



Koltuniak, Iris Jessie

A00429211

Last, First Middle

Student ID

CREDENTIALS CONFERRED:

Bachelor of Arts

Awarded 14 Jun 2024

TRANSFER CREDIT:

Start	End	Credits	Title
07/2021	07/2021	45	I.B. - Diploma

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2021	03/2022	26	In Sickness and In Health 4 - Narrative Psychology 4 - Community Psychology 4 - Positive Psychology 2 - Medical Anthropology 4 - Sociology of Health, Illness, and Healing 4 - Ethnography 4 - Applied Anthropology
01/2022	03/2022	4	Theories of Personality (B) 4 - Psychology
03/2022	06/2022	16	So You Want to be a Psychologist 4 - History and Systems of Psychology 2 - Social Science Ethics 3 - Career Exploration in Psychology 3 - Foundations of Psychology 4 - Lifespan Developmental Psychology
09/2022	03/2023	32	Teaching English Language Learners: Culture, Theory and Methods 4 - EL Instructional Methods and Program Models 4 - Language Acquisition Theory 4 - Understanding Language, Culture and Identity 4 - Introduction to Qualitative Research and Final Project 4 - Critical Pedagogy in the K-12+ Classroom 4 - Sheltered Instructional Strategies 4 - Linguistics and Grammar for Educators 4 - EL Assessment
04/2023	06/2023	16	Children, Curriculum, and the Clinical View: Childhood Development and Psychopathology in the Education System 4 - Childhood Developmental Psychology 4 - Behavioral Disorders of Childhood 4 - Child Centered Interventions 4 - Elementary Education in the Public School System
09/2023	12/2023	4	Ceramics: Handbuilding 4 - Ceramics



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EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
01/2024	03/2024	16	What is Education for at This Moment in Time and Place? <i>5 - Foundations of Education</i> <i>5 - Learning in Community</i> <i>2 - Qualitative Research Methods</i> <i>4 - Making Meaning through Writing and Arts</i>
01/2024	03/2024	4	Arts and the Child: Early Childhood <i>4 - Early Childhood Education, Arts, and Human Development</i>
01/2024	03/2024	4	Foundations of Healing-Centered Practice <i>2 - Social Psychology</i> <i>2 - Sociology of Health</i>
04/2024	06/2024	12	Master in Teaching: Spring 2024 <i>2 - Learning Theory</i> <i>2 - Social Foundations of Learning</i> <i>2 - Assessment Practices for K-12</i> <i>1 - Classroom Management</i> <i>2 - Differentiated Instruction</i> <i>3 - Professional Practices</i>
04/2024	06/2024	4	Ceramics: Intermediate and Advanced Projects <i>4 - Intermediate Ceramics</i>

Cumulative

183 Total Undergraduate Credits Earned



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I began my journey at Evergreen knowing that I want to work with children, and through my learning experiences I have come to understand that the place where I fit into this work is as an educator. Before Evergreen, my foundational knowledge came from volunteering in the children's section of a local library and at a zoo summer camp, and doing a work-study in a first/second grade Waldorf classroom. I've always known that I have a passion for teaching children, but I knew that I didn't yet have the knowledge and skills necessary to pursue this work.

My studies at Evergreen commenced with psychology and sociology courses, and I was most intrigued by developmental psychology. At the end of my first year, this interest in early childhood development prompted me to seek out education programs. I took a two-quarter program centered around teaching multilingual learners (MLs). This program was monumental in my learning journey, as learning about language acquisition and instructional strategies for MLs, analyzing assessment methods, and conducting teaching demonstrations solidified my desire to be a teacher. I learned the method of backwards design lesson planning, which I practiced by designing lesson plans and teaching them to my cohort. The first was a Spanish/English language arts and social-emotional lesson for kindergarteners, which I designed around the children's book Julián is a Mermaid (Love, 2018) to meet WIDA English Language Development Standards 1 and 2. The lesson plan aimed for students to communicate understanding of the story through speaking and drawing, intending for meaning-making to be as accessible as possible. I developed an interdisciplinary unit plan for 6th grade ML students centered around the book The Dreamer (Pam Muñoz Ryan, 2010). I taught an identity poetry lesson, in which we annotated a poem by Pablo Neruda aiming to use poetry to explore our own identities and to gain understanding of someone else's lived experiences.

While taking this course, I volunteered weekly in a kindergarten class, which was part of Lydia Hawk Elementary School's dual-language program. In the classroom I observed the lead teacher's methods for teaching MLs, and worked with students one-on-one (practicing my rudimentary Spanish with 5 and 6 year olds). In my fieldwork, I witnessed the theories and pedagogies from class enacted, which was an incredibly valuable learning experience. I saw the lead teacher utilizing formative and summative assessment, emphasizing student choice within a set structure, implementing routines, using total physical response, providing scaffolding for language learning, and incorporating movement breaks. Through my learning in the program and classroom, I began to feel more capable in pursuing teaching.

The next program I took was focused on childhood developmental psychology, behavioral disorders, child-centered interventions, and the history of public elementary education. My learning was led by the critical questions: How do children learn? What is considered "normal" development, and who decides? How do biological, cognitive, and social factors influence "normal/abnormal" development? This program laid my foundational understanding of education as a public system, with the reverberated effects of learning impacted by societal norms and expectations. This course inspired within me a specific focus on social-emotional development in early childhood, and the importance of play in all realms of development.

My last undergraduate program expanded upon my understanding of the history of education, and the ways in which systems of power have impacted access to education for marginalized groups. Throughout the two-quarter program, my intention was to identify the purpose of education, consider sociocultural and sociopolitical contexts, and learn what it means to enact education that is in service of a just and sustainable world. My key learning in this program occurred through attending the Northwest Teachers for Social Justice conference, interviewing teachers from my community on their pedagogical practices, and doing a deep-dive into Mississippi's 1964 Freedom Summer schools. Examining the historical context of education in this country has helped me to see what the purpose is in this current time: to serve students' individual aspirations, and to educate in ways that are relevant, accountable, and teach a whole truth.

All of my learning has woven together to prepare me to take the next step on my path to becoming an educator. I have begun Evergreen's Master in Teaching program as a dual-enrolled student. I believe that education has the power to respond to structural injustices and educate for the purpose of empowerment. I am committed to being a forever-learner, always engaged in learning from my community and from my future students.



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April 2024 - June 2024: Ceramics: Intermediate and Advanced Projects

4 Credits

DESCRIPTION:

Faculty: Bruce A Thompson

This course was designed for students who want to broaden their skills and depth in ceramic studio, expressive art making. Students began to develop an informed and personal style while refining both wheel-thrown and hand-built ceramic forms. Lectures and demonstrations explored a variety of ceramic processes and contemporary approaches, exploring clay as an expressive medium. Assignments included intermediate level wheel throwing techniques and working with larger sculptural forms. Craftsmanship, attention to detail, and follow through on concept development was the focus of oral and written group reviews of completed projects.

Demonstrated and assigned projects included a 22 item multiples exchange project, an oil dispensing cruet and table lamps. Students had the freedom to explore individual projects via written project proposals.

EVALUATION:

Written by: Bruce A Thompson

Iris successfully met the learning outcomes of Ceramics: Intermediate and Advanced Projects. Iris's exemplary attendance, timely submission of work, and active participation in group discussions reflected deep engagement with the course material. Iris's final presentation showcased her understanding of the principles of expressive and functional, studio-based ceramics.

Iris had excellent communication throughout the quarter and worked well independently. Iris worked hard this quarter to improve throwing skills and closing forms to create larger lamp forms and functional pouring vessels. The work produced showed good attention to detail and competent glazing considerations. Iris is a driven student who expects the best outcome from every project and a was a pleasure to work with.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Intermediate Ceramics



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April 2024 - June 2024: Master in Teaching: Spring 2024

12 Credits

DESCRIPTION:

Faculty: Catherine Peterson, MAT, Daelyn Bailey, Ph.D., Sarah Grant, Ma-EdL

Teacher candidates were evaluated using the following standards:

InTASC Standards

Standard #1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

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 #3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

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.

Standard #9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Teacher candidates engaged in the following strands. Evidence used for their evaluation is described within each strand.

Learning About Learning:

This strand focused on InTASC Standard 1. This course of study introduced students to major learning theories of the 20th century and explored learning theories emerging in the 21st Century grounded in



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equity and cultural sustaining understandings of learning and growth. Learner progress was supported and documented through in-depth readings of contemporary research and historical texts, in class and online reflections and discussions, student research and presentations, and a final summative project researching and presenting the practical applications and philosophical basis and use of learning theory in contemporary PK-12 educational practices.

Equitable Assessment Practices:

This strand focused on InTASC Standard 6 and introduced students to pre-assessment, formative assessment, summative assessment, and equitable grading practices. Through reading, discussion, co-planning, and practice, students learned to design lessons and assessments that align with content standards to improve learning. They read texts on grading and assessment and then used weekly learning logs to summarize new knowledge and connect it to prior learning and experiences. Additionally, students demonstrated their understanding of assessment alignment with state or national standards through a mid-quarter Learning Targets Project and a final Teaching Triad performance assessment.

Inclusive and Differentiated Instruction:

This strand focuses on InTASC Standard 2; learner differences. Teacher candidates develop beliefs and instructional practices that honors all students' inherent value and assets and takes a strength based approach to differentiating for all learners. Teacher candidates explore brain science and group work research that demonstrates different strategies and ways of organizing instruction to support all learners. Teacher candidates also explore the laws and practices around IEPs and 504s.

Contexts of Learning:

This strand focused on InTASC Standards 9 and 10. This course of study engaged students in an in-depth exploration of the philosophical, historical, political and social context of schooling in the U.S. These topics were explored in-depth through class lectures and framing, readings, class discussions, online reflection and postings, and summative graduate level research and writing. Teacher candidates were encouraged to reflect on and understand their positionality, point of view, and ethical stance and responsibility as members of educational organizations and communities.

Culturally Responsive Classroom Environments:

This strand focused on InTASC Standard 3 and CCDEI standard 1. Students were introduced to K-12 classroom management and culturally responsive practices. Our learning was focused on understanding how to listen, lead, and teach for equity in the face of implicit bias. Teacher candidates examined their socio-cultural identities, exploring implicit biases and their impact on interactions. Students read and reflected on building, developing, and maintaining relationships and classroom community through student voice and restorative practices. Assessments included reflections and readings on socio-cultural identity, classroom community, routines, equity, and restorative practices. Their core assignment was an I am poem exploring and communicating their identities.

Professional Practice: Seminar, Professional Development, & Mediated Field Experience

Teacher candidates participated in three different strands focused on InTASC Standards 9 & 10 that helped them develop strengths in our five dispositions and explore different ways of knowing. Through self-reflection, seminar discussions, and K-12 classroom observations, teacher candidates developed skills that helped them see all of the learning from spring quarter in action. Using evidence from the other course work and their self-reflections, students shared their Professional Portfolio as their final assessment defending their strengths and areas of growth around the dispositions. Students also demonstrated that they had the tools, philosophy and strong plan to enter student teaching in the fall.



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EVALUATION:

Written by: Catherine Peterson, MAT, Daelyn Bailey, Ph.D., Sarah Grant, Ma-EdL

Standard 1: Learner Development

Iris was consistently thoughtful and thorough in their contributions to our class discussions and online reflections regarding historical and contemporary learning theory. Iris made connections across theoretical approaches and applied these to classroom practice. They also demonstrated understandings of the connection between other program strands and the learning theories discussed in class. They consistently contributed meaningfully and added levels of depth, reflection and insight to both small and whole group activities and conversations. Their project work was exceptionally well researched and presented verbally and in writing. Iris modeled leadership and collaboration with their peers, genuine engagement with the topics of this strand, and produced consistently high-quality graduate level work in combination with critical thinking and the ability to make connections between the theory and practice of learning theory in various contexts.

Standard 2: Learning Differences

Iris demonstrated consistent growth and accomplished learning towards this standard as evidenced by their engagement in reading logs and reflections, the "Inclusive and Differentiated Toolkit", the groupwork readings and through classroom activities and discussions. Iris recognized that all learners bring their own cultural assets to the table and that when starting with students' strengths and building upon prior knowledge, all students can meet rigorous outcomes. Through development of the "Inclusive and Differentiated Toolkit" Iris developed a repertoire of evidenced based strategies pulled from readings and teacher demonstrations to draw upon in student teaching. Through thoughtful and insightful reading reflections and discussions, Iris also explored structures and systems for multi-tiered systems of support, special education and students with 504s.

Iris demonstrated accomplished work in the Group work section of this strand. The chapter summaries represented a clear understanding of the main ideas of the text and the reflections identified key insights and important questions.

Standard 3: Learning Environments

Iris consistently demonstrated dedication and proficiency in the culturally responsive classroom environments strand. Iris completed all assigned work, meeting and often exceeding standards, and showed a commitment to fostering inclusive learning environments. Iris showed growth and commitment to self-reflection of implicit biases, establishing classrooms where diverse perspectives are valued, and developing a detailed socio-cultural identity profile concerning CCDEI 1, understanding self and others. Strong organizational skills, time management, collaboration with peers, and a solid work ethic further enhanced the learning experience for all members of the cohort. Iris can be an effective educator who incorporates culturally responsive strategies in the future classroom, contributing positively to the learning environment.

Standard 6: Assessment

Iris consistently completed thorough and detailed work, engaged in thoughtful discussion, and collaborated constructively and positively with peers in the assessment strand. Iris exhibited an excellent understanding of assessment practices including pre-assessment, formative assessment, summative assessment, and grading practices. Over the quarter Iris engaged in authentic reflection of new learning and made meaningful connections to other strands and prior experiences in their learning logs. Iris showed a deep understanding of the texts through the summary in their learning logs. Iris engaged in workshop activities and discussions to develop the knowledge and skills associated with designing,



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selecting, interpreting, and using high-quality assessments to improve student learning. Iris demonstrated a good grasp of backward design in planning for assessment through their mid-quarter learning targets project and in their co-planning for instruction for their end-of-quarter teaching triad. Overall, Iris exceeded the standards for the assessment strand.

Standard 7 & 8: Planning for Instruction & Instructional Strategies

Through the Standards Overview Project and the Mediated Field Experience Reflection, Iris demonstrated accomplished work towards these inTasc standards. In the Standards Overview Project, Iris analyzed the elementary standards focuses specifically on the Next Generation Science Standards grade band K-2 and demonstrated an in-depth understanding of how the standards progress in complexity and connect with each other to develop deep critical thinking and higher order thinking skills. In the Mediated Field Experience, Iris connected the Danielson Teaching Framework with the observations they made in the classroom at two different school sites to reflect upon the impact of teaching practices and develop a mental model for strong instruction through student teaching in the fall.

Through the Teaching Triad, a summative assessment of multiple strands, Iris and two peers co-planned a 3rd grade ELA lesson on different points of view using Backward Design. The triad then taught their 20-minute lesson to their peers. Their lesson plan clearly addressed all criteria and demonstrated a comprehensive understanding of culturally relevant classroom practices, inclusive and differentiated teaching strategies, 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 a launching activity to active prior knowledge, an exploration and/or discussion task to make meaning of the content and an assessment to gauge students' learning towards the learning targets. The strength of the lesson was the design of formative assessment before and after the lesson to see how the student's thinking changed. An area of growth for the lesson is ensuring grade level reading texts are used to promote rigor but scaffolded for student independence.

Standard 9 & 10: Professional Learning & Ethical Practice, Leadership & Collaboration

Contexts of Learning (10i): Iris consistently made meaningful, insightful and thoughtful contributions to small groups, large groups and online discussions. Their weekly reading responses consistently demonstrated the depth of their engagement with the philosophies, policies, structures of inequity and models of change explored in the texts. Iris actively engaged with their classmates to explore and respond to other's ideas and ways of thinking. Their final project demonstrated a high level of understanding of graduate level research, writing and critical thinking and reflection. Iris showed that they were comfortable in both leadership and contributing roles. Iris's work and actions reflected their application of the concepts of ethical practice, professional learning, leadership, collaboration, and professionalism.

Iris demonstrated thoughtful and reflective insights of their strengths and areas of growth towards the 5 dispositions while sharing the Professionalism Portfolio & Dispositions during the evaluation conference. A strength Iris highlighted was resilience and managing challenges as they arise, and an area of growth identified was humility and being able to listen share ideas openly in group work.

Through demonstration of the September Entry Plan, teaching philosophy statement, and resume, Iris is well equipped to enter student teaching and apply all their learning from this quarter.



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SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12

- 2 - Learning Theory
- 2 - Social Foundations of Learning
- 2 - Assessment Practices for K-12
- 1 - Classroom Management
- 2 - Differentiated Instruction
- 3 - Professional Practices



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January 2024 - March 2024: Foundations of Healing-Centered Practice

4 Credits

DESCRIPTION:

Faculty: Arita Balaram, Ph.D.

This course introduced students to how academics, activists, and practitioners have worked to address the root causes of violence and imagine possibilities for change. The course offered opportunities for students to explore first-person accounts from people differently positioned in relationship to institutions of punishment and healing in order to understand both the challenges and possibilities of engaging in healing-centered work. Topics included trauma, liberation, and healing justice, restorative vs. retributive justice, conflict resolution, de-escalation, mind-body awareness, and social-political consciousness.

Key texts included Renee Linklater's *Decolonizing Trauma Work: Indigenous Stories and Strategies* and Adriene Maree Brown's *Emergent Strategy* as well as films and podcasts including *Visions of Abolition: From Critical Resistance to a New Way of Life* by Setsu Shigematsu. Major assignments included weekly seminar papers, co-facilitation of seminar, and a final project where students chose a research question to explore related to a major theme from the program.

EVALUATION:

Written by: Arita Balaram, Ph.D.

Iris demonstrated exceptional engagement with her education this quarter by participating in program activities and assignments, articulating ideas verbally, in writing, and incorporating faculty feedback. She came to the program interested in practices for healing and change, with long-term career interests in teaching. She had excellent attendance and came prepared and ready to engage in class discussions.

Iris's weekly seminar papers were insightful, demonstrating a deep understanding of the weekly readings. She identified important key terms, wrote well-constructed analyses of the texts, and made sophisticated interpretations of the arguments being presented. Iris co-facilitated a student-led seminar on adriene maree brown's concept of emergent strategy, a strategy for building complex patterns and systems of change through relatively small interactions. Her co-facilitation generated a fruitful and thoughtful discussion.

For the final project, Iris wrote a compelling paper exploring restorative justice (RJ) approaches in schools as a tool for accountability and conflict resolution. Iris discussed two case studies in Oakland and New York that highlighted the value of an RJ approach—a commitment to mending relationships. She demonstrated strong research, analytic, and critical thinking in her synthesis of the arguments she came across in her literature review. The connections Iris made between her research topic and program themes were well-developed and thoughtful.

In sum, Iris did stellar work in this program and should be very proud of her participation and engagement with the program content and our learning community. I wish her the best of luck in her future studies.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

- 2 - Social Psychology
- 2 - Sociology of Health



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January 2024 - March 2024: Arts and the Child: Early Childhood

4 Credits

DESCRIPTION:

Faculty: Hirsh Diamant, Ph.D.

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

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

EVALUATION:

Written by: Hirsh Diamant, Ph.D.

Iris is an excellent student! Iris completed most of the class assignments and had a good attendance record. Academic work was submitted in a timely way and commented on the work of other students. Iris also worked regularly with the art journal gaining skills with art materials, techniques, and artistic expression. I was impressed with Iris's work in this class! The seminar papers and artwork created were consistently authentic and inspiring!

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

In my opinion, Iris is ready for advanced studies in education and human development.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Early Childhood Education, Arts, and Human Development



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September 2023 - December 2023: Ceramics: Handbuilding

4 Credits

DESCRIPTION:

Faculty: Bruce Thompson

Students gained an overview of ceramic studio practices and learned a variety of hand-built ceramic techniques beginning with traditional methods and moving toward current ceramic technologies. We emphasized functional pottery with technical demonstrations based on utility. Through their thematic projects, students began to develop an informed and personal style and gained solid foundation skills in both functional and sculptural work. Students received critical analysis of their resulting work through written observations and through group discussions. The course introduced students to clay types, kiln firing methods, glazing and related surfacing techniques. Presentations on the history and contemporary application of ceramic arts contextualized studio work.

EVALUATION:

Written by: Bruce Thompson

Iris successfully completed all learning outcomes for Ceramics: Handbuilding this quarter. She attended regularly, submitted assignments on time, and actively participated in group discussions for projects. Iris has a strong grasp of studio ceramics principles, including terminology and the physical properties of ceramic materials, which was evident in her presentation of final work. Iris is a conscientious and active student who engaged with assigned projects and was a pleasure to teach.

Iris created several well-crafted functional pieces, demonstrating skillful experimentation with glaze application. She proactively sought technical guidance and diligently completed all projects. Her work consisted of diverse items such as a wall shelf, tea light, a large circular serving platter, a slab-constructed lidded box, and several small cups. All pieces displayed careful attention to detail and a refined design aesthetic. Iris maintained excellent communication throughout the quarter and followed through on all projects. Iris is fully prepared for the intermediate-level course work in expressive-based studio ceramics.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Ceramics



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September 2023 - March 2024: What is Education for at This Moment in Time and Place?

16 Credits

DESCRIPTION:

Faculty: Sonja Wiedenhaupt, Ph.D.

This exploratory program engaged two main purposes: To learn what it might mean to seek out education that is in service of a just and sustainable world in a time of climate change. To make sense of how the relationships, stories and contexts we each engage inform our respective understandings of the purposes of education. With these broad goals in mind, the program was organized around five learning objectives: (i) to describe evolving beliefs and relationship to the essential question; and (ii) to synthesize insights about what's worth learning and practicing from mentor stories and community based learning. Along the way, students also had opportunities to (iii) apply qualitative research practices in relation to the essential question; (iv) practice and refine deep listening skills; and (v) to learn and work with concepts from Indigenist and Critical Race paradigms.

We began the inquiry in the fall quarter by taking stock of the ideas we each carried with us into the program. From there, using the framework from Bronfenbrenner's ecological systems model, students gathered insights from artifacts, interviews, community events/organizations, stories and readings on social/political contexts to illuminate their positionality, perspectives and questions about the purposes of education. To introduce and practice qualitative research practices, students engaged workshops that addressed research journaling, types of data, interviewing practices, analyzing data, and writing annotations that capture insights and questions from the data. In winter, students had opportunities to learn and work with the concepts of reciprocity (Kimmerer, 2013), relationality and relational accountability (Wilson, 2001), cultural humility (Chavez, 2013), community cultural wealth and critical race theory (Yosso & García, 2007).

Throughout the year, students demonstrated their sense making by: (i) maintaining an organized research journal that included data, annotations and insights from interviews, readings and community based experiences, and along with any other artifacts related to the inquiry; and by (ii) writing & revising a letter that described their evolving understanding of the purposes of education.

Students further synthesized their understandings through multimedia work in both quarters. Beginning with a focus on students' own positionality in the fall, students created a triptych and artist statement that reflected what they have come to understand about how their relationships to family/friends, cultural communities communities, and historical contexts inform their perspective on the purposes of education. In the winter students shifted their focus to learn what stories about community organizing/collaboration could illuminate about the purposes of education. For this multimedia research project, students engaged a deep dive into one of five stories: Freedom Schools, Farmworkers Movement, Abolitionist movement, Alliances cultivated by Tribes for watershed restoration, and Mutual Aid Societies. Students worked with a range of sources to learn about the context of the movement/work, including primary documents, essays, children's books and documentaries. Each group then generated a set learning objectives illuminated by the stories that they felt were worth learning and practicing. They created a set of cards (a contribution for a class card deck) which was informed by their research and that described the nature, look, sound and significance of each objective. This extended project required students to create and engage a set of agreements and strategies for collaboration. Students were also given opportunities to practice collaborative writing and peer review protocols in order to generate and refine their co-authored work.

Texts and guest speakers informing the fall program work included: *Research is Ceremony: Indigenous Research Methods* (Wilson, 2020); selections from *Braiding Sweetgrass* (Kimmerer, 2013); excerpts from *Unlikely Alliances: Native Nations and White Communities Defend Rural Lands* (Grossman, 2017); some



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declarations & legislations (Green New Deal, Red New Deal, The Earth Charter, and the UN Declaration of Human Rights); "Education for sustainable futures?: A workshop on the history of an idea from these lands and waters" (Bowman, 2023); selections from *Cultivating Genius* (Muhammad, 2020) on Black literary societies and the five pursuits of historically and culturally relevant education; "Windows, mirrors and sliding glass doors" (Bishop, 1990); Lessons modeling powerful literacies by educators published in *Rethinking Schools Magazine*; selected readings from professional organizations on the context and responses to the banning of books (e.g. American Library Association, Zinn Education Project, National Council of Teachers of English); and children's picture books on banned books lists. Students also engaged two workshops with Windowseat Media on oral histories, deep listening and the art of the interview, along with articles and resources related to interviewing practice: "Losing control in an interview" (Heilman, 2018) and "Listening as an act of love" (Tippet & Issay, 2016). In addition, several of the texts students engaged provided examples of qualitative inquiry.

Winter work was informed by texts and speakers that included: *Land Justice* (Kimmerer, 2023); *Indigenist Research Paradigm* (Wilson, 2001); *Cultural humility* (Chavez, 2013); excerpts from *Cultural Nature of Human Development* (Rogoff, 2003); *Honorable harvest* (Kimmerer, 2019); "This is no slum! A Critical Race Theory Analysis of Community Cultural Wealth in Culture Clash's Chavez Ravine" (Yosso & García, 2007); *Chavez Ravine* (Culture Clash, 2011); *Hope is a discipline* (Kaba, 2021); "Black Palestinian Solidarity: Struggling for Joint Liberation" (Elia, Hagopian & Marlowe, January 26, 2024); *Independence or Catastrophe: Teaching Palestine/Israel A multiple narratives approach* (Shoman, 2014); *Teaching Palestine: An interview with Palestinian educator Ziad Abbas* (Sokolower, 2024); conversation with Squaxin Island Museum director Charlene Krise; and community member Sally Brownfield; excerpts from *Native Peoples of the Olympic Peninsula - Who we are* (Henderson, VanderWall & Squaxin Island Heritage & Culture Committee, 2002); and excerpts from *The People's History of the Seven Inlets* (Squaxin Island Tribal Museum, 2018).

EVALUATION:

Written by: Sonja Wiedenhaupt, Ph.D.

Iris completed strong work in the program that reflected an engagement with the essential question. Iris engaged in relevant ways in conversations with peers, and actively took up opportunities to learn from interviews and community-based events. Iris attended many classes and completed all major assignments.

Iris came to the program with an interest in becoming an educator. When she first started the program, she thought of education as a practice where educators created safe and differentiated spaces for pursuing interests and developing social-emotional literacies. Overtime, Iris's writing reflected the work of someone who was leaning into opportunities to consider the personal, social, cultural and political purposes of education. Her work showed strong developing dispositions to learn and work with concepts from Indigenist paradigms and Critical Race Theory. She came to understand the importance of understanding her positionality and the social political contexts of her work as an educator.

One theme in her work revolved around the kinds of consciousness and choices educators need to practice. She thoughtfully engaged program texts to reconsider the nature of knowledge and her role as a learner, noticing the importance of "bring(ing) cultural knowledge into the classroom" and that "no one owns knowledge, no one is an expert and we are all always learning; in the classroom, we are all learning together." Over the course of the year, Iris thought further about the nature of culturally responsive teaching noticing her responsibility to learn from the assets and aspirations of families and cultural communities.

Another theme was the evolution of her understandings of the nature and purposes of literacy. As Iris became increasingly aware of the political nature of education, she was caught by how "literacy has been



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used as a tool to empower some, and keep power away from others,” and noted: “Muhammad’s book makes me think that one of the purposes of education is to fight for education being accessible to, and representative of, all students.” She began thinking about her responsibilities in cultivating a powerful literacy, noting: “the stories you choose as an educator help students to learn.” More specifically she realized the importance of both, “connect(ing) literacy and knowledge with cultural understandings,” and creating “opportunities for all students to feel seen, represented, and heard” through “choosing diverse and representative texts and materials.” Ultimately Iris observed: “the importance of cultivating multiple literacies as there is so much more knowledge and understanding that we can acquire and have access to when we are multi-literate.”

Iris demonstrated a strong capacity to synthesize insights about what’s worth learning and practicing from mentor stories. As part of her work she collaborated to learn about the Freedom Schools. In a final reflection, Iris noted: “Studying Mississippi’s 1964 Freedom Summer Project revealed to me the dual-reality of education as a political tool used by dominant systems, and as a powerful force that can lift people up and strengthen communities. Learning about the Freedom Schools demonstrated the importance of community-organizing to provide education that is culturally relevant and representative.” Together with her group, she created a set of cards guided by principles of Community Cultural Wealth (Yosso and García , 2007) around the following objectives: (i) seeing ways to notice and challenge inequitable systems; (ii) respectfully engaging with different cultural and linguistic forms of capital within communities; (iii) identifying navigational capital; (iv) engaging social networks within a community that can provide needed resources and support; and (v) acknowledging and challenging deficit narratives. Each card clearly described the significance of the learning objective along with how it looks and sounds when practiced, and included a set of references that informed the card. In addition, they generated a card to provide historical context for the story that informed their set of objectives. Finally, the group curated a set of archival photographs which effectively communicated the essence of each card’s focus. Together, the group demonstrated a strong capacity to develop agreements for their work, develop homework plans in preparation for their work sessions. They structured purposeful dialogues to examine and deepen the meaning they were making together. As part of those dialogues, they both (i) effectively engaged with primary and secondary sources, documentaries, and stories to inform their understandings; and (ii) used tools to support their understandings such as probing questions and group note taking strategies on large graphic organizers.

Iris also took time to engage and learn from community-based engagements. She also attended two community events: (i) “Teaching for Social Justice Conference; and (ii) a cultural bazaar at the Ashho Cultural Community Center. Iris also participated 18 hours of volunteering for the Olympia Kiwanis Garden. The field supervisor wrote:

“Iris excelled at positivity and constructive contributions; this is a chaotic and challenging time of year (prepping for the growing season) and within our program (the first couple months of my onboarding to this position and organization). Despite those circumstances, she came ready to work on any task in variable weather. Her clarifying questions often improved our work, and she handled herself with professionalism and attention to detail. Iris demonstrated genuine interest in the organizational framework and field in which we work. She worked with other long-term community volunteers of different ability levels and backgrounds, connecting over the weeks and contributing a lot of new, exciting energy to the group dynamic.”

In a final reflection on what Iris learned about the purposes of education from these experiences of learning from different communities, she wrote: “A big piece of learning for me throughout this program was that education occurs everywhere, in many different contexts, not just in the classroom. In my work at Kiwanis I have been able to observe education happening outside of the classroom, and I am practicing important skills like working with others.”



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Iris demonstrated good developing skills in curating materials for a research journal that documented multiple sources of knowledge to inform an inquiry, including notes from interviews, observations on community engagements, and reading annotations. The reading annotations skillfully summarized the author's goals and key ideas. Notes from community engagements showed attention to the organizations' purposes, goals, and work. The journal was well organized and included entries showing how a source illuminated her understanding about the essential question. A strength of the reflections was how Iris invited herself to notice a theme related to the inquiry (i.e. literacies), and to deeply engage with her assumptions and new insights. Iris saw the potential for using the journal to inform an inquiry by surface insights and themes from the full range of sources and artifacts she engaged with.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 5 - Foundations of Education
- 5 - Learning in Community
- 2 - Qualitative Research Methods
- 4 - Making Meaning through Writing and Arts



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April 2023 - June 2023: Children, Curriculum, and the Clinical View: Childhood Development and Psychopathology in the Education System

16 Credits

DESCRIPTION:

Faculty: Jon Davies, Ed.D. and Ada J. Vane, M.A.

The program curriculum asked students to consider: How do children learn? What is “normal” development, and who decides? When is it appropriate to diagnose a child? What does it mean to offer relevant intervention in an educational setting and / or at home? How do educators decide what children are ready to learn and when they are ready to learn it? How do schools make decisions about children’s learning? How do biological, cognitive, and social factors influence “normal / abnormal” child development?

Lectures, workshops, seminars, and films helped to further contextualize program texts. Students engaged written and other media formats throughout each academic week that included short papers in preparation for seminars and short reflections in response to lectures, films, and treatment intervention readings. Students also took weekly psychology quizzes and engaged in workshops that dealt with diagnosing real world case studies. They prepared case notes on the same. At the end of the quarter, students prepared a poster presentation that addressed a critical program theme.

Developmental Psychology: Using Ricardo and 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.

Childhood Psychopathology: Using Bridley and Daffin’s *Behavioral Disorders of Childhood* as our guide, we engaged in a comprehensive survey of childhood mental health problems, including Attachment Disorders, Intellectual Disability Intellectual Development Disorder, and Learning Disorders, Attention Deficit Hyperactivity Disorder, Autism Spectrum, Disruptive, Impulse Control and Conduct Disorders, Trauma Related Disorders, and Substance Induced Disorders. This program did not simply present a checklist of symptomology. Through contextualization and bio-psycho-social perspectives, students developed critical thinking skills as applied to theories, assessment, and treatments relevant for each disorder.

Using Alexander and Hinrichs’ *Building Trauma-Sensitive Schools: Your Guide to Creating Safe, Supportive Learning Environments for All Students*, students wrote weekly responses to selected quotations in preparation for discussion and analysis of how teachers and other education professionals create structures and support systems to maximize opportunities for student success in the classroom and schools.

Students were encouraged to consider the role of stigma and the public school system in mental illness. The program highlighted current issues in the field of education and their impact on development. Students inquired into how children develop, how the education system responds to their development, and how scientific, evidence-based research informs both contexts.

EVALUATION:

Written by: Jon Davies, Ed.D. and Ada J. Vane, M.A.

Each week, students came together in treatment and intervention workshops to discuss an assigned case study, make their best diagnosis by applying their understanding of key theories discussed in psychopathology lectures, and to select a treatment intervention. Iris completed all case study notes,



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which were thorough, well-organized, and demonstrated excellent attention to the criteria for diagnosing behavioral disorders, as well as comfortable familiarity with terms related to those disorders and relevant treatment interventions for the condition causing distress.

Weekly quizzes evaluated students' ability to retain key terms. Iris completed all of the quizzes. Performance on these quizzes demonstrated excellent knowledge of how to compare, contrast, organize and retrieve information about terms and concepts in child developmental psychology and behavioral disorders of childhood.

Students wrote weekly responses to selected quotes from assigned seminar readings in preparation for discussion and analysis. Iris completed all seminar responses, which showed an excellent ability to reflect on text material. Iris made consistently thoughtful contributions to group seminar discussions.

Students created weekly responses to selected content from assigned early childhood care and education readings. Iris completed all early childhood care and education workshop responses. The responses were creative, succinct, and illustrated key ideas from the readings. Iris demonstrated significant growth in knowledge and understanding of early childhood care and education, including basic knowledge, effective approaches to use with young children, curriculum design, professional development, current policies, and other critical information.

At the end of the quarter, Iris created a final poster project to summarize and synthesize interdisciplinary content, including program sources. Iris chose to present on "Encouraging Social-Emotional Development in Early Childhood Education." The presentation was well-organized and showed significant depth of thinking. Iris took this opportunity to interact with and support other presenters in our program conference.

We congratulate Iris for successes in our program and can attest that Iris is prepared for more advanced work in psychology and education.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 4 - Childhood Developmental Psychology
- 4 - Behavioral Disorders of Childhood
- 4 - Child Centered Interventions
- 4 - Elementary Education in the Public School System



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September 2022 - March 2023: Teaching English Language Learners: Culture, Theory and Methods

32 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/ML) in academic, content-area classroom settings. Our program considered how a careful study of culture, literacy, heritage language development, community building and program models can help future educators better serve MLs more effectively and equitably as students consider careers in education or in community-based organizations.

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

Program seminar discussions focused on our weekly texts and articles, which included (to name a few), *Reading, Writing and Learning in ESL: A Resource Book for Teaching K-12 English Learners* (2017) by Suzanne Peregoy and Owen Boyle; *Assessing English Language Learners: Bridges to Educational Equity* (2016) by Margo Gottlieb, "The Art of the Reveal: Undocumented High School Students, Institutional Agents, and the Disclosure of Legal Status" (2017) by Marco Murillo. and excerpts from *Critical Pedagogy: Notes from the Real World* (2010) by Joan Wink. Critical pedagogy asks teachers to learn how to be reflective about teaching and generate inclusive practices when working with marginalized populations. In addition, by integrating cultural responsive pedagogy within our program curriculum (through teaching demonstrations), we asked students to name, reflect and act when considering problem-solving approaches in the ML classroom.

We also studied how to design English and academic vocabulary, content area strategies and assessment methods at various levels of language development. Each week, students were required to read a chapter and an article, and participate in classroom discussions, complete a dialectical journal (seven entries in total) and facilitate a seminar. Dialectical journal write-ups consisted of identifying, analyzing and critically discussing key quotes, vocabulary and making connections between the texts.

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

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



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In order to demonstrate their understanding of the literature we studied this quarter, students completed a qualitative case study that included an extensive interview of either an English language learner or ML educator. Drawing from the data they collected, students analyzed their findings and demonstrated their understanding of such codes and themes as schooling, program models, culture, immigration, heritage language maintenance and how ML educators serve as school/community advocates. Students completed their written research by conducting presentations of their findings and recommendations to our learning community.

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: David Freeman and Yvonne Freeman's *Essential Linguistics--What You Need to Know to Teach Reading, ESL, Spelling, Phonics and Grammar* (2017); Susan Behren's *Grammar: A Pocket Guide* (2010). Students developed lesson and unit plan that integrated such concepts phonology, morphology and syntax through the development of reading, writing, listening and speaking strategies across levels language proficiency levels. Students also designed ML grammar lesson and teaching demonstrations using verb tenses, prepositions and academic language in the content areas.

We also continued our study of cultural responsive teaching and learning by introducing such texts as 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 standards; 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:

Written by: Grace Huerta, Ph.D.

Iris demonstrated a strong understanding of the foundational concepts associated with teaching English language learners (ELs) this quarter through the completion of such work as: designing multilingual (ML)



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instructional strategies, analyzing assessment methods and affirming cultural community building through reader response dialectical journals, conducting a teaching demonstration, and completing a final ML educator case study research project and presentation. In addition, Iris completed EL tutoring sessions at a local elementary school this fall.

This quarter Iris and her teaching team led a seminar focused on ML instructional practices, such as teacher dispositions and the instruction of academic language. They addressed themes and stereotypes such as ELs as “fragile” populations who must navigate a system that relies on communicative performance and communicative competence. They highlighted how academic language can be overlooked in the classroom and serve as an invisible barrier to accessing content, thus impacting the academic achievement of English language learners.

In addition, Iris and her peer seminar leaders invited a discussion of the article by Benjamin Blaisdel, “Critical Race Practice in the Era of Standards based Reform: The Story of One Elementary School.” Their discussion included how educators have the potential to learn from one another when change and students demand it. This was a powerful theme as the team invited examples from the seminar participants. This educational dialogue illustrated the social, emotional, cultural and educational variables that impact the success of underrepresented students beyond the curriculum educators teach. Iris and her seminar leaders did a great job encouraging all the voices of our learning community to participate in this engaging discussion of the literature.

Iris also completed all 7 dialectical journals where she offered ideas for EL teaching, programming, student needs and culturally relevant instruction. She addressed student needs respectful of cultural and gender diversity, their heritage languages and students’ prior educational experiences. These journals also demonstrated Iris’s understanding of the conditions and funds of knowledge ELs/MLs and their families bring to the local school community as analyzed in our program research articles and texts.

Iris and a teaching partner also demonstrated a kindergarten dual language lesson plan with a focus on literature. Using an excerpt from Jessica Lowe’s, “Julian is a Mermaid.” They emphasized the use of comprehensible output as they invited students’ funds of knowledge while assessing their understanding of the plot. Students drew a representation of events in the story as well as identified academic language found in the story such as mermaid, *la sirena*, and contextual clues. Cooperative group activities (using reading and a sentence writing prompt), provided students a means to produce comprehensible output using student drawing and an arts walk, and writing additional reflections about the text. Assessment of the lesson included drawing about the elements of the plot. This approach to EL curriculum design demonstrated Iris’s strong understanding of English language and literacy development.

Iris completed a well-detailed and organized case study entitled, “Spanish is a Gift.” She interviewed an EL educator Cristina. She was born in New Jersey with parents whose roots are in Cuba and the United States. Cristina attended Rutgers University but transferred to The Evergreen State College. Cristina completed her teacher certification program and taught for two years in Japan. Iris discussed how Cristina is a life-long learner, who continues to hone her professional practice, while teaching while teaching at Garfield, Mountain View and Lydia Hawk Elementary schools in Western Washington. Her teaching interests range in areas that have an impact on all learners, as she has on focused on conflict resolution, de-escalation practices, building relationships, and creating a safe learning environment. In addition, Iris shared research themes she found in her data, such as the role of the affective filter on students producing oral language output, and the important use of visuals, and sing-alongs to help motivate students to produce academic language. Iris also noted how Cristina helped students see themselves as learners by giving them choices and affirming their heritage languages and providing learning centers in the classroom setting. This was a powerful piece of research.



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Iris's collective work (dialectical journals, case study research, EL tutoring, lesson planning and demonstration) represent her effective understanding of the conditions and strategies that support EL/ML teaching and learning.

Winter Evaluation

Written by: Leslie Flemmer, Ph.D.

Winter quarter, Iris continued to demonstrate strong interest and understanding of the foundational concepts associated with teaching multilingual learners (ML) such as: ML program models, introductory ML instructional strategies, WIDA standards, formative and summative assessment, curriculum development, teaching demonstrations, and a culminating group project and presentation. Iris's attendance and active participation demonstrated a strong commitment to multilingual education and the goal of becoming an elementary teacher.

Iris volunteered weekly at Lydia Hawk Elementary School bilingual Kindergarten classroom completing approximately 20 hours by observing, tutoring, and at times leading discussions with MLs in a pullout session. Iris's weekly school tutoring reflections were thorough and comprehensive which detailed new learning experiences, effective learning strategies, and the advantage of connecting total physical response, visuals, and realia to help ML students learn and comprehend language.

Iris created and taught an interactive grammar lesson for 4th grade emergent/intermediate ML students, which focused on verb tenses and conjugation. Iris used WIDA ELD STANDARD 2 Language Arts.

Iris introduced verb tenses and conjugation by providing stages of instructions including definitions of verbs, information about past, present, and future tenses, using charts and providing examples. Students had verb charts that showed how to conjugate different action verbs. Iris was able to quickly check for comprehension by using proximity control in the classroom. This approach to ML curriculum design demonstrated Iris's understanding of instructional strategies to teach grammar.

Winter quarter's preparation for seminar was equally rigorous and thorough. Iris completed all dialectical journals and continued to demonstrate strong writing and analysis skills. Iris and two seminar leaders successfully led a session. The seminar focused on Peregoy and Boyle's extensive reading strategies with a focus on reading instruction and assessment. The team also discussed chapter 6 from Dover and Rodriguez-Valdez's book, *Radically Inclusive Teaching*. The team invited our learning community to share examples from the readings ranging from how to affirm diverse student linguistic identities (i.e., who may feel isolated) to how to use student miscues to inform their strategies. The seminar discussion included how educators have the potential to invite more multilingual student input in their own learning while working in response groups and inviting independent reading strategies specific to the content areas, such as mathematics. This was an interactive, engaging seminar where all voices were invited to share, discuss, and engage in the learning process.

As a culminating project, Iris collaborated with two other students to develop and complete an excellent final "Ideal Multilingual Program Model--Cultivating Multilingualism" a curriculum project. This interdisciplinary project consisted of five parts which included a philosophy and pedagogy statement, a culturally responsive curriculum and assessment plan with three lessons plans. Iris and the team also developed and presented a teaching demonstration based upon their philosophy, pedagogy, and curriculum. This lesson engaged a middle-level 6th grade, dual language program model, which introduced Social Studies, English and Spanish Language Arts and Indigenous literature and identity poetry, using some vocabulary in English and Spanish from Pablo Neruda's poem "The Me Bird."



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The paper focused on developing language proficiency and content area support while implementing WIDA ELD Standard 2: Language Arts: ELD-LA 6-8 (narrate and interpret) and WIDA ELD Standard 5: Language for Social Studies: ELD-SS 6-8 WIDA ELD Standard 5 (explain and interpret). Iris's team provided a rationale to support the philosophy and pedagogy as they introduced other diverse authors such as Pam Muñoz Ryan and Indigenous perspectives of the Mapuche people (Chile) in their dual language lesson and summative assessment (observation and reflective writing).

Iris's team's final project also introduced multiple views of history in literature, including the importance of the culture, the environment and land acknowledgements. The team integrated the use of reading, writing, listening, and speaking activities across literary genres (identity poetry, storytelling,) while utilizing English and Spanish academic vocabulary.

In sum, Iris's collective work, including dialectical journals, seminar facilitations, case study research, multilingual tutoring, lesson planning and demonstrations, and final project represented Iris's effective understanding of the conditions and strategies that can support multilingual teaching and learning.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 32

- 4 - EL Instructional Methods and Program Models
- 4 - Language Acquisition Theory
- 4 - Understanding Language, Culture and Identity
- 4 - Introduction to Qualitative Research and Final Project
- 4 - Critical Pedagogy in the K-12+ Classroom
- 4 - Sheltered Instructional Strategies
- 4 - Linguistics and Grammar for Educators
- 4 - EL Assessment



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March 2022 - June 2022: So You Want to be a Psychologist

16 Credits

DESCRIPTION:

Faculty: Nathalie Yuen, Ph.D.

This one-quarter program considered psychology as both an academic discipline and as a career. The program led students through entry work as part of the Psychology, Health, and Community path of study.

The major topics of study were foundations of psychology, history and systems of psychology, social science ethics, career explorations in psychology, and a concentration in one of its subdisciplines: social, developmental, or cognitive psychology, or biopsychology. This program was conducted during the on-going coronavirus pandemic; classes were held in person after more than a year of remote learning.

Readings included *Taking Sides: Clashing Views on Controversial Psychological Issues* (19th Edition, expanded) by Edwin E. Gantt and Brent Slife, *The Story of Psychology* by Morton Hunt, *Forty Studies That Changed Psychology: Explorations into the History of Psychological Research* (7th Edition) by Roger R. Hock, *50 Great Myths of Popular Psychology: Shattering Widespread Misconceptions about Human Behavior* by Scott O. Lilienfeld, Steven Jay Lynn, John Ruscio, and Barry L. Berstein. Students completed the online Collaborative Institutional Training Initiative (CITI Program) training on the ethics of human research. Throughout the quarter, students submitted written assignments; students selected a sample of these assignments to be included in an academic portfolio that was submitted at the end of the quarter.

Students joined one of four discipline groups within psychology: social, developmental, or cognitive psychology, or biopsychology. The format was group study, using a recent textbook and primary source readings. Through a search of professional journal abstracts, students found primary source articles and wrote five summaries on these articles from within their discipline. In addition, they demonstrated their learning via a comprehensive final examination on their chosen discipline field or by documenting their work.

Students also shared their learning across disciplines by participating in "jigsaw" groups focused on a topic of interest in psychology. Jigsaw groups were composed of members from each of the four discipline groups. Each jigsaw group chose a "What if . . ." question and each student wrote a research paper on how their discipline would address this question. Students expanded their library research skills, in particular the use of PsycInfo. Students gained expertise in the technical writing style of the American Psychological Association by practicing their skills writing abstracts and a major paper in APA format that reflected their discipline group learning. Each jigsaw group gave a presentation of their findings.

Students investigated theories and practices of psychologists to enhance their understanding of counseling, social services, and the science of psychology. Students explored careers in psychology and the academic preparations necessary for these career choices. We learned the typical activities of psychologists who work in academia, schools, counseling/clinical settings, social work agencies, and applied research settings. Invited speakers provided career perspectives from a number of fields including: research, clinical psychology, school psychology, counseling, and social work.

Students attended the 102nd Annual Convention of the Western Psychological Association (WPA), April 27-May 1, 2022, Portland, Oregon. The WPA conference allowed students to discover the range of activities and topics that psychology offers, and to learn about cutting-edge research in all areas of psychology. The conference activities included invited lectures, papers, symposiums, and poster



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sessions of current research by professionals. Students who did not travel to the WPA conference did library research on the current writings of a psychologist in their chosen discipline.

EVALUATION:

Written by: Nathalie Yuen, Ph.D.

Iris Koltuniak had a successful quarter in So You Want to be a Psychologist. Iris completed all of the work and the overall quality was excellent. Iris demonstrated excellent engagement with the program materials and finished this program with a solid foundation for further studies in psychology.

Iris completed all of the written assignments. At the end of the quarter, Iris submitted a portfolio that included selections of academic work completed during the program. The portfolio included a framing statement that provided an overview of Iris's learning. The portfolio also included annotations of each piece of work that demonstrated Iris's engaged learning and successful work in the program. Iris did excellent work on the history and systems final examination. Iris also completed the online Collaborative Institutional Training Initiative (CITI Program) training on the ethics of human research.

Iris studied lifespan developmental psychology, working within a small group of students. This group was very dynamic and cohesive. Iris read *Lifespan Development: A Psychological Perspective* by Martha Lally and Suzanne Valentine-French as the textbook in this discipline area. In addition to regular textbook study, Iris read contemporary and classic primary source articles within the discipline. To demonstrate learning in the discipline, Iris took a comprehensive final exam. The exam performance confirmed that Iris had achieved a very good understanding of developmental psychology.

Iris also shared this learning in developmental psychology across disciplines by participating in a jigsaw group. The group discussed the question "What if the way we learned language was altered?" as its issue. For the research paper, Iris addressed this question from the perspective of developmental psychology. Iris submitted all drafts of the paper, each an improvement from the previous. Iris's final 8-page research paper showed a good understanding of the technical writing skills required by the American Psychological Association's (APA) format. For the jigsaw group presentation, the group members were knowledgeable, well-rehearsed, and gave a very good talk. The talk also included presentation slides that were well organized and included overviews of the main points.

Iris attended the 102nd Western Psychological Association (WPA) annual conference in Portland, Oregon, gaining valuable preprofessional experience. Iris attended many conference activities; the summary of this experience demonstrated excellent engagement at the conference. It is evident that Iris gained much from attending the conference.

Overall, Iris made significant progress. Iris is well prepared for intermediate to advanced work in the social sciences. It was a pleasure having Iris as part of the learning community.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 4 - History and Systems of Psychology
- 2 - Social Science Ethics
- 3 - Career Exploration in Psychology
- 3 - Foundations of Psychology
- 4 - Lifespan Developmental Psychology



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January 2022 - March 2022: Theories of Personality (B)

4 Credits

DESCRIPTION:

Faculty: Susan J. Cummings, PhD

The major personality theorists were presented sequentially within their cultural and historical contexts. This provided the students with a broader understanding of the evolution of ideas concerning human nature. Exploration of theories were limited to those that apply specifically to the practice of counseling. Attention was given to the interaction of the individual with the social milieu, the cultural biases within theory and the effect to personal history on theoretical claims.

Learning Goals:

- To expose students to the broad spectrum of personality theory utilized in psychotherapy so that students can both discover an area of personal interest for future exploration and appreciate and understand orientations that differ from their own.
- To give students an overview of the development of counseling psychology through the development of personality theory.
- To help students articulate their own theoretical and pragmatic questions and assumptions that underlie their personal orientation to the process of change in therapy.

EVALUATION:

Written by: Susan J. Cummings, PhD

Iris was an active participant in class and seminar discussions and her input was articulate, sensitive and insightful. Iris's reflection papers were thorough examinations of the text and real life applications of the various theories. Iris's work and participation demonstrated her deep engagement in the learning process and her sophisticated grasp of the various theoretical concepts, their nuances and their contradictions and how they were developed and are being developed over time and influenced by cultural, historical and social paradigms.

In her personality theory project Iris indicated that after learning about all the various approaches she disagrees with those that many approach in which people are categorized, such as the Attitude Model based on Jung's introversion and extraversion. She believed people's personalities are not static but fluid instead and that there needs to be allowance for deviation from these typologies.

Iris's team paper was on the impact of early childhood on personality. Iris' portion was excellent and her sources cited per APA style format. Iris focused on the role of nature/nurture as well as Freud and Jungian approaches. Iris examined whether personality is innate or shaped by the environment over time. She also explored how childhood experiences might inform adult choices.

It was a pleasure having Iris in class.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Psychology



Koltuniak, Iris Jessie

A00429211

Last, First Middle

Student ID

September 2021 - March 2022: In Sickness and In Health

26 Credits

DESCRIPTION:

Faculty: Eric A. Stein, Ph.D., Toska Olson, Ph.D., and Arita Balaram, Ph.D.

In this foundational, hybrid (online and in-person) social science program, students explored cultural, social, and psychological approaches to the body and health in order to develop a complex, integrative understanding of well-being. Students completed weekly seminar synthesis essays and an extensive autoethnographic project that cited our readings in feminist psychology, narrative psychology, community psychology, medical anthropology, and the sociology of health, illness, and healing. As part of our studies of positive psychology, students completed a weekly collaborative ecotherapy practicum that entailed shared reflective activities and writing exercises. Sophomore - senior students completed additional work in applied anthropology, community psychology, and medical anthropology that culminated in a short project overview, a 5 - 7 page library research report on a social problem, and a presentation on interventions by existing organizations. Winter studies featured psychological, ethnographic, and activist approaches to loneliness, disability, and housing instability, as well as readings in positive psychology on gratitude, joy, self-compassion, affective forecasting, and other topics; students completed short summaries of readings each week, composed questions, and wrote a preamble exploring ideas between texts. For their major collaborative project in winter quarter students learned applied anthropology and community psychology approaches to developing ethical, community based, applied projects on wellbeing on the Evergreen campus, culminating in extensive research-based reports and major presentations attended by Evergreen staff. Students also had options to complete a substantial pre-capstone research proposal; a community-based internship or volunteer position; or additional studies in a weekly group-based positive psychology practicum. Our texts included Lorde's *The Cancer Journals*, Morgan & Cornwell's *Ecotherapy Workbook*, Radke's *Seek You: A Journey Through American Loneliness*, Bstan-'dzin-ryga-mtsho & Tutu's *The Book of Joy: Lasting Happiness in a Changing World*, and Desmond's *Evicted: Poverty and Profit in an American City*, in addition to a selection of disciplinary articles.

EVALUATION:

Written by: Eric A. Stein, Ph.D., Toska Olson, Ph.D., and Arita Balaram, Ph.D.

Iris completed excellent work in *In Sickness and In Health* and made significant progress toward our program's learning objectives. The faculty regards attendance to all program activities, timely submission of written work, and participation in program activities as one indication of a student's commitment to learning. Iris met and sometimes exceeded responsibilities for assignments, attendance, and collaboration. Iris was highly engaged throughout our studies and helped to strengthen our learning community as a whole. Iris earned full credit for this very good work.

In seminar, Iris contributed informed, perceptive comments on readings, films, and other texts, working especially well in small group workshops and sometimes taking on a leadership role. Iris's seminar papers showed considerable growth in their comprehension of texts, grounded commentaries, and synthesis of key ideas. An especially notable paper provided a thorough, accurate reading of Jonathan Metzler's book *The Protest Psychosis*, on the racialized social construction of schizophrenia in the 1960s and made very good connections with the forms of structural and symbolic violence experienced by prisoners in Gilda Shepard's documentary *Since I Been Down*. Iris's excellent autobiography expanded significantly on an earlier draft and provided a careful consideration of an illness experience that drew on our readings in feminist psychology, medical anthropology, and the sociology of health, illness, and healing. Iris did especially strong work with Audre Lorde's book *The Cancer Journals*, drawing parallels between Lorde's experiences with gender normalization and more widespread gendered patterns of



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delegitimization. Iris's ethnographic work was coherent and perceptive, offering a data-rich reading of a KN95 mask and very good initial observations of the Olympia Transit Center. During winter quarter, Iris demonstrated a strong capacity to succinctly summarize key textual themes and integrate central ideas. For example, Iris returned to an iterative consideration of the concept of affective forecasting as it related to prioritizing positivity and releasing expectations. In addition, Iris constructed a very good Photovoice analysis of safety resources on the Evergreen campus.

Iris's fall quarter ecotherapy group was the model of a cohesive, enthusiastic, well-functioning team. Through their excellent work, the group experienced how focused conversations and explorations in nature can deepen individuals' understanding of themselves, their strengths as collaborators, and the relationships between humans and the natural world. For example, Iris noted that, just like a fallen tree that becomes a nurse log, a person's value and worth doesn't decline during times of challenge or transition. The group's journal demonstrated a consistently strong substantive engagement with the Ecotherapy Workbook material and its personal applications. In commenting on Iris's collaborative skills, group members highlighted Iris's solid preparedness, communication skills, and encouraging, uplifting presence.

In the winter, the goal of the positive psychology component of the program was to provide students with an opportunity to examine and practice well-being promotion strategies through readings, lectures, and substantial engagement in weekly exercises. Iris's reports documented acceptable engagement in the practices, good self-awareness, and an emergent personalization of concepts such as self-compassion and cognitive reframing.

In their excellent Health and Resilience at Evergreen project, Iris's group took a student-centered approach to addressing safety considerations on campus. The group successfully applied principles of community psychology and applied anthropology to the work, making substantial use of the Community Toolbox framework. The group's 25-page final report included effective information contextualizing the problem of on campus violence both nationally and at Evergreen, drawing on published, scholarly sources and campus data sets. To further understand the issue, the group completed an original photovoice project and survey questionnaire. The photovoice element was particularly effective, as it documented poorly lit and remote areas on campus where students felt especially unsafe and made viable recommendations for improvement. The survey revealed how feelings of unsafety prevented students from accessing important campus resources and helped to identify interventions that students found meaningful. The group's especially well-conceived, compelling, data-informed set of recommendations drew from their original research as well as from approaches employed by other campuses to enhance student safety. In addition, the group established a partnership with SafePlace, a local organization tasked with creating a campus safety plan and served as community advisors. The group's exceptional final presentation, which included the director of prevention education for SafePlace, convincingly summarized their findings and recommendations and underlined the importance of their work overall. The group collaborated and communicated effectively to complete the successful work and took a high level of responsibility for addressing an important on-campus issue. Group members noted that Iris played a significant role in the project, coordinating the Photovoice research, researching and drafting the section on other college approaches for the final report, analyzing survey results, and generally helping to maintain a positive, productive spirit within the group overall.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 26

- 4 - Narrative Psychology
- 4 - Community Psychology
- 4 - Positive Psychology
- 2 - Medical Anthropology



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4 - Sociology of Health, Illness, and Healing

4 - Ethnography

4 - Applied Anthropology



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.