

Annotation & Evaluation

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Barton, Jennifer				
ESOL Cluster 5				
Status: Evaluated				
EVALUATION				
	Emergent	Bridging	Fulfilled	Proficiency Level
<input type="checkbox"/> Insufficient <input type="checkbox"/> Inappropriate	<input type="checkbox"/> 5.E.1. Evaluate instructional strategies and procedures for compliance with state and national law and policy on the educational rights of English language learners.	<input type="checkbox"/> 5.B.1. Evaluate instructional strategies and procedures for ELL students based on research about program models.	<input checked="" type="checkbox"/> 5.F.1. Conduct a clinical evaluation of a district LEP plan, school ESOL policies and procedures, and classroom environment and instruction based on law and research on ELL students and make recommendations for improvement, as necessary.	<input type="checkbox"/> Preliminary <input type="checkbox"/> Emergent <input type="checkbox"/> Bridging <input checked="" type="checkbox"/> Fulfilled
Comments from Evaluator: Excellent!!				
ANNOTATION				
1. Type and description of evidence(s) (e.g. assignments, activity)				
<p>This is a Webquest Quiz taken in my Teaching LEP Students K-12, FLE 4317, class. The quiz contains questions about laws passed regarding LEP students, their rights, and specific questions about documents read.</p> <p>This second evidence is my ESOL Practicum, EDG 4909, evaluation of my work with ESOL students. I worked in a 2nd grade class at Blanton Elementary. I was evaluated in these areas: modifications of instruction, communication, student to student interaction, ESOL teaching methods, use of ESOL resources, district policies and procedures, lesson planning, curriculum modifications, language acquisition, ESOL support services, knowledge of varying exceptionalities, mainstreamed students, modifying assessment, effective strategies for ELL parent communication, culturally sensitive classroom, and overall cross cultural competence. In all these areas, I received the highest level, excellent. I observed the teacher, worked in small groups, and implemented ESOL specific and modified lessons.</p> <p>This third evidence is a task reflection completed during my ESOL Practicum, EDG 4909. This reflection focused on school policy. My reflection was based on research and talking with my cooperating teacher and ESOL teachers about various policies. In my reflection, I discussed the district LEP plan, identifying LEP students, differentiation, FCAT accommodations, and resources available to provide ESOL students with the proper education.</p> <p>This fourth evidence is an ESOL policy article reflection I researched and wrote in my final semester. The article,</p>				
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?)				
<p>FLE 4317- Webquest Quiz: This Webquest quiz addresses this cluster, because I had to have had a substantial knowledge about policies and laws to pass and receive a good grade on the quiz. Information about the history and background of LEP policies also needed to be known for the quiz, such as the Lau v. Nichols case and Brown v. Board of Education. As an educator, it is important to know and understand the significance of these cases in history and its affect on LEP education. For example, in 1954, the Brown v. Board of Education case had a monumental effect on ESOL education. It ruled that having separate educational facilities was not equal. Thus, it marked the turning point against segregation of schools. In the Lau. v. Nichols case, ESOL students stated that they were not receiving special help to accomodate for their lack of English. Another thing I learned was about the Equal Educational Opportunities Act. This act requires that ESOL students are given equal opportunities and receive help in regards to the language barrier. The Title VII Bilingual Education Act promotes bilingual</p>				

education through funding. This gives incentives to schools to incorporate bilingual education in their school. I also learned some ESOL statistics from the Florida Department of Education website. This helps me to see how much the enrollment of LEP is increasing. All of this knowledge I gained through the webquest and quiz.

EDG 4909- ESOL Evaluation: This ESOL practicum evaluation addresses this cluster. One of the areas of evaluation is

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?)

FLE 4317- Webquest Quiz: b) The knowledge needed to pass the LEP quiz would impact students' learning. Through this webquest and quiz I have more knowledge and a better understanding of ESOL students' rights. This enables the rights of my students to not be violated, and in fact, helps me to fulfill them. Giving them their rights would ensure that they are receiving the appropriate needs necessary for their education. My knowledge of the laws and policies associated with ESOL students also affects their learning. As a teacher, I need to know background information and what my ESOL students are entitled to. My understanding of all of these rights helps my students' rights to be met.

EDG 4909- ESOL Evaluation: a) My ESOL Practicum evaluation directly impacted students' learning. This evaluation included my work and instruction with ESOL students. My knowledge of policies and procedures better equipped me in instructing ESOL students. My knowledge and instruction was reflected in my evaluation with the highest score, meaning that the students' learning was impacted as well. Observing and working with the ESOL teacher and bilingual aide gave me a better understanding of how to use the resources available in a school system. It also showed me the importance of having these teachers for extra practice and reinforcement necessary for the development of the English language learners. All of this inevitably affects students' learning in a positive manner.

EDG 4909- Policy Task Reflection: b) This task reflection did not involve my direct work with students. However, my research and reflection will inevitably affect students' learning. The knowledge I reflected upon will help me in knowing the necessary steps to take in order to refer a student for the ESOL program. These students admitted into the ESOL program would have access to special accommodations and services, such as working with ESOL staff, computer programs, and other resources. This helps to further their learning development. Without doing this reflection, I might not have been aware of all the resources available for ESOL students. Teachers need to ensure that their ESOL students are getting all of these resources that they are entitled to. Through the knowledge I gained from this task reflection, ESOL students will maximize their learning.

EDG 4909- Policy Task Reflection: b) Even though this article reflection did not involve working with students, I felt it necessary to include and will impact my students' learning in the future. Instead of talking about one or two isolated court cases, it gives a continuous sequence of events of ESOL education in the 1900s leading up to the No Child Left Behind Act. This helps me understand the historical background of bilingual education. It also teaches me that what was going on during that time period affects educational policies, such as World War I. Being able to see the big picture through history helps me better serve my students. My research establishes my desire to not only know about past policies, but to stay informed on current policies as well. Staying informed will aid me in making sure my students' rights are being met in the classroom, school, and community.

EDG 4909- ELL Responsive School Evaluation Tool: b) This ELL Responsive School Evaluation Tool involved students, because I was evaluating how the school and teachers were serving the ESOL students. By recognizing the strengths, the school and teachers can continue to foster and develop these. By evaluating and identifying the weaknesses, this is where the students can really benefit. Once the weaknesses are identified, the strategies for improvement can be implemented. This increases ESOL students' learning, because their needs are being met. This evaluation tool also evaluates whether or not the students' rights are being given to them, such as all students receive the same opportunities to all programs. Without taking the time to do an evaluation and critically think about these nine principles, schools can be unaware or neglect the disservice that they are doing to their ESOL students. By doing this evaluation, schools can become aware of the areas that are not as strong as others.

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)

FLE 4317- Webquest Quiz: The webquest and quiz has taught me a lot about this ESOL cluster. I developed a deeper knowledge and understanding of the laws and policies regarding ESOL students. I was familiar with the Brown vs. Board of Education case, but was unfamiliar with the details of the other cases and policies. These court cases helped me to see the history behind the establishment of ESOL students' rights. I learned about the enlarging statistics of ESOL students in classrooms. This stresses the increasing importance of having services and resources available to ESOL students. All of these statistics, laws, policies, and court cases will become useful in my teaching career.

EDG 4909- ESOL Evaluation: My ESOL practicum experience also taught me a lot about this cluster. Getting to know the district policies and the procedures Blanton has for bilingual education gives me a better image of an ESOL program working in a school system. I learned the process of identifying an ESOL student for special services and the resources they are entitled to. Finally, emerging myself in my practicum allowed me to see how the teachers, parents, staff, and community all work together. I learned the importance of these groups of people, through policies and procedures, all working together to create a successful and meaningful education for students.

EDG 4909- Policy Task Reflection: My ESOL practicum task reflection taught me a lot about the policies and procedures that go along with LEP education and programs. Before this, I had a limited understanding of why certain policies and procedures are put into place. Now, I can see their function and how they all work together to fit the needs of ESOL students. Through my observations and research, I was able to learn how the whole school and community working together is necessary to help ESOL students achieve success in school and beyond. I have learned that I need to know how to go through the process of identifying an LEP student, how the ESOL program works at my school, and how to acquire access to all the resources ESOL students are entitled to. This task reflection has given me a substantial start on this.

EDG 4909- ESOL article reflection: Through my research and writing the article reflection, I have learned more about the

policies regarding ESOL students. I have learned the progression of policies that mostly affect ESOL students. I have also become more adept to searching online for relevant policies. This will help me as I continue in my teaching career to stay informed about new developments in education, specifically with ESOL students.

EDG 4909- ELL Responsive School Evaluation Tool: This ELL Responsive School Evaluation Tool has really taught me how to evaluate a school's ESOL program. I think it is very important for teachers to know how to evaluate their instruction and program to fit their students' needs. It is also important to evaluate to make sure that students' rights are being met and not violated.

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