



Jones, Laura Christina

A00442331

Last, First Middle

Student ID

Former Name(s): Nelson, Laura Jones;

CREDENTIALS CONFERRED:

Bachelor of Arts

Awarded 06 Sep 2024

TRANSFER CREDIT:

Start	End	Credits	Title
03/2001	12/2016	11	Everett Community College
09/2011	08/2015	79	North Seattle College
08/2021	10/2022	5	Western Governors University

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
01/2023	03/2023	16	Teaching English Language Learners: Culture, Theory and Methods 4 - <i>Critical Pedagogy in the K-12+ Classroom</i> 4 - <i>Sheltered Instructional Strategies</i> 4 - <i>Linguistics and Grammar for Educators</i> 4 - <i>EL Assessment</i>
04/2023	06/2023	16	Children, Curriculum, and the Clinical View: Childhood Development and Psychopathology in the Education System 4 - <i>Childhood Developmental Psychology</i> 4 - <i>Behavioral Disorders of Childhood</i> 4 - <i>Child Centered Interventions</i> 4 - <i>Elementary Education in the Public School System</i>
09/2023	12/2023	14	Nature and Nurture: Human Development and the Environment 4 - <i>Developmental Psychology</i> 4 - <i>Human Biology</i> 3 - <i>Introductory Anatomy</i> 3 - <i>Persuasive Writing</i>
09/2023	12/2023	2	Prior Learning from Experience Document Writing 2 - <i>Academic Portfolio Design</i>
01/2024	03/2024	16	Student-Originated Studies: Community-Based Learning and Action 4 - <i>Community Based Learning and Liberatory Education</i> 4 - <i>Internship: Academic Mentorship Program and Books to Prisoners</i> 8 - <i>Research Project: Education Behind Bars</i>
01/2024	03/2024	4	Prior Learning From Experience Preparatory 4 - <i>Academic Writing</i>



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EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
04/2024	06/2024	12	Master in Teaching: Spring 2024 <i>2 - Learning Theory</i> <i>2 - Social Foundations of Learning</i> <i>2 - Assessment Practices for K-12</i> <i>1 - Classroom Management</i> <i>2 - Differentiated Instruction</i> <i>3 - Professional Practices</i>
04/2024	06/2024	2	Prior Learning from Experience Document Writing <i>2 - Academic Portfolio Design</i>
06/2024	09/2024	6	Applying Psychology to Career Design: A Journey Through the Labyrinth of Growth <i>2 - Career Counseling Theories</i> <i>2 - Career Counseling Skills</i> <i>2 - Professional Writing</i>
06/2024	09/2024	4	Internship: Activating Community Involvement in Education <i>4 - INTERNSHIP: Community-Based Public Service and Education</i>

Cumulative

182 Total Undergraduate Credits Earned



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I have always wanted to be a schoolteacher and work with children in an academic setting. I love teaching children and how each day is different and exciting. I have worked with children in special education who had a variety of behavioral issues, non-verbal, and/or on the spectrum. During this time, I discovered that I genuinely enjoyed the challenges and rewards of special education and decided it was time to get a teaching certificate and master's degree in education.

Starting at Evergreen in Winter Quarter 2023, my first class at Evergreen State College was *Teaching English Language Learners: Cultures, Theories, and Methods*. This 16-credit program was taught by Leslie and Grace. I learned a wealth of knowledge about cultural diversity, EL/ML learners, and scaffolding curriculums to meet student needs. We created lessons for age-appropriate audiences, learned how to be culturally aware and sensitive, who to create an inclusive classroom, how to scaffold assignments for EL/ML learners, and ways to bring the school together as a community with resources for families. I ended the quarter feeling far more knowledgeable about culturally sensitive issues in a classroom for EL/ML learners and what an inclusive atmosphere looks like.

Spring Quarter 2023 I took *Children, Curriculum, Clinical View: Development and Psychopathology in the Education System*, which is 16-credit program. I have always been interested in psychological disorders and their associated symptoms. As an educator, I want to know how these disorders, how diagnoses affect children's behavior and academic learning and what behavior and red flags trauma are sensitive. My knowledge of learning and behavioral disorders has grown considerably from the case studies and videos offered in this class.

Fall Quarter of 2023 I took the program Nature and Nurture with Ada Vane and Paul Prybylowicz. This Program is a 14-credit program and is divided into two classes, Biology and Psychology. Ada taught the Psychology class which covered different theories and parenting styles for child development and we covered the drugs and their effects on the body. I learned about different learning disabilities that can affect the lives of children, along with how society has an impact on children's social norms. Over the quarter she taught us how to write a persuasive essay with APA citation.

Winter Quarter of 2024 through the CCBLA program I took a INC, this was my last quarter before entering the Master's in teaching Program at Evergreen and I was looking forward to this Community Based Learning class taught by Therese Saliba and assisted by Ellen Short-Snachez. I was excited to start learning through various research, visiting different places, attending community meetings, and then completing the quarter with a final essay on Education Behind Bars. This class has impacted me the most because my interest in this topic started with personal connections to the prison system. Through the knowledge gained I hope that my future career will contribute to education for incarcerated students.

Also winter quarter of 2024, I took Prior Learning from Experience (PLE) with Penelope Partridge. We were given a choice of what book to read and discuss in class and I choose *How to Be Everything*, by Emile Wapnick about Multipotentialite or *jack of all trades*. This book really put my mind at ease that its ok to have two separate careers or have multiple skills in life and how you can use both to your advantage. With our guest speaker from Evergreen Technology Department, I learned how to make a web page. This 2-credit class was a perfect addition to the quarter to get support with my writing.

Spring 2024 I started the MiT Program at Evergreen, this quarter has been intense between the homework and assigned reading. I have learned about culturally responsive teaching while creating an inclusive environment. I have learned how to developing critical thinkers and how to share their funds of knowledge through differential lessons while meeting state standards. How to set up a classroom with resources and material to create structure and class norms.



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June 2024 - September 2024: Internship: Activating Community Involvement in Education
4 Credits

DESCRIPTION:

Faculty: Penelope Partridge, MA, LMFTA

This Internship Learning Contract (INT) was titled **Internship: Activating Community Involvement in Education**.

Students who engage with Individual Learning Contracts at the college are faced with a complex set of responsibilities:

1. Building and proposing an independent course of study
2. Creating a syllabus that connects learning activities to learning outcomes
3. Adhering to a weekly schedule
4. Adhering to a communication plan
5. Monitoring and adapting the workload to meet expectations along the way.

Each student who engages in this work has already been vetted by a faculty member and must be in good academic standing in order for a faculty to choose to support the work.

Additionally, students who include an internship as a part of their course of study have facilitated community-based relationships to support their learning. Students in this advanced role are generally regarded as being highly responsible and are in charge of documenting a significant amount of details about the work they have completed while remaining in contact with faculty members to give and receive feedback as needed. This student has included an internship as a major part of their work.

EVALUATION:

Written by: Penelope Partridge, MA, LMFTA

Laura excelled this quarter by building her skills as an educator. To deepen her understanding of the community as a future teacher, Laura volunteered at the Thurston County Food Bank and Basic Needs Center. There, she learned administrative tasks, stocking, organizing, and preparing food for distribution. This experience not only enhanced her organizational skills but also reinforced her commitment to community service and social responsibility.

She volunteered to plan and implement lessons, delivering workshops that involved supporting, organizing, and setting up educational activities for participating youth. Her dedication to creating engaging learning experiences showcased her ability to connect with young learners and manage instructional settings effectively.

Additionally, Laura supported a classroom teacher in setting up her classroom for the year. Her assistance demonstrated her readiness to collaborate with educational professionals and contribute positively to the learning environment. Laura's proactive approach, strong work ethic, and genuine passion for teaching highlight her excellent potential for a successful professional career in education.



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SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - INTERNSHIP: Community-Based Public Service and Education



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June 2024 - September 2024: Applying Psychology to Career Design: A Journey Through the Labyrinth of Growth

6 Credits

DESCRIPTION:

Faculty: Penelope Partridge, MA, LMFTA

This program offered a supportive career-building map for students wishing to pursue licensure in clinical counseling or social work fields, including LMFT, LMHC, LICSW, LPCC, LP, and several specialty areas, including credentialed art therapy, credentialed sex therapy, and psychedelic-assisted therapeutic intervention roles through the state of Oregon's newly legalized facilitation program. This learning was accomplished through in-depth workshops outlining accrediting bodies and educational requirements required at the MA and PhD levels in both Washington and Oregon. The program also gave students skills for resume creation, cover letters, graduate school applications, and other career-related professional writing.

Using coaching and counseling techniques as a frame, this course also approached core questions of lifespan-based career planning through a combination of lectures, discussions, speakers, art therapy interventions, readings, and mindfulness activities. Students explored conscious and possible unconscious motivations surrounding their personal conceptions of careers, work, and vocations and considered both their own paths and the archetypal life paths of others while addressing any possible barriers to their success or readiness.

Through a framework motivated by the historically significant career counselor Barbara Sher's famous quote, "Isolation is the dream killer, not your attitude," students participated in four weeks of dyad/group work to address a specific challenge that they selected related to their career. Working independently, as a synchronous group, and also in asynchronous dyads, students explored their own preferences through the questions: What gives me the most vitality, and how can I integrate more of it into my life? What will be truly sustainable for me in my day-to-day world of work? What are my strengths? And, what do I truly need to avoid in my vocational life in order to remain happy and healthy?

This course hosted a series of alums and guest speakers who all have roles in helping professions or psychology, including a PhD level ethnographer/community research practitioner, an AASECT credentialed sex and relationship therapist, a retired veterinarian/public health professor, and a member of the first cohort of individuals to become a legal psychedelic-assisted facilitator practitioner in The United States, among others. Speakers were interviewed by our learning community and offered first-hand insights for students interested in both the helping professions and non-traditional employment paths related to multipotentiality and interdisciplinarity.

Students were prompted to explore nine archetypes of vocational thresholds identified by the faculty, including: "I was forced to choose too early," "I am too late, or I am behind," "I have no map or role models," "I have too many interests," and other worthwhile and common career-related concerns. Each student chose one or more of these issues and worked in a group to discuss the dynamics of each problem area and, using our readings and other resources, created a list of recommendations or antidotes that could be used in career counseling or career coaching to mediate or empower these thresholds.

Students created symbolic imagery using watercolor and ink as a contemplative practice to explore their vocational goals. As a final project, students engaged interviewing and networking skills practiced within the class cohort in an informational interview with a local professional to research a field or position of high interest, and presented a slideshow for the group to communicate key insights learned about each



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profession. Lastly, students wrote a final synthesis paper and worked on academic writing necessary to support each student's individual goal.

Students read or learned from the following texts:

- *Letters to a Young Therapist* by Mary Pipher
- *Quiet: The Power of Introverts in a World That Can't Stop Talking* by Susan Cain
- *Relax, you're already home - everyday Taoist habits for a richer life* by Raymond Barnett, PH.D
- *How to Be Everything: A Guide for Those Who (Still) Don't Know What They Want to Be When They Grow Up* by Emilie Wapnick
- *I Could Do Anything If Only I Knew What It Was: How to Discover What You Really Want and How to Get It* by Barbara Sher
- *Jung's Typology* by Von Franz
- *Jung's Typology in Perspective* by Angelo Spoto
- *Symbols and Meaning: A Concise Introduction* by Mari Womack
- *Symbols, Signs and Signets* by Earnst Lehner
- *Symbols: signs and their meaning and uses in design* by Arnold Whittick
- *The Artist's Way* by Julia Cameron
- *The Birth Symbol in Traditional Women's Art from Eurasia and the Western Pacific* by Max Allen
- *The Enneagram Intelligences: Understanding Personality for Effective Teaching and Learning* by Janet Levine
- *The Magic of Thinking Big* by David J. Schwartz, PH.D.
- *The Three Marriages* by David Whyte
- *The Vein of Gold I: The Kingdom of Story* by Julia Cameron
- *Through the Labyrinth: Designs and Meanings Over 5,000 Years* by Hermann Kern
- *What Color Is Your Parachute?* by Richard Nelson Bolles

EVALUATION:

Written by: Penelope Partridge, MA, LMFTA

Laura excelled in this program by committing to personal and professional growth over the summer quarter. Their reflective writing, artistic expression, and active involvement with the community highlighted their ability to concretize vocational preferences, strengths, and limitations within themselves and their environment.

Laura showcased strong interviewing skills during relational activities and assignments. Approaching informational interviewing with curiosity and empathy, they adeptly understood and conveyed their peers' vocational aspirations and challenges. Their research skills were notable, particularly in exploring identity development among helping professionals, demonstrating insight into the vocational distinctions between practitioner roles and research-based careers in psychology.

They thoughtfully examined vocational challenges and barriers across different life stages, exploring potential solutions and contributing insightful perspectives during discussions. Their reflective process included an appreciation of cultural symbolism in expressive arts, focusing on labyrinths as metaphors for personal growth, hope-building, and mindfulness practices.

Embracing self-calming practices as essential to career counseling and planning, Laura demonstrated a solid understanding of concise self-marketing and self-efficacy, evident in their projects and presentations. They also exhibited proficiency in employment search strategies, including networking and job hunting, which will be beneficial as they progress in their career.



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Laura's participation in the program was characterized by diligence, thoughtful engagement, and a sincere enthusiasm for learning. Their integration of the themes and principles of career counseling was evident throughout the quarter.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 6

2- Career Counseling Theories

2- Career Counseling Skills

2- Professional Writing



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April 2024 - June 2024: Prior Learning from Experience Document Writing

2 Credits

DESCRIPTION:

Faculty: Penelope Partridge, MA, LMFTA

The Prior Learning from Experience (PLE) Program allows students with significant professional or community-based experience to accelerate a baccalaureate-level college degree through evidential portfolio submissions. In this course section, which is the second in a series of two, students had the opportunity to continue assembling and refine a draft portfolio for future submission. These portfolios can earn academic credit for past learning and life experience that has a baccalaureate-level equivalent at Evergreen.

The PLE program is highly participatory, engaging students in academic research and readings on academic and autobiographical writing. It also teaches self-editing, peer-editing, and writing skills that can be used to succeed in academia. This course is intended to refine the PLE process and provide students with feedback and resources for completing the portfolio that will be created independently and/or with the support of an optional subsequent PLE Document Writing course, which can be taken a total of three times.

EVALUATION:

Written by: Penelope Partridge, MA, LMFTA

Laura was a good student this quarter. Their engagement with both independent work and synchronous participation in our learning community were enjoyable to witness. Their ability to bring an authentic history to the work of the class while maintaining a professional and personable demeanor with everyone in the group made them an important member of our course. They also paid close attention to the finer points of portfolio assembly, which require considerable academic research and problem-solving. Laura has been diligent in adhering to course agreements and has demonstrated strong personal leadership skills in their independent work. I am confident that they will be a valuable addition to any learning or vocational community they choose to join. Through their adept participation and strong communication skills, Laura further solidified their standing as a valuable asset to the Evergreen learning environment and exemplified their readiness to excel in their academic pursuits, and beyond. I look forward to hearing where their ambition takes them!

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

2 - Academic Portfolio Design



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April 2024 - June 2024: Master in Teaching: Spring 2024

12 Credits

DESCRIPTION:

Faculty: Catherine Peterson, MAT, Daelyn Bailey, Ph.D., Sarah Grant, Ma-EdL

Teacher candidates were evaluated using the following standards:

InTASC Standards

Standard #1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Teacher candidates engaged in the following strands. Evidence used for their evaluation is described within each strand.

Learning About Learning:

This strand focused on InTASC Standard 1. This course of study introduced students to major learning theories of the 20th century and explored learning theories emerging in the 21st Century grounded in



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equity and cultural sustaining understandings of learning and growth. Learner progress was supported and documented through in-depth readings of contemporary research and historical texts, in class and online reflections and discussions, student research and presentations, and a final summative project researching and presenting the practical applications and philosophical basis and use of learning theory in contemporary PK-12 educational practices.

Equitable Assessment Practices:

This strand focused on InTASC Standard 6 and introduced students to pre-assessment, formative assessment, summative assessment, and equitable grading practices. Through reading, discussion, co-planning, and practice, students learned to design lessons and assessments that align with content standards to improve learning. They read texts on grading and assessment and then used weekly learning logs to summarize new knowledge and connect it to prior learning and experiences. Additionally, students demonstrated their understanding of assessment alignment with state or national standards through a mid-quarter Learning Targets Project and a final Teaching Triad performance assessment.

Inclusive and Differentiated Instruction:

This strand focuses on InTASC Standard 2; learner differences. Teacher candidates develop beliefs and instructional practices that honors all students' inherent value and assets and takes a strength based approach to differentiating for all learners. Teacher candidates explore brain science and group work research that demonstrates different strategies and ways of organizing instruction to support all learners. Teacher candidates also explore the laws and practices around IEPs and 504s.

Contexts of Learning:

This strand focused on InTASC Standards 9 and 10. This course of study engaged students in an in-depth exploration of the philosophical, historical, political and social context of schooling in the U.S. These topics were explored in-depth through class lectures and framing, readings, class discussions, online reflection and postings, and summative graduate level research and writing. Teacher candidates were encouraged to reflect on and understand their positionality, point of view, and ethical stance and responsibility as members of educational organizations and communities.

Culturally Responsive Classroom Environments:

This strand focused on InTASC Standard 3 and CCDEI standard 1. Students were introduced to K-12 classroom management and culturally responsive practices. Our learning was focused on understanding how to listen, lead, and teach for equity in the face of implicit bias. Teacher candidates examined their socio-cultural identities, exploring implicit biases and their impact on interactions. Students read and reflected on building, developing, and maintaining relationships and classroom community through student voice and restorative practices. Assessments included reflections and readings on socio-cultural identity, classroom community, routines, equity, and restorative practices. Their core assignment was an I am poem exploring and communicating their identities.

Professional Practice: Seminar, Professional Development, & Mediated Field Experience

Teacher candidates participated in three different strands focused on InTASC Standards 9 & 10 that helped them develop strengths in our five dispositions and explore different ways of knowing. Through self-reflection, seminar discussions, and K-12 classroom observations, teacher candidates developed skills that helped them see all of the learning from spring quarter in action. Using evidence from the other course work and their self-reflections, students shared their Professional Portfolio as their final assessment defending their strengths and areas of growth around the dispositions. Students also demonstrated that they had the tools, philosophy and strong plan to enter student teaching in the fall.



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EVALUATION:

Written by: Catherine Peterson, MAT, Daelyn Bailey, Ph.D., Sarah Grant, Ma-EdL

Standard 1: Learner Development

Laura actively engaged with the course materials, concepts and ideas. They engaged in discussion and dialogue and developed greater capacities across the quarter to express their point of view on learning and growth. The depth of Laura's thinking grew over the quarter, as did their skills and capacity for presenting ideas verbally and in writing. They contributed to in class and online discussions, sharing their own ideas and responses to their peers' ideas and points of view. Laura participated with sincere interest in the course content. Laura's research, presentations and final project were a starting point for their further development and growth in these areas.

Standard 2: Learning Differences

Laura demonstrated growth and adequate learning towards this standard as evidenced by their engagement in reading logs and reflections, the "Inclusive and Differentiated Toolkit", the groupwork readings and through classroom activities and discussions. They recognized that all learners bring their own cultural assets to the table and that when starting with students' strengths and building upon prior knowledge, all students can meet rigorous outcomes. Through development of the "Inclusive and Differentiated Toolkit" they developed a repertoire of evidenced based strategies pulled from readings and teacher demonstrations to draw upon in student teaching. Through accurate reading reflections and discussions, they also explored structures and systems for multi-tiered systems of support, special education and students with 504s. Laura demonstrated accomplished work in the Groupwork section of this strand. The chapter summaries represented a clear understanding of the main ideas of the text and the reflections identified key insights and important questions.

Standard 3: Learning Environments

Laura exhibited growth and a commitment to self-reflection on implicit biases, contributing to the establishment of classrooms where diverse perspectives are valued. Additionally, they developed a sociocultural identity profile concerning CCDEI 1, understanding self and others. Their organizational skills, time management, collaboration with peers, and work ethic have positively contributed to the learning experience. Laura can continue growing as an educator, incorporating these skills in the future classroom and positively impacting the learning environment.

Standard 6: Assessment

Laura showed growth by the end of the quarter; ultimately exhibiting a good understanding of assessment practices including pre-assessment, formative assessment, summative assessment, and grading practices. Over the quarter Laura engaged in authentic reflection of new learning and made meaningful connections to other strands and prior experiences in their learning logs. They showed a good understanding of the texts through the summary in their learning logs. Laura engaged in workshop activities and discussions to develop the knowledge and skills associated with designing, selecting, interpreting, and using high-quality assessments to improve student learning. Laura demonstrated a good grasp of backward design in planning for assessment through their mid-quarter learning targets project and in their co-planning for instruction for their end-of-quarter teaching triad. Overall Laura has met the standards for the assessment strand.

Standard 7 & 8: Planning for Instruction & Instructional Strategies

Through the Standards Overview Project and the Mediated Field Experience Reflection, Laura demonstrated accomplished work towards these inTasc standards. In the Standards Overview Project,



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they analyzed the elementary standards and demonstrated an adequate understanding of how the standards progress in complexity and connect with each other to develop deep critical thinking and higher order thinking skills. In the Mediated Field Experience Reflection, Laura connected the Danielson Teaching Framework with the observations they made in the classroom at two different school sites to reflect upon the impact of teaching practices and develop a mental model for strong instruction through student teaching in the fall.

As the culminating summative assessment for the quarter, Laura and two peers co-planned a 3rd-grade math lesson on using arrays to solve multiplication problems using Backward Design. The triad then taught their 20-minute lesson to their peers. Their lesson plan clearly addressed all criteria and demonstrated a comprehensive understanding of culturally relevant classroom practices, inclusive and differentiated teaching strategies, and effective assessment practices. The lesson was planned to intentionally engage learners in a variety of learning experiences and included multiple effective strategies to support participation and engagement such as a launching activity to active prior knowledge, an exploration and/or discussion task to make meaning of the content and an assessment to gauge students' learning towards the learning targets. The strengths of lesson were the alignment of the learning intention to the standard and the feedback to students was generally supportive of a positive learning environment and an area of growth is to create more student-centered lesson that allow for inquiry-based learning.

Standard 9 &10: Professional Learning & Ethical Practice, Leadership & Collaboration

Contexts of Learning (10i): Laura grew over the quarter in this strand by expressing their ideas and points of view, listening to and learning from others, and considering the new ideas they encountered. They demonstrated a sincere engagement with the ideas explored in this strand through in small and large group discussion, small group activities, weekly reading reflections, reflective and critical thinking exercises, and the final research project. Laura demonstrates a beginning level of understanding of research, critical thinking and graduate level writing skills and will have the opportunity to continue to develop in these areas. Laura will also have the opportunity to develop their own stance regarding ethical practice and the role of leadership and collaboration in professional contexts. Laura shared an area of strength in compassion and dedication to the field of education and an area to continue to develop in clarifying their values and how those are applied to practice in the classroom.

Laura demonstrated thoughtful and reflective insights of their strengths and areas of growth towards the 5 dispositions while sharing the Professionalism Portfolio & Dispositions during the evaluation conference.

Through demonstration of the September Entry Plan, teaching philosophy statement, and resume, Laura is equipped to enter student teaching and apply all of their learning from this quarter.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12

- 2- Learning Theory
- 2- Social Foundations of Learning
- 2- Assessment Practices for K-12
- 1- Classroom Management
- 2- Differentiated Instruction
- 3- Professional Practices



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January 2024 - March 2024: Prior Learning From Experience Preparatory

4 Credits

DESCRIPTION:

Faculty: Penelope Partridge, MA, LMFTA

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The PLE program is highly participatory and engages students in academic research and readings on academic and autobiographical writing, and teaches self-editing, peer-editing, and writing skills that can be used to succeed in academia. This course is intended to outline the PLE process and provide students with a roadmap for completing the portfolio that will be created independently and/or with the support of the subsequent PLE Document Writing course.

EVALUATION:

Written by: Penelope Partridge, MA, LMFTA

Laura was an outstanding student this quarter. Their commitment to both individual assignments and group discussions was inspiring to witness. They shared their personal experiences in a way that enriched class discussions while maintaining a respectful and approachable demeanor with their peers, making them a vital part of our learning community.

By consistently contributing thoughtful insights and demonstrating strong problem-solving abilities, Laura established themselves as an invaluable member of the Evergreen academic environment. Their proactive approach and excellent collaboration skills indicate a bright future ahead. I look forward to seeing the paths they choose and the successes they achieve!

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Academic Writing



Jones, Laura Christina

A00442331

Last, First Middle

Student ID

January 2024 - March 2024: Student-Originated Studies: Community-Based Learning and Action

16 Credits

DESCRIPTION:

Faculty: Ellen Shortt Sanchez, MPA, Therese Saliba, Ph.D.

Student Originated Studies: Community Based Learning and Action combined theory and practice through classroom learning, individual study, and applied internships. Students explored community education models, Ethnic Studies, and equity issues in K12 settings, as well as college access and youth engagement, with a particular focus on liberatory education.

All students completed in-program internships with support from the Center for Community Based Learning and Action (CCBLA), Evergreen's Public Service Center. During the core program, students gained a foundational understanding of community-based learning as pedagogy and practice to build capacity for social action and change. Program readings and presentations explored the field of education, socio-political inequities, and models of liberatory, inclusive education. Faculty and students selected readings on the theory and practice of engaged pedagogy, mindfulness, anti-racism, economic justice, LGBTQ+ health, critical literacy, multi-language learning, prison education, and support for undocumented students and neurodiverse learners.

Class sessions included relevant presentations and workshops, seminar on assigned readings, discussion of internship experiences, and collaborative problem-solving. Class and community events drew connections between national education and justice movements and organizations. In fall, these included participation in the 16th Annual Northwest Teaching for Social Justice Conference, Return to Evergreen, "Ethnic Studies in Education: Current Debates" by Xito presenter Anita Fernandez, and viewing of the film "Precious Knowledge." Additionally, faculty conducted site visits at internships for learning observations, and students prepared a final, collaborative, visual presentation for a public-facing tabling event attended by field supervisors. In winter, students attended a panel on Black Palestinian Solidarity, the Olympia Social Justice and Hidden Histories Tour, and Evergreen Community Internship Fair to broaden their understanding of community-based education.

Throughout the program, students kept a reflective field journal of their internship work, wrote regular reading responses, and provided constructive feedback to peers. In winter, they researched and presented a theoretical essay related to the internship, produced a final paper integrating the theory and practice of their work, and gave a final presentation. In this process, students gained skills in socio-political analysis, applied community teaching and pedagogy, communication, analytical and reflective writing, and public speaking.

EVALUATION:

Written by: Therese Saliba, Ph.D.

Laura was a well prepared and highly engaged learner in this program, providing evidence of a solid understanding of program readings and themes. A successful internship was completed with the Academic Mentorship Program (AMP) and Books to Prisoners, along with reading and field research on Education Behind Bars. In both the internship and core class, Laura demonstrated diligence and commitment to supporting youth and prison education and gained a broader understanding of liberatory education and pedagogy. Laura completed most assignments, maintained good attendance, and enriched our discussions with important insights from experience in special education. Laura successfully met the goal of deepening understanding of prison education through research, fieldwork and internship.



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Laura is a thoughtful writer and worked this quarter to add more close textual analysis to the reflective journal and reading responses. These writings demonstrated growing analysis of structural inequities, such as poverty and racism, that perpetuate exclusion and oppression. For seminar, Laura selected two articles and facilitated a successful discussion by posing thoughtful questions on technology restrictions in prison, the impacts on learning, and the positive outcomes of prison education. Laura built on these ideas in the final theory to practice essay, which successfully synthesized personal narrative, textual research, fieldwork interviews with directors of prison education programs and those formerly incarcerated, as well as Laura's internship work to provide an overview of the range of programs and the transformative role of prison education. In "Education Behind Bars," (10 pages with 7 sources and 4 interviews), Laura asserts, "Education is crucial behind bars to promote education and skill opportunities, healing for prisoners, to reduce generational recidivism for families, to lower financial burdens on communities, and to create a safer atmosphere for staff and prisoners across racial lines." Laura's personal opening creatively describes growing up in the prison town of Monroe, WA, and highlights racial and class privileges that contrast with the statistics and experiences of people of color, as described in Michelle Alexander's, *The New Jim Crow*. In addition, the interviews with leaders of the Sustainability in Prisons Project, Gateways for Incarcerated Youth, Freedom Education Project, and the Black Prisoners Caucus were well summarized and showcased some of the barriers, as well as exciting learning, empowerment, and healing, that these programs provide. Laura effectively used the revision process to lend cohesion and depth to this well-written, multi-layered essay, although it would benefit from further attention to sentences and formal citations. Laura gave an informative presentation of this material that demonstrated strengths in speaking, as well as growing self-awareness and knowledge of the US prison system, with a well-versed tribute to the those who are transforming this system and people's lives through this work.

Zoe Knox, Laura's field supervisor for the Academic Mentorship Program (AMP) wrote the following:

"Laura has been a wonderful addition to AMP this quarter, consistently showing up for the youth and engaging each of them with kindness and consideration. Laura has a knack for centering the needs and interests of the youth, helping them to open up and participate more fully. When we had the opportunity to observe another mentorship program, Laura asked great questions of the group's leader and mentors, probing the similarities and differences between our program and theirs. Her questions deepened the whole group's understanding of our work. She also got to lead a workshop of her own and chose to plan and teach the youth some basic handyman skills. She came well-prepared with tips and tricks of the trade and a variety of tools and supplies to share with the group. Laura gave the youth hands-on experience with important skills, like finding a stud in a wall and how to use a power drill. At the end of the workshop, all the youth expressed their gratitude for the opportunity to learn about and try out these practical skills. Overall, Laura has excelled as a mentor, modeling strategies of care and youth empowerment to those around her."

Lexi Alberts, Lead Volunteer at Books to Prisoners, also wrote this assessment of Laura's contributions:

"Laura interned at Olympia Books to Prisoners during winter quarter. Laura brought a confident energy, while also proactively seeking feedback about all tasks assigned to her. Her actions and attitude strike a balance between self-initiative and learning in community. She clearly communicates with fellow volunteers in ways that are friendly and her communication skills foster cohesive productivity in the group setting. Laura learned about the history of Books to Prisoners, participated in an in-depth volunteer orientation, and spent time reading prisoner letters and wrapping books to go to the post office. She also took initiative to print out PDFs of material that is commonly requested by prisoners (Role Playing Game handbooks, Investment Guides, and Jailhouse Lawyer manuals) and organize them in a way that will be easy to mail to



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prisoners as soon as requested. Laura's commitment to social justice is evident in her words and actions and she will continue to be an asset wherever she volunteers.

Overall, with thoughtfulness and care, Laura contributed much to creating a supportive and positive learning community, and has demonstrated dedication, awareness, and promise as an educator as Laura enters Evergreen's Master in Teaching program."

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 4 - Community Based Learning and Liberatory Education
- 4 - Internship: Academic Mentorship Program & Books to Prisoners
- 8 - Research Project: Education Behind Bars



Jones, Laura Christina

A00442331

Last, First Middle

Student ID

September 2023 - December 2023: Prior Learning from Experience Document Writing

2 Credits

DESCRIPTION:

Faculty: Penelope Partridge, MA, LMFTA

The Prior Learning from Experience (PLE) Program allows students with significant professional or community-based experience to accelerate a baccalaureate-level college degree through evidential portfolio submissions. In this course section, which is the second in a series of two, students had the opportunity to continue assembling and refine a draft portfolio for future submission. These portfolios can earn academic credit for past learning and life experience that has a baccalaureate-level equivalent at Evergreen.

The PLE program is highly participatory, engaging students in academic research and readings on academic and autobiographical writing. It also teaches self-editing, peer-editing, and writing skills that can be used to succeed in academia. This course is intended to refine the PLE process and provide students with feedback and resources for completing the portfolio that will be created independently and/or with the support of an optional subsequent PLE Document Writing course, which can be taken a total of three times.

EVALUATION:

Written by: Penelope Partridge, MA, LMFTA

Laura was a good student this quarter. In addition to diligently advancing their portfolio, they showcased strong professional skills by thoughtfully supporting other learners in the class. Laura was distinguished as a proficient communicator and maintained open lines of communication with the faculty, which is important for this highly independent work. Their ability to express their historical experiences clearly and professionally not only enriched their learning but also fostered a collaborative and supportive academic environment for others. Through their adept participation and strong communication skills, Laura further solidified their standing as a valuable asset to the Evergreen learning environment and exemplified their readiness to excel in their academic pursuits, and beyond.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

2 - Academic Portfolio Design



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September 2023 - December 2023: Nature and Nurture: Human Development and the Environment

14 Credits

DESCRIPTION:

Faculty: Ada Vane, MA and Paul Przybylowicz, Ph.D.

Nature and Nurture: Human Development and the Environment was an entry-level program that explored the influence of the environment on human development from both psychological and biological perspectives. Major themes were developmental psychology, human biology and anatomy, along with academic persuasive writing.

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 sociocultural and environmental context. Student learning was assessed using weekly reflections in response to the material, as well as weekly quizzes.

Human Biology and Experiential Anatomy: We explored topics in human biology using *College Human Biology* by Brainard and Henderson, and *What's Going On in There?* by Lise Elliot. The material was covered through readings, lectures, discussions and workshops. Student learning was assessed through weekly quizzes.

The Yoga Anatomy Coloring Book anchored our explorations of musculoskeletal anatomy through coloring and movement. The weekly workshops focused on the bones and muscles of a portion of the body and experiencing these in a yoga session. Students were required to memorize the names and locations of 39 bones and 35 muscles. Learning was assessed through a final written exam.

Academic Writing/Research: Students engaged with weekly writing workshops that introduced the various aspects of academic persuasive writing and allowed students to practice those skills. Over the course of the quarter, students used learnings from this workshop in groups to scaffold elements of a persuasive essay and to build on these elements week by week. Students received feedback on their efforts from faculty and peers. These workshops culminated in an individual persuasive essay. Students were evaluated on their drafts each week, and on their final essay, which included structured paragraphs in APA format, written in academic tone.

Seminar: Students participated in weekly seminar sessions that engaged their ability to analyze a text and engage in thoughtful discussion based on that analysis. The texts which anchored seminar were *Mindset* and *I Contain Multitudes*. Additional texts included scientific papers and podcasts that explored nature and nurture from both psychological and biological perspectives. Students summarized the readings and shared ideas in online and in-person discussions.

EVALUATION:

Written by: Ada Vane, MA and Paul Przybylowicz, Ph.D.

Laura Jones had a successful quarter in *Nature and Nurture*. Laura attended most of the program meetings, completed most of the work, and the quality of the work was generally excellent. Laura is leaving this program with a solid background for further studies in psychology, biology, anatomy, and academic writing.

In developmental psychology, Laura attended most of the classes and completed most of the weekly reflections, which took the form of short essays explaining and unpacking specific terms or ideas from



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that week, including cited sources, which demonstrated significant thought around the week's material. Laura completed all the weekly quizzes. Performance on these quizzes demonstrated an excellent understanding of developmental psychology.

Laura attended most of the human biology sessions and completed all the work. Answers on the weekly quizzes demonstrated an excellent understanding of main concepts and supporting details covered. Laura participated fully in the hands-on workshops and came to class with completed study questions for review. Overall, Laura's work showed an excellent familiarity with introductory human biology.

In experiential anatomy, Laura attended most of the weekly sessions and completed most of the work. Laura was engaged during the weekly experiential anatomy sessions and participated fully. Laura's final exam illustrated an excellent ability to identify the bones and the major muscles of the human body.

Laura worked to hone and polish academic writing skills this quarter. Laura attended most of the workshops and completed most of the preparation work. The quality of this work was generally fair. Laura was highly engaged with group writing sessions that focused on various areas of academic writing. Laura's persuasive writing improved significantly this quarter. Laura's final persuasive essay was excellent and demonstrated solid understanding of academic tone, paragraph structure, and APA format.

Laura also engaged with discussions of seminar texts. Laura attended less than half of the seminar discussions and completed most of the discussion assignments. Laura's contributions to the online discussions were generally very good. Laura was an active contributor to group discussions. Overall, Laura demonstrated a high level of responsibility and commitment to the learning community through preparation of critical questions for discussion and other activities.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 14

- 4 - Developmental Psychology
- 4 - Human Biology
- 3 - Introductory Anatomy
- 3 - Persuasive Writing



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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



Jones, Laura Christina

A00442331

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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.