

RECOMMENDATION FOR A PERSON OF EMINENCE

The governing board of the _____
school district, by resolution adopted on _____, in accordance with
Date

California Education Code, Section 44262, recommends the issuance of a credential based on eminence to

Candidate's Name

in the subject of _____

Eminence was determined on the basis of: _____

_____.

The above named applicant will be employed in this school district to serve as a
_____ at the _____ level.
Teacher (include subject), Administrator, Other *Elementary or Secondary*

Signature of District Superintendent: _____

Date: _____ Telephone Number: _____

Email Address: _____

The individual is recognized as eminent beyond the boundaries of his or her community, has demonstrably advanced his or her field, and has been acknowledged by his or her peers beyond the norm for others in the specific endeavor.

1. The following affirmations of eminence are attached:

2. The following documentation of achievement (advanced degrees, distinguished employment, publications, other) are attached:

3. Please provide an explanation of the individual's effectiveness as a teacher:

4. Attached are the following miscellaneous items the district feels support eminence:

5. Attached is a letter from the applicant describing his or her accomplishments that support a claim of eminence.



Maria Carrillo High School

Vicki Zands
Principal

Randy Burbank
Vice Principal

Patrick Eagle
Assistant Principal

**Shauna
Ferdinandson**
Assistant Principal

June 27, 2016

To Whom It May Concern:

Since joining our staff in February 2015, Adrienne Larocque has become an important, well respected member of the Maria Carrillo family. In addition to her breadth of experience in academia, government, and business sectors, she brings with her a passion for her subject area and a deep desire to help all of her students be successful.

Dr. Larocque places great emphasis on creating a sense of community in her classroom. She is diligent about providing a safe environment where all students feel safe to learn and share their experiences. She has high expectations for behavior and for student citizenship, as well as academic achievement.

Dr. Larocque has shown great ability to understand how students learn and what interests them. She works very hard to differentiate her instruction to match all students' needs, and strives to get to know her students as learners and as people. This information helps her to adapt her lessons to the needs of those students.

Dr. Larocque spends a lot of time reflecting on her teaching and how she can reach her students. She is constantly improving her practice to meet the needs of her students, using a variety of formative and summative assessments to guide her teaching. She works with her colleagues in the science department to identify and address gaps. Dr. Larocque has participated in various professional development activities to prepare for implementation of the Next Generation Science Standards. She also has attended workshops at the Museum of Tolerance and done Unconscious Bias training through the district in order to better advocate for under-served populations of students.

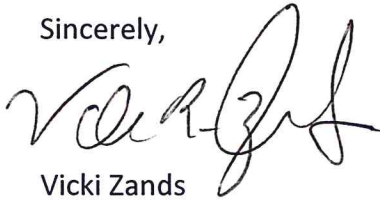
Dr. Larocque's previous work outside of education has allowed her to really put learning into context for her students. It also led her to start a club for girls interested in engineering, and to set up a day where club members were able to shadow with local engineers to network and learn what is involved in careers in engineering.

Dr. Larocque maintains her commitment to her students while managing all of her professional responsibilities. She is an active participant in staff development and activities. She has agreed to become group leader for our WASC Group on Assessments next year.

In summary, in her short time at Maria Carrillo High School, Adrienne Larocque has enriched the educational experience of her students by exposing them to unusually high levels of scientific knowledge and helping them to develop the skills necessary to achieve mastery of

this content. Furthermore, she brings a profound level of caring for each and every student, and works tirelessly to help each child feel valued and important, regardless of their level of ability. We look forward to working with Dr. Larocque for many years to come.

Sincerely,



Vicki Zands
Principal
Maria Carrillo High School



Jason Lea
Assistant Superintendent, Human Resources
Santa Rosa City Schools

June 17, 2016

To: California Commission on Teacher Credentialing
199 Capitol Ave.
Sacramento, CA 95811

Re: Application for Renewal of Eminence Teaching Credential

The criterion for second issuance of an Eminence Credential is that the applicant “continues to enrich the educational experience of the students in the school district.” To establish that I satisfy this requirement, I’ve addressed each of the relevant Strategic Planning Goals and Values for the Santa Rosa City Schools District. The table on the following 3 pages summarizes the evidence that I contribute to the vision for my district according to its strategic planning goals, and how I plan to continue to do so going forward. The attached document entitled **Evidence of Enrichment of Students’ Educational Experience** provides detailed descriptions and evidence of my activities related to student education at Maria Carrillo High School.

Please don’t hesitate to contact me if you have any questions regarding my application.

Yours truly,

A handwritten signature in black ink that reads "A. Larocque". The signature is written in a cursive, flowing style.

Adrienne Larocque, PhD

Earth Science teacher
Maria Carrillo High School
Santa Rosa, CA
alarocque@srcs.k12.ca.us

ACTIVITIES RELATED TO SANTA ROSA CITY SCHOOLS STRATEGIC PLANNING GOALS AND VALUES

http://www.srcs.k12.ca.us/District/SB/Documents/Santa_Rosa_City_Schools_Strategic_Planning_Goals_and_Values.pdf

STRATEGIC PLANNING GOAL	EVIDENCE OF ACHIEVEMENT IN THIS AREA	MY FUTURE GOALS
College And Career Ready		
Students in SRCS will graduate high school fully prepared to make informed decisions regarding post-secondary options (college, trade school, and career), have mastered academic content and are creative problem solvers, collaborators, communicators, technologically literate, and appreciate the necessity for continual learning.	<ul style="list-style-type: none"> • Letters/notes/e-mails from parents, students, and colleagues • Creation of SWE Next Club at MCHS • Organization of shadowing event for club members with professional engineers 	<ul style="list-style-type: none"> • Develop a dual-enrollment course with Santa Rosa Junior College, and perhaps other institutions such as UC Davis • Give presentations at MCHS College and Career Center about types of careers in geology
Balanced Education		
SRCS will promote balanced and healthy growth (intellectually, socially, and mentally) of the child as the responsibility of the schools, families and the entire community.	<ul style="list-style-type: none"> • Letters/notes/e-mails from parents and students • Final evaluation by Principal Zands • Awarding of Puma Points aligned with MCHS student learning objectives/outcomes • Participation in Unconscious Bias Training and Museum of Tolerance Training and follow-up work • Commitment to implementing pedagogy of CLAD coursework 	<ul style="list-style-type: none"> • Start Iris Club for students to give them opportunities to learn about plant biology out of the classroom and to show irises (and win awards!) in the Santa Rosa Iris Society annual show

High Quality Staff		
Select and retain staff of SRCS to be effective and student-centered by being supported in their professional growth through relevant, high quality, professional development.	<ul style="list-style-type: none"> • Letters/notes/e-mails from parents and students regarding high level of care and attention to students as individuals • Participation in variety of professional development opportunities: TBAR training for NGSS, CSTA conference, SCOE Summer Institute • Participation in district-wide collaboration with Earth Science teachers • Equity work: Unconscious Bias training; MOT training and follow up work; attendance at International Cultural Proficiency conference • CLAD coursework • Publication of on-line article with co-author Anna Van Dordrecht • Development of informal committee on cross-curricular collaboration at MCHS 	<ul style="list-style-type: none"> • Expand and formalize cross-curricular collaborations at MCHS • Teach Earth Science to middle school teachers in the District, to prepare them for implementation of Next Generation Science Standards • Continue with professional development related to equity issues in order to become a better ally for under-served students • Complete on-line classes for CLAD
Learning Environment and Resources		
The SRCS District will employ innovative, environmentally conscious policies to create safe, inviting learning environments, and provide relevant, current and fully supported technologies.	<ul style="list-style-type: none"> • Teaching students to take responsibility for maintaining a clean learning environment • Use of web technologies to improve student research skills and accountability • Creation and curation of MCHS Geological Collection 	<ul style="list-style-type: none"> • Find more authentic ways to incorporate a variety of technologies/Maker Education to support student learning

District Serves All Students		
The SRCS District will serve all students with a fair, just and equitable distribution of resources: personnel, financial, and instructional.	<ul style="list-style-type: none"> • Letters/notes/e-mails from parents, students, and colleagues • Use of web technologies to support different learning styles of students • Appropriate instruction responding to the various needs of students • Accelerating achievement of struggling or less academically successful students • Increasing academic achievement of average and high performing students 	<ul style="list-style-type: none"> • Continue to experiment with strategies for effective differentiation in the classroom
Increased Community Engagement		
SRCS has a welcoming culture of open communication, transparency and collaboration within the district, with families and the greater community.	<ul style="list-style-type: none"> • Letters/e-mails from satisfied parents about quality and timeliness of communication • Sharing resources within the MCHS science department and across the district (Earth Science PLC) • Development of informal committee on cross-curricular collaboration at MCHS • Use of Jupiter Grades for posting upcoming assignments and grades and communicating with parents • Inviting students and parents to join on-line groups to support student learning (Sophia.org and Instagram) • Partnering with local private and government engineering offices to provide shadowing opportunity for students interesting in engineering 	<ul style="list-style-type: none"> • Expand opportunity to shadow with engineers to other schools in the District

EVIDENCE OF ENRICHMENT OF STUDENTS' EDUCATIONAL EXPERIENCE

Creating College- and Career-Ready Students

“Students in SRCS will graduate high school fully prepared to make informed decisions regarding post-secondary options (college, trade school, and career), have mastered academic content and are creative problem solvers, collaborators, communicators, technologically literate, and appreciate the necessity for continual learning.” [1]

In my previous life, I was an Assistant, then Associate Professor in the Department of Geological Sciences at the University of Manitoba. I'm currently an Adjunct Professor in Earth and Space Sciences at Santa Rosa Junior College. As such, I am well aware of the skills that my college-bound students will need and the challenges that they will face beyond high school. We have frequent conversations in my class about the nature of, and opportunities provided by, undergraduate and graduate education. Even in 9th grade, students are hungry for this information and want to be prepared. Teaching colleague Anna Van Dordrecht said “For the 2014-15 and 2015-16 school years, Addie and I shared a classroom, so I got the chance to see first-hand the high level of investment and commitment she has for her students and subject. Because Addie has worked in the field and the university as a scientist, she is able to bring fascinating examples and stories of real-world science application into the classroom... she brings a different perspective from her work in research, universities, and international schools.” [2] A note from one of my students reads “Thank you for all the effort you put into teaching us... You get what we need to do before college and I appreciate how you're making us really ready.” [3]

In addition to teaching university students and doing research, I worked at various levels of government agencies in Canada and the US. My university research was funded mainly by companies. Having experience in all of academia, government, and business equips me to help my students be successful regardless of their future paths. I've collaborated with some of the most highly regarded scientists in the world, and I've worked underground with miners who have little education, and every one of them has contributed to my success. I tell my students that there are many jobs and careers, and my wish for each of them is to find meaningful work about which they can be passionate. Regardless of the nature of their future employment, all of my students will require fundamental skills to be successful. That is why I give them lots of opportunities for collaborative work. I teach them and assess them on their ability to communicate, both orally and

in written assignments. I show students how to analyze and derive meaning from data, then provide plenty of ways for them to acquire and interpret their own experimental results. I've explained complex ideas about plate tectonics to my students, and I've demonstrated how to score cardstock to get a neat fold when assembling 3D models. There is no task or idea, big or small, that I won't share with my students if I think it can help them be successful in high school and beyond.

In the classroom, I model and encourage the use of a variety of technologies for instruction, assessment, and communication. I expect all students and parents to e-mail me if they ever have any questions, and they feel very comfortable doing so. Along with many other teachers at Carrillo, I post all grades on Jupiter Grades [4]. The Parents' Association pays the subscription to that website because families at MCHS value unfettered access to information about their children's achievement. One parent said "My daughter learned the value of doing every assignment on time as she watched her grades fluctuate" on Jupiter Grades [5]. I also use a website called Sophia.org where I make available all of my Power Point presentations, handouts, review questions for tests, and assignments (along with due dates) for my students and their parents to access whenever they may need to. I also post fun and educational videos there, and links to interesting material to engage students, such as Neil deGrasse Tyson's podcast [6] in which he interviewed rapper GZA, founding member of hip hop group Wu-Tang. I started an Instagram account for students where I post cool photos and videos related to course content, and many of my students follow me. I encourage students to use their phones, with permission and when appropriate, to document classroom and lab activities and share their photos and videos on my Sophia and Instagram accounts.

Both parents and students recognize the value of the on-line resources that I use. One parent said "Dr. Larocque posted all of the slide shows, handouts, and assignments with due dates on the website Sophia.org. This was hugely helpful to [REDACTED], not only when he was absent... Dr. Larocque allowed students to use their notes during tests which aided with test anxiety and encouraged them to take careful notes, a critical 9th grade skill... The tests were challenging and complex so while the students could use notes, higher level thinking skills and synthesis of information were required... She also posted grades on Jupiter Grades so that [REDACTED] knew how we was doing at all times." [7] I should emphasize that I **expect**, rather than allow, students to use notes for their tests and quizzes. This doesn't mean that my standards are low or that the tests are

easy. Rather, assessments are designed to get students to use resources to support critical thinking about content. In our digitally connected world, we don't need students who can memorize lists of information. We need creative citizens who can use the knowledge they have (and know where to look for knowledge they have yet to acquire) to solve the problems facing our society.

In 2015-2016, I was faculty adviser for a new club at Maria Carrillo called SWE Next. SWE Next is way for girls to become part of the Society of Women Engineers before they obtain degrees in engineering [8]. While there are many chapters on college campuses throughout the US, Maria Carrillo is one of only 4 high schools nationwide that has an approved chapter [9]. Our weekly club activities include researching the different sub-disciplines within engineering and having speakers come to talk to the group. In March, I worked with representatives from the American Council of Engineering Companies of California to organize a day when students from Maria Carrillo shadowed professional engineers in their workplaces (corporate and government offices) in Sonoma County. This gave club members a taste of the real-world challenges and opportunities that wait for them in careers in engineering (Fig. 4). Anna Van Dordrecht wrote "I know from my AP Biology students that this was a game changer for many. It either sparked an interest in engineering or confirmed that this was a field worth pursuing." [2] Before graduating in June, one SWE Next member gave me a card. In it, she wrote "The life of the mind requires courage and sacrifice, and you have consistently demonstrated how to pursue what you love with grace and enthusiasm. Thank you, too, for pushing all of us to work at higher levels. I am very grateful that you started SWE, gave us real experience in the community, and taught us how to collaborate. I have learned many life lessons from you, and I will miss you immensely." [10]

In addition to teaching my students, I also model the importance of, and satisfaction that comes from, being a lifelong learner. I do this, in part, by placing explicit value on my students' ability to teach me new things. I show students how learning can take place independently outside of the classroom, through a variety of media and experiences. One mother wrote that "Dr. Addie and I had a few occasions to chat in person, and it was clear to me that she loves teaching and inspiring the students to explore the world around them. We need more teachers like her." [11]

After the birth of my second child in 2001, I left the University of Manitoba and followed my husband overseas where he had been posted by his employer. My family spent 12 years living in the Philippines and Indonesia, and we traveled throughout Southeast Asia while living there. I

often talk about our time there with my students, and I describe the career opportunities open to people who are culturally proficient. I draw upon all of my experiences, both personal and professional, to equip my students to be highly successful in their lives beyond high school. Commenting on my Back-to-School night presentation, parents wrote “Among the other facts about Dr. Addie that impressed us were her accessibility to her students, and her years living around the globe and teaching grad school.” [12]

Providing a Balanced Education

The SRCS community values “*The growth and development of the whole child (emotional, intellectual, physical and social) which is central to the success of a thriving community... The recognition and development of self-respect, self-motivation, perseverance and respect for others and their learning environment; Respect for all cultures, family choices, and the ability to interact with other cultures and people of diverse backgrounds (cultural competency); Developing students who are community-minded and civically engaged.*” [1]

In addition to my extensive knowledge of Earth Science, I believe that I enrich the education of students in the Santa Rosa City Schools District because of the personal connections that I make with them. In her TED talk, educator Rita Pierson said “Every child deserves a champion, an adult who will never give up on them, who understands the power of connection, and insists that they become the best that they can possibly be.” [13] I believe that. I have very high expectations for my students’ behavior and performance. But it’s been my experience that when students know that you care about them, they are more willing to work hard to be successful. I asked one of my survey students why he thinks that I’m so tough on him. His response? “Because you want me to be amazing.” One of my academic students wrote a note that said “Thank you for helping me, pushing me on doing better in science, understanding me, and so much more!” [14] Kids get it. When we believe in them, they believe in themselves. Research has shown that when we are explicit about our belief in our students, they actually achieve “at significantly higher levels a year later,” and the effect is particularly striking for students of color [15].

While a postdoctoral fellow at Los Alamos National Lab, I was invited to give a talk about the Leaking Pipeline at a symposium on Women in Science. “Leaking pipeline” refers to the fact that proportionately fewer women than men continue on to MSc or PhD degrees in science. I designed

and distributed a questionnaire about the challenges women faced during graduate studies in geoscience and the strategies that they employed to overcome them. The most frequently-cited obstacle was a lack of confidence [16]. This may seem like a trivial issue, except that it has caused many women (and men!) to either not pursue or not complete graduate studies in science. Lindsey *et al.* [17] summarized the link between self-confidence and academic success (p. 12). Awareness of this has informed my teaching at all levels, from graduate school to middle school. I assign activities and challenges specifically as an instrument of confidence building. And by demonstrating that I believe in students' abilities to be successful, they are willing to try.

One mother wrote "Dr. Addie taught my daughter a new way to engage in class boosting her self-confidence to speak up in class... she boosted my daughter's confidence in the subject of science, but also in her ability to believe in herself! In fact, Dr. Addie recommended her for her only honors class, Honors Biology, in her sophomore year and she is doing amazing well." [5] Another parent said "Most importantly, Dr. Larocque was able to see the potential in ■■■ that other teachers often miss and connect with him on a personal level. Her confidence in him allowed him to gain confidence in himself... At the end of the school year, she recommended ■■■ for the Honors Biology class for the present school year. He is taking Honors Bio this year and it's his favorite class. While it is challenging for him, the benefits of seeing himself as one of the 'smart kids' and pushing himself to taken concepts at a higher level have been really positive for him." [7] Parents of another child wrote "■■■ took her class in his freshman year at Maria Carrillo High School in Santa Rosa, 2014-2015... That August he immediately began telling us about his Earth Science teacher and the course material with such enthusiasm & animation we felt relieved and lucky he'd started this leg of his schooling on such a strong foot... ■■■ soon packed along samples of his rock collection to school, from fossils and varying types of rocks to meteorites, because he had a receptive and supportive atmosphere to share in... We are pleased that ■■■ learned self-reliance and increased his self esteem by approaching his teachers and initiating a connection himself. Time is tight at school, yet he still stops in to see Dr. Addie and share news and tidbits he's excited about. It is illustrative of how her positive influence goes above and beyond to enrich his, and others', educational experience." [12] Echoing parents' comments, Principal Vicki Zands wrote in my final evaluation this year "Dr. Larocque places great emphasis on creating a community in her classroom where students feel safe to learn and share their experiences. She has high expectations for behavior and for academic achievement." [18]

It's clear to most people that I value knowledge and understanding. However, those aren't the only qualities that are important. There are a number of characteristics and abilities that are difficult to measure on tests and assignments, but are critical to a student's future success and the wellbeing of the society in which they live. Citizenship matters. As such, I award extra-credit points for behaviors that aren't strictly academic but that enhance learning of all students in the classroom. I originally had a different name for them, but when the new Student Learning Objectives were formalized this year, I changed the name to Puma Points because the ways for students to get points aligned so beautifully with our new SLOs [19]. Examples of behaviors that win Puma Points include independent critical thinking, making an effort to improve their environment (including the classroom), and working effectively as part of a team.

I am bicultural; my mother is English Canadian and my father was French Canadian. I have lived and taught in 4 different countries on 2 continents, and traveled to 16 countries on 5 continents. My students learn all of this about me the first day of class. For several years, I've also been giving presentations about Indonesia (my family lived there for 5 years) in Humanities classes at MCHS. So cultural diversity clearly is celebrated in my classroom. Before my husband's employer sent us to the Philippines, we were required to take Cross Cultural Sensitivity Training. That opportunity prepared me so well for my overseas experiences and allowed me to see the beauty in other ways of doing things. This definitely is something that I try to share with my students: an appreciation of all things different. Joe Sims, English teacher at MCHS, wrote "Our first collaboration focused on Adrienne's time living in Indonesia. Our freshman English and history classes are thematically focused on global literature and the humanities so it is vital to have guest speakers that are able to share their stories about their experiences from around the world. With this knowledge about our school's curriculum, Adrienne generously made herself available to the entirety of our ninth grade English and Humanities core on her days off. At the time Adrienne spoke, my students were engaged in a project-based assignment focused on current events in Asia. Adrienne's presentation was immersive as she quite literally transformed my classroom into a museum dedicated to Indonesian culture. Her presentation captivated my students and made the content of my class all the more real to them. It is supplemental educational experiences like these that will make students identify with becoming global citizens and ultimately allow for our goal to implement Common Core standards based on non-fiction "real-world" matters and concepts successful." [20]

Because my best friend growing up was biracial, and because I obtained my doctorate in a male-dominated field, I've long known that a person's educational experience depends a lot on what they look like. I've worked very hard to ensure that I give all of my students everything they need to be successful in my class. However, I now know that this wasn't enough. I'm so grateful that Santa Rosa City Schools has made equity initiatives a priority. Through the District, I've participated in Unconscious Bias Training [21]. I've attended the Museum of Tolerance in Los Angeles last summer [22] and throughout the school year participated in follow-up workshops that built on that experience with educational consultant Stephanie Graham [23]. I particularly value the work because it has given me strategies, and permission, to advocate for my students within the educational system. It's not sufficient for me to provide a safe place in my classroom for my students to learn science. They need an ally, a champion (in the words of Rita Pierson [13]), who can make education fully accessible to them. According to Stephanie Graham, I am "a consummate professional and an unrivaled advocate for educational equity and social justice... Addie is dedicated not only to Science education but also to helping every individual realize his/her full potential. She will do whatever it takes to scaffold students from where they are to where they need to be to master rigorous academic content. Not many teachers go this extra mile... Addie understands that there are groups of students in our schools whose needs are consistently undervalued and under addressed, and Addie chooses to serve THESE students over others...to reshape programs, practices and services so that culturally and linguistically diverse students are better served and more successful in our schools. Addie measures her own success and effectiveness based not only on how well she performs but on how well her most under-served students perform under her tutelage." [24] Because of my enthusiasm for the equity work, I was one of only 6 employees sent by Santa Rosa City Schools to the recent International Cultural Proficiency Conference at CSU San Marcos [25]. I attended many worthwhile sessions there, but the most interesting one was presented by a neuroscientist who described the origin of bias in the primitive brain, and how we can harness neuroplasticity to overcome it.

Because CLAD is not embedded in my credential, I've been taking courses on-line through UC San Diego to obtain my authorization [26]. I took 2 courses last summer (scoring 100% in both), 1 in January (99%), and will complete the remaining 2 courses this summer. The concepts I've learned and additional reading I've done beyond my CLAD courses reinforce the strategies that I've learned as part of equity training sponsored by my District.

Being Part of a High Quality Staff

The SRCS community values “*An effective, motivated and collaborative staff through: The selection, retention and development of high quality, student-centered and motivated employees with high morale; Relevant, comprehensive, sustainable, empowering, and collaborative professional development.*” [1]

There are many ways to measure teaching effectiveness. Are students engaged? Do they master content? Have they acquired useful skills that they can transfer to other classes or life situations? One of the most common comments I’ve had from students, at Maria Carrillo and elsewhere, is that they never liked or understood science before being in my class. A note from one of my students at MCHS reads “Thank you for being there when I have questions. Thank you for teaching with a passion and wanting everyone to be knowledgeable.” [27] Another gave me a card that said “In the past, I never enjoyed science class because I was always lost and confused. Thank you for helping me not be lost and confused. Thank you for the great year and for being an amazing teacher... You really taught me so much, science and more.” [28] A parent wrote “My daughter was terrified to start her freshman year in a large school the population of MCHS. Her first week of school all she could talk about was her science class and Dr. Addie. She never liked science before Dr. Addie. My daughter repeatedly said, ‘Dr. Addie explained everything so well I actually understand what she is trying to teach me.’” [5] Parents of a student from last year stated that “The Back-to-School night for parents was how we heard Dr. Addie happily proclaim she's a "rock geek". This simple phrase & her presentation let us know without a doubt she is dedicated and passionate about her subject. (And of course, what had initially drawn ■■■ to be so engaged.)” [12] Anna Van Dordrecht, with whom I shared a classroom, wrote “In addition to being committed to student learning, Addie is deeply tuned in to the physical and emotional well-being of her students. She is both caring and empowering, and based on all of the interactions I’ve witnessed in the classroom, students are very confident that she cares for them as people not just students. Both her freshmen students and the older ones she’s worked with in the engineering club light up when they see her and seek her out in a crowd to say hello. Someone with such a high level of content expertise and such a big heart for students is most surely the kind of person we want in the classroom.” [2]

I was a Puma Parent before I applied to teach at Maria Carrillo. One of the reasons that I wanted to work there is the outstanding staff, and I've enjoyed collaborating with colleagues both within and outside of the Science Department. Assistant Principal Patrick Eagle wrote "Dr. Addie is highly respected among her colleagues. She brings her depth of knowledge and eagerly shares information with other teachers. They work together to produce interesting and educational curriculum." [29] Anna Van Dordrecht and I co-authored an article for *California Classroom Science*, the on-line publication of the California Science Teachers Association [30]. I've participated in district-wide collaboration with other teachers of Earth and Physical Science where we exchange ideas and activities for engaging students and conveying content [31]. I initiated an informal collaboration among teachers in several departments (Science, Humanities, Art) who are interested in making explicit cross-curricular connections between our respective courses. Joe Sims wrote "Adrienne and I brainstormed to create more cross-curricular opportunities for our students. We are currently developing plans to incorporate Earth Science into English, and vice versa, in a variety of ways. If successful, our students will see how astronomy influenced Shakespeare and explore geology, volcanoes, and Zen rock gardens while learning to write argumentative essays about these topics. In addition, Adrienne founded and facilitates a committee of like-minded educators to begin work on even more cross-curricular collaboration. This group now consists of an art teacher, multiple English and humanities teachers, and a physics teacher. This group has grown exponentially since Adrienne began it and will continue to grow as we invite math teachers into the mix in the coming years. It is collaborative efforts like these that will excite our students and invigorate our teachers and it is visionaries like Adrienne that makes them possible... I am grateful to have the opportunity to work with a colleague that inspires every teacher that meets her. Adrienne is indispensable to our profession." [20] My attendance at the SCOE Summer Institute, on the subject of STEAM Education, gave me lots of good ideas for integrating art into science and engineering activities in my classroom [32]. Anna Van Dordrecht wrote "Addie also participated in a week-long professional development in June 2016 on STEAM education. Addie brought to this week enthusiasm and passion, and it was clear that she inspired the other educators in the room at the same time that she was inspired herself to incorporate what she learned in her own classroom." [2]

Much of the formal professional development that I've done has been in two areas: equity in education (described above), and implementation of the Next Generation Science Standards

(NGSS). The state of California adopted the NGSS in 2013 [33]. Since 2014, members of the Science Department at Maria Carrillo have been collaborating in developing a prototype to implement the new standards through a Teacher Based Reform (TBAR) grant [34]. The work was led by Anna Van Dordrecht, who wrote “Addie was an extremely important contributor in this group, both sharing the work she was doing in her own classroom and offering insights and questions that helped drive the work forward. Part of the reason her contributions were so essential for the success of the group is that she brings a different perspective from her work in research, universities, and international schools.” [2]. In October, I attended the California Science Teachers Association meeting in Sacramento [35] where I went to numerous sessions on various aspects of NGSS implementation. I also learned new activities related to Space Science that I immediately took back to my classroom and used effectively with students. Finally, in June I participated in a webinar with the Los Angeles County Office of Education to learn more about the implications of NGSS in terms of credentialing [36].

Creating an Effective Learning Environment and Resources

The SRCS community values “*Clean, safe, and inviting facilities; Relevant, current learning materials and technologies... Energy efficient and environmentally sustainable policies and practices.*” [1]

Tidiness is often the last thing on the minds of most high school freshman. Maker Education engages students, but often creates a messy work area. However, a classroom that is clean and tidy improves student success, attitude, behavior, and productivity by decreasing their stress levels and increasing their focus, information processing, and creative thinking [37, 38]. It communicates the idea that excellence is expected [39]. To maintain a tidy classroom, I involve students. They read the scientific evidence of the connection between brain function and classroom environment and we discuss the implications. I use exit tickets in the classroom to assess student understanding [40], but before students can get a ticket to fill out, they must make sure that the area around their own desks is clean. Not only does this ensure an optimal learning environment, it also teaches them personal responsibility and encourages them to think about the consequences of their actions for themselves and others. In other words, it gives them perspective and helps them develop life skills.

I've already described the technologies that I use to support student learning. In addition, I have a collection of unique geological materials and research data sets that I share with my students. I also retrieved an extensive set of rocks and minerals from Sonoma State University which I've already started using in the classroom. I'm in the process of improving the standard rock and mineral sets at Maria Carrillo and creating a master document identifying all samples and listing properties for their identification, for the benefit of other Earth Science teachers in my department. My ultimate goal is to make the Maria Carrillo Geological Collection unsurpassed among high schools in the state.

Serving All Students

The SRCS community values *"Success for all students... Appropriate instruction responding to the various needs of students; Accelerating achievement of struggling or less academically successful students; Increasing academic achievement of average and high performing students."*

[1]

My fundamental goal in teaching is to help ALL of my students reach their maximum potential, regardless of in what area or at what rank that potential lies. Despite having taught Geological Sciences at the very highest level (to PhD students at the University of Manitoba), I am able to differentiate my instruction to reach students at all levels. In 2015-2016, my classes were split evenly between academic and survey-level Earth Science. Academic Earth Science at Maria Carrillo is a UC-approved, A-G course, so it must be rigorous. Furthermore, under the Next Generation Science Standards, Earth Science is envisioned as capstone content. As such, I feel a responsibility to instruct students at a high level. One of the lines of evidence that I do this consistently is the quality of questions that students ask in my class. They are able to ask such high-level questions because of the advanced instruction that they receive from me. For example, the following are queries from some students in my academic classes (I ask students to write these on the Question Wall, a poster with spaces for questions and names that is posted in my classroom):

"Are the Jovian planets' atmospheres split into pieces like Earth's?" (Earth's atmosphere has a layered structure)

"Has Neptune reached absolute zero?"

“If an asteroid crashes into the Sun, does it become fuel for the Sun?” (because elements lighter than iron can undergo fusion to produce heavier elements)

“Do the rings of planets [like Saturn] spin with the planets?”

“Where is Earth’s current orbit in terms of changes in eccentricity?” (asked when we were learning about Milankovitch Cycles)

“If a planet is not revolving around our Sun then by the IAU definition, is it not a planet?” (asked when we were learning about habitable planets outside of our Solar System)

“Is a magnetic field a factor in determining if a planet is habitable?”

“Do the inner planets not have moons because of the overpowering gravitational pull of the Sun?”

“Why don’t we just oil fault lines?” (to prevent locked faults that store up energy and produce large earthquakes when they eventually slip)

“How long does volcanic ash stay in the air?” (after an eruption)

“How many ice ages have we discovered?”

“When you compress a solid box with just air inside, what happens? Can you push it? What happens to the air?” (leading to a discussion about adiabatic processes)

“Why do the numbers of protons or neutrons change in the nucleus during radioactive decay?”

While I instruct students at a high level, it’s only fair to assess them at an appropriate level for their academic placement. One of the things that I’m most proud of is that I’ve been able to simultaneously challenge gifted students while enabling those who struggle to be successful. The parent of one A+ student said “Her passion for science and teaching ensured my son was engaged and learning in class. Class expectations were well laid out, and challenging in such a way that my son surprised himself with how much he learned. She certainly laid a solid science foundation for him.” [11] Another parent whose child was in the same class said “What you need to understand

about [REDACTED] is that he is not the most ‘natural’ of students. He is one of those kids who seem to work twice as hard to get half the grade... What impressed me most about Dr. Addie was her desire to help her students. She regularly set up tutoring sessions and extra office hours in order to share her love of science with her students. Mostly, though, she seemed to actually CARE about these kids. She wanted them to LEARN, rather than merely pass requirements... As a result of her work, [REDACTED] shared with me that his favorite class last year was science – complete shock to me!” [41]

I was fortunate this year to have a bilingual peer tutor in the larger of my survey classes, which has about 50% English Language Learners. One student in particular recently moved to the US and speaks no English. My peer tutor wrote “Dr. Larocque ensured that all necessary accommodations for the student’s educational success that could be made were made... [She] continually took detailed notice of the student’s work during class and pointed it out as an example during class, resulting in the student feeling more included in the class. This notice and care further motivated the student to maintain a high level of work despite the language barrier.” [42] Getting to know all of my students individually allows me to see which ones needed language support, which ones needed cognitive strategies, and which ones need both. My peer tutor stated “As a result of the attention and work she dedicates to each student’s learning, I have heard several students state that it is their ‘favorite class’ or the only class that they ‘really care about.’” [42]

For 35 years, my mother was a Special Ed teacher at Madeline Hardy School, a residential school at the Child and Parent Resource Institute in London, Ontario [43]. I grew up around students who had complex emotional, behavioral, and mental health issues, and as a teenager, I assisted my mother as a volunteer during her summertime Autism program. As a result, I have a different perspective on students in my survey classes than some others do. While some may focus on diagnoses of disorders, I simply see my students as people with their own individual needs AND gifts. One of the goals of SRCS is to accelerate achievement of those students who struggle academically. I have high standards for ALL of my students, including those in survey classes. However, I scaffold my instruction to support students at different levels of ability. The peer tutor in my survey class stated that “I personally took the academic earth science class as a freshman and can confidently say that the survey class is learning material that is more advanced than what I learned during my time as a freshman.” [42] Yet my survey students achieve as much success as

those in my academic classes. The following thoughtful questions from some students in my survey classes demonstrate how they are able to understand and consider the implications of complex concepts when they are properly supported in their learning:

“Will everything repeat again?” (asked when we were learning about the Big Bang and Big Crunch theories about the origin and end of the universe)

“Why can’t the sun fuse iron?” (only elements lighter than iron can undergo fusion in the cores of stars)

“Why are there so many lines in the uranium spectrum?” (asked when we learning about absorption spectra)

“What makes Mars soil look red?”

“If the Moon had oceans, would the Earth create tides?”

“Where does the energy in the inner core come from?”

“How do we know the way the continents moved to form Pangea?”

“Are fossils indicators of the age of rocks because that’s the time that the animal died?”

“What is the pressure at the bottom of the ocean?”

Approaching the education of every single student as a unique endeavor can be challenging, but the results are so rewarding. One of my survey students is a bright girl who has struggled with social and behavioral challenges. She gave a note to me that said “I really appreciate and want to thank you for always helping me with my work and for helping me get back in track with your class but most of all for always being so nice and so lovely with me and for giving me the attention I need. Also for always answering my questions no matter what it is about.” [44] The mother of a child who had previously been homeschooled wrote “[REDACTED] has a hard time understanding and tolerating other kids. Addie recognized this with compassion, and allowed him to do some lab work alone, outside of class time, while still encouraging him to engage with other students in group work... I have never known anyone who has enriched his educational and social experiences

as much as Addie did... I cannot begin to express how thankful as a parent I am to have run across a teacher like Dr. Addie.” [45]

Regardless of whether they’re in academic or survey classes or members of SWE Next, my desire for ALL my students at Maria Carrillo is for them to find their passion and reach their maximum potential. Parents and students understand this. One mother wrote “██████ has an older sister who is presently at UCLA and is the type of student who will thrive no matter who is teaching the class. ██████ is very different and the classroom teacher has always been critical to his success. We are grateful for his time with Dr. Larocque and feel she is an asset to the Science Department at Maria Carrillo High School.” [7] A member of SWE Next who graduated in June wrote “I now think of you as a mentor and a friend I can geek out with anytime about rocks or neurology or engineering or food science or whatever it may be. Thank you for sharing all of your vast wisdom with us about science and being a woman in the field. And mainly, for all the support and encouragement you have offered me this year.” [46] A student from one of my academic classes this past year wrote “Thank you so much for all that you do for me. You always go above and beyond to make sure we learn all the information in depth. You are one of the best teachers at Carrillo.” [47]

In addition to positive feedback from parents and students, teaching colleagues and administrators have made me feel that my efforts on behalf of kids, particularly those with special needs, are valued. RSP teacher Sarah Thompson wrote “During her time here, Dr. Larocque has really impressed me. She presents material in a way that is interesting and engaging to her students... Her courses are rigorous, but she makes it accessible to every student. They love her class and feel that she is very approachable and caring. She is especially in tune with the students with special needs. Dr. Larocque makes them feel comfortable in their class and is able to help them learn the material in the way that is best for them.” [48] Assistant Principal Patrick Eagle stated “In SST’s ‘Dr. Addie,’ as she goes by, is an enthusiastic supporter of all her students. It is very obvious that she cares deeply for each of them and is more than willing to do whatever it takes to help each of her students be successful.”[28] Cat Ayala, Program Manager for Special Services for SRCS sent an e-mail to me that said “Your tireless support of Julian Ayala is COMMENDABLE! You have gone above and beyond accommodating this student with special needs and you truly embrace the district's philosophy- *Every student. Every day. Every possibility.*” [49]

Increasing Community Engagement

The SRCS community values “*Meaningful and timely communication with parents about their child... Promoting a culture of collaboration and transparency; Providing a welcoming environment with an orientation of service to students, their parents, and the community in which they serve; Establishing partnerships with local community-based organizations and associations, businesses, non-profits, academics, labor, neighborhood groups, governmental agencies and representatives, and others.*” [1]

Our students are best served when educators and families work together to support their learning. A consistent theme among e-mail messages from parents of students is their appreciation of my efforts to keep them in the loop about science class. I frequently send out reminders about upcoming quizzes and tests, and update parents about recent activities. One mother wrote “As a parent I was equally as pleased with Dr. Addie’s communication skills through her timely e-mails home. She was the only teacher my daughter’s freshman year who took the time to communicate with me about what was going on in class, so that I was able to talk to my daughter about her studies.” [5] Another said “Dr. Larocque made an effort to communicate with us regarding [REDACTED] progress and needs. She was timely and clear in her communications which is not always the case when students are in high school. I feel that many students continue to need the support of both their parents and teachers during this transitional year and communication is key.” [7] Still another parent wrote “I communicated with Dr. Addie regularly, making sure that [REDACTED] was keeping pace in the classroom. I was surprised at how quickly she would respond to my e-mails with her suggestions and concerns. In spite of having 100 students, she was aware of my son.” [41]

Not only students, but parents, are encouraged to sign up on my Sophia.org class group so that parents can help their children complete assignments and be prepared for assessments. Parents of a student from last year wrote that “[REDACTED] challenges come from working with his diagnosed ADD. Focusing and keeping organized are huge issues for him, regardless of subject... Dr. Addie's Sophia website enabled us & [REDACTED] to see for ourselves what was current in class. Her timely and informative emails helped us to keep up on what [REDACTED] should be planning for in Earth Science. The several times we emailed in return, she responded quickly.” [12]. Sarah Thompson said “She provides valuable feedback for IEP meetings and always makes time to attend the meetings. Dr.

Larocque has a good rapport with parents as well. She makes it easy for them know what is going on her classroom, and she is always available for discussions.” [48]

The event in which members of the SWE Next Club shadowed engineers was important for the students, but it also provided an opportunity to establish partnerships with local businesses and government agencies. It raised the profile of Maria Carrillo High School in Sonoma County as our students were wonderful ambassadors for the school. My plan is to extend the shadowing opportunity to other schools in the District next year.

Future Goals

In addition to continuing with ongoing activities to enrich the educational experience of students in the Santa Rosa City Schools District, I intend to do the following in the future:

- Complete courses for my CLAD certification (summer 2016).
- Give presentations about careers in geological sciences at the MCHS College and Career Center.
- Expand and formalize cross-curricular collaborations at MCHS.
- Develop a dual-enrollment course with Santa Rosa Junior College. I’ve already had discussions with both the former and current heads of Earth and Space Sciences at SRJC, and there is a high level of interest at the college. A joint position statement from the National Earth Science Teachers Association and the National Association of Geoscience Teachers states “Offering rigorous Earth science courses at the high school level addresses critical needs in both geoscience education and future workforce needs. Members of the National Earth Science Teachers Association (NESTA) and National Association of Geoscience Teachers (NAGT) advise that it is time to establish new, strong collaborations between high schools and post-secondary institutions around dual credit and concurrent enrollment Earth science courses. These courses will attract high performing students to potentially fill the geoscience career pipeline, meet the rigors and spirit of the Next Generation Science Standards, continue to build strong post-secondary education geoscience departments, expand the diversity of the geoscience community, and increase the number of geoscience literate citizens who will be making informed decisions about Earth science issues in the future.” [50]

- Create new partnerships with local organizations by expanding the shadowing opportunity with engineers to include students throughout our District.
- Teach science to elementary/middle school teachers in the District. At the recent SCOE Summer Institute that I attended, I had specific requests to do this from middle school teachers who are concerned about having to implement the Earth Science content of NGSS.
- Continue with professional development, particularly related to being a better ally for underserved students.
- Continue to experiment to find effective strategies for differentiation.
- Become the group leader for our WASC group on assessments (beginning fall 2016).
- Create new partnerships with local organizations such as the Santa Rosa Iris Society. This would include starting an Iris Club for students at MCHS. There are many positive outcomes to this activity. Students could get hands-on experience learning about plant biology and reproduction. If students choose to join the SRIS (we will do fundraising to pay for memberships, or investigate the possibility of a group membership), they could exhibit irises in the annual SRIS show and win awards.

List of Supporting Documents and Links

Copies of all of the documents listed below are located in the appendices, as indicated. Originals are available for viewing upon request.

[1] Santa Rosa City Schools Strategic Planning Goals and Values:

http://www.srcs.k12.ca.us/District/SB/Documents/Santa_Rosa_City_Schools_Strategic_Planning_Goals_and_Values.pdf. The document is included in Appendix I.

[2] Letter from teaching colleague Anna Van Dordrecht. A copy of the letter is included in Appendix II.

[3] Note from 2015-2016 Academic Earth Science student [REDACTED]. A scan of the note is included in Appendix III.

[4] E-mail from Parents Association thanking teachers using Jupiter Grades (see Appendix IV)

[5] Letter from 2014-2015 parent [REDACTED]. A copy of the letter is included in Appendix II.

[6] Neil deGrasse Tyson interviewing rapper GZA: <https://www.youtube.com/watch?v=vHfdd-PQVwo>

[7] Letter from 2014-2015 parent [REDACTED]. A copy of the letter is included in Appendix II.

[8] <http://societyofwomenengineers.swe.org/swenext>

[9] E-mail message from SWE Next regarding number of high school chapters nationwide. A copy is included in Appendix IV.

[10] Thank-you card from SWE Next member and graduating senior [REDACTED]. A scan of the card is included in Appendix III.

[11] Letter from 2014-2015 parent [REDACTED]. A copy of the letter is included in Appendix II.

[12] Letter from 2014-2015 parents [REDACTED] and [REDACTED]. A copy of the letter is included in Appendix II.

[13] Every Kid Needs a Champion = TED Talk by educator Rita Pierson:
http://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion?language=en

[14] Note from 2015-2016 Academic Earth Science student [REDACTED]. A scan of the note is included in Appendix III.

[15] How Showing and Telling Kids ‘I believe in you’ Can Empower Them at School:
<http://ww2.kqed.org/mindshift/2016/01/07/how-saying-and-showing-kids-i-believe-in-you-can-empower-them-at-school/>

[16] Larocque, A. 1994. Lack of confidence is our most common problem. *Gaea*, v. 17, no. 4, p. 9.

[17] Lindsey, RB, Graham, SM, Westphal, Jr, RC, and Jew, CL. 2008. *Culturally Proficient Inquiry: A Lens for Identifying and Examining Educational Gaps*. Corwin Press, Thousand Oaks, CA. 233 p.

[18] Final evaluation by Principal Vicki Zands. A copy is included in Appendix IV.

[19] MCHS Student Learning Objectives. A printout is included in Appendix IV. The SLOs with the Puma graphic can also be viewed on the MCHS website:

http://www.mariacarrillohighschool.com/cms/page_view?d=x&piid=&vpid=1450340911834

[20] Letter from MCHS English teacher Joe Sims describing cross-curricular collaboration. A copy of the letter is included in Appendix II.

[21] District e-mail message regarding Unconscious Bias training. A copy of the e-mail is included in Appendix IV.

[22] District e-mail message regarding the trip to the Museum of Tolerance. A copy of the e-mail is included in Appendix IV.

[23] District e-mail message regarding MOT follow-up training. A copy of the e-mail is included in Appendix IV.

[24] Letter of support from educational consultant Stephanie Graham. A copy of the letter is included in Appendix II.

[25] Registration confirmation and list of breakout sessions attended at International Cultural Proficiency Conference, June 2016. A copy is included in Appendix IV.

[26] CLAD grade reports from UC San Diego Extension. Copies are included in Appendix IV.

[27] Note from 2015-2016 student [REDACTED]. A scan of the note is included in Appendix III.

[28] Note from 2015-2016 student [REDACTED]. A scan of the note is included in Appendix III.

[29] Letter from Assistant Principal Patrick Eagle. A copy of the letter is included in Appendix II.

[30] Article for *California Classroom Science*: The Power of Storytelling in the NGSS classroom: <http://www.classroomscience.org/the-power-of-storytelling-in-the-ngss-classroom>. The text of the article is included in Appendix IV.

[31] E-mail message regarding district-wide Earth/Physical Science collaboration. A copy of the e-mail is included in Appendix IV.

[32] E-mail message inviting me to participate in the SCOE Summer Institute on STEAM education. A copy of the e-mail is included in Appendix IV.

[33] California Department of Education: Next Generation Science Standards
<http://www.cde.ca.gov/pd/ca/sc/ngssintrod.asp>.

[34] Agenda for one of the TBAR group's monthly meetings.

[35] E-mail message regarding registration for the California Science Teachers Association meeting. A copy of the e-mail is included in Appendix IV.

[36] E-mail message regarding registration for the NGSS webinar produced by the LA County Office of Education. A copy of the e-mail is included in Appendix IV.

[37] How Clutter Affects Your Brain (and What You Can Do About It):

<http://lifehacker.com/how-clutter-affects-your-brain-and-what-you-can-do-abo-662647035>

[38] Scientists Find Physical Clutter Negatively Affects Your Ability to Focus, Process

Information: <https://unclutterer.com/2011/03/29/scientists-find-physical-clutter-negatively-affects-your-ability-to-focus-process-information/>

[39] How Your Classroom Environment Can Improve Behavior:

<http://www.smartclassroommanagement.com/2011/10/08/classroom-environment/>

[40] Exit tickets (see Appendix IV).

[41] Letter from 2014-2015 parent [REDACTED]. A copy of the letter is included in Appendix II.

[42] Letter from peer tutor, SWE Next club member, and graduating senior [REDACTED]. A copy of the letter is included in Appendix II.

[43] Link to Child-Parent Resource Institute website:

https://en.wikipedia.org/wiki/Child_and_Parent_Resource_Institute

[44] Note from [REDACTED]. A scan of the note is included in Appendix III.

[45] Letter from 2015-2016 parent [REDACTED]. A copy of the letter is included in Appendix II.

[46] Card from [REDACTED]. A scan of the card is included in Appendix III.

[47] Note from [REDACTED]. A scan of the note is included in Appendix III.

[48] Letter from RSP teacher Sarah Thompson. A copy of the letter is included in Appendix II.

[49] Email from Cat Ayala, Program Manager, Special Services. A copy of the letter is included in Appendix III.

[50] NESTA/NAGT Joint Position Statement on Dual and Concurrent Enrollment Earth Science

Courses, from: http://www.nestanet.org/cms/sites/default/files/documents/NESTA-NAGT_position_paper.pdf. A copy is included in Appendix IV.

Appendices:

I. Santa Rosa City Schools Strategic Planning Goals And Values

II. Letters of Support for Renewal of Eminence Credential

- a. Letter from science department teaching colleague Anna Van Dordrecht
- b. Letter from 2014-2015 parent [REDACTED]
- c. Letter from 2014-2015 parent [REDACTED]
- d. Letter from 2014-2015 parent [REDACTED]
- e. Letter from 2014-2015 parents [REDACTED] and [REDACTED]
- f. Letter from educational consultant Stephanie Graham
- g. Letter from Assistant Principal Patrick Eagle
- h. Letter from English teacher Joe Sims
- i. Letter from 2014-2015 parent [REDACTED]
- j. Letter from peer tutor and SWE Next Club member [REDACTED]
- k. Letter from 2015-2016 parent [REDACTED]
- l. Letter from RSP teacher Sarah Thompson

III. Notes and E-mails of Praise

- a. Note from 2015-2016 Academic Earth Science student [REDACTED]
- b. Card from SWE Next member and graduating senior [REDACTED]
- c. Note from 2015-2016 Academic Earth Science student [REDACTED]
- d. Note from 2015-2016 Academic Earth Science student [REDACTED]
- e. Note from 2015-2016 Academic Earth Science student [REDACTED]
- f. Note from 2015-2016 survey Earth Science student [REDACTED]
- g. Card from SWE Next member and graduating senior [REDACTED]
- h. Note from 2015-2016 Academic Earth Science student [REDACTED]
- i. Email from Cat Ayala

IV. Other Documentation

- a. E-mail from MCHS Parents Association thanking teachers who use Jupiter Grades
- b. E-mail from SWE Next regarding number of high school chapters nationwide
- c. Lack of confidence is our most common problem. *Gaea*, v. 17, no. 4, 1994, p. 9.
- d. Final Evaluation by Principal Vicki Zands, 2016
- e. MCHS Student Learning Objectives
- f. District e-mail message regarding Unconscious Bias training
- g. District e-mail message regarding the trip to the Museum of Tolerance
- h. District e-mail message regarding MOT follow-up training.
- i. Registration confirmation for International Cultural Proficiency Conference
- j. CLAD grade reports, UC San Diego
- k. Article co-authored with Anna Van Dordrecht that appeared in *California Classroom Science* (on-line publication of California Science Teachers Association)
- l. E-mail message regarding district-wide Earth/Physical Science collaboration
- m. E-mail invitation to participate in SCOE Summer Institute on STEAM education
- n. Agenda for one of TBAR group's monthly meetings
- o. Registration confirmation for the California Science Teachers Association meeting
- p. Confirmation of LACOE Webinar
- q. Exit ticket
- r. NESTA/NAGT Joint Position Statement on Dual and Concurrent Enrollment Earth Science Courses

APPENDIX I:

SANTA ROSA CITY SCHOOLS STRATEGIC PLANNING GOALS AND VALUES

http://www.srcs.k12.ca.us/District/SB/Documents/Santa_Rosa_City_Schools_Strategic_Planning_Goals_and_Values.pdf

STRATEGIC PLANNING GOAL	THE COMMUNITY VALUES
College And Career Ready	
Students in SRCS will graduate high school fully prepared to make informed decisions regarding post-secondary options (college, trade school, and career), have mastered academic content and are creative problem solvers, collaborators, communicators, technologically literate, and appreciate the necessity for continual learning.	<ul style="list-style-type: none"> • A core set of knowledge and skills across all subject areas (analytical, collaborative, adaptive, creative, communicative, and technological) • An alignment of work force needs and development of necessary skills derived through school and employment shadowing experiences • All students will be fully prepared, upon completion of high school, to begin post-secondary options
Balanced Education	
SRCS will promote balanced and healthy growth (intellectually, socially, and mentally) of the child as the responsibility of the schools, families and the entire community.	<ul style="list-style-type: none"> • The growth and development of the whole child (emotional, intellectual, physical and social) which is central to the success of a thriving community • Intervention and support opportunities for students and families that extend beyond the school and include resources within the community • The recognition and development of self-respect, self-motivation, perseverance and respect for others and their learning environment • Respect for all cultures, family choices, and the ability to interact with other cultures and people of diverse backgrounds (cultural competency) • Developing students who are community-minded and civically engaged
High Quality Staff	
Select and retain staff of SRCS to be effective and student-centered by being supported in their professional growth through relevant, high quality, professional development.	<p>An effective, motivated and collaborative staff through:</p> <ul style="list-style-type: none"> • The selection, retention and development of high quality, student-centered and motivated employees with high morale • Relevant, comprehensive, sustainable, empowering, and collaborative professional development

Learning Environment and Resources	
The SRCS District will employ innovative, environmentally conscious policies to create safe, inviting learning environments, and provide relevant, current and fully supported technologies.	<ul style="list-style-type: none"> • Clean, safe, and inviting facilities; • Relevant, current learning materials and technologies with a supporting infrastructure and full-time presence of support staff; and • Energy efficient and environmentally sustainable policies and practices.
District Serves All Students	
The SRCS District will serve all students with a fair, just and equitable distribution of resources: personnel, financial, and instructional.	<ul style="list-style-type: none"> • Success for all students • Fair, just and equitable distribution of resources to serve all students • Appropriate instruction responding to the various needs of students • Accelerating achievement of struggling or less academically successful students • Increasing academic achievement of average and high performing students
Increased Community Engagement	
SRCS has a welcoming culture of open communication, transparency and collaboration within the district, with families and the greater community.	<ul style="list-style-type: none"> • Meaningful and timely communication with parents about their child • Increasing internal and external communication to promote district effectiveness • Promoting a culture of collaboration and transparency • Providing a welcoming environment with an orientation of service to students, their parents, and the community in which they serve • Establishing partnerships with local community-based organizations and associations, businesses, non-profits, academics, labor, neighborhood groups, governmental agencies and representatives, and others • Proactive and responsive policies and practices to address community needs

6/13/16

To Whom it May Concern,

It is my great pleasure to recommend Adrienne (Addie) Larocque for a second issuance of the Eminence Credential. I am the Curriculum Coordinator for Science at the Sonoma County Office of Education and have also worked as a science teacher at Maria Carrillo High School in the Santa Rosa City School District. I've known Addie for three years. I first met her when her son was in my Earth Science course at Maria Carrillo. Addie graciously volunteered to come in and share her expertise in geology, volcanology, and astronomy with the students. She came in on two separate occasions to present to my students about her own research and the work of others. Both times, her extremely high level of knowledge and also the way she both engaged and challenged students impressed me. From my highest achieving students to those who struggled with the coursework, all were inspired by Addie's work and wanted to know more about potential careers in science.

The following school year, I was delighted that a part-time Earth Science position opened up and that Addie chose to pursue the Eminence Credential and share her expertise and passion with students. For the 2014-15 and 2015-16 school years, Addie and I shared a classroom, so I got the chance to see first-hand the high level of investment and commitment she has for her students and subject. Because Addie has worked in the field and the university as a scientist, she is able to bring fascinating examples and stories of real-world science application into the classroom. She also has a number of connections in our community and beyond which she has drawn upon to enrich the learning experience of not only her own students but also others at the school. During the 2015-16 school year, Addie started a club for girls interested in engineering. As part of that club, she arranged for each participant to shadow an engineer for a day. I know from my AP Biology students that this was a game changer for many. It either sparked an interest in engineering or confirmed that this was a field worth pursuing.

In addition to using her expertise and connections to enrich learning for students, Addie has gone above and beyond in continuing to pursue new avenues to engage students in science content and practices. Addie works tirelessly, often coming in on weekends to set up hands-on demonstrations and labs for students. One of the labs she developed for her classes was of such high caliber that it not only engaged the learning of high school freshmen but also was successful and influential when she used it with adult learners at the Santa Rosa Junior College.

Addie also invests time and energy learning from and working with other educators. She has collaborated with other earth science teachers in the district to improve lessons and activities. She and I have also partnered on a science history series called "People to Ponder" that introduces students to scientist profiles so that they can learn the big

picture of discovery. The research for these profiles takes a considerable amount of time, but Addie has deemed this investment worthwhile since there is such a great return in engagement and enthusiasm- students are delighted every time a profile is presented and reference these scientists in their own work. This speaks to her high level of commitment to students and learning.

In addition to being committed to student learning, Addie is deeply tuned in to the physical and emotional well-being of her students. She is both caring and empowering, and based on all of the interactions I've witnessed in the classroom, students are very confident that she cares for them as people not just students. Both her freshmen students and the older ones she's worked with in the engineering club light up when they see her and seek her out in a crowd to say hello. Someone with such a high level of content expertise and such a big heart for students is most surely the kind of person we want in the classroom.

The past two years, I have been in a dual role working part-time as a classroom teacher and part-time as a teacher-on-loan for science at the Sonoma County Office of Education (SCOE). I've had a chance to work with Addie through my SCOE role in two county-wide professional development settings. The first was a group developing a prototype for Next Generation Science Standards (NGSS) implementation. Addie was an extremely important contributor in this group, both sharing the work she was doing in her own classroom and offering insights and questions that helped drive the work forward. Part of the reason her contributions were so essential for the success of the group is that she brings a different perspective from her work in research, universities, and international schools. Addie also participated in a week-long professional development in June 2016 on STEAM education. Addie brought to this week enthusiasm and passion, and it was clear that she inspired the other educators in the room at the same time that she was inspired herself to incorporate what she learned in her own classroom. Both of these experiences demonstrate that Addie enriches not only the learning of her own students but also those of other students through her commitment to collaboration with science educators around the classroom.

Addie is ambitious, knowledgeable, passionate, and caring. This rare combination coupled with her extensive background in earth science is undoubtedly a benefit to the students at Maria Carrillo High School and in Santa Rosa City Schools and Sonoma County. She has my highest recommendation for the second issuance of the Eminence Credential. To invest in her and her career is to invest in science education and students. If you have any questions, please don't hesitate to contact me. Thank you for your consideration.

Sincerely,
Anna Van Dordrecht
Curriculum Coordinator for Science
Sonoma County Office of Education
avandordrecht@scoe.org
707-953-8580

January 4, 2016

To: The California Commission on Teacher Credentialing

I am writing this letter of recommendation for Adrienne Larocque, aka Dr. Addie. Dr. Addie was my freshman daughter's Ac Earth Science/Physical Science teacher at Maria Carrillo High School in Santa Rosa, California during the 2014/2015 school year.

My daughter was terrified to start her freshman year in a large school the population of MCHS. Her first week of school all she could talk about was her science class and Dr. Addie. She never liked science before Dr. Addie. My daughter repeatedly said, "Dr. Addie explained everything so well I actually understand what she is trying to teach me."

Dr. Addie taught my daughter a new way to engage in class boosting her self-confidence to speak up in class. My daughter learned the value of doing every assignment on time as she watched her grades fluctuate on Sophia an on-line tool. She even encouraged my daughter to do extra credit, which was a first for her. She boosted my daughter's confidence in the subject of science, but also in her ability to believe in herself! In fact, Dr. Addie recommended her for only honors class, Honors Biology, in her sophomore year and she is doing amazing well.

As a parent I was equally as pleased with Dr. Addie's communication skills through her timely e-mails home. She was the only teacher my daughter's freshman year who took the time to communicate with me about what was going on in class, so that I was able to talk to my daughter about her studies and encourage or praise her when she needed it.

I am grateful for Dr. Addie and think any child would be lucky to have her as a teacher! I whole heartedly recommend Dr. Addie to the Commission on Teacher Credentialing!

Sincerely,



February 27, 2016

To the Commission on Teacher Credentialing,

My son [REDACTED] was in Dr. Adrienne Larocque's 9th grade Physical Science class during the [REDACTED] year. While [REDACTED] bright and hardworking, he has [REDACTED] impact both his school attendance and his ability to focus during instruction. He has a 504 plan of accommodations. Dr. Larocque's teaching style and the myriad of supports that were provided for all students contributed greatly to his success in the classroom.

Dr. Larocque posted all of the slide shows, handouts, and assignments with due dates on the website Sophia.org. This was hugely helpful to [REDACTED] not only when he was absent, but also to aide in completing notes that he may not have been able to keep up with in class and in reviewing for tests. She also posted grades on Jupiter Grades so that [REDACTED] knew how he was doing at all times.

Dr. Larocque allowed students to use their notes during tests which aided with text anxiety and encouraged them to take careful notes, a critical 9th grade skill. The tests were challenging and complex so while the students could use notes, higher level thinking skills and synthesis of information were required. Dr. Larocque also included hand on activities which are key to student learning and engagement, especially in a Science class.

Dr. Larocque made an effort to communicate with us regarding [REDACTED] progress and needs. She was timely and clear in her communications which is not always the case when students are in high school. I feel that many students continue to need the support of both their parents and teachers during this transitional year and communication is key.

Most importantly, Dr. Larocque was able to see the potential in [REDACTED] that other teachers often miss and connect with him on a personal level. Her confidence in him allowed him to gain confidence in himself. She was approachable and [REDACTED] was able to advocate for himself and the accommodations he needed. At the end of the year, she recommended [REDACTED] the Honors Biology class for the present school year. He is taking Honors Bio this year and it's his favorite class. While it is challenging for him, the benefits of seeing himself as one of the "smart kids" and pushing himself to take on concepts at a higher level have been really positive for him.

[REDACTED] an older sister who is presently at UCLA and is the type of student who will thrive no matter who is teaching the class. [REDACTED] different and the classroom teacher has always been critical to his success. We are grateful for his time with Dr. Larocque and feel she is an asset to the Science Department at Maria Carrillo High School.

[REDACTED]



November 29, 2015

To Whom It May Concern:

Please accept this letter in support of issuing a second approval, Eminence Credential, for Dr. Adrienne Larocque.

Dr. Addie was my son's science teacher last year. My husband, son and I could not have been happier. Her passion for science and teaching ensured my son was engaged and learning in class. Class expectations were well laid out, and challenging in such a way, that my son surprised himself with how much he learned. She certainly laid a solid science foundation for him.

As I parent, I appreciated the regular updates that Dr. Addie provided about what was happening in class. I was also happy to see that Dr. Addie offered many after-hour tutoring sessions, for any students in need of additional support.

Dr. Addie and I had a few occasions to chat in person, and it was clear to me that she loves teaching and inspiring the students to explore the world around them, we need more teachers like her.

If you have any questions, please do not hesitate to contact me.
Sincerely,



To Whom it May Concern, in the Commission on Teacher Credentialing,
We understand there is a thorough and multistep process in the credentialing of
teachers in California. One such individual on that path is our son [REDACTED] Earth
Science teacher, Dr. Adrienne C. LaRocque, or "Dr. Addie."

[REDACTED] took her class in his freshman year at Maria Carrillo High School in Santa Rosa,
2014-2015.

That August he immediately began telling us about his Earth Science teacher and
the course material with such enthusiasm & animation we felt relieved and lucky
he'd started this leg of his schooling on such a strong foot.

[REDACTED] packed along samples of his rock collection to school, from fossils and
varying types of rocks to meteorites, because he had a receptive and supportive
atmosphere to share in.

The Back-to-School night for parents was how we heard Dr. Addie happily
proclaim she's a "rock geek". This simple phrase & her presentation let us know
without a doubt she is dedicated and passionate about her subject. (And of
course, what had initially drawn [REDACTED] to be so engaged.) Among the other facts
about Dr. Addie that impressed us were her accessibility to her students, and her
years living around the globe and teaching grad school.

[REDACTED] challenges come from working with his diagnosed ADD. Focusing and
keeping organized are huge issues for him, regardless of subject.

Dr. Addie's Sophia website enabled us & [REDACTED] to see for ourselves what was current
in class. Her timely and informative emails helped us to keep up on what [REDACTED]
should be planning for in Earth Science. The several times we emailed in return,
she responded quickly.

We are pleased that [REDACTED] learned self-reliance and increased his self esteem by

approaching his teachers and initiating a connection himself. Time is tight at school, yet he still stops in to see Dr. Addie and share news and tidbits he's excited about. It is illustrative of how her positive influence goes above and beyond to enrich his, and others', educational experience.

Thank you for your time & attention. It's been a pleasure to share how fortunate we feel to have had Dr. Addie as one of our teachers.

Sincerely,

A large black rectangular redaction box covering the signature area.

Letter in Support of Renewal of Eminence Credential for Adrienne C. Larocque

The purpose of this letter is to enthusiastically endorse Dr. Adrienne Larocque's (Addie) application for renewal of an Eminence Teaching Credential

I have known Addie and observed her multiple professional talents since June 2015 during which she has been an integral part of the Equity Initiative in Santa Rosa City Schools. As a consultant and trainer working widely in the State of California for more than 30 years, I have had the opportunity to interface with many educators, and my observations and experience evince that Addie Larocque is one of the top professionals in California today. She is competent, caring, committed and creative in all of her assignments. She is a consummate professional and an unrivaled advocate for educational equity and social justice

Addie is a top notch Science educator, having received many professional acknowledgements and accolades for her work. But while many educators can boast excellence in their academic field, Addie is dedicated not only to Science education but also to helping every individual realize his/her full potential. She will do whatever it takes to scaffold students from where they are to where they need to be to master rigorous academic content. Not many teachers go this extra mile.

Addie understands that there are groups of students in our schools whose needs are consistently undervalued and under addressed, and Addie chooses to serve THESE students over others...to reshape programs, practices and services so that culturally and linguistically diverse students are better served and more successful in our schools. Addie measures her own success and effectiveness based not only on how well she performs but on how well her most under-served students perform under her tutelage.

In education, we are not effective professionals unless we are culturally competent human beings before, during and after our professional accomplishments and tenures. To what end is our greatness if, in the end, we have not made a difference in the lives of those people who we are charged to nurture and educate? And to what extent can we, ourselves, be truly educated if we are not enthusiastically eager to learn about people (students, parents, colleagues) who are most unlike us, so that we can serve them better?

To serve our clients well, to the best of our ability, and to advocate for the most underserved clients seems to me to be the unspoken oath of our profession at every level of certification and credentialing, including the Eminence Credential. Who among us has journeyed long and deep into herself to learn about how she and others can help partners and colleagues meet the needs of our most under served populations? Who has been willing to be an advocate for some students when it has not been popular to do so? Who has led the charge to do what is right, not what is simply professionally expedient? And who among us continues to live her life examining daily aspects of her own culture and practice so that she might transform who she is and what she does to be a more culturally

competent professional and more evolved human being? These should be the questions we ask as we consider awarding credentials and certificates for teaching in today' schools.

The person who meets the above criteria, is Adrienne Larocque. She is an asset to any school and school district in which she is employed, and I highly endorse her recertification to ensure that this EXCELLENT teacher remains in K-12 education and has the opportunity to be in the service of students who matter most in today's schools.

I hope I have provided sufficient information for you to make the appropriate decision. If you would like additional information, please contact me at (310) 916-8127 or grahamstephanie@att.net.

Sincerely,

A handwritten signature in cursive script that reads "Stephanie Graham". The signature is written in dark ink and is positioned above the printed name.

Stephanie Graham, Educational Consultant
June 10, 2016



Maria Carrillo High School

Vicki Zands
Principal

Randy Burbank
Vice Principal

Shauna Ferdinandson
Assistant Principal

Patrick Eagle
Assistant Principal

May 12, 2016

To Whom It May Concern:

This serves as a letter of support for Dr. Adrienne C. Larocque.

As an Assistant Principal, I have the opportunity to watch Dr. Larocque in a variety of settings including teaching in the classroom, a participant in Student Study Teams (SST's), and collaborating with her colleagues. In all areas, she conducts herself with the highest professionalism and care.

As a classroom teacher, her lessons are interesting, well organized, and informational. She is able to translate her tremendous knowledge of geology to her students in a way that they understand. Her hands-on approach shows lessons that are both educational and engaging. She takes the time to work with each student so that they know and understand the material presented.

In SST's, "Dr. Addie" as she goes by, is an enthusiastic supporter of all her students. It is very obvious that she cares deeply for each of them and is more than willing to do whatever it takes to help each of her students be successful. She communicates with parents effectively and in a timely manner.

Dr. Addie is highly respected among her colleagues. She brings her depth of knowledge and eagerly shares information with other teachers. They work together to produce interesting and educational curriculum.

We are extremely fortunate to have Dr. Larocque on our staff. She brings extensive knowledge, caring for students, and the ability to collaborate with others. It is with my highest recommendation that she is again issued an Eminence Credential.

Sincerely,

Patrick M. Eagle

Patrick M. Eagle

November 29, 2015

California Commission on Teacher Credentialing:

Dear Sir/Madam:

I am writing this letter to you in support of Dr. Adrienne Larocque's application for her Eminence Credential to teach in California.

Dr. Larocque ("Dr. Addie") taught my son [REDACTED] earth sciences his freshman year at Maria Carrillo High School in Santa Rosa, California ("MCHS"). What you need to understand about [REDACTED] is that he is not the most "natural" of students. He is one of those kids who seem to work twice as hard to get half the grade.

Dr. Addie worked with [REDACTED] beginning of his freshman year at MCHS and Matthew thrived. During the months that Dr. Addie wasn't teaching due to the time spent waiting for her first application, [REDACTED] struggled. The students in the classroom did not respect or respond to the new teacher and [REDACTED] came out of class each day frustrated that he wasn't learning. As [REDACTED] put it, "Dr. Addie had control of the class; this other teacher didn't."

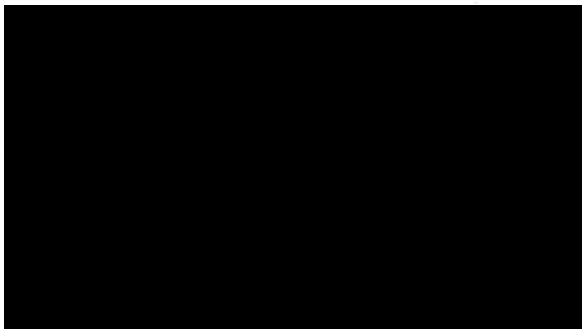
When Dr. Addie was finally able to return to teaching, [REDACTED] thrilled although he continued to struggle. Dr. Addie worked diligently to bring the class back up to pace with the other earth science classes on campus. There was quite a bit of catching up to do.

What impressed me most about Dr. Addie was her desire to help her students. She regularly set up tutoring sessions and extra office hours in order to share her love of science with her students. Mostly, though, she seemed to actually CARE about these kids. She wanted them to LEARN, rather than merely pass requirements.

I communicated with Dr. Addie regularly, making sure that [REDACTED] was keeping pace in the classroom. I was surprised at how quickly she would respond to my e-mails with her suggestions and concerns. In spite of having 100 students, she was aware of my son. As a result of her work, [REDACTED] shared with me that his favorite class last year was science - complete shock to me!

I ask the committee to please consider Dr. Addie's application to continue to teach at Maria Carrillo High School. She is a dedicated teacher and a definite asset to our community here. I look forward to her teaching my next son [REDACTED] when he attends MCHS.

If you have any further questions or concerns regarding my opinions or feelings about Dr. Addie, I would be more than happy to speak with you. She is a great teacher.



June 9, 2016

To Whom It May Concern,

I have had the honor and privilege of knowing Dr. Adrienne Larocque this past 2015-2016 school-year. I was a bilingual peer tutor in her physical science class and had the pleasure of having Dr. Larocque as my advisor for the Maria Carrillo High School chapter of SWE Next. Dr. Larocque has not only enriched the educational experience of her own students but also of students whom she does not have in her classes.

During my time as a bilingual peer tutor in Dr. Larocque's physical science class, Dr. Larocque ensured that all necessary accommodations for the student's educational success that could be made were made. She allowed me and the student to use the lab room during test taking so that I could translate the test material. This not only helped the student that I was assisting but the other students in the class because it made sure that their ability to take a test in a quiet environment was not compromised. Dr. Larocque always made sure to make weekly if not daily check-ins with me as to the student's progress and comfort level in the class. Dr. Larocque continually took detailed notice of the student's work during class and pointed it out as an example during class, resulting in the student feeling more included in the class. This notice and care further motivated the student to maintain a high level of work despite the language barrier.

Dr. Larocque has been invaluable not only in starting the Maria Carrillo chapter of SWE Next, but also in ensuring that it is a meaningful experience for each of the members. Dr. Larocque gave up her lunch each Wednesday to help guide our meetings and provide advice as to how to be successful in a male-dominated industry. She spoke not only of her personal experience but also from surveys and research she had conducted concerning the lack of women in science and the decrease in the percentage of women as the level of education in scientific fields increase. Because of her background in science I believe that she is one of the most qualified advisors possible for the club and has served more as a mentor than as just an advisor. Thanks to Dr. Larocque at least 15 girls were able to shadow different engineering firms across the North Bay. This shadowing field trip personally further inspired me to continue on a path towards a Civil Engineering degree. Dr. Larocque continued to help our club beyond the required amount when she provided the club with information on how to write a thank-you email to our shadowing day hosts as well as the resources to write one. Thus she taught us all valuable life skills that have personally helped me attain an internship at the shadowing location after a certain time period in college.

Dr. Larocque is not only an inspiration for me, but for others. Members of the SWE Next club and I have discussed how she has inspired us to go into research or obtain a post graduate degree. With regard to her teaching, the care she has for each student is evident. Her survey physical science class is composed of some students who might otherwise be labeled as "difficult". However, she has motivated them to stay focused through labs, note-taking, and other class activities. As a result of the attention and work she dedicates to each student's learning, I have heard several students state that it is their "favorite class" or the only class that they "really care about". I personally took the academic earth science class as a freshman and can confidently say that the survey class is learning material that is more advanced than what I learned during my

time as a freshman. I believe that this can be directly attributed to Dr. Larocque's astounding academic credentials and dedication to the students' education. To provide context for what I have written above, I am a 2016 Maria Carrillo graduate who graduated summa cum laude and bound for Santa Clara University as a Civil Engineering major on a merit scholarship. I have had the pleasure of knowing many amazing teachers during my time at Maria Carrillo and Dr. Larocque is one of the teachers who I believe has had the most impact on my education. I have learned from her the power of determination, dedication to one's work, and care for those around you. Dr. Larocque is an incredible teacher, has made lasting impact on the educational experience of those around her, and I cannot recommend her enough to all that have the pleasure of meeting her.

If the board or committee has any further questions concerning Dr. Larocque that they would like to ask me, I would be more than willing to answer them. The best way would to contact me would be through email at [REDACTED]

Sincerely,

[REDACTED]

[REDACTED]

June 1, 2016

To: California Commission on Teacher Credentialing
Re: **Eminence Credential for Adrienne Larocque**

To Whom It May Concern,

I am writing in support of Adrienne Larocque's application to renew her Eminence Credential. I have known "Dr. Addie" since September 2015 when my son [REDACTED] transferred into her Earth Science class at Maria Carrillo High School.

[REDACTED] has been homeschooled for most of his academic career due to his high level of anxiety. Starting public school at the beginning of high school was daunting for him, however Addie continually went out of her way to make him feel welcome in her class and help him settle in.

Addie e-mailed often to keep me informed about how [REDACTED] was doing in class and alerting me to upcoming events and activities so that he could be prepared. She worked to find ways to make [REDACTED] feel at ease, for example, by changing seating so that he would be more comfortable in class. When [REDACTED] needed guidance organizing his science notes, Addie worked with him to set up systems that he would be able to use in her class as well as others. She continually looked for strategies to help [REDACTED] both happy and successful at school.

Addie has high standards for her students, but she also is flexible in finding ways to help them be successful at learning. [REDACTED] has a hard time understanding and tolerating other kids. Addie recognized this with compassion, and allowed him to do some lab work alone, outside of class time, while still encouraging him to engage with other students in group work when he felt up to it. She has always been positive when she spoke with him and brought out the best in him both academically as well as socially.

Addie demonstrated time and time again that she could see all of [REDACTED]'s great qualities while also challenging him to be his best self. It was so affirming and encouraging for [REDACTED] to hear her kind and encouraging comments about himself. He got so much out of having Addie as a teacher, and truly enjoyed talking with her outside of the classroom as well. He trusted her, felt safe with her, and always wanted to do his best for her. [REDACTED] even included her name in his gratitude workbook on a list of things for which he was grateful. I have never known anyone who has enriched his educational and social experiences as much as Addie did.

Addie is hands-down the kindest, most compassionate teacher I have met. Her depth of caring for her students is so uncommon in this day, and so greatly appreciated. She is one of those rare gems of a teacher who has a wonderful and warm impact on her students and makes the world a better place. West was so incredibly lucky to have had her as a teacher.

I cannot begin to express how thankful as a parent I am to have run across a teacher like Dr. Addie. She has restored my faith that there are indeed, amazing teachers out there, that care about their students as much as their lectures. Addie's love of science is like none I have ever seen and I was so excited that my son was lucky enough to score the winning ticket of being in her classroom, and thereby exposed to the excitement and wonder of science that she instills in all of her students.

If you should have any questions, or I can be of any further assistance, please do not hesitate to contact me. I honestly cannot put enough of the gratefulness I feel for this amazing teacher in this letter. Dr. Addie is pure gold!

Sincerely,

