

#### Application Related Information

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Application: Application Incomplete  
Grad Program Applying To: MiT

Iteration Name: 202610\_GR\_G  
Program Name: MITU

#### Recommendation Information

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Recommended By: Ansley Clark  
Recommenders Institution: The Evergreen State College

Recommenders Title: Dir of The Writing Center  
Library Dean

Contact Name: Carla Haddad

Waive Access to Recommendation Ltrs: I choose to waive my right to review this recommendation.

Recommendation Waiver Choice:

Recommendation Form Submitted: ✓

Recommendation Status: Received

Received Date: 10/15/2024 10:21 AM

Recommender Assessment: I recommend this applicant.

Recommendation Type: General

Recommender Form: Letter of Recommendation

Recommendation Entity ID: 1024000119900646

Recommendation Owner: Josephine Bernier

#### Recommender Form Questions

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How long have you known applicant:

Applicant ability as self-directed learner:

Time since last contact with applicant:

Applicant as productive member of group:

Relationship with Applicant:

Applicant most significant strengths:

Ability to complete rigorous grad program:

Responsibility/reliability:

Communication Skills - Oral:

Communication skills - written:

Service Orientation-sensitivity/empathy:

Ability to work independently:

Ability to handle stress:

Ability to think critically:

Ability to analyze/problem solve:

Ability to think creatively:

Openness to feedback:

Potential for leadership:

Ability to work in a team:

Personal/professional reflection:

#### Description Information

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Description:

Form URL: <https://evergreenstatecollege.radius>

#### Other Information

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Created Time: 09/06/2024 11:30 AM

Created By: Josephine Bernier

Modified Time: 10/15/2024 10:21 AM

Modified By: Josephine Bernier



October 15<sup>th</sup>, 2024

To Whom It May Concern:

I am thrilled to write this letter of recommendation for Carla Haddad as she applies to the Master's in Teaching program. As the Director of the Writing Center at Evergreen, I have worked with Carla from spring 2024 to the present as both an instructor and a supervisor. Carla enrolled in my writing tutor training class Cultivating Voice: A Writing Tutor's Craft, in which she excelled, and this year, Carla works for the Writing Center as a Writing Tutor. Based on her high-level knowledge of the critical intersections of education and social justice, her specific commitment to linguistic justice and antiracism work, and her compassionate approach to learning, I strongly recommend Carla for graduate-level work. She is more than prepared to thrive in graduate school's rigorous environment.

Carla's primary strength lies in her deep understanding of the connections between education, linguistic justice, and language arts and composition, and this understanding is rooted in both theory and lived personal and professional experience. Carla has extensive training in not only equity and liberation-focused pedagogies such as linguistic justice, translingualism, rhetorical grammar, and critical race theory but also—most importantly—in how to translate those theories into responsive, dynamic praxis to support students in measurable ways. She is highly skilled in asking effective guiding questions, listening actively, mediating conflict, and offering students strategies for code-meshing and advocating for their languaging choices. As a Cultivating Voice student, Carla consistently challenged our learning community to consider how to shift writing center culture to create truly multilingual, antiracist spaces for students. Carla is one of those highly gifted, brilliant students who deeply listens to her community before respectfully and gently dropping essential truths into the discussion.

Carla's excellence as a student and an educator also comes from her wide-ranging skillsets. Tutoring requires an understanding of writing across disciplines and of how to work with students across differences. As a tutor, Carla supports not only humanities coursework but also writing for the social and natural sciences and writing across genres, ranging from research papers to scholarship essays to cover letters to poetry and creative writing. Carla is trained in diverse tutoring strategies to assist students with varying disabilities and neurodiversities, learning styles, and educational, linguistic, and cultural backgrounds. Though Carla is a new tutor, Carla has quickly proven to be an essential member of our Writing Center community. Not is Carla one of our two Spanish-speaking writing tutors, offering writing tutoring to students in both English and Spanish, she also organizes the Writing Center's quarterly Open Mic Night. Carla is also one of only two student tutors who were selected to attend this fall's Northwest Conference for Peer Tutoring in Writing (NCPTW) at the University of Washington Tacoma—a unique professional and academic opportunity focused on writing tutoring praxis and pedagogy.

Carla's other notable strengths are her patience and sense of humor. Carla brings a calm, grounded presence to her work with students; on many occasions, I observed this calm presence to have a relaxing, grounding effect on students experiencing high levels of stress and feelings of isolation.

I do not have the slightest doubt that Carla is prepared to engage in graduate-level work with diverse communities of students. Carla will push herself to grow as a linguistic justice and liberation-focused educator. Additionally—and perhaps most importantly—Carla will bring a true commitment to antiracism in her work with students and with her colleagues. I am incredibly grateful to have worked with and learned from Carla, and any graduate program or school is lucky to welcome her into their community.

Please do not hesitate to contact me if you have any further questions.

Sincerely,

Ansley Clark  
Director of the Writing Center