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Ed. 390

16 December 2022

Final Integrative Teacher Philosophy

Every student deserves an equal opportunity to succeed in learning and obtain an education. Teachers play a crucial role in ensuring that the whole child is accepted and appreciated within the classroom.

I believe emergent bilingual students learn best when their whole language repertoire is accounted for, and as a result, their whole identity is welcomed into the classroom, both by the teacher and their peers. In addition, I believe that teachers must create an environment where emergent bilingual students are mirrored in the literature, activities, decor, etc. I desire to create this environment by knowing my students well and maintaining a community of students that supports and loves each member during the learning process. Talking to parents, completing independent cultural research, and spending time individually with each student are various ways that I can ensure that I provide culturally diverse literature in my classroom and encompass each student equally. For me, this process has already begun, as I have started to collect literature that I believe will complement an inclusive and diverse environment. As my understanding and knowledge of my students and their backgrounds increase, my book collection will continue to grow as well.

One theory that I believe encompasses how students learn is the Constructivism Theory. Constructivists suggest that students build their knowledge and understanding of the world around them rather than just passively absorbing information. In other words, I believe that as

students experience and observe the world around them, they naturally inquire about new ideas and concepts. Through this inquiry process, students are constructing their own understanding of the world and growing in their knowledge of complex concepts. As an ESL teacher who supports these constructivist beliefs about learning and teaching, I believe that teachers must create an environment that stimulates inquiry and supports learning.

In addition to my beliefs in constructivism, I also want to incorporate the translanguaging pedagogy into my classroom, as I have observed to what extent this pedagogy is beneficial to emergent bilingual students. A translanguaging approach utilizes a multi-linguistic study of literacy concepts to increase students' awareness of their entire linguistic repertoire. I believe that this approach engages emergent bilingual students in their learning because students are able to acknowledge the reality that they are multilingual. Students continually develop their understanding of their entire identity when encouraged and supported to realize that each language that they speak impacts who they are. In addition, I believe that students are able to construct a deeper understanding of the material that they are learning when they can use their entire language repertoire because they are able to comfortably switch between languages in order to truly understand the content. The translanguaging pedagogy addresses all characteristics of the student, which includes effective teaching to encourage successful learning.

I am interested in and passionate about emergent bilingual students. I want students to be able to display all of their identities and to do so, they must also be able to embrace their entire language repertoire. Students should not feel ashamed to be bilingual/multilingual, but rather feel empowered. I want to become a teacher who will encourage them to be confident in their bilingual/multilingual identity. The translanguaging pedagogy allows me to support my students in a beneficial way as students are permitted to create deeper meanings and connections through

the bilingual/multilingual texts that they read. Furthermore, the translanguaging pedagogy will allow my students to feel more connected to their peers and to me because, through translanguaging, students can more fully express their opinions and emotions. In addition, as they see themselves represented in the classroom through various activities and materials, they will build their confidence to share personal experiences with others. Overall, a deeper community can be built within my ESL classroom because students feel truly seen.

With support, my students will build their language proficiency and will become confident to use English in academic settings. I am going to provide opportunities for students to develop linguistic practices for academic contexts, make space for students' bilingualism and ways of knowing, and support students' bilingual identities and socioemotional development. One way I will incorporate this instruction into my classroom is through interactive read-alouds. Books provide students with a safe outlet for their learning because they observe other characters experiencing similar and different life situations and conflicts. The students learn that they are not alone in their struggles and that students can lean on others for support during those challenging times. Students often come together around literature because books provide stories that students can relate to. These similar stories build a bridge between students and stimulate a relationship to form between students. I believe that if multilingual texts are provided in the classroom, emergent bilingual students will no longer be left out of this relationship-building activity because they will also have a way to connect with other students. Diverse literature also provides students with various learning opportunities as they openly learn and discuss various cultures, beliefs, and life experiences that are familiar to some and unfamiliar to others. I will provide multilingual books for my students so that they have access to knowledge-building tools during school. Furthermore, I will incorporate multilingual literature into my read-alouds to encourage

students to accept all of their peers and learn about diversity in a safe space. I will create a culture of awareness in my classrooms. Not only are these read-alouds necessary and engaging, but they support emergent bilingual students in a variety of ways in their development. The pictures and translanguaging style of the books support language proficiency development, but the stories also support all students in their ELA, social, and academic development and learning.

The challenges in the teaching and learning process are understanding the needs of each student and being able to balance both their needs and ensuring that they are learning and feel safe to learn within the academic environment. I want my emergent bilingual students to feel empowered in their identity, as every other student. I want students to know more about who they are, as well as gain more academic knowledge and language proficiency during the duration of their time in my classroom. I am preparing my students to have all of the tools they need to be successful in the real world. These tools do not only include *academic literacy*, or the proficiency to read and write in academic settings, but also the social tools to communicate and share their opinions and experiences with others.

I have observed that it is crucial to incorporate a variety of activities and numerous opportunities for students so that they can succeed in building both their language development and academic skills, as all students should be given as well. When students are engaged and practicing, their skills in both areas increase. I also find that the integration of SIOP feature 8 is beneficial for students. The activation of background knowledge by pulling on past concepts to study new concepts increases student understanding of both the language and content material. I believe that what I have observed from the incorporation of these SIOP features is extremely beneficial to emergent bilingual students. I believe that both engaging practice and building on

prior knowledge are effective ways to instruct emergent bilingual students, and I plan to incorporate them into my future instruction of emergent bilingual students.

The experiences that I have had during my clinical placements in an ELD classroom have increased my respect for all teachers who work with emergent bilingual students and my respect for emergent bilingual students. I have also observed firsthand how the translanguaging pedagogy could be crucial in supporting emergent bilingual students. I believe that the translanguaging pedagogy would have allowed this student to have more time with a support system and allowed the student to use her home language to navigate the classroom as she learns the routines of the class and English.

Concerning assessments, I have learned that there are consistent and effective ways to assess emergent bilingual students to the same extent as all of the other students. The key to an effective assessment is to implement numerous types of assessments into instruction, and consistency in implementing the assessments. I want to do both in my future classroom. I would like to be intentional with how I use both *formative and summative assessments*. One formative assessment, or *assessment* I want to *use for and as* learning, is a word journal. Each time students learn a new sight word, they will write it down in their journal along with two original sentences. I will then look at their word journals at the end of their session or at the end of the week to determine what support students need and how I need to adjust my instruction. These word journals will give me direct feedback about both my students' understanding of the content, as well as direct feedback on my instruction. Another formative assessment that I want to implement into my instruction is sorting activities. I can use sorting activities to assess whether the students are learning the key vocabulary along with phonemic awareness by having them sort

the vocabulary into groups based on their beginning sounds. I can then assess if the students comprehend the activity, and can evaluate how they do and how I would need to adjust my instruction. These *ESL teaching strategies* provide emergent bilinguals with achievable goals that will motivate them to work hard and progress in their language acquisition.

A summative assessment that I want to use is a postcard activity. Throughout the first portion of the year, I will work on states in the US and their characteristics. To assess their understanding of the content we will work on, the students will write postcards to their pen pals in other states. They will have to incorporate the content they had learned and the language they had learned into their postcard. Before sending the cards, I will read what the students wrote and I will be able to assess their learning as a whole from this unit. Educators refer to this concept as an *assessment of learning*. I will also rely on the WIDA testing assessment to see what students know and evaluate what they need support in.

All of the assessments listed above are *authentic assessments*. Authentic assessments are meaningful and applicable assignments or activities that teachers use to check student understanding. These assessments engage and motivate students to want to learn and allow students to apply what they have learned in real-life situations.

Another crucial type of assessment that I will incorporate into my classroom is self-assessment. I believe that self-assessment provides data that benefits both students and teachers. When a student self-reflects on their learning and confidence level in their language proficiency, they directly can see what areas they need more support in, as well as highlight the areas in which they have progressed. Students will be encouraged when they realize that they have learned many new concepts and that their language proficiency confidence has grown immensely. In addition, they will also know the areas in which they can ask for support. For

teachers, self-assessment gives direct feedback to the teacher as to how the student believes they are doing, and it provides a reflection of the student's understanding of academic concepts. The teacher can use what they learn from the self-assessment to direct further instruction.

I believe that my philosophy, choices, behaviors, and practices are influenced by my commitment to my students. When teachers are committed to guiding, loving, and mentoring all of their students, they will seek opportunities to grow in their understanding of the best teaching instruction components. These practices are always changing, and teachers must actively seek resources that will inform them on how to best instruct their students. The center of my philosophy is a passion to work with students. For ELD teachers, the passion should be aiding emergent bilinguals in not only their language proficiency development, but also their academic performance, their personal development, and their social development.

Standards for Evaluation		
Conceptualization of Learning	The statement addresses what learning for emergent bilingual students means to the teacher candidate; also it states how and in what conditions the teacher candidate thinks learning effectively happens for EB students; includes the teacher candidate's own experiences in the classroom that helps clarify and articulate this conceptualization.	(4) points

Conceptualization of Teaching	<p>The statement addresses how the teacher candidate conceptualizes effective teaching for emergent bilingual students; it clearly states the teacher candidate's view on the role of an ESL teacher; this statement reflects on what the teacher candidate believes an ESL teacher's responsibility is towards his or her emergent bilingual students; it addresses the concepts of bilingualism, content, motivation, culture, support, etc. to define effective teaching for EB students; the statement cites particular teaching theory(ies)/pedagogy(ies)/model(s)/approaches/practice(s) that the teacher candidate learned in the ED 390 course and in their 393 field placement activity to describe their beliefs about ESL teaching and the role of an ESL teacher.</p>	(4) points
Goals for Students	<p>The statement addresses the teacher candidate's goals for their emergent bilingual students; it provides tangible ideas about what is important to the teacher candidate as an ESL teacher; it also discusses why the teacher candidate maintains these goals and how they will work to help their students to accomplish those goals; it effectively answers the questions below</p> <ul style="list-style-type: none"> - What knowledge, skills, and attitudes are important for EB students' success? - What are you preparing students for? - What are key challenges in the teaching-learning process? 	(4) points
Implementation of Pedagogy	<p>The statement includes a description of how the teacher candidate's beliefs about ESL/bilingual teaching are "translated into action"; it writes actions and/or details about how the teacher candidate translates their philosophy into classroom lessons/activities; the statement supports their teaching philosophy with details and examples by creating a "vivid picture" of their future ESL teaching; it provides insight into what happens in the teacher candidate's future ESL classroom on a day-to-day basis.</p>	(2) points
Assessment Ideas and Plans	<p>Include a discussion of assessment in your ESL teaching philosophy statement in the way that it helps show alignment with goals and teaching methods. You</p>	(4) points

	<p>simply need to address how you will know students are meeting the goals that you set forth. You could discuss how you approach assessment as, for, of learning using both formal and informal assessment methods, such as how you design and implement various formative and summative assessments for different purposes and assign authentic assessments in the way that you ensure your emergent bilingual students meet the content and language standards.</p>	
Quality of Writing	<p>The statement has a guiding structure and/or theme that engages the reader and organizes the goals, methods, and assessments articulated in the statement; Jargon is avoided; all essential teaching terms/keywords given are meaningfully used and highlight the teacher candidate's knowledge of the disciplinary context(esl/bilingual education). Specific, rich examples are used to bolster statements of goals, methods, and assessments. Grammar and spelling are correct.</p>	(4) points
First Draft Submission Points in Total	22/30 points	
Revision Effort	<p>The teacher candidate demonstrates their efforts to further improve the first teaching philosophy statement draft and hard work on the revision process.</p>	20/ 20 points
Final Copy Evaluation	<p>The aforementioned(same) standards will be used for grading a final teaching philosophy statement submission.</p>	
Conceptualization of Learning	<p>The statement addresses what learning for emergent bilingual students means to the teacher candidate; also it states how and in what conditions the teacher candidate thinks learning effectively happens for EB students; includes the teacher candidate's own experiences in the classroom that helps clarify and articulate this conceptualization.</p>	(5) points
Conceptualization of Teaching	<p>The statement addresses how the teacher candidate conceptualizes effective teaching for emergent bilingual students; it clearly states the teacher candidate's view on the role of an ESL teacher; this statement reflects on what the teacher candidate believes an ESL teacher's responsibility is towards his or her emergent bilingual students; it addresses the concepts of bilingualism,</p>	(5) points

	<p>content, motivation, culture, support, etc. to define effective teaching for EB students; the statement cites particular teaching theory(ies)/pedagogy(ies)/model(s)/approaches/practice (s) that the teacher candidate learned in the ED 390 course and in their 393 field placement activity to describe their beliefs about ESL teaching and the role of an ESL teacher.</p>	
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Final Copy Submission Points in Total	28/ 30 points=>46.67/50	
Final Project Grading	Initial copy submission (22/30 points) + Revision Effort(20/20 points)+ final copy submission (46.67/50 points)=	88.67/ 100 points