



Nelson, Andee L

A00438626

Last, First Middle

Student ID

**TRANSFER CREDIT:**

Start	End	Credits	Title
09/2018	06/2020	20	<b>Central Washington University</b>
09/2019	06/2020	10	<b>Eastern Washington University</b>
09/2020	03/2022	60	<b>Centralia College</b>

**EVERGREEN UNDERGRADUATE CREDIT:**

Start	End	Credits	Title
09/2022	03/2023	32	<b>Teaching English Language Learners: Culture, Theory and Methods</b> <i>4 - EL Instructional Methods and Program Models</i> <i>4 - Language Acquisition Theory</i> <i>4 - Understanding Language, Culture and Identity</i> <i>4 - Introduction to Qualitative Research and Final Project</i> <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	<b>Children, Curriculum, and the Clinical View: Childhood Development and Psychopathology in the Education System</b> <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**

138 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. Andee completed all case study notes,



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which were thorough, well-organized, 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. Andee completed all quizzes. Performance on these quizzes demonstrated outstanding 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. Andee completed all seminar responses, which showed an excellent ability to reflect on text material. Andee made consistently thoughtful contributions to group seminar discussions.

Students created weekly responses to selected content from assigned early childhood care and education readings. Andee completed all early childhood care and education workshop responses. The responses were creative, succinct, and illustrated key ideas from the readings. Andee 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, Andee created a final poster project to summarize and synthesize interdisciplinary content, including program sources. Andee chose to present on "Creating a Safe Space So That Children Can Learn." The presentation was well-organized and showed significant depth of thinking around this central question of the program. Andee took this opportunity to interact with and support other presenters in our program conference.

We congratulate Andee for successes in our program and can attest that Andee 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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## **September 2022 - March 2023: Teaching English Language Learners: Culture, Theory and Methods**

32 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/ML) 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 fall quarter we focused on first and second language learning, including the challenges MLs face when learning a new language given a variety of settings and conditions. Research-based concepts we examined ranged from assessing MLs home language surveys, testing, how teachers perceive MLs competence and performance, academic language strategies to provide comprehensible input and opportunities to produce comprehensible output, and 4x4 methods (i.e. instruction focusing on ML literacy and language proficiency levels). Other key concepts we discussed included the impact of the affective filter on oral language production, translanguaging, funds of knowledge, cultural "wealths" and the role zone of proximal development when designing peer or cooperative group learning targets.

Program seminar discussions focused on our weekly texts and articles, which included (to name a few), *Reading, Writing and Learning in ESL: A Resource Book for Teaching K-12 English Learners* (2017) by Suzanne Peregoy and Owen Boyle; *Assessing English Language Learners: Bridges to Educational Equity* (2016) by Margo Gottlieb, "The Art of the Reveal: Undocumented High School Students, Institutional Agents, and the Disclosure of Legal Status" (2017) by Marco Murillo. and excerpts from *Critical Pedagogy: Notes from the Real World* (2010) by Joan Wink. Critical pedagogy asks teachers to learn how to be reflective about teaching and generate inclusive practices when working with marginalized populations. In addition, by integrating cultural responsive pedagogy within our program curriculum (through teaching demonstrations), we asked students to name, reflect and act when considering problem-solving approaches in the ML classroom.

We also studied how to design English and academic vocabulary, content area strategies and assessment methods at various levels of language development. Each week, students were required to read a chapter and an article, and participate in classroom discussions, complete a dialectical journal (seven entries in total) and facilitate a seminar. Dialectical journal write-ups consisted of identifying, analyzing and critically discussing key quotes, vocabulary and making connections between the texts.

Another important aspect of learning in our program was through the design, research and presentation of ML teaching demonstrations. Students used such methods as comprehensible input and output, dual language instruction, visuals, multi-media, hands-on activities, realia, music and total physical response. Students aligned their content area objectives and assessment strategies with Washington's K-12 Common Core and WIDA K-12 ML standards (World-Class Instructional Design and Assessment).

Students in this program also completed 6 or more K-adult ML tutoring/service sessions in a local school or community-based organization where they were supervised by a mentor ML teacher. Students kept a log where they detailed their field experiences. They reflected upon how these experiences related to the content and practices introduced in our program. Students considered how to further develop diverse student and community relationships as they reflected upon their own future teaching practices.



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In order to demonstrate their understanding of the literature we studied this quarter, students completed a qualitative case study that included an extensive interview of either an English language learner or ML educator. Drawing from the data they collected, students analyzed their findings and demonstrated their understanding of such codes and themes as schooling, program models, culture, immigration, heritage language maintenance and how ML educators serve as school/community advocates. Students completed their written research by conducting presentations of their findings and recommendations to our learning community.

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 standards; 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 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: Grace Huerta, Ph.D.

Andee demonstrated a strong understanding of the foundational concepts associated with teaching English language learners (ELs) this quarter through the completion of such work as: designing EL



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instructional strategies, analyzing assessment methods and affirming cultural community building through reader response dialectical journals, conducting a teaching demonstration, co-leading a seminar discussion, and completing a final EL/ML educator case study research project and presentation. In addition, Andee completed EL tutoring sessions at a local elementary school with ELs this fall.

Andee also completed 7 out of 7 dialectical journals where she offered ideas for EL teaching, programming, student needs and culturally relevant instruction. She addressed student needs respectful of cultural and gender diversity, there heritage languages and students' prior educational experiences. These journals also demonstrated Andee's understanding of the conditions and funds of knowledge ELs/ MLs and their families bring to the local school community as analyzed in our program research articles and texts.

This quarter Andee and her teaching team led a seminar discussion on EL instructional practices, with a focus on language functions. Citing examples from the readings, Andee and the team had small groups identify interactional functions (play, projects and community building) and personal language functions (story-sharing and poetry) and functional communication exchanges. The seminar discussion topics included socio-political functions of literacy such as student activism. Oral strategies explored in Andee's team seminar included the use of games, riddles and jokes among K-12 ELs. The team invited participation from all of the seminar group, with the addition of other topics such as the importance of culturally responsive teaching, the challenges of overcorrecting ELs and the impact of the affective filter. Lastly, Andee evoked her field practicum, the interactions with her EL students, and the building of student confidence with their oral language development. This was a highly interactive and successful seminar given the team's connections to the readings and field experiences.

In addition, Andee and her teaching team developed a Health and Nutrition demonstration for their second grade, beginner-intermediate English language development lesson with a focus on food groups. They emphasized the use of reading, writing, listening and speaking, while infusing visuals such as videos, photography and colorful graphics to provide comprehensible input. They identified and scaffolded academic language such as grains, proteins, and dairy with the key terms translated in Spanish. Cooperative group assessment activities included students completing a written word bank activity, drawing examples of a complete meal (using pre-prepared writing and prompts). The team also provided students opportunities to produce comprehensible output by playing an engaging physical word game, using cloze writing and drawing activities. This approach to ELL curriculum design demonstrated Andee's strong interdisciplinary, content area language lesson design.

Andee completed a well-detailed and organized case study of an EL learner Jose Hernandez. He was born in Mossyrock, WA. His family moved from Mexico to escape poverty. When Jose's mom and dad immigrated from the U.S. in 1993, Jose reflected, "I'm not from there, but I'm not from here" when describing his identity. He now speaks three languages, Mixteco, Spanish and English. Jose attended Central Washington University and completed a Bachelor of Arts degree as a first generation college student. In Andee's interview data, Jose acknowledged the impact of the affective filter on his learning of the English language as he felt that "I didn't fit it." Andee discussed the teacher pedagogy that Jose felt was effective, such as the 4x4 methods and assessment strategies as educators worked through the various literacy levels. Andee also stressed the importance of having a comfortable and safe space for learning. Key quotes Andee noted, "Sometimes parents work a lot is that students may spend more time with teachers them, so the relationship is so important." In addition, Andee shared key research themes she found in the data, such as the role of the affective filter on students producing oral languages, and the importance of building relationship to help motivate students.

Andee's collective work (dialectical journals, case study research, EL tutoring, lesson planning and demonstration) represent her effective understanding of the conditions and strategies that support EL/ML teaching and learning.



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## Winter Evaluation

Written by: Leslie Flemmer, Ph.D.

Winter quarter, Andee continued to demonstrate interest and understanding of the foundational concepts associated with teaching multilingual learners (ML), such as: ML program models, introductory ML instructional strategies, WIDA standards, formative and summative assessment, curriculum development, teaching demonstrations, and a culminating group project and presentation. Andee's attendance and participation demonstrated a commitment to multilingual education and the goal of becoming an elementary teacher.

Andee volunteered weekly at Winlock Elementary School (K-5th Grade PE/ML) completing approximately 21 hours by observing, tutoring, and at times leading a lesson with MLs in a kindergarten classroom. Andee's weekly school tutoring reflections were thorough and comprehensive which detailed new learning experiences, effective learning strategies, and the advantage of connecting total physical response, visuals, and realia to help ML students learn and comprehend language in a PE class.

Andee created and taught a solo grammar lesson for 2nd grade, Intermediate ML students, which focused on action verbs, titled: *Time for Action! Learning Types of Verbs*. Andee used WIDA ELD-LA.2-3. Narrate – Expressive. Students were tasked with determining the difference between a verb and an action verb and were assessed on identifying action verbs in a sentence by circling them on paper. This was a multimodal lesson that utilized visual and digital access to enhance student learning. These approaches to ML curriculum design demonstrated Andee's understanding of introductory grammar instructional strategies. These approaches to ML curriculum design demonstrated Andee's understanding of instructional strategies to teach grammar.

For weekly seminar preparation, Andee completed all seven of dialectical journals and continued to demonstrate solid writing and analysis skills of the readings. Andee helped facilitate a seminar with two other students that focused on Peregoy and Boyle's ML's post-reading strategies with a focus on journaling, discussions, and Dover and Rodriguez-Valdez's book, *Radically Inclusive Teaching*. The team invited the seminar group to share examples of the importance of affirming ML students such as translanguaging, employing heritage language, and offering tools to retain reading comprehension. Other strategies shared included the use of building safe spaces to help support student confidence, empowerment and providing encouragement, inclusive teaching, equitable resources and tools, culturally relevant curriculum, agency, and utilizing funds of knowledge.

Lastly, Andee and a teaching partner completed a final "Ideal ML Program" curriculum project and presentation titled: *"Our Ideal EL/ML Program Model: Dual Language Program."* This final interdisciplinary project had five stages that included a philosophy, pedagogy, curriculum and assessment plan, and presentation including a teaching demonstration. Second grade students are the intended audience for this dual language program model with native English and heritage Spanish speakers all of whom are beginner to intermediate MLs, including WIDA ELD-MA .2-3: Math- Addition and Subtraction problem structure and problem solving. In the philosophy and pedagogy section, Andee's team composed a particularly strong discussion of duality and multilingualism. They wrote, "our dual language program model will put a strong emphasis on the achievement of ML students and native English speakers together." The program's objectives for students to "finish with competency in their first language and be working toward proficiency in their second language's reading, writing, speaking, and listening. By achieving this objective, our students will be able to pass all of their classes, get higher scores on tests with high stakes, and be able to enroll in and succeed in higher education." Other language development methods offered in the team's final paper focused on concepts that incorporated cooperative learning activities, the use of comprehensible input and output, visual representation, total physical response (TPR), repetition, realia, and demonstrating assessment.



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This group respected each other's ideas and worked productively to make the final paper stronger and clearer in its position during the stages of process and editing. With each level of written feedback provided them, they worked hard to integrate and revise their paper, their APA referencing was excellent. Each draft included their revisions on the paper with high level of detail and captured the essence of description, analysis, and synthesis. This paper was done at the level of graduate work.

The class presentation well organized, and the interdisciplinary lesson was fun, engaging that included math, grammar, and collaboration. They provided bilingual handouts about addition and subtraction. The class responded with active participation and relevant, positive feedback. One student comment mentioned how much they had learned as an adult. Overall, this group demonstrated the powerful and positive effects of collaboration, building upon each other's ideas to develop an amazing, comprehensive paper in the form of their ideal ML classroom model.

In sum, Andee's academic work, contributions to group discussions and activities reflect growth, curiosity and deepening understanding of foundational theories, research, and strategies specific to teaching multilingual learners.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 32**

- 4 - EL Instructional Methods and Program Models
- 4 - Language Acquisition Theory
- 4 - Understanding Language, Culture and Identity
- 4 - Introduction to Qualitative Research and Final Project
- 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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## EVERGREEN TRANSCRIPT GUIDE

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

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

### **Educational Philosophy:**

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

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

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

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

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

### **Academic Program**

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

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

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

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

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

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

Credit is recorded by:

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

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

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

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

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

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

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

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

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

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