

Annotation & Evaluation

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Bouchard, Allison				
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: Above and beyond! Super work!				
ANNOTATION				
1. Type and description of evidence(s) (e.g. assignments, activity)				
<p>Artifact 1: I am submitting is a Final Exam from EDF 3604. This was a meta-reflection paper about "reading the class". I had to form my own opinions and use research to discuss why people are different and what we as teachers can do to accommodate those diverse needs.</p> <p>Artifact 2: This assignment was a case study from EEX 4742. The Case Study about a young migrant student named Manuel. I was to answer the questions asked in the document and provide responses to the ethical situations going on in the case study.</p> <p>Artifact 3: This assignment was a Cultural Self-Analysis from FLE 4317. I was to interview myself on a variety of questions pertaining to my lifestyle and culture, and reflect on why I answered the questions the way I did.</p> <p>Artifact 4: This assignment was a Cultural Interview from FLE 4317. This was similar to the cultural-self analysis except that I was able to interview an ELL adult female from France and really see a difference in cultures.</p> <p>Artifact 5: This assignment was a Pre-Writing Article Summary from LAE 4314. This was an article I read and reflected on about teaching strategies that have to do with pie charts and semantic mapping.</p> <p>Artifact 6: This assignment was an ESOL Article Summary from RED 4310. This article taught me many very important ESOL strategies that I was able to reflect upon.</p> <p>Artifact 7: This assignment was a set of Parent Letters from my ESOL III practicum. I wrote letter to some of the parents the ESOL kids I was interning.</p>				

Artifact 8:

This assignment was from my Case Study part one and two that I conducted in FLE 4316. I conducted a case study on a young Vietnamese girl. I went through a series of assessments and was able to find and implement strategies that worked for her specific and diverse needs.

Artifact 9:

This assignment is a combination of my ESOL Responsive School Evaluation, and my completed task sheet from my ESOL III practicum. Through all of these tasks I was able to observe, plan, and implement many great lessons, assessments, and communication strategies throughout my internship.

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 feel that this artifact addressed this cluster because it attended to the first and second part of the rubric. I read and discussed how reading the class allows teachers to better figure out what teaching elements are helpful or hurtful to each student. I feel it also helps a teacher to better understand their students' personal lives such as cultural, racial, and social issues. Reading the class is when a teacher observes and really focuses in on each student and their social and academic needs. For ESOL this is extremely important because you can really focus in on identifying cultural stereotypes ESOL and non-ESOL students. By reading the class you are able to discern when a cultural description is in fact a cultural stereotype. A perfect example of this and how it addresses this cluster is: A teacher is assigned to a new classroom; she knows nothing about any of her students so she decides to assess each student and see how they interact together. She finds out that student A is in the pre-production stage and cannot speak at all. She finds out that student B is in the intermediate fluency stage, but is made fun of because he is a minority and students assume he is dumb. By reading the class you are able to turn a negative situation into a very positive situation by pairing the pre-production student with the minority student who is smart, but students feel that because of his race he is not smart. By doing this, you are designing a plan to help the pre-production student, and you are creating a classroom community by pairing the minority student with the other student to help them feel smart. This was hypothetical situation, but I believe that this paper and Freire beliefs of reading class does address this cluster because without reading the class you cannot recognize stereotypes and diverse needs, and without recognizing those you cannot plan and develop materials that are socially and culturally appropriate for your students.

Artifact 2:

I feel that the evidence addressed the ESOL cluster because it forced me to analyze an ESOL student and design a plan that met his needs. The case study talked about a young migrant male who was struggling in school. The teachers could not figure out why until they did further research on the students. They realized that he was absent a lot, and that English was his second language. I was responsible for discussing how and what I would do to help the boy. Because of Miguel's Hispanic culture and work ethic his family felt that it was more important to work in the fields then to go to school. In this situation it is important for teachers to know where his family is coming from and to understand why the Hispanic culture feels so strongly about their work ethic. I feel that it really forced me to think critically about students in similar situations and similar backgrounds. Researching culture and different beliefs is extremely important in learning how to create plans for each student's individual and diverse needs. I now believe that I am better prepared because of this assignment to help ESOL students that are in the same or even different cultural situations.

Artifact 3:

This assignment fits in this cluster because I was able to see my life from another perspective. I would have never thought to question myself or analyze how I am different from other cultures but the interview really did allow me to see how something so minor of getting read to at bedtime could differ so greatly from culture to culture. I also noticed how much communication I had with my family and teachers. Many parents and teachers do not get involved to the extent that my family and teachers did. I always thought it was normal for that to be one of the most important aspects of life, but in many cultures communication and education are not the main aspects of life. I also realized that as a child I was not stereotypical. I was unbiased but also very naïve to other cultures. I feel that this interview opened me up to many different stereotypes and cultures that I needed to think about.

Artifact 4:

This artifact addressed this culture because it involved an older French woman whom I interviewed. I thought I would ask her the same set of questions that I asked myself in the cultural interview, but assumed that she would now be able to understand them all because she was French. When the interview began she spoke in a very thick French accent, but I was still able to hear her. I asked her questions about her family life, and she began to tell me above and beyond what I really expected of an ELL interview. I had pre-assumptions in my head that this was going to be difficult, and the woman was very intelligent, and we continued to have a smooth conversation. She told me that her family was very family orientated, and that they made their own toys. This was a big culture shock because kids here would not dream of making their own toys. This was something to keep in mind when thinking about when there are French students are students who do make their own toys in your classroom. This assignment showed me how important it is not to judge a book by its cover and to find the good and unique things about each individual.

Artifact 5:

I feel that this artifact addressed this cluster because I was able to learn a strategy called slicing the pie. With this strategy I create a pie chart which is the whole picture. For example: if my topic was cultures, the slices could be different cultures, or aspects of cultures. You can use pictures phrases or words to describe any slice of the pie. I think this would be a great activity to do with ESOL students because you can introduce different cultures into the situation and see how the kids feel about stereotypes. It is also good to see what the kids know and what they do not know so you can modify the content of subjects to meet the needs of the diverse learners. This is extremely relevant to ESOL students because you can reach each level of language acquisition. For pre-production you can have them draw or place pictures in the pie slices. For early production you can have them label phrases or key words on the pie, for speech emergence you can have them describe a function of a piece of the pie, and for intermediate fluency students you can have them compare and tell the differences and similarities between the slices of the pie. As you can see even though this was not implemented it provided very relevant information about this cluster from creating a class community by cooperative learning to learning new information about each culture. You can reach each language level which is very important as well.

Artifact 6:

This article was extremely beneficial and pertinent to this cluster. I learned many strategies for ESOL students from using verbal and nonverbal communication, to assigning buddies, to learning their names and names in their culture, to having them

orally repeat things that are crucial to their learning, to creating routines, and also just smiling because a smile is universal. All of these aspects that I mentioned are what this cluster is all about.

Artifact 7:

This artifact addresses this cluster because it shows how I was able to communicate with the families of my students. I realized that many of the parents did not speak English so I translated the letters into their home language. I also realized how sensitive parents are so I made sure to tell them that their child's success was part of their doing. They were all positive letters, and this assignment allowed me to understand how to effectively communicate with parents of ESOL students.

Artifact 8:

I feel that this assignment addresses this cluster because I was able to assess a Vietnamese girl and also listen to other Vietnamese speakers on the computer. I was able to gather a comparison on common phonetic, morphemic, semantic, and syntax errors that Vietnamese people struggle with in the English language. After research the common errors and assessing my student was able to pin point where the problems were coming from. She would leave off endings of words, and add s's to many words as well. I decided to have her stretch words out and announce each sound the word makes. We had little cards that helped her see each sound and she began getting more comfortable. I was only able to do this a few times, but I feel like if I did it at least once a day she would have very few errors. I think using this strategy with the Vietnamese population would really benefit them.

Artifact 9:

These artifacts all summarize what this cluster is all about. Throughout all of my tasks I was able to provide feedback to students on their progress through visual aids and graphs. I was able to create a classroom and home communities by utilizing home-fun activities that engage the students and the parents through cooperative learning. I was able to communicate effectively with parents and other school personnel regarding the ESOL students. I was also able to do this in a non-threatening but welcoming manner. I realized that many characteristics such as "All Asians are smart, all Hispanics are slow, all African Americans cannot speak clearly" are all just stereotypes that are inaccurate. All of these tasks helped me learn to become a more effective teacher.

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:

This assignment did not involve direct work with students, but am very confident that "reading the class" will benefit each and every student. I will be able to hone in on each student's language level, social level, and academic level. By doing this I can create lessons that are developmentally appropriate for each student. I can also create a classroom community that works because I will be able to decide which groups work best together and what students need to work alone. I will also be able to understand culture and why students do not participate in certain activities, and why students want to do things in their own unique ways. Students in the future will not have to explain themselves or fall behind because I will "read my class" and make sure I am keyed in on those things to ensure their success.

Artifact 2:

This assignment did not involve direct work with students either. I did however conduct a hypothetical case study on a Hispanic boy who came from migrant workers. He was always absent and fell behind in school. I learned to figure out the problem and understand that because of his culture work was very important to their family. I feel that because I am aware of situations like this, I will be more attentive to different cultures and lifestyles. My adaptations to meet students and families needs such as take home work, tutoring, HomeFun activities, and much more will really address many situations and bridge the gap between families and schools.

Artifact 3:

I feel like this assignment could help students in the future because I am aware of my cultural and how my lifestyle was but this assignment allowed me to analyze how different my culture is to someone else of another culture. It made me want to learn more about others and what is important in their culture. It also gave me a basis for questions that I could ask future ESOL students to better understand their lifestyle and learn the best ways to communicate and interact with their friends and families.

Artifact 4:

This artifact did involve direct work with an ELL, but not a student. If I were to do language interviews in a classroom with my ESOL students I think it would benefit me greatly. I would be able to understand what it is that they like to do in their culture, and plan my lessons appropriately to match each individual's needs. I think it also taught me to understand their family dynamics of each student, and this would benefit them because I could conference by using a questioning format like this artifact to help parents feel more comfortable, and make conferencing a more enjoyable experience about them. These are all things that could benefit my future ESOL students and their families. By understanding what they enjoy, I can connect them to community resources where the families can continue to integrate themselves with a group of diverse people.

Artifact 5:

Slicing the Pie did not involve direct work with students, but it provided me with much knowledge about pie charts and using them in various situations at each language level. I feel that students would be able to relate and become creative thinkers if they could use pie charts and slices to branch off of their own ideas. It could really get kids to communicate with each other and even with their families by showing them the diverse things they are learning in class through pie charts and maps. You can also teach ESOL students about the community by discussing community and recreational topics with the pie charts. Asking students about their cultures community would be a great idea that would get the kids excited about learning as well. As I mentioned above each language level could either point, label, describe, or analyze a certain topic such as animals, parts of speech, fractions, states, instruments, body parts, sports, and so on. This is a very good tool that is easy to teach students because it is a visual aid which is very helpful to all students.

Artifact 6:

I have implemented many of these strategies with ESOL students in my classroom. The buddy system has seemed to work

very well with my ESOL students. I had a pre-production kindergarten Hispanic student who did not speak any English whatsoever and I decided to pair her with an intermediate fluency Hispanic student. The intermediate fluency student was very fluent in Spanish and English. They were able to work together and really learned a lot. I also noticed that some of my ESOL students were having trouble with their sentences. I read a sentence, and they had to repeat the sentence that I read to them. This helped with their oral fluency. I was also able to communicate with families through home fun activities that incorporated learning about their culture and the habitats that their culture embraced. This got the kids excited to learn from their parents and vice versa. As you can see all of these things affected kids that I worked with in a very positive way.

Artifact 7:

These letters were implemented, and were a great way of bridging the home-school gap. The parents felt important because I was able to translate for them, and that I went out of my way to make sure they could understand the message I was relaying to them. I feel that they also benefited because I wrote how their impact is part of the reason why their child is doing so well, and this made them feel like part of the team. This is huge in building communities among the class and the parents, and I do believe these letters taught me how to be a facilitator of information for these ESOL parents.

Artifact 8:

This artifact did involve direct work with a student. They were able to give me a clear assessment where I was able to pinpoint exactly what they needed help with. I was able to come up with a strategy for my student, and they truly benefited from that small exercise we did daily. In the future I will conduct assessments to better understand ESOL students linguistic problems, and they will continue to succeed just like this student did.

Artifact 9:

This artifact involved direct work with students, parents, communities, and school personnel. Because of parent letters, home-fun activities, and community involvement I was able to encourage and excite parents to become part of the learning experience with their children. I was also able to make the students feel comfortable with each other and education through cooperative learning (buddy systems). As you can see these are just some of the many things that positively impacted my parents, students, and staff.

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)

Throughout this ESOL cluster I learned many things. I learned how to read what the students are doing and learn to understand what is going on in their outside life so I can better understand why they are having learning difficulties. The assignment better prepared me to teach all ESOL students in the same situations. From the FLE 4317 assignments, I can gather enough information to be able to communicate with a person from another culture. I feel that completed this cluster helped me gain confidence in the way I communicate with ESOL students. I am glad I interviewed an older woman because I feel that I will be more prepared to communicate with the parents. This cluster is all about communication, and I feel that I learned a great deal from all of these assignments. This cluster really taught me a lot about stereotypes, cultures, misconceptions, and how to handle each one of these things through proper assessment and planning. I made the kids and the parents feel important by communicating effectively and making sure to bridge that gap between home and school. I was culturally sensitive to each individual's diverse needs and feel like this cluster helped me realize just to what extent I went to achieve that. Planning is key to make sure you are being fair and giving each person a chance to succeed in their own diverse way. Everything I mentioned throughout this annotation has helped me to become better prepared to teach ESOL students in the near future.

Status: Evaluated **Last Modified:** 09/12/2009