



Tuttle, Kasey Nicole		A00444644
Last, First Middle		Student ID

TRANSFER CREDIT:

Start	End	Credits	Title
04/2016	12/2017	24	Pierce College

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2023	12/2023	5	Soy Bilingue Seminar: Language, Culture, and Young Children 5 - <i>Soy Bilingue: Language, Culture, and Young Children</i>
09/2023	12/2023	5	Tribal Sovereignty and Early Childhood Education 5 - <i>Tribal Sovereignty and Early Childhood Education</i>
01/2024	03/2024	5	Art with Young Children 5 - <i>Art Teaching Methodology</i>
01/2024	03/2024	5	Child Development 5 - <i>Child Development</i>

Cumulative

44 Total Undergraduate Credits Earned



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January 2024 - March 2024: Child Development

5 Credits

DESCRIPTION:

Faculty: Theresa L. Lenear

This course examines the development of children from prenatal to early adolescence. The various theories of child development, and the research and practice that relates to the theories will be addressed, including the cultural, social and economic influences, as well as the complex, interconnection of relationships between biology and environment. Students will build a functional understanding of the foundation of child development, prenatal to early adolescence. They will observe and document physical, social, emotional, and cognitive development of children, reflective of cross cultural and global perspectives. Students will analyze and summarize various learning theories to develop and assess environments designed for diverse learners in inclusive classrooms. Research and practicum work emphasizes the relationship between theory and practice and the development of self-analytic, reflective, and problem-solving skills in pedagogical contexts. The emphasis is on the generation of evidence-based research understandings, creation of pedagogical tools, and critical reflections on fieldwork.

EVALUATION:

Written by: Theresa L. Lenear

Kasey N. Tuttle fully engaged in examining the development of children from prenatal to early adolescence. She attended the class sessions, completed assignments, as well as addressed the learning objectives. She offered succinct summaries of key ideas from the required reading. She made a positive contribution to our learning community.

She researched, examined, and discussed major theories to understand child behavior and development that included the social, and economic influences, as well as the complex, interconnection of relationships between biology and environment. Through her analysis Kasey Tuttle evaluated the effectiveness of the various developmental theories in parenting and teaching as well as examining the interdependence of the cognitive, psychosocial, and physical domains of development that was reflective of cross cultural and global perspectives.

Kasey Tuttle documented her understanding in response to the developmental milestones for infants' first 12 months and examined the terminology and concepts brought forth from the work of Letitia Nieto such as "full moon", holding environment, and attachment as she captured Nieto's theoretical framework around development. She noted that forming trusting relationships, being empathetic and really listening nurtures all from infancy to elderhood.

Through engagement with theory and practice Kasey Tuttle examined the role of play and its relationship to development at various states in which she demonstrated her understanding of the concepts she identified in her objective observation. She summarized key ideas from the assigned reading and amply demonstrated an engagement with the materials and her use of critical thinking skills.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 5

5- Child Development



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January 2024 - March 2024: Art with Young Children

5 Credits

DESCRIPTION:

Faculty: Ronald Rosario Enríquez and Theresa Lenear

Students will explore the creative process through art, music, poetry, and storytelling. The emphasis is on the arts as communication, as a reflection of culture and history, and as a tool for community building and interacting in all aspects of the curriculum. Students examine the benefits of arts-based curriculum in the development of imagination and cognitive, language and communication, and social skills. The course demonstrates the use of cultural arts in developing Total Physical Response (TPR) and identity development strategies. Students examine examples of multiple intelligences and planning curriculum (using the cultural arts) to respond to a variety of strengths and kinds of intelligences. Students also gain skills in recognizing and defining various poetic forms, musical rhythms, and storytelling approaches (including conceptualization of a personal style, development of the ideas, techniques, and organization of the art's elements to form creative work).

EVALUATION:

Written by: Ronald Rosario Enríquez

With a commitment to ensuring that the children's natural creativity, imagination, and curiosity are supported, Kasey Tuttle engaged in practicing several art forms and described her creative processes. She gained skills in recognizing and defining various poetic forms, musical rhythms, and storytelling approaches. She demonstrated her understanding about the arts as communication, as a reflection of culture and history, and as a tool for community building and interacting in all aspects of the curriculum. Kasey developed an art activity with children that supports their creative processes. She eloquently described the benefits of an arts-based curriculum in the children's development of imagination and cognitive, language and communication, and social skills. Drawing from the class text, *Critical bicultural dance pedagogy: Embodying cultural literacy*, Kasey Tuttle demonstrated her understanding of theory and practice regarding by making connections between the critical dance theory and her own practices with music, movement, and dance with young children. She also demonstrated the use of cultural arts in developing Total Physical Response (TPR) activities in her class presentation. She thoroughly examined examples of multiple intelligences and planning curriculum (using the cultural arts) to respond to a variety of strengths and kinds of intelligences. Kasey Tuttle shared the story of how she has organized cultural events with parents, children, youth, elders, and community artists. She was able to deeply engage with and define creativity and imagination and shared her thoughts about why these are important in the lives of children.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 5

5 - Art Teaching Methodology



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September 2023 - December 2023: Tribal Sovereignty and Early Childhood Education
5 Credits

DESCRIPTION:

Written by: Theresa Lenear

This course engages the Early Learning Tribal Sovereignty Curriculum, created by Native Early Learning educators for ALL early learners in Washington State. This curriculum is aligned to the K-12, Since Time Immemorial: Tribal Sovereignty in Washington State curriculum. Students will work with the curriculum's three lessons designed for early learners to experience concepts related to tribal sovereignty and local tribal history: (1) Who We Are (family, cultural identity, a sense of place, and Native families), (2) House of Salmon (historic and contemporary significance of salmon), and (3) Respecting Our House (reciprocity, taking care of the land, acknowledging and honoring place, health and wellness, and giving thanks for all). Storytelling as a child development strategy will be central along with studying the curriculum's map of Indigenous nations in Washington State.

EVALUATION:

Written by: Theresa Lenear

Kasey Tuttle successfully completed the course of study by meeting the learning objectives in the following ways. She was present for the five weekend sessions. She wrote a reflection on what she learned about the early collaborations between Ramona Bennett of the Puyallup Nation and Maxine Mimms, founder of Evergreen College Tacoma. Kasey noted "I really enjoyed hearing Ramona Bennett's story and Maxine Mimms story as well. 2 women that had courage, and also the will to help and try and come to accomplish making a change in their environment/world. You can tell that they really have a drive to make the world a better place and to make a difference in the lives of others."

Kasey Tuttle engaged with the historical context and significance of Canada's Orange Shirt Day (National Day for Truth and Reconciliation) through an art-based project. She also wrote about Canoe Journeys and the Salish Sea as well as the historic and iconic movie, As Long as the Rivers Run. After hearing about the stories of the Indipino Community of Bainbridge Island and viewing the documentary, Honor Thy Mother, Kasey reflected on the phenomenon of mestizaje in the Americas. Kasey engaged with the Tulalip webpage on the Lushootseed language. She selected one of the word groups, listened to their pronunciation, and recorded herself trying out the pronunciation.

After reviewing the Since Time Immemorial: Tribal Sovereignty in Washington State website, listening to the story (A River Lost), and studying the lesson plan, Kasey Tuttle created a collage about what family means to her. For the assignment, Honoring an Indigenous African Leader, she learned about the Indigenous and African cultural influences of the Garifuna, Yenkunkun, and Taino people of the Caribbean. She painted a portrait of a person from the Taino community and included five items that represent their lives and cultural backgrounds. As a part of learning to address stereotypes of Indigenous people, Kasey worked on accurately depicting their skin color, hair texture, facial features, environment, housing, and culture. And finally Kasey Tuttle reflected on the significance of culturally appropriate artistic sign language after reading about Fern Naomi Renville, Roger Fernandes, and Howie Seago's film wherein deaf and Native American creators reimagine Coast Salish myths in Changer: A Hand Telling.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 5

5- Tribal Sovereignty and Early Childhood Education



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September 2023 - December 2023: Soy Bilingüe Seminar: Language, Culture, and Young Children

5 Credits

DESCRIPTION:

Faculty: Theresa Lenear, Ronald Rosario

This Soy Bilingüe course examines theory and practice in supporting the linguistic and cultural development of young children. Students will review a framework for teaching children whose primary language is one other than English as well as teaching a second language to English speaking children. They will engage relevant theoretical and practical information related to bilingual early childhood and elementary education methods with a goal of the development of cultural competence and respect for learners growing up in a bilingual world. Students will reflect on and evaluate their language plan (time based or teacher-based models) and review the ways they have responded to the linguistic and cultural backgrounds of children and their families in curriculum planning. Students will demonstrate their understanding of the natural processes of acculturation, cultural transmission, and language acquisition through the use of song-games, folkloric dances, songs, finger-plays, lullabies, poetry, spoken word, and rhythms.

EVALUATION:

Written by: Theresa Lenear, Ronald Rosario

Kasey Tuttle successfully completed the Soy Bilingüe Seminar, with a focus on the intersections of language, culture, and young children. Building on her prior knowledge of dual language approaches in early childhood education, Kasey deeply engaged theory and practice in supporting the linguistic and cultural development of young children. She contributed to the formation of a vibrant, supportive, creative, and lively learning community. Kasey was a valuable member in her group in-class presentation and a present voice in small group discussions. Her insight and critical remarks were greatly appreciated. The students began by reviewing a framework for teaching children whose primary language is one other than English as well as teaching a second language to English speaking children. They engaged relevant theoretical and practical information related to bilingual early childhood and elementary education methods with a goal of the development of cultural competence and respect for learners growing up in a bilingual world. Kasey Tuttle wrote a two-page story about her own language learning history, describing the community in which she acquired her first language. She noted on some of the cultural values present in her own acculturation: "My family has always accepted everyone for exactly who/what they are. Never made anyone feel different or like they didn't belong. Everyone was treated as equals. When 1 of my cousins came out about their sexuality nobody said anything about it. It was how she wanted her life to be and that's all that mattered to everyone. With me also being in interracial relationships ever since I was old enough to notice and wanting to be in a relationship no one in my family ever had anything negative to say about it or to me. When I hear people telling their stories about it and the things they have to go through it also makes me super grateful for the family that I have. Wouldn't change it for the world."

After reading about the Teaching Umoja Ten Ideas, she discussed how they each related to her own work with young children, their families, and their communities. Kasey Tuttle read the Soy Bilingüe book and wrote an annotation. She reviewed the ways she has responded to the linguistic and cultural backgrounds of children and families in curriculum planning. She went on to develop a language plan (time based or teacher-based), specifying the ages of children, language fluency goals, her strategy for the organization of language usage, and how she will work with small group time to support both first and second language learners. Working with a team, Kasey developed a circle time and a small-group

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activity for children learning a second language including props and real objects, folklore and culture, focusing on 3 to 5 words, without translation, using gestures and TPR, and including hands-on materials.

In summary, Kasey Tuttle was able to demonstrate her understanding of the natural processes of acculturation, cultural transmission, and language acquisition through the use of song-games, folkloric dances, songs, finger-plays, lullabies, poetry, spoken word, and rhythms.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 5

5- Soy Bilingüe: Language, Culture, and Young Children



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

EVERGREEN TRANSCRIPT GUIDE

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

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

Educational Philosophy:

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

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

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

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

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

Academic Program

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

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

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

Evaluation and Credit Award:

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

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

Credit is recorded by:

Quarter Credit Hours: Fall 1979 to present

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

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

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

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

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

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

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

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

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