

## Annotation & Evaluation

[Go Back](#)

<b>De Hainaut, Dayna</b>				
<b>ESOL Cluster 1</b>				
<b>Status: Evaluated</b>				
EVALUATION				
	<b>Emergent</b>	<b>Bridging</b>	<b>Fulfilled</b>	<b>Proficiency Level</b>
<input type="checkbox"/> Insufficient  <input type="checkbox"/> Inappropriate	<input type="checkbox"/> 1.E.1. Plan instructional strategies that promote ELL students' learning and curriculum goals, utilizing a variety of activities, materials, and technological resources in the areas of: Math, Science, Social Studies, Literature, Art, Music, P.E., & Health	<input type="checkbox"/> 1.B.1. Develop instructional materials, lesson plans, and assessments that match ELL students' needs at beginning, intermediate, and advanced levels of English proficiency in the areas of: Math, Science, Social Studies, Literature, Art, Music, P.E. & Health	<input checked="" type="checkbox"/> 1.F.1. Implement instructional materials, lessons, and assessments that match ELL students' needs at beginning, intermediate, and advanced levels of English proficiency in the areas of: Math, Science, Social Studies, Literature, Art, Music, P.E., & Health	<input type="checkbox"/> Preliminary <input type="checkbox"/> Emergent <input type="checkbox"/> Bridging <input checked="" type="checkbox"/> Fulfilled
<b>Comments from Evaluator:</b> Good details included! You showed that you know how to modify lessons, assessments, etc for students at all four stages of language acquisition.				
ANNOTATION				
1. Type and description of evidence(s) (e.g. assignments, activity)				
<p>Artifact #1 - I did this assignment for Donna Lawless' Teaching Students with Limited English Proficiency K-12, FLE 4317. I was to search the internet to find a lesson plan, I modified the lesson plan for English Language Learners using the four stages of language proficiency. As I read through the lesson plan, I added new procedures to use when dealing with English Language Learners. These learners have difficulty learning as with the other students, therefore these extra procedures will help. For example, if the lesson plan says to read a story then make sure the pictures are being shown to the students as well as point to things around the room to allow them to better understand. This can be included for the Early Production and Preproduction stage since the more advanced learners are better able to comprehend simple things. The lesson plan is as it was found, it just has simple additions to help English Language Learners in their learning process. updated 1/9/09 (I have made additions to the questions below for this artifact)</p> <p>Artifact #2 - I completed this assignment for my MAE4310 Teaching Elementary School Math 1 class with Kevin Larkin in the spring of 2008. This lesson plan went hand in hand with another assignment I completed for this math class which required a group and myself to analyze student data and how the group of students worked out math problems. This lesson plan was a continuation of the analysis. Once looking over the data and deciding on where the whole class instruction should take place, my group and I worked on a lesson plan that would teach what the students all seemed to be having problems with. The student's all seemed to have a problem with repeated addition of equal size groups, which was shown to be something that they would soon be learning by looking over the school year's curriculum. In addition to this issue, we were given an ESOL student who was not great in English. We were also to come up with additional strategies so that this student would be able to comprehend the concept of the lesson. We designed a lesson plan that would teach this concept to the class in a variety of ways including modeled, shared, and independent practice. We also came up with a bean bag game in which the students would work together to come up with possible answers by grouping the bean bags in certain numbers. Our teacher provided us with the third class data and any instructions that we needed to complete the assignment and was helpful in reviewing our lesson plan to give any recommendations. My group and I used our time wisely and worked diligently to come up with a lesson that could have been successfully taught with these their grade students which could be learned by a variety of different students.</p> <p>Artifact #3 - These reflections were required for my FLE 4317 Teaching Students with LEP class with Donna Lawless in the fall of 2007. We were not given articles to reflect on, but were given weekly reading assignments to reflect on, so these weekly</p>				

reflections are what I am submitting in place of the articles. My teacher asked specific questions regarding each reading assignment and I was to answer in my own words. These readings were very interesting and gave me an opportunity to express my thoughts to my classmates and receive feedback from them as well. The readings came from our ESOL book or pro-copy packet which had additional information.

Artifact #4 - I completed this assignment for my FLE 4317 Teaching Students with LEP class with Donna Lawless in the fall of 2007. I was required to come up with a short mini lesson on any topic that I chose. Once having the lesson plan made, I then was required to make recommendations for modifications at the end of the lesson. These modifications were included to insure that all levels of ELL students would be able to participate in the lesson.  
updated 1/9/09 (I have made additions to the questions below for this artifact)

Artifact #5 - I completed this assignment for my EDF 4430 Measurement for Teachers class with Briony Tomalesky in the summer of 2008. I was required to do an ESOL assignment that included two parts, a case study on an ELL student and an article relating to ESOL. The first part was information from a case study which was given to me and I was to read through it and answer questions such as the different struggles that the student would have when entering a new school, I was to predict what may happen, and what the barriers may be for this student if they were in my class. The second part of the assignment required me to choose an article that the teacher listed relating to ELL's and answer questions in a reflection type format. I chose the article "The Courage to Change: Teacher Prejudice" by Valerie Ooka Pang. This article talked about how many teachers come across as prejudice without sometimes realizing it which eventually causes many problems in the classroom. The author discusses the findings of two educated individuals who looked at their own prejudices before they went on to schools to help other teachers. The article ends by discussing the importance of accepting others because it is definite that we will always have diversity in our classrooms.

Updated 1/3/09

Artifact #6 - I completed this assignment for my reading class which I later used within my level 2 internship class as they began learning about plants in the fall of 2008. I was required to come up with a lesson that focuses on vocabulary. I came up with a lesson that teaches the parts of a plant; the stem, leaf, roots, flower. I included a graphic organizer with a picture of a flower and made a space for the students to fill in the parts of the plant. This lesson incorporated both language arts and science. I also included ESOL modifications so that my ESOL student would be able to understand the concept. Although my ESOL student was in the late stage of language acquisition, I included the modifications for future implementations of this lesson as well.

Updated 1/6/09

Artifact #7 - I completed this lesson plan for my EDE 4942 Level 2 Internship in the fall of 2008. I was required to come up with a mini-lesson plan, I chose to plan and implement one that suited the vocabulary comprehension needs of the diverse students within the class.

Updated 1/7/09

Artifact #8 - I completed this assignment for my SSE4313 Teaching Social Studies class in the fall of 2008. It is a collection of four lesson plans with modifications for the different levels of second language acquisition. We were given websites and were required to find a lesson plan on each of Geography, History, Economics, and Government. Once I found these lessons, I filled out a form for each. I was to break down the lesson plans according to the state standards, procedural knowledge, basic skills, critical thinking skills, and the strategies used within the lesson. This was more of analyzing the material and pulling these aspects out of them.

Updated 1/7/09

Artifact #9 - I completed this assignment for my EDG 4909 ESOL Practicum class in the fall of 2008. I was required to come up with a lesson plan that was specific to a group of ESOL students that I was working with during my ESOL observations. The lesson plan was on antonyms and I included visuals, explanations, and discussion opportunities so that the students had a variety of strategies to work with. I began the lesson by asking the students if they knew what synonyms are, after we discussed synonyms I then showed the students pictures which showed antonyms. Once the students had a chance to see how the pictures were different and alike, I explained that the pictures were examples of antonyms. After the pictures and explanations, the students were to write down five examples of antonyms. This lesson shows my ability to plan lessons specific to diverse learners.

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

Artifact #1 - I did this assignment for Donna Lawless' Teaching Students with Limited English Proficiency K-12, FLE 4317 This assignment satisfies the ESOL Cluster for the reason that I designed a lesson plan that would successfully work within a culturally diverse classroom. I included ESOL modifications to the lesson for all four levels of SLA so that each student would be able to engage in the lesson no matter their needs. The lesson focused on language arts and science and I included sunshine state standards that met the concepts of the lesson. The lesson was used from a similar lesson that I used for another class, but was longer. I shortened this lesson so that it would fit the requirements of the mini lesson model. This lesson is on the five senses, with teacher lead instruction, class discussion, and hands-on activities. The lesson is not only developmentally appropriate but it can also be taught in a variety of ways with modification, as I did to the end of the lesson.

\*\*After reviewing my annotations, somehow the annotation above is not for artifact#1, I am including the new annotation for this artifact below:

updated 1/9/09-

This lesson fits the requirements for this ESOL cluster because I planned, developed, and implemented instructional strategies and assessments so that ELL's would be able to successfully participate in the lesson no matter what their second language acquisition level is. I included ESOL modifications to the lesson for all four levels of SLA so that each student would be able to engage in the lesson no matter their needs. The lesson focused on language arts and science and I included sunshine state standards that met the concepts of the lesson. I labeled the lesson as high degree of context and high degree of cognitive complexity from the Cummins Quadrants. The cultural objective was for all four levels that had students understand how or why plants grow. The vocabulary objective for all for levels gave students the ability to learn and use new words to describe

what they experienced. The linguistic objective for PP-EP was that students would be able to communicate what is going on. The linguistic objective for SE-IF was to allow students to write down their observations of what is happening. These were objectives that let the teacher know what the ESOL students would learn by the end of the lesson. The modifications for the lesson itself include ESOL specific vocabulary, words such as observations seeds, and plant, that these students may not know. Also modifications are made throughout the entire lesson, during the procedures, and assessment. After each procedure, I made a modification if necessary for a specific level of language acquisition. For example, PP-EP students were given pictures to give them a better idea, for SE-IF I allowed the students to read with one another while using picture cards, for PP-IF I would prompt the students by asking questions. These types of modifications are made throughout the entire lesson. As for the assessments, PP-IF teacher will explain what to do by using pictures or pointing. For the showing the plant cycle, the PP-EP students would only be required to draw the parts, the SE students would be able to write correctly the stages and the IF students would write and explain the stages. Having the modifications throughout the lesson helps the teacher teach as she goes rather than just reading them at the end, this way the students and teacher are connected throughout the lesson.

Artifact #2 - I completed this assignment for my MAE4310 Teaching Elementary School Math 1 class with Kevin Larkin in the spring of 2008

This assignment satisfies the ESOL Cluster because the lesson that I made requires the use of academic content. The lesson plan has specific modifications that will best accommodate ESOL students at any level of SLA. The academic content this lesson focuses on is math. The assignment that coincides with the lesson includes student interaction and group work which gives the students a sense of community within the classroom and in turn makes the ESOL students feel comfortable enough to interact with their classmates.

\* updated 1/9/09-

The modifications made to this lesson are the addition of manipulative such as counters. A list of necessary words in English for this lesson are translate in Bosnian to suit the language needs of this student. Because this student is still lacking proficiency in English, utilizing their home language is a great way to get the student working with the material. This is easier to do in math because there is not a lot of wording, more of it is working with numbers and can be shown visually more often.

Artifact #3 - These reflections were required for my FLE 4317 Teaching Students with LEP class with Donna Lawless in the fall of 2007

This collection of reading reflections shows my competency in ESOL topics by my ability to give such well thought out reflections on each reflection. By being competent in this subject area, I will be able to understand my ELL students that much better. The weekly readings had a lot in common seeing as though they were always about ESOL. Many people think that they could teach, but it takes much more than that. It takes a lot of education and experiences with different types of students. Having learned so much about ESOL, my reflections reflect my knowledge on this subject matter and will only improve in time with more experiences.

Artifact #4 - I completed this assignment for my FLE 4317 Teaching Students with LEP class with Donna Lawless in the fall of 2007.

This assignment satisfies the ESOL Cluster for the reason that I designed a lesson plan that would successfully work within a culturally diverse classroom. I included ESOL modifications to the lesson for all four levels of SLA so that each student would be able to engage in the lesson no matter their needs. The lesson focused on language arts and I included sunshine state standards that met the concepts of the lesson. The lesson was used from a similar lesson that I used for another class, but was longer. I shortened this lesson so that it would fit the requirements of the mini lesson model. This lesson is on the five senses, with teacher lead instruction, class discussion, and hands-on activities. The lesson is not only developmentally appropriate but it can also be taught in a variety of ways with modification, as I did to the end of the lesson.

\*updated 1/9/09

The modifications that were made are for all four levels of second language acquisition. These include preproduction, the teacher would show pictures and point to different body parts that portray each sense. For early production, the teacher still points out the different body parts. For the speech emergence, the teacher is able to have the students work together in groups to talk about their findings. For intermediate fluency, the student should now be able to speak with others as well about their thoughts.

Artifact #5 - I completed this assignment for my EDF 4430 Measurement for Teachers class with Briony Tomalesky in the summer of 2008.

This assignment satisfies the ESOL Cluster for academic content for the fact that this assignment required me to analyze an ESOL student's test scores in order to come up with an idea of what help this particular students needs. I developed thoughts as to what things the teacher should take into consideration when this student enters their class. The teacher will use this test score information to take account of this student's learning needs according to their level of SLA. In addition to the case study information, the article let me in on a topic that I did not realize still goes on. Prejudice is something schools have openly tried to avoid and yet there are still teachers doing this. With prejudice still in the schools, it makes it difficult to plan lesson plans that relate to each student's needs.

Updated 1/3/09

Artifact #6 - I completed this assignment for my reading class which I later used within my level 2 internship class as they began learning about plants in the fall of 2008.

This assignment satisfies this ESOL Cluster as I successfully planned, developed, and implemented a science lesson plan that would allow all of my students to comprehend. I used technology in the planning of the lesson plan as well as within the lesson plan. I critiqued many different sites that had lesson plan ideas on the parts of a plant in order to come up with the most appropriate lesson. I also discussed these various resources with my cooperating teacher to form a lesson that I could implement with the appropriate learning opportunities for our diverse learning group. ESOL modifications such as the use of a picture dictionary or allowing the student to use simpler definitions for the parts of the plant were also included in the lesson. These modifications were included so that it can be taught to a wide range of students that, this shows my ability to incorporate strategies that support the learning needs of my ESOL students. The use of technology within this lesson was used more during the planning of the lesson rather than during. However, I have found that there are computer programs within the schools that the students can use to learn more about plants on their classroom computers individually or during centers. ESOL students benefit from these computer programs as they have many visuals and auditory instruction so they

can make better connections to the material. This lesson plan demonstrates my ability to plan, develop, and implement instruction that will promote ELL students learning and curriculum goals. I made sure to match the lesson plan content with the Sunshine State Standards so the students would be learning the necessary material. I conducted a group type of lesson which included both effective oral and written strategies to teach the concept. I introduced the topic to the students and allowed the students to give me their thoughts before going into detail. I encouraged the students to come up with their own ideas as I drew a picture of a flower on the board, I then explained to them that we would be learning about the parts of a plant or in this case the parts of a flower. Although I only had one ESOL student within my class, she was at the Intermediate Fluency Stage of acquisition so she did not need much modification as this lesson provided her with many visuals and opportunities to connect to the material. However, I did include other modification for different stages for future instructions of this lesson. These include a picture dictionary for the Early Production stage or allowing the student to give simpler definitions for the Speech Emergent stage. By including such modifications to the lesson, I was able to incorporate different learning abilities so each student could be apart of the lesson. Designing activities with the use of modifications for different learning abilities is very important in making lesson plans because it is crucial to engage all of my students in my lessons. This assures that the students can all have the same learning experience. Since I was teaching this lesson to a third grade class, I only used terms that they could easily grasp, the more difficult terms can be introduced as they move into higher grade levels. This shows my effective use of modification so as to make sure my students can understand what I am trying to convey to them on their own level.

Updated 1/6/09

Artifact #7 - I completed this lesson plan for my EDE 4942 Level 2 Internship in the fall of 2008. I was required to come up with a mini-lesson plan, I chose to plan and implement one that suited the vocabulary comprehension needs of the diverse students within the class.

This lesson plan satisfies this ESOL cluster for the reason that I implemented instruction that applies my knowledge of instructional strategies that promote the learning of ELL students with the use of curriculum goals and resources to teach diverse learning needs of students. The story that discusses the food of one particular culture and how I used this time to discuss the cultures within our classroom gives the students a feeling of acceptance as we learn about each of the different cultures in our classroom. I asked questions about the types of foods that the students ate that are special to their cultures; the students enjoyed talking about the special things within their cultures as well as getting to hear about their classmate's culture. Since this is an inclusion class, the class is a diverse group of learning needs. I accommodated the diverse learning needs of my students by implementing visuals and auditory aspects in to the lesson as well as making sure that the reading material was appropriate for my students reading levels. For example, I included modifications for different levels of second language acquisition. For the Pre-production students I would provide them with pictures that depict the meaning of the word and also included them in the story so the information is easier to understand. I would also recommend including the words and definitions in their home language as well as English, this way they can make connections. Also for the Speech Emergent students, I suggested having the student work with a buddy or the use of an English dictionary. This way the students are building their confidence in the language with the help of a classmate or a dictionary. They are learning on their own in a way and making connections to what they already know. The story on the overhead gave the students a different way of reading the material and each student could see the story, rather than me reading it aloud from a book. I also encouraged all of the students to read aloud if they felt comfortable to do so, this allowed me to listen to the students read as I walked around the room. During this, every student read aloud and did so very well. The overhead is something different and kept the students engaged much longer, they all wanted to have a turn in reading the sentences to choose the correct vocabulary word. The words were given and the students were to write them down, this helped the students who need to have more hands-on with the material, once this was completed we read the story aloud with blanks where the students chose what vocabulary words would go in that spot. I made sure to have students review the words before they chose the word, then they were to read the sentence to see if the word they chose made sense. We then read the sentence as a class to check for correct wording. As for the assessment, I did not include an actual assessment that the students would turn in since the lesson was so short. However, I did utilize the time when the students were working together to find the correct word to walk around to hear what the students were talking about and what thoughts they had. This way I was able to listen for misconceptions or misunderstandings of the words and use this as a teachable moment to remind the class of that particular problem without pointing those students out. Although this was a lesson on comprehension, the story on different cultures' foods gave me a chance to discuss cultures and gave the students another learning experience. By implementing this lesson plan with the appropriate leaning needs of my students ability to apply my knowledge of instruction that teaches reading to diverse learners, such as ESOL students.

Updated 1/7/09

Artifact #8 - I completed this assignment for my SSE4313 Teaching Social Studies class in the fall of 2008. It is a collection of four lesson plans with modifications for the different levels of second language acquisition.

This assignment satisfies this ESOL cluster for the reason that it shows my ability to identify the different learning curriculum goals, materials, and resources necessary for these lessons to be successfully taught. I utilized the information given and also added modifications to the lessons for students in general throughout the lessons and even ESOL modifications at the end of each lesson. This way there are a variety of learning and teaching strategies so each student learns appropriately. For example, for the Geography lesson I incorporated preproduction students by providing them with pictures to depict their thoughts as they compare and contrast the different maps and information. They will be allowed to point to answers listed with the use of pictures. For the speech emergent students, they were allowed to use less in depth information when writing their Flyer. They will answer the questions from the teacher with short answers. English translation dictionary can also help. For the History lesson, the modifications that I added are for the early production student and used pictures to convey the events on their time line. They will also be given text that is developmentally appropriate for their ability and the intermediate fluency student will work with a classmate if they are having difficulty. They will be allowed to use a dictionary for words they do not understand during their reading. For the Economics lesson, I used preproduction student modifications by giving them picture cards to depict the different types of resources; they will then use the cards as a resource for pointing to things around the room. Intermediate fluency students will be given a buddy to work with while using the interactive game and graph if needed. Finally for the Government lesson, I included modifications for early production students and allowed them to write less for the Read Write Think activity. They will also use pictures words for their brochures. Speech emergent students will use small phrases for their brochures. They will active members of the group discussion giving small sentences and phrases. English translation dictionary can also help. All of these modifications make it easier for the ESOL students to join in the lesson and learn successfully. All of these lesson plans incorporate diverse learners with the variety of activities that are included within each. For example, there are many visuals and class discussion. The class discussion is great to incorporate peer collaboration so the ESOL student has the opportunity to learn from their classmates.

Updated 1/7/09

Artifact #9 - I completed this assignment for my EDG 4909 ESOL Practicum class in the fall of 2008. I was required to come up with a lesson plan that was specific to a group of ESOL students that I was working with during my ESOL observations.

This assignment demonstrates my knowledge of diverse learners for the reason that I used these specific ESOL students' learning levels to come up with a lesson that they would easily grasp an understanding of. I also modified this lesson specific to their abilities and demonstrated my knowledge for planning for the students so that they can take this new information and use it in their future experiences with antonyms. Therefore, there are not any extra modifications to the lesson because it is specific to the level of language that they were at, Speech Emergent. I designed a lesson that demonstrates my knowledge of curriculum goals that meets Sunshine State Standards and the student's linguistic backgrounds which recognizes the specific needs of diverse students. Since I have only observed these students for a short time, I did need to seek advice from their current daily teacher in order to identify appropriate strategies and design a lesson that could successfully be implemented in a classroom with diverse learners. I also used materials that were recommended for these students and was able to reflect on the learning outcome after the end of this lesson. I implemented the lesson once I conversed with the student's teacher to come up with the best type of goals, objectives, activities, and materials that would promote the most learning of these diverse learners who were in the Speech Emergent stage of second language acquisition. The lesson included a small discussion that the students and I talked about the words antonym and synonyms so they could make some type of connections with them if any. I then incorporated picture cards by showing them two different pictures, a set that would show antonyms and a set that would show synonyms. We then discussed how these pictures were different or alike. For example, I showed them a big square and a small square. We talked about how they were different because they were two sizes; however they were the same because they were both squares. Then students also had a chance to work with their language and writing skills as we discussed the information and as they wrote down their words for the assessment. In addition to including the most level appropriate instruction that would engage the students and promote their critical thinking, I was also able to analyze the lesson once it was taught. I did this by reviewing the assessment that I included in the lesson to see how well the students comprehended the lesson. Once reviewing the assessment, I was able to reflect on the strategies that seemed to work better than others so that I could modify instruction within the implementation of the lesson for the next time that I teach this type of lesson. By identifying the types of methods that would best suit these students' needs shows how I can design and implement a lesson and assessment that matches ELL students in a stage of second language acquisition. I was able to design a lesson that was appropriate to their learning needs, and implemented the lesson successfully.

### 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?)

Artifact #1 - I did this assignment for Donna Lawless' Teaching Students with Limited English Proficiency K-12, FLE 4317 I did not teach this lesson with students, but am confident that the modification made can impact an ELL's learning. ELL's have difficulty participating in lessons because many of them have a language barrier, some more than others. With the help that I included in the lesson, my students will get the help they need in order to participate in a lesson with little difficulty. These modifications include things such as using pictures to express something, pointing to things, and allowing students to peer tutor with another. There are many ways in which I will learn how to make sure to incorporate my ELL students in each lesson.

updated 1/9/09 I have now had the opportunity to teach this lesson in the classroom during theme, we were beginning a unit on plants and my cooperating teacher thought it would be great to read Frog and Toad. Except we did the lesson flipped around, my cooperating teacher wanted me to do the planting first and then the story. The students were very interested with the planting of the plants, this was a great attention getter and start to the unit. During this time I have two ESOL students in my class, one at EP and one at IF. The student at IF did very well in the lesson and understood each aspect. However the EP student liked the planting, he was unsure of what was actually being taught. That is when I introduced pictures from the book to show that parts and what was actually happening to the seeds. Although it took more time for this student to grasp the concept, he gradually understood it as the week went on and his plant began to grow. Students learning is greatly impacted when they are able to connect things such as this student did, he may not have understood it at first but with time and more explanation, he began to understand and worked with the material appropriately at his learning and language level.

Artifact #2 - I completed this assignment for my MAE4310 Teaching Elementary School Math 1 class with Kevin Larkin in the spring of 2008

Although I did not use this lesson plan with students, the analysis of the student's math competencies gave me great insight as to what strengths and weaknesses these students had. The information given did not include ESOL students, but we were given an imaginary ESOL student to include in the lesson. By including the ESOL student in to the lesson, I broke the lesson down as to the things that an ESOL student may need in order to better interact with the lesson. This interaction promotes more involvement which gives the student a better understanding of the concept. My group and I came up with modifications (updated 1/9/09) such as word translations or manipulatives that could be used for different levels of SLA such as an English translation of this student's language using words that correspond to this lesson and having the student work with a partner. These are only two ways in which to add learning options for ELL's and there are many others that can be included as well.

Artifact #3 - These reflections were required for my FLE 4317 Teaching Students with LEP class with Donna Lawless in the fall of 2007

I did not use this information with students seeing as though this was an assignment that I was required to fulfill by myself. However, the information learned from these readings will reflect my teaching because I am now much more aware of the characteristics of ESOL students. When the information is well learned, it gives more opportunity to use it well and teach students in a way that best suits their learning styles. From this knowledge, I will come up with lesson plans for each subject making sure to modify them per my students needs.

Artifact #4 - I completed this assignment for my FLE 4317 Teaching Students with LEP class with Donna Lawless in the fall of 2007.

I did not teach this lesson with students, but am confident that the modification made can impact an ELL's learning. ELL's have difficulty participating in lessons because many of them have a language barrier, some more than others. With the help that I included in the lesson, my students will get the help they need in order to participate in a lesson with little difficulty. These modifications include things such as using pictures to express something, pointing to things, and allowing students to peer tutor with another. There are many ways in which I will learn how to make sure to incorporate my ELL students in each lesson.

Artifact #5 - I completed this assignment for my EDF 4430 Measurement for Teachers class with Briony Tomalesky in the summer of 2008.

I did not use this assignment with students, but this type of assessment analysis has the ability to give a teacher enough information in order to develop and implement academic content that reaches all students needs. The case study scores do not give any information for the student, but gives plenty insight for the teacher in analyzing the student's scores. Analyzing the scores can show which strengths and weaknesses the in what areas the student has. This information then makes it possible for me as the teacher to include the particular student into my daily instructions. As for the article, this can be great information for both the teacher and students because it deals with an issue that students may encounter from time to time. Prejudice should not be in the classroom where I will try to teach that everyone should be accepted for who they are no matter what. Students who learn about certain things at an early age will have more opportunity to talk about it and understand it. ESOL students need to be accounted for just as any other student; I am determined to teach my students that we are all alike in one way or another. The classroom will always have students who learn differently, speak differently, or act differently, and this shows the importance of planning and implementing lessons to suit each student's level of proficiency.

Updated 1/3/09

Artifact #6 - I completed this assignment for my reading class which I later used within my level 2 internship class as they began learning about plants in the fall of 2008.

I did directly use this lesson with students in my interning class of third graders. I used this lesson as a second part to a lesson introducing plants the day before. They planted plants and read a book about plants, but had not yet discussed the parts so I decided this lesson needed to be the next thing they learned about plants so that they could make connections. This lesson was a basic vocabulary lesson that uses strategies that would encourage the students to participate rather than just writing down words and definitions. Seeing as though I intern in this class, I have been able to get to know the students and their learning abilities therefore I was able to come up with a lesson that would focus on the students learning abilities. The lesson focused on the four basic parts of a plant or flower; the roots, stem, leaf, and flower. I hooked the students into the lesson by showing them an experiment that I had done the night before. I used celery and food coloring to show the way that a plant brings water up through it's stem, the students were definitely hooked once I showed them this. They all wanted to learn what was coming next. This way they could make connections to their plants as they began to see their plants grow. By implementing different types of strategies to teach the same concept, students stay focused and engaged longer because they become more interested than if the teacher was lecturing them. My modifications included allowing ESOL students to use picture dictionaries or simpler definitions for the parts of the plants. They too could work with a classmate, sometimes they learn easier from someone their own age than an adult because they speak the same language. Making sure to communicate my ideas in an appropriate manner no matter what my student's levels, linguistic backgrounds, or exceptionalities are. For example, ESOL students need time in learning the new language and they show difficulty when trying to comprehend something aloud because it may sound different than when they speak it. Modification of communication is also key in helping these students transition into English. My sole concern is getting the information understood in a variety of ways such as the modifications that I used within this lesson. The assessment at the end of the lesson was simple allowed me to review their graphic organizers, if I noticed that a student seemed to have difficulty then I made sure to discuss it so as to clarify any misconceptions. ESOL students learn effectively from this because the information is being reiterated and reviewed, this way they may learn something that they had not learned the first time or it can allow them to connect that much more.

Updated 1/6/09

Artifact #7 - I completed this lesson plan for my EDE 4942 Level 2 Internship in the fall of 2008. I was required to come up with a mini-lesson plan, I chose to plan and implement one that suited the vocabulary comprehension needs of the diverse students within the class.

This lesson plan was used directly with students; I used it with my interning class of third grade students. The students learning was impacted because each student was able to learn at their own ability, in addition to this they learned about their classmate's cultures' foods which kept them interested in the lesson as well. This lesson plan was originally implemented to focus on vocabulary comprehension, however once I made the lesson according to the reading, I made it a point to use the cultural aspect of it as well so as to teach the students in addition to the vocabulary. By utilizing different teaching strategies into the lesson such as the visuals, reading, writing, and discussion allowed the students and ESOL student to learn in a variety of ways that met their diverse learning needs. I taught the vocabulary within each aspect of the lesson so that each learner experienced the same comprehension of the words, just in a different way. This is especially true for the ESOL students with the modifications that I made to the lesson. Depending on the age, an Early Production student may not be able to even understand the modification of pictures to depict the meaning. However, for the third grade the teacher would be able to help the student with the pictures and together the student could learn the meaning of the words. For example, I had a Speech Emergent student in my class who is doing very well with her English but does have difficulty with this type of activity. The blanks in the story make it difficult for her to understand the sentence and therefore she has a hard time finding the correct word. Although we went over the words and definitions, I gave her the option of working with a buddy to find the words and definitions in a dictionary. Though she did not use the translation dictionary, she used a regular English dictionary. The modification that I included for her was small yet met her needs, and allowed her to successfully complete this activity. I could hear her talking to her buddy and know that she did come to understand the words and the concept of the lesson. Since I did not require an official assessment to be turned in for this lesson, I used an observational assessment of observing the student collaborating together helping one another with the words. This was especially helpful to my ESOL student. Peer collaboration is a great way to have the student practice with English and learn from their peers in a different way than from the teacher. The lesson plan not only focuses on the knowledge of other cultures and ethnicities, but it also focuses on the linguistic backgrounds and diverse learning needs of my students. This is demonstrated by the way that I incorporated all of these aspects into one lesson so all of the students were able to engage in the same lesson and still learn to the best of their ability.

Updated 1/7/09

Artifact #8 - I completed this assignment for my SSE4313 Teaching Social Studies class in the fall of 2008. It is a collection of four lesson plans with modifications for the different levels of second language acquisition.

Although I have not used this collection of lessons in the classroom, I have utilized the Government lesson as a mini version. Since Social Studies is rarely taught in the schools, I took the opportunity to implement a similar shorter version in a class that I observed. They were talking about how things are made and I discussed that all of these things were made by certain people. This is when I took the time to talk about their crayons, something they could relate to. There was two ESOL students in the class, however one of them was still in the preproduction stage and understood very little. Since I was just using a teachable moment to talk about this, I did not include the modifications but did point to things around the room. Had

I had the time to teach the full lesson, the ESOL student's learning would have benefited greatly with the modifications. I would have given the student the picture cards to depict the meaning of the different concepts. ESOL students can learn the same concepts as their mainstream classmates as long as there are things that can be included so as to reach the ESOL student at their specific language level. I could have also used these lessons with my internship this past fall if it was in our curriculum to teach, the students would have learned a lot from these lessons since they were full of different activities and modifications. The ESOL students would have an opportunity to learn about real life things and even though they may have a difficult time with the language, they would be able to understand the concepts with the different activities in the lessons and modifications that would suit their language needs.

Updated 1/7/09

Artifact #9 - I completed this assignment for my EDG 4909 ESOL Practicum class in the fall of 2008. I was required to come up with a lesson plan that was specific to a group of ESOL students that I was working with during my ESOL observations. I did use this lesson directly with students; I used it with two third grade ESOL students who are in the second stage of second language acquisition. After discussing with their teacher about a concept that they were having difficulty with, she told me that they did still not comprehend the concept of antonyms. I worked together with the teacher to come up with an idea as to how I would re-teach antonyms to the ESOL students. By demonstrating my ability to identify necessary teaching methods and strategies for the specific students shows my knowledge of the how to incorporate curriculum goals while still matching ELL student's learning levels. Implementing developmentally appropriate material to these students is important to the students because it gives them a sense of acceptance so they feel comfortable within their language barrier. The students are able to work on their learning level so that they can better comprehend the concept. The assessment at the end of the lesson is yet another way in which I can review the lesson to see how the students actually comprehended the lesson. If the students show to have had difficulty it is necessary to mediate the problem and resolve it with new and/or different modifications for further review of the lesson and concept.

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

Artifact #1 - I did this assignment for Donna Lawless' Teaching Students with Limited English Proficiency K-12, FLE 4317 Since this lesson was so short, it is difficult to really go in to detail with the ESOL modifications but I did try to come up with the best possible options. This lesson was a mini version of modifying lessons and learned a lot about how to use these modifications correctly for each level of SLA. The sunshine state standards also help, this way I can see exactly what I am or am not teaching within each lesson. Although modifying lesson plans can take extra time, it is well worth it. I am very confident that students can learn in the same environment if there are extra techniques within that particular lesson. This lesson taught me how to take a simple lesson and still modify it to suit the needs of my students. If more teachers begin modifying their lesson plans, it will allow for a more combined learning environment. This will in turn encourage the students to interact more than usual and help to create a comfortable leaning experience.

updated 1/9/09

This was a lesson that I taught before another lesson that I had come up with, so it was the introduction lesson of the plants unit. I had never introduced a unit before so I was curious as to how the student would grasp the concept. Overall they did well, other than the EP student. He had some difficulty with the concept since he does not understand English very well, however he was very interested as he planted his bean. I was pleased to see how well he began to grasp the concept as his plant grew and he observed it throughout the weeks. Since this lesson was so hands-on and visual, the IF student did not have difficulty and that was good to see, she has really begun to let go of her shyness and participate in lessons. Although this lesson seemed to mesh into the next days lesson, I feel that it was a great start to a unit. I am now more aware of the things that I can do as far as modifying lessons so as to communicate the material to my ESOL students.

Artifact #2 - I completed this assignment for my MAE4310 Teaching Elementary School Math 1 class with Kevin Larkin in the spring of 2008

After completing this lesson plan, I felt very accomplished. It took a great amount of time forming the concept into a lesson as well as coming up with a list of modifications. I learned how to modify an extensive lesson plan in order to accommodate the learning styles and needs of all of my students. I will take what I have learned in this lesson plan and use it in the future and will use specific content material that incorporates ELL's into the lesson as well.

Artifact #3 - These reflections were required for my FLE 4317 Teaching Students with LEP class with Donna Lawless in the fall of 2007

I learned a lot from these weekly reading reflections regarding the needs of ESOL students. I learned about their experiences when they first come to a new country and the affects the new community has until they become comfortable with their new surroundings. There are different levels of second language acquisition and they all require different accommodations. I now know the circumstances that teachers must take to get to know their students and will continue to learn about ELL's in order to accommodate their learning needs within every subject that I teach.

Artifact #4 - I completed this assignment for my FLE 4317 Teaching Students with LEP class with Donna Lawless in the fall of 2007.

Since this lesson was so short, it is difficult to really go in to detail with the ESOL modifications but I did try to come up with the best possible options. This lesson was a mini version of modifying lessons and learned a lot about how to use these modifications correctly for each level of SLA. The sunshine state standards also help, this way I can see exactly what I am or am not teaching within each lesson. This lesson taught me how to take a simple lesson and still modify it to suit the needs of my students.

Artifact #5 - I completed this assignment for my EDF 4430 Measurement for Teachers class with Briony Tomalesky in the summer of 2008.

I learned how to read an assortment of tests that show a student's competencies in different areas of education. The assessments showed where the ESOL student lacked skills and what I should begin to review. I did not work with this student personally, but did give suggestions that I felt would be sufficient enough when beginning to teach this student. I included modifications such as allowing the student to use an English dictionary and getting help from the school ESOL program for more suggestions. I knew there were people who are still prejudice but did not think that so many teachers would face this issue. As a teacher, I will always have a diverse classroom whether it is with gender, race, ethnicity, religion, or learning styles. Whatever the case may be, students are required to have an equal education and that can not happen if the teacher is prejudice against a student. I have always felt the importance of treating others equally and with respect and I plan to utilize my student's differences in positive ways.

Updated 1/3/09

Artifact #6 - I completed this assignment for my reading class which I later used within my level 2 internship class as they began learning about plants in the fall of 2008.

I learned a lot during both the planning and implementation of this lesson. I had an advantage that I am the intern in the class and have gotten to know the students learning abilities. This was a major factor in coming up with the particular activities that I did. Making sure to compose a lesson that could be taught to diverse learners is also important so that I engage all of my students within the same lesson, the students will in turn feel like they are all accepted for whom they are and not what their learning ability is. Once I was able to decide how I was going to communicate the main lesson, I needed to focus on how I might modify the lesson in order to incorporate ESOL or ESE students so that they too could participate in the lesson. I learned that not all lesson plans can be as fun for the students, but I learned that the students stay much more engaged when they get hooked into the lesson right away. I learned that proper use of language when communicating a concept is key in making sure the students comprehend what I am saying. For example, there was one point in the lesson that I was talking about what the plant needs to stay alive when my ESOL student said that they need love. We had read a book the day before about a little boy who loved his plant and the love helped it grow; this was a time when I needed to use my use effective oral language in order to convey the correct meaning so that the student understood that love is not necessarily needed to help the plant grow. That is when I learned how important it is to incorporate effective communication as I plan, develop, and implement lessons so that the ESOL students are being taught to the standards and goals needed.

Updated 1/6/09

Artifact #7 - I completed this lesson plan for my EDE 4942 Level 2 Internship in the fall of 2008. I was required to come up with a mini-lesson plan, I chose to plan and implement one that suited the vocabulary comprehension needs of the diverse students within the class.

In addition to the students learning new vocabulary words and the cultural foods of their classmates, I too learned how to implement a lesson that I could incorporate a number of aspects into. Making modifications to lessons is essential for all students because they all have different learning styles; therefore it is just as crucial to include ESOL modifications. This way the students are able to engage in the same lessons as their classmates so that they feel accepted and equal. The modifications allow me to include a variety of aspects so as to accommodate each of my students needs. I also learned how to take one lesson and teach it in a variety of ways so that each of my students can participate in the lesson as a class, each student's learning needs were met and they were able to successfully engage in the lesson. Although I have made many lessons with a variety of teaching strategies, I had never realized the amount of strategies that can go into a lesson to suit the needs of all of the students. I will continue to plan and implement lessons so as to engage all of my student's learning and cultural needs so each student feels accepted for whom they are and what they are able to accomplish.

Updated 1/7/09

Artifact #8 - I completed this assignment for my SSE4313 Teaching Social Studies class in the fall of 2008. It is a collection of four lesson plans with modifications for the different levels of second language acquisition.

I have taught a lot about using academic content and breaking it down to see the components of them. It was difficult at times trying to decide on what activities was procedural knowledge or just basic skills; it took a lot of preparation to complete each analysis. In addition to using the information given on the lesson plan, I added modifications to the lesson to fit what I thought would work as well as modifications for ESOL students. I have made many lesson plans with modifications, but did not realize the amount of information that goes into one lesson as I did when breaking it down. Social Studies is not taught in the classroom as often as it used to be, therefore that is why I did not have the opportunity to teach the full lesson plans. However, I think that all of the lessons that I did would be great for a variety of grade levels and learning abilities. Depending on the ESOL student, they may need more or different modifications but they should be able to accomplish the goals of the lesson plans.

Updated 1/7/09

Artifact #9 - I completed this assignment for my EDG 4909 ESOL Practicum class in the fall of 2008. I was required to come up with a lesson plan that was specific to a group of ESOL students that I was working with during my ESOL observations. I have learned that modifying lesson plans are not always that easy, especially when making it specific to one type of second language acquisition level. I took the time to get to know the students as well as I could for only meeting with them several times and discussed their abilities with their teacher. I took everything that I found out and tried to make a lesson that was ESOL and learning level specific to the two students that I worked with. I planned according to what I felt would best suit their learning needs, which ended up being pretty accurate. I also learned that planning a lesson just right does not always get understood just right, that is why it is so important to learn the needs of my students both culturally and linguistically so that I can modify them to the best of my ability, and when they do not go as planned, I can reflect and enhance them for the future.

**Status:** Evaluated **Last Modified:** 02/24/2009