



Nelson, Andee L

A00438626

Last, First Middle

Student ID

CREDENTIALS CONFERRED:

Bachelor of Arts

Awarded 14 Jun 2024

TRANSFER CREDIT:

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

EVERGREEN UNDERGRADUATE CREDIT:

| Start | End | Credits | Title |
|---------|---------|---------|--|
| 09/2022 | 03/2023 | 32 | Teaching English Language Learners: Culture, Theory and Methods 4 - <i>EL Instructional Methods and Program Models</i> 4 - <i>Language Acquisition Theory</i> 4 - <i>Understanding Language, Culture and Identity</i> 4 - <i>Introduction to Qualitative Research and Final Project</i> 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 | 16 | Aging Today: Psychology and Public Health 4 - <i>Psychology of Adult Development</i> 4 - <i>Introduction to Public Health and Social Health Determinants</i> 4 - <i>Critical Health Literacy in Aging</i> 2 - <i>Seminar in Aging and Ageism</i> 2 - <i>Introduction to Social Science Research Methods</i> |
| 01/2024 | 03/2024 | 12 | Business to Transform Society: Product Design and Marketing 4 - <i>Foundations of Design and Entrepreneurship</i> 4 - <i>Technology for Good: New Venture Creation Capstone</i> 4 - <i>Entrepreneurial Leadership: Discovery and Practice</i> |
| 04/2024 | 06/2024 | 12 | Master in Teaching: Spring 2024 2 - <i>Learning Theory</i> 2 - <i>Social Foundations of Learning</i> 2 - <i>Assessment Practices for K-12</i> 1 - <i>Classroom Management</i> 2 - <i>Differentiated Instruction</i> 3 - <i>Professional Practices</i> |
| 04/2024 | 06/2024 | 4 | Psychedelics 4 - <i>Psychedelics</i> |



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Cumulative
182 Total Undergraduate Credits Earned



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The classes "Children, Curriculum, and the Clinical View: Childhood Development and Psychopathology in the Education System" and "Teaching English Language Learners: Culture, Theory, and Methods" have been instrumental in shaping my understanding of education and preparing me for a Bachelor's degree in Arts. Through these courses, I have gained a deep understanding of child development, learning theories, and the crucial role that curricula play in promoting holistic growth. My knowledge of childhood psychopathology has enabled me to recognize and address the diverse developmental issues that students may encounter.

Additionally, the course on teaching English language learners has deepened my appreciation for cultural diversity and its impact on learning. I have developed a broad set of instructional strategies to meet the unique needs of students from various linguistic backgrounds, ensuring inclusivity and successful learning outcomes. Both courses have underscored the importance of a compassionate and understanding approach in education, supporting a comprehensive instructional method that considers students' social, emotional, and cognitive development.

These courses have not only enhanced my pedagogical skills but also broadened my understanding of child development and psychopathology. They have equipped me with the tools necessary to design culturally competent lesson plans. The knowledge and skills I have acquired will be crucial in my ability to create inclusive and effective learning environments for all students.

Additionally, my participation in the course "Business to Transform Society: Product Design and Marketing" has provided me with valuable skills in teamwork, creativity, and strategic thinking. Throughout winter quarter, my group and I developed and refined our learning abilities in various aspects, examining important ideas and real-world applications together, with each member contributing unique insights. One major accomplishment was the development of our creative business concept, Form-It, which emerged from our collective efforts. This course demonstrated the importance of collaboration and adaptability, skills that are essential in any educational setting. Moreover, the course "Psychedelics" has broadened my interdisciplinary understanding by exploring the historical and contemporary uses of psychedelic substances. While not directly related to child education, the course has enriched my ability to synthesize complex information and consider diverse perspectives, further enhancing my critical thinking skills.

Currently, I am enrolled in a dual degree program, working towards both my Bachelor's degree and a Master's in Teaching. The "Masters in Teaching" course, "Creating Culturally Sustaining Learning Communities: Teaching with Joy and Justice," is preparing me to center students, their families, and their communities in meaningful learning experiences. It has emphasized the importance of understanding oneself as a diverse cultural being to better serve others across various human differences. This course has taught me to include students, families, and communities as valued members of the education process, creating conditions that support partnerships and shared responsibility for learning.

In this course, we examined our beliefs, identities, and perspectives, especially in light of our own school experiences, to understand how these impact our interactions with students. We explored foundational understandings of how people learn, historical contexts of education, and methods for creating classroom environments that honor students' lived experiences while maintaining high engagement expectations. The course highlighted the importance of emotional regulation, resilience, and purposeful teaching, all essential for fostering joy and justice in education. In summary, the skills and knowledge I have acquired from these diverse courses—ranging from understanding child development and cultural diversity in education to strategic thinking and interdisciplinary research—will serve me well as I pursue a Master's in Teaching. These experiences have equipped me to adapt and thrive in new learning environments and to support my future students' educational journeys effectively.



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April 2024 - June 2024: Psychedelics

4 Credits

DESCRIPTION:

Faculty: Lalita M. Calabria, Ph.D.

Psychedelics was a course that explored historical, cultural, religious, and economic perspectives on psychoactive substances from plants and fungi. Lecture and readings covered the biology, ecology and chemistry of psychedelic plants and fungi, as well as how these compounds can be used as therapeutic agents to treat alcoholism, anxiety, depression, drug addiction and PTSD. Students' growing knowledge of these topics was reinforced and assessed through bi-weekly quizzes. Students learned to analyze and evaluate a wide range of sources related to psychedelic research through seminar discussions based in the scientific literature and popular science media including documentaries, podcasts and news articles. Students also read a book of their choice on a topic in psychedelics and prepared a report which was shared with the class through an asynchronous "book fair". Finally, students conducted library research and prepared a monograph report focused on either a species of psychoactive plant or fungus, a biography of a leader in psychedelic research, or a related topic. This research culminated with a presentation to the entire class.

EVALUATION:

Written by: Lalita M. Calabria, Ph.D.

Andee's performance on quizzes reflected a solid understanding of the biology, chemistry and ecology of psychedelic plants and fungi. Andee's seminar responses indicated a very good ability to synthesize psychedelic research into an interdisciplinary framework, including careful consideration of the political, economic and ethical dimensions of psychedelic medicalization. Andee's monograph report on tobacco demonstrated excellent library research skills. Andee's presentation on this topic to the class was very engaging and effective. The book report on *The Electric Kool-Aid Acid Test* provided a fairly complete evaluation of the book's themes and highlighted Andee's developing analytical and critical thinking skills.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Psychedelics



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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

Andee was consistently thoughtful and thorough in their contributions to our class discussions and online reflections regarding historical and contemporary learning theory. Andee made connections across theoretical approaches and applied these to classroom practice. They also demonstrated understandings of the connection between other program strands and the learning theories discussed in class. They consistently contributed meaningfully and added levels of depth, reflection and insight to both small and whole group activities and conversations. Their project work was exceptionally well researched and presented verbally and in writing. Andee modeled leadership and collaboration with their peers, genuine engagement with the topics of this strand, and produced consistently high-quality graduate level work in combination with critical thinking and the ability to make connections between the theory and practice of learning theory in various contexts.

Standard 2: Learning Differences

Andee demonstrated consistent growth and accomplished 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 thoughtful and insightful reading reflections and discussions, they also explored structures and systems for multi-tiered systems of support, special education and students with 504s.

Andee 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

Andee 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. Andee can continue growing as an educator, incorporating these skills in the future classroom and positively impacting the learning environment.

Standard 6: Assessment

Andee consistently completed thorough and detailed work, engaged in thoughtful discussion, and collaborated constructively and positively with peers in the assessment strand. They exhibited an excellent understanding of assessment practices including pre-assessment, formative assessment, summative assessment, and grading practices. Over the quarter Andee engaged in authentic reflection of new learning and made meaningful connections to other strands and prior experiences in their learning logs. They showed a deep understanding of the texts through the summary in their learning logs. Andee 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. Andee demonstrated a good grasp of backward design in planning for assessment through their mid-quarter



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learning targets project and in their co-planning for instruction for their end-of-quarter teaching triad. Overall, Andee exceeded 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, Andee demonstrated accomplished work towards these iTasc standards. In the Standards Overview Project, they analyzed elementary standards and demonstrated an in-depth 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, Andee 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.

Through the Teaching Triad, a summative assessment of multiple strands, Andee and two peers co-planned a 4th grade Informational Reading lesson on reading infographics 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 strength of the lesson was the modeling of how to read an infographic, but an area of growth was the group work task that was a different type of learning application. Using the same text and only modeling the beginning and then having students finish the last few paragraphs would have been a stronger way to get at this learning target.

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

Contexts of Learning (10i): Andee consistently made meaningful, insightful and thoughtful contributions to small group, large group and online discussions. Their weekly reading responses consistently demonstrated the depth of their engagement with the philosophies, policies, structures of inequity and models of change explored in the texts. They actively engaged with their classmates to explore and respond to other's ideas and ways of thinking. Their final project demonstrated a high level of understanding of graduate level research, writing and critical thinking and reflection. Andee showed that they were comfortable in both leadership and contributing roles. Andee's work and actions reflected their application of the concepts of ethical practice, professional learning, leadership, collaboration, and professionalism.

Andee 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. A strength they highlighted was organization and being a positive group member. An area of growth highlighted was wanting to share ideas more with peers and ask for feedback more often. Through demonstration of the September Entry Plan, teaching philosophy statement, and resume, Andee is well 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



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- 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: Business to Transform Society: Product Design and Marketing

12 Credits

DESCRIPTION:

Faculty: Takaaki Hirakawa, PhD

This is a rigorous project-based learning course in business venture creation and impact design, which expects the student to complete a a quarter-long capstone project. This class covers the foundation of entrepreneurial processes, which involves user interviewing, ideation, needs finding, creative problem solving, and challenges students to build a novel product prototype in a quarter long capstone startup project. The fundamental concepts covered in the class include speculative design, design thinking, and critical thinking and active listening methodologies to connect disparate ideas and translate user data into unbiased point of view and actionable insights, reframing of insights, integrating design thinking with speculative design methodology, data visualization of user experience to identify design imperatives and propose solution prototypes, and designing experiments to validate the problem solution fit as well as business hypothesis. Working in teams that comprise students of a variety of academic backgrounds, students are exposed to a rigorous, interactive, team-based, and hands-on learning experience in a business venture for changemaking. The class uses a unique experiential learning pedagogy that involves the use of Miro, a digital whiteboard for team collaboration, to conduct interactive team ideation and creative problem solving, and prepare student teams to apply learning from a selected user group for their startup project. Through industry guest speakers, weekly theme reflection video blogs, and practice of the project presentations several times in the quarter, students experience a learning journey that simulates the early phase of a business venture creation as they learn to identify non-obvious problems, customer needs, build actionable insights to design novel solution concepts, and explore customer value propositions and business models. Furthermore, the class asks the student teams to validate business hypotheses and assumptions of their product, and after four rounds of "Master Class" format of presentation practices and coaching received from industry experts, the student teams make a demo pitch to a panel of entrepreneurs to receive live feedback in the final class.

EVALUATION:

Written by: Takaaki Hirakawa, PhD

Andee's overall class performance was outstanding. She developed superb mastery of the course concepts and demonstrated exemplary collaboration with peers in innovation tasks through the digital collaboration whiteboard, Miro. The student's participation on the quarter-long, startup capstone project was excellent. Andee demonstrated solid user research to design the solution concept and applied findings from user interviews to validate the startup prototype in a convincing fashion. What the peers in class particularly appreciated was that her was that she frequently spoke up in class and shared useful feedback to other students/teams. Andee's final presentation to the panel of entrepreneurs, in the last class session, was outstanding, and was selected as the best one in class by the panel of industry judges. Throughout the quarter, Andee shared her entrepreneurial journey through a series of weekly theme video blogs, which showed deep insights. Taken together, Andee demonstrated solid collaboration on the capstone venture project and accomplished a high level of learning that far exceeded the expectation throughout the quarter.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12

- 4 - Foundations of Design and Entrepreneurship
- 4 - Technology for Good: New Venture Creation Capstone
- 4 - Entrepreneurial Leadership: Discovery and Practice



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September 2023 - December 2023: Aging Today: Psychology and Public Health

16 Credits

DESCRIPTION:

Faculty: Carolyn Prouty, DVM and Nathalie Yuen, PhD

In this team-taught interdisciplinary program, students studied aging through the lenses of developmental psychology and public health. Students examined individual and structural ageism; public health approaches to understanding health disparities; "race" and racism; social and medical models of disabilities; ableism; adult development; and social science research methods. Students used a lifespan perspective to consider the stability and change (gains and losses) across the domains of physical, cognitive, and social development during all periods of adulthood (emerging to late adulthood). Principles of critical health literacy were engaged to explore structural inequities in life expectancy, health, and well-being. The program materials included readings such as Louis Aronson's *Elderhood*, Michelle Zauner's *Crying in H Mart*, peer-reviewed academic journal articles, chapters from scholarly books, and articles from newspapers, as well as films. Activities included weekly lectures, seminars, and workshops in adult developmental psychology and public health, and guest speakers. Assignments included weekly seminar assignments, integrative essays, and a final exam. Students registered for additional credits additionally completed either a library research project or a life-story interview project.

EVALUATION:

Written by: Carolyn Prouty, DVM and Nathalie Yuan, PhD

Andee Nelson successfully achieved all of the learning objectives in this program with very good quality work overall. Andee brought a rich background in psychology and education to the program, and a goal of becoming a STEM teacher. Andee's participation in the program was solid in all aspects of our work, from engagement in seminar discussions and group work to writing and thinking. As a student athlete, Andee had many demands on her time, and she handled those demands responsibly, staying in strong communication with faculty and turning in work in a timely fashion. Andee completed the required work of the program, had good attendance, maintained a positive attitude throughout the program, and received full credit.

Seminar discussions and small group workshops were central to the work of the program. Andee's main participation was in small groups in seminars and workshops, where she engaged productively with her classmates. She was generally an active listener in the larger group. Weekly readings and written seminar assignments were a cornerstone of our work in bringing critical perspectives from developmental psychology and public health literature. Andee's writing was excellent overall: articulate, detailed, and well organized. Critical thinking and creative analysis were important to her, and she leaned into examining how her ideas interacted with the text, to good effect: Andee demonstrated an advanced ability for critical analysis and a thorough understanding of program materials. On her best integrative essay, Andee created a well-organized essay with a clear thesis enumerating reasons for better and more comprehensive geriatric care training.

Students completed a take-home integrative final exam responding to questions about essential theories, topics, and applications in developmental psychology and public health. On the developmental psychology portion of the exam, Andee demonstrated very good understanding of Baltes's life-span perspective and a fair understanding of social science research methods. On the public health portion of the exam, Andee demonstrated an excellent understanding of upstream, midstream, and downstream interventions in public health, and an excellent understanding of allostatic load, and the social model of disability. Andee did very good work in describing and applying Bronfenbrenner's ecological systems model to examples from the program.



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For the quarter-long Life Story Interview, Andee interviewed a person in late adulthood, wrote a paper about the interview using American Psychological Association (APA) style, and created a digital summary of the paper. Andee completed the project in multiple stages. The final paper, titled "Understanding Narrative Identity Through The Life-Story Interview", integrated feedback from and was an improvement on the previous draft. She demonstrated a thorough use of the interview protocol. The final paper was a good demonstration of her understanding of research methods in psychology. She also demonstrated good use of APA Style for paper format, references, and in-text citations. To share this work, Andee created a well-organized series of slides.

Overall, Andee demonstrated a very good understanding of program learning objectives concerning aging, ageism, health literacy, and public health, and a good understanding of concepts in developmental psychology. Andee demonstrated respect and inclusivity in all aspects of the program and finished this program with a solid foundation for intermediate to advanced level work in the social sciences.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 4 - Psychology of Adult Development
- 4 - Introduction to Public Health and Social Health Determinants
- 4 - Critical Health Literacy in Aging
- 2 - Seminar in Aging and Ageism
- 2 - Introduction to Social Science Research Methods



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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 Perego 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) 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.