

Annotation & Evaluation

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| Huessy, Gertrud | | | | |
| ESOL Cluster 2 | | | | |
| Status: Evaluated | | | | |
| EVALUATION | | | | |
| | Emergent | Bridging | Fulfilled | Proficiency Level |
| <input type="checkbox"/> Insufficient <input type="checkbox"/> Inappropriate | <input type="checkbox"/> 2.E.1. Recognize and describe characteristics of various cultural groups within the United States, identify cultural stereotypes of ESOL students and non-ESOL students and discern when a cultural description is in fact a cultural stereotype. | <input type="checkbox"/> 2.B.1. Plan and develop materials that promote culturally appropriate communication within the classroom, with parents, and with the community. | <input checked="" type="checkbox"/> 2.F.1. Implement knowledge of sociolinguistics and cross cultural communication to interact and communicate in culturally sensitive and appropriate ways within the classroom, with parents, and with the community. | <input type="checkbox"/> Preliminary <input type="checkbox"/> Emergent <input type="checkbox"/> Bridging <input checked="" type="checkbox"/> Fulfilled |
| Comments from Evaluator: Superior artifacts and well done annotation!! | | | | |
| ANNOTATION | | | | |
| 1. Type and description of evidence(s) (e.g. assignments, activity) | | | | |
| <p>Artifact #1 Cultural Interview and Self Analysis</p> <p>This artifact contains a cultural self-analysis and an interview that I conducted with a women from Costa Rica. My cultural self analysis gives my responses to questions regarding my own cultural background. This made me reflect on how I grew up and the values that I hold as a result. The interview covers the same or very similar questions about the culture of my friend from Costa Rica. Her answers helped me to gain an understanding of how she grew up and what life is like in rural Costa Rica. Together, the two assignments show two of many cultural backgrounds within the United States.</p> <p>Artifact #2 Reflection on ESOL Parent Conference (EDG 4909)</p> <p>This artifact is one of the reflections that I wrote about my experience during my ESOL practicum. The beginning part of it tells about a parent-teacher conference that I observed involving one of the students with whom I was working during my practicum. The ESOL teacher and the general education teacher, both parents, and the child attended the conference.</p> <p>Artifact #3 Classroom Management Plan (EDE 4301)</p> <p>This third artifact is a classroom management plan that I wrote for my classroom management class. I later revised it during my Level II Internship based on my experiences in a diverse classroom. It includes provisions that I will make for students with limited English proficiency and their parents as well as detailing the positive environment that I want to create.</p> <p>Artifact #4 Cultural Lesson Plan (SSE 4313)</p> <p>My third artifact is a cultural lesson plan that teaches a traditional Zulu game. I wrote this lesson plan for my Teaching Elementary Social Studies class. It includes teaching the game and discussing its relation to the Zulu culture. I intended it to</p> | | | | |

be a part of a unit on Africa. I also included modifications for students with limited English proficiency.

Artifact #5
Reflection on SPIFFS Field Trip

This reflection tells of my experience chaperoning students to the St. Petersburg International Folk Fair. I did this as part of my ESOL practicum at John M. Sexton Elementary. In my reflection, I told how the fair was an excellent learning experience for the students and also for me as a teacher.

Artifact #6
ELL Parent Communication (EDG 4909)

This artifact is a letter that I wrote inviting parents to a parents' night on the topic of safety for children on the Internet and with strangers. I did this while working with the ESOL teachers at John M. Sexton Elementary during my ESOL practicum. I was then able to attend the parents' night and meet some of my students' parents.

Artifact #7
Late Field Experience Evaluation Form (EDG 4909)

My late field experience evaluation form was completed by my cooperating teacher at the end of my ESOL practicum. She evaluated my performance based on my work with students in her class.

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
Cultural Interview and Self Analysis

My cultural self-analysis shows my knowledge and reflection of my own personal background. As a teacher, it is important for me to recognize my own background so that I can compensate for where it differs from the cultures of my students. By responding to these questions, I show my knowledge of the elements that make up culture. The cultural interview shows the knowledge that I have gained about a culture different from my own. Additionally, it demonstrates my ability to interact with a person of a different culture. The more cultures that I come into contact with, the better prepared I will be for the diversity of today's classrooms.

Artifact #2
Reflection on ESOL Parent Conference (EDG 4909)

I included this artifact, because it shows my reflection on communication with parents from a culture different from my own. In my reflection, I recognized the importance of being polite and encouraging, but at the same time telling the parents honestly what problems there are. It is necessary to meet with parents face to face and gain a basis of trust with them. When parents and teachers are working together, they can best help the student. Additionally, because the parents are fairly recent immigrants to the United States, it was important for the teachers to be able to explain the available options they have for their child and to help them to understand our education system. They had to communicate positively ways that showed respect for the parents and their culture.

Artifact #3
Classroom Management Plan (EDE 4301)

I included this classroom management plan because it tells how I will welcome students of diverse cultural and linguistic backgrounds into my classroom. In my section on communication with parents, I have written of the measures I will take towards positive and culturally sensitive communication with parents. For example I plan to have paperwork or announcements that students take home translated where possible and to meet all parents personally at the beginning of the year in order to start off on a positive note. I also included a section on teaching English to Speakers of Other Languages. I briefly listed some of the techniques I will use to facilitate their learning and wrote of my commitment to make an extra effort to accommodate them. This includes explaining classroom rules and procedures to students and parents coming from a culture different from mainstream culture who may not be accustomed to our education system. Finally, I have said that respect will be a cornerstone of my classroom environment and that I will work to foster respect for all people regardless of cultural, linguistic, or ethnic background among my students.

Artifact #4
Cultural Lesson Plan (SSE 4313)

I included this lesson plan because such a lesson will help students to appreciate other cultures. It also will help me to show my students the value that I place on what I can gain from other cultures. Modeling appreciation for cultural diversity is an important part of culturally sensitive instruction. My modification for LEP students shows the care I take to make sure all students can learn to the best of their ability.

Artifact #5
Reflection on SPIFFS Field Trip

Attending the Folk Fair showed me how diverse St. Petersburg is. There were booths representing 31 different countries or cultures staffed by people from those cultures. Personally, I appreciated learning something about each culture which will be valuable to me as a teacher when I may have students from any of these cultural backgrounds. Taking students to the fair also shows value for diversity and helps them to be proud of their own heritage. I have included this artifact because the field trip helped teachers and students alike to respect and work with cultural differences. Without knowledge and experience with different cultures, it would be difficult for me to accommodate for them in my classroom.

Artifact #6
ELL Parent Communication (EDG 4909)

I included this artifact, because it shows my ability to work with parents from a variety of cultural and linguistic backgrounds. Working with my cooperating teacher, I wrote a letter inviting the parents to the event. We then asked our Vietnamese and Spanish bilingual assistants to translate the letter in order to better communicate with the parents. These assistants also attended the parents' night in order to translate when necessary. The parents' night was specifically for the parents of the ESOL students as part of the school's efforts to assist students and families in adjusting to a new culture and language. The safety topics we discussed can vary from country to country, so it was necessary for us to help the parents to keep their children safe in a culture that is very new to them. When I attended the event, I was able to speak with parents and practice culturally appropriate communication skills.

Artifact #7

Late Field Experience Evaluation Form (EDG 4909)

I included this evaluation, because my cooperating teacher gave me a grade of "Excellent" in modifying communication with both students and parents and for my knowledge of support services and resources for ESOL students. She also indicated that I demonstrated culturally sensitive classroom management and cross-cultural communication with parents. Her evaluation of my performance indicates my ability to communicate to people of other cultural and linguistic backgrounds and to teach in a culturally sensitive way.

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

Cultural Interview and Self Analysis

The completion of my cultural self-analysis indicates my ability to assess my own cultural background. When I am in the classroom, this recognition of my own culture will help me to see where differences in culture may arise between me and my students. Without understanding my own culture, I cannot compensate for the differences between my culture and that of my students. The interview that I conducted shows the knowledge that I have gained about the Hispanic and in particular Costa Rican culture. This will help me to better understand any students that I may have from these cultures. Also, the questions that I asked can be used to find out from students or their parents about their cultures. Such an interview will be a useful tool to use in the classroom to learn more about my students in order to be better able to teach them. Responding to these questions and asking them of another person gave me an insight into the various aspects of culture that I will come into contact with in the classroom. This knowledge is essential in order for me to show my appreciation for the cultures of my students.

Artifact #2

Reflection on ESOL Parent Conference (EDG 4909)

The student involved in this conference was potentially going to be retained in the fifth grade. He had been misbehaving in school and also struggling academically. He had been referred for a learning disability, but the assessment process is still continuing. It is important for students such as this one to know that both his parents and his teachers expect him to work hard and behave in school. When parents and teachers work together to meet the needs of a student they can find what works for that student and give him a consistent message about behavior and work ethic. The students learning will be better when parents and teachers work together.

Artifact #3

Classroom Management Plan (EDE 4301)

My students will benefit by the fact that I have thought through my classroom management strategies in a culturally sensitive way. Because I have planned for how to communicate with and facilitate learning among diverse students, I will be prepared to do this when in my own classroom. I modified my plan during my Level II internship in which I had students from a variety of backgrounds (Indian, Hispanic, African American, Asian, Bosnian, and Caucasian). I saw the importance of building a relationship with each one in order to best help them learn. Through my interactions with them, I tried to show how I valued them for who they are. My students benefited from my commitment to culturally sensitive classroom management and my desire to make my classroom welcoming to all. Without an environment sensitive to all cultures, students from diverse backgrounds will not learn to their full potential.

Artifact #4

Cultural Lesson Plan (SSE 4313)

I did not actually teach this lesson in the classroom, but it would benefit students in a variety of ways. Students will learn to appreciate other cultures when they can actively participate in those cultures. A game such as this one gives an opportunity for them to do that in a way that is fun and interesting. I also will have the students discuss how the game relates to the culture and to the environment in which the Zulu people lived. We will think about all we can learn about a people through their cultural activities. This lesson will also encourage students to share about their own cultural backgrounds and thus foster classroom community.

Artifact #5

Reflection on SPIFFS Field Trip

Our field trip to the International Folk Fair was a great learning experience for the students. Not only could they learn about different countries and their geography, history, and cultures, but they could also learn to value these cultures. For my students who were born outside the United States, the fair was an opportunity for them to connect to others from their country and to feel pride for their cultural background. It was also an excellent opportunity for students to connect to the wider community and communicate with people of diverse cultures

Artifact #6
ELL Parent Communication (EDG 4909)

The parents' night was an effort to help parents in keeping their children safe, but also included some instruction for the children on staying safe in their neighborhoods. Children will not learn effectively if they do not feel safe, so it was important to work with the parents to maintain a feeling of security for the children. In addition, I think both parents and children appreciated the fact that we were making an extra effort to reach out to them and help them adjust to our culture and language. Showing that we care about them helped us as teachers to foster trusting relationships with students and thus helps to increase their learning. If we do not help students in the cultural adjustment process and show appreciation for their cultures, they will not be free to learn to their full potential.

Artifact #7
Late Field Experience Evaluation Form (EDG 4909)

This evaluation form provided me with specific goals for my practicum. It also gave me the opportunity to reflect on my teaching and communication with students of diverse cultures. My goal to approach teaching in a culturally sensitive way helped me to better facilitate students learning. Culture must be taken into account in order to teach effectively.

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
Cultural Interview and Self Analysis

Through the cultural self-analysis and the interview I learned the importance of understanding my own and my students' cultures. I learned the importance of reflecting on my own cultural background, because it shapes who I am. Likewise, I saw the importance of finding out about other people's cultures in order to know them better. In the classroom, the better I know my students, the better I can teach them. Understanding others is essential for teachers so that we can model appreciation of others to our students in order to teach them to value and respect each other's differences. Finally, I appreciate the diversity of our society and want to continue to learn about other people's cultures.

Artifact #2
Reflection on ESOL Parent Conference (EDG 4909)

I learned a lot about culturally appropriate communication with parents and students from this experience. I saw that it is necessary to be sure that parents coming from other countries understand the options they have for their child's education and the expectations that teachers have for them. As my cooperating teacher discussed with me, it is important to be understanding and accepting of differences. Parents from other cultures may have ways of dealing with their children. Their responses to teachers and the school may be different from what I am used to. For example, these parents came from a male-dominated culture, so the father did most of the talking and decision-making. The mother also does not have good English language skills, so it was hard to get her view on the issues. As a teacher, it is important for me to understand other cultures and work with parents in a sensitive way so as to help each student as best I can.

Artifact #3
Classroom Management Plan (EDE 4301)

When I first wrote this plan, I had to think carefully about how to manage my classroom in a way that was welcoming to students of all backgrounds. After experiencing a culturally diverse classroom during my internship, I was able to understand the importance of culturally appropriate communication and had the opportunity to practice it. I also saw the value of cultural diversity and the resources it brings to the classroom. My classroom management plan shows how important this is to me.

Artifact #4
Cultural Lesson Plan (SSE 4313)

When writing this lesson plan, I personally learned about a culture different than my own and experimented with a fun way to foster cultural appreciation among students. I also recognized the value of including culture in what I teach especially in teaching social studies topics.

Artifact #5
Reflection on SPIFFS Field Trip

At the Folk Fair, I learned about many different cultures, which will benefit me personally and as a teacher. I also saw the value of such a field trip to students of any cultural background. Such experiences help students to appreciate diversity in school, in the community, and across our country. Events like this are important for any community to show appreciation and value for its diversity. As a teacher I will continue to involve my students in events where they can connect to the wider community and learn about the lives of others.

Artifact #6
ELL Parent Communication (EDG 4909)

I learned a lot about communicating in culturally appropriate ways with parents and students alike through this experience. My cooperating teacher had told me about the backgrounds of our various students and I was able to use my knowledge to communicate with parents both in writing and when meeting them at the event. I found it important to show respect and be encouraging, knowing the difficulties many of these families face in adjusting to a new culture and language.

Artifact #7
Late Field Experience Evaluation Form (EDG 4909)

From working towards these goals and discussing my teaching with my cooperating teacher, I was able to teach students of a variety of cultures in an appropriate and sensitive way. I learned to appreciate people of other cultures and work with them in an appropriate way

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