

Annotation & Evaluation

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Polanco, Sasheera AP2 - Communication

Status: **Evaluated**

EVALUATION

	Emergent	Bridging	Fulfilled	Proficiency Level
<input type="checkbox"/> Insufficient <input type="checkbox"/> Not appropriate for this FEAP	<input type="checkbox"/> 2.E.1 Demonstrate knowledge of a variety of communication strategies (i.e., verbal, nonverbal, media) to use with students (P-12) levels <input type="checkbox"/> 2.E.2 Demonstrate knowledge of oral and written communications strategies in conveying ideas and information <input type="checkbox"/> 2.E.3 Demonstrate knowledge of strategies to communicate with English Language Learners and students with exceptionalities or varied levels of academic achievement	<input type="checkbox"/> 2.B.1 Design communication strategies (i.e., verbal, nonverbal, media) appropriate for use with all students (P-12) levels <input type="checkbox"/> 2.B.2 Design effective oral and written strategies that convey ideas and information to students (P-12) <input checked="" type="checkbox"/> 2.B.3 Design activities that use strategies to communicate with students who are English Language Learners and students with exceptionalities or varied levels of academic achievement	<input checked="" type="checkbox"/> 2.F.1 Implement a variety of communication strategies (i.e., verbal, nonverbal, media) as appropriate for use with all students (P-12) levels <input checked="" type="checkbox"/> 2.F.2 Use effective oral and written communication strategies in conveying ideas and information as appropriate to students' (P-12) levels <input checked="" type="checkbox"/> 2.F.3 Use comprehensive strategies to communicate with learners of diverse linguistic backgrounds or exceptionalities or varied levels of academic achievement	<input type="checkbox"/> Preliminary <input type="checkbox"/> Emergent <input type="checkbox"/> Bridging <input checked="" type="checkbox"/> Fulfilled

Comments from Evaluator: Excellent!!!

ANNOTATION

1. Type and description of evidence(s) (e.g. assignments, activity)

First evidence: The evidence submitted was completed in the Spring 2010 for my Classroom Management course. The assignment was to assess a specific behavior of a student and identify the reasons the behavior was being reinforced during a lesson. The result of this assignment helps build communication between the teacher and the student using verbal, non-verbal cues, and media. The assignment also measures different interventions I provided to reduce the child's behavior. The child I assessed for this assignment was a 4th grade female. The assessment was performed during math block twice a week for 35 minute intervals.

2nd evidence: This assignment was completed during the spring semester of 2010 for my Classroom Management course. This evidence in a Classroom Management Plan that was organized and implemented in a 4th grade class. The classroom management plan was designed to fit all subject areas in the classroom. This plan was designed to implement strategies for classroom arrangement, procedures, and student behaviors.

3rd evidence: This assignment was completed during my level 1 internship during the spring of 2010. For this evidence I did an interview with my cooperating teacher about her 4th grade ESOL students. I asked her a series of questions about the student's level of language acquisition. I also implemented effective communication strategies with ESOL students to foster critical thinking and student success.

2. How did the evidence(s) address the Accomplished Practice? (Why are you using the evidence(s) to prove you met the practice and rubric criteria?)

First evidence: This assignment addresses AP 2 because I implemented a variety of communication strategies to help reduce the target behavior. I used tools from traditional and alternate assessment strategies that helped me collect data that addressed the child's individual needs. Using a variety of tools helped me better understand the child's needs. This assignment helped me design a plan for this child for future lessons. The behavior being assessed was "talking out" during math block. One of the tools I used from traditional assessment strategies was teacher observation. I observed the child during a specific period of the day where the behavior was seen the most. The observation was performed twice a week during math block for 35 minute intervals. This assessment could only be measurable and valid if it was performed more than once a week for a specific amount of time. If it was done at different times of the day and different days of the week many things can impact the child's response to the lessons, therefore the assessment would not be measurable or valid. Another tool that I used from an alternate assessment strategy was the frequency method. I used a tally system to collect my data in order to determine the number of times per day the behavior occurred either increased or decreased. During the observation period I watched the verbal and non-verbal cues between the teacher and the student. I discovered that at the beginning of the lesson each time the child "talked out" she was scolded by the teacher however, as the lesson went on the teacher started to ignore the child and would use non-verbal cues. When I finished the observation period of the assessment I transposed the information to a point line graph. I am a visual learner so in order for me to better understand the child's behavior during the observation period I was able to identify when and where the behavior increased or decreased. During the observation period I was also able to concentrate on the child's cognitive, social, linguistic, cultural, emotional, and physical needs. I was able to see how she performed cognitively by seeing how fast she responded to the questions asked by the teacher and how quickly she analyzed it. I studied how she responded linguistically, if she responded using one or two word utterances or if she responded using full sentences with rationale to her answers. During the period of observation I was able to see how she performed in a cooperative learning setting. She took charge of her group and did most of the work. However, during the group assignment she found time to talk about things not pertaining to the subject matter and the task. Her emotional and physical needs appeared to be stable. She does not have any physical disabilities however, emotionally there was something triggering her behavior to "talk out." This assessment was designed to help me identify those needs. Culturally, I was not able to learn a lot about her cultural background. The child was from African American decent however, I was not able to identify what her customs or traditions were at home. It is a good choice as an assignment for this AP because it gave me the opportunity to have direct contact with the student and identify her individual needs academically. However, I was not able to reach the full potential of the assignment because I was not able to learn more about the child's cultural background other than what I was able to identify in the classroom environment.

2nd evidence: This assignment is appropriate for AP 2 because it addresses a variety of communication strategies appropriate to all students' level. The organization of the classroom accommodates the needs of all students including general education students, ESE students, and ESOL students. My classroom management plan addresses strategies in the classroom for written, verbal/oral, and non-verbal communication. The first section of my classroom management plan is the organization of the desks. I put the desks in rows so I can observe how the students related to each other and so I can prevent "cliques" from forming. Having the desks in rows helped my ESOL and ESE students because they like doing things their own way. The seating arrangement was as diverse as I could address it. The students were not grouped together such as one section ESE or one section ESOL. Every student has the opportunity to express their individuality as far as who they sat next to. However, there were certain exceptions. I spoke with my CT to see who needed to sit close to the board to see and to help keep focused during instruction. Also, she advised me that she usually sits two ESOL girls next to each other. One of the girls translates for the other when she has trouble understanding the instructions. This only worked for the first couple of days of my internship. Then I decided to put the desk into clusters so I could implement cooperative learning strategies into my lessons. The teacher's desk was located in the middle of the room where she was in full view of all the students. However, her desk was as far away from the door as possible for confidentiality purposes. I set the room up this way because I felt that for the first couple of days of my internship I felt that it was the best way for me to communicate with the students and to receive their complete attention during my instruction. If a student did not have their attention on me during instruction then I would first attempt by using non-verbal cues such as walking over to the student and tapping their shoulder so they know to re-focus. This assignment is a good choice to upload because I used several techniques such as these to fit the need of all students including diverse linguistic backgrounds, exceptionalities, or varied levels of academic achievement.

3rd evidence: The evidence is appropriate for AP 2 because I developed communication strategies with my cooperating teacher to help me address my students effectively. The first question I asked my cooperating teacher was to tell me the ESOL student's ethnic/racial background, family compositions, family concerns and problems, family beliefs, traditions, customs, holidays, and ways of life. I wanted to know this so that I can address each student respectfully and professionally. My cooperating teacher identified the ethnicity/racial background of all four of her ESOL students. The first student was from Vietnam, the second student was from Cambodia, the third student was from Puerto Rico and the fourth student was from Mexico. As a future teacher it is important to know your student's ethnic/racial background. In some cultures it is disrespectful for a child to look an adult in the eyes. It is important to know these certain aspects within the classroom in order to implement effective communication strategies. For example, if the student does not look a teacher directly in the eyes because of beliefs at home the teacher should communicate that information to other teachers the child interacts with so that the child is not disciplined. It is important to also know their family backgrounds. Many cases are seen where the ESOL student's parent/s only speak their native language. It is useful to know this information because if the teacher needs to send home a letter he/she can send it in their native language so they understand the information the teacher is sending home. I also asked the teacher to tell me about some of the accommodations for her ESOL

students. Some written communication strategies that are implemented in the student's homework assignments are a lot of pictures within the questions, so if the student does not understand the word he/she can use their prior knowledge to identify the word using the picture. This is a good choice as an assignment to upload because it explains the interacting and communication I had with my cooperating teacher and the ESOL students.

3. Answer the question below that best fits your evidence

a - If your evidence involved your direct work with (P-12) students, answer this question: How did the evidence/s impact students' (P-12) learning? (How would/did the evidence(s) help students learn?)

b - If your evidence did not involve your direct work with (P-12) student, answer this question: How could the evidence/s impact students' (P-12) learning? How could the evidence(s) help (P-12) students learn?)

First evidence: The assessment I performed consisted of two parts and was performed at Pinellas Park Elementary School in Pinellas Park Florida in the Spring of 2010. The first part was done through teacher observation. I observed the child's behavior twice a week for 35 minute intervals during math block. I implemented an intervention for the second part of the assessment. During the assessment the teacher would use verbal cues and non-verbal cues with the child. For example, at times she would stand over by the child and place her hand on her shoulder or she would maintain eye contact with her. I set up a cooperative learning system that would monitor the behavior of the students as a whole. Each person was in charge of helping each other stay on task. At each desk I placed a horizontal list of pictures. Each picture describes an action and states the action underneath the picture. For example, the first picture is of a student sitting upright in their seat and underneath the picture says Keep Working. The second picture has a set of eyes with the word Focus underneath. The third picture is an ear with the word listen and the fourth picture is of a child with their finger over their mouth with the word shhhh..... and the word Quiet underneath. The students needed to work together and communicate with each other using the word strip to help them stay on task. They would give each other either a non-verbal cue by pointing to the picture or a verbal cue reminding the student to stay on task. This would help encourage one another to express appropriate behavior in the classroom using communication skills. I also implemented a point system. The students were placed into table groups, each time the students would show the appropriate behavior their table group would get a point however, when they were off task they would lose a point. The child I assessed showed great improvement with the intervention. The students around her helped her stay on task and remind her to raise her hand when answering a question in order for her to maintain her improved behavior I used the sequential modification strategy. This requires the teacher to apply the same technique for all subject areas during any time of instruction.

2nd evidence: This classroom management plan involved direct instruction with 4th grade students during my level 1 internship. First I implemented my own set of classroom rules. For example, I had the students sit on the carpet and we discussed some reasonable rules that were fair to follow. I used the chart paper to record their responses. Then, we needed to condense our list to about 4 to 7 rules. We decided on rules and consequences that were reasonable for the students and me. The next communication strategy I needed to implement was managing cooperative learning groups. One of the major rules that the students and I decided to implement was that each student in the group will be responsible for doing their own share of the work, and if one person does not contribute the group will suffer the consequences. Communication skills are used to focus clearly and effectively with others to help bring about a change in their behavior, thinking, or in the situation that has caused the problem. Several non-verbal cues I also implemented in the classroom were eye-contact, head shake, finger to lips, or a tap on the arm. Using proximity is also helpful by moving closer to the student and wait until the unwanted behavior stops without interrupting the instruction. I also used a lot of written communication in the classroom for example, the daily schedule is written on the board and the students take turn changing it if needed. This way everyone knows when and where we need to be at all times. Since time is something that always gets away from us teachers, one of the students job was to use a non-verbal cue (pointing to their wrist watch) to inform me of the time. For the ESOL students I implemented pictures all over the room for example, in the front of the classroom I put a picture of a student working independently when they are instructed to work by themselves and a picture of two students working together for when they are instructed to work in cooperative groups. I use these pictures as prompts so that they know what they are supposed to be doing. I also labeled the area where the students put their lunchboxes with a picture of a lunchbox and the same with the backpacks. I labeled the furniture such as the desk, clock, and bookshelf using sentence cards with translations in three languages English, Spanish, and Chinese. One of my favorite non-verbal cues that I used when the students were in cooperative groups was a 5 step hand clap in rhythm. If I felt that the noise level was getting to high I would bring them back by using this hand clap strategy. When they heard me clap my hands 5 times they needed to mimic it back so I know I have their attention.

3rd evidence: This evidence was performed at Pinellas Park Elementary school in a 4th grade class during the spring semester of 2010. I was able to work with the ESOL students for this assignment and during my internship. During spelling I worked one on one with the ESOL student from Puerto Rico. She was in the pre-production stage of language acquisition. One of this student's accommodations is that instead of her spelling word list being 10 words like the rest of the class, she focuses on 5 words. For those 5 words I made flash cards with the picture of the word. I wrote the word on a small white board with a letter missing within the words. For example with the word folder, I wrote the word missing the letter d, FOL_ER. I showed her the picture of the word and she would need to tell me what the missing letter of the word is. I modeled the correct pronunciation of the word identifying each word sound. She was then instructed to do the same, however, when she reached the sound of the missing letter she would write it on the white board. I used oral cues with her as well as written cues. For the oral cues I would model the pronunciation of the word and for the written cue I would also write it on the white board. This strategy helps her with her oral language as well as her written language. When she was given prompts and cues to help her figure out the spelling of a word she was successful in her work. This is a helpful communication strategy with this ESOL student since she is in the pre-production stage it will enrich her language to the early production stage of language acquisition. I was able to sit in a parent teacher conference with this particular student's family. Since her parents only speak their native language, my CT needed to have a translator in the room in order to communicate with the family effectively.

4. Reflect on what you learned about this Accomplished Practice? (Write a reflection about what it means to you now that you've selected evidence(s) and have written this annotation about it)

First evidence: While implementing the interventions for this assignment I learned something very important. When students keep each other on task and motivate each other to show the appropriate behavior, positive student communication will lead to their academic success. After learning about this accomplished practice I discovered that with the diversity of students in classrooms, teachers need to discover successful communication strategies appropriate to student's levels. It is important to have verbal cues as well as non-verbal cues and media to communicate with the different types of learners in the classroom. For example, verbal cues may consist of positive feedback or positive reinforcement and non-verbal cues may consist of eye contact or a mere touch on the shoulder. Communication strategies both oral and written should not only be used between the teacher and the students but also among students themselves. It is important for teachers to have positive communication skills and develop strategies to communicate with their students, parents, and faculty.

2nd evidence: Communication is extremely important between the teacher and the students. Effective communication strategies maintain behavior in the classroom and ensuring that learning is taking place. While planning your classroom management plan it is crucial to have a variety of verbal, non-verbal, and written communication. When implementing communication strategies it is important to include ways you can communicate with learners of diverse linguistic background, exceptionalities, or varied levels of academic achievement. It is good to bring in pictures and translations so that you can communicate with ESOL and ESE students. For example, I am working with two students with autism which have no development of oral/verbal communication. They have a list of note cards with pictures of things like a toilet, water fountain, etc. so when they need to go to the restroom they point to the picture. From AP 2 Communication I have learned that communication is essential in the classroom in order to have a successful learning environment that the students and teacher can benefit from. Understanding and planning communication strategies with our students is an effective way to implement rules and procedures in the classroom. The students feel like that have a say and input with their learning so they are motivated to achieve their own goals.

3rd evidence: Communication among the teacher and ESOL students is critical. It is important to implement communication strategies with ESOL students as well because it is more difficult for them to communicate with the teachers and other students because of their language needs. However, in order for the students to feel comfortable learning the language the teacher needs to implement verbal cues, non-verbal cues, and media as appropriate to the student's level of language acquisition. Having effective communication strategies with the families are important as well. In order to communicate with the parents of the ESOL students that only speak their native language the teacher needs to have a plan or strategy so the family could stay involved in their student's education. Some examples would be sending letters home in the parent/s native language or having a translator involved during parent teacher conferences. I learned that by having effective communication strategies implemented in the classroom environment it fosters positive interactions, critical thinking, and student success.

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