

Application Related Information

Application:	Application Incomplete	Iteration Name:	202540_GR_G
Grad Program Applying To:	MiT	Program Name:	MIT

Recommendation Information

Recommended By:	Fred Hamel	Recommenders Title:	Dean
Recommenders Institution:	School of Education, University of Puget Sound	Contact Name:	Alyssa Beiermann
Waive Access to Recommendation Ltrs:	I choose to waive my right to review this recommendation.	Recommendation Waiver Choice:	
Recommendation Form Submitted:	✓	Recommendation Status:	Received
Received Date:	10/20/2024 02:58 PM	Recommender Assessment:	I recommend this applicant with reservation.
Recommendation Type:	General	Recommender Form:	Letter of Recommendation
Recommendation Entity ID:	1024000120502407	Recommendation Owner:	Josephine Bernier

Recommender Form Questions

How long have you known applicant:	Applicant ability as self-directed learner:
Time since last contact with applicant:	Applicant as productive member of group:
Relationship with Applicant:	Applicant most significant strengths:
Ability to complete rigorous grad program:	Responsibility/reliability:
Communication Skills - Oral:	Communication skills - written:
Service Orientation-sensitivity/empathy:	Ability to work independently:
Ability to handle stress:	Ability to think critically:
Ability to analyze/problem solve:	Ability to think creatively:
Openness to feedback:	Potential for leadership:
Ability to work in a team:	Personal/professional reflection:

Description Information

Description:	Form URL:	https://evergreenstatecollege.radius
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Other Information

Created Time:	10/09/2024 07:52 AM	Created By:	Josephine Bernier
Modified Time:	10/20/2024 02:58 PM	Modified By:	Josephine Bernier

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October 20, 2024

I am happy to write on behalf of Alyssa Beiermann as an applicant to your teacher certification program.

Alyssa was an undergraduate student in two courses I taught within the Education Studies minor program at University of Puget Sound. In Fall 2022, I taught Alyssa in *White Teachers Teaching Students of Color* (EDUC 295), a course that examines historical legacies of white-dominated schooling in the US. Alyssa was a positive presence in this class and leaned into course materials well. As part of the class, Alyssa volunteered for 12 hours in a multi-racial first grade classroom in South Tacoma and participated in an independent study group on Layla Saad's book, Me and White Supremacy.

In Spring 2024, Alyssa was in my *Teacher Research Practicum* course (EDUC 493), which invites Education Studies students to carry out action research with a mentor teacher in a local school. The course focused itself on social & emotional learning – as well as paradigms for practitioner learning in classrooms. In this class, Alyssa teamed with two undergraduate peers to study the relationship building skills and classroom management strategies of an experienced 3rd grade teacher at a Title 1 school in the Tacoma Public Schools. Alyssa spent approximately 30 hours in this placement, learned quite a bit, and played an important role in the success of her group and their final project.

For EDUC 493, I invite mentors to provide a simple evaluation on the performance of the students from my class. Alyssa's mentor gave Alyssa "average" ratings (3 out of 5) on her "appropriateness in the classroom" and on her "collaboration". The mentor also found Alyssa to be somewhat "inconsistent" (2 out of 5) in terms of "reliability" – which I believe involved some absences on Alyssa's part, as Alyssa's father was sick during this term. The mentor shared the following remarks: *"Alyssa seems to have a strong will to become a teacher but fears if she will be good enough to handle the pressure. We have had many good conversations 1:1 about the profession including instruction and classroom management. I enjoy my conversations with Alyssa, because she seems to reflect on herself quite a bit. She seems interested in her future success. She is learning who she is as a person, student, and professional. Alyssa is finding her voice with primary children and learning how to find the areas within the room where students need attention and support."*

I concur that Alyssa is still finding who she is – and is working to make a transition from her own schooling experiences to leading others. Alyssa has a clear desire to teach. As a very recent graduate, she also has a growth trajectory ahead of her. One piece I would note is that Alyssa has had difficulty passing the NES test. While her grades in Education Studies classes have been solid, some areas on the elementary NES have been difficult for her to pass - I believe she has tried three times. I know that Alyssa is striving to try again and to pass this test in the next year.

I thus recommend with reservation, but believe with support Alyssa can get there in time.

Sincerely,

A handwritten signature in black ink, appearing to read "Fred L. Hamel". The signature is fluid and cursive, with the first name "Fred" and last name "Hamel" clearly distinguishable.

Fred L. Hamel, Ph.D.
Dean, School of Education
Director, Master of Arts in Teaching program
University of Puget Sound
fhamel@pugetsound.edu
253.879.3384