

Annotation & Evaluation

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Demaris, Robert				
ESOL Cluster 4				
Status: Evaluated				
EVALUATION				
	Emergent	Bridging	Fulfilled	Proficiency Level
<input type="checkbox"/> Insufficient <input type="checkbox"/> Inappropriate	<input type="checkbox"/> 4.E.1. Distinguish exceptionalities from cultural or linguistic factors in English language learners	<input type="checkbox"/> 4.B.1. Develop instructional materials, lesson plans, and assessments for English language learners with exceptionalities	<input checked="" type="checkbox"/> 4.F.1. Implement instructional materials, lessons, and assessments for English language learners with exceptionalities	<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>I am submitting 2 pieces of evidence to fulfill this Accomplished Practice.</p> <p>A requirement for FLE 4317, Teaching LEP was to locate a lesson plan on the Internet and modify the lesson plan for ESOL students.</p> <p>The second artifact was a unit plan on inventors/inventions which was a requirement for EDE 4301, Classroom Management. This plan incorporated many disciplines and included accommodations for ESOL students.</p> <p>12/17/08-New evidence I am submitting three new pieces of evidence to fulfill ESOL Cluster 4.</p> <p>FLE 4316-Language Acquisition & Principles The first artifact was a requirement for ESOL II, FLE 4319 Language Principles, Acquisition, and Teaching. For this assignment, I administered several assessments on an ESOL student and made suggestions based on the results.</p> <p>EDG 4909-ESOL Practicum III</p> <p>The second artifact was the evaluation form that was completed by my cooperating teacher for my ESOL Practicum III. The evidence is the first and second page of the evaluation form.</p> <p>RED 4511, Linking Literacy and Assessment</p> <p>The third artifact was a requirement for RED 4511, Linking literacy and Assessment in which I was required to perform a case study on three students: mainstream, an ESE student, and an ESOL student. The main focus of this artifact will be the ESOL student.</p> <p>New evidence-3/8/09 **Hello from PHCC-Hernando County I did not have Narrative case study #2-Manuel. This was not a requirement for EEX 4070.</p>				

1) Video of Sandra Fradd

This artifact was an assignment for FLE 4317-Teaching LEP Students K-12. The assignment required me to answer a preview question: Due to the recent movement of inclusion in American classrooms, educators who teach students who have special needs and are learning English as a second language face an important question about the implementation and methods of such inclusion. Describe briefly your opinion about the inclusion of ESOL students into the mainstream classroom and especially the issue of ESOL students with special education needs. After viewing a video, I answered a post view question: Compared to the position and opinion that you had before completing this module. What is your position now? Briefly explain what has changed and how.

2. EEX 4070- Article Reflection

This artifact required me to review an ESE/ESOL article. The article pertained to infusion of ESOL into special education. The article discussed the similarities and differences between Special and ESOL Education. Both professors that authored the article agreed that sometimes ESOL students are diagnosed with a learning disability and in fact it is the cultural and linguistic difference that causes an ESOL student to experience problems in the classroom. Authors of the article discussed controversies over students of ESOL and Special Education being pulled out of regular classrooms for instruction.

3) Quiz 7-Culturally and Linguistically Diverse Learners and Special Education

This evidence was a required quiz that I took in FLE 4317-Teaching LEP Students K-12. This quiz required me to define IDEA, and match common similarities between ethnic language variations and students with learning disabilities.

4) Late Field Experience Evaluation Form(Two artifacts-page 1 and page 2)

This evidence was a requirement for my ESOL Practicum III-EDG 4909. My ESOL cooperating teacher completed this evaluation after my completion of the practicum.

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?)

I obtained a lesson plan about counting money on the Internet. With the same objective in mind, I modified the lesson plan for ESOL learners based on their developmental levels. For this lesson, I labeled the touch points on each coin for the ESOL students. This method of counting money will assist the ESOL student in increasing their proficiency level concerning the value assigned to currency. The modified lesson plan included modifications for preproduction, early production, speech emergence, and intermediate fluency.

The incorporation of many disciplines into this week long lesson concerning inventors and their inventions was consistent with the development of a multidisciplinary unit that would motivate and benefit both mainstream and ESOL students. Another common thread woven throughout this lesson was to include strategies and learning activities that would be beneficial for English language learners. Accommodations were incorporated each day for ELL's such as attaching an index card with vocabulary in English and the student's native language, picture books, shoulder partners, and artifacts for students to view.

New evidence-12/17/08

LAE 4316

The case study I performed was with a second grade ESOL student in areas including: phonology, morphology, syntax, semantics, and syntax. Being aware of factors that affect English language learners will allow me to design instructional strategies and techniques that will meet the needs of my ESOL students. Also, being aware of the differences in the cultural backgrounds will assist me in developing prior knowledge.

EDG 4909

The late field experience evaluation was completed by my cooperating teacher, a highly qualified ESOL endorsed teacher. In the area of modification of communication for one on one interchanges through simplifying language, repetition, rephrasing, asking questions at the student's level of proficiency, rephrasing and expanding the ELL pupil's linguistic output, my cooperating teacher felt I did excellent work. She also felt I scored excellent while demonstrating sensitive classroom management strategies as well as cross cultural competence in interactions with ELL pupils and their families.

RED 4511

The artifact I submitted was a requirement for RED 4511. I was able to analyze and assess an ESOL student that I was working with in my ESOL III Practicum. I administered several surveys and tests to my third grade ESOL student. The first test I administered was to determine what type of learner my ESOL student was and what type of activities would benefit her the most. Based on her answers, I learned that Tamara was a kinesthetic learner. This is extremely important because this information will assist me in designing activities based on how she learns the best.?? After the assessments were completed, I was able to plan lessons based on the various information I received. For example, I found that Tamara would benefit from: cooperative learning groups, learning logs, graphic organizers with pictures, online translators, role playing, real life artifacts, and computer programs.

New evidence 3/8/09

1)Sandra Fradd video

This video reconfirms my opinion that ESOL students with special needs should be placed into an inclusion model whereby they will benefit from the interaction with English speaking students within the classroom setting. Exposing ESOL students with special needs to cooperative learning groups, use of visual aids, real life artifacts, and peer buddies will challenge the students to achieve academic success. Depending on the level of language proficiency instruction should include: Level I: hand gestures, repetition, Level II: asking questions with yes or no answers, modeling responses, Level III: focusing on key concepts and frequent comprehension checks, Level IV: continuing to foster conceptual development and expanded literacy through the content. Teachers should be explicit with instruction and utilize other resources such as computer programs to assist with instruction.

Instruction for these children should include: hand gestures, repetition, modeling responses, and hands on activities.

Teachers should be explicit with instruction and utilize other resources such as computer programs to assist with instruction.

2) Article Reflection-EEX 4070

This article gave information as to the similarities and differences between ESOL and Special Education. Both ESE and ESOL

share common threads in their histories. Similarities between ESE and ESOL are that each program must offer differentiated instruction for each type of learner. Teachers cannot teach to the middle of the class because both the ESE and ESOL learners would be overlooked. Both programs look at children as unique learners and instruction should be modified and adapted according to the needs of the learner. Many students are diagnosed as learning disabled because they are unable to comprehend directions, even though it was actually a language difference, not a learning disability. Students should be evaluated in their home language to determine if there is a learning disability or a cultural learning difference.

3) Quiz 7: Through the quiz, I was able to confirm my definition of The Individuals with Disabilities Act (IDEA), the reasons for disproportionate representation of culturally and linguistically diverse (CLD) students, and that assessment and placement of culturally and linguistically diverse (CLD) students have often resulted in disproportionate representation. In addition, I am aware of the Principles of Universal Instructional Design as applied to English language learners with special needs.

4) Late Field Experience Evaluation Form

This evidence reflects the grading of excellent by my ESOL cooperating teacher in regards to demonstrating the knowledge of the differences in students with varying exceptionalities and those who are learning English and knows the procedures for helping students who may require both types of service.

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?)

Modifying a lesson for English language learners by incorporating touch points on coins will be considered a hands on strategy. Studies show that using manipulatives not only with mainstream students but especially with ESOL students increases comprehension as well as retention of subject content. Money is a very difficult concept to comprehend, strategies such as touch points will enable the comprehension process to evolve more efficiently. While modifying the lesson special attention will be given to ensure that accommodations are developmentally appropriate for each production stage of the ELL. For example, the questions asked of ESOL students will differ for the preproduction stage where the teacher will use body language and hand gestures as compared to the intermediate fluency stage where teachers will employ compare/contrast questioning. Students will develop their vocabulary skills relating to American currency as well as communicating the value of money using simple oral language and written skills while participating in this lesson.

During the presentation of the multidisciplinary unit based on inventors and inventions, careful consideration was given to the needs of English language learners. In each lesson, I included many visuals and hands on activities which I feel will promote the learning level of the ESOL student. I initiated the acquisition of prior knowledge by including all ESOL students in a general discussion based on each inventor's discovery and the impact felt by each student. By performing this exercise, each student will share their knowledge of the invention and the effect it has had on their own culture. This activity will enable each student to become aware of the culturally diverse society in which we live. Incorporating children's literature into each lesson was another strategy to promote the written word as well as oral communication. Included in each lesson were authentic artifacts. For example, when introducing the telephone invented by Alexander Graham Bell, I displayed pictures along with authentic telephones utilized during different periods of the twentieth century up to and including cell phones. (rotary dial phones, pay phones) for ESOL. Each day disciplines were incorporated into the topic directed toward the expansion of critical thinking skills of ELL students. Websites will be established on each computer so that students are able to conduct research on each topic. Computer based learning is another effective modality that should be incorporated in all instruction directed toward the ELL student. At the end of the week, a culminating activity center will be established for students to review each inventor and their invention. This form of collaborative learning will be a great benefit to the ELL student in the retention of subject content and expansion of their critical thinking skills.

New evidence-12/17/08

FLE 4316

My ESOL student will learn a great deal because I was able to use the information from the interview and develop lesson plans based on her needs. For example, I learned that this student consistently substitutes a /d/ for /th/ sounds in words. This is very common in the Spanish language. Also, the girl's mother does not speak English so the conversations with her mother may be confusing when she is distinguishing the rules of English. I was able to provide additional practice with the consonant digraphs to demonstrate to the student the sounds each digraph makes. While analyzing this student's writing sample, I was able to determine how cultural differences can be utilized to access prior knowledge. This student was writing in her journal about her family pet. Her family pets are two goats. This was completely different than the typical English learner's family pets. I asked her to describe her pets and their names and what they looked like. This aided in an additional mini lesson on proper sentences structure and immediate feedback from me. Reviewing the analysis of the linguistic and cultural factors, lesson plans can be designed to address specific needs of the ESOL student.

EDG 4909

Students' learning was enhanced by the benefit of my being guided by a highly effective teacher who has experience with ESOL children. Under her guidance, I was able to design and implement many lessons geared to the level of proficiency for each student. I had the opportunity to instruct a whole class and small group of ESOL students. By providing instruction using repetition and paraphrasing, restating, simplifying language, and assessing any prior knowledge, the students linguistic output was greatly enhanced. Lessons were developed that incorporated strategies that benefited my ESOL students and included: cooperative learning groups, visual aids, hands on activities, computer programs, picture dictionaries, and role playing. Opportunities were given to access prior knowledge whereby students could share with their classmates details concerning their cultural backgrounds. Students were able to understand how this prior knowledge affected their learning process.

RED 4511

Teachers must continually assess ESOL students to see what their specific needs are. With the information from the assessment, I was able to implement strategies in the classroom that benefited my ESOL student. My ESOL student benefited from accessing any prior knowledge she had and developing her background knowledge so that she could understand the

content. This increased her comprehension. Being mindful of cultural and linguistic factors, I included strategies to assist her in the acquisition of her new language. New vocabulary was explained to her using words that were familiar to her along with pictures, gestures, real life artifacts, and through role play. The computer also served as a learning tool with many websites available with pictures, animation, and translators to assist her as she transitioned into her new language.

New evidence -3/08/09

1) Video-Sandra Fradd

Students would be greatly impacted by the information from Sandra Fradd's video. The video compared and contrasted the differences between two boys and their opportunities for literacy development. Students that receive literacy development that includes: authentic communication, effective instruction drawing on prior knowledge and providing opportunities to review previous learned concepts, hands on activities, and consistent parent communication have a better chance of improving their literacy than students who have no support, no prior experiences with reading and writing, and no expressive oral language.

Positive expectations, inclusion class, instruction tailored to meet the needs of culturally and linguistically diverse students, and individual guidance provided to assist and support the gaps of background knowledge will greatly impact student's learning as was shown in the video concerning Jonnie and Eddie.

2) EEX 4070-Article Reflection

Students learning will be enhanced by teachers recognizing the similarities and differences of both the ESOL and Special Education learners. The article states that students may be diagnosed with a learning disability instead of a language difference. Proper identification of language differences will ensure that each child receive proper modifications and strategies. Teachers and speech pathologist also need to be aware of the normal phenomena and processes that accompany second-language acquisition to avoid making "false positive" identifications. Proper identification of ESOL students with special needs greatly impacts student learning. Without proper identification, students lack the proper instruction and strategies needed to develop their BICS and CALP skills. Teachers must realize it takes the average second-language learner two years to acquire Basic Interpersonal Communication Skills (BICS). On the other hand, Cognitive Academic Language Proficiency (CALP) can take from five to seven years under ideal conditions to develop to a level commensurate with that of native speakers. Students will be impacted by this information if they are diagnosed correctly with a language difference versus a language disability.

3) Quiz 7-Culturally and Linguistically Diverse Learners and Special Education

Through the information in the EEX 4070 course and taking the quiz, I am well informed about ESE and ESOL learners. I am aware of the similarities and differences between ethnic language variations and students with learning disabilities. My students will be impacted because I know ESE learners learn best by: providing information in small chunks, graphic organizers, highlight key points and vocabulary, audiovisual support, use of technology, visual aides, and repeating information throughout lectures. ESOL students modifications should include: implementation of heterogeneous and homogeneous groups for student participation, brainstorming, activate prior knowledge, visual aids, real life artifacts, phrasing and rephrasing, hand gestures, facial expressions, yes/no answers and questions. Also, the use of assistive technology and online translators.

4. Late Field Experience Evaluation

My student's learning was impacted by my ability to identify the necessary modifications that apply to ESOL learners who are also ESE students. Differentiating instruction for ESOL learners who are also ESE should include opportunities for them to express ideas in their first language and a support system for translating, whether it is with a bilingual paraprofessional, dictionaries, or online translators. Differentiated instruction should include other strategies such as: graphic organizers, mind maps, accessing prior knowledge, building upon student's interest, collaborative learning and any other strategies that will help the ESOL child build upon their CALP skills while acquiring their second language.

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)

The Internet has many resources available for teachers while formulating accommodations that will be beneficial to the ELL student. Teachers can utilize lessons found on the Internet and modify them to accommodate the needs of their English language learners taking into consideration the appropriate stage of language production. It is imperative that teachers make use of all the resources available by including different learning modalities such as visuals, hands on manipulatives, computer access, and cooperative learning groups. By implementing various instructional materials and assessments with the intention of meeting each English language learner's needs, the ELL will acquire the necessary skills to acquire their second language.

The construction of the inventor/invention unit was a project that will encompass a vast amount of information. English language learners will benefit from the variety of activities and learning centers introduced with each lesson. All students will benefit through the acquisition of prior knowledge and throughout the sharing process will come to realize that this culturally diverse world in which we live is not only a benefit to us all, but also a place of discovery.

New evidence-12/17/08

LAE 4316

The case study I performed enabled me to become more familiar with the development of second language learners. Being aware of the linguistic factors that ELL's have to overcome will assist me in developing strategies and lesson plans to address specific areas in which student's will need additional guidance. By allowing students to write in daily journals, teachers can access any prior knowledge the students may have about a topic and learn more about the student's cultural background. Finding out my student had chickens and goats as family pets opened up communication between the two of us and I was able to provide immediate feedback and modeling of correct sentence structure. I was also able to customize the lesson on a level that would give it a sense of relevance within the ESOL student's world. She benefited greatly from this activity as well as tailoring specific lessons addressing her needs. I think accessing prior knowledge is especially important for the second language learner, Utilizing this knowledge will help to build the bridge and fill the gaps while attaining skills to become proficient in the acquisition of ELL's new language.

EDG 4909

The ESOL Practicum gave me the opportunity to develop and implement lessons for ESOL students. I was able to modify lessons based on the various levels of English learners. The Practicum afforded me the opportunity to work in whole group as

well as small group where I was able to demonstrate appropriate modifications of communication to expand the ELL's linguistic output. The cooperating teacher's guidance assisted me in delivering instruction that was appropriate and relevant for each of the levels of proficiency.

Through this experience, I have witnessed the positive rewards of effective strategies and modifications for the ELL students.

RED 4511

The assessments gave me the opportunity to administer many types of surveys and assessments for an ESOL student. After the review of the assessments was completed, I was able to design and implement lesson plans based on my ESOL student's learning style and abilities. This information was a valuable resource in deciding what type of instruction would most benefit her and aide in the development of her new language. I believe assessments are an important tool to utilize while formulating strategies and modifications to advance the level of proficiency.

3/08/09-New evidence

1) When teaching ESOL/ESE students it is important to use the different modalities. Some students are auditory, kinesthetic, tactile, visual or auditory. Reaching diverse students through technology is another method of teaching ESOL/ESE students. Tapping into students prior knowledge is another avenue to determine what the child knows and how this knowledge be used as a building block to learning new concepts and skills. Reviewing prior concepts and skills and re-teaching often will assist the ESOL and ESE students.

2) It is very important to discover factors that may be causing the learner difficulty before determining a child has a learning disability. Issues including support systems, prior experiences, and exposure to literacy, medical conditions, linguistic and cultural issues should be taken into consideration before determining a child's eligibility for a disability. This is especially true for ESOL students. A rush to judgment should not be made to label an ESOL child with a learning disability if they have not had sufficient time to develop their BICS and CALP skills.

3) I have learned that it is essential to the success of ESE and ESOL students to provide the necessary modifications. Equally important is providing appropriate assessments for ESOL students that have exceptionalities. Checking student understanding and learning is an important strategy to use throughout the process of teaching and assessing. Reteaching and extension activities allow the teacher to adjust instruction to meet the needs of diverse individual learners in classrooms.

4) Through my ESOL III Practicum, I was afforded the opportunity to implement lessons and assessments with Level II, Level III, and Level IV learners. One of my ESOL students was labeled with a learning disability. She was a Level II so I asked her questions and she would answer with yes or no answers. I would model the correct response for her. I also used graphic organizers for vocabulary words where she could place the name, definition, and draw a picture to associate the word with the picture. I also highlighted key concepts and vocabulary in reading as well as with other subject material. I found many websites with visuals and auditory that I utilized as a reinforcement tool.

Through my observations and research, I have learned that ESOL students are sometimes labeled with a learning disability, when in fact it is a language difference. Special consideration must be given to providing ESOL students with the necessary steps to advance their BICS and CALP skills. With the current budget cuts in place and lack of funding, I feel that ESOL students with exceptionalities may be at a severe disadvantage in receiving the proper training to address their language and learning difficulties.

Status: Evaluated **Last Modified:** 03/25/2009