



THE EVERGREEN STATE COLLEGE
OLYMPIA, WASHINGTON

Graduate Admission Application

DATE RECEIVED: **03-29-2014**

Application Year: **Fall 2014 Graduate Applications**

Graduate Program: ☐ MES ☒ MIT ☐ MPA (☐ Public & Nonprofit Administration ☐ Public Policy ☐ Tribal Governance)

Have you ever applied for admission to Evergreen? ☐ No

☒ Yes If yes, last degree: ☐ MES, what term? ☐ MPA, what term? ☒ Undergraduate, what term? **Twice: Wint 1997 and Fall**

Have you previously attended Evergreen? ☒ Yes ☐ No

If yes, please indicate date of attendance: **01-1997** to **08-2013**

Evergreen A#: **A00081469**

Baccalaureate degree earned/expected from: **Evergreen State College**
Name of Institution

Date Conferred: **09-2013** Major: _____

PERSONAL DATA

Legal Name: **Falla** **Cindy** **Walker**
Last First Middle Suffix

Former Name: **Walker** **Cindy** **Lee**
Last First Middle Suffix

Former Name: _____
Last First Middle Suffix

Mailing Address: **318 Dekay Road**

City **Hoquiam** State **WA** Zip **98550**

County (WA) **Grays Harbor** Country (non-US) _____

Permanent Address: **318 Dekay Road**

City **Hoquiam** State **WA** Zip **98550**

County (WA) **Grays Harbor** Country (non-US) _____

Phone: **[360] 589-1188** Alternate Phone: _____

Social Security Number **539-80-3497**

Date of Birth **02-11-1964** (Month/Day/Year)

Birthplace: **Aberdeen, WA** **WA** **Grays Harbor**
City State County (WA) Country (non US)

Gender: ☒ Female ☐ Male ☐ Other or Undeclared

E-Mail Address **falcin11@evergreen.edu**



THE EVERGREEN STATE COLLEGE
OLYMPIA, WASHINGTON

Graduate Admission Application

Are you a resident of Washington? ☐ No ☒ Yes: from 12-1987 to 03-2014
Month/Year Month/Year

Are you a U.S. citizen? ☒ Yes ☐ No

If no: Country of Citizenship: United States

Country of Permanent Residence: _____

Current US Visa Type: _____

Date Visa Granted (mm/yyyy): _____

Are you a U.S. military veteran? ☐ Yes ☒ No

If yes, months of Active Duty: _____ Separation date _____ (mm/yyyy)

Active duty? ☐ Yes ☒ No

Are you the child or spouse of a deceased veteran? ☒ Yes ☐ No

ACADEMIC HISTORY

Code 002971 Institution WELLS COLLEGE City AURORA State NY

Major _____ Degree _____ Start 09-1982 End 01-1984

Code 004052 Institution CITY COLLEGE OF SAN FRANCISCO City SAN FRANCISCO State CA

Major _____ Degree _____ Start 07-1986 End 11-1987

Code 004332 Institution GRAYS HARBOR COLLEGE City ABERDEEN State WA

Major _____ Degree AA Start 09-1994 End 08-1996

Code 004292 Institution THE EVERGREEN STATE COLLEGE City OLYMPIA State WA

Major _____ Degree BA Start 01-1997 End 09-2013

Code _____ Institution _____ City _____ State _____

Major _____ Degree _____ Start _____ End _____

Code _____ Institution _____ City _____ State _____

Major _____ Degree _____ Start _____ End _____

Code _____ Institution _____ City _____ State _____

Major _____ Degree _____ Start _____ End _____

ETHNIC AND RACIAL INFORMATION (OPTIONAL)

■ Are you Spanish/Hispanic/Latino in origin?

☒ No, I am non-Hispanic in origin.

☐ Yes, I am Hispanic in origin. _____

■ Race

☒ White/Caucasian

☐ Black or African American

☐ American Indian or Alaska Native, Tribe _____

☐ Asian or Pacific Islander _____

☐ Other _____

Graduate Application

Master in Teaching

Additional Information

Applications are accepted beginning October 1 for admission the following fall. Your file must be complete before your application will be considered. Initial decisions on admissions will be based on a review of files completed by January 13; applications will continue to be accepted through April 7. Applications received or completed after that date will be considered on a space available basis. International students must contact the Office of Admissions for information about additional application procedures.

How did you hear of the Evergreen Master in Teaching Program?

- ☒ MIT website
- ☐ Other website
- ☒ Information Session - When/Where? Fall 2013 Evergreen State College
- ☐ Graduate or Career Fair - When/Where? _____
- ☒ Alumni
- ☐ Other _____

ENDORSEMENTS: An endorsement is the subject area in which a certified teacher is authorized to teach along with designated grad levels for that area. For information on endorsements Evergreen offers see www.evergreen.edu/mit/endorsements/htm

Which endorsements are you seeking? Middle Level Math [4-9] _____

Please complete and save to your computer the appropriate endorsement worksheets from the Master in Teaching Web site link below indicating subject matter coursework completed, in progress and planned. One endorsement worksheet per endorsement area -- maximum of two.

www.evergreen.edu/mit/endorsementworksheets.htm.

Upload Endorsement Worksheet #1 Falla_Cindy_52968880_EVERGRAD-ENDORSEMENT_ATTACH_1_54877694.pdf

Upload Endorsement Worksheet #2

GENERAL PREREQUISITES: Please demonstrate completion of the following by listing appropriate college level credits/courses from your transcripts with grades of C (2.0) or higher. Semester credits should be converted to quarter credits, in general 1 semester hour converts to 1.5 quarter credits.

STATISTICS

4 minimum quarter credit hours required.

Credits Earned	Grade Received	Course Abbreviation & Number or Program Number	Completed Course Title or Evergreen Course Equivalencies	College or University
4	N/A	CAMPB	Introduction to Statistics	TESC

SOCIAL SCIENCE

8 minimum quarter credit hours required. Includes history, political science, economics, anthropology, sociology, psychology and geography, as well as some allied disciplines.

Credits Earned	Grade Received	Course Abbreviation & Number or Program Number	Completed Course Title or Evergreen Course Equivalencies	College or University
5	A	HIST 271	African-American History	Grays Harbor College
5	C	Gov't 164	Comp. Gov't. and International Politics	Wells College
5	A	HIST 234	History of Africa	Grays Harbor College
5	A	PSYCH 100	General Psychology	Grays Harbor College

FIRST AND SECOND LANGUAGE ACQUISITION

4 minimum quarter credit hours required.

Credits Earned	Grade Received	Course Abbreviation & Number or Program Number	Completed Course Title or Evergreen Course Equivalencies	College or University
8	N/A	8059P	Beginning Spanish	TESC

WRITING

12 minimum quarter credit hours required including at least one course in expository or research writing. May include writing intensive courses with appropriate documentation such as syllabi, catalog descriptions and letters from professors to substantiate the claim.

Credits Earned	Grade Received	Course Abbreviation & Number or Program Number	Completed Course Title or Evergreen Course Equivalencies	College or University
12	N/A	MINDW8800-Fall2012	Analytical Thinking and Writing	TESC
5	A	ENGL 102	Critical/Analyt Writing	Grays Harbor College5
5	B	ENG 101	The Uses of Language	Wells College
4	N/A	6042P- Hidden Histories	Research Technique	TESC

RESUME:

Please upload your résumé which includes all key educational, employment and volunteer experiences, past and current, relevant to your success as a teacher. Within the resume describe your experience within the past two years in a public school classroom, observing, volunteering or working with diverse students at the grade levels you wish to teach. Forty hours expected.

Instructions: Click on the "Upload" button and follow the directions on that page to submit your file electronically. You will not see your file again once it has been uploaded, but the file name will appear on the File Upload page and, when you return to this page, it will indicate that your file has been uploaded.

Allowed file types: doc, docx, pdf, rtf, txt (limit to under 10mb).

File Attached: **Falla_Cindy_52968880_EVERGRAD-RESUME_ATTACH_54877694.pdf**

LETTERS OF RECOMMENDATION:

List three references from whom we could request a letter of recommendation (LOR) on your behalf. The LORs can be no older than two years from date of application, all from professionals, who can write about one or more of the following: your work with children, academic work, writing ability, interpersonal skills and job-related experiences. You are expected to include: a letter from a teacher or other educator who is aware of your interaction with children/youth (ideally the teacher who hosted your observation/work in a public school setting); a letter from a professor from a college if you have attended within the past three years.

We will send an LOR e-form via e-mail to the individuals you list below:

Recommender 1 -

Scott	Hyder	shyder@hoquiam.net	[360] 538-8216
First Name	Last Name	Email Address	Phone Waive Access? <input type="checkbox"/>

Recommender 2 -

Gillies	Malnarich	malnarig@evergreen.edu	[360] 867-6609
First Name	Last Name	Email Address	Phone Waive Access? <input type="checkbox"/>

Recommender 3

Jeannie	McNeal	mcmomjm@msn.com	[360] 532-1097 or
First Name	Last Name	Email Address	Phone Waive Access? <input type="checkbox"/>

Public Law 93-380, Educational Amendments Act of 1974, grants students the right to have access to letters of recommendation in their placement files. By selecting Yes for the "Waive Access" question you are waiving access to these letters.

PERSONAL STATEMENT:

Please upload a Personal Statement (typed, two-pages) explaining: why you want to teach and why you decided to apply to Evergreen's MiT Program.

Allowed file types: doc, docx, pdf, rtf, txt (limit to under 10mb).

File Attached: **Falla_Cindy_52968880_EVERGRAD-STATEMENT_ATTACH_54877694.pdf**

CRITICAL ANALYSIS ESSAY:

Please upload a second two page essay in which you: offer and support a critical analysis of the statement below, and include how your background, behaviors and experiences have prepared you to work with these issues in the classroom.

"It is virtually impossible to be raised in the culture of the United States without being taught racial, ethnic, gender and socioeconomic class biases, yet teachers today must be prepared to work with children from many backgrounds. They must also be prepared to demonstrate a commitment to the highest ideals of U.S. society and of public education."

Allowed file types: doc, docx, pdf, rtf, txt (limit to under 10mb).

File Attached: **Falla_Cindy_52968880_EVERGRAD-ESSAY_ATTACH_54877694.pdf**

ADDITIONAL INFORMATION TO SEND IN:

Application Checklist: This checklist is provided for your convenience.

In order to complete the application process, please ensure that you send the following documents to:

**The Evergreen State College
Office of Admissions
2700 Evergreen Parkway
Olympia, WA 98505**

- **Official transcripts from each and every college or university attended (including Evergreen; please make transcript request through Registration and Records), regardless of credit earned, the nature of course work or whether you received a degree.**
- **WEST-B Official Results from all portions of the Washington Educator Skills Test-Basic.**
- **WEST-E Official Results for each endorsement area selected.**

If you have additional questions please contact us at www.evergreen.edu/mit for complete details on the admission process and requirements.

The Evergreen State College | 2700 Evergreen Parkway NW, Olympia, Washington 98505 | (360) 867-6000

| © 

Cindy Walker Falla

Objective

The objective of this resume is to highlight my diverse experiences which are relevant to my educational goals and future success as an educator.

Experience

09/08 - Present

Hoquiam School District #28

Hoquiam, WA

Para Educator

- Math Power Boost- Summer Program Asst. (2013); Sunday Program Asst. (2013-14)
- Spent time in high school classroom supporting algebra and geometry students, before advancing to be the math coach for the district's computer-based school, HOMELINK in 2012.
- Knowledge Bowl Advisor (2012-2014)
- Applied for, and received a \$5000 *Feed Your Brain* grant that enabled me to lead a summer reading science program for children in 2009.
- Started career helping students practice job-skills with a district wide recycling program before transferring to the math department.

Short Term Volunteer Experiences

Volunteer-

- Centrum- Port Townsend, WA- This will be the third year I have chaperoned a group of Middle School Students to the Centrum's week long young artist's workshops, Waterworld (2012) and Explorations (2013, 2014).
- Robinson Center for Young Scholars- University of Washington, Seattle- During the summer of 2012 I volunteered for a month with middle school students in a highly capable summer program.

11/09 – 11/12

7th Street KIDS Board

Hoquiam, WA

Volunteer- Board Member

- This organizations heart is cooperative *teamwork!* We work together to manage a children's theater group that serves about 75 6-16 year olds each summer.
- For the three years I served on the summer program committee and was in charge of various tasks such as school flyer design, audition forms, logo development, and dance shoe fittings.

02/93-Present

Girl Scouts of Western Washington

Hoquiam, WA

Volunteer- TEAM Member

- Troop and Event Leader. I have worked directly with 3 troops, but have been a troop coach for other troops for short periods of times to get them started. Helped in the planning of local events and camps for the past 20 years.
- Facilitator/Trainer of Adult Education to new and experienced leaders.

Education

Bachelor's Degree

The Evergreen State College

Olympia, WA

Associate of Arts

Grays Harbor College

Aberdeen, WA

A Future for All Children

Why I want to teach and why Evergreen State College for my masters in teaching program is a simple question to answer. I view math as the civil rights issue of our time. It is the subject that will stop whole groups of children going on to be able to compete for the jobs of the future as businesses are using a college education as a pre-requisite for many jobs, even menial ones. I see it as a systematic way to save the jobs of tomorrow for certain classes of people. It is because of my own self awareness of race, class and gender (see other essay) and this strong belief that I find myself working with children as they learn math.

I am a math coach and para-professional for the Hoquiam School district. My job's goals are more than just instructing on algorithms. I am asked to help students overcome a fear of math, pass state tests, learn to think and process all in hopes that they will complete three years of high school level mathematics and graduate as part of the states standards imposed after, "no child left behind" legislation. Currently I work with children from 3rd- 12th grade as a math coach. I also help in a 4th-5th grade math intervention program on Sundays evenings.

I want to teach middle school mathematics, because I see this middle level as a critical time in math education. It is a time in math education when interventions have a phenomenal effect on future learning. While getting my bachelors degree, I explored the data of local schools and who is promoting high school math to middle school students, and the benefits of doing this and who is being left behind from this practice. These facts solidified my desire to teach middle level math. The reason I want to go from coaching to teaching is one of caliber. I see and work with phenomenal teacher of mathematics and recognize that their craft has been developed and honed. I want that. Yes, I want to continue doing what I love, but I want to do it even better.

In talking to the teachers that I admire, Evergreen's masters program has been a common thread. To quote, Chehalis's assistant superintendant about Evergreen's masters program, "if we hire a graduate from Evergreen's program, they come to us fully developed and ready to teach." I want that caliber of teaching to be associated with my own pedagogy and teaching.

This being said, it doesn't feel like this will be easy. I will be giving up the job that I love to travel a long distance each day for about two years to better perform that which I love to do. It will take hours away from my family, but I believe that I am at the point of my life where this sacrifice is worth the growth that I will experience. I will be in a better position to help the children that I work with. I will bring the knowledge and skills that I learn back to my community. I am ready for this challenge and ready to grow.

Something Better is Possible

"It is virtually impossible to be raised in the culture of the United States without being taught racial, ethnic, gender and socioeconomic class biases," is a statement that describes the United States as a social system. As an individual, I haven't escaped being a part of this system and haven't escaped being shaped and affected by it. But I get to make choices about how I participate, and I choose how to participate as a person in relation to my acknowledged racial, ethnic, gender and socioeconomic positions in this social system. For although we cannot teach or learn our way out of inequality, we must be committed to a quality education for all students and so, I must be prepared to connect my curriculum to my diverse student's lives. I believe that the young teachers of today have an awareness of this need having grown up with diversity and critical thinking skills. I am hopeful that this is widely taught and known to tomorrow's educators, for I came into this knowledge slowly with bumps in the road. Here is my journey.

First, I acknowledge that I was born white privileged in 1964 in a poor rural logging community along the coast of Washington, the same community that I have come back to, to teach in and raise my own children. I grew up in thinking of my family as "my family," but we were all connected to a larger system, a society that shaped us as people, including my roles as mother, daughter, sister and educator. My dad was the breadwinner of the family and mom took care of my needs for the first years of my life. I had books, and a beautiful bedspread, and boundless freedom to explore the outdoors. I was a Girl Scout, had braces to straighten my teeth and played the "statue of liberty" in the bicentennial pageant. I took swim lessons at the YMCA and got my first job when I was fifteen and bought an Olympus SLR camera with my first paycheck. At the time I was oblivious to my privilege.

In middle school, I watched Alex Haley's mini-series *Roots*. In 11th grade I read Ralph Ellison's, *Invisible Man* and then a book about the long, hot summer of 1967. It wasn't until a few years later that I personally experienced that not everyone is treated the way that I am that I even acknowledged that racism is still part of today's society and that it is not just in the past and part of history.

Simultaneously, as my awareness of race issues developed I became aware of gender inequality when I attended the Woman's Sports Foundations conference in Monterey, California in the late 1970's. This led me to select a girl's school for my postsecondary education. In 1982, I headed to Wells College in upstate New York. What I had failed to realize is that class can be just as big of a divisive bias as gender and race. I floundered which became another catalyst for my personal growth.

What I am sharing is that over the course of many years I became aware of my own place in the world, the place of others and how we interact. It was when I was able to acknowledge these differences and privileges that I found out that I am tender hearted and don't like it when an injustice is done to someone because of their status. It would be almost 10 years before I found myself back in Grays Harbor fighting for empowerment, equality and education for all children. In 1993, my journey to see quality education started and has continued for over 20 years.

Educators must embrace and incorporate their student's diverse strengths and funds of knowledge. They must be prepared to work with children from many backgrounds. By modeling an environment of caring, acceptance and embracing difference we are valuing every student's life. We must teach to the whole child and encourage them to peer teach to each other making democracy a part of public education. For in making the choice to educate inclusively, we are making, "a commitment to the highest ideals of U.S. society and of public education."

Middle Level Math Endorsement Worksheet

Applicant's Name: Cindy Falla

WEST E Middle level Math		Date taken or to be taken: <u>August 9, 2013</u>		Score (if known): <u>280</u>			
Minimum Coursework Expectations		course abbr & num or TESC prog #	Course Name <i>a course may be listed more than once if you share the total number of credits earned; for TESC programs list the name of the course equivalency, not the program name</i>	#qtr credits	college or university	X if complete	date completed/to be completed
24 credits of mathematics to include all areas	4 credits college level algebra or minimum 3.0 in AP calculus in high school	<u>Math 107</u>	<u>Nature of Math</u>	<u>5</u>	<u>GHC</u>	<u>x</u>	<u>Fall 96</u>
	4 credits discrete math including concepts such as logic, graph theory, linear programming	<u>DISCR</u>	<u>Discrete MathDiscrete Math for Teachers</u>	<u>4</u>	<u>TESC</u>	<u>x</u>	<u>Summer 2013</u>
	4 credits statistics	<u>CAMPB</u>	<u>Introductions to Statistics</u>	<u>4</u>	<u>TESC</u>	<u>x</u>	<u>Winter 2013</u>
	4 credits geometry (to include transformational geometry)	<u>GEOME</u>	<u>Geometry</u>	<u>4</u>	<u>TESC</u>	<u>x</u>	<u>Summer 2013</u>
	4 credits calculus	<u>Math 10</u>	<u>Analytic Geometry and Calculus</u>	<u>4.5</u>	<u>City College SF</u>	<u>x</u>	<u>Summer 1986</u>
	4 credits other math (ethno-mathematics or history of math recommended)	<u>MINDW</u>	<u>Math Education and Social Justice</u>	<u>2</u>	<u>TESC</u>	<u>x</u>	<u>Spring 2013</u>
		<u>MINDW</u>	<u>Community Studies: Educational Equity and the Math Classroom</u>	<u>4</u>	<u>TESC</u>	<u>x</u>	<u>Spring 2013</u>

Graduate Recommender Form

Applicant Information

First Name: **Cindy**

Last Name: **Falla**

DOB:

Program: **Master in Teaching**

Recommender Information

First Name: **Scott**

Last Name: **Hyder**

Email: **shyder@hoquiam.net**

Phone:

Waive Access?: **Yes**

☒ (X) I recommend the candidate without reservation as an excellent prospect.

☐ () I recommend the candidate with some reservations.

☐ () I do not recommend the candidate at this time.

I certify that all the information given on this recommendation is complete and accurate.

*☒ (X) I Agree Date 01-28-2014 *

To Whom It May Concern:

I gladly write this letter of recommendation for Mrs. Cindy Falla. Although I have only known Mrs. Falla for a short while, I have a keen awareness of her ability as a worker. Currently she is a math support specialist for HOMELINK. HOMELINK is an alternative school program supporting Hoquiam students as well as surrounding communities.

Cindy's current assignment with HOMELINK is as a Math Support Specialist. She works two days a week with students who struggle in math. She is adept at working with students one-on-one and in small groups. Recently, she developed two incentives for students to do math. One, she gave the students a problem to solve. If they solved it they got an item for a sundae (i.e. spoon, toppings). This incentive took a few weeks to complete. Another incentive was a pizza party. If the students all reached a certain level in math, they got to participate in a pizza party.

Besides being the Math Support Specialist, she comes in on her own time to take notes and participate in our staff meetings. This is not time she is compensated. Along with staff meetings, she updated our web page and biographies for our staff members.

Again, it is with pleasure that I write this recommendation for a quality colleague. Mrs. Falla has and will continue to bring pride to her community, her school and herself. Do not hesitate to call for further information.

Sincerely,

Scott A. Hyder
Hoquiam High School
Assistant Principal
HOMELINK
Principal
360-538-8216

Graduate Recommender Form

Applicant Information

First Name: **Cindy**

Last Name: **Falla**

DOB:

Program: **Master in Teaching**

Recommender Information

First Name: **Gillies**

Last Name: **Malnarich**

Email: **malnarig@evergreen.edu**

Phone:

Waive Access?: **Yes**

☒ I recommend the candidate without reservation as an excellent prospect.

☐ I recommend the candidate with some reservations.

☐ I do not recommend the candidate at this time.

I certify that all the information given on this recommendation is complete and accurate.

*☒ I Agree Date 02-01-2014 *

February 1, 2014

To Whom It May Concern:

It is a privilege to support Cindy Falla's application to do graduate study at The Evergreen State College. I am especially delighted that Cindy has decided to continue her studies; she was an exceptional student in the three-quarter Evening and Weekend Studies program I taught from fall 2012 to spring 2013 at Grays Harbor, *Minds at Work: Puzzles, Polarities, and Possibilities*.

I have no doubt that Cindy has the ability to do work at a graduate level: she is an able and independent learner; she holds herself to high standards; and, she appreciates that the privilege of an education comes with civic and social responsibilities. Cindy also values the opportunities to learn from others engaged in similar studies. She proved to be a supportive member of our learning community—her probing and clarifying questions a catalyst for others' learning as well as her own.

Throughout *Minds at Work*, Cindy's work was of a consistently high quality as evidenced by her contributions to class and end-of-term portfolios. At the end of her first quarter, I began my assessment by noting: "Cindy is an extraordinarily able student whose infectious, unbridled curiosity inspires others to learn something 'new.' She continually seeks out ways to apply concepts/theories as a means to assess and fine-tune her own understanding."

From the first quarter to the last Cindy continued to build her capacities. Early on, she set herself the goal of meeting the intellectual standards of critical thinking done well, and held herself to these exacting standards through the practice of rigorous self-assessment and goal setting. During our faculty-student conferences, Cindy's keen interest to change how people viewed math and the learning of math became an ongoing theoretical and practical preoccupation. In fall and winter quarters her research focused on issues related to math education in Washington State and the fast tracking of middle school students in selected school districts. In spring, she tied this work to her commitment to educational equity and the personal and intellectual development of *all* children. Her final integrative paper, "Where I Live: Helping the Families of Grays Harbor Have Voice and Agency in the Math Education of their Children" addressed why math is important and why preschoolers need to start school "ready" to learn math. Her thoughtful account addresses the short-term and life-long implications of tracking in middle school for children with limited social and economic opportunities—and what families can do to break this troubling pattern in partnership with educators like herself.

From our very first conversation, Cindy made it clear that she wanted to go to a graduate school which was committed to educational equity and social justice. If accepted, Cindy will be a terrific asset—her warmth, good humor, ability to put people at ease, and love of learning and teaching a wonderful addition to a demanding, cohort-based course of study where educational equity matters.

Sincerely,

A handwritten signature in dark ink, reading "Gillies Malnarich", followed by a long horizontal line extending to the right.

Gillies Malnarich,

Co-Director, Washington Center for the Improvement of Undergraduate Education,
Faculty, Evening and Weekend Studies
The Evergreen State College, Olympia, Washington
Work: 360-867-6609; email: malnarig@evergreen.edu

Graduate Recommender Form

Applicant Information

First Name: **Cindy**

Last Name: **Falla**

DOB:

Program: **Master in Teaching**

Recommender Information

First Name: **Jeannie**

Last Name: **McNeal**

Email: **mcmomjm@msn.com**

Phone:

Waive Access?: **Yes**

☒ (X) I recommend the candidate without reservation as an excellent prospect.

☐ () I recommend the candidate with some reservations.

☐ () I do not recommend the candidate at this time.

I certify that all the information given on this recommendation is complete and accurate.

*☒ (X) I Agree Date 01-22-2014 *

Jeannie McNeal
14 Baretich Rd.
Aberdeen, WA 98520
January 21, 2014

The Evergreen State College
2700 Evergreen Parkway NW
Olympia, WA 98505

To Whom It May Concern:

I am pleased to have the opportunity to write a letter of recommendation for Cindy Falla. I have known Cindy for many years. Long ago, we served as Girl Scout leaders and, more recently, we served as members of the Board of Directors of 7th Street Kids, a summer musical theater program for children.

Cindy served both organizations with professionalism, intelligence and creativity. She works well with both children and adults. As a 7th Street Kids board member, she attended all board and committee meetings and came prepared to tackle whatever job needed to be accomplished. She was often able to look at a problem in a unique way and to suggest creative solutions, which she was able to clearly communicate to other board and committee members. She rewrote and reformatted many of the forms we had been using in a way that made them more useful and easier to navigate. She also spearheaded the production of an improved program/playbill for our theater audiences. Her projects were always of the highest quality. She was always well-organized and worked well with other board members.

Cindy was a valuable asset to both the Girl Scouts and 7th Street Kids. I feel that she would be a would be an excellent and successful candidate for the Masters in Teaching program at the Evergreen State College

Sincerely,

Jeannie McNeal
7th Street Kids, President of the Board of Directors



THE EVERGREEN STATE COLLEGE
OLYMPIA, WASHINGTON

Graduate Admission Application

DATE RECEIVED: **06-03-2014**

Application Year: **Fall 2014 Graduate Applications**

Graduate Program: ☐ MES ☒ MIT ☐ MPA (☐ Public & Nonprofit Administration ☐ Public Policy ☐ Tribal Governance)

Have you ever applied for admission to Evergreen? ☒ No

☐ Yes If yes, last degree: ☐ MES, what term? ☐ MPA, what term? ☐ MIT, what term? ☐ Undergraduate, what term?

Have you previously attended Evergreen? ☐ Yes ☒ No

If yes, please indicate date of attendance: to

Evergreen A#:

Baccalaureate degree earned/expected from: **University of Southern California**
Name of Institution

Date Conferred: **05-2011** Major: **BA English, Psychology**

PERSONAL DATA

Legal Name: **Magana** **Ana-Claudia**
Last First Middle Suffix

Former Name:
Last First Middle Suffix

Former Name:
Last First Middle Suffix

Mailing Address: **758 Ocala Ave.**

City **La Puente** State **CA** Zip **91744**

County (WA) Country (non-US) **United States**

Permanent Address: **758 Ocala Ave.**

City **La Puente** State **CA** Zip **91744**

County (WA) Country (non-US) **United States**

Phone: **6263476613** Alternate Phone: **6263363381**

Social Security Number **609-40-6966**

Date of Birth **04-26-1989** (Month/Day/Year)

Birthplace: **Los Angeles** **CA**
City State County (WA) Country (non US)

Gender: ☒ Female ☐ Male ☐ Other or Undeclared

E-Mail Address **abcbewitched@aol.com**



THE EVERGREEN STATE COLLEGE
OLYMPIA, WASHINGTON

Graduate Admission Application

Are you a resident of Washington? ☒ No ☐ Yes: from _____ to _____
Month/Year Month/Year

Are you a U.S. citizen? ☒ Yes ☐ No

If no: Country of Citizenship: United States

Country of Permanent Residence: United States

Current US Visa Type: _____

Date Visa Granted (mm/yyyy): _____

Are you a U.S. military veteran? ☐ Yes ☒ No

If yes, months of Active Duty: _____ Separation date _____ (mm/yyyy)

Active duty? ☐ Yes ☒ No

Are you the child or spouse of a deceased veteran? ☐ Yes ☒ No

ACADEMIC HISTORY

Code 004852 Institution U OF SOUTHERN CALIFORNIA City LOS ANGELES State CA

Major English, Psychology, Multimedia Literacy Degree Bachelor of Arts, Honors Certificate Start 08-2007 End 05-2011

Code 9998 Institution University of Edinburgh City Edinburgh State UK

Major Creative Writing Degree Master of Science [MSc] Start 09-2011 End 08-2012

Code G00048 Institution UNIV OF CALIFORNIA City LOS ANGELES State CA

Major Psychology Degree extra credits Start 05-2010 End 08-2010

Code _____ Institution _____ City _____ State _____

Major _____ Degree _____ Start _____ End _____

Code _____ Institution _____ City _____ State _____

Major _____ Degree _____ Start _____ End _____

Code _____ Institution _____ City _____ State _____

Major _____ Degree _____ Start _____ End _____

Code _____ Institution _____ City _____ State _____

Major _____ Degree _____ Start _____ End _____

ETHNIC AND RACIAL INFORMATION (OPTIONAL)

■ Are you Spanish/Hispanic/Latino in origin?

☐ No, I am non-Hispanic in origin.

☒ Yes, I am Hispanic in origin. Other Spanish/Hispanic/Latino, El Salvador

■ Race

☐ White/Caucasian

☐ Black or African American

☐ American Indian or Alaska Native, Tribe _____

☐ Asian or Pacific Islander _____

☒ Other Hispanic

Graduate Application

Master in Teaching

Additional Information

Applications are accepted beginning October 1 for admission the following fall. Your file must be complete before your application will be considered. Initial decisions on admissions will be based on a review of files completed by January 13; applications will continue to be accepted through April 7. Applications received or completed after that date will be considered on a space available basis. International students must contact the Office of Admissions for information about additional application procedures.

How did you hear of the Evergreen Master in Teaching Program?

- ☐ MIT website
- ☐ Other website
- ☐ Information Session - When/Where? _____
- ☐ Graduate or Career Fair - When/Where? _____
- ☒ Alumni
- ☐ Other _____

X **Colleague/Friend**

ENDORSEMENTS: An endorsement is the subject area in which a certified teacher is authorized to teach along with designated grad levels for that area. For information on endorsements Evergreen offers see www.evergreen.edu/mit/endorsements/htm

Which endorsements are you seeking? **English Language Arts** _____

Please complete and save to your computer the appropriate endorsement worksheets from the Master in Teaching Web site link below indicating subject matter coursework completed, in progress and planned. One endorsement worksheet per endorsement area -- maximum of two.

www.evergreen.edu/mit/endorsementworksheets.htm.

Upload Endorsement Worksheet #1 Magana_Ana-Claudia_56012049_EVERGRAD-ENDORSEMENT_ATTACH_1_58382784.pdf

Upload Endorsement Worksheet #2

GENERAL PREREQUISITES: Please demonstrate completion of the following by listing appropriate college level credits/courses from your transcripts with grades of C (2.0) or higher. Semester credits should be converted to quarter credits, in general 1 semester hour converts to 1.5 quarter credits.

STATISTICS

4 minimum quarter credit hours required.

Credits Earned	Grade Received	Course Abbreviation & Number or Program Number	Completed Course Title or Evergreen Course Equivalencies	College or University
4.5	C	Psychology 100A- Psychological Statistics	Statistics	University of California, Los Angeles
6	B-	PSYC-314L	Research Methods	University of Southern California

SOCIAL SCIENCE

8 minimum quarter credit hours required. Includes history, political science, economics, anthropology, sociology, psychology and geography, as well as some allied disciplines.

Credits Earned	Grade Received	Course Abbreviation & Number or Program Number	Completed Course Title or Evergreen Course Equivalencies	College or University
6	B-	PSYC-355	Social Psychology	University of Southern California
6	B+	PSYC-360	Abnormal Psychology	University of Southern California
6	B	PSYC-464	Psychology of Marriage and the Family	University of Southern California
6	B	PSYC-359	Interpersonal Relations	University of Southern California

FIRST AND SECOND LANGUAGE ACQUISITION

4 minimum quarter credit hours required.

Credits Earned	Grade Received	Course Abbreviation & Number or Program Number	Completed Course Title or Evergreen Course Equivalencies	College or University

WRITING

12 minimum quarter credit hours required including at least one course in expository or research writing. May include writing intensive courses with appropriate documentation such as syllabi, catalog descriptions and letters from professors to substantiate the claim.

Credits Earned	Grade Received	Course Abbreviation & Number or Program Number	Completed Course Title or Evergreen Course Equivalencies	College or University
6	B-	WRIT-140	Writing and Critical Reasoning	University of Southern California
6	A-	WRIT-340	Advanced Writing	University of Southern California
6	A-	ENGL-405	Fiction Writing	University of Southern California
6	A-	ARTL-100g	Arts and Letters	University of Southern California

RESUME:

Please upload your résumé which includes all key educational, employment and volunteer experiences, past and current, relevant to your success as a teacher. Within the resume describe your experience within the past two years in a public school classroom, observing, volunteering or working with diverse students at the grade levels you wish to teach. Forty hours expected.

Instructions: Click on the "Upload" button and follow the directions on that page to submit your file electronically. You will not see your file again once it has been uploaded, but the file name will appear on the File Upload page and, when you return to this page, it will indicate that your file has been uploaded.

Allowed file types: doc, docx, pdf, rtf, txt (limit to under 10mb).

File Attached: **Magana_Ana-Claudia_56012049_EVERGRAD-RESUME_ATTACH_58382784.pdf**

LETTERS OF RECOMMENDATION:

List three references from whom we could request a letter of recommendation (LOR) on your behalf. The LORs can be no older than two years from date of application, all from professionals, who can write about one or more of the following: your work with children, academic work, writing ability, interpersonal skills and job-related experiences. You are expected to include: a letter from a teacher or other educator who is aware of your interaction with children/youth (ideally the teacher who hosted your observation/work in a public school setting); a letter from a professor from a college if you have attended within the past three years.

We will send an LOR e-form via e-mail to the individuals you list below:

Recommender 1 -

Robert Alan	Jamieson	r.a.jamieson@ed.ac.uk		
First Name	Last Name	Email Address	Phone	Waive Access? <input type="checkbox"/>

Recommender 2 -

Jane	McKie	jane.mckie@ed.ac.uk		
First Name	Last Name	Email Address	Phone	Waive Access? <input type="checkbox"/>

Recommender 3

Theresa	Chen	victoriachenlcc@gmail.com		
First Name	Last Name	Email Address	Phone	Waive Access? <input type="checkbox"/>

Public Law 93-380, Educational Amendments Act of 1974, grants students the right to have access to letters of recommendation in their placement files. By selecting Yes for the "Waive Access" question you are waiving access to these letters.

PERSONAL STATEMENT:

Please upload a Personal Statement (typed, two-pages) explaining: why you want to teach and why you decided to apply to Evergreen's MiT Program.

Allowed file types: doc, docx, pdf, rtf, txt (limit to under 10mb).

File Attached: **Magana_Ana-Claudia_56012049_EVERGRAD-STATEMENT_ATTACH_58382784.doc**

CRITICAL ANALYSIS ESSAY:

Please upload a second two page essay in which you: offer and support a critical analysis of the statement below, and include how your background, behaviors and experiences have prepared you to work with these issues in the classroom.

"It is virtually impossible to be raised in the culture of the United States without being taught racial, ethnic, gender and socioeconomic class biases, yet teachers today must be prepared to work with children from many backgrounds. They must also be prepared to demonstrate a commitment to the highest ideals of U.S. society and of public education."

Allowed file types: doc, docx, pdf, rtf, txt (limit to under 10mb).

File Attached: **Magana_Ana-Claudia_56012049_EVERGRAD-ESSAY_ATTACH_58382784.doc**

ADDITIONAL INFORMATION TO SEND IN:

Application Checklist: This checklist is provided for your convenience.

In order to complete the application process, please ensure that you send the following documents to:

**The Evergreen State College
Office of Admissions
2700 Evergreen Parkway
Olympia, WA 98505**

- **Official transcripts from each and every college or university attended (including Evergreen; please make transcript request through Registration and Records), regardless of credit earned, the nature of course work or whether you received a degree.**
- **WEST-B Official Results from all portions of the Washington Educator Skills Test-Basic.**
- **WEST-E Official Results for each endorsement area selected.**

If you have additional questions please contact us at www.evergreen.edu/mit for complete details on the admission process and requirements.

The Evergreen State College | 2700 Evergreen Parkway NW, Olympia, Washington 98505 | (360) 867-6000

Ana-Claudia Magaña

758 Ocala Ave. · La Puente, CA 91744 · 626-347-6613 · AbcBewitched@aol.com

EDUCATION

University of Edinburgh
Master of Science, Creative Writing- Poetry
Edinburgh, United Kingdom
November 2012

University of Southern California (GPA: 3.20)
Bachelor of Arts, English- Creative Writing
Bachelor of Arts, Psychology
Certificate, Honors in Multimedia Scholarship
Los Angeles, CA
May 2011

WORK EXPERIENCE

Accredited/Theresa Chen
Applied Behavioral Analysis Teacher, Personal Assistant
Temple City, CA
January 2013-present

- I provide Applied Behavioral Analysis (ABA) assistance to an Autistic young adult. This includes teaching him behavior modification; refining his scholarly skills; helping him with his reading, writing, and language skills; and helping him advance in new skills.
- I personally assist the person and take him to places such as art class and the mall, in order to integrate him into society, as well as give him guidance on how to behave.

The Academic Advantage
English Language Arts Tutor
Los Angeles, CA
October 2012-present

- I instruct children in both the regular and special education curricula between the ages of 5 and 13 in language arts, reading, and writing on a one-on-one basis.
- I provide assistance and guidance to parents desiring to raise their child's test scores in English Language and Literature.
- I also give resources and extra help to those children wishing to extend their knowledge beyond the classroom.

SEEK Education, Inc.
Applied Behavioral Analysis Teacher
San Gabriel, CA
December 2012-September 2013

- I used Applied Behavioral Analysis (ABA) as a way to teach Autistic children between the ages of 6 and 11 how to behave properly in society, and how to gain necessary life skills, speaking abilities, and language skills.
- I provided assistance to parents seeking advice and aid in their children's behaviors and lessons.
- I occasionally worked in a classroom setting to aid disabled children in their activities. This work included supervising classroom art projects or activities, helping with playtime and lunchtime, and teaching behavior modification. I also worked as a teacher's assistant at the day care center provided by SEEK. This included changing diapers, teaching behavior modification, and leading group activities.

VOLUNTEER EXPERIENCE

Joint Educational Project, USC Teacher, Mentor, Editor

Los Angeles, CA
Fall 2009-Spring 2011

- I led weekly classroom writing workshops for 4th-5th grade students at public schools in South Central Los Angeles, and mentored high school students to prepare them for college.
- I helped arrange lesson plans and graded student poems. These lesson plans included introducing classical works of poetry to the students, as well as deciding on what writing prompts to engage them in. The lessons also covered poetic devices such as metaphor, personification, etc.
- I helped coordinate, organize, and lead the annual showcase of students' poetry in front of a university audience.

St. Joseph Church Confirmation Catechist/Religion Teacher

La Puente, CA
October 2013-April 2014

- I prepared high school students for their confirmation ceremony by teaching religious education.
- I occasionally quizzed students on their progress and helped engage them in their learning to prepare for these quizzes.
- I worked in a classroom setting and also assisted with group work/meetings.

Noah's Ark Summer Camp Creative Arts Instructor

Hawthorne, CA
Summer 2011

- I instructed middle school children in writing, theater, painting, and music at a summer camp.
- I supervised children during lunchtime and recess as a custodian.
- I aided in the direction and editing of their film/creative media projects.

ADDITIONAL INFORMATION

- Graduate of the University of Southern California's Institute for Multimedia Literacy Honors Program
- Public speaking experience from teaching, reading aloud in Church in front of a congregation, and engaging in live poetry readings and performances
- Proficient writing, editing, reading, organization, planning, and research skills
- Experience with classroom lesson planning through teaching at The University of Southern California's JEP program, at Noah's Ark Summer Camp, and at Confirmation classes at St. Joseph's Church, through which a collective rough estimate of 40 or more total teaching hours have been completed
- Experience with Special Education and Autistic children
- Fluent in English and Spanish; intermediate in French and Italian; basic Japanese

Ana-Claudia Magaña
Personal Statement Essay
The Evergreen State College
2 June 2014

As a writer, it is not always easy for me to convey into words my opinions on a particular subject. For instance, when I was called upon to write on why I desire to teach, and why I want to attend Evergreen, I instantly thought to myself, “It is because I enjoy teaching and want to prepare students by helping them in English Language Arts.” This statement does indeed convey why I want to teach, but there is more to the story.

I officially began teaching children as a way to earn college credit, but soon I realized that there was more to the art of teaching than I initially expected. When I was a student at the University of Southern California, I took a course called The Writer in The Community, which was geared toward teaching children how to read and write poetry. I worked with a team, and all three of us met weekly to confer over syllabi and lesson plans for the week. I felt terrified because I had never previously taught children in a classroom, especially not children living in one of the most violent areas of Los Angeles. None of my team knew if our class of fifth graders would understand our lesson on Walt Whitman and heroism in poetry. By the end of class, however, we had a bundle of thirty-two poems in our arms and relieved smiles on our faces. I was filled with euphoria as I realized that I *could* do this; I could teach a class to learn to appreciate and write poetry. Most importantly, I enjoyed it. It made me feel wonderful to know that I was making a difference in the life of a child who may not otherwise have learned so much about writing poetry. Throughout the rest of the semester, I learned more about what these children liked and disliked; how they loved to learn and were eager to see us every week; and how readily they came to accept me and my team for who we were. After the semester was over, I signed up for the Joint Educational Project at USC to continue teaching in classrooms in my spare time. I decided that it was something I enjoyed, and I felt as though I could utilize what I learned toward a greater good.

After I finished at USC and completed my Masters degree at the University of Edinburgh in Scotland, I returned to Los Angeles to look for jobs. Initially I did some freelance copy writing for a company in the United Kingdom and also owned a small business centered on selling greeting cards, but I felt as though I was not doing something worthwhile. I thought back to my time at USC and recalled how happy I felt teaching children. I realized that my path in life has changed to one in which I was benefiting only myself, when in fact I could potentially be helping others as well. It was around that time that one of my friends from high school referred me to a company called SEEK Education, which focused on teaching children with Autism Spectrum Disorder and other cognitive disabilities. I received Applied Behavioral Analysis (ABA) training from the company and began tutoring privately to children with Autism. I also found another job tutoring and assisting a young adult with Autism who needed help with reading and writing.

Although my job teaching the young adult was very enjoyable—I continue to teach him today and thoroughly enjoy my job—by contrast, my time with SEEK was stressful and demanding; not only did I need to teach the child how to speak and to pronounce words, but I frequently got hit, kicked, punched, spit on, and screamed at by these children. It was my job to correct their behavioral responses. I felt that no other job has fortified my patience and determination as ardently as this one had, yet in that respect I am thankful to have worked in such a difficult environment. Regardless of what I encountered, however, it was wonderful when a child finally learned to pronounce something properly or complete a task independently, and I would gladly reward him/her with high fives and playtime. I felt

that the work I was doing was worthwhile and helpful; I was making a difference in the life of a child with Autism.

I myself have loved reading when I was young, and to this day I continue to read and write whenever possible. While I was working with Autistic children, I decided to take a third job tutoring elementary and middle school children in the Hacienda La Puente Unified School District. I used a laptop computer to research education materials that would help the child excel in English class. A lot of my work involved reading and writing practice, which were not necessarily subjects that my students enjoyed. Nevertheless, I tried to make the lessons as interesting as possible by having the children read fairy tales and funny stories, strengthening their spelling and composition skills through Bananagrams and magnetic poetry, and having them write expository essays extracted from their own personal lives. Although the job did not involve any kicking or screaming, I encountered a different type challenge and goal: I really wanted my students to understand just how important reading and writing were in life, and I wanted them to succeed. I felt genuine concern for their grades and overall happiness. I understood that they may not have spoken much English at home—most of these children came from Spanish-speaking families—and that they needed a means through which to practice their skills after I left their homes. I wanted them to excel so much that I involved their parents in the lessons, regardless of what language they spoke, encouraging them to read with their child and to pay attention to the *way* they learned as well as *what* they learned. Given that I enjoyed teaching children in English language and literature, I desired to pursue that path by extending my skills and expertise to the classroom.

While I am living in the state of California, my current English degree allows me to teach within the private school system without any credentials. However, I realize that teaching English at the secondary level involves preparing students for college and beyond. It involves being sympathetic, patient, kind, and open to the opinions of teenagers who are finding their voices in the world. Writing and reading are two valuable skills that any individual should learn to do well, but what I would want to convey to young individuals is that these are also pathways through which one could find self-expression and self-discovery. I did not just want to plunge into the system and teach English without any guidance or credentials; I wanted to teach it *well*. I needed proper training. I realized that a school like Evergreen could provide me with the training necessary to help prepare young individuals for life.

I had wanted to apply to The Evergreen State College ever since I first heard my friend Shallamar talk to me about it. She is currently a full-time student about to graduate in a few weeks, and although she was not directly involved in the teaching program, she had many positive things to say about the college's environment as a whole. She described the open-minded nature of the classes, and how her professors frequently encouraged her to reflect on her own past experiences as a way to connect with her present course work. Within her degree work, she would discuss with me how her professors descriptively assessed her academic progress on a qualitative level, rather than just quantitatively on how well she could perform on an exam. Shallamar explained that the students and faculty in general were very welcoming, intelligent, open-minded individuals, and that there was a great deal to learn from both the people and the courses. I visited her in Olympia in the winter of 2013 and she took me on a tour of the campus before one of her classes began. I liked the layout of the college, admiring how it integrated both nature and architecture. Even in the middle of winter, I was in awe of how green and beautiful Washington was in comparison to the dry, warm winters of Los Angeles. I felt that I could potentially thrive in both the environment and the school.

Teaching, regardless of the child's age or cognitive abilities, comes with many responsibilities and challenges. Yet, what makes it so rewarding is the fact that good teachers make a difference in the lives of children every day. They teach children to succeed, but also to feel proud of their own abilities and accomplishments. As a tutor, I am currently helping children to succeed, yet I want to extend my

experiences and teach full-time in the classroom. I want to help others be successful in their lives, to have them experience the joys of being able to read and write well. These are crucial life skills, and it is my intent to help future students strengthen their abilities—one English book at a time.

Ana-Claudia Magaña
Prompt Essay
The Evergreen State College
2 June 2014

The United States has frequently been considered a gigantic melting pot. When I was younger, the image of a witch with a black hat and dress came to my mind. She stood over a black cauldron, stirring a wooden spoon that made the contents of the pot rotate like a colorful galaxy. Into this pot she melted reds and yellows, blues and greens, until the pot radiated colorful neon swirls before disappearing into its dark center.

I knew, of course, that the “melting pot” is the mixing of cultures and backgrounds that distinguishes the United States from other countries. In Los Angeles County alone, out of a population of around 10 million people, nearly half of those people are Hispanic; 14.5% are Asian; 9.3% are African American; and the rest are either mixed, Pacific Islander, Native American, or White (United States Census Bureau, 2012).

Growing up here, it is guaranteed one would encounter a variety of people with many different backgrounds, religions, social classes, gender identifications, and mental disorders. Yet what living here has also taught me was that stereotypes do continue to exist, but it is up to the individual to perpetuate them or tear them down. Despite these stereotypes, however, it is important for teachers to be prepared to work with children from many different backgrounds, regardless of race, ethnicity, religion, gender, socioeconomic status, and mental abilities—and to encourage an environment that works towards the advancement of the individual regardless of background.

I myself live in a neighborhood that is predominantly Hispanic. I went to a high school that was made up of about half Hispanic, half Filipino students. Yet Hispanics and Filipinos were not the only people I encountered; if I drove a few miles north, the majority of people living there were white. If I drove ten miles in another direction, almost everyone I met was Chinese. The separation of the races did not end there; I frequently heard stereotypes about Chinese people being bad drivers, or Hispanics being uneducated, or of Black people having attitude problems. I never believed these stereotypes, given that I made friends with all of these people and others. With so many different people separated into his or her “own” neighborhood, I grew up wondering why anyone chose to segregate himself if the Civil Rights movement had been around for so long, and if people like Dr. Martin Luther King, Jr., and Cesar Chavez fought for ideals that were deemed impossible for decades. I thought people had learned something from these struggles.

Three years ago, I officially became the first person in my family to graduate from college. This momentous occasion was celebrated with flowers, confetti, balloons, and a party attended by family and friends celebrating this momentous achievement. As I spent that summer with my diploma from the University of Southern California hanging in the living room, and red and gold tassels and pom poms decorating my bedroom, I realized that the real achievement was not only mine to experience, but the United States' as a whole: A lower-middle-class Hispanic female has received a college degree from a distinguished four-year university, and thousands more people were continuing to do the same every year. Such an achievement was not always possible in this country, and I had my teachers to thank for encouraging me to fulfill my goals; they never once questioned my background or economic status, but instead looked at my abilities and saw vast potential in my work.

This achievement meant a great deal to my parents. My father never went to high school in El Salvador because he had to help his father with the farming. He worked at a hotel for a time, until

gunfire from the country's Civil War broke out in the lobby and he had to duck for cover. He knew that he could find a better life elsewhere—if not for him, then perhaps for his future family.

My mother had a different story altogether. She lived in the middle of Los Angeles's Hispanic community, in a Spanish-speaking part of the city that, according to her, constantly competed with neighboring Asians. She and my grandmother were cleaning ladies while my mother was in high school; she told me that all she could afford for lunch was rice and chicken, and she experienced very little of a social life because she had to balance schoolwork with cleaning duties. This, at least, she shared in common with other Asian students whose families also lived in poverty. Later on she took some college courses, but she could not afford the costs and instead took a full-time job to help with the bills. She told me that as a Hispanic woman in that time, she was only ever expected to be a cleaning lady and hold lower job positions.

Not every teacher has experienced being poor or socially ostracized, but there are many students who come from different backgrounds and may themselves have had this experience. Looking at my mom, you would have never guessed what she had been through. It is not up to educators or children to judge based on race, money, religious affiliation, or gender alone. A child in Compton could have different struggles from a child in Beverly Hills, but both need to be treated with respect and assessed for their abilities, instead of where they come from. No one ever chooses how or where he/she is born.

I wonder sometimes what public education was like for my mother in the 1970s—and how different her experience would have been had the system been similar to that of today, where financial aid is available and children are now mostly *expected* to graduate from a four-year institution. The demographics have remained fairly diverse in Los Angeles County, and while many educators must be prepared to encounter children from a variety of backgrounds, stereotypes and biases continue to exist that do not necessarily benefit children, or encourage them to believe in their own abilities. I myself feel lucky to have had such encouraging teachers that pushed me and my classmates to achieve our goals. They knew how much had changed in the world throughout the decades, and they embraced this progress fervently.

Public education does a great deal to teach children how to read and write. Children are expected to know a certain level of math by the time they reach high school. They are expected to have a certain number of electives and good grades to get into a good college. Increasingly the race to enter a four-year-university has manifested itself into a culture of competition; perhaps racial and socioeconomic biases still play into this culture as it did when my mother was young.

However, public education does not always succeed in teaching children what it means to be human in this fast-paced, globalized society. It does not always encourage children to look beyond color into the heart of the individual. It does not always teach boys that girls should be treated with respect, or teach girls that there is more to them than appearances and a good body. It does not always teach children that Native Americans were once persecuted and tortured in their own homes, centuries ago by powerful people who did not fully embrace ethnic or religious diversity. It does not always teach children about Autism and Down Syndrome, or to respect other children with mental disabilities who have a harder time of learning things and may never even learn certain things at all.

It is through experiencing different situations and encountering different people that individuals can learn the universality of what it means to be human, regardless of who they are or where they come from. Teachers need to be aware of the diversity that exists in our world, and to be prepared to embrace it and see it as a stepping stone toward teaching children to work and co-exist peacefully with others. They should be prepared to teach that not everyone will agree with them all the time, but that according to Aristotle, “It is the mark of an educated mind to be able to entertain a thought without accepting it.”

As the United States becomes increasingly globalized and diverse, it is up to educators to encourage tolerance for people with different backgrounds and circumstances. The United States would not be the melting pot that it is, if it weren't for people from different backgrounds who call it home. It is our diversity that encourages a sharing of cultures, ideas, and new concepts to expand the mind and creativity. It is our diversity that enable us to help others be the best people they can be.

Essentially, regardless of a person's cognitive abilities, background, religion, gender, or socioeconomic status, we are all human beings who strive toward happiness and enhancement of our skills and well-being. People should seek to work with each other, instead of stereotyping one another for being "different." We have the choice to accept the colorful "melting pot" as it is, a myriad of colors molding together to create something more magnificent than any individual component could achieve on its own.

English Language Arts Endorsement Worksheet

Applicant's Name: Ana-Claudia Magana

WEST E English Language Arts		Date taken or to be taken: June 9, 2014		Score (if known)		
Minimum Coursework Expectations	course abbr/num Evergreen program #	Course Name <i>a course may be listed more than once if you share the total number of credits earned; for Evergreen programs list the name of the course equivalency, not the program name</i>	#quarter credits	college or university	X if complete	date completed /to be completed
28 or more credits literature to include work in all areas						
American literature	ENGL263	American Literature	3	University of Southern California	X	12/07
multicultural literature (American ethnic authors)	ENGL263	American Literature	3	University of Southern California	X	12/07
British Literature	ENLI11133	Working Class Representations (In British Literature)	20 (UK System)	University of Edinburgh	X	12/11
world literature	ENGL467	The Modern Novel	6	University of Southern California	X	05/10
adolescent literature course	planned					2014
Poetry (course or proof of study within a course)	ENGL408	Advanced Poetry Writing	6	University of Southern California	X	05/11
Drama (course or proof of study within a course)	THTR188A	Theatre in America	6	University of Southern California	X	05/11
non fiction	ENLI11138	Strangers to Ourselves: Postwar & Contemporary Writing	20 (UK system)	University of Edinburgh	X	05/12
other literature	ENGL261	English Literature to 1800	6	University of Southern California	X	05/08
	ENGL375	Science Fiction	6	University of Southern California	X	05/09
	ENGL430	Shakespeare	6	University of Southern California	X	05/11
	ARTL100	Arts and Letters	3	University of Southern California	X	05/09
12 or more credits in Writing Must include a research and/or expository writing course; list all writing courses including technical, narrative and creative writing	WRIT140	Writing and Critical Reasoning	6	University of Southern California	X	12/07
	ENGL304	Introduction to Poetry Writing	6	University of Southern California	X	05/08
	CTWR420	Introduction to Screenwriting	3	University of Southern California	X	05/08
	ENGL303	Introduction to Fiction Writing	6	University of Southern California	X	05/08

	ARTL100	Arts and Letters	3	University of Southern California	X	05/09
	WRIT340	Advanced Writing	6	University of Southern California	X	12/10
	ENGL405	Fiction Writing	6	University of Southern California	X	12/10
	ENLI11026	Creative Writing Core Course 1	40 (UK System)	University of Edinburgh	X	12/11
	ENLI11027	Creative Writing Core Course 2	40 (UK System)	University of Edinburgh	X	05/12
	ENLI11032	MSc Creative Writing Dissertation	60 (UK System)	University of Edinburgh	X	08/12
4 credits Speech or debate or equivalent training	planned					08/14
4 credits of additional communication study , for example journalism, media and film analysis, acting, interpersonal communication, digital web tools	IML101	Honors in Multimedia Scholarship: The Languages of Media	6	University of Southern California	X	12/07
	IML340	Honors in Multimedia Scholarship: The Praxis of New Media	3	University of Southern California	X	05/08
	IML346	Honors in Multimedia Scholarship: Methods in Scholarly Multimedia	3	University of Southern California	X	05/09
	IML440	Honors in Multimedia Scholarship: Multimedia Honors Thesis Project I	6	University of Southern California	X	12/10
	IML444	Honors in Multimedia Scholarship: Multimedia Honors Thesis Project II	6	University of Southern California	X	05/11
4 credits of language skills and structure study , for example, Grammar for Teachers or Grammar and Language Functions courses	planned					2015
Other language arts	ENGL404	The Writer in the Community	6	University of Southern California	X	05/09

Graduate Recommender Form

Applicant Information

First Name: **Ana-Claudia**

Last Name: **Magana**

DOB:

Program: **Master in Teaching**

Recommender Information

First Name: **Jane**

Last Name: **McKie**

Email: **jane.mckie@ed.ac.uk**

Phone:

Waive Access?: **Yes**

☒ (X) I recommend the candidate without reservation as an excellent prospect.

☐ () I recommend the candidate with some reservations.

☐ () I do not recommend the candidate at this time.

I certify that all the information given on this recommendation is complete and accurate.

*☒ (X) I Agree Date 05-30-2014 *



Dr Jane McKie
English Literature
SCHOOL OF LITERATURES, LANGUAGES AND CULTURES
The University of Edinburgh
David Hume Tower
George Square
Edinburgh EH8 9JX
Telephone 07903 737890
jane.mckie@gmail.com
jane.mckie@ed.ac.uk

30th May 2014

Dear Sir or Madam,

Reference for Ana-Claudia Magana

I had the pleasure of teaching Ana-Claudia on the MSc in Creative Writing at Edinburgh 2011/12. Over the course of the year, she demonstrated ability as a poet and a diligent commitment to the programme. Her creative writing is as fun as well as serious, declarative as well as quiet and subtle. She showed good range and an excellent command of written and oral English. She demonstrated highly developed organisation skills, fitted into the programme well, and also became involved in many extra-curricular activities, including spoken word performances. Furthermore, she scored good marks over the course of the year, and proved to be a generous critic of the work of her peers.

Ana-Claudia's consistent achievements on the MSc mark her as a very able candidate for further study at The Evergreen State College. She would, I believe, be an enthusiastic and devoted teacher. I have no hesitation in recommending her to you.

If you require any further information, do not hesitate to contact me.

Yours faithfully,

Dr Jane McKie

Graduate Recommender Form

Applicant Information

First Name: **Ana-Claudia**

Last Name: **Magana**

DOB:

Program: **Master in Teaching**

Recommender Information

First Name: **Theresa**

Last Name: **Chen**

Email: **victoriachenlcc@gmail.com**

Phone:

Waive Access?: **Yes**

☒ (X) I recommend the candidate without reservation as an excellent prospect.

☐ () I recommend the candidate with some reservations.

☐ () I do not recommend the candidate at this time.

I certify that all the information given on this recommendation is complete and accurate.

*☒ (X) I Agree Date 06-02-2014 *

To: The Evergreen State College

2 June 2014

To whom it may concern:

Being a proud mother of two excellent sons and one very outstanding daughter, I am honored to write this recommendation for Miss Ana-Claudia Magana.

Thank God for sending Miss Ana to help Sean one year and a half ago. Sean is my eldest son who was born with Autism.

Since he was young, we have been recruiting teachers to help him, young college students, young men and ladies with either masters degrees or continuing training. They help my son in academics, behaviors, social skills, etc.

Miss Ana is one of the great teachers we are blessed to have. She takes my son to attend the art class in the city of Sierra Madre, that helps m son to be well included in the community. She accommodates my son's curriculum to help him more effectively. For example: She instructs him to Google on the Internet to find the pictures, new words, or any resources to help him understand Biblical terms and places.

Miss Ana is always patient and happy to work with my son. If my son has a behavior problem, she is very clever to redirect and teach him the right way.

I am happy for her to pursue the Masters in Teaching. I do believe that will definitely benefit the teaching of my son ad of other students.

Respectfully yours,

Theresa Chen