUATION:

Written by: Catalina Ocampo Londoño, MFA, Ph.D.

Lidia was an engaged participant in the Advanced Spanish section of "The Spanish-Speaking World," and did good work to strengthen Spanish language skills while expanding capacities for literary interpretation in Spanish. Lidia came to the program with native-level fluency in oral Spanish and a good writing foundation in the language, which Lidia continued to strengthen through steady work and consistent presence and engagement. Lidia enlivened our class with humor, strong interpersonal skills, and a willingness to step out of comfort zones. Coming from math and science education as a primary academic focus, Lidia took on the challenges of this culture and literature program and engaged enthusiastically in all activities, from grammar practice, to exercises in literary interpretation, to participation in the public art event facilitated by Chilean artist collective Ser&Gráfica. Lidia played an especially important role in the short play (mini-drama) written collectively by the Advanced Spanish group and performed for the whole program: Lidia not only came up with the core idea for the mini-drama, but also brought props and costumes, wrote the concluding scene, and played the role of the "water goddess" who served as narrator. Lidia's participation in the mini-drama was an excellent example



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of Lidia's strong collaborative skills, creative capacities, and ability to engage with others, all of which will be significant assets as Lidia goes on to pursue a Master's in Teaching.

In addition to participating actively in class activities, Lidia expanded reading abilities in Spanish and worked to refine advanced grammar skills. The Spanish-language texts that we read this quarter were difficult, ranging from Sor Juana Inés de la Cruz's Baroque poetry to Spanish translations of 16th-century Nahua texts, yet Lidia wrestled with the readings and offered important insights in class that expanded our collective understanding. The weekly seminar paragraphs suggest that Lidia did some of the readings, and used close reading and contextualization as strategies to tackle difficult texts. As the quarter progressed, Lidia's seminar paragraphs demonstrated increased comprehension, stronger interpretive skills, and significant improvements in grammar: the seminar paragraph on Sor Juana Inés de la Cruz from week 6 was particularly well written and posed excellent questions about why Sor Juana stopped writing at the end of her life, while showing improvements in uses of punctuation and capitalization, formatting in Spanish, and spelling, including accent marks. Lidia did consistent work in grammar packets throughout the quarter, and in the final exam showed improvement in punctuation, capitalization, and uses of the preterite/imperfect, though will benefit from continued work with number and gender agreement, accent marks, and vocabulary for visual and literary interpretation. The midterm composition was very well written, and reflected on Lidia's connection to language, culture, and family, using elegant and compelling prose and concrete anecdotes that enlivened this narration of what it means to live between two cultures. Through engaged participation, Lidia continued to refine strong Spanish-language skills, expanded capacities for literary interpretation in Spanish, and is ready to continue advanced work in Spanish-language grammar, reading, and composition.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

- 4 - Latin American Literature: Colonial and Modern (in Spanish)
- 4 - Advanced Spanish Grammar and Composition



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June 2022 - September 2022: Therapy Through the Arts

12 Credits

DESCRIPTION:

Gilda Sheppard, Ph.D.

Throughout history, art has served to awaken creative processes. Artistic expression has proven to have the ability to communicate human feelings that cannot be expressed by words alone. The course will explore the role that movement, visual art, music and media can play in problem solving and in the resolution of internalized fears, conflicts or blocks. In addition, we will examine the importance of archetypes in our lives. Through a variety of hands-on activities, field trips, readings, films/video and guest speakers, students will discover sources of imagery, sound and movement as tools to awaken their creative problem solving from two perspectives-as creator and viewer. Engaging in the practice of creative cognition is a central element in this program. Furthermore, students will investigate their construction of identity in multiple contexts, real and imagined: work, family, online, friends etc. Students interested in human services, media, education, and the arts will find this course valuable and engaging. This course does not require any prerequisite art classes or training.

Required texts:

The Art Therapy Sourcebook (updated & revised) by Cathy Malchiodi, 2007.

Vice by Ai, 1999.

Selected Readings from: Art Therapy Techniques and Applications by Susan I. Buchalter, 2009

EVALUATION:

Written by: Gilda Sheppard, Ph.D.

Lidia Carreon was enrolled in Therapy Through the Arts during both summer terms, 2022. Lidia's responses to the readings and class activities effectively met the program's requirements. Lidia's responses to class activities and discussions consistently added to the learning process in the class. Oftentimes Lidia brought added depth to class discussions extending the learning and a cohesive learning community where peers can feel comfortable being challenged with self and community. Lidia's written response to the *Art Therapy Sourcebook* provided a very good overview. In addition, their application of theories from Art Therapy to intervene in difficult cases was focused and practical, thoughtfully keeping emotions in mind.

For the final, interactive presentation Lidia titled their activity "self compassion pause." Lidia carefully asked students to sit alone and take time to reflect silently on terminal regrets in their life, then after writing these on paper, Lidia had participants go to zoom breakout rooms to share these regrets. When reassembled each member discussed the futility of living with regret then encouraged each to discuss the importance of self and other's forgiveness and the role of blame in blocking problem solving.

Utilizing insights gained by applying learning in the program, Lidia demonstrated productive learning to receive full credit for an effective summer.

In this class we examined some of the key ideas and processes involving therapy through the arts. This interdisciplinary study included reading, application, and the use of a variety of materials in the class in order to experience different methods of art therapy. Students used writing, class discussion, and active demonstration in order to examine, analyze, and interpret topics in art therapy, both in theory and practice. Students were asked to apply art therapy to difficult subjects written about in contemporary



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poetry. In response to our studies, students individually planned and presented a project that reflected insights about themselves, including an expanded self-understanding and ability to communicate. For these projects, they combined several different methods of art therapy. The methods included, among others: music, movement, mask making, drawing, psycho-drama, guided poetic writing, spontaneous drawing, video camera.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12

5- art therapy & counseling

4- art therapy & education

3- art therapy & written expression



Carreon, Lidia J

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March 2022 - June 2022: Tutoring Math and Science

2 Credits

DESCRIPTION:

Faculty: Margaret Blankenbiller, MPA

Tutoring Math and Science was designed to enhance students' skills working with diverse groups, and to introduce student to a variety of student-centered pedagogies and discuss their effectiveness. In addition, students explored the educational impact of race, gender, sex, socioeconomic status, and neurotype and how these impact teaching and learning.

Students read excerpt from many texts including: *Whistling Vivaldi* by Claude M. Steele, *Demarginalizing the Intersection of Race and Sex* by Kimberle Crenshaw, *Supporting Neurodiverse College Student Success* by Coghill and Coghill and *A Framework for Understanding Poverty* by Ruby K. Payne. Students wrote reflections, summaries of reading, participated in weekly seminars and completed a final summative paper connecting and evaluating approaches to tutoring.

EVALUATION:

Written by: Margaret Blankenbiller, MPA

Lidia successfully completed all required components of the course and was a fully engaged member of our learning community. Lidia actively engaged with group discussions, sharing valuable insights with her classmates. Lidia completed all required homework assignments. Lidia completed an excellent final project that reflected deep application of the themes and topics covered in class. In addition, Lidia took time to creatively find a structure and format to convey the importance of what she learned through the written word making her final project showcase her interdisciplinary work.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

2- Tutoring Math and Science



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March 2022 - June 2022: Precalculus II

4 Credits

DESCRIPTION:

Faculty: Vauhn Foster-Grahler, MS, M.Ed.

Pre-calculus II was a problem-solving-based overview of functions that model change. The course continued to prepare students for calculus and more advanced study in mathematics and science. The course included an in-depth study of, sinusoidal functions, right and non-right triangle trigonometry, polynomial, and rational functions, and polar coordinates and curves. In addition vectors and parametric curves were introduced. Students learned collaboratively, and approached problems using multiple representations (algebraically, numerically, graphically, and verbally). The text was *Functions Modeling Change: A Preparation for Calculus, 5th Ed. Connally*, Hughes-Hallett, Gleason, et al. T.J. Wiley. Chapters 7, 8, 11, and 12. Due to the on-going Covid-19 pandemic, all classes were held remotely and included four hours of synchronous instruction each week. Students completed four quizzes and three time and resource-limited exams, including a comprehensive final exam.

In addition to the content, students were assessed and self-assessed on the following process outcomes:

1. Used correct mathematical notation
2. Used appropriate mathematical procedures correctly
3. Developed and/or correctly interpreted mathematical models
4. Used technology appropriately to investigate and solve problems
5. Linked algebraic, graphic, verbal, and numeric representations and solutions
6. Demonstrated an understanding of functions
7. Used logical and correct critical reasoning
8. Communicated mathematics for the clarity of the receiver

EVALUATION:

Written by: Vauhn Foster-Grahler, MS, M.Ed.

Lidia was a positive participant in our synchronous Zoom sessions and in breakout rooms. Though Lidia's written assessments were inconsistent, Lidia produced a good comprehensive final exam. Overall, Lidia's written assessments demonstrated satisfactory performance for each of the process outcomes above for the entire course content. With more consistent effort, Lidia is prepared for calculus. Lidia is encouraged to continue studying math and was a pleasure to have in class.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Precalculus II



Carreon, Lidia J

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Student ID

March 2022 - June 2022: Chemistry Counts!

10 Credits

DESCRIPTION:

Faculty: Dharshi Bopegedera, Ph.D.

The Chemistry Counts! program explored topics in introductory chemistry using a context-based problem-solving approach. Although students were held responsible for their individual work, collaborative learning was emphasized in all parts of the program. Synchronized lectures and workshops via the Zoom platform and in-person chemistry laboratories were utilized each week.

The lecture portion of Introductory Chemistry covered classification and properties of matter, the periodic table, IUPAC nomenclature, modern atomic theory, introduction to the quantum mechanical model, atomic and molecular weights, the mole concept, percent composition by mass, balancing chemical equations, reaction stoichiometry including limiting reactants and yields, molarity, Lewis structures, VSEPR model, bond and molecular polarities, intermolecular forces, acid-base reactions, and precipitation reactions. Students worked in small teams in weekly workshops designed to develop problem solving and quantitative reasoning skills. Students were given weekly homework assignments and three exams to assess their learning. Text: *Chemistry: Atoms First* (2nd Ed.), by Flowers, Theopold, Langley, Neth, and Robinson, OpenStax (Rice University, TX).

In the chemistry laboratory students developed wet lab skills, record keeping skills, and lab report writing skills. Students learned to use Microsoft Excel software for graphing and analysis of laboratory data. Experiments included exploring accuracy and precision using volumetric glassware, emission and absorption spectroscopy including Beer-Lambert law, chromatography of a homogeneous mixture, separation of a heterogeneous mixture, extracting copper from malachite, and synthesis of aspirin. In addition, several hands-on activities were included so students could make connections with chemistry concepts covered in lectures. These included building a home-made spectrometer, exploring ultra-violet detecting beads (interaction of matter with light) and light sticks (chemiluminescence), making bath bombs (acid-base reactions), and creating tie-dye scarves and a chemical bookmark (chemical bonding and polymer chemistry). Students submitted written reports of their laboratory investigations each week for evaluation.

EVALUATION:

Written by: Dharshi Bopegedera, Ph.D.

Introductory Chemistry with Laboratory: Lidia completed all the homework assignments on time, and these were consistently about average. She seemed to work well in small teams with fellow students during breakout sessions to solve chemistry problems. Her performance in all three exams was below average. Her comprehension of the concepts covered this quarter is barely sufficient. I urge Lidia to revisit this material before proceeding in further studies in chemistry.

Lidia participated in seven of the eight laboratory sessions. However, to her credit, she submitted all of her lab reports on time for evaluation. These indicated that Lidia learned all the skills and analyzed laboratory data well enough to demonstrate that she can use Microsoft Excel for graphing and data analysis adequately. She can draw conclusions based on her analyses.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 10

10- Introductory Chemistry with Laboratory



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January 2022 - March 2022: Indigenous Storytelling: Cultural Political Performance

16 Credits

DESCRIPTION:

Faculty: Gary Peterson, MSW; Yvonne Peterson, MA; Hailey Maria Salazar, MA

Winter quarter, students used the book *The 1619 Project* and discussion in the *What's Happening* segment of our program to work to understand how the war in Ukraine and elsewhere across the world, in the middle of a pandemic, and the continued polarization of our national politics shape the world in which we learn. Films/documentaries (interview with Nicole Hannah-Jones, housing), articles, and research were used by students in collaborative groups to present a chapter from the 1619 project. Presentations were interactive asking the learning community to engage with the chapter and with ways the 1619 essay highlighted or extended the River of Culture timeline. Issues in the local area highlighted contemporary aspects of concepts introduced in the 1619 Project essays: equity, racism, redlining, high school students protesting bullying and being targeted because of skin color, micro/macro aggressions, and comparing/contrasting what is happening on the international scene. Students informed themselves about Russia and Ukraine including several moving the topic into their independent research projects. Students wrote weekly essays summarizing new learning, identified vocabulary words, and highlighted the River of Culture progression of how one can choose to survive within the political reality of the United States.

In terms of art, Indigenous origin stories, history and using the River of Culture history template, a workshop with Master In Teaching ELA candidates highlighted how one can begin with the context of our program "Indigenous Storytelling: Cultural Political Performance" to teach about Indian Tribes, the 5 steps of colonization, tell/perform/teach an origin story, teach art and history and model how essential questions can teach students in K-12 about social justice. The workshop was interactive, collaborative, and featured ways to develop lesson plans connecting learning targets and assessment criteria. The workshop introduced the Washington State Tribal Sovereignty Curriculum – Since Time Immemorial, linked to subjects covered by Common Core State Standards, and 21st Century Skills. Students in our program used this workshop to extend their work in meeting prerequisites for teacher education.

Students under the academic leadership of resource faculty member, Hailey Maria Salazar, began exploring democratic practices by using an article by David Mathews "Naming and Framing Difficult Issues to Make Sound Decisions." Students engaged in collaborative work to connect with things deeply important to them, deal with normative disagreements that lead to immobilizing polarization and then identify things that they can do through collective efforts to help solve problems. Naming a problem and how they name it is critical and when different options for dealing with a problem are put into a framework for decision making is another critical moment. Democratic deliberation is more likely to occur if the full range of options is available for consideration. Students moved forward this work throughout the quarter as they were faced with the reality of – "naming and framing." Students continued their independent reflection work regarding identity politics by writing to answer probes regarding a full range of personal possibilities. Hailey Maria Salazar extended her contact with students by hosting virtual office hours and making herself available by Zoom contact.

Independent projects required students to pose essential questions to focus their work, and they were responsible for identifying resources, developing the historical background for their project by applying the River of Culture/Historical Timeline, committing to honing three elements of critical thought from Richard Paul's 35 elements, posing essential questions, and presenting their final projects at the end of the quarter. Students continued to hone writing skills by attending Stokely Towles' writing lab sessions, and a workshop about public speaking and moving the writing probes to organize research projects. Several students opted to job shadow at Tribal centers in the area, in Tribal schools, working with Tribal



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artists moving theory to practice in work environments and sharing what they learned by reporting on their independent projects to the program.

Students committed to building foundation information for service delivery in the field of social work by continuing to research and write about the following topics: cultural competence, the language of oppression, target/non-target groups, the cycle of oppression, and the cultural continuum. Case studies and court cases were analyzed. Several students elected to attend the National Indian Child Welfare Association's annual virtual conference by choosing to give presentations at the conference and to support the presentations by handling technical equipment and coordinating the session presentations.

Reclaiming Indigenous Art included beading (medallions, key chains, earrings), felt bags (beaded notebook cover), leather pouches, antler awls and rawhide sheaths. Teachers for the Indigenous arts included: Morningstar Means-Marcellay, Colville and Lindsey Howtopat, Yakama. To instill the reality of oppression occurring in the world, students were encouraged to investigate the cultural practices from the people from whom they descend and to use their own cultural art icons on the many projects that evolved over the quarter. This extension, by studying all cultures in terms of oppression, puts the act of reclaiming Indigenous arts to identify skill sets to appreciate Indigenous art and not as an art to culturally appropriate.

Students continued their "sit spot" activity to build observation skills sets for environmental stewardship credit. They submitted essays, journal entries, significant art pieces, photos, and sketched depictions of observations.

Texts included: Paulo Freire, *Pedagogy of the Oppressed*; Beth Piatote, *The Beadworkers Stories*; Augusto Boal, *Games for Actors and Non-actors* and *Theater of the Oppressed*; Mary Anne Franks, *The Cult of the Constitution*; Leilai Sabzalian, *Indigenous Children's Survivance in Public Schools*; and essays related to program workshops and themes. Howard Zinn's *A People's History of the United States* was added.

EVALUATION:

Written by: Yvonne Peterson, MA

Lidia Carreon was in the program winter quarter, 2022. Lidia's areas of interest were multifaceted including art and activism, Indigenous storytelling/performance, environmental stewardship, and writing. Lidia experienced growth in many aspects of liberal arts education opportunities because of the ability to take interactive learning experiences and apply them to real world issues. Lidia appreciated Indigenous storytelling and learning about laws and policies impacting American Indians but will be taking advantage of programs supporting her business and math interests.

Lidia worked at the craft of becoming a team leader within Indigenous art/social justice collaborative groups. Shy at first, Lidia quickly experienced success talking and contributing to group projects. She joined another student to collaboratively research Indian stereotyping and gave a joint presentation at the end of the quarter. Contributions regarding readings, analysis of documentaries, performance for Readers Theater and assignments were from a variety of sources of information and virtual break-out groups were successful experiences for Lidia. Often Lidia would take premises and reason to their conclusion, and then analyze the interrelationships of events and ideas from several perspectives. Writing experiences with Stokley Towles' writing lab assignments were examples of success for Lidia.

Due to the COVID-19 virus, in person workshops were held on Mondays and the class met virtually by Zoom on Tuesdays and Wednesdays. Undaunted, Lidia persevered, creating an action plan to participate, use the chat to make comments, offer a perspective about readings and documentaries, learn about/social justice and Indigenous education, analyze the five steps of colonization, share origin



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stories through art, connect personally to identity politics, and critical thinking. I am glad Lidia selected "Indigenous Storytelling: Cultural Political Performance" as the beginning program for her liberal arts education.

Lidia Carreon met all the requirements of the *Indigenous Storytelling: Cultural Political Performance* program, finishing winter quarter in good standing. The following credit equivalencies for academic work are recommended.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 4 - Indigenous Studies: Storytelling (Traditional/Contemporary)
- 4 - Environmental Stewardship (Sit Spot Journaling)
- 4 - Writing (Stokley Towles)
- 4 - Art/Social Justice



The Evergreen State College • Olympia, WA 98505 • www.evergreen.edu

EVERGREEN TRANSCRIPT GUIDE

Accreditation: The Evergreen State College is fully accredited by the Northwest Commission on Colleges and Universities.

Degrees Awarded: The Evergreen State College awards the following degrees: Bachelor of Arts, Bachelor of Science, Master of Environmental Studies, Master of Public Administration and Master In Teaching. Degree awards are listed on the Record of Academic Achievement.

Educational Philosophy:

Our curriculum places high value on these modes of learning and teaching objectives:

- Interdisciplinary Learning
- Collaborative Learning
- Learning Across Significant Differences
- Personal Engagement
- Linking Theory with Practical Applications

Our expectations of Evergreen Graduates are that during their time at Evergreen they will:

- Articulate and assume responsibility for their own work
- Participate collaboratively and responsibly in our diverse society
- Communicate creatively and effectively
- Demonstrate integrative, independent, critical thinking
- Apply qualitative, quantitative and creative modes of inquiry appropriately to practical and theoretical problems across disciplines, and,
- As a culmination of their education, demonstrate depth, breadth and synthesis of learning and the ability to reflect on the personal and social significance of that learning.

Our students have the opportunity to participate in frequent, mutual evaluation of academic programs, faculty and students. In collaboration with faculty and advisors, students develop individual academic concentrations.

Academic Program

Modes of Learning: Evergreen's curriculum is primarily team-taught and interdisciplinary. Students may choose from among several modes of study:

- **Programs:** Faculty members from different disciplines work together with students on a unifying question or theme. Programs may be up to three quarters long.
- **Individual Learning Contract:** Working closely with a faculty member, a student may design a one-quarter-long, full-time or part-time research or creative project. The contract document outlines both the activities of the contract and the criteria for evaluation. Most students are at upper division standing.
- **Internship Learning Contract:** Internships provide opportunities for students to link theory and practice in areas related to their interests. These full- or part-time opportunities involve close supervision by a field supervisor and a faculty sponsor.
- **Courses:** Courses are 2-6 credit offerings centered on a specific theme or discipline.

The numerical and alpha characters listed as Course Reference Numbers designate modes of learning and are in a random order.

Evaluation and Credit Award:

Our transcript consists of narrative evaluations. Narrative evaluations tell a rich and detailed story of the multiple facets involved in a student's academic work. A close reading of the narratives and attention to the course equivalencies will provide extensive information about student's abilities and experiences. Students are not awarded credit for work considered not passing. Evergreen will not translate our narrative transcript into letter or numeric grades.

Transcript Structure and Contents: The Record of Academic Achievement summarizes credit awarded, expressed in quarter credit hours. Transcript materials are presented in inverse chronological order so that the most recent evaluation(s) appears first.

Credit is recorded by:

Quarter Credit Hours: Fall 1979 to present

Evergreen Units: 1 Evergreen Unit (1971 through Summer 1973) equals 5 quarter credit hours

1 Evergreen Unit (Fall 1973 through Summer 1979) equals 4 quarter credit hours

Each academic entry in the transcript is accompanied by (unless noted otherwise):

- The Program Description, Individual Contract or Internship Contract which explains learning objectives, activities and content of the program, course or contract.
- The Faculty Evaluation of Student Achievement provides information on specific work the student completed and about how well the student performed in the program or contract.
- The Student's Own Evaluation of Personal Achievement is a reflective document written by the student evaluating his or her learning experiences. Students are encouraged but not required to include these documents in their official transcript, unless specified by faculty.
- The Student's Summative Self Evaluation is an optional evaluation summarizing a student's education and may be included as a separate document or as a part of the student's final self- evaluation.

Transfer credit for Evergreen programs, courses and individual study should be awarded based upon a careful review of the transcript document including the course equivalencies which are designed to make it easier for others to clearly interpret our interdisciplinary curriculum. These course equivalencies can be found at the conclusion of each of the Faculty Evaluation of Student Achievement.

The college academic calendar consists of four-eleven week quarters. Refer to the college website (www.evergreen.edu) for specific dates.

This record is authentic and official when the Record of Academic Achievement page is marked and dated with the school seal.

All information contained herein is confidential and its release is governed by the Family Educational Rights and Privacy Act of 1974 as amended.

If, after a thorough review of this transcript, you still have questions, please contact Registration and Records: (360) 867-6180.