



Klene, Allysa M

A00435136

Last, First Middle

Student ID

DEGREES CONFERRED:

Bachelor of Arts

Awarded 16 Jun 2023

TRANSFER CREDIT:

Start	End	Credits	Title
06/2018	06/2018	5	AP: World History
06/2019	06/2019	7	AP: Psychology
06/2019	06/2019	7	AP: English Language and Composition
06/2019	06/2019	5	AP: U.S. History
06/2020	06/2020	5	AP: U.S. Government and Politics
06/2020	06/2020	8	AP: Human Geography
06/2020	06/2020	8	AP: English Literature and Composition
09/2020	12/2021	50	University of Of Portland

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
01/2022	03/2022	16	'Against Everything': Politics and Friendship in the Age of the Apocalypse: Ivan Illich 8 - <i>History of Social Institutions</i> 4 - <i>Writing, Politics, Friendship</i> 4 - <i>Independent Study</i>
03/2022	06/2022	16	The Aim of Education 6 - <i>Education: Culture and Sociology</i> 6 - <i>Education: History and Philosophy</i> 4 - <i>Writing</i>
06/2022	09/2022	16	Therapy Through the Arts 6 - <i>Art Therapy and Counseling</i> 6 - <i>Art Therapy and Education</i> 4 - <i>Art Therapy and Written Expression</i>
09/2022	12/2022	8	Reimagining the Body: Psychology, Art, and Health 3 - <i>Representational and Symbolic Medical Illustration</i> 1 - <i>International Studies and Collaboration</i> 3 - <i>Psychology of Integrative Health</i> 1 - <i>Social Science Writing</i>
09/2022	12/2022	4	The Art of Helping 4 - <i>Counseling Skills</i>
01/2023	03/2023	12	Personality and Social Psychology: Who Do You Think You Are? 4 - <i>Personality Theory</i> 4 - <i>Social Psychology</i> 4 - <i>Developmental Psychology</i>
01/2023	03/2023	4	Arts and the Child: Early Childhood (A) 4 - <i>Early Childhood Education, Arts, and Human Development</i>



Klene, Allysa M

A00435136

Last, First Middle

Student ID

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
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>

Cumulative

183 Total Undergraduate Credits Earned



Klene, Allysa M

A00435136

Last, First Middle

Student ID

Changing Directions

I always thought I was good at following directions. I did well all throughout school, got a big scholarship to University of Portland, and I was ready to have the “perfect college experience”, like in the movies. That was part of the directions, get perfect grades, do many extra curriculars, get a big scholarship, and go to a fancy school. The stakes had always been high, as a first-generation college student—my parents pushed me hard so I could experience higher education. That being said, it was probably the biggest decision I had ever made at that point when I chose to leave. I felt immense guilt, I felt like I had failed, but I knew I needed to change direction.

I never would have imagined just how transformative it would be for me to begin learning at Evergreen. It was a culture shock, to say the least. I was no longer being validated by good scores and high letter grades, I could no longer pass the tests and assignments to get by. I struggled at first trying to find motivation to keep going, because I never had to find my own meaning within education. It was always a set path to follow, checkpoints decided by someone else—a good grade was all I needed to feel successful. When I started getting feedback from professors, and writing self-evaluations after working hard to complete a program, that felt like success. I would never again be satisfied with a letter grade.

At Evergreen I had to *genuinely* read, unlike the skimming of texts I was so used to. I was encouraged to truly interact with text, something that was lost to me. It took me back to my small AP Lang class in high school. Our teacher bought us each our own copy of the assigned book, and encouraged us to highlight and write our thoughts within. I remembered her, and I remembered that first time where I felt like I was a *part* of the text I was learning from. It felt like that at Evergreen— I was *part* of the story of my education, I was no longer an outsider just following along.

Once I was given the freedom to explore my enthusiasms, I changed directions many times. It wouldn't put me behind in credits to take a course that interested me, because everything I learn and love has a place in my education—I took many unique programs, and they did not have to be separate from my long-term goals. My passion was reignited, and I engaged with each field I love wholeheartedly: sociology, psychology, art, all with education. I took a program called Therapy Through the Arts, where I first got to combine all of my interests, something I never thought I could do.

The freedom to explore has transformed and enriched me as not only a teacher, but a human being. Someday, I want to build a classroom that honors curiosity and provides opportunities for students to explore what excites them. But of course, that sentiment goes beyond classrooms, to any field I find myself in. I come from a place where asking questions was not allowed, questioning meant disrespect. I've learned through my education that asking questions is actually one of the highest forms of respect; it means curiosity, it means wanting to spend additional time with something, to find out more.

I started the Masters in Teaching program as an undergraduate, and in just one quarter I have pieced together so many of my goals as a teacher. Already, it seems like I could speak endlessly about what I want for my classroom, for my students, for the education system as a whole. It started with me learning to stop separating myself from my education—my experiences, my culture, my passions, all of these things contribute to and enrich my learning. When I teach, all of those assets my students bring will be involved in their learning, too. I talk about teaching because that is my current goal, but I know now that directions can change. Regardless, as someone who now takes responsibility and finds significance in every direction, I am excited for whatever else might come next.



Klene, Allysa M

A00435136

Last, First Middle

Student ID

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.



Klene, Allysa M

A00435136

Last, First Middle

Student ID

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



Klene, Allysa M

A00435136

Last, First Middle

Student ID

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.



Klene, Allysa M

A00435136

Last, First Middle

Student ID

EVALUATION:

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

Allysa Klene met all Learning Standards for the first quarter of the MiT program. Allysa successfully completed, engaged, and collaborated in all expectations for each strand, which also included mediated field experiences and our program seminar common read, *Solito*, a memoir by Javier Zamora that chronicled his childhood migrant experiences. Throughout the mediated field experience, Allysa was an engaged observer and participated fully during debriefs with our public school mentor teachers. During each of our program seminars, Allysa consistently offered insightful discoveries and strong analysis of the reading with connections to teaching multilingual learners in diverse communities. For each MFE observation and program seminar, Allysa completed critically informed written reflections around classroom practices that support the lived experiences of multilingual students.

Language, Culture, and Pedagogy: Allysa 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, Allysa 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 Allysa and two other colleagues to further develop a collective philosophical and pedagogical statement. The concept maps included critical reflections and such words as "collaborate, reevaluate, mindfulness, and unlearning" to name a few. A quote from their collective statement captured an eloquent understanding of teacher and student relationship building by stating, "All of our collective words come together to paint a picture of our future classrooms, which operate through and for our students. We acknowledge assets that come with our diverse populations of students, and we involve them in shaping our classrooms. We also want to encourage an environment of critical reflection, and critical thinking, both from ourselves and from our students." Finally, Allysa successfully identified and shared a relevant multilingual strategy, Learning Games for Speaking and Listening, and all elements of this assessment were included for a successful multilingual instructional activity. In the feedback reflection, Allysa indicated that the strategy sharing was positive among peers and discovered important ways to offer equitable instruction and scaffolding for multilingual learners. Allysa's enthusiasm for that feedback and for teaching was captured in the following statement, "The topic for the activity was the spread of culture, so we actually had really good conversation too using some of the things we've been discussing and learning in class relating to those terms (like assimilation in *Solito*, or dissonance regarding the involvement of politics in education). Overall, I had a lot of fun creating and carrying out this strategy, and I can genuinely see myself using it someday."

Culturally Sustaining Learning and Teaching: Allysa demonstrated an excellent understanding of learning theories, equitable teaching practices, and inclusionary practices as evidenced through Allysa's weekly Reading Responses and the mid-quarter Visual Artifact assignment. Allysa's weekly Reading Responses consistently met the rubric criteria indicating clear summaries and insightful connections between the texts and the Essential Questions for the strand. Allysa's mid-quarter Visual Artifact assignment, an acrylic on canvas painting titled "Nurture the Root", clearly represented the many connections Allysa made among multiple ideas developed from texts and workshops such as honoring and drawing on students' assets, concepts related to culturally sustaining pedagogy, and valuing multiple ways of knowing. The artist statement accompanying the visual artifact clarified these connections and drew on a good variety of texts. Overall, Allysa met the learning objectives for this strand.

Social Foundations of Education: Allysa's work was excellent and exceptionally thorough. In weekly workshops and written assignments, Allysa regularly made significant interpretations of assigned readings along with critical reflections on new areas of learning and how readings related to a developing



Klene, Allysa M

A00435136

Last, First Middle

Student ID

philosophy of education. In the final educational philosophy essay, Allysa thoughtfully stated, "My core philosophies center around accessibility, critical thinking, and exploration" so that her "students are exploring the world and its systems, and exploring themselves." As a teacher candidate soon to begin a year of student teaching, Allysa has expressed through this program strand a positive disposition for working with diverse groups of learners.

Language Acquisition Methods: Allysa demonstrated an effective understanding of the foundational concepts associated with teaching English language learners this through the completion of seven reader response dialectical journals, the identification of multilingual (ML) instructional strategies methods, WIDA standards and indicators of language proficiency. Allysa also completed a well-detailed, APA formatted "Behind the Learner: A Case Study of a Fellow Teacher Candidate." Allysa interviewed a secondary math teacher candidate from WA. A key theme Allysa identified in the data included the influence of the candidate's parents, refugees from the Southeast Asian war. Allysa reported in the data how the candidate maintains an affinity to culture, identity and social justice, while seeking to maintain what is left of the heritage language. Allysa emphasized the candidate's math skills in school. With the help of a math mentor, the candidate developed a prowess in helping other high school students, which led to an interest in teaching. Allysa noted in the analysis of readings by Peregoy and Boyle, and Jim Cummins, the importance of affirming students' heritage language, basic communicative language skills (BICS) and academic language (CALP). Allysa effectively reported this in the principle findings section as it pertains to the candidate's interests in developing such as an EL pedagogy because it "is not far removed for the love he feels for his immigrant parents," adding that "being an EL teacher feels like loving."

Assessment Practices: Allysa 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 Allysa 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. Allysa 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. Allysa 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 Allysa exceeded the standards for the assessment strand.

Teaching Triad: As the culminating summative assessment for the quarter, Allysa and two other teacher candidates successfully co-planned and co-taught a 30-minute middle school social studies lesson about Westward Expansion and the tacit U.S. policy of assimilation. The lesson was intentionally designed for grades 6-8, beginning to intermediate multilingual students. The lesson plan included content standards, learning targets, WIDA standard (ELD-SS.6-8.Explain.Expressive), and language proficiency strategies. Their backward design lesson also included a variety of assessments, instructional strategies and learning activities that focused on defining assimilation, analyzing primary documents, and identifying examples of assimilation from students' experiences or knowledge (self, family). During the implementation of the lesson, Allysa's team included multiple structured interactions (e.g., independent thinking tasks, small group analysis, and discussion) among learners which effectively supported and deepened learning. The learning target stated, "Students can define assimilation and use it in a sentence." In order to support student learning, various instructional strategies were used to support language development such as a graphic organizer (i.e., Cognitive Content Dictionary), use of visuals and primary sources, and formative assessments. The assessments were aligned with the learning targets and addressed the language development needs of multilingual learners including thumbs up/down, fist to five, and exit ticket questions. In addition, Allysa clearly showed evidence of planning and implementing ML curriculum and instructional strategies that recognized language development needs



Klene, Allysa M

A00435136

Last, First Middle

Student ID

and academic content instruction. Additionally, there was strong evidence of differentiation of the curriculum, such as allowing multilingual students to write in their own words their predictions of vocabulary, CCD charts were translated into Spanish, visuals were vocalized so the students were aware of what was shown in the presentation, and finally, students were encouraged to speak and write in their heritage language. Finally, Allysa's group actively invited students' prior knowledge and experiences (assets/funds of knowledge) by supporting learners' use of heritage language with specific examples to facilitate the transfer of language skills and content knowledge from the primary language to the target language (e.g., translation of key academic language, dual language, visuals, etc.). Overall, Allysa and team planned and implemented a fantastic lesson that represented significant learning from strands across the quarter.

Overall, Allysa met all program requirements and is ready to continue the journey toward becoming a secondary social studies teacher in the next quarter.

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



Klene, Allysa M

A00435136

Last, First Middle

Student ID

January 2023 - March 2023: Arts and the Child: Early Childhood (A)

4 Credits

DESCRIPTION:

Faculty: Hirsh Diamant, Ph.D.

This course introduced students to stages of development, education, and care of children. Lectures, studio arts, research, handwork, and volunteer work with children in the community were aimed at developing students' competency as artists, parents, and educators. Students also worked in various art mediums. For example, students learned about the importance of handwork in early childhood education and completed several handwork projects with yarn. Course requirements included readings, seminars, reflective writing, and weekly art projects. Learning objectives included research in progressive and alternative child development theories; understanding of the importance of festivals and stories in the education of the child; and importance of arts and culture in child development.

Students read from *You are your Child's First Teacher* by Rahima Baldwin, selected essays about Waldorf education and other educational initiatives, and other online material about art, beauty, and child development.

EVALUATION:

Written by: Hirsh Diamant, Ph.D.

Allysa is an excellent student! Allysa completed all class assignments and had an excellent attendance record. Allysa submitted academic work in a timely way and commented on work by other students. Allysa also worked regularly with the art journal gaining skills with art materials, techniques, and artistic expression. I was very impressed with Allysa's work in this class! The papers Allysa wrote and the artwork that Allysa created were consistently original and inspiring!

Allysa actively participated in both in-class and online seminars. Allysa's comments to other students were positive and affirming. As the class progressed, Allysa's work showed a good understanding of course's learning objectives. Allysa consistently showed care in academic work and took lessons from our classroom into their own life and work.

It was a pleasure to have Allysa as a student in class and to witness their growth.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Early Childhood Education, Arts, and Human Development



Klene, Allysa M

A00435136

Last, First Middle

Student ID

January 2023 - March 2023: Personality and Social Psychology: Who Do You Think You Are?

12 Credits

DESCRIPTION:

Faculty: Mark A. Hurst, Ph.D.

At adulthood, a human has already spent decades defining and characterizing attributes, beliefs and preferences of the individual they call "ME." Where do I get the ideas I have about "who I am?" Am I more nature or nurture? Is the self malleable or fixed? The concept of self can be beneficial as an ally, or a confounding negative force—but how can we know which it is to be?

All students in this half-time program examined the psychological research over the last 60 years, that helps describe, explain, predict and modify aspects of the self. They explored topics such as theory of mind, self-concept, self-esteem, self-awareness, self-efficacy, identity, social comparison and impression management, self-deception, self-serving biases, escaping the self, self-control, and the contemporary dilemma of "self as a value base," as well as the evolutionary, genetic, neural, trait, belief/attitude, learning, social, and cultural influences that affect the makeup of each individual and the complex and evolving "story" that every human crafts over the lifespan. Additionally, students read deeply and broadly about McAdams' 30 years of research on the Life Story Model of Identity. All of this work addressed implications for essential functions of the self in the domains of work, love, play, and service to others, as well as Eastern and Western perspectives on the self. Finally, students had the opportunity to ask questions in Zoom sessions with two of the greatest psychological scholars of the past half century (Aronson and McAdams), after reading their work.

Reading for the program included the following texts: McAdams, *The Redemptive Self: Stories Americans Live By*; Tavis & Aronson's *Mistakes Were Made, But Not By Me: Why We Justify Foolish Beliefs, Bad Decisions, and Hurtful Acts*; Wilson's *Stranger to Ourselves: Discovering the Adaptive Unconscious*; and Eberhardt's *Biased: Uncovering the Hidden Prejudice That Shapes What We See, Think, and Do*; as well as journal articles and essays by Roy Baumeister, Dan P. McAdams, and William James.

Assignments included the completion of book notes, self-assessments, Jigsaw Classroom learning and teaching in Expert and Home groups, a creative piece of art representing a narrative of the student's life (using McAdams' Life Story Model of Identity) and completing a detailed Life Story Interview with someone they knew well.

Students enrolled in the 12-credit section of the program were also required to identify a specific topic area within social or personality psychology, and to work with faculty in identifying relevant psychological science to examine, and then complete a term paper and presentation to the entire program on their independent learning.

This program is relevant for careers in psychology, sociology, education, media, journalism, government, criminal justice, law.

EVALUATION:

Written by: Mark A. Hurst, Ph.D.

Allysa is a bright and capable student who completed all learning objectives for this program and earned full credit. Allysa's good critical thinking and ability to apply theory to practice helped the program examine complex issues of narrative lives, in relation to gender, race, class, and many other differences within the human experience. Allysa also has fine command of her writing, producing assignments that



Klene, Allysa M

A00435136

Last, First Middle

Student ID

are detailed, organized, and influential in their message. This was most evident in her comments on the program materials as they relate to development of a self with unity and purpose, in a culture that has grown faster and more complex, and is seemingly more fractured as a result. Allysa's papers on program texts exemplified her advanced ability to assimilate and accommodate information from diverse sources as she builds a deep and broad knowledge and skill base in psychology.

Her succinct and influential essay on seminal articles and essays on personality theory, and her book review to the Eberhardt text, as well as her Jigsaw Classroom "expert" contributions to two assigned chapters from the Aronson, McAdams, and Wilson texts, demonstrated Allysa's ability to effectively extract a resources' key themes and concepts for the purposes of teaching and influencing others. As an example of her critical thinking, openness to ideas, and growing social influence as an effective change agent (especially in the racially charged culture we have become in 2023), Allysa wrote the following about Eberhart's compelling neuroscience research on implicit bias:

Stanford psychology scholar Jennifer Eberhardt, in her book *Biased: Uncovering the Hidden Prejudice That Shapes What We See, Think, and Do*, combines scientific-research and personal experience to portray the effects of racial bias in the United States. Each and every one of us carries implicit bias within us, we have no control over that bit. Dr. Eberhardt writes, "implicit bias is a kind of distorting lens that's a product of both the architecture of our brain and the disparities in our society" (pg. 6). Being able to recognize the nature of our own bias, and evaluate the components of what has shaped it, is the first step in being able to take control of it.

A common modern argument is that the civil rights movement is over, everyone is equal now and the past is in the past. This argument itself comes from a place of immense privilege, as not everyone gets to be as blind to the inequality and racial injustice that still exists today. Dr. Eberhardt addresses a similar point of view she heard from her white classmates: "They can say, 'Oh, this is horrible, but I'm not going to let it affect me.' But that's not a choice that I feel like I have" (pg. 242). *Biased* highlights the ever-present reality of racial bias, how it is still a problem and that the work is not done. Eberhardt writes, "Even the harshest of group boundaries can be realigned when we are under threat" (pg. 202). Maybe, if inequality is addressed by more people as a genuine threat, we will be able to work together to ensure that we have a world everyone has an opportunity to not just survive in, but thrive in.

Eberhardt addresses matters that are tough for many of us to think about, let alone begin to face. But, she remains hopeful, and we can too. In the concluding chapter of her book, she writes, "SO many people among us are probing, reaching, and searching to do good and be good in the best way they know how. And there is hope in the sheer act of reflection. This is where the power lies and how the process starts" (pg. 302). There are years and years of history that have hurt so many people, and there are many more ahead to do the right thing. In order to move forward in the best way, we must examine our history, examine ourselves, and then take the steps to change.

The major assignments of the quarter were: 1) to produce a piece of art that reflected aspects of one's "self," as well as their "story," based on program content (McAdams' Life Story Model of Identity, etc.); and 2) document a Life Story Interview (based on the Foley Center model) of a person they know in written or recorded form.

Allysa's creative project culminated in the presentation of imagery representing her own self and story, that symbolically included key characters, events, and core values and beliefs. Her art work hinted at program content dealing with adversity, new opportunity, powerful sources of meaning, and generativity. It was very enjoyable to look at her work, and consider the description, which clearly demonstrated some



Klene, Allysa M

A00435136

Last, First Middle

Student ID

of the key psychology concepts Allysa assimilated into her knowledge and skill base regarding psychology. Allysa then had the opportunity on the last day of class, to engage with her classmates in examining the “chapters” of her life so far, as well as key scenes (high and low points, turning points, wisdom events, challenges, memories, personal ideologies, and the future).

Allysa documented her growing knowledge and skill regarding Life Story Interviewing in examining the “narrative identity” of her partner. Allysa utilized many of the standard questions developed by McAdams and his team, and documented the settings (both geographical and ideological), key and influential characters and events, and transitions and turning points that have shaped her partner’s journey. Allysa’s written documentation of her effort conveyed many aspects of McAdams’ story components that we studied this quarter, especially related to themes of challenge and adversity, courage and perseverance, personal discovery, wisdom, generativity, adaptation, and growth, and service to others. It was an authentically effective study of “self and story” that demonstrated Allysa’s ability to accomplish meaningful and powerful undergraduate work.

Finally, Allysa produced an excellent summative paper to document her extra four credits in the 12 credit option of this program. Based on the fact that she will begin a masters in teaching program next year, Allysa focused her scholarly effort on the psychological science within the positive psychology realm. Allysa examined the history of the movement (from Maslow to Seligman), its current uses in educational settings, and how she would consider employing it, in enhancing the well-being of her students. This was a well-written and advanced piece of undergraduate work.

Allysa is a bright and positive presence in the learning community. Over the last ten weeks, she has established herself as an effective learner, and a likable and respected peer. She completes this program with strong cognitive, writing, and interpersonal skill, and is well on her way to becoming an ideal candidate for advanced psychology studies.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12

- 4 - Personality Theory
- 4 - Social Psychology
- 4 - Developmental Psychology



Klene, Allysa M

A00435136

Last, First Middle

Student ID

September 2022 - December 2022: The Art of Helping

4 Credits

DESCRIPTION:

Faculty: Mary Dean, PhD

Doing well while doing good is the challenge. Whereas some kind of help is the kind of help that helps, some kinds of help we can all do without. Gaining wisdom to know the paths of skillful helping of self and others is attained by developing self awareness, understanding the role of care in speaking to the condition of others, valuing mutuality to encourage informed and concerned action, and possessing a flexible helping model.

To achieve skills in helping, the class explored self-awareness by reading selected portions of the book *The Emotional Life of your Brain* by Richard Davidson and Sharon Begley completing and discussing four self-assessment tests and by reporting weekly on a personal self-care practice specific to stress management. Subsequently, participants engaged in viewing video segments and meeting in practice sessions to gain relationship building skills. Through group discussion and lecture vignettes, a model for helping was established that developed the essential elements of helping and presented caring as a moral attitude. Applications of the helping model were presented in concert with the textual materials from Howard Garner's book *Changing Minds* and developed for use with individuals in the health professions, education, leadership and social action. Students provided weekly synopsis on chapter readings from the required texts and submitted a seven-page research paper addressing one or more of the theories associated with the art of helping.

EVALUATION:

Written by: Mary Dean, PhD

Allysa met the course expectations, participated fully in the establishment of a learning community and explored the essential elements of helping. She used the required self-assessment activities to examine emerging information regarding personal strengths and weaknesses. Allysa was faithful to the daily self-care activity of meditation and shared with the class personal experiences of making behavior change.

Allysa submitted all required chapter synopsis and displayed an ability to provide a balanced account of the author's main points along with the use of personal voice. Her final paper provided a discussion on *The Art of Helping in the Classroom: Mental Health and Individualization in Secondary Schools*. The document was well organized with an easy flow of ideas and was appropriately referenced.

I enjoyed sharing this course with Allysa.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Counseling Skills



Klene, Allysa M

A00435136

Last, First Middle

Student ID

September 2022 - December 2022: Reimagining the Body: Psychology, Art, and Health
8 Credits

DESCRIPTION:

Faculty: Hirsh Diamant, Ph.D. and Mukti Khanna, Ph.D.

Reimagining the Body was an interdisciplinary program that explored how the human body is imagined by Eastern and Western cultures, and how we can re-imagine the body to improve health and to have a greater sense of well-being. The program explored how world medical systems including Traditional Chinese Medicine, Ayurveda from India, and Japanese Jin Shin Jyutsu conceptualize energy and health. Students in the program studied body systems and examined ways in which the body can be imagined in Western scientific illustration and in alchemical images. The program looked at how health care practice can focus on prevention and wellness by integrating interdisciplinary knowledge and health psychology. The program participated in the fall Resources for Resilience and Immunity series that featured diverse health care practitioners and researchers. Students in the program also participated in an international symposium where they collaborated with students from universities in China, Vietnam and India to develop cross-cultural conversations and dialogues about health and culture.

Student work included APA style social science writing, academic statement writing, integrative health writing, reading diverse texts, working with lifestyle medicine practices, exploratory writing, art illustration, and international cultural sharing projects that included video, art and writing projects, and creation of e-portfolios.

Student evaluation was based primarily on progress towards achievement of program learning objectives, participation and completion of required assignments.

EVALUATION:

Written by: Hirsh Diamant, Ph.D. and Mukti Khanna, Ph.D.

Alyssa successfully completed all parts of the *Reimagining the Body* program and demonstrated solid progress in developing competency with program learning objectives. Alyssa had a strong level of participation in the program.

In posted papers and in seminars with other students, Allysa demonstrated competency in integrating views of health and anatomy from both Western and Eastern perspectives. As the program continued, Allysa showed a growing confidence in working with art mediums and with the art journal. Allysa also demonstrated progressive abilities in developing an e-portfolio and to communicate with international students. Allysa's seminar papers and work in the art journal demonstrated Allysa's abilities to learn and synthesize information about health and well-being holistically.

Alyssa demonstrated very good competency with program learning objectives on integrative thinking and being able to communicate effectively through APA style social science writing, academic statement writing and integrative health theoretical understanding. Alyssa demonstrated a good level of theoretical competency in completing 5 of 5 integration papers that demonstrated interdisciplinary synthesis between Resource for Resilience speakers, program texts, somatic practices and biopsychosocial cultural understandings of paired organ systems in words and images. Alyssa also demonstrated an excellent level of integrative health theoretical understanding in a short essay synthesis paper with words and images based on interdisciplinary knowledge and linking theory with practical applications within health psychology. Alyssa demonstrated excellent competency with APA style writing citations. Areas for future work include continuing to evolve existing strengths in interdisciplinary synthesis.



Klene, Allysa M

A00435136

Last, First Middle

Student ID

Alyssa's very good work overall is preparatory for future studies in psychology, visual arts and cultural studies.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

- 3 - Representational and Symbolic Medical Illustration
- 1 - International Studies and Collaboration
- 3 - Psychology of Integrative Health
- 1 - Social Science Writing



Klene, Allysa M

A00435136

Last, First Middle

Student ID

June 2022 - September 2022: Therapy Through the Arts

16 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.

Allysa Klene was enrolled in Therapy Through the Arts during both summer terms, 2022. Allysa's responses to the readings and class activities effectively met the program's requirements and at times distinguished herself among her peers. Allysa's responses to class activities and discussions consistently added to the learning process in the class. Allysa'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 Allysa ask students to use google color picker gradient and with prompts they were instructed to find a color that they associate with the particular prompt write down the hex number that they associated with the prompt. Example: what color do you associate with "self"? What color holds you back or brings anxiety? What color are you most attracted to? Using <https://mycolor.space/gradient3>

they were then instructed to create a color palette that represented their chosen color associated with their chosen responses. The final palette was a visual metaphor and reminder of how words and feelings can be embedded in a person's chosen colors likened to the work of color psychologists.

Utilizing insights gained by applying learning in the program, Allysa 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



Klene, Allysa M

A00435136

Last, First Middle

Student ID

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 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, psychodrama, guided poetic writing, spontaneous drawing, video camera, collage, and mandalas.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

6 - Art Therapy & Counseling

6 - Art Therapy & Education

4 - Art Therapy & Written Expression



Klene, Allysa M

A00435136

Last, First Middle

Student ID

Student Self Evaluation for Therapy Through the Arts

06/2022 - 09/2022

This program was probably the one (as of now) that I will look back to when I'm out of school as the one that taught me the most. So much of who I am was made clear from the activities and interactions in this program, and I will forever be inspired by Dr. Sheppard and my classmates. I felt so seen and so loved, and all my enthusiasms and passions were welcomed and engaged with so much genuine compassion.

As a student in a super traditional sense, I do think I could have done better. I turned in a majority of my assignments late and probably would have seemed like I wasn't paying attention if this was a traditional class. But, I was free to do what I needed to do in this class, as long as I got it done and did my best. I was able to do well in all of my work because class wasn't stifling at all. I got to doodle as I listened and participated, which really let my brain process in the way it was meant to. And the deadlines never stressed me out and hindered my performance, because again, I could do what I needed to do.

I think a lot of my ideas surrounding my teaching have been shaped for the better, as I want my students to feel the way I did in this class. I was safe, I was welcomed, and I was respected. And seeing the way Dr. Sheppard reacted to all of us in class, I want to feel that love she has for teaching when I'm doing it someday. I have gained new excitement regarding color psychology and art therapy that I think will be super fun and useful in any type of classroom that I'm part of, whether it be an art class or a social studies class, I think this is just stuff that will help in life. I want to share it. I absolutely rambled about all this to anyone who would listen, so that's how I can confirm that it stuck with me.

I spoke about this a little in my faculty evaluation, so I'll quote it here: "I also created a new study/productivity game or strategy of sorts using some things I learned during this course (I'm not sure if I should explain the whole thing here but I know my ADHD and Autistic peers will enjoy using it just as much as I have- it's tactile and helps with time management and allowing breaks, it's great). Overall I'm so glad I took this program on a whim and I think I'll try to get an endorsement to teach art in the future too."

I have so many new ideas for my teaching and for my life in general that I feel so excited about thanks to this program. I did really well absorbing the information and using the ideas that have followed, and genuinely grew as a student, a teacher, and a human being. I'm proud of myself.



Klene, Allysa M

A00435136

Last, First Middle

Student ID

March 2022 - June 2022: The Aim of Education

16 Credits

DESCRIPTION:

Faculty: William Ray Arney

We started with an obvious question: What is the aim of education? Put personally to each student: What is the aim of *your* education?

We pursued this question through common readings including selections from "The Aims of Education Lectures" given to entering classes at the University of Chicago; Mark Edmundson, *Why Teach?: In Defense of a Real Education*; the whole of Ta-Nehisi Coates, *Between the World and Me*; Matt Hern (ed.), *Deschooling Our Lives*; Paulo Coehlo, *The Pilgrimage*; selections from Donald L. Finkel and William Ray Arney, *Educating for Freedom: The Paradox of Pedagogy*; and selections from Kathleen Fitzpatrick, *Generous Thinking: A Radical Approach to Saving the University*. One guest lecturer talked about the history of The Evergreen State College; another talked about its future. We watched lectures, introduced by Dr. Tate Arunga, Dean of the Tacoma Campus, by former Evergreen President Dr. Les Purce, Dr. Maxine Mimms and Dr. Joye Hardiman recorded two years ago during the Tacoma Lyceum. Students were required to participate in two seminar discussions each week.

In addition to our common readings, students pursued, freely, an independent study of an author or a theme of their choice. They were to devote eight to ten hours each week to their independent project and write an essay about it three times during the quarter. Another writing assignment asked students to reflect on their personal aim of education and make a draft of an Academic Statement, an annual requirement of the college. Students met in a student-led seminar at the beginning of each week and met with a peer-group, for fellowship and to help one another with their work, at the end of the week.

EVALUATION:

Written by: William Ray Arney

For Allysa Klene's first paper on independent readings, Alyssa submitted comments on a re-reading of a high school text, Thoreau's *Walden Pond*. The recollections of Allysa's small town high school, the literature teacher, her first readings of philosophy were quite nice.

Allysa's second paper was about Emerson, to whom Alyssa was drawn because "he understands how holy texts can be weaponized," and allows people "to be spiritual in a more individualized way" than does typical organized religion. Here's a selection that gives some of the sense and substance of the essay:

I want to help students discover their passions and interests by introducing them to new topics and lessons. I have so many interest areas that I would love to share with others, history and psychology and social studies and geography, all of which were introduced to me at one point or another in school. Maybe I don't exactly want to 'teach' these things, I just want to talk about them because I think they're cool. Students can do with that what they will, I'm just there to share. Besides, like Emerson said in *The American Scholar* "Not he is great who can alter matter, but he who can alter my state of mind" (pg. 39). Maybe I can ignite a new interest in a student, maybe I can help them discover something they're more curious about, maybe they're more of a math/science person and they still dislike the humanities but like maybe they'll hate learning about them less with a different approach. There are so many maybes, and I think that's part of the fun when it comes to learning. There will always be maybes. Maybe I'll have my mind changed time after time by different people I meet, regardless of who they are. We're all teachers and we're all students, and we all have a role within education.



Klene, Allysa M

A00435136

Last, First Middle

Student ID

The final paper on independent readings was about Thoreau and Emerson and transcendentalism but the thesis was expressed in educational generalizations. I suggested that she needed some concrete illustrations of her claims about what can be learned from this material, including what Allysa learned.

Allysa's essay of an Academic Statement traced her course from the University of Portland to Evergreen. I encouraged Allysa to provide illustrative material from the kind of learning she experienced in both schools, i.e., to provide a before Evergreen and an after to show how she had changed.

Allysa did not submit comments on colleagues in their peer group. One colleague wrote about Allysa's work: "Allysa was once again a very intuitive and invaluable reader to have. While not originally in our group, she joined in occasionally throughout the quarter, and still edited papers for me. They are always very skilled in communicating their thought processes while both reading and writing. Committed to self-loving in order to better teach self-love to others, and is certainly on the right track to achieve this."

Overall, this seems to have been a good quarter for Allysa.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 6- Education: Culture and Sociology
- 6- Education: History and Philosophy
- 4- Writing



Klene, Allysa M

A00435136

Last, First Middle

Student ID

January 2022 - March 2022: 'Against Everything': Politics and Friendship in the Age of the Apocalypse: Ivan Illich

16 Credits

DESCRIPTION:

Faculty: William Ray Arney

*"Do unto those downstream as you would have those upstream do unto you,"
and, "You can best serve civilization by being against what usually passes for it."*

Wendell Berry

Ivan Illich was one of the many prominent social critics of the 1960s and '70s. He left behind a toolkit for politics and friendship in our times. The invitation of this program was to pick up a few tools, find some friends and get to work.

Illich wrote piercing critiques of schools, modern health care, the labor-capital economy, and of transportation that seats people behind screens (the automobile's windscreen and, later, the computer screen through which one can "go anywhere" as long as one agrees not to move at all). Illich argued that modern institutions turn people into needy individuals instead of competent members of communities. He was arguably "against everything" that constitutes modernity.

All of his critiques were historically informed so that he could draw on history to imagine possibilities beyond modernity. Before children were schooled, small people grew into socially competent people through learning from everyone and everything. Before medicine turned us all into patients, people could impatiently seek local wisdom for living well in their communities. Before the appearance of a new technology called "books" in the 12th century, mumbling monks would pluck syllables and words from the "vine" of a text's line, ruminate on them, and make those words and phrases part of themselves. He imagined locally useful political tool kits to foster self-reliance, mutuality, immediacy (which he opposed to our hyper-mediated times), locality, hope (instead of our ubiquitous "expectations" and planning) and, above all, friendship. He knew the virtue (not the "value"!) of inviting the friend across his threshold for enlivening talk, *comida*, and all the rest.

We read material by and about Illich, including *Deschooling Society* (and his "Education in Light of the Gospel" lecture), *Medical Nemesis*, which we complemented with lectures, statements and papers by Illich and friends. We read several chapters from Lee Hoinacki's *Dying is Not Death*, most of David Cayley's *Rivers North of the Future*, which contained a series of interviews with Illich along with Cayley's commentary, Illich and Barry Sanders' *A B C: The Alphabetization of the Popular Mind*, papers and lectures from Illich's investigations, with Barbara Duden, into the "history of the senses," and we concluded with Illich's *Gender and Feminist Issues*' 1983 publication of *Symposium: Beyond the Backlash: A Feminist Critique of Ivan Illich's Theory of Gender*. The conceit of the program was that with determination, a little luck and sustaining hope, we may be able to write our way out of our times and into vitalizing friendships and more palatable politics.

Students were to meet on Mondays in a student-led seminar on a week's reading and then they attended two half-day classes for seminars and presentations. They were to meet on Thursdays in "peer groups," groups in which everyone might find some friendly support and a peer-editor who would read and comment on one's writing assignments. Students were to pursue an independent reading project for eight hours each week and were to write three papers on that project complemented by an essay of one's Academic Statement. They were also to "write home" each week.



Klene, Allysa M

A00435136

Last, First Middle

Student ID

EVALUATION:

Written by: William Ray Arney

Allysa Klene, who uses they/them pronouns, did not participate much in our group meetings and seminar so it is difficult to assess Allysa's engagement with the work of Illich and friends. But their work demonstrated a very keen engagement with the texts chosen for the independent project.

Allysa's first paper on Aldus Huxley's *Brave New World* was introspective, revelatory, nicely thoughtful. Here is an extended excerpt from the end of the paper that shows the breadth and depth of Allysa's engagement with the work, with the ideas the book, and with their own life:

"Being able to experience challenges and work through them to change in some way is part of the thrill in life, and I can recognize how important that is. But I'm in a weird place with that thought, because I think I might still prefer the idea of never having to worry about anything like this in the first place. Of course, I've heard the criticisms of this story and how horrendous society would be if it were to function like that, and I want to agree. I understand why I should, but the selfish part of me wants the easy way out, the relief of living in a society where I face no complications. No anxiety about not being good enough, no feelings of utter helplessness when my environment becomes too overwhelming for me to function. I was literally created to thrive in my environment, after all; I didn't get to choose that environment, but I didn't need to.

"This book has left me utterly confused, but I think overall it has been an important experience for me in seeing the positive sides of certain day-to-day struggles I have. I can daydream as much as I want about living in a simpler world, and it can be fun to think about, but I don't enjoy the feeling of despair I get when comparing this twisted "ideal" world with the one I'm in. The only choice I feel I have at this point in time is to use the ideas I've been given to see the charm of the real world; maybe this choice is for my own sanity, something about this world has to be appealing amongst all the traits about it that are unfavorable to me. Feelings aren't always a hindrance, and challenges are inevitable; I might as well gain something from them. I was not born in a universe like the one in *Brave New World*, so I do have to deal with the inconveniences of existing. On the flip side though, I get to experience a variety of feelings and adventures unique to this world, and I'm seeing more of the beauty in that going forward."

Allysa's second piece of writing was on Armstrong's *Neurodiversity in the Classroom*. They used the writing to imagine what this kind of thinking will do for them moving from their own schooling and into teaching.

Allysa's final reflections on their independent reading set Huxley's *Brave New World* and *Neurodiversity in the Classroom* side-by-side so they could interpret one another. Allysa's summative comment read:

I realize now that I had chosen two books that have to do with how a person is essentially "programmed," "wired," or "created," and what that can mean for them during their development and journey through life. How does this wiring determine the way you learn, and how will it impact the way you interact with society? In *Brave New World* with people being essentially "made-to-order," there is no need for accommodations or adjustments to the systems in place. If someone were different, it would be considered an "error," or some sort of "defect," and the characters who did struggle with this had an increasingly hard time living happily and comfortably. The message in *Neurodiversity in the Classroom* addresses the same sort of problem of people being wired a certain way, that isn't easily compatible with the world they were placed in. Yet, Armstrong's view manages that in a different way, because of course he is working with issues in a universe that actually exists, unlike in the fiction novel; real people are not manufactured to fit a specific purpose, and that's a good thing. Very thoughtful.



Klene, Allysa M

A00435136

Last, First Middle

Student ID

Allysa was a helpful member in their peer group. One colleague wrote:

"Allysa was my main peer editor throughout this quarter. I really cannot stress enough, that in my entire academic career, Alyssa has been the best peer editor and maybe the best editor period that I've ever had. I often struggle with getting any type of critical feedback that makes sense from people, because people are either critical because they don't understand it which is valid but not helpful or they are completely un-critical and only react with praise and "looks perfect to me, don't change anything!" Allysa, on the other hand, has a razor sharp eye for detail and understand my writing and my perspective, so I never received a simple "Looks good" or "I don't get it," she had the understanding and ability to actually provide me with substantial feedback, and anytime she voiced confusion or doubt about something not working, I actually was able to see the same issues and improve and strengthen my writing. Allysa is a naturally talented writer herself. They were a quick problem solver and a bright light within our peer group. She was also always very clear about any confusions or concerns they had, and took well to instructions and direction as soon as she understood them. They're going to be a great teacher and/or guidance counselor someday!"

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 8 - History of Social Institutions
- 4 - Writing, Politics, Friendship
- 4 - Independent Study



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.