



Thompson, Infinity Lane

A00427236

Last, First Middle

Student ID

DEGREES CONFERRED:

Bachelor of Arts

Awarded 08 Sep 2023

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2020	12/2020	16	Community Teaching: Pasts, Presents, and Futures 4 - <i>Community Teaching</i> 4 - <i>Storytelling/YA and Children's Literature</i> 4 - <i>Philosophy of Education</i> 4 - <i>History of Education</i>
01/2021	03/2021	16	Children, Curriculum, and Counting: Psychology and Education 4 - <i>Developmental Psychology</i> 4 - <i>Biological Basis of Childhood Behaviors</i> 4 - <i>Education</i> 4 - <i>Quantitative Reasoning</i>
03/2021	06/2021	16	The Aim of Education 6 - <i>Education: Culture and Sociology</i> 6 - <i>Education: History and Philosophy</i> 4 - <i>Writing</i>
06/2021	09/2021	16	A Writer's Paradise 8 - <i>Literature Studies</i> 8 - <i>Creative Writing</i>
09/2021	03/2022	32	Gateways for Incarcerated Youth 12 - <i>Popular Education</i> 8 - <i>Carceral Studies</i> 4 - <i>Advanced Philosophy: Epistemology</i> 4 - <i>Advanced Composition</i> 4 - <i>Workshop Planning</i>
03/2022	06/2022	14	Chemistry Counts! 8 - <i>Introductory Chemistry</i> 6 - <i>Algebraic Thinking for Science</i>
06/2022	09/2022	16	A Writer's Paradise 8 - <i>Historical Science Fiction Writing</i> 4 - <i>Creative Writing</i> 4 - <i>Editing and Peer editing</i>
09/2022	03/2023	32	Ireland in History and Memory 8 - <i>Irish Cultural History</i> 4 - <i>Irish-American Cultural History</i> 4 - <i>Irish Language Studies</i> 8 - <i>Irish Performing Arts and Media</i> 8 - <i>Integrative Writing</i>



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EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
04/2023	06/2023	12	Master in Teaching Spring Start 3 - <i>Language Acquisition</i> 2 - <i>Language, Culture, and Critical Pedagogy</i> 2 - <i>Social Foundations of Education</i> 2 - <i>Culturally Responsive Teaching and Learning Part I</i> 2 - <i>Assessment</i> 1 - <i>Field work</i>
06/2023	09/2023	16	A People's Epistemology 4 - <i>Advanced Epistemology: Philosophy of Knowledge</i> 4 - <i>Advanced Political Economy</i> 4 - <i>Advanced Composition</i> 4 - <i>Workshop Facilitation</i>

Cumulative

186 Total Undergraduate Credits Earned



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Education has always been critical to me. Not only my education but a quality education for all people. As stated by W.B. Yeats, "Education is not the filling of a pail, but the lighting of a fire." Teachers must nurture students' interests and personal growth while ensuring they understand the core subjects. So I went to Evergreen in 2020, knowing I would eventually apply for the Masters in Teaching program.

My first program was *Community Teaching: Pasts, Presents, and Futures*, with Michael Bowman, Jon Davies, and Kate Napolitan as our faculty. This program emphasized connecting teachers, students, parents, and political-socioeconomic movements. We engaged with philosophies by James Baldwin. We also had essential questions such as "what is education for?" This program built a foundation for my understanding of Evergreens' views on education, skills, and perspectives that will help educators meet students' needs. The following two programs I took followed similar contexts and philosophies.

A Writer's Paradise, which I took during the summer of 2021 and 2022, built on my writing and reading comprehension skills. Nancy Parkes allowed us to free-write about whatever we were interested in, whether fiction, non-fiction, poetry, or more, so the class was full of variability regarding writing style. The diversity in writers and their pieces made editing more challenging in a positive way. We were put into four groups to review and revise each others' work. My group mates offered valuable feedback on my two sci-fi stories that helped me to develop my vocabulary and grammar.

Gateways for Incarcerated Youth was a pivotal program for me. It was the first program throughout the pandemic where the class met in person at Greenhill School with each other and some of the scholars from Greenhill. We started by creating workshops to present at Greenhill based on their interests, such as automobile mechanics, entrepreneurship, and more. During Winter 2021, we got to hold workshops with them once every week. The workshops took a different turn, though; we were to complete the same work as the Greenhill students. This change leveled out the playing field between us Evergreen students and the Greenhill students and took out the hierarchy aspect that was prevalent since we were hosting workshops for them at first. It was an incredible experience hearing the knowledge, wisdom, interests, and experiences of everyone in the program.

During the Spring of 2022, I took *Chemistry Counts*, another pivotal moment in my education. I considered stepping back from teaching and trying a new direction in environmental science. In those ten weeks, I showed proficiency in stoichiometry, conversions, functions, logarithms, quadratic equations, and more. Math and chemistry have always been my weakest subjects and admittedly, I could have done better in the midterms. It was discouraging. I made a significant effort to visit the tutoring center as often as possible, and after a while, certain concepts began to click. I got a far better score on the final exams. Dr. Foster and Dr. Bopegedera commended my progress and encouraged me to continue in the sciences. However, I was compelled to return to the education department because I realized environmental science did not fulfill my passions as much as teaching.

There were no relevant education programs available for Fall 2022. So I had to consider the available programs and settled on Ireland in History and Memory with Sean Williams. It became a life-changing experience. It felt like Sean brought Ireland to Washington. We learned much of the Irish language and customs. Unfortunately, I could not afford the trip to study abroad in Ireland. Nevertheless, I came to terms with this as it led to my next program, Evergreens' renowned Masters in Teaching program.

So I enrolled in the Master in Teaching program as a dual-degree student, expecting to graduate with my Bachelor of Arts in August 2023. This has been an excellent program with a community of intelligent and compassionate cohorts. We have already had the opportunity to enter schools of varying grade levels to observe master teachers and their classrooms. It has been a lot of challenging yet rewarding work, ranging from professional development and curriculum building to sociopolitical factors of education, to understanding strategies necessary for supporting multilingual students. I am thrilled to continue with this program and enter a classroom as a student teacher next year. It will be exciting to apply the knowledge, skills, and conceptualizations I have obtained as an Evergreen undergraduate. I am very grateful to have had this opportunity.



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June 2023 - September 2023: A People's Epistemology

16 Credits

DESCRIPTION:

Faculty: Anthony Zaragoza

In this course, we asked ourselves what is my most significant knowledge? What are the most important things I've learned in life? As a learning community we reflected on these questions, wrote extensively about them, revised our writing multiple times, and presented them to each other. As someone who has taken this course before, this student was part of an advanced cohort, that revised a prior essay about their knowledge and prepared it for publication. The advanced students also designed and facilitated writing workshop for the learning community and facilitated a peer-review workshop among other activities that were similar to teaching assistants in the class. The advanced students also worked on helping to edit sections of a forthcoming publication of this knowledge work.

EVALUATION:

Written by: Anthony Zaragoza

For this study of advanced epistemology, Infinity examined deeply the most significant learning of life through advanced reading, composition, and critical thinking, while also working on the craft of writing. To achieve this, Infinity developed, deepened and rewrote a draft of a knowledge paper from a prior class. Each week, Infinity was an active participant in our work discussing our texts for the week, and listening to our weekly knowledge panel guests who shared their knowledge. Infinity and three other students took this advanced section of the class and together acted as incredible mentors and guides through this work with the rest of the class. Infinity was an incredible facilitator, supportive co-learner, great teammate, and effective communicator! Infinity did a wonderful job using this opportunity to develop ideas for productive and critical conversation involving a wide range of philosophical issues and social realities. In the written work, Infinity offered interesting and relevant observations and insights. Infinity did a good job leading the class in a workshop designed to improve their writing. Infinity has had a very successful quarter studying epistemology at an advanced level. Infinity is an excellent learning community member and should be proud of the knowledge shared, and the knowledge gained with and from the learning community this quarter!

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 4 - Advanced Epistemology: Philosophy of Knowledge
- 4 - Advanced Political Economy
- 4 - Advanced Composition
- 4 - Workshop Facilitation



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April 2023 - June 2023: Master in Teaching Spring Start

12 Credits

DESCRIPTION:

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

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

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

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

The five core strands are described below:

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



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A00427236

Last, First Middle

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

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

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

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



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

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

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

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

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

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

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

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

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

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



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EVALUATION:

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

Infinity Thompson met all Learning Standards for the first quarter of the MiT program, including critically-informed observational notes on the mediated field experiences and active participation in the Solito book seminars.

Language, Culture, and Pedagogy: Infinity 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, Infinity 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 Infinity and three other colleagues to further develop a collective philosophical and pedagogical statement. The concept maps included critical reflections and such words as "problematization, codified, embattled, and translanguaging." A quote from their collective statement captured this eloquent understanding of teacher and student relationship building by stating, "These vocabulary words tell us to keep an open classroom where students can work together and to teach and learn with the students because we are all learning." Finally, Infinity successfully identified and shared a relevant multilingual strategy, Sequencing and all elements of this assessment were included for a successful multilingual instructional activity. In the feedback reflection, Infinity indicated that the strategy sharing was successful among peers and discovered important ways to offer equitable instruction and scaffolding for multilingual learners. Infinity's enthusiasm for teaching was captured in the following statement, "My Toolbox group really enjoyed the presentation; Dalton liked the simplicity, that it would work for any age group or subject, and that it could be changed to fit the grade level. Lidia commented that my presentation was well done and enjoyed the short story I wrote for us to put back together. Overall, it was an effective way to learn a strategy!"

Culturally Sustaining Learning and Teaching: Infinity demonstrated a good understanding of learning theories, equitable teaching practices, and inclusionary practices as evidenced through Infinity's weekly Reading Responses and the mid-quarter Visual Artifact assignment. Infinity's weekly Reading Responses consistently met the rubric criteria indicating clear summaries and good connections between the texts and the Essential Questions for the strand. Infinity's mid-quarter Visual Artifact assignment, a photograph of a cat walking across a book written in Mandarin and a family heirloom, represented a few key ideas from the strand including honoring students' cultural assets. The artist statement described the artifact yet needed to more directly respond to the Essential Questions of strand by integrating multiple texts from the strand. Overall, Infinity met the learning objectives for this strand.

Social Foundations of Education: Infinity's work overall was excellent. In weekly workshops and written assignments, Infinity often made significant interpretations of assigned readings along with critical reflections on new areas of learning and how readings related to a developing philosophy of education. In the final educational philosophy essay, Infinity thoughtfully stated that "the biggest way I can support my young students...is to let them be themselves, and accept them as they are without influencing them to be any different" as well as "to encourage students to advocate for themselves" and "to challenge ideas and perspectives, and ask a lot of questions." As a teacher candidate soon to begin a year of student teaching, Infinity has expressed through this program strand a positive disposition for working with diverse groups of learners.

Language Acquisition Methods: Infinity demonstrated an effective understanding of the foundational concepts associated with teaching English language learners with the completion of seven reader response dialectical journals, the identification of multilingual (ML) instructional strategies, WIDA standards and indicators of ML language proficiency. Infinity also completed a well-detailed, APA



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formatted paper titled “A Life of Love and Theater—An Interview With Megan,” a secondary English Language Arts teacher candidate from Chicago, IL. A key theme Infinity identified in the interview included Megan being supported by her parents. In the data, Infinity recognized Megan’s active engagement in the theater as a “craft of advocacy, expressing different cultures and stories that may not have otherwise been told elsewhere.” Today, Megan maintains a focus on education, sports and a strong connection working with students with special needs. Infinity noted in the analysis Megan also has a strong engagement with students, such as ELs, who are rejected in school, given their own past experiences. Infinity explained, “A teacher had made a negative comment about her that stuck like superglue decades later.” Infinity also discussed in the analysis section readings by Joan Wink that connect to Megan’s vision of teaching multilingual learners, adding that, “Kids matter—that’s why. Our futures matter—that is why. It is as simple as that. Critical pedagogy gives voice to the voiceless, gives power to the powerless.” This quote was especially relevant to Infinity and Megan’s future ML teacher practice as they focus on planning a culturally responsive curriculum that focuses on multilingual learners assets as they consider their own ML pedagogy.

Assessment Practices: Infinity 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 Infinity 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. Infinity 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. Infinity 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 Infinity met the standards for the assessment strand.

Teaching Triad: As the culminating summative assessment for the quarter, Infinity and two peers co-planned a lesson using a well-detailed backward design template. Infinity’s team then implemented and co-taught this 30-minute fourth grade, newcomers/beginning English Language Development lesson with an emphasis on identity development and a focus on parts of speech such as nouns, verbs and adjectives. The essential question for the lesson was: “How Can I Describe Who I Am?” Infinity and the triad team effectively introduced a CCSS ELA target (language production/vocabulary acquisition) and a WIDA standard (MLs describe themselves using parts of speech). This interdisciplinary, social justice lesson also integrated art to further engage and culturally affirm student identity. Infinity’s triad team offered engaging visuals (children’s photography, colorful slides and the triad team’s own self-portraits) to provide students with comprehensible input. Pre-assessment strategies invited students to generate a word bank where they identified nouns, adjectives and verbs to describe themselves. Other scaffolds the triad team provided to support literacy included pre-writing activities, the introduction of a model “I Am” poem (made accessible with Spanish translations) and finally, guided writing time. The triad team consistently offered dual language assistance. Lastly, Infinity’s lesson plan included a formative assessment as each group shared their “I Am” poem and identified parts of speech they used in their work. Students were also encouraged to share their self-portrait (which was a useful option for ML newcomers). This formative assessment aligned well with Infinity’s team’s learning target and standard, and effectively addressed the language development needs of newcomer and beginning multilingual learners.

Overall, Infinity met all program requirements and is ready to continue his journey toward becoming a teacher in the next quarter.



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SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12

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



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September 2022 - March 2023: Ireland in History and Memory

32 Credits

DESCRIPTION:

Faculty: Sean Williams, Ph.D.

The program **Ireland in History and Memory** was developed as an upper-division, year-long program in the humanities and performing arts, with a focus on Irish history, expressive traditions, Gaelic language, and culture. The fall term was structured as follows: students received a basic introduction to Ireland and to issues of liminality, historiography, and distinctions between linear and cyclic thought. The class then spent several weeks on the culture of ancient Ireland, focusing on indigenous local culture, bardic traditions, spirituality, and gender issues. The second major segment dealt with the development of Christianity and the English conquest of traditional Ireland, including a week on the Famine and the subsequent evictions and political unrest. The final three weeks of fall quarter were about the National Irish Literary Revival and the urbanized political chaos of turn-of-the-century Dublin as Ireland attained independence.

Winter quarter began with post-colonial Ireland and continued with a month of studies on Irish America. It continued with an exploration of the Troubles in Northern Ireland, and concluded with the contemporary cultural explosion from the final decades of the 20th century into the present. Students experienced this program through lectures, films, seminar discussions, Gaelic language lessons and conversations, readers' theater, poetry, music, texts, and more.

EVALUATION:

Written by: Sean Williams, Ph.D.

Infinity Thompson was a welcome participant who contributed in so many ways to the **Ireland in History and Memory** program. Infinity did an excellent job of focusing on what were to become key elements in the program; asking first-rate questions helped to raise the level of discourse for everyone else in the program. This high level of preparedness revealed that Infinity fully understood what we were studying, revealing important insights and perspectives that no one else brought to the table. Through careful thought, in-class exploration and discussion, and the ability to focus on big-picture issues in addition to the details, Infinity's work contributed again and again. Each student was asked to create visual—rather than written—responses to what they had learned about the Famine in fall quarter because of the unspeakable nature of the event; the pieces were shared and discussed during seminar. Infinity's visual work for fall quarter was a pencil drawing of a mother and two children in the midst of starvation, and facing an eviction notice that had been posted outside their cottage. The image was brought into poignant and stark clarity with Infinity's explanation, and the ensuing discussion from the class was enlightening. In winter quarter, Infinity's visual response to the Troubles of Northern Ireland featured a pen and ink drawing of a girl in a dress, aiming an adult-sized gun with precision while looking at the viewer. It was a powerful reminder of the fact that adult wars do not allow for the protection of the hearts and minds of young children.

Infinity wrote two integrative essays in fall quarter, both of which required choosing a specific theme and illuminating that theme through examples drawn from the program materials. In Infinity's first integrative essay of fall quarter, the issues of love and liminality were the focusing lens. By exploring the different ways in which love appears in both the historical and the oral traditional record, Infinity made a space for the many varied manifestations of it. The second essay had as its focus the time of English colonization and the Famine of 1845-50. In detailing the many invasions and profound hardships experienced by the Irish over hundreds of years, Infinity correctly notes that Irish perseverance is remarkable. Again, the blending of oral and written sources served to strengthen Infinity's work and ability to sort through the



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major points of the argument. In winter quarter, Infinity wrote a significant essay focused on all that was lost in the metamorphosis caused by emigration from home. By citing some of the most powerful poetry, songs, and more, Infinity made an effective case for the ways in which trauma is passed down through generations, and that loss can happen through assimilation. Through working with the Irish language, Infinity—like the rest of the class—is just in the midst of a longer journey toward comprehension and usage; through short drills, homework, singing, and other activities, light layers of understanding are being established.

Performances were an important part of the program, including frequent singing in English and Irish-Gaelic, occasional instrumental sessions, readers' theater events, and a final collaborative project. In fall quarter's final presentation, Infinity was part of a three-person film crew who developed an extraordinary animated piece for screening in the class. Framed as a moving and powerful set of histories of women in Ireland, the piece included onscreen puppetry, illustrations, and powerful symbolism that resonated with the entire class. It was so successful and stunning that everyone wanted to see it again, immediately (which we did). Infinity's role was (among other things) assisting in the development of the plot, the creation of the detailed illustrations, and doing the majority of the puppets and artwork used in the film. There was a palpable sense of awe and admiration in the room at the close of the piece, and the excited comments and questions filled the room. The end result was an impressive film that will be shown in future Irish Studies programs at Evergreen as an example of some of the finest collaborative work I have seen.

At the end of winter quarter, Infinity joined a group of students to write, develop, and present a brilliant performance of time-traveling dinner theater titled "Waiting for Brigid." Drawing from many aspects of the program materials, the performance featured a number of recognizable stock characters and actions as they appear in the works of multiple films, plays, songs, poems, and books that we collectively experienced in fall and winter quarters, all in the context of a bar in which audience members were seated among the cast members. In keeping with Irish theater, the central character—around whom the piece revolves—never actually appeared in the play. Everyone was invited to partake of a delicious meal with food and drink. The performance was an outstanding example of collaborative work; each member of the group contributed unforgettably to its success. Because it relied so strongly on deep cultural references that everyone in the class knows intimately, phrases and characters who would have been mildly funny or a bit confusing to an outside observer were instantly recognizable and hilarious to this group of insiders. Infinity's role in the overwhelming success of the play was not just as "Finbar the Sidekick," but in particular as the person to coordinate props, costumes, and much more. The extensive extra effort that Infinity put into this production was the key to how well it all worked out on the day of the performance. It has been such a pleasure to work with Infinity these two quarters; although a visit to Ireland with the program is not going to happen right away, it is definitely in Infinity's future.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 32

- 8 - Irish Cultural History
- 4 - Irish-American Cultural History
- 4 - Irish Language Studies
- 8 - Irish Performing Arts and Media
- 8 - Integrative Writing



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June 2022 - September 2022: A Writer's Paradise

16 Credits

DESCRIPTION:

Written by: Nancy A. Parkes, MFA

This was an immersive writing and literature program concentrating on the examination of literary techniques, participation through intensive seminars, close reading comprehension, and the development of creative processes. Students produced substantial drafts and extensive revisions in the genres or forms of their choice. They did so in highly collaborative small groups that incorporated thorough discussions of texts, techniques, and editing/revision. Participants received extensive feedback from peers and faculty and engaged in frequent one-on-one meetings with faculty.

Through workshops and lectures, students generated ideas and sharpened skills. In all-program work, they gained a deeper understanding of various writing categories. These included essays, fiction, creative non-fiction, critical writing, science fiction, and poetry. Students wrote and revised in several genres, participating closely in critique groups where they practiced editing and self-editing. In addition to major assignments, participants wrote scholarly assessments of literature and film, as well as creative assignments.

Texts included *Between the World and Me*, Ta-Nehisi Coates; *Gotham Writer's Workshop*; *Writing Fiction*, and *Dear America: Notes of an Undocumented Citizen*, Jose Antonio Vargas. Through the exploration of supplementary writings and interviews, we broadened our understanding of literature and authors. These included works by Maya Angelou, George Saunders, Jamaica Kincaid, Rachel Carson, Terry Tempest Williams, and many others.

Guest authors and literary professionals were a highlight of the program. Authors and speakers included Steven Hendricks, *Little is Left to Tell*; Sandra Yannone, *Boats for Women*, and director of the Evergreen Writing Center; Sean Williams, author of multiple cultural and scholarly texts; and Liza Rognas, essayist, and Evergreen Academic Librarian.

Students participated in weekend activities to inspire writing and individual creativity. These included hikes and undertakings that inspired writings with full sensory detail; completion of a "flash fiction," or sudden fiction story; an essay on "The Power of Awe," based on close observation and inspiration, and others. Skills in writing, collaborative editing, and communications that students cultivated in this rigorous program will be useful academically, professionally, and creatively. Participants expanded their skills and practices in project-based work and public speaking. Students were in the program for half or the full summer session.

EVALUATION:

Written by: Nancy A. Parkes, MFA

Infinity Thompson had a highly productive summer, producing creative writing and literary criticism that show significant growth. This is the second time I have had the editorial and collaborative pleasure to work with Infinity. The material she produced this year shows accelerated skills and reflects her significant development as a writer.

Infinity has honed her ability to write incredibly well-researched dystopian science fiction set on earth between 1860 and 1880. The writing is built on exquisite research. "In this story, commoners lived just how they did according to true history; many were living in poverty, or were just able to make ends meet. The wealthy, however, lead very different lives with access to high technology such as advanced medicines and robots."



Thompson, Infinity Lane

A00427236

Last, First Middle

Student ID

Infinity noted that half her family immigrated from Taiwan and started families here, much like the two protagonist fathers in her novel. "In that era, though, racism was so prevalent in daily life. Many Asian-American immigrants had no other option than to do dangerous work on railroads and other arduous manual labor."

Infinity worked diligently through gaps in knowledge due to the unrecorded history of the time period and gained expertise in the post-Civil War era.

She continued to evidence her sophisticated writing ability and preparation. Infinity was an indispensable member of her critique group, upping her skills for editing the work of others, and developing skills to absorb and use criticism from peer editors.

Infinity made excellent use of our texts for the quarter, adding to her strong understanding of literary techniques. She is an excellent student and I would gladly provide her my highest recommendations for graduate school or professional-level work.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

8 - Historical Science Fiction Writing

4 - Creative Writing

4 - Editing and Peer editing



Thompson, Infinity Lane

A00427236

Last, First Middle

Student ID

Student Self Evaluation for A Writer's Paradise

06/2022 - 09/2022

I was so glad to participate in this year's annual Writers' Paradise course. Last summer was made so amusing and introspective, yet challenging because of this course, so I decided to give it another go this year.

The most challenging aspect for me is the freedom we are allowed in this class. We are able to write about whatever we wish, which allows ample space for our imaginations as students and writers, however, I found it quite difficult to form a concept to write about. In the end, I chose to create my own fiction novel exploring the idea of a dystopian sci-fi world set on the planet Earth in the years between 1860 and 1880. In this story, commoners lived just how they did according to true history; many were living in poverty or were just able to make ends meet. The wealthy, however, lead very different lives with access to high technology such as advanced medicines and even robots.

This was my favorite part about the program, because it was the most difficult aspect of it all. My two main characters are young sisters at the ages of eighteen and six, because I had wanted characters who could grow alongside the story and readers could witness their development. I chose to draw from my own experience; half of my family immigrated from Taiwan and started families here, much like the two protagonists' father. In that era, though, racism was so prevalent in daily life. Many Asian-American immigrants had no other option than to do dangerous work on railroads and other arduous manual labor. Aside from this, I faced an obstacle in finding other information and context regarding life for Asian-American people during that time period, because much of that history was unrecorded. Through this project, I learned more about the world and myself. I educated myself on details about the post-Civil War time period, such as the ways they lived, houses they built, clothes they wore, food they ate, social and power dynamics of the time, and more. I also learned more about myself and my abilities to not only take criticism, but apply it wherever necessary.

There were a set of prompts that our professor, Nancy Parkes, assigned as well. I found an appreciation for taking time just to breathe and listen to the world, as this is what these assignments forced me to do. I had to adapt around one or two of the assignments since I had already done them last summer. For example, the first assignment, we were to describe one of our senses as we went for a mindful walk. So, instead of describing one sense, I took note of all my senses and combined them into one essay. This worked out fabulously, and caused me to take more notice of my environment.

As for assigned material, Gotham Writers' Workshop: Writing Fiction by Alexander Steele and Bloomsbury Publishing had to have been the text that I found the most useful and informative. This book contains various writing exercises to put your knowledge to the test, as well as advice and tips, and more. I gleaned some practical knowledge, particularly when it came to building realistic dialogue, establishing a theme and a point of view, pacing, descriptive paragraphs, and character development. The author uses other novels for a reference-point, such as *Gone with the Wind* and *Cathedral* by Raymond Carver, and in referring to common literature, which helped me to understand how to apply some of the practical knowledge I had learned from other chapters.

It was a productive and entertaining quarter once again, and I felt I had participated in seminars at an appropriate level. If I had not fully grasped the material, I tried my best to listen instead of speak on subjects I had no authority on. Overall, I have become a better listener because of this, and have learned that the best way to understand something or someone, is to simply put effort into listening to them.



Thompson, Infinity Lane

A00427236

Last, First Middle

Student ID

March 2022 - June 2022: Chemistry Counts!

14 Credits

DESCRIPTION:

Faculty: Dharshi Bopegedera, Ph.D., 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. Although students were held responsible for their individual work, collaborative learning was emphasized in all parts of the program. Synchronized lectures and workshops via the Zoom platform were utilized each week.

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

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. Students completed homework, weekly submitted problem sets and 3 time and resource limited exams. 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 process outcomes including use of correct mathematical notation and procedures, the ability to develop and interpret mathematical models, appropriate use of technology, understanding and linking multiple representations of functions, use of logical and correct critical reasoning and communicating mathematics effectively.

EVALUATION:

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

Introductory Chemistry: Infinity completed all of the homework assignments on time and they were well done. She worked well in small teams with fellow students during breakout sessions to solve chemistry problems. Her performance in the first mid-term exam was above average. The other two exams were just below average. Overall, Infinity has an adequate grasp of the concepts covered and is ready for further studies in chemistry.

Algebraic Thinking for Science: Infinity was an active and positive participant in our synchronous Zoom sessions and consistently contributed to work in breakout rooms. Infinity completed all take-home problem sets and all timed and resource-limited exams, including a comprehensive final exam. By the end of the quarter, Infinity's written assessments demonstrated satisfactory performance for the math process outcomes for the entire course content. Infinity's comprehensive final exam was well done and showed significant growth. Infinity is to be commended for their hard work this quarter and is prepared to take Precalculus I. Infinity is encouraged to continue studying math.



Thompson, Infinity Lane

A00427236

Last, First Middle

Student ID

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 14

8 - Introductory Chemistry

6 - Algebraic Thinking for Science



Thompson, Infinity Lane

A00427236

Last, First Middle

Student ID

Student Self Evaluation for Chemistry Counts!

03/2022 - 06/2022

Self-Evaluation

Chemistry Counts Spring 2022

This spring quarter, I was compelled to challenge a different part of my brain. Typically, I tend to gravitate towards courses that revolve around topics that naturally come to me; education, philosophy, social sciences and psychology. During the winter quarter while taking Gateways for Incarcerated Youth, I started to find an interest in environmental science. As a species, we are facing a mass extinction, as well as climate disaster like we haven't seen in thousands of years. I often take a look around me and question why those in positions of power don't put more emphasis on worsening global conditions. In turn, I felt motivated to do something about it myself; study science. So I registered for Chemistry Counts because I felt it would be a smooth introduction into the world of environmental studies.

I had little knowledge of the impending trial ahead of me. This course was an arduous journey, and I was pushed to my furthest limits as a student. In high school, I struggled with algebra and even had to make up for lost credits in a summer program one year, but mathematics have piqued my interest anyway due to their importance in the perception of our world.

Oftentimes I found it difficult to sit and listen to online lectures for hours at a time as I was not used to having so much concrete information thrown my way. Over time, I became used to this, and found that I actually enjoyed note-taking. Taking extensive, organized notes saved me multiple times throughout the quarter. I am proud of myself for completing and turning in every homework assignment before the due date; I came into the quarter striving for punctuality. I was disappointed to have missed several classes due to illness. I came down with coronavirus half-way through the quarter, and another more mild cold around week seven. Fortunately it wasn't impossible to catch up, as both Vauhn Foster-Grahler (the precalculus professor) and Dharshi Bopegedera (the chemistry professor) recorded and posted all class periods onto Canvas.

In the algebra portion, I grappled with simplifying exponents and functions, and noticed my grade was quickly declining. By the first exam, I had failed to show an understanding of most of the concepts. It got to such a point where Vauhn threatened the likelihood of receiving full credit, and this had never happened to me before. Like I said, math has never come natural to me. So it took a lot of motivation, repetition, and persistence to push myself further. After putting in many extra hours of studying and using the resources available to me such as the QuaSar tutoring center on campus, I noticed my skills and abilities were improving immensely. I believe Vauhn noticed this in me as well, because she pointed this out on the final exam. I felt proud of my achievement.

Somehow, the chemistry portion seemed to go the opposite way. For the first five or six weeks, the concepts we learned seemed to quickly click in my brain. I received a seventy-five percent grade on the first midterm exam, which I'm proud to say was higher than a majority of the class. By the second exam, however, my understanding seemed to decline. Dharshi expects highly specific, precise answers. Despite getting a lower grade than desired on the second and final exams, I still completed every homework assignment on-time and earned over sixty percent every time, which is passing.

In the future, I would like to improve on participating during class-time. I'm a shy student, but I want to focus on gaining leadership skills and self-confidence in the classroom.

**STUDENT'S EVALUATION OF PERSONAL ACHIEVEMENT**

The Evergreen State College - Olympia, Washington 98505

OFFICIAL TRANSCRIPT DOCUMENT

Thompson, Infinity Lane

A00427236

Last, First Middle

Student ID

I received an overall grade of seventy-five point eighty-three percent in the chemistry portion of the course. With the effort, hard work, and time I spent towards this program, I believe I have earned the fourteen credits I signed up for. I took a risk by joining a program I wouldn't normally choose, and I thoroughly enjoyed the experience.



Thompson, Infinity Lane

A00427236

Last, First Middle

Student ID

September 2021 - March 2022: Gateways for Incarcerated Youth

32 Credits

DESCRIPTION:

Faculty: Jon Davies, Ed.D. (F), Anthony Zaragoza (W)

This program offered Evergreen students the opportunity to co-learn with individuals incarcerated in a maximum-security institution for juvenile males. It was serious work that demanded consistent engagement--approximately ten to twelve hours a week in synchronous and asynchronous activities and four to six hours a week at the institution (including travel time). The learning of Evergreen students fuels and is fueled by the learning of the incarcerated students. Our goal was to create an environment in which each person becomes empowered to share their knowledge, creativity, values, and goals by connecting respectfully with people from other cultural and class backgrounds. Students wrestled with social and economic justice and living in a multicultural world; additionally, each quarter had a particular focus. A key component of Gateways popular education is that it empowers those seeking education to be the local experts in sharing and seeking knowledge as well as shaping their course of study.

FALL

Faculty: Jon Davies, Ed.D.

Because of the global COVID-19 pandemic, in fall quarter Gateways for Incarcerated Youth was conducted remotely through Canvas and Zoom platforms. Evergreen students had intermittent opportunities to engage incarcerated youth at Green Hill School in Chehalis, Washington.

In fall quarter, students developed a foundation in incarceration studies. Students examined historical patterns and contemporary narratives of incarcerated and formerly incarcerated people and developed analytic reading, writing, and speaking skills to participate in the current political and economic debates about mass incarceration, the school-to-prison pipeline, and community-based reforms.

Students engaged in weekly text-based seminars, viewed documentary films and contemporary news reports, and participated in workshops. To prepare for seminars, students produced a media-based response.

Students read Abrams, Terry, and Inderbitzin's *Everyday Desistance: The Transition to Adulthood among Formerly Incarcerated Youth*, Jewel's *This Book Is Antiracist*, and Hattery and Smith's *Policing Black Bodies: How Black Lives Are Surveilled and How to Work for Change*. In addition, students watched a series of documentary films addressing popular education and community-based carceral reforms.

WINTER

Winter quarter we focused on epistemology. Epistemology is the study of knowledge: how we know what we know, what we count as knowledge, how we organize knowledge, and structure it. In this section of the course, we asked ourselves what is my most significant knowledge? What are the most important things I've learned in life? As a learning community we reflected on these questions, wrote extensively about them, revised our writing multiple times, and presented them to each other on the final day of class. Throughout the quarter students made extensive use of the writing center, participated in class knowledge writing workshops, and facilitated knowledge writing workshops at Green Hill with the incarcerated students.

EVALUATION:

FALL



Thompson, Infinity Lane

A00427236

Last, First Middle

Student ID

Written by: Jon Davies, Ed.D.

In the first quarter of this three-quarter program, Infinity Thompson successfully met program expectations. Her work was exceptionally good overall and demonstrated a first-rate ability to analyze and critically reflect on program material and her own learning.

Ms. Thompson's weekly seminar preparation media reflections and workshop preparation notes demonstrated a high degree of engagement with program readings. Her in-class seminar and workshop participation made a positive contribution to other students' interpretations and understandings. In both seminar and workshop, she showed leadership by addressing relevant concepts and issues.

During this foundational quarter Ms. Thompson was able to describe how contemporary incarceration policies and practices have historical origins that are affected by competing ideological orientations. She successfully identified major patterns that help to explain key social, historical, and political events viewed through the lens of race, class, and gender.

In summary, Ms. Thompson completed the fall quarter clearly demonstrating the knowledge, dispositions, and academic skills necessary to engage in advanced studies in incarceration and related social sciences.

WINTER

Written by: Anthony Zaragoza

During the philosophy of knowledge section of the program, Ms. Thompson examined deeply the most significant learning of her life through advanced reading, composition, and critical thinking. To do this, she first listed, reflected on, and analyzed 25 pieces of her own life knowledge. Next she wrote a paragraph about each one, then chose 10 of the paragraphs to expand into 10 one-page pieces, then 5 of those pieces she developed into 3-5 page essays, and finally she shared some of her knowledge in a 5-minute presentation to the class. Over the course of our work together, she considered the process of deconstructing and decolonizing her thinking and how humans construct, reconstruct, analyze, and describe what we know and why it's important to know it. Each week Ms. Thompson was an active participant in our work discussing our texts for the week, interacting with our knowledge panel guests who shared their significant knowledge each week, and workshopped her writing in small groups. Ms. Thompson did a great job using this opportunity to develop her ideas for productive and critical conversation involving a wide range of philosophical issues and social reality. In all of her written work, Ms. Thompson offered interesting and important insights, but especially around navigating life, whether thinking about self-actualization, social positioning, history, negotiating relationships, and even renting an apartment. In her presentation, each piece of knowledge she offered made me reflect and learn. I was especially intrigued by her relationship with her father and what she learned about herself through her relationship with him. Ms. Thompson demonstrated well her learning in discussion, in her writing, and her end of the quarter presentation. She has had a very successful quarter studying epistemology. She worked well with her partner when she facilitated at Green Hill, and created an engaged thinking and discussion space. She is an excellent co-learner and should be very proud of the knowledge she shared, and the knowledge she gained with and from the learning community this quarter! The work she has done and the skills she has gained, especially deep and engaging writing, contribute well to her preparation for graduate school and careers in communications, policy analysis, leadership, organizing, social work, information management, nonprofit development, teaching, among various others.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 32

12 - Popular Education



Thompson, Infinity Lane

A00427236

Last, First Middle

Student ID

- 8 - Carceral Studies
- 4 - Advanced Philosophy: Epistemology
- 4 - Advanced Composition
- 4 - Workshop Planning



Thompson, Infinity Lane

A00427236

Last, First Middle

Student ID

June 2021 - September 2021: A Writer's Paradise

16 Credits

DESCRIPTION:

Faculty: Nancy A. Parkes, MFA

"A Writer's Paradise" was an immersive writing and literature program concentrating on examination of literary techniques, participation through intensive seminars, close reading comprehension, and development of creative processes.

Students produced substantial drafts and extensive revisions in the genres or forms of their choice. They did so in highly collaborative small groups that incorporated profound discussions of texts, techniques, and editing/revision.

Participants received extensive feedback on their work from faculty and peers and engaged in frequent one-on-one meetings with the faculty member.

Through workshops and lectures, students generated ideas and sharpened skills. In all-program work, they gained an introduction to or deepening of, understanding in various genres of writing. These included essays, fiction, creative non-fiction, and poetry.

Our texts included *Between the World and Me*, Ta-Nehisi Coates; *Gotham Writer's Workshop: Writing Fiction*, and *The Things They Carried*, Tim O'Brien. We intensively read supplementary writings and viewed interview and documentary videos that enlarged our understanding of literature and authors. These included works by Maya Angelou with Dave Chappelle, Margaret Atwood, George Saunders, Jamaica Kincaid, Rachel Carson, and Terry Tempest Williams.

Interactive presentations by guest authors and other literary professionals were a highlight of our academic work. Authors and speakers included Steven Hendricks, *Little is Left to Tell*; Sandra Yannon, *Boats for Women* and director of the Evergreen Writing Center; Sean Williams, author of multiple cultural and scholarly texts; Allan Nyaribo, poet; and Liza Rognas, Evergreen Academic Librarian.

Students participated in daylong activities designed to inspire writing and individual creativity. These included hikes and other undertakings incorporating writings with full sensory detail; completion of a "flash fiction," or sudden fiction story; an essay on "The Power of Awe," based on close observation and inspiration, and several others.

Skills in writing, collaborative editing, and communications gained and strengthened in this rigorous program will be useful academically, professionally, and creatively. Participants also expanded skills and practices in project-based work and public speaking.

Students were in the program for half or full summer session.

EVALUATION:

Written by: Nancy A. Parkes, MFA

Infinity Thompson demonstrated significant academic growth in literary studies and creative writing. She has gained skills in research, collaborative group work, and editing. These proficiencies will add to Infinity's preparation for the "Gateways" program that she will be joining where Evergreen students work with and serve as mentors for incarcerated youth.



Thompson, Infinity Lane

A00427236

Last, First Middle

Student ID

She has written an imaginative narrative that draws from current situations such as the Covid19 pandemic. Through this research and writing, Infinity has practiced the development of rich characters, complex scenes, and dialogue. She has used research skills to augment the development of her fiction.

In her second major work, Infinity began the development of a dystopian novel on the planet "Leiliria." As she noted in her introduction, "The people of Leiliria face challenges similar to our own: wealth gaps, a pandemic, and worsening climate change." Infinity plans to continue this novel and has developed engaging perspectives for paralleling current global problems.

The plots she has written are solid. Her dialogue is well-written and furthers her complex, creative stories.

I have been impressed with Infinity's deep attention to her work. She has developed an understanding of literary techniques from our texts, seminars, and guest speakers.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

8 - Literature Studies

8 - Creative Writing



Thompson, Infinity Lane

A00427236

Last, First Middle

Student ID

March 2021 - June 2021: 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*; 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*, Hartmut Rosa; *The Uncontrollability of the World*, 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. Dr. Marcia Tate-Aruna, Dean of Evergreen’s Tacoma Campus was also our guest following lectures by former Evergreen President Dr. Les Purce, Dr. Maxine Mimms and Dr. Joye Hardiman recorded during last summer’s 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-ten hours each week to their independent project and write about it three times during the quarter. Another writing assignment asked students to reflect on their personal aim of education. Students met in a student-only 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

Infinity Thompson, who goes by Finn, was a regular participant on our Zoom screen who took part in some of the seminar discussion and thereby demonstrated Finn’s familiarity with many of the texts.

Finn’s final project was called, “Education and the Building of Community.” Finn used, among other texts, García Mario T. and Sal Castro. *Blowout!: Sal Castro and the Chicano Struggle for Educational Justice*, University of North Carolina Press (2011); Horton, M., Freire, P., Bell, B., Gaventa, J., & Peters, J. (1990): *We Make the Road by Walking: Conversation on Education and Social Change*, and Vogl, C. H. (2016), *The Art of Community: Seven Principles for Belonging*. Finn started with the notion that higher education should be not only attractive but affordable: “By investing in each other, i.e. paying taxes that are put towards education and healthcare, we are investing in our community and our future as a whole species.” Finn cited as a guidepost John McKnight’s comment about building communities: “By investing in each other, i.e. paying taxes that are put towards education and healthcare, we are investing in our community and our future as a whole species.” The paper concluded,

“A strong community is our lifeline as the ‘small people’ of society, it is our link to a chance at something better for ourselves. As educators, as students, and as citizens, we owe it to each other to improve ourselves and the people around us. ‘The Aim of Education’ has confirmed my passion as an educator, because I have learned that my aim is to strengthen my environment by providing the community with knowledge, compassion, love, and opportunities for the future.”



Thompson, Infinity Lane

A00427236

Last, First Middle

Student ID

That's a good ending from which to begin.

Finn was a member of an effective and helpful peer group. Finn wrote thoughtful comments about the colleagues in the group. One said of Finn:

"Throughout this class Infinity has been such a kind, helpful member of our group. She was always prepared, most of the time before everyone else. She helped to make sure that our group knew what they were doing and were on track on not only their assignments but their edits as well. She gave very thoughtful comments on our papers and our discussions on our books, and always went above and beyond by helping make sure everyone's papers were read and edited. I honestly couldn't have done this without her."

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

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



Thompson, Infinity Lane

A00427236

Last, First Middle

Student ID

January 2021 - March 2021: Children, Curriculum, and Counting: Psychology and Education

16 Credits

DESCRIPTION:

Faculty: Jon Davies, Ed.D., Ada Vane, M.A., and Nathalie Yuen, Ph.D.

Using the triple lenses of Developmental Psychology, Quantitative Reasoning, and Education, students explored the way schools make decisions about curriculum related to children's learning ability. The program highlighted current issues in the field of education and their impact on development. The program also addressed how teachers and other education professionals create structures and support systems to maximize opportunities for student success. Students inquired into how children develop, how the educational system responds to their development, and how scientific, evidence-based research informs both of these contexts.

Using Jennifer Paris et al.'s *Understanding the Whole Child* as a guide, students examined key theories that educators use to understand and study the developing human from in-utero to the teenage years. They explored each stage of development from biological, cognitive, and social perspectives. Students engaged in academic discussions and created media reflections that allowed them to examine their understanding of the material. Through these processes they gained knowledge about developmental psychology and the biological basis of behavior.

Students also read selections from the *Wiley Handbook of Early Childhood Care and Education*. They engaged in guided discussions around this book, as well as relevant academic journal articles and films about the education system. Students were asked to engage in written and verbal reflections to clarify their thoughts about education and apply their knowledge to current events.

For the quantitative reasoning part of this program, students read academic journal articles, online articles, and viewed videos. They engaged in discussions and created data visualizations. Students were introduced to RStudio to further develop their skills in data visualization. Through this process they gained foundational knowledge about quantitative reasoning and developed their skills in drawing conclusions from quantitative data.

To engage in cross-disciplinary study, students engaged with Daniel Levitin's *A Field Guide to Lies*, Stanislas Dehaene's *How We Learn*, Natalie Wexler's *The Knowledge Gap*, and Sarah-Jayne Blakemore's *Inventing Ourselves*. In addition to preparing a weekly written reflection and participating in discussion of the material, each student prepared an agenda for and led one seminar discussion this quarter.

Students completed a final project and participated in a virtual conference.

This program was conducted during the coronavirus pandemic; all classes were held remotely. Students had to exercise an unusually high degree of independence in order to fulfill its requirements.

EVALUATION:

Written by: Nathalie Yuen, Ph.D., with input from Jon Davies, Ed.D. and Ada Vane, M.A.

Overall, Infinity made very good progress toward the program's learning objectives through their consistent efforts this quarter. The faculty regards attendance to all program activities, timely submission of written work, and participation in program activities as one indication of a student's commitment to learning. Infinity attended all of the synchronous program meetings and submitted all of the assignments. The quality of their work was generally very good. In all, Infinity achieved a solid foundation for future



Thompson, Infinity Lane

A00427236

Last, First Middle

Student ID

studies in developmental psychology, education, and quantitative reasoning. They are a strong self-directed learner who earned full credit for their work in the program.

Each week, students used a variety of media to compare, contrast, and express their understanding of key theories in developmental psychology. Infinity completed all nine of the media reflections, which expressed a very good grasp of the concepts. Their reflections typically took the form of original memes or drawings with text that illustrated and explained developmental concepts. Between these reflections and their supportive participation in workshops, Infinity's understanding of developmental psychology broadened and deepened this quarter.

Each week, students wrote a one-page response paper to whole-child developmental concepts applied to educational settings. Infinity completed all nine education responses, which expressed an excellent understanding of the concepts and applications. Between these responses and their consistently positive participation in workshops, Infinity's understanding of whole-child developmental concepts applied to educational settings broadened and deepened significantly this quarter.

Students demonstrated their understanding of quantitative reasoning and their data visualization skills in a series of assignments submitted over several weeks. Infinity submitted all eight assignments. They used tables and graphs to visualize data collected from their own daily experiences. This work demonstrated a good understanding of quantitative reasoning and good data visualization skills.

With three other students, Infinity planned and led a seminar session. Infinity's preparation showed significant thinking and allowed them to demonstrate responsibility to their learning community. Infinity completed all eight seminar reflections, which were thoughtful explorations of the way that their selected quotes applied to cross-disciplinary concepts.

At the end of the quarter, Infinity created a conference-style poster to summarize and synthesize content from each of the three disciplines. Infinity's poster, "How Do Children Learn?" demonstrated a very good understanding of how educators could use the biopsychosocial model. The poster was accompanied by an audio recording. Both the poster and recording were concise and engaging. Infinity effectively integrated sources in developmental psychology, education, and quantitative reasoning. Infinity also participated in the virtual conference discussion board.

We congratulate Infinity for their successes in the program and wish them the best in their future studies.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 4 - Developmental Psychology
- 4 - Biological Basis of Childhood Behaviors
- 4 - Education
- 4 - Quantitative Reasoning



Thompson, Infinity Lane

A00427236

Last, First Middle

Student ID

September 2020 - December 2020: Community Teaching: Pasts, Presents, and Futures 16 Credits

DESCRIPTION:

Faculty: Michael Bowman, Ph.D., Jon Davies, Ed.D., Kate Napolitan, Ph.D.

Because of the global COVID-19 pandemic, Community Teaching: Pasts, Presents, and Futures was conducted remotely through Canvas and Zoom platforms (and a student-created Discord channel). Students rose to the occasion of this difficult moment and co-created a brave, supportive, and lively space of learning. While the remote format presented challenges, it also provided opportunities to visit with people and places that might not have been feasible in a traditional face-to-face teaching and learning format.

The program was organized around the study of “community teaching:” a kind of teaching that seeks to build connections between teachers, community elders, and social-political-economic movements. Program faculty sought to model the practice of community teaching by designing opportunities to learn from K-12 community teachers in western Washington; regional Indigenous educators, elders, and storytellers; and local, regional, and national leaders in educational justice and racial equity efforts. The opening class session was led by storytellers Roger Fernandes (Lower Elwha S’Klallam) and Fern Naomi Renville (Sisseton Wahpeton Oyate), who illuminated the role of story in intergenerational and cross-cultural knowledge sharing. Roger and Fern set the stage for programmatic explorations of the stories within ourselves, our families, our communities, and within program materials.

Program materials included interdisciplinary readings and multimedia (e.g. digital archives, websites, documentaries). Materials were organized around four places: Highlander Folk School in Monteagle, TN; the American Indian Movement’s Survival Schools in the Twin Cities; high school classrooms in Los Angeles; and educational organizing spaces in Chicago. Each week, students engaged in small group discussions around materials, student-led seminars around central texts, and small group discussions around personal/autobiographical connections. Each week, students wrote seminar preparation papers and journal entries. The final project for the program invited students to explore autobiography, family history, and community teaching through a medium of their interest: narrative writing, podcast, video/film, poetry, visual art, music, or graphic novel.

Through Highlander, students learned about popular education, adult education, labor organizing, and racial justice movement organizing primarily through the stories of community teachers prepared at Highlander. Students read *We Make the Road by Walking* (Horton and Freire, 1990); watched the 1985 documentary *You Got to Move*; examined archival material from the Tennessee State Library and Archives; made connections to interracial labor organizing on the West Coast through the picture book, *Journey for Justice: The Life of Larry Itliong* (Mabalon, Romasanta, and Sibayan, 2018); and made connections to The Evergreen State College by examining the oral history transcript of Dr. Carol Minugh. Students also engaged in a Zoom conversation with the current co-director of Highlander, Rev. Allyn Maxfield-Steele, about Highlander’s contemporary work, “dangerous listening,” and the intersections of religiosity and justice movement-building.

Through the American Indian Movement’s survival schools in the Twin Cities, students considered how education has been used by settler colonial societies as a tool for cultural erasure while also learning how mid-20th century indigenous movements sought to assert educational sovereignty by developing their own community teachers, linguistic and cultural sustaining curriculum, and community-center and indigenous-led schools. Students read *Survival Schools: The American Indian Movement and Community Education in the Twin Cities* (Davis, 2013); watched an episode from the 2009 PBS documentary *We Shall Remain* focusing on the AIM occupation of Wounded Knee; made connections to intergenerational land and language learning through the bilingual (English/Nlaka’pamux) picture book, A



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Day with Yayah (Campbell and Flett, 2017); and made connections to Evergreen by listening to a 1977 archival recording of AIM national chairman John Trudell speaking on campus. In addition, students took a live-remote tour of the Squaxin Island Museum, led by guest teachers Charlene Krise, Jeremiah George, and Ruth Whitener.

Through the history of the 1968 East Los Angeles 'Blowouts' and their aftermath, students learned how Chicano high school students and teachers organized protests, walk outs, and sit-ins to force one of the largest school districts in the country to recognize the need for culturally sustaining curriculum and community teachers. Students read *Blowout!: Sal Castro and the Chicano Struggle for Educational Justice* (Garcia and Castro, 2014); watched an episode of the 1996 documentary *Chicano!*; and examined archival evidence related to student demands for systemic change. While East LA students won significant victories and grew their own political consciousness, their struggle for culturally sustaining education continued. Students in the Community Teaching program followed this struggle into the schools of Tucson, Arizona through the 2011 documentary *Precious Knowledge*, and into school districts throughout the West Coast via Zoom conversations with teacher educator Dr. Lorena Guillén (UCLA), Ethnic Studies teacher Ana Talavera (Olympia School District), and fifth grade community teacher Juan Córdoba (Highline School District). Students also read and discussed *Alma and How She Got Her Name* (Martinez-Neal, 2018), a picture book that connects young Alma to the talents, wisdom, and experience of her ancestral namesakes.

Finally, by studying the history of educational activism in Chicago over the past half-century, students explored how Black teachers, students, families, and cultural workers sought to secure Black academic achievement through a variety of political and policy means: school desegregation, community control of schools, independent Black institutions, and charter schools. Students read *A Political Education: Black Politics and Education Reform in Chicago Since the 1960s* (Todd-Breland, 2018); learned about the Great Migration to Chicago through excerpts from *The Warmth of Other Suns* (Wilkerson, 2010), MOMA's digital gallery of Jacob Lawrence's The Migration Series, and the film-adaptation of Lorraine Hansberry's *A Raisin in the Sun*; and learned about the importance of Chicago's Bronzeville neighborhood through the picture book *A Song for Gwendolyn Brooks* (Duncan, 2019). Students then examined the influence of late 20th century Black political educational activism on the Chicago Teachers' Union (CTU) response to 21st century neoliberal educational policies (e.g. standardized testing, school closures, magnet and charter schools). The CTU's 2012 strike galvanized community teachers across the country to organize around political-economic and racial justice issues. In addition, students learned about the Seattle Education Association's (SEA) racial equity focus in recent contract negotiations, from the Director of its Center for Racial Equity, Marquita Prinzing.

Each week throughout the quarter, students also read chapters of the YA book *This Book is Anti-Racist* (Jewell, 2020) and engaged in personal reflections about self-identity, family history, privilege and power, calling out and calling in, and taking a stand for justice. These reflections took the form of journal responses, autobiographical essays, small group discussions. Much of this important self-reflection work figured into students' final projects.

EVALUATION:

Written by: Jon Davies, Ed.D.

Amidst a global pandemic, a contentious election season, and the challenge of remote learning, Infinity Thompson rose to the occasion. She consistently produced high-quality, well-written, and critically reflective work that demonstrated serious attention to program texts, essay and discussion prompts, her own identity work, and the thinking of her peers. She was a valuable participant in synchronous meetings and took on leadership roles in small-group discussions.



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In her weekly seminar papers, Infinity consistently identified key passages in the primary text and connected them to her own experience, materials from the weekly asynchronous work, and previous readings. Each weekly response seemed to build on previous responses; as a whole, they show the progressive development of Infinity's thinking about the meaning and practice of community teaching.

Infinity's weekly journal submissions were extensive and demonstrated the seriousness in which she took the work. In particular, Infinity's engagement with the autobiographical prompts and the end-of-chapter activities in *This Book is Anti-Racist*, show her commitment to exploring the identity work required of community teachers.

In a final project and presentation, which reflected weeks of integrating program materials with her own family stories, Infinity completed an in-depth exploration into her family's rich history entitled "Old Growth: My Roots." Her exploration led her into both sides of her family's history-- Taipei, Taiwan and the United Kingdom. In addition, Infinity engaged in a live Zoom presentation of her research.

All in all, Infinity is an very good student and demonstrated quality work in all aspects of the program.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 4 - Community Teaching
- 4 - Storytelling/YA and Children's Literature
- 4 - Philosophy of Education
- 4 - History of Education



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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.