



Andres, Adam David

A08008303

Last, First Middle

Student ID

DEGREES CONFERRED:

Bachelor of Arts

Awarded 02 Sep 2022

TRANSFER CREDIT:

| Start | End | Credits | Title |
|---------|---------|---------|--|
| 09/2014 | 12/2019 | 20 | South Puget Sound Community College |
| 09/2014 | 12/2019 | 15 | South Puget Sound Community College |
| 01/2020 | 06/2020 | 2 | South Puget Sound Community College |

EVERGREEN UNDERGRADUATE CREDIT:

| Start | End | Credits | Title |
|---------|---------|---------|--|
| 09/2007 | 06/2008 | 48 | Awakening the Dreamer, Pursuing the Dream <i>10 - Introduction to Humanities</i> <i>6 - Movement: Yoga, 5 Rhythms, and African Dance</i> <i>12 - Holistic Education: Consciousness Studies</i> <i>2 - Introduction to Psychology</i> <i>6 - Expository Writing</i> <i>4 - Self-Leadership</i> <i>6 - Research Methodology</i> <i>2 - Community Service: Organic Farming</i> |
| 09/2020 | 12/2020 | 8 | Community Building Through Social Entrepreneurship and Business Development <i>4 - Social Enterprise Development, Leadership and Communication</i> <i>4 - Fundamentals of Business and Economics for Community Change</i> |
| 09/2020 | 12/2020 | 8 | The Meaning of Work: A Creative and Critical Inquiry <i>3 - 20th-Century American Literature</i> <i>3 - Sociology of Work</i> <i>2 - Writing</i> |
| 01/2021 | 03/2021 | 8 | Autobiography <i>4 - Twentieth-Century and Contemporary Literature: Autobiography</i> <i>4 - Creative Writing: Autobiography</i> |
| 01/2021 | 03/2021 | 4 | Physical Computing in the Arts <i>4 - Physical Computing</i> |
| 03/2021 | 06/2021 | 8 | Teaching Observation <i>8 - Introduction to education</i> |
| 03/2021 | 06/2021 | 4 | The Practice of Writing <i>4 - Writing</i> |
| 06/2021 | 09/2021 | 4 | Internship Learning Contract <i>4 - English Composition Pedagogy</i> |



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EVERGREEN UNDERGRADUATE CREDIT:

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|---------|---------|---------|--|
| 09/2021 | 03/2022 | 32 | American Frontiers: Homelands, and Borderlands 4 - Native American and Indigenous Studies: Indigenous History and Policy 4 - American Studies: Race, Ethnicity, and Class in the West 6 - Human Geography: Cultural and Political Boundaries 4 - Immigration Studies: Labor and Cultural Hybridity 4 - Cultural Studies: Indigenous and Immigrant Placemaking 4 - ArcGIS Training: StoryMaps 6 - Olympia Digital Walking Tours Project: Chinatowns History |
| 03/2022 | 06/2022 | 12 | Master in Teaching Spring Start 3 - Social Foundations of Education: School and Society 2 - Learning Theory: Keepers and Learners 1 - Culturally Responsive Classroom Management - An introduction 1 - Culturally Responsive Differentiated Instruction - An introduction 3 - Community Teaching 1 - Professional Responsibilities: Code of Conduct and Issues of Abuse 1 - Community Based Learning Field Experience |
| 03/2022 | 06/2022 | 4 | American Frontiers: Walls Tell Stories 4 - Olympia Digital Walking Tours Project: Steh-Chass Coast Salish Village |
| 06/2022 | 09/2022 | 4 | Making Place Through Archives and Oral Histories 4 - Historical Research Methods |

Cumulative

181 Total Undergraduate Credits Earned



ACADEMIC STATEMENT

The Evergreen State College - Olympia, Washington 98505

OFFICIAL TRANSCRIPT DOCUMENT

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Please see my transcript and application materials for relevant experience.



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A08008303

Last, First Middle

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June 2022 - September 2022: Making Place Through Archives and Oral Histories

4 Credits

DESCRIPTION:

Faculty: Dr. Michael Bowman, Ph.D.

Through discussions of core texts, mucks with primary sources, experiences in archives with practicing archivists, workshops with public historians, and connections to place-based histories of interest, this 4-credit summer class sought to further develop our understanding of the power and limits of historical production through archives and oral histories. Our objectives for the quarter included being able to demonstrate:

- conceptual and methodological curiosity around approaches to historical research, with an emphasis on archival, oral, and community history;
- an understanding of archives (and their limitations) that comes from experience in institutional, governmental, community, and family archives and experience with archivists and community organizers (and the historians who love them);
- an evolving understanding of the ways in which various archives produce and curate digital content, and for what purposes;
- an appreciation for place-based historical investigations and public interventions;
- an ability to apply our growing knowledge to a small, place-based history project (or the advancement of a place-based history project already underway).

Students had opportunities to engage with these objectives each week of the five-week session, through visits to the Evergreen State College Archives and Special Collections (with archivist Liza Harrell-Edge), the Washington State Archives (with archivists Lupita Lopez, Sarah Dana, and Tracy Rebstock), and a walking tour through Olympia's former Chinatowns (with current Evergreen student Adam Andres); through student-led Socratic Seminar sessions around two primary texts (Tiya Miles' *All that She Carried* and Zachary Schrag's *The Princeton Guide to Historical Research*); through a workshop on community archives and oral history (with Elaine Vrandenburgh) and Zoom Q&A session on family archives and public history (with Dr. Madison DeShay-Duncan); and by connecting the big ideas of the class to a place of students' interest.

Students also completed three assignments for the course. Assignment 1, *An Artifact of a Meaningful Place*, asked students to bring in a material artifact and present it with an increasingly detailed story. This assignment introduced several big ideas of the course: the importance of artifacts (material objects) in our lives, the different kinds of knowledge one can find in an archive (from the merely factual to a detailed story), and an initial experience of curiously asking questions of artifacts that were of personal significance to someone. These were practices to bring into our archival work!

Assignment 2 provided students the opportunity to plan and lead a 45-60 minute Socratic Seminar on the core texts for the day.

Assignment 3, *The Seed of a Place History*, asked students to collect, curate, and present 3-5 pieces of archival or oral history evidence around a particular place of interest.

EVALUATION:

Written by: Dr. Michael Bowman, Ph.D.



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A08008303

Last, First Middle

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Adam was extremely engaged in all aspects of the course and received full credit. Adam attended all class sessions and came prepared to participate in discussions, in archival mucks, and in workshops with archivists and guest teachers. Adam even led the class on a walking tour of Olympia's historic Chinatowns during one session, field testing a digital walking tour developed in a previous Evergreen program. During other class sessions, Adam drew on knowledge of Pacific Northwest history, from previous coursework in history, and from a personal-academic interest in teaching and writing history.

Adam also put the course assignments to good use, demonstrating an artifact-to-self connection; curiosity around the arguments, claims, and evidence in our course texts; and the ability to apply archival historical methods to a place of interest.

For Assignment 1, Adam presented an object found on Adam's property alongside a series of evidence that gradually revealed the artifact's significance as evidence of previous inhabitants' sexual health and as a testament to the power of material objects to provoke historical questions. Not only did Adam present this artifact, but Adam actively participated in inquiry around the artifacts of classmates.

For Assignment 2, Adam, a seasoned Evergreen seminar leader and participant, volunteered to lead our first Tuesday seminar solo. Adam prepared a series of factual, interpretive and evaluative questions around the opening chapters of Tiya Miles' *All that She Carried* and a chapter from Zachary Schrag's *The Princeton Guide to Historical Research* on strategies for interpreting historical sources. As this was the course's first seminar, Adam took time at the beginning to set some norms for the discussion while also tapping into our experiences of good and meaningful seminars. Adam then posed a number of questions around the historical figures that readers meet in the Miles' opening chapters and how Miles' archival and interpretive work mapped onto, or extended, the interpretive strategies discussed in Schrag's chapter. Adam did an excellent job making us all feel comfortable in the seminar (whether it was our first seminar or our hundredth) and the conversation provided us all with an important foundation for our work around Tiya Miles' book.

For Assignment 3, Adam completed secondary research as well as archival research in the Washington State Library, the Washington State Archives, and the Washington State Historical Society. Adam's final seed project, *The History of the Squaxin Island Tribe Visualized*, attempted to piece together regional Lushootseed place names that could complement an ArcGIS Storymap project around the Steh-Chass village site. In the final presentation of this 'place-based history seed,' Adam described several sources of information: TT Waterman's well-known maps of the geography of Puget Sound (1918-1920), James Tobin's map of additional place-names as told to Waterman's research assistant Ruther Greiner in 1927, Medicine Creek Treaty documents, and Washington Centennial documents. The goal of Adam's inquiry, and presumably the Storymap project as a whole, was/is to make Lushootseed place names more accessible to the broader public and to trace name changes over time. As is often the case with initial inquiries, this assignment opened the door to a trove of new resources for Adam to consult over the coming months. As Adam and colleagues move forward with the project, I also encourage them to consider historical questions of causality: what has driven non-indigenous interest in Lushootseed place-names and the indigenous histories of the area over the past century? Was it purely academic and archaeological interests that drove Waterman and colleagues in the 1910s and 1920s? What did the Centennial organizers hope to do with their presentation of Lushootseed place-names and indigenous histories? Have these efforts focused solely on the education of non-indigenous people in the state, or were there additional uses (e.g. specific place-based assertions of sovereignty, legal territorial claims)? And, of course, there are also political questions, both historic and contemporary: What should non-indigenous people do with this knowledge? What are our responsibilities, if historical ignorance is no longer an option?

I wholeheartedly encourage Adam to pursue these (and other) questions related to this project going forward. I also hope Adam continues this work as part of the MiT program this coming year.



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Last, First Middle

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It was a pleasure to have Adam in "Making Place" this summer; we all benefited from Adam's experiences, knowledge, and questions.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Historical Research Methods



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A08008303

Last, First Middle

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March 2022 - June 2022: American Frontiers: Walls Tell Stories

4 Credits

DESCRIPTION:

Faculty: Kristina Ackley, Ph.D. and Zoltán Grossman, Ph.D.

Adam successfully completed a 100-hour internship, **American Frontiers: Walls Tell Stories**. Adam worked with the "Walls Tell Stories" project, which seeks to tell Olympia's hidden histories through walking tours presented in ArcGIS StoryMaps. The overall project aims to present narratives of four historical displacements resulting from settler colonialism; Steh Chass, the Olympia Oyster, Chinatown, and Salmon populations blocked by the 5th Ave. dam. Adam built on work completed in the winter quarter to further research, refine, edit, and present the Steh Chass narratives. Adam built skills in interviewing, editing, ArcGIS, and StoryMaps, and continued to learn about indigenous and immigrant histories and curriculum design.

EVALUATION:

Written by: Kristina Ackley, Ph.D. and Zoltán Grossman, Ph.D.

Adam Andres did outstanding work in his spring 2022 Internship Learning Contract developing "Olympia's Hidden Histories" digital walking tours. The ArcGIS StoryMaps self-guided tours explored the local place-based history of the displacement of Indigenous and immigrant communities in the former Deschutes River Estuary.

For his work, Adam interned with the San Francisco-based Art Forces organization, which developed the Olympia-Rafah Solidarity Mural in downtown Olympia, and collaborated with the winter 2022 "American Frontiers: Homelands and Borderlands" program to develop the walking tours as part of its "Walls Tell Stories" project.

Adam's work revised and finalized two of the tours originally drafted by American Frontiers students. He completed the Chinatowns Tour that he and three other students had started in winter quarter. He also revised the Steh-Chass Tour started by four other winter quarter students to reveal the Squaxin Island tribal village that was removed from downtown in 1855. For that revision, he developed a new South Puget Sound map of Lushootseed (Coast Salish) place names (drawing from anthropologist T. T. Waterman's research), improved the tour's layout and flow, and "groundtruthed" the tour by walking its route.

Adam's invaluable work ensured the publication of high-quality walking tours in fall 2022, to expand the awareness of Olympia residents about the true history of their downtown and the Deschutes River Estuary.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Olympia Digital Walking Tours Project: Steh-Chass Coast Salish Village



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Last, First Middle

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March 2022 - June 2022: Master in Teaching Spring Start

12 Credits

DESCRIPTION:

Faculty: Michael Bowman PhD, Kate Napolitan PhD, and Sonja Wiedenhaupt PhD

This first foundational quarter of the Master in Teaching (MiT) program was organized around three themes and questions: (i) **PLACE**: How can we acknowledge the land on which we live? What has happened here? What is happening here? How can teachers draw on knowledge of place within their work? (ii) **KNOWLEDGE**: Where does knowledge come from? Whose knowledge counts? How can teachers expand their notions of knowledge in order to learn? How can teachers expand their notions of knowledge in order to further develop humane, vibrant, just, and both culturally sustaining and responsive classrooms? And (iii) **TAKING A STAND**: How are teaching and learning political acts? What political issues, then and now, impact schooling? How does one learn to “teach against the grain”? What commitments do we have?

Throughout spring quarter, candidates engaged in several pieces of work that wove throughout each of the strands. This work included keeping and maintaining a Strategy Notebook where candidates recorded and outlined various teaching strategies they learned about. It also included a culminating assignment where candidates distilled an important lesson and reflection about becoming a teacher this quarter through a Digital Story. As MiT is a coordinated studies program, while we had separate strands, candidates worked together through these assignments and through readings that crossed boundaries through engaging in multiple forms of text including children’s and adolescent literature, podcasts, maps and visual art. Examples of this included reading the work of: W.E.B. DuBois, Sarah Lawrence Lightfoot, Vanessa Siddle-Walker, Gloria Ladson-Billings, William Ayers, James Baldwin, the Squaxin Island Tribe, Coll Thrush, Nikole-Hannah Jones, Malcolm Gladwell, Tara Yosso, Kris Gutierrez, Barbara Rogoff, Jean Anyon, Elliot Eisner, Sami Alim and Django Paris, John Bransford, Lorri Santamaría, Carol Tomlinson. It included studying: GRuB’s Tend, Gather and Grow curriculum, Since Time Immemorial (STI), Native Peoples of the Olympic Peninsula (Wray, 2015) and Teaching Critically about Lewis and Clarke (Schmitke, et al, 2020). Candidates also read: Cultivating Genius (Muhammad, 2020); We Want to Do More than Survive (Love, 2019); This Book is Anti-Racist (Jewell, 2020); Natural Allies (Hong, 2019) and Braiding Sweetgrass (Kimmerer, 2013).

Community Teaching: Candidates prepared to engage principles of Community Teaching (Murrell, 2001) through the strands below. They had opportunities to learn from almost 40 educators including community mentors, youth and elders and educators and scholars. They also had opportunities to practice considering their own cultural, political, and racial identities in relation to the children and families they hope to serve through individual reflection and deeply listening to the wisdom and expertise brought forward by almost 40 guest teachers who included youth in the K-12 education system; Indigenous educators; alumni, paraprofessionals, educators and administrators who serve beyond the four walls of the classroom; representatives of community based organizations; and members of local families. This work was done through the active listening and engagement with stakeholders rarely given a voice in teacher education and asking, “Whose knowledge counts?” Students also engaged in a virtual community walk and met with representatives of community based organizations (CBOs). As teacher candidates prepare to work to serve children from local families and communities, teacher candidates were asked to: plan and consider the ongoing work in building and sustaining partnerships with families and caregivers; examine their own resistance to reaching out to families and caregivers; and begin to consider how to build a system in their own teaching practice that fully integrates wisdom from families and caregivers.

Social Foundations of Education - School and Society: Through this strand, candidates engaged three units of study: (i) What Happened Here? - A historical and geographic exploration of our region,



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Last, First Middle

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with a particular focus on how race and class contributed to the development of neighborhoods and schools; (ii) *Brown v. Board of Education: Pasts, Presents, and Futures*- where candidates learned about the Brown decision, its legacies, and related desegregation plans, policies, and practices, that have helped shape the relationships between schools, families, and neighborhood organizations; and (iii) *Teaching When the World is on Fire* - a closer look in how contemporary social and economic forces as well as how contemporary justice movements matter in today's classrooms and our work as teachers. Through this strand candidates also engaged readings and workshops that oriented them to the history, context and resources of the *Since Time Immemorial Curriculum*. Candidates had opportunities to both critically reflect on: (i) gaps in their knowledges and experience; (ii) commitments to counterstory (which may require learning, un-learning, and re-learning); and (iii) ways to center "strategic agency" of teachers past and present who sought to build, sustain, and strengthen relationships for justice within and beyond the four walls of schools. Candidates demonstrated their evolving understandings and engagement with ideas and perspectives through: (i) writing weekly reading responses; (ii) preparing and leading a group of classmates in a structured seminar; (iii) reading and posing age-appropriate discussion questions for four Kids Lit titles; (iv) develop a unit outline that makes use of *Historically Responsive Literacy* framework (Muhammad, 2020) and (v) developing a mini lesson that connects to one of the four elements that guide the *School and Society* experience: seeing the student; power; story and counterstory; and place.

Learning Theory - Keepers and Learners: This strand launched a year-long inquiry into learning by exploring the cultural nature and significance of prior knowledge and learning opportunities. Through engaging perspectives informed by social-cultural, constructivist, and critical race theories, candidates had opportunities to develop their understandings of the relationships between culture and learning. The three main learning objectives for the strand were for students to: (i) to explain how and why recognizing one's ideas about culture and learning would be important when working with students and families/caregivers who are different from oneself; (ii) to analyze how lessons could be crafted to draw out student knowledge and create opportunities to learn for both students and teacher; and (iii) to create a set of commitments and practices for learning from students, families and communities that could contribute to meaningful, humanizing and culturally relevant opportunities to learn. Candidates demonstrated their evolving understandings through three sets of assignments: (i) weekly annotations; (ii) a collaborative lesson analysis; and (iii) a commitment statement that synthesized the implications for their work in the field.

Culturally Responsive Classroom Management: This strand was designed to prepare teacher candidates to implement practices that center on creating and sustaining equitable and respectful environments that are reflective of students' cultural, ethnic, linguistic, social and personal needs. Teacher candidates had opportunities to become familiar with the core principles of CRCM, with a specific focus on: (i) building social relationships with students, and (ii) creating classroom environments that provide students a consistent and structured environment for learning. To demonstrate their evolving understanding of the fundamental principles for developing community in the first month of school, candidates developed a plan and rationale for building whole group relationships in their future placement.

Culturally Responsive Differentiated Instruction: This strand was designed as a foundation for further work in differentiation. It provided candidates with opportunities to develop their understanding of the building blocks of differentiation, a rationale for culturally responsive and sustaining differentiation and the considerations for building a classroom community that supports difference. In addition, candidates also began to explore the principles and considerations for Social Emotional Learning and Adverse Childhood Experiences (ACEs). The strand built on understandings that students are members of rich and knowledgeable families and communities that see learning and difference in vastly expansive ways; that schools (and teachers) have historical legacies of excluding, and making visible, difference in painful and harsh ways; and, that general education teachers have a responsibility to develop mindsets that are



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A08008303

Last, First Middle

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inclusive and celebratory of all learners. Teacher candidates also explored Universal Design for Learning (UDL) in relation to differentiated instruction. Teacher candidates demonstrated their evolving understandings and engagement with ideas and perspectives through creating (i) a Family Engagement Plan; (ii) identifying ideas for adapting a lesson plan that could respond to student difference; and (iii) reflecting on materials and considering their application in their own practice.

Community Based Learning Field Experience: Candidates were individually placed in a community based organization (CBO) and completed 25 hours of field work. The work was in line with the goals and objectives of the organization where candidates were placed and ranged from supporting youth in educational programs to building education resources. Candidates wrote reflections on what they learned through these experiences, through conversations with community partners, and through drawing on program materials to consider how this social and political moment impacts their work and the work of the community organization.

Professional Responsibilities - Code of Conduct and Issues of Abuse: Candidates completed an Issues of Abuse module. Teacher candidates completed a quiz to demonstrate an understanding of their responsibilities as mandatory reporters. Teacher candidates also read information and completed a quiz related to the Code of Conduct for professional educators in Washington State. Additionally, teacher candidates engaged with district professionals around expectations for hiring, developed resumes that lifted experience with youth, and prepared to enter school communities in the fall of 2022.

EVALUATION:

Written by: Michael Bowman PhD, with Kate Napolitan PhD and Sonja Wiedenhaupt PhD

Amidst an ongoing global pandemic and the challenge of remote learning, Adam rose to the occasion. Adam consistently attended class sessions and workshops, and completed work that earned full credit. Adam remained engaged in synchronous and asynchronous program opportunities, and invested in all of the dimensions of MiT work this quarter, including work on a community-based curriculum project.

A part of Adam's work this quarter included curating a Strategy Notebook. In this notebook, Adam included 16 strategies acquired from educators in class sessions and workshops. For a summative assignment, Adam created a digital story titled "Pulling Up Weeds." In it, Adam, through the work of Robin Wall Kimmerer, describes the experience of trying to stop the spread of invasive, colonizing, plants on the lands around Adam's house. Through an evocative metaphor, Adam equates this work with anti-racism and anti-racist teaching; the shoots and rhizomes of white supremacy will continue to colonize the lands and the curriculum unless we actively remove them and replace them with seeds that are relevant and reflective of this place.

Overall, we could always count on Adam to both greet classmates in the chat each session and to make efforts to be welcoming and inclusive in class and Zoom break out rooms with classmates. Additionally, Adam was always gracious and supportive of our guest teachers. In an end of quarter reflection prompt, Adam wrote, "I used to think my work as a teacher would involve teaching students about subjects, standing in front of the class and presenting, presenting a neutral point of view. I now realize my work as a teacher involves getting to know my students, understanding what they are interested in and using their interests to spark the learning that we are doing in my classroom; recognizing that nothing is neutral and taking care to de-center Whiteness in the classroom; supporting other teachers and finding ways to work together with teachers, staff, admin and community; [and] connecting with community, proactively engaging families and communicating on behalf of my class and the school."

Social Foundations of Education - School and Society: Adam successfully met the learning objectives in this strand with high quality work. Adam actively participated in all aspects of the strand, demonstrating a



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Last, First Middle

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commitment to individual and joint critical analysis of materials and a commitment to developing strategies to future students in critical and community-engaged work.

Evidence of these commitments included:

- well-written weekly responses and StoryMaps that succinctly, but thoroughly described the main ideas of the materials, often with connections to biographies (and images) related to the week's theme;
- trying out different forms of responses to assigned texts (analytical response; personal response; StoryMaps; Spotify playlists);
- preparing and leading a group of classmates in a structured seminar on the immediate consequences and the lasting legacies of the Brown decision;
- reading and planning for age-appropriate text discussions of a diverse set of KidsLit: When We Were Alone; We Hereby Refuse; Warriors Don't Cry; and Thank You, Mr. Falker;
- developing an 11th grade unit outline and mini lesson on the history of immigration in the United States. This unit plan was well-aligned to state social studies standards; included a set of multimodal, layered text; and provided opportunities for students to further develop skills of historical inquiry and interpretation. In addition to state social studies standards, the unit was also framed by Gholdy Muhammad's 5 Pursuits for all curriculum and instruction (opportunities to develop identity, skills, intellect, criticality, and joy). The mini-lesson was grounded in state social studies standards and in the research on guided language acquisition by incorporating a pictorial input chart into a discussion of the life of Sam Fun Locke, an early Chinese immigrant to Olympia.
- meeting with faculty outside of class time to discuss materials and/or assignments;
- actively participating in whole group discussions by posing questions, sharing experiences, and providing alternative interpretations; and
- presenting current Individual Learning Contract work to the cohort about storymapping the early Chinatowns and the shifting shorelines in Olympia.

Adam's initial work on this unit plan and in the work of School and Society, combined with Adam's work in other MiT strands this quarter, has Adam well-positioned to enter schools and engage in the MiT Social Studies Praxis and Community Teaching strands to come.

Learning Theory - Keepers and Learners: Through annotations and reflections, Adam demonstrated thoughtful attention to understanding the relationship between culture and learning and the implications for the work of an educator. Through a lesson analysis, Adam demonstrated a capacity to recognize instructional moves a teacher made to draw out and value student knowledge. Adam was able to name the learning objectives and specific ways the teacher provided opportunities for students to explore, extend and refine their skills and knowledge through the lesson. Through this analysis Adam realized: "Meaningful learning opportunities are those that incorporate the opportunity to apply to real world situations and to see how the new information builds on previous knowledge." Adam wrote a letter to students with four commitments: "First, I commit to always seek first to understand, second, I commit to acknowledge, affirm, and celebrate you as a unique and complex person, third, I commit to continue to learn with you and fourth, I commit to helping you be a successful student in my class." Adam's rationale for these commitments demonstrated a strong developing capacity to consider the relevance and



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transformative opportunities teachers can create by acknowledging their positionality as teachers and by setting themselves up to learn with and from students and communities.

Culturally Responsive Classroom Management: Adam demonstrated a solid capacity to use the social relationships framework to plan relationship building activities with intentional outcomes and specific considerations for culturally responsive applications. A next step for Adam is to think about how to maintain these teacher practices and these spaces for students to build relationships throughout the year. For example, can you continue greeting students every day? How will you greet students that come in late to class? How will you maintain spaces for all students to feel seen and welcomed into the classroom space?

Culturally Responsive Differentiated Instruction: Adam made progress with the understandings laid out for Culturally Responsive Differentiated Instruction. Adam's Family Engagement plan was thoughtful and included actions like postcards, texts, positive phone calls home, and integrated assignments like a Family Storytelling Project. Additionally, Adam created scripts for text messages and postcards that were warm and inviting. For Adam's planning for responding to student difference, Adam included layered texts (Muhammad, 2020) that would be curated and then selected by students based on their skill level and interest. This groundwork supports efforts to better understand what it takes to create and sustain classrooms that support all students. As Adam moves into student teaching, Adam is ready to consider the elements to create classrooms of care. The next step will be to observe and plan for differentiation through process, product, and content while also expanding this framing in culturally responsive and sustaining ways, along with trying out some of the family engagement actions Adam outlined.

Program Responsibilities: Professional Code of Conduct and Issues of Abuse: Adam completed an asynchronous module that included a guide for recognizing and reporting child abuse and neglect, Washington state code related to mandated reporting, information about disproportionality in the child welfare system, and information about the Indian Child Welfare Act. Adam demonstrated knowledge of teachers' responsibilities as a mandated reporter by successfully completing and passing an assessment on the subject. Additionally, Adam read and completed a quiz related to the Professional Code of Conduct for Washington state educators. Finally, Adam completed a professional resume that brought forward experience with youth that could be shared with district partners and mentor teachers.

Community Based Learning Field Experience: Adam began the quarter working with Thurston Together in an afterschool program. Because of complications outside Adam's control, Adam changed course and constructed a community walking tour for both 4th and 7th grade Washington state history students/teachers. The walking tour curriculum centered on a research and digital mapping project that Adam began before entering the MiT program (and is completing as part of an ILC). As Adam writes in a reflection on the curricular aspect of this work, "The more I have learned the more I wonder about. I have spent hours researching, writing, drawing and selecting photos and even as I am proud of my contribution as it is so far I can also see the ways in which it is still incomplete and lacking. I imagine that though I am nearing the end of my work with this story it will keep working on me for years to come."

This is the joy and beauty of teaching and learning in community: the more we learn, the more we learn that there is more to learn!

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12

- 3- Social Foundations of Education: School and Society
- 2- Learning Theory: Keepers and Learners
- 1- Culturally Responsive Classroom Management - An introduction
- 1- Culturally Responsive Differentiated Instruction - An introduction



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3 - Community Teaching

1 - Professional Responsibilities: Code of Conduct and Issues of Abuse

1 - Community Based Learning Field Experience



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September 2021 - March 2022: American Frontiers: Homelands, and Borderlands

32 Credits

DESCRIPTION:

Faculty: Kristina Ackley, Ph.D. and Zoltán Grossman, Ph.D.

Students explored the juxtaposed themes of Borderland and Homeland, Empire and Colony, and the Indigenous and Immigrant experience. We used historical analysis (changes in time) and geographic analysis (changes in place) to critique these themes.

We studied how place and connection are nurtured, re-imagined and interpreted, particularly in Indigenous, Latinx, Asian, and other recent immigrant communities. The colonial control of domestic homelands and imperial control of foreign homelands were both highlighted in recent patterns of recent immigration. These patterns involve many "immigrants" who are in fact indigenous to the Americas, as well as immigrants from countries once conquered by the U.S. military.

We heard the life stories of local individuals and communities to understand their narratives of relationality, assimilation, resilience, and survival. Students engaged with the material through seminars, lectures, guest speakers, films, workshops, written assignments, team projects, and presentations, and developed skills in writing, research, synthesizing information, and public speaking.

In fall quarter, we tracked the historical progression of the frontier across North America and overseas and the territorial and cultural clashes of settler and colonized peoples. In particular, we examined the overlapping experiences of Native Americans and recent immigrants, and Indigenous territories and migrations that transgress or straddle the international border as defined by Homeland Security. We looked at contemporary case studies that show the imprint of the past in the present (particularly in the Southwest and Northwest). In the fall, students developed a 6-10 page final research paper on the historical roots of a contemporary issue, pertaining to how 21st-century North American communities are wrestling today with conflicts over nationhood, cultural identity, and migration.

Required fall quarter books included *The Legacy of Conquest: The Unbroken Past of the America West* (Patricia Limerick); *Borderlands / La Frontera: The New Mestiza* (Gloria Anzaldúa); *Spirits of Our Whaling Ancestors: Revitalizing Makah and Nuu-chah-nulth Traditions* (Charlotte Coté); *Yellow Woman and A Beauty of the Spirit* (Leslie Marmon Silko); *The Beadworkers: Stories* (Beth Piatote); *Harvest of Empire: A History of Latinos in America* (Juan González); and *Transborder Lives: Indigenous Oaxacans in Mexico, California, and Oregon* (Lynn Stephen).

In winter quarter, we explored the local place-based history of Indigenous and immigrant displacement and revitalization in downtown Olympia. We focused on the Deschutes River Estuary, the site of the displacement of a Coast Salish village, Chinatowns, and a community removed for the damming of Capitol Lake. The program collaborated with the Art Forces organization in the "Olympia's Hidden Histories" project, to develop self-guided digital walking tours of downtown Olympia that tell the stories of this creation of a settler colonial landscape, and contemporary revitalization efforts. Workshops trained student teams in the use of the web-based ArcGIS StoryMaps platform to produce walking tours for mobile phones, and students submitted weekly project logs to track their individual project work.

Required winter quarter books included *Messages from Frank's Landing: A Story of Salmon, Treaties, and the Indian Way* (Charles Wilkinson); *Removing Barriers: Restoring Salmon Watersheds through Tribal Alliances* (Conceptualizing Place students); *Yakama Rising: Indigenous Cultural Revitalization, Activism, and Healing* (Michelle Jacob); *At America's Gates: Chinese Immigration during the Exclusion Era, 1882-1943* (Erika Lee); *Wisdom Sits in Places: Landscape and Language Among the Western*



Andres, Adam David

A08008303

Last, First Middle

Student ID

Apache (Keith H. Basso); and *Spirit Run: A 6,000-Mile Marathon through America's Stolen Lands* (Noé Álvarez).

EVALUATION:

Written by: Zoltán Grossman, Ph.D.

Adam Andres was enrolled full-time in our two-quarter program *American Frontiers: Homelands and Borderlands*. Adam did outstanding work in exploring the juxtaposed themes of frontier and homeland, and the overlap of Indigenous and immigrant experiences. He attended all required program activities—faculty lectures, films, workshops, and guest speakers—with perfect attendance. Adam was deeply engaged in the program, made thoughtful observations, and kept in communication with faculty under our hybrid learning guidelines. He also completed three map quizzes on Native nations in North America, the Northwest, and Southwest, getting very good scores.

Adam participated fully in the weekly seminars on the readings, offering useful insights, and often raising the discussion to a higher level of analysis. He submitted all eight required “seminar tickets” on the readings every odd week. Students also wrote synthesis papers every even week, integrating our seminar readings with other class activities. Adam submitted all eight required synthesis papers, consistently writing strong essays, and revised papers even though it was not required. He also made helpful observations on fellow students’ posts. Adam wrote an outstanding synthesis paper drawing from Stephen’s *Transborder Lives* and the documentary *Crossing Arizona*. Adam interwove their stories of migration and identity with his own experiences working in Oregon fields with Mexican farmworkers, “describing what my work on the farm was like because for others it is not a choice, and the longer you work in a place like this the greater the chance of something bad happening,” such as a workplace accident. Adam concluded, drawing from the Oaxacan rapper Mare in the short film *Cuando Una Mujer Avanza*, “If you know where you are from you are more likely to take care of it, you understand that by exploiting the land you are just exploiting yourself.”

As their fall quarter research project, students submitted two short papers on the historical roots of a contemporary issue, and combined them into a final paper (assigned as 6-10 pages) that identified the origins of the present-day issue in the past. Adam completed an outstanding 12-page final paper titled “Medical Emergencies, Exclusion, and Detention in the U.S.” The paper compared the historic stereotyping of Chinese immigrants as carrying disease (which reinforced the 1882 Chinese Exclusion Act and a 1900 quarantine of San Francisco’s Chinatown), with the scapegoating of Chinese and Asian Americans for COVID-19, and false allegations against Latin American refugees and other immigrants for being public health risks. The paper was very well cited, drawing on an extensive 4-page bibliography, and is of publishable quality. Adam asserted, “One of the justifications for the exclusion of vulnerable groups has been fears related to public health: the racist trope that immigrants carry disease. In the 19th-century, Chinese workers helped build the railroads and work the fields before being excluded from immigration, detained indefinitely, and forcibly quarantined after a public health scare. Similarly, in the 21st-century the COVID-19 pandemic has served as an excuse for the exclusion and indefinite detention of immigrants and refugees at the southern border despite data that this practice does nothing to slow spread of the virus.”

Adam effectively made connections between the Chinese exclusion policy and claims that Chinese immigrants of lower classes threatened Americans with the plague and other diseases, though the same harsh standards were not applied to European immigrants, or Asians of higher classes. Similarly, Mexicans and Central American refugees were singled out for bringing COVID-19, even though their countries have had far lower rates than the U.S., and they have been most at risk of the virus in U.S. immigrant detention centers. Adam concluded, “The immigration policies of the U.S. throughout the pandemic have had little to do with public health and have targeted the most vulnerable among us, just as Chinese Exclusion did starting in 1882. In the name of public health, the U.S. has made a habit of



Andres, Adam David

A08008303

Last, First Middle

Student ID

adopting immigration restrictions that harm the most vulnerable and have consistently done little to benefit to the public. In fact, as has been shown in the examples presented here, the poor quality of treatment given to immigrants and refugees has in fact contributed to spread of disease....The history examined here begins to make plain that to truly serve the public health, the policy of the U.S. must first serve the public health of those who are most vulnerable.”

Adam’s final version of his fall paper evidenced revision based on faculty feedback. At the end of fall quarter, Adam presented to the class on his research findings, as part of a student panel on “Fearmongering and the Border,” and he chaired the panel. His clear and compelling presentation discussed “resilience in the face of fear,” and made good use of historical cartoons and other graphics. Adam answered questions well, and made helpful comments on other students’ presentations.

As their winter quarter project, students contributed to the “Olympia’s Hidden Histories” project, exploring the local place-based history of the displacement of Indigenous and immigrant communities (as well as salmon and oysters) in the former Deschutes River Estuary. Student teams developed four digital walking tours of downtown Olympia, to tell stories of the creation of a settler colonial and white supremacist landscape, and of contemporary cultural and environmental revitalization efforts. Students were trained in the web-based ArcGIS StoryMaps platform to produce the self-guided walking tours.

Adam was part of the Chinatown Team, which examined the displacement of a series of three Chinatowns in downtown Olympia in the 1850s-1940s, including the role of Chinese immigrant labor in servicing the settler community and building infrastructure, a failed 1886 mob raid to violently evict the first Chinatown, the key role of Chinese stores in the second Chinatown, the 1943 razing of the third Chinatown, and the continuing presence of Chinese-Americans in Olympia. Team research was reviewed by Ron Locke (Locke Family Association) and Ed Echtle (Olympia Historical Society). Adam turned in all eight required weekly project logs, in a timely manner.

Adam’s specific work on the walking tour project included researching and writing the blocs of text on the third Chinatown, including information on merchants, family associations, and the continuing Chinese presence in Olympia. He contextualized the organization of the tour and revised and proofed the text at the different editing stages. He created a map of the different Chinatowns, superimposed on the changing shorelines of the city. He acquired some of the historical photos and artwork and took contemporary photos of historical sites.

Adam took the lead on the research process, twice visiting the Washington State Library archives, gathering public domain materials, and serving as team community liaison. He also took the crucial lead in project management, facilitated internal communications and meetings, and shared technical skills with fellow team members. At the end of winter quarter, Adam presented the StoryMap to the class and guests, as part of the Chinatown Team. He commented that “being a researcher is a lot like being a detective.” Adam went above and beyond the requirements for the project in his outstanding work contributing to the success of the StoryMap.

In fall 2021 and winter 2022, Adam Andres grew as a thinker and writer on the history of Indigenous and immigrant homelands, the Western “frontier” and borderlands, and their legacy in present-day Olympia, the United States, and the world. He has a promising future as an engaged writer and researcher.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 32

- 4- Native American and Indigenous Studies: Indigenous History and Policy
- 4- American Studies: Race, Ethnicity, and Class in the West
- 6- Human Geography: Cultural and Political Boundaries
- 4- Immigration Studies: Labor and Cultural Hybridity



Andres, Adam David

A08008303

Last, First Middle

Student ID

- 4 - Cultural Studies: Indigenous and Immigrant Placemaking
- 4 - ArcGIS Training: StoryMaps
- 6 - Olympia Digital Walking Tours Project: Chinatowns History



Andres, Adam David

A08008303

Last, First Middle

Student ID

June 2021 - September 2021: Internship Learning Contract

4 Credits

DESCRIPTION:

Faculty: Sandra L. Yannone, MFA, Ph.D.

This internship in the Evergreen Writing Center provides a dynamic work environment for the student to work independently and collaboratively to create workshops for the Writing Center's repertoire series. The intern will have primary responsibility to brainstorm, research, draft, revise, and design one workshop, including presenter notes, PowerPoint, and worksheets. The intern will engage actively in an incubator-style work environment to offer and receive feedback with peer tutors, supervisor, faculty sponsor, and other stakeholders appropriate to the stage of the workshops' development.

EVALUATION:

Written by: Sandra L. Yannone, Ph.D.

This internship tested the student's skills and abilities to significant degree and was met with tremendous success. The final outcome was a serviceable draft of a writing workshop on brainstorming and note taking for future use in the Evergreen Writing Center. The student worked independently and with a team to offer and receive feedback in the development stages; the feedback demonstrated an exceptional attention to specific questions relevant to the content and supported the further revision of each co-workers' emerging workshop. An annotated bibliography provided evidence of sound research based on current writing pedagogy.

I had the pleasure to participate in two runs of the presentation: an internal feedback forum with other student employees and the presentation for select members of the Evergreen learning community including students, faculty, and administrators. I found the student's presentation style to be engaging, inviting, in addition to informative with an ability to hold the attention of all audience members. The student paid close attention to scaffolding the steps for writers with diverse learning styles and was exceptionally responsive to questions.

Ariel Birks, Writing Center Assistant Director and the student's immediate supervisor for the project also emphasized in her assessment that the student "made excellent choices that reduced information overload for the audience while still being full of useful knowledge. His workshop was one of the most straightforward and effective presentations of the group...".

This ten-week summer internship produced quality material for the future use of the Evergreen Writing Center and illuminated the tremendous aptitude that this student has to engage in presentation design and delivery as part of a collaborative team. These transferrable skills will be an asset to any teaching environment or work place.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - English Composition Pedagogy



Andres, Adam David

A08008303

Last, First Middle

Student ID

March 2021 - June 2021: The Practice of Writing

4 Credits

DESCRIPTION:

Faculty: Steve Blakeslee

In The Practice of Writing, students explored every step of the writing process, learning to brainstorm, structure, draft, critique, rewrite, polish, share, and reflect. The course also addressed principles of good writing, challenges like procrastination and writer's block, and ways to develop productive writing routines. Class meetings included lectures, writing workshops, small-group critique sessions, and class recitations. Outside of class, students kept daily journals and completed a 5- to 10-page final project on a topic of their choice.

Texts: William Zinsser, *On Writing Well*, 30th-Anniversary ed.; William Strunk, Jr., and E.B. White, *The Elements of Style*, 4th ed.; and George Orwell, "A Hanging."

EVALUATION:

Written by: Steve Blakeslee

Based on a review of his written and in-class work this quarter, Adam has met the learning objectives of our course, particularly by cultivating a systematic approach to the major elements of a writing task. As in previous quarters, he made good use of time with his critique group, offering useful comments to his fellow writers. I'm uncertain as to whether Adam pursued his journal work with regularity, so I encourage him to revisit this means of maintaining his writing fluency. For his final project Adam wrote a personal essay about his (considerable) efforts to clear and restore his house and property. This was the best piece of writing that I have seen from him yet: thoughtful, engaging, witty, well-organized, and detailed in its descriptions. It very clearly demonstrated his continued growth as a writer and editor. I consider it a fitting conclusion to his efforts this quarter.

Once again I enjoyed working with Adam. He is well-prepared for further writing studies in future.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Writing



Andres, Adam David

A08008303

Last, First Middle

Student ID

March 2021 - June 2021: Teaching Observation

8 Credits

DESCRIPTION:

Faculty: Sonja Wiedenhaupt, Ph.D.

Adam designed this internship, titled **Teaching Observation**, as a way to consider the goal of possibly becoming a teacher. He specified the following learning objectives for his contract: (i) to understand why getting to know students is important to my work as a teacher and to identify ways that I can learn about teaching from students. (ii) to investigate what the role of "teacher" is and to understand the implications of my cultural position my cultural position. (iii) to learn how to foster a love of learning through teaching; (iv) to learn what goes into to the assessment of student learning and what that assessment means for student, teacher and institution.

Adam planned to engage the following activities to inform, examine and extend his thinking: (i) observed and participated in a middle school teachers science classroom; (ii) engaged regular conversations with a middle school science teacher and faculty supervisor; and (iii) read from the following texts: Kimmerer, R.W. (2013) *Braiding Sweetgrass*; Rose, M. (2014) *Why School?* Cushman (2003) *Fires in the Bathroom*; Yosso (2006) "Who's Culture Has Capital? A critical race theory discussion of community cultural wealth;" Dweck, C. (2006) *Mindset: The New Psychology of Success*; Ladson-Billings (1995) "But That's Just Good Teaching! The Case for Culturally Relevant Pedagogy;" Dean (2005) "Teaching About Global Warming in Truck Country;" Vilson (2014) *This is Not Test: A New Narrative on Race, Class and Education*; Anyon (1980) "Social Class and the Hidden Curriculum of Work;" Zull, J. (2002) *The Art of Changing the Brain*; and excerpts from Bransford et al. (2001) *How People Learn*.

To track his evolving understandings, Adam planned to keep a journal and annotated bibliography. At the end of the quarter, Adam demonstrated his learning participated in a reflective conversation with mentor teacher and faculty, shared presentation describing his learning and insights and submitted an annotated bibliography.

EVALUATION:

Written by: Sonja Wiedenhaupt, Ph.D.

Adam successfully completed his contract, titled **Teaching Observation**. Throughout the quarter showed deeply reflective, self-aware and proactive stance towards his exploration of what it means to be teacher. At the end of the quarter, Adam noted that through exploring this possible role: "[I gained] a deeper knowledge of myself; and knowledge that (as a teacher) I can be myself too."

In addition to observing in science classrooms, Adam observed lessons that attended to Art, Social and Emotional Growth, and History. He invited discussions with a range of teachers, including his field supervisor related to teaching and education. His field supervisor, David Campbell, a science teacher at NOVA middle school, wrote the following about Adam's work:

"...Adam was interested in observing my teaching of science classes at NOVA and reflecting on the process of teaching and learning experienced by middle school adolescents.

"Adam was thoughtful and engaged throughout his series of observations, and his reflections and point of view offered me an opportunity to reflect and grow as a teacher. Despite many of his observations occurring during distance-learning (via Zoom), he made a positive impact with students, and they appreciated his open approach and willingness to help.



Andres, Adam David

A08008303

Last, First Middle

Student ID

"Adam took this internship seriously, was punctual in his observations and meeting times, and displayed a growth mindset that allowed for productive conversations around student learning.

"I really valued my work with Adam; he displays curiousness, deep-thinking, and life-long learning, and I hope he continues to explore the field of teaching and education as he continues his own learning journey."

Adam read most of the texts he identified, read others that emerged out of what he was learning. He annotated several of these articles. In discussions with faculty, he showed ways that he invited the authors to inform and expand his thinking

At the end of the quarter, inspired by the one room school house in Mike Rose's book *Why School*, Adam synthesized his learning by designing a model one room school house using Revit building information software. His presentation documented how the artifacts including posters, anchor charts, classroom agreements on each of the four walls in this model captured both commitments and a deepened understanding of teacher's work and responsibilities relative to his four objectives. In many ways this model and presentation reflected a strong purpose and an emerging philosophy of teaching.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

8 - Introduction to education



Andres, Adam David

A08008303

Last, First Middle

Student ID

January 2021 - March 2021: Physical Computing in the Arts

4 Credits

DESCRIPTION:

Faculty: Arlen Speights

We set out to learn to use light, sound, motion, and/or interaction in art pieces. We got acquainted with 3D printing, digital fabrication, circuit design, and introductory programming of microcontrollers for projects in fine and performing arts. Students worked on projects and prototypes to design, wire, and program devices that result in designed experiences of made physical things.

EVALUATION:

Written by: Arlen Speights

Adam did very well in the course. He had good attendance and did the expected work. He demonstrated solid proficiency with CAD modeling for 3D printing, producing models that printed well, and learned to build circuits on a breadboard, showing a strong understanding of electronic principles. He demonstrated a very good understanding of coding in Arduino, connecting code to wiring with LEDs, motors, sensors, and sound devices. Overall, Adam participated fully, worked hard, and applied cool new skills.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Physical Computing



Andres, Adam David

A08008303

Last, First Middle

Student ID

Student Self Evaluation for Physical Computing in the Arts
01/2021 - 03/2021

The learning I did in Physical Computing and the Arts was related to the experience of taking the program rather than the content of the program. As a learner, most of the time it is relatively easy to engage with course material, in this class it was not. I noticed other students intrinsically motivated by the material in the class, but for much of the content I was simply trying to do what I needed to do to gain credit. It's not a position I have found myself in much over the past three years of being a student. While it was frustrating not to be engaged in the content of the course, I was happy to have the insight into what it is like to just be getting by in a class as I continue to contemplate a career in education.



Andres, Adam David

A08008303

Last, First Middle

Student ID

January 2021 - March 2021: Autobiography

8 Credits

DESCRIPTION:

Faculty: Steve Blakeslee

This half-time program introduced students to the challenges and possibilities of autobiographical writing. Through a combination of seminars and intensive writing workshops, students delved into the complex issues of memory, authority, persona, and truth that face every self-portraying writer. Students read a diverse selection of autobiographical works and prepared written responses to them; kept daily journals; took part in a range of workshops, including intensive "writing marathons"; contributed to an annotated bibliography; composed their own 10- to 20-page memoir-essays; and read from their work at quarter's end.

Texts: Judith Barrington, *Writing the Memoir*, 2nd ed.; Maya Angelou, *I Know Why the Caged Bird Sings*; Jean-Dominique Bauby, *The Diving-Bell and the Butterfly*; Roz Chast, *Can't We Talk About Something More Pleasant?*; Frank McCourt, *Angela's Ashes*; Trevor Noah, *Born a Crime*; Sylvia Plath, *The Bell Jar*; Marjane Satrapi, *The Complete Persepolis*; and an additional autobiographical work of the student's choice.

EVALUATION:

Written by: Steve Blakeslee

As last quarter in The Meaning of Work, Adam gave himself fully to his studies in the Autobiography program. He attended all but one of our 18 class meetings and again took an active role in all aspects of the program, including workshops, small-group discussions, seminars, and critique sessions. This quarter Adam continued to experiment with different approaches to response papers, including a detailed two-page comic inspired by Satrapi and a first-person narrative inspired by Plath. Later he turned to more direct treatments, considering his own emotional reactions to the texts and analyzing the structure of one of Noah's chapters. Adam kept a fairly steady journal this quarter, making about four or five entries per week, and compiled some thoughtful notes on his practice. Finally, for our program bibliography Adam wrote an accessible summary of his individual book choice, Walt Whitman's *Memoranda During the War*.

For his final project Adam wrote about his relationship with his conservative Christian grandparents, particularly their role in his developing interest in gardening and farming. Even when considering the conflicts between his grandparents' world view and his own, the narrator spoke of them with respect and love: "Throughout my childhood, Grandma would ask me if I wanted to take Jesus into my heart.... Who could say no to a question with such an obvious answer, asked by your lovely grandma who plays Candyland and even gets you a spoonful of molasses to eat when you land in the molasses swamp?" Other moments revealed a sprightly tone and more than a little attitude, as when he wrote that his grandparents "thought that Satan was manipulating me through Harry Potter. I read on." Adam arrived at some moving moments as well, quoting a lunchtime prayer or describing his grandfather's struggles to find the words he wants. Finally, Adam has taken special care to rid his prose of grammatical and mechanical difficulties. While his piece might benefit from some further revision to trim some material and develop his themes, this warmhearted piece demonstrated his continued growth as a writer.

I appreciated having the opportunity to work again with Adam this quarter.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

4 - Twentieth-Century and Contemporary Literature: Autobiography



Andres, Adam David

A08008303

Last, First Middle

Student ID

4 - Creative Writing: Autobiography



Andres, Adam David

A08008303

Last, First Middle

Student ID

September 2020 - December 2020: The Meaning of Work: A Creative and Critical Inquiry
8 Credits

DESCRIPTION:

Faculty: Steve Blakeslee, Sarah Ryan

In this half-time program, students approached the topic of work from creative, historical, and sociological viewpoints, examining the ways in which modern work is changing and the ways in which it has differed across time and cultures. Both literary and sociological sources helped students to see how work not only shapes individual identities but also affects how people are perceived and valued, or devalued, by others. Students also examined the ways in which work is shaped and stratified by status hierarchies, including social class, race, and gender.

Program activities included lectures, seminars, workshops, documentary films, and critique sessions. As writers and as investigators of their own work lives, students pursued their new understandings of work—its history, its meanings, and its potential—through response papers, journal writing, bibliographic writing, and extended autobiographical accounts. The quarter concluded with readings of students' work in progress.

Texts: Emily Guendelsberger, *On the Clock*; Mike Rose, *The Mind at Work*; Giacomo Patri, *White Collar*; Max Barry, *Company*; Jill Nelson, *Volunteer Slavery*; Studs Terkel, *Working*; and an additional book of the student's choice.

EVALUATION:

Written by: Steve Blakeslee

Adam brought thoughtfulness and creativity to his studies in "The Meaning of Work," participating actively in workshops, seminars, and critique sessions. His classmates appreciated his efforts: "I learned a lot," wrote one student, "from the way that Adam modeled discussion as learning.... We gained a lot in our group inquiry thanks to [his] curiosity." Another wrote that "Adam was a big help as an editor... and I have learned a ton from him." In his response papers Adam often examined his own work experiences in the light of an author's discussion. His approach to these pieces was frequently creative; for example, he prepared an illustrated response to *White Collar* that explored one of Patri's images at length, and wrote a Terkel-style entry on his current employment. At times Adam can work to strengthen his grammar and the mechanics of his presentation. However, he frequently responded in writing to my comments on his papers, demonstrating his commitment to getting his message across. For our program bibliography Adam wrote a cogent summary of his individual book choice, Gabriel Thompson's *Working in the Shadows*.

In his final project Adam wrote about his varied experiences working on farms in the area. His writing here is at its strongest when he reports, in considerable sensory detail, on particular events. For example, one vivid passage describes the grisly process of "cleaning out" chickens (slaughtering and disposing of them) as a response to an outbreak of avian flu; another involves a dangerous and humiliating accident related to a manure pool. The broader context here involves the protagonist's gradual realization that he cannot reconcile the realities of farming with his ideals and aspirations about meaningful work. On the whole, Adam's prose is straightforward and sometimes funny, as when he notes that his reading of an influential text on agriculture was "either ... one of the greatest blessings" or "a huge mistake." In a subsequent draft Adam might unite his various vignettes, clarify transitions in time and place, and build a stronger narrative arc for his material. He's clearly on the right track here, and has succeeded in using writing as a means of addressing both his objective and subjective experience of work.



Andres, Adam David

A08008303

Last, First Middle

Student ID

I enjoyed working with Adam in the program, and I wish him the best in future.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

3 - 20th-Century American Literature

3 - Sociology of Work

2 - Writing



Andres, Adam David

A08008303

Last, First Middle

Student ID

September 2020 - December 2020: Community Building Through Social Entrepreneurship and Business Development

8 Credits

DESCRIPTION:

Faculty: Don Chalmers, B.S., J.D. , Thuy Vu PhD.

Social entrepreneurs provide growth engines for building communities and implementing social justice and equity. This program helped students learn about their social enterprises. Topics included financial management, entrepreneurship, business finance and accounting, writing, communication, leadership, and management skills needed for starting, operating and promoting such a successful enterprise. We explored the issues, challenges, and opportunities that arise from working with various types of social enterprises across the boundaries of cultural and economic differences. We also covered topics of economic policy and globalization.

EVALUATION:

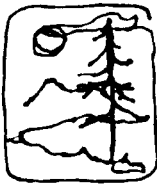
Written by: Thuy Vu, PhD.

A well-disciplined and analytical thinker, Adam completed all of our Fall program requirements with a commendable level of thoroughness. His learning reflections and seminar discussions indicated that he has acquired a solid understanding of the challenges faced by social entrepreneurs in starting and growing their business ventures. Adam's social enterprise proposal entitled "Olympia Tool Library", was well developed and reflected his commitment to the economic welfare of the low-income workers community. His project proposal also demonstrated an holistic understanding of the fundamentals in operating a sustainable social venture, as well as a good appreciation for the importance of market research survey and assessment.

Adam fulfilled all program requirements and earned full credit for Fall quarter.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

- 4 - Social Enterprise Development, Leadership and Communication
- 4 - Fundamentals of Business and Economics for Community Change



The Evergreen State College - Olympia, Washington 98505
FACULTY EVALUATION OF STUDENT ACHIEVEMENT

| | | | |
|-------------------------|---|-------------|------------------|
| Andres | Adam | D | A08008303 |
| Student's Last Name | First | Middle | ID Number |
| 10003, 20003, 30003 | Awakening the Dreamer, Pursuing the Dream | | |
| Program or Contract No. | Title | | |
| | 24-SEP-2007 | 13-JUN-2008 | 48 |
| | Date began | Date ended | Qtr. Credit Hrs. |

DESCRIPTION

Faculty: Terry Setter and Cynthia Kennedy

Awakening the Dreamer, Pursuing the Dream was a full-time program that made use of cognitive and experiential approaches to learning in order to introduce students to the skills and concepts they needed to develop their understanding of the individual's relation to self, society, leadership and the creative process. We opened the program by examining the ideas of Carl Jung through his text *Man and His Symbols*, a film series about Jung, and guest speakers on related topics. Jung's ideas allowed us to appreciate the presence and function of the unconscious and led us into a deeper study of myth, archetypes, and symbology. We followed this with Eagles' translation of *The Odyssey*, Diallo's *Healing Drum*, Soyinka's "Death and the King's Horseman", Peat's *Pathways of Chance*, and Ackerman's *Natural History of the Senses*.

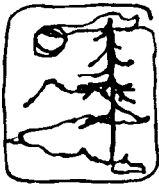
In winter quarter we continued to explore the ideas of mythology throughout history by screening the video series entitled "Joseph Campbell and The Power of Myth, with Bill Moyers," and reading Silko's novel *Ceremony* and Ehrenreich's *Dancing in the Streets*. We also spent several weeks examining the issues of race, class, and gender, reading Johnson's *Privilege, Power, and Difference* and Feiler's *Abraham: A Journey to the Heart of Three Faiths*. We also read Nachmanovitch's *Free Play: Improvisation in Life and Art*, Roth's *Maps to Ecstasy: The Healing Power of Movement*, Wheatley's *A Simpler Way*, Gladwell's *The Tipping Point: How Little Things Can Make a Big Difference*, and a collection of poetry. Throughout the program, we supplemented these texts with readings in Fiero's *Landmarks in the Humanities*, which served to provide a general framework of the history of societal development. The readings and lecture materials were supplemented with lectures on aspects of 20th century art and music, a weekly movement practice of dance and yoga, and a film series on the history and development of yoga.

Throughout the program, we looked at how people have drawn on diverse resources from personal to global in scale--including intuition, mythology, psychology, religion, the arts, and nature--in order to be guided to richer, more meaningful lives. We used a combination of lectures, seminars, collaborative and individual projects, research, critical and creative writing, and expressive presentations. Weekly workshops included music, movement and somatic practices. During our two overnight retreats we worked with African drummers and dancers, as well as story-tellers and meditation teachers. These activities were designed to help us know ourselves better, to build skills in the arts and radio production, to develop leadership within small groups, and to intentionally create community within the program.

This program also introduced students to the tools, academic skills, techniques, and connections needed to do college-level work and increase the likelihood for success, well-being, and persistence in college. Students were required to attend and participate fully in all program activities. As part of their work, they were responsible for collaboratively creating three performative responses to our readings. They also developed foundational knowledge and skills by conducting research into questions of their choice, related to the program materials, and for completing a detailed process for writing multiple drafts of two five-page research papers that included a prospectus and an annotated bibliography. Finally, they were expected to document their work in all aspects of the program with a thorough and well-organized portfolio that was submitted for review at the end of each quarter.

July 10, 2008

Date



The Evergreen State College - Olympia, Washington 98505
FACULTY EVALUATION OF STUDENT ACHIEVEMENT

| | | | |
|-------------------------|---|-------------|------------------|
| Andres | Adam | D | A08008303 |
| Student's Last Name | First | Middle | ID Number |
| 10003, 20003, 30003 | Awakening the Dreamer, Pursuing the Dream | | |
| Program or Contract No. | Title | | |
| | 24-SEP-2007 | 13-JUN-2008 | 48 |
| | Date began | Date ended | Qtr. Credit Hrs. |

EVALUATION

Written by: Cynthia Kennedy

This was Adam's first year at Evergreen and he has adjusted well to our student-centered teaching and learning style. He has had a successful three quarters, demonstrating that he is committed to pursuing his education. His end-of-the quarter portfolios were reasonably well done and he learned how to organize and showcase his work as the year progressed. His entries framed the major points of the program adequately and the portfolios could serve as an effective educational tool for his future study. Throughout the year he produced academic and creative work of which he can be proud and there was an overall pattern of growth in his work. He gained significant new levels of skills in the workshops that were taught within the program and was open to new ideas. He was sincere in his efforts to broaden his ability to understand and appreciate the difficult, and sometimes emotionally challenging, materials that we studied.

In addition to all that, Adam has been very supportive of his peers and actively helped other students to prepare and present their work. He challenged himself to try new and unfamiliar ways to learn and to present his ideas. He was a willing participant in the activities of the program and he worked to provide a balance between leadership and support within his peer group. This was also true when working on the performative presentations. Adam took the concept of the "learning community" seriously and it was apparent that he was trying to ensure that the other members of the program had appropriate and comfortable opportunities to participate and to interact with each other. His attendance was very good and his presence was a positive component in the overall dynamic of the group.

Adam made contributions to the seminar discussions on a regular basis and he followed the topics closely. The comments that he made showed that he came to class prepared to discuss the materials and that he was seeking to expand his understanding of the subject matter. His contributions provided insights into the readings that were useful to the rest of the group. He co-facilitated three very good seminars throughout the year which helped his peers to investigate the weeks' readings and workshop activities through multiple, effective approaches; the students were brought to deeper understandings of the material. He and his co-facilitators were well prepared and fall quarter they were flexible enough to include a review of the week's performative presentations. Adam's seminar writing was appropriate to the assignments and the papers were very well written.

Adam's performative presentations were appropriate to the assignments and they showed good thinking and artistic skill. His first fall presentation was the strongest of the three. It made use of live music (sung by Adam), dialogue, and acting to investigate and exemplify aspects of *The Odyssey*. His winter presentation was the most experimental of the three and in the context that it created, the audience served more as "witnesses" than as co-learners. It was difficult to follow or decode, but it was conceptually strong in demonstrating some of the ideas that are found within the book (*Freeplay*).

Throughout the year we engaged in movement workshops both on a weekly basis and on each of our three program retreats. Adam had this to say about his experience in these workshops:

Through the experiential movement portion of class I have learned much about myself. Yoga and 5 Rhythms have helped me to realize that I am more than just the thoughts that are happening inside my brain, but instead, a living moving thing with mind and intuition. In both the yoga and 5 Rhythms practices I have had

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pockets of experience where I was not thinking but just simply being. When I was dancing I didn't have to identify with anything but the music and my movements. When I was doing yoga I didn't have to identify with anything other than my movements and my breath. I was able to move from negative spaces into positive space by letting go of what I was thinking and just moving the way my body wanted to move. This was very freeing, especially in an academic program. Through the movement done in class I was able to begin to look at myself as a whole being instead of the separate entities of mind and body. This has helped me to become a more whole person.

Adams's deeper understanding of the way he moves in the world will help him work even better in small and large groups and to handle the demands of leadership positions with poise and grace. It was an honor to witness his growth in this area over the past nine months.

Adam also grew as a writer this year. His fall paper was on the subject of heaven. The paper had only six bibliographic sources and he did not submit an initial draft, but the final work was reasonably well done. It had engaging content and flowed relatively smoothly. It showed that he had given the topic significant thought. In winter, Adams's research topic was "Profound States of Consciousness: Spirit Possession." The paper was a clear improvement over his work in fall, though it still had many technical errors, needed more citations, and was sometimes confusing. Nonetheless, it conveyed his interest in and engagement with the material and showed that he had done serious research to compile it. Adam's oral presentation of the research work also went well. He presented a good synopsis of his paper in a clear voice with reasonable eye contact. He got a bit bogged down in his final summary, but his contribution to the cluster presentation was significant. He is a good collaborator and follows through on obligations.

Spring quarter, Adam's final paper looked at dream interpretation from a Jungian perspective. This was a complex topic and Adam handled it well. While the draft was handed in too late to benefit from faculty feedback, Adam did write several drafts of the paper and its final version clearly showed a good understanding of dream interpretation and presented it in a clear, understandable way. His support was evidenced in an annotated bibliography containing several scholarly books. As Adam works further on his writing, he can work on developing a stronger thesis which will help him avoid simply summarizing what he read. He should also begin to investigate the use of databases and scholarly journals in his research methodology. Overall, however, Adam has made good progress in writing this year.

Adam is an open-minded, dedicated student who has grown considerably during this past year. He made steady progress and his style of communication became more effective over the terms. His academic skills and his understanding of the relationships between personality, his self, and culture are now considerably beyond what they were when he entered the program.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 48

- | | |
|--|--|
| 10 - Introduction to Humanities | 6 - Movement: Yoga, 5 Rhythms, and African Dance |
| 12 - Holistic Education: Consciousness Studies | 2 - Introduction to Psychology |
| 6 - Expository Writing | 4 - Self-Leadership |
| 6 - Research Methodology | 2 - Community Service: Organic Farming |

July 10, 2008
Date



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.