

Annotation & Evaluation

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Agey, Anasstasja AP2 - Communication

Status: **Evaluated**

EVALUATION				
	Emergent	Bridging	Fulfilled	Proficiency Level
<input type="checkbox"/> Insufficient <input type="checkbox"/> Inappropriate	<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 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
<p>Comments from Evaluator: You selected your artifacts well, and your annotations were excellent. Your attention to the requirements of the rubric and the details in your artifacts fulfilled this FEAP. Excellent work.</p>				
ANNOTATION				
<p>1. Type and description of evidence(s) (e.g. assignments, activity)</p> <p>1st evidence- Classroom Management Plan: This assignment was completed as a requirement of Classroom Management, Safety, Ethics, and School Law in Spring 2008. It was readapted and implemented in My Level II Internship which took place during Fall 2008. The Management Plan was designed to propose strategies for classroom arrangement, procedures, and student behavior.</p> <p>2nd evidence- Week 10 reflection: This reflection was completed during my Level II Internship which took place throughout Fall 2008. It specifically addresses a difficult day in my classroom and a conference I had with my University Supervisor about modifying my speech to meet my behavioral expectations for all students.</p> <p>3rd evidence- Geography Lesson Plan: This assignment was completed for my Level II Internship during Fall 2008. The purpose of this lesson was to assist students in better understanding landforms by incorporating a hands-on activity in which students construct their own landforms from molding clay and have to defend the features of their landforms based on what they have learned.</p>				

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?)

1st evidence-

The Classroom Management Plan specifically addresses the Accomplished Practice of Communication in a number of ways. First, enclosed in the plan is a Parent/Child survey letter that would be sent home to families prior to the first day of school. This Parent/Child survey letter demonstrates a written communication attempt in which to help me better prepare the classroom to meet their child's needs such as special circumstances, home languages, and personalities. The student survey asks the child what their expectations are for their new classroom: a direct written attempt at communication before they even arrive. The plan also addresses strategies in the classroom for written, verbal/oral, and non-verbal communication. For example on pages 19 and 20 of the plan, I discuss non-verbal ways to get students back on task such as eye-contact and physical proximity or ringing a bell to remind students that they need to lower their voices. Verbal/oral cues such as: If you can hear my voice: do this and the gentle reminder, What are we supposed to be doing right now, remind the student that their behavior is off-task and they need to take corrective action. Written cues such as writing directions, page numbers, or expectations on the board are also addressed specifically in the plan. These techniques, implemented in my level II internship, are appropriate for use with all students of varying language and academic exceptionalities because they convey ideas and information in a comprehensible manner. These with-it-ness techniques convey the expectations non-threateningly, promptly, and clearly.

2nd evidence-

The reflection specifically addresses the Accomplished Practice of Communication in that it discusses how the meeting with my supervisor helped me gain some insight into modifying my verbal and non-verbal techniques to meet all students' needs and manage interruptions during the lesson she observed. She explained that I needed to make my expectations clearer by saying fifth graders raise their hands, rather than telling them that they should raise their hands like 5th graders instead of calling out like kindergarteners. It was eye-opening to hear that I had actually communicated the expectation that way because it came across as demeaning and negative. Even on our best of days, we need to recognize that effective verbal communication begins with positive reinforcement that is firm and clear. She also instructed that I continue to utilize non-verbal cues when students are not meeting behavioral expectations. Rather than telling a student to put something away or I will take it away, it would have been better for me to give the student the teacher-look and convey with my body language that the behavior was unacceptable. My University Supervisor indicated that it is always best to use body language first so as to not call out the student on their misbehavior and possibly humiliate them (or give them the attention they want) in front of the class. My supervisor was aware of the strategies I had designed in my plan and encouraged me to use them even when the situation was tense or becoming unmanageable. She noticed that perhaps students were confused about the expectations because of the rushed transition prior to the lesson, which is why they were so argumentative that day.

3rd evidence- The geography lesson plan specifically addresses the Accomplished Practice of Communication because the lesson is modified to communicate the concept of landforms to all learners. I particularly designed and implemented the lesson with multiple communication strategies in mind, because my students were having difficulty understanding the information they learned and showing their knowledge on examinations. This lesson provided me the opportunity to convey the information in a manner that was written, verbal/oral, and non-verbal. The instruction was designed to meet the learning needs of the various levels of language acquisition, ESE students, and gifted students. For example, I addressed the needs of the exceptionalities in the differentiation portion of the lesson plan. The ESE students would be explicitly taught vocabulary in advance (written and oral) and graphic organizer usage would be modeled to help them organize the information. The ESOL modifications are broken down into levels of language acquisition and for each level, I would incorporate visuals, gestures, and objects related to key terms as I am teaching. I also indicated that I would use a word wall that would contain both pictures and the vocabulary in the student's heritage language. Communication with gifted students is also addressed in that I would challenge them with open-ended, higher-order questions to keep them interested and on task, such as what if... and why does this look like...? In addition to being modified for language and academic exceptionalities, the lesson incorporates activities that appeal to visual, auditory, and kinesthetic learners. The graphic organizer will help the visual student visualize and organize the information. The auditory learners would benefit from the discussion of the vocabulary and key terms during the review portion. The kinesthetic learners will have the information communicated to them via the globes and maps as they are passed around. Each of these forms of communication will give the students an opportunity to take in the information in a manner that helps them actually retain the information.

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?)

a- The Classroom Management Plan involved direct work with fourth and fifth grade students during my Level II internship. I implemented a variety of verbal and non-verbal strategies to keep the momentum of the day going smoothly. For example, on page 14 of the plan I indicated that students needing to use the restroom during lessons may only do so in an emergency since breaks are provided before and after major lesson blocks. However, when that emergency arises I instructed my students to use the sign language for bathroom, something I directly taught them to use when they absolutely have to leave the room. This allows them to take their break without disrupting the flow of instruction. Also, it is a universal sign that, once taught is recognizable to students of all language and learning abilities. Ringing the bell is something I use when I am doing small group instruction and the remainder of the class is at centers. This is my way of letting the students know that they need to lower their voices because if I have to ring the bell for a third time, they may not speak again until the completion of centers. I have only had to have the whole class do this once to recognize that being noisy is disruptive and inconvenient to other learners. My favorite verbal cue: If you can hear my voice, do this (touch your nose, hold up two fingers, point to the board) is a great way to refocus the class during transitions or to get their attention after cooperative groups. I use this communication technique frequently because it conveys to all students that it is time to pay attention to what will be happening next. I also utilize a great deal of written communication in my classroom. I write the schedule on the board everyday, the directions for assignments, and sometimes even expectations. The most effective way to curb students repeatedly asking, what am I supposed to do or what page is it on, is by writing the directions and page number on the board. This ensures that all you have to do is point to the written message and that students do not have to interrupt a neighbor when they need refreshing about the task at hand.

a-This reflection assignment involved direct work with the fourth and fifth graders in my Level II internship classroom. The

reflection forced me to take a hard look at which communication strategies were working and which ones were not so that that I may better plan for conveying information, ideas, and expectations in a manner that is appropriate and positive for my students. Luckily for me, my supervisor was there on a day when things just did not work. Following the meeting with my supervisor, I took her advice and regrouped. Now, I remember to begin with non-verbal strategies such as eye contact, physical proximity, and body language. When students do not correct their behavior, I then issue the verbal reminder of 5th graders wait and listen for directions, 5th graders raise their hand when they have a comment to make, etc. I found that this is a far less confrontational way of reminding my students of the expectations while not singling any one student out. It has saved me a lot of trouble because they instantly know what they are supposed to be doing, while I maintain my cool and continue with the lesson. For example, when a student is being disruptive such as throwing an eraser up in the air as I am talking, I simply stand next to her and wait for her to discontinue the misbehavior. If she does not stop, I remind her that we are working at this time and she needs to put her eraser away in her desk and use it appropriately. This communicates to the student that she has to make the choice, rather than I make the choice for her by confiscating the eraser. This also keeps interruptions to a minimum and keeps the flow of the lesson going.

a- My students had been having trouble explaining to me what a landform was, in both writing and orally. My cooperating teacher taught a mini-lesson about it in the beginning of the year because she felt it was something they should be able to grasp quickly. However, their quiz scores proved otherwise. I asked her if I could use the information from the book to better communicate a concept that was supposed to be simple. I thought that the students needed re-teaching because the book was not relaying the information to them in a comprehensible manner. So I designed this lesson with communicating the information in mind. I have a variety of learners in the room, so I decided to strike on all fronts. I incorporated the map and globe to help my kinesthetic learners, the graphic organizer for my visual learners, and a review discussion for my auditory learners. When teaching the lesson, I thought about how I presented the information and utilized visuals with the key vocabulary as I spoke to make a connection between the words and the pictures. This is especially helpful for ESOL learners. Additionally, I would stop to review or repeat information and allow for more wait time for the ESE learners who sometimes need those few extra seconds to process the question. During the review session, I wrote the questions and vocabulary on the board to keep us on track and help the students who needed to see the information to make it comprehensible. When giving the directions for the project they would construct at the end of their lesson, I also wrote them on the board and conferenced with individual students who needed more instruction. The results were fantastic. Everyone turned in a completed project with at least three labeled landforms and provided verbal justification for why they had labeled them canyons or plateaus. During the museum walk in which students viewed one another's landforms, students had the opportunity to discuss with each other why their canyon looked the way it did and how they made their mountain range. This opportunity for students to communicate with one another was most beneficial because they were able to convey the learning to both myself and their classmates. They were able to defend their pieces by saying that it was a plateau because it was high, raised ground that was flat on the top. This was information that even my lower-performing students could convey. I was thrilled that students were able to use the academic language of the lesson and make it comprehensible to themselves, their classmates, and me. The final task was a 3-2-1 assessment in which they had to write answers to a couple of questions that they would now be able to answer because they talked about it and had the opportunity to experience it with their hands. This written short answer assignment communicated to me that they had understood the concept of landforms because the information had been presented to them in a way that it had not been before.

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)

Effective communication between the teacher and the students is crucial for maintaining behavior and ensuring that learning is taking place. Understanding and planning for a variety of verbal, non-verbal, and written communication is imperative in making sure that the teacher reaches all students, no matter their language proficiency, academic exceptionality, or learning style. If the expectations and information are presented in a variety of ways, at least one of those ways will reach every student. Providing many opportunities for input helps reach more students. Making the information comprehensible is key to effective communication. And as a teacher, I will be a communicator first and foremost because I will present all information in a manner that students from a variety of backgrounds will be able to understand through universal symbols, gestures, and body language.

I learned that being aware of my body language and choice of words is the most important aspect of being an effective communicator. My communication of expectations needs to be consistently positive, clear, and suitable for all students and situations, especially when the circumstances are tense. I have learned through the meeting with my supervisor that a welcoming environment begins with a teacher who is calm, collected, and firm so that student emotions or attitudes do not escalate. I have taken her directions seriously and have found my classroom to be a more constructive place. I discuss expectations with students prior to each lesson and students know what behaviors are acceptable during the lesson.

I learned that communication is not just what you say to students, but how you model the directions, what information is provided through pictures, and what you choose to write on the board. Communication is a two-way street. In order for the teacher to ensure their students understand the information being presented to them, teachers need to use a variety of techniques to communicate ideas with their students. Most importantly, teachers need to give their students the opportunity to relay the learned information back to the teacher so that he or she may know whether the student actually understood the information. To truly comprehend information, students need to apply it in a way that is meaningful and connects across various levels of communication. If the ideas and information can be presented in a way that is interesting to all students, then the teacher has a better shot at keeping more students engaged for longer periods of time. Taking what was originally abstract to the students, became concrete upon having the opportunity to talk about it by having to defend their landforms to me and their peers and experience it through their own eyes (pictures, graphic organizers, and maps) and hands (globes, construction of the landforms). Communication need not be a barrier. I have learned that it is possible to reach all students of varying exceptionalities, achievement levels, and language backgrounds by making the information meaningful and experiential.

Status: Evaluated **Last Modified:** 12/09/2008

