

Annotation & Evaluation

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Rodney, Tameka				
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 work!!				
ANNOTATION				
1. Type and description of evidence(s) (e.g. assignments, activity)				
Artifact 1				
LEP Policies and Practice Quiz from ESOL I.				

Artifact 2				
This assignment was completed in my ESOL Practicum. Our task was to research the policies of Pinellas County Schools regarding English Language Learners, and to write a reflection about it. This task was done during my first week of my practicum, so I became well aware of Pinellas County's policies early on.				

Artifact 3				
I did this reflection in FLE5345. First, I had to answer a question prior to watching a video lecture by Peter Roos, Esq. After watching the lecture, however, I had to write another reflection, including answering if my thoughts had changed after watching it.				

Artifact 4				
This was an evaluation completed during my ESOL Practicum by my cooperating teacher. I was required to complete many tasks throughout my 60 hours, including tasks that allowed for awareness of district policies and procedures.				
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				
This artifact addresses ESOL Cluster 5 because it provided an abundance of information on policies and practices that are geared towards ESOL students. Before I took the quiz I had to familiarize myself with the information, with was very valuable in terms of educating myself about cases, laws, and policies regarding LEP practices. Information provided in the artifact allowed me to acquire information, that I was previously unaware of; and allow me to apply it by taking a quiz. The knowledge				

gained from the artifact allows me to use best practices for ELLs as determined by the policies and procedures introduced in the artifact. In addition, I'm able to measure the effectiveness of lesson plans and procedures currently in place, based on the information provided in the artifact. For instance, the article gave me background knowledge on why policies were put into place; which gives me leverage if and when administrators, teachers, or legislators question my motives for implementing necessary change.

Artifact 2

This artifact addresses the ESOL cluster, because it informed me things which are specifically related to the cluster. For example, this particular ESOL cluster is about learning the laws, policies, and research regarding ELL students. I think this assignment is one of the most important artifacts to this cluster, because it taught me about policies and laws that are specifically geared towards the county I plan to work in. I think it's important to know about these policies and laws, so that I'm not surprised by it when I'm in my own classroom. For instance, I learned about the abundance of tests that Pinellas County uses to assess ESOL students, and that these tests are geared towards different grade levels. I also learned about different accommodations for FCAT and other tests, such as flexible timing and scheduling. Guides are also provided for testing ESOL students, such as The Heritage Language Assistance, which is something that I did not know existed. In my ESOL Practicum, a bilingual assistant assisted Mrs. G on a daily basis. I was very surprised by this, but I learned that the district provides these paraprofessionals to assist teachers in a variety of ways.

Artifact 3

The evidence addresses the ESOL cluster, because this was the first time I learned why mandates, policies, and laws regarding ESOL were begun. I knew I would acquire an ESOL Endorsement at the end of my program, but I did not know why. This video lecture taught me a lot, mainly about how the ESOL program came about. I never knew that we're mandated to do most of the things that we're asked to do. For example, I had no prior knowledge about the Florida Consent Decree, or the needs that schools must meet- according to established laws. I'm amazed that many of these policies did not come into play until the 1970s, but I'm glad that there are policies and laws set into place now. After watching this video lecture, I'm aware of what I'm required to do, but I also know why. This lecture has allowed me to evaluate the policies set in place by Pinellas County Schools, since I'm now aware of the lawsuits and mandates that set everything in motion.

Artifact 4

This artifact addresses this cluster, because there were specific tasks that I had to meet to demonstrate that I had acquired knowledge of the district's policies. In addition, my practicum experience included evaluating the district's policies and procedures, and applying them to my time there. The policies and procedures were established by the district for a specific purpose. Therefore, I need to be more than aware of them; I need to be able to use them and apply them to my profession. This artifact ensures that I'm capable of doing just that, as my cooperating teacher was required to evaluate me on that specific point.

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?)

Artifact 1

b.) I think the implementation of the artifact will impact my students' learning, because I know the background information on why policies were put into place. It gives me more confidence to implement changes that will prove to be more beneficial, if I know how and why the policies were mandated. In addition, the artifact provides web sites and information on ESOL requirements, so I'm aware of how the qualifications of my peers in terms of ESOL training. If I need advice on procedures or students, I could also go to these colleagues as I'm aware that they can provide a wealth of knowledge- based on the training. Teachers can underestimate the amount of ELLs throughout our nation, yet the artifact points out that there are many more than that. If I'm well-prepared for the wide range of LEP students that I could encounter throughout my teacher career, then I'll be well-prepared to meet their needs.

Artifact 2

b.) The evidence could impact student's learning, because these laws and policies were put into place to facilitate students' learning. For instance, the variety of assessments given to students, allows teachers to see how to address these students needs. In addition, students receive accommodations on a variety of levels, in order to meet their needs. If students have various levels of support, then their learning will benefit. For example, students receive additional time on tests; have the use of bilingual aides; has a specific committee to fight for their needs; and more. All of these things are done to facilitate the learning of ESOL students, which is another reason I believe this artifact directly impacts student learning.

Artifact 3

b.) This evidence impacts student learning, because it gave me background information on the policies that I must follow. If I were unaware of them, then how could I follow them? The ESOL program was created so that teachers could best meet the needs of these students; which meant additional support; adjusting instruction and assessments; using concrete materials; and more. By knowing these policies, I also know the guidelines that I must follow, in order to benefit my students' learning. In addition, since these policies were set into place to facilitate ESOL students' learning; I know that using these guidelines positively influences their learning.

Artifact 4

a.) This evidence impacts student learning, because the policies and procedures were put into place to help these students. There are many resources and support services available to help ELLs. For instance, the district provides interpreters that can help facilitate the language barriers between students, teachers, and parents. In addition, multi-lingual assistants are present in many classrooms to assist in daily tasks as well. Throughout my ESOL Practicum, I've become more aware of the laws set

into motion to facilitate the learning and language acquisition of ESOL students. Using these laws, policies, and procedures, I understand what I need to do- and should do- to meet the needs of my students. These policies were created to benefit the academic success of ESOL students; therefore, I need to follow them to impact my students' learning to the fullest.

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)

I learned a lot from this assignment, when it comes to the policies that affect not only LEP students, but minority students as well. I also learned what schools are required to do for LEP students, as well as what they aren't allowed to do; such as requiring social security numbers. It's nice to know the rights of my students so that I can fight for them if needed. My job is to provide the best possible education to my students, and if my school isn't backing them up; policies would need to be re-addressed. If I was unaware of what was required though, I would have no idea, and my students would suffer. In addition, I learned about the training requirements of various categories of teachers. I never knew how qualified teachers had to be in terms of ESOL students, but I was glad to see that training is required. It's hard to implement modifications in lessons, tests, and texts; if you have no knowledge of how to do it. In addition, the training gives you background knowledge of what ESOL students are capable of doing. I can't require them to do something if they're cognitively unable to do it.

Artifact 2

This cluster has taught me so much about the policies of Pinellas County schools, regarding ESOL students. I never knew there were so many resources available for teachers. For instance, I was pleasantly surprised to learn that multi-lingual assistants are available throughout the county to assist teachers as needed, and that they can assist in communication with parents as well. In addition, I wasn't aware of the different tests used to assess ESOL students, and that these tests are used for different grade levels and subjects areas. For example, the Pre-LAS is used for Kindergarten students and the LAS is used for grades 1-12. This assessment tool is used to determine if students can receive ESOL services. If I had not done this assignment, I would not be as aware of the support and services provided by Pinellas County, particularly interpreters, therefore, I'm glad that I was able to find out this information.

Artifact 3

This cluster has taught me about the policies and laws that influence the teaching of ESOL students, and their learning. This particular artifact, however, taught me why and how the ESOL program came about. Prior to watching this video lecture, I didn't know a lawsuit was brought about to fight for the educational rights of ESOL students, and I didn't know that there were specific laws set into place; which require teachers to teach ESOL students in a certain manner. I feel more informed about ESOL policies and laws, after writing several annotations for this cluster- which I believe is important. I'm glad that people fought so hard to meet the needs of ESOL students, however, I wish that we were meeting the needs of all students at all times.

Artifact 4

Writing this annotation has taught me to look deeper into the reasons why we're required to do things. I understand that these policies and procedures are important, mainly because they insist on equal education for all students. I'm really surprised that it took so long for this to come about, however; but I'm glad it did nevertheless. I've also learned that there is support for teaching ESOL students, as I won't be an expert- or anywhere close to one- once I graduate. I understand that these procedures were established to meet the educational needs of our ESOL students, so I know that following them will benefit my students' learning acquisition; which is my overall goal as a teacher.

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