

Annotation & Evaluation

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Tripp, Julia				
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: Well-Done!!!				
ANNOTATION				
1. Type and description of evidence(s) (e.g. assignments, activity)				
<p>For this ESOL Cluster, I've included several evidences that demonstrate my knowledge, skill, and implementation of the different aspects this Cluster entails:</p> <ul style="list-style-type: none"> • Artifact 1 is the Cultural Interview assignment completed for FLE 4317.601 (ESOL I). I interviewed an at the time 47-year-old white male from Germany. It proved to be as educational as it was fun. • Artifact 2 is the Cultural Self Analysis assignment completed for FLE 4317.601 (ESOL I). In this self analysis, I answered many questions about myself including how much education and what was going in the world was important in my home life, where I grew up, my cultural background, and other things of that nature. Both Artifacts 1 and 2 were part of the Cultural Awareness Task completed for ESOL I. • Artifact 3 is an excerpt from the family communication assignment completed for my Final Internship. This shows my communication with two different families of students who recently tested out of ESOL (as I had no ESOL students during internship). • Artifacts 4 and 5 are the Late Field Evaluation Form completed by my cooperating teacher during my ESOL Practicum, for ESOL III. These forms demonstrate my rating of Satisfactory and Excellent from my cooperating ESOL teacher in regards to developing and effectively implementing lesson plans that promote culturally appropriate communication within the classroom and at home. • Artifact 6 is the ELL Analysis Part II assignment completed for FLE 4316.691 (ESOL II). This analysis was completed for ESOL II, and entailed me first choosing a student to work with during my time with the ESOL students at Northeast High School, and then assessing his characteristics of reading, writing, and speaking and agreed with the conclusion of him being a Level II ESOL student. I examined him in terms of discourse, pragmatics, reading, writing, and did research on his native language of Spanish. • Artifact 7 is the Amelia Bedelia lesson plan implemented during my ESOL Practicum, in ESOL III. This lesson plan was a great way to utilize my knowledge of sociolinguistics and teach students the tricks of idioms, hence embracing their cultural differences and together as a class learning some rules about the English language in a fun and different kind of way. 				

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, which is the Cultural Interview completed for ESOL I, shows my embracing other cultures, and shows that I know how to communicate with someone from another culture respectfully. I was also able to learn all about Germany, and the kinds of traditions that they participate in. It was also interesting to recognize how many stereotypes there are regarding German people (like they're all Nazis, etc.). This kind of knowledge is imperative in interacting with parents, teachers, and students, regardless of their cultural backgrounds, and with teaching students. It is important that as educators we appreciate the differing backgrounds of our students.

(Updated 5/8/09)

Additionally, it is important to note that when the gentlemen I interviewed spoke, he always looked me directly in the face. He spoke clearly and in an "up front" manner. This was very important for me to realize and will help me promote appropriate communication in that now I know when I have German students in my classroom, that I should show them respect by looking them in the face, and by being up front with them and not "beat around the bush".

Artifact 2, which is the Cultural Self Analysis completed for ESOL 2, demonstrates my understanding of my own culture. I had the opportunity to think back to the diverse family background I grew up in, and how my childhood experiences and life in general benefited from having aspects of different culture instilled in me. To fully appreciate and respect where others come from, one must first analyze their culture and realize how much where we come from has to do with our belief system, our thinking patterns, and our overall outlook on life. Recognizing our differences and appreciating and respecting them will better our ability to effectively communicate with parents, teachers, and members in the community in that the fear of the "unknown", people and cultures we aren't familiar with, will be diminished through our reaching out to people of other cultures.

Artifact 3, part of the family communication assignment completed for my final internship, shows how I respectfully and appropriately communicated with the families of two students who tested out of ESOL. Though I had no ESOL students throughout my final internship, I did have two students who had tested out of ESOL within a month of my teaching. On different occasions I had to call upon my knowledge and understanding of what it means to be culturally sensitive and appropriate in order to both make telephone calls and exchange emails with the families of these students. When calling parents, I made sure the tone of my voice seemed friendly and easy to talk to. In the emails sent, I used professional but easy-to-understand vocabulary with the parents of those just tested out of ESOL, to ensure comprehension.

(Updated 5/8/09)

Additionally, in order to make sure I was communicating in a culturally appropriate manner, I first went to the ESOL teacher and asked that the bi-lingual assistant (who is Spanish) assist me in communicating if needs be. She agreed. This was helpful for the Spanish student who had just tested out of ESOL. For the German student, I asked my landlord and friend Mike, who is from Germany, if he would be willing to translate my email into German. He did, and along with the English version of the email I sent, I also sent the German one. These processes helped eliminate any confusion or tension between the families and I.

Artifacts 4 and 5, pages one and two of the Late Field Experience Evaluation Form, demonstrate my appropriate communication with students and their families in order to promote the learning of all students in a culturally sensitive way. My cooperating teacher during my ESOL practicum marked the areas of Excellent and Satisfactory on all of the areas that deal with culturally appropriate lesson plans and interactions with students.

Artifact 6 was the ELL Case Study done on a sixteen year-old ESOL student at Northeast High School. This was completed for FLE 4316, ESOL II. First, I had to choose a student from a different country out of the ones I was working with. I then had the opportunity to analyze his English speaking fluency with regards to reading, writing, and speaking. I tape recorded our conversation about school, what he likes to do, and later transcribed everything. I then assessed his writing ability by having him describe a photograph I brought. After I had everything I needed, I carefully examined the data in terms of phonology, morphology, semantics, syntax, discourse in oral language, pragmatic and socio-cultural competence in oral language, and examined his literacy skills in terms of reading and writing. I was also able to do research on the person I was studying (I called him "CL") native language, Spanish, and found helpful tips on how to effectively teach Spanish-speaking students. This assignment shows how tightly intertwined language and culture really are. Through this study, I saw through the different parts of CL's speaking, reading, and writing, how hand-in-hand a person's language has to do with their culture. The way CL spoke and wrote in a syntax comparable with how Spanish people speak, it was interesting to note how this would greatly affect the way CL is assessed. Considerations should be made when evaluating his reading and writing, and there should be understanding that perhaps to speakers of American English CL's reading, writing, and speaking may appear awkward, but that's only because he's used to the pattern and syntax of Spanish.

Artifact 7, the Amelia Bedelia lesson implemented during my ESOL Practicum, shows how I developed a lesson plan carefully with my cooperating ESOL teacher, my professor, and a librarian at the St. Pete Public Library in order to promote classroom community and culture, and the appropriate communication with others of different cultures. Working with my cooperating ESOL teacher and my professor helped me gain insight in terms of student need. Working with the librarian at the St. Pete Public Library was greatly beneficial, because I was trying to find a story that would best help teach students about idioms and expressions, and because of her help I found Amelia Bedelia. This lesson taught students to embrace their differences and speak appropriately with each other, and, through implementation, helped the students with cultural acceptance and with building classroom community.

3. Answer the question below that best fits your evidence

a - If your evidence involved your direct work with (P-12) students, answer this question: How did the evidence/s impact students' (P-12) learning? (How would/did the evidence(s) help students learn?)

b - If your evidence did not involve your direct work with (P-12) student, answer this question: How could the evidence/s impact students' (P-12) learning? How could the evidence(s) help (P-12) students learn?)

A and B. Artifacts 1 and 2, the Cultural Interview and Cultural Self Analysis has impacted student learning, in that every time I step into the classroom I utilize the knowledge and understanding I have of my own culture, as well as what it means to be accepting and respectful towards people of other cultures. The Cultural Awareness Task taught me how important it is to recognize the importance of embracing those of different cultures, and how stereotypes only separate cultures and make people afraid. The Cultural Interview forced me to ask someone I had very little in common with about his life, and through learning about him I gained an appreciation for German culture I hadn't had before.

(Updated 5/8/09)

Beyond just learning about the culture, I was able to learn how he felt comfortable, how many feet away I should stay in order for him remain in his "comfort zone", that I should look him directly in the face, that I should speak clearly and in a matter-of-fact manner. All of this information has helped me realize how to appropriately speak to a German student in my classroom.

This knowledge will be reflected upon constantly in the classroom, in that I will do everything in my power to promote a safe, classroom community that promotes appropriate communication and cultural acceptance. Just as a side note, now that I know how detrimental stereotypes are, I fully intend on spending a few days on stereotype, bias, and prejudice awareness, as this will help students appreciate others' cultures even further.

A. Artifact 3, documentation of communication I had between two parents of students, who had recently tested out of ESOL during my final internship, increased my ability to help students learn. By maintaining professional and culturally appropriate communication between two different families of students who had recently tested out of ESOL, I was able to determine what kinds of difficulties the students faced, and the best means to overcome these difficulties in order to help students achieve the most they possibly could. By developing this type of relationship with parents, whether native English speakers or otherwise, is that it keeps the communication open, and helps parents assist their children in maintaining good grades.

A. Artifacts 4 and 5, the Late Field Experience Evaluation Form as completed during my ESOL Practicum, and Artifact 6, which demonstrates communication between myself and two parents whose children had recently been tested out of ESOL during my Final Internship, also impacted student learning because of the effective communication that occurred between teachers, students, parents, and me.

B. Article 6, the ELL Case Study completed for ESOL II, has impacted and will continue to impact student learning in that I now know how to evaluate an ELL student's reading, writing, and speaking progress, and how so much of their language is directly intertwined with their culture. This knowledge I have has helped me develop and administer appropriate lesson plans and assessment measures to take this into consideration. The lesson plans consider not only academic goals, but instill methods and skills for students to take from learning to speak English home and into their communities.

A. Artifact 7, the Amelia Bedelia lesson plan created and implemented during my ESOL Practicum, greatly impacted student learning. First of all, input was given by my cooperating teacher, professor, and a librarian from the community in order to perfect this lesson. Secondly, students were actively called upon to seek out cultural differences in speech, and to illustrate them. This in effect has students evaluating their own culture, and communicating about it with other students and me, and all the while it teaches them to do so in a respectful and accepting manner.

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)

(Updated 5/8/09)

Artifacts 1 and 2 – Cultural Awareness Task, FLE 4317

This helped me understand about stereotypes and recognizing cultural differences between myself and others. It helped me realize that everyone's culture should be respected and appreciated, and helped me learn how to appropriately communicate with Germans, but any other culture in general.

Artifact 3 – Family Communication between Families just tested out of ESOL

This helped me realize just what it takes in order to promote effective, culturally appropriate communication between families. In order to ensure that there are no miscommunications, it is very helpful to seek out other professionals who speak the native language either at school or out in the community.

Artifact 4 and 5- Late Field Experience Form

The completion of my ESOL Internship gave me even more insight on what it means to effectively communicate with ESOL students, staff members, and members of the community and how to do so in a culturally appropriate manner.

Artifact 6 – ELL Case Study

I have learned how to evaluate an ELL student's reading, writing, and speaking progress, and how so much of their language is directly intertwined with their culture. This knowledge I have has helped me develop and administer appropriate lesson plans and assessment measures to take this into consideration.

Artifact 7 – Amelia Bedelia Lesson Plan

In developing this lesson plan, I learned how beneficial it can be to seek out members of the school and community in order to perfect a lesson. Without the help of a librarian, this lesson may have never come to be. This lesson also taught me how to better teach students about idioms and expressions.

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