

Annotation & Evaluation

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<h3 style="margin: 0;">Agey, Anasstasja</h3> <h3 style="margin: 0;">ESOL Cluster 2</h3>				
<h2 style="margin: 0; color: purple;">Status: Evaluated</h2>				
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:				
ANNOTATION				
1. Type and description of evidence(s) (e.g. assignments, activity)				
<p>Pasco-Hernando Cohort</p> <p>This self-interview assignment was designed to help us evaluate the values and beliefs of our own culture. We were asked to answer a series of questions regarding our ethnic, cognitive, and family background and how they affected the cultural awareness of ourselves and others. This assignment helped me learn more about how I feel about my own ethnic identity and how that affected my learning and social interactions.</p> <p>The Cultural Interview assignment utilized the same questions as the self-cultural analysis, however we were asked to interview another person whose culture was not American. I interviewed a friend of mine who is originally from Colombia. Upon tape recording the interview, I found myself rewording or explaining some of the standard questions because they were worded in a way that was somewhat tricky for someone whose native language is other than English. I typed up the assignment in the conversational format that it was delivered.</p> <p>The assignment for the ESOL Methods Lesson Plan was to create a lesson plan that integrated a specific ESOL method (I chose Total Physical Response). The lesson was on the subject of the life cycle of a butterfly for a second grade class. In this lesson, students would learn about the life cycle of a butterfly through visualization, physical/kinesthetic action, and repetition of terminology. They would be assessed on whether or not they could correctly arrange and identify the stages of the life cycle.</p> <p>Updated 4/11/09 3rd evidence: Teacher Evaluation Form This form was completed by my Cooperating Teacher following my ESOL Practicum in Fall 2008. The form indicates that I completed a series of planning, development, and implementation tasks during the practicum.</p> <p>4th evidence: ESOL Specific Lesson Plan This lesson was completed during my ESOL Practicum in Fall 2008. It was designed to help three ESOL first graders develop the skills to identify real-life cause and effect relationships in the stories they were reading in class. Modifications and visuals</p>				

are included in the lesson.

5th evidence: Student's Own Selection/Cultural Heritage Activity

This lesson plan was implemented during my final internship in Spring 2009. Enclosed in the document is the lesson plan and reflection, a bilingual parent letter explaining the activity, and pictures of the students engaging in the activity. The purpose of this activity was to help students build a foundation for understanding culture and to see how the distribution of world cultures in our classroom and in our country enhances our lives.

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?)

This particular assignment addresses ESOL Cluster 2 because it asks students to consider their own experiences and culture and how it shaped their cultural awareness. Analyzing one's culture helps you recognize and appreciate the diversity in others. Having to ask myself these questions helped me reflect on how my upbringing affected how I interacted with those who were different from me. As a first generation American, I found myself identifying with other first generation Americans and connecting with them on a meaningful level because we were able to discuss and understand the difference between us and other Americans. Coming from a home where your parent speaks a language other than what you speak in school provides its challenges, but it is also a valuable learning experience in acceptance and empathy.

I interviewed a friend whose first language is Spanish and is from Colombia for this assignment. We have been friends for almost 9 years and became friends because we could relate to each other's experiences growing up in homes where another language was spoken. My friend detailed to me how difficult it was for him when he came to this country to learn the language because he felt uncomfortable around his teachers. Some of the questions I asked him confused him because they were worded in a complicated way. ESOL Cluster 2 asks us to use sociolinguistic skills to facilitate communication. When interviewing my friend I would have to reword the question or let him read it so he could get a better grasp of it. When using this approach I was able to receive a better response. His language skills are superb, but he often thinks in Spanish and has to translate it back to English for everyday living.

I planned this ESOL Methods Lesson to accommodate students who were in various stages of language acquisition. I developed techniques for learning the life cycle of a butterfly utilizing the Total Physical Response method. Students would be able to engage in a lesson through teacher-directed commands, repeated exposure to vocabulary and corresponding images, and guided carefully through two activities in which the students categorize and create their own butterfly life cycle. The TPR method will help the students acquire a new area of learning that is complex but certainly not unachievable. The combination of hands-on physical activity, dramatization, visuals, and repetition will facilitate the students' ability to communicate not only verbally, but physically in their new language.

Updated 4/11/09

3rd evidence: Teacher Evaluation Form

The teacher evaluation form meets the Culture ESOL cluster because it is evident that during my ESOL practicum, I utilized my knowledge of sociolinguistics and cross-cultural communication to interact and communicate with students, parents, and the community in culturally sensitive ways. My Cooperating Teacher indicated that "the intern has demonstrated effective strategies for ELL parent communication". For example, if I was conversing with the Japanese-speaking parent in my class, I knew that it would be rude to look her directly in the eyes when engaging her in conversation because this is impolite in many Asian cultures. I also had the opportunity to work directly with the school's bilingual aide who attended the conferences of the ESOL students in my class. She offered great strategies for speaking directly to ESOL parents in a way that made conversation easier. I sat in during conferences and talked to parents of ESOL students using simplified language and gestures to help clarify what I was trying to convey. When I spoke with their children, I made sure to always use appropriate Standard English. It was important to model appropriate language, but also to be sensitive to the fact that the students would take what I said literally. I tried very hard not to engage in the use of idiomatic phrases (such as: stop pulling my leg!), though it led to sometimes comical situations and cultural lessons for both myself and the students.

4th evidence: ESOL Specific Lesson Plan

The ESOL Specific Lesson Plan meets the Culture ESOL cluster because I played a cause and effect game with the students that used picture cues and real-life scenarios to engage students in the concept of cause and effect. Students who are non-native speakers need exposure to English-language cultural scenarios. The lesson was specifically designed to help students apply content language (CALP) to normal day-to-day language (BICS). Before they began learning about American-cultural scenarios in their stories, I used kid-friendly, universal scenarios to make the concept of cause and effect easier to understand. I also used the content vocabulary explicitly when I was presenting a cause and effect scenario. For example, when I asked the students, "If I am messy and need a bath, what would be the effect?" Applying the content vocabulary in a meaningful way helped students connect it to themselves.

5th evidence: Student's Own Selection/Cultural Heritage Activity

The cultural heritage lesson activity meets Culture ESOL cluster because the evidence has been submitted to show that I can implement instruction that is culturally sensitive. The instruction was modified for each level of language acquisition to ensure optimal comprehensibility. Enclosed in the cultural heritage lesson is a bilingual parent letter written in both Spanish and English. I wrote this letter with the knowledge that there are students in my class whose parents do not speak English. Very rarely are they able to communicate with the teacher unless it is through the ESOL para-professional or translator. Because I wanted these parents to be a part of the activity as well, I drafted a letter in both English and Spanish. Since my Spanish is rusty, I showed this letter to a bilingual teacher on my team, the bilingual ESOL para-professional, and a bilingual parent volunteer to ensure that the Spanish letter would be comprehensible to non-English speaking parents. When they all assured me it was fine and made a few minor verb changes, I developed the lesson. This cultural heritage lesson would not have been successful were it not for the contributions of the parents. For our heritage show and tell, parents sent their children in with family photographs, birth certificates, flags, and other neat artifacts representative of their various ethnicities and cultures. My Spanish-speaking parents were able to contribute as well by providing research for their children to present, albeit in Spanish. This activity was so much fun because of the parents support. I learned that making that little effort to show parents that you want them to be a part of their child's learning can really pay off. Working cooperatively with families is critical for student success. The lesson was successful because the children were able to connect their own lives to their learning.

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?)

b. This assignment will impact the students I teach because I am able to take my experiences growing up as a first generation American and apply these experiences to help me remain tolerant and empathetic to the struggles of ESOL students. I would love to implement a Cultural Self-Analysis in my own classroom. A modified, perhaps shorter version of this assignment would be fantastic to do for a social studies lesson in culture and acceptance. I would ask students to work on this and write a reflection about their own experiences as an American or an immigrant. They would be more than welcome to ask for assistance from their families if they are unsure of their cultural identity. This would help students evaluate the diversity of their backgrounds and will have them think about how their values effect their learning patterns.

b. This assignment is a fantastic ancillary assignment to the Cultural Self-Analysis assignment because it follows the same pattern of questions, but invites students to view the perspectives of someone else. As a follow-up to the modified for elementary students Cultural Self-Analysis assignment, I would ask students to interview friends, family, or neighbors (under close supervision of course) to learn about the diversity in their own communities and schools. This assignment would help students recognize that diversity is not a threat to society, but rather an indispensable resource for learning about new things and people. It would assist students in developing an open-minded appreciation and respect for one another's views towards school, home, and community.

b. This particular lesson would be very beneficial in helping students appreciate the cyclic nature of the butterfly, become aware of change over time, and understand the structure and function of living things. The carefully considered ESOL method used (TPR) is valuable in that it assures all students in the classroom will be able to learn about the life cycle of the butterfly, not just those who are English proficient. Total Physical Response demands the use of your whole body when learning and understanding a new concept. That is why I gave opportunities for students to point or identify and classify the stages in pictures and objects, to dramatize the stages, and create their own life cycle. This gives, not only the teacher, but the students the chance to distinguish whether they understand the lesson or not. This lesson will impact student learning because it will increase their vocabulary and help them communicate this new and interesting idea to family and classmates.

Updated 4/11/09

3rd evidence: Teacher Evaluation Form

a- Being able to learn how to interact within the classroom and within the community helped me better prepare my lessons, materials, and activities for the students. During my ESOL practicum I was finally able to take all the theories about linguistics and ESOL methods and actually apply it to instruction and communication. I learned how to find resources through the bilingual aide. She was able to provide me with an ESOL teacher's survival guide and a bilingual dictionary. Within the classroom, I learned the value of writing directions on the board and paraphrasing them. I learned how important it was to use picture cues and gestures. I learned to watch my body language and think carefully about my words to make them comprehensible. I learned that a smiley face on a note home had the same affect in every language. This knowledge impacted my students because it made me more mindful of their individual needs. As indicated by my cooperating teacher, I was able to satisfactorily complete the practicum as a teacher who had already implemented culturally sensitive classroom management, modifications to assessment and instruction, and an awareness to follow through with district policies and services.

4th evidence: ESOL Specific Lesson Plan

a- This lesson was designed for 3 ESOL students and implemented in a mainstream 1st grade class. This lesson was planned as a mini-lesson or supplement to what they were currently learning about analyzing text structure. This lesson is an inclusive lesson because it provides learning gains for all students. However, the ESOL students needed some remediation in the concept of cause and effect because they could not relate the concept in the stories they were reading. I decided to take an approach in which they would use real-life, first grader knowledge to build on this abstract concept. I thought if I engaged the students in their own experiences, they would be able to use what they know to infer possible effects for causes. I planned this lesson based on an If...Then lesson the teacher had already taught. She went over my lesson and approved it for remediation in small group instruction. In the lesson, I sat with them and explained cause and effect through scenarios such as not listening to your teacher and running in hot weather. As I spoke to students, I utilized pictures to help them understand the concepts we were discussing. After showing students that a cause makes something happen and an effect is what happens, I asked the students to show me their understanding by using picture cards. I would give them a picture card such as a yawning face and ask them to choose the situation that would most likely happen because of someone yawning. After the student selected the sleeping card, I did a simple thumbs-up, thumbs-down assessment with the group to make sure we all agreed that if you were yawning it meant you were tired and you would probably go to sleep. The concrete relevance applied to the abstract concept of cause and effect allowed my students to develop their knowledge about something they did not fully grasp before. The real-life problems that they were asked to solve helped them manage the information in a comprehensible way, something that is crucial for English Language Learners. In my final assessment, I asked students to organize the information they learned on a T-chart. They were given three causes: plant seeds, get sick, and save your money. This was my way of releasing control and helping them independently solve the problem. They were asked to draw the likely scenario and then label it so that they could justify why they chose that effect. For example, my speech emergent student indicated that if he got sick he would see a doctor and drew a picture of a doctor. However, one of my intermediate fluency students took the same situation and drew herself at home watching TV. She labeled the picture stay home because that is what she would have traditionally done on a day she was sick. These activities ensured that each student was engaged and learning. I incorporated a variety of activities such as discussion, matching, visuals, and graphic organizers to meet the needs of a variety of learning styles. Following the completion of this lesson, it was clear learning gains had been made. When we practiced cause and effect with The Little Red Hen the following week, it was evident that the students understood that the cause is what makes something happen and the effect is what happens because they could explain that the other animal friends were not allowed to share Hen's bread (effect) because they did not help her (cause).

5th evidence: Student's Own Selection/Cultural Heritage Activity

a- This cultural heritage activity involved direct work with 3rd graders in my final internship. It impacted their learning because they had a chance to see the wide distribution of cultures that made up our classroom. This variety of ethnicities and

language differences was initially a barrier in the class. As I reference in my reflection: Lately, there have been a lot of conflicts and bullying in the class. Students were mocking other students for their accents or perceived inferiority because they were not native speakers of English. In my class, I have three native speakers of Spanish and two of them have parents that do not speak English. One student is at the early production stage and the other two students are at intermediate fluency. I thought the students could do with a lesson in how our cultural differences enhance our classroom and our world. I felt it was critical to engage students in dialogue about why people come from different places and what those cultures were like. Prior to implementation of the lesson, I explained to the children that each of us has a family member either now or hundreds of years ago that immigrated to this country. When they came, their values, beliefs, traditions and languages, the things that shaped their culture made them Americans, not what country they came from. I continued by telling students that I was a first generation American. My mother is from Italy and her values and beliefs have helped me become a hard-working American citizen. I then broke down what culture meant. We completed a frayer diagram to answer the question of culture. We discussed that a foreign country is not a culture; rather the beliefs, values, traditions, and languages are inclusive of that culture. We also discussed how every human has a culture and that it is something unique about humankind because animals, while they have families and hierarchies, do not have traditions or values. When we read *La Isla*, it gave my Spanish-speakers a chance to be experts. They were able to be teachers to the other children on how to correctly pronounce words in their language. One student who grew up in Puerto Rico provided background knowledge about what it is like to live on a tropical island, just like the one described in *La Isla*. The cultural heritage presentations enlightened everyone. After placing ourselves on the map, we talked about our cultures and compared the similarities and differences among all of the cultures our classmates presented to us. We shared our cultural artifacts and students asked one another thought-provoking questions about their families and traditions. While it was initially a challenge to plan, I decided that the only way to ensure parental contribution was to reach out to them in their own language. Since the Spanish-speaking subgroup is large in my school, I thought it would be beneficial to all students to read a piece of literature that was bilingual. I realized that it was not as hard as I thought it was going to be and the amount of parent contribution (even sending their children in with research in Spanish) was proof that even a little bit of effort shows a lot of care. I feel implementing this activity made me more culturally aware and sensitive to the needs of all of my students, even the ones who needed a lesson in acceptance in the first place. Overall, this crash-course in culture made our classroom a better place. Students are more cognizant of the fact that differences are not bad, but neat and interesting. Different languages can be fascinating and fun to try. Though I tailor-made this lesson for my class, it could very easily be adapted for other lessons in teaching children acceptance.

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)

This assignment helped me recognize my own cultural differences compared to my peers. When I sat down and was required to think about who I was and how that affected me, it turned out to be a very positive experience. I learned a lot about myself and noticed a pattern in my friendships because of my own background. I tended to gravitate toward people who were similar to me in how they felt about being treated differently for their unchangeable differences. Nearly all of the friends I acquired growing up were first-generation Americans, minorities, or in poverty. This assignment helped me evaluate the choices I made in school in regard to classes, friends, and activities.

I learned a great deal of details about Spanish culture when interviewing my friend. I felt he gave me a fair and balanced interview that represented his interpretation of his cultural values. I appreciated the opportunity to do this assignment because I was able to measure my own cultural differences with my friend's and develop a new found appreciation for him and his culture. I learned that his venture into American schools was much harder than he initially expressed in all our years of being classmates. I knew that he had been held back for not acquiring the language fast enough, but was not aware of how much of a positive impact that had on him. That damaging setback helped him try harder than he ever had and set a high standard and love of learning that he has held ever since.

I put a great deal of time getting this lesson together. I had to think about the kinds of diverse students I would have in my class and how to plan according to all of their varying needs, learning styles, and backgrounds of knowledge. With these things in mind, I decided to use the Total Physical Response ESOL method and created a range of approaches that incorporated repetition, kinesthetic movement, art, and exposure to vocabulary via a word wall. I learned that creating a lesson that will communicate a new or complicated idea is extensive but rewarding. I learned to not be so intimidated by the idea of having to accommodate so many different kinds of students. I learned that it is important to plan a lesson that is not only content-driven, but most importantly student-driven. A teacher must consider and address the learning needs of their students above all else.

Updated 4/11/09

In order to satisfactorily engage your diverse classroom and community, it is imperative to ensure that all of your interactions with students and their families are culturally sensitive and meaningful. During my ESOL practicum and internships, I have had the opportunity to engage families about their diverse backgrounds and not only learn something new about them, but about myself. Putting forth the effort to make my interactions culturally sensitive will make students and parents comfortable with me. Parents are part of their children's success and it is important to include them and make them feel welcome.

Status: Evaluated **Last Modified:** 04/26/2009