

## Portfolio Section 3: TPE 4,5,6,7

### ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

#### Analysis of evidence (with cross-referencing/coding) supporting the domain: Engaging and Supporting Students in Learning

##### **TPE 4 - Making Content Accessible**

- *Addressing State-adopted academic content standards*
- *Prioritizing and sequencing essential skills and strategies*
- *Using various strategies to facilitate student learning*

##### **TPE 5 - Student Engagement**

- *Understanding of goals/objectives*
- *Ensuring active and equitable participation*
- *Monitoring student progress*

##### **TPE 6 - Developmentally Appropriate Teaching Practices**

- A. Developmentally Appropriate Practices in Grades K-3
  - *Understanding important concepts about the learners*
  - *Designing instructional activities*
  - *Providing appropriate educational experiences*
- B. Developmentally Appropriate Practices in Grades 4-8
  - *Understanding important concepts about the learners*
  - *Designing instructional activities*
  - *Providing appropriate educational experiences*

##### **TPE 7 - Teaching English Learners**

- *Knowledge of important concepts about English learners*
- *Understanding theories, principles and instructional practices*
- *Applying theories, principles and instructional practices for comprehensive instruction of English learners*

TPE 4, 5, 6 and 7 primarily focus on engaging and supporting all students in learning. This is vastly important when you teach. As I reflected on how I have grown in this area, I chose to showcase an English learner case and a 4<sup>th</sup> grade science lesson that were completed while in the CalState TEACH program. I feel these two artifacts highlight my ability to assess student learning. The first artifact in this section (artifact 5) is the English learner case (Term 2). The second artifact in this section (artifact 6) is the 4<sup>th</sup> grade science lesson (Term 3).

The main focus of this domain is supporting all students in learning, this is why I chose an English learner case as one of my primary artifacts. All students should have a chance at growing and developing knowledge, based on the state standards, even if they are lacking in English skills. The English learner case taught me how to modify lessons, make adaptations, and still be able to teach whole class lessons. TPE 7 states that teachers should have knowledge of important concepts about English learners and understand theories, principles and instructional practices to help these students. This TPE also states that a

teacher needs to know how to apply these practices for comprehensive instruction of English Language learners. Studying this case helped me.

Throughout my student teaching I was exposed to students that were learning English. My master teacher also gave me advice. He said the main objective for these students is to help them feel included and not different than their peers. If the students feel different or are often pointed out for special attention, often these students grow self conscious and do not apply themselves well. I found this advice to be wonderful. This also helped me in TPE 6, understanding important concepts about English Learners.

My second artifact for this domain, artifact 6, is a science lesson for fourth grade. The main objective in this lesson was to apply two strategies to help students comprehend text. I have learned through my student teaching that just going over and reading sections of a text isn't enough. You have to keep your students engaged. This lesson taught me how to use strategies to my advantage to really help the students comprehend what they are learning. TPE 5 focuses on student engagement and keeping the students focused on the objective. Using the strategies in this lesson helped me, as a teacher, grow in this TPE.

Also, both of these artifacts (5 and 6) helped me in the growth of TPE 4, which says that content should be accessible to all students. Knowing how to help the special needs of each student, present lessons with strategies to help learning, and keep students focused on the objective are all aspects of growth I had in this domain. I feel that these artifacts highlight my growth and learning on how to engage and support all students in learning.

### **Primary Artifact 5: English learner Case**

Activity 11.02 Supporting English Learners

Case 1

-Facts of the case

- Very little English
- Cultural knowledge difficulties
- Shy about asking for help
- Proficiency is limited in English
- Social Skills limited in English
- Good behavior and learning history

-Statement

Krishna is struggling with English. He is, in my opinion, a candidate for a newcomer program, considering he is in middle school and is not very proficient in

English. Critical issues include: being shy about asking for help, cultural difficulties and knowing very little English.

-Plan

Placing Krishna in a Newcomer Program should help with many of the language issues he is having. The program would help the new cultural problems as well as help with English proficiency. Also the Newcomer Program will help develop core academics skills and knowledge. English Language Development would be at the core of the program though.

-Affective, cognitive and ELD objectives for the first month

- Help Krishna begin to develop basic literacy (reading writing and speaking English)

- Immerse Krishna into the new culture and social environment

- Help build trust so Krishna is more willing to ask for help with language and cultural problems.

Instructional strategies for meeting objectives

One way I will help Krishna feel welcome in the first month is have a steady routine. He will be asked to join in. This will help with some of his social issues, issues with being shy about asking for help and immerse him more into the culture of the classroom and the environment. You can't learn if you aren't comfortable.

To help build English Vocabulary and help with Krishna's English proficiency, I will rely on the use of realia to teach him words in English and what the objects around his house are called in English.

To help with building Krishna's speaking and social interacting, I will give time in class for role-playing games and other literacy games that will get him speaking and socially interacting with students in a friendly environment.

Assessment

Krishna will be assessed after each activity in the classroom based off of rubrics for the lessons. One on one assessment will happen each week to see how his language fluency is coming along by reading aloud, writing and speaking words and phrases in English. This will help me, as a teacher, see where he is standing and how well my activities are helping him. Also, I will do daily assessments from my observations and change lessons as I see fit to make sure Krishna is learning the best way possible to help him be fully immersed into the new language and culture.

## **Primary Artifact 6:**

### **Activity 18.02: Lesson plan for 4th grade or above science or social science using content area reading with a minimum of two strategies for helping students comprehend the text.**

#### Activity 18.02 Comprehension

When reflecting on the lesson, discuss the following questions with your school site mentor:

- Were students able to read and comprehend the text? What evidence do you have of their success?

The students were able to read and comprehend the text because they answered questions on a study sheet that proved their understanding. The questions used working and terms that came directly from the text to test for understanding and comprehension of the new topic.

- What metacognitive strategies did you model and employ?

The lesson used reviewing to check for understanding. At the end of the discussion there was a review of what the lesson was on before the students started their independent work. Also during the lesson, the ideas were related to the students life and understanding to help them comprehend more.

- What strategies seemed to help them the most?

The review session really helped the students the most. For the most part the students paid attention during the lesson, but hearing the material (in brief) for a second time, really helped the comprehension go deeper.

- What would you do differently next time?

I would have the students buddy read the material first and then discuss with the class what the new topic was. I feel this would help engage the students more and make our class discussion even richer.

- What other pre-reading, reading or post-reading strategies will you implement the next time you use expository text?

Other than buddy reading, I will help students more with new terms and definitions. Science terms can be very challenging, not only to say, but to fully understand.

- What adaptations were particularly helpful for English learners?

Using many pictures of the science terms and ideas helped the English learners the most. They could visually see what we were talking about. I also paired English learners with strong English speakers, this helped those students comprehend more as well.