



Stoner, Victoria Louise

A00326460

Last, First Middle

Student ID

**TRANSFER CREDIT:**

<b>Start</b>	<b>End</b>	<b>Credits</b>	<b>Title</b>
09/2005	06/2013	85	<b>South Seattle Community College</b>
09/2005	06/2013	5	<b>South Seattle Community College</b>
08/2018	08/2018	8	<b>CLEP: American Government</b>

**EVERGREEN UNDERGRADUATE CREDIT:**

<b>Start</b>	<b>End</b>	<b>Credits</b>	<b>Title</b>
09/2013	03/2014	29	<b>Education and Empowerment-Understanding Critical Race Theory and Qualitative Research</b> <i>6 - Critical Race Theory and Multicultural Education</i> <i>6 - School and Community Fieldwork/Practicum</i> <i>6 - Introduction to Qualitative Research Methods I, II</i> <i>5 - Educational Foundations and Philosophy</i> <i>6 - Models of Schooling: Theory, Design and Practice</i>
03/2014	06/2014	12	<b>Latin American Women Writers</b> <i>4 - Multicultural Literature: Latin American Women Writers</i> <i>4 - International Feminist Studies</i> <i>4 - Writing and Rhetoric</i>
03/2014	06/2014	2	<b>TRiO at Evergreen: Taking the Lead in Your Education and Life</b> <i>1 - Leadership</i> <i>1 - Technical Writing</i>
09/2014	12/2014	16	<b>Democracy and Free Speech</b> <i>4 - Government</i> <i>4 - Law and Government Policy</i> <i>4 - Law and Public Policy</i> <i>4 - Political Science</i>
01/2015	06/2015	26	<b>Washington State Legislative Internships</b> <i>24 - Public Policy and Legislative Practices</i> <i>2 - Individual Research</i>
03/2015	06/2015	2	<b>Statistics for the Social Sciences</b> <i>2 - Social Statistics</i>
01/2016	03/2016	2	<b>Afro-Brazilian Dance</b> <i>2 - Afro-Brazilian Dance</i>

**Cumulative**

179 Total Undergraduate Credits Earned



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The landscape of my college education has had many types of terrain in the foreground before I came to Evergreen, in the middle of the forest. I began with a bright new rolling valley of Running Start in my senior year of high school, in fall of 2015. As a first generation, low-income student, I faced financial challenges and I did not return full time until winter of 2011. After receiving additional advising and support through the TRiO program, I began to thrive and dig in towards my goal of a college degree and I began to want more than an Associate degree. The constant flow of commuting, classes, work and commuting was my rhythm and a rhythm I instilled in my four younger siblings. Transferring to Evergreen meant leaving every connection I had ever built, in the pursuit of higher education.

Every day for two years I would spend ninety minutes traveling to community college. Every day after classes and a shift from one of at least two part time jobs, I would travel another ninety minutes back home where I lived with my family. Until June 2013 this was my ritual at South Seattle Community College. After two years of multiple part-time jobs, student leadership experiences and classes I arrived at the Evergreen First People's orientation feeling windswept and confident.

Beginning at Evergreen I had hoped to leave with the ability to communicate concrete, easily understood and accurate language to the mass of social justice issues that make up the everyday lives of so many Americans. I believed in increasing awareness of what is accurately representative of American life for more than a dominant but statistically niche few.

The path to my goal seemed to be less and less well defined the more that I studied. Instead of the wide and steep incline towards Social Justice that I had expected I found several rabbit trails winding through and over many other obvious paths.

Through my academic programs I learned about the history that is left out of textbooks with Ethnic Studies and I learned about the baseline of constitutional rights with Law. Far from clearly setting concrete expectations and a replacement historical narrative I found that there is far more room for participation and nuance in law and more than I could ever completely learn in marginalized histories.

A main channel for my academic development had been seminar. Before Evergreen I would have considered silence during a discussion as an indicator that someone was not engaged or interested in a given topic. Even as a sign of disrespect. However sitting back in seminar has provided me with valuable skills in communicating respectfully and comprehensively.

Developing a willingness and a dedication to facilitating an open dialogue has been invaluable to me in the work and internship experiences I have been lucky enough to have during, between and around my time at Evergreen.

Everything I have learned at Evergreen can be boiled down to two basic principles. The first being that any change, positive or negative does not occur overnight. The second being that effective communication does not mean agreement in all things. The ability to value and respect differing views while articulating my own may not be a unique product of Evergreen but an Evergreen education has uniquely supported me in what I consider one of my strongest skills.



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## **January 2016 - March 2016: Afro-Brazilian Dance**

2 Credits

### **DESCRIPTION:**

Faculty: Janelle Keane Campoverde

In our **Afro-Brazilian Dance** class, students were encouraged to rely on their own inner authority and classes were designed to increase this ability to sense internally while being led through new, unfamiliar movements. Bridging the connection between kinesthetic, auditory and visual skills was emphasized so as to understand the interdependence of drumming, singing and dancing in Brazilian culture. Utilizing their ability to listen and respond, students integrated dance, song and rhythm to create community expression and understand religious and folkloric forms. Every student reconnected with the innate pleasure of learning through movement. Students experienced playing instruments with Brazilian musicians and applied that to the dances. Finally, they wrote a paper that emphasized creative thinking. Attendance and participation in class was essential and I observed changes in each student's movement as they became familiar with the language of Brazilian dance and rhythm. I will share some observations along with some suggestions for continuing focus.

### **EVALUATION:**

Written by: Janelle Keane Campoverde

Victoria was a dedicated, timely and reliable student. She brought full attention to all aspects of class: dances; songs in Portuguese and Yoruba; rhythms and percussion; watching videos from Brazil as homework; and awareness through movement.

She challenged herself in class while increasing her ability to move with ease. In this way, she developed greater balance, smoothness in her expression of the dance, and pleasure within it. I appreciated that she attended to her personal timing, effort, and embodiment of the movements. I encourage her to continue to explore her attention in this way, deepening in kinesthetic awareness. In addition, the essay Victoria wrote was well done.

It was a joy to learn with Victoria.

### **SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2**

2 - Afro-Brazilian Dance



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**March 2015 - June 2015: Statistics for the Social Sciences**

**2 Credits**

**DESCRIPTION:**

Faculty: Wenhong Wang, Ph.D.

This course was an introduction to statistical methods in the context of social scientific inquiry. It covered the concepts and techniques in both descriptive statistics and the beginning part of inferential statistics.

The topics covered included the research process, levels of measurements, measures of central tendency and variability, the normal distribution, sampling distribution, estimation, and part of hypothesis testing.

Throughout this course, social statistics was treated as a tool for research with a focus on investigating and explaining the relationships between variables, interpreting research material through statistical tools. Course activities included mini-lectures, workshops and group and individual exercises. There were three tests throughout the quarter. The students were also required to do a mini group research project on a topic of their own choosing using survey method. After collecting data, the group analyzed the data, wrote a research report and did a final oral presentation.

**EVALUATION:**

Written by: Wenhong Wang, Ph.D.

Victoria (Tori) tried her best in this class and mastered some of the learning objectives of this course.

Due to circumstances, she missed some classes and many assignments, but persevered and completed the course. In class, she was engaged and worked hard to understand the material. For her research project, Tori studied the size of university and retention rate. She wrote an informative report and did an engaging presentation. It was a pleasure working with Tori spring quarter. I wish her luck in her future endeavors.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2**

2 - Social Statistics



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## **January 2015 - June 2015: Washington State Legislative Internships**

26 Credits

### **DESCRIPTION:**

Faculty: Cheri Lucas Jennings, Ph.D.

This **Washington State Legislative Internship** examined models, evidence, and debates about sources, causal connections, and some impacts of evolving systems of law; of regulation, governance and a broad array of community response. Tori (Victoria) translated important work engaged at the Capitol back to scholarly insights, learning from a wide range of collaborations with regional officials. First-hand experience revealed more as to relations of registered lobbyists to policies; the sway of district constituents; appropriate roles of governors; and a portion of curriculum involved a seminar meeting to discuss experiences with fellow interns and short essays to describe and analyze highlighted topics. Interns read Mary Ellen McCaffree's *Politics of the Possible* or Jonathan Haidt's *the Righteous Mind: Why Good People Are Divided by Politics and Religion*, or Lovrich's *Guide to State Legislative Processes*. They performed legislative office duties including staffing hot lines, writing constituent response letters, and they also had the opportunity to shadow a public official. Tori was particularly involved in two well-voiced tributes, as introduced by Representative Sawyer to honor Billy Frank Jr., and one by Representative Tarleton to the Navy "as international trade and commerce flourished our communities stronger and our seas safer because of the men and women who go all over the world, endure endless separations from their family members to protect the right for people to sail around the world and find safe harbor for the night." Ultimately, she gained better understanding of how truly difficult it can be to balance a budget by partially cutting back projected increases for specific programs, "some to the tune of slash and burn fiscal policy and, and others through the imposition of new revenue sources." Tori topped the program off with an excellent interview and research project and resulting report.

### **EVALUATION:**

Written by: Cheri Lucas Jennings, Ph.D.

This evaluation reflects the responses of Paula Rehwaldt, Civic Ed Coordinator, Legislative Offices for Representatives Hansen, Sawyer and peers to this honor. They applaud Tori's:

Great writing ability, with solid drafts that require few edits; but underscore the need to strengthen time management and multitasking ability... Victoria is extremely bright and very capable, but she is a perfectionist and so gets sucked down the research hole - looking for the perfect database. Victoria came to me with these issues and we strategized. In discussion, it became apparent that the one office was not fully articulating requirement and was vague. To her credit, Victoria showed great resilience and professionalism in difficult situations. In both, Victoria stayed above the fray, took it in stride, and continued to work hard with a positive attitude. She delivers solid materials, explains concepts concisely, asks questions, and provides ideas and opinions. Very professional regarding progress on assigned projects, Victoria struggled at first when engaged in conversations with others that held opposing views. But she responded to guidance and improved greatly! Victoria takes initiative and is willing to participate in events such as town halls to learn to do anything asked of her. Victoria was enthusiastic and professional at all times... always appropriate she was very empathetic when doing constituent casework.

In essay Tori offered the interesting vantage that Haidt's conclusion was ethnocentric. Even where a Democratic Party focus on victims' lack of fairness and social justice differs from Republican emphasis on loyalty, authority and sanctity concerns appear to be based on largely monogamous "wealthy and powerful groups, gained by exploiting those at the bottom...He eliminates the idea that anyone outside



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the normative ideal can be anything but the object of a democratic campaign instead of a participant-- how could they possibly be disloyal just because conservatives consider themselves to be more 'American' when many different perspectives have lived in this country. His base was a central pattern of unacceptable moral behavior, enabled by pre-determined factors of birth..." She underscored Representative David Sawyer's focus on Tribal relations, with a bit of an underdog feel to an office that is far from unaccomplished. For Rep. Drew Hansen she researched retention methods and graduation rates for all Community and Technical Colleges as well as universities and notes "an absent-minded professor way about him where he seems to process information very quickly." Every topic of a Social Safety Net was later reviewed, with 51 million dollars allocated to homelessness assistance before lifeline was replaced by HEN's uneven quilt of private, faith-based organizations which have the prerogative of not serving queer populations, and especially enjoyed work with Community, Housing, Development Committees on two bills to remove state policy barriers to recognizing treaty hunting rights. And she particularly enjoyed volunteer work to bring our late entering interns up-to-speed.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 26**

24 - Public Policy and Legislative Practices

2 - Individual Research



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## **September 2014 - December 2014: Democracy and Free Speech**

16 Credits

### **DESCRIPTION:**

Faculty: Jay W. Stansell, J.D.

This program involved a comprehensive and critical examination of the wide range of issues implicated by the protection and censorship of expression.

We used the case method to study every major free speech opinion issued by the U.S. Supreme Court. Our study of controversies included the new challenges presented by hate speech, government-subsidized art, political campaign spending and new media. Students were expected to examine critically the formalist free speech paradigms that have evolved, to study and understand the historical context within which these principles developed, and to question the continuing viability of the "free marketplace of ideas" metaphor.

Working in legal teams, students developed appellate briefs on real free speech cases decided recently by the U.S. Court of Appeals and presented oral arguments before the "Evergreen Supreme Court." Students also rotated as justices to read their peers' appellate briefs, hear arguments and render decisions. Reading for the course included court opinions, Internet resources and various books and journal articles on our subject. The principal text was a law school casebook.

### **EVALUATION:**

Written by: Jay W. Stansell, M.B.A., J.D.

Victoria L Stoner (Tori) completed the program demonstrating a pretty good overall performance. She did poorly on the challenging appellate project, but better on the final exam, and submitted most of her weekly work, with case briefs and seminar papers that were good to excellent.

Over the course of the quarter Tori gained a fairly good understanding of the legal system; a good understanding of the different historical, political and societal forces interacting with the legal system; and was pretty good at the critical thinking that was necessary to integrate these various disciplines. The reading material was often extremely challenging and Tori struggled some with the more complex material.

Class: Tori was a good attendee in class. She came having read the material, and was willing and eager to comment on it. Tori showed that she was completing the readings, by turning in most of the "case-briefs" summarizing selected cases, and all of her case briefs demonstrated that she understood the major points of the cases. I think she struggled to effectively manage her time to provide adequate time to complete all of the rigorous work required for the class.

Seminar: In seminar, Tori was a very good attendee, and was prepared and eager to participate. Though she missed a few weekly papers, her seminar response papers were usually very good to excellent writing, analysis, and organization. Tori was a very good contributor to the discussions, though she needs to be more focused in her participation. She often made insightful comments, and was a significant contributor to the overall flow of the seminars.

Appellate Project: Tori did not do well at coordinating her work with her partner on the appellate project, and turned in separately her portion of the brief, which was of sub-par quality. She was not able to get to class for her oral argument. I think that this last project came at a time when Tori had not adequately managed her time, as noted above.



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Final Exam: Tori did pretty good on the test, demonstrating that she was familiar with the concepts that we had learned throughout the quarter. She should be credited for the hard work of making up some weekly assignments that she wasn't able to complete over the quarter, but I think the fact that she was getting to some of this material late, impacted her ability to smoothly handle a take-home exam that drew on 10 weeks of material, as I think she just did not have a thorough understanding of some pieces of the quarter's material.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16**

- 4 - Government
- 4 - Law and Government Policy
- 4 - Law and Public Policy
- 4 - Political Science





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Student Self Evaluation for Democracy and Free Speech  
09/2014 - 12/2014

After spending my first year at Evergreen as a transfer student studying Education, Ethnic Studies and Latin American Feminism I wanted my second and last year to focus on Law and Government. My first year I strived to get a basic understanding of a more representative swath of American life that was unrepresented in my primary education through history and government classes and in my last and second year I hope to develop my understanding of Government frameworks and the roles of elected representatives.

This contrast between the figureheads and the unseen may seem arbitrarily asymmetric however my major is designated as Ethnic Studies and Law, because I have a strong interest in working in public service. I believe the misrepresented should have more impact on their elected officials. I enrolled in Democracy and Free Speech because I had received several recommendations that it would good preparation both for my prospective academic plans at Evergreen and after. This year I was admitted into the Legislative Internship program at the Capitol and I hope to bring my understanding to make more meaning out of my experience there. After Evergreen I hope to attend Law school which is one path I have considered in Public Service.

My experiences in Democracy & Free Speech have left me with an awareness of the sometimes inconsistently enforced, but important framework of First Amendment rights in the United States. My understanding grew from reading the casebook which detailed important cases that framed First Amendment Jurisprudence and from context-heavy non fiction books that provided insight into the cultural and political significance of each ruling and some of the more subtle ideological shifts that occurred as a result.

My work in preparing Case Briefs and weekly one-pagers, a short weekly essay on my understanding of the topic of the week as it developed after Monday Seminar, and the appellate brief all gave me a fragmentary look into the type of work required in law school. My quarter was especially challenging because of a full nineteen hours of my work study part time job and the two weeks I was ill caused a domino effect that I was unprepared to recover from. This resulted in some of much of my Case Briefs and essays to be submitted late and a few of them were not completed. Combining work, study time and class I was putting in fifty-hour weeks and it was not sustainable. I regret that my over-full schedule impeded my best performance on a subject that I am so interested in but moving forward I need to be more realistic about the amount of hours per week I am capable of working.



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## **March 2014 - June 2014: TRiO at Evergreen: Taking the Lead in Your Education and Life** 2 Credits

### **DESCRIPTION:**

Faculty: Felix Braffith, M.I.T.

During the spring quarter TRiO students were provided the academic supports, assessment tools, and community resources to identify prospective career pathways. Students actively participated in lectures, workshops, and seminars that promoted the importance of understanding the qualities required in becoming the leader in their own lives. Students read, responded, and seminar on the text: ***Emotionally Intelligent Leadership: a Guide for College Students***. The themes and concepts in the text promoted ways students could proactively incorporate leadership qualities into their lives. Additionally, students participated in career development workshops that supported them achieving the course outcomes. Students completed a Leadership Philosophy Plan and Career Action Plan to receive full credit. The content of the course supported each student's journey at Evergreen through self-reflection and prospective career analysis.

### **EVALUATION:**

Written by: Felix Braffith, M.I.T.

Victoria Stoner has completed the TRiO@Evergreen: Taking the Lead in Your Education and Life course, and is awarded 2 credits. The course supported the development and submission of Leadership Philosophy and Career Action Plan that consisted of a cover letter, résumé, LinkedIn webpage, and an essay that described her personal and professional goals identified during the course. Victoria interfaced with prospective employers while exploring topics such as understanding the application process, interviewing strategies, and networking. She attended a majority of the class sessions and completed every single critical weekly assignment from the text: ***Emotionally Intelligent Leadership: a Guide for College Students***. During weekly seminars Victoria deconstructed different leadership styles that encouraged her to identify personal strengths and areas for growth.

In weekly reflection response assignments Victoria demonstrated a great understanding of emotionally intelligent awareness. She developed the skills and insights that should best prepare her for a successful transition into the workforce or future internship opportunity. Participation in class discussions, guest speakers, and workshops allowed Victoria to define a sustainable career pathway aligned with her leadership style.

### **SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2**

1 - Leadership

1 - Technical Writing



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## **March 2014 - June 2014: Latin American Women Writers**

12 Credits

### **DESCRIPTION:**

Faculty: Alice Nelson, PhD (Latin American literature, feminist studies)

**Program Description:** This program explored novels, poetry, short stories and *testimonios* by Latin American and Caribbean women writers (indigenous, mestiza, Afro-Latina), largely in English translation. Topics included: border identities and intersecting oppressions, legacies of colonialism and slavery, collective memory, resistance to authoritarianism, gender and sexuality, language, spirituality, migration, and projects for social change. We situated our literary analysis within the historical and political events that shaped each text, examined a broad array of aesthetic approaches, and explored each author's critiques of masculinist narratives that justify domination and exclude women's voices, particularly those of women of color. We also viewed films by and about women, and examined women's and feminist movements in the region. Students gained skills in textual analysis and expository writing, completed some creative work, and conducted research on a writer of their choice. A typical week included 3 hours of lecture, 3 hours of workshop, 4 hours of seminar discussion and synthesis work, and 3 hours of film viewing and analysis.

**Assignments:** Twice-weekly written seminar briefs demonstrated comprehension of readings. Two synthesis essays and project work offered comparative analysis and integration of program materials; projects included preparation of a prospectus, a book response, an essay comparing the student's selected writer with two studied in the program, and a final oral presentation. Personal narratives and creative writing assignments explored diverse types of writing in order to increase students' rhetorical flexibility. A reflection on two days of on-campus diversity events deepened students' understandings of issues of privilege, power, and difference. Students in the Advanced Option completed longer and more in-depth versions of all assignments.

**Readings:** Gloria Anzaldúa, *Borderlands/La frontera*; Rigoberta Menchú, with E. Burgos, *I, Rigoberta Menchú*; Rosario Castellanos, *The Nine Guardians*; Carmen C. Esteves and Lizabeth Paravisini-Gebert, editors, *Green Cane and Juicy Flotsam: Short Stories by Caribbean Women*; Conceição Evaristo, *Ponciá Vicêncio*; Marta Traba, *Mothers and Shadows*; Cristina Peri Rossi, *Afternoon of the Dinosaur*; Diamela Eltit, *Custody of the Eyes*; Daisy Zamora, *Clean Slate: New and Selected Poems*; Dionne Brand, *In Another Place, Not Here*; and short selections by Sor Juana Inés de la Cruz, Deborah Shaw, José Esteban Muñoz, Angela and Onik'a Gilliam, Pía Barros and Clarice Lispector.

**Films:** *Precious Knowledge* (dir. Ari Luis Palos); *Rigoberta Menchú: Broken Silence* (prod. Alba Films); *Granito: How to Nail a Dictator* (dir. Pamela Yates); *Yo, la peor de todas* (dir. María Luisa Bemberg); *Frontiers: Haiti and the Dominican Republic* (prod. SCEREN-CNDP); *Poto Mitán* (dir. Renée Bergan & Mark Schuller); *In Women's Hands* (prod. PBS); *La historia oficial* (dir. Luis Puenzo); *Nostalgia de la luz* (dir. Patricio Guzmán); *Retrato de Teresa* (dir. Pastor Vega); *Sueños binacionales* and *Reencuentros: 2501 Migrantes* (both dir. Yolanda Cruz).

### **EVALUATION:**

Written by: Alice A. Nelson, PhD.

This was Victoria's (Tori's) third quarter at Evergreen, and she has shown consistent dedication to her learning in *Latin American Women Writers*, despite several absences. She regularly attended seminar prepared for discussion of the materials, though she often arrived to class without the text. Tori's seminar briefs became increasingly well developed after the first weeks; she usually posed interesting questions



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and made important connections to ongoing program concerns. In class, Tori worked well in large and small groups, sharing her insights, asking questions, and offering to report out to the group on several occasions. Tori did an especially nice job facilitating a productive seminar on *In Another Place, Not Here*; her creative approach worked wonderfully to elicit focused commentary from the group. She also shared an insightful personal narrative with us, and worked with another student to guide a lively film discussion about *Portrait of Teresa*. In all of these ways, Tori contributed constructively to the collaborative work of the seminar this quarter.

Tori developed a good understanding of program themes through her expository essays, creative writing, and reflection work. Tori's first synthesis fell short of requirements; rather than integrating two texts and a film through careful interpretive analysis, Tori offered a rough draft report on two films and a lecture on Guatemala. Tori would have benefitted from attending peer review workshop and revising this piece. Tori's second synthesis was much stronger. Here, drawing on Colimon-Hall, Evaristo, and Traba, she raised the crucial topic of ways women in these texts appropriate patriarchal expectations and subvert them according to their own anti-patriarchal ends. She stated that: "In many ways, the women in these stories do not align within the mainstream confines of female gender; however, they use the avenues of their identity that are protected under the expectations of performative femininity." Tori could have clarified and tightened her language at a few points, but did an effective job integrating these texts into an overarching argument. In addition, Tori's creative writing showed considerable imagination, a wry sense of humor, and rhetorical flexibility across several genres.

For her project, Tori read *The Family Tree* by Margo Glantz. Her 8-page final essay offered comparative analysis of Glantz's autobiographical novel with the works by Anzaldúa and Brand studied in class. Tori argued that the border identities explored in these works was communicated through, and connected intrinsically to, non-linear and multi-dimensional senses of time and place. At the conceptual level, this was Tori's best essay of the quarter, with some excellent points of analysis. At the level of written expression, it needed a bit more work to improve logical sequencing, word choices, and the framing of the argument overall; the inclusion of extraneous comments sometimes detracted from her point. Tori's oral presentation was effective, though she could have spent a bit more time discussing Glantz's work specifically. One classmate remarked: "You explained the concepts of linear and non-linear history well, and kept a good steady pace ... Very good presentation!" Clearly, Tori gained valuable skills in writing and public speaking through her work on this project.

It has been a pleasure working with Tori this quarter and I would certainly welcome the opportunity to work with her again.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12**

- 4 - Multicultural Literature: Latin American Women Writers
- 4 - International Feminist Studies
- 4 - Writing and Rhetoric



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Student Self Evaluation for Latin American Women Writers  
03/2014 - 06/2014

In Latin American Women Writers, I have expanded my understanding of the South and Central Americas as well as the Caribbean. Upon starting this program I was instantly made aware of the destabilizing affect U.S. interference has over Latin American autonomy in the area of government organization, economy and personal safety of many people living in the margins. I was surprised to find, however, that this destructive influence went beyond U.S. military and governmental involvement and extended to NGO's too. Though I came in determined to use the knowledge of this class to make more informed decisions and to have a basis of understand from which to think critically about information I encounter about Latin America- I was surprised at exactly how much unwarranted influence even NGO's have in developing nations. This strengthened my resolve to go on into the public sector and work within institutions toward being more self aware , transparent and equitable.

Coming in I had some basis of understanding in comparing themes in various texts through the lens of Critical Race Theory but I learned a very useful technique in making and supporting connections and theme through the course readings with synthesis essays. I grew my facilitation skills in leading two seminars and I learned the skills to use the media cabinet. Through the Pre-Seminar Analysis and Questions(PSAQs) twice-weekly writing exercise I managed to isolate subjects that I thought could yield good discussions. Through a combination of family problems, and a scheduled Student of Color Conference absence I did fail to submit about three exercises out of sixteen. Combined with the PSAQs were S<sup>3</sup> which required me to succinctly summarize a concept from the book in a single sentence. The requirement to organize my thoughts in this way has really helped me refine my writing and make it clearer.

My understanding has gone from a Polaroid to a panoramic picture and while I know there is still more to learn, I think I have the framework to critically examine information I receive on the subject of Latin America. Reading " I Rigoberta, Menchú" showed me what life was like for indigenous women in Guatemala. In immersing myself non-traditional funds of knowledge and experiences of Latin American Women, I have a new appreciation for the way that the information has and has not been presented to me.



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## **September 2013 - March 2014: Education and Empowerment-Understanding Critical Race Theory and Qualitative Research**

29 Credits

### **DESCRIPTION:**

Faculty: Leslie Flemmer, Ph.D., Grace Huerta, Ph.D.

In this two quarter program, Education and Empowerment (EE), we began examining these essential questions: what has been the legacy of race and racism in schools?; what social, political, historical and cultural factors inform education?; how do educators meet the needs of diverse learners in the public schools? By exploring critical race theory (CRT), we sought to answer these questions by examining the intersectionality of race, class, culture, sexuality, language, gender and ability in relation to educational policies in practice today.

Our program established a working definition of racism that frames intentional, as well as unintentional, normalized acts of inequality. Through a diverse set of CRT readings, we examined the historical and legal antecedents that shape the development of the theory and its evolving relationship to educational policy. Building upon these perspectives, we analyzed multiple ways of knowing that inform teacher praxis by reading contemporary scholars of CRT and qualitative research, such as: Tribal Crit, Latina/o Crit, DisCrit (disability), and Queer theory.

We also integrated multiple pedagogical approaches to support student learning. Our learning community included cooperative group work, substantial weekly reading, critical writing and analysis, lectures, the viewing of documentary films and qualitative research workshops. In preparation for learning about qualitative research methods during the fall quarter, students were assigned a project called an auto-ethnography, which is an ethnography with *one's self* as the subject of inquiry. Students created a research question, conducted interviews and analyzed findings through CRT. As auto-ethnographers, students took on an outsider's perspective to see what and who helped construct and shape the persons they currently are. This project evolved into a presentation opportunity for students to develop their technology skills using Tumblr, a social media platform.

Throughout both quarters, students continued to volunteer/tutor, observe and analyze theories in K-12 classrooms located in the local communities of Olympia, Shelton and Tacoma. In order to demonstrate their understanding of CRT, students conducted qualitative research and completed a two-stage research paper. The first stage of the research project took place fall quarter where each student developed their own research question (e.g. focus on teaching/learning, educational policies or teacher/student interactions); collected qualitative, observational data in K-12 classrooms by taking detailed field notes; engaged in analyzing their data (describing, interpreting, organizing data); wrote a formal research paper using APA formatting; and presented their work in the final week of the quarter to fellow student-researchers in the form of panel presentations or posters in the style of an academic conference.

The second stage of their iterative qualitative research paper took place during the winter quarter. Students continued their field observations and wrote two narrative field descriptions; conducted library research that was later compiled in a brief literature review; completed a research annotation; and provided peer-editing support. The final paper was composed as a collaborative team effort as students assumed roles as research mentors (i.e. first authors) or research assistants who contributed observational notes, research annotations and consistently completed field work.

Weekly student-led seminars, based on our program readings, were also an integral element of this program. Each student was responsible for co-facilitating a seminar during both quarters. This provided students the opportunity to act as peer teachers and to take a leadership role when guiding their own learning process. Students demonstrated their weekly theoretical understandings by writing analytical



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papers or dialectical journals, which summarized the primary arguments of each book/article we read, as well as offered their own critical reactions and reflections to those arguments.

During the winter quarter we broadened our scope from a primary focus on public education to include an examination of “alternative” and radical educational philosophies and practices. Through readings, classroom observation/volunteering, research (such as an examination of common core standards) and writing, we tied educational *philosophy* (what underlying belief systems are present regarding how students learn) to *practice* (critical and culturally relevant pedagogy, curriculum development, teaching methods). School field experiences (i.e. tutoring and mentoring) continued during winter quarter with site visits that helped inform student’s thinking as they engaged in the capstone project of these two quarters, which was to design an ideal school.

The winter quarter also provided students with an opportunity to practice teaching and experience first-hand the meeting (or clashing) of philosophies and practice, of ideals and practical constraints. Working with a class partner, students had the opportunity to research, develop and teach a lesson based on a Backward Design (UBD) lesson template in a 30-minute time frame.

The capstone project for EE, *Design an Ideal School*, involved the collaborative creation of an ideal school, including the development of its underlying belief system or philosophy of education, its set of pedagogical practices and its curriculum. Each group wrote a substantial paper (20-30 pages) and presented their ideal school model to the class. Students were asked to grapple with educational theories introduced throughout the two quarters and to utilize that reflection to design creative solutions for the problems they see in education. Through the development of original, meaningful alternatives to schooling, students were enabled to think carefully and critically about the goals and purposes of education, the relationship children have to learning, the role of teachers, issues of power, privilege, and access, and the imagined ideal adult to emerge as a result of any particular educational system. In thinking about how to move from theory to practice while maintaining ethical and philosophical consistency, students developed carefully crafted pedagogies that would best serve students, teachers and the community as well as facilitate the kind of learning their philosophy endorsed.

Finally, students in this two-quarter program were evaluated based on their presence and participation; constructive engagement in seminars, lectures, and workshops; the mastery of program content through the completion of weekly reading guides and journals; the completion of 12-14 classroom tutoring sessions with field observation journals and descriptions; an autoethnography paper; Tumblr, PowerPoint and/or Prezi technology presentations; the facilitation of two seminars; team teaching research and lesson demonstration; an Ideal School paper and presentation; and the completion of an individual and team qualitative research paper, presentation; and portfolio.

Fall program readings from Marvin Lynn & Adrienne Dixon’s *Handbook Of Critical Race Theory In Education* (2013) included: *The History and Conceptual Elements of Critical Race Theory* by Kevin Brown & Darrell D. Jackson; *Discerning Critical Moments* by Richard Delgado & Jean Stefancic; *Critical Race Theory—What it is Not!* by Gloria Ladson-Billings; *Origins of and Connections to Social Justice in Critical Race Theory in Education* by Thandeka K. Chapman; *The Policy of Inequity: Using CRT to Unmask White Supremacy in Education Policy* by David Gillborn; *Tribal Critical Race Theory* by Bryan Brayboy; *Doing Class in Critical Race Analysis in Education* by Michael Dumas; *Educational Policy Contradictions—A LatCrit Perspective on Undocumented Latina Students* by Nereida Oliva, et al.

Other fall readings included: *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie, (2007); *(Un)Knowing Diversity: Researching Narratives Of Neocolonial Classrooms Through Youth’s Testimonios* by Trish Gallagher-Geurtsen, (2012); *Dis/Ability Critical Race Studies (DisCrit): Theorizing at the Intersections of Race and Dis/Ability* by Annamma, et al., (2012); *Citizenships, Sexualities and Education* by Lisa Loutzenheiser (2004) and; *Schools, Marxism, and Liberation* by Sarah Knopp, (2012).



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Excerpts from the qualitative research methodology readings included: *The Handbook for Qualitative Research* by Norman Denzin & Yvonne Lincoln (2011); *Stretching Exercises for Qualitative Researchers* by Valerie Janesick (2011); *Participant Observation: A Methodology for Human Studies* by Danny Jorgensen (1998), and; *The Owl (Purdue University), Online Style Guide For APA Formatting*.

Winter readings included books by: Paulo Freire (1970/2000), *Pedagogy of the Oppressed*; Gregory Smith & David Sobel (2010), *Place and Community-Based Education in Schools*; Philip & Glenys Woods (2009), *Alternative Education for the 21st Century: Philosophies, Approaches, Visions*.

Excerpts from book chapters and articles also included: William Ayers et al. (2009), *Handbook of Social Justice in Education*; Heather Coffey (2008), *Culturally Relevant Teaching*; Antonia Darder, et al. (2014), *Latinos and Education: A Critical Reader*; Marvin Lynn & Adrienne Dixon (2013), *Handbook Of Critical Race Theory in Education*; Norma Gonzalez et al. (2005), *Funds of Knowledge: Theorizing Practices in Households, Communities and Classrooms*; Grace Huerta (2009), *Educational Foundations: Diverse Histories and Perspectives*; Joan Wink (2011), *Critical Pedagogy—Notes From the Real World*; Jacilee Wray (2002), *Native Peoples of the Olympic Peninsula*.

#### **EVALUATION:**

Written by: Leslie Flemmer, Ph.D.

Victoria (Tori) began the Education & Empowerment journey with the desire to learn more about CRT, social justice and education in the U.S. She consistently contributed to class discussions and seminars in ways that reflected her ideas and questions specific to race, class, and gender among other components of CRT. She demonstrated a strong understanding of CRT in relation to social, cultural, historical and educational policies through weekly reading guides and dialectical journals.

As she gained more knowledge and new language, her writing and analysis got stronger, which was also demonstrated through writing two critical reading papers. With this assignment, she was tasked with developing an essential question including the readings and discussions, and applying the theories into a critical, comprehensive paper. Tori did a great job demonstrating her new found knowledge of theory. Similarly, her autoethnography paper was clearly written, meaningful and compelling. It was a personal, sociocultural examination of identity construction, family, lost opportunities and great triumphs as she progresses toward social justice activism. Her Tumblr project took her personal experiences to a level of academic insight with rigor, analysis and transformation.

Fall quarter Tori successfully co-facilitated a seminar on the reading: *(Un)Knowing Diversity: Researching Narratives Of Neocolonial Classrooms Through Youth's Testimonios* by Trish Gallagher-Geurtsen. She and her colleagues invited student participation by asking us to explore important quotes and terms from the reading such as: hybridity, colonizing languages, monolingualism, testimonios and identifying critical moments. Winter quarter she co-facilitated a well-organized and highly engaging seminar around the book: Gregory Smith & David Sobel (2010), *Place and Community-Based Education in Schools*.

In the fall, Tori completed her volunteer hours and field research at a bilingual elementary school where she worked in a first grade classroom as a math tutor. Through this experience, she identified teachers' practices that support the needs of math learners. Her research primarily focused on the struggles of students with low math skills. She collected data using a variety of qualitative methods (observation, participation, field notes, interviews). Using her detailed field observations and participant interview data, Tori developed a research question: What can teachers do to address students math needs at different math levels? She wrote a detailed description of the community and school as well as her own researcher's bias. Her paper was entitled: *Meeting Needs of All Levels of Math Learners in Class*. Through several stages of writing and multiple drafts of her research, she carefully revised and refined





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her first draft. While Tori's paper was well organized, further integration and analysis of the CRT literature was needed. As a culminating assignment in the fall, Tori participated in a conference-style panel presentation in which she successfully presented her research questions and findings to participants in the program.

In the winter quarter, Tori completed her volunteer hours and field research at an alternative secondary school. While working with a research team, she began to draw strong connections from CRT literature and identified the challenges pregnant and parents-to-be faced when immersed in an educational setting with limited resources. Using her field observations she provided a description of the classroom settings, as well as reflected upon her own researcher's bias. Tori and her team proposed the following research question: *How does Sunset High School (a pseudonym) provide a supportive and inclusive environment for pregnant and parenting students?* While this research question was broad, Tori provided data to begin an analysis of the topic. By editing research drafts, Tori revised and refined the final paper using aspects of APA formatting. Ultimately, Tori demonstrated a solid understanding of the research process.

As part of a broader experience within the EE program, we invited our students to experience teaching firsthand in connection with CRT and critical praxis that included developing, organizing and executing a 30-minute lesson. Tori demonstrated superior teaching skills. Using Backward Design, her 9<sup>th</sup> grade lesson, entitled: *The Brilliant Miss Wu & Nucleation*, contained an essential question, state core standards in History Natural Science, guiding questions, development of a specific skill set (i.e. students demonstrating connections among historical events and identifying nucleation), and strategies that engaged students in a critical analysis of historical events (i.e. women's history, world and U.S. history, the Manhattan Project).

Tori's lesson and presentation was extremely organized, professional and prepared. She began with sharing relevant background information in a PPT that contained historical events, Dr. Wu's contribution to science, archive of a historical documents, and minimal text. She used problem posing pedagogy to consider the exclusion of women's contributions to history and science. She asked small groups of students to identify inequalities in Dr. Wu's professional work. She posed critical questions that asked the class to consider how we view historical facts more critically. She finished by talking about the science of nuclear development. The lesson was engaging, theoretically stimulating (i.e. interest convergence from CRT), and allowed the whole class to participate. These are critical elements of culturally relevant teaching.

In response to the challenges associated with CRT and educational inequities we invited students to carefully rethink and envision how education is offered to students. For EE's final *Design an Ideal School* project, Tori and her team members collaborated to create "*The Ferguson-Main-Manthey-Stoner Academy of Social Justice*," a public academy that places emphasis on social justice, student culture and voice. The goal of their academy centers on learning the value of social responsibility, critical awareness and community sustainability. This group drew upon the philosophies of gender equity and co-educational learning (Mary Wollstonecraft), civil rights, counter narrative and counter-discourse of racism (W.E.B. DuBois), and culturally relevant pedagogy (Gloria Ladson-Billings). They created an extensive philosophy in which students' self-interest are supported in relation to their living and learning communities, where students engage in defining their fields of study, and problem posing pedagogies are used to address local and environmental sustainability. Their culturally relevant pedagogy and curriculum supports a mix of team taught, interdisciplinary learning and collaborative student/teacher opportunities (co-learning); involves small, intimate classes; including a developmentally appropriate, comprehensive Sexual Health and Sexual Culture program, Socratic/dialogic interactions, and leadership skill development.

The design of this final project allowed the EE students to liberally explore multiple theories of education and models of schools. As a result, this paper represented an inventive school model with creative and



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advanced ideas. The final presentation was expertly done. They shared in the discussion of their school's philosophy, pedagogical practices and curriculum development. They generated a good amount of interest among the class, who, in turn, posed many questions in which the group responded enthusiastically and with great passion.

Finally, Tori's work was exhibited in an organized portfolio that included writing samples, class notes, *Design A School* project, articles, field research notes, and her final research paper.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 29**

- 6 - Critical Race Theory and Multicultural Education
- 6 - School and Community Fieldwork/Practicum
- 6 - Introduction to Qualitative Research Methods I, II
- 5 - Educational Foundations and Philosophy
- 6 - Models of Schooling: Theory, Design and Practice



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## EVERGREEN TRANSCRIPT GUIDE

**Accreditation:** The Evergreen State College is fully accredited by the Northwest Commission on Colleges and Universities.

**Degrees Awarded:** The Evergreen State College awards the following degrees: Bachelor of Arts, Bachelor of Science, Master of Environmental Studies, Master of Public Administration and Master In Teaching. Degree awards are listed on the Record of Academic Achievement.

### **Educational Philosophy:**

Our curriculum places high value on these modes of learning and teaching objectives:

- Interdisciplinary Learning
- Collaborative Learning
- Learning Across Significant Differences
- Personal Engagement
- Linking Theory with Practical Applications

Our expectations of Evergreen Graduates are that during their time at Evergreen they will:

- Articulate and assume responsibility for their own work
- Participate collaboratively and responsibly in our diverse society
- Communicate creatively and effectively
- Demonstrate integrative, independent, critical thinking
- Apply qualitative, quantitative and creative modes of inquiry appropriately to practical and theoretical problems across disciplines, and,
- As a culmination of their education, demonstrate depth, breadth and synthesis of learning and the ability to reflect on the personal and social significance of that learning.

Our students have the opportunity to participate in frequent, mutual evaluation of academic programs, faculty and students. In collaboration with faculty and advisors, students develop individual academic concentrations.

### **Academic Program**

Modes of Learning: Evergreen's curriculum is primarily team-taught and interdisciplinary. Students may choose from among several modes of study:

- **Programs:** Faculty members from different disciplines work together with students on a unifying question or theme. Programs may be up to three quarters long.
- **Individual Learning Contract:** Working closely with a faculty member, a student may design a one-quarter-long, full-time or part-time research or creative project. The contract document outlines both the activities of the contract and the criteria for evaluation. Most students are at upper division standing.
- **Internship Learning Contract:** Internships provide opportunities for students to link theory and practice in areas related to their interests. These full- or part-time opportunities involve close supervision by a field supervisor and a faculty sponsor.
- **Courses:** Courses are 2-6 credit offerings centered on a specific theme or discipline.

The numerical and alpha characters listed as Course Reference Numbers designate modes of learning and are in a random order.

### **Evaluation and Credit Award:**

Our transcript consists of narrative evaluations. Narrative evaluations tell a rich and detailed story of the multiple facets involved in a student's academic work. A close reading of the narratives and attention to the course equivalencies will provide extensive information about student's abilities and experiences. Students are not awarded credit for work considered not passing. Evergreen will not translate our narrative transcript into letter or numeric grades.

**Transcript Structure and Contents:** The Record of Academic Achievement summarizes credit awarded, expressed in quarter credit hours. Transcript materials are presented in inverse chronological order so that the most recent evaluation(s) appears first.

Credit is recorded by:

**Quarter Credit Hours:** Fall 1979 to present

**Evergreen Units:** 1 Evergreen Unit (1971 through Summer 1973) equals 5 quarter credit hours

1 Evergreen Unit (Fall 1973 through Summer 1979) equals 4 quarter credit hours

### **Each academic entry in the transcript is accompanied by (unless noted otherwise):**

- The Program Description, Individual Contract or Internship Contract which explains learning objectives, activities and content of the program, course or contract.
- The Faculty Evaluation of Student Achievement provides information on specific work the student completed and about how well the student performed in the program or contract.
- The Student's Own Evaluation of Personal Achievement is a reflective document written by the student evaluating his or her learning experiences. Students are encouraged but not required to include these documents in their official transcript, unless specified by faculty.
- The Student's Summative Self Evaluation is an optional evaluation summarizing a student's education and may be included as a separate document or as a part of the student's final self- evaluation.

Transfer credit for Evergreen programs, courses and individual study should be awarded based upon a careful review of the transcript document including the course equivalencies which are designed to make it easier for others to clearly interpret our interdisciplinary curriculum. These course equivalencies can be found at the conclusion of each of the Faculty Evaluation of Student Achievement.

The college academic calendar consists of four-eleven week quarters. Refer to the college website ([www.evergreen.edu](http://www.evergreen.edu)) for specific dates.

This record is authentic and official when the Record of Academic Achievement page is marked and dated with the school seal.

All information contained herein is confidential and its release is governed by the Family Educational Rights and Privacy Act of 1974 as amended.

If, after a thorough review of this transcript, you still have questions, please contact Registration and Records: (360) 867-6180.