

## Annotation & Evaluation

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**McCarthy, Tabatha  
AP5 - Diversity**

**Status: Evaluated**

EVALUATION				
	Emergent	Bridging	Fulfilled	Proficiency Level
Insufficient  Not appropriate for this FEAP	5.E.1 Demonstrate knowledge of the concept of culture  5.E.2 Identify elements and methods of communicating with families of diverse groups of students  5.E.3 Identify similarities and differences between one's own culture and another	5.B.1 Design instruction that demonstrates knowledge of varied cultures, ethnicities, linguistic backgrounds and diverse learning needs  5.B.2 Design strategies to communicate with families of diverse groups of students  5.B.3 Design strategies that create an inclusive classroom culture	✔ 5.F.1 Implement instruction that applies knowledge of varied cultures, ethnicities, linguistic backgrounds and diverse learning needs  ✔ 5.F.2 Implement strategies to communicate with families of diverse groups of students  ✔ 5.F.3 Implement strategies to create an inclusive classroom culture	Preliminary  Emergent  Bridging  ✔ Fulfilled

**Comments from Evaluator:** This is excellent evidence of how you have implemented instruction to meet the needs of all the diverse groups of learners you teach, communicate with their families, and create an inclusive learning environment. Nicely done!

### ANNOTATION

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

Evidence 1- Cultural Activity Lesson Plan- This evidence is a lesson plan that I created based off of an activity from another culture. This lesson plan was designed to show my students that different cultures can have similarities and differences from our culture. The activity that this lesson plan is based around is an activity called, "Brazen Fly." It is a game that comes from Greece and it is similar to the game that we have here in the US called, "Duck, Duck, Goose."

Evidence 2- Parent Conference Reflection- This evidence is a reflection of a parent teacher conference that I sat in on in my level one internship. This parent teacher conference was with one of my ESOL students and both of his parents showed up to the meeting. This child comes from a Spanish speaking background and his mother and father both speak English. The fathers English is not as good as the mothers and the mothers accent was very thick making it hard for you to understand sometime. The reflection talks about the teachers and the parents concerns for the student and they discuss ways to help the student in school and outside of school.

UPDATED 3/15/2011

Evidence 3- Lesson Plan on Stereotypes- This lesson plan was a lesson plan that I developed in my level 2 internship at Gibbs High School where I placed in a co-taught dropout prevention classroom. This lesson focuses on stereotypes and how we all do it whether we mean to or not. This lesson begins with the students creating a word map on the word stereotype and they have to write the definition and the word in the middle and then they must come up with three stereotypes and then draw pictures next to each stereotype to represent the different types of stereotypes. After creating the word map the students were then asked to read a poem and then write a poem using the authors style but based on one of the stereotypes that they came up with on their word map.

Evidence 4- Positive Parent Phone Calls- This artifact contains the call log of the positive parent contacts that I made with the parents of my students during my level 2 internship in a 10th grade English classroom with students in the dropout prevention program. The log contains each time I contacted the parents and brief transcription of the conversation. Also included in this piece of evidence is a reflection paper on my experience with this assignment.

**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?)**

Evidence 1- Cultural Activity Lesson Plan- This evidence addresses the Accomplished Practice Diversity because I took a game and turned it into a lesson on how to play a game from another culture. I designed this lesson plan to design and apply knowledge of varied cultures, ethnicities, linguistic backgrounds and diverse learning needs of my students. I designed this lesson so that my students would see the importance of culture and accepting it for its similarities and its differences. While implementing this lesson I discussed with my students the similarities and differences between the cultures of those who live in Greece vs. our culture here in the US. This also opened room for discussion for those students who came from a different culture to express a game that they play or how their culture is different than ours. In this lesson I had modification for my ESOL students at the preproduction stage and the speech emergent stages. For my pre-production students I created pictures of hands clapping and a person skilling to show the students as I gave out the directions and I modeled how to clap and skip in a circle. My modifications for my speech emergence students was to role play how to actually play the game with a couple students before starting the game for real as a whole class. By modifying my lesson plan I was able to design and implement strategies to create an inclusive classroom culture. These modifications helped with the implementation of my instructions to apply the knowledge of varied cultures, ethnicities, linguistics backgrounds and diverse learning needs of my students.

Evidence 2- Parent Conference Reflection- This evidence addresses the Accomplished Practice Diversity because I sat in on a parent teacher conference with the parents of an ESOL student. Parent teacher conferences are one effective method of communicating with families of students who are considered to be a diverse group of students. Throughout the meeting there were several strategies that were designed by my CT and the parents to help with communication and to help my students English improve. My CT and I ensured the parents several times that once his English improves his academics will soon follow. My CT and I suggested for the parents to work on certain things with their son that could help him improve in his academics at school. For example, we told them that when they are around the house or driving to look at different shapes and have him identify them. My CT and I communicated with them that using real life things will help improve.

UPDATED 3/15/2011

Evidence 3- Lesson Plan on Stereotypes- This lesson plan addresses the Accomplished Practice of Diversity because the lesson plan strives to help develop a cohesive environment for my students. This lesson plan also strives to create a setting and environment for all of my students to treat each other equally. One of the main topics discussed during this lesson was that just because someone who lives on the north side of St Pete does not mean that they are white, rich, and considered a good person. It also shows them the opposite of just that and that is because someone who lives on the South side then they are black, poor, and bad. The majority of my students come from the African American culture and during this lesson that was one stereotype that they came up with right away. I had a couple of students take real offense to this and some of them became upset with the negative things that other students were saying about the African American culture and living on the south side. They said that they live on the South side and their family is not poor. However, after showing them different types of stereotypes they realized that it was not something to be upset about because it really is nothing that we can change globally, but it is something that we can prevent from happening in our classroom. Other stereotypes that were discussed were people from other countries must only speak their language. The example one of my students gave was when she goes to get her nails done the Vietnamese only speak their language when talking to each other. So she said when she sees Vietnamese people she doesn't think any of them speak English very well at all. However, I clarified for her that there are Vietnamese people who can speak English very well their accents might be thick but they can speak English they just choose not to when speaking to each other. After completing the word map my students wrote their poems and most of them were based on the African American culture and how people view them. This was the perfect opportunity for my students to show their culture and their background in a much better light than what people see them. Even though we talked mostly about the African American culture and how they are stereotyped there were other cultures and people that we did discuss. By having my students create the word map with different types of stereotypes I was able to implement a learning strategy of creating a word map in order to create an inclusive environment for my students. This lesson plan clearly employs different techniques and strategies that are useful in creating an open climate and mutual respect of their peers in the classroom. Through this lesson plan and learning activities I was able to promote student responsibility and appropriate social behavior while valuing diversity.

Evidence 4-Positive Parent Phone Calls- This artifact addresses Accomplished Practice diversity because I implemented a strategy to communicate with the families of my diverse students in my level 2 internship. Each phone call I made I made sure that it was a positive call to the parents/guardians to provide them with feedback on their child's progress in the classroom. By contacting the parents/ and or guardians I was able to communicate with the families and talk about the strategies and activities that we are using in the classroom and what the students are doing at home. One of my ESE students mother was extremely surprised that I called to tell her that her son had participated in the lesson for the day. Her son is not one who normally participates and when my CT calls her she is usually calling to inform the mother that he is not participating and that he needs to come in on Saturdays for tutoring if he is going to pass. This particular mother has been working really hard with my CT's to keep her son on the right track. He is not one to cause problems in the classroom but he would rather sit and read a book then actually participate in the lessons. The other phone calls that were made were with parents of my other ESE students simply stating that they have been coming to school, doing their work, and staying on task more than they normally do. This is one thing that working with the dropout prevention program that you see a lot and that is students simply not wanting to do the work because they do not want to be in school period. So when I was able to contact some of the parents and talk about their child's progress they were most pleased to hear from me.

### 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?)

Evidence 1- Cultural Activity Lesson Plan- A.) This evidence involved direct work with students in a Kindergarten classroom. Even though it was meant for a second grade classroom I used it in a Kindergarten classroom and it impacted my students learning of different cultures and showed them the importance on accepting them for the similarities and differences. The children were able to see that different people from different cultures do things differently. The game that they were so used to playing called, "Duck, Duck, Goose" was called something else in the Greece culture and played a little bit differently even though it had the same concepts. It also impacted my students learning because I was able to implement strategies to create an inclusive classroom culture by modifying the lesson for my ESOL students. Even though it was not specified in the lesson I used these modifications for my ESE students as well. By modeling what it was to be expected of them and by role playing it helped my ESE students have a better understanding of the game and what it was that we were going to be doing. By modifying

this lesson plan for my ESOL students and using the modifications for my ESE students as well I have shown that I implemented strategies to create an inclusive classroom culture.

Evidence 2- Parent Conference Reflection- A.) This evidence involved direct work with one of my student and his parents during a parent teacher conference. Parent teacher conferences impact the students learning because it is a way to communicate effectively with the families of diverse learners. With proper communication between the parents and the teachers we are able to help the student grow in school and outside of school. In this particular case this students English needs some work and once his English improves so will the rest of his academics.

UPDATED 3/15/2011

A. ) Evidence 3- Lesson Plan on Stereotypes- This evidence directly impact my students learning because I was to design and implement strategies to create an inclusive classroom culture. First we started off by creating a word map of the word stereotype where my students had to place the word in the middle and put the definition underneath it. They were asked to come up with three stereotypes on their own and draw pictures next to them. By having my students create the word map I opened the door for them to start to think about the stereotypes that they know of and to learn of ones that they may not know of. I had some students who did get offended by the stereotypes that people were putting on their word maps and that was because they fully did not understand that just because someone stereotypes you does not mean that it is true about you, your culture, or your background. My CT's and I gave them multiple examples that the other students had not already discussed and they finally understood what it truly meant to be stereotyped. My students learned that just because you are part of one culture does not mean that you are the way the world says you are. This lesson plan truly opened my student's eyes when thinking about their classmates and people from other cultures and backgrounds and it helped them see that the world is extremely diverse but it is important to not judge a book by its cover. This lesson on stereotypes allowed me to implement instruction that applies knowledge of varied cultures, ethnicities, linguistic backgrounds and diverse learning needs for my students. My students also had learning activities to promote a cohesive environment for my students.

A.) Evidence 4- Positive Parent Phone Calls- This evidence directly impacted the students learning because I was able to make a phone call to the parents of my ESE students and talk about their academic progress. My ESE students are not just ESE students they are also in the dropout prevention program which makes keeping these children in school hard. By making the positive phone calls home I was able to implement a strategy to communicate with the families of my diverse students. My students don't always get positive parent phone calls because of their behavior or because of their grades. My students normally get phone calls home with concerns. By implementing this strategy I was able to get the one boy, whose mother was in complete shock that I was calling to simply tell her that her son was participating, to actual start participating more. By calling his mother and expressing that he would not need to come in on Saturday's if he simply did his work during regular school hours it seem to have an impact on his performance level. As for my other students I could see a difference in some of their attitudes towards their school work after calling home because their parents informed them that I recognized them for their hard work and they wanted to keep up to get more positive phone calls instead of negative ones. Therefore, by making positive parent phone calls I was able to show that I know how to implement strategies to communication with families of diverse groups of students.

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)

UPDATED 3/15/2011

I have learned that that it is extremely important to implement instruction that applies knowledge of varied cultures, ethnicities, linguistic backgrounds and diverse learning needs. It is not only important to implement the instruction for ESOL students it is also important to make sure that we are implementing instruction for our ESE students as well. I have shown that I know how to implement instruction that applies knowledge of varied cultures, ethnicities, linguistic backgrounds and diverse learning needs by adding my lesson on stereotyping with my tenth graders. Having effective communication strategies with families of diverse group of students is also essential to this AP. Without communication students would not get everything that they need in school and outside of school to grow in their academic careers. I have shown that I can communicate effectively with families of diverse group of students by making positive parent phone calls to some of my ESE students who have shown improvement in their academics. I have also learned that it is vital to create an inclusive classroom culture to meet the needs of all of my students and make sure that they can identify similarities and differences and show acceptance to those similarities and differences in other people's cultures as they do their own.

**Status:** Evaluated **Last Modified:** 03/28/2011