

Antioch University Seattle  
2326 6th Ave  
Seattle, WA 98121

Student's Cumulative Record

(Page 1 of 2)

Name: Patricia DePoe  
Social Security Number: XXX-XX-1589  
Date of Entrance/Status: 10/04/1993; Graduate  
Department: Education

Degree Conferred: Master of Arts  
Date Conferred: 12/14/2001  
Major Course of Study: Education  
Concentration:

| Quarter | Course # | Title                                   | Credits Earned | Quarter        | Course # | Title                                                       | Credits Earned |
|---------|----------|-----------------------------------------|----------------|----------------|----------|-------------------------------------------------------------|----------------|
|         |          | ANTIOCH UNIVERSITY SEATTLE              |                |                | EDU 507A | Human Development                                           | 3.0            |
| 93FA    | EDU 521B | Global and Multicultural Education      | 3.0            |                |          |                                                             |                |
|         | EDU 525A | Proseminar I                            | 3.0            |                |          |                                                             |                |
|         |          |                                         | 6.0            | Quarter Total: |          |                                                             | 12.0           |
|         |          |                                         | 6.0            | Cum Total:     |          |                                                             | 34.0           |
| 94WI    | EDU 522B | Learning Theories                       | 3.0            | 95SP           | EDU 502D | Elementary Methods: Social Studies                          | 3.0            |
|         | EDU 525B | Pro Seminar II - Part 1                 | 2.0            |                | EDU 502R | Math and Science Methods: Part II                           | 3.0            |
|         | EDU 698  | Native American Curriculum Project      | 3.0            |                | EDU 502U | K-8 Art Methods                                             | 1.0            |
|         |          |                                         | 8.0            |                | EDU 502V | K-8 Music Methods                                           | 1.0            |
|         |          |                                         | 14.0           |                | EDU 513C | Guided Studies                                              | 3.0            |
|         |          |                                         |                |                | EDU 556B | Schools and Soc II                                          | 3.0            |
| 94SP    | EDU 524  | Systems Theory                          | 3.0            | Quarter Total: |          |                                                             | 14.0           |
|         | EDU 525C | Proseminar II - Part 2                  | 2.0            | Cum Total:     |          |                                                             | 48.0           |
|         |          |                                         | 5.0            |                |          |                                                             |                |
|         |          |                                         | 19.0           | 95/M           | EDU 502I | Elementary Methods: Physical Education                      | 1.0            |
| 94FA    | EDU 525D | Proseminar III                          | 3.0            |                | EDU 502J | Elementary Methods: Health Education                        | 1.0            |
|         |          |                                         | 3.0            |                | EDU 502T | Literacy Issues and Methods: Part II                        | 3.0            |
|         |          |                                         | 22.0           |                | EDU 508A | Children With Special Needs: Child Abuse and Neglect Issues | 1.0            |
|         |          |                                         |                |                | EDU 508E | Children With Special Needs                                 | 3.0            |
| 95WI    | EDU 502Q | Science and Math Methods: Part I        | 3.0            |                | EDU 520  | Introduction to Research                                    | 3.0            |
|         | EDU 502S | Literacy Issues and Methods: Part I     | 3.0            |                | EDU 555  | Teacher As Professional                                     | 1.0            |
|         | EDU 504B | Instructional Management and Assessment | 3.0            | Quarter Total: |          |                                                             | 13.0           |
|         |          |                                         |                | Cum Total:     |          |                                                             | 61.0           |
|         |          |                                         |                | 95/F           | EDU 599  | Research Process & Product                                  | 7.0            |
|         |          |                                         |                |                | EDU 599  | Field Practicums                                            | 2.0            |

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OFFICIAL TRANSCRIPT

Issued by the Antioch University Registrar.  
Official Transcript does not require raised seal.

*Maureen C. Heacock*

MAUREEN C. HEACOCK, UNIVERSITY REGISTRAR

Antioch University Seattle  
2326 6th Ave  
Seattle, WA 98121

Student's Cumulative Record

(Page 2 of 2)

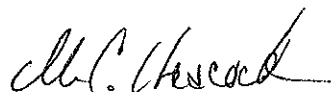
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Concentration:

| Quarter Course # | Title   | Credits Earned          | Quarter Course # | Title | Credits Earned |
|------------------|---------|-------------------------|------------------|-------|----------------|
| Quarter Total:   |         | 9.0                     |                  |       |                |
| Cum Total:       |         | 70.0                    |                  |       |                |
| 96/W             | EDU 510 | Student Teaching        |                  |       |                |
|                  |         | 15.0                    |                  |       |                |
| Quarter Total:   |         | 15.0                    |                  |       |                |
| Cum Total:       |         | 85.0                    |                  |       |                |
| 99SP             | EDU 599 | IS: Schools and Society |                  |       |                |
|                  |         | 3.0                     |                  |       |                |
| Quarter Total:   |         | 3.0                     |                  |       |                |
| Cum Total:       |         | 88.0                    |                  |       |                |
| 01FA             | EDU 599 | Research Project        |                  |       |                |
|                  |         | 2.0                     |                  |       |                |
| Quarter Total:   |         | 2.0                     |                  |       |                |
| Cum Total:       |         | 90.0                    |                  |       |                |

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MAUREEN C. HEACOCK, UNIVERSITY REGISTRAR

## ANTIOCH UNIVERSITY - TRANSCRIPT LEGEND

### School History:

Antioch University is a private university offering students the opportunity to study for a degree online or at one of five North American locations: Los Angeles, CA - Santa Barbara, CA -- Seattle, WA -- Keene, NH and Yellow Springs, OH.

### Accreditation:

Antioch University is accredited by the Higher Learning Commission with continuous accreditation since 1927.

### Authentication:

A transcript is not official unless it is printed on green (degree-seeking) or coral (continuing education) security paper and contains the signature block of the University Registrar.

### Confidentiality:

The Family Rights and Privacy Act of 1974 requires that all student information released by the University be transmitted on the condition that the recipient of this information will not release it to other parties without the express written consent of the student.

### Degrees Granted

Antioch University is approved to offer the following degrees (not all degrees offered currently or at all locations): Bachelor of Arts, Bachelor of Applied Arts, Bachelor of Science, Master of Arts, Master of Business Administration, Master of Education, Master of Fine Arts, Master of Human Services Administration, Master of Science, Doctor of Business Administration, Doctor of Education, Doctor of Philosophy, Doctor of Psychology.

### Academic Credit and Calendar:

Prior to 1942 semester hours were granted. Since 1942, credit systems have varied by campus or academic program. Credits may be either quarter, semester or annual hours and are identified on the transcript.

### Course Numbering:

|           |                              |             |                     |
|-----------|------------------------------|-------------|---------------------|
| 1000-2999 | lower-division undergraduate | 7000 – 8999 | doctoral level      |
| 3000-4999 | upper-division undergraduate | 9000 – 9999 | post-doctoral level |
| 5000-6999 | masters level                |             |                     |

### Evaluations and Grades:

Letter grades were discontinued in 1968 and in most cases replaced with narrative evaluations written by faculty members to summarize the student's academic performance.

The quality of the student's work can be noted by referring to the narrative evaluations. The narrative summarizes the work accomplished and assesses the student's learning progress. Antioch transcripts are official with and without the inclusion of narrative evaluations.

Effective Fall 2013, the following evaluation designations have been adopted:

|                      |                           |                    |
|----------------------|---------------------------|--------------------|
| CR (credit)          | INP (in progress)         | W (withdraw)       |
| P (passing-0 credit) | NC (no credit awarded)    | WNC (WD No Credit) |
| INC (Incomplete)     | NP (not passing-0 credit) | AU (audit)         |

Credit is granted to a student when the student's work is equivalent to a letter grade of "C" or above for undergraduate study, or equivalent to a letter grade of "B" or above for graduate study.

As of Fall 2013, all attempted course work is recorded on the transcript. Prior to Fall 2013, most campuses recorded only credit earned on the transcript. See transcript addendum in link below. Students with credit earned pre-and post-Fall 2013 will have multiple transcripts.

### Database conversion & multiple transcripts

In Summer 2016, Antioch converted to a new database. Course numbering changed from 3-digit to 4-digit. All credit prior to Summer 2016 appears on campus-specific and level-specific transcripts. All credit from Summer 2016 forward appears on a single Antioch transcript, including all locations and all academic levels. Students may have multiple transcripts to encompass their full academic history.

- Cumulative credit on transcripts (Summer 2016 forward) includes all prior Antioch credit, including credit from pre-Summer 2016 transcripts.
- Awarded degrees and credentials appear in the body of the transcript (Summer 2016 forward) rather than in the header.
- Approved adjustments to coursework on transcripts covering pre-Summer 2016 credit appear on the post-conversion transcript with a subject code "LMOD" and a reference to the credit award that it is modifying.

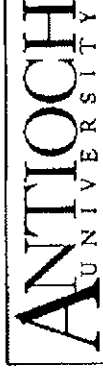
For more information on Antioch University transcripts: go to [AU Transcript Addendum](http://www.antioch.edu/resources/students/registrar-office/) at <http://www.antioch.edu/resources/students/registrar-office/>

In accordance with USC 438(6)(4)(8) (The Family Educational Rights and Privacy Act of 1974), you are hereby notified that this information is provided upon the condition that you, your agents, or employees will not permit any other party access to this record without consent of the student. Alteration of this transcript may be a criminal offense.

**TO TEST FOR AUTHENTICITY:** This officially sealed and signed transcript is produced with the highest level of security available. A watermark reading "VERIFY FIRST" and "SAFE" should appear when this document is held up to light. Visible blue and red fibers are embedded into the security paper. Invisible fluorescent blue fibers will appear on the document when inspected with a UV black light. A brown stain chemical protection reaction will occur when fresh liquid bleach is applied to this document. If copied, the word VOID will appear across the face of this document. A true Antioch University transcript has the name of the university printed in green ink across the face of the document. A black and white document should not be accepted.

# MASTERS of EDUCATION

## EVALUATOR ASSESSMENT FORM



ANTIOCH SEATTLE

2607 Second Avenue  
Seattle, Washington 98121-1211  
206-441-5352

STUDENT: Patricia DePoe

ADVISOR: Edward Taylor

EVALUATOR: Stephen Guild

COURSE NUMBER: EDU521B

|                    |                                    |         |                     |
|--------------------|------------------------------------|---------|---------------------|
| KNOWLEDGE AREA:    | Global Education                   | Credits | Date Credit Granted |
| OVERVIEW TITLE:    | Global and Multicultural Education | 3       |                     |
| DEPTH TITLE:       |                                    |         |                     |
| APPLICATION TITLE: |                                    |         |                     |
| ELECTIVE TITLE:    |                                    |         |                     |

|                                      | Outstanding | Excellent | Very Good | Good | Satisfactory w/concerns | Unsatisfactory | Not Applicable |
|--------------------------------------|-------------|-----------|-----------|------|-------------------------|----------------|----------------|
| <b>■ Overview Assessment</b>         |             |           |           |      |                         |                |                |
| Participation in Learning Activities |             | ✓         |           |      |                         |                |                |
| Knowledge of Theory and Content      |             | ✓         |           |      |                         |                |                |
| Met contracted Learning Objectives   |             | ✓         |           |      |                         |                |                |
| <b>■ Depth Assessment</b>            |             |           |           |      |                         |                |                |
| Knowledge of Theory and Content      |             |           |           |      |                         |                |                |
| Met contracted Learning Objectives   |             |           |           |      |                         |                |                |
| <b>■ Application Assessment</b>      |             |           |           |      |                         |                |                |
| Integration of Theory and Practice   |             |           |           |      |                         |                |                |
| Application of Knowledge             |             |           |           |      |                         |                |                |
| Met contracted Learning Objectives   |             |           |           |      |                         |                |                |
| <b>■ Documentation of Learning</b>   |             |           |           |      |                         |                |                |
| Writing Skills                       |             |           | ✓         |      |                         |                |                |
| Oral Skills                          |             | ✓         |           |      |                         |                |                |
| Communicating Skills                 |             | ✓         |           |      |                         |                |                |
| Intellectual Skills                  |             |           |           |      |                         |                | ✓              |
| Met contracted Learning Objectives   |             | ✓         |           |      |                         |                |                |
| <b>■ Elective Assessment</b>         |             |           |           |      |                         |                |                |
| Knowledge of Theory and Content      |             |           |           |      |                         |                |                |
| Application/Integration of Knowledge |             |           |           |      |                         |                |                |
| Met contracted Learning Objectives   |             |           |           |      |                         |                |                |

COMMENTS:

*See attached sheets*

*Stephen Guild*

Signature of Evaluator

*3/2/94*

Date

## Evaluator's Assessment

Student: Patricia A. DePoe

Program: Master of Arts in Education

Advisor: Taylor, Edward

Learning Activity Title:

Global and Multicultural Education

Evaluator: Guild, Stephen

Core    Adjunct    Other   

Course Number: EDU521B Number of Credits: 3 Quarter: Fall-1993

Evaluate the student's learning relative to the expectations stated in the syllabus for this learning activity.

See attached sheet (page 2)

(Attach additional sheets as necessary)

Number of Credits Granted:   3  

Signature: Stephen Guild Date: 2/27/94

Evaluator's Initials



Tricia DePoe was a student in the Global Education "Overview" course in the Fall of 1993. The course combines information and experiences built around the concept of a global world system. Five major issues -- the environment and our relation to it; world resources and their use; population and its growth; war and peace; and cross-cultural communication -- are viewed from a multidisciplinary perspective with a strong emphasis on the interrelationships between the issues. The implications for the implementation of global education in a variety of educational settings are explored and various alternative models are examined. The applications of this information are emphasized.

The course is broken into two parts: the first weekend focuses on the concepts, content, and issues of global education; the second weekend focuses on the specific implications and applications of a global education curriculum.

Much of the course is facilitated discussion, combined with a variety of activities which illustrate major points and issues: exercises, small group discussions (mini cooperative learning groups), large group discussion, cooperative projects, and individual work.

During the class, students are expected to participate fully in class discussions and activities and relate the reading material and other information to general applications and their own specific work situations. Prior to each class meeting, extensive reading of books, articles and other materials is required. Students also present a global education learning experience in class which demonstrates an understanding of the readings, models, strategies, and theories, with specific materials and methods and a detailed summary of the in-class project with all accompanying materials. Students usually work in teams for their final presentations.

Tricia fulfilled all the requirements necessary for the course, including completion of all the assigned readings, active class participation, and an in-class presentation. Tricia made valuable contributions to the class discussion and in the small group sessions, which reflected an understanding of the basic concepts and specific applications to teaching and learning. Her in-class presentation -- multicultural/international communication -- was a clearly-conceived and well-designed translation of Global Education theory and information into an actual learning experience.

## **Evaluator Learning Assessment — Global Education**

**Student:** Tricia DePoe

**Evaluator:** Stephen Guild

**Course:** EDU521B — Global and Multicultural Education: Depth

**Topic:** "Implications of Multicultural Curriculum (Research)"

**Summer Quarter 1994**

For the "Depth," Tricia read resource materials by some of the major figures involved in multicultural education and multicultural curricula and theory. She then synthesized what she learned in a conceptual paper on multicultural curriculum.

The summary of her research for the "Depth" is well-written and demonstrates a broad range of reading as well as a depth of thought about what she was reading. She is able to clearly summarize and lay out the important concepts and at the same time bring a practical orientation to the material she has read. Her observations demonstrate a clarity of perception, a willingness to keep an open mind, and the ability to conceptualize and crystallize her observations. All of this creates a firm basis for her "Application" work.

*Stephen Guild*  
*August 29, 1994*

## Evaluator Learning Assessment — Global Education

**Student:** Tricia DePoe

**Evaluator:** Stephen Guild

**Course:** EDU521B — Global and Multicultural Education: Depth Application

**Topic:** "Implications of Multicultural Curriculum (School Board Presentation; Reflection and Student Response)"

**Summer Quarter 1994**

For the "Application," Tricia designed a strategy for initiating a multicultural curriculum in the language arts area for an all Native American student body. The preparation that Tricia has done is impressive. The materials are well-organized, fully-researched and carefully thought-through.

She submitted two pieces of documentation: one was a presentation to the school board for enhancing the language arts curriculum through the use of traditional native stories and drama; the other her personal reflections and student responses to the "pilot" classes she taught at Neah Bay middle school and the workshop she presented at the Northwest Indian Youth conference. The school board presentation is well-designed, professional and makes a strong case. The proposal for a new format and restructuring the language arts curriculum required Tricia to look at change and how to affect change in a conservative community. While the final decision has not yet been made, Tricia explored new territory in the school system and community, a perfect example of thinking globally and acting locally.

Her reflective paper is a good example of analyzing and synthesizing what she has learned from the experience. Her writing is clear and concise, and she makes her points effectively.

A good piece of work.

*Stephen Guild*  
*August 20, 1994*

## Evaluator's Assessment

Student: Patricia A. DePoe

Program: Master of Arts in Education

Advisor: Taylor, Edward

Learning Activity Title:

ProSeminar I



Evaluator:

Core ☒ Adjunct ☐ Other ☐

Course Number: EDU525A Number of Credits: 3 Quarter: Fall-1993

Evaluate the student's learning relative to the expectations stated in the syllabus for this learning activity.

### Course Description:

The overall objective of ProSeminar I was to help Tricia and other new graduate student of the MA Individualized program, initiate a successful educational program at Antioch University. The emphasis was on the adult learner and the experiences associated with nontraditional students returning to school. More specifically it provided the following: (a) a program orientation, (b) opportunities to participate in the development of a cohesive and collaborative cohort of fellow students, (c) workshops on contract development, (d) readings and discussion on effective teaching, student/advisor relationships, self-directed learning, and learning styles (e) and related presentations from faculty and outside speakers. This course involved meeting 5 weekend days (7 hours a day)

### Objectives of the Course:

1. To understand the basic philosophy, goals, and procedures of the MA Individualized Education Program.
2. To learn the process of developing learning contracts.
3. To understand the concept of self-directed learning and its importance to this educational program.
4. To examine individual learning styles and their role in our educational development.
5. To examine the student/advisor relationship and responsibilities.
6. To explore the challenge of teaching.
7. To initiate the development of a cohort group of supportive colleagues.

### Text:

Daloz, L. A. (1987). *Effective teaching and mentoring*  
Ayers, B. (1993). *To teach: The journey of a teacher*.

### Guest Speaker:

Bill Ayers, author of *To Teach: The Journey of a Teacher* was the guest speaker at our Program Weekend. During this 7 hour workshop Tricia participated with other students looking at how ethical, cultural, social, and political issues affect their teaching and the importance of visibility and voice for teachers and for students.

(Attach additional sheets as necessary)

Signature: D. Edward W. Taylor

Number of Credits Granted: 3

Date: 2/17/94

Evaluator's initials

ET/sd

**Class Projects (chosen by the student):**

Tricia submitted papers that addressed two questions identified below and a draft of a learning contract.

1. Compare and contrast how both authors describe their philosophy, beliefs, and strategies of effective teaching. Furthermore explain how the authors views complement and contradict your own views of effective teaching.
2. Critique your own classroom curriculum identifying strengths, weaknesses, and suggestions for improvement based on Ayer's criteria for a liberating curriculum.
3. Develop a draft of a learning contract that is to be reviewed by the faculty and your assigned contract group.

**Closing Comments**

Tricia DePoe satisfactorily completed the course requirements for ProSeminar I. As the course progressed through the quarter, she became somewhat a more engaged participant in class discussions. When she did participate, her comments were helpful to the learning of other students in the class and as a whole the class demonstrated a high degree of interest in her comments. However, she seemed to be consistently more comfortable during the small group discussions, playing a major role in the completion of various tasks. I look forward to greater involvement on her part with the whole class in the future.

Tricia's written projects were clearly presented, organized, and well-thought-out. She effectively articulated her perspective about various educational issues. To improve future projects she needs to continue to work on taking a more critical perspective of her own practice and educational ideas, connect her thoughts with writings of other educators, and be more timely in completing her projects.

# Antioch University Seattle Evaluator's Assessment



ANTIOCH SEATTLE

2607 Second Avenue  
Seattle, Washington 98121-1211  
206-441-5352

**Student:** Patricia De Poe

**Program:** Master of Arts in Education

**Advisor:** Edward Taylor

**Learning Activity Title:** Learning Theories

**Evaluator:** Edward Taylor

**Core** ☒ **Adjunct** ☐ **Other** ☐

**Quarter:** Winter 1994

**Course Number:** EDU522B

**Number of Credits:** 3

Evaluate the student's learning relative to the expectations  
stated in the syllabus for this learning activity.

## Course Overview:

The essential purpose of this overview course is to investigate the premises that form the foundation of a variety of learning theories and their educational implications for children and adults. There will be three emphases of this course: 1) understanding the purpose and importance of theories and how they are developed; 2) exploring learning theories from five broad theoretical perspectives (classical, behavioral, social, cognitive, and humanist); and 3) integrating theory and practice through case analysis.

## Course Objectives:

1. To understand the importance of theoretical models and the implications they have for practice.
2. To be able to compare and contrast a variety of learning theories through shared concepts.
3. To explore a particular theorist/educator and his or her learning theory in depth.
4. To understand, through case analysis, how to integrate theory and practice.
5. To be able to articulate the different theoretical perspectives that surround our personal philosophy of learning and instruction

## Course Text:

Phillips, D. C., & Soltis, J. F. (1991). *Perspectives on learning*. New York: Teacher's College, Columbia University

Gredler, M. E. (1992). *Learning and instruction*. New York: Macmillan.  
A collection of readings

## Course requirements:

Tricia successfully completed all the requirements for Learning Theories and receives full credit for the course. Specific comments about her projects are listed in more detail below:

1. *Class Participation*. Tricia participated in 30 hours of class discussion, experiential activities, lecture, and presentation that focused on the completing the objectives outlined above.

Signature: Dr. Edward W. Taylor Number of Credits Granted: 3 Date 6/17/94

Student: Hope, Gabrielle

Evaluator: Mimi Acosta, Ph.D.

Course: Clinical Treatment of Infancy and Early Childhood

Quarter: Winter 2002

Evaluator's Initials: *MA*

This course focused on the richness and complexity of infancy and early childhood, with a strong emphasis on emotional development in the first three years. Developmental psychology, object relations theory and multicultural perspectives were utilized to draw a picture of the infant/young child within a family system. Special attention was paid to children with developmental disabilities, as these children are more likely to be seen at young ages by mental health workers than normally developing children. Other topics of focus included attachment theories, parental projections during pregnancy and early infancy, parental functioning in early infancy, Piagetian stages of development, adoption issues, and assessment/observation of young children.

Course requirements were as follows: Students were expected to participate in class discussion, both small and large group formats. Students were asked to complete two 30-minute observations of a child and write up a one page clinical observation of each session. Students were allowed to choose between writing an 8-10 page paper in APA style on a topic in the area of infancy and early childhood, or making a 20-minute presentation in class. Students choosing to do papers are asked to submit an outline on Week 5, and could choose to turn in a rough draft on Week 7. Students were asked to complete a cultural diversity assignment either by including cultural issues into the paper/presentation or child observation or by conducting an interview about child rearing practices with a person from a different cultural background from their own.

Gabrielle Hope expressed a strong interest in learning how to work with very young children and their families. She attended class regularly and was well prepared. Gabrielle participated best in small group settings. In this situation, Gabrielle communicated well with others and could offer insights drawn from her clinical experiences with children. She demonstrated a talent for role-play and displayed strong clinical skills in that format.

Gabrielle demonstrated a particular strength in writing. She produced an excellent paper on Reactive Attachment Disorder, covering not only diagnostic and treatment issues, but articulating ongoing controversies in the area. Her research and organizational work were exceptional, resulting in an academic paper of high caliber. Gabrielle's child observation reports were also excellent. Gabrielle observed a 3-month-old infant boy. Her reports document a solid understanding of the cycles of infant-adult communication.

Gabrielle clearly meets the learning objectives of this course. In small group settings, she was very well able to extrapolate theories of child development into clinical material, i.e. relate developmental information to specific pathologies. Gabrielle also demonstrated sensitivity to the complexities of child development within a particular family/community system. Gabrielle's strengths include her good intelligence, strong writing abilities and motivation to better understand the children she will be treating. She has much to offer her classmates in her ability to integrate theory with treatment issues.

## Evaluator's Assessment

**Student:** Patricia A. DePoe

**Program:** Master of Arts in Education

**Advisor:** Joseph, Pamela

**Learning Activity Title:**

Pro Seminar II - Part I



**Evaluator:** Taylor, Edward

Core ☒ Adjunct ☐ Other ☐

**Course Number:** EDU525B **Number of Credits:** 2 **Quarter:** Winter-1994

Evaluate the student's learning relative to the expectations stated in the syllabus for this learning activity.

(Attach additional sheets as necessary)

Signature: Dr. Edward W. Taylor Number of Credits Granted: 2  
Date: 4/28/94

Evaluator's initials ET/d

### Course Description

This course was the first half of a four hour course focusing on the teacher as an intellectual-- developing a critical perspective of education. Aronowitz and Giroux (1991) state: "If teachers are to take an active role in raising serious questions about what they teach, how they are to teach, and the larger goals for which they are striving, it means they must take a more critical and political role in defining the nature of their work, as well as in shaping the conditions under which they work" (pp. 108-109). In particular this 2 credit portion dealt with critical thinking skills, the practice of critiquing educational literature and discourse.

### Objectives:

Satisfactory completion of this course resulted in participants:

1. Beginning to developing a critical perspective of their own educational practice;
2. Understanding, in-depth, a particular perspective of critical pedagogy;
3. Being able to critique different types academic articles in education;
4. Being able to write a first draft of a critical book review.
5. Understanding how to enhance motivation among diverse learners.

### Text:

Brookfield, S. D. (1987). *Developing critical thinkers*. San Francisco: Jossey-Bass.  
Shor, I. (1993). *Empowering education*. Chicago: University of Chicago.  
A collection of readings about critical pedagogy.

### Course requirements:

Patricia successfully completed all the requirements for Pro Seminar II-1 and receives full credit for the course.

1. *Class Participation*. Patricia participated in 8 hours of class discussion, experiential activities, lecture, and presentation that focused on the completing the objectives outlined above.
2. *Program Day*. Patricia participated in an 7 hour workshop by Dr. Raymond Wlodkowski and Margery Ginsberg entitled "Enhancing Motivation Among Diverse Learners."
3. *Critique of Literature*. Each participant wrote a critique of two academic articles, at least one was an educational research article. The purpose of these critiques was to begin developing the practice of critical thinking when reading and exploring educational research.
4. *Book Review*. Each participant completed a draft of a book review about critical pedagogy. Critical pedagogy, sometimes defined as critical theory of education, "examines schools both in their historical context and as part of the existing social and political fabric that characterizes the dominant society" (McLauren, 1989, p. 159). The review allowed the student to focus in detail on a particular perspective of critical pedagogy. More specifically, the review was designed to help the students: (a) begin developing a critical perspective of what they read professionally, (b) learn to synthesize the main points of a challenging book, and (c) to identify strengths and weaknesses (technically, methodologically, politically, culturally, socially) of what they read, and (d) identify how critical pedagogy can contribute to their teaching practice.

Patricia successfully completed all her projects for Pro Seminar II-1. Her first draft of the book review demonstrated a strong understanding of the author's major premises. She effectively used examples from the book to support her various assumptions. The final draft needs to reflect an expansion of her thoughts, especially in the critique section and examples of how the book can influence and contribute to the practice of teaching.

# MASTERS of EDUCATION

## EVALUATOR ASSESSMENT

### FORM



ANTIOCH SEATTLE  
2607 Second Avenue  
Seattle, Washington 98121-1211  
206-441-5352

STUDENT: Tricia DePoe ADVISOR: Ed Taylor  
EVALUATOR: Dr. Ed Taylor COURSE NUMBER: 698A  
WINTER 1994

| KNOWLEDGE AREA:    | Credits | Due Credit Granted |
|--------------------|---------|--------------------|
| OVERVIEW TITLE:    |         |                    |
| DEPTH TITLE:       | 3       |                    |
| APPLICATION TITLE: |         |                    |
| ELECTIVE TITLE:    |         |                    |

COMMENTS (CONTINUE ON BACK IF NECESSARY):

Signature of Evaluator: Dr. Edward W. Taylor Date: 2/4/95

## EDU698A - Learning Theories Depth 3 credits

Title: Native American Curriculum Project

Evaluator: Dr. Edward W. Taylor

Purpose:

The purpose of this learning contract was is for Tricia to help encourage and promote the integration of a Native American Curriculum within the public schools at Neah Bay, Washington. She was particularly interested in generating interest and support on a community level that would help facilitate the acceptance of a Native American study program by a reluctant school board. The present school board currently has demonstrated little interest towards a culturally responsive curriculum. Tricia's effort speaks to the issues of the silenced native American community, who nation-wide, are deserving of the reemergence of their own living history. This in-depth study involved a series of projects that on the long term would hopefully prompt the school board to reconsidered their present response to multicultural education.

Objectives:

1. Design a learning experience which integrates Native American stories into a language arts/drama context for secondary school students.
2. Explore ways in which culturally relevant material can enhance motivation in learning.
3. Design, develop, and present a reasonable argument to the school board for integrating culturally relevant materials into the Neah Bay Public School Curriculum.
4. Explore ways to work effectively with the Multicultural Curriculum committee at Neah Bay public schools.

Learning Strategies

1. Consult with Elizabeth Yoffee (graduate student with a strong drama background) about the most effective way to present a drama class to Native American sixth graders.
2. Gather readings and other resource materials about the necessity of culturally relevant curriculum and learning for the school board.
3. Select an appropriate Native American story to base the drama class upon.
4. Consult with Ed Mikel (core faculty) and Susan Honaker (graduate student) about the most effective way to present multicultural, whole language curriculum to a school board.

Documentation:

1. A video tape of the two day drama workshop
2. Multicultural curriculum material presented to the school board.
3. Observation by Ed Taylor (core faculty, contract evaluator) of school board presentation.

**EDU698A - Learning Theories Depth 3 credits**

**Title: Native American Curriculum Project**

**Evaluator: Dr. Edward W. Taylor**

4. Prepare a Multicultural Curriculum Development Proposal, identify resources, classroom activities, and teaching strategies for teachers wanting to develop culturally responsive curriculum.
5. Submit a 8-10 page reflective paper describing the background for this project, overview of the drama workshop, response by the school board presentation, and long and short-range goals.

Final Comments:

Tricia successfully completed the contract objectives and receives full credit for her work. In reviewing her documentation it is apparent that Tricia put an extensive amount of time and energy into this application. As a contract it was an appropriate extension from the overview course in learning theories. She was able to put theory into practice and did so quite successfully by making a strong argument for a diversified perspective of learning. From reviewing the video tape I found her exhibiting a comfortable and confident presence with the students. She provided a variety of activities that kept them stimulated and involved throughout the workshop. The students seemed to be highly interested and motivated in completing the various tasks, especially when it came to making the various Native American masks. Elizabeth also seemed to work effectively with Tricia in sharing the different responsibilities during the workshop.

The second project of this application was a proposal made by Tricia and her colleague to the Neah Bay school board advocating the integration of a multicultural curriculum. I was very proud as a faculty member to have a student of Antioch University presenting at such an important event. Her presentation was organized and reflected a genuine sense of commitment to the Native American community. She exhibited an air of confidence and seemed comfortable addressing any issues that arose. Tricia and Elizabeth also prepared a handout and some resource material that supported the need for a multicultural curriculum for the Native American students at Neah Bay, WA.

The third project was Tricia's reflective paper, which after a couple of revisions provided a nice overview of her experience initiating a multicultural curriculum at Neah Bay. In particular, she made a strong argument for her position and provided clear description of the present state of conditions within the local schools. Furthermore, she identified a number of effective strategies that teachers could easily use that would help their curriculum be more culturally responsive.

Tricia DePoe

page 3

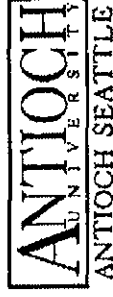
EDU698A - Learning Theories Depth 3 credits

Title: Native American Curriculum Project

Evaluator: Dr. Edward W. Taylor

The final project of this learning contract was Tricia's Multicultural Curriculum Development Proposal. This proposal contained over a 100 pages of documentation of various resources that could be of benefit to the Multicultural Curriculum at Neah Bay. In included a budget for integrating a language arts drama curriculum, a sampling of Native American literature, a brief paper on the implications of Native American learning styles, and a copy of the Whole Language Arts Curriculum Student Objectives used by the Kent County School District. Most of the information seems quite pertinent to Tricia's objectives, however, the way it has been organized minimized its overall impact. For this collection of resources to be more effective an overview was needed to provide explanation of how and why this material was selected and how it is to be used by the multicultural curriculum committee.

## Evaluator's Assessment



Student: Patricia DePoe  
Program: Master of Arts in Education  
Advisor: Taylor, Ed  
Learning Activity Title:  
Introduction to Systems Theory

Evaluator: Walker, Margaret

Core ☒ Adjunct ☐ Other ☐

Course Number: EDU524 Number of Credits: 3 Quarter: Spring-1994

Evaluate the student's learning relative to the expectations stated in the syllabus for this learning activity.

This course was designed to orient students at an overview level to systems philosophy and introduce the principles of systems theory (the basic properties and definitions that describe a system), key systems thinkers and the disciplinary/professional arenas in which systems thinking is being developed and applied. It was intended to help participants develop an understanding of what it means to think systemically and confidence in their own capacity to do so. Finally, it was to provide a foundation for further exploration and application of systems concepts in the field of education and their work as educators. Beyond the core readings and instructor-designed class activities, students took responsibility in small learning groups to research particular theorists or aspects/applications of systems in greater depth and taught this material to the rest of their peers.

Trish participated fully in all aspects of the class and accomplished the course learning goals. She has concentrated on applying systems concepts to an educational change process in her school district. The school's curriculum and educational approach reflect the dominant culture, in spite of the identity of the area with the Native population in the Neah Bay community. There is tremendous resistance to incorporating traditional cultural expression, let alone traditional approaches to teaching. Trish and a colleague have designed and piloted an integrated language arts program which aligns with the popular whole language approach to teaching. It also aligns with traditional experiential approaches to learning. The pilot program was hugely successful for the participants and is in the process of review by the school district's curriculum committee for ongoing implementation.

Trish's paper which describes this process of change embodies a systems perspective more than it talks about systems theory, though the underlying understanding of systems concepts is evident. She is also seeing an opportunity for change in her tribe's governance at this time, a chance to intervene with a more systemic mode of leadership, possible alternatives to effects of the imposed corporate structure dictated by the federal government. It is the practical application of a systems approach which intrigues her. I encourage her to explore in greater detail what the dynamics of change are and what resistance her community faces, thereby providing clearer understanding for herself and strength in advocating her position.

Trish was a member of the cooperative learning group exploring wholeness. The Native American Medicine Way became the crux of their work together. *Seven Arrows* became a central resource for

(Attach additional sheets as necessary)

Signature: Margaret Walker Number of Credits Granted: 3 Date: 4/1/94  
RegSys II — 5/91

Evaluator's Initials

*MW*

all of them. Trish dealt with the background, history, and ceremony of the Medicine Way, another member of the group focused on the concept of dualism and the forked tree, while another explored on the mandala of the Medicine Wheel. Trish supplied many of the resources and leadership for the group which was disbursed geographically and diverse culturally. Though their topic was wholism, it was difficult to get together very much to design the presentation or collaboratively explore the subject. Trish encouraged trust in the integrity of the subject and the ability of the group members. Though more cooperative learning group time would have been beneficial, the presentation was highly engaging for the whole class.

Trish is discovering the power of systems concepts in change process, as well as seeing the connection between systems theory from a Euro-American tradition and Native American traditions. She is developing an educational plan which will position her to have the greatest influence on the systems interventions she is contemplating, within her school district and her tribe. To maximize her effectiveness, if she relocates in the Seattle area to complete her education, she might find the Antioch writing lab to be a very useful resource to further her possibilities of influence for change. She might also look into resources on organizational system change processes, given the scope of the work she intends to do.

Trish has earned 3 credits for her demonstrated learnings.

## Evaluator's Assessment

**Student:** Patricia A. DePoe

**Program:** Master of Arts in Education

**Advisor:** Joseph, Pamela

**Learning Activity Title:**

ProSeminar II - Part 2



**Evaluator:** Taylor, Edward

Core ☒ Adjunct ☐ Other ☐

**Course Number:** EDU525C **Number of Credits:** 2 **Quarter:** Spring-1994

Evaluate the student's learning relative to the expectations stated in the syllabus for this learning activity.  
Course Overview

This is Part II of a course which began in the previous quarter that focuses on the teacher as an intellectual—developing a critical perspective of education. Aronowitz and Giroux (1991) state: "If teachers are to take an active role in raising serious questions about what they teach, how they are to teach, and the larger goals for which they are striving, it means they must take a more critical and political role in defining the nature of their work, as well as in shaping the conditions under which they work" (p. 108-109). The course (28 hours) focuses on critical thinking skills, the practice of critiquing educational literature and discourse, and the language and structure associated with academic writing.

### Objectives

At completion of this course participants should be able to:

1. Begin developing a critical perspective of their own educational practice;
2. Understand, in-depth, a particular perspective of critical pedagogy
3. Be able to implement a variety of critical-thinking strategies;
4. Be able to critique different types academic articles in education;
5. Be able to recognize some personal and organizational barriers to effective academic writing;
6. Be able to write a mini-literature review in a specific topic area; and
7. Be able to write a critical book review.

### Texts:

Becker, H. S. (1986). *Writing for social scientist*. Chicago: The University of Chicago  
Brookfield, S. D. (1987). *Developing critical thinkers*. San Francisco: Jossey-Bass.

### Program Weekend Day

As part of the course requirements each student attended the Program Weekend Day seminar on Multicultural Issues and Teacher Training, May 21, 1994, by Dr. June Gordon.

(Attach additional sheets as necessary)

Signature: Dr. Edward W. Taylor Number of Credits Granted: 2  
Date: 8/22/94

### Course Requirements

Tricia successfully completed all course requirements and receives full credit for ProSeminar II-II. Her work has demonstrated continuous improvement throughout each ProSeminar over the last three quarters. Tricia is speaking with greater confidence when taking a critical perspective of what she reads and writes.

1. Write a one page evaluation for two book reviews from members of your collaborative reading group (refer to handout on book review).
2. Locate five articles (at least two empirical studies) that focus closely on a similar problem or interest of yours in education. Read these articles and write an abstract on each. Each abstract should include the following: (a) a complete citation of the article (APA format) and (b) a brief synopsis (150-200 words) of each article.
3. Write a literature review that synthesizes the five abstracted articles.

Tricia selected five articles loosely related to the promotion of multicultural curriculum in public education. She wrote a clear introduction to the review by providing a context about the need for multicultural education in public school and stated specific outcomes for the literature review. Most of the articles reviewed were clearly abstracted, however they were not critiqued. Her conclusion of the review needed to be more specific and related directly to what emerged from critiquing the various articles. The APA reference list of the articles reviewed was well written with only minor corrections needed.

4. Submitted a final draft of a review of the book *Empowering education* by Ira Shor (1993). Each student completed a draft of a book review about critical pedagogy during the previous quarter. The review allowed the student to focus in detail on a particular perspective of critical pedagogy. During this quarter each student had their book review read by two classmates, soliciting feedback about the quality of the review. Following the feedback from fellow students a final draft of the book review was submitted by the student for evaluation

Tricia successfully completed the course objectives and receives full credit. In the final revision of the book review she effectively articulated a good synopsis of the book. She seem to have a solid grasp of the major points presented by Dr. Shor and how they could have a positive impact on education. To strengthen the paper, Tricia needs to practice what the book advocates, that of taking a critical perspective of what you read. This means not only identifying strengths, but weaknesses as well in the authors position about education. Overall Tricia's academic writing is continually showing improvement.

**Evaluator's Assessment**

**Student:** Patricia A. DePoe

**Program:** Master of Arts in Education

**Advisor:** Joseph, Pamela

**Learning Activity Title:**

ProSeminar III



**Evaluator:** Taylor, Edward

Core ☒ Adjunct ☐ Other ☐

**Course Number:** EDU525D **Number of Credits:** 3 **Quarter:** Fall-1994

Evaluate the student's learning relative to the expectations stated in the syllabus for this learning activity.

(Attach additional sheets as necessary)

Signature: Dr. Edward J. Taylor Number of Credits Granted: 3 Date: 6/27/95

### Course Description

The overall objective of this course was to assist students with their educational research projects. It was designed as a cooperative learning experience, whereby students provided support and feedback to each other as they developed the various components of their investigation. More specifically, the seminar explored various research formats and assisted students in the completion of the research proposal, the initiation of their literature review, and the completion of the university's human subjects policy.

### Objectives

1. Understand different formats for writing and presenting research.
2. Participate in a cooperative learning experience by providing support and feedback to colleagues during the research experience.
3. Complete a research proposal.
4. Initiate the literature review process for the research project.
5. Understand and complete the university's human subjects policy for a research project.

### Text:

Wolcott, H. F. (1990). Writing up qualitative research. Qualitative Research Methods Series, Vol. 20. Newbury Park, CA: Sage.

Fine, C. A. & Sandstrom, K. L. (1988). Knowing children. Qualitative Research Methods Series, Vol. 15. Newbury Park, CA: Sage.

A Reading Packet of articles

### Program Day—October 15, 1994

Attended the interactive all day workshop: "Moral Commonplaces of Teaching" presented by Dr. Pam Joseph and Dr. Sarah Efron. The workshop's focus was for educators to develop an understanding of the choices they make and the conflicts they face in expressing their moral vision and in relating their teaching in terms of moral discourse in the classroom.

### Course Projects :

1. Completed a final draft (after several revisions) of the research proposal which included the purpose and rationale of the study, a preliminary review of related literature, and a brief design of the methodology (12-15 pages). Several parts of this proposal were shared with fellow students and faculty for review during different class sessions of the Fall quarter
2. Completed the Antioch Human Subjects Policy.
3. Submitted an outline for the literature review of the research project, identifying 20-25 sources to be reviewed.

4. Gave a 15 minute presentation the research topic during the last class of the seminar

Closing Comments :

Tricia successfully completed all the objectives of the course and receives full credit. Her final draft proposal for the course wanted to explore essential factors for assisting Native American students to successfully engage in their long range educational needs. In her proposal she provided a nice overview using a variety of resources of the problems that exist today for Native Americans nationally and locally. She also provided a brief historical perspective of Native American education. To make her proposal stronger Tricia will need review the literature that presently addresses the intent of the study and a critique of why the present research is inadequate and what her study will contribute to the present body of knowledge. Furthermore, she needs to bring her study more into a focus (e.g., possibly a particular tribe) and setting and provide relevant background literature.

**Evaluator's Assessment**

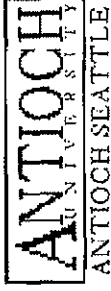
**Student:** Patricia A. DePoe

**Program:** Certification in Teaching

**Advisor:** Esmailka, Wendy

**Learning Activity Title:**

Science and Math Methods: Part I



**Evaluator:** Murphy, Nancy

Core ☒ Adjunct ☐ Other ☐

**Course Number:** EDU502Q **Number of Credits:** 3 **Quarter:** Winter-1995

Evaluate the student's learning relative to the expectations stated in the syllabus for this learning activity.

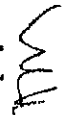
*See attached.*

(Attach additional sheets as necessary)

Number of Credits Granted: 3

Signature: Nancy Murphy

Date: 3/23/95

Student: Tricia DePoe  
Evaluator: Nancy Murphy  
Evaluator's Initials: 

EDU502Q Science and Math Methods Part I  
Winter Quarter 1995  
Page 2

The mathematical-logical intelligence is the analytical intelligence, the one through which we compare, contrast, observe, infer, predict, apply logic, hypothesize, test, create models of ideas, evaluate risks, and solve everyday or novel problems. In this class we examined the multifaceted ways in which all people express this intelligence, with or without the accompanying operations on numbers or white lab coats. The participants in this course identified their personal use of these skills outside of the classroom. They collected a portfolio of documents that demonstrated their diverse abilities to apply these skills. They created valuable classroom projects through which their future students might develop each of these mathematical logical processes, and they developed authentic assessment tools to document their students' progress.

Tricia's portfolio in this class represents her strong commitment to increase community participation in the schooling process. She personalized her portfolio and worked to demonstrate her skills through this agenda. For example, she structured her initial lesson plans around a beadworking project, where students improved their ability to work with patterns and attributes and apply problem solving heuristics through beadwork designs. Tricia worked hard to create culturally-related lessons for the more complex mathematical-logical processes (collecting data, designing experiments, dealing with probability and statistics). It was more difficult for her to find simple and effective ways to teach these skills within her focus on involving the community in the schools. She decided to have the students invite their parents to make presentations for the school, manipulating variables and determining the effect of these different forms of invitations. She worked independently with me outside of class to ensure her thorough understanding.

Tricia missed several classes attending to personal issues during the quarter, and she worked diligently to independently complete the work that she missed. She struggled to maintain her focus on her interest and to provide the difficult connections between her interests and the mathematical-logical processes that we were investigating in the course. Because of these difficult bridges, I encourage Tricia to provide more time next quarter to personally master the skills of the science and math methods courses. I believe that the connections that she envisions exist and can be utilized in authentic ways in the classroom, and I look forward to working with her.

## Evaluator's Assessment

**Student:** Patricia A. DePoe

**Program:** Certification in Teaching

**Advisor:** Esmailka, Wendy

**Learning Activity Title:**

Literacy Issues and Methods: Part I

**Evaluator:** TBA

**Core**    **Adjunct**    **Other**   

**Course Number:** EDU502S **Number of Credits:** 3 **Quarter:** Winter-1995

Evaluate the student's learning relative to the expectations stated in the syllabus for this learning activity.

(Attach additional sheets as necessary)

Number of Credits Granted:   3  

Signature: Maria White

Date: 3-17-95

Evaluator's Initials: NW

In our complex society, literacy is viewed as an integral part of all learning. The three credit course, EDUC 5023S: Literacy Issues and Methods Part 1, surveyed current approaches and instructional strategies used to enhance young learners' literacy learning. Through an exploration of current research and theories of literacy, communication, comprehension, assessment, and learning, students were required to define literacy and literacy learning, to reflect upon their knowledge of theory and research in relation to their future students, schools, and communities, and to identify a vision of teaching in alignment with their developing theories and definitions of literacy and literacy learning; reflections on appropriate and powerful instructional strategies; conceptions of the role of assessment in this process. The purpose of this course was to:

1. extend students' knowledge and understanding of literacy processes;
2. provide opportunities for students to explore broadly current theories and research in the teaching of literacy;
3. provide opportunities for students to explore current trends and issues relating to the assessment of literacy learning;
4. extend students' knowledge and understanding of instructional strategies which foster language and literacy development in culturally diverse classrooms.

Students displayed their knowledge and understanding in these areas through written responses to questions relating to personal experiences, course readings, and class discussions, and through collaborative small group development of lessons, thematic instructional units, and a strategic plan for implementing portfolio assessment in classrooms.

Tricia DePoe was a rather quiet yet active participant in whole class and small group activities and discussions. Given the obvious constraints felt by all in relation to building a collaborative and cohesive learning environment in a one week time frame, I fully understand the frustrations she expressed in relation to collaboration versus "majority rule" small group structures. I would urge her to continue reflecting on these important concerns particularly in relation to experiences gained in this process and how those experiences, frustrations, etc. in conjunction with follow-up discussions in later classes will impact later teaching.

Tricia's responses to written questions displayed depth and quality. I feel confident that she will continue reflecting on issues raised and experiences gained during the course.

Tricia submitted an instructional unit entitled: **Legends of the World** that he developed collaboratively with Lance Campbell, Richard Culbertson, Frances Herring, Pat Lown, and Tricia DePoe and a lesson plan outlining a literacy center utilizing "literacy poster" instructional strategies. Both the lesson plan and the instructional unit were excellent displays of various uses and purposes of "centers" in a whole language classroom.

Her group also developed an excellent strategic plan for implementing portfolio assessment in a classroom. Their work displayed depth and quality and reflected a thoughtful stance toward the role of assessment in relation to teaching and learning. I especially appreciated the time and thought that went into their analysis of assessment across content areas. This was the only

Deke

group that ventured beyond literacy assessment. Their introduction of key issues and timeline for implementation was excellent. Full credit is granted.

## Evaluator's Assessment

**Student:** Patricia A. DePoe

**Program:** Certification in Teaching

**Advisor:** Esmailka, Wendy

**Learning Activity Title:**

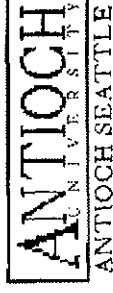
Instructional Management and Assessment

**Evaluator:** Catalano, Tony F., Ph.D.

**Core** ☒ **Adjunct** ☐ **Other** ☐

**Course Number:** EDU504B **Number of Credits:** 3 **Quarter:** Winter-1995

Evaluate the student's learning relative to the expectations stated in the syllabus for this learning activity.



(Attach additional sheets as necessary)

Number of Credits Granted: 3

Signature: Dr. Catalano

Date: 3/27/95

*DeDe*

The three credit course, EDU 504B: Instructional Management and Assessment, surveyed the complex tasks critical to developing and implementing developmentally-appropriate, socially constructivist, and culturally sensitive curriculum for grades K-8. Important components explored and applied include classroom management and student discipline, motivation and empowerment strategies, spatial arrangements, short and long-range planning, developing a variety of assessment/evaluative strategies, and opportunities for reflection on practice.

Readings from James Beane, Campbell, Campbell & Dickinson, Elizabeth Cohen, Edwards, Gandini, & Forman, Crystal Kuykendall, Rethinking Our Schools, and Zemelman, Daniels, & Hyde provided the focus for discussions and activities. These readings exposed the students to theory and practice in early childhood, elementary and middle school curriculum, groupwork strategies, multicultural education issues, applying multiple intelligence theory, and current standards in the disciplines.

Students learned to collect data and display it on a retrieval chart, to construct cooperative learning lessons, to design classroom space consistent with their pedagogical and governance beliefs, to identify difficult behaviors and intervene appropriately, to diagnose and assess learning, and to analyze and construct lessons. Participating in a group unit development project which focused on environmental education was the major assignment for the class and included five lessons, one to be delivered in a classroom and the others at an outdoor education camp.

Trish's work in the class was very good. Trish as been very open with questions and concerns and been available to share her area of expertise. Her participation with groups has been adequate and her contribution to the unit project was invaluable.

Working with other students she constructed a unit The Cultural and Ecological Interrelationships of Orcas Island: The Essence of Nature. The purpose of the unit is to expand student awareness of ecology. This unit is closely aligned with Pathfinder School's goals and includes an overview, a web, goals and objectives, lesson plans, bulletin board plans, references and vocabulary activities. She and her colleagues focused on the importance of the medicine bag. Trish planned to model old bags w/Indian music in background, show other artifacts that support Native American cultural patterns and alleviate concern about giving a one-dimensional slant on Native American artifacts. She also gives resources on history of Native American experience in the Americas.

For improvement and further thinking, I'd suggest making sure Native American beliefs are not belittled or compromised by construction of objects. Inclusion of present-day conditions is also important. Full credit is granted.

**Evaluator's Assessment**

**Student:** Patricia A. DePoe

**Program:** Certification in Teaching

**Advisor:** Esmailka, Wendy

**Learning Activity Title:**

Human Development

**Evaluator:** Campbell, Linda

**Core** ☒ **Adjunct** ☐ **Other** ☐

**Course Number:** EDU507A **Number of Credits:** 3 **Quarter:** Winter-1995

Evaluate the student's learning relative to the expectations stated in the syllabus for this learning activity.

*See Reverse*



(Attach additional sheets as necessary)

Signature: \_\_\_\_\_

Number of Credits Granted: \_\_\_\_\_

Date: \_\_\_\_\_

*L. Campbell*  
*3*  
*3/26/95*

## Evaluator's Assessment

**Student:** Patricia A. DePoe

**Program:** Certification in Teaching

**Advisor:** Esmailka, Wendy

**Learning Activity Title:**

Elementary Methods: Social Studies

**Evaluator:** Catalano, Tony F, Ph.D.

Core ☒ Adjunct ☐ Other ☐

**Course Number:** EDU502D **Number of Credits:** 3 **Quarter:** Spring-1995

Evaluate the student's learning relative to the expectations stated in the syllabus for this learning activity.

*See attached*

(Attach additional sheets as necessary)

Number of Credits Granted: 3

Signature: *CC Catalano*

Date: *10/6/95*

Trish DePoe  
EDU502 D Spring, 1995  
Evaluator: Dr. Anthony F. Catalano

Course Purpose: To develop an understanding of the complexities and the importance of social studies teaching/learning. Emphasis was given to the social studies as disciplines and focus was on the Ten Strands identified in the National Council for the Social Studies' Education for Excellence.

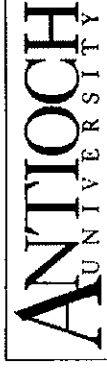
Students selected partners and together presented to the class a mini-lesson on a Strand of their choosing. These presentations focused on addressing the ways the Strand could be implemented at primary, upper elementary, and high school levels and included activities and a reflection paper. Trish selected a Social Studies & the Young Learner lesson on making global connections. She also distributed a lesson on creating a United Nations-like lesson setting up countries and debating issues.

The major project involved choosing a historical period, event, or issue and create a unit around it, using the Social Studies Standards as guidelines. The unit had the following requirements: reflect a year-long theme, incorporate the roles/conditions/ contributions of underrepresented peoples, relate the historical to contemporary context, integrate social studies, language arts, music, art, utilize at least one logical-mathematical intelligence process, demonstrate advancing competence in computer technology. Each unit was evaluated on how well it included each of the following: • initial and final assessments • 10 consecutive lessons in a variety of formats • address the NCSS Strands • include higher order thinking skills • employ the seven intelligences • include one lesson addressing the themes of geography • include one preparation lesson and one follow-up lesson connected to a field trip • include art/music of the period and/or about the period • a project as culminating event or as context for the entire unit • discuss the effect of technological advances. Strengths include lessons deciding on important historical figures, conducting research on a famous person with specific guidelines for content, building maps that focus on their historical figure's place, a field trip to Seattle's Northwest Folklife Festival followed by a reflective writing exercise, making art, music, dance profiles of chosen countries, and role playing historical figures. The lessons are creative and attempt to meet the NCSS Strands but Trish's understanding of them is developing and unique to her experience; she makes an important contribution to the understanding of these concepts.

Finally, each student reflected on his/her work in the form of a self-assessment. Trish's assessment was frank in its discussion of course activities and perspectives. She openly discussed the effect of various assignments and materials on her teaching and her abilities and expectations for communicating with colleagues.

Full credit is granted.

# Antioch University Seattle Evaluator's Assessment



ANTIOCH SEATTLE

2607 Second Avenue  
Seattle, Washington 98121-1211  
206-441-3352

**Student:** Patricia DePoe

**Program:** Certificate in Teaching

**Advisor:** Linda Campbell

**Learning Activity Title:** Science and Math Methods, Part II

**Evaluator:** Nancy Murphy

**Core** ☒ **Adjunct** ☐ **Other** ☐

**Quarter:** Spring 1995

**Course Number:** EDU502R

**Number of Credits:** 3

=====

Evaluate the student's learning relative to the expectations  
stated in the syllabus for this learning activity.

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Signature: Nancy Murphy Number of Credits Granted: 3 Date 6/22/95

Pg 1; EDU 502R; Spring Quarter, 1995  
Math and Science Methods, Part II  
Student: Tricia DePoe

Evaluator's Initials:   
Evaluator: Nancy Murphy

The second quarter of the science and math methods sequence focused on equitable instructional strategies for teaching the major concepts and computational skills of science and math. Students investigated a range of strategies, including direct instruction, guided discovery, technology-based instruction, open-ended discoveries, and emergent constructivism. They debated and constructed developmental sequences for many of the major conceptual domains of the two disciplines. The students explored their beliefs about the nature of the disciplines, equity, issues of power and curriculum, and developmental issues as they experienced model curriculum. The students created two unit plans with thorough daily lesson plans, one in science and one in math. The assessments of those units are included as a documentation for this final assessment narrative.

#### SCIENCE UNIT ASSESSMENT RUBRIC DUE DATE MAY 4, 1995:

##### General description of the unit:

5/4/95: Tricia created a unit for sixth grade students that explores glacial activity and its effects on the earth's landforms and bioregions. The unit combines hands-on activities to discover the properties of glaciers and field trips/readings to explore the impacts that glacial movement

##### The unit was ordered in a developmental sequence that addressed one major concept.

5/4/95: Tricia developed a sequence that allowed the students to personally discover the properties of ice in glaciers before they explored the more abstract evidence of how glaciers affected the landforms and life of the northwest. This sequence allows students to activate their new knowledge to create bridges to the information that they will encounter in their field trips to the museum and Snoqualmie.

##### The student identified at least three effective references for the concept.

5/4/95: Tricia included thorough references for four excellent resources that will help other teachers prepare for similar units.

##### The unit followed a learning cycle model format.

5/4/95: As mentioned earlier, Tricia engaged the students immediately with a series of stations in which they discovered certain properties of glaciers through hands-on activities. They continued to explore through field trips and activities, explaining their new knowledge through a variety of modalities. They extended this knowledge through a trip to the Pacific Science Center to imagine how glaciers impacted life in the ice ages.

##### The objectives were written in terms of observable student outcomes.

5/4/95: Tricia identified an excellent series of objectives, each one measurable and focused on student outcomes.

##### The lesson plans were explicit (anyone could repeat them from the directions); they included time estimates, teacher AND student behavior.

5/4/95: Tricia explained the teacher's instructions and expected student behaviors for all stages of the instruction. This allowed me to see that she had designed her lessons to keep the students continuously involved in activities, thinking, or communicating. The lessons are very child-centered and continuously engaging.

##### Students had the opportunity to explain their reasoning using a variety of intelligences.

5/4/95: Tricia allowed students many varieties of ways to express their understanding, including performance tasks, learning logs, photography, and oral individual or group presentations.

##### The unit included an assessment tool that reflected the objectives.

5/4/95: As mentioned earlier, Tricia's objectives were explicit about her expectations. She described in the instructional activities exactly what she would look for to assure that each student had met the objectives for the day. I applaud the way she nested her assessment into the instruction. My only suggestion is that she create an assessment tool that allows her to keep track of each student as they meet these objectives.

Pg 2; EDU 502K; Spring Quarter, 1995  
Math and Science Methods, Part II  
Student: Tricia Del'oe

Evaluator's Initials: **MM**  
Evaluator: Nancy Murphy

This could easily take the form of a checklist that includes each objective and each student's name in column format.

6/22/95: Tricia created an assessment tool that satisfies these criteria.

**The activities were sequenced and paced to promote positive management opportunities.**

5/4/95: As mentioned earlier, Tricia's lessons were designed to keep students actively engaged. For example, during a period when the small groups were making presentations, the listeners were asked to write questions about the presentations in their learning logs. This simple requirement shifted the listeners from a passive listener role to an active listener role.

**A positive role was built into the lessons for students with special needs.**

5/4/95: Tricia did a particularly thorough and sensitive job of describing a special role for a student with a low attention span. She created specific jobs for him to do throughout the unit that provided him with organized tasks and high levels of interaction. By making him her lab assistant he acquired a sneak preview of the activities and could therefore be familiar with the materials and expectations when he visited the stations as a student. Tricia seems to have a keen awareness of how to honor these special needs.

**Instructor's reflections on the unit:**

5/4/95: I am very impressed with Tricia's ability to sequence these activities with the student's needs in mind. She has presented a well-organized unit that is respectful of and celebrates her students' energy and developmental needs and the fascinating beauty and power of glaciers. I request that she add a recording tool for the assessment and provide some further structure for the learning log requirements for the students. I look forward to seeing her apply these ideas in the classroom.

6/22/95: Tricia's revisions were submitted and are acceptable.

# MATH UNIT ASSESSMENT RUBRIC

For the math assignment the students could either 1) create a unit plan including two days of thorough lessons (due May 30) or 2) create one thorough lesson plan using the same criteria and microteach it to a group of peers, receiving feedback on their planning and delivery (due June 8).

## General description of the unit:

5/30/95: Tricia Depoe created a unit for 6th grade in which the students choose companies to track and predict the change in stock value. In the process of students gathering information for a stock broker portfolio the students improve their ability to work with fractions, decimals, percents, and graphs.

The unit was ordered in a developmental sequence that addressed one major concept/skill.

|                                                                                                             |                                                                          |                                                                                   |                            |
|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------|----------------------------|
| Not applicable; student chose to write a single lesson plan and do a demonstration teaching session instead | Thoroughly documented; includes highly effective instructional decisions | Successful documentation with some suggestions for change; no revisions necessary | Please revise as suggested |
|                                                                                                             | ✓<br>5/30/95                                                             |                                                                                   |                            |

The student identified at least two effective references for the concept.

|                                                                          |                                                                                   |                            |
|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------|----------------------------|
| Thoroughly documented; includes highly effective instructional decisions | Successful documentation with some suggestions for change; no revisions necessary | Please revise as suggested |
|                                                                          | ✓<br>5/30/95                                                                      |                            |

The objectives were written in terms of observable student outcomes.

|                                                                          |                                                                                   |                            |
|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------|----------------------------|
| Thoroughly documented; includes highly effective instructional decisions | Successful documentation with some suggestions for change; no revisions necessary | Please revise as suggested |
| ✓<br>5/30/95                                                             |                                                                                   |                            |

The lesson plans were explicit (anyone could repeat them from the directions).

|                                                                          |                                                                                   |                            |
|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------|----------------------------|
| Thoroughly documented; includes highly effective instructional decisions | Successful documentation with some suggestions for change; no revisions necessary | Please revise as suggested |
| ✓<br>5/30/95                                                             |                                                                                   |                            |

Students were given the opportunity to explain their reasoning using a variety of intelligences.

|                                                                                                |                                                                                         |                            |
|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|----------------------------|
| Thoroughly documented;<br>includes highly effective<br>instructional decisions<br>✓<br>5/30/95 | Successful documentation with<br>some suggestions for change;<br>no revisions necessary | Please revise as suggested |
|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|----------------------------|

The unit included at least one authentic assessment tool that reflected the objectives.

|                                                                                                 |                                                                                         |                            |
|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|----------------------------|
| Thoroughly documented;<br>includes highly effective<br>instructional decisions<br>✓+<br>5/30/95 | Successful documentation with<br>some suggestions for change;<br>no revisions necessary | Please revise as suggested |
|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|----------------------------|

The activities were sequenced and paced to promote positive management opportunities.

|                                                                                                |                                                                                         |                            |
|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|----------------------------|
| Thoroughly documented;<br>includes highly effective<br>instructional decisions<br>✓<br>5/30/95 | Successful documentation with<br>some suggestions for change;<br>no revisions necessary | Please revise as suggested |
|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|----------------------------|

A positive role was built into the lesson for students with special needs.

|                                                                                                 |                                                                                         |                            |
|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|----------------------------|
| Thoroughly documented;<br>includes highly effective<br>instructional decisions<br>✓+<br>5/30/95 | Successful documentation with<br>some suggestions for change;<br>no revisions necessary | Please revise as suggested |
|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|----------------------------|

**Instructor's reflection on the unit**

5/30/95: This unit highlights Tricia's ability to consider the complexities of instructional planning. She has created a rich project with individual and group responsibilities and applications to the students' future lives. She has identified each task, provided detailed instructions and examples, and clearly listed her expectations of the students. The students are motivated to apply their math knowledge. Technology is made available to help students succeed. It is an excellent and thorough unit.

**FULL CREDIT GRANTED FOR THE COURSE:**

|          |          |
|----------|----------|
| Yes<br>✓ | Not yet! |
|----------|----------|

Tia Debol  
Student's name

## **Suggested Math/Science Requirement for the Curriculum Fair**

Nancy Murphy

Use at least one Logical Mathematical Intelligence Process in your lessons. Write a brief introductory paragraph (with the heading "Developing the Logical-Mathematical Intelligence Through Integrated Social Studies Curriculum)" that describes how your students are using this intelligence in this curriculum project. Choose from the following list:

### **Patterning**

Attending to Attributes  
Applying Logic  
Solving Problems  
Reasoning in Space and Time  
Collecting and Interpreting Data  
Minimizing Uncertainty  
Designing Experiments to Test Hypotheses  
Applying Facts and Concepts Effectively

### **Assessment Criteria:**

Used at least one logical-mathematical intelligence process

☐ No Evidence  
☐ Needs Improvement  
☒ Satisfactory

Described how the lesson addressed this intelligence (so that an uninformed reader would understand that this lesson did indeed utilize the logical-mathematical intelligence).

☐ No Evidence  
☐ Needs Improvement  
☒ Satisfactory

**Evaluator's Assessment**

**Student:** Patricia A. DePoe

**Program:** Certification in Teaching

**Advisor:** Esmailka, Wendy

**Learning Activity Title:**

K-8 Art Methods

**Evaluator:** Brewer, Chris

**Core\_\_ Adjunct\_\_ Other\_\_**

**Course Number:** EDU502U **Number of Credits:** 1 **Quarter:** Spring-1995

Evaluate the student's learning relative to the expectations stated in the syllabus for this learning activity.



(Attach additional sheets as necessary)

Signature: Chris Brewer Number of Credits Granted: 1 Date: 2/2/95

Antioch University Evaluator's Assessment  
Chris Brewer, Spring 1995, ED 502-U  
Patricia Depoe

The one-credit course, **ED 502-U: K-8 Art Methods**, surveyed basic art materials and methods and explored potential classroom activities for both art instruction and for integration within other content areas. Students were required to participate in active experiences of using arts materials to develop an understanding of the inherent properties of the mediums. They were then required to create a lesson plan which incorporated appropriate use of art activities within a self-selected content area.

Art materials explored by the students were:

1. Ebony pencils
  2. Markers
  3. Water color paints
  4. Acrylic paint
  5. Polyform clay
  6. Oil Pastels
  7. Three-dimensional papier-mâché type materials
- Specific drawing methods explored were Drawing on the Right Side of the Brain and Mona Brookes' drawing methodology.

Patricia participated actively in all of the course experiences. She submitted a lesson plan for a unit on cultural diversity. Some of the components of Patricia's lesson plan which I thought were particularly effective included:

- the freedom for students to explore personal expression within the framework of the lesson plan
- the opportunity to experience an aesthetic encounter through the many musicians from around the world, or local musicians performing world music, which are present at the Folklife Festival
- the perspective that art is an important communication medium
- the opportunity for students to reflect upon their own affective response to their cultural experiences at the Folklife Festival
- the use of a variety of art mediums for students to chose from
- the opportunity for students to share their art work with others
- the plan for a special time in which students present their efforts

Suggestions I would offer Patricia would be to be sure that students have time to gain some basic familiarity with art materials before asking them to create their product.

I found Patricia's lesson plan to be creative, meaningful and one which offers an opportunity for students to experience their own creativity. Full credit is granted.

**Evaluator's Assessment**

**Student:** Patricia A. DePoe

**Program:** Certification in Teaching

**Advisor:** Esmailka, Wendy

**Learning Activity Title:**

K-8 Music Methods

**Evaluator:** Brewer, Chris

**Core**    **Adjunct**    **Other**   

**Course Number:** EDU502V **Number of Credits:** 1 **Quarter:** Spring-1995

Evaluate the student's learning relative to the expectations stated in the syllabus for this learning activity.



(Attach additional sheets as necessary)

Signature: Chris Brewer

Number of Credits Granted: 1

Date: 7/2/95

Antioch University Evaluator's Assessment  
Chris Brewer, Spring 1995, ED 502-V

Patricia Depoe

The one-credit course, **ED 502-V: K-8 Music Methods**, surveyed basic music principles and explored practical methods for using music in the classroom both to increase skill levels and to discover techniques for using music to enhance the learning process. Students participated in active experiences using music to develop an understanding of the inherent properties of music and how music affects us mentally, physically, emotionally and spiritually. They were presented with information about the musical intelligence and techniques to develop it. Students were required to create a lesson plan which incorporated appropriate use of music within a self-selected content area.

Patricia participated actively in all of the course experiences. She submitted a lesson plan incorporating music into a unit on the exploration of cultural diversity through music. Some of the components of Patricia's lesson plan which I thought were particularly effective included:

- the recognition that music is an integral part of any culture and the sharing of this concept with the students
- the opportunity for students to be exposed to a variety of cultural music
- the provision of an aesthetic encounter through the field trip to the Folklife Festival
- the opportunity for students to reflect upon their personal affective response to their experiences
- the opportunity to respond to the assignment through a variety of means including active participation in the creation of music, inspired by their experiences

A suggestion I would offer Patricia is to consider would be to provide some musical instruments so that all students can explore simple aspects of sound creation while they are still in the aesthetic experience. For example, even simple rhythm instruments (or even hand-clapping) could be used to replicate the "Breakfast Beat" we did in class and may inspire more students to move directly into musical creation! I appreciated all of the pre- and post- classwork (play) you developed around the experience of the festival so students had a solid foundation to grow and learn from.

I found Patricia's lesson plan meaningful, comprehensive and effective in inspiring an understanding of music and cultural diversity through the creations of the people! Full credit is granted.

## Evaluator's Assessment

**Student:** Patricia A. DePoe

**Program:** Certification in Teaching

**Advisor:** Esmailka, Wendy

**Learning Activity Title:**

Guided Studies

**Evaluator:** Drotz, Paul

Core ☒ Adjunct \_\_\_ Other \_\_\_

**Course Number:** EDU513C **Number of Credits:** 3 **Quarter:** Spring-1995

Evaluate the student's learning relative to the expectations stated in the syllabus for this learning activity.



(Attach additional sheets as necessary)

Number of Credits Granted: 3

Signature: Paul Drotz Date: 7-11-95

**EDUC 513 C Spring 1995**

**Student: Tricia DePoe**

**Instructor: Paul Drotz**

*pel*

**EDUC 513 C is a course of study that has been designed to help introduce and link the candidate for teacher certification to the structure and governance of education and the role of other social institutions that work to support youth, family and individuals.**

Four major areas are explored during this course. The first area was visitations of other agencies. In this area each student was to identify two agencies in each of three areas; educational governance, educational resources, and community resources. Ms. DePoe located appropriate agencies, developed questions to assist in learning about the agency, visited the agency, and then wrote a reflection on the services, effectiveness, and the relationship to children and schools. The agencies Tricia visited were primarily related to services provided to American Indian children. Ms. DePoe reported on the activities of each agency. I would hope that she continues to develop a relationship with other agencies and the services they can provide to all children.

The second area of study was competencies which involve skills necessary for teaching and educational research for practicing teachers. Ms. DePoe worked hard to show progress in each competency through her coursework and study. She had taken some computer classes before entering this program and used that information to establish a level of competence. Tricia was accurate in her assessment of her skills and recognizes the areas of communication which she will continue to improve.

The third area was community service which was an effort to help students experience the role of those involved in various agencies which supported children and education. Thirty hours of service were required which were reported in a log and written reflection. Ms. DePoe worked in an Indian education after school enrichment program for junior high and high school students.

The fourth area consisted of the review of the educational research literature on a topic of high interest to the student. Each student prepares a written literature review which can become the basis of their Master's action research project. Ms. DePoe worked on a project to enhance language arts curriculum through

*Red*

traditional native stories and drama. This was a continuation a of a project she had developed to seek funding to provide the services. The paper contained a broad range of resource materials and made a focus of learning style tendencies of Native American students.

## Evaluator's Assessment

**Student:** Patricia A. DePoe

**Program:** Certification in Teaching

**Advisor:** Esmailka, Wendy

**Learning Activity Title:**

Schools and Society II



**Evaluator:** Esmailka, Wendy

**Core**\_\_ **Adjunct**\_\_ **Other**\_\_

**Course Number:** EDU556B **Number of Credits:** 3 **Quarter:** Spring-1995

Evaluate the student's learning relative to the expectations stated in the syllabus for this learning activity.

(Attach additional sheets as necessary)

Number of Credits Granted: 3

Signature: Dr. Wendy (Esmailka) Korn Date: 4/21/99

RegSys II — 5/91

# EDU556B Schools and Society

Trish DePoe

Instructor: Dr. Wendy (Esmailka) Rosen  
Spring, 1995

This course was the second half of a two term course, **Schools and Society**, which focused on diversity and equity issues. During the spring term we examined school funding, school law, and a broad spectrum of topics students selected and taught to the rest of the class. Requirements for this course included: active participation in small and large group discussions, a ten minute presentation on a school law topic selected by each student, a forty-five minute presentation on a topic of each student's choice, a curriculum project, and a self-evaluation.

Trish DePoe participated occasionally in both small and large group discussions. She often raised issues that several students had little or no experience with. The class benefited from her knowledge of Native American issues and her willingness to talk openly about them.

For her presentation on school law Trish spoke about federal funding that is available for American Indian children. She clearly described the controversies that arise when school boards control the funding, and she illustrated with a poignant example from the school in her home town. The information she provided was invaluable. The presentation would have been even more effective if Trish had monitored the allotted time more carefully.

Rather than team teaching, Trish chose to do the second presentation alone, focusing on curriculum and cultural inequities. She began with a story that students read and critiqued for bias. She connected this to present day situations she has experienced, provided a startling set of statistics about drop-outs, and provided information she received from interviewing teachers. Unfortunately, her objectives for the presentation were unclear, so it was difficult to draw connections between the various parts.

Although Trish is very passionate about her ideas, it was difficult to hear her throughout the room. I trust she will improve in this area with practice.

For the lesson plans assignment, Trish originally turned in a set of plans in which students studied a famous person in history. While the unit had many redeeming qualities, it did not meet many of the required criteria, and it was returned for additional work. Rather than filling in the needed pieces, Trish chose to write a new unit on ancient societies. Again, the unit had many redeeming qualities, including: a focus on higher order thinking; emphasis on all seven intelligences; clear connections to contemporary issues; a focus on creativity. Needless to say, for all its strengths, the unit did not "hang together" as a cohesive whole; the mind map needed much further development; there was not a clear diversity statement; and it was difficult to understand the "so what" of several lessons. In sum, I believe Trish needs additional assistance in pulling together a cohesive set of lessons constitute a unit.

A self-assessment was due for two different courses this term. Unfortunately, Trish turned in her Social Studies assessment to me and never followed up with one for Schools and Society. This seemed indicative of how overwhelmed Trish felt during this term. She did meet minimum requirements for this course, and full credit is granted.

*Dr. Wendy (Esmailka) Rosen*

## Evaluator's Assessment

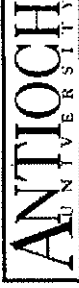
**Student:** Patricia A. DePoe

**Program:** Certification in Teaching

**Advisor:** Campbell, Linda

**Learning Activity Title:**

Elementary Methods: Physical Education



Antioch Seattle

**Evaluator:** Catalano, Tony F, Ph.D.; Catalano, Cindy

Core ☒ Adjunct ☐ Other ☐

**Course Number:** EDU5021 **Number of Credits:** 1 **Quarter:** Summer-1995

Evaluate the student's learning relative to the expectations stated in the syllabus for this learning activity.

### ED5021 Physical Education Methods 1 Credit

Dr. Anthony F. Catalano

In order to receive credit students were required to purchase the book Fitness Fun, attend the 5-hour workshop offered on-campus, and complete two assignments from the options offered below.

- 1) Collect a set of 20 developmentally-appropriate, health related, fitness-oriented activities to integrate into a previously-constructed unit, units, or a new one you'd like to develop and provide a professional rationale for your choices.
- 2) Collect a set of 20 activities you will use in your classroom to promote daily, quality physical education and provide a professional rationale for your choices. These activities must be referenced. Trish chose to do # 2. She and three colleagues collected, described and rationalized a total of 20 activities appropriate for middle school students. The selected activities include some that could be curricular related. All are referenced.

1) Read five articles from Strategies, JOPERD, TEPE, or MSPE or other P.E.-related journals, and critique each one with respect to the applicability of the concepts to your fall student teaching assignment.

2) Read and critique a P.E. textbook written for teachers.

Trish chose to do #2, using the text, The Cooperative Sports & Games Book: Challenge Without Competition, by Terry Orlick. She points out the multi-cultural aspects of the games and the author's purpose of creating movement activities for multi-age, multi-ability groups. She provides examples of cooperative games suitable for children ages K-12 and organized by broad age groupings. While she has some problems with writing conventions and with a closing statements, she has nonetheless completed the requirements and credit is granted.

(Attach additional sheets as necessary)

Number of Credits Granted: 1

Signature: A. Catalano Date: 10/24/95

## Evaluator's Assessment

**Student:** Patricia A. DePoe

**Program:** Certification in Teaching

**Advisor:** Campbell, Linda

**Learning Activity Title:**

Elementary Methods: Health Education

**Evaluator:** Flynn, Tracy

Core Adjunct ☒ Other     

**Course Number:** EDU502J **Number of Credits:** 1 **Quarter:** Summer-1995

Evaluate the student's learning relative to the expectations stated in the syllabus for this learning activity.

In this one credit course entitled: **Health Methods**, teacher certification students were instructed in health education issues, philosophy and methods. Students explored in class and in independent study several themes. These themes include, the history of health education, comprehensive health issues in the education environment, behaviors and their health consequences, the place of values in health education, sexuality education law and policy and the development of a health unit that can stand alone or be integrated into another academic area within an elementary or middle school classroom.

At the conclusion of this course students were required to be able to identify the six behaviors responsible for most health problems in the United States today, the ten content areas of a comprehensive school health curriculum, and the skills necessary for healthful living. In addition, students were required to explore the place of values in the classroom and how that relates to the teaching of health, and what laws and policies are pertinent to their teaching of sexuality education in Washington State. Each student, individually or in small groups, was responsible for collecting health related resources and developing a lesson plan that was age and developmentally appropriate for their identified target audience.

This highly interactive class coupled with the enthusiasm and insight of the students ensure me that they have a clear understanding of the importance of health education and the ability to implement health lessons that are clear, well thought out and age appropriate. Credit is granted.

(Attach additional sheets as necessary)

Number of Credits Granted: 1

Signature: Tracy Flynn

Date: 8/1/95

Antioch University

Student: Trisha DePoe

Instructor: Tracy Flynn

Course: Health Methods, EDU502J  
Summer, 1995

This sounds like a very well thought out approach to teaching some anger management skills to your students. I am concerned that you will want more time than you have allowed for the group work with the students. Do you think a week is enough time on this topic? I really like your idea of having the students keep their own journal on what "triggers" their anger and how they can alleviate it in a healthy way. The journal is a great way of integrating this topic into language arts. Finally, I think your resource book, Speaking Your Mind in 101 Difficult Situations, sounds great. I will look for it for my own reading. Thank you for a well-crafted unit plan.

## Evaluator's Assessment

**Student:** Patricia A. DePoe

**Program:** Certification in Teaching

**Advisor:** Campbell, Linda

**Learning Activity Title:**

Literacy Issues and Methods: Part II

**Evaluator:** Serling, Leslie

Core ☐ Adjunct ☒ Other ☐

**Course Number:** EDU502T **Number of Credits:** 3 **Quarter:** Summer-1995

Evaluate the student's learning relative to the expectations stated in the syllabus for this learning activity.

(Attach additional sheets as necessary)

Number of Credits Granted: 3

Signature: Leslie Serling

Date: Oct. 3, 1995

The three credit course, EDU 502T: Literacy, presented a variety of approaches to teach reading and writing using literature as a focal point to create a whole language environment. Students participated in daily whole class or small group discussions. They were asked to reflect upon their current feeling regarding the use of whole language and phonics and how they would apply it to their teaching situation. The following assignments were given:

1. Make activity cards pertaining to grade appropriate literature.
2. Reflect on a professional article.
3. Keep a learning journal and reflect on a segment of it.
4. Develop a unit using literature as the central point to teach across the curriculum.

Present it to the class.

### Trish DePoe

For the first assignment, students were asked to develop 5 activity cards based on grade appropriate literature, representing a variety of curriculum areas. Trish developed a cooperative activity for 4/5 students to explore literature in small groups. Her idea reflects thought and targets a variety of learning styles.

For the final project, students developed a teaching unit using a piece of literature or a theme as a central point to teach across the curriculum. It was to include a rationale, personal connection, length of time for unit, activities in 6 different curriculum areas, bibliography, questions for implementation and application to special needs students. Trish developed a Cross Cultural unit using Language Arts for students in 5th through 8th grade. She included a collection of stories from the Native American culture. The activities she developed demonstrate her initiative to address the needs of a wide range of abilities in her classroom setting. The students will have an opportunity to explore this theme through a variety of learning choices. Trish's personal connection to the topic will bring additional strength to this unit.

Trish's enthusiasm for bringing her ideas to the students will certainly be an asset when she enters the classroom. Her students will be lucky to have her in their setting.

Full credit is granted.

## Evaluator's Assessment

**Student:** Patricia A. DePoe

**Program:** Certification in Teaching

**Advisor:** Campbell, Linda

**Learning Activity Title:**

Children with Special Needs: Child Abuse and Neglect Issues

**Evaluator:** Flynn, Tracy

Core ☐ Adjunct ☒ Other ☐

**Course Number:** EDU508A **Number of Credits:** 1 **Quarter:** Summer-1995

Evaluate the student's learning relative to the expectations stated in the syllabus for this learning activity.

In this one credit course entitled: Child Abuse and Neglect: The Educators' Responsibility, students were introduced to broad spectrum of information on the topic of child maltreatment. We explored the social and legal aspects of child abuse and neglect and examined their responsibility as mandated reporters pursuant to Washington State law, RCW 26.44.030. Students worked cooperatively, read articles, watched videos and had a guest speaker representing the Division of Child and Family Services (DCFS) under which Child Protective Services (CPS) operates.

This course covered:

1. Personal and legal definitions of child abuse and neglect including, physical abuse, emotional/verbal abuse, neglect and sexual abuse.
2. Indicators of abuse including behavioral as well as physical indicators and characteristics of families at risk for abuse.
3. How to handle disclosure of abuse in the school setting.
4. Mandated reporting laws.
5. An overview of Child Protective Services.
6. Discussion of the relationship of child maltreatment to the abuse of drugs and alcohol.
7. Behavioral manifestations of abuse in the classroom setting.
8. How to handle allegations of abuse by staff.
9. Educational and community resources.

This highly interactive class coupled with the enthusiasm and insight of the students ensure me that they have a clear understanding of their responsibility as mandated reporters and the ability to follow through when there is a child of concern. Credit is granted.

(Attach additional sheets as necessary)

Number of Credits Granted: 1

Signature: Tracy Flynn

Date: 7/21/95

**Evaluator's Assessment**

**Student:** Patricia A. DePoe

**Program:** Certification in Teaching

**Advisor:** Campbell, Linda

**Learning Activity Title:**

Children with Special Needs

**Evaluator:** Catalano, Tony F., Ph.D.;

Core ☒ Adjunct ☐ Other ☐

**Course Number:** EDU508E **Number of Credits:** 3 **Quarter:** Summer-1995

Evaluate the student's learning relative to the expectations stated in the syllabus for this learning activity.



Antioch Seattle

(Attach additional sheets as necessary)

Number of Credits Granted: 3

Signature: Catalano Date: 7/20/95

**ED508E**  
**Children with Special Needs**  
**Dr. Anthony F. Catalano**

**Student: Trish DePoe**

This course is required of all teacher certification candidates to meet the Washington Administrative Codes. As such, the course is designed as an overview of special education issues, emphasizing instructional strategies, identification of special needs students, and understanding the legal issues and responsibilities regular classroom teachers have.

To earn full credit for this course, each student completed the following assignments:

Develop a case study for a group to discuss with you as leader. The case study can be the story of one child or it can be the stories of more than one child rolled into a representative piece. Include a set of guiding questions to use during the discussion. Trish completed this requirement satisfactorily.

Select and view a film which features a person with disabilities. In a reflective essay, discuss the ways in which the character with the exceptionality or special needs has been portrayed. Trish selected the film, "The Piano." She briefly described the lead character's disability and the impact this character's mode of expression had on those she came into contact with.

Revisit one or all the Units you developed during Winter and Spring Quarters and adapt one lesson to meet the needs of each category of student listed below:

- behavior disordered students                      • learning disabled students
- ADD/ADHD students                                      • gifted students
- physically disabled students                        • FAS/FAE students

Include in your adaptation

- a) a description of behavioral and medical characteristics of the child,
- b) a description of how you are modifying your instruction to meet that child's needs, and
- c) a rationale explaining why you made your decisions.

Trish modified lessons from Math, Literacy, and Social Studies units. She suggests interactive lessons, assigning responsibility, and keeping a daily log for behavior disordered students, providing a task analysis of the assignment, providing additional information and providing additional materials for the LD student, providing quiet study areas and additional adult assistance for the ADHD child, and by assigning extra responsibilities and learning opportunities to the gifted student. Trish did not address physically disabled or FAS/FAE students. Her ideas are solid and workable.

Write a 3 page paper describing how you will accommodate all special needs students in your inclusive classroom. Address possible areas of conflict and problems and offer suggestions for their resolution. Trish begins her paper with a discussion of the current legal and social issues surrounding the move towards inclusion. While decrying a climate whose motives are suspect, Trish simultaneously makes workable suggestions for working with special needs students. Among them are addressing the students' learning styles and applying multiple intelligences theory and practice into the curriculum. Rarely has Trish spoken with such passion and from such a strong knowledge base; her examples are concrete and stretch beyond the overt issues in the assignment. Credit is granted.

## Evaluator's Assessment

**Student:** Patricia A. DePoe

**Program:** Certification in Teaching

**Advisor:** Campbell, Linda

**Learning Activity Title:**

Introduction to Research



Antioch Seattle

**Evaluator:** Mikel, Edward

Core ☒ Adjunct ☐ Other ☐

**Course Number:** EDU520 **Number of Credits:** 3 **Quarter:** Summer-1995

Evaluate the student's learning relative to the expectations stated in the syllabus for this learning activity.

Designed for the educator as researcher, this course explores the various and multifaceted avenues of inquiry available to reflective practitioners. Students have opportunities to examine the assumptions of various research paradigms and strategies, to try out and critique qualitative and quantitative research methods; to understand research design with particular attention to critical, action, and participatory research; and to consider what research orientations will help them to pose and answer questions important to their work as educators.

More specifically, course goals include students' coming to understand how modes of research express different possibilities for thinking about the social world, for considering what matters to people and in society, and for holding and pursuing alternative forms of awareness, sensibility, belief, and action. Students should become cognizant of what fundamentally distinguishes various types of educational research in respect to ethical and political orientations. They should understand how research engages in a "politics of representation" through which research contributes significantly to defining the social identity of the researched, thus helping to fix them to some position in the larger world of social, cultural, political, and economic arrangements. Through the course as well, students strengthen their ability to propose original studies and to evaluate critically existing research studies in terms of the thoughtfulness and completeness of overall research strategy; efficacy of design, appropriateness of methodology employed, clarity and soundness of analyses, and significance of conclusions reached. Finally, through various field exercises students are to develop first-level practical skill in generating detailed observational, interview, and survey test data and in drawing credible analyses of them.

(Continued)

(Attach additional sheets as necessary)

Number of Credits Granted: 3

Signature: Edward Mikel

Date: 9/18/95

Student: Patricia DePoe  
Evaluator: Ed Mikel  
Course: EDUE20: Introduction to Research  
Summer Quarter, 1995  
Page 2

Evaluator's initials EW

Trish has accomplished much in the relatively short duration of the course. Bringing to the course an energetic questioning of whatever she encounters, Trish has further developed a strong understanding of the fundamental issues around knowledge in society: its pluralistic and multicultural nature; the contesting of local and general knowledge; of everyday and formal/technical knowledge; the role of knowledge in creating and maintaining different social positions and in serving potentially competing social interests and values. She is well aware of the ethics and politics involved in pursuing knowledge of any given form and content, about any aspect of formal education and schooling, rooted as this pursuit is in certain relationships between the researcher(s) and others participating in the research, from ostensibly detached expert to full collaborator in service of the interests and values of the local community or group. Trish is particularly sensitive to the past influences of researcher interest and bias on the direction studies of Native American communities and education, whether within that community or in public or BIA schools outside of it. She has thought a great deal about how research can serve communities of color that have been marginalized, and, at the same, inform the educational establishment on how to conduct schools that, precisely because they are culturally relevant, are good for all students and can be successful for all of them.

Trish has gained a solid critical perspective and ability to make explicit the underlying assumptions and ethical/political stance taken in existing research studies. In her critiques of empirical research, she has effectively brought to bear her commitment to and prior study of Native American traditions, and has given the class many insights into the experience of Native Americans as a traditionally silenced and misrepresented population. Trish, from the outset of the course, has shown insight in evaluating the architecture of a study's overall strategy--design, methodology, and approach to analysis--and how well its various tasks have been executed. She has only improved at this as she has read more research exemplifying alternative orientations and strategies. Trish has made marked strides in learning qualitative and action research techniques, and is certainly competent in gathering primary observational and interview data, and giving it an initial coding and direction for analysis. She has a good sense of the logic of quantitative methods and statistical analysis and is familiar with core terms in statistics.

Trish's final project, a trial research proposal, presents a study she intends to conduct on what might be termed breakthrough practices and programs for Native American students. She plans in-depth interviews with educators, members of the Native community, and students and families to determine what new perspectives and approaches are now working in schools -- in curriculum and teaching, counseling and co-curricular programs--and through schools--parent involvement and support, community engagement, special resources--to break the traditional cycle of failure and alienation. From her collctive interviews she will document key features of non-conventional practice that is effective and attempt to identify principles by which individual projects can be extended and deepened, and linked with each other. What is perhaps most promising in this study is that it will focus on hope and demonstrated success rather than on the current state of resigned discouragement and apathy in the face of omnipresent negative readings on the condition of Native American education.

Trish was a valuable member of the class. She was active in class--and increasingly so as she found kindred "subversive voices" (to use her terms) among her classmates. She was forthright in expressing her views and contributed much to our understanding of the potential of research for the Native-American community and people of color more generally. Her critiques of studies always offered fresh insights. And she was very responsive to and supportive of the

(continued)

Student: Patricia DePoe  
Evaluator: Ed Mikel  
Course: EDU520: Introduction to Research  
Summer Quarter, 1995  
Page 3

Evaluator's initials EW

other class members. Trish was also constant in bringing good spirit and humor to class. I believe her future studies on education for Native Americans will give us optimism and powerful ideas, and will embody the application of what she calls a truly "questioning intellect" bent on undoing business as usual and finding a new way.

## Evaluator's Assessment

**Student:** Patricia A. DePoe

**Program:** Certification in Teaching

**Advisor:** Campbell, Linda

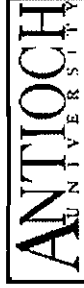
**Learning Activity Title:**  
Teacher as Professional

**Evaluator:** Perry, Jan

Core ☐ Adjunct ☒ Other ☐

**Course Number:** EDU555 **Number of Credits:** 1 **Quarter:** Summer-1995

Evaluate the student's learning relative to the expectations stated in the syllabus for this learning activity.



Antioch Seattle

(Attach additional sheets as necessary)

Number of Credits Granted: 1

Signature: Jan Perry

Date: 8-12-95

## PATRICIA DEPOE

The one credit course, EDU555, Teacher as Professional, enabled students to look at Washington State's expectations for teachers as professionals and the students' own expectations for themselves. Students brainstormed valued professional traits of teachers; used a jigsaw activity to research and share contractual information and laws regarding evaluation, feedback, and professional improvement plans; worked with the Professional Growth Option planning tool; and simulated an experience in staff professional growth through a visioning tool called "Decisionpoints." They then worked in small groups to create a visual representation of the knowledge they had gained and presented their work to the total group. In addition, each student selected one of two outside assignments. (1) Beginning with three specific sites given by the teacher, explore and annotate educational resources on Internet's World Wide Web. (2) Create a Professional Growth Option plan for the student internship, providing goals, activities, resources, timelines, and assessment tools. Review this plan with a colleague and receive feedback.

Patricia has visited a great number of World Wide Web sites for her assignment. Her interests have ranged from educational sites to indexes to "other stuff" of interest about education. She is comfortable with search tools and connections on the Web. In addition, Patricia printed out several pages from the World Wide Web that indicate resources which she found.

**Suggestion for Patricia:** : When creating an annotated list of Web sites giving the name of the organizer for the site and its URL (address), it is often helpful to briefly note the types of resources available at the site and/or its personal usefulness. Many Web users keep a notebook or computer file of URLs with such annotation for quick reference as well as keeping several sites on their Bookmarks list and printing out pages of interest..

Patricia has done an extensive exploration of educational web sites. Full credit is granted.

## Evaluator's Assessment

**Student:** Patricia A. DePoe

**Program:** Master of Arts in Ed. w/ Teacher Certification

**Advisor:** Campbell, Linda

**Learning Activity Title:**

Research Process & Product



Antioch Seattle

**Evaluator:** Campbell, Linda

Core ☒ Adjunct ☐ Other ☐

**Course Number:** EDU599A **Number of Credits:** 7 **Quarter:** Fall-1995

Evaluate the student's learning relative to the expectations stated in the syllabus for this learning activity.

*See attached*

(Attach additional sheets as necessary)

Signature: \_\_\_\_\_

Number of Credits Granted: \_\_\_\_\_

Date: \_\_\_\_\_

*Linda M. Campbell*

*7*

*Nov 7 1995*

RegSys II - 5/91

Patricia DePoe  
EDU 599A  
7 credits  
Fall, 1995  
Advisor:  
Linda Campbell

EDU 599A Research Process and Product consisted of individual advisor meetings and student independent work to write and revise a research proposal for the Teacher Certification Masters of Arts in Education required research project. Patricia's study addresses the cultural discontinuity experienced by Native American students when confronted with traditional school curriculum and the resultant lack of academic achievement. The research proposal Patricia wrote and submitted included the intent of her study, the problem statement, a literature review, a methodology section, and an interview questionnaire.

The literature review Patricia wrote and revised included a historical survey of American Indian educational achievement issues, a current national perspective, and a local state-wide perspective. For her methodology section, Patricia selected a qualitative approach using a combination of interviews and observations. For her interview questions, Patricia identified a questionnaire developed by Dr. James Banks, an internationally renowned expert in multicultural education. Patricia modified the questionnaire to specifically address questions about the cultural relevance of curricular and pedagogical approaches American Indian students experience in traditional schools. For her research population, Patricia ~~selected~~ teachers, intervention counselors, Native American ~~and~~ through twelfth grade students to interview. For the final requirement of this course, Patricia conducted a pilot interview with two teachers working with Native youth.

To improve her academic projects in the future, I would recommend that Patricia continue her efforts at convergent thinking. Since Patricia is interested in many aspects of education, time was initially spent identifying a manageable focus for her study. I would also recommend that Patricia edit her work for clarity of thought before submitting it. These suggestions, however, are not meant to detract from the good work Patricia has done for this course. The seven credits are granted.

## Evaluator's Assessment

**Student:** Patricia A. DePoe

**Program:** Master of Arts in Ed. w/ Teacher Certification

**Advisor:** Campbell, Linda

**Learning Activity Title:**

Field Practicum

**Evaluator:** Campbell, Linda

Core ☒ Adjunct ☐ Other ☐

**Course Number:** EDU599B **Number of Credits:** 2 **Quarter:** Fall-1995

Evaluate the student's learning relative to the expectations stated in the syllabus for this learning activity.

*See attached.*



(Attach additional sheets as necessary)

Signature: \_\_\_\_\_

*Linda Campbell*

Number of Credits Granted: \_\_\_\_\_

Date: \_\_\_\_\_

*27/96*  
*3/8/96*  
RegSys II - 5/91

Patricia DePoe  
Field Practicum  
EDU 599B  
Advisor: Linda Campbell

For the two credit Field Practicum course, Patricia DePoe was required to spend approximately four weeks observing classrooms in Washington State approved schools. While observing in the classrooms, Patricia was also required to assist individual, small, and whole groups of students in their learning activities. These activities were in preparation for her student teaching quarter. For her field practicum, Patricia observed in Seattle area elementary and middle school classrooms. She assisted students with their math and social studies lessons. In one middle school classroom, I observed Patricia work with middle school students on a math lesson. She quietly went from desk to desk to assist students and also helped reinforce the regular classroom teacher's behavior expectations. She demonstrated collegial skills with the staff members at the school and because of her positive relationships with students and adults alike, Patricia was asked to repeatedly return to the school to chaperone field trips and to continue her work with students. Patricia's time in the classroom for this course far exceeded the four week requirement. She also identified her student teaching placement and observed in the classroom of her supervising teacher at Cascade Middle School in the Highline School District. The two credits are granted.

# Antioch University Seattle Evaluator's Assessment



Student: Patricia DePoe

Program: Teacher Certification w/ Master of Arts in Education

Advisor: Linda Campbell

Learning Activity Title: Student Teaching

Evaluator: Linda Campbell

Core ☒ Adjunct ☐ Other ☐

Quarter: Winter 1996

Course Number: EDU510

Number of Credits: 15

=====

Evaluate the student's learning relative to the expectations stated  
in the syllabus for this learning activity.

Signature: \_\_\_\_\_

*Linda Campbell*

Number of Credits Granted: \_\_\_\_\_

15

Date

6/20/96

=====

**PROFESSIONAL REFERENCE FOR PATRICIA DEPOE**  
**FROM LINDA CAMPBELL 6/16/96**

During the 1995-1996 school year, I had the opportunity to observe and supervise Patricia DePoe in three different classrooms: one was in a sixth grade tribal school, the second was in a middle school social studies and language arts classroom, and the third was in a full day, sixth grade classroom. In her placements, Trish has consistently displayed a strong commitment to teaching. She is especially interested in teaching American Indian students as well as other under-served populations. During her three placements, Trish has grown as a professional and is aware of challenges she must address.

In terms of instruction, Trish attempts to incorporate numerous modes of learning for the students. She has set up stations based on the multiple intelligences for a rainforest unit, engaged students in arts projects to accompany her reading aloud to them, and used visual, kinesthetic, and verbal modes for language arts and social studies curricula. I was particularly impressed with a poetry unit Trish developed for eighth grade students. She identified poems that were relevant for adolescents and I observed the students being highly motivated and actively engaged in reading poems out loud to their classmates, discussing them, and writing their own. Some of Trish's challenges with instruction include strengthening her own background knowledge especially in non-humanities subjects such as math, insuring that her spelling and grammar usage is consistently correct, and providing explicit and clear directions to students. Trish should identify strategies to overcome these weaknesses.

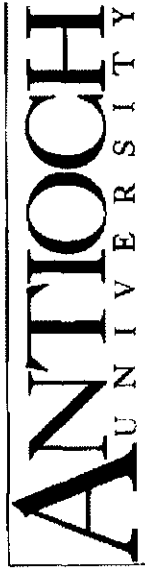
Trish has learned many techniques for classroom management and discipline. The techniques she uses are varied, including both verbal and non-verbal cues to maintain students on task. Trish uses hand signals, peer governance, a check system as a reminder of appropriate behavior, and calls out individual student names when students begin to get off task. Trish also uses class meetings for students to actively problem solve and to maintain a positive affective environment. In general, students are respectful of her as she is of them. When an individual is being disruptive, Trish confers one-on-one with the student and is willing to call home to learn parental

perspectives and gain additional support. Areas of improvement for Trish's classroom management skills include setting consistent consequences for student misbehavior and reminding students of behavior expectations at the outset of an activity.

In summary, I think that Trish possesses the potential to be an effective teacher. She is a bright, dedicated person and works collaboratively with colleagues. She very willingly shares important multicultural perspectives and resources with others. If you would like additional information, please call me at Antioch at (206) 441-5352 extension 5607.

Linda Campbell, Coordinator, Teacher Certification

## Evaluator's Assessment



**Student:** Ms. Patricia DePoe

**Advisor:** Dr. Edward Mikel

**Program:** Teacher Certification

**Learning Activity Title:** IS: Schools and Society

**Evaluator:** Ed Mikel

**Course Number:** 30EDU-599-1

**Number of Credits:** 3

**Quarter:** Spring 1999

Evaluate student's learning relative to expectations stated in the syllabus for this learning activity.

(Attach additional sheets as necessary)

Credits Granted ☒ Yes / ☐ No

Evaluator Signature: Edward Mikel

Date: June 14, 1999

Course: EPU599: Independent Study:  
Schools and Society

Student: Patricia DePoe  
Evaluator: Ed Mikel  
Quarter: Spring, 1999  
Page 2

Evaluator's initials EW

In this independent study project, Trish has undertaken to create a curriculum for multicultural education and social justice. As a member of the Makah tribe, who are presently engaged in attempted resumption of their treaty-authorized whaling rights, Trish has widely observed and encountered what she considers unwarranted and racist hostility in the neighboring community and public school district over the whaling controversy. This strong opposition to resumed Makah whaling from the non-Native population has been evidenced in her mind in the district's official policy of not offering any instructional programs on the controversy, especially any programs that would include the Makah position on historical, cultural, and legal aspects. It is also Trish's view that a number of teachers, without official sanction, have informally, but strongly, decried the Makah plans on whaling without as much as recognizing that the Makah have reasons, even less to suggest what they might be.

Thus, Trish set out in this project to put together an organized curriculum resource that would put forth the tribe's reasons and intentions, for use in a balanced instruction on the controversy. If it is true that controversial social issues must receive a "best case fair hearing" in the forum of democracy, such a curriculum would, in effect, constitute a just redressing of the conditions that presently deprive the Makah of such a "hearing" in the court of public hearing. Such a resource stands as a multicultural education vehicle in the service of eventual social action to achieve a just resolution to an important public issue.

Trish's strategy was to form a collaborative of several other tribal members and herself to organize the content and strategy, in the process soliciting approval and support from the tribal council and several other agencies, especially the whaling commission and the cultural museum staff. She also engaged local school district officials on their attitudes toward the project. If the receptivity following initial resistance can be expanded a collaborative strategy may be used with the district.

Otherwise, Trish is envisioning a advocacy and perhaps legal initiative. The two primary outcomes of the project have been successful: a comprehensive and substantive curriculum resource, and a journal of the steps of the project which has provided important lessons to this point on the "politics" of curriculum development that addressed matters of importance in the immediate community. Trish has accomplished this design, organization, and foundation-setting stage of her long-term project. She has a viable design and solid material and social resources. I look forward to her success in the future stages.

Full credit granted.



ANTIOCH UNIVERSITY SEATTLE

2326 Sixth Avenue  
Seattle, Washington 98121-1814  
Phone: 206-441-5352

## Evaluator's Assessment

**Student:** Patricia DePoe

**Program:** MA Education

**Learning Activity:** Research Project

**Evaluator:** Tina Dawson

**Advisor:** Tina Dawson

**Course Number:** EDU 599

**Credits:2 Quarter:** Fall 2001

Evaluate the student's learning relative to the expectations stated in the syllabus for this learning activity.

Tricia completed several revisions of her research paper and fulfilled the requirements for the master's project. Her hope was to identify different voices who could address the dissonance between conventional curricula in public schools and the cultural perspectives of Native Americans.

Tricia assembled her rationale and introductory segments of the document from her personal experiences and from the experiences of many in her family and her community. Her literature review contained information from current and historical sources. Her data were from surveys, interviews, and a focus group session. Her subjects included classroom teachers, intervention counselors, Native American traditional instructors, and Native American students. She conducted the focus group session with students ages 15 - 18. She visited a tribal school and a conventional public school.

The themes deemed important in her study include inclusion and acknowledgment, another way of knowing, the difficulty of living in two worlds, the need for more Native American teachers, and the issues of inappropriate usage of tests. Tricia also investigated the models of Tribal colleges and how those models might inform changes in K12 public education.

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Credits Granted: ☒ Yes / ☐ No

Signature: Tina Dawson

Date: 3/28/02

# ANTIOCH UNIVERSITY

Office of Records Administration

If you have questions regarding the ordering or delivery of this transcript, please contact the Office of Records Administration at (937)769-1087.

If you have questions regarding the content of this student's academic transcript or narratives, please contact the Student Services Office for the appropriate campus:

|                                  |                        |
|----------------------------------|------------------------|
| Antioch University Los Angeles   | 310-578-1080, ext. 203 |
| Antioch University Midwest       | 937-769-1821           |
| Antioch University New England   | 603-357-3122           |
| Antioch University Online        | 937-769-1352           |
| Antioch University PhD Program   | 937-769-1864           |
| Antioch University Santa Barbara | 805-962-8179           |
| Antioch University Seattle       | 206-268-8179           |

## ANTIOCH UNIVERSITY - TRANSCRIPT LEGEND

### School History:

Antioch University is a private university offering students the opportunity to study for a degree online or at one of five North American locations: Los Angeles, CA - Santa Barbara, CA – Seattle, WA – Keene, NH and Yellow Springs, OH.

### Accreditation:

Antioch University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools with continuous accreditation since 1927.

### Authentication:

A transcript is not official unless it is printed on green (degree-seeking) or coral (continuing education) security paper and contains the signature block of the University Registrar. A transcript may originate from the Office of Records Administration or a campus Student Services Office.

### Confidentiality:

The Family Rights and Privacy Act of 1974 requires that all student information released by the University be transmitted on the condition that the recipient of this information will not release it to other parties without the express written consent of the student.

### Degrees Granted

Antioch University is approved to offer the following degrees (not all degrees offered currently or at all locations): Bachelor of Arts, Bachelor of Applied Arts, Bachelor of Science, Master of Arts, Master of Business Administration, Master of Education, Master of Fine Arts, Master of Human Services, Master of Science, Doctor of Business Administration, Doctor of Philosophy, Doctor of Psychology.

### Academic Credit and Calendar:

Prior to 1942 semester hours were granted. From 1942 to 1975, quarter hours at all campuses. Since 1975, the credit system has varied dependent on the campus. Credits may be either quarter, semester or annual hours and are identified on the transcript.

### Evaluations and Grades:

Credit is granted to a student when the student's work is equivalent to a letter grade of "C" or above for undergraduate study, or equivalent to a letter grade of "B" or above for graduate study

As of Fall 2013, all attempted course work is recorded on the transcript. Prior to Fall 2013, most campuses recorded only credit earned on the transcript.

Letter grades have been abolished since 1968 and in most cases replaced with narrative evaluations written by faculty members to summarize the student's academic performance. The quality of the student's work can be noted by referring to the narrative evaluations. The narrative summarizes the work accomplished and assesses the student's learning progress with suggested future direction and goals for development. Antioch transcripts are official with and without the inclusion of narrative evaluations.

Effective Fall 2013, the following evaluation designations have been adopted:

|                        |                   |                           |                  |            |
|------------------------|-------------------|---------------------------|------------------|------------|
| CR (credit)            | INC (incomplete)  | W (withdrawn)             | P (passing)      |            |
| NC (no credit awarded) | INP (in-progress) | WNC (withdrawn-no credit) | NP (not passing) | AU (audit) |

AU (audit) is assigned to students who take a credit-bearing course without the intention of earning academic credit. The AU designation does not indicate any level of mastery of course content nor participation in the course.

For more information on Antioch University transcripts:

[http://www.antioch.edu/wp-content/uploads/2016/11/ANTIOCHUNIVERSITYTRANSCRIPTINFORMATIONPAGE\\_PDF.pdf](http://www.antioch.edu/wp-content/uploads/2016/11/ANTIOCHUNIVERSITYTRANSCRIPTINFORMATIONPAGE_PDF.pdf)