



Jones, Laura Christina

A00442331

Last, First Middle

Student ID

Former Name(s): Nelson, Laura Jones;

TRANSFER CREDIT:

| Start | End | Credits | Title |
|---------|---------|---------|----------------------------------|
| 03/2001 | 12/2016 | 11 | Everett Community College |
| 09/2011 | 08/2015 | 79 | North Seattle College |

EVERGREEN UNDERGRADUATE CREDIT:

| Start | End | Credits | Title |
|---------|---------|---------|--|
| 01/2023 | 03/2023 | 16 | Teaching English Language Learners: Culture, Theory and Methods <i>4 - Critical Pedagogy in the K-12+ Classroom</i> <i>4 - Sheltered Instructional Strategies</i> <i>4 - Linguistics and Grammar for Educators</i> <i>4 - EL Assessment</i> |
| 04/2023 | 06/2023 | 16 | Children, Curriculum, and the Clinical View: Childhood Development and Psychopathology in the Education System <i>4 - Childhood Developmental Psychology</i> <i>4 - Behavioral Disorders of Childhood</i> <i>4 - Child Centered Interventions</i> <i>4 - Elementary Education in the Public School System</i> |

Cumulative

122 Total Undergraduate Credits Earned



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April 2023 - June 2023: Children, Curriculum, and the Clinical View: Childhood Development and Psychopathology in the Education System

16 Credits

DESCRIPTION:

Faculty: Jon Davies, Ed.D. and Ada J. Vane, M.A.

The program curriculum asked students to consider: How do children learn? What is “normal” development, and who decides? When is it appropriate to diagnose a child? What does it mean to offer relevant intervention in an educational setting and / or at home? How do educators decide what children are ready to learn and when they are ready to learn it? How do schools make decisions about children’s learning? How do biological, cognitive, and social factors influence “normal / abnormal” child development?

Lectures, workshops, seminars, and films helped to further contextualize program texts. Students engaged written and other media formats throughout each academic week that included short papers in preparation for seminars and short reflections in response to lectures, films, and treatment intervention readings. Students also took weekly psychology quizzes and engaged in workshops that dealt with diagnosing real world case studies. They prepared case notes on the same. At the end of the quarter, students prepared a poster presentation that addressed a critical program theme.

Developmental Psychology: Using Ricardo and Rymond’s *Understanding the Whole Child* as a framework, we explored psychological theories in human development from biological, socio-emotional, and cognitive perspectives, with a focus on the period from in utero through adolescence. Emphasis was placed on development in a cultural and environmental context.

Childhood Psychopathology: Using Bridley and Daffin’s *Behavioral Disorders of Childhood* as our guide, we engaged in a comprehensive survey of childhood mental health problems, including Attachment Disorders, Intellectual Disability Intellectual Development Disorder, and Learning Disorders, Attention Deficit Hyperactivity Disorder, Autism Spectrum, Disruptive, Impulse Control and Conduct Disorders, Trauma Related Disorders, and Substance Induced Disorders. This program did not simply present a checklist of symptomology. Through contextualization and bio-psycho-social perspectives, students developed critical thinking skills as applied to theories, assessment, and treatments relevant for each disorder.

Using Alexander and Hinrichs’ *Building Trauma-Sensitive Schools: Your Guide to Creating Safe, Supportive Learning Environments for All Students*, students wrote weekly responses to selected quotations in preparation for discussion and analysis of how teachers and other education professionals create structures and support systems to maximize opportunities for student success in the classroom and schools.

Students were encouraged to consider the role of stigma and the public school system in mental illness. The program highlighted current issues in the field of education and their impact on development. Students inquired into how children develop, how the education system responds to their development, and how scientific, evidence-based research informs both contexts.

EVALUATION:

Written by: Jon Davies, Ed.D., and Ada J. Vane, M.A.

Each week, students came together in treatment and intervention workshops to discuss an assigned case study, make their best diagnosis by applying their understanding of key theories discussed in psychopathology lectures, and to select a treatment intervention. Laura completed all case study notes,



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which were efficient, thoughtful and demonstrated excellent attention to the criteria for diagnosing behavioral disorders, as well as comfortable familiarity with terms related to those disorders and relevant treatment interventions for the condition causing distress.

Weekly quizzes evaluated students' ability to retain key terms. Laura completed a majority of the quizzes. Performance on these quizzes demonstrated excellent knowledge of how to compare, contrast, organize and retrieve information about terms and concepts in child developmental psychology and behavioral disorders of childhood.

Students wrote weekly responses to selected quotes from assigned seminar readings in preparation for discussion and analysis. Laura completed a majority of seminar responses, which showed strong ability to reflect on text material. Laura made thoughtful contributions to group seminar discussions.

Laura completed nearly all early childhood care and education workshop responses. The responses were creative, succinct, and illustrated key ideas from the readings. Laura demonstrated significant growth in knowledge and understanding of early childhood care and education, including basic knowledge, effective approaches to use with young children, curriculum design, professional development, current policies, and other critical information.

At the end of the quarter, Laura created a final poster project to summarize and synthesize interdisciplinary content, including but not limited to program sources. Laura chose to present on "What are the Building Blocks for a Trauma-Sensitive School?" The presentation organized and synthesized a great deal of information from the perspectives of psychology and education and showed significant depth of analysis on this topic. Laura took this opportunity to interact with and support fellow presenters in our program conference.

We congratulate Laura for successes in our program and can attest that Laura is prepared for more advanced work in psychology and education.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 4 - Childhood Developmental Psychology
- 4 - Behavioral Disorders of Childhood
- 4 - Child Centered Interventions
- 4 - Elementary Education in the Public School System



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January 2023 - March 2023: Teaching English Language Learners: Culture, Theory and Methods

16 Credits

DESCRIPTION:

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

The intent of this program was to explore foundational English language learner theories, research and methods specific to teaching K-12 and adult English and multilingual learners (EL/MLs) in academic, content-area classroom settings. Our program considered how a careful study of culture, literacy, heritage language development, community building and program models can help future educators better serve MLs more effectively and equitably as students consider careers in education or in community-based organizations.

In the winter quarter, students focused their attention the study of language as a system with an emphasis on linguistics, critical pedagogy, sheltered/content area instruction and assessment strategies based on Washington's K-12 English Language Proficiency endorsement competencies. Texts we read included: David Freeman and Yvonne Freeman's *Essential Linguistics--What You Need to Know to Teach Reading, ESL, Spelling, Phonics and Grammar* (2017); Susan Behren's *Grammar: A Pocket Guide* (2010). Students developed lesson and unit plan that integrated such concepts phonology, morphology and syntax through the development of reading, writing, listening and speaking strategies across levels language proficiency levels. Students also designed ML grammar lesson and teaching demonstrations using verb tenses, prepositions and academic language in the content areas.

We also continued our study of cultural responsive teaching and learning by introducing such texts as Allison Dover and Fernando Rodríguez-Valls' *Radically Inclusive Teaching with Newcomer and Emergent Plurilingual Students--Braving Up* (2022) and Lorraine Valdez-Pierce's *Authentic Assessment for English Language Learners* (2016). These works, combined with students' ongoing ML tutoring fieldwork in the public schools, invited reflection about inclusive teaching practices when working with plurilingual and/or marginalized populations. The aim of these winter readings and field work was to consider the practice of inclusion, building student confidence, providing safe space, and offering choices when considering the curriculum and students' language repertoire in school and community settings. By examining these readings, students became partners with the learning communities where they tutored ML students in the field.

Finally, with critical pedagogy as an overarching framework for ML curriculum and instruction, the culminating project for our program was the design of an "Ideal ML Program Model" in such academic content areas as English, world languages, math, science, social studies, the arts and literature. Students included in their projects: a description of their ELL program model; the identification of a target audience and language proficiency levels; a philosophy statement and a description of their pedagogy; state, WIDA (World Class Instructional Design and Assessment standards for MLs; and a curriculum unit. Through the completion of such a project, students demonstrated the basic principles of sheltered instruction as they presented content area lessons using specific language and literacy methods to provide MLs language instruction using comprehensible input and output. Authentic assessment strategies were also incorporated within the final project, with the use of peer feedback, observation and skill-based learning. In their presentation of this project (including a final teaching demonstration), students modeled a variety of ML methods such as: cultural relevant instruction, total physical response, dual language, grammar translation, and audiolingual approaches

In sum, this body of work offered students a means to develop their understanding of the complex and diverse needs of English language learners in the community this academic year. Through the study of



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culture, language theory, instructional methods and critical pedagogy, students generated strategies to best affirm and support the needs of K-12 MLs across the curriculum.

EVALUATION:

Written by: Leslie Flemmer, Ph.D.

Laura joined our program winter quarter and fit in well from the beginning. Laura learned quickly and demonstrated a strong understanding of the foundational concepts associated with teaching multilingual learners (ML) this quarter through the completion of such work as: designing multilingual (ML) instructional strategies, analyzing assessment methods, reflecting through reader response dialectical journals, and creating and conducting a final ML "Ideal Program and Curriculum Project" and presentation. In addition, Laura completed over 20 hours of ML tutoring sessions at a local high school and 5 hours in an elementary classroom this quarter. Such field work contributed to Laura's hands-on learning and first and experience observed and brought to our program with thoughtful and rich insights regarding ML students journeys in school and the community while negotiating their language development and content area achievement.

Laura created and taught a solo grammar lesson for Kindergartner emergent/intermediate ML students, which focused on nouns and action verbs. Students were encouraged to use their heritage language in response to the instructional activity. Laura used WIDA ELD-LA.K-1. Narrate – Expressive. Students were tasked with identifying nouns and verbs from pictures of animals shared with the whole group during a collaborative brainstorming activity. It was interactive and fun as students accessed their various domains of proficiency (reading, writing, listening, speaking). These approaches to ML curriculum design demonstrated Laura's understanding of instructional strategies to teach grammar.

In addition, Laura and two students successfully facilitated a seminar as they focused on Peregoy and Boyle's reading strategies and Dover and Rodriguez-Valdez's book, Radically Inclusive Teaching. The team invited the learning community to share reading strategies ranging from how to build ML communities through on-line learning, such as during the COVID shutdowns. In addition, Laura's team invited the seminar to read examples from the texts where they noted the importance of teachers engaging and affirming ML students through the use of heritage language readings, culturally relevant ice breakers, efferent and aesthetic as well as resources for families. The seminar discussions included how educators have the potential to invite other genres of content readings such as fiction, journalism, and poetry.

Laura, independently, developed and completed a solid final "Ideal Model Classroom" curriculum project and presentation. This culminating project consisted of several stages that included a philosophy and pedagogy statement, a curriculum and assessment plan, and a comprehensive lesson plan. Laura's program consisted of understanding the role of the stakeholders, advocacy with school boards, the importance of student voices, and creating a vibrant learning community.

Laura also presented an engaging teaching demonstration for early elementary students. Laura focused on developing English language proficiency while implementing WIDA Social and Instructional Language K-3 Standard 1 (narrate) and ELD-SC.2-3.Argue.Interpretive, scientific arguments. Laura provided a rationale from our program literature to support these important aspects of pedagogy and curriculum, particularly as students were tasked to research an animal of choice, identify, and write five facts, underlined nouns and verbs, and draw their animal. There was an assessment rubric included in this presentation that gave students a clear sense of the learning objectives. Of note, Laura was originally placed with another student who was not up to the task of completing a big portion of the Ideal Model paper. While Laura persisted in trying to engage this student, eventually we decided it would be best for her to develop her own plan, which Laura did. Laura's determination to create a strong body of knowledge and completed work to demonstrate learning was the first priority.



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In sum, Laura's collective, academic work this quarter, including six dialectical journals, seminar facilitation, the final project curriculum project, ML tutoring, lesson demonstration, and her overall participation in the program, represented a comprehensive understanding of the conditions and strategies that support ML students in the classroom and community.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 4 - Critical Pedagogy in the K-12+ Classroom
- 4 - Sheltered Instructional Strategies
- 4 - Linguistics and Grammar for Educators
- 4 - EL Assessment



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Student Self Evaluation for Teaching English Language Learners: Culture, Theory and Methods
01/2023 - 03/2023

My personal reflection of this class started with curiosity about English language learners and Multicultural learners and how I can assist these students in a classroom setting. The knowledge and tools I took away from this class I know I will use daily to create an inclusive environment in my classroom. Leslie and Grace offered information through assignments that were thoughtfully varied, I learn well working together and talking about subjects and we worked in small groups and as a class, this is where I thrived in learning through personal thoughts and discussing articles, videos, and topics with classmates. This class opened a door in my heart and mind for students through recognizing their home circumstances and appreciating cultural differences as a class to bring out their strengths.

As the quarter was entering the start of the final paper I was paired with a student and very quickly found that her communication was minimal at best and the work that we were not on the same page regarding the "shared" work. Leslie, Grace, and I spoke, and it was handled very professionally, I branched off and finished the final project myself. As Leslie suggested, I regret not getting the paper proofread at the writing center to check grammatical errors and as a learning experience for writing papers in the future. I did turn in all assignments, but I acknowledge I need to pace myself better, because I did get behind mid quarter and am very thankful that Leslie was willing to still accept the assignments.



The Evergreen State College • Olympia, WA 98505 • www.evergreen.edu

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) 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.