



Sackrider, Jalyn M

A00428047

Last, First Middle

Student ID

DEGREES CONFERRED:

Bachelor of Arts

Awarded 24 Mar 2023

TRANSFER CREDIT:

Start	End	Credits	Title
09/2018	06/2020	70	South Puget Sound Community College
09/2018	06/2020	20	Central Washington University

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2020	12/2020	16	Chemistry Counts! <i>8 - Introductory Chemistry with Microsoft Excel Skills Laboratory</i> <i>6 - Algebraic Thinking for Science</i> <i>2 - Foundations of College Success</i>
01/2021	06/2021	32	Business Fundamentals, Team Entrepreneurship, Leadership and Innovation: Changemaker Lab <i>16 - Cooperative Leadership</i> <i>8 - Innovation and Entrepreneurship</i> <i>8 - Business Fundamentals</i>
09/2021	06/2022	48	Changemaker Lab: Business Fundamentals, Team Entrepreneurship and Systems Theory <i>12 - Establish, Manage and Operate a Learning Organization II</i> <i>12 - Managing My Learning and Development II</i> <i>12 - Enterprising and Entrepreneurial Practice II</i> <i>4 - International Business</i> <i>8 - Principles of Team Coaching</i>
09/2022	12/2022	16	Teaching English Language Learners: Culture, Theory and Methods <i>4 - EL Instructional Methods and Program Models</i> <i>4 - Language Acquisition Theory</i> <i>4 - EL School/Community Study and Tutoring</i> <i>4 - Understanding Language, Literacy, Culture, and Identity: Case Study Research</i>
01/2023	03/2023	12	Elementary and Early Childhood Education Internship <i>12 - Capstone Internship in Education</i>

Cumulative

214 Total Undergraduate Credits Earned



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Throughout my first year at Evergreen I struggled but I also overcame and succeeded. To start, the Covid-19 virus created many roadblocks one main block included having school online. As a student who learns best through in person, I was very nervous going into the school year. However, I enjoyed my first year at Evergreen and learned a great deal. In the fall quarter I took a mathematics and science program which I enjoyed but didn't feel like I was challenged or put too far out of my comfort zone. I wanted more of a challenge because most of the materials I had seen before in previous classes I took in high school and through running start. Knowing I wanted to challenge myself more I decided to step out of my comfort zone in the winter quarter and jumped into a year long program, Business Fundamentals-Changemakers Lab, a quarter late. I felt extremely challenged in this program and I grew through each obstacle I faced. I stepped into lead roles and learned a great deal about business structures. I also learned how important communication is as well as connection with others. I enjoyed the program so much I decided to stay in it through spring quarter. I continued to learn and grow as both a student and person. I have found that by volunteering for roles and leading groups was definitely a jump out of my comfort zone but by being pushed to do things you I wasn't used to is how I grew. All in all I enjoyed, grew, made connections, new friends, and so much more.

Before starting my second year at Evergreen I knew I needed to discover what I was truly passionate about. After previously completing two quarters in the Business Fundamentals Changemakers Lab my first year at Evergreen, as described above, I knew I had to continue with the program. I felt that I grew tremendously as a person in the previous quarters I took the program and wanted to continue to do so in hopes I would bring to light my passions. I loved growing my communication skills and preparing myself for my future endeavors. Through the many successes and failures I went through I learned that business wasn't really what I was passionate about. However, making a change in peoples lives was something I was 100% set on doing, but how was I going to incorporate this into a career? I soon discovered what I truly am passionate about, helping and educating others. It may not seem very important to others but making sure I choose a career that I am passionate about is essential. I hoped to come to Evergreen to help find my way towards a career and in fact I did.

After the discovery of learning I want to be a teacher I looked into education classes. I took a program called Teaching English Language Learners for one quarter and I learned so much in the short ten weeks I had the class. Then, I found out about the opportunity to pursue an Individual Learning Contract or an Internship at Evergreen. For my last quarter in my undergraduate time at Evergreen I wanted to try something new, so I did. After meeting with a few Evergreen faculty I was able to set up an Education Internship through a local Elementary School. I was an emergency teacher sub at the school and gained many new experiences and had an abundance of hands on learning. I grew my communication skills, networking skills, time and classroom management skills, and much more. I can't express my gratitude for Evergreen and how it has taken me down a path of Halle he's and successes to get me to where I am now.

I now have applied and been accepted into the Masters in Teaching Program at Evergreen where I can further my education. I am forever grateful for the time I have spent at Evergreen that helped lead me to my next steps in life. I look forward to my future career as an elementary educator.



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January 2023 - March 2023: Elementary and Early Childhood Education Internship
12 Credits

DESCRIPTION:

Faculty: Kristina Ackley, PhD

For this Internship Learning Contract, **Elementary and Early Childhood Education Internship**, Jalyn completed a 300-hour internship to further develop her skills as an educator. Jalyn served as a substitute teacher at Elma Elementary School in order to strengthen classroom management skills and gain experience in working with a variety of grades. Jalyn's learning objectives included relationship building with the students, teachers, administrators, and staff as well as understanding and implementing strategies to promote student engagement. Jalyn kept in regular contact with the sponsoring faculty and submitted several reflections throughout the quarter as well as a final summative self-reflection.

EVALUATION:

Written by: Kristina Ackley, PhD

Jalyn had a very successful quarter and completed a strong capstone internship. Jalyn concluded her undergraduate education with an internship that allowed her to work with many different levels, from transitional Kindergarten to 5th grade. Jalyn developed an understanding of the importance of curriculum development and classroom management, and throughout the quarter demonstrated increasing confidence in working with different grade levels and assuming responsibility for a classroom. Jalyn participated in a continual reflection and assessment as an educator. Jalyn wrote about how she worked to connect individually with students, particularly when managing challenging moments to re-direct, engage, and support individual students. Overall Jalyn has a very good understanding of the importance of assessment as a student as well as an educator, and the value of learning how to match a student's needs with classroom goals. She is well-prepared for graduate school.

Her field supervisor was Greg Scroggins, Assistant Principal of Elma Elementary School. Mr. Scroggins submitted a final evaluation that noted Jalyn's exemplary work. It is copied below in full:

"Jalyn Sackrider has been a very active substitute teacher her at Elma Elementary. During this time, I have had the opportunity to walk through her classes and observe her interactions with students and staff. I can share with the reader of this letter, Jalyn is an effective educator.

Jalyn is a friendly person who easily builds relationships with others. This allows her to connect with her students in a way where they will not 'fight' her efforts to teach and manage them. Our students know that Jalyn cares for them. Each time I have walked through Jalyn's classroom, I have observed an orderly environment. This is impressive considering she has subbed at all different levels in our school, TK-Grade 5. She also builds great relationships with staff. She is a friendly, upbeat person that will add to the building culture of a school. This is another important factor in a teacher's effectiveness.

I look forward to Jalyn continuing her education career. It is my hope that she will work in the Elma School District for many years. *Jalyn Sackrider is an effective teacher!!*"

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12

12- Capstone Internship in Education



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September 2022 - December 2022: Teaching English Language Learners: Culture, Theory and Methods

16 Credits

DESCRIPTION:

Faculty: Leslie Flemmer, Ph.D., Grace Huerta, Ph.D.

The intent of this program was to explore foundational ELL theories, research and methods specific to teaching K-12 and adult English and multilingual learners (EL/ML) in academic, content-area classroom settings. Our program considered how a careful study of culture, literacy, heritage language development, community building and program models can help future educators better serve EL/MLs more effectively and equitably as students consider careers in education or in community-based organizations.

This quarter we focused on first and second language learning, including the challenges EL/MLs face when learning a new language given a variety of settings and conditions. Research-based concepts we examined ranged from assessing MLs home language surveys, testing, how teachers perceive EL/MLs competence and performance, academic language strategies to provide comprehensible input and opportunities to produce comprehensible output, and 4x4 methods (i.e. instruction focusing on ML literacy and language proficiency levels). Other key concepts we discussed included the impact of the affective filter on oral language production, translanguaging, funds of knowledge, cultural "wealths" and the role zone of proximal development when designing peer or cooperative group learning targets.

Program seminar discussions focused on our weekly texts and articles, which included (to name a few), *Reading, Writing and Learning in ESL: A Resource Book for Teaching K-12 English Learners* (2017) by Suzanne Peregoy and Owen Boyle; *Assessing English Language Learners: Bridges to Educational Equity* (2016) by Margo Gottlieb, "The Art of the Reveal: Undocumented High School Students, Institutional Agents, and the Disclosure of Legal Status" (2017) by Marco Murillo. and excerpts from *Critical Pedagogy: Notes from the Real World* (2010) by Joan Wink. We studied how to design English and academic vocabulary, content area strategies and assessment methods at various levels of language development. Each week, students were required to read a chapter and an article, and participate in classroom discussions, complete a dialectical journal (seven entries in total) and facilitate a seminar. Dialectical journal write-ups consisted of identifying, analyzing and critically discussing key quotes, vocabulary and making connections between the texts.

Another important aspect of learning in our program was through the design, research and presentation of ML teaching demonstrations. Students used such methods as comprehensible input and output, dual language instruction, visuals, multi-media, hands-on activities, realia, music and total physical response. Students aligned their content area objectives and assessment strategies with Washington's K-12 Common Core standards and WIDA K-12 ML standards (World-Class Instructional Design and Assessment).

Students in this program also completed 6 or more K-adult ML tutoring/service sessions in a local school or community-based organization where they were supervised by a mentor EL/ML educator. Students kept a log where they detailed their field experiences. They reflected upon how these experiences related to the content and practices introduced in our program. Students considered how to further develop diverse student and community relationships as they reflected upon their own future teaching practices.

Finally, in order to demonstrate their understanding of the literature we studied this quarter, students completed a qualitative case study that included an extensive interview of either an English language learner or EL/ML educator. Drawing from the data they collected, students analyzed their findings and demonstrated their understanding of such codes and themes as schooling, program models, culture,



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immigration, "fitting in," heritage language maintenance and EL/ML educators serving as school/community EL/ML advocates. Students followed up their written research by conducting presentations of their findings and recommendations to our learning community.

EVALUATION:

Written by: Leslie Flemmer, Ph.D., Grace Huerta, Ph.D.

Jalyn demonstrated a strong understanding of the foundational concepts associated with teaching English language learners (ELs) this quarter through the completion of such work as: designing EL instructional strategies, analyzing assessment methods, reflecting through reader response dialectical journals, creating, and conducting an EL teaching demonstration, and completing a final EL/ML case study research project and presentation. In addition, Jalyn completed 23 hours of tutoring sessions in an elementary classroom this fall. This field work contributed to Jalyn's hands-on learning and firsthand experience observed and brought to our program's community with insights and stories of academic development. Finally, Jalyn's attendance (when not on a student athletic event) and class participation was solid.

Jalyn and three seminar leaders successfully facilitated a seminar as they focused on two distinct readings. In the first, Jalyn's team had students discuss examples of language functions in small groups. Citing examples from the readings, the team identified and modeled dual language Spanish strategies such as using total physical response and music (by singing "Simon Says"), and by modeling contextual redefinition, word wheels and vocabulary journals. The seminar also addressed the research article "The Art of the Reveal: Undocumented High School Students, Institutional Agents" by Marco Murillo (2017). Key topics Jalyn and her team noted included DACA, the Dream Act, and the importance of educators understanding the tensions mixed status families face in our society. Another powerful theme introduced by Jalyn's seminar team was the issue of teachers maintaining trust and respect of students by not sharing personal information. Jalyn emphasized the importance of being mindful that teachers function as institutional agents, as undocumented students' needs must be at the forefront of teacher discretion and student safety.

Additionally, an important feature of student led seminars had to do with students' preparation to discuss, learn, reflect, and ask questions in our community. One aspect of this task was the weekly completion of the readings and dialectical journal writing. Jalyn completed 7 out of 7 dialectical journals drawn from our program research articles and texts that included analysis, academic vocabulary development, critical reflection, and ideas for discussion for seminar.

Jalyn and two teaching partners successfully developed and demonstrated a ML lesson for 6th grade intermediate ELA students with a focus on adjectives. Jalyn's teaching team developed a comprehensive lesson using the backward design framework which included content objectives, WIDA standards 1 and 2, a formative assessment to show how students met the learning goals, an essential question, academic language and vocabulary development, and language learning instructional methods we studied in our program. The lesson was a fabulous demonstration of how to incorporate key features in lesson design with the goal of advancing student learning and progress as language learners. The team used visual representation, total physical response, anchor charts, K-W-L pre/post assessment, independent and small group activities. These approaches to ELL curriculum design demonstrated Jalyn's strong understanding of English language development and literacy development.

Jalyn successfully completed a well-detailed and organized case study entitled, "ESL Through the Eyes of an ELL Teacher and The Path of a ML Educator: Katie." Jalyn interviewed an ELL pull-out/push-in elementary teacher in the Elma School District. Jalyn gleaned and shared important insights about the process of teaching language learners and connected the research to Katie's background (from Oakland CA, hails from a military family, and is of German descent). Additionally, Katie's education at Evergreen



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and WSU, and her travels and teaching experiences, including time teaching ESL in South Korea have proven critical in her approach to teaching MLs. Jalyn included in the research process several drafts of the paper, data from formal and informal interviews, utilizing and analyzing learning theories such as scaffolding strategies, BICS and CALP instruction, and using students' funds of knowledge. Jalyn noted Katie advocacy included helping the local community to educate parents and other teachers around EL methods and strategies. Katie recognized the need for better EL program models that serve students' needs as abilities and assets. This case study was built on the importance of observing, adapting, recognizing students' ability to share output and build relationships. Finally, Jalyn's solid presentation of this case study was informative, creative, and filled with quotes, analysis, stories and personal anecdotes about the struggles and joys of teaching multilingual learners.

In sum, Jalyn's collective work this quarter, including dialectical journals, seminar facilitation, case study research, EL tutoring, lesson planning and demonstration, and overall critical participation in community learning and building, represents a comprehensive, thorough understanding of the conditions and strategies that support EL/ML teaching and learning.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 4 - EL Instructional Methods and Program Models
- 4 - Language Acquisition Theory
- 4 - EL School/Community Study and Tutoring
- 4 - Understanding Language, Literacy, Culture, and Identity: Case Study Research



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September 2021 - June 2022: Changemaker Lab: Business Fundamentals, Team Entrepreneurship and Systems Theory

48 Credits

DESCRIPTION:

Faculty: Dion Gouws D Com, CPA, Melissa Nivala Ph.D.

This program was a hands-on opportunity for student team entrepreneurs to learn about planning for, starting and managing new knowledge creating companies and learn about the fundamentals of business while doing so. Students were tasked with developing sustainable business ideas as teams. Most of our time in the first quarter was spent working in teams to develop strategic visions around enterprises with unique value propositions.

To gain hands-on exposure to the corporate, legal, managerial, organizational behavior, marketing and decision making aspects of business fundamentals the entire program was run within the framework of a knowledge creating company. Students were elected to serve in various team leadership roles. They learned by doing how to form and lead organizations as directors and officers. Students learned to manage these organizations in a manner that allows for the distillation of objective and transferable knowledge, and optimally utilize the collective "brain" power of the organization to further the goals of each individual member as well as the goals of the company. They formed these organizations as knowledge creating companies and then acted as a learning community sharing book reports on business related topics, as well as their progress on their smaller project team business projects, which they formed with individuals with a common passion in the class. Students learned about systems and how concepts of mathematical dynamical systems theory impacts the efficacy of organizational and individual learning. They identified books to read from a provided book list. Students read, presented and discussed these texts with the rest of their teams and added to the explicit knowledge of their teams. Students operated and managed these organizations online and some in person. They gained proficiency in various online tools to enable and do conferencing, project management, scheduling, team collaboration, value proposition creation, business model design, cost accounting, financial statements, cost volume profit analysis, web design, search engine optimization, official record keeping and meetings management systems.

This program is offered in annual cycles. Students can enter during any quarter.

EVALUATION:

Written by: Dion Gouws, D. Com., CPA and Melissa Nivala, Ph.D.

Jalyn learned by doing in the Changemaker lab and practiced and gained proficiency in various team entrepreneurship competencies. She developed and practiced skills in information technologies and computer skills; team learning techniques, innovation, and creation of mental models, communication skills, self-guidance and self-management skills, business project management; understanding leadership capacity; planning methods; marketing, internet marketing, business and value modeling; international business; networking; bravery and developed a will to overcome obstacles within a team. Jalyn learned how dynamical systems can be used to explain important organizational learning and knowledge creation.

During the program, she participated in forming a knowledge creating company called Systems of Change. Jalyn and the team successfully operated and managed the organization as a knowledge creating company and earned revenues. Her role in Systems of Change was Vice President. She added to the knowledge development of this organization and presented books titled Dialogue - The Art of Thinking Together by Isaacs, Leadership Gold by Maxwell, Eat That Frog by 21 Great Ways to Stop



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Procrastinating by Tracy and Get More Done in Less Time by Norton. Jalyn's book presentations were excellent.

As a project, Jalyn developed a value proposition for a lean startup titled Next Level Athletic Prep. The objective of the lean startup is to discover and place otherwise overlooked student athletes and pair them with colleges that suit their unique needs. As a minimum viable product, the project team developed a recruiting service that connects student athletes to schools that best fit them and will help them achieve their goals. As a part of this development, Jalyn effectively led her team and worked together in a team where the project team development needs were integrated into that of the knowledge creating company. She performed actual stakeholder visits and needs analyses. Jalyn presented an excellent pitch with a video for this lean startup in the setting of a large collaboration. She performed Cost Volume Profit analysis, pricing and unit cost calculations. Jalyn successfully developed the website to present the project objective and performed Search Engine Optimization for the website. Jalyn did excellent work in web design and search engine optimization. The website is placed within the first three results of the google search results.

Jalyn participated in an International 24 hour birth giving project with Team Entrepreneurs from Tanzania. The objective of the lean startup is to spread entrepreneurship skills all around the globe. They hope to serve underprivileged communities through their website that provides useful resources for future entrepreneurs.

During a 360 peer evaluation, Jalyn received peer feedback about work in the project team as well as her performance as Vice President and director of Systems of Change. They noted in particular: "Jalyn is always positive and engaged, super helpful and thoughtful, always dedicated, passionate and hard-working, and willing to help anyone who asks ... You're a valuable source of resources and support for any team you're in... You stay calm under pressure, and have a great support quality while also being a leader ... You have been so helpful in ensuring we are organized and capable of moving forward as a group in decision making and dialogue."

Jalyn is a remarkable team player and collaborative leader. Jalyn knows exactly when to intervene with just the right information to help her team move along. When Jalyn speaks it is noticeable how others listen and follow. It was a pleasure to have Jalyn in the program.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 48

- 12- Establish, Manage and Operate a Learning Organization II
- 12- Managing My Learning and Development II
- 12- Enterprising and Entrepreneurial Practice II
- 4- International Business
- 8- Principles of Team Coaching



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January 2021 - June 2021: Business Fundamentals, Team Entrepreneurship, Leadership and Innovation: Changemaker Lab

32 Credits

DESCRIPTION:

Faculty: Dion Gouws D Com, CPA, Melissa Nivala Ph.D. and Raja Singaram Ph.D.

This program is a hands-on opportunity for student team entrepreneurs to learn about planning for, starting and managing new knowledge creating companies and learn about the fundamentals of business while doing so. Students were tasked with developing sustainable business ideas, unique value propositions, and strategic visions for enterprises around these.

To gain hands on exposure to the corporate, legal, managerial, organizational behavior, marketing and decision making aspects of business fundamentals the entire program was run within the legal framework of actual not for profit corporations established by the students with the Washington Secretary of State. Students were elected to serve in various team leadership roles. They learned by doing how to form and lead organizations as directors and officers. Students learned to manage these organizations in a manner that allows for the distillation of objective and transferable knowledge, and optimally utilizes the collective "brain" power of the organization to further the goals of each individual member as well as the goals of the company. They formed these organizations as knowledge creating companies and then acted as a learning community, sharing book reports on business related topics, as well as their progress on their smaller project team business projects, which they formed with individuals with a common passion. Students learned about systems and how concepts of mathematical dynamical systems theory impacts the efficacy of organizational and individual learning. They identified books to read from a provided book list. Students read, presented and discussed these texts with the rest of their teams and added to the explicit knowledge of their teams. Students operated and managed the organization completely online. We utilized online conferencing, project management, scheduling, team collaboration, value proposition creation and business model design softwares. Students learned about business model design, cost accounting, cost volume profit analysis, web design, search engine optimization, official record keeping and the conduct of official business meetings.

Students had further elective credit options in International Business and Marketing Statistics.

EVALUATION:

Written by: Dion Gouws D Com, CPA, Melissa Nivala Ph.D. and Raja Singaram Ph.D.

Jalyn learned by doing in the Changemaker lab and practiced and gained proficiency in various team entrepreneurship competencies. She developed and practiced skills in information technologies and computer skills; team learning techniques, innovation, and creation of mental models, communication skills, self-guidance and self-management skills, business project management; understanding leadership capacity; planning methods; marketing, internet marketing, business and value modeling; networking; bravery and developed a will to overcome obstacles within a team. Jalyn learned how dynamical systems can be used to explain important organizational learning and knowledge creation.

During the program, Jalyn participated in forming a non-profit organization called The Evergreen Collaborative Entrepreneurs with the Washington Secretary of State. Jalyn managed the organization as a knowledge creating company in the virtual online environment as a Director of the organization. The company completed all the corporate formalities of establishing the corporation that included the filing of articles, election of officers and directors, and participation in the adoption of bylaws as well as their modifications. Jalyn attended formal directors meetings, properly recorded and approved minutes, participated in formal organizational decision making, participated in business modeling and revenue generation planning activities. Jalyn and her team successfully operated the organization. Jalyn's role in



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this organization was Chief Executive Officer. Jalyn added to the knowledge development of this organization and presented books entitled "The 17 Indisputable Laws of Teamwork" and "The 21 Irrefutable Laws of Leadership: Follow Them and People Will Follow You," both by John C. Maxwell, "Flow, The Psychology of Optimal Experience" by Mihaly Csikszentmihalyi, and "The 10 Faces of Innovation" by Tom Kelly. Her book presentations were very good.

As a project, Jalyn developed a value proposition for a lean startup entitled The Good Hemp Clothing Co. The objective of the lean startup was to create sustainable products through worker-owned business and local collaboration to achieve the goal of leaving a better environment for future generations to enjoy. As a part of this development, Jalyn effectively worked together in a team where she integrated the project team development needs into that of the knowledge creating company and performed actual stakeholder visits and needs analysis. She presented a pitch for this lean startup in the setting of a large collaboration, performed Cost Volume Profit analysis, pricing and unit cost calculations. Jalyn successfully developed a website to present the project objective and performed Search Engine Optimization for the website.

During a 360 peer evaluation, Jalyn received feedback from her peers about her work in The Good Hemp Co. project team as well as her performance as a director of the Evergreen Collaborative Entrepreneurs. They noted in particular: "She's a kind and professional team member/leader who helped keep us organized as we worked and on track when we didn't. Contributes a lot to discussions, always tries to help, and participates in all activities."

It was a pleasure to have Jalyn in the program. From her very first day in the program, Jalyn took initiative in directing her own learning. She is very responsible, collaborative, intelligent, and possesses a natural talent for inclusive leadership. Her well rounded skill set and unending drive to achieve make her an invaluable member of any team she works with.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 32

- 16 - Cooperative Leadership
- 8 - Innovation and Entrepreneurship
- 8 - Business Fundamentals



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September 2020 - December 2020: Chemistry Counts!

16 Credits

DESCRIPTION:

Faculty: Dharshi Bopegedera, Ph.D. and Vauhn Foster-Grahler, MS., M.Ed.

The Chemistry Counts! program explored topics in introductory chemistry and algebraic thinking for science using a context-based problem-solving approach. Students also learned to use spreadsheet software for graphing. Although students were held responsible for their individual work, collaborative learning was emphasized in all parts of the program.

The **Introductory Chemistry** component covered classification and properties of matter, the periodic table, IUPAC nomenclature, modern atomic theory, introduction to quantum mechanical model, atomic and molecular weights, the mole concept, balancing chemical equations, reaction stoichiometry, molarity, Lewis structures, VSEPR model, and acid-base 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).

The **Microsoft Excel skills laboratory** focused on learning how to use this software package, especially for graphing and data analysis. Linear (including linear regression), exponential, and pi graphs were the main focus. Students' ability to use this software effectively was assessed via weekly assignments and a final exam.

Students engaged with eight different hands-on chemistry activities while learning remotely from home. These activities were mailed to students at the beginning of the quarter and were used to engage them with various chemistry concepts they learned. The activities explored interaction of light with matter, chemical bonding, acid-base chemistry, introduction to thermochemical concepts, and building a home-made spectroscope.

The **Algebraic Thinking for Science** portion of Chemistry Counts! introduced students to concepts and algebra of functions, as well as linear, quadratic, exponential, and logarithmic functions and their applications. In addition, students learned scientific notation, proportional reasoning, and unit conversions. Students worked with these topics algebraically, graphically, numerically, and verbally. Context-based problem solving and collaborative learning were emphasized. Text: *Algebraic Thinking for Science*. Vauhn Foster Grahler and Megan Olson-Enger. 2020. In addition to the content, students were assessed and self-assessed on the following eight outcomes.

1. Used correct mathematical notation.
2. Used appropriate mathematical procedures.
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.



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8. Communicated mathematics for the clarity of the receiver.

First-Year students' academic skill development was supported by their participation in **Foundations of College Success**, a module of instruction and community-building activities where students were introduced to college support services and practices, wellness strategies, study techniques, and metacognitive strategies to foster both personal and academic growth.

Sophomore-senior students participated in **Enrichment Activities** that explored topics on global climate change. Students read and discussed the first four chapters from "Human-caused Global Warming and Climate Change: Understanding the Science" by John Gibbons in class. Topics explored included: fossil fuels, greenhouse gases and their relationship to global warming, historical perspectives on global warming, evidence for global warming, the measurements of warming and their reliability, and aspects of climate denialism. Students wrote short papers each week in response to their readings and discussions. These papers were evaluated for their scientific content and writing skills. Students were then directed to read "A Global Transition to Clean Energy: Challenges and Opportunities" (American Chemical Society Discovery Report). Each student was assigned a chapter to study from this reading and prepared two PowerPoint slides to share the information they learned. Students used their slides as visual aids for a 10-minute oral presentations to their peers. Towards the end of the quarter, students read "The Dangers of Ocean Acidification" by Scott Doney (Scientific American, 2006, 294(3), pp58-65). Each student took one section of this article and led a seminar discussion of their section.

EVALUATION:

Written by: Dharshi Bopegedera, Ph.D. and Vauhn Foster-Grahler, MS., M.Ed.

Introductory Chemistry: Jalyn completed all the homework assignments on time and they were consistently well done. She completed all of the hands-on chemistry activities while learning remotely from home, demonstrating interest in applying the chemistry concepts learned in class. Jalyn was well engaged during lecture sessions, worked well in small teams with fellow students during breakout sessions, and engaged well with them to solve chemistry problems. Her first mid-term exam was above average, the second mid-term was below average and the final exam was good demonstrating a good grasp of the concepts covered. Her work on stoichiometry-based problems in the final exam was outstanding. She was ready for further studies in chemistry.

Jalyn participated in all of the **Microsoft Excel laboratory** sessions and completed all the weekly assignments exceptionally well. Her final exam was also very good indicating that she has a solid grasp of the skills taught this quarter.

Algebraic Thinking for Science: Jalyn had regular attendance at our synchronous Zoom classes and completed 7 of 7 problem sets and 3 of 3 exams. Jalyn's final exam was exceptional. Jalyn's submitted written problem sets and assessments consistently demonstrated proficient performance for each of the process outcomes including 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 for the entire course content. Jalyn was a fully engaged member of our learning community and was prepared and encouraged to take Precalculus I. Jalyn had a strong aptitude in math and was a pleasure to have in class.

Foundations of College Success: Jalyn successfully completed the Foundations of College Success portion of our program, submitting their work in a timely fashion and consistently engaging in the community-building and academic support activities. Jalyn's submitted work was consistently high quality and well-written.



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SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 8 - Introductory Chemistry with Microsoft Excel Skills Laboratory
- 6 - Algebraic Thinking for Science
- 2 - Foundations of College Success



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.