



Tamayo, Cecilio H

A00428390

Last, First Middle

Student ID

CREDENTIALS CONFERRED:

Bachelor of Arts

Awarded 14 Jun 2024

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2020	03/2021	24	Reproduction: Critical Witnessing at the Intersections of Gender, Race, and Power 8 - Introduction to History, Sociology and Politics of Reproductive Control and Reproductive Justice (U.S.) 8 - Introduction to Critical Psychology: Gender, Race and Sexuality Studies 3 - Introduction to Reproductive Physiology, Stress Physiology and Genetics 3 - Introduction to Social Science Narrative Research Methods: Independent Interview Project 2 - Foundations of College Success
09/2020	12/2020	4	Japanese - First Year I 4 - First Year Japanese
01/2021	03/2021	4	Japanese - First Year II 4 - First Year Japanese
03/2021	06/2021	12	Narrative Psychology and Storytelling: Recovering the Past to Build Feminist Futures 4 - Narrative Psychology 4 - Political Economy of Race, Class and Gender in the United States 4 - Archival Research Project: "1846-1848 Mexican American War: An Imaginary Line and the New Mexican Americans"
03/2021	06/2021	4	Japanese - First Year III 4 - First Year Japanese
09/2021	03/2022	32	Carrying Home: Latinx Worlds, Culture, and Public Health 10 - Latinx Studies: History, Culture, and Immigration 5 - Introduction to Public Health and Critical Health Literacy 6 - Topics in Cultural Studies, Education and Political Economy 4 - Critical Race, Gender and Disabilities Studies 4 - Introduction to Qualitative Research Methodologies 3 - Public Health and Pathophysiology of Diabetes and Obesity
03/2022	06/2022	16	India: Culture, Cuisine, and Dance 4 - Cultural Anthropology 4 - Political Economy 4 - History of India 4 - Dance/Performing Arts: India



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EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2022	03/2023	29	Teaching English Language Learners: Culture, Theory and Methods 3 - <i>EL Instructional Methods and Program Models</i> 3 - <i>Language Acquisition Theory</i> 4 - <i>Understanding Language, Culture and Identity</i> 4 - <i>Introduction to Qualitative Research and Final Project</i> 4 - <i>Critical Pedagogy in the K-12+ Classroom</i> 4 - <i>Sheltered Instructional Strategies</i> 3 - <i>Linguistics and Grammar for Educators</i> 4 - <i>EL Assessment</i>
04/2023	06/2023	16	Community Mental Health and Art in Social Contexts 6 - <i>Psychology: Individual Research Projects</i> 5 - <i>Art and Music History: Contemporary Arts and Health</i> 5 - <i>Liberation Psychology and Community-Engaged Research</i>
09/2023	03/2024	32	Student-Originated Studies: Community-Based Learning and Action 8 - <i>Community Based Learning: Liberatory Education and Cultural Studies</i> 12 - <i>Internship: Applied Education: High School AVID and ELL tutoring</i> 12 - <i>Internship: Multilanguage Learners in Secondary Education</i>
04/2024	06/2024	12	Master in Teaching: Spring 2024 2 - <i>Learning Theory</i> 2 - <i>Social Foundations of Learning</i> 2 - <i>Assessment Practices for K-12</i> 1 - <i>Classroom Management</i> 2 - <i>Differentiated Instruction</i> 3 - <i>Professional Practices</i>

Cumulative

185 Total Undergraduate Credits Earned



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Studying at The Evergreen State College... Learning, discovering, and developing at The Evergreen State College, has helped me look forward to my future. During my undergraduate, I took advantage of the school system, deciding to enroll in programs that I knew would challenge my perspective. My first full program during the Fall-Winter of 2020/21 at Evergreen was called *Reproduction: Critical Witnessing at the Intersection of Gender, Race, and Power*, followed by *Narrative Psychology and Storytelling: Recovering the Past to Build Feminist Futures*, along with a full year language course, Japanese. On one hand, I was engaging in critical thinking, intersectionality, theory, and on the other, structure. Two very opposing learning styles, both of which I loved. I saw positives to both. My only regret was not being able to engage in this process in person. It was during the peak of COVID-19, and I only hoped I could've been there in person (especially for language learning).

My sophomore year I was able to attend in person! I followed the path of theory and Intersectionality, while also aiming to learn more about myself by taking a program called, *Carrying Home: Latinx Worlds, Culture, and Public Health*. This program fell under one of Evergreen's paths of studies (EL Camino), part of which involved English language learner (ELL) education. I was an English learner, so seeing that as a part of a program on the college campus, drew me along for a ride. I sought after the complexity of what ELL meant. I began doing research, thinking about experiences, and anything I could get my hands on. This made me dream. I wanted to be in an ELL environment again, like I was, except, I wanted it to be better for learners, the only issue was I didn't know how to do it.

During my junior year, a one-in-a-million opportunity opened up for me. As I looked through the catalog for the school year, I stumbled upon a program called *Teaching English Language Learners: Culture, Theory and Methods*. Once again I met with theory in the classroom, however I got the opportunity to put that theory to practice by going into the classroom. I had accomplished what I had wanted to do, and I loved it. In my last year for the first two quarters of my senior year, I did an internship that allowed me to be in the classroom once again. During the second quarter, I was offered a position and my internship became my job. I am currently in the last quarter of my undergraduate degree, but hopefully, I will find myself at Evergreen again next fall. This last quarter of my undergraduate degree, is also my first towards attaining a graduate degree, a Masters in Teaching. As I challenge myself with full-time working and studying, I look forward to the future, and whatever that may entail. I may not succeed, but I won't know that until I try.



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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

Cecilio Tamayo actively engaged with the course materials, concepts and ideas. They engaged in discussion and dialogue and developed greater capacities across the quarter to express their point of view and the impacts of these points of view on learning and growth in themselves, their peers and in school learning contexts. The depth of Cecilio's investigation and critical thinking grew over the quarter, as did their skills and capacity for presenting ideas verbally and in writing. They contributed meaningfully to in class and online discussions, sharing insights and thoughtful responses to their peers' ideas and points of view. Cecilio showed a sincere interest in their work for this course and brought those dispositions to the class weekly. Finally, Cecilio's research, presentations and final project demonstrated depth of understanding of the course content and were carefully crafted, clear and accessible to all who read and heard them.

Standard 2: Learning Differences

Cecilio demonstrated growth and adequate 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. They 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" they developed a repertoire of evidenced based strategies pulled from readings and teacher demonstrations to draw upon in student teaching. Through accurate reading reflections and discussions, they also explored structures and systems for multi-tiered systems of support, special education and students with 504s.

Cecilio demonstrated developing work in the Groupwork section of this strand. The chapter summaries represented an emerging understanding of the main ideas of the text and the reflections identified some key insights and foundational questions.

Standard 3: Learning Environments

Cecilio exhibited growth and a commitment to self-reflection on implicit biases, contributing to the establishment of classrooms where diverse perspectives are valued. Additionally, they developed a sociocultural identity profile concerning CCDEI 1, understanding self and others. Their organizational skills, time management, collaboration with peers, and work ethic have positively contributed to the learning experience. Cecilio can continue growing as an educator, incorporating these skills in the future classroom and positively impacting the learning environment.

Standard 6: Assessment

Cecilio showed growth by the end of the quarter; ultimately exhibiting a good understanding of assessment practices including pre-assessment, formative assessment, summative assessment, and grading practices. Over the quarter Cecilio engaged in authentic reflection of new learning and made meaningful connections to other strands and prior experiences in their learning logs. They showed a good understanding of the texts through the summary in their learning logs. Cecilio engaged in workshop activities and discussions to develop the knowledge and skills associated with designing, selecting, interpreting, and using high-quality assessments to improve student learning. Cecilio 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 Cecilio has met the standards for the assessment strand.



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Standard 7 & 8: Planning for Instruction & Instructional Strategies

Through the Standards Overview Project and the Mediated Field Experience Reflection, Cecilio demonstrated accomplished work towards these inTasc standards. In the Standards Overview Project, they analyzed the elementary state standards and demonstrated an 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 Reflection, Cecilio 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.

As the culminating summative assessment for the quarter, Cecilio and two peers co-planned a 3rd-grade science lesson on why some animals live in groups 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 strengths of the lesson were the structured activities to engage students in experiential learning, and an area of growth is the assessment's quality and length at the end.

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

Contexts of Learning (10i): Cecilio grew over the quarter in this strand by expressing their ideas and points of view, particularly through small group presentations. They demonstrated a sincere engagement with the core ideas explored in this strand through in small and large group discussion, small group activities, weekly reading reflections, reflective and critical thinking exercises, and the final research project. Cecilio demonstrates a solid understanding of research, critical thinking and graduate level writing skills. Cecilio will have the opportunity to continue to develop and articulate their own stance in regard to ethical practice and the role of leadership and collaboration in professional contexts.

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

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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September 2023 - March 2024: Student-Originated Studies: Community-Based Learning and Action

32 Credits

DESCRIPTION:

Faculty: Ellen Shortt Sanchez, MPA, Therese Saliba, Ph.D.

Student Originated Studies: Community Based Learning and Action combined theory and practice through classroom learning, individual study, and applied internships. Students explored community education models, Ethnic Studies, and equity issues in K12 settings, as well as college access and youth engagement, with a particular focus on liberatory education.

All students completed in-program internships with support from the Center for Community Based Learning and Action (CCBLA), Evergreen's Public Service Center. During the core program, students gained a foundational understanding of community-based learning as pedagogy and practice to build capacity for social action and change. Program readings and presentations explored the field of education, socio-political inequities, and models of liberatory, inclusive education. Faculty and students selected readings on the theory and practice of engaged pedagogy, mindfulness, anti-racism, economic justice, LGBTQ+ health, critical literacy, multi-language learning, prison education, and support for undocumented students and neurodiverse learners.

Class sessions included relevant presentations and workshops, seminar on assigned readings, discussion of internship experiences, and collaborative problem-solving. Class and community events drew connections between national education and justice movements and organizations. In fall, these included participation in the 16th Annual Northwest Teaching for Social Justice Conference, Return to Evergreen, "Ethnic Studies in Education: Current Debates" by Xito presenter Anita Fernandez, and viewing of the film "Precious Knowledge." Additionally, faculty conducted site visits at internships for learning observations, and students prepared a final, collaborative, visual presentation for a public-facing tabling event attended by field supervisors. In winter, students attended a panel on Black Palestinian Solidarity, the Olympia Social Justice and Hidden Histories Tour, and Evergreen Community Internship Fair to broaden their understanding of community-based education.

Throughout the program, students kept a reflective field journal of their internship work, wrote regular reading responses, and provided constructive feedback to peers. In winter, they researched and presented a theoretical essay related to the internship, produced a final paper integrating the theory and practice of their work, and gave a final presentation. In this process, students gained skills in socio-political analysis, applied community teaching and pedagogy, communication, analytical and reflective writing, and public speaking.

EVALUATION:

Written by: Ellen Shortt Sanchez, MPA, Therese Saliba, Ph.D.

Cecilio Tamayo was enrolled in an in-program internship with an individual learning contract titled, **Working with Multi-Lingual Learners in Secondary Education**. A dedicated learner, Cecilio Tamayo did excellent work in all aspects of the program. Cecilio was well prepared and highly engaged in class, providing evidence of a strong understanding of program readings and themes. Over two quarters, Cecilio developed critical thinking and collaborative skills through program work and completed a successful internship at Olympia High School working with multi-language learners (ML). Both classwork and internship participation demonstrated commitment, enthusiasm, curiosity, and a desire to grow into a future educator. Cecilio completed most core program assignments, and enriched our class discussions with insightful written internship reflections and encouraging peer feedback. In fall, Cecilio successfully completed 300 hours of internship project work at the Advancement Via Individual Determination (AVID)



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program at Olympia High School which laid an excellent foundation for ongoing work with English Language Learners and college readiness. In winter, Cecilio's internship work has been so impressive that Cecilio was hired as a paraeducator in the ML classroom and has also been admitted to Evergreen's Master in Teaching program.

Core Class: In fall, the Reflective Journal Internship Updates submitted showed good synthesis of the topics and insights gained from applied education experiences. Early in the quarter, Cecilio documented learning about AVID strategies: "The students were learning the five phases of notetaking which are, take notes, process notes, connecting thinking, summarizing and reflecting on learning, and applying learning. The goal is for the students to be able to use notes and learn from the notes by reflecting, rather than just use them when they are needed." By the final submission, Cecilio shared how assisting with class in the teacher's absence helped build confidence for future roles overseeing a classroom. Cecilio shared an understanding of structural education inequities between well funded and underserved schools, which led to thinking about helping students outside the classroom. Cecilio also gave an enthusiastic final presentation at the class Community Fair, sharing AVID program learning goals and processes in a well-designed handout.

In winter, Cecilio's reflective journal and seminar responses included nicely written insights on ML pedagogical theories and work in diverse classrooms. For example, Cecilio explored the challenges of changing structural and social norms to better serve "people whose self is at risk," drawing astute connections across readings on critical literacy and LGBTQ+ interventions to examine when and how change is possible, when it is met with resistance, and how it can be most effective. Cecilio's final theory to practice essay was a very well written, informative analysis of the supports and pedagogy to empower multilanguage learners. This essay successfully explains theories of scaffolding and radical inclusivity and adeptly applies them to Cecilio's experiences with students to provide an inspiring model of liberatory education for ML learners. With careful definition of terms, clear explanation of theory, and inspiring classroom examples, Cecilio demonstrates depth of pedagogical knowledge, attentiveness to diverse student strengths and needs, and use of culturally responsive frameworks to challenge and encourage students' language learning and personal transformation. Cecilio gave an excellent, informative presentation of this work, highlighting culturally responsive strategies that promote student success, build bonds of trust, and "help students see how smart they are." The presentation showcased Cecilio's comfortable engagement as a speaker and talented promise as an educator.

Internship:

In fall, the Internship Learning Contract focused on building skills for working in community and education settings. Cecilio approached the internship with seriousness and dedication, maintained excellent communication with faculty and field supervisor, and met the learning objectives. These included gaining a strong foundation in the Advancement Via Individual Determination (AVID) process and facilitating tutorials with WICOR standards (Writing, Inquiry, Collaboration, Organization, Reading).

Field supervisor Kristen Soderberg, Teacher, Olympia High School, submitted the following internship evaluation:

"It is my pleasure to write a student learning evaluation for Cecilio Tamayo. Cecilio has worked as an academic tutor/mentor for the past 12 weeks at Olympia High School in the AVID (grades 9-12), Geometry (9-10), and ELL Language Development (grades 9-12) classrooms. Cecilio is dedicated, reliable, competent, loyal, kind, compassionate and most of all, a team player. Over the past three and a half months, I have witnessed a positive growth in Cecilio's ability to work with all grade levels of high school students. Not only is he competent in supporting each teacher, but Cecilio also has the ability to really connect to all of the students in the classroom. Cecilio has a calm presence and takes the time to listen to each and every student. From the



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beginning of the school year, Cecilio has improved on his communication with staff regarding any schedule changes. Cecilio is always professional around teachers and students. He takes direction well and is very flexible with the constant changes of a high school setting. He has created a positive mentor relationship with many of the 9th and 10th grade students. Cecilio has the perfect balance of professionalism, sets boundaries and clear expectations, and is also a great listener. Cecilio always goes above and beyond the expectations of a classroom mentor and is well deserving of an educational career in any school setting."

In winter, Cecilio continued classroom assistance and ML tutoring in an internship contract on "Working with Multilingual Learners in Secondary Education." Learning objectives included understanding WIDA English Language Development standards, learning the responsibilities of a paraeducator, and assisting students, especially Spanish speakers, in general learning.

Marie Rubin, MAT, ML Specialist/Coordinator at Olympia High School wrote the following evaluation:

"Mr. Tamayo is a natural and gifted teacher with an excellent understanding of our Multilingual Services Program. Cecilio has formed a palpable bond with the students and is a true asset to our classroom. Cecilio is a keen observer and quick study which results in an awareness of the classroom environment and duties within it.

Cecilio has met the learning objective of becoming a paraeducator in the English Language Development classroom and is a culturally responsive teacher who often anticipates the needs of both the class and individual students. With bilingual skills, Cecilio is a tremendous asset to the classroom since many of the students speak Spanish as their L1 and arrived with little to no English capacity. Cecilio has an ability to assess our student's academic support needs and to tutor in a way that gives students autonomy and clarification, a desire to do well, and ask questions.

Cecilio trained incredibly fast in dealing with tedious paperwork, and accurate data keeping, in a multilingual classroom. Cecilio is generous with time, patience, and attention to detail, and diligent with deadlines and tasks.

When we first met, Cecilio impressed me right away with a kind demeanor towards our students and personal zeal to learn. Given this genuine interest in our students and the outcome of their day, both academically and socio-emotionally, it took very little time for us to ask Cecilio to work with as a fulltime substitute paraeducator in our classroom. Cecilio demonstrates a strong and caring work ethic and we are very fortunate to have Cecilio."

Overall, Cecilio was an excellent and self-reflective student who is well prepared for graduate level work in applied and multilanguage education, equity, and liberatory pedagogy. Cecilio is also an articulate speaker and writer, and a welcoming collaborative partner for young students and colleagues alike. It's been a pleasure working with Cecilio.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 32

- 8- Community Based Learning: Liberatory Education and Cultural Studies
- 12- Internship: Applied Education: High School AVID and ELL tutoring
- 12- Internship: Multilanguage Learners in Secondary Education



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Student Self Evaluation for Student-Originated Studies: Community-Based Learning and Action
09/2023 - 03/2024

The first quarter of the program was a challenge, in more than one way. It was my first time being in a student-originated study(s.o.s) program; a program in which you have to create your own learning objectives. I created an objective for my internship at Olympia High School that focused on learning by stepping into the classroom; learning from observing the teachers, and by hands-on working with the students myself. The program offered so much in many different ways. Hearing from panels, and classmates' internships, allowed me to learn more about different ways in which we can engage in learning with the community. My objectives for the program were to push me to become a better member of the community. Math classes were something I fell behind on as I started focusing more on the ELL classes and began to gain a more prominent role in the ELL students' lives. I was able to observe and learn from both teachers and students while continuing to successfully work within the AVID classroom setting. I was also able to work with a high school dropout and help him find a path back to school or the workforce. I was able to attend every class and was able to deliver a final presentation which we did in groups. The assignment was well done and being able to talk to guests about it was simple and informative. This was a good quarter that helped prepare me for the next and helped me realize what my limits are, and how much I can do before becoming less productive.

For the second quarter, my internship became my job. I was able to step in and sub for the para that was working in the Multilingual Department at Olympia High School. The position will be mine until the end of the year, which is something I am very excited about. This was a perfect fit for me as in the fall quarter, my focus began to shift more towards working in the ELL classes with the students. As this was the case, my goals for this quarter all involved improvement in areas that would help me succeed in a Multilingual setting. I've been able to practice and learn/re-learn Spanish. I was able to be a proctor for the WIDA test after receiving training; I was also able to proctor for a couple of students taking the STAMP test. I freshened up on my math and have been able to help students in their classes. Some students began to come to me for help which makes me feel I have gained their trust. Overall, I believe I've been able to take over the paraeducator position. I would've never expected things to turn out so well! Also, I was able to complete all of my assignments throughout the quarter. Next quarter I will be in the Master in Teaching program, and this Internship has prepared me well. Overall, this program/internship has prepared me for a career in education; it reinforced my wish to become a teacher.



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April 2023 - June 2023: Community Mental Health and Art in Social Contexts

16 Credits

DESCRIPTION:

Faculty: Arita Balaram, Ph.D. and Andrew Buchman, DMA

This team-taught, full-time, sophomore-to-senior academic program offered students linked studies of critical psychology, popular music and art, and social movements. We explored the history, structure, and performance of important community organizations supporting artists, the aged, cultural festivals, neighborhoods, and other social groups including governmental agencies and many grassroots organizations. We examined larger social forces linked to current mental health crises, traced links between substance abuse disorders and mental illness, and explored the history of public mental health policies in the U.S. Students were introduced to the theoretical foundations of liberation psychology that framed the development of individual and group research projects.

All students pursued quarter-long research projects on topics including Mental Health and Athletes, Alternatives to Policing and Incarceration in Mental Health Care, Intergenerational Trauma, Community Access to Art, Marginalized Communities and Performance Art, and Library and Archival Research. Students also analyzed and annotated texts every week, facilitated weekly seminar discussions, and participated in a three-day campus symposium on equity issues. Some students took field trips to the Washington State Legislature or to New York City's vast array of cultural and social service institutions.

EVALUATION:

Written by: Arita Balaram, Ph.D and Andrew Buchman, DMA

Kind, empathetic, inquiring, and industrious, Cecilio seems destined for a distinguished teaching career. But other paths may open up as well in the years ahead, as Cecilio has grown rapidly over the past several years despite the terrible challenges the pandemic has posed, completing a year of Japanese language study (a tremendous accomplishment in itself), and demanding pre- professional training in bilingual education that included an internship component in a local high school. Cecilio has often been at the heart of our learning community this spring, a consistently valuable, responsible, reasonable voice in our wide-ranging and sometimes contentious seminars, class discussions, and field trips. Most importantly, perhaps, Cecilio excelled in the research project, demonstrating upper division skills and accomplishments as an academic and producing consistently fine work.

Cecilio's midterm presentation offered historical perspectives on racism in athletic competitions in the past, including the travails of sprinter Jesse Owens, swimmer Lia Thomas, and pro quarterback Colin Kaepernick in particular. Cecilio also offered overviews of issues around exclusion, wages, and gender identity (specifically transgender athletes in the more recent past). Cecilio organized this research around the twin narrative themes of oppression and resistance.

Cecilio's final presentation built on these promising beginnings, sharing more research from the Journal of Clinical Sport Psychology among other scholarly sources, and qualitative analysis of the results of the group's extensive original survey data. Cecilio bolstered these statistics and short answers with one-on-one interviews with some Evergreen athletes, providing more details and narratives. A highlight of Cecilio's presentation was a content analysis of transcribed interview comments, putting the qualitative methods taught within this program to immediate and productive use. Cecilio also brought in relevant passages from our main textbook edited by Watkins and Shulman, adding a critical frame to a thoughtful, considered presentation of these twin knotty, often politically loaded issues. Cecilio earns full credit for exceptional work.



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SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 6- Psychology: Individual Research Projects
- 5- Art and Music History: Contemporary Arts and Health
- 5- Liberation Psychology and Community-Engaged Research



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

29 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 & 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, & 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: Leslie Flemmer, Ph.D., Grace Huerta, Ph.D.

In the fall, Cecilio demonstrated an emergent understanding of the foundational concepts associated with teaching English language learners (ELs) through the completion of such work as: designing basic ML



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(multilingual) instructional strategies, analyzing the importance of cultural affirmation through reader response dialectical journals (DJs), conducting teaching demonstrations, writing a final ML case study and ideal ML team program project and lesson presentation. In addition, Cecilio completed 40 hours of ML community service and tutoring sessions at a local secondary school during this quarter.

Throughout the quarter, Cecilio completed dialectical journals where he posed questions and offered ideas for EL curriculum and instruction, student needs, culturally relevant pedagogy related to the readings and the field. He addressed student needs by discussing culture and language learning experiences in school, students' funds of knowledge and prior educational experiences. These journals demonstrated Cecilio's basic analysis of some of the conditions impacting ML academic achievement.

Our concern, however, was his presence in our learning community as impacted by consistent tardiness in seminars, lectures and workshops (20-30 minutes late over 15 times throughout the FW program despite our efforts to reach out). In addition, his off-task cell phone and computer usage during seminars, workshops, guest lectures, peer presentations and lesson demonstrations were not in compliance with our program agreement and were often distracting to others in the program. Cecilio needs to be mindful of these habits, how they impact others in the learning community and honor the recommendations suggested to support him.

Nevertheless, when Cecilio was focused, he and his seminar team led useful ML interactional function (play, projects and community building) and personal language functions (story-sharing and poetry) and functional communication exchanges. Oral strategies explored in Cecilio's team seminar included the use of games, riddles and jokes among K-12 MLs. The seminar team invited participation from all of the seminar group, with the addition of other topics such as the importance of culturally responsive teaching, the challenges of overcorrecting ELs and the impact of the affective filter. This was a highly interactive and successful seminar given the team's connections to the readings and field experiences.

Cecilio and his teaching team also developed a "backward design" Physics lesson plan for a secondary, intermediate Science/multilingual language class, utilizing Spanish and Japanese. The team introduced Newton's Third Law, "for every action there is an equal and opposite reaction or *por cada acción hay una reacción igual y opuesta*." They emphasized the use of reading, writing, listening and speaking, while also using realia, such as a tug of war rope, and visuals to help model examples of various types of forces. They identified and demonstrated academic language as friction and force. Cooperative group activities (using pre-prepared vocabulary and concept slides, small group tugs, and comprehension checks) provided students a means to demonstrate total physical response. Assessment of the lesson included identifying forces in play during tug of war. This approach to ELL curriculum design demonstrated their strong interdisciplinary, content area knowledge and EL/ML methods.

Cecilio completed a case study entitled, "EL to EL Teacher." He interviewed Patricia Cutlip, an secondary EL/ML teacher from Graham, Washington, who is originally from Buenos Aires, Argentina. Cecilio shared Patricia's interests in language teaching. Cecilio also discussed her educational work both in Argentina and Central Washington University. He compared and contrasted the methods' focus on grammar and also on students' funds of knowledge.

He recognized that the importance of BICs and CALP and noted the importance of dual language programming, scaffolding and tapping into students cultural wealths. In his data, he noted how Patricia cared for her students and valued their funds of knowledge such as language wealth. Cecilio emphasized the opportunities where students can see themselves in the schools and can receive positive cultural and learning supports. Cecilio's strong recommendations included offering language study, purpose and pedagogy when we consider different models across countries.



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Winter quarter, Cecilio continued in the TELL program and demonstrated a basic level of 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, and curriculum development. He also took part in a culminating group project and presentation. Cecilio completed some assignments with an emerging level of academic work. Cecilio had the opportunity to collaborate with many class members on various projects, and yet, he would be a stronger community member with more preparation and less reliance on technology during class.

An area where Cecilio excelled was weekly volunteering and tutoring in a Capital High School classroom, completing approximately 26.5 hours by observing, tutoring, and at times leading discussions with multilingual students. Cecilio's weekly school tutoring reflections were thorough and comprehensive which detailed new learning experiences, effective learning strategies, and connecting one-on-one and in small groups to help ML students learn and comprehend language. During Cecilio's last visit, he worked with a small group of ML students to build their "high school and beyond" plan. All this is very important work in the lives of these students.

Cecilio created and taught a strong Spanish immersion (dual language) grammar lesson titled, "A Story About Us/*Una Historia Sobre Nosotros*" for 9th grade beginner/intermediate students which focused on verbs and autobiography. Cecilio used WIDA ELD-LA.9-10. (inform – expressive). The content was started with a primer on verbs as a preparation for a future assignment to write a short autobiography. The goal of the lesson was to help students to consider better ways to express a personal experience and the correct sequence in which multiple events happened in their lives. Cecilio's bilingual approach was supportive of multilingual students. This was important for students learning the dominant language but who come with plurilingual ability. The mini grammar lesson was fun and engaging, demonstrating Cecilio's understanding of instructional strategies to teach grammar.

Cecilio completed some dialectical journals with some evidence of reading and preparation, which included seminar participation. However, Cecilio and a team of peers effectively planned a seminar that focused on reading strategies for MLs. They formed small seminar groups which highlighted how creating stories using various genres (comedy, drama, and horror) can be effective ways for ML learners to generate narratives, read, practice oral language, and listening skills. Their discussion included how educators have the potential to invite student agency in their own learning, such as reading strategies, working in response groups, and inviting independent reading strategies. The student teams created such pieces as a drama called, "Cam the Ham-Burgler" which included accessible vocabulary, action, visuals, and conclusion; a horror story featuring a monster and trauma from the perspective on a bunk bed; and a second grade comedy sketch titled, "Fred the Ferret" who was an amusing character. The simple syntax of each of these stories, rhythm of vocabulary, engaging visuals, enabled the groups to self-assess the elements of their reading genres and comprehensible output.

As a culminating project, Cecilio collaborated with the leadership of two other students to develop and complete an "Ideal EL Program" interdisciplinary curriculum project and presentation. The final project consisted of five stages that included a philosophy and pedagogy statement, a curriculum and assessment plan, and three content-area lessons. This group also presented an engaging dual language teaching demonstration focused on elementary 4th grade beginner/newcomer dual language program model included instruction in English and Spanish, Guatemalan Indigenous dialects, Mam and Q'anjob'al.

The team focused on developing bilingual language proficiency while implementing WIDA Social Studies Standard 5 (explain/expressive) and WIDA Mathematics Standard 3 (explain/expressive). The team provided a strong rationale from our program literature to support these learning targets, particularly as students were introduced to the currencies of the Americas (i.e., dollar, peso and quetzal), functional knowledge concepts, such as comparing percentages and currency values.



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The team also addressed connections with such stakeholders as students, families, community, faculty, and the district when seeking reforms. Other language methods offered in the team's final paper focused on funds of knowledge, using art, drawing, and creating images of fruits to purchase and trade while using the different currencies. The team integrated the use of reading, writing, listening, and speaking across content-areas (math, social studies, and language arts).

The team's lesson design utilized a variety of ways to assess student learning, literacy development and dual language proficiency. Cecilio and the team affirmed students' funds of knowledge by inviting them to produce Spanish comprehensible output through shopping for food and negotiating prices using mathematics. Assessment strategies included observation, discussion and an engaging bargaining provided students a means to demonstrate their understanding of academic language associated with such academic vocabulary as goods/*bienes*, currency/*divisa*, trade/*comercio*, demand/*demandas*, saving/*ahorros*.

In sum, Cecilio's collective work (case study research, final ideal ML project and presentation, lesson demonstration and ML tutoring) represent his fundamental understanding of the conditions and strategies that support ML teaching and learning.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 29

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



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March 2022 - June 2022: India: Culture, Cuisine, and Dance

16 Credits

DESCRIPTION:

Faculty: Ratna Roy, Ph.D.

The program studied the cultures of the vast subcontinent India with multiple languages through the lenses of Dance and Cuisine. Students engaged with historical, political, and anthropological texts on dance, made food in the kitchen with recipes from north, east, south, and west India, shared food, and engaged in animated discussions on their readings and research findings. For dance, they did practical application with classical Odissi, Bengali folk dance, and yoga. Students also participated in seminar, discussed, and wrote weekly reflection papers and a final synthesis paper.

The texts studied were Romila Thapar, *A History of India*, Ratna Roy, *Neo-Classical Odissi Dance*; Dinanath Pathy, *Rethinking Odissi*; Nandini Sikand, *Languid Bodies: Grounded Stances*; and Sitara Thobani, *Indian Classical Dance and the Making of Postcolonial National Identities*.

EVALUATION:

Written by: Ratna Roy, Ph.D.

It was a pleasure to have had Cecilio in the program, India: Culture, Cuisine, and Dance. He started as a quiet student. But as the weeks went by, Cecilio got engaged with the subject matter and his peers. He was present in seminar discussions and dance sessions. He was also engaged with the cuisine part of the program.

He wrote four reflection papers. They were a good introduction into unfamiliar territory. I would encourage him to continue writing papers in English. His final project was an ambitious one: a well-researched paper on "India Caste System: The History and Its Role in Contemporary India and Diasporic Spaces." Using three outside sources and dividing the paper into five parts: Abstract, Introduction, History, Contemporary, and Conclusion, Cecilio wrote a well-documented research paper.

In conclusion, I feel that Cecilio grew in several ways during the course of this one-quarter program. His critical thinking skills, writing, and engagement with peers improved by the end of the quarter. It was a pleasure to watch him grow intellectually as well as socially during this period.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 4 - Cultural Anthropology
- 4 - Political Economy
- 4 - History of India
- 4 - Dance/Performing Arts: India



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September 2021 - March 2022: Carrying Home: Latinx Worlds, Culture, and Public Health
32 Credits

DESCRIPTION:

Faculty: María Isabel Morales, PhD, Carolyn Prouty, DVM

In this team-taught interdisciplinary program, students studied the history, contemporary socio-political conditions, stories, and experiences of Latinx people in the United States, with a focus on Mexican American communities, both native-born and immigrants. Our analysis incorporated a critical health literacy lens, examining the embodied experiences of Latinx immigrants using principles of public health to understand how social determinants create disparities in physical and mental health. Through texts, films, storytelling, and weekly integrative writing (fall), and exams (winter), we examined the impact of immigration history, labor policies, racial politics, and economic development on Latinx community health, educational attainment, representation, power, and agency. Students evaluated the ways that social, economic, behavioral, environmental, and biological factors, as well as power and ideologies of gender, sexuality, race, and class influence individual and population health. Studying the invention of "race" and racism, students developed an intersectional, non-binaristic understanding of identity, ethnicity, and "race". We read sociological, cultural, and political economic perspectives to understand the impact of Latinx cultures on the sociocultural fabric of the USA. Students also considered Tara Yosso's asset-based "community cultural wealth model" in their analysis. Winter quarter topics included local Latinx histories of immigration, "critical hope" and community resilience, Latinx music, globalization and neoliberalism in Latin America, critical race theory in education, disabilities, and the power of stories. We also examined diabetes and obesity from perspectives including public health, pathophysiology, nutrition, and stigmatization.

This program adopted a hybrid model that included both virtual learning (synchronous) and in-person sessions including seminar and workshops. Students built skills in critical inquiry, active listening and responding. They developed research and writing skills via weekly seminar papers integrative writing (historias, integrative essays, and midterm and final exams), library research, reflection, and analysis. In their integrative writing, students demonstrated learning about key program concepts, articulated meaningful connections between assigned readings and personal experience, and/or readings and society, in Latinx studies, cultural studies, critical race theory, education, political economy, and/or public health. In winter quarter, students also created an arts-based aesthetic project which required critical engagement with class texts via a non-textual artistic interpretation.

In fall, students completed a quarter-long "Historical Roots of the Present" research project centered on a topic or contemporary issue of their choice related to Latinx communities and/or public health, tracing back the roots of that issue/topic to see its historical legacy. Components included an annotated bibliography and research question development, a historical roots paper, a contemporary issue paper, and a combined paper with analysis connecting the historical roots to the contemporary issue, as well as a 10-minute oral PowerPoint presentation of their research.

In winter quarter, students studied qualitative research methodology by completing a 10-week "Case Study" project: an interview with a participant chosen by the student whose story illuminated program concepts of immigration or "critical hope". Assignments included developing research questions, obtaining consent, developing interview questions, recording and transcribing a 30-minute interview, coding, thematic analysis, drafting and writing an 8–10-page research paper connecting the interview to program texts and ideas, and a 10-minute oral presentation.

Our program readers consisted of readings from peer-reviewed academic journals, public health reports, and selections from authors including Gloria Anzaldúa, Rudy Acuña, Jose A. Burciaga, the Latina Feminist Group, Tomás Jimenez, Paul Farmer, Paula Braveman, Robin DiAngelo, Dorothy Roberts (fall)



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and bell hooks, Rebecca Solnit, Jeffrey Duncan-Andrade, Raj Patel, Tara Yosso, Eli Clare, and Sandra Cisneros' House on Mango Street (winter).

EVALUATION:

Written by: Carolyn Prouty, DVM and María Isabel Morales, Ph.D.

Cecilio successfully met all of the learning objectives in this program, demonstrating excellent dedication and substantial expansion of skills as a critical thinker and scholar over these past two quarters, resulting in solid mastery of proficiencies in writing, research, and analysis. Cecilio joined this program with an interest in pursuing ELL education and developing an intersectional comprehension of Latinx histories and public health. Overall, Cecilio had excellent attendance and showed solid engagement overall with the program, from class discussions to submitted perceptive written work.

Seminar discussions were central to the work of the program. At first intermittently, and then with increasing frequency, Cecilio made in-class contributions that were insightful and often made impactful connections to lived experiences, especially in smaller group discussions. Cecilio's willingness to engage with readings from a personal and familial lens supported the learning community's deep understanding of topics such as immigration and community cultural wealth. To our collective delight, Cecilio could also be counted on to engage our sense of fun and community spirit—whether in dance, costume, or creative posters generated in our small-group seminars.

Weekly readings and written integrative responses were a cornerstone of our work in bringing critical perspectives from Latinx studies and public health literature. Cecilio wrote well-written responses to all of the readings, demonstrating in-depth engagement with concepts and frameworks presented by the weekly text. Cecilio's integrative historias were authentic in voice and offered insightful connections to the week's themes; responses to others' historias were thoughtful and encouraging.

For the fall quarter-long Historical Roots project, Cecilio completed an extensive research project entitled "Detention in the United States: Privatization of Prisons and Detention Facilities." The research offers a thought-provoking juxtaposition between the historical Cuban and Haitian immigration, clearly articulating the connection between this history and the creation of the private immigration-based detentions. Throughout the research process, Cecilio demonstrated careful reading of academic texts and good analysis, completing all parts of the project in a timely fashion, including the annotated bibliography and three papers. Cecilio's papers were well cited and the final project showed solid level of analysis in the connections made between the contemporary and historical topics. Albeit his APA referencing was still developing, Cecilio delivered a solid final presentation that showed strong preparation and deep grasp of the research topic.

Students completed two take-home integrative exams in winter responding to faculty-created questions about essential program themes, topics, and arguments. On the midterm, Cecilio did very well, clearly demonstrating mastery of important concepts such as resilience as both a source of strength and also upholding the status quo, as well as the importance of art and music as analytical tools, and as places of cultural and historical resistance. His definitions of key terms were correct and generally complete. On the nutrition and diabetes portion of the exam, Cecilio's answers demonstrated a very good understanding of dietary complex carbohydrates, and of the mechanisms of diabetes and insulin resistance. Cecilio also correctly answered two optional questions concerning the pathophysiology of diabetes. On the final exam, Cecilio demonstrated excellent knowledge of the components and implications of neoliberalism, very good comprehension of Critical Race Theory, and good understanding of the social versus the medical model of disabilities. For the aesthetic assignment, Cecilio wrote a wonderfully evocative poem that poignantly contrasted the appeal and importance of tortillas in Latin culture with their unfortunate ties to unhealthy foods and diabetes in Latin families.



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Cecilio did very good work with his winter quarter long case-study project entitled "Community in a Place of Individualistic Ideals: Adapting to a New Culture...Twice", which centered on Cecilio's interview with a close friend who moved from the US to a Latin American country at a young age, and then back. Cecilio produced a strong analysis of the interview, drawing on a variety of academic sources, such as Gloria Anzaldúa, to illuminate how immigrants who are introduced into a new culture engage in processes of hope, resiliency, and adaptation: "...[U]nlike Anzaldúa's example, Nico's border was more metaphorical than literal. His border was his culture." Cecilio completed all components of this project in a timely fashion, including transcribing, coding, and a draft and final paper that skillfully addressed his positionality as researcher. Finally, Cecilio delivered a well-prepared final presentation highlighting the themes from his research including his participant's cultural shock and subsequent adaptations, the pull of capitalist opportunities available in the US, and his development of a tight-knit community bonded by similar immigrant experiences.

Overall, Cecilio was a collaborative and conscientious student, who, by the program's end demonstrated excellent understanding overall of the history of Latinx communities in the USA, immigrants and native-born, from an intersectional analytical frame that considers gender, language, citizenship status, race, economics and class.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 32

- 10- Latinx Studies: History, Culture, and Immigration
- 5- Introduction to Public Health and Critical Health Literacy
- 6- Topics in Cultural Studies, Education and Political Economy
- 4- Critical Race, Gender and Disabilities Studies
- 4- Introduction to Qualitative Research Methodologies
- 3- Public Health and Pathophysiology of Diabetes and Obesity



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Student ID

March 2021 - June 2021: Japanese - First Year III

4 Credits

DESCRIPTION:

Faculty: Tomoko Hirai Ulmer

The objectives of the class were: (1) learning the comparative degree and two new verb forms (the *ta-* and *nai-* forms) as well as expressions based on verb forms both previously studied and introduced this quarter; and (2) learning about Japanese culture. We covered Lessons 8-12 of *Genki I: An Integrated Course in Elementary Japanese* by Eri Banno *et al.* The class was conducted via Zoom. Students were expected to: (1) study grammar ahead of the class meeting both by listening to instructional videos and by reading the textbook, and (2) review after class by taking the quizzes attached to the video instructions and completing relevant workbook pages. The course work included writing three creative skits. The students took four chapter tests as well as *kanji* quizzes on Reading and Writing Lessons 7 and 8.

EVALUATION:

Written by: Tomoko Hirai Ulmer

Tamayo-san had perfect attendance, remained committed to studying Japanese, and achieved the course objectives by demonstrating solid command of the grammar and expressions covered this quarter. Tamayo-san was highly engaged throughout the quarter, came to class ready, participated well in class, and completed all required course work thoroughly. All dialogues were accurately presented with good pronunciation. The written work showed how well the student understood the grammar and required elements. The workbook was completed almost flawlessly. The student regularly scored highly (often perfectly) on tests and quizzes. Tamayo-san had excellent first-year proficiency. It was a pleasure having Tamayo-san study with me this year.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - First Year Japanese



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Student Self Evaluation for Japanese - First Year III

03/2021 - 06/2021

The last quarter of Japanese and the first year of Japanese completed. This quarter I felt was the one with the most content but while still being manageable and interesting. I felt that by this quarter I had a much better handle on the level of Japanese we were learning. I think I got better when it came to creating sentences, using the correct particles, as well as listening. I still wish I could've improved my speaking skills, which I found difficult to do through an online class, as I see that speaking and listening feels a lot easier when someone is face to face. I attended all classes and completed all workbook assignments, watched all videos previous to the beginning of the class, did all the quizzes and skits, and also moderately participated in class. I think by the end of my first year of Japanese, I gained sufficient skills to hold a basic conversation at the beginner level. I wish I could continue next year into Japanese two, but due to the number of credits I will be taking, I don't think it will be possible. Overall, a great quarter, a great year, and a great way to finish off my first year at evergreen.



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Student ID

March 2021 - June 2021: Narrative Psychology and Storytelling: Recovering the Past to Build Feminist Futures

12 Credits

DESCRIPTION:

Faculty: Arita Balaram and Savvina Chowdhury

In this team-taught, inter-disciplinary program, students learned to develop their understanding of narrative psychology, political economy, feminist theory, and critical race theory as frameworks of analysis. Through texts, essays, articles, fiction, films and historical accounts, we examined the ways in which marginalized groups used narrative psychology and story-telling as acts of collective self-preservation in the face of adversity. We read accounts of how enslaved people, women, queer and gender-non-conforming folks preserved their histories, and nurtured a sense of self in contexts that tried to erase, demean and devalue their communities. Program guiding themes included a focus on recovering hidden histories of colonized people in particular contexts; considering how these hidden histories of oppressed people might help us imagine different futures; and learning about individual and collective agency in the face of oppressive societal structures.

Each week students were required to attend lectures, workshops, and two seminars. They built skills in questioning, listening, and responding through both large and small group discussions and participation in peer-learning community. Students developed their writing skills in synthesis, reflection, and analysis with focused weekly papers on program readings and a self-evaluation. The research methods portion of this program involved students learning about archives.

Assignments included weekly reading and writing, peer review workshops, seminar participation and the option to facilitate seminar. The research methods component of this program involved a self-directed research project where students explored the ways in which archives can produce and reproduce social justice and injustice. Students were asked to formulate a research proposal, outline and learn how to construct an annotated bibliography. Through their work with archives, they were invited to explore the dynamics of race, class, sexuality and gender in their own lives, and construct their own archival collection to tell a story. At the end of the quarter, students worked in groups to present their research projects and wrote a 3-4 page analysis paper reflecting on the research process and on how historical material can illuminate present realities.

Assigned texts included: *Coolie Woman: The Odyssey of Indenture* by Gaiutra Bahadur; *Kindred* by Octavia Butler and *Emergent Strategy: Shaping Change, Changing Worlds* by adrienne maree brown. In addition, students read a selection of readings by authors such as Gloria Anzaldúa, Rina Benmayor, W.E.B. Du Bois, Audre Lorde, Kris Manjapra, Maria Mies, and Silvia Solis.

EVALUATION:

Written by: Savvina Chowdhury

Cecilio Tamayo came to *Narrative Psychology and Storytelling* with an interest in pursuing advanced degrees in psychology and social work. Conscientious and hardworking, Cecilio maintained excellent attendance and punctuality, completed all this assignments in a timely fashion and maintained a high level of engagement with all aspects of program work. A significant highlight of Cecilio learning this quarter is their research work on their family's experiences in the context of the 1848 US-Mexican War. Cecilio approaches coursework with dedication, an inquiring mind and intellectual curiosity, and works to deepen existing skills and knowledge.

Cecilio's weekly synthesis and reflection papers showcased an in depth engagement with key arguments and ideas in the assigned texts. Cecilio writes clearly and ideas are presented coherently and in a well



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organized manner. Twice-weekly seminar sessions in small groups offered students the opportunity to delve into close textual reading and developing their critical thinking skills in a collaborative setting. Cecilio was mostly quiet in seminar settings, but when encouraged, would offer thoughtful comments and analysis. I encourage Cecilio to not shy away from seminar discussion as I feel that Cecilio has some strong insights and observations to bring to our collective analysis.

Cecilio completed all aspects of the archival research project for this class. Cecilio's 8-page paper on "1846-1848 Mexican American War: An Imaginary Line, Women In the War, and the New Mexican Americans", included a carefully completed annotated bibliography, and wove together themes of individual agency in the context of societal constraints, as well as exploring the significance of narratives and silences in archives. Cecilio drew on poems, articles and audio files from the archives at the Library of Congress, as well as *Borderlands/ La Frontera: The New Mestiza* by Gloria Anzaldúa (1987) and *Coolie Woman: The Odyssey of Indenture* by Gaiutra Bahadur (2013). Cecilio's research project is well conceptualized, and addresses the hidden history of Mexican Americans who faced violence and dispossession following the Mexican-American War. Through unearthing their suppressed history, the strength of this community to persevere and their cultural vivacity and resiliency Cecilio observes that,

I saw the violence and discrimination that people faced, but I also saw a group of people who maintained their culture and their language through five generations, in a society that most likely stigmatized them for it.

Cecilio's powerpoint presentation of the project to peers at the end of the quarter was highly engaging and lively, and included well designed slides with graphics, quotes and arguments. It effectively showcased the fact that archives can preserve histories that are both simultaneously personal and deeply political in nature.

Overall, Cecilio had a successful quarter this spring, building on their knowledge of psychology, history of colonialism and critical race theory, and through their research project, explored the significance of archival research for their family history. Cecilio showed a keen interest in learning new concepts and frameworks in feminist theory and political economy, and demonstrated a sustained level of intellectual engagement with the dynamics of race, class, and gender. It was pleasure working with Cecilio.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12

- 4 - Narrative Psychology
- 4 - Political Economy of Race, Class and Gender in the United States
- 4 - Archival Research Project: "1846-1848 Mexican American War: An Imaginary Line and the New Mexican Americans"



Tamayo, Cecilio H

A00428390

Last, First Middle

Student ID

January 2021 - March 2021: Japanese - First Year II

4 Credits

DESCRIPTION:

Faculty: Tomoko Hirai Ulmer

The objectives of the class were: (1) learning how to use adjectives and a new verb form called the *te*-form; (2) reading and writing *katakana* and *kanji* (49 new characters); and (3) learning about Japanese culture. We covered Lessons 5-7 of *Genki I: An Integrated Course in Elementary Japanese* by Eri Banno et al. The class was conducted via Zoom. Students were expected to: (1) study grammar ahead of the class meeting both by listening to instructional videos and by reading the textbook and (2) review after class by taking the quizzes attached to the video instructions and completing relevant workbook pages. Writing assignments included three creative skits, a menu for an imaginary restaurant, a post card, and an essay titled "My Favorite Restaurant." The coursework also included three chapter tests as well as verb and *kanji* quizzes.

EVALUATION:

Written by: Tomoko Hirai Ulmer

Cecilio, known as Tamayo-san in class, had perfect attendance and achieved the class objectives by demonstrating strong command of the grammar and expressions introduced this quarter. He participated well and was engaged in both general class and small group work. His workbook and other written assignments were often done flawlessly with beautiful penmanship as well as *katakana* and *kanji* skills. He has good word processing skills as well. The only area he could have improved was not to miss online quizzes. Tamayo-san had excellent overall proficiency and is ready to move to the next level.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - First Year Japanese



Tamayo, Cecilio H

A00428390

Last, First Middle

Student ID

Student Self Evaluation for Japanese - First Year II
01/2021 - 03/2021

This quarter I attended all classes and completed all work. I turned in all assignments, the workbook pages as well as completed the lesson and kanji quizzes. I will say I did not complete any of the Genki video quizzes except for those in lesson 5. I didn't know that they had a due date, but regardless I am at fault because I decided to procrastinate and wasn't able to complete any of them at a later time. I am glad that I got to partly achieve my goal from the fall quarter, which was to learn all katakana and some kanji(I still don't completely recognize all katakana, but I did learn some kanji). I hope to maintain the same goal of learning more kanji for the spring quarter, and I am looking forward to it.



Tamayo, Cecilio H

A00428390

Last, First Middle

Student ID

September 2020 - December 2020: Japanese - First Year I

4 Credits

DESCRIPTION:

Faculty: Tomoko Hirai Ulmer

The objectives of the class were: (1) an overview of the language, (2) learning basic verb forms and sentence structures and (3) *hiragana* proficiency. The class covered Lessons 1-4 of *Genki I: An Integrated Course in Elementary Japanese* by Eri Banno *et al.* The lessons included greetings, telling the time, shopping, ordering at a restaurant, talking about what one does or did as well as where things are. The class was conducted via Zoom. Students were expected to: (1) study grammar ahead of the class meeting both by listening to instructional videos and by reading the textbook and (2) review after class by taking the quizzes attached to the video instructions and completing relevant workbook pages. Three oral presentations included a self-introduction and two textbook dialogues. Students studied 29 *kanji*, primarily for recognition purposes, and were given two writing assignments. Regular attendance and timely completion of all work were required for credit.

EVALUATION:

Written by: Tomoko Hirai Ulmer

Cecilio, who was known as Tamayo-san in class, had perfect attendance and achieved the course objectives by demonstrating command of the grammar and expressions covered in class. He participated well in class activities and completed all required course work. All his oral presentations were prepared well and the writing assignments showed how well he understood the required elements. Tamayo-san completed workbook assignments accurately. He had good overall proficiency and is ready to move to the next level.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - First Year Japanese



Tamayo, Cecilio H

A00428390

Last, First Middle

Student ID

Student Self Evaluation for Japanese - First Year I
09/2020 - 12/2020

For this being my first quarter at evergreen and one of the first classes that I took I think it went really well. Every new day in class felt new and interesting, which just made me want know more. I learned all hiragana(I sometimes still forget, but rarely), started working on learning some katana, and just look at Kanji hoping to learn a bit more next quarter. I attended all classes as well as participate in class. I also memorized the dialogues in order to present in class. I completed all my workbook pages and assignments with an exception of four Genki video quizzes. I can only hope for another amazing quarter of Japanese in the winter.



Tamayo, Cecilio H

A00428390

Last, First Middle

Student ID

September 2020 - March 2021: Reproduction: Critical Witnessing at the Intersections of Gender, Race, and Power

24 Credits

DESCRIPTION:

Faculty: Arita Balaram, PhD, Carolyn Prouty, DVM, Julia Zay, MA, MFA

This program offered an interdisciplinary inquiry into the study of reproduction using the lenses of psychology, sociology, politics, human biology, and media studies. Our study of reproduction attended to the intersections of race, gender, sexuality, class, and disability and centered critical race, feminist, queer, and trans methods and perspectives.

Students gained a complementary knowledge of reproduction as an experience shaped by social and political structures and resistance to those structures. We challenged gender essentialism and the idea of race as a biological construct and studied central mechanisms of reproductive control, including access to contraception, abortion, forced sterilization, and genetic testing.

Students read articles and book chapters that introduced essential concepts and Rickie Solinger's *Pregnancy and Power: A Short Introduction to Reproductive Politics in the US*. Students participated in inquiry-based workshops, lectures, seminars, and film screenings and demonstrated their knowledge in seminars; weekly summary, analysis, and integration writing assignments; two midterms; and two culminating assignments, one at the end of each quarter. In the fall, the autoethnography assignment invited students to connect central theories and concepts in our program materials to their lived experiences and their understanding of how race, class, gender, sexuality, and other aspects of identity influenced their reproductive journeys. In the winter quarter, students pursued a multi-stage interview-based project focused on one of the program's guiding questions. Students were introduced to narrative research methods. Throughout the quarter, they built their interview skills: they identified a narrator who they interviewed about their reproduction story; analyzed the interview data utilizing texts from the program; and presented their analyses in a podcast, 'zine, or research paper. Students enrolled for 16 credits engaged in peer-review at various stages in the process.

Students who were successful in this program gained a foundational knowledge of reproductive physiology of male and female bodies, basics of genetics and stress physiology, infertility and Assisted Reproductive Technologies (ARTs), early fetal development and intersex variations, and the physiology of pregnancy and labor. They demonstrated and applied their learning through online, take-home quizzes. Students were also given multiple optional opportunities on each quiz to demonstrate advanced conceptual knowledge about applications of each subject.

All students were enrolled in the program for the above components. Some students opted to take one or more of these two additional portions of the program:

The "Media Watch" module was designed to develop students' practices of attention to and critical engagement with current print and podcast journalism as it represents issues related to our study of reproduction. Emphasis was placed on the value of the podcast and interview as forms for giving voice to marginalized perspectives and facilitating connection, dialog, and action. Over six weeks, students listened to a 30 to 60-minute podcast per week and demonstrated their learning in one or more of the following contexts: bi-weekly videoconference seminar discussions; online discussion posts that contained summary, reflection, analysis, and synthesis; and replies to peers' discussion posts.

First-Year students' academic skill development was supported by their participation in "Foundations of College Success," a module of instruction and community-building activities where students were



Tamayo, Cecilio H

A00428390

Last, First Middle

Student ID

introduced to college support services and practices, wellness strategies, study techniques, and metacognitive strategies to foster both personal and academic growth.

EVALUATION:

Written by: Arita Balaram, PhD and Carolyn Prouty, DVM

Cecilio has been a diligent, curious, and thoughtful student in *Reproduction: Critical Witnessing at the Intersections of Gender, Race, and Power*. Cecilio came to the program interested in exploring topics he had not yet been exposed to related to reproduction, and improving his critical thinking and writing skills. He has excelled in meeting these learning goals and his knowledge of gender, race, and class with regards to reproduction has become more complex and nuanced over the course of the program. He expressed appreciation for learning everything from pregnancy to the prison system, "things that might not seem related at first sight, but finding out that they are and exploring that was amazing." Cecilio had excellent attendance, completed all assignments, nearly all on time, and he has received full credit for the program.

Cecilio had a quiet and engaged presence in seminar. He was an attentive listener, and eagerly learned a great deal from hearing other's perspectives, as he regularly let his peers know. While much of the material considering ideologies of gender, race, and power was new to him, Cecilio clearly has knowledge, ideas, and experiences that our whole program would have benefited from hearing. To his credit, he challenged himself to share more often as the program progressed, to good effect.

Cecilio's fall weekly papers were thoughtful reflections, grounded in the readings and his observant responses to them. These papers were consistently articulate, specific, and well organized. His winter synthesis essays showed improvement in his writing, as he brought deeper focus to a single thesis, allowing him to explore his and the authors' ideas with more complexity. In the fall midterm, Cecilio made new connections between the readings that demonstrated very strong habits of thought (metacognition, synthesis, and analytic skills). His deconstruction of the ways that intersectionality shapes the experiences of women from different backgrounds with regards to sexuality was particularly impressive. In his winter midterm, Cecilio did very well, providing well-organized and well-supported arguments. He used quotes skillfully, cited sources of ideas, and made strong use of in-text citations, all of which demonstrated respectful attention to authorship.

In his fall autoethnography assignment, Cecilio wrote a compelling paper analyzing the ways that heterosexual men's experiences with sexuality are shaped by patriarchal norms like the sexual objectification of women, which are reinforced in sex education in schools. It is evident that he is building his unique voice as a writer that integrates nuanced theoretical analysis and personal experience.

For his outstanding winter interview project—his best work of the program—, Cecilio created an exquisitely curated podcast movingly exploring how his mother's experiences as a Mexican immigrant, mother, and woman illuminate the ways that her socialization shaped her "behaviors, beliefs, and power." Cecilio thoughtfully presented key parts of her identities and history, and respectfully interwove her evolving understandings of marriage, children and gender roles with ideas from program texts that provided societal and sociological framing for her experiences. Cecilio challenged himself to experiment with a format he had limited experience with, and took excellent advantage of the iterative nature of the assignment. He punctually completed all parts of the assignment, and composed an insightful reflection of his learning through the process.

Cecilio improved in his performance on the physiology exams over the course of the program. He did very good work in genetics—first exam—and from there did excellent work in reproductive physiology, infertility and ARTs, physiology of pregnancy and labor, intersex variations, and stress physiology,



Tamayo, Cecilio H

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Last, First Middle

Student ID

mastering the vast majority of the objectives. He also correctly answered a few optional questions covering more advanced material.

Cecilio successfully completed the Foundations of College Success portion of our program, submitting all of the required work in a timely fashion and consistently engaging in the community-building and academic support activities.

Cecilio is a serious student who has made enormous progress as a developing scholar, and has brought deep engagement and curiosity to our program. He is fully prepared to continue to deepen the strong work he has started here to his next program.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 24

- 8 - Introduction to History, Sociology and Politics of Reproductive Control and Reproductive Justice (U.S.)
- 8 - Introduction to Critical Psychology: Gender, Race and Sexuality Studies
- 3 - Introduction to Reproductive Physiology, Stress Physiology and Genetics
- 3 - Introduction to Social Science Narrative Research Methods: Independent Interview Project
- 2 - Foundations of College Success



Tamayo, Cecilio H

A00428390

Last, First Middle

Student ID

Student Self Evaluation for Reproduction: Critical Witnessing at the Intersections of Gender, Race, and Power
09/2020 - 03/2021

This being my first program and currently the only program I have attended at Evergreen, I can say this is the program in which I have learned the most as well as faced the most challenges. This program was something that I chose to register for because I didn't really know what else to do, so I read the description and thought it was interesting and something new that I hadn't really learned about before. Not knowing what I was going to experience was what made it so interesting and challenging. The name of the program being Reproduction: Critical Witnessing at the Intersections of Gender, Race, and Power, I could already see four different topics we would be discussing and I knew that they would be connected in some way but I was amazed at how many other topics we covered that also connected with these main four ideas. We also talked about other topics like socialization, criminalization, drugs and prisons, disability, intersex traits, and so many more. This program honestly I would say changed me, in a good way, and changed the way I look at the world. I can also say that the program helped me with my reading and writing skills, whether that was with annotating or making my writing more clear. The assignments that we had were also new things that I had never done before and what I enjoyed the most about them was that I learned more about what we were doing in the program, but I also learned more about myself. The two assignments that stood out to me the most were the finals at the end of each quarter, one which was an autoethnography and the other one an interview and a podcast. As I said, I think this program changed me, so I think it will have an impact on my future at evergreen and the classes I register for, at least I know it played a part in choosing the program I registered for in the spring.



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.