



Byrer, Cate Anne

A00440993

Last, First Middle

Student ID

TRANSFER CREDIT:

Start	End	Credits	Title
09/2021	06/2023	90	Centralia College

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2023	03/2024	16	What is Education for at This Moment in Time and Place? 5 - Foundations of Education 5 - Learning in Community 2 - Qualitative Research Methods 4 - Making Meaning through Writing and Arts
09/2023	12/2023	4	Algebraic Thinking 4 - Algebraic Thinking
09/2023	12/2023	2	Interpersonal Communication Skills in the Workplace 2 - Organizational Psychology
01/2024	03/2024	4	Precalculus I 4 - Precalculus I
04/2024	06/2024	16	Playtime, Lifetime: The Anthropology and Psychology of the Lifespan 8 - Developmental Lifespan Psychology 4 - Anthropology of Play 4 - Ethnography
04/2024	06/2024	4	Precalculus II 4 - Precalculus II
09/2024	12/2024	4	Calculus and Analytical Geometry I 4 - Calculus and Analytical Geometry I
09/2024	12/2024	4	Computer Science Foundations 4 - Discrete Mathematics
09/2024	12/2024	4	Spanish - First Year I 4 - Spanish First Year I
09/2024	12/2024	4	Volunteering in a Classroom 4 - Volunteering in a Middle School Mathematics Classroom

Cumulative

152 Total Undergraduate Credits Earned



ACADEMIC STATEMENT

The Evergreen State College - Olympia, Washington 98505

OFFICIAL TRANSCRIPT DOCUMENT

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This transcript from The Evergreen State College includes an Academic Statement, written by the student, that documents the student's undergraduate education. If the student has not yet graduated, the College offers the option of including an interim Academic Statement in the transcript. Please note that, in the latter case, the student's current academic work may not be reflected in the transcript.



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Before Evergreen, I wasn't sure what I wanted to be, it was a question I was pushed into solving during my two years at Centralia College. Luckily a month before graduating, I had the realization that I knew how to teach math. It was always my highest subject in school. In the year of my ninth grade right before the COVID lockdown, I was tutoring the majority of my class. I thought I was just paraphrasing my teacher, but I would receive comments about how I should become a teacher. Even in my eleventh-grade and college math classes, I would reteach a concept without thinking twice and would help my classmates. Math has always come naturally to me and it is my favorite subject because I typically understand it with ease.

In 5 years, I plan on being a teacher in a middle school close to home. I originally wanted to be a high school math teacher. I realized I was more comfortable in the middle school algebraic field and felt more comfortable reciting my knowledge in that area of mathematics. I have come to understand that I will most likely be substituted for teachers before I become a full-time teacher, but it will be easier to become more comfortable with the teacher lifestyle. It wasn't something I felt upset about, a change of plans; it was something I wanted and felt I would be happier about doing.

I found that knowledge is power. Not only that, but being knowledgeable in a field such as mathematics, can be useful when asked a difficult question that can set the learner up for success. I have learned this year in my mathematics classes that math can be a difficult topic to understand, but understanding how to get from a difficult question to an answer in different ways is useful to recite as an educator. Through the knowledge of understanding the different paths to take in math, I can recite what I have learned to a future student.

While taking "What is Education For?" I have learned that teaching a topic doesn't have to be a "typical structure" of having a teacher at the front of the class teaching a subject for the students to copy what is written on the board. I learned the fun and exciting ways of collaborating with other learners and how this can cause the purpose of learning to be joyful and productive. In this class, much of the learning in the classroom was made to be group work, using posters, giving people in the group roles, and allowing everyone in the group to speak if they wanted to. Sometimes there were classwide discussions where we would all be in a circle and talk about the assigned reading, which gave students the ability to share their thoughts and understandings. That class taught me the skills of how it can be easier to collaborate without sticking to the traditional setup of a classroom.

An ability that I now have through my "Playtime, Lifetime: The Anthropology and Psychology of the Lifespan" is adaptability. This class has a more traditional setup contrary to my previously spoken about class, with an occasional collaborative activity. I have learned that everyone is human. I have learned to be understanding when someone doesn't show up, doesn't do the assigned reading, or doesn't understand the given instructions. It is a fault I will admit to have, but I have learned that there are ways to avoid excluding that person and invite them to understand the concept through discussion and allowing them to ask questions. Being adaptable is an ability I hope to use when I become a teacher by helping the learner not fall behind if something happens.

Through my year at Evergreen, I am glad to have taken my chosen classes because they have all shown me the different ways of becoming the kind of teacher I want to be. In my next year, I am planning on working in a classroom, taking more math classes, and taking the required tests in order to get into the Master's in Teaching program.



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September 2024 - December 2024: Volunteering in a Classroom

4 Credits

DESCRIPTION:

Faculty: Sonja Wiedenhaupt, Ph.D.

Cate completed a 10 week internship at Centralia Middle School to (i) gain experience working with youth, (ii) develop understanding of ways to support the students in their math work, and to (iii) develop their understanding of the work of a math teacher.

EVALUATION:

Written by: Sonja Wiedenhaupt, Ph.D

Cate successfully completed the internship. Cate met bi-weekly with faculty for a field seminar focused on strategies for drawing out student understandings through probing questions and dialogue about math problems. She began to ponder classroom structures that invite students to try out their ideas and share their thinking, vs. structures that focus on single right answers. Cate began trying out a few routines for writing observations and reflections on her field work - a routine worth developing further.

The field supervisor, Jillian Cryder, a local middle school math teacher also had the following to say about Cate's work:

Cate's role in the classroom was to provide additional support to both me and students. We discussed Cate's goals prior to her beginning her time as a volunteer and she wanted to see both sides of a classroom, the student support and the prep/ behind the scenes of teaching. During the time she has spent with me, she has been able to grasp the routine of my classroom as well as learn the dynamics of a classroom. ... Cate helped with grading, monitoring student behavior and assisting students while they tested. Strengths that she showed were that she was confident while supporting students in both Math 8 and Algebra, she would watch me teach or look through previous notes and teach/support the way I taught. Cate was also willing to learn, change and grow through feedback given to her from both Ms. Robison and me.

Ms. Cryder noticed that Cate made good relationships with kids overall. She engaged with them in a non threatening way so that they were comfortable. She also observed that Cate brought a good energy to the classroom – always willing and helpful. Cate was able to ask questions and was good with the flow of the lesson.

Cate, herself, reflected on what it means to be "an adult" in the classroom. She observed, "when I was first in the classroom students treated me like a friend. I had to take a step back and learn how to communicate the role as an adult." Ms. Cryder encouraged her to continue developing her knowledge of the professional role of a teacher and to develop her skills in communicating and following through with classroom expectations.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Volunteering in a Middle School Mathematics Classroom



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September 2024 - December 2024: Spanish - First Year I

4 Credits

DESCRIPTION:

Faculty: Hugo Flores

Spanish First Year I was designed for students with little or no knowledge of Spanish. The class followed the grammatical sequence included in the *4th Edition of Plazas: Lugar de encuentros* (Robert Hershberger, Susan Naviey-Davis, Guiomar Borrás-Alvarez). The class covered Capítulo preliminar to Capítulo 4. Some of the main grammatical topics included: uses and differences of ser and estar; present tense for regular and irregular verbs; indirect pronouns and verbs followed by an infinitive like gustar, tener que, querer, and preferir. Also, Ir a plus infinitive was introduced to express an idea of future plans. Faculty provided additional drills to practice in class and for homework assignments.

EVALUATION:

Written by: Hugo Flores

Cate completed the required homework assignments and participated in small group drills and class activities. Cate gained a very good understanding of the grammatical points introduced and she was able to use them properly during class and homework assignments. Cate can communicate her immediate needs using complete sentences. She needs to continue working with verb conjugation, especially the irregular verbs in the present tense. She has a good language insight and I believe she will improve her language skills as she continues learning the language. Cate was a good student and worked hard this quarter.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Spanish First Year I



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September 2024 - December 2024: Computer Science Foundations

4 Credits

DESCRIPTION:

Faculty: Catherine Kehl, Ph.D., Richard Weiss, Ph.D.

Computer Science Foundations is lower division program that has some introductory and some intermediate components. The main ones are programming, discrete mathematics, digital logic, and a seminar on technology and society.

Introduction to Programming in Python was the first of a sequence of introductory topics in computer programming. Students studied the fundamentals of programming and problem-solving using Python. This included the basics of data types, branching/conditional structures, loops, functions, and arrays.

In Discrete Mathematics 1, students studied sets and functions, propositional logic and Boolean algebra, predicate logic, relations, and digraphs. These topics included logical operators, truth tables, equivalence of expressions, disjunctive and conjunctive normal forms, power sets, Cartesian products, properties of 1-1, onto, and bijection, inverse functions, existential and universal quantification. Students were evaluated based on eleven reading assignments, five additional homework assignments, seven workshops, five quizzes and participation. The interactive text was *Discrete Mathematics* published by zyBooks.

In Digital Logic and Computer Organization, students studied the organization and logic of simple central processing units from the digital logic level to the instruction set architecture level. Students used a logic simulator, Logisim, to build a simple, accumulator-based CPU. The content included combinational logic, truth tables, binary, hexadecimal, two's complement representation, adders, multiplexers, decoders, registers, memory, and concepts of register transfer level architecture and instruction set level architecture. Students were assessed on eight homework assignments, eight lab assignments, a final exam and a final project. Text: Digital Logic and Computer Organization by Neal Nelson.

Seminar: Power, Privilege and Technology was the first of a sequence of seminars in Computer Science. Students read a series of articles related to technology and society. Students were assessed on participation in small group meetings and large group meetings, as well as the quality of the reflection essays. The texts consisted of newspaper articles, scholarly sources, and other reputable publications.

EVALUATION:

Written by: Richard Weiss, Ph.D.

As part of Computer Science Foundations, Cate was only enrolled in the Discrete Mathematics component. Cate did a good job. Cate submitted almost all of the reading and homework assignments and did a satisfactory job on them. Cate took all of the quizzes and did very well on some of them, including the final quiz. Cate demonstrated a good understanding of most of the content.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Discrete Mathematics



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September 2024 - December 2024: Calculus and Analytical Geometry I

4 Credits

DESCRIPTION:

Faculty: Vauhn Foster-Grahler, M.Sci., M.Ed.

The course included the concepts and procedures of differential calculus including procedures for finding and applications of instantaneous rates of change and limits. The students applied techniques of differentiation to polynomial, trigonometric, exponential, logarithmic, and rational functions and combinations of these. In addition the students worked with a variety of application problems including describing functions, optimization, and related rates. The course emphasized collaborative learning and approaching problems algebraically, numerically, graphically, and verbally. The text used was *Calculus: Concepts and Contexts, 4th Ed.* James Stewart, chapters 1-4.

The students were assessed and self-assessed on eight process outcomes for each content area:

1. Used correct mathematical notation
2. Used appropriate mathematical procedures
3. Developed and correctly interpreted mathematical models
4. Used technology appropriately to investigate and solve problems
5. Linked algebraic, graphic, verbal, and numeric representations and solutions
6. Demonstrated an understanding of functions
7. Used logical and correct critical reasoning
8. Communicated mathematics for the clarity of the receiver

EVALUATION:

Written by: Vauhn Foster-Grahler, M.Sci., M.Ed.

Cate was an active and positive participant in class, and was always prepared. Overall, Cate's written assessments demonstrated satisfactory performance for each of the process outcomes above for the course content. Cate has a good aptitude in math and is prepared to take Calculus II.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Calculus and Analytical Geometry I



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April 2024 - June 2024: Precalculus II

4 Credits

DESCRIPTION:

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

Pre-calculus II was a problem-solving-based overview of functions that model change. The course continued to prepare students for calculus and more advanced study in mathematics and science. The course included an in-depth study of, sinusoidal functions, right and non-right triangle trigonometry, polynomial, and rational functions, and polar coordinates and curves. Students learned collaboratively and approached problems using multiple representations (algebraically, numerically, graphically, and verbally). The text was *Functions Modeling Change: A Preparation for Calculus, 5th Ed.* Connally, Hughes-Hallett, Gleason, et al. T.J. Wiley. Chapters 7, 8, 11, and 12. Students completed multiple take-home quizzes and two, time- and resource-limited exams, including a comprehensive final exam.

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

1. Used correct mathematical notation
2. Used appropriate mathematical procedures correctly
3. Developed and/or correctly interpreted mathematical models
4. Used technology appropriately to investigate and solve problems
5. Linked algebraic, graphic, verbal, and numeric representations and solutions
6. Demonstrated an understanding of functions
7. Used logical and correct critical reasoning
8. Communicated mathematics for the clarity of the receiver

EVALUATION:

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

Cate was an active and positive participant in class and was always prepared for class. Cate's written assessments consistently demonstrated exceptional and proficient performance for each of the process outcomes above for the entire course content. Cate has a very strong aptitude in math and is well prepared for calculus. Cate is encouraged to continue studying math and was a pleasure to have in class.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Precalculus II



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April 2024 - June 2024: Playtime, Lifetime: The Anthropology and Psychology of the Lifespan

16 Credits

DESCRIPTION:

Faculty: Eric Stein and Ada Vane

In this playful, all-levels program, we explored the spaces and theories of play, as well as the psychology of human development that allows us to play.

Our studies of the anthropology of play considered the lifespan from childhood to old age historically, and cross-culturally, and aimed to develop “structural competency,” an awareness of how larger economic and political dynamics shape possibilities for human thriving. We delved into a range of social theorists – Johan Huizinga, Brian Sutton-Smith, Mikhail Bakhtin, Michel Foucault, Mary Flanagan and others – to explore the interrelationship between power and play. As part of the ethnographic work, students learned foundational observation and documentation techniques, as well as strategies for analyzing and interpreting everyday objects and settings. We paid particular attention to accessibility and universal design in relation to games, toys, and playgrounds. Additionally, we engaged in design projects that applied theory to practice through creations of our own.

In lifespan developmental psychology, students used Lally and Valentine-French's textbook, *Lifespan Development: A Psychological Perspective*, as a backbone to explore psychological theories in human development from in utero through childhood, adolescence, early to late adulthood and death. Areas of emphasis included individual physical, cognitive, social, intellectual, perceptual, personality, and emotional human development, as well as cultural and environmental context affecting these processes, and the relationships among the various threads of development in each age period. Student learning was assessed using weekly reflections in response to the material and weekly quizzes. This area of the program prepared students not only for careers in psychology, but also education, entrepreneurship, law enforcement and justice, medicine, nursing, parenthood, social work, teaching, etc.

Students participated in weekly seminar sessions that engaged their ability to analyze a text and engage in thoughtful discussion based on that analysis. The texts, which anchored seminar, were *Why Life Speeds Up as You Get Older: How Memory Shapes Our Past* and *This Chair Rocks: A Manifesto Against Ageism* as well as *Critical Play* and *Discipline and Punish*. Students summarized the readings and shared ideas in online and in-person discussions.

In addition, students developed a final poster project or game design that synthesized learning across the fields of developmental psychology and anthropology.

EVALUATION:

Written by: Eric Stein

Cate took responsibility for nearly all aspects of our studies in spring quarter, meeting expectations for assignments, attendance, and collaboration. Though generally quiet, Cate sometimes engaged in discussions in our learning community. Cate's work demonstrated substantial learning in developmental lifespan psychology, the anthropology of play, and ethnography.

In seminar, Cate was an occasional participant in conversations about readings and ideas. Cate's seminar papers showed a good engagement with the texts, and provided effective summaries of main points, thoughtful considerations of arguments and ideas, and interesting questions for our consideration. In all, the work showed Cate's writing approaching the proficient level in the social sciences.



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Cate's ethnographic notebook was well-organized and all assignments were complete and the work showed significant improvement across the quarter, with several later entries including perceptive details about places and events. A design analysis of a playground was particularly notable for its thorough analysis of accessibility, safety, and capacities for imaginative play. An ethnography of a WNBA game was also good, including specific details related to the prevalence of consumerism at the site. Cate completed six of six of the Anthropology of Play Self-Study notebook entries. These contained the required details, with some analytical expansion toward the end of the quarter. In all, the ethnographic entries and self-study showed Cate working at the proficient level in ethnography. Excellent scores on quizzes showed a high degree of competency in anthropology. Cate's combined score on both quizzes was 26 out of 28, reflecting consistent attention in the classroom, strong notetaking skills, and dedication in reviewing the course material.

Each week, students used a variety of media to reflect on and express their understanding of key terms, concepts and theories discussed in lifespan developmental psychology lectures, textbook readings and documentaries. Cate completed almost all of the reflections, which took the form of infographics that showed comfortable facility with that week's material. Additionally, students took weekly quizzes to revisit key concepts. Cate completed all of the weekly quizzes. Performance on these quizzes demonstrated excellent understanding of main concepts and supporting details covered. Cate's perspective on lifespan developmental psychology broadened, and deepened, significantly over the course of the quarter. Cate is leaving this program with a solid background for further studies in the field of psychology.

To conclude the quarter, Cate created a final project to summarize and synthesize content from developmental psychology and anthropology material. Cate's final synthesis presentation was a playable game, "Race through Play," which demonstrated a strong grasp of our program's themes in anthropology of play. The game was well-organized, visually engaging, and well-designed in the consideration of gameplay elements; it also connected thoughtfully with Cate's own childhood past in the thematic aspects of the game, as described in a design statement.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 8 - Developmental Lifespan Psychology
- 4 - Anthropology of Play
- 4 - Ethnography



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January 2024 - March 2024: Precalculus I

4 Credits

DESCRIPTION:

Faculty: Vauhn Foster-Grahler, M.S., M.Ed.

Precalculus I was a problem-solving-based overview of functions that model change that was taught fully in person. Students participated in daily group work and completed two take-home quizzes and took two in-class, time and resource limited, exams. Students studied functions and functional notation, linear, exponential and logarithmic functions and their applications in depth. They represented them and worked with them algebraically, numerically, graphically, and verbally. There was an emphasis on context-based problem solving and collaborative learning. The text was *Functions Modeling Change: A Preparation for Calculus, 5th Ed.* Connally, Hughes-Hallett, Gleason, et al. Chapters 1 - 6 and parts of chapter 10. In addition to the content of the course, the students were assessed and self-assessed on the following eight process outcomes for each content area:

1. Used correct mathematical notation
2. Used appropriate mathematical procedures
3. Developed and correctly interpreted mathematical models
4. Used technology appropriately to investigate and solve problems
5. Linked algebraic, graphic, verbal, and numeric representations and solutions
6. Demonstrated an understanding of functions
7. Used logical and correct critical reasoning
8. Communicated mathematics for the clarity of the receiver

EVALUATION:

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

Cate was an active and positive participant in all class activities. Cate regularly completed homework and completed all take-home quizzes and in class exams. Cate's written assessments demonstrated proficient performance for each of the process outcomes for the entire course content. Cate has a good aptitude in math and is encouraged to take precalculus II.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Precalculus I



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September 2023 - December 2023: Interpersonal Communication Skills in the Workplace
2 Credits

DESCRIPTION:

Faculty: Dariush Khaleghi, MS (I/O,) MBA

Interpersonal skills are the behaviors and strategies a person uses to engage and interact with others effectively. They are the key to developing productive relationships with diverse people, contributing to a positive and healthy work environment, and enhancing the workforce's well-being. This course will cover topics including self-awareness, conflict management, and collaboration, and how to use these skills successfully in the workplace as a team member and leader. This course uses seminars, group activities, reflective assignments, and a final research paper to help students bridge theory and practice to develop strong interpersonal communication skills.

EVALUATION:

Written by: Dariush Khaleghi, MS (I/O), MBA

Cate met the learning objectives of this course partially. They could demonstrate more responsibility for attendance and academic work, applying interpersonal principles in team and class contexts. Their low collaborative participation made evaluating their performance and contribution to others' success and diversity difficult for effective class engagement. Overall, Cate can work harder to apply interpersonal skills effectively in personal and professional settings and make progress in this field of inquiry.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

2- Organizational Psychology



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September 2023 - December 2023: Algebraic Thinking

4 Credits

DESCRIPTION:

Faculty: Vauhn FosterGrahler MS, M.Ed.

The course, Algebraic Thinking, covered concepts and algebra of functions, as well as an introduction to linear, quadratic, and exponential functions and their applications. Students worked with these topics algebraically, graphically, numerically, and verbally. Context-based problem solving and collaborative learning were emphasized. Text: *Algebraic Thinking for Science* by Vauhn FosterGrahler and Megan Olson-Enger, 4th Ed. 2023. In addition to the content, students were assessed and self-assessed on the following eight outcomes.

1. Used correct mathematical notation.
2. Used appropriate mathematical procedures.
3. Developed and/or correctly interpreted mathematical models.
4. Used technology appropriately to investigate and solve problems.
5. Linked algebraic, graphic, verbal, and numeric representations and solutions.
6. Demonstrated an understanding of functions.
7. Used logical and correct critical reasoning.
8. Communicated mathematics for the clarity of the receiver.

EVALUATION:

Written by: Vauhn FosterGrahler MS, M.Ed.

Cate was an active and positive participant in class and was always prepared for class. Cate's written assessments demonstrated satisfactory to proficient performance for each of the process outcomes above for the course content. Cate is well prepared to take precalculus I and is encouraged to do so.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Algebraic Thinking



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

16 Credits

DESCRIPTION:

Faculty: Sonja Wiedenhaupt, Ph.D.

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

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

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

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

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



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

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

EVALUATION:

Written by: Sonja Wiedenhaupt, Ph.D.

Cate completed thoughtful work that reflected an engagement with the essential question. Cate's work reflected a good developing capacity to show how the program ideas pushed and pulled at what they understood to be the purposes of education. Cate also engaged in generous and relevant ways in conversations with peers, and actively took up opportunities to learn from interviews and community-based experiences.

Through their work, Cate developed a stronger understanding of the relationship between race, representation and access to powerful literacy. Cate noticed how the stories we engage can teach about identities, relationships and values, and about systems of race. They also realized that literacy and curriculum could be structured to obscure and mislead or clarify understandings; to encourage or discourage inquiry. A line from a final poem they wrote, captured how schooling then can impact the capacity to see and understand: "Those books in which you read, the seeds in which they spread, Those tears in which you shed, I didn't see it, I was misled." By the end of the program, Cate noticed the habits of marginalization that play out in multiple contexts, be it through bullying in a classroom or displacement of entire communities. Cate also described how their ideas about relationality expanded to including the purposeful efforts a person can take to learn and practice developing relationships to communities, land and histories. They named the importance of learning to ask the "the whos', the what's, the where's, the when's and the why's of a situation" to be able to uncover a story and deepen understandings.

Cate demonstrated good developing capacity to synthesize insights about what's worth learning and practicing from mentor stories. They were particularly engaged in learning from and about Indigenous stories and philosophies. Cate also took time to engage with three of the Olympia Hidden Histories walking tours (People of the Water, Olympia's China Town, and the 5th Avenue Dam). For a final project,



Byrer, Cate Anne

A00440993

Last, First Middle

Student ID

Cate collaborated with a group to learn about the Freedom Schools. This group created a set of cards guided by principles of Community Cultural Wealth (Yosso and García , 2007) around the following objectives: (i) seeing ways to notice and challenge inequitable systems; (ii) respectfully engaging with different cultural and linguistic forms of capital within communities; (iii) identifying navigational capital; (iv) engaging social networks within a community that can provide needed resources and support; and (v) acknowledging and challenging deficit narratives. Each card clearly described the significance of the learning objective along with how it looks and sounds when practiced. In addition, they generated a card to provide historical context for the story with the set of references that informed their set of objectives. Finally, the group curated a set of archival photographs which effectively communicated the essence of each card's focus. Together, the group demonstrated a strong capacity to develop agreements for their work, develop homework plans in preparation for their work sessions. They structured purposeful and dialogues to examine and deepen the meaning they were making together. As part of those dialogues, they both (i) effectively engaged with primary and secondary sources, documentaries, and stories to inform their understandings; and (ii) used tools to support their understandings such as probing questions and group note taking strategies on large graphic organizers.

Cate demonstrated good developing skills in curating materials for a research journal that documented multiple sources of knowledge to inform an inquiry, including notes from interviews, observations on community engagements, and reading annotations. Cate practiced interviewing and summarizing key points. In the fall, Cate considered insights from community events and powerfully used readings to make meaning of moments in their life and their goals to become an educator. Cate also explored the strategy of reviewing the journal to notice insights and themes related to the inquiry. In a final winter reflection on lessons learned from trying to maintaining a journal such as this, Cate observed that being more consistent in writing regular weekly reflections would help with remembering the details of readings, connections and insights.

As a writer Cate has good skills in summarizing key moments that they found illuminating. A next step when working with text will be to explore why the author included the idea/story -- what they were trying to illustrate or explain; and what the idea or story helps to illuminate about the inquiry question at hand. Cate is encouraged to proactively use strategies for developing these skills, such as (i) taking more advantage of weekly workshop preparations and reflections; (ii) noticing how author/speakers integrate ideas from their cultural and academic communities in written work; and (iii) working regularly with the writing center.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

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



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.