



November 13, 2022

Masters in Teaching Program
The Evergreen State College
2700 Evergreen Parkway NW
Olympia, WA 98505

Dear Graduate Admissions Staff,

It is a real pleasure to write this letter with the highest support for Jacob Dinklage's application to the Evergreen State College's Masters in Teaching Program. I first met Jacob in the spring of 2016, when I served as his INT (Internship Learning Contract) faculty sponsor for an internship with CHOICE High School, an alternative public school in Shelton, WA. During that quarter, Jacob served as a mentor to high school students, supported after-school arts programs, and showed strong skills for working with youth and exceptional promise as a teacher. Jacob went on to take the program "The Spanish-Speaking World," which I co-taught at the Evergreen State College with my colleague Dr. Diego de Acosta in the fall and winter of 2017-18, and then participated in the Mexico study abroad program that I led in the spring. I stayed in touch with Jacob after he graduated from Evergreen and was delighted to see him exercise his talents teaching English as a Bilingual Teaching Assistant for the I.S.E. Jaroso school in Spain, and later exercising his well-developed collaborative skills as part of the Burial Grounds coffee shop, which Jacob helped transform into a cooperative. Over the time that I have known Jacob, he has showed a strong work ethic, high academic and ethical standards, excellent mentorship skills for working with youth, and admirable creativity. His strong Spanish-language skills, experience teaching English in Spain, and cultural competencies for working with Latinx youth make him a particularly good fit for the ELL MiT cohort next year at Evergreen. Jacob shows exceptional promise as a future teacher, and I wholeheartedly recommend him to the Masters in Teaching program.

As part of the next MiT cohort at Evergreen, Jacob would bring significant experience working with youth. For his 2016 spring quarter internship at CHOICE High School, Jacob spent 300+ hours at the school, working with students one-on-one, providing academic and psycho-social support, and using his considerable artistic talents as a musician to connect with students and create photovoice project and a series of hip-hop workshops. To judge from both written and oral evaluations by field supervisors, Jacob was highly appreciated and respected at the school for his commitment to students and his clear talent for connecting with youth and supporting their



development. Jacob was invested in supporting students who were facing significant challenges in school and in their personal life, and was a caring and dedicated mentor. During the culminating performances at CHOICE's end-of-the-year block party and during the community-based learning component of "The Spanish-Speaking World" I was able to observe Jacob first-hand in his interaction with high school students and was struck by his charisma in working with young people and the evident care and concern that he showed for students. I was grateful to have Jacob as part of the group of Evergreen students from "The Spanish-Speaking World" working with students in a Spanish Heritage class at Mt. Tahoma High School that was part of the community-based learning component for that program. Jacob was thoughtful and supportive in helping Mt. Tahoma students develop memory projects, and showed admirable flexibility and persistence in working through some of the challenges of this first-time collaboration with Mt. Tahoma High School. Jacob seemed comfortable with the fact that sometimes it takes time to connect with students, was patient at building relationships, and was particularly effective at finding ways to connect with the students he was mentoring. Building on the excellent mentorship skills he had developed at CHOICE high school, Jacob showed excellent capacities to work with the Latinx youth in that program, and supported them with warmth and encouragement. These are skills that I think Jacob has the capacity to apply in a range of setting, with students from different backgrounds.

In addition to the skills he developed for working with high school students, Jacob has specific experience in teaching English as a second language, as well as skills that would support working with English-language learners, including advanced Spanish-Speaking skills, excellent cross-cultural skills, and a well-developed capacity for working in multilingual settings. After graduating from Evergreen, Jacob worked for a year as a bilingual teaching assistant in Spain, an experience that drew on both the linguistic and cross-cultural skills that Jacob developed as a student at Evergreen. While a student in "The Spanish-Speaking World," Jacob developed excellent Spanish-language skills, progressing very quickly through beginning Spanish (year 1) in the fall and winter, and moving on to intermediate Spanish (year 2) during the spring study abroad program in Mexico. In Mérida, Jacob showed both passion and discipline for learning Spanish as well as excellent cross-cultural skills: his ability to engage with individuals from many different backgrounds allowed Jacob to embed himself tightly within local communities while navigating complex multilingual settings that often included English, Spanish, and Maya languages. Jacob's own journey as a learner of Spanish and his exposure to a dynamic range of experiences in foreign-language pedagogy served as an excellent foundation for his work after college as a bilingual teaching assistant at the Instituto de Educación Secundaria (I.E.S.) Jaroso in Cuevas del Almanzora, Spain. While I did not observe Jacob's work in Spain directly, I was in touch with Jacob during his time there and appreciated the excitement that Jacob expressed when talking about his work with students. Jacob also reached out to get advice in trying to find systems of support for LGBTQ+ students navigating difficult scenarios: I admired that he both sought out support for himself while helping students at a moment of crisis and relied on resources to build a wide network of support for



students. I am very confident in Jacob's capacity to work with a broad range of students, and to be particularly mindful of the needs and gifts of students from historically marginalized groups. His own efforts to learn Spanish and his capacity to work outside of U.S. contexts offer additional proof of his capacity to work in cross-cultural settings and support English-language learners in particular.

In addition to his promise as a teacher and cross-cultural capacities, this letter of support would not be complete if I did not mention Jacob's exceptional creative and collaborative skills. Jacob's skills as a musician and knowledge of hip-hop were a key point of connection with students at CHOICE, local communities in Mexico, and students in Spain. He showed exceptional abilities to work as part of a team while he was a student at Evergreen: I was not surprised to see him working as one of the owner-members at Burial Grounds coffee shop, which he helped transform into cooperative. Jacob's charisma, interpersonal skills, and ability to work as a team were no doubt highly valuable skills in stewarding that transformation during the pandemic, at a particularly difficult time for many businesses. In brief, Jacob is very well prepared to enter a Masters in Teaching program and has particularly well-developed skills for working with English Language learners and students from historically marginalized communities. Jacob has talent for working youth and shows exceptional promise as a teacher. I cannot think of a better candidate for the MiT program at Evergreen, and I strongly recommend him for the program. It would be a gift for Evergreen to have Jacob once again as a student, and a benefit to the broader community to have someone like Jacob trained as a teacher. He is an excellent candidate for the program, and I strongly urge you to consider him for the program. If you have any further questions about Jacob, feel free to reach me at ocampoc@evergreen.edu or at my cell phone, (412) 378-1937.

Sincerely,

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