

Annotation & Evaluation

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Scott, Adrienne
AP5 - Diversity

Status: Evaluated

EVALUATION

	Emergent	Bridging	Fulfilled	Proficiency Level
<input type="checkbox"/> Insufficient <input type="checkbox"/> Inappropriate	<input type="checkbox"/> 5.E.1 Demonstrate knowledge of varied cultures and linguistic backgrounds in P-12 settings <input type="checkbox"/> 5.E.2 Identify elements and methods of communicating with families and community members <input type="checkbox"/> 5.E.3 Identify strategies that foster acceptance and tolerance AND Identify strategies for mediation and resolution	<input type="checkbox"/> 5.B.1 Design instruction that demonstrates knowledge of varied cultures, ethnicities, and linguistic backgrounds and diverse learning needs in P-12 settings <input type="checkbox"/> 5.B.2 Recognizes and describes the specific needs of families and values of the community members to enhance communication <input type="checkbox"/> 5.B.3 Design strategies that foster acceptance, tolerance AND Design strategies for mediation and resolution	<input checked="" type="checkbox"/> 5.F.1 Implement instruction that applies knowledge of varied cultures, ethnicities, linguistic backgrounds and diverse learning needs in P-12 settings <input checked="" type="checkbox"/> 5.F.2 Implements strategies to communicate with families and community members <input checked="" type="checkbox"/> 5.F.3 Implements strategies that foster acceptance and tolerance AND Implements strategies for remediation and resolution	<input type="checkbox"/> Preliminary <input type="checkbox"/> Emergent <input type="checkbox"/> Bridging <input checked="" type="checkbox"/> Fulfilled

Comments from Evaluator: With both your selection of artifacts and thoughtful annotations provide excellent evidence of your implementation of AP 5 with students. Examples such as the Westing Game, your analysis of your ISP, your parent contact sheet. etc., supported by your descriptions of why attending to diverse learners and their cultures is essential to meet the needs of diverse learners, show thoughtful, dedicated attention to the learning needs of all of your students. Well done!

ANNOTATION

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

UPDATE: 03/13/10

The evidence that I have decided to use is the cultural awareness task that I completed for my FLE 4317 Teaching Limited English Proficient class. This task was comprised of a cultural interview that I had with an adult English language learner and a self-cultural analysis of myself. The Cultural Interview was an assignment for which I talked to a person from Croatia, whose first language was not English, about her culture and experiences learning English. The Self-Cultural Analysis was a series of twenty questions about language and culture that I answered about myself.

Another piece of evidence that I am using is the abstracted bibliography that I completed for my Teaching Writing in the Elementary School (LAE 4314) course. For this assignment, I researched three different journal articles that discuss the teaching of language arts to English Language Learners, summarized them, and then wrote a reflection on all three articles. The first article that I read, "English as an accelerated language: a call to action for reading teachers: English-language learners may be better served if classroom teachers integrate some of the author's suggestions with their instruction," was written by K.A. Mohr and appeared in The Reading Teacher. In the article, Mohr described the need for primary language arts teacher of an English Language Learner (ELL) to integrate Reading instruction into the other academic curriculums so as to integrate reading throughout the school day. The next article that I read was "No half measures: reading instruction for young second-language learners" by K. Lenters. This article described the author's opinion of the best way to teach young bilingual students. This author states that these students should be taught content in their native language so that ultimately the students are bilingual. The author also sates several benefits to bilingualism including improved higher order thinking skills. The final article that I reviewed was entitled "Vocabulary: the key to teaching English language learners to read," and was written by C. Wallace. This article stresses directly instructing vocabulary to ELLs to improve the acquisition of new words.

The piece of evidence that I am submitting is the classroom management plan that I wrote for my Classroom and Behavioral Management course. For this assignment, I reviewed course material to develop my own plans for my future classroom with regard to how I intend to keep my students engaged in learning, set up my classroom, establish rules and procedures, create a positive learning environment, manage classroom behaviors, communicate with families, work with other educational professionals, and integrate course curriculum.

Another piece of evidence that I am using is a lesson plan that I wrote for my students during my Level III Practicum Internship. The purpose of this lesson plan was to teach students the definitions of synonyms and antonyms and help them develop strategies to find synonyms and antonyms to words that they use. To accomplish my objectives, I used a handout that gave a brief biographical summary of Dr. Martin Luther King, Jr. Students read the handout and occasionally, I would stop them and ask for synonyms and antonyms for words provided in the summary. Students then divided into two teams where they chose one of the words from the summary of Dr. King and together tried to come up with as

many synonyms of that word as they could by using a dictionary and a thesaurus. They then found antonyms to the word they chose from the summary.

I am also submitting the lesson that I created during my ESOL Practicum on conflict resolution. This lesson was designed for students in the first grade with several of the students receiving ESOL services. During this lesson, students actively role-played different scenarios common to their age level. They then discussed how to solve these problems and I explicitly taught them three strategies that they can use. Students then were grouped together to complete a challenging activity during which some of the students had to apply the resolution skills that they had gain. The activity was one that tested the students' thinking skills as they tried to solve written clues to determine the name of the scarecrow. Each team was provided twelve named scarecrows that all differed from each other. Students were also given a chart that listed the color of the scarecrow's shirt and whether or not the scarecrow had a scarf, hat, gloves, and/or a crow on it. Based on the color and yes/no responses to the criteria just mentioned, students had to name the scarecrow.

Update 03/13/10: The next piece of evidence that I am submitting is a diversity lesson plan that I designed and implemented in my Final Internship. This lesson was designed for 6th and 7th grade students who were placed in a Read 180 reading and language arts class due to their score of a Level 1 in reading on the FCAT. Many of my students have exceptionalities which include Autism and Emotional/Behavioral Disorder. This lesson was a part of a larger unit on The Westing Game by Ellen Raskin. During this unit, students were listening to the story while completing different comprehension activities and lessons on writing applications. This lesson was designed to help student get a deeper knowledge of the story plot and of each other. The lesson began with a PowerPoint presentation on diversity, its definition, our purpose for discussing it, how it relates to the book, and how it relates to our lives. During the presentation, students participated in a lively discussion on the topics. We first discussed African Americans and our history in the United States. In this discussion, we covered slavery, civil rights, and present day African Americans. I would first ask students if they knew a specific piece of information and if not, I would provide that information to them. The discussion then went on to cover Chinese Americans and individuals with intellectual and physical disabilities. After the presentation and group discussion, students proved their knowledge during the small group activity where they answered questions from the PowerPoint presentation, discussion, and the book The Westing Game.

Update 03/13/10: I am also submitting the Parent Contacts form that I completed during my Final Internship. This form shows that I frequently called the parents of my students for positive reasons. Mostly, I let the parents know that their student was performing exceptionally in the classroom both academically and behaviorally. I would also make a comment that was very specific to each student, usually something special that the student had done that day.

Update 03/13/10: Another piece of evidence that I am submitting is the Inclusion Success Plan (ISP) that I created during my Final Internship. This plan was designed as a means of creating community among my students. I taught Read 180 to sixth and seventh grade students who scored a Level 1 in reading on the FCAT. I had three different groups of students and in each class I had no more than fifteen students. My ISP consisted of my adjusting the password to get into the classroom and the morning bellwork. Before the implementation of my ISP, students had to say a password every time they came into the room which was posted on the outside of the door. The password would be an FCAT vocabulary word which throughout the course of the week in their planners, students would define, see used in a sentence, and fill in the blank to complete the sentence. For bellwork, students would be shown a picture, Monday- Thursday, about which they wrote three sentences. On Friday, students would have a writing prompt. When I implemented my ISP, I changed the passwords so that they would be FCAT words that supported a community-building theme. I then changed the bellwork so that the pictures and prompts followed my theme for the week. In addition to this, every morning I would ask for volunteers to read their response and we would have a short discussion on the theme of the week. To assess my ISP, I monitored student responses in their journals and I kept track of the number of strikes that students got for rudeness and misbehavior.

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?)

This Accomplished Practice is about diversity. I acquired knowledge about diversity by completing this assignment by first evaluating my own culture and then looking at the culture of someone else. The self-cultural analysis required me to go over my native language and home environment while I was growing up. I then interviewed the person from Croatia, asking her the same type of questions that I answered about myself. By doing so, I could see the differences in our two cultures with regard to religion, parenting styles, education, etc. I am now aware of the diversity of people in the area.

The cultural awareness task also demonstrates my knowledge of different cultures and who speak different languages. This assignment allowed me to review the culture of an ELL with a child in the P-12 setting. I interviewed a woman named Mirijana who was born in Croatia and her native language is Croatian. From the interview, I learned some information about her upbringing, including how her entire extended family was as close as a typical nuclear family in the United States. Also, I learned the how greatly her family valued education and respect. Mirijana also shared with me how she learned English. She took English as a course during her secondary education and was taught by a person from England. Mirijana's values, relationships, and language are parts of her culture of which I gained knowledge as a result of the cultural awareness task.

I chose to submit my abstracted bibliography because it shows that I am aware of different linguistic backgrounds students may have. The three articles, which I read to complete the abstracted bibliography, focus on ways to instruct students in a classroom who are culturally and linguistically diverse. The articles suggest the use of literature as the basis of instruction and direct instruction as a tool for delivery. These two strategies can be used to support the learning of students who are linguistically diverse. By completing this assignment, I learned methods of instructing ELLs and I am therefore aware that I will teach students whose native language is not English.

My classroom management plan addresses the Diversity Accomplished Practice because it shows that I know different methods of communicating with families and other members of the community, and it shows that I can recognize and address the needs of families and community members in order to improve communication. In my classroom management plan I detail how I will relay information to both families and volunteers from the community. I state that I will communicate through written notes home, postings on a website, and phone calls. Through my classroom website, I can also communicate ideas and special events with people in the community. When communicating with any of these individuals, I have to keep several points in mind in order for my communicative efforts to remain effective. As I state in my classroom management plan, some families do not have the type of schedule that I have. Therefore, I need to ask parents and guardians at the beginning of the school what times are good to receive phone calls so that I do not call when someone is trying to get rest before working a night shift. I also state that when talking to families, I may have to modify my language or even my language style to make myself clearer. Some families do not speak English at home so I would therefore have to translate my written messages and either have a translator when engage in verbal conversations or simplify my language. I may also have to simplify my language for parents or guardians who have a cognitive disability. In general, I will refrain from using educational jargon, including many acronyms, as most people outside of the field of education do not know those terms means and my usage of those words will alienate the people with whom I am trying to communicate. In the case of community volunteers, I will speak to them at a level that is appropriate and also with the use of education terms. In addition to this, I will keep in mind that volunteers are there to help and are not employees. Therefore, I will communicate in a tone that reflects my gratitude for helping. My classroom management plan contains my intentions on how I will communicate with families and members of the community.

The lesson plan on synonyms addresses this Accomplished Practice because it shows that I can design instruction that shows my knowledge of different cultures, linguistic backgrounds, and cognitive capabilities. This lesson was designed for eighth grade students with EBD who were functioning below grade level academically. To make sure that the content of the lesson was taken in by the students, I used explicit instruction paired with cooperative learning. I also tailored the lesson towards students of diverse cultures by making use of a biographical passage about Dr. Martin Luther King. To address the needs of students for whom English is a second language. I made several accommodations to the lesson to make the content more accessible to students of diverse linguistic backgrounds; including, providing guided notes with visual representations of words, simplifying my language, and adjusting the activity so that it included more visuals and fewer words. This lesson also shows that I can design lessons that foster tolerance and acceptance. I did this by teaching students about an African American role model. Learning about positive African Americans helps students understand that they cannot generalize characteristics of a group of people.

This helps students learn to accept individuals for their own merits. Students need to learn more about different cultures in order to grow more accepting of different people. Also, students were expected to work with each other in groups, providing them with needed practice for building their tolerance.

My conflict resolution lesson addresses the Accomplished Practice because it shows that I can design strategies for mediation and resolution. To help students learn how to handle conflicts and what they should do to resolve their problems, I designed a lesson where I prompted students to make their own decisions towards best practices and I explicitly taught three strategies they could use for conflict resolution. I then asked the students to work together in cooperative groups; as they did so, students needed to use their conflict resolution skills to solve disagreements that they had while they tried to complete their activity.

Update 03/13/10: The diversity lesson that I taught addresses this FEAP because it shows that I can implement a lesson that teaches students about different ethnicities and cultures. This lesson covered both African Americans and Chinese Americans as both cultures were represented in the story we were reading as a class. We covered a variety of facts about African Americans and Chinese including important historical events and people. In the case of Chinese Americans, we discussed the languages spoken in China as well. Students were given an overview of the cultures, related that information to their story and their environment.

Update 03/13/10: I submitted my parent contacts form because it shows that I can use strategies to communicate with the parents of my students regardless of language barriers. On this form it shows that I called Ms. Djuric, the mother of one of my students and a person with limited English proficiency. To communicate the idea that her son was doing well in the class and that I was impressed with his abilities, I did use as many words as I would have. By shortening the number of words that his mother had to figure out, she was better able to understand the message I was giving. Since we do not have a Farsi translator at the school, I had to do my best with verbal communication.

Update 03/13/10: My ISP addresses this FEAP because it shows that I can implement lessons that promote acceptance of different types of people. Through my ISP, I created a community of learners who were more respectful of each other and more understanding. Students saw images of different people, wrote sentences to relate those people to community building themes, and participated in daily classroom discussions about those themes.

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?)

Completing the cultural awareness task will impact future student learning by impacting my learning. I am now more aware of the diversity among individuals in the area and would expect to see that amount of diversity in my future classroom. If I know that there will be different types of students in my classroom, I will be more accepting of their behavioral differences and therefore treat each one of them with the respect that they deserve. When students are in a comfortable environment, they are more likely to learn more from the lesson.

The abstract bibliography that I wrote did not allow me to work directly with students but will have an impact on how I teach my future students. As a result of completing this assignment, I am more aware of the different linguistic backgrounds of my students and I am more prepared to meet their needs instructionally. I now know different strategies like direct vocabulary instruction, the Language Experience Approach, and literature as the basis for curriculum, which will help my English language learners find academic success.

The classroom management plan that I wrote also did not allow me to work with students but will have a positive effect on my future students' learning. This plan outlines how I intend to communicate not only with my diverse students, but also with their parents and other community members. If I can enact all of my plans to create the positive learning environment that I hope to create through my positive interactions, then my students will be able to work in a space where they feel accepted and comfortable enough to answer questions in front of their peers.

My synonyms and antonyms lesson allowed me to work with students and helped them not only develop critical FCAT skills, but helped them get closer to accepting each other. These students will need to be able to recognize synonyms and antonyms in order to be successfully on their state assessments and this lesson used material about a diverse culture to help them gain that skill. Also, but using materials from a diverse culture and giving students an opportunity to work with others, they moved that much closer to gaining acceptance of the others in the classroom.

The conflict resolution lesson plan that I created was implemented in the classroom and helped students learn how to best solve problems that arise between them and their friends as well as help them build their critical thinking skills. Students were able to evaluate situations and determine their own way of appropriately handling problems that come about and based on the end of the lesson assessment, students were able to identify three general ways of solving problems. Also, since students were asked to evaluate different scenarios and then apply their skills to actual situations, students gained more experience thinking critically.

Update 03/13/10: I was able to teach this lesson to students and it had a great impact on their learning. As I began the lesson and assessed their background knowledge, I found that with regard to African Americans, my students knew a great deal about the civil rights movement of the 1950s and 1960s; however, they knew very little of slavery. As a result, I was able to fill in the gaps of their African American history knowledge by explaining what slavery was, when it took place, and how it ended. With regard to Chinese Americans, my students knew what immigration was but they knew minute amount of information about Chinese culture. Most of my students could not name the style of government or even a language spoken in China. I was then able to teach my students more about the Chinese American culture.

Update 03/13/10: The parent contacts form that I have submitted documents my speaking with actual parents/guardians which had a positive effect on my students. When I called the homes of my students, I made sure that I related to the parent/guardian something that the student had done particularly well in class. This made the students feel good about themselves and gain some academic confidence. They would all come in the next day with smiles and get straight to work because they knew they could handle anything in that classroom.

Update 03/13/10: The ISP that I created was implemented with students and had a significant impact on their learning. While undergoing the implementation of the ISP, my students examined the difference among people and thought to see how they could better get along with each other. The documentation of the number of strikes indicates that the students were able to reduce negative behaviors in the classroom and the journal entries show that they understood the concepts of community.

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)

Diversity is a part of the classroom that a teacher cannot overlook. There are a variety of cultures that teachers will come in contact with and they need to be aware of that fact. Students of different backgrounds will dress and act differently. If a teacher knows that from the beginning of the school year, then the teacher will not create false expectations for students of different cultures. The knowledge of diversity then creates a classroom environment well suited for learning.

The abstracted bibliography helped me learn that diverse students sometimes have different native languages and therefore I need to use different instructional approaches in order to meet their needs. With a different linguistic background, I will be faced with teaching a student English as well as the other academic areas that I will be teaching the other students.

My classroom management plan has taught me that it is not enough to modify my instruction of diverse learners; if I want to truly improve these

students' learning, I must also modify how I communicate with their parents or guardians. This will help families better understand the course objectives and be in a better position to help their student learn.

The lesson plan on synonyms and antonyms helped me realize that I can teach my students about different cultures by embedding that information into the curriculum. This way students can learn more about different people and increase their likelihood of becoming more accepting of different individuals in the same fashion as they learn about the dominant culture in the United States.

My lesson plan on conflict resolution helped me realize that students should not be expected to know how to resolve issues with other students. Instead, I need to teach my students how to identify and solve problems appropriately so that they are more tolerant of other individuals.

Update 03/13/10: The diversity lesson I taught helped me to understand the important of explicit instruction on the cultures of minorities. When I saw how little my students knew and understood of African and Chinese American cultures, I realized that I needed to provide them with direct instruction about these cultures that they see everyday in the classroom and in the school. In the future, I will not miss the opportunity to give explicit instruction about the different culture groups represented in this country.

Update 03/13/10: My parent contacts helped me to understand that ESOL modifications needed for the diverse learners in my class do not stop at the classroom door. As a teacher, I will need to communicate with parents, guardians, and community members who do not speak English as their first language. I will therefore need to know strategies and how to implement those strategies so that my classroom has the parental and community involvement that I hope to achieve.

Update 03/13/10: My ISP helped me to learn that wherever there is diversity, there is a need for community or team building. People tend to talk and sit with others who have common backgrounds as them because they feel safer. As a teacher, I need to teach my students the differences between the cultures and also the similarities. I also need to teach them how to get along with people who are different and teach them about different people. All of this would be in an effort to create a positive learning environment in which my students feel safe and feel like a member of the classroom family.

Status: Evaluated **Last Modified:** 03/21/2010