



The Evergreen State College - Olympia, Washington 98505  
**THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT**

Student's Last Name

First

Middle

ID Number

Individual Learning Contract

Program or Contract Title

30-MAR-2009

Date Began

12-JUN-2009

Date Ended

I took this contract to learn some ideas and methods for engaging public high school students in books. I learned it is a central goal of mine to teach students to think while they read. I plan to show students the personal and social benefits of transacting in deep and powerful ways with literary texts, and to assist them as they develop the skills to do so.

I also intend to support students' efforts to define and celebrate their own identities. I want to teach English because every citizen's voice must be heard and respected if our democracy is more than a facade. Students need to feel this. I want every student to experience the challenges and joys of a learning community that values such Americanisms as equality and peace, diversity and difference, art and creativity, and reason and critical thinking. I need to meet every student as he or she is, establish a relationship with him or her and his or her writing, and ask him or her to consider specific new ideas and to try out more and more intricate methodologies.

As language artists, my students will study their own writing processes through a lot of writing, conversational transactions with texts, and with each different student's process and point of view. I want students to compare and contrast textual interpretations and have their assumptions and conclusions close-questioned by their peers. In class, students and I will recognize that every person in the room, including the teacher, has equal authority to ask questions and make connections during our lessons. Every student is a writer, and in our community of writers, we will learn to love revision. We will get and stay organized, and students will be able to see success or failure in a body of writing in addition to report cards. Moreover, I'll grade literature students on the thoroughness of their attempts to engage deeply with texts and class activities.

In addition to reading and responding to novels; pedagogical texts, and literary criticism, over the past six months I observed social studies and English classes at Yelm High School in Yelm, Washington. I learned from this experience, in conjunction with discussions with my sponsor, that having a firm handle on the logistical elements of facilitating a learning community is central to a teacher's effectiveness. I understand now I need to keep my word with students; for instance I should return student work when I say I'm going to. I learned I should gauge class enthusiasm for digging deeply into any particular text, so the students and I can take the time we need together to explore all teachable opportunities from reading and discussing a poem or a story. One way I learned we can explore such opportunities is to craft and ask open-ended questions that call for students to develop their own ideas using the text as a jumping-off point. As I move forward with my education, I will keep track of the many small things I can do that can help ease me into teaching and can help me facilitate a thriving community of learners.

The work and learning I've done this quarter has been largely in preparation for my beginning studies at Evergreen's Master in Teaching program this fall. I intend to keep adding to my list of questions and observations about creative and effective teaching practices, and this quarter I have developed a cogent entryway into planning lessons in secondary level English classes. I intend to build on my learning from this past year to support my future students' capacity and interest to engage in the challenging and pleasurable work of using their minds to make their lives better. My students should get the chance to value community learning and cultivate their personal voices. Above all, I need to respect students as humans with agency: individuals with their own goals who perform at their best at any given time considering their personal circumstances.

Student's Signature

05-DEC-2010

Date

Faculty Member's Signature (optional)

Date