

Annotation & Evaluation

[Go Back](#)

De Hainaut, Dayna				
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: Excellent work! Well-done!!				
ANNOTATION				
1. Type and description of evidence(s) (e.g. assignments, activity)				
<p>Updated 1/11/09 Artifact #1 - I completed this article review for my EEX 4070 Teaching Exceptional Students class in the spring 2008. I was required to find an article that was on ESE students, write up a summary and critique the points that I made. The article that I found was about giving insight on ESL in Special education. It ties into both ESE and ESOL students and their rights to learn.</p> <p>Updated 1/11/09 Artifact #2 - I completed this quiz for my FLE 4317 Teaching Students with Limited English Proficiency in the fall of 2007. The quiz was about Culturally and Linguistically Diverse Learners and Special Education. I was to read in our text and take the ten question quiz to show my knowledge of the information. I have also included the summary of reading that I wrote in addition to the quiz.</p> <p>Updated 1/11/09 Artifact #3 - I completed this assignment for my FLE 4317 Teaching Students with Limited English Proficiency in the fall of 2007. I was required to watch a video from Tapestry on Sandra Fradd and write a pre and post answer relating to the video. The video was on Special Education and ESOL, she gave her own thoughts on it and gave ideas to work with students from her own past experiences. (I was told by Jennefer Khattabi that if we wrote a summary from the video that we did not have to annotate it)</p> <p>Updated 1/11/09 Artifact #4 - I completed this assignment during my EDG4909 ESOL Practicum class in the fall of 2008. During my ESOL Practicum, I spent 60 hours observing and working with ESOL students. As a final assignment, I was required have my cooperating teacher fill out the Late Field Experience Evaluation Form. This form asked my cooperating teacher about my modifications that I made to my instruction, interactions, communication, planning, curriculum, how well I know the district policies, etc.</p> <p>Updated 1/11/09 Artifact #5 - I completed this assignment for my EDG 4909 ESOL Practicum class in the fall of 2008. I was required to come up with a lesson plan that was specific to a group of ESOL students that I was working with during my ESOL observations. The lesson plan was on antonyms and I included visuals, explanations, and discussion opportunities so that the students had</p>				

a variety of strategies to work with. I began the lesson by asking the students if they knew what synonyms are, after we discussed synonyms I then showed the students pictures which showed antonyms. Once the students had a chance to see how the pictures were different and alike, I explained that the pictures were examples of antonyms. After the pictures and explanations, the students were to write down five examples of antonyms. This lesson shows my ability to plan lessons specific to diverse learners.

Updated 1/11/09

Artifact #6 - I completed this assignment for my EDE4904 ESOL Practicum class in the fall of 2008. I was required to come up with a mainstream lesson plan with modifications specific to the levels of second language acquisition. I have used this lesson with students, yet I did not need to use the modifications for ESOL students.

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?)

Updated 1/11/09

Artifact #1- I completed this article review for my EEX 4070 Teaching Exceptional Students class in the spring 2008. This assignment satisfies this ESOL cluster for the reason that I show my knowledge of how to distinguish exceptionalities from cultural or linguistic factors in English language learners. The article that I reviewed discusses the rights that a student with exceptionalities had. These include the right to a free and appropriate education, the need to have an individualized education plan (IEP), and the importance of the appropriate cognitive, linguistic, academic, and social modifications. The last points that the article talked about was the future challenges such as prevention of inappropriately placing these students, training more specific to ESOL and ESE, and the development of more materials for teaching. Knowing the essential attributes of ESOL and ESE students is also important to provide them with the necessary programs. Having the knowledge of all of these areas, demonstrates my ability to identify the difference amongst ESOL and ESE students so that they are given the programs that will work best with their ability. Once identifying these areas, I critiqued them with my thoughts and information found in the text. For example, ESOL and ESE students' disabilities are so similar, but they both need their own individualized plan of education. It is great to know that these types of students also have equal rights, the school and public officials have really done their best in giving these students the programs that they need to improve upon their abilities. These programs are ever-changing with the new information that we have learned about the learning of these students. Although teaching to suit the needs of these students can be challenging at times, it is well worth it to see these children have the opportunity to learn at the best of their ability given all of these points from the article.

Updated 1/11/09

Artifact #2 - I completed this quiz for my FLE 4317 Teaching Students with Limited English Proficiency in the fall of 2007. This quiz demonstrates my knowledge of both culturally and linguistically diverse learners. These learners often are related to special education students and the ways in which they learn. I was asked about the Individuals with Disabilities Act (IDEA), it gave me a list of disabilities and I was to choose whether all of the disabilities listed were under this Act or not. I answered correctly stating that I am aware of this Act, it will help me as teacher when working with diverse students. Once point that the quiz made was whether or not assessment and placement of culturally and linguistically diverse students have often resulted in disproportionate representation. This answer is true. I stated in my summary that many times teachers are quick to judge their students and end up providing them with unnecessary classes. It is the teacher's role to find out about their students by getting to know them so that we can place them with the most appropriate services.

Updated 1/11/09

Artifact #3 - I completed this assignment for my FLE 4317 Teaching Students with Limited English Proficiency in the fall of 2007. I was required to watch a video from Tapestry on Sandra Fradd and write a pre and post answer relating to the video. The video was on Special Education and ESOL, she gave her own thoughts on it and gave ideas to work with students from her own past experiences. (I was told by Jennefer Khattabi that if we wrote a summary from the video that we did not have to annotate it)

Updated 1/11/09

Artifact #4 - I completed this assignment during my EDG4909 ESOL Practicum class in the fall of 2008. This form demonstrates that I have recognized, planned, and implemented knowledge of ESOL characteristics so as to interact and communicate effectively with them. Each section of the form was checked off by my cooperating teacher showing that I have demonstrated all of these things during my ESOL practicum observations. For example, I was checked off for modifications for input, communication, and curriculum when I implemented the ESOL specific lesson plan. I utilized my knowledge of ESOL as well as the specific students and came up with a lesson that suited the learning needs of the students. I used the appropriate communication by speaking correctly so the students could understand what I was saying; I included a hands-on activity so the students could have more connection with the material. However, I now know how to identify the difference between an ESOL student and ESOL students with exceptionalities such as those labeled ESE. Throughout my observations and work with the ESOL students, I made sure to learn as much as I could so that I can take the knowledge into my future work with ESOL students. This is why I was checked off for all of the areas on the field experience form showing that I am capable of working with ESOL students.

Updated 1/11/09

Artifact #5 - I completed this assignment for my EDG 4909 ESOL Practicum class in the fall of 2008. I was required to come up with a lesson plan that was specific to a group of ESOL students that I was working with during my ESOL observations. This assignment demonstrates my knowledge of diverse learners and how I can distinguish amongst ESOL and ESE students, I utilized the strategies that I have learned in my ESOL classes and experiences to learn how to teach students specific to their needs. This is demonstrated by the lesson that I designed and implemented with ESOL students. As I observed the two ESOL students that I soon worked with for this lesson, I noticed that one of them was off task a lot and liked to play. At first I did not know that he was ESOL because he did speak pretty well, however I did think that he may have some sort of attention deficit. I then found out by his teacher that he was ESOL and had not been diagnosed as ADD, though she thought maybe he was. Many times ESOL students are mistakenly placed as ESE students. This is most likely due to their lack of English. When this happens they do not get the appropriate services specific to their language needs. They tend to get off track as they do not understand what is going on, this is why teachers may think that the student is ESE. Another easily misunderstood characteristic of an ESOL student is shyness and not wanting to participate. For example, I have seen this in my intern class with an early production student; he was so used to speaking Spanish that he gave up when he needed to speak English. When we would encourage him enough he would do the work and did it well. He was very good at math, but when it came time to use English he would freeze up and say he had a stomach ache. It got him out of the work occasionally

but we soon learned that it was a way for him to get out of doing his work. This goes the same as the ESOL students that I worked with for this lesson, he did not want to sit down and do his work. Even as we did, he began speaking Spanish to the other ESOL student which looked like he was trying to show off, which I then had to stop and discuss that we had to speak English so as to understand the lesson. Since I was aware of the attention issue with the one student, I made sure to give a lesson that incorporated different activities so that he would stay engaged in the lesson. The picture cards activity and discussion gave the student the time to act out so he was working with the material but he was not required to sit completely still or quiet. I modified this lesson specific to their abilities so as to help further develop their skills in English. I also demonstrated my knowledge for planning for the students so that they can take this new information and use it in their future experiences with antonyms. Therefore, there are not any extra modifications to the lesson because it is specific to the level of language that they were at, Speech Emergent. Since I have only observed these students for a short time, I did need to seek advice from their current daily teacher in order to identify appropriate strategies and design a lesson that could successfully be implemented in a classroom with diverse learners. I also used materials that were recommended for these students and was able to reflect on the learning outcome after the end of this lesson. I implemented the lesson once I conversed with the student's teacher to come up with the best type of goals, objectives, activities, and materials that would promote the most learning of these diverse learners who were in the Speech Emergent stage of second language acquisition. The lesson included a small discussion that the students and I talked about the words antonym and synonyms so they could make some type of connections with them if any. I then incorporated picture cards by showing them two different pictures, a set that would show antonyms and a set that would show synonyms. We then discussed how these pictures were different or alike. For example, I showed them a big square and a small square. We talked about how they were different because they were two sizes; however they were the same because they were both squares. Then students also had a chance to work with their language and writing skills as we discussed the information and as they wrote down there words for the assessment. The assessment had all of these skills in one, they used listening and speaking skills throughout the lesson, they read the words as they wrote them, and used writing during their assessment. These strategies within the lesson demonstrate my ability to give the students an opportunity to scaffold the material in a way so that they were learning little by little as they moved into the assessment of the lesson. Since the lesson had several different aspects such as the communication, visuals, and explanations throughout the lesson, the student is also working on further developing English so as to eventually get them moving towards a the next level of English proficiency. This lesson allowed me to include the most level appropriate instruction that would engage the students and promote their English skills

Updated 1/11/09

Artifact #6 - I completed this assignment for my EDE4904 ESOL Practicum class in the fall of 2008. I was required to come up with a mainstream lesson plan with modifications specific to the levels of second language acquisition. I have used this lesson with students, yet I did not need to use the modifications for ESOL students.

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?)

Updated 1/11/09

Artifact #1- I completed this article review for my EEX 4070 Teaching Exceptional Students class in the spring 2008. I have not used this article with students, but have utilized some of the information during my interactions with ESOL and ESE students. I have found out about the services such as programs, ESOL teachers, and specialized classes for the ESOL and ESE students. I have even experienced a time in the classroom when the teacher was unable to distinguish amongst the cultural and linguistic characteristics of students; she mentioned she wonders what students will need what programs that year and thought that an ESOL student may need to be tested for ESE. I myself have done the same thing, I was unsure if an ESOL student was also ESE because of his attention problems. I later got to know him and realized that he just needs to be given focus and he can do it. When a teacher does this without getting to know the student, they are taking away from the opportunity of providing the student with the appropriate modifications. It is first important to get to know that students, they will feel more comfortable in the classroom and will open up more quickly, thus giving the teacher time to distinguish between their characteristics. Once knowing the things that the school personnel does for the students, I can learn form them when I am teaching ESOL or ESE students. A lot of times these students get misdiagnosed for being one or the other. For example, the ESOL students have such language barriers and lack of proficiency that they begin to fall behind in their academics. By knowing the characteristics that would show to be ESOL or ESE helps me as a teacher provide my students with the best opportunities to learn at their specific learning level. I as a teacher will now know what to look for in my students so that I can place them with the help that they need. Students learning will most definitely benefit from my knowledge because I have learned the different aspects of ESOL and ESE students, so that I teach them as who they are and not what I think they are as far as learning abilities go.

Updated 1/11/09

Artifact #2 - I completed this quiz for my FLE 4317 Teaching Students with Limited English Proficiency in the fall of 2007. I have not used this quiz with students, but I have utilized my knowledge of the information with students. Not only have I utilized my knowledge with ESOL students, but I have used it with all of my students as I get to know them each new internship or practicum. This way I know the things to look for and learn about so that I can work with them in meeting their learning styles. This quiz also shows my knowledge of the aspects of language and the ways in which ELL's may show difficulty in these areas. For example, an ELL may need more help with their syntax because of the subject verb agreement, word order, verb tenses, or negation. If these students are taught the basics in their level of learning, with consistency they will grasp this concept. These students may also have difficulty with phonology as they can not speak correctly or can not hear sounds. These can also be understood as exceptionalities and the students should be assessed to find out in which areas they actually show difficulty. It may only be a language problem or it could be in combination with a learning disability. Students learning can be impacted if provided with the necessary services once they have been assessed, we can not place the, without understanding the problems in which they are having.

Updated 1/11/09

Artifact #3 - I completed this assignment for my FLE 4317 Teaching Students with Limited English Proficiency in the fall of 2007. I was required to watch a video from Tapestry on Sandra Fradd and write a pre and post answer relating to the video. The video was on Special Education and ESOL, she gave her own thoughts on ti and gave ideas to work with students fro her own past experiences. (I was told by Jennefer Khattabi that if we wrote a summary from the video that we did not have to

annotate it)

Updated 1/11/09

Artifact #4 - I completed this assignment during my EDG4909 ESOL Practicum class in the fall of 2008. I have used the information from this form directly with both students throughout my observations and interactions within the two ESOL classes. The ESOL students learning will greatly be impacted as I am knowledgeable about all of the different aspects of ESOL learners. I now have the knowledge of how to plan and implement lessons that are appropriate to my ESOL students and their exceptionalities. I will add activities that I implement easy to understand for each level. This can be done as using pictures to depict words, pointing to things that depict that meaning, or allowing the students to use less for answers. For example, preproduction students will need a lot of visual including pictures or early production students may only be able to give yes or no answers in which they should not be discredited for it. ESOL students tend to lack proficiency in their skills due to their language barrier and therefore are provided with services that are not necessary for their level. By knowing the different strategies to use with ESOL students and ESE students, I am also learning ideas to use with the mainstream students as well. This makes for more of a community in the classroom as I make each student and their background as important as the next.

Updated 1/11/09

Artifact #5 - I completed this assignment for my EDG 4909 ESOL Practicum class in the fall of 2008. I was required to come up with a lesson plan that was specific to a group of ESOL students that I was working with during my ESOL observations. I did use this lesson directly with students; I used it with two third grade ESOL students who are in the second stage of second language acquisition. After discussing with their teacher about a concept that they were having difficulty with, she told me that they did still not comprehend the concept of antonyms. I worked together with the teacher to come up with an idea as to how I would re-teach antonyms to the ESOL students. However, I knew that I needed to come up with a lesson that would keep the attention seeking student engaged in the lesson. I do know that ESOL students work better with more visuals and I had planned this already, so it worked out with this student. Although he was a joker, I made it clear to him that it was not time to play. Once I kept the importance of this, he began to notice that he needed to participate and did so fairly well. He is also very smart and once he did what he was supposed to, he stayed in the lesson and participated as with the other student. By demonstrating my ability to identify the characteristics of ESE and ESOL students, helps the students learning because I am better able to incorporate what strategies work for them, whether ESE or ESOL. Implementing developmentally appropriate material to these students is important to the students because it gives them a sense of acceptance so they feel comfortable within their learning ability, whatever it may be. The students are able to work on their learning level so that they can better comprehend the concept. The assessment at the end of the lesson is yet another way in which I can review the lesson to see how the students actually comprehended the lesson. If the students show to have had difficulty it is necessary to mediate the problem and resolve it with new and/or different modifications for further review of the lesson and concept.

Updated 1/11/09

Artifact #6 - I completed this assignment for my EDE4904 ESOL Practicum class in the fall of 2008. I was required to come up with a mainstream lesson plan with modifications specific to the levels of second language acquisition. I have used this lesson with students, yet I did not need to use the modifications for ESOL students.

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 1/11/09

Artifact #1- I completed this article review for my EEX 4070 Teaching Exceptional Students class in the spring 2008. This article was an eye opener into the world of ESOL and ESE students; this was before my ESOL practicum so I had not had that much experience working with ESOL students. Therefore this article gave me some insight that I have taken into my interactions with students. I know now more about the process of ESOL students and how they can be misdiagnosed. Since then I have finished my ESOL practicum and utilized my knowledge during my interaction with students both from observations and in my internships. Although the article was not too in depth, it did give a great surface look into ESOL/ESE students. Now that I have had time to utilize my knowledge of the characteristics of cultural and linguistics factors in English language learners, my learners have benefited from my education. I have gotten to know all of my students before making clear explanations of what modifications I need to incorporate so as to incorporate all of their learning needs.

Updated 1/11/09

Artifact #2 - I completed this quiz for my FLE 4317 Teaching Students with Limited English Proficiency in the fall of 2007. I have learned a lot about the way that ELL students and students with disabilities, they are often misdiagnosed by their abilities. This quiz is just one of the many that I took during this class that show my knowledge on this topic, which is why I also included my summary of the reading. I feel very strong about making sure to get to know my students and their abilities so I can adapt my teaching to meet their needs. It is my job to make sure that each student is given an equal opportunity to learn, they may not equally learn but their leaning needs should be met. I plan to continue to learn how to work with diverse students such as new and more effective strategies to work with them. Sometimes these students fall through the cracks because they were not understood and therefore are not given the appropriate tools to succeed, I will be the teacher that does not let this happen.

Updated 1/11/09

Artifact #3 - I completed this assignment for my FLE 4317 Teaching Students with Limited English Proficiency in the fall of 2007. I was required to watch a video from Tapestry on Sandra Fradd and write a pre and post answer relating to the video. The video was on Special Education and ESOL, she gave her own thoughts on it and gave ideas to work with students from her own past experiences. (I was told by Jennefer Khattabi that if we wrote a summary from the video that we did not have to annotate it)

Updated 1/11/09

Artifact #4 - I completed this assignment during my EDG4909 ESOL Practicum class in the fall of 2008. Throughout my experience with ESOL students I have learned a great deal about the differences and similarities of ESOL students, ESE students, and mainstream students. It is mostly the importance of getting to know the students so that I can modify my communication and modifications that are specific to their learning needs. Now that I have had the opportunity to observe and work with ESOL students, I have acquired skills that will help me in my interactions with them in the classroom. I

will continue to use the aspects that I learned throughout the practicum to become a more effective communicator with my students.

Updated 1/11/09

Artifact #5 - I completed this assignment for my EDG 4909 ESOL Practicum class in the fall of 2008. I was required to come up with a lesson plan that was specific to a group of ESOL students that I was working with during my ESOL observations. I did not realize that ESOL students could get misplaced as ESE students; this can hurt the ESOL students learning because they will be giving ESE services that are not specific to their home language. Therefore, they will not be getting the necessary ESOL services to develop their English skills. I have learned that modifying lesson plans are not always that easy, especially when making it specific to one type of second language acquisition level. I took the time to get to know the students as well as I could for only meeting with them several times and discussed their abilities with their teacher. I took everything that I found out and tried to make a lesson that was ESOL and learning level specific to the two students that I worked with. I planned according to what I felt would best suit their learning needs, which ended up being pretty accurate. I also learned that planning a lesson just right does not always get understood just right, that is why it is so important to learn the needs of my students both culturally and linguistically so that I can modify them to the best of my ability, and when they do not go as planned, I can reflect and enhance them for the future.

Updated 1/11/09

Artifact #6 - I completed this assignment for my EDE4904 ESOL Practicum class in the fall of 2008. I was required to come up with a mainstream lesson plan with modifications specific to the levels of second language acquisition. I have used this lesson with students, yet I did not need to use the modifications for ESOL students.

Status: Evaluated **Last Modified:** 02/16/2009