RECORD OF ACADEMIC ACHIEVEMENT

The Evergreen State College - Olympia, Washington 98505

OFFICIAL TRANSCRIPT DOCUMENT

Weden, Samantha Jo — A00420316

Last, First Middle — Student ID

DEGREES CONFERRED:

Bachelor of Arts — Awarded 16 Jun 2023

TRANSFER CREDIT:

Start	End	Credits	Title
09/2012	12/2013	17	**Humboldt State University**
01/2015	06/2017	20	**Mira Costa College**
06/2018	06/2020	34	**Portland Community College**
06/2018	06/2020	3	**Portland Community College**

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2021	12/2021	13	**Nature and Nurture: Human Development and the Environment** *4 - Developmental Psychology* *3 - Human Biology* *3 - Introduction to Human Anatomy* *3 - Persuasive Writing*
01/2022	03/2022	16	**Counting on the Brain** *6 - Introduction to Neuroscience* *6 - Algebraic Thinking for Science* *2 - Neuroscience Laboratory* *2 - Science Seminar*
03/2022	06/2022	12	**Environmental Psychology and Public Health: Linking Health, Social, and Environmental Justice** *4 - Environmental Psychology* *4 - Public Health, Critical Health Literacy and Health Disparities* *4 - Seminar in Environmental and Social Justice*
03/2022	06/2022	4	**Precalculus II** *4 - Precalculus II*
06/2022	09/2022	8	**Adventures in Archaeology** *8 - Archaeology*
06/2022	09/2022	8	**Therapy Through the Arts** *3 - Art Therapy & Counseling* *3 - Art Therapy & Education* *2 - Art Therapy & Written Expression*
09/2022	12/2022	13	**Matter and Motion: The Physical Science Behind Climate Change** *4 - University Physics I with Laboratory* *3 - Introductory Chemistry with Laboratory* *4 - Calculus I* *2 - Seminar: Climate Change*

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EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
01/2023	03/2023	12	**Teaching English Language Learners: Culture, Theory and Methods** *4 - Critical Pedagogy in the K-12+ Classroom* *4 - Sheltered Instructional Strategies* *4 - EL Assessment*
01/2023	03/2023	4	**Calculus and Analytical Geometry II** *4 - Calculus and Analytical Geometry II (Integral Calculus)*
04/2023	06/2023	12	**Master in Teaching Spring Start** *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*
04/2023	06/2023	4	**Calculus and Analytical Geometry III** *4 - Calculus and Analytical Geometry III*

Cumulative

180 Total Undergraduate Credits Earned

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Learning is a lifelong apprenticeship. We begin this journey starting at a very early age and, for some of us, we never stop the pursuit of knowledge. My learning just like my life has not been linear, but the lack of linearity has continued to provide me with a diverse perspective and community. I have always viewed the world as something to be explained and actively sought out those explanations. These experiences gave me a broader lens of the meaning of voice, specifically whose voices are heard and whose voices are silenced. I've continued to learn Throughout my entire life and academic career. I have learned in multiple environments, communities, subjects, and domains. My time at the evergreen state college has allowed to continue to gain a breadth of knowledge in many domains while emphasizing critical thought. it was not until I started taking classes at Evergreen that I found my passion in Mathematics. It is my goal in life to make an impact on my students just as my teachers have had an impact on me.

The lack of linearity in my educational trajectory has given me a diverse perspective, by exposing me to different cultures, communities, and ways of thinking. A more traditional education can sometimes be limited in its ability to represent a variety of perspectives, instead focusing on mainstream narratives. In contrast, my more non-traditional educational journey has provided me with different avenues to explore and encourage alternative narratives, marginalized voices, and underrepresented viewpoints. By studying a range of topics and disciplines with varied and diverse communities I gained a broader understanding of the world while concurrently developing empathy and appreciation for different experiences and viewpoints, cultures, and voices.

During my time at evergreen, it was important for me to maintain and uphold my values defined by diversity. I accomplished this by continuing to explore a breadth of subjects that mirror the complexity we face in our reality. For example, I took courses in Psychology, Neurobiology, Anatomy, Environmental psychology, Multilingual learner education, public health, social foundations of education, language culture and pedagogy, and most notably Mathematics. All these courses provided me with unique ways to do what Paulo Freire would describe as reading the world.

Psychology and Neurobiology helped to gain perspectives in how and why we as humans behave in certain ways in addition to the mechanisms that cause particular behaviors. Environmental psychology and public health aided me in how to apply this knowledge to a social justice perspective and taught me to see existent health disparities, including, social, environmental, economic, racial inequities, and institutional power. Multilingual education inspired and provided me with a means to combine my passions for mathematics, education, and public service.

Mathematics is more than just a collection of formulas and calculations; it is a gateway to deeper understanding of the world. Through logical reasoning, problem solving, quantitative literacy, pattern recognition, and understanding of certainty and uncertainty, mathematics has shaped my worldview in profound ways. Mathematics has an innate ability to equip us with the tools to navigate complex challenges, make informed decisions, and foster a sense of awe and humility about that which we do not yet understand. Embracing mathematics as a pillar of understanding enhances our ability to engage critically, think analytically, and cultivate a well-informed world view.

Through analytical thinking math encourages you to engage critically. By requiring you to break down problems into smaller components and identify patterns and relationships. The implications of analytical thought stretch well beyond mathematics and equips you with the ability to handle complex challenges systematically and make informed decisions based on evidence and logical reasoning.

It is my belief that my varied and non-linear path has poised me in a unique way to attend The Evergreen State Colleges Master's in Teaching program. The breadth of knowledge and skills I gained from my time as an undergraduate at the Evergreen State College prepared me well for the diversity that is inherent within the k-12 system. This coupled with my mathematical lens of the world will be essential as I continue to learn and pursue teaching in a k-12 environment.

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April 2023 - June 2023: Calculus and Analytical Geometry III

4 Credits

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

In Calculus and Analytical Geometry III students studied sequences and series, including tests for convergence, power series, and Taylor and Maclaurin Series. In addition, students learned the concepts and procedures related to R3 including vectors, dot and cross products, lines, planes, surfaces, spherical and cylindrical coordinates, and the gradient and directional derivative. Students were introduced to vector calculus and partial derivatives and multiple integrals. Students worked with these concepts and procedures algebraically, numerically, graphically, and verbally. There was an emphasis on context-based problem solving and collaborative learning. Text: James Stewart, *Calculus: Concepts and Contexts, 4th Ed*., Chapters 8-10, and parts of 11 and 12. Students attended twice-weekly synchronous Zoom class sessions. The students' quizzes and exams were assessed and self-assessed on the following eight outcomes:

1. Used correct mathematical notation

2. Used appropriate mathematical procedures

3. Developed and/or correctly interpreted mathematical models

4. Used technology appropriately to investigate and solve problems

5. Linked algebraic, graphic, verbal, and numeric representations and solutions

6. Demonstrated an understanding of functions

7. Used logical and correct critical reasoning

8. Communicated mathematics for the clarity of the receiver

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

Samantha had regular attendance at our synchronous Zoom sessions and was always prepared for class. Samantha was an active and positive participant in our Zoom sessions and in breakout rooms. Samantha's written assessments consistently demonstrated near-proficient to proficient performance for each of the outcomes above for the entire course content. Samantha demonstrated particular strength communicating mathematics effectively to classmates. Samantha is very well prepared to take advanced mathematics and is encouraged to do so. Samantha was a pleasure to have in class.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Calculus and Analytical Geometry III

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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 (CVCM), 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 & 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.

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

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.

Samantha Weden 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: Samantha 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, Samantha 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 Samantha and three other colleagues to further develop a collective philosophical and pedagogical statement. The concept maps included critical reflections and such words as "safe space, bravery, dialogue, comunidad, and unlearning" to name a few. A quote from their collective statement captured an eloquent understanding of teacher and student relationship building by stating, "When students' safety needs are met, they are more likely to engage within the classroom. By addressing the safety needs of our students via the creation of a safe space we are fostering a comunidad that furthers a sense of belonging, confidence, affirmation, and empowerment within our students which in turn allows for dialogue to occur." Finally, Samantha successfully identified and shared a relevant multilingual strategy, Learning Games for Speaking and Listening and all elements of this assessment were included for a successful multilingual instructional activity. In the feedback reflection, Samantha indicated that the strategy sharing was positive among peers and discovered important ways to offer equitable instruction and scaffolding for multilingual learners. Samantha's enthusiasm for teaching was captured in the following statement, "I think this strategy went well in that there was a good balance between "easy" words and more challenging words. I feel the participants worked well together and after a couple rounds the affective filter was lowered."

Culturally Sustaining Learning and Teaching: Samantha demonstrated a solid understanding of learning theories, equitable teaching practices, and inclusionary practices as evidenced through Samantha's weekly Reading Responses and the mid-quarter Visual Artifact assignment. Samantha's weekly Reading Responses consistently met the rubric criteria indicating very clear summaries of strand texts and strong connections between the texts and the Essential Questions for the strand. Samatha's mid-quarter Visual Artifact assignment, a hand-drawn image of a plant life-cycle to represent student learning, demonstrated clear understandings of the Essential Questions for the strand. The artist statement integrated key ideas from the texts and workshops and connected the artifact to those key ideas. Overall, Samatha met the learning objectives for this strand.

Social Foundations of Education: Samantha's work was very good. In weekly workshops and written assignments, Samantha regularly 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, Samantha thoughtfully stated, "Central to my core beliefs as a teacher is student voice, and reciprocal learning…. It is my belief my primary role as a teacher is to foster environments that affirm student identities, empower student voice, and allow for dialogue to occur." As a teacher candidate soon to begin a year of student teaching, Samantha has expressed through this program strand a positive disposition for working with diverse groups of learners.

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

study titled, “Language Acquisition of a Native English Speaker Skyler: A Case Study.” Samantha interviewed Skyler, a secondary science teacher candidate from Olympia, Washington where he began his education. A key theme Samantha identified in the data included navigating initial difficulty of taking standardized tests. Samantha also discussed the impact on Skyler being pulled out of regular classes in elementary school at times to work on handwriting. This experience raised his affective filter and lowered his confidence, similar to the experience of many ML learners who are subject to pull-out program models. Yet, Samantha shared in her findings section how Skyler felt supported by his parents and educators as they helped him feel more comfortable in school using one-on-one methods. In the analysis section, Samantha described how such tension can impact K-12 ML students, as cited in our program literature by Peregoy and Boyle. Samantha also discussed Skyler’s resilience in science education. In the conclusion of the interview, Samantha and Skyler shared recommendations to better support ML students when anxiety increases, such as creating a supportive classroom environment, learning about their assets and designing culturally sustaining and relevant lessons that build upon their heritage language and background knowledge.

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

Teaching Triad: As the culminating summative assessment for the quarter, Samantha and two peers co-planned a 5th grade math lesson on graphing coordinates in the first quadrant using Backward Design. The triad then taught their 30-minute lesson to their peers. Their lesson plan clearly addressed all criteria and demonstrated a comprehensive understanding of learning theories, inclusive teaching strategies centered on multilingual learners, and effective assessment practices. The lesson was planned to intentionally engage learners in a variety of learning experiences and included multiple effective strategies to support participation and engagement such as creating a groupwork task that created group interdependence and individual accountability, and beginning the lesson with an engaging and relevant video meant to lower the students’ affective filter. Each of these features aimed to provide all students access to the content. The lesson plan included differentiation and scaffolds for multilingual learners such as intentional and targeted translation of key words, phrases, and directions as well as using Total Physical Response to develop meaning and understanding of key academic language. The lesson plan included pre- and post-lesson formative assessments. This group’s next steps are to ensure that post-assessments are aligned to the learning targets and lesson activities.

During the implementation of the plan, the group included multiple structured interactions among learners which effectively supported and deepened learning. For example, students were seated in small groups and were given a task that required collaboration in order to successfully complete the graphic image. In addition, the teaching triad provided models of the language appropriate to the students' proficiency levels. The group clearly showed evidence of curriculum and instructional strategies that recognized language development needs and academic content instruction as evidenced by providing rich opportunities for students to speak, listen, read, and write. Finally, the group actively invited students' background knowledge and experiences (assets/funds of knowledge) by translation of key academic language, encouraging students to engage with each other to further their learning, and modeling how to graph coordinates on the overhead before students engaged in the task. Overall, Samantha co-planned

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and implemented a lesson with their group that represented significant learning from the strands across the quarter.

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

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12

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

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January 2023 - March 2023: Calculus and Analytical Geometry II

4 Credits

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

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

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

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

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Calculus and Analytical Geometry II (Integral Calculus)

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January 2023 - March 2023: Teaching English Language Learners: Culture, Theory and Methods

12 Credits

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

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

In the winter quarter, students focused their attention the study of language as a system with an emphasis on linguistics, critical pedagogy, sheltered/content area instruction and assessment strategies based on Washington's K-12 English Language Proficiency endorsement competencies. Texts we read included: Suzanne Peregoy and Owen Boyle's *Reading, Writing and Learning in ESL: A Resource Book for Teaching K-12 English Learners* (2017); Allison Dover and Fernando Rodríguez-Valls' *Radically Inclusive Teaching with Newcomer and Emergent Plurilingual Students--Braving Up* (2022) and Lorraine Valdez-Pierce's *Authentic Assessment for English Language Learners* (2016). These works, combined with students' ongoing ML tutoring fieldwork in the public schools, invited reflection about inclusive teaching practices when working with plurilingual and/or marginalized populations. The aim of these winter readings and field work was to consider the practice of inclusion, building student confidence, providing safe space, and offering choices when considering the curriculum and students' language repertoire in school and community settings. By examining these readings, students became partners with the learning communities where they tutored ML students in the field.

Finally, with critical pedagogy as an overarching framework for ML curriculum and instruction, the culminating project for our program was the design of an "Ideal ML Program Model" in such academic content areas as English, world languages, math, science, social studies, the arts and literature. Students included in their projects: a description of their ELL program model; the identification of a target audience and language proficiency levels; a philosophy statement and a description of their pedagogy; state, WIDA (World Class Instructional Design and Assessment standards for MLs; and a curriculum unit. Through the completion of such a project, students demonstrated the basic principles of sheltered instruction as they presented content area lessons using specific language and literacy methods to provide MLs language instruction using comprehensible input and output. Authentic assessment strategies were also incorporated within the final project, with the use of peer feedback, observation and skill-based learning. In their presentation of this project (including a final teaching demonstration), students modeled a variety of ML methods such as: cultural relevant instruction, total physical response, dual language, grammar translation, and audiolingual approaches

In sum, this body of work offered students a means to develop their understanding of the complex and diverse needs of English language learners in the community this academic year. Through the study of culture, language theory, instructional methods and critical pedagogy, students generated strategies to best affirm and support the needs of K-12 MLs across the curriculum.

EVALUATION:
Samantha demonstrated an effective understanding of the foundational concepts associated with teaching English language learners (ELs) this quarter through the completion of such work as: designing multilingual (ML) instructional strategies, analyzing assessment methods, reflecting through reader

response dialectical journals, and creating and conducting a final ML "Ideal Program and Curriculum Project" and presentation. In addition, Samantha completed 25 hours of ML tutoring sessions at a local middle school this winter quarter. Such field work contributed to Samantha's hands-on learning and first hand experience she observed and brought to our program with thoughtful and rich insights regarding ML students journeys in school and the community while negotiating their language development and content area achievement.

This quarter our program focused on developing teaching methods for English language learners. Samantha and her peers led a seminar that introduced post-reading strategies for ML students that introduced semantic teaching analysis, concept mapping, and photo essays (i.e. comprehensible input). Her team also considered themes from Dover and Rodriguez-Valdez's book, *Radically Inclusive Teaching,* which stressed the affirmation and maintenance of plurilingual students' linguistic repertories and translanguaging as they move from their heritage languages to a new target language.

In addition, Samantha and her team invited the seminar to provide examples from the texts where they noted the importance of maximizing comprehension by providing ML students differentiated opportunities to focus on content-area topics. Other points Samantha shared included the use of assessment strategies such as providing ML students a means to showcase their work through skills-based, literacy activities, such as reading, speaking, self-reflections, art, role-plays, as well as portfolios and projects, in other words, "creating space for them when their isn't any." Her group offered engaging questions regarding how to amplify ML voices and activism in education through co-planning, connecting with families and community building. Overall, Samantha and her team provided a highly thoughtful and successful seminar.

Also, in the winter quarter. Samantha and her teaching partners completed a final "Ideal Plurilingual K-8 Program" curriculum project and presentation. This final interdisciplinary project consisted of five stages that included a philosophy and pedagogy statement, a curriculum and assessment and three lessons. Their interdisciplinary program had a strong emphasis understanding the role of the stakeholders and the importance of student voices, social-emotional learning and the community.

They also presented an engaging teaching demonstration. The team's kindergarten lesson introduced the roles of more capable peers as tutors (8^{th} graders) in mathematics, social studies, and gardening lesson. Samantha's team focused on developing English language proficiency while implementing WIDA Social and Instructional Language K-3 Standard 1 (narrate) and WIDA Social Studies K-3 Standard 1 (explain/expressive). The team provided a rationale to support their pedagogy, as students were prompted to explain terms about what is needed to help make a plant grow using pre-prepared images, offering prompts for discussion and incorporating drawing activities to assess comprehension.

Other language methods offered in the team's final project focused on students' background/funds of knowledge. Samantha and her teaching partners provided a discussion about culturally responsive teaching, and the importance of lowering students' affective filter in the classroom. They consistently integrated the use of reading, writing, listening and speaking across the content-areas. Samantha also emphasized the use of comprehensible input and output as part of their ML pedagogy.

In sum, Samantha's collective work this quarter, including dialectical journals, seminar facilitation, the final curriculum project, ML tutoring, lesson demonstrations, and her overall participation in the program, represent her strong understanding of the conditions and strategies that support ML students in the classroom and community.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12

4 - Critical Pedagogy in the K-12+ Classroom

Weden, Samantha Jo — A00420316

Last, First Middle — Student ID

4 - Sheltered Instructional Strategies
4 - EL Assessment

Weden, Samantha Jo | A00420316
Last, First Middle | Student ID

September 2022 - December 2022: Matter and Motion: The Physical Science Behind Climate Change

13 Credits

DESCRIPTION:
Faculty: Dharshi Bopegedera, Ph.D., Krishna Chowdary, Ph.D., Rachel Hastings, Ph.D.

Fall quarter of Matter and Motion covered topics in chemistry, mathematics, and physics through lectures, labs, workshops, and seminars. Students could choose to enroll in all or various combinations of the subject areas. Students improved their mathematical and scientific reasoning and their problem-solving abilities in chemistry, math, and physics. In addition to content coverage described below, students were given the opportunity to: improve ability to articulate and assume responsibility for their own work; strengthen skills and sensitivities in collaborative learning with the goal of creating a more inclusive classroom; improve oral and written communication skills; improve reading of technical texts to develop conceptual understanding and procedural skills; develop increasingly sophisticated mathematical models to describe and explain physical systems. Developing disciplinary expertise while making interdisciplinary connections was emphasized where possible. Depending on the subject area, evaluations of student achievement were based on: quizzes, exams, and revisions; homework assignments; lab write-ups and notebooks; engagement in lectures, workshops, and labs.

Physics I with Laboratory: With a focus on conceptual understanding and solving problems in classical mechanics, topics covered included: kinematics, iterative calculations of trajectories; Newton's laws of motion formulated in terms of momentum; gravitational and electrostatic interactions; curvilinear motion; oscillatory motion of spring-mass systems; work and energy; and dissipative forces (friction and drag). Nine lab investigations emphasized acquisition and analysis of data (often with Vernier sensors and software) and computational modeling (via VPythong programming in Trinket); students submitted summaries for each lab. Students also completed nine problem sets totaling 106 problems that they self-corrected using instructor-provided solutions. Students took eight at-home quizzes with limited notes and suggested time limits. Students took an in-class, limited notes, cumulative final exam. Students could revise quizzes and the final exam. Students worked through chapters 1-7 in *Matter and Interactions* (Chabay and Sherwood, 4th ed.).

General Chemistry I with Laboratory: Content in chemistry was based on the textbook, *Chemistry* (9th ed.) by Zumdahl and Zumdahl (Cengage Learning) with custom laboratory work. Concepts covered in lectures included classification and properties of matter, atomic structure, the periodic table and periodic trends, IUPAC nomenclature, quantum mechanical model of the atom, mole concepts and stoichiometry, ionic and covalent bonding, Lewis structures, VSEPR theory, polarity, and intermolecular forces. Students were given weekly homework assignments and three exams to assess their learning. During weekly workshops, students worked in small teams to solve problems based on the concepts covered that week. The chemistry laboratory focused on learning a variety of techniques and maintaining a good lab notebook. Chemistry labs explored properties of matter, learning Microsoft Excel skills for graphing and data analysis, accuracy and precision in measurements, absorption and emission spectroscopy, analysis of the emission spectrum of atomic hydrogen, extracting copper from malachite, chemical synthesis, and introduction to polymers. In many of these experiments, students analyzed the class data sets (in addition to their individual data) using Microsoft Excel.

Calculus: Topics in differential calculus included: a brief review of precalculus; concepts and definitions of limits and derivatives; graphical, numerical, and analytic techniques of differentiation; and applications of differentiation. Most applications were in physical science contexts to integrate with other program components. Students had the opportunity to complete four lab investigations using Desmos and nine homework assignments totaling 180 problems. Students took three quizzes, a midterm exam, and a final

exam (all in-class with limited notes), and had the opportunity to submit revisions. Students worked through chapters 1-4 in Stewart's *Calculus: Concepts and Context* (4th ed.).

Precalculus: Precalculus content was based on the textbook *Functions Modeling Change* (4th ed.) by Connally, Gleason, Hughes-Hallett et al. In fall quarter we covered Chapters 1-6, including the concept of function; linear, quadratic, exponential, and logarithmic functions; and transformations of functions. Homework was assigned weekly from the textbook, with attention to examples from physical sciences. Students took three quizzes, a midterm exam, and a final exam. All quizzes and exams were in-class, closed-book tests; students also had the option to submit exam revisions.

Seminar: Our seminar content focused on climate change, with readings that covered science, communication, social context, and associated topics. We worked through Gibbons' booklet "Human-caused Global Warming and Climate Change: Understanding the Science" along with supplemental readings from book chapters and articles, encompassing about 30-50 pages of weekly reading. Students used the online annotation software Hypothesis to annotate these texts and then wrote weekly short (1-2 page) essays responding to the readings and incorporating classmates' perspectives as read in the annotations. In addition to these weekly assignments, students each chose and researched a climate change topic of interest to them, leading to a short (5-7 minute) presentation. Our in-class meetings took place roughly biweekly, initially for discussion and later as a forum for student presentations.

EVALUATION:
Written by: Dharshi Bopegedera, Ph.D., Krishna Chowdary, Ph.D., Rachel Hastings, Ph.D.

Samantha was enrolled in the calculus, chemistry, physics, and seminar portions of the program. Samantha's best work in the program was in calculus. This reflected Samantha's underlying goal in taking this material, which was to prepare to teach mathematics.

Physics I with Laboratory: Samantha's work in calculus-based physics was satisfactory. Samantha was engaged in class sessions, worked well with classmates, and demonstrated understanding during workshop and lectures. That translated unevenly to assignment completion and quiz and exam performance. Samantha submitted four (of nine) partially completed homework assignments. Samantha submitted five (of eight) quizzes and made up one missed quiz. Scores on quizzes were variable; revisions submitted for two quizzes showed somewhat improved understanding. A satisfactory final exam revision demonstrated much better understanding than the original exam. Samantha participated in all the lab activities and submitted seven (of nine) lab summaries which showed acceptable engagement and achievement. With significant consolidation of this quarter's material, Samantha could be prepared to take Physics II.

Chemistry I with Laboratory: Samantha submitted only half of the weekly homework assignments on time and overall they ranged from average to weak, indicating that she did not try to master the concepts taught each week. She worked well in teams during problem solving workshops creating a good learning community. Her first mid-term exam was her best, where she scored about average. The other two exams were poor, showing inadequate grasp of the concepts covered.

Samantha attended all but one of the laboratory sessions and her pre-lab assignments were good overall. During the first three weeks of the quarter, her lab reports indicated good engagement and ability to use chemistry concepts to analyze laboratory data to produce a good lab report. After that, her lab work was sporadic. A few reports were done well, others were poor, and some were not submitted at all. She worked well with her lab partner and her lab notebook was organized.

Calculus I: Overall, Samantha demonstrated fairly good understanding in calculus. Samantha took all three quizzes and both exams. Samantha did excellent work on the second quiz, while results on other

quizzes and exams were highly variable, ranging from poor to fair. Revisions submitted for the first quiz and both exams showed much improved understanding, demonstrating Samantha's capability to do this work. Samantha's in-class work also demonstrated good understanding. Samantha submitted all nine homework assignments with varying levels of completion (a bit more than half of the total assigned problems). Samantha was very well engaged in class, worked well with classmates, and was a positive contributor to our learning community. Samantha is prepared for Calculus II.

Seminar: Samantha completed four of the eight annotation assignments, with succinct and useful commentary and reflections on the texts. Samantha wrote four of the eight weekly essay assignments and these were quite successful overall, showing good development in the identification of a clear theme and effective inclusion of peer perspectives into the overall argument. Samantha's final project focused on the ecological importance of estuaries, particularly as carbon sinks. Samantha created well put-together slides with accessible bullet-point text that communicated Samantha's strong research effectively.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 13

4 - University Physics I with Laboratory
3 - Introductory Chemistry with Laboratory
4 - Calculus I
2 - Seminar: Climate Change

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June 2022 - September 2022: Therapy Through the Arts

8 Credits

DESCRIPTION:
Gilda Sheppard, Ph.D.

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

Required texts:

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

Vice by Ai, 1999.

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

EVALUATION:
Written by: Gilda Sheppard, Ph.D.

Samantha Weden was enrolled in Therapy Through the Arts during summer, 2022. Samantha's responses to the readings and class activities effectively met the program's requirements and, in many instances, Samantha distinguished themselves among their peers. Samantha's responses to class activities and discussions consistently added to the learning process in the class. Oftentimes Samantha brought added depth to class discussions extending the learning and a cohesive learning community where peers can feel comfortable being challenged with self and community. The assignments that Samantha completed provided a very good overview of the courses objectives.

For the final, interactive presentation Samantha guided the learning community in meditation and drawing activity. Samantha's goal of providing calm and creativity through relaxation brought experiential learning to the art and practice of meditation for as a practice to minimize stress.

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

In this class we examined some of the key ideas and processes involving therapy through the arts. This interdisciplinary study included reading, application, and the use of a variety of materials in the class in order to experience different methods of art therapy. Students used writing, class discussion, and active demonstration in order to examine, analyze, and interpret topics in art therapy, both in theory and practice. Students were asked to apply art therapy to difficult subjects written about in contemporary poetry. In response to our studies, students individually planned and presented a project that reflected insights about themselves, including an expanded self-understanding and ability to communicate. For these projects, they combined several different methods of art therapy. The methods included, among

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others: music, movement, mask making, drawing, psycho-drama, guided poetic writing, spontaneous drawing, video camera, collage, and mandalas.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

3 - Art Therapy & Counseling
3 - Art Therapy & Education
2 - Art Therapy & Written Expression

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June 2022 - September 2022: Adventures in Archaeology

8 Credits

DESCRIPTION:
Faculty: Ulrike Krotscheck, Ph.D.

This program introduced students to the science, methods, and theories of archaeology, both globally and locally. For the global component, we examined the material remains of past civilizations, including architecture, artifacts, mortuary remains, and written sources. These included evidence from every corner of the globe and many different periods in history, from the Neolithic Middle East to the indigenous Pacific Northwest. Primarily, we explored how the remains of past civilizations provide archaeologists and historians with clues that unlock the secrets of ancient societies. Students gained a broad understanding of global prehistory and history, the rise and fall of civilizations, and human impact on the environment throughout history. This course also considered the history of the discipline and the ethics of archaeological inquiry.

The local component of this offering included local archaeologists, archaeological sites, and museums. We took weekly field trips to museums and archives, including a behind-the-scenes trip to the Burke Museum and the Squaxin Museum. Students met archaeologists who work for universities, museums, state agencies, and independently, and were introduced to the variety of careers archaeologists occupy. Main components of student work were field notes from each of the field trips, quizzes that covered the information from our textbook, in-class group workshops on a variety of archaeological practices, and a three-page research paper, accompanied by a 10-minute presentation, tailored to students' specific interests, at the end of the class.

EVALUATION:
Written by: Ulrike Krotscheck, Ph.D.

Presence and Participation: Samantha was a consistent and productive member of our learning community, almost never missing a class meeting. Samantha's participation in discussions and conversations always demonstrated excellent engagement with the learning material, lectures and workshops, and other students' ideas. Samantha came to the field trips with enthusiasm and willingness to learn and think critically about the information presented.

Academic Work: Samantha's field notes were always excellent. All questions were answered in a thorough and thoughtful manner, with great attention to detail. Samantha often took the opportunity to add additional observations and reflections, which deepened the quality of this work. Samantha was also a cooperative and productive member of group workshops, always turning in excellent work. Samantha's performance on the two quizzes showed an equally excellent grasp on the material covered in the text book with near perfect or perfect scores on each.

For the final research project, Samantha introduced the class to an early, but often overlooked, archaeologist: Mary Leakey. The final paper, with the title: "Trowelblazer," summed up Leakey's life, from early life, to her contentious relationships with schooling, to her career as a renowned anthropologist and archaeologist. It described her discovery of the Laetoli Footprints, which are 3.6 million years old, made by Australopithecus afarensis, the first bipedal early humans. Samantha also discussed Leakey's many other discoveries, and her skill as a meticulous and detail-oriented archaeologist. This paper was well written, researched, and organized, and presented an excellent account of Leakey's life and significance. Samantha's final presentation was well-designed and informative, and covered all of the important information included in the paper without sacrificing nuance. In addition, Samantha outlined the history of early human development with impressive expertise and in great detail. Samantha ably explained why, exactly, Leakey's discoveries were so incredibly important for our understanding of early

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human evolution. Like the paper, the final presentation was also very well organized, informative, and clearly presented.

Samantha has exceeded all learning goals of this class and is well positioned to engage in advanced humanities and social sciences.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

8 - Archaeology

Weden, Samantha Jo — A00420316

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March 2022 - June 2022: Precalculus II

4 Credits

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

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

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

1. Used correct mathematical notation

2. Used appropriate mathematical procedures correctly

3. Developed and/or correctly interpreted mathematical models

4. Used technology appropriately to investigate and solve problems

5. Linked algebraic, graphic, verbal, and numeric representations and solutions

6. Demonstrated an understanding of functions

7. Used logical and correct critical reasoning

8. Communicated mathematics for the clarity of the receiver

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

Samantha was an active and positive participant in our synchronous Zoom sessions and in breakout rooms. Samantha's written assessments consistently demonstrated near-proficient to proficient performance for each of the process outcomes above for the entire course content. Samantha has a good aptitude in math and is well prepared for calculus. Samantha is encouraged to continue studying math and was a pleasure to have in class.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Precalculus II

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March 2022 - June 2022: Environmental Psychology and Public Health: Linking Health, Social, and Environmental Justice

12 Credits

DESCRIPTION:
Faculty: Kina Montenegro, PhD, Carolyn Prouty, DVM

In this team-taught interdisciplinary program, students studied environmental justice through the lenses of social and environmental psychology and public health. Students examined public health principles and the social determinants of health, focusing on the common pathways that drive environmental injustices and health disparities including social, economic and racial inequities, and institutional power. Tenets of disability justice including intersectionality, interdependence, and collective liberation were also central to our inquiry, as were critical hope and community resilience.

As part of our program, students completed extensive work related to the field of environmental psychology, with an emphasis on social psychology and environmental justice. Students utilized psychology to understand the connection between themselves and the environment, and people and the environment. These connections were rooted in readings of research articles, discussions, and lectures on what pro-environmental behaviors consist of, such as attitudes, values, norms, and different theories surrounding the intent and motivation behind environmental behavior and/or climate skepticism. Students also explored and applied techniques related to behavior modification and persuasion to influence their own behavior and the behavior of others.

Students completed multiple forms of evaluative assessment to measure performance on the above topics. Weekly reflections in the form of journal entries and synthesis assignments served to help students articulate meaningful connections to material, demonstrate integrative and critical thinking, and communicate creatively and effectively. Seminar discussions and seminar assignments demonstrated comprehension of and engagement with readings, as well as reflective and critical thinking skills in the form of questions, opinions, and insights. Seminar participation involved active listening, evaluation of peer's contributions, and formulation of meaningful contributions to discussion of texts.

16-credit students additionally completed a group library research project on a program topic, culminating in a conference-style poster presentation that incorporated new evidence-based practices in their research poster design. Students worked collaboratively to complete component assignments including an annotated bibliography, draft and final abstracts, poster creation, and coordinated presentation to their peers. Students applied and articulated what they learned concerning persuasion into the design of their posters and presentation.

EVALUATION:
Written by: Carolyn Prouty, DVM

Samantha Cox successfully achieved most of the learning objectives in this program with very good quality work. Samantha brought an interest in inequities and how the environment impacts people differently, as well interest in education and teaching. Samantha’s participation in the program was good overall, from workshop participation to writing and thinking. Samantha completed most of the required work of the program, had good attendance, and received full credit.

Seminar discussions and small group workshops were central to the work of the program. Samantha’s main participation was in workshops where she engaged productively with her classmates. She was an active listener in the larger group. Weekly readings and written integrative responses were a cornerstone of our work in bringing critical perspectives from social and environmental psychology and public health literature. Samantha was intent on improving her writing this quarter, and she worked diligently on it,

resulting in significant growth in her skills. Her final exam demonstrated a very strong ability to articulate her arguments, with few mechanical/grammar issues.

Students completed two take-home integrative exams, responding to questions about essential program themes, topics, and arguments. As a part of our integrative work, Samantha added an insightful question to the final exam concerning intersectionality and justice. On the midterm, Samantha demonstrated very good work, with thoughtful, well-described answers that demonstrate a strong understanding of the concepts covered. She accurately described the societal behaviors, beliefs and perceptions that have resulted in climate change, and their connections to imperialism, classism and systemic racism. She did excellent work articulating the differences between upstream and downstream public health interventions, and provided a thorough explanation of how racism can cause health disparities through increased stress and allostatic load. On the final exam, Samantha did excellent work, revealing a very strong ability to productively apply her knowledge of the models and theories presented to real-world examples. She demonstrated an impressive expansion of her comprehension of justice, and how identities shape our relationship to environmental, social, racial, and health justice. She defined social psychological models of understanding behavior, and skillfully employed her knowledge to illustrate how the components of the model can result in a specific behavior. And she aptly described the social model of disability and its centrality to understanding and solving ableism in the environmental movement. She concluded with this powerful statement: "My new understanding of justice comes with intersectionality; all forms of justice affect the others and collective liberation can only be obtained if we consider all of justices' intersections."

Overall, Samantha demonstrated a very good understanding of the linkages between social and environmental psychology and the social and political determinants of population health. Samantha demonstrated respect and inclusivity in all aspects of the program.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12

4 - Environmental Psychology
4 - Public Health, Critical Health Literacy and Health Disparities
4 - Seminar in Environmental and Social Justice

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January 2022 - March 2022: Counting on the Brain

16 Credits

DESCRIPTION:
Faculty: Nancy Murray, Ph.D. and Vauhn FosterGrahler, MS, MEd

The *Counting on the Brain* program was a full-time, interdisciplinary program designed to introduce neuroscience coupled with algebraic reasoning applied in the sciences. Student learning goals included the development of analytical and critical thinking, quantitative reasoning, reading, and writing skills. Weekly activities included lectures, presentations, labs, workshops, and seminars. Students were required to submit weekly homework assignments, lab and workshop reports, and seminar papers and to contribute actively to the learning community.

Introduction to Neuroscience: Students learned about the function of the brain's cellular computers: neurons. Specifically, they learned how neurons differ from other cells, how they generate electrical signals, and how they communicate with one another via synapses. They then investigated how neurons cooperate in circuits by studying sensory systems: vision, touch, audition, and olfaction. Students also studied learning and memory and the development of the vertebrate nervous system. Cellular and molecular mechanisms were emphasized alongside the physics and mathematics of neurobiology. Strong emphasis was placed on developing students' critical thinking and quantitative skills in order that they be prepared to undertake future scientific programs.

Text: *The Mind's Machine*, Watson and Breedlove (4th edition).

The Algebraic Thinking for Science portion of Counting on the Brain, introduced students to concepts and algebra of functions, as well as linear, quadratic, exponential, and logarithmic functions and their applications. In addition, students learned scientific notation, proportional reasoning, and unit conversions. Students worked with these topics algebraically, graphically, numerically, and verbally. Context-based problem solving and collaborative learning were emphasized. Text: *Algebraic Thinking for Science*. Vauhn Foster-Grahler and Megan Olson-Enger. 2020. Students completed weekly take-home quizzes and completed one take-home exam and two in-class exams. In addition to the content, students were assessed and self-assessed on the eight process outcomes: use of correct mathematical notation, use of appropriate mathematical procedures, the ability to develop and/or correctly interpret mathematical models, appropriate use of technology, ability to link algebraic, graphic, verbal, and numeric representations and solutions, demonstration of an understanding of functions, use of logical and correct critical reasoning, and the ability to communicate mathematics for the clarity of the receiver.

For seminar, students read the following texts: *Anthropologist on Mars* (Oliver Sacks), *The Emperor of Scent* (Chandler Burr), *My Lobotomy* (Howard Dully), *Proust and the Squid* (Maryanne Wolf), and *Blink* (Malcolm Gladwell). For each text, students were required to submit a written summary and prepare specific passages for discussion, as well as write on a selected theme from the text.

Laboratory exercises included osmosis, olfaction, sensory reflexes, brain and eye dissection, Electromyography (EMG) and Electroencephalograms (EEG) recordings) and optics and lenses. Students were required to maintain a scientific lab notebook and analyze data. For select labs, students were required to write formal lab reports.

EVALUATION:
Written by: Nancy Murray, Ph.D. and Vauhn FosterGrahler, MS, MEd

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Samantha was an active and positive participant in class and in group work. Samantha was a pleasure to have in class and made positive contributions to our learning community.

Introduction to Neuroscience

Samantha made very good progress in her study of neuroscience this quarter. Her quiz scores were solid, indicating a strong understanding of the concepts covered. She readily asked clarifying questions during lectures, setting a positive example for her peers. She also engaged with her classmates during all hands-on workshop sessions. In the lab, she showed herself to be a competent bench scientist. She worked well with her peers to collect experimental data. Her lab write-ups were good.

Algebraic Thinking for Science

Samantha's written math assessments consistently demonstrated exceptional and proficient performance for each of the math process outcomes for the entire course content. Samantha's work on take-home assessments and in-class, resource-limited exams, was equally well done. Samantha has a strong aptitude in math and willingly supported classmates' learning. Samantha was well prepared for PreCalculus I and was encouraged to continue studying math.

Science *Seminar*

Samantha submitted most of the assigned seminar papers. Her written work indicated that she read the texts critically throughout the quarter. In fact, she seemed to read well enough that she was willing to venture her own criticisms of some of what we read. Samantha entered the program with a good command of writing fundamentals. During discussions, she regularly listened and contributed respectfully and thoughtfully. In small groups, she was more willing to express her ideas or opinions.

Overall, Samantha had a very strong quarter of learning!

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

6 - Introduction to Neuroscience
6 - Algebraic Thinking for Science
2 - Neuroscience Laboratory
2 - Science Seminar

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September 2021 - December 2021: Nature and Nurture: Human Development and the Environment

13 Credits

DESCRIPTION:
Faculty: Ada Vane, MA and Paul Przybylowicz, Ph.D.

Developmental Psychology: Using Ricardo & Rymond's *Understanding the Whole Child* as a framework, we explored psychological theories in human development from biological, socio-emotional, and cognitive perspectives, with a focus on the period from *in utero* through adolescence. Emphasis was placed on development in a cultural and environmental context. Student learning was assessed using weekly reflections in response to the material, as well as a final quiz.

Human Biology & Experiential Anatomy: We explored topics in human biology using *College Human Biology* by Brainard & Henderson and *The Body: A Guide for Occupants* by Bill Bryson. The material was covered through readings, lectures, discussions and workshops. Student learning was assessed through weekly study questions.

The Yoga Anatomy Coloring Book anchored our explorations of musculoskeletal anatomy through coloring and movement. The weekly workshops focused on the bones and muscles of a portion of the body and experiencing these in a yoga session. Students created a model of a synovial joint to illustrate movement and anatomy as a final project. Students were required to memorize the names and locations of 39 bones and 35 muscles. Learning was assessed through a final exam.

Writing/Research: Students engaged with weekly writing workshops that introduced the various aspects of academic persuasive writing and allowed students to practice those skills. Over the course of the quarter, students used learnings from this workshop in groups to generate drafts, and to receive feedback from faculty on this group effort. These workshops culminated in an individual persuasive essay on a topic of the student's choice. Students were evaluated on their drafts each week, and on their final essay, which included structured paragraphs in APA format, written in academic tone.

Seminar/Facilitation: Students participated in weekly seminar sessions that engaged their ability to analyze a text and engage in thoughtful discussion based on that analysis. The texts, *What's Going On In There?, The Ethical Brain, I Contain Multitudes,* and *How We Learn,* explored nature/nurture from psychological and biological perspectives. Students also facilitated seminar in pairs and demonstrated their ability to plan and facilitate a group discussion, as well as listen to, explore, and share ideas in discussion and informal presentations.

EVALUATION:
Written by: Ada Vane, MA and Paul Przybylowicz, Ph.D.

Samantha Cox had a successful quarter in Nature and Nurture. She attended a majority of the program meetings, completed a majority of the work, and the quality of her work was generally very good. Samantha is leaving this program with a solid background for further studies in psychology, biology, anatomy, and academic writing.

In developmental psychology, Samantha completed a majority of the weekly reflections, which showed a good grasp of the concepts and laid ground for her moderate participation in workshops. Samantha's performance on the final quiz demonstrated an outstanding understanding of key terms and theories. Samantha's understanding of developmental psychology broadened and deepened significantly this quarter.

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Samantha completed two thirds of the work in human biology. Her answers on the weekly study questions demonstrated a very good understanding of main concepts and supporting details. Overall, Samantha's work showed a very good grasp of introductory human biology.

In experiential anatomy, Samantha completed a majority of the work. Her engagement during the weekly experiential anatomy session was good. Using cardboard, balloons, material and push pins, Samantha made a model of a knee joint. Her model included many of the structures and gave a good overview of the anatomy. Samantha's model demonstrated a good understanding of a knee joint. Samantha's final exam illustrated an excellent ability to identify the bones and her ability to identify the major muscles of the human body was very good.

Samantha developed her academic writing skills this quarter. She completed most of the preparation work and was highly engaged with the group writing sessions. Samantha's persuasive writing improved significantly this quarter. Overall, Samantha demonstrated a very good ability to generate persuasive paragraphs in a group setting. Samantha focused on the benefits of prenatal testing for her final individual essay, which indicated a very good understanding of academic tone, paragraph structure, and APA format.

Samantha also engaged with discussions of seminar texts. She attended a little more than half the seminar discussions and completed a majority of the preparation assignments. Samantha was an occasional contributor to group discussions. With another student, Samantha facilitated a seminar discussion session. They were well prepared with a number of questions and did a good job of creating a framework for discussion in both small and large group settings. Samantha demonstrated good teaching skills during this session.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 13

4 - Developmental Psychology
3 - Human Biology
3 - Introduction to Human Anatomy
3 - Persuasive Writing

EVERGREEN

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

EVERGREEN TRANSCRIPT GUIDE

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

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

Educational Philosophy:

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

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

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

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

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

Academic Program

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

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

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

Evaluation and Credit Award:

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

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

Credit is recorded by:

Quarter Credit Hours:	Fall 1979 to present
Evergreen Units:	1 Evergreen Unit (1971 through Summer 1973) equals 5 quarter credit hours
	1 Evergreen Unit (Fall 1973 through Summer 1979) equals 4 quarter credit hours

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

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

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

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

This record is authentic and official when the Record of Academic Achievement page is marked and dated with the school seal.
All information contained herein is confidential and its release is governed by the Family Educational Rights and Privacy Act of 1974 as amended.
If, after a thorough review of this transcript, you still have questions, please contact Registration and Records: (360) 867-6180.