Capstone Portfolio

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Table of Contents

Abstract

This paper reflects my beliefs about strong language teachers that were shaped by my experience at Vanderbilt University. I begin by delineating my philosophy of teaching, with regards to providing appropriately challenging opportunities for students to construct knowledge of language, connecting to funds of knowledge, and teaching in culturally relevant, responsive, and sustaining ways. I then analyze artifacts from my time at Vanderbilt through the domains of the learner, learning context, curriculum, and assessment that demonstrate my ability to apply the TESOL standards and tenets of my teaching philosophy. Lastly, I discuss areas in which I need to continue to grow as a teacher and specific actions I can take to help me do so.

Teaching Philosophy

   I watched as Mrs. W, a teacher of English learners led her students in reading a book about plants. A small few sat focused, while the rest wiggled about, fidgeting and fiddling with everything within reach. When Mrs. W finished reading, she asked the students comprehension questions about the book. Very few students appeared to even attempt to listen to what she was saying. But Mrs. W did not seem to care. She pushed on with her lesson, and having written an example sentence on the board about the book, she asked the students to return to their desks to respond to the text. As the students worked on their writing and drawing, I walked around the room, trying to engage them in conversation about their work. I noticed that almost every one of them had copied their teacher's example and almost none of them could tell me what they had written. As I left the classroom, I thought about how the students had completed the work expected of them but wondered how much they had really learned.

   Later that year, around Halloween, in a different classroom of English learners, I watched as Ms. M led a lesson on fall traditions. Though Halloween was part of the lesson, it was not the focus. Ms. M had explained to me that the school did not officially acknowledge Halloween because a majority of the students did not celebrate it. This lesson reflected the diversity in the classroom and students were encouraged to share about their own traditions. Ms. M welcomed having students translate for each other so that every one of them could be engaged in the lesson and participate in the discussion, regardless of their English proficiency level. The students were eager to participate and share. I noticed not only the engagement, but the joy in this classroom as students worked as a community to learn from and with each other. The stark contrast in what I observed in these two classrooms, along with my coursework at Vanderbilt, have helped me to identify three tenets that I believe necessary for high quality EL instruction. The first is that

instruction should align with Vygotsky's social constructivist theory of learning (1978), the second that teachers should leverage students' funds of knowledge (González, Moll, & Amanti, 2006), and the third that instruction should be culturally relevant, responsive, and sustaining (Gay, 2018; Ladson-Billings, 2009; Paris, 2012).

Tenet 1: Social Constructivist Theory of Learning

I believe that education for ELs should allow students to engage actively in their learning in social contexts. According to the theory of social constructivism, first proposed by Lev Vygotsky, students' learning originates from social interactions, with knowledge beginning first between people, then moving to something that is within a person (Vygotsky,1978). Vygotsky also argues that students need to be active participants in their learning as they work to construct their own knowledge (1978). This means that ELs are best served when instructional activities in the classroom allow them to take an active role in their learning, instead of acting as passive recipients of knowledge. Teaching and learning should not exist under "a telling-listening relationship," but rather a "complex and interactive relationship where the students' own efforts to understand are the focal point" (Prawat, 1992, as cited in Schreiber and Valle, 2013, p. 397). The difference that allowing students to engage actively in their learning can make is apparent in my experiences in two different classrooms. In Mrs. W's class the students simply copied her work, whereas in Ms. M's class, they worked together to build an understanding of different fall traditions, developing fluency with language and learning new vocabulary as they did so.

The social constructivist theory of learning also includes the idea of the zone of proximal development (ZPD), a space in which students are able to, with the help of a more knowledgeable person, work with concepts and skills that they would not be able to understand on their own (Schreiber and Valle, 2013). Instruction for ELs should engage students within the

ZPD, with teachers understanding where students are in their language development and engaging them with material that is beyond what they can do on their own, but not too challenging that they are unable to understand or construct knowledge from the activity. This aligns with Krashen's idea of comprehensible input at the level of i + 1, that the language teachers use should be a little beyond what learners are able to understand completely on their own (1981). Part of the reason the students struggled to learn in Mrs. W's classroom was that the material was beyond the range of many of their ZPDs. Even with Mrs. W as a more knowledgeable adult guiding the students, they were not able to make meaning of the text about plants, and as a result, lost interest and did not learn much from the activity. Good teachers of ELs must know their students and what they are able to do well, in order to provide them with activities with a proper amount of challenge.

Furthermore, social constructivism stresses the importance of social interaction as part of the learning process (Schreiber and Valle, 2013). This means that education of ELs should include opportunities for students to interact with and learn from the teacher and each other. Activities such as small group work, student-centered classroom discussions, and learning games can be used to create social contexts for learning. These opportunities should be authentic and meaningful, connecting to students' lived experiences (Schreiber and Valle, 2013).

Tenet 2: Funds of Knowledge

I believe that education for ELs should bring in rich funds of knowledge from students' families and communities. Teachers of EL students must not view the students, their families, and their communities as deficient in knowledge, but rather as coming with rich "cognitive and cultural resources" that can be brought into classroom instruction (González, Moll, & Amanti, 2005, p. 75). This means that teachers must not view EL students' home languages and cultures

as deficits, but as strengths which can be used to support students in acquiring new knowledge (De Jong, 2011).

In order to tap the funds of knowledge of students and their communities, teachers must spend time getting to know the students in their class. Teachers of ELs may have students and their parents answer questionnaires at the beginning of the school year, engage students in conversations daily during the school day, giving students opportunities to share about themselves through routines such as morning meeting, and include assignments that have students write narratives about themselves and their cultures in order to learn more about them and the funds of knowledge that they bring. Teachers should also engage in home visits, which would allow them to more fully immerse themselves in their students' communities and to see the resources that students' families have and can bring to school (González, Moll, & Amanti, 2005). Once teachers are aware of the funds of knowledge that students, their families, and their communities have, they should work to bring these things into classroom instruction and into the curriculum. This may involve having students' parents come to school to share their expertise with the class and integrating topics students are knowledgeable about into the curriculum so that they are able to connect their background knowledge with the new learning they are doing (González, Moll, & Amanti, 2005). Ms. M recognized and used her students' funds of knowledge in her classroom by positioning them as authorities of knowledge on their fall traditions and holidays. As a result, students were more engaged in the discussion and were able to connect new knowledge, such as how to talk about their traditions in English, with what they already knew.

Recognizing the funds of knowledge that students' communities bring also means recognizing the opportunities for learning that can happen outside of school. Teachers should

make themselves aware of the community resources available to students, especially in relation to how these resources might impact learning inside of schools. For example, community resources, such as schools that support students' development and maintenance of their heritage languages, might help students develop literacy and language skills that can be transferred to school settings and the English instruction that occurs there. When teachers are aware of the resources available in their students' communities, they are better able to connect students to places where their learning can be supported and bring what students may do outside of school into the classroom.

Tenet 3: Culturally Relevant, Responsive, and Sustaining Practices

In addition to acknowledging and bringing in students' funds of knowledge, I believe that education for ELs should be culturally relevant, responsive, and sustaining. In culturally relevant pedagogy, according to Ladson-Billings, students need to achieve academic success, develop and sustain cultural competence, and develop a critical consciousness that allows them to recognize problems in society and do something to help solve the problem (1994). This means that teachers of ELs should bring aspects of students' cultures into the curriculum, integrating diverse topics, texts, and materials. Teachers should value students' cultures and teach students to value them as well. In her conception of culturally responsive teaching, Geneva Gay explains that students' cultural norms may affect the ways they talk and interact with others (2018). Teachers must recognize the impact culture has on communicative norms and make modifications in their instruction in order to allow for and accept various forms of communication (Gay, 2018).

Language is a part of culture and thus, students' home languages should be incorporated into the classroom and used as a resource in instruction (Gay, 2018). Using students' home languages can increase their academic achievement, as students' proficiency in their heritage

languages is associated with higher performance in academic English (Gay, 2018). Culturally responsive teaching is especially important for teachers working with ELs, since many of them are part of minority groups, whose experiences and knowledge are not traditionally represented in curriculum materials, classroom norms, or assessments (Gay, 2018). Teachers should work to make the curriculum more representative of students' lived experiences and cultures, and allow students multiple ways to demonstrate their knowledge (Gay, 2018). Ms. M enacted this in her instruction. She allowed students to use their home languages to communicate with one another and translate for each other. She also made her lesson representative of her students' lived experiences by having them share about their fall traditions.

In addition to reflecting and incorporating students' cultures in the curriculum and in classroom norms, teachers should support their students in "sustaining the cultural and linguistic competence of their communities while simultaneously offering access to dominant cultural competence" (Paris, 2012, p.95). This means that teachers should consider how to help students to develop as cultural beings, ensuring that the mainstream culture does not replace or overtake their home cultures. Part of this may include connecting students and families to community resources or groups that can support them in sustaining their cultures. Offering access to the dominant culture by explicitly teaching students communicative norms and the dominant language of English supports them in achieving academic success (Paris, 2012). However, I believe that ultimately, culturally relevant, responsive, and sustaining teaching should enable students to develop a critical consciousness so that they are able to reflect and act upon issues of injustice that they face (Ladson-Billings, 2009). The focus on developing a critical consciousness and acknowledgment of issues of injustice is what distinguishes culturally relevant, responsive, and sustaining teaching from bringing in students' funds of knowledge. To clarify, culturally

relevant, responsive, and sustaining pedagogies go beyond merely connecting to students' home cultures and knowledge to address issues of justice and equity. This might look like students in Ms. M's class discussing why Halloween decorations and costumes can be seen in so many public places when objects representing the fall traditions they might have cannot be seen. The students could then work to educate people about the diverse fall traditions represented in their classroom.

The mainstream discourses and forms of communication that students are taught can serve as a vehicle through which they enact change. Since differences between people can cause social barriers that obstruct teaching and learning, and can perpetuate systems of oppression inside and outside of schools, teachers must support students in "crossing borders of separation" (Soares and Wood, 2010, p. 490), by incorporating and valuing students' cultures and languages in the classroom.

When teachers of ELs recognize and utilize students' and their communities' funds of knowledge in ways that are relevant, responsive, and supportive of culture, through activities that allow students to socially and actively construct knowledge, they are able to support their students in becoming empowered, through education, to make the world a more equitable and just place.

These three tenets from my teaching philosophy will be reflected in the artifact analysis that follows. In my artifact analysis, I will provide a short explanation of the professional knowledge area. Within each professional knowledge area, I will explain my interpretation of relevant TESOL domains, making connections to Mrs. W and Ms. M's practices. I will also explain how the TESOL domain connect to my teaching philosophy. Following my interpretation of the TESOL domain, I will engage in an artifact analysis, in which I first provide

a brief description of the artifact; second, explain how the artifact connects to the TESOL domain, third, make connections from the artifact to my teaching philosophy; and fourth, describe ways in which I would modify the artifact to make it align more closely to the TESOL domain and my teaching philosophy.

Artifact Analysis

Professional Knowledge Area 1: The Learner

The professional knowledge area of the learner has to do with who students are. Addressing the learner includes understanding students' identities within the context learning is taking place in, as well as understanding the processes through which students learn and how individual differences may impact this. Knowing who the learner is and how they learn best allows teachers to tailor instruction to their students, in order to best support their language development.

TESOL Domain 4: Identity and Context

"Teachers understand the importance of who learners are and how their communities, heritages, and goals shape learning and expectations of learning. Teachers recognize the importance of how context contributes to identity formation and therefore influences learning. Teachers use this knowledge of identity and settings in planning, instructing, and assessing."

TESOL domain 4 breaks into two important areas: first, understanding who students are and how this impacts the way they learn, and second, understanding the ways the contexts students are situated in impacts their learning. One aspect of my interpretation of this TESOL domain is that teachers must know who their students are and the ways their cultural and community backgrounds influence the way they learn and what they want from learning. Ms. M understood the importance of acknowledging students' identities and valuing them within the

classroom. She also recognized the importance of their language identities, bringing in their home languages by allowing students to translate for one another. It was evident that she understood that students may not be interested in learning only about Halloween and the language surrounding this holiday because of their cultural backgrounds. In her planning and assessment, she accounted for this by having students share about their own traditions. Like Ms. M, I acknowledge the importance of knowing who learners are and how this shapes instruction. In my teaching philosophy, I mention that EL education should bring in students' families' and communities' funds of knowledge (González, Moll, & Amanti, 2006). In addition, in my teaching philosophy, I write that it is important for teachers to know about community resources available to students and how that might impact student learning inside and outside of the community, which connects to this TESOL domain's emphasis on how the context students are in can influence learning.

The second important aspect of this TESOL Domain is that teachers should recognize the ways context impacts students' identity formation and therefore their learning. My interpretation of this is that teachers need to understand the ways the classroom community and broader context impact the ways students view themselves, who they are, and their positionality within these contexts. Students' conceptions of themselves can affect how successful they are in learning. My teaching philosophy addresses this when I mention that teachers should help their students to develop as cultural beings, allowing them to access dominant cultural norms in ways that still sustain their home cultures (Paris, 2012), perhaps through connecting them to community resources and through bringing in students' cultures to the classroom. This is to help students develop positive conceptions of themselves, in order to support them as confident and capable language learners.

Artifact Analysis for TESOL Domain 4

Artifact 1 is a resource I created for teachers to get to know the context in which they are teaching before they enter the school. It is also to help teachers get to know students and families during the first few weeks of school. This artifact includes questions for teachers to ask themselves about the context, questions for a student interview, questions for a parent interview, activities to do with the class in the first weeks of school, my own work getting to know a context I would be teaching in, and an explanation of how the tool aligns with tenets of humanizing pedagogies.

This artifact addresses both aspects of TESOL domain 4 because, through it, I seek to help teachers (including myself) understand both the broader context they are teaching in and the individual learners within that context. When teachers understand the contextual and systemic factors that might impact student learning, they are able to make modifications to their planning, instruction, and assessment to help account for these factors. The third and second to last questions I ask in the "Getting to Know the Context" section of my artifact draw teachers' attention to the supports the school and community has for students, in addition to areas in which they lack adequate amounts of supports. This allows teachers to recognize how the presence of or lack of supports for various parts of students' identities might impact their learning, and connects to the second important aspect of TESOL domain 4.

For example, if teachers recognize that a context does not support students' home languages, they might put in extra effort within their own classroom to acknowledge these languages and incorporate them into instruction. When I used this tool to get to know the context of Taipei, Taiwan, I found that schools provide one hour of indigenous language instruction for students in elementary school (Ministry of Education, 2014). The community and school

emphasize English far more than indigenous languages. Knowing this, I could have made space for indigenous languages in my instruction, such as by having students teach the class words and phrases in their languages. In my written analysis of this tool, I write that teachers should explore how the broader context affects them and their students, connecting to TESOL domain 4's focus on having teachers recognize how context contributes to identity formation and can impact learning.

The questions in the student and parent interview of this artifact help teachers "understand the importance of who learners are and how their communities, heritages, and goals" impact learning because they draw teachers' attention to students' and families' needs, as well as their cultural and linguistic backgrounds. They address the first important aspect of TESOL domain 4. For example, question 3 of the parent interview has parents share what they believe about education and school's roles, which may be impacted by their heritages. Parent and student beliefs on the role of school will impact students' goals and expectations for learning. When teachers understand what families expect, they are better able to meet these expectations, and thus support language learning. For example, I knew that the parents of students I taught in Taiwan really valued having a native speaker in the classroom and wanted students to be exposed to as much spoken English as possible. This influenced my actions in the classroom, by causing me to reduce the amount of Mandarin I used in and out of the classroom with my students.

Question 10 of the parent interview has parents share how they want their children's cultures to be addressed and taught in school, which helps to facilitate an environment that allows for knowing about who students are. Furthermore, questions 7 and 8 allow teachers to understand students' goals, which shape their learning and expectations of learning. If a teacher

knows, for example, that a student wants to develop better conversational English skills, they can plan for opportunities for that student to work often with peers or in groups. My artifact reveals that I believe getting to know students and contexts should be used in planning, instructing, and assessing, since in my explanation of the product, I write that "the product is also connected to the need of helping teachers feel empowered to make instructional decisions in the classroom." The intended purpose of the product is for teachers to apply what they know about the contexts students are in and their individual students in planning, instructing, and assessing, illustrating my understanding that students' identities and the contexts in which they are situated impact their learning and should be something teachers account for.

The focus of this artifact on helping teachers understand the context students are living in connects to my teaching philosophy, which mentions the importance of bringing students' funds of knowledge into the classroom (González, Moll, & Amanti, 2006). This is because understanding resources in the community allows teachers to know what they can leverage in their instruction. The artifact also connects to my teaching philosophy's emphasis of the importance of culturally relevant, responsive, and sustaining pedagogy that values students' cultures and brings them into the classroom (Gay, 2018; Ladson-Billings, 2009; Paris, 2012), since it asks about students' cultural and linguistic backgrounds. When teachers have more information about this, they are better able to incorporate students' backgrounds in the classroom.

In order to make this artifact and my instruction more closely aligned with my teaching philosophy and this TESOL domain, I would add questions to the student interview on their expectations of learning, such as "What do you expect to learn at school? How do you expect to learn?" In addition, I would add a question to have students describe themselves, in order to help

me understand who the learners in the classroom are. Furthermore, I would be more explicit in connecting the context students are in to planning, instructing, and assessing. I still have work to do in concretely incorporating who students are into these three parts of the learning process, particularly in assessing. I must continue to think of ways to develop assessments that accurately capture what students know, specifically in relation to what their language goals are both in the short term and in the long term.

In addition to understanding identity and context, part of understanding the learner in order to support language development includes understanding the process through which individuals learn new languages.

TESOL Domain 6: Learning

"Teachers draw on their knowledge of language and learning to understand the processes by which learners acquire a new language in and out of classroom settings. They use this knowledge to support language learning."

This TESOL domain breaks into two important areas. The first is understanding the language and process of language learning. The second is applying this knowledge of language acquisition and teaching in evidence based ways that have been shown to support students learning. The contrast between Mrs. W and Ms. M's lessons demonstrate the difference that understanding the process of language learning and applying that to instruction can make. Mrs. W taught students in ways that do not align with evidence based practices to support student learning, going beyond their ZPDs (Vygotsky, 1978) and levels of comprehensible input (Krashen, 1981), so that many students could not comprehend or access what she was saying, and thus were limited in their learning. Ms. M, however, knew that incorporating students' home

languages can support them in learning English, which helped all students to be engaged and to learn from the lesson.

Similar to Ms. M, I recognize that evidence based practices include incorporating students' home languages can support their English development, as part of leveraging students' funds of knowledge (González, Moll, & Amanti, 2006) and teaching in culturally relevant, responsive, and sustaining ways (Gay, 2018; Ladson-Billings, 2009; Paris, 2012), which I mention in my teaching philosophy, when I write that students' home languages should be used as a resource, since it can increase their academic achievement and is associated with greater success in academic English (Gay, 2018). My teaching philosophy also connects to the first important aspect of this TESOL domain of understanding the process through which language is acquired. I write about the importance of teaching within the ZPD (Schreiber and Valle, 2013; Vygotsky, 1978) with comprehensible input (Krashen, 1981), as students work as active participants to construct knowledge.

<u>Artifact Analysis for TESOL Domain 6</u>

Artifact 2 is a lesson plan rationale created for the lesson plan shown in Artifact 3. It provides explanations for the choices I made in my lesson plan, in how it aligns with evidence-based approaches and fits the students I was working with, and explains how my lesson supports students' language learning. Artifact 3 is a lesson plan I created for an ELA and science integrated lesson plan for a class of Kindergarten ELs. The lesson was focused on having students understand the differences between living and nonliving things and to develop vocabulary surrounding this topic.

My lesson plan rationale (Artifact 2) demonstrates my understanding of the first aspect of this TESOL domain, understanding the process of language acquisition. For example, in

response 1, I explain that my lesson supports students' development of communicative competencies and helps students to use language in authentic and meaningful ways by using the CLT approach and developing content and knowledge at the same time (Brown, 2001). I apply this in my lesson, addressing the second aspect of this TESOL domain because in the lesson, I support students in developing vocabulary and talking about living and nonliving things as they work on the content of what is living and what is nonliving (Artifact 3). My knowledge on the importance of giving learners the opportunity to use language in authentic and meaningful ways influenced my decisions in my planning and instructing to integrate content instruction with language instruction, instead of teaching the vocabulary words like "grow, move, and reproduce" in isolation.

Furthermore, in my lesson plan rationale, in question 5, I explain that I provide language scaffolds for students of various English proficiency levels by modifying tasks and that the tasks I planned are sequenced intentionally with a gradual release of responsibility, with earlier tasks serving as building blocks for later tasks. These instructional decisions reveal my understanding that students must be provided with proper scaffolds in order that they can access the material and engage in tasks, both in the ways tasks are designed and how they are sequenced within the lesson. This connects with Hammond and Gibbons' (2005) idea that task sequences should be designed in ways to help students develop disciplinary and linguistic skills by having later tasks build upon and require more of earlier tasks, since the lesson begins with a shared read aloud, then moves to group work, and finally, independent writing. I apply my knowledge that language is acquired when students are able to construct knowledge through social interactions (Vygotsky, 1978), since students are able to work together with me as the teacher, then together in groups, before working independently to write about living and nonliving things. In addition, I apply my

knowledge that tasks should be appropriately scaffolded (Vygotsky, 1978) by providing varying

levels of teacher support through the pictures of the dog and ball on the worksheet for level 1 and

2 ELs and by having a more knowledgeable peer translate for them. Students with higher levels

of English proficiency receive less support and are only given a sentence frame.

Language learning is also supported when students' funds of knowledge are leveraged

(González, Moll, & Amanti, 2006). Artifact 4 provides evidence of my understanding that

language learning should not be isolated in the classroom, but should account for community

resources and contexts. This artifact is a paper I wrote following a community literacy

investigation and trip to a culturally and linguistically diverse area of Nashville. In this paper, I

describe the resources available to the Latinx community in Nashville and the community

literacies present. I explain that the many resources and services available to them in Spanish can

support the literacy development and growth of Spanish speaking students, which teachers can

bring into the classroom, since being able to learn in one's native language can increase

academic achievement (De Jong, 2011). This shows my understanding of the role that

community context and resources can play in helping people acquire language outside of

classroom settings. When the context is saturated with texts and language, opportunities increase

for students to learn new languages.

My instructional decisions explained in artifacts 2 and 3 connect to my teaching

philosophy's first tenet. The first tenet of my teaching philosophy is the theory of social

constructivism and appropriately scaffolded activities (Vygotsky, 1978), which I applied in my

lesson, since I give students tasks that are not too challenging for them to understand in both

content and in language. Artifact 4 connects to the second tenet of my teaching philosophy of

bringing in students' funds of knowledge (González, Moll, & Amanti, 2006).

In order to make my actions more aligned with this TESOL domain and with my teaching philosophy, I need to work on understanding and applying the processes by which learners acquire new languages out of classroom settings, specifically with the target language they are learning in school. This may include using environmental print and language students see and experience through advertisements, signs, and media, for example, to connect to the language learning students do within the classroom. This would make my instruction more culturally relevant and bring in students' funds of knowledge. Furthermore, I need to work on considering how informal peer interactions can help students acquire English and ways to provide more opportunities for these interactions, which connects to the social constructivist theory mentioned in my teaching philosophy.

Effective teachers of ELs understand who their students are, how language learning happens, and how the context learners are situated in impacts their learning. Since the learning context can have a large impact on students, it is important for teachers to work to create safe and supportive environments that allow students to learn to the best of their abilities.

Professional Knowledge Area 2: The Learning Context

The professional knowledge area of the learning context has to do with the environment in which learners are situated. By creating supportive and safe environments, teachers are able to foster student learning, by increasing motivation and making students feel comfortable taking risks. The learning context also deals with broader societal factors that may impact learning, including dynamics of power present and the way aspects of identity, such as race and ethnicity, religion, ability, class, immigration status, and gender are perceived.

TESOL Domain 2: Instructing

"Teachers create supportive environments that engage all learners in purposeful learning and promote respectful classroom interaction."

Two key parts of this TESOL domain are that teachers must create affectively and academically supportive environments for students and that the learning students should do must be purposeful. To address the first part of this TESOL domain, teachers should create environments that include "promoting respectful interaction," meaning that in the classroom environment, teachers should demonstrate respect to students, build students' respect for themselves, and promote respect from student to student. The stories of Mrs. W and Ms. M illustrate how supportive environments can be created and the difference that they may make. Ms. M created a supportive environment by allowing students to translate for one another so that all students were able to participate in the conversation.

A second key part of this TESOL domain is that the learning students do should be purposeful. This means that students should be engaged in authentic activities and language learning that they can apply to their everyday lives. Ms. M had students engage in purposeful learning by allowing them to share about their own traditions. This made students motivated and joyful in their learning, which in turn, supported them in their language acquisition.

The first tenet of my teaching philosophy of the social constructivist theory (Vygotsky, 1978) and using comprehensible input (Krashen, 1981) connects to creating an academically supportive environment in which the materials, lessons, and activities are accessible to students through teacher support. My teaching philosophy also aligns with the idea of promoting respectful classroom interactions as part of valuing and bringing in students' funds of knowledge (González, Moll, & Amanti, 2006), and valuing, using, and teaching students to value each other's cultures, since part of respecting students is validating all of who they are and what they

bring to the classroom. This aligns with the first key part of TESOL domain 2. My teaching

philosophy also connects to the second key part of this TESOL domain, since my third tenet of

culturally relevant, responsive, and sustaining practices stresses the importance of teaching to

provide students with access to the dominant culture and language and the opportunities that it

brings, as well as helping students develop a critical consciousness to act upon issues of injustice

they experience (Gay, 2018; Ladson-Billings, 2006; Paris, 2012).

Artifact Analysis for TESOL Domain 2

Artifact 3, my living and nonliving lesson plan rationale, addresses the first key aspect of

TESOL domain 2 because it is evident through it that I try to create a supportive environment for

the students and promote respect in order to support them in learning the content and language

material. For example, I create an academically supportive environment by making materials

accessible to students, within their ZPD, through differentiating the worksheet that students

complete. Depending on students' English level, they will circle words to make a sentence that

makes sense, write about an object that they have discussed with a partner, or come up with their

own sentence. Support for students is built into the activities, making them accessible to all,

which fosters language learning. In addition, my lesson plan includes opportunities for me as the

teacher to support the students and for students to support each other. Students are encouraged to

translate for one another during the worksheet activity and are told that they may speak in

whatever language they like during the partner sort. Allowing students to translate for one

another promotes respect from student to student because it positions them as a community of

learners who work together and help one another to learn, thus aligning with the first key aspect

of TESOL domain 2. This creates an affectively supportive environment, in which students feel

comfortable with one another, which is important because when students are anxious, their learning is hindered and teachers must lower their affective filters (Krashen, 1982).

Allowing students to use their home languages to translate, in discussions, and to help their classmates is not the only instance in which a supportive and respectful environment is fostered through showing students that their funds of knowledge are valued. At the beginning of this lesson, during the read aloud, I have students make connections to their lived experiences through the questions I ask about their experiences in cars and about fires. This shows students that I, as a teacher, respect their out of school experiences, and that they are relevant to what happens inside of school. Connecting what students' funds of knowledge to school instruction can support students in both language and content learning (González, Moll, and Amanti, 2006).

The second key aspect TESOL domain 2 addresses creating a supportive environment in order to engage students in purposeful learning, which I defined as authentic learning that provides students with access to the dominant culture and that they can apply to their everyday lives. This lesson gives students the opportunity to practice using new vocabulary, such as "living, grow, and move" in classroom discussions, which supports them in developing conversational skills in the dominant language and culture of the United States. Engaging students in purposeful learning also involves empowering them to make the world more equitable and just (Gay, 2018). Though this lesson plan does not address this, the "Getting to Know the Context" part of artifact 2, described earlier for TESOL domain 4, helps teachers to reflect on systems of injustice in the community students live in, and their own positionality in relation to students, which supports teachers in later helping make their students aware of these issues as part of "purposeful learning." Students are able to socially construct knowledge through activities that allow them to interact with each other, such as the Card Tower and Me and We

activities. In the Card Tower activity, students work in groups to find out things they have in common with one another. In doing so, they are able to authentically use language to communicate with peers and to discover connections they have. In the Me and We activity, students are able to see how they might preferences that are not the same as their classmates and authentically use language to discuss why differences may exist and how they may remain a community despite varying beliefs.

My artifacts also connect to my teaching philosophy's tenets of the social constructivist theory and teaching students within their ZPD as part of creating an academically supportive context (Vygotsky, 1978). In addition, it aligns with the second tenet of utilizing students' funds of knowledge (González, Moll, & Amanti, 2006), specifically in leveraging their home languages as a resource that can be used to support their peers in artifact 3. The idea of learning to create a more just world expressed in artifact 2 connects to the third tenet of my teaching philosophy.

In order to make my lesson in artifact 3 align more closely with my teaching philosophy and with what I believe to be best practices for language education, I would be more explicit in making the learning students are doing purposeful. Although students are getting the opportunity within this lesson to develop listening, writing, and speaking skills in English through the classroom discussion, read aloud, and worksheet, that they can apply elsewhere, these connections are not made explicit. In addition, the connections between the science content materials of living and nonliving things to students' lives are not explored, which means the learning students are doing within this supportive and respectful environment is not as purposeful as it could be. In order to make learning more purposeful, I might have a short discussion with students about when they might use the vocabulary words they learned outside of

this lesson, why it is important to be able to distinguish between living and nonliving things, and about conventions of classroom discussions so that they are better able to apply what we do and learn to their everyday lives. In addition, I would also be more explicit in why I have students translate for their peers as part of creating a supportive and respectful environment, such as by explicitly explaining that as a classroom community, we will work together to make sure that everyone is learning to the best of their abilities and that everyone is able to do the activities. This is especially important in language learning settings, as lowering the affective filter can increase opportunities for success (Krashen, 1981).

Supportive and respectful environments allow students to engage in purposeful learning. The learning students do is also influenced by the curriculum, which should be designed carefully though the content of the curriculum and the way teachers plan to teach that content in order to foster language learning.

Professional Knowledge Area 3: Curriculum

This professional knowledge area has to do with the content matter students are expected to learn and the instructional methods, sequencing, and assessment that will support students in learning the content material. Curricula may be impacted by standards and by student interests and needs. Teachers must plan the curriculum and lessons within the curriculum intentionally to support student learning, considering how to make learning relevant and authentic to students. Teachers should also make changes to curricula based on student interests and needs.

<u>TESOL Domain 1: Planning</u>

"Teachers plan instruction to promote learning and meet learner goals, and modify plans to ensure learner engagement and achievement."

This TESOL domain includes two key aspects. The first is the importance of teachers intentionally planning their lessons to support student learning and to make sure lesson content material and tasks help students to meet goals they have for themselves. The second is that these plans should not be fixed, but rather during instruction, teachers should continue to make modifications to their plans and methods of teaching in order to be responsive to student needs and make sure that students are engaged and capable of success. Mrs. W likely had a set plan on how she would teach students about plants. She probably had planned the book she would read, the questions she would ask, and the writing activity with the goal of promoting learning. However, she failed to modify her plans when she noticed that the students were not engaged and were struggling with the material. This limited her students' chances of learning and of success.

In my teaching philosophy, I mention the importance of teaching students within their ZPD, allowing them to work as active participants to construct knowledge, and to hear comprehensible input. These are things that teachers need to actively plan for before instructing students. In addition, I write that teachers should immerse themselves in their students' communities so that they can better bring in students' funds of knowledge, which connects to planning. Furthermore, I include in my teaching philosophy that teachers should consider how culture impacts communicative norms and modify both their planning and instruction to meet student needs. This can increase student engagement and opportunities for success.

Artifact Analysis for TESOL Domain 1

Artifact 5 is a guided reading lesson plan for a lesson I did with a group of 4 EL students in Kindergarten. In this lesson, students read a book called "Things I Like to Do," worked on identifying and recalling key details from the text, and on understanding key verbs that can

describe what people and animals like to do. Artifact 6 is an analysis I wrote on my instruction

for this lesson. In this analysis, I examine a transcript of the lesson. I explain how I supported

students' language and content development as well as ways I could have improved in my

teaching.

Artifact 5 demonstrates that I plan instruction to promote learning through the sequence

and type of activities. I am intentional in these things to support student engagement and

learning, connecting to the first key aspect of TESOL Domain 1. The tasks in this guided reading

include simpler, more teacher-led ones at the beginning and more difficult, independent ones,

such as having students read on their own and to pull important details from the text at the end.

In my plan, I first connect to students' background information, lead the students through a

picture walk, and then go over key vocabulary before students read on their own. I developed my

plan in this way to promote learning because I wanted to develop students' conceptual

knowledge about the content within the book and prepare them with language supports before

they read so that they would be able to comprehend the text. I also planned various types of tasks

that would promote student learning by allowing students to be active participants in

constructing their own knowledge, an idea included in my teaching philosophy. For example, I

planned out questions to ask students about what they see on the page during the picture walk.

Students work together as a group, through social interactions with me and each other, to begin

to understand the text using the pictures. In addition, I plan to give students the opportunity to

actively construct knowledge after reading when I ask them what strategies they used to figure

out unknown words. Instead of telling students what they should do, students are able to explore

strategies on their own and to learn from each other by hearing what their peers used.

Furthermore, in my plan, I tried to make content comprehensible to students, which relates to the

idea of comprehensible input in my teaching philosophy (Krashen, 1981), by using both the

pictures in the text and motions to help students learn vocabulary related to activities people can

do with their pets. Therefore, through the activities I planned and their sequence, I tried to

support student learning.

In my written analysis of my teaching of this plan (Artifact 6), I demonstrate that I

modify my plan during instruction, making new plans as I teach in order to better support

students and meet their needs, connecting to the second key aspect of this TESOL domain. For

example, in this analysis, I explain that when students do not respond with the specificity I want

them to, I push them toward those details with more specific questioning, since I want them to

use the vocabulary words that are present in the text. Though I had planned out questions to ask

on each page, at times, students responded in unexpected ways, which required me to modify my

plan in order to support their learning.

In order to align my planning more closely to this TESOL Domain and to my teaching

philosophy, which mentions the importance of culturally relevant, responsive, and sustaining

practices, I need to work on planning to help students meet their goals. This involves thinking

more about and asking students what their language goals are and incorporating these goals into

my instruction. In addition, in my planning, I need to be more specific to and aware of my

students' identities, finding ways to connect the content of the lesson to students' cultures. I even

mention this in Artifact 6 as a goal for the future – to think about how to incorporate texts

representing diverse cultures and to validate students' lived experiences.

TESOL Domain 7: Content

"Teachers understand that language learning is most likely to occur when learners are trying to

use the language for genuine communicative purposes. Teachers understand that the content of

the language course is the language that learners need in order to listen, to talk about, to read and write about a subject matter or content area. Teachers design their lessons to help learners acquire the language they need to successfully communicate in the subject or content areas they want/need to learn about."

This TESOL domain breaks into three key areas. The first is that students are more likely to learn when they are able to use language for authentic purposes. The second is that teachers should know that the language students should learn should connect to what they need to communicate within and about certain content areas. The third is that lessons should be created with authentic activities to help students communicate in content areas students are required to learn or that they want to learn more about.

Ms. M demonstrated an understanding of the first key area of this TESOL domain in her lesson. She allowed students to share about their fall traditions, in order to practice listening and speaking skills, and thus students were communicating for genuine purposes. This helped students to be engaged in the lesson and to continue to develop their oral language skills.

This second and third aspects of this TESOL domain also stresses the importance of helping learners to be able to read, write, speak, and listen about the subject matter that they are learning and that lessons should be designed to help students communicate within subject areas. This means that language learning should not be limited to one type of communicative skill and should be embedded in the context of a subject or content area.

The third tenet of my teaching philosophy aligns with this TESOL domain as I mention the importance of authentic and meaningful opportunities for students to interact with one another during the learning process. In my teaching philosophy, I also write that language teachers should explicitly teach students communicative norms within the dominant language of

English to help them achieve academic success (Paris, 2012). These communicative norms should span reading, writing, speaking, and listening, as these four skills are all needed in order for students to thrive both academically and in English speaking contexts.

Artifact Analysis for TESOL Domain 7

I will refer to three different artifacts to demonstrate my understanding of TESOL domain 7. Artifact 2 is a lesson plan rationale justifying my instructional plan for a science and ELA integrated lesson plan for a kindergarten class of ELs, Artifact 3 is the science and ELA integrated lesson plan that served as the basis of Artifact 2, and Artifact 5 is a guided reading lesson for a small group of 4 EL students in kindergarten. Together, these artifacts demonstrate my understanding of the importance of having students use language for genuine communicative purposes, and to support students in listening, talking about, and reading and writing about a subject matter or content area

The first key area of TEDOL domain 7 is illustrated in Artifact 3. In Artifact 3, I give students the opportunity to communicate for genuine purposes because the language learning that students do surrounding living and nonliving is embedded within the rest of this lesson. Students are not learning key vocabulary and sentences in isolation, but rather as a larger part of understanding the differences between living and nonliving things.

My read aloud also give students an authentic opportunity to practice using language. I plan to pause during my reading to ask students questions. In order to answer these questions, students must have listened to the story and what I have said, understood what they heard in relation to the subject matter, and be able to speak out a response using the language that they are learning, namely English. As I mention in the first response in Artifact 2, this read aloud and the tasks of this lesson serve as classroom practices that allow students to develop and practice using

language, without an explicit focus on grammar. Instead, they are able to use the language in more of a discussion-based setting, which is a more authentic way of using language than drill-based activities. My understanding that language is best learned when used for genuine purposes and embedded within subject matter influenced my instructional decisions.

Artifact 5 demonstrates my understanding that learners should listen, talk about, read and write about a subject matter, the second and third key aspects of this TESOL domain. Though the focus of the lesson is on reading, since this is a guided reading lesson, students are given the opportunity to also listen, talk about, and write about what they and others like to do. For example, at the beginning of the lesson, students are able to discuss what they like to do alone and with others, as well as what they do with pets. They are also given the opportunity to talk about the subject matter at the end of the lesson, when I ask them questions about what characters in the book like to do. Students are given the opportunity to listen to each other's responses, which allows them to learn from one another. In addition, they are given the opportunity to write at the end of the lesson, giving them practice with conventions of sentences and with spelling words. This is a very short and limited writing activity because of the time frame of guided reading lessons. Furthermore, the vocabulary I reinforce for students in this lesson is vocabulary that has to do with the subject matter of things people like to do, including words like "swim, climb, and hop." Artifact 3 also includes an example of allowing students to write to engage with the subject matter. Students are expected to write and draw about something that is either living or nonliving, explaining why it is classified that way.

In the first tenet of my teaching philosophy, I mention giving students authentic and meaningful opportunities to socially construct knowledge as part of language learning (Vygotsky. 1978). This is reflected in artifacts 3 and 5, since those lessons allow students to

engage in authentic discussions with me and their peers as they develop language and content knowledge.

In order to improve the content of my planning and instructing to make it align better with this TESOL domain and with my teaching philosophy, I need to work on providing communicative opportunities that are genuine for students' lives beyond the classroom. My teaching philosophy focuses on culturally relevant, responsive, and sustaining teaching that allows students to reflect on and act upon issues of injustice they may encounter. I need to continue to develop tasks and methods of instructing that allow students to communicate for these purposes, such as by discussing problems as a class and having students write letters to leaders asking for change. Allowing students to bring in their funds of knowledge is another way I might make the communicative opportunities more genuine. For example, in the context of my guided reading lesson, I might have students share about a cultural tradition/practice that they like to do. My lessons were also only focused on helping students develop communicative skills within a content area and subject matter that they need to learn about as determined by state standards and their classroom teachers. They did not consider what students want to learn about and how I could support their communicative skills with regard to that. Therefore, I need to continue to work on letting students have a bigger say in the instruction that I do and finding ways to incorporate their interests into my instruction. This may have looked like asking students more about what they like to do and supporting them in developing vocabulary and conversational skills within that interest in my guided reading lesson (Artifact 5).

In order to plan effectively and ensure that teachers are meeting student needs, making the content and methods of instruction appropriate for them, it is important that they continually

assess students, so that they are able to make modifications to their instruction based on what students know and do not yet know.

Professional Knowledge Area 4: Assessment

This professional knowledge area deals with the ways teachers collect information about what students know and have learned. When teachers regularly assess students, they are able to recognize when there are gaps in knowledge and help to fill in these gaps, by modifying the way they teach and what they teach. When students are given feedback through assessments, they are also able to know how they can continue to learn and improve in the future.

TESOL Domain 3: Assessing

"Teachers recognize the importance of and are able to gather and interpret information about learning and performance to promote the continuous intellectual and linguistic development of each learner. Teachers use knowledge of student performance to make decisions about planning and instruction "on the spot" and for the future. Teachers involve learners in determining what will be assessed and provide constructive feedback to learners, based on assessments of their learning."

Three key parts of this TESOL domain include the ability to collect and interpret information about students' learning, applying knowledge of student performance to be flexible in instruction, and providing feedback to and gathering feedback from students to inform assessment.

The first key part of this TESOL domain, gathering and interpreting information about students' learning and performance promotes their continuous intellectual and linguistic development because if teachers do not assess students, they will not know what students need and how to address these needs. When teachers use assessments to determine what students

know and need support in, they should consider both what students need in the moment and what they need long-term. This means that teachers should constantly be assessing students, through both informal and formal means and modifying their instruction according to assessment results. Mrs. W's comprehension questions about plants likely served as an informal assessment of her students.

However, Mrs. W did not apply the second key aspect of this TESOL domain. Instead of using information from student responses to make the input more comprehensible to them and to think of alternative ways to support students in the content material, she continued on with what she had planned. This hindered student learning since she was not as responsive to their needs as she could have been.

According to the third key aspect of this TESOL domain, students should play a role in what will be assessed. This means that teachers should get feedback from students in determining what they need to know and their goals for language learning. Assessment should take into account student desires and goals. In addition, teachers should provide feedback to students based on assessment so that students are able to better understand their own progress in language learning and meeting their goals.

The idea of monitoring students' learning and performance to make instructional decisions connects to the first tenet of my teaching philosophy. Teachers should understand where students are in their language development so that they can engage students with material that is beyond what they can do on their own, without being too challenging (Vygotsky, 1978). The third aspect of this TESOL domain connects with my teaching philosophy's emphasis on culturally relevant, responsive, and sustaining pedagogies in the third tenet (Gay, 2018; Ladson-Billings, 2009; Paris, 2012). Part of being culturally responsive includes allowing students

multiple ways to demonstrate their knowledge, depending on what fits with their cultural practices and accounting for student needs and desires.

Artifact Analysis for TESOL Domain 3

I will refer to three artifacts to illustrate my understanding of TESOL domain 3. Artifact 3 is a science and ELA integrated lesson plan for kindergarten ELs. Artifact 6 is an analysis I wrote based on my instruction of the lesson in Artifact 5. Artifact 7 is an analysis based on semester-long assessments of an individual EL first grade student. These artifacts reveal my recognition of the importance of gathering and interpreting information about learning and performance to improve students' development. They also reveal that I think about how to use assessment results to make modifications on the spot and for future lessons.

Artifacts 3 addresses the first key aspect of this TESOL domain and demonstrates my understanding of the importance of gathering information about students' learning and performance and my ability to plan ways to collect this information through the informal assessments I incorporate in this lesson plan. For example, the questions I ask students during the read aloud serve as informal assessments to determine what students know about living and nonliving things. I offer multiple ways for students to demonstrate their understanding of this topic, since I also use a sort, which requires less speaking for students to show me what they know about this subject matter.

I also demonstrate my understanding of the second key aspect of this TESOL domain, the ability to modify instructions in the short term and long term based on student performance in this artifact. Within my lesson plan, I write that if students are demonstrating confusion based on their answers for their sort, I will go back and review characteristics of living things with motions. This shows my ability to make "on the spot" modifications based on informal

assessment results. Artifact 6 demonstrates my assessment of students' language abilities and the modifications to instruction I make based on assessment results in the short term. I worked with students to identify the short o sound in "hop," and their response to my question of whether words contained the sound served as an informal assessment. When the students said that "so" contained the short "o" sound, I recognized that students needed more support and made an "on the spot" modification by stretching out the sounds in both the words slowly, although in this instance, students still demonstrated some confusion.

Artifact 7 demonstrates my ability to interpret assessment results and to use these results for future planning and instruction, also connecting to the second key aspect of TESOL domain 3. For example, in my analysis of a first graders' work, I explain that based on what this student wrote and the miscues he made when reading a book, he struggles with prepositions. I was able to draw this conclusion because he substituted "on" for "in" in sentences that "in" would make much more sense. In his writing, he also used prepositions in contexts that they do not fit very well in. Later in my analysis, I use my interpretation of these assessment results to suggest that future instruction includes explicit instruction on prepositions and their meanings, as well as more exposure to native English speaking peers, who may serve as models of proper syntax.

Artifact 8 is an assessment given to first grade EL students after a phonics lesson focusing on consonant digraphs, specifically /ch/. This assessment includes the written feedback I gave to one particular student, and demonstrates my ability to give constructive feedback based on assessment results, connecting to the third key aspect of this TESOL domain. From the assessment, I determined that the student was able to represent every sound in the word, but struggled to decide when to use /ck/, a digraph students worked on earlier, compared to just /k/. In my feedback, I suggest that the student keep in mind that when a word ends with a /k/ sound

after a short vowel, it probably ends with /ck/ and to make sure that the word looked right. Since this student was a higher level EL, she likely had more exposure to printed words ending in /ck/, which could help her to determine whether or not the word she is spelling looks like other words she had read. This made my feedback constructive to the student, as she was given a strategy that she could apply in the future.

In artifact 7, I provide evidence that I acknowledge students should have a say in assessments. In the final section, describing a yearly assessment plan I might implement as a teacher, I write that students will be given a choice in the ways they show progress and allowed to demonstrate their learning through multiple modalities. While it is important for students to have a say in what is assessed and how it is assessed, assessments will not be fully determined by students, but rather developed in conjunction with me as the teacher, in order to ensure that assessments are valid and are measuring students' progress toward meeting standards. This might look like, for example, assessing students' oral language skills and giving them a choice in a presentation, creating a podcast, or creating a video.

My artifacts align with the first tenet of my teaching philosophy. I want the tasks students are engaging in to be within their ZPDs (Vygotsky, 1978). Therefore, if students are struggling based on my assessments, I make modifications to my teaching and provide further scaffolding in order to make the material accessible to them. In addition, the feedback I provided to a student in artifact 8 was to push her beyond what she could currently do, engaged her within her ZPD, and provided scaffolds to support her.

To make my instruction align better with TESOL domain 3 and my teaching philosophy, I need to involve students in determining the content of what will be assessed more, through making the content culturally relevant and authentic to students, about issues that they are

concerned with. This involves determining what students' goals for learning are and working with them to make sure that assessments help to measure their progress toward their goals. For my guided reading lesson on things students like to do, this may have looked like determining what their goals are in communicating about what they like to do, such as by determining specific vocabulary words relating to the topic they would like to learn. It might also involve having students share about what they would like to learn in order to be able to talk with their peers about what they enjoy doing. Assessments to measure their progress toward their goals would account for what students expressed, such as by measuring students' ability to use vocabulary words they deemed necessary or important for talking about things they like to do.

My artifact analysis demonstrates my progress toward understanding and enacting the professional knowledge areas of the learner, learning context, curriculum, and assessment. In the following section, I will summarize the ways in which I have and need to continue to grow in applying my teaching philosophy to practice. I will then describe potential challenges to living out my teaching philosophy in the future and conclude with specific ways through which I can continue to grow as a teacher.

Applications to Practice: Implications and Future Considerations
Implications from Learning and Practice

TESOL Domain 8: *Teachers continue to grow in their understanding of the relationship of second language teaching and learning to the community of English language teaching professionals, the broader teaching community, and communities at large, and use these understandings to inform and change themselves and these communities.*

Areas of Learning and Application

In my teaching philosophy, I stressed the importance of allowing students to construct knowledge through teaching that is scaffolded at the right level; connecting to and honoring students' funds of knowledge; and teaching in culturally relevant, responsive, and sustaining ways. In my artifact analysis, I was able to live out the first main tenet of my teaching philosophy of giving students the opportunity to construct knowledge through appropriately challenging and scaffolded instruction. This is evident in artifacts 2 and 3, a lesson plan and rationale for a lesson about living and nonliving things when I allow students to work with peers and me as the teacher to construct language and content knowledge around this topic. In addition, my worksheets are differentiated in order to provide proper levels of scaffolding for students at various levels of English proficiency. This lesson is representative of my approach to planning and instructing students. I consider what students know and how I can appropriately support them so that they are challenged and supported enough that they are able to grow in knowledge, as also evidenced by artifact 5, in which I make sure that the words students are learning, the text, and activities are at a proper level for them, and in artifact 8, in which I provide appropriate feedback to a student that challenges them above the level they are currently performing, while giving them support through a spelling rule to help push their learning.

As mentioned in my teaching philosophy, I also believe that bringing in students' funds of knowledge and culturally relevant, responsive, and sustaining pedagogy are necessary in order to best support students in their language learning and personal development. My artifacts demonstrate some of my commitment to these values. For example, artifact 1 centers around learning more about students' backgrounds and funds of knowledge in order to humanize them and connect to them in instruction. Artifact 4 addresses how understanding the resources

available in a community can impact practices in the classroom, specifically in terms of the

cultural and linguistic strengths students might bring in order to leverage them in instruction.

<u>Areas for Continued Growth</u>

Although some of my artifacts demonstrate my understanding of the importance of and

desire to implement instruction that brings in students' funds of knowledge and that is culturally

relevant, responsive, and sustaining, I have yet to apply these things fully in practice. In my

lessons, I tried to connect to students' lived experiences and background knowledge, but this

usually was manifested as a very shallow question I asked of students about what they already

knew about a topic, or for a personal connection to the topic. This served only as a launching

point for the rest of the lesson. Truly leveraging and honoring students' funds of knowledge

would go beyond this, and what students already know will be incorporated throughout the

lessons, sometimes serving as the basis of the instructional practices and activities (González,

Moll, & Amanti, 2006). In my lesson in artifact 3, this might look like having students think

about the living and nonliving this in their environment or connecting to familial practices in

differences between how they interact with and treat living and nonliving things in order to help

students distinguish between living and nonliving objects. Instruction that is culturally

responsive allows for multiple perspectives informed by different cultural beliefs and practices

(Gay, 2018). The lessons I have taught do not often make space for this. For example, in my

lesson in artifact 3, I do not acknowledge that the characteristics of living things as defined by

the book and that I reinforce are based on American scientific ideas of what makes something

living or nonliving. People of other cultures, such as some indigenous people who view water as

a living entity (Chiasson, 2019), may have differing ideas. My lesson does not make space for

how various cultures might perceive living and nonliving things. Making my lesson more

culturally responsive might look like asking students and their families to share about their conceptions of living and nonliving things, or exposing students to different methods of classification and engaging them in an age-appropriate discussion of why there may be areas of misalignment in how living and nonliving things are classified in different cultures. Furthermore, culturally relevant, responsive, and sustaining pedagogies develop students' critical consciousness, making them aware of issues of power and injustice (Gay, 2018; Ladson-Billings, 2009; Paris, 2012). In practice, I have yet to include instruction or activities that support students in becoming more aware of issues of injustice and in acting to create a change. This might look like explicitly discussing issues of power relating to language hierarchies (Barakos & Selleck, 2019), or in supporting students in engaging in authentic language learning through having them explore issues of injustice that impact them. Continuing to grow in leveraging students' funds of knowledge and in engaging in culturally relevant, responsive, and sustaining practices would not only help me to better support students' language learning, but also to engage them in meaningful learning.

Future Considerations

Challenges I Anticipate

One challenge I anticipate as I work to become a teacher that enacts the tenets of my teaching philosophy is finding the time to get to know my students and their communities. In my practice thus far, part of the reason I struggled to incorporate and base my lessons on students' funds of knowledge was that I lacked very deep knowledge of what my students knew and their family practices. This was in large part due to the very limited time I spent with them in practicum and my even further limited engagement with their families. Though in the future, with my own classes, I will spend far more time with students, I recognize that in many contexts,

there is little time to engage with students about non-academic matters, such as their lived experiences and backgrounds during school hours. In addition, because I may have a large number of students, it might be a challenge to be able to get to know each of them deeply on an individual level. However, recognizing the importance of honoring who students are and the assets they bring to the classroom, I will need to find ways to learn about students, such as through instructional activities, like sharing family narratives, that allow students to learn language, while teaching me about who they are.

Another challenge I anticipate is balancing the demands and desires of administrators, parents, and standards with engaging students in learning language activities that are meaningful and address issues of injustice. In the lessons I have taught so far, I was given standards to address and materials to use by my mentor teacher. Since I needed to adhere to these standards and help students to meet them with the limited amount of time I had, I was limited in my ability to engage in culturally relevant, responsive, and sustaining practices that expose students to multiple perspectives and raise awareness about issues of injustice. For example, in my lesson about living and nonliving things, I needed to help students understand that living things move, reproduce, grow, need food, need air, and need water. This fixed definition of living and nonliving things that would serve as evaluation criteria for students' classifications and that was rooted in dominant Western perspectives in science limited my ability to bring in diverse perspectives on what qualifies as living and nonliving. In the future, I will likely also be bound to language standards that I need to support my students in reaching. In addition, administrators and parents may have strong opinions on what they believe their students should be learning in regards to language. Since testing and general conceptions of success do not include advancing justice, this might mean that administrators and parents may view this as something that is

unnecessary and distracting from language learning. In order to address this challenge, I will need to think of ways to balance what students need to succeed with culturally relevant, responsive, and sustaining practices.

Continuing to Foster Growth

In order to continue to grow as a language teacher, I will connect with and learn from peers and mentors who can support me in my teaching. Since I recognize that I still have much work to do in becoming a culturally relevant, responsive, and sustaining teacher that leverages students' funds of knowledge, I might connect specifically with peers who were in my Culturally Responsive Pedagogy and Humanizing Pedagogies classes to discuss with them and share ideas about how they have been able to implement these philosophies into practice and actions they were able to take in order to overcome challenges related to implementing them. This might take place through virtual meetings every month, which would allow us to learn from and with each other despite physical distance.

In addition, I will critically reflect on my own teaching with regards to how well I am supporting students in learning language and in teaching in culturally relevant, responsive, and sustaining ways. I will set aside a 15 minute block at the end of each week to think about my practices that were conducive to learning that week and areas in which I need to improve. Each week, I will make an action plan for the next week I order to improve my instructional practices, and reflect on how well I implemented the plan the following week. Furthermore, I will have students give me feedback once a quarter about how I am supporting their learning, what they need from me, and any changes they would like to see.

This Capstone provides evidence for my learning and growth about teaching at Peabody College, Vanderbilt University. I am committed to continuing to learn and grown, so that I may better serve my future students.

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Appendix
Artifact 1: A Tool for Humanizing Pedagogies When Entering a New Context

Getting to Know the Context

These are general areas to consider learning about when getting to know the context in which you will be teaching. This is not a fixed tool. There is a possibility that some topics are not relevant to your context, and you may also need to consider additional topics or adapt the questions to ask. Keep in mind that in the same context, individual students will have unique experiences!

Some possible topics/areas to consider
- Race and ethnicity
- Religion
- Ability
- Class
- Immigration
- Gender and sexual identities
- Dominating forces

Some possible questions to consider about each topic/area
- What are the demographics of the area in which the school is located in terms of this topic?
- What are the demographics of the school in terms of this topic? Keep in mind that students of the same demographics may not share the same experiences, mindsets, and beliefs.
- How are different groups within this topic perceived in this location and in the school? How might different groups within this topic relate to each other? (consider answering this question through multiple lenses)
- Who has power in the location and in the school in terms of this topic? How might this impact the ways students perceive themselves and interact with others?
- What laws and regulations exist now or have existed regarding this topic that may affect students and their families?
- What challenges might students face regarding this topic?
- What might students bring (positive things) in terms of this topic or as a result of this topic? Remember that all students are different and have unique experiences!
- What supports exist for students regarding this topic in this location? In what ways does the location lack support for/need to improve in supporting students regarding this topic?
- What supports exist for students regarding this topic in the school? In what ways does the school lack support for/need to improve in supporting students regarding this topic?
- What position do I take or have with regards to this topic in the classroom? How might this impact me, my teaching, and my students?

Getting to Know the Students

The student survey can help teachers get to know their students as more than who they are in school. Teachers should experiment with how they present the survey, so that students do not become overwhelmed and unengaged when answering all the questions at once on paper, and can consider having students answer a few questions a day during the first week of school. The goal of the survey is to help teachers get to know their students, but does not replace other relationship building activities.

Potential Questions to Ask in Student Survey

1. What is your full name?
2. What is your nickname/what should I call you during class?
3. What are your pronouns?
4. What is the easiest part of school for you?
5. What is the hardest part of school for you?
6. How can I know when you need help?
7. What is your biggest goal in school this year?
8. What career/job are you interested in and why?
9. How do you feel about the different subjects you learn in school?
10. What do you like learning about?
11. What are some ways you like to learn?
12. Who is a book character that you connected with and why?
13. How would you describe your family?
14. What is your favorite TV show, movie, video game, or book?
15. What do you like to do when you are not in school?
16. What are you good at?
17. How would you describe yourself?
18. What do you like to do to rest or relax?
19. What are some goals you have for this year?
20. How can your teacher support you this year?
21. Is there anything else you would like to share?

Potential Questions to Ask in Parent Survey

The parent/guardian interview helps teachers learn more about their students and their families. It gives parents/guardians the chance to offer their perspectives on their children's education and to develop shared goals for their children with the classroom teacher.

These interview questions can be asked to parents when students first enroll in the school, at the school open house, at parent-teacher conferences, or other parent activities. They can be asked at several different times and places, and not necessarily all at once. The questions can be asked to parents face-to-face, or as a written survey.

1. What languages are spoken in your home?
2. How would you describe where you and your family are from?
3. What are your family's beliefs about the importance and role of education and the role of school in providing education?
4. What does your family do to help your child learn?
5. What are your family traditions?
6. What activities do you enjoy doing as a family?
7. What are some ways you would like to be involved in your child's education at school? What can the school do to help you be more involved?
8. When are the most convenient times for activities or meetings at school? What are your transportation needs?
9. What are your hobbies, skills, talents, and interests?
10. What are some ways you would like school to recognize and teach about your child's culture? Are there any ways you feel your culture could be better respected at school?
11. What are your child's interests?
12. What has worked well for your child in school? What has not worked well for them in the past?
13. What do I need to know about your child to teach them best (academically, socially, emotionally, culturally, etc.)?
14. What goals do you have for your child this year?
15. What is the best way to contact you? When is the best time to contact you?
16. Is there anything else you would like us to know?

Resources:: Goodwin, A. L., & King, S. H. (2002). *Culturally Responsive Parental Involvement: Concrete Understandings and Basic Strategies*. AACTE Publications, 1307 New York Avenue, NW, Suite 300, Washington, DC 20005-4701.

Activities to Get to Know Students

These activities can be used at the beginning of the school year to get to know students. Remember that students are multifaceted and complicated. These activities can serve as a starting point, but continuing to learn about your students should be something that happens all year long!

1. Bioboxes/bags – have each student bring in 3-4 artifacts that tell a story about them. These items should reveal parts of their identities and speak to experiences that have shaped their mindsets and beliefs. During class, share your artifacts, explaining why you chose them and what they show about you, and have students share theirs as a whole group. Students may choose to share all, some, or none of their artifacts.

2. Card Towers – break students into groups and give them a stack of index cards and the challenge to build the tallest card tower in the class. Before the group can add a card to their tower, the students must write something on it that each member of the group has in common.

3. Inside/outside portraits – Have students create a portrait of what they look like/are like on the outside and what they are like on the inside. The inside portrait should include both their interests/hobbies/favorite things and their beliefs, attitudes, and motivations. Have students share their portraits (if they would like) with the class and explain what they drew. Share your own portrait too!

4. Me and We
   a. Tape 10 sheets of paper numbered 1-10 onto a wall in the hallway or another area where students can move around. Add a sheet for "Unsure/Rather not Say"
   b. Take students out to the hall/area. Encourage them not to talk, but to be looking and observing as they do this activity.
   c. Tell students you will name concepts and have them move to a number based on how they feel about each one (1 for "I really don't like it," 10 for "I love it a lot")
   d. Read out a list of concepts, having students move to a number and encouraging to look around them after each one. If possible, also move to a number based on how you feel about the concept or thing. Here is an example list:
        i. Ice cream

    ii. Dogs

    iii. Broccoli

    iv. Reading

    v. Professional athletes

    vi. Action movies

    vii. Snow

    viii. Hip hop

  e. After the activity, reflect with students on questions such as:

    i. What did you learn about your classmates?

    ii. Was there a time when you felt differently from a friend or your classmates?

    iii. What brings people together as friends?

    iv. What behaviors are important for us to remain a community, even when we have different thoughts?

Resources: https://www.uua.org/re/tapestry/children/windows/session1/143351.shtml
https://www.learningforjustice.org/classroom-resources/lessons/me-and-we-we-are-all-similar-and-different
https://www.educationworld.com/a_lesson/encouraging-cooperation-group-activity.shtml

Getting to know the context of Taipei, Taiwan

(Do not have a school placement, and it has been difficult to find information about perceptions, but this might be easier to learn about once in the context)

Population
- 2,695,704 in 2016

Race and Ethnicity
- Four main groups: Hoklo, Hakka (15%), mainlanders (from Mainland China), Aboriginal
- Mainlanders are majority and seem to have the most power
- Some hostility between Aboriginals and Hoklo exist
- Support and focus on valuing for four main groups, but fewer supports for groups outside of those four
- Own position: parents are from Mainland China, but not Taiwanese – at least based on how I look, can potentially "blend in" with dominant/oppressive group

Aboriginal Population in Taipei
- 16,181 in 2016
- Largest population: Amis
- Saaroa and Kanakanavu had fewest number of people
- Most live in Neihu, Wenshan, and Nangang Districts
- Include Amis, Atayal, Paiwan, Bunun, Rukai, Puyuma, Tsou, Saisiat, Yami, Thao, Kavalan, Taroko, Sakizaya, Seediq, Saaroa, and Kanakanavu
- Schools with high Aboriginal populations may have Aboriginal classes (teach language, culture), unsure about which languages and cultures they focus on

Languages
- Mandarin Chinese (official language), Taiwanese, Hakka dialects, indigenous languages
- Own position: can speak some Mandarin – might provide linguistic capital

Immigrants:
- 34,371 new immigrants in December 2016
- Majority (30,648) from China
- Other nations: 3723
- Government has "the Assistance for New Immigrants" services which include courses about life, cultural studies, computer courses, and performance workshops. There are also language learning camps that focus on the mother tongues of new immigrants
- Large cultural events organized each year to help new immigrants interact with existing citizens, cultural exchange activities
- Government tries to "honor multicultural beauty"
- Taiwanese are less favorable to Southeast Asian immigration and to unskilled labor immigration – may serve as something that causes identity concerns for children of Southeast Asian immigrants or people who are considered unskilled laborers

- o May be area that needs more support for students
- Own position: will be kind of (?) an immigrant – coming from US might lead me to hold cultural capital

Gender/Sexual Identity
- Progressive LGB rights, for Asia but more conservative in transgender rights
- Same-sex marriage legalized in 2019, but couples unable to jointly adopt a child
- Schools that discriminate on students due to sexual orientation or gender identity are subject to fine of NT$100,000
- Discrimination based on sexual orientation prohibited since 2007
- Ministry of Education has made topics on LGBT rights and nondiscrimination a part of school curriculum and textbooks since 2011, but due to anti-LGBT groups' opposition, some teaching objectives have been changed
- Poll showed that ~25% of Taiwanese believe that "homosexual relations are unacceptable" in 2006, 75% support same-sex marriage in 2015
- Traditional family expectations and gender roles form basis of opposition to relationships/identities that are not heterosexual or that do not follow male/female binary
- Pressure to have children – preference for biological children over adopted children
- Traditional patriarchal views exist
- Women's rights protected, but women may still be paid less than men
- Recent trends may reflect an increase in women's power and status, growing feminist movement
- Own position: heterosexual female – part of dominant group for sexual identity

Class
- Poverty considered eradicated with less than 1% of population considered poor
- Large proportion of lower-income households – poor payment received by many working people (though government indicates their earnings as decent)
- More equality until 1980s, wage gap has increased in recent years
- Money, job-placement assistance, educational aid provided for low-income families
- Poverty benefits are in an "all or nothing" system

Ability
- Prior to 1980s, term referring to people with disabilities translated as "useless and worthless disability" – people with disabilities might be viewed in negative light
- Accessibility is seen as a charity issue, rather than an issue of rights
- Taiwan has universal healthcare system that provides help
- Accessibility guidelines developed in 2017
- 1% quota for hiring people with disabilities for companies of 67 or more employees
- Cannot discriminate against those with disabilities
- Can receive subsidies, benefits, tax rebates
- 3% of elementary and middle school students are students with disabilities (seems low?)
- Taiwan Special Education Act of 2013- must provide accommodations for all students
- Own position: not someone with disabilities

Religion
- Buddhism: 35.1%, Taoism: 33%, Non-religious: 18.7%, Christianity: 3.9%, Yiguandao: 3.5%, Tiandiism: 2.2%, Zailism: 0.8%, Xuanyuanism: 0.7% Other/Undecided: 1%
- Freedom of religion in the constitution
- High regard of freedom of religion by Taiwanese people
- Pressure may come from family
- Majority of people practice a combination of Buddhism and Taoism
- Religious organizations are permitted to operate in schools if they do not promote certain religious beliefs above others
- Compulsory religious instruction is not permitted
- MOI promotes interfaith understanding by sponsoring symposiums and helping to fund privately sponsored symposiums on religious issues
- MOI has annual ceremony to honor religious groups
- Own position: Christian – not sure of dynamics of power between religious groups, but much smaller group in Taiwan vs. US where Christianity has been dominant in a way that has been harmful to others

Dominating Forces
- China
- Lack of recognition as a country in UN
- Own position: Chinese heritage – part of negative dominating force

Need for Humanizing Pedagogies

Humanizing pedagogies requires teachers to know and understand the systems of oppression that might affect them and their students, in order to raise students' awareness of them, so that they can be liberated from these systems, in the process humanizing both themselves and their students. In order to understand the systems of oppression that might affect them and their students, teachers need to know that the work they do exists in a broader context and understand how this context affects them and their students. New teachers may be entering into unfamiliar contexts where they are unaware of the societal factors that may be dehumanizing to them and their students, and may be overwhelmed in thinking about how to begin to get to know what an unfamiliar place is like. Thus, there is a need for a product that guides teachers in getting to know their context, especially the systems of power and oppression that might exist there.

Humanizing pedagogies also includes having students reflect on problems that affect their own lives. This may be difficult work that requires a level of trust between the teacher and students before students are willing to engage in this way in the classroom. In addition, humanizing pedagogies includes valuing students for who they are and helping students to recognize that they are valued for who they are. Allowing students to get to know each other and the teacher, and the teacher to get to know students, is one way of building trust that can help encourage future dialogue. It also shows students that they are valued for more than who they are academically. Thus, there is also a need for a product that supports teachers in beginning to get to know their students.

Humanizing teachers entering into new contexts means allowing them to feel like knowledgeable agents who are skilled enough to make instructional decisions that they believe will benefit their students, rather than people whose job is to simply pass knowledge from a scripted curriculum or lessons to students. My product may accomplish this because knowing more about the context that they will teach in could help teachers feel more prepared for the work that they will do. Humanizing teachers also means empowering them to humanize students. My product makes teachers more aware of systems of oppression that may affect them or that they might be complicit in, which is part of becoming more fully human. This awareness can help them to engage in dialogue with their students to help them become aware of these issues as well.

In addition to building their awareness of systems of oppression, humanizing students means building mutual trust between the teacher and student, and valuing who the students are in the present. The tools for getting to know students can build mutual trust as the teacher is encouraged to engage in the same activities with the students. The tools also tap into and allow students to share more of who they are outside of the school context, showing that these parts of their identities are valued and valid in the classroom.

Systems of oppression that teachers and students might face or be complicit in include sexism, racism, classism, ableism, and discrimination based on religion and/or immigration status, which may be impacted by traditional beliefs and practices of a place. These systems might affect the way students and teachers relate with and treat one another, especially if these systems of oppression deal with things that allow people to make assumptions of others based on how they appear. Therefore, it is crucial for teachers to be aware of and consider these systems of oppression when entering the classroom. Teachers and students might also face oppression that comes from neoliberalism and capitalism, which lead to narrow definitions of success that could limit what and how teachers are expected to teach and students are expected to learn.

The Tool

The intended effects of the part of the product dealing with getting to know the context teachers will be working in connects to the need for humanization since it allows teachers reflect on and become more aware of systems of oppression that exist in their context and how these systems affect students. This will potentially allow teachers to raise student awareness about these issues later in the school year as humanizing pedagogies continue. Becoming more aware of systems of oppression is a part of humanization according to Freire, as people regain their humanity when they struggle for liberation (Freire, 1970). Reflecting on the nature of oppression is an important stage in this fight for liberation (Freire, 1970), making the intended effects of the "Getting to Know the Context" part of the product something that has the potential to humanize teachers and empower them to humanize their students.

Furthermore, in Legette, Rogers, and Warren's work about humanizing student-teacher relationships for black students, they emphasize the importance of teachers' social awareness that is focused on racism and oppression as a means of combating deficit perspectives of students, and teachers; self-awareness of their own racial biases that shape their behavior toward students (2020). Extending their work to other contexts and groups of oppressed students, understanding systems of oppression and their position in it is one approach for teachers to humanize students as it raises their awareness of their behaviors so they can adapt them to be more just and humanizing to students. My product for the context has teachers reflect on their position and how it may affect their students.

The "Getting to Know the Context" part of the product is also connected to the need of helping teachers feel prepared and empowered to make instructional decisions in the classroom. Although in the context of TFA teachers, Crawford-Garrett writes about how teachers might feel convictions about modifying materials for students, but feel worried about the responsibility in doing so, because they do not feel like they have the knowledge necessary to resist mandated curriculums (2016). In addition, teachers might believe that research-based curricula can work for all students, no matter the context, and as a result, teachers are stripped of their autonomy (Crawford-Garrett, 2016). Helping teachers feel more prepared and knowledgeable may be one approach of humanizing them and restoring their agency, which my product seeks to do.

The intended effects of the "Getting to Know the Students" part of the product is to help teachers know who their students and the students to know their teacher. This is connected to the need for humanization because it can help to build a foundation of trust that can help facilitate dialogue between the teacher and students about critical issues. According to Freire, dialogue, which is an important part of reducing oppression, requires mutual trust (1970), and without knowing someone, it is difficult to trust them.

Building this community of trust in the classroom is tied to the aims and approaches of humanizing pedagogies. Renner argues that the purpose of education should be shifted from economic purposes to people "learning how to live together in a (more global) democracy," which he writes includes connecting students' lives together (Renner, 2009, pg. 73). The activities I list in my product, especially 2 and 4 allow students to begin to build those connections among themselves, and to consider how they can live as a community, even with different thoughts. This part of the product is also intended to show teachers and students that who they are outside of school is valid and valued, and a part of what they do in school.

The current purposes of schooling include preparing students for standardized tests and for their future careers. The purposes of the product might clash with these purposes since it

seeks to validate who students are outside of school and to raise teacher awareness of systems of oppression that schools often perpetuate and are a part of. The focus of this product is not on success as defined by the current purposes of schooling and by society, but rather the relationships between teachers and students that can be developed, with the hope that strong relationships will serve as a foundation for teachers and students engaging in dialogue to combat and become aware of systems of oppression affecting their lives. Under the current purposes of schooling, some might find the intended effects of the product and the activities in it a waste of time that could be better spend learning academic material.

Although the intended effects of the product are connected to the aims and approaches of humanizing pedagogy, even when this product is used, dehumanization will likely still occur. This product has teachers reflect on systems of power, but reflection by itself is not enough for humanization (Freire, 1970). In addition, just knowing about students and having students know about the teacher is not enough for humanization either. Even after learning about their students and the context, teachers can still teach in ways that are dehumanizing, such as by not addressing such systems with students, or allowing pressure from administration, parents, and/or society to cause them to focus on preparing students for standardized tests. Rather, teachers must use what they learn about the context and about their students to combat systems of oppression, in smaller ways, such as changing their behavior to treat students in a more equitable way after reflecting on their own positionality and biases, or larger ways. Though this product may help in humanizing education, it is not enough in itself because humanization is a continual process.

A Reflection

Creating this tool was difficult for me because I struggled with thinking about how to make one set of questions and topics apply to multiple contexts. In writing the questions about the context, I wanted to allow for reflection on systems of oppression. Because systems of oppression are negative things, I found that my initial questions tended toward the negative side and neglected to consider positive aspects of the society in terms of the topic and of how it might impact students. Hope is necessary in humanization (Camangian, 2015), and so I needed to reconsider the set of questions I posed for getting to know the context so that they were more neutral and included questions that have teachers reflect on good parts of the context. Writing and using these questions to learn more about the context in Taiwan was humanizing for me because it has allowed me to reflect on the systems and nature of oppression in different societies, and specifically in Taiwan. I have also been able to consider my own position within that context. In addition, I feel more prepared and confident for January after learning more about the context and creating this product. However, I have realized how difficult it is to understand the systems of oppression that might be present in a society without being present in that society, experiencing what it is like, and engaging in dialogue with people there, which points to the importance of constant reflection and questioning.

When creating the "Getting to Know the Students" part of the product, I wanted the questions and activities facilitate trust and mutual vulnerability between students and between the teacher and students. I also wanted to encourage the acknowledgment that who students are outside of school is valid and important. When writing questions for the student survey, I found that it was easier to write questions related to school than ones that addressed out-of-school matters. I think this is because most of the student surveys I have taken or seen are focused on what students think about school or their schooling experiences, with just a few that tap into students' hobbies. I tried to make around half of the questions I wrote for the student survey

address who students are outside of school (questions 10-19), a process that was humanizing for me by broadening my thoughts about what might be important to learn about students and what students might be willing to share in the first week or so of school.

I was glad to have an opportunity to reflect on what might be important to know about a context and how to begin to build a foundation of trust between teachers and students at the beginning of a school year. I feel more prepared for my own future teaching and have been able to continue to confront some of my own dehumanizing mindsets and positions through creating this product.

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Artifact 2: Living and Nonliving Lesson Plan Rationale

1. The lesson on living and nonliving things will support not only children's language development, but also their development of communicative competencies because of how it aligns with the CLT approach. The CLT approach is focused on equipping students to use language in authentic and meaningful ways, both productively and receptively through classroom practices (Brown, 2001). My lesson aligns with this approach, as it develops content and language at the same time, without an explicit focus on the grammar of English as students communicate. Opportunities to communicate are embedded within the lesson, as students answer questions about the text they read and construct meaning together through their discussion, as they collaborate to sort picture cards and discuss their choices, and as they write about something that is living or nonliving. All of these activities engage students in language use that is authentic and functional, while developing their content knowledge, aligning the lesson with the CLT approach.

2. The content and language objectives of this lesson are clear and productive in helping students learn because they are clearly defined in student-friendly language, and referred to throughout the lesson, which helps students to know what their learning goals are and to monitor their own progress toward them. The content objective is also productive in helping students to learn because they address content concepts that are appropriate for the grade-level, age, and educational background of the students, while also being rigorous and not watered-down and the language objective supports students' use of academic language, language skills, and language structures through the opportunities for practice the lesson provides. The lesson links together the content and language objectives in meaningful ways, making them productive in helping students to learn (Echevarria, Vogt, & Short, 2017). Learners can develop discourse competence, which involves selecting and sequencing words, sentences, and utterances to develop a unified whole, linguistic competence, which deals with grammar, actional competence, which involves understanding communicative intent and responding appropriately, and strategic competence, which involves knowing and using strategies to understand what others are saying and to be understood (Celce-Murcia, Dörnyei, & Thurrell, 1995). Students will develop discourse and linguistic competence as they select words to write a sentence about living and nonliving things, using a sentence stem that exposes them to a complex sentence structure. They will develop actional and strategic competence as they work in groups, engaging in interpersonal interactions, expressing their opinions, and making sure they understand what their group members are saying and that they are understood by their group members.

3. The lesson plan sets up environments, questions, and tasks that have the potential to engage learners in meaningful, rigorous higher-order thinking as they develop academic language skills because it has students consider multiple aspects of living and nonliving things, as they are exposed to academic language and must use academic language to express their thoughts and respond to what they are learning. The book supports higher-order thinking and the development of academic language skills because it exposes children to the idea that although living things are defined by the fact that they move, grow, reproduce, and need food, water, and air, there are some nonliving things that also have these characteristics. Children are exposed to academic language and complex ideas through the read-aloud, and are expected to apply what they know later during the card sort and writing task. These tasks have children use the academic language they have just heard in the book to explain their

reasoning for sorting something as living or nonliving. They must engage in higher-order thinking because some of the items they must sort, such as the starfish and cactus, do not obviously do all of the things a living thing does, and some of the nonliving things, such as a car, exhibit characteristics of living things. Therefore, the lesson exposes students to academic language and provides them meaningful, authentic opportunities to use this language, as they engage in higher-order thinking.

4. Drawing upon students' background knowledge is important because it helps students to recall and elaborate on a topic, and increases comprehension and achievement (Echevarria, Vogt, & Short, 2017). This lesson allows for opportunities for investigating and activating background knowledge during the read aloud, when students are first asked what they have previously learned about living and nonliving things, and when they are asked about what they know about the pictures in the book and show living and nonliving things. This allows students to connect what they are doing with their knowledge of the world, as well as with their past learning. Students bridge between what they already know and new information as they build upon their concepts of living and nonliving things, learning to recognize that classifying them is more complex than looking for one of the characteristics of living things. They have the opportunity to build new background knowledge as they are exposed to new objects through the card sort and new ideas about living and nonliving things through the book, while being supported with pictures, gestures, and discussions that help them to understand how what they are learning connects with what they already know and have experienced.

5. Throughout the lesson, principles from the WIDA handbook are implemented. According to the WIDA handbook, it is important to give all students access to activities of the same cognitive demand while differentiating for language ability (WIDA, 2014). My lesson has all students engage in the same cognitively demanding tasks of sorting living and nonliving things and explaining why something is living or nonliving. However, it provides different language scaffolds for students of varying English proficiency levels, by giving students sentence stems to use and by allowing students to use their native languages to explain their reasoning. The writing task engages all students in the same cognitively demanding task of using written language to explain if something is living or nonliving and why, while providing more scaffolds to lower level ELs by allowing them to circle their choices, and less scaffolds to higher level ELs by having them write their own words. Therefore, although all students are expected to engage in the same thinking, varying supports allow all students to complete the tasks successfully.

6. According to Hammond and Gibbons, it is important for teachers to consider task sequencing and ensure that the learning outcome of each task serves as a building block for the next task so that students can move step-by-step toward deeper understandings of the content material (Hammond and Gibbons, 2005). The tasks in this lesson were sequenced and designed to scaffold tasks that challenge students to develop new disciplinary and linguistic skills because later tasks build upon earlier tasks and gradually release responsibility to the students, requiring more of them as they gain more experience. The lesson begins with a shared read aloud, where concepts about what makes something living or nonliving are constructed together between the teacher and the students. After being reminded of what makes something living or nonliving, students have the opportunity to apply their disciplinary knowledge and linguistic skills with their peers through the group sort task. Having students work in groups at this stage provides them with more support, before they

move to independent writing, where they must independently apply what they have learned. This sequencing of tasks slowly releases responsibility to students, with each task serving as a building block for the next.

Artifact 3: Living and Nonliving Lesson Plan
SIOP ® Lesson Plan Template 1

Teacher: Angela Ye	Date: 2/21/19	Grade/Class/Subject: K/ELA and Science EL students levels 1-5

Unit/Theme: Living and Nonliving Things	Standards: K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive. CCSS.ELA-LITERACY.RI.K.1 With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-LITERACY.RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
Content Objective(s): I can sort something as living or nonliving and describe the characteristics of living things.	**Language Objective(s):** I can explain if something is living or nonliving and why with spoken words and writing.
KEY VOCABULARY: Living, nonliving, needs, characteristics, explain, move, grow, reproduce, water, food, air	SUPPLEMENTARY MATERIALS: *Living Things and Nonliving Things* book, living/nonliving sort cards

SIOP FEATURES

PREPARATION	SCAFFOLDING	GROUP OPTIONS
❑ Adaptation of content	❑ **Modeling**	❑ **Whole class**
❑ **Links to background**	❑ **Guided practice**	❑ **Small groups**
❑ **Links to past learning**	❑ **Independent practice**	❑ **Partners**
❑ Strategies incorporated	❑ **Comprehensible input**	❑ **Independent**

INTEGRATION OF PROCESSES	APPLICATION	ASSESSMENT
❑ **Reading**	❑ **Hands-on**	❑ **Individual**
❑ **Writing**	❑ **Meaningful**	❑ **Group**
❑ **Speaking**	❑ **Linked to objectives**	❑ **Written**
❑ **Listening**	❑ **Promotes engagement**	❑ **Oral**

LESSON SEQUENCE:
- "During the past week you have been learning about living and nonliving things, as well as what living things need to survive. Today, we will continue to talk about living and nonliving things. Our goals for today are: "I can sort something as living or nonliving and describe the characteristics of living things." Another goal for today is "I can explain to a friend if something is living or nonliving and why with spoken words and writing." Today we are going to read a new book, called *Living Things and Nonliving Things*, that will help us to review some of the differences between the two. What do you already know about living and nonliving things?
- I will have a sheet of paper with "living" written in the middle and pictures of living things surrounding it, and one with "nonliving" with pictures of nonliving things surrounding it.

When I refer to living and nonliving things, I will point to the proper sheet to help students have a visual reference of what I am talking about.

- Read book
- Pages 1-2: What do you see on this page? What do you know about these things? Do you think that means they are living or nonliving?
- Pages 3-4: What do you see on this page? Are they living or nonliving? I see a snowman on this picture. You talked about snowmen during your weather unit. What do you remember about snowmen? Does this mean it is a living or nonliving thing? There is also a car on this page. How many of you have been in a car (most likely all of them)? What do you know about cars? Are they living or nonliving?
- Pages 5-6: What are the living things? Nonliving things? How do you know?
- Pages 7-8: What do you see? How do these living things move? How do you move?
- Pages 9-10: How many of you have seen lightning before? Does it move? How many of you have been on a train? Does it move? Is it living or nonliving? How do you know?
- Pages 11-12: What do you see? How are these things growing and changing? Have you ever seen a baby bird?
- Pages 13-14: What do you see on this page? What do you know about them? Are they living or nonliving?
- Pages 15-16: What does reproduce mean? What does the picture show? What do you think reproduce means from the picture?
- Pages 17-18: Have you ever seen a fire? What happens when something that is not on fire touches the fire? Fire can "reproduce"/make copies of itself, even though it is not living
- Pages 19-20: What do you see on this page? The living things need food, water, and oxygen.
- After reading make concept map with students of characteristics of living things, asking students to think what they know from the book about living things. To support their thinking and prompt them, I will show pictures from relevant pages in the book. I will draw pictures next to written descriptions
- Need air
- Need food
- Need water
- Move
- Grow
- Reproduce
- (10 min)
- Assign each need/characteristic of living things to a motion. "We said that living things grow. What is a motion we can do to act that out?" (ex. Starting low on the ground, then standing up) Repeat for move, reproduce, need food, need air, need water. Do motions of living things with children. (10 min)
- Living/Nonliving sort (15 min): You will work with a partner to sort living and nonliving things. Under the card that says "living," you will put all the cards that have a picture of something that is living. Who can remind me how we know something is living? Under the card that says "nonliving," you will put all the cards that have a picture of something that is nonliving. You must explain to your partner how you know something is living or nonliving when you put it in its place. Remember that our goals for today are "I can sort something as living or nonliving and describe the characteristics of living things." And "I can explain to a friend if something is living or nonliving and why with spoken words and writing" Let us do an example together." (Sort activity from https://betterlesson.com/lesson/632776/living-or-non-living)

- Model example for students, using sentence stems, then have one or two students do the activity in front of the whole class, reminding them to explain why and to use the sentence stems. Afterwards, students will return to their seats and work as groups to sort the pictures.
- Sentence stems: _____ is living because _____. _____ is nonliving because_____.
- "When you work with your partners/groups, you can speak in whatever language you like, as long as your partner can understand you. Make sure you are explaining your reasons for saying something is living or nonliving." I will put lower level ELs in a group with at least one student who is a level 4/5. I will also try to put each level l/2 EL in a group with at least one other student who has the same L1.
- When groups are finished, will go over answers as a class. If there seems to be confusion/students do not seem to have a strong understanding of living and nonliving, we will go over characteristics of living things again and do the motions we made earlier.
- Individual writing/drawing (10 min): Students will use the sentence stems to write about something that is living or nonliving. They will draw a picture of that. Extension: students should show in the picture some of the characteristics that make what they chose to write about living/nonliving or they may choose to write about something not in the sort (ex. Drawing food and water next to a cat).
- I will have all students begin by drawing a picture of the living/nonliving thing they chose to write about. I will have the level 1 and 2 ELs complete the same sheet with options that they can circle (shown below). To support them, I will have students with the same shared language translate for them and explain the task. As the students are working, I will talk with them about what they circled and why. I will have level 3 ELs choose a card from the sort to write about. As the students are working, I will provide individual support to these students by asking them what they are writing about, if their object is living or nonliving, and how they know. If they seem to need additional help, I will write their responses in yellow highlighter on their sheets, so they can trace over the words. Level 4/5 ELs will have the same sheet as level 3, but if the students ask for help, I will push them to try to write and spell words on their own. I will remind all the students to use the ideas on our concept chart to determine whether something is living or nonliving and to justify their choice. When students are finished writing, they will share their sentence and picture with a partner.
- Closing: Today, we continued to talk about characteristics of living things and their needs. You sorted living and nonliving things in small groups and explained your reasoning to a partner. You also wrote about something that was living or nonliving. In the coming days, you will continue to talk about what makes something living or nonliving.
- Students will be assessed informally by their sort/discussion and their independent writing.

Template adapted from Echevarria, Vogt, and Short (2008), Making Content Comprehensible for English Learners: The SIOP® Model.

Contrastive analysis, have student be teacher in language and content, multilingual mentor texts (books, songs, videos, guest speakers), NO: assume academic vocab in L1, simultaneous translation

Name_____

A dog **/** ball **is** living **/** nonliving **because it**

✔ ✘

does **/** does not **grow, move, reproduce, need**

food, need water, and need air.

Name_____

A _____ is _____
because _____
_____

Artifact 4: Community Literacy Investigation

During the community literacy investigation of Nolensville Pike in Nashville, TN, it was evident that Latino people made up a large proportion of the population in the area. As a result, the area included many resources, stores, and services for this group of people. Many Latinos in Nashville are recent immigrants, with Nashville showing a 446% increase in the Hispanic population between 1990 and 2000 (Conexión Americas, 2017). The Hispanic population in Nashville continues to grow, with estimates that Latinos made up 10.3% of the Nashville population in 2016 (U.S. Census Bureau, 2016). An estimated 31.4% of Hispanics and Latinos in Nashville were below the poverty level in 2016 (U.S. Census Bureau, 2016), above the overall Nashville rate of 18%. However, among the Hispanic and Latino population, there is variability in economic backgrounds. This is reflected in the different levels of educational attainment by Hispanic and Latino people in Nashville, as those with higher levels of education tend to be of higher socio-economic statuses than those with lower levels of education. According to 2016 estimates, 44.1% of the Hispanic and Latino population have less than a high school degree or the equivalent, 55.9% have a high school degree, and 13.4% have a bachelor's degree or higher (U.S. Census Bureau, 2016). Therefore, just as the education levels of the Hispanic and Latino population in Nashville vary, the income levels are likely to vary in similar ways. Nashville's Hispanic and Latino population is a growing and diverse body of people, including those from Mexico, Puerto Rico, Cuba, the Dominican Republic, countries in Central America, and countries in South America, with different educational and economic backgrounds (U.S. Census Bureau, 2016).

Since the Hispanic and Latino population of Nashville is of a substantial size, there are many community networks available to this group of people. Conexión Americas and its Casa Azafrán building located on Nolensville Pike are among the resources available to the Hispanic and Latino people of Nashville. Casa Azafrán provides education, health services, entrepreneurship training, opportunities for culinary and artistic expression, and community building for immigrants and refugees in Nashville, many of whom are Hispanic or Latino (Conexión Americas, 2017). It provides training spaces for jobs, allows food entrepreneurs to rent a commercial kitchen as they grow their business, and offers English classes (Conexión Americas, 2017). When people come to this space they are also able to connect with other immigrant families, of similar (and different) backgrounds, and thus build relationships with those in their community. This is especially important because of the difficult situations that many Latinos in Nashville may face. For example, some view Latinos as the bottom rung in Nashville's racial hierarchy, people whose presence "advanced African Americans up a racialized pay scale" (Winders, 2008). Latinos in Nashville also often deal with police and other abuse as people associate their ethnicity with illegal immigrants (Winders, 2008). Furthermore, while people of other races in Nashville accept Latinos as workers, they have not, nor do they make efforts to, accept them as community members (Winders, 2008). The fact that the community literacy investigation revealed that many Latinos were clustered around one street in Nashville reflects this. Therefore, the space that Casa Azafrán provides for Latinos to connect with one another and where their value is shown through the services they are provided is critical.

Since many of the people who go to Casa Azafrán speak Spanish or Arabic, the languages of signs (see Appendix 1) and important handouts (see Appendix 2) are in these languages. This makes the facility more welcoming to immigrants who speak these languages, showing them that their languages are valued. In addition, it makes services more accessible to

these people, since they are able to easily understand how to obtain them. For example, Appendix 2 is a picture of a flyer from Casa Azafrán that lists the services the center offers. The flyer is in Spanish, so that Spanish-speaking immigrants, the ones who need and will use these services most, are able to know what they are without having to go through the extra, often difficult step, of translating from English. Casa Azafrán also provides print resources in Spanish that teach Latino immigrants important skills to prevent them from being taken advantage of, such as comics that warn against fraud. Conexión Americas and its Casa Azafrán building are important resources to the Latino community in Nashville and offer print resources in the native language of these people.

Casa Azafrán is far from the only place in Nashville that seeks to serve the Hispanic and Latino population. Many stores along Nolensville Pike use Spanish to advertise their products and services, or have Spanish names. For example, one building along Nolensville Pike had a sign advertising income tax services in Spanish (see Appendix 3). Hispanic and Latino people in Nashville are also able to attend church services that use their native language (see Appendix 4), and go grocery shopping at places that have foods from their home countries, such as at K&S World Market. These stores also have signs in Spanish (see Appendix 5). The use of Spanish in so many store signs and advertisements reveals that the community around Nolensville Pike recognizes that the Latino population is significant and important for business. In order to make their stores more accessible and appealing to this population, they use Spanish. In addition, the use of Spanish suggests that many of these stores and places of service are run by Latino people for Latino people. This was true of what I observed at K&S, which had many foods from Central and South America. Many Latino families were shopping at K&S, and many of the workers there were also Latino. Latinos are a valued population in this particular area of Nashville, with many resources and services available to them in their native languages. In addition to these things, Nashville libraries provide many print resources to the Latino community in Spanish. Their website is available in Spanish, and a Nashville library card enables users to access 15,000 Spanish ebooks (Nashville Public Library, 2018). This supports literacy development and growth among the Latino population. Through examples of store signs, advertisements, and services in Nashville, it is evident that there are many Spanish print resources and examples of Spanish community literacies where Latino populations are clustered.

Nashville teachers can become more familiar with the Latino community around them by visiting places where many of these families live and exploring the community literacies there. Through these visits, teachers will be able to understand more of the resources available to the Latino community, as well as get a glimpse into what life may be like for the members of this community. In addition, teachers can contact organizations that serve the Latino community, such as Casa Azafrán to ask those with more knowledge and experience to explain more of the unique culture that Latino students may have. However, challenges to becoming familiar with the Latino community with this method include a lack of time since teachers would need to visit and seek out these places outside of school time, and the limited understanding that can come from just visiting a place as an outsider. Without having someone familiar with the place to guide teachers as they visit and explore places different than what they might be used to, they may miss some things important to the community or misinterpret the things they see. For example in my exploration of Nolensville Pike, although I observed the different places that used Spanish and carried products from the native countries of Latino people, I could not fully understand the significance of them, nor could I know how often Latino people visited these places, if they liked visiting these places, and to what extent they valued having services

available in Spanish. Thus, the students and their families that teachers encounter on a day-to-day basis remain among the best resources for learning about the Latino community. Teachers can ask students and families to share about their cultures and community literacies, and become more familiar with their local community that way. This would be less time intensive, and provides teachers with more specific and individualized information, that is applicable to their students instead of just general information about their local communities. If teachers are asking families about their cultures and community literacies, they should provide the questions in the native languages of the families. However, this may present another challenge, as teachers would have to translate the questions into possibly many languages other than English.

It is important for teachers to become more familiar with the Latino community because of the cultural and linguistic strengths that these students bring into the classroom. Without a proper understanding of Latino people, teachers will not be able to bring these strengths and allow students to use them in the classroom. Latino students in Nashville bring in their knowledge of multiple languages, which they are able to continue to develop in the community due to the presence of print materials in Spanish around them, and their culture, which they have opportunities to express in their communities, perhaps more so than people of cultural groups that make up a smaller percentage of Nashville's population. It is important that teachers bring these strengths into the classroom and leverage them, especially as Latino people still lag behind the general Nashville population in education levels. Schools should build upon the strengths of their students, using their background knowledge to build new knowledge (De Jong, 2011, p. 33). Therefore, teachers in Nashville should become familiar with the cultures and background knowledge that Latino students bring to the classroom, and connect their classroom instruction to their students' prior knowledge. In addition, research has demonstrated that being able to learn in one's native language increases academic achievement (De Jong, 2011, p. 33), so teachers should allow students to use Spanish in their learning. Even though individual teachers may not have the power to change a school's method of instruction to dual language instruction, they can advocate for this, and in the meantime, make small, but important changes in their own classrooms to facilitate this. For example, teachers can at times allow students to get in small groups of other students who share the same native language to discuss content material. Teachers can also include books in both Spanish and English in their classroom libraries. This gives students opportunities to read in their native language and enables parents to help students with their reading when students bring books home. According to August et al., when students learn something in one language, they are able to learn it more easily in another language (August et al., 2010, p. 144). This is true for many skills related to reading, such as sound-symbol awareness, word reading, spelling, and vocabulary where Spanish-English cognates exist (August et al., 2010, p. 144). Therefore, including Spanish texts will leverage the strengths that Latino students bring, while supporting literacy development in both Spanish and English. Using students' native languages at school improves the relationships between parents and the school, and increases parent involvement (De Jong, 2011, p. 34). Since parental involvement is related to school success, teachers should make every effort to recognize the cultural and linguistic strengths that their Latino students bring into the classroom and use these strengths, which include their native languages, in their instruction.

In order to leverage the community literacies of Latino students in school, teachers need to recognize that their students have agency and appropriate or discard cultural elements as they develop their own identities (Gonzolez, Moll, & Amanti, 2005). Therefore, teachers need to not only learn about the general Latino community in Nashville, but their own individual students.

Iddings' welcome centers serve as a successful example of how to leverage community literacies and get to know individual families in schools. The welcome centers, set up in schools to help engage Latino families, leveraged oral narratives and what life was like in the homelands of the people who came (Iddings, 2009). The centers enabled parents to take photographs of their daily home routines and bring them in to share with the community, share recipes, and bring in stories they told their children at home (Iddings, 2009). While not all schools will have a welcome center to help facilitate leveraging community literacies in schools, teachers can still use ideas from these centers. They can have students bring in pictures of their every day lives and write or orally tell stories about them, or have parents come into the classroom to share the stories they tell their children. This not only leverages community literacies, but also shows Latino students and their families that these literacies are valued. Teachers of older students can leverage community literacies by having students engage in more involved projects surrounding them, such as lending out video cameras to students and having them create a documentary of their cultures, home life, and community life. This would support academic skills, such as storytelling in students, while helping teachers and other students understand more of their backgrounds and cultures.

   The community literacy exploration of Nolensville Pike revealed the significant place that Latinos have in that area of Nashville. The Latino population there contributes to the vibrant diversity of the street, is involved in many businesses serving the community and bringing their culture to others, and is recognized as important, as demonstrated by the large number of signs and services offered in Spanish. Teachers of Latino students can use these resources to understand their students better and leverage their community literacies and background knowledge in school.

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Artifact 5: Guided Reading Lesson

``SIOP ® Lesson Plan Template 1

Teacher: Angela Ye	Date: 2/27/19	Grade/Class/Subject: **K/ Guided Reading**
Unit/Theme:		**Standards:**
Content Objective(s): I can tell what is the same and what is different about what people and animals like to do.		**Language Objective(s):** I can identify and recall key details from a text. I know what hop, swim, dig, climb, and watch mean.
KEY VOCABULARY: Hop, swim, dig, climb, watch		**SUPPLEMENTARY MATERIALS:** Books, whiteboard, magnet letters

<table>
<tr><td colspan="3" align="center">SIOP FEATURES</td></tr>
<tr>
<td>

PREPARATION
☐ Adaptation of content
☐ **Links to background**
☐ **Links to past learning**
☐ Strategies incorporated

INTEGRATION OF PROCESSES
☐ **Reading**
☐ **Writing**
☐ **Speaking**
☐ **Listening**
</td>
<td>

SCAFFOLDING
☐ Modeling
☐ Guided practice
☐ **Independent practice**
☐ **Comprehensible input**

APPLICATION
☐ Hands-on
☐ Meaningful
☐ **Linked to objectives**
☐ **Promotes engagement**
</td>
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GROUP OPTIONS
☐ Whole class
☐ **Small groups**
☐ Partners
☐ Independent

ASSESSMENT
☐ **Individual**
☐ **Group**
☐ Written
☐ **Oral**
</td>
</tr>
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LESSON SEQUENCE:
Before:
- Listen as I say two words. Tell me how these words are alike: hop pop
- /h/ /o/ /p/ What happens if I replace the h with m? What word do I have now?
- /t/ /dr/ /st/ /sh/
- What is the vowel sound that you heard in all those words? What letter makes that sound?
- Write fox, lot, so, low, rock, mop, coat, hot. Read each word and if it has the same short o sound, students will circle the word
- Let's look at some of the sight words that are in the book: I, like, to, my (write on board and have students identify)
- The book we are reading today is called Things I Like to Do. I like to play with my dog. What are some things you like to do? What are some things you like to do with someone else? Do any of you have pets? What things might you do with a pet?

- What do you see on the cover of this book? Where is she? How many animals do you see? Which ones might be pets? What do you predict the girl might like to do?

During:
- Let's take a picture walk through the book.
- Pages 2-3: What is the girl doing? Do you think the rabbit likes to hop too? What do the girl and the mouse like to do?
- Pages 4-5: What do the girl and the goldfish like to do? What does the girl like to do here? Does the dog like to do that too? I notice that on each page of this book the girl and one of her pets are doing the same thing. For example, the girl is swimming and the goldfish is swimming too. This is a comparison. It shows how two things are alike. If I compare the girl and the goldfish, I can say that one way they are alike is that they both like to swim.
- Pages 6-7: Where is the girl? How did she get there? What does the cat like to do? What do the girl and the cat like to watch?
- Page 8: What do the girl and all her pets like to do?
- With each motion, write on board. When done, "These are some of the things the girl and her pets like to do. What does it look like to…? Let's act it out together."
- Give each child a book and have them read it independently.

After:
- What were some strategies you used to help you figure out a word you did not do?
- What did you do when you came to the end of a line?
- What are some things the girl liked to do? What are some things the pets liked to do that the girl liked to do too? If you and the girl were friends, what things would you like to do together? What do you predict might happen when the girl and her pets wake up? What would you tell a friend this book is about?
- Flip to last page. You have been learning about living and nonliving things these past few weeks. Who can point out one living thing on this page? How do you know it is living? Who can point out one nonliving thing on this page? How do you know it is nonliving?
- Writing: My dog likes to dig too.

Template adapted from Echevarria, Vogt, and Short (2008

Artifact 6: Analysis of Guided Reading Lesson

Macroanalysis

The purpose of my lesson was to have students practice their reading and literacy skills through guided reading. Specifically, during my lesson, I sought to have the students practice identifying and recalling key details from the texts they read and to explore some of the things people like to do with their pets. I began my lesson with an activity that would allow students to practice their phonological awareness skills. Following this activity, I introduced the book to the students and had them describe some of the activities that they like to do. The students then took a picture walk through the book, and I prompted them to tell me what the girl and her pets were doing on each of the pages. After the picture walk, the students and I came up with motions for each of the activities the girl does with her pets in the book. As I pointed to a word from the book, the students acted out the proper motion. The students then whisper read the book to themselves. When all of the students finished reading, we briefly discussed strategies the students used to figure out words they did not know. I then asked the students to recall some of the key details from the text and to name some of the things the girl liked to do with her pets. I also opened to the last page of the book asked the students to predict some of the things the girl and her pets might do when they woke up. Looking at the same picture, I had each student choose something and explain whether it was living or nonliving and why. To finish the lesson, the students wrote the sentence "I like to hop."

According to Hammond and Gibbons, it is important to connect what students already know and have learned to the learning goals of current and future lessons (Hammond and Gibbons, 2005). Asking students to describe the activities that they like to do was my attempt to connect students' prior knowledge to what they were going to learn and to leverage their conceptual and cultural resources. However, I did not make the connection between students' responses and the learning students were about to do very clear, because I did not explicitly connect students' experiences to those of the girl in the book (5:35).

Hammond and Gibbons write that it is important to sequence tasks in a lesson such that each task serves as a building block for the next, moving students toward more in-depth understandings (Hammond and Gibbons, 2005). I sequenced my tasks so that earlier ones would scaffold future ones. The picture walk and motions we did prior to reading were intended to make students more aware of the important details and words in the book to support their comprehension. It was also intended to build upon student's existing conceptual knowledge as they explained what they saw in the pictures based on what they already knew. The discussion at the end of the lesson build upon previous activities, such as the picture walk and independent reading, to have students pull out important details from the text and extend what they had read to make a prediction. While each of my tasks built upon prior activities, I did not move students toward more in-depth understandings as I could have. Earlier tasks enabled students to succeed in future tasks that required different skills, but did not foster more higher-order thinking.

Teachers must include a range of language modes and methods of conveying information to create message abundance and help students understand content better (Hammond and Gibbons, 2005). Teachers must make conscious efforts to make their lessons accessible through different means, such as by using gestures, body language, and pictures, providing models, previewing materials, and providing repeated exposures to words, concepts and skills (Echevarria, Vogt, & Short, 2017). Content must be comprehensible for meaningful learning to

occur. The activities in my lesson were intended to make content comprehensible for students. I made information available to students in a variety of ways, and included repeated exposures to critical vocabulary words, as we looked at pictures, had verbal discussions, acted out words, and read words. The picture walk gave students the opportunity to preview material, supporting their comprehension when they read. In addition, I modeled for students during the lesson such as by providing an example of an answer to my question "What do you like to do?" before having the students answer (4:58). The activities and supports I included in my lesson were intended to make content comprehensible and thus support learning.

When teaching English, it is important to provide students with access to this dominant language because of the opportunities it affords them without reinforcing the false idea that this language is superior to others (Janks, 2004). When English is used as the only language of instruction, it reinforces this false idea and ignores the rich linguistic resources students bring to the classroom. During my lesson, I did not take opportunities to leverage students' rich linguistic resources. All instruction was conducted in English and there were no opportunities for students to bring in their knowledge of other languages. One way I could have brought in students' linguistic resources is by having them translate the verbs we acted out into their native languages. This would not only show them that their native languages are valued, but also support their understanding of the content material.

The purpose of teaching language should be to help students develop necessary skills to communicate effectively outside of the classroom, so instruction must include opportunities for students to engage in authentic use of language for meaningful purposes (Brown, 2001). My lesson was designed to allow students to use language in an authentic and meaningful way as we discussed an anchor text. The lesson provided students with many opportunities to use language to respond to me as we discussed the text. The focus was on having students communicate ideas in understandable ways, on fluency of language use rather than accuracy. In order to further support this goal, I could have incorporated more opportunities for students to respond to each other in a conversational way, rather than directing each question to an individual child (15:00). This, along with connecting the reading to students' own experiences more would have provided them with additional opportunities to engage in authentic use of language.

Since my lesson was guided reading, the content of the lesson, developing reading skills, was closely tied to language. During my lesson, I included the elements of guided reading my mentor teacher normally does in her lessons, in the order she normally does them. The first activity, intended to support phonological awareness, supported the students' development of content material of listening for a specified sound in words. This activity did not support students' language development as much as it could have. Discussing with students the meanings of the words I said could have been a way to support language development more. During the picture walk, I try to support students' language learning by having them describe the images they see, giving them an opportunity to practice speaking (6:15). In order to support students' ELA content knowledge, I try to help students see the structure of the book that they are reading, that the book follows a pattern of showing the similarities between the girl and her pets (7:30). I supported students' language learning by having them act out key verbs from the book. This was intended to help students understand the meanings of the verbs in a deeper way, as they not only saw a visual of it from the pictures in the book, but also got to engage in the movement the verbs described (10:00). This activity also supported students' word recognition of important words in the text before they read, since I had the words written on a white board and would point to them as the children read the word and demonstrated the action to me (10:45). Having students read

the book independently, and providing supports as needed, gave the students the opportunity to practice their reading skills. Following their reading, our discussion of the strategies that students used supported their development of content material – the ways they can figure out unknown words (14:15). In order to support this content material even further, I could have had the students discuss various strategies they could use prior to reading, and encouraged them to use those strategies during reading. I tried to develop students' content knowledge of how to pull key details from a text by asking them to recall the things the girl liked to do and the pets she did these things with (14:52). To make this more explicit, I could have explained the purpose of the questions I asked the students. I also supported students' content knowledge through our brief discussion of predicting what would happen when the girl and her pets woke up at the end of the book (16:30). However, in this discussion, I only had students tell me what they think would happen next. To develop their content knowledge even further, I could have had them use evidence from the book to support their predictions and had a brief discussion about what predictions are and why readers make them. Following this discussion on prediction, I had the students find living and nonliving things from the picture on the last page of the book (17:17). This was done to connect to what the students had been learning in science and to help them continue to develop their ability to classify living and nonliving things. Having students write a sentence from the book was intended to help them continue to practice spelling and the conventions of writing sentences. I wanted to help students focus on the sounds they hear in words and to consider which letters they could use to represent those sounds. When students did not know how to spell a word, I segmented the sounds one by one for them (20:46), so that they could identify the letter that made that sound. This supported their development of content material. In order to support students' language development, I could have had them make up their own sentences to write about something that they like to do. Although my lesson did support language learning through opportunities to practice reading, writing, speaking, and listening, I could have made language learning more prominent by making more connections to meaning and giving students more authentic opportunities to practice using language. In addition, although my lesson included opportunities to develop content material, it was focused on many different things. Instead, I could have focused on fewer tasks, going deeper with them.

In my lesson, I did not have students engage with multilingual, multimodal texts and tools. As a result, my lesson was not very culturally responsive and contextualized, and it was less motivating than it could have been for students of varying backgrounds. Since this was a guided reading lesson, all the students in the group were at a similar level of language proficiency. However, they still came from a variety of backgrounds. Due to the nature of guided reading lessons, and the fact that the lesson centers around one leveled reader, having students engage with multilingual, multimodal texts and tools was not a focus of my lesson. The text, *Things I Like to Do*, in itself did not support culturally responsive teaching. In order to make this lesson more culturally responsive and motivating for students, I could have used a leveled reader about one culture or different cultures. In the context of the books available to me however, it may have been more effective to connect this book to students' lived experiences and cultures instead. Asking students about the things they like to do presented an opportunity to allow students to connect their cultures with the content in the book. I could have probed the students further about what they like to do prior to reading, instead of accepting very general answers, such as that they like to play with their toys and phones (5:04). In addition, after reading, I could have had the students compare and contrast the things they like to do with the things the girl in the book likes to do with her pets. Allowing students to make up their own sentence about what

they, themselves like to do, to write would have also made this lesson more culturally responsive and motivating. Although my lesson was not very culturally responsive, it was still somewhat motivating for students. Students tend to be interested in animals and pets, so the content of the book was exciting to them. One student demonstrated a lot of excitement upon seeing the cover of the book (4:50), and she remained consistently engaged as we talked about the content of the book. In addition, the activities I included in my lesson had some multimodal aspects. Students spoke, listened, read, and wrote. They also acted out verbs, making the lesson multimodal. The variety of tasks and ways of learning that students participated in during this lesson kept them engaged and motivated. Throughout the lesson, students became more excited and engaged when we transitioned from a task of one type to another (for example, at 19:02 when we switch to writing). Overall, in following the typical structure of a guided reading lesson, I denied students opportunities to engage in multilingual, multimodal texts, and the lesson was less culturally responsive than it could have been. However, the variety of tasks that are included in a guided reading lesson kept the students engaged and motivated throughout.

       The activities in my lesson gave students the opportunity to practice a variety of disciplinary and linguistic skills, and allowed me to assess their progress dynamically. The first activity gave students the opportunity to practice listening for and identifying sounds. Their responses, and whether they were correct or incorrect allowed me to assess their progress. Although it was clear to me that students did not understand the task when they said that all of the words had the "o" sound from "hop" in them, I did not provide enough scaffolding for students to understand what I was trying to have them do. When a student said that "so" contained the "o" sound from "hop," I tried to provide additional scaffolding by stretching out the sounds in the word (2:34) and repeating the "o" sound from "hop" right after. This scaffold was not sufficient because the students claimed that because the word had an o in it, it had the "o" sound from "hop." Explaining that "o" can make different sounds and that my goal was to have the students determine if the "o" in the words I had written made the same sound as in "hop" may have helped them understand the task better. The picture walk through the book allowed students to practice disciplinary skills of predicting what the book may be about based on the pictures in the text, and engaged them in thinking about text structure when I talked about the pattern the book follows (7:30). Students were able to practice linguistic skills of speaking and listening to their peers. As students described what they saw on the page and what they thought might be happening, I was able to assess their depth of understanding of the pictures and ask additional questions as necessary to point them to key details. For example, on the first page, when students just named the animals they saw, I scaffolded them by asking them what the animals were doing (6:10). The picture walk also provided me the opportunity to determine whether students had the necessary vocabulary to describe and comprehend important elements of the book, supporting them as necessary. For example, students were not able to come up with "watch" as an activity on their own, so I provided them with this vocabulary word and explained its meaning with the words they had already used (8:37). During our discussion after reading, students were able to practice the disciplinary skills of pulling key ideas from the text, predicting, and classifying objects and linguistic skills of speaking and listening. I was able to assess their progress based on the responses they gave and the details they provided. During the writing activity, students practiced linguistic skills. I was able to assess student progress as they wrote based on the spellings they used and the conventions of writing that they followed, since I was able to see each child's board as they wrote. This allowed me to support and prompt students as needed, such as at 21:16 when I noticed that the students did not have periods at the ends of

their sentences. The activities in my lesson allowed students to practice many different disciplinary and linguistic skills, and gave me the opportunity to assess their progress dynamically, providing additional supports as needed.

Microanalysis

This micro-analysis deals with a five-minute video from a guided reading lesson I did with four kindergarten students at Norman Binkley Elementary. The students read a level C book, called *Things I Like to Do*, which described various activities a girl enjoyed doing with her different pets. The book was introduced, read, and discussed in one guided reading lesson that lasted approximately twenty minutes. The content objective for this lesson was "I can tell what is the same and what is different about what people and animals like to do." The language objectives were "I can tell someone key details from a text" and "I can show what 'hop,' 'swim,' 'dig,' 'climb,' and 'watch' mean." The video clip being analyzed is from the middle of the lesson. The students have just completed an activity on phonics, and in the video, I am introducing the book to them and I lead them through a picture walk of it. Following what is shown in the video, the students read the book independently, we discuss the key details of the book, and finally, the students write a sentence from the book. The four students in this video are in a class of all English language learners, and are among the most proficient of their class in reading and writing. Their speaking and listening skills are also among the best in the class. The four students do not share first languages.

In the first part of the transcript (lines 1-17), I attempt to activate students' background knowledge by asking them what some things they like to do are. Since linking new concepts to students' background experiences and activating students background knowledge explicitly increases comprehension of the lesson (Echevarria, Vogt, and Short, 2017), this was something I wanted to do before having students read the book. Prior to having students share about what they like to do, I model for them what an appropriate response to the question "What do you like to do?" is (line 5) to support them in answering, by saying "I like to play with my dog." This modeling supports the students in using a complete sentence to answer the question and provides them with an appropriate sentence structure to do so. This scaffolding affects the way students respond, as both J and O use the same sentence frame to describe the things they like to do (lines 7 and 9). I attend to three of the four student responses in this section of my lesson by repeating what they said in a question form, such as "You like to play with your phone?" While this acknowledges and validates their responses, it does not provide further opportunities for them to elaborate on their ideas or for other students to respond to the ideas that their peers have just offered. I recast one student's response in this section. Recasting student responses into more registerally appropriate discourses helps move them in the direction that the teacher wants them to go (Hammond and Gibbons, 2005), which in this case was using a complete sentence to describe what they like to do with others. In line 13, when C responds to the question with a one word answer, I recast what she says as "You like to watch TV," (line 14) providing her with an example of how she could have answered the question in a complete sentence. Although Z also responds with a one-word answer when asked what she likes to do, I do not explicitly recast her thoughts, instead asking a confirmation question of "You like to watch things too?" (line 16). However, this question still provides Z with a model of how she might have answered in a complete sentence. In this section of my lesson, students are learning about how they can describe to others the things they like to do. Through the experience of describing these things, they are learning about why this may be valuable. This learning is generated through the question

I asked the students about what they like to do, and by providing the opportunity for all students to respond to the question. However, students have very few opportunities to support one another, and to build and elaborate on their ideas and the ideas of their peers. After one student responds to my question, I confirm their answer, most of the time by repeating what they said in a question form, then move onto the next student's response, or ask the next student what they think (lines 11-14). Moving through responses in this quick manner and not giving students time to elaborate or to respond to each other's answers reduced opportunities for students to engage in authentic use of language, which is important in developing communicative competencies, and in teaching language for real, meaningful purposes (Brown, 2001). Since one of my goals for this part of the lesson was to help students make personal connections to the book and to understand why describing things they like to do can be valuable, giving students the opportunity to respond to one another and make connections about the similarities and differences of what each of them like to do, would have further supported this learning. I also give students very few opportunities to build upon and elaborate on their own thinking. When O offers more details about what he likes to do (line 11), I have already moved onto asking the next student what she likes to do, and thus, I do not respond to this additional information. This may unintentionally communicate to the students that these details are unimportant and not worth sharing, which is the opposite of what I wanted students to do and learn in this part of the lesson. Asking students about the things they like to do was intended to support them in developing the content objective of being able to describe what is the same and what is different about what people and animals like to do, by getting them to think about what people like to do through their own personal experiences. However, I do not connect their responses of what people like to do to what animals like to do, failing to support them in developing this content objective as much as I could have. Although this part of the lesson does not explicitly support students in developing the language objective of being able to tell the key details from the text, my goal in building this background and making these connections was to support student comprehension of the text, and thus support them in being able to recall and speak about these key details. This part of the lesson was intended to prepare students to learn from the book, as was the next part, when I lead students through a picture walk of the text. The picture walk is also meant to address the language objectives of the lesson, as I prepare students to read the book independently.

During the second part of my lesson (lines 16-89), I lead students through a picture walk of the book. We examine each page of the book individually, looking at the picture and pointing out key details of what is happening on each page. I begin by asking students a broad question of what they see on the page (line 22). When students do not respond with the details I want them to see, the details that are critical to the main idea of the text, I push students toward these details with more specific questioning. For example, in lines 33-39, I lead students down a path of questioning to get them to respond that the mouse is running with the girl, because I want them to use the vocabulary word "running" that is present in the text. During this questioning sequence, I use the initiation, response, feedback sequence providing cued elicitation (Hammond and Gibbons, 2005), to point students to the key details and vocabulary words I want them to know prior to reading the book. At the beginning of the picture walk, the students tend to respond with general statements, that the girl and her pets are playing, not talking more specifically about the activities they engage in as they play. Through the scaffolding I provide to students by questioning them and pressing them about how they are playing (line 37), the students eventually learn that I am looking for more specific descriptions about what the girl and her pets are doing, and they begin to provide these specific terms after my first question (lines

56, 62, 70, 75, 80). Throughout the picture walk, I attend to and respond to student contributions and ideas by first repeating what they said, often in the form as a question, to validate and acknowledge their responses. I also recast student responses to complete sentences, and to the form "They like to…" (lines 39 and 57), to point students to the fact that the things the girl and her pets are doing together are things they like doing, since the main purpose of the book is to describe what the girl likes to do with her pets. In attending to and acting upon student responses, I am very focused on getting specific answers from the students, which is why the cued elicitation I use is such an effective scaffold. However, in focusing on getting the right answer from students and in asking only questions that lead to those answers, I deny students opportunities to both elaborate on their own thinking and the thinking of their peers. Immediately after getting all the information I want from students on a page, that is after having students name the animal the girl is with and the activity they are doing together, I have students move onto the next page (lines 33 and 67). I do not press students to elaborate further on the activities the girl and her pets are doing, nor do I provide them with the opportunity to do so, as they have almost no time between when I receive a "right" answer, and when I move onto questioning them about the next "right" answer I want to receive. Even though one of the purposes of the picture walk is to support students in developing proficiency in speaking about and describing text in English, I do not support this to the fullest extent because of the limited opportunities for elaboration that I allow. Students also have very few opportunities to respond to one another directly and authentically. Almost all student contributions are separated by a comment or question from me. However, even though students do not directly respond to each other, they support each other and build upon each other's contributions in indirect ways. For example, on one of the last pages, the girl and one of her pets are watching. When I ask the students what they are doing, one of them first responds with "hiding" (line 75). Since this is not the answer I am looking for, I keep getting students to respond to the question. The next student responds with "see," which is closer to the answer I am looking for. As I continue to ask students what they are doing on that page, the next student builds upon and is supported by the response of "see," because he explains that they are looking (line 80), a response that is closer to "watching" than his original one of "hiding." Throughout the picture walk, learners must leverage their prior knowledge to describe what the girl and her pets are doing. For example, one student comments that the girl and her fish are in the pool together (line 47), and using their background knowledge that people swim in pools allows them to come to the answer that they are swimming together. The focus on this part of the lesson was on pointing students to key details of the text and preparing them for reading through providing them with comprehensible input about these key details. Students cannot learn the material of a lesson if they do not understand what is being said (Echevarria, Vogt, and Short, 2017), and would struggle to understand what they read without knowing what the key vocabulary words of the text meant. I wanted to support them in this by previewing the material of the book, and by repeated exposure to the verbs I wanted to know, using pictures and gestures to support their understanding of these words (Echevarria, Vogt, and Short, 2017). This was intended to support students in developing the language objective of showing what "hop," "swim," "dig," "climb," and "watch" mean. I attempted to support the other language objective of telling someone key details of a text by directing students' attention to these details, so that through repeated exposures, they would be more likely to remember them. My questioning during the picture walk was also intended to teach students what to pay attention to in the pictures, and thus also when they are reading, demonstrating to them what the key details included. The students demonstrate learning in this area, because as I previously

stated, as the picture walk goes on, students begin providing the answers I am looking for with less prompting and cued elicitation. In this section of the lesson, students are working towards the content objective of telling what is the same and what is different about what people and animals like to do as they are exposed to the things they girl likes to do with her pets. I scaffold students in understanding that the book addresses these similarities through a think aloud on the text structure (lines 57-60). Since reading comprehension requires a coherent mental representation of the text, and readers must use their background knowledge and the relations among text elements to form this coherent mental representation (Symons, Palinscar, and Scleppegrell, 2017), naming the text structure for students, that each page shows something different the girl likes to do with her pets, will aid students in understanding the book. Although the picture walk supports students in understanding the similarities between what people and animals like to do, it does not address the differences. Through the picture walk, I was able to support students in developing vocabulary and point them to key details of the text, in an effort to support their reading comprehension of the text.

The final portion of my transcript (lines 90-96) involves the students doing motions to represent the verbs describing what the girl and her pets like to do together. This was intended to support the language objective that the student will be able to show what "hop," "swim," "dig," "climb," and "watch" mean. Again, since these words are key to understanding the text, I wanted to provide students with multiple exposures to them and allow them to learn these words through multiple modalities in order to increase their reading comprehension. My interactions to students during this section are similar to how I interacted with students during the picture walk. I am looking for a correct answer, and provide cued elicitation to get this answer from students. After doing one word, I move quickly onto the next, not providing students with the opportunity to build upon their ideas and the ideas of their peers.

Although what I did during my lesson did support students in working towards the content and language objectives I created for this particular book, I failed to support students in building English language proficiency as much as I could have. In order to improve upon the lesson and provide students with more opportunities for the authentic, meaningful language use that is so critical to developing communicative competences, which should be the main purpose of learning English (Brown, 2001), I could have given students more opportunities to interact with one another and elaborate and build upon both their own and each other's contributions. For example at the beginning of the transcript, instead of simply repeating each student's response to acknowledge and validate it, then moving onto the next student, I could have asked the students "Tell me more about that," or "What about the rest of you. Do you also like to…? Why or why not?" Pressing students for elaboration and to respond to one another's activities would more closely represent a discussion about interests that so often happens when people are getting to know one another. Providing students with this more authentic experience would also have helped them to understand the purpose of the text and of reading, as something that can help them learn about other people. Another way I could have supported students' development of English language proficiency and the content area is by explicitly connecting what students like to do to the activities listed in the book. I attempted to activate students' background knowledge by asking them what they like to do. However, after this brief discussion, the things they like to do are never connected to the book, or the topic of the book clearly. When scaffolding by connecting to prior experiences, teachers must also include an element of looking forward, linking this background knowledge to what students are going to learn (Hammond and Gibbons, 2005). I could have done this by asking students if they think what they said they like to do are

things that animals like to do, and by having them compare and contrast the things they said they like to do with the activities listed in the book. Connecting students' own experiences to the learning they were about to do with the book would have helped them to understand the purpose of the book as well, increasing their comprehension of it. In addition, this might have helped students see reading as valuable, as their engagement with the text would have been more meaningful. In the future, instead of just connecting to background knowledge as a way to introduce the lesson and get students engaged, I will ensure that these connections are meaningful to the learning that is about to happen by helping students see how what they know relates to the lesson in a more explicit way. In addition, I could have supported students in a way that would have benefitted them more by approaching the lesson with the lens of comprehension as sense-making, instead of comprehension as outcome (Aukerman, 2008). During my lesson, I was very focused on leading students to the "right" answer of details they should notice, even though these were not the things the students noticed on their own at first. I also provided scaffolding by describing the structure of the book (lines 57-60). Although modeling this think aloud points students to the underlying structure of the text, and thus supports their comprehension, by providing this scaffold, I limit opportunities for students to make sense of the text on their own. This scaffold was also intentionally placed to help students come to the "right" interpretations as they are reading and to pay attention to the "right" things. In order to support comprehension as sense making, I could have asked the students questions such as "What do you notice about the book? Are there any patterns? Why might this pattern be important?" and allow them to come to their own conclusions.

Overall, my analysis of my teaching has demonstrated to me how easy it is to lose sight of larger goals of supporting English language proficiency holistically though authentic, meaningful experiences that develop communicative competencies. In the context of this guided reading lesson, during which I only had about 20 minutes to accomplish my goals, I neglected opportunities to have students interact with one another and elaborate on their own thoughts in favor of pushing them to accomplish this lesson's objectives quickly and effectively. This analysis has shown me the importance of remembering *why* I am teaching my lessons, not to lose sight of purposes that extend beyond the current learning objectives, seeking instead to accomplish those objectives in the context of pushing students toward the larger goal of becoming more proficient communicators in the English language.

Final Reflection and Implications

Upon reflecting on my instruction, there are many ways I can continue to grow as a teacher in order to continue to improve my instruction for ELLs. One goal that I have is to learn how to provide students with more opportunities to practice and apply new skills they learn. Although in my lessons, I gave students some opportunities to practice the language and content knowledge in the classroom with hands on activities, through interactions with me and with their peers, these opportunities could have been extended upon and been more engaging for students. One goal I have to make this material more engaging is to provide more culturally responsive and authentic tasks for students. In my Philosophy of Teaching, I wrote about the importance of affirming students' cultural identities through the activities and materials used in the classroom. In addition, I wrote about the importance of culturally responsive teaching that validates students' lived experiences and builds upon them in the classroom. This semester, my lessons were not very culturally responsive. In order to teach in a more culturally responsive way, I can incorporate books representing diverse experiences, even in guided reading. By modifying texts about various cultures and incorporating them in guided reading, I can make lessons more

culturally responsive, as well as show students how reading can be a valuable tool to learn about different people, and how they can use writing to convey information about themselves. Using culturally relevant texts in guided reading and other classroom instruction will affirm student identities, and may help increase student engagement, as they will have personal connections with the material they are working with.

Another goal I have in my instruction is to learn how to practice more student-centered instruction by giving students more opportunities to use their L1 in the classroom, and encouraging this use. In my Philosophy of Teaching, I also wrote about the importance of using students' L1, as students' academic achievement increases when they are able to learn in their native languages (De Jong, 2011). Although students often used their native languages when talking with one another, I did not encourage this use nor did I leverage it in my instruction. One way I could leverage students' native languages in the future is through translation activities. Having students translate a sentence or two from the guided reading books we read can increase reading comprehension, since students must have deep understandings of the text in order to correctly translate it (Goodwin & Jimenez, 2015). Although in a Kindergarten classroom, translation activities may be simple, they can still help students think about the vocabulary of the book, while connecting to larger concepts of the text. In older grades, using translation can also help students think about metaphors, idioms, and sentence structures (Goodwin & Jimenez, 2015). Translation activities, along with intentional groupings that place students with shared native languages together and encouraging students to use that language to work through lesson concepts are ways that I can approach meeting my goal of incorporating more of students' L1 in instruction.

In addition, after reflecting upon my teaching this semester, one of my goals in instructing ELLs is to learn how to respond and build upon student sense-making in a more contingent way instead of leading them toward a right answer I have in mind. In doing so, my goal also includes supporting higher order thinking among students and to place the responsibility of interpreting and applying the content material on the students. By focusing on comprehension as sense-making, instead of comprehension as outcome, I can help equip students to understand new texts that they read, and to develop sense-making skills (Aukerman, 2008). Furthermore, responding contingently to students is important because overscaffolding limits students' productive engagement with literacy and may position students as passive respondents rather than active learners (Daniel et al., 2015). To meet my goal of responding to and building upon student sense-making, I can plan possible scaffolds for my lesson, but approach teaching with the understanding that I may not and do not have to use all of the scaffolds, instead assessing dynamically where students are at and what supports they need. In addition, to support comprehension as sense making, I can accept incomplete understandings and have students discuss with one another whether they believe the text supports these understandings. For example, in the portion of my lesson I analyzed for my microanalysis, instead of continuing to prompt students for the word "watch" and to provide leading questions to get them to produce this word, I could have accepted their answers of "hiding" and "see," asking the students as they read to think about whether those answers match what is written in the book. Doing this would give the responsibility of determining what the word in the sentence is, and what it means to the students, allowing them to make sense of the text and play a more active role in reading.

After gaining more experience teaching English language learners in the context of a school and state that have regulations concerning how these students must be taught and standards that must be met, new questions have arisen for me about educating multilingual

learners. One of these questions deals with what practically teachers can do to advocate for wider change in policies surrounding educating ELLs. Since Tennessee is an English-only state, teachers are limited in the extent to which they can bring in and leverage students' L1 in the classroom. In my Philosophy of Teaching, I wrote about promoting additive bilingualism and assessing students in their native languages. How can teachers advocate for change that would allow for this in schools, and what can teachers do in the meantime in their classrooms when policies and the school they are in do not support this? In addition, I wonder how teachers can bring in students' native languages when there are a great variety represented in the classroom. For example, if the teacher groups students intentionally for activities so that students are able to talk to one another in their native languages, how can he or she support and provide the same opportunities to students who do not share a native language with anyone else in the classroom? Furthermore, how can the teacher translate and provide resources to the students and parents in all their native languages when translators might only be available for the most commonly spoken languages and tools such as Google Translate are not the most accurate? In my Philosophy of Teaching, I also wrote about incorporating families in the classroom, and in leveraging their funds of knowledge by having them share their skills and stories with students. How can teachers do this with parents who may be very busy and may not be able to come in during school hours to do this? In addition, how can teachers connect more with families in a school environment that does not place high value on this? My experiences this semester have also led me to wonder how teachers of multilingual learners can balance demands for time in their classroom and in planning for instruction. Providing authentic experiences and allowing students to make sense of material on their own takes time, and some can argue that it is much more efficient to explicitly teach students content material. How can teachers balance demands for covering standards and preparing students for both testing and the next grade, while making time for authentic learning, sense-making, and lessons that affirm student identities by incorporating their cultures and lived experiences?

Although I still have many questions about educating multilingual students, and many learning goals to continue to improve instruction for them, I have also improved my instruction for ELLs over the past months. One aspect in which I have improved my instruction is preparing lessons. Prior to my practicum and class experiences this semester, I had no experience writing separate content and language objectives, to support ELLs in learning the content material while developing their English skills. Throughout the past months, I have learned how to develop specific, measurable content and language skills in a way that provides ELLs the same access to materials their peers are working with, and the same cognitive demand in lessons, while differentiating in a way that helps them to succeed with the language that they have. In addition, I have improved in reviewing these objectives with students and connecting back to them during my lessons. In writing content and language objectives for students, I have also improved in designing my lessons and providing scaffolds in a way that supports all students toward meeting these objectives. Prior to this class and this practicum, I did not realize how much support might be necessary for beginning language learners and the importance of making tasks clear to them. I assumed that with a verbal explanation of the task and a model of what to do, the students would understand what was expected of them, and be able to complete the tasks I gave to them. Throughout the past couple of months, I have improved in providing more support to students, specifically in the context of writing tasks. At the beginning of the semester, when I had students write about the book I read with them, I just provided them with the sentence frame and one example of how they might fill in the blanks of the sentence frame. As students were working, I

noticed that they were very confused about the task, especially since my sentence frame was also more complex and included multiple spaces for students to write their own ideas. Some students did not know what to write about, and as a result, spent a great deal of time distracted. In future lessons, I learned to scaffold students by further breaking down the writing task, eliciting multiple examples from students of what they could write, and going over the sentence frame with them multiple times. I also grew in my ability to support beginning English language learners, by providing them with more visuals to support them in making sense of the writing task. Over the past couple of months, I have also improved in my instruction of ELLs by becoming more aware of how to build background, making connections between what students already know and what they are about to learn. Although this is still an area in which I am growing, throughout the past semester, I have begun to introduce lessons by making connections to students' lived experiences more often than before. I have also improved in making input comprehensible. Over the past months, I have considered the rate and enunciation of my speech more, becoming better at making it slower and different aspects more exaggerated to support ELLs' understanding of what I am saying. In addition, I have improved in considering how to incorporate a variety of techniques in my lessons to make input comprehensible. This semester, I have grown in my ability to use gestures and visuals as I am teaching, and in involving children in Total Physical Response activities that support their understanding of the vocabulary and key concepts of the lessons I am teaching. One important area in which I have improved is in my ability to reflect upon my own teaching and to receive feedback from others on it. Prior to this practicum and class, I was afraid to have others watch me teach and give feedback to me. Through post-observation conferences and activities in class that had me and my classmates analyze my teaching, I have become more willing and able to receive and apply feedback. Although this does not directly improve my instruction of ELLs, it is crucial because as a result of this learning, I am better able to continually consider how I can further improve as a teacher.

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A: Are you ready to move on to the book we are going to do today? It's called things I like to do.

A: Don't open it yet.

O: Okay. Don't open it.

A: Okay. So some things I like to do…I like to play with my dog. What are some things you like to do?

J: I like to play with my toys.

A: You like to play with your toys?

O: I like to play with my phone.

A: You like to play with your phone?

O: Well with my dad's phone.

A: What about you Cing?

C: TV.

A: You like to watch TV. What about you Zhala? What do you like to do?

Z: Um. Watch TV.

A: You like to watch things too? And so in this book, there's a little girl, and she likes to do things with her pets. So what do you think she might like to do with her pets?

J: Like what she would do with her fishies or her cat or her dog.

A: Yeah. Those are good ideas of pets she might have. So let's take a picture walk.

J: Or like a bunny.

A: Can you guys flip to this page?.

A: So what do you see on this page?

O: I like to

A: Oh, look at the picture. We're not reading yet.

C: Rabbit

A: A rabbit? And what are they doing together?

J: A mouse!

O: Mouse

A: What are they doing?

Z: Playing.

A: Playing? They're hopping.

J: This is like a short book.

A: And what are they doing on this page?

J: The mouse is rolling with the little girl.

A: Unhuh. Zhala, what do you see? What are the girl and the mouse doing?

Z: They are playing (incomprehensible)

A: They are playing? How are they playing? They're

O, C, Z: Running.

A: They like to run.

O: I know that's a easy word.

A: You know that word? And so I see some sight words. Does anyone know what this word is?

O: It's I. I like to…

A: Do you know Zhala?

O, Z: Like.

A: That's right. Okay. Let's flip to the next page. What do you see here?

O: Oooh pool.

A: A pool! And who is she with?

O, C, J: The fish.

A: The fish. It's a goldfish. And what are they doing together?

O: They're (incomprehensible)

J: This is like a really short book.

A: It is a short book.

O: Kind of a goldfish a shark?

A: What are the girl and the fish doing together?

C: Swimming.

A: Swimming. They like to swim. You know what I notice? On each of the pages, the girl and her pets are doing something together. So on this page, the girl and her goldfish are swimming. So I think this is showing how the girl is alike, the similarities between the girl and her pets.

A: What about on this page? Who is she with? Julietta?

J: Um. The girl and the dog, they're digging together.

A: Yeah, they're digging.

O: Together!

A: They dig.

O: together, together.

A: That is something they like to do together. And who is she with here?

C: Her cat.

A: Her cat. And what are they doing together Zhala?

Z: Climbing.

A: Climbing. That's right. So it says, I like to climb. And now what are they doing? Omar, can you tell me?

O: Uhh

A: They are

O: Hiding.

J: See.

A: Do you guys have a guess? What are they doing here?

O: I know.

A: Yes, Omar?

O: Um looking.

A: Unhun, so there's a word for look, that's watch. They're watching.

O: I know watch. That's watch. I have one at home. It too big for me.

A: Yeah, watches can tell time, and watch also means to look at. And if you go to the last page, what is the girl doing with all her pets? What are they all doing? Julietta?

J: They're sleeping with a cat and a dog and the goldfish and the mouse all sleeping on the tree.

O: Yeah.

A: These are all things the girl likes to do with her pets.

O: The end.

A: Yeah, the end. Do you guys want to do something a little special? So you are going to stand up right behind your chair, and we are going to act out the things the girl liked to do with her pets. So what is the first thing she liked to do with her rabbit?

C, J, O: Hop.
A: Let's do a little hop. Hop.
A: What's this one?
O: Run

4:46-10:00
A = Me
O = Student 1
J = Student 2
C = Student 3
Z = Student 4

Artifact 7: Final Assessment Paper

Part 1:
<u>The Participant</u>

In my practicum placement at Glenview Elementary, I decided to work with a six-year-old boy named Matthias (this name is a pseudonym). Matthias is currently a first grader, and I began working with him a little over a month after the school year had started. Therefore, by the time I met him, he was already settled into the classroom and familiar with his peers, the teacher, and the classroom norms and routines. I come into the classroom twice a week, and work one-on-one with Matthias each time I am there.

My decision to work with Matthias was influenced both by my mentor teacher (the classroom teacher) and by my observations of him in the classroom. Part of my work in this placement at Glenview includes tutoring a student in reading. The classroom teacher recommended that I work with him in order to support his development as a reader because as a first-grader, he reads independently at Fountas and Pinnell's level A, and instructionally at level B. However, ideally, students should begin first grade reading independently at level C, and by the end of the year, read at level I. Therefore, she thought Matthias would benefit greatly from having consistent one-on-one support in reading. Twice a week, I work with Matthias for about 15-20 minutes. We do word work, read book together focusing on strategies to figure out new words, discuss the story in order to support his comprehension skills, and write a sentence every time we meet.

Since I would be working closely with Matthias so extensively on literacy, I thought it made sense for him to be the student I assess. Working with him twice a week gives me the opportunity to observe him as a learner and develop rapport with him. This relationship means it is more likely that he will be comfortable with me, so assessments I might use to gain information about him and his English abilities are more likely to be accurate, since he would not have the added anxiety of working with a stranger while taking these assessments.

I gained information about Matthias's background through various assessments. Since Matthias is still an emergent reader, most of my assessments were conducted verbally. The first day I met with Matthias, I interviewed him. Prior to meeting him, I came up with a list of ten questions to find out more about him. Specifically, I was interested in finding out more about his family, his interests, and his identity as a reader. During the interview, I would ask him the questions I had prepared, and follow-up questions, if applicable, after that to have him elaborate on his answers. During this interview, Matthias seemed nervous, since he was not yet familiar with me. In addition, my professor was in the room, sitting approximately three feet away from Matthias and me, watching us. As a result, many of his answers were short and I questioned whether all of his answers were truthful or if some of his responses were what he thought I and my professor wanted to hear.

Despite these factors, I was still able to gather some information about Matthias's cultural and linguistic background from this interview. I asked Matthias, "Who is in your family," and found out that Matthias considers his family to include his mom, dad, older sister, and baby brother. Upon asking how old his sister and baby brother were, I found out that his older sister is nine years old and that his mother is currently pregnant with baby girl. I then asked Matthias how long he has been living in America, to which he replied that he has been living here since he was a baby. I followed up by asking him where he was born, and he told me that he was born "here."

Later in this interview, I found out that Matthias speaks Spanish at home with his parents. However, with his older sister, he speaks English. When I asked Matthias whether he reads at home and how he feels when he reads at home, Matthias responded that he does and reading makes him feel happy. I wanted to find out more about his home literacy practices because reading at home supports reading and language development, so I asked him who he reads with at home. Matthias responded that he reads with his older sister. I followed up by asking him if he reads with his parents at home. At first, Matthias said that he does not, but after I gave him suggestions of what they might read together, such as books, newspapers, and websites to help him think beyond what might traditionally be considered reading, Matthias said that he does read with his parents, but they read Spanish books together. I thought it was very interesting that Matthias did not initially consider reading Spanish books as reading, which suggested to me that he might not view speaking and reading in Spanish as legitimate literacy practices. Matthias's answers to these questions also suggested that he has been in the United States for all of his life, but since he speaks Spanish with his parents, it is possible that most of his exposure to English comes from school, and that prior to entering school, he spoke and heard Spanish more than English. To find out more about Matthias's cultural background, I asked his classroom teacher about where his family is from, and found out that they his parents are from Mexico, but like Matthias said, he was born in America. His classroom teacher was unsure about when both of his parents moved to America, guessing around 2015.

During this interview, I also asked Matthias what he likes to do outside of school and what he likes to do with his family. I wanted to ask these questions to find out more about his cultural background and what cultural traditions his family might engage in. However, Matthias's responses to both of these questions was that he likes to go to the park. I followed up with this by asking Matthias what else he likes to do with his family, and if there are any clubs he is a part of or sports he likes to play. He responded that he likes to run and go on the slide at the park. In order to get a better sense of how Matthias engages with his culture with his family, I could have asked him if there is anything special he does with his family that he thinks other families might not do, and what holidays he celebrates with his family. As a first grader, Matthias likely does not have a complete understanding or conception of his family's traditions and culture, so I would need to use carefully phrased questions and tasks or communicate with his family to find out more about this.

I wanted to find out more about Matthias's language use, so I gave him an Oral Language Use Survey. I chose this assessment because it would provide me with information about specific people and places Matthias speaks different languages with, and was simple enough that I thought a first-grader could provide accurate answers. I told Matthias that I wanted to know more about when he speaks Spanish and English, and that I was going to ask him what language he speaks with different people and at different places. I told Matthias that when I named a person or place, I wanted him to tell me if he spoke Spanish, English, or both languages to those people or at that place. I used Resource 1.3 from Gottlieb's *Assessing English Language Learners: Bridges to Educational Equity* book (Appendix 2). I read each line to Matthias one by one, and found out that he speaks Spanish with his parents, grandparents, other relatives that live with him, and neighbors. However, he speaks English with his friends. When I asked Matthias about what languages he speaks around his neighborhood, I found out that he speaks English at the store and outside, and Spanish at the doctor's office and at a market or fast food place. Since I was unsure whether Matthias had a conceptual understanding of what a fast food place is, I explained it to him as a place he goes out to eat with his family, and gave him the example of

McDonald's. From this assessment, I also found out that Matthias speaks English on the playground or outside at school, Spanish in the lunchroom, and English during his free time.

I noticed that Matthias's answers for the questions about where he speaks Spanish and English alternated between the two languages. In addition, Matthias never responded that he speaks both languages at any of these places. I think it may be possible that Matthias forgot that both languages was a possible response, and that at many of these locations, he speaks both languages, but different languages to different people. For example, at the store, he might speak Spanish to his parents, but English to strangers and workers of the store. In order to see if this is true and in order to get possibly more accurate responses from Matthias, I could have reminded him of the possible responses after each place or person I named, and for the questions about places, asked him who he speaks the language he responded with at that location. Despite this, this assessment still revealed that Matthias has opportunities to speak in both Spanish and English in his daily life.

I also used a language use survey for newly enrolled students (Appendix 3) to find out more about Matthias's language use and educational history. Even though Matthias is not a newly enrolled student, I thought the more open-ended nature of the questions on this survey compared to the oral language use survey made it a useful tool to confirm the responses he gave previously. From this survey, I confirmed that Matthias speaks Spanish at home with his mom, dad, grandparents, and aunts. I was also able to confirm that Matthias has been at Glenview from preschool to now, and has never attended school outside of the United States.

Following these two surveys, I wanted to find out more about Matthias's attitudes towards the different languages to which he is exposed. In order to do this, I asked Matthias to draw pictures about his feelings towards different languages. I thought the task of drawing pictures would be useful because communicating emotions through words is sometimes difficult for first graders. I asked Matthias to draw a picture showing how he feels when he speaks English and when other people speak English to him. Matthias drew a happy face (Appendix 4). I asked Matthias why, and he replied that he likes speaking English. Following this, I asked Matthias how he feels when he speaks Spanish and when others speak Spanish to him. Matthias drew a sad face, and when prompted, said that it was because he does not like Spanish. I was interested in what Matthias thought about his teacher's use of Spanish in the classroom, since there are times that she translates or has other students translate for students less proficient in English. When I asked Matthias about it, he drew a face with an 'x' for its mouth. Matthias explained that it was an angry face and that it makes him angry when people use Spanish in school because he thinks they should use English. After finding this out, I was also interested in what Matthias thought about his teacher and classmates' use of Arabic in the classroom, so that I could get a sense of whether these feelings are limited to his home language, or all languages other than English. When asked to draw a picture of how he feels when people speak Arabic in the classroom, Matthias drew a laughing face, and explained that he finds it funny. This activity revealed to me that Matthias has some negative conceptions about his home language and does not think of it as something that should be used in school.

My observations of Matthias in the classroom also support the fact that he is not comfortable using Spanish in school. Matthias's class has many English language learners, and a majority of them are Spanish speakers. When students have free time or are doing work at their desks, they are allowed to communicate with each other in a language of their choice. While many of the students in the class choose to talk to their peers in Spanish, I have not seen Matthias do this in the time I have been in the classroom. Furthermore, I have noticed that Matthias does

not engage very much with his peers during free time or independent work. He tends to sit quietly by himself, focusing on his work. For example, in the mornings, when students first come into the classroom, they eat breakfast and have morning work to do. Many students do not end up doing their morning work, instead taking the time before the school day officially starts to talk with their friends in the classroom. However, Matthias sits quietly at his desk, working independently on his morning work, and is consistently one of the only students who finishes it. Matthias also does not help translate the teacher's directions to other students. The classroom teacher will sometimes ask students more fluent in English to translate directions to students less fluent in English into Spanish. While other students are eager to have the responsibility of translating to help their peers, Matthias does not volunteer to translate. In other areas, Matthias is very eager to volunteer to help and to offer his answers. For example, during phonics lessons, Matthias often raises his hand to share his answer on the board to his classmates. He participates fully in morning meeting as well, and is not hesitant to share with his classmates about the question the teacher has posed to them that day. While some of Matthias's hesitance to interact with his peers in Spanish and to translate for them could be due to the fact that he is a shy or quiet child, the fact that he participates and is eager to share in other contexts suggests that his negative attitudes towards Spanish does have some influence on this.

Overall, Matthias is a learner who is exposed daily to both Spanish and English. He has been in the United States learning English for most, if not all, of his life, and is in his third year of receiving formal education. Matthias's attitude toward his home language is somewhat negative, and it seems as if he questions whether Spanish should be considered a legitimate form of communication in school and whether literacy in Spanish qualifies as "real" literacy.

The Context

Matthias is currently in a first-grade classroom at Glenview Elementary. He is a part of a classroom of about twenty students. In this classroom, desks are put together into groups of four to five. There are two kidney tables at either side of the classroom for small group work, a rug at the front of the classroom right behind the whiteboard, and a rug at the back of the classroom sandwiched in between bookshelves. These configurations make group work and student interaction easy to facilitate and conveys to students that working together is something that is valued.

I observe Matthias at the beginning of the school day, during the ELA block. The students begin the day by eating breakfast and doing morning work. Morning work generally consists of three math problems. One requires them to count up from a number written on the board, another is a subtraction or addition problem, and the last is a word problem. The word problem is written in English, without visuals or translations to support students in making sense of it. The morning work seems optional, more of a way for students to engage with math if they would like as they wait for the school day to begin. Following this, students have morning meeting, intervention, social studies, phonics, centers, then whole group reading. In the afternoon, the students have math, science, and specials.

From what I have observed about the classroom teacher's instruction, it is evident that she uses a variety of grouping configurations throughout the day, giving students the opportunity to interact with one another frequently. Intervention usually consists of a question that students ask one another. For example, during one of my visits, the students talked about what they were thankful for and why. In order to support students in this task, the teacher looked up the translation for "thankful" in both Spanish and Arabic, which are the two most common home languages in the classroom. She also had pictures with words of things students might choose to

talk about, such as family, pets, and toys to support students who are newer ELLs. The students talk in small groups of two to four about this question, working on asking one another to elaborate, and on agreeing and disagreeing with one another. During this time, students are allowed to talk to one another in their home languages, and many do.

Social studies having students work with different ways of organizing information, such as bubble maps and tree diagrams. This begins as a whole group activity, during which students are introduced to new concepts and work with new graphic organizers together. At the end, students work independently with that graphic organizer at their desks. This part of the lesson always includes many pictures and visuals. The classroom teacher also uses a lot of gestures as she is explaining ideas to students. The ideas that students talk about to fill their graphic organizers are, for the most part, ones they should be familiar with, such as differences and similarities between two of their teachers, and foods that are healthy and unhealthy. However, they do not bring incorporate students' cultures, and are instead rooted in their school experiences or mainstream American culture. For example, when talking about healthy and unhealthy foods, the examples the teacher used were pizza, hamburgers, fruits, and vegetables.

Students also have phonics instruction during their ELA block. This instruction is whole-group instruction and is strictly skills focused, not tying in students' backgrounds and cultures. Following phonics, students have centers and guided reading. During this time, students are pulled in small groups to work with the classroom teacher. The centers are focused on reviewing the skills students have learned, such as letter sounds, and on reading.

From my observations, it is evident that although the classroom teacher includes many supports for helping make content accessible to her English language learners, there is still more she can do to incorporate students' cultures and backgrounds into instruction, such as by including more culturally diverse books in her classroom library or talking about more culturally relevant material for the graphic organizers. The decorations in the classroom could also be used to show students that their cultures and backgrounds are valued, since currently none of the materials hanging on the walls of the classroom or displayed throughout the classroom address students' cultures and backgrounds. The classroom teacher does, however, show students that their native languages are valued by asking students to translate words for her and for each other and allowing students to communicate with one another in their native languages.

In order to find out more about the classroom teacher's approach and attitude toward English language learners, I used Resource 1.1 from Gottlieb's book (Appendix 5) to ask about the terms she, the school, the district, and the state us for language learners. I found out that she uses the same terms as her school, referring to language learners as dual language learners, ELLs, ELLs with learning disabilities, and gifted and talented ELLs. The fact that she and the school use these terms to describe English language learners suggests a focus on developing English proficiency. Students are not referred to as emergent bilinguals, heritage language learners, and linguistically and culturally diverse learners. However, the use of dual language learners suggests that at a personal and school level, the teachers recognize that these students are learning another language and have knowledge from this language that can benefit them in learning English.

The overall school environment is somewhat supportive towards English language learners and their families. In order to assess how culturally responsive the school is, I used Gottlieb's Rating Scale of a Linguistically and Culturally Responsive School (Appendix 6), to guide my observations. Multilingualism and multiculturalism are somewhat present in the school and the school does take steps in order to be welcoming to families of all cultures. The office has

signs in English, Arabic, and Spanish, and every day, there is someone who speaks Arabic and someone who speaks Spanish present in the office to talk to parents and families. The school also provides materials and information translated into Arabic and Spanish for parents and families. In addition to this, high expectations are set for all students, since students are all expected to meet the same content standards. ELLs are able to reach some of their goals in more than one language, but formal assessments are conducted in English. Teachers connect new knowledge to students' cultures and backgrounds and give students opportunities to share about culture during morning meeting and the closing circle time. Overall, based on this rubric, the school has intermittent signs of being linguistically and culturally responsive. Although there are many supports and accommodations in place for English language learners and their families, there is still more that the school can do to make students' cultures and languages a central part of their instruction.

In order to find out more about the school environment, I also used Gottlieb's resource 1.2 (Appendix 7), which deals with identifying educators of English language learners and their different roles. In order to find out more about these roles, I asked my mentor teacher what the responsibilities of all the educators are. Her viewpoint is that all school staff are responsible to be role models for students, helping them to see that they can be successful in any language and learning happens in many places and ways. They all work together to bridge the learning gap between home and school, bringing students' cultures and backgrounds into the classroom. Based on my observations, I found that the school does not have special bilingual or dual language teachers, although many teachers are bilingual. Content teachers and general education teachers are responsible for making state standards and grade level material accessible and relevant to all students. Language specialists and support teachers provide push-in and pull-out supports, coming into classrooms during lessons to support the teacher and students, and pulling small groups of students out to provide more individualized support. It was evident from my observations and the teacher's response that all staff are responsible for educating ELLs, and work together to help these students meet and exceed standards.

Lastly, in assessing the school context, I used Herrera's rubric on educator views of student, family, and community assets (Appendix 8). The school meets criteria for almost all of these aspects and meets basic needs for some of these aspects. As mentioned earlier, teachers and administration value students' culture, incorporating it into some aspects of the culture. However, there is room to improve in bringing culture into content teaching, and not just as a part of community building. The school has specific supports for ELLs, and uses assessments to make specific modifications for students. Families are respected and valued through translations and staff that speak their home languages and the school connects families to the community, viewing community resources as assets, as demonstrated by a school social worker, who informs teachers of community resources to share about with their students and families. This rubric, as well as the assessments used earlier provide evidence for a context that is supportive of and knowledgeable of ELLs, one that understands the importance of home-school connections and valuing all that students bring into the classroom.

As part of the process of empathizing, I interviewed the classroom teacher on her assessment practices. Unfortunately, due to the class schedule, I was unable to ask her my interview question in person, and instead needed to ask them by email (Appendix 9). As a result, I was unable to ask follow up questions and receive elaboration on some of her answers. From the interview, however, I was able to gather information about the classroom teacher's assessment practices and viewpoints.

Students in her class are assessed daily informally, and at the ends of units with a cumulating writing task and a cumulating math test. The students also must participate in standardized assessments, three times a year with the TLA, twice a year with the FAST assessment, and once a year with the WIDA ACCESS. From the teacher's responses to my questions, it is clear that she views assessment as a useful way to gather information about student learning in order to be able to provide instruction that meets student needs. Daily assessments are used to determine what students need to review and work on, and WIDA scores are used as a way for her to understand more of students' strengths and weaknesses, so that she is able to support them better. The teacher also believes that while standardized testing provides valuable information, there needs to be other data used to track a student's learning process. The daily and end-of-unit classroom assessments she uses provide her information beyond standardized tests about what students know and have learned.

This interview also revealed the classroom teacher values working as a team, and views following district and school wide recommendations as a way to increase student success. Previously, the teacher mentioned the importance of all school staff working together to support student learning, and this view is expanded upon with her answers about assessment. For example, my questions asked about her assessment practices, but the subject of her responses was "we," not "I," revealing that her practices are not hers alone, but also those of other teachers. Furthermore, when asked about what she cares about that others might not enough, her response is that all the staff at the school work together to help ELs feel welcomed and successful. It seems as daily and end-of-unit assessments are developed with other teachers and they are modeled after school wide assessments. She gives the example of ELA tasks modeling the WIDA writing section. This demonstrates the value she places on standardized assessments and how assessments influence her instruction. Modeling her own assessments after the WIDA likely also means that her daily classroom instruction is also teaching to the WIDA.

Despite this, it is evident that the classroom teacher cares about student learning beyond assessments. As part of her answer to the last question, she reveals that the amount of English her students are learning is less important to her than how they are understanding larger concepts and developing important skills, such as reading and writing. Furthermore, she recognizes that students are more than their standardized assessment scores, with her interactions with her students and teaching style revealing how she wants them to feel welcome, capable, and valued.

Part 2:
My learner's stage of English language proficiency:

In order to assess my learner's stage of English language proficiency, I used his scores on the WIDA ACCESS assessment from last year, along with an observational protocol from an oral language assessment I gave to him. I received Matthias's WIDA ACCESS scores from his classroom teacher. My observational protocol with Matthias was a group oral language assessment consisting of three parts.

The assessment was conducted in a quiet room, where the three students were the only ones there. Matthias, along with two other students from his class, who were chosen at random from those who volunteered to participate were involved in this assessment. The first part of the assessment had students create a picture of their families. The students were given five minutes to draw a picture of their families, then told tell everyone about their families, including their names and ages, and their hobbies. After each student shared about their families, the students were told to ask other students if they had any questions about each other's families. Step 2 of

the assessment involved having the students pretend to decide where their class would like to go on a field trip. The students were presented with pictures of three places. The first place was the Adventure Science Center, the second place was the zoo, and the third place was the Nashville Children's theater. Each paper describing the places had a picture of the location and pictures showing some of the things the students would be able to do at that location. I tried to make these tasks authentic and relevant to students, since they know about their families, and the locations I chose are ones in Nashville, where the students live. Therefore, the students might have known of these places before the assessment, and if they did not, the pictures and my brief description would help them to be able to decide on where they wanted to go. The final task had students point to how they felt during the assessment on an Emoji sheet, to help me determine whether affective factors may have influenced their performance on this assessment. I used the speaking rubric of the WIDA consortium to measure Matthias's speaking level on this oral assessment. I chose to use this rubric even though Matthias is currently in first grade because this is the rubric he would have been assessed with on the last WIDA ACCESS test he took. I wanted to be able to compare my results from the speaking assessment with his scores on the WIDA ACCESS test, and using the same rubric would allow me to make a more direct comparison between his scores on the two.

Based on my observations during the group oral language assessment I have of Matthias, I placed him as a level 3 (developing) in vocabulary usage and language control and a level 4 (expanding) in linguistic complexity (Appendix 10). I placed Matthias at a level 3 in language control because although his sentences are generally fluent, some of his language structures, especially syntax, contain errors. These errors appear somewhat frequently, and while most of them do not impede the overall meaning of what Matthias is trying to say, some of them may be a source of confusion to the listener. For example, when describing why he wanted to go to the zoo instead of the Adventure Science Center, Matthias said, "some stuff of my favorite animals," meaning that the zoo has some stuff, including some of his favorite animals for him to see. When describing his family, Matthias said, "it already passed the birthday of my family," which likely means that none of his family members' birthdays are coming up soon, since they have already celebrated their birthdays sometime in the past. Although these syntactic and semantic errors may cause some confusion, in general, his speech is comprehensible and fluent. Many of his other errors do not impede understanding, such as when he says, "they have a penguins," when describing why he wants to go to the zoo. Matthias's peer was able to understand him well enough to have a conversation with him arguing about why going to the Adventure Science Center was a better choice than going to the zoo.

I determined that Matthias was also at a level 3 in the category of vocabulary usage. I decided that Matthias was at a level three because his use of general language was fluent and he rarely groped for needed vocabulary. However, he did not use very much specific language, besides for names of animals he wanted to see at the zoo, such as fish, penguins, tigers, and monkeys. He did grope for the name "meerkat," as he was describing the animals he wanted to see, but the meerkat is a very specific animal that is not commonly seen in environments outside of the zoo. I decided that Matthias was at level 3 in vocabulary usage and not level 2 because he is able to use vocabulary that is not highly familiar, such as "penguin," without groping for the words. However, I did not place him at a level 4 because there is no evidence of him using technical language related to the content area. This may be due to the fact that he did not have the opportunity to use technical language related to the content area based on the tasks I gave

him. In the future, I will need to ensure that the tasks I design provide my students with opportunities to use technical academic language.

I placed Matthias at a level 4 in the category of linguistic complexity. I chose to place Matthias at a level 4 in linguistic complexity because his sentences were of varying lengths, with short ones, such as "the zoo have fish," and longer ones, such as "First, I want to go to the zoo..." Matthias's responses also show emerging cohesion to provide clarity to what he is saying. This is demonstrated by the transitional words he uses and the way he begins his sentences. For example, Matthias uses the word "first," to organize his reasons for wanting to go to the zoo. He is also able to use structures such as "I disagree because," to provide a rebuttal to his peer's reason why going to the Adventure Science Center would be better than going to the zoo. This structure provides cohesion to his argument. I did not place Matthias at a level 5 because he did not speak in extended oral discourse and although some elements of his speech provided cohesion and clarity, his speech was not organized in a way that supported main ideas. I decided he was above a level 3 in linguistic complexity because he included more than simple and expanded oral sentences with emerging complexity to add detail.

During the assessment, Matthias did not speak as much as I had expected him to, which made collecting enough observations to make a decision on his speaking level a little difficult. While the structure of the assessment provided many opportunities for Matthias to speak and to respond to his peers, the fact that one of the other students was very talkative and tended to dominate the conversation meant that Matthias had fewer opportunities to speak. Furthermore, the other student in this group was a newer ELL, and his limited English proficiency may have caused him to be very quiet during the assessment. Therefore, the assessment was not as conversational as I had imagined. If in the future, I am conducting an oral assessment of a similar nature, I will be sure to be more intentional in the students I select to be conversational partners for my target student. I will need to select students who are proficient enough in English to participate in all tasks presented to them and students who are about as talkative as my target student so that none of them dominate the conversation. In the future, I might also change the task I give to students in order to determine their speaking proficiency in English. Although the task I created and did with Matthias has the potential to foster conversation and provide a speaking sample, I think it might be better suited to measure the oral language proficiency of a group of students instead of a single student, or as one part in measuring the oral language proficiency of a single student. Giving a different assessment, such as evaluating a student based on their telling of a wordless picture book, would give the target student more opportunities to speak and provide a language sample. However, since a wordless picture book told to the assessor does not provide information about how this student communicates with peers and in the classroom, I would combine results from this assessment with observations of the student interacting with peers, which could also be measured with a task like the one I did, and observations of the student in the classroom.

I think observations of the student in the classroom would be critical to assess or a task that mirrored what the student does in the classroom, because the WIDA speaking rubric addresses technical language related to the content area. Most of the time, this language does not come up naturally in day-to-day conversations students may have with their peers or in more casual settings that do not require this language of students. As a result, evaluating students on vocabulary usage with the WIDA speaking rubric is difficult, since it focuses on technical language. Students must be provided opportunities to use technical language in order to receive an accurate score on the vocabulary section, since placing students at a lower level in this

category when they did not have an authentic opportunity to use technical language would not accurately represent what the students know and are able to do.

In March, Matthias took the WIDA ACCESS exam and scored a composite of 1.9 (Appendix 11). His speaking score was 2.6. Based on my oral language assessment, I determined Matthias to be at a 3.3 overall in speaking. The difference between Matthias's score on the WIDA ACCESS assessment and on my observational oral language assessment may be partly due to the fact that there have been six months between when Matthias took the WIDA ACCESS and when he was given my observational oral language assessment. During three of those months, Matthias was in school, where he had a lot of exposure to English and opportunities to practice speaking English with his peers. This might be part of the reason Matthias experienced growth in his speaking score, and why his speaking scores on the WIDA ACCESS and on my observational oral language assessment are different.

Another reason for the difference in scores may be that my observational oral language assessment provided Matthias with a lower stakes opportunity to demonstrate his knowledge and abilities than the WIDA ACCESS. Students take the WIDA ACCESS on computers and the speaking portion requires them to speak into the microphone of a headset, while they are in a room with other students who are also taking the assessment. This environment has the potential to cause students to feel stressed and is an inauthentic evaluation of students' speaking abilities since students rarely, if ever, are asked to speak into the microphone of a headset in their day to day lives and during normal classroom tasks. The unfamiliarity of the task may have caused Matthias to perform more poorly on the WIDA ACCESS speaking portion than what his true abilities were. The tasks of my oral language assessment more closely reflected the contexts in which Matthias would normally speak. In addition, since I am someone Matthias is familiar with, and since the other students he had a conversation with were his classmates who he also knows well, it is likely that affective factors had less of an effect on Matthias's performance than on the WIDA ACCESS test, providing me with a more accurate measure of his speaking abilities. Furthermore, since my oral language assessment was tailored for a specific group of students in a specific classroom, instead of students nationwide as the WIDA ACCESS is, I was able to make my tasks more relevant and authentic Matthias's life, which might have given him more confidence and material to speak about.

The WIDA ACCESS assessment is used in many states across the United States to measure ELLs proficiency in English and as a measure of accountability for states. It is also used in reclassifying students and transitioning them out of ESL services. Therefore, it is important that the WIDA ACCESS is a valid and reliable assessment, that it measures what it says it measures, and that administration and evaluation of responses is consistent no matter where the WIDA ACCESS is given.

The WIDA ACCESS handbook states that its purpose is to identify students who may candidates for ESL or bilingual students, to determine the academic English language proficiency levels of students who are new to school or the U.S. school system, to place students in necessary amounts and types of services and supports to meet their needs, to determine a student's tier of placement on the ACCESS in order to keep schools accountable for the supports they provide for English language learners, and to serve as a benchmark assessment that informs planning. The WIDA ACCESS handbook emphasizes that the WIDA exam should be one of many elements used to place students in classrooms and to determine the level of supports that they might need.

In order to ensure that the assessment is valid, the WIDA ACCESS is structured around claims that make connections from some part of the assessment process to the purposes that the assessment claims to have. Evidence is used to justify each action or part of the assessment that goes into the claim. The evidence comes from analysis of test data as well as outside resources (WIDA, 2015). A validation framework is also applied to the entire testing process. This framework involves planning for possible consequences from the assessment, designing the assessment based on what it is supposed to measure and how the assessment can measure these things, performance on the assessment, records of previous test scores, interpretations from the test scores, decisions made from test scores, and consequences of the test (WIDA, 2015). Test makers continually make sure that each step of this process is conducted in a valid way.

The WIDA ACCESS is meant to measure social and instructional language, the language of mathematics, the language of English language arts, the language of science, and the language of social studies. The exam content of the exam is somewhat valid, since the questions in the exam do address these types of language. For example, the WIDA ACCESS for first and second graders had problems that exposed students to the language of social studies, with a problem in which students needed to interpret a map and use a compass rose to determine the correct answer. Students are assessed on their language of social studies, since they must be able to understand the language of cardinal directions, such as north, south, east, and west. The WIDA ACCESS also tests students to the language of science, through a question that involves students looking at the parts of a fish, and the language of mathematics through questions that have students interpret a graph and work with money. Although these questions test the language of math, social studies, and science, which is what the WIDA ACCESS claims to do, answering these questions at times, involves knowledge beyond the language of these content areas. For some of these questions, students need apply knowledge and skills from these content areas to answer the question. For example, question involving a compass rose involves the language of social studies and a social studies skill of using a compass to determine directions. Therefore, in some of the questions, the language of the various content areas is not the only thing needed to answer the questions, which decreases the validity of the test.

The WIDA ACCESS also includes some culturally biased activities that decrease the validity of the test. For example, one of the writing tasks had students write a story based on pictures that showed characters flying a kite, with the kite getting stuck in a tree, and the characters getting it out. While this storyline and the activity of flying a kite is familiar to many children who grew up in the United States and present in other children's books from the United States, children from other countries, which many ELLs are, may not be familiar with the activity of flying a kite, or know that in many American children's books and shows, kites often get stuck in trees. Not having this background knowledge might make this writing task more difficult for students, since they might have more trouble interpreting the pictures and figuring out what they are supposed to be writing about. Another task on the WIDA ACCESS is about making cookies, which again, students from different cultural backgrounds may not have had experience with. Furthermore, some of the speaking tasks involve the test administrator and the student describing a family from a picture. The families in the pictures tend to represent traditional families with a mother, father, and children, which may not be representative of the families students grow up in. This difference may cause students to have trouble when they are asked who someone is, for a reason other than language.

Since the WIDA is used to place English language learners and to monitor their progress, it is also important that the test is reliable, and that administration circumstances and scoring is

consistent across the nation. This is accomplished through clear, simple, and concise administration instructions that are scripted for the test administrator. The instructions tell the administrator when to pause and wait for the student and provide stage directions to the administrator, such as telling the administrator to point to something. This makes testing conditions consistent for every student who takes the WIDA ACCESS.

The creators of the WIDA ACCESS also seek to make the test reliable through training provided for raters, who rate students on the speaking and writing sections of the WIDA. Raters and test administrators must complete training modules and take certification quizzes before they are allowed to rate student responses or administer the assessment. In addition, raters have a 70% minimum target for agreement between two raters, and ratings for student responses are checked regularly with two raters to makes sure that this target for agreement is met. 10% of tests are scored with a second rater to check for reliability. Although the creators of the WIDA ACCESS seek to make the test more reliable by implementing these criteria, the test could be made even more reliable if two raters were required to rate every assessment and check for agreement. However, this would take more resources, which some may not believe to be worth the cost. The WIDA ACCESS also strives to be reliable through the scoring instructions that it provides to raters. The scoring instructions are clear, and raters are provided with clear rubrics to score students in each section.

The WIDA ACCESS also includes accommodations for students who might need them. Students who qualify may receive extended time on the assessment, have a human reader for the listening and speaking sections, and a scribe for all sections except the speaking section. These accommodations are feasible, although they might require additional personnel to implement. The fact that the ACCESS allows for accommodations for students who might need them makes it more fair for all who take the test.

Overall, while there are some parts of the WIDA that make it not as valid and reliable as it could be, it is a generally valid and reliable assessment that tests what it says it tests, with test makers who are committed to reducing bias in the assessment. Analyses are conducted to make sure test items are not biased against certain subgroups of students and when biases are found, the items containing biases are not counted in scoring and are removed from future exams. The WIDA is also very reliable, with clear administration and scoring guidelines, along with trainings for both administrators and raters, which makes the test consistent no matter where it is given. The reliability coefficient of the WIDA ACCESS is 0.943, which is very high. This means that about 94% of the variation seen in the scores is due to variation in the true scores, while only about 6% is due to error. The overall reliability and validity of the ACCESS make it an assessment that can be trusted and used as part of identifying ELLs and placing ELLS in services.

Part 3:
Federal and State Assessment Requirements for ELLs

The Every Student Succeeds Act (ESSA), which was authorized in 2015 is the current federal legislation describing requirements for educating English language learners. Under ESSA, federal funds are provided to schools for supporting English language learners, and states are able to decide for themselves the types of instruction schools will provide for ELLs. Furthermore, under ESSA, states are required to set accountability benchmarks for standards that they set for ELL education (Pray, 2019). States must test English language learners' English proficiency, academic achievement, and nonacademic indicators of learning, such as

socioemotional learning. English language learners must be tested yearly, and monitor the performance of ELLs after they have exited from ESL services for up to four years, to make sure these students are succeeding in the general education classroom and to provide additional supports if necessary (Pray, 2019). ESSA also encourages states to use multiple measures, beyond just standardized assessments, to assess students and measure learning. The requirements described by ESSA mean that every student needs to be screened for ESL services upon registering for school, and those who are identified as English language learners must receive equitable education of the same content material as other students (Pray, 2019).

Based on Tennessee's interpretation of ESSA, students who have a language other than English as their first language, and who have limited English language proficiency must be provided with services that help them access the same content material as their peers (Pray, 2019). These services and programs must be provided by a teacher with an ESL endorsement. Within these programs, the WIDA standards, which provide a general set of English language standards are used to support students and to inform instruction. In Tennessee, all students are given a home language survey when they first enroll in school. This survey includes questions that ask the family what the first language the student learned to speak was, what language the student speaks most outside of school, and what language people generally speak at home. If the answer to any of these questions is a language other than English, the student is given an initial language assessment to measure their English proficiency (Pray, 2019). Kindergarteners are given the W-APT (WIDA ACCESS Placement Test) and students entering all other grades are given the WIDA screener. ELLs are assessed yearly with the WIDA test to determine whether they will continue to receive services. Students are also assessed yearly between the grades of 3-8 in English language arts, mathematics, and science through the TNReady standardized assessment. Schools may exempt first year ELLs from all portions of the TNReady assessment besides for math. The scores of first year ELLs on the math portion of the exam may be exempt from accountability. In Tennessee, all high school students must pass end of course exams in order to receive a diploma in mathematics, ELA, biology, and chemistry. Within Metro Nashville Public Schools, all students, including ELLs are also given text level assessments and benchmark assessments within their individual classrooms (Pray, 2019).

The requirements set out by ESSA and Tennessee's interpretation of ESSA help ensure that English language learner's needs are met in the context of meeting national and state wide academic standards. This is because the supports provided to them, and the accountability required of states helps to ensure that ELLs have the same access to content material as all other students and schools are held accountable to helping them meet the same standards measuring mastery of content material as other students. In addition, the yearly WIDA ACCESS assessments hold schools accountable for making sure ELLs are progressing in learning English. However, the requirements set out by ESSA and Tennessee's interpretation do not meet student needs in the sense of providing culturally sustaining pedagogy. Tennessee is an English-only state, so teachers are not allowed to provide classroom instruction in anything besides English. This may lead students to feel as if their home languages have no place and are not valued in the classroom. Furthermore, teachers are not required to incorporate students' backgrounds and cultures into the classroom, which again, might cause students to feel like this part of them is not valued, and create a disconnect for them between school and home. The focus on meeting accountability benchmarks and success on assessments may put pressure on teachers to prepare students for these assessments without considering these other factors.

The following chart provides information about various purposes for student assessment and the assessments used in MNPS to fulfill these purposes.

Purposes for Student Assessment	Types of Measures
Identification and placement to determine eligibility for support services	Previous schooling records, W-APT, WIDA screener, home language survey, written and oral language surveys
Monitoring progress of English language proficiency and academic achievement	Culminating tasks given about 1 time a month to measure progress toward meeting TN state standards, Fountas and Pinnell benchmark reading assessments given 3 times a year, informal assessments, observations, rubric for academic conversations, TNReady, WIDA ACCESS, MAP and other benchmark assessments, RTI, portfolios, GPA
Accountability for English language proficiency and academic achievement	WIDA ACCESS, TNReady, end of course exams, graduation rates, ACT, SAT
Reclassification within or transition from support services	WIDA ACCESS (greater or equal to a 4.2 average on all sections and greater or equal to a 4.0 on the literacy section), careful monitoring in T1, T2, T3, and T4, exiting services transferred from another state is valid, TNReady, GPA, portfolios
Program evaluation to ascertain effectiveness of support services	WIDA ACCESS, TNReady, benchmark assessments, graduation rate

Part 4:

Content Area Knowledge

In order to determine my learner, Matthias's, content area knowledge in English language arts and language abilities through a running record and a writing sample. The running record was taken of a level B book, *Too Much Stuff* (Appendix 12). It was taken during the students' second read through of the book in a room with no other students during a one-on-one tutoring session. There was a gap of two days between when Matthias first read the book and when the running record was taken. The book was introduced with the prompt, "Remember the book we read on Tuesday about bear who put too much stuff in the closet? Can you read it to me again?" Matthias then read through the book with no prompting or support from the teacher. After he finished reading the book, Matthias was asked what bear put in his closet and why bear said "Oh, no!" at the end of the book. While the first question required Matthias to recall details from the text, the second question required him to make an inference, drawing from information from the illustrations in the book. This running record and comprehension questions asked to him assessed Matthias's content area knowledge and ability to meet common core standards related to literacy. Specifically, it measured Matthias's ability to read with sufficient accuracy and fluency to support comprehension (CCSS.ELA-LITERACY.RF.1.4), read grade-level text with purpose and understanding (CCSS.ELA-LITERACY.RF.1.4.A), use context to confirm or self-correct word recognition and understanding, rereading as necessary (CCSS.ELA-LITERACY.RF.1.4.C),

know and apply grade-level phonics and word analysis in decoding words (CCSS.ELA.LITERACY.RF.1.3), retell stories, including key details, and demonstrate understanding of their central message or lesson (CCSS.ELA-LITERACY.RL.1.2), and use illustrations and details in a story to describe its characters, setting, or events (CCSS.ELA-LITERACY.RL.1.7). It also assessed his language abilities by measuring his ability to construct meaning from grade-level text and determine the meaning of words and phrases in text (Lee, 2018).

      Matthias's running record was scored through an analysis to determine his error rate, accuracy rate, self-correction rate, types of errors he made, and accuracy in answering comprehension questions. From the analysis, it was found that Matthias made five errors in the 78 words of the text. Therefore, his error rate was 1:15.6. With this information, it was found that his accuracy rate in reading this text was 93.6%, which means that this text is in his instructional level. He was found to have a self-correction rate of 3.5, since he corrected two of the seven initial miscues that he made.

      Through a miscue analysis of Matthias's errors, it is clear that he is attending to the meaning of the text as he reads. All five of his errors made sense in the context of the sentence he was reading and did not change the meaning of the text. All five of his errors also make sense grammatically, that is, they were the correct part of speech in the context of the sentence, which shows that Matthias is also attending to the structure of sentences as he reads. One of his five miscues was based on visual cues, and began with the same letters as the word in the text. Matthias made the same miscue four times, substituting "on" for "in" in the sentence "He put it in the closet." His other miscue involved substituting "books" for "book."

      When he finished reading, Matthias was asked two comprehension questions. Matthias was asked "What did bear put in his closet?" and answered with a truck, plane, book, and ball. When he was prompted with "what else?" Matthias answered that bear put a car in his closet. Matthias was able to correctly name four of the seven objects that bear put in his closet. After this recall question, Matthias was asked an inference question that required him to draw upon information presented in the pictures and of how people might react to different events to answer the question of why bear said "oh, no" at the end of the book. When he was asked this question, Matthias responded that he did not know.

      The results of Matthias's running record and analysis of the questions he answered shows that he has a strong understanding of the purpose of reading, that it is to make meaning from text. This conclusion comes from the fact that all of Matthias's miscues made sense in the context of the book he was reading. They also show that Matthias understands sentence structure and is able to use sentence structure in helping him figure out new or tricky words, since all of his miscues were grammatically appropriate words. Matthias is also able to reread when necessary and make self-corrections when what he reads does not make sense. However, the miscues that he made also show that he seems to have trouble with prepositions and knowing the contexts in which different prepositions make the most sense, as people typically use "in the closet" and not "on the closet."

      Matthias's answers to the comprehension questions show that he is able to recall texts for key details and read in a way that supports comprehension. Therefore, he is also able to construct meaning from grade-level texts and determine the what words and phrases in text mean. This is shown through his ability to answer the question of what bear put in his closet. However, Matthias seems to struggle with using the illustrations of a story to describe events and to answer questions that involve thinking beyond what is written in the text. Limited knowledge of reading

strategies or inappropriate background knowledge may limit comprehension (Hurley and Tinajero, 2001). Matthias's struggles are likely due to limited knowledge of reading comprehensions rather than inappropriate or limited background knowledge since comprehending the book required very little background knowledge and the question involving an inference required Matthias to recognize that having things fall out of where they are supposed to be is an undesired event.

Matthias's content area knowledge in English language arts and language abilities were also assessed with a writing sample (Appendix 13). The writing sample collected was a draft of a memoir that Matthias wrote in a one-on-one tutoring session. Matthias was introduced to the genre of memoirs, studied a mentor text, brainstormed ideas for his memoir, selected an idea to write about, planned what he would write with key details about his event, then drafted a memoir. The writing sample collected was this initial draft because of time constraints. This writing measured Matthias's content area knowledge of writing narratives in which he recounts two or more appropriately sequenced events, included some details regarding what happened, used temporal words to signal event order, and provided some sense of closure (CCSS.ELA-LITERACY.W.1.3). This task also assessed his language abilities since it required him to create clear and coherent grade appropriate text, make accurate use of standard English to communicate in grade appropriate writing, and participate in grade appropriate written exchanges of information (Lee, 2018).

Matthias chose to write about his birthday party. His writing was scored using the six-trait rubric. This rubric was chosen to score Matthias's writing because of the variety of ways it evaluates writing and the detail included in each level of the rubric. Using the six trait rubric, Matthias was given a 3 out of 6 for voice because his writing is more about telling than showing, and does not help the reader to feel or hear him as a writer. He was given a 4 out of 6 for word choice because the language that he used in his writing was functional, making it easy for the reader to figure out what his message is. However, the words are not as precise as they could be and do not paint a vivid picture in the reader's mind of what is happening. Matthias was given a 4 out of 6 in sentence fluency because his sentences tend to follow the same structure, but he includes some variety. In addition, they are generally correct grammatically. Matthias also scored a 4 out of 6 in ideas because he defines a topic of his birthday party and provides some details of what he did during his party. However, these details are very broad and a list of the things he did, without any description of these things. He was given a 4 out of 6 for organization because the reader is able to move through the text without confusion. Matthias also includes a brief introduction and conclusion of "My party was fun" and "My party was fun with my friends," with the rest of the text providing support for this by listing what he did during his party. However, he does not move beyond a very basic structure and lacks transitions in his piece. Lastly, Matthias scored 2 out of 6 in conventions because he spells phonetically, but struggles with medial and ending sounds, uses only periods as punctuation, and capitalizes the first letter of all his sentences, but also other random letters throughout the text. Although Matthias spelled very few words correctly, he still received a 2 out of 6 in conventions instead of 1 because invented spelling is very typical for first graders and he demonstrates understanding of punctuation and beginning sentences with capital letters.

Matthias's writing sample shows that he understands that writing can be used to convey information. He still has a partial understanding of how to effectively convey this information and of the conventions of writing. In particular, Matthias still has a partial understanding of how to incorporate details in his writing and expand on them to tell an interesting and compelling

story. In addition, his understanding of conventional spelling and capitalization rules beyond capitalizing the first letter of every sentence seems to be limited. Matthias capitalizes random letters in words, which could be due to his greater familiarity with the uppercase form of some letters, since he capitalizes the same letters within sentences fairly consistently (a, p, w, and m). He also seems to have a partial understanding of the structure of writing. Mattias knew to begin his writing with an introduction and end it with a conclusion. However, he does not include words that indicate sequence and the details of his party seem to be organized randomly. This may be due to differences in how people from different cultures structure narratives, since Spanish speakers tend to write narratives that are nonlinear (Hurley and Tinajero, 2001). A more holistic assessment and rubric that is culturally responsive would take this into account when considering the organization of writing. However, since common core standards require students to use transition words, it would still be helpful to teach Matthias these words and their meanings in order to help him meet standards and succeed on standardized tests.

From this assessment, it appears that Matthias struggles with prepositions, which matches findings from his running record. Matthias uses the prepositions "with" and "on" in his writing. While he uses "with" in the correct contexts, he uses "on" correctly once, when he writes "I buy a fish on my birthday," and incorrectly a second time when he writes "On my party I buy slime." A more appropriate preposition for this context would be "before," "during," or "for" depending on what happened. Matthias's use of "on" instead of other prepositions may be due to the fact that he is unfamiliar with other prepositions and their meanings, and only knows a small number of prepositions. "On" might be the preposition that he is most familiar with, causing him to use it in contexts requiring prepositions when he does not know what the more appropriate one might be. Matthias's use of "on" might also be because he only has a vague idea of what it means, causing him to apply it to contexts in which it is not appropriate. In addition to a partial understanding of prepositions, it appears that Matthias struggles with writing in the past tense. Most of his verbs are present tense verbs although his story is describing events that happened in the past and past tense verbs would be more grammatically correct. Matthias seems to recognize that he is writing about an event in the past because he writes "My party was fun." However, he does not use the past tense of buy and color in his writing. It is possible that Matthias understands when to use past tense forms of verbs. Matthias might not be familiar with the irregular past tense of "buy," causing him to use the present tense. In his writing, Matthias also consistently struggles to spell the ends of long words, which could have caused him to drop the past tense ending of "colored". Further observations and assessments would need to be conducted to determine Matthias's knowledge of the past tense and ability to use it in his speech and writing.

Part 5
Instructional Recommendations

At the beginning of the semester, information about Matthias's cultural background and the context in which he learns was gathered and assessed. It was found out that Matthias is a first grader at Glenview Elementary, a school that is somewhat supportive towards English language learners. The school provides information to families in Arabic, Spanish, and English, and a Spanish speaking translator is present in the office to greet families as they come in for the day. Students at Matthias's school are held to high expectations regardless of their native language, and teachers connect learning to students' cultures and backgrounds, allowing students to share about their cultures too. However, formal instruction and assessments are conducted in English

at this school. Matthias' classroom follows the overall trends of the school. The classroom teacher encourages students to translate for one another and allows them to use their native languages in informal tasks. The teacher shows students that their native languages are valued by asking students to teach her how to say things in different languages. Information about the classroom and school setting came from observations and resources from Gottlieb's book. Information about Matthias was gathered through an interview, an oral language survey, and a language use survey for newly enrolled students. From these assessments, I found that Matthias's L1 is Spanish, although he was born in the United States. Matthias's parents are from Mexico and he speaks Spanish with them, although he uses English with his sister. Matthias has been attending Glenview since he was in preschool. These assessments also revealed that Matthias has some negative views about using Spanish in the classroom, and may not view it as an appropriate language for learning and to show his learning. Matthias does not seem to struggle with acculturation since he was born and grew up in the United States and has become accustomed to the school setting.

Information about Matthias's language abilities was gathered by looking at his WIDA ACCESS scores from March of 2019. Matthias received a composite score of 1.9, with stronger oral skills (3.4) than literacy scores (1.7). Matthias's oral English abilities were also assessed through an observational protocol involving describing his family to peers and deciding on where to go on a field trip. At the end of this assessment, Matthias reflected on how he felt by pointing to an emoji. His English abilities were scored with the WIDA Kindergarten speaking rubric and he was found to be in level 3 for vocabulary usage and language control, and level 4 for linguistic complexity, which was higher than his official ACCESS score of 2.6 for speaking. Matthias's content and language knowledge were assessed through a running record and writing sample. These assessments revealed that he knows that language can be used to convey and receive information, and has vocabulary knowledge that allows him to effectively convey a message and understand the books that he reads. However, these assessments also reveal that Matthias has some difficulty with prepositions, higher order comprehension, and conventions in writing.

Different perspectives affect how people interpret and use assessment data. I believe that assessment data is most accurate when the assessment is authentic and measures student performance through meaningful and engaging tasks that reflect what they normally do in the classroom. I also have the perspective that affect is important during assessments, so high stakes tests may not be the most accurate measure of some students' performance. Therefore, with this perspective, I would rate my oral assessment, running record, and writing sample as producing more accurate measures of what Matthias knows and can do than his WIDA ACCESS scores. This is important because his performance on these assessments, specifically the oral assessment was better than his performance on the WIDA ACCESS. My mentor teacher is also of the perspective that authentic assessments and frequent assessments are important in informing planning and instruction. While she uses WIDA ACCESS scores to get an initial sense of where her students are at when the school year begins, she also uses frequent informal assessments in her classroom that inform her instruction and less frequent assessments, such as cumulating tasks and reading inventories to place students into small groups for instruction. One problem that arose in my assessments and scoring was the discrepancy between Matthias's ACCESS scores and scores on my oral assessment. This was especially important because I recognized that I know Matthias, while those who score the WIDA ACCESS do not, and because I have seen how he performs normally in this classroom, this may influence how I score him on his assessment,

even when his performance on the assessment does not match typical performance in the classroom. My peers provided the perspective that when I score assessments, I need to be objective and true to the rubric. They suggested that I first score him objectively with the rubric, then provide more information about my observations to supplement what I found through the assessment.

My instructional decision making is guided by the perspectives that effective assessments should be as, for, and of learning (Gottlieb, 2016) and should be used as part of instruction, as well as to evaluate learning and inform instruction. Based on this perspective and my findings of what Matthias knows and can do, I recommend that the classroom teacher continues to bring in students' cultures and encourage students to use their native languages since this may help to reduce acculturation, and help students feel less alienated (Herrera, Perez, & Escamilla, 2009). In addition, since language is used to establish and maintain relationships showing students that their native languages are valued will help them to feel more comfortable in the learning environment (Herrera, Perez, & Escamilla, 2009). I believe that instruction should sustain students' L1 and assessments are most accurate when students are able to show what they know in multiple ways and languages, but in the context of state legislature that requires instruction to be given in only English, I recommend that Matthias is allowed to show his knowledge through measures that build upon his strengths (speaking and listening) or nonlinguistic measures such as drawing or acting out what he knows. Since the results of Matthias's oral assessment reveal that he is weaker in vocabulary usage and language control than linguistic complexity, I recommend teaching Matthias academic vocabulary in the context of content instruction. Vocabulary instruction should be explicit and also include instruction on how Matthias can figure out new words himself. It should also involve multiple exposures to words across different contexts and opportunities for Matthias to use the words that he is learning (Graves et al., 2013). I also recommend continuing to expose Matthias to peers who are native speakers of English and to good models of English syntax to support his development and understanding of English sentence structures and grammar. Since his writing sample and miscues in his running record show that he struggles with prepositions I recommend providing explicit instruction on different prepositions and their meanings. His writing sample also demonstrated that he struggled with expanding on details and writing with voice, so future instruction should include allowing Matthias to see how writers can slow down during certain parts of their text to help their readers visualize what is happening. This instruction can be done my having Matthias study mentor texts and apply what he learned from those mentor texts to his own writing. Matthias's writing also revealed that he struggles with spelling words, especially with attending to their medial and ending sounds, and with vowel and consonant digraphs. I recommend that Matthias continues to receive systematic phonics instruction (Ehri, Nunes, Stahl, and Willows, 2001) and practice with phonemic awareness, especially activities that require him to attend to medial and final sounds, since these are harder to attend to than beginning sounds (Yopp & Yopp, 2000). Matthias should also receive explicit instruction in reading comprehension strategies, especially those that require higher order thinking because he struggled to make inferences about the text. Strategies such as enactment, that have Matthias pretend to be a character from a text and think about what the character may be experiencing are motivating and would support him in thinking beyond what is written in the book (Wilhelm, 2002). Lastly, future instruction for Matthias should be motivating and provide him with choice, since the choice provided to him in the topic he wrote about for his writing sample made him invested and engaged with the task, and he was able to write for extended periods of time. This was in contrast to how easily distracted he sometimes is during

instruction that he does not find interesting. Matthias should be continually assessed in his language and content abilities to monitor the progress he is making, and to modify instruction if necessary.

Yearly Assessment Plan:

In the future, before the school year begins, I plan to gather information about my students by looking at their schooling records to see how they have been educated in the past, and results from standardized assessments from the previous school year. If possible, I plan on contacting my students' teachers from the previous year in order to learn more about who they are as learners. Before the school year begins, I also plan to give the parents of my students surveys and questionnaires about their children, home life, customs, and traditions. When the school year begins, I plan to give my students assessments that will allow me to get to know them better as individuals and as learners. This will involve giving my students survey and questionnaires, such as those found in Gottlieb and Herrera's texts, as well as classroom activities that allow me to understand more of who my students are. If new students enroll in my class, I will follow this same process, and give students a home language survey, assessing them with the W-APT or WIDA screener if an answer to a question on the survey is a language other than English.

Once the school year and instruction begin, I will assess students informally daily through written notes from observations of student performance and responses to questions, exit tickets, and quick student self-assessments, such as drawing a face to express how they felt about an activity or a fist-to-five. This daily assessment will inform my day to day instruction and planning. Every month, I will assess students with cumulating tasks that measure their progress toward meeting state standards. If the school district allows for freedom in how these assessments are given, I will give students choice in how they show their progress toward meeting standards through these assessments. Instead of only giving students traditional written tests, I will also allow them to demonstrate their learning through projects such as creating a podcast, drawings, and posters. Students will self-assess each cumulating task that they produce with a self-assessment rubric. Every month, I will expect students to produce a finished writing piece about a topic of their choice. These pieces will be assessed and evaluated with the same rubric throughout the school year so that students can monitor their progress. Three times a year, I will give students Fountas and Pinnell benchmark reading assessments to determine their reading level. The results from this assessment will be used to modify guided reading groups. Students will also be assessed yearly through portfolio assessments that will be developed from work collected throughout the school year. Students will also self-assess their portfolio. Every year, students will also participate in state and federally required standardized assessments, including the TNReady, WIDA ACCESS (if they are English language learners), and MAP tests.

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Appendix 1

9-10-19 Tutoring

Pigs in Space
- Use picture cards to support in reading sentences
  - Watch for strategies as he reads
- Match pictures to sentences
- Check for comprehension: What does this look like?

Leveled Readers
- Give choice of books
- Read independently and note strategies used

Get to Know You Questions
1. Who is in your family? mom, dad, older sister, baby brother
   How old? 9, another baby girl in tummy
2. How long have you been living in America? since I was a baby
   where born? here
3. What language do you speak at home? Spanish
4. What do you like to do outside of school? play at the park
   run, slide
5. What do you like to do with your family? go to the park
6. Do you read at home? How do you feel when you read at home? who?
   Yes   happy   sister, parents in Spanish
7. How do you feel when it is time to read at school? happy
8. What do you like to read about? zebras, giraffes
9. What are some of your favorite things? hamsters, going to the park
10. What is your favorite book that you have ever read?

Appendix 2

RESOURCE 1.3

A Sample Oral Language Use Survey for English Language Learners

Directions: Which language or languages do you use around your home, neighborhood, and school? Tell me if use your home language, English, or both languages with the people and places that I name. *As the student responds, mark the designated box.*

Which Languages Do You Speak	My Home Language	English	Both Languages	Not Applicable
With your parents or guardians	X			
With your grandparents	X			
With your brothers and sisters		X		
With other relatives who live with you	X			
With your caregivers (if any)				
With your neighbors	X			
With your friends		X		
Around Your Neighborhood				
At the store		X		
At the clinic or doctor's office	X			
Outside, as in a park		X		
At a market or fast food place	X			
Around Your School				
On the playground or outside		X		
In the lunchroom	X			
In the halls				X
During free time		X		

Source: Adapted from Gottlieb, 2006, p. 17.

Appendix 3

RESOURCE 1.2

A Sample Language Use Survey
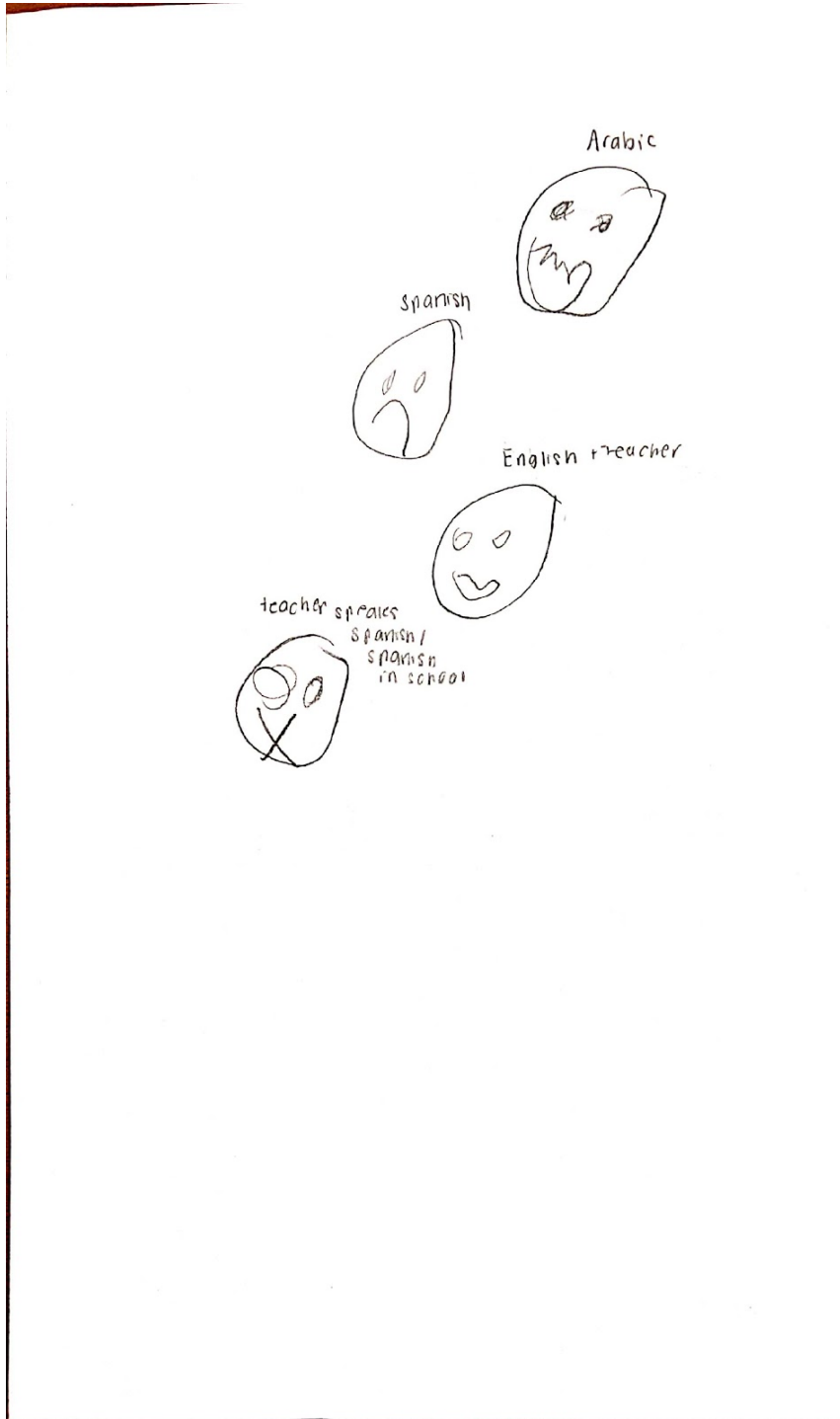## for Newly Enrolled Students

Help us know about you. Tell us about the languages you use. Please answer these questions.

1. Is a language other than English spoken in your home?

   YES   NO

   If yes, which language or languages? _Sponish_____

2. Do you speak a language other than English with someone in your home?

   YES   NO

   If yes, which language or languages? _mom, dad, grandmas, grandpas, aunties_

3. Do you speak a language other than English **every day** at home?

   YES   NO

4. Put an X in the box on the top line to show the grades you went to school here in the United States.
   (If applicable), put an X on the bottom line for the grades where you went to school in another country.
   Put a circle around the year(s) or grades you did not go to school.

Which Grades?														
Schools in the United States. How many have you attended?	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12
Schools outside the United States. How many have you attended?	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12

Source: Adapted from Gottlieb, 2006, p. 16.

Appendix 4

Arabic

Spanish

English + teacher

teacher speaks
Spanish /
Spanish
in school

Appendix 5

10 ASSESSING ENGLISH LANGUAGE LEARNERS

RESOURCE I.1

Describing Your Language Learners

Who are the language learners in your setting? What is the terminology that is used to describe each group of students and the kinds of support services they receive? If you would like, make a pie chart that reflects the representation of different groups of language learners or complete the table below by checking which terms are used in your setting. Share it with your colleagues and discuss student population trends nationally, in your state, your district, or your school.

Term for Language Learners	Personal or Local Definition	Used by the School	Used by the District	Used by the State
Dual language learners	X	X	X	X
Emergent bilinguals				
English Language Learners (ELLs) or a comparable term	X	X	X	X
ELLs with learning disabilities	X	X	X	X
Gifted and talented ELLs	X	X	X	X
Heritage language learners				
Linguistically and culturally diverse learners				X
Long-term English Language Learners (LTELLs)				X
Students With Limited or Interrupted Formal Education (SLIFE)			X	X

Appendix 6

RESOURCE I.3

A Rating Scale of a Linguistically and Culturally Responsive School

Research has pointed to clear signs of a linguistically and culturally responsive school; these traits are identified in the rating scale below. You are welcome to use this tool as a thumbnail evaluation of where your school is situated in relation to its linguistic and cultural responsiveness. Use the following criteria in responding from 1 to 4: 1 = traces, 2 = intermittent signs, 3 = noticeable presence, and 4 = full integration of languages and cultures.

Linguistic and Cultural Responsiveness in My School	1	2	3	4
Multilingualism and multiculturalism permeate the air, from signage to murals to conversations in the halls.		X		
High expectations are set for all students, and language learners can reach their goals in one or more languages.		X		
Students' languages and cultures are valued every minute of every day.		X		
The linguistic and cultural resources of the community and family members are an extension of the school.	X			
Curriculum, instruction, and assessment invite multiple perspectives and reflect the identities of the students.		X		
Every adult in the school advocates on behalf of students, and special attention is paid to languages and cultures.			X	
Linguistic and cultural responsiveness is part of the school's and district's mission and vision.		X		

Appendix 7

RESOURCE I.2

Identifying Educators of English Language Learners

Think about all the teachers and other school personnel who are responsible for the education of ELLs. Make a diagram that serves as a metaphor for how educators work together in your school to provide comprehensive services to students. Then describe your figure and the roles and responsibilities of each educator.

Educators	Roles and Responsibilities
Bilingual or dual language teachers	N/A
Content teachers (e.g., subject area teachers)	• teach TN state standards • make content comprehensible and relevant for all students
Language specialists (e.g., ESL, ESOL, ELD, EL, EAL teachers)	• provide push-in and pull-out support
General education teachers	content teachers
Instructional coaches (e.g., data or literacy coaches)	• work with teachers to support student learning
Teachers of specialized subjects (e.g., technology, fine arts, physical education)	• make content comprehensible • teach their subject area
Title I and other support teachers	• push-in and pull-out support • small group
Teachers of additional services (e.g., special education teachers or teachers of gifted and talented students)	• provide specialized services - extra supports, extension

Appendix 8

Table 4.3 Sociocultural Environment: Educator Views of Student, Family, and Community Assets

Component	Level of Performance			
	Meets Criteria	**Basic Needs**	**Improvement**	**Unsatisfactory**
Culture	The student's culture is respected and valued as a source of knowledge and experiences that advance learning and enhance the cultural climate of the school. Issues and behaviors related to acculturation processes are identified and mediated with sensitivity and knowledge of research-based approaches that are appropriate for the CLD student/family/community involved.	The student's culture is respected and valued on principle. General implications and stages of acculturation are understood as influencing student learning and behavior. Recognizes but is unable to comfortably mediate cultural misperceptions and conflicts between families and self or other staff.	Behaviors that arise from cultural differences or acculturation are viewed as interfering with student achievement and long-range success. Instructional strategies and interventions emphasize acculturation to the dominant culture.	The CLD student's culture is viewed as a negative influence on the student and school. Cultural considerations are rejected as irrelevant to the development of appropriate instructional practices and intervention
Language	Supports L1 use at home and school. Understands, models, and is able to explain the rationale for L1 and sheltered instructional strategies. Is knowledgeable about language acquisition phenomena, including language loss and implications of language support, or lack thereof, on student achievement.	Supports L1 use at home. Understands basic language acquisition stages and time lines. Can explain the benefits of sheltered instruction. Considers CLD student's language as potentially affecting behavior and/or achievement.	Regards continued use of home language as an obstacle to English acquisition and school success. Is supportive of, but cannot describe or model, instructional strategies that benefit CLD students.	Regards the student's home language as a deficit to be overcome. Is unsupportive of ongoing adaptations and instructional modifications for CLD students.
Academics	Is able to articulate the relationship between L1 and L2 learning and analyze classroom tasks in terms of prerequisite language, academic, or social experiences. Makes specific recommendations regarding instructional modifications and assessment of CLD student progress.	Understands the impact of language and acculturation on CLD student academic progress. Identifies general instructional strategies that benefit CLD students.	Provides strategies to meet the academic needs of general students performing below grade level but does not understand or provide strategies particular to the needs of CLD students.	Considers the academic difficulties of CLD students to be either environmental or innate and therefore is resistant to long-range change regardless of interventions.
Families	Exemplifies a respect for CLD families that is evident through greetings, verbal and nonverbal communication, and overall accessibility. Advocates for programs, events, and activities that engage families. Demonstrates an understanding of, and respect for, culturally different family dynamics. Respectfully mediates cultural issues and behaviors that conflict with a student's positive school participation.	Expresses respect and value for CLD families. Encourages CLD family involvement but has little direct contact with parents beyond those required by policy or events. Recognizes when cultural issues affect school–family communications but does not initiate or engage in actions to address potential conflicts or concerns.	Feels that truly interested families are already involved. Communication with CLD families is limited to required procedural or behavioral matters.	Regards CLD families as unsupportive of education. Is opposed to initiatives or incentives to increase CLD family involvement. Avoids communicating with CLD families.

Appendix 9

Interview Questions
1. What assessments do you use? Do you modify and make your own assessments?
2. How often do you assess students and under what circumstances?
3. How do you use assessments to inform planning and instruction?
4. What information do you collect from families about students?
5. What do you think about the WIDA Access test and how much do you rely on standardized tests?
6. Do your classroom assessment practices differ from school-wide practices?
7. What do people spend time worrying about that in your view is not worth the attention? What do you care about that you think others do not enough?

Responses
1. We use daily ELA writing tasks, a culminating writing task for each ELA unit, informal phonics tasks, Tri-Annual TLA assessments for reading level, FAST assessments, WIDA ACCESS, daily math tasks, and a culminating math test. We create the daily ELA writing tasks and the math tests based on the scope and sequence provided by the district. The other assessments are already created.
2. We assess daily and at the end of each unit. The TLA reading assessment is every fall, winter, and spring. FAST is in the fall and spring.
3. It helps us see what we need to review or improve on when we are creating the tasks/tests. Since I have a sheltered EL block, it really helps me see what supports to create based on what they need to work on in writing tasks (comprehension, sentence structures, math strategies).
4. We send out at the beginning of the year a parent survey asking: demographics, home language, country of origin, child interests, and goals they have for their child.
5. I've only given WIDA one time but have analyzed data from it many times. I like WIDA to give me a perspective of their strengths and weaknesses of each child. I understand the purpose of standardized testing, however I believe it is not meant to be be only data that should be used to see a child's learning process.
6. The goal for the first grade team this year is to model daily tasks like school wide assessments. For example, our ELA culminating tasks are a similar format to the WIDA writing portion.
7. I have no opinions yet. As a school, we just try to help all ELs feel welcomed and successful. I feel like parents worry about how much English their child is learning versus if there child can learn to read/write.

Appendix

Speaking Rubric of the WIDA Consortium (Kindergarten Only)			
Task Level	**Linguistic Complexity**	**Vocabulary Usage**	**Language Control**
1 **Entering**	Single words, set phrases, or chunks of memorized oral language	Highest frequency vocabulary from school setting and content areas	When using memorized language, is generally comprehensible; communication may be significantly impeded when going beyond the highly familiar
2 **Emerging**	Phrases, short oral sentences	General language related to the content area; groping for vocabulary when going beyond the highly familiar is evident	When using simple discourse, is generally comprehensible and fluent; communication may be impeded by groping for language structures or by phonological, syntactic, or semantic errors when going beyond phrases and short, simple sentences
3 **Developing**	Simple and expanded oral sentences; responses show emerging complexity used to add detail	General and some specific language related to the content area; may grope for needed vocabulary at times	When communicating in sentences, is generally comprehensible and fluent; communication may from time to time be impeded by groping for language structures or by phonological, syntactic, or semantic errors, especially when attempting more complex oral discourse
4 **Expanding**	A variety of oral sentence lengths of varying Linguistic Complexity; responses show emerging cohesion used to provide detail and clarity	Specific and some technical language related to the content area; groping for needed vocabulary may be occasionally evident	At all times generally comprehensible and fluent, although phonological, syntactic, or semantic errors that don't impede the overall meaning of the communication may appear at times; such errors may reflect first language interference
	A variety of sentence lengths of varying Linguistic Complexity in extended oral discourse; responses show cohesion and organization used to support main ideas	Technical language related to the content area; facility with needed vocabulary is evident	Approaching comparability to that of English-proficient peers in terms of comprehensibility and fluency; errors don't impede communication and may be typical of those an English-proficient peer might make

10

stay with my mom
n't allready passed the birthday of my family
questions - I noticed
second
Some stuff of my favorite animals
the zoo have fish

I disagree because
my ear hurts
they have a peraums
tigers, monkeys, and that (meercat)
first I want to go the zoo

Appendix 11

Date: 3/21/2019
 Scale Score Proficiency Level
Composite 224 Entering - 1.9
Listening 303 Bridging - 5.7
Speaking 230 Emerging - 2.6
Oral 267 Developing - 3.4
Reading 188 Entering - 1.6
Writing 223 Entering - 1.9
Literacy 206 Entering - 1.7
Comprehension 223 Entering - 1.8

Appendix 12

Too Much Stuff

Bear got his truck. He put it in the closet.

Bear got his bike. He put it in the closet.

Bear got his train. He put it in the closet.

Bear got his truck. He put his plane in the closet.

Bear got his hat. He put his hat in the closet.

Bear got his book. He put it in the closet.

Bear got his ball. He put it in the closet, too.

Oh, no!
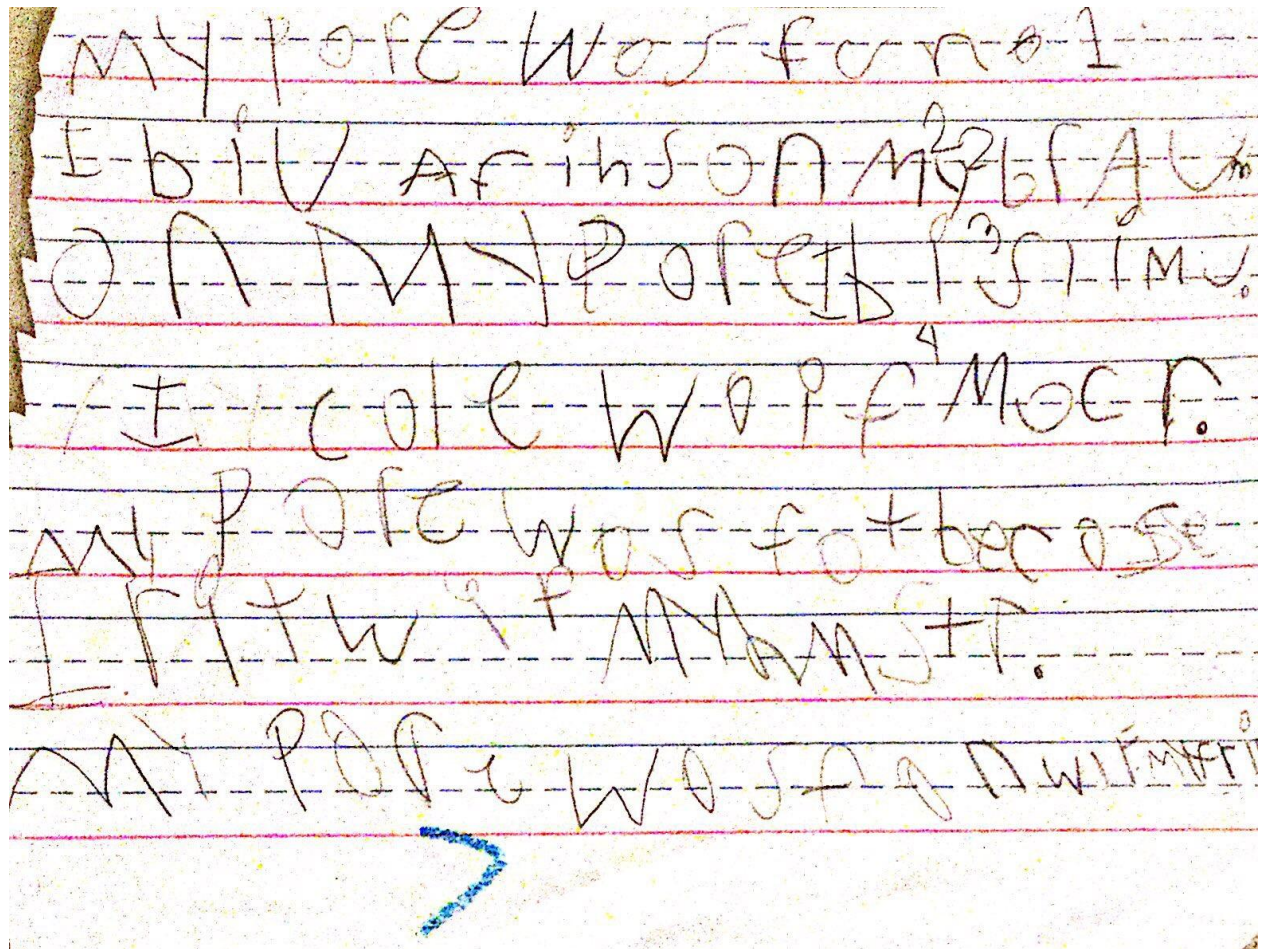
Error rate: 5178
1:15.4

Accuracy rate: 93.54%

Self correction rate: 3.5
7/2

What did bear put in his closet?
    truck, plane, book, ball
    what else → car

Why did he say "Oh, no"
    I don't know

Appendix 13

MY PofE Wos fo n 1

I biV Af ihs oN MybfAy

oN MY Porey I 3 IMJ.

I coLe WoPf MoCf.

My Pore Wos fot becose

I ftw i MyAMSTr.

MY PofE Wos A DWi fMyti

My party was fun.
I buy a fish on my birthday.
On my party I buy slime.
I color with marker.
My party was fun because I read with my hamster.
My party was fun with my friends.

Artifact 8: Phonics Assessment Feedback

Student 4

1. Chick

2. lunch

3. Chek   Check

4. ChiPSS

I see /ch/ in all these words! :)

Good job stretching out these words all the way! You have a letter for every sound.

Next time, remember that usually, at the end of a word, if you hear a /k/ sound right after a short vowel, the word ends with /ck/. Make sure the word looks right!