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Learning Journey as an Educator Ethnography

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Learning Journey as an Educator

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Teacher Education Program

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Learning Journey as an Educator:
Personal Reflection and Case Studies in My Two years of Teaching

Preface

What makes an effective teacher? This is the question I have tried to answer as I developed this ethnographic narrative. What is written here for you to read is an outline of what my experiences have been for the past two years, although it could have been my first year of teaching, but because I set back in the program, I will talk about both my first and second year of teaching. It traces back to the early expectations and hopes to more complex understandings of my students and myself. It has been 19 months since I started writing my ethnography, therefore you will notice my verb tense throughout the whole writing process. There are also new perspectives for each section. The project begins with a reflective piece about my personal educational experiences and my journey to become a teacher. I do wish to warn you that I have included specifically, details about my personal upbringing that may make a few people uncomfortable, but all in all this is who I am and what has helped shaped me through out the years. The work of this ethnography centers on my experience in my current position as an Intern teacher at a high school in Pomona, California. This opens with a study of three focus students who I had the privilege of visiting in their homes. This allowed me to discover who my students truly are and lay a foundation for my teaching goals. It is then followed by a section on the school, classroom, and community environment because this is what helps further analyze what shapes my students and it opens up opportunities to understanding where, how and why my students perform at the level they do. Finally, this project although the majority analytical, it is also very personal. In the last section presented, I reflect on the journey as an educator and what changes can be made to better suit my students. This section allows me to analyze how effective I have been and continue to be as an educator.

Part A: *Who am I and why do I want to become a teacher?*

Personal Experiences and Beliefs

Born in Glendora, California and raised in Azusa all my life until this day. My name given by my father. I was the only planned child in the family, the second child. The oldest is my brother. I was brought up in a culture that makes my heart smile. I love my Mexican roots and everything that surrounds it. Both of my parents were born in Michoacán, Mexico. Both are from a small village found high in the mountains. I am part of a culture that loves food, dance, and values family. I am part of a minority group that is looked upon here in the United States of America. I am passionate about my people and the changes I can make in my community. My parents have worked hard all their life to provide for my brothers and I. I am proud to have a father who has worked endlessly as a gardener every day in the striking sun for more than twenty- seven years. My mother was only nineteen when she had me. She never completed school, and neither did my father. They were never fortunate to have money and go to school in Mexico. Over in Mexico you either work to help your parents, or have babies to become a housewife. It was hard for me to grow up in a family that has no sense of what education really means here in the United States and anywhere in the world. I was always an average student. I had no brains like those of really smart people to whom learning is a natural thing.

I have been fortunate to follow my dreams, and here I am enrolled in a Teacher Education Program because before enrolling I was working full time as a mail carrier and was giving up on my dream of becoming a Spanish teacher. I was depressed because I was having a difficult time trying to pass my CBEST exam, and because I took it over and over three times, I was sure that I would not pursuit my dream after all. I did not give up, I thought about the many days my father has worked hard and the many days my mother stayed home wishing she could

have done something better with her life. The third time I took the exam, I passed and right away pictured myself changing lives in a classroom for all my high school students. My reason for becoming a teacher, simple, shaping young lives and expanding my knowledge onto great minds that will shape the future.

I have suffered so many things that made me a sad person, one that never thought would get this far in life. It all started in the Azusa Community park, where I recall singing the itsy - bitsy spider in English and Spanish. There I was with a head start teacher that would teach me and a group of about fifteen other students. I was one of the students that was having a tough time learning English because I remember speaking only Spanish. At home, we would speak only Spanish. These other kids were my neighbors and friends as I recall. I have a vague memory of a student laughing at me for having a strong accent when I spoke English, little did that student know that I would later be fluent in Spanish and English. That person failed to promote from first grade because she was having a challenging time learning.

It was time to move up to kindergarten and things sure changed. I was in a classroom, which I had not experienced before. I was in shock and had no friends for half of that school year. I was bullied because I was darker than other students and my hair was curly. I had so much hair at that time and it was so frizzy. I would go home crying every day and would tell my mom that I never wanted to go back to school, but she would tell me everything would be fine. So the next day would come again and I was dropped off by the bus. I would eat breakfast in the cafeteria and had no one to sit with. One day I was in the swings and a girl comes to me and started talking to me. I had a new friend. She was African American and I would play with her every day during recess and lunch. I got home after school on a rainy day, and when I finished taking a shower I can remember my mom combing my hair and screaming because she had

found that I had lice. I had curly hair and very long, puffy hair. The next day my mother went to school with me and asked who my new friend was, as soon as she met her she turned around and told me she can't be your friend anymore. I remember crying and going home that day and was out about three days because of the lice in my hair. When I returned to school, my friends parents looked at me and in front of me told her that she was not allowed to have friends like me because I was Mexican. At that time, I obviously didn't understand what it meant to be Mexican, but now it truly breaks my heart that at such early age parents can have that view of other children. I went back to having no friends and finished kindergarten very lonely and sad.

Strengths and Limitations and the impact on school experiences

My elementary school years got better. I started becoming more fluent in English and luckily, I had two friends that I was always around with. I was a good student that enjoyed going to school and learning new things. At home things were not that great. I grew up with an alcoholic father and because of that I suffered many things like fights between my parents or my father insulting me verbally. I was also beaten here and there for no reason because he was drunk. Everything was going well at school, until one day when I was in fourth grade. It was after school and I headed home. When I got home, I was told to go to my aunt's house, which was right next door, and then the unexpected occurred. I was physically abused by a cousin that was twenty -six years old, I was only 10. My aunt wasn't home, but I was able to escape him and lock myself in my house. A week passed by and I was afraid to tell anyone. My teacher noticed that I had marks in my neck and pulled me out of class. I was immediately taken to the office and that same day I was reporting a verbal description of my abuser. My mother came rushing into the office, and not knowing anything started crying when she found out. That same day I was taken to see the arrest of that man and later taken to the doctor for examination. My father was

angry and destroyed with what happened to me. I remember being quiet and in shock. This man had ruined me.

I followed fifth grade with counseling during every lunch for the whole school year. Aside from having counseling every day during lunch, I had a bully. This bully made fun of my physical appearance. I was a little over weight. He would make fun of me and call me cow. Moreover, I was struggling in math. Math had never been my strongest subject, but I had to try my hardest because I had no one I could ask help from because my parents knew nothing about it and there were no tutoring programs that I knew off that were being offered in school. I hated math and everything else that was going on in my life. Fifth grade was my worst school year because everything was dark and I felt lonely, truly not connected to school.

Middle school soon approached and I had a best friend that became my neighbor before starting middle school. Growing up in the “ghetto” was tough. Although my parents had a challenging marriage, they were always very strict on me. I was not allowed to go out to play because there were gangs, violence, and drugs in our streets. I learned to cook at the age of nine and was expected to cook for my entire family for dinner. Both of my parents worked at that time and I became the one that would do the chores around the house and cooked so that my mom had one less task to worry about. This experience I am thankful for, it shaped who I am today, it made me a responsible woman. My good years were lived in middle school. I had good grades and played trombone in the band. In eight grade I was first chair of my section. This was never enough for my parents, they just didn’t understand the whole idea behind this chapter in my life, they saw it as a waste of time, playing an instrument just because.

It was time to embark in an adventure, the adventure of high school years. I tried out for soccer, and ended up playing varsity soccer my freshmen year. The next year I quit because I

was just too shy to be exposed to other students during the home games. I was an insecure teen girl. I was accepted into the AP English class. I remember being in shock by this because honestly I did not think my writing level or language comprehension was top level. I have always considered myself an average thinker. I was in that class with all the students that had the brains for high grades and dedication to school because those were the students that were thinking about going to college after the four years were completed in high school. I had never taken the time to stop and think about going to college, never had I heard that word before, not at home, not at school. That's when I realized that maybe I did have a purpose in life. This whole idea and curiosity about college had me thinking of my future, and if the life my parents had struggled to have was what I wanted for myself.

Choice to be an Educator

It wasn't until my first day of Spanish Speakers I class that I knew I wanted to become a Spanish teacher one day. The teacher became a close friend of mine because she was a teacher that had great student- teacher relationships. She became my role model. She made class fun and engaging. I can recall students participating and engaging in her class. Everyone wanted to read in there and were not afraid to participate. I remember enjoying her class so much because she was not boring, she would make her classes interesting. One day she would teach something about culture and would always make her lessons into projects. I just liked speaking my native language and felt like my culture was considered. I had found the place where I wanted to be, and where I belonged. This was an eye opener to my future, I wanted to become the next Spanish teacher that would try and help those students feel like at home and discover much more to Hispanic and Latin American cultures. Speaking Spanish as a native language is something I learned is very different from the correct Spanish we learn in schools. Our native Spanish is

slang. I really enjoyed learning new words for the words that I found out had not been saying correctly. That is something that amazed me, I always thought that my Spanish was spoken and written correctly. I was wrong, there is so much more that needs to be learned and so many things that a teacher must teach in a Spanish class.

Hopes, Dreams, and Fears

The goal as a future educator is to change the lives of students with a positive outlook on life. To reach this goal I know and understand that I need to work hard and change some of my priorities. Students will become my priority because I will be the role model for them. I am afraid to make a mistake in a future lesson and students will either laugh or correct me in a nicely manner. I need to prepare myself with the basic, and the advanced levels of Spanish because I never know where I will end up teaching, and what I will be teaching. I hope that my personal strengths help me get to where I want to be. I am patient and I hope this helps me understand what adolescents in high school are facing. I am also a person that likes to be organized and plans ahead. I hope that one day, these strengths of mine help students be prepared to learn and engage in the subject. I want to be the voice for all those students that feel like the Spanish language needs to be passed on to the future generations. For this to happen I need to be able to communicate clearly. Communication is key to becoming successful, and I would like for students to not be afraid to share anything with me, and if they wish with other classmates. There should be a safe environment where students feel welcomed. That would be my goal as a communicator. I have not had the opportunity to observe many teachers, but I do know that once I am in a classroom, I will notice what my personality looks like. Through different teaching styles, I hope to find my own personality in a classroom, and I hope it is one that will be approved by students. One that will help them become successful.

Many times I have been asked why I chose to become an educator. Sometimes I don't have the answer to all these questions. I truly believe that I want to teach Spanish because Spanish is my favorite language. To me every word in the dictionary makes me happy, everything makes sense, everything joins together when speaking in Spanish. Spanish is beautiful, and that is why I hope to reach out to students that need support not only academically, but in their daily lives. I hope to teach students that are eager to learn. Those students that suffer from poverty and have no choice, but to face the cruel world and its injustices.

Social Justice

For my first year of teaching I hope to be organized and in control of the situation. I do fear that the situation gets out of control, that I will not even have the authority to express my point of view. I hope to build great relationships with my future students, so that I can be that positive role model in their lives. There are however, obstacles that will get in my way and I will have to be strong and deal with them. Real life is hard, teaching is difficult. I will be faced with the challenge to establish good relationships with my students because there are students who have their own struggles. It will be hard for them to allow me into their lives. It will be difficult to go to work every day and not encounter a student who is suffering from depression or a student that is lacking motivation to do work, or maybe just a student that is hungry because they come from a low income family and can't afford to eat well. These are the things I will learn to be observant of and find ways to help and care for my students. This is part of creating a social justice classroom.

My heart aches just writing about this topic. Social justice is promoting equity for all my students, ensuring that as an educator I understand where my students come from, what they are going through, and learn about their abilities. I can't go on teaching and ignore the most

important factors apart from the subject matter that needs to be learned. I too need to learn from my students in order for me to teach each and every student with the education they all deserve. I want to be that teacher that does not sit around waiting to learn from students just from the data provided on exams. I want to be that teacher that has knowledge of what students are struggling with, or what they need to be challenged with because many teachers give repeated work and expect the “smart” students to get A’s because they understand the concept, while the other students continue to struggle. I want to differentiate when it becomes necessary to do so. I want to empower and promote change in education because I know I can be that educator, it will just take time and challenges that will need to be fought over. This is why I want to be an active educator and not a passive educator like the ones many are used to.

Part B: *Who are my students?*

Conducting home visits has an important purpose. Visiting the homes of students is important because it is known to create a safe relationship between students and educators, and parents and educators. The role of an educator from day one is to attempt to create a safe environment in the classroom and build great relationships with the students. The process itself is not quite easy, but after several weeks of getting to know students and demonstrating the task of bonding, community building can be attempted and set for the remainder of the school year. Educators are not perfect, they are also human beings, but even if the goal is to have all students respect them and have them engaged, there are always other factors that play into the fair education of children.

Unfortunately, students face barriers such as language, certain disabilities, and negative life experiences. These barriers are noticed by educators and administration, but

sometimes not much is done to help these students that are struggling with their academic achievement. This is why taking a different approach into action is necessary and visiting students individually in their homes was interestingly functional. Through this method, educators have the advantage of learning more about their students and parents also feel safe and noticed by the school system, who for many years had not been completely supportive for those who have needed the help. In this section of the Ethnography I will be discussing my findings of three of my students after visiting their homes and interviewing them and their parents along with a future plan in my classroom.

Focus Student 1

Demographic Information

Martha is a student I specifically selected because she has a cheerful personality and is always ready to learn something new. She is an English language learner that migrated from Vietnam when she was 12 years old. She does not miss schooling in Vietnam because she says it is very difficult over there. I admire this student because she is learning English and now learning Spanish in my classroom. This will be her third language. Martha is very engaging in my classroom and comes to class prepared to learn something new. What I truly appreciate from Martha is that she participates much more in my class than would Spanish Speakers. She is not afraid to participate and speak the language even if there are other students that make fun of her. I have encouraged her to continue being the way she is because knowing three languages will help her in the future when she graduates from high school and goes on to become an ER Nurse.

Outside of the classroom, she struggles with English class because she is not yet at the level she would like to be. The most difficult thing for her is writing because she says her grammar is not good. In our high school there is what we call quarterly writing, these are essays given in each class every quarter. Martha struggles all the time and is always under pressure when the writing of essays start. Outside of the classroom, Martha is very friendly. She has a lot of friends and is very active with school activities. She participates in the school's ASB. Her area of concern inside and outside the classroom is always doubting she is good enough for anything. She is afraid that everything she is going to do is going to be done incorrectly. She is a great student, and even if all her teachers know what she is capable of, she is not. This can be an insecurity she has carried with her because of the school system in Vietnam and the difference in requirements or it simply plays a role in her self-esteem.

Assets and Needs: Academic Standing

Martha's language classification was originally an English Learner when she arrived to this school. She is now considered an RFEP student. This school year she is in English Honors, but she has stated that she is currently struggling in that class. Even if she took the test to reclassify, she does not feel ready to be in a more advanced English class. On formative, summative, and standardized tests, Martha scores within the 80 to 96 percent range. Although she is constantly doubting her abilities to overcome barriers, she studies for hours and this is why she has the ability to pass her exams with high scores. She is always very studious, well prepared for class every day, and engaged during lessons. In my class she has shown that she is able to read in Spanish, but struggles with the

comprehension of the text. Another thing I have noticed is that the student has a long way before she can start writing complete sentences in Spanish. This makes complete sense since she has recently made the switch from regular English class into honors class and I cannot expect her to be proficient in Spanish if she still continues to accomplish the goal of being proficient in English. Her sentences in English are still grammatically incorrect, but definitely improved from last year's work.

Martha is a student that works well with others. She, however, does not like to be assigned group work because she enjoys doing things her way since she is very creative and most of the times there are other students who tend to not do any of the work. This is one of the reasons why I have observed that Martha prefers to work alone. She likes to make her work stand out from the rest of the students. She is always going above and beyond to make her work look beautiful, creative, and correctly done. My goal in the classroom is to have students work together to build community. There are times when she will come up to me and ask if she can work alone, but I have rejected that idea sometimes because the assignment I provide has to be done in groups and cannot be done individually. She will become frustrated at the moment, but because she gets along well with others there are no issues in her working with others, other than wanting to have things done a certain way.

This also plays into the type of work Martha completes. It is difficult for Martha to turn in work as I have given the instructions for assignments because she does not comprehend the meaning of the text in Spanish. I always help her translate words or end up re teaching the lesson to her in 5 to 10 minutes with more specific examples that she is

able to understand. She ends up turning in assignments that are done differently because she does not understand the content, therefore I allow for her to shorten her answers instead of giving me full sentences. She is also able to translate certain words she does not understand and you are able to notice that on her papers because she will write the translation next to the words. When it comes down to grading assignments I tend to look at the originality of her work and how much effort she put into completing the assignment. She is also graded on how much she was able to comprehend from that certain assignment. Almost daily, I have the privilege to work with her and it is amazing to see her strive in a third language for her. She is constantly showing her creativity in my projects, and yet she takes the time to understand every bit of the target language in my classroom. Unlike Spanish Speakers, she has to do some critical thinking and attempt to make connections between her native language, English her second language, and Spanish the target language in my class. Her communications skills have improved significantly because she is often participating to share out loud in the target language and I am able to assess her communication skills in the target language. When she enters the classroom, the first thing she does is greet me in Spanish and then looks at the board for the daily warm up and first tries to make sense of it on her own, when she has tried and only understands parts of it, she will proceed to ask me, but I am surprised when I find out she misses one or two of the words. This shows me how much she has improved in her comprehension, and communication skills.

Martha, as mentioned previously struggles with structure in content within the subject of my class. It is mainly grammar and reading comprehension that she is having the

most trouble with. Although my class is not meant for Spanish Speakers, many of my students are. They were given a writing, speaking and listening test in the target language at the end of last year's academic school year. This was in hope to place students in the correct level of Spanish. Every student, even if a Spanish Speaker, has an area of growth. Many of my students are Spanish Speakers, but that does not mean they were placed in the Spanish Speaking classes. They are either struggling with reading and reading comprehension, writing, speaking, or listening. For Martha it is more challenging because she had never been exposed to the target language before.

Her prior knowledge speaks for her current struggles. She has to code switch between three languages. Even if it is complicated for Martha to acquire this new language, she tries her best and that is why she is currently earning a B+ in my class. She is excelling in the communication standards for my class. She may not know exactly what every word in Spanish means when I write up the daily warm up or when we are reading a short story, but she is not afraid to communicate, in the target language what the answers to an assignment are or to express what she likes or doesn't like to do. She is doing a great job communicating basic answers to questions that are being asked of her. I recall a project at the beginning of the semester when students were learning about the verb "to like" "gustar", and they had to create a mini project with construction paper. There were four categories, one for what they liked, another for what they disliked, and another was for what they loved, and lastly they had a category for what they really disliked. Under each category, students had to list 3 items using the verbs correctly in Spanish and the names of the things were also in the target language. When it was Martha's turn to present to the

class, she was very nervous, but she ended up doing a really good job and even my Spanish Speakers in the class were surprised with how well she was able to read her sentences and use transitional words in the presentation. When I collected her project I was able to tell instantly that her project was grammatically incorrect and nothing made sense. It was clear to me then that she struggled and continues to struggle with structure in the target language, but can speak it well.

Assets and Needs: Socio- Emotional Development and Social Identity

Martha is a student that enjoys helping teachers in their classrooms. She likes to be surrounded by people who need help because one of her main strengths is helping others. One of the things I have noticed in my classroom is that Martha can sometimes struggle with controlling her talking. She is very talkative in class and sometimes will interrupt during an important lesson with a loud noise if she looks at her phone and finds out something new from the media. She is on her phone most of the time, and in part it is my fault for allowing her to use the translator to assist her. Although she knows she is not to roam into other web pages on her phone, she will sometimes continue to do so anyways. These are definitely some of the areas Martha can work on to improve her behavior in my class.

Her strength is being able to focus during lessons and asking questions when uncertain of something. She works closely with me all the time which means that she learns things more deeply because she takes the extra time to understand something to the fullest before she can go home and never ask about the lesson for the day. Due to this initiative on her side, she works well with others because she will literally walk around the classroom

asking if there is anybody who didn't get what we just went over and she will take the time to explain in her words what the lesson was all about. Her classmates really enjoy her presence in the classroom. She is one of the students that brings joy to the class and when she is absent the mood changes in the classroom.

Unfortunately, Martha has the idea drilled in her head that her language barrier defines who she is. On a daily basis, she puts herself down. She will make comments towards her person and they are comments that are truly hurtful. She will get frustrated when there is at least one student in the room that makes fun of her speaking ability in English. She is always giving herself labels like "I am dumb", "I am such a failure". I always intervene and make sure to explain to her that she is not what she says she is. This used to happen a lot more towards the beginning of the year, but after having a long conversation with her, I was able to notice that she decreased the times she would offend herself. Today it is safe to say she stopped making those cruel comments.

One of the things I do try in my classroom to help with my student's self- concept is to try and have activities that help them reflect on one another. This means they have to give a positive remark about one of their classmates and share it with them in the target language. This has helped my students feel special because not everyone has the privilege to hear positive comments from others. We all grow up in different family structures and Martha is not the only students who needs to hear something positive, therefore I create these activities to help students feel and know that they are worth much more than what society says about them. One other thing I like to do in my classroom that not only helps students with their self- concept, but engages them in my classroom, is share personal

stories or successes in my life. I am able to share the many things I have experienced in life with them so they understand that they are not alone in what this world has become. I know there are many educators that like to keep their personal stories and life outside of school to themselves, but this has helped me establish strong relationships with my students because they have someone to relate to and stop thinking that they are not worth it enough to become someone successful in life. I have to admit that we have cried together in my classroom because I know how difficult it is to grow up in poverty, or face many obstacles in life, or maybe just being academically challenged and not having the full support from adults that surround you. Martha has thanked me many times with tears in her eyes. I understand that it is important to focus on the content of the class, but it is also important to have the trust of your students because without it, students may not even want to do work for you because they dislike you, or simply give up learning in your class. Students seek motivation and a little bit of love to keep their motors running. At the end of the day I like to explain to my students that we are all humans and are not perfect, and that is why we should always make room for mistakes because when we make mistakes that means we are learning. It will take time for Martha to construct her self- concept, but she is doing much better in my class and I hope it extends to all the other classrooms and at home if necessary.

Assets and Needs: Funds of Knowledge

Martha's family is strongly rooting for her to finish her studies. Both the mother and father did not finish High school because they had to work in their country to help their parents with the expenses at home. They want their daughter to graduate high school and

go on to college. They want to support her in any career of her choice as long as she continues on to higher education because both parents believe that in this country education is the key to success.

Both parents described Martha as a brilliant student, studious, hard- working, organized and with a kind heart. They are both very proud of her because she will be the third of two other siblings to graduate high school. Martha's brothers are currently attending college and hope to soon get a good job. They have set the example for their younger sibling.

Education is a requirement in their household because both parents were not able to go to school and finish, they want the best for their sons and daughters. Both parents worked hard to get a house of their own and they would want for their children to value education and the future they can have because of it. The family believes that the role of the school is to provide resources and skills that will help students be ready for college. They did mention that the school is doing a good job at doing that because they have programs like AVID and engineering in place. The family is aware that teachers should not be completely responsible for the outcome of their children's academic standing. They expressed that the role of a teacher is to share their knowledge of the subject with them and try their best to teach students.

The family's traditions are not religious. Instead they have set in place yearly traveling to a different country. Every year the family decides on a new country to visit and they book their flights to travel during the summer vacation. One interesting fact is that they do not travel back to Vietnam because they had bad experiences there. Both the parents have not traveled back to their country because they suffered trauma growing up and would like to

never go back there. They did share with me that they regret not coming sooner to the United States and providing a better life for their children. I was surprised to learn this because Martha is always talking about how proud she is to be from Vietnam, but I had never learned that they do not travel back there.

Interestingly, I am not one to judge other religions, and I was able to listen to how they do not believe in Christianity. I have never been offended, instead I enjoy respecting the views and beliefs of others. It did make sense to me, however, why Martha was not able to participate in our Day of the Dead project. That cultural study of Spanish class was completely banned for her, and I was understanding and gave Martha an alternative project. The visit was an amazing experience because even though her parents do not speak English well, I was able to meet one of Martha's siblings, who helped to translate. We even had dinner together, and that was definitely something I was not comfortable doing, but it was wonderful at the end. It was great to learn so many things about Martha and her family.

Assets and Needs: Experiences, Interests and Developmental Considerations

When I interviewed Martha she was nervous because she was afraid to answer incorrectly. When the interview took place she was relieved because they were simple questions, according to her. When asked about her dreams and goals, Martha was clear that she wants to go to college and be able to finish a career to become an ER nurse. She wants to explore the medical field because she feels that's what she would be best at since she likes helping people. Martha has been shaped by the many stories her parents have shared with her and this has made Martha be more motivated to have a positive outcome in life.

The most influential figure in Martha's life has been her mother. They have a strong relationship and her mother is always pushing her to do her best. Martha admires her mother because she has stated that her mother has suffered a lot in the past growing up with her family in Vietnam, and now she has her own house and a wonderful family.

This is one of the reasons why Martha loves going to school and meeting up with 3 of her best friends. Martha dreams of having a career to make her family proud, but one thing Martha does not like about school is writing essays. Sometimes she wishes she can switch schools because at our school every quarter they have to write essays for each of their classes. She feels this way because she struggles in English and wishes those essays were removed from the school or at least obligated for once a semester. Martha feels she is the most successful in math class. She gets straight A's in that class for all her exams. She is passionate about math because she says she understands everything that is taught in that class, the opposite to English class, where she suffers horribly due to her language barrier. This salty experience also plays in to her safety in the classroom, she does not feel safe in there because she says she is always afraid to make mistakes in there. Her comfort zone is math class and Spanish class because everyone makes mistakes in there.

Martha is just happy that she has a strong supportive family that has guided her through high school so far. She can count on them to be there for her when she needs that extra support to carry on with tasks at school. Martha also mentioned that she is grateful for me because I listen to her and give her advice. She also said that I am the only teacher that actually pauses to help her when she doesn't understand something. This made me feel emotional, but this just confirms to me that I am doing my job the way that it should be

partly done, and that makes me feel content. It is safe to say that Martha will continue to grow academically and socially because she was able to move up the ladder from an English learner to an RFEP student this year. Her development is typical and she is doing a great job in demonstrating it.

Action Plan

For Martha to develop a proficiency level in my discipline she will first need to go to my tutoring sessions every Thursday to help her with the context clues in texts we go over in class. She will also need to bring her English homework so that I know what she is currently working on and how I can tie it in to some of things we are learning in Spanish class. I would like to compare both so she can see the similarities and differences. I have decided that when she comes to tutoring I will have a really short story she will have to read and then I will assess her comprehension on the text. She needs to become more familiar with reading in Spanish and the pattern of words in Spanish. When I mentioned my plans with the parents, they were all in because they know this will benefit her in the future when she wants to become a nurse. Speaking three languages will make her more available in the field. Her parents were very supportive and happy that I was trying to help their daughter become a better student. I will continue to monitor her progress collecting data from her assessments in my classroom to help her reach proficiency. The parents and the brother that helped translate during my visit, provided a phone number to keep in contact with them about Martha's progress. I will make a phone call once a month to discuss the progress and hopefully this will be efficient.

Focus Student 2

Demographic Information

Sandra is a student that I have become really close with. She is Hispanic and has suffered many traumas in her life and currently is going through hurtful life experiences. Sandra found out a few months ago that her mother has only about 6 months to live. Her mother is an alcoholic and damaged her liver completely after drinking for so many years. Sandra has never had a close relationship with her mother because she has harmed her in so many ways. Sandra has had to deal with responsibilities that she should not even have to worry about at her age. She became the motherly figure for her other siblings because her mother was a cocaine addict and a heavy drinker. Sandra has always felt like it is up to her to make sure that her siblings are doing well with academics, at home, and that they are not being exposed to physical and verbal abuse with their mother. Sandra has resentment towards her mother and is not sure that she will ever forgive her, but she does understand that she is still her mother and wishes nothing but the best for her in these tough moments. Sandra suffers in silence every day because she has to remember that tragical moment when she was sexually abused by her biological father, and because her mother was always on drugs, she did nothing to stop that from happening. This is one of the reasons why it is extremely difficult for Sandra to forgive her mother. Sandra is currently a senior in high school and her first language is English. I chose to have her be one of my focus students because I met her last year when she was in my Spanish 1 class and ever since, we became really close. I became like her shield at school, her comfort zone. She was very quiet, but started coming to my classroom to eat her nutrition and then her lunch. This became an everyday thing

and that made our relationship grow. As I became aware of her situation, I was drawn to her to help her in a way possible to me. I became her mentor because that's how things played out in our student to teacher relationship.

This year I have her for my Spanish 2 class and one thing she can improve in the classroom is working with others. We have been working on this since last year, but given Sandra's past experiences it is clear why it is a work in progress to have her work with others. One of her major strengths in the classroom is staying focused and completing every assignment on time and almost to perfection. Sandra is a wonderful student, but unfortunately her life experiences have made her anti- social and tends to not be able to trust people easily. It takes time for Sandra to open up to others, or even start a conversation. She is tough, and by this I mean she shows a strong personality and I feel this comes from her longing to protect herself from others. She does not have friends outside or inside the classroom. For this reason, Sandra found in me the trust and friendship she so desires. I am currently considered her only mentor at school and for this reason I became close to her because all I want to continue doing is help her in any way possible for me.

Assets and Needs: Academic Standing

Sandra's first language is English and therefore she is labeled as an Advanced English student. She reads above her grade level, 12.0 and she is currently considered the running candidate to graduate as the valedictorian for her class. When it comes to standardized testing, summative and formative exams, Sandra usually excels in all exams. She studies for hours and her results are outstanding. From the four major tests she has taken in my class this semester, she has gotten perfect scores on all. She puts in the extra time to achieve her

goals and continue having straight A's in all her classes. Sandra loves to work independently, but dislikes having to work with others in a group. She doesn't like to get close to people or even have to talk to them. Since last year I have introduced her to several other students to help her get acquainted with them, but I say it continues to be a work in progress. This year, however, she made a new friend who is also a senior, soon to graduate. The most interesting thing about her new friend is that she happens to be the ASB president, the opposite of what Sandra is used to. Rosa, her new friend, has started eating her nutrition and lunch in my classroom as well. This is something that I am extremely happy about. Due to this relationship, Sandra has been more open to talk to others during group activities in my class and she seems less stressed or intimidated about it. Sandra is always turning in exceptional work, flawless, without mistakes. She is simply one to follow instructions as directed and this demonstrates her focus and engagement in the class. Sandra is proficient in all literacy skills, despite her life experiences, she is continuously looking for ways to improve in any of her classes. Through her actions, it almost feels like she is not a senior in high school, but more like a junior in college. Her maturity level and the way she has faced her obstacles in life are simply admirable.

Currently, Sandra is struggling with the sentence structure in Spanish. Sometimes she mixes up the order of a sentence in Spanish with the order of a sentence in English. She will say the adjective first instead of the noun, for example, "roja fresa", which in English it does translate to "red strawberry", but in Spanish the order needs to switch to "fresa roja". She will do that occasionally and it has not been a complete struggle for her to correct that because she has been able to catch her mistakes and fixes them when she notices she has

said it or wrote it incorrectly. Sandra could be struggling in this area because she needs to practice speaking the target language more. She does not speak Spanish at home because everyone at home speaks English. In all the other standards, Sandra is doing well. She is able to listen, write, and communicate in the target language.

Assets and Needs: Socio- Emotional Development and Social Identity

Sandra has been working on improving her social life with other students because she knows this will help her in the future when she graduates from high school because she will be going into a lot of interviews for schools, and jobs. Her behavior can sometimes show her insecurities because she can sometimes act mean with other students because she tries hard in establishing a sense of trust. She fears she will easily be hurt by others or that promises will not be fulfilled because of her own personal life experiences. She is very reserved with others, but since she has established a relationship with me, she shows her true colors to me. She is a really sweet young lady that has many goals and dreams she would like to accomplish. She has expressed that I became like her motherly figure because even if she does have a mother, she has never experienced a mother to daughter relationship. It was not until this year, that I learned this from Sandra, which made me feel special and in some way rewarded for my role as an educator.

Since I have been working closely with Sandra since last year, this year I encouraged her to join a club, but to my surprise she ended up running for president of the club and she won. She is currently the Key Club president. This was such an amazing moment because this club dedicates its' time to help those individuals that are in need. This club has helped Sandra be more social with other students. Her behavior has changed and she is now more

content and has a positive presence in all of her classes, or so that is what her other teachers have mentioned to me. She is also very competitive and that is why she continues to work hard in all of her classes to be able to graduate as valedictorian for her graduating class. Sandra views herself as a Hispanic female and with an Agnostic religion point of view. She does not worry about getting involved or learning about different religions, or discriminating against any one. She has a very open mind about things and tends to have a high level of maturity.

Assets and Needs: Funds of Knowledge

When I conducted my home visit I knew beforehand, since last year, that Sandra does not live with her biological mother even if she has full custody of her. Sandra lives with her aunt, sister of her mother, and grandmother. When I started interviewing the family, they gave me responses for the mother and the father. The mother never graduated high school, but she did attend. Sandra's biological father never attended high school. The grandmother stated that she never attended high school because she had a lot of children and that challenged her financially. Sandra's aunt was very close to graduating high school, but became pregnant her junior year that it made it difficult for her to go back to school and graduate. She had to dedicate her time to her child and started working instead. Sandra has four other siblings, the oldest being a brother of the age of twenty, then a sister who is sixteen, a younger sister who is thirteen, and a younger brother who is twelve years old. Unfortunately, Sandra does not live with her siblings because she had to be separated from them for her well- being and safety.

Sandra's family believes education is the way to escape poverty. These were the exact words of her family members. The role of the teacher, according to the family members, is to teach the student the skill set they need to succeed in life. The role of the school is primarily to keep students safe and provide resources to help students become more successful in all areas of education. "The school should be responsible for looking out for students who need help at home".(Ashley Rivas, personal communication, October 17, 2018) These were the words of the family members. The aunt described Sandra as an organized young lady who is always looking after her younger siblings because she always worries about them. She was described as smart because they all know that her grades have been nothing but straight A's all her high school attendance and the aunt is very proud of her.

The aunt also went on to explain that sometimes it is difficult for her to provide financially for Sandra because she has two toddlers of her own and a husband. She did mention that Sandra is humble and does not ask for anything, but that the aunt usually feels bad when she can't help her financially. Sandra was also described as being an honest young lady, but also very frustrated with the biological parents for the things they have put her through. When the family was asked what their traditions were, it was agreed that they were agnostic in general and that they celebrated Christian, Pagan and Catholic holidays. There was nothing else that took me by surprise because I have spent most of my time being a mentor to Sandra and she had shared she did not live with her mother.

What did challenge my thoughts, was the whole idea of Sandra not having a support system at home. She struggles to have her voice listened to at home because Sandra feels

like she doesn't belong anywhere or she is not wanted anywhere. She tends to feel like she is just in the way of everyone and that nobody wants her. No one really showed interest in her going to college or pursuing a job in the future. I believe this has a lot to do with the financial barrier. Since there are many Hispanic families that are not well informed about financial aid for colleges and universities, they tend to believe that it is not possible to go to college if you don't have the money. I was saddened by this thought because it reminded me of the same circumstance I lived when I was still living at home with my parents. They had little to no hope of me going to college. Sandra on the other hand, has taken the time to get informed at the school's career center. She does not tell her family members because she says they would not be able to understand her and instead her family members would want to discourage her from going to a four year university.

Assets and Needs: Experiences, Interests and Developmental Considerations

Sandra is interested in computers, computer programming, video games, and analysis of literature. About a month ago or so, my co-worker and I received a complete lesson on all the books of Harry Potter. Her level of literacy is outstanding. She analyzed all the characters to their entirety and depicted major successes in each one of the books. The student plans on graduating high school with a diploma and wants to attend a four year college to gain a Bachelor's degree in Computer Science. Her motivation is being able to provide for her siblings and other family.

The most influential negative figures in Sandra's life have been her biological parents. Her mother was a drug addict and is currently an alcoholic. This year she has been hospitalized two times, and in those two times she was told she has about six months of life

left. Sandra learned not to trust authority figures and lacks self-esteem. Sandra has attempted in the past to ask her mother to stop drinking, but it has been unsuccessful. It has also been due to her mother that Sandra established a fear of being late or completing anything late. Sandra has learned to rely only on herself, and it is difficult for her to accept help from others.

While Sandra does not like school, she finds it a necessity. She believes that school will help her provide for her family. The most influential person in Sandra's life is her mother. She does most things for approval from her mother subconsciously. However, Sandra harbors some bitterness and anger towards her mother. Despite Sandra being on the road to college, she is very pessimistic about her future. She feels as though she serves no purpose, but she is willing to continue the search for it. This feeling is most likely due to being constantly disappointed by her parents.

Sandra is most comfortable in my classroom. She has expressed that she feels as though she is away from curious eyes and she enjoys the company that I have provided her with. Sandra is least comfortable when being surrounded by people who are too close to her. Unwanted touch makes her skin crawl and burn slightly. It makes her irritated and upset. This could be due to the sexual abuse she endured from her biological father, as well as witnessing her mother be abused by the several men she brought into her home. This is something that I learned about this year and kept me even more attached to Sandra and my need to help her. Sandra's support network at home only consists of her aunt, whom she lives with. Sandra's support network at school is lacking, as it only consists of myself.

Sandra would benefit from more support, but she struggles to find trust in people and therefore she denies that she needs any other help.

Action Plan

Even though Sandra has gone through many adversities in her life, she is graduating this year as valedictorian. She is a smart and responsible student who, I truly admire for all she has accomplished even when life has set up many obstacles in her path. My goal is to continue to communicate the importance of believing in herself and the many things she is going to accomplish when in college. I will be in touch with her even when we are miles apart because she has filled my heart with warmth and hope, hope that I can definitely help make a difference in the lives of students. This is the emotional help I can offer her.

Academically, I am working with Sandra and staying after school to help her with one to one lesson on anything she did not understand. Even though she struggles with the word order in Spanish, I have been helping her by attempting to have our conversation only in Spanish. This is a work in progress, and I know that with practice, Sandra will learn quickly because as soon as she sets her mind to do something, she works hard to accomplish her goals. I am glad to be a part of Sandra's life and can't wait to see where life leads her.

Focus Student 3

Demographic Information

Manuel is a freshman in my Spanish level 2 class. When I first met Manuel at the beginning of the school year, I thought he was full of joy and I knew since he would brighten up my days. Manuel has never taken a Spanish class before, but when he took the

placement test, he placed in Spanish 2. He was so enthusiastic because he shared with me that he was born in Guanajuato, Mexico and that he was going to speak only in Spanish in my class. This filled my heart with joy because I had never heard a student express such emotion about Spanish.

Manuel has an IEP plan for having a learning disability. Manuel can't process content area material. He is considered an English learner that reads in the 4th-5th grade level. He has mentioned before that he dislikes reading, but he will enjoy reading when reading books of the "Diary of a Wimpy Kid". These are his favorite books because he says they are actually fun to read. Manuel has two other siblings, one of the age of 19 and another one of the age of 12. His younger brother goes to the same school and he has expressed that he does not have a good relationship with his brother because he is spoiled at home and Manuel is not. I chose to write about Manuel because it was intriguing to me to get to learn more about the life he faces at home since he is an illegal immigrant. This is a topic related to my personal life because my family members are also illegal immigrants. I was also interested in helping him grow academically in any way that I can possibly help.

Inside the classroom, Manuel struggles to stay focused on the lessons we go over or when assigned a task. He is easily distracted by side conversations or zones out every time he is left alone to work on something. Since day one, Manuel's mother came with him to the classroom and talked to me about his IEP plan and how I would best be able to help him. She stated that it is always best to redirect Manuel back to what he is supposed to be working on at the moment. Sooner than later, I realized Manuel was very low performing for his grade level and frequently misses assignments. I need to constantly remind him

what is coming up or else he will not turn in assignments. He also lacks organizational skills and he is low in reading comprehension. Manuel needs to work on getting along with his classmates. When I assign them into group work, Manuel gets upset and decides to put his head down rather than work with others. It has also been noted that Manuel talks a lot during class time. I often have to ask him to quiet down because he will interrupt the whole class for being loud. Manuel comprehends Spanish for the current level but struggles to write in Spanish. He speaks Spanish well and understands the meaning of words.

Assets and Needs: Academic Standing

Manuel is classified as an English Learner. At home his whole family speaks only Spanish. They are not allowed to speak English at home because the mother and father do not understand the language. Manuel's mother stated during my visit, "I understand that English is the language they prefer because they learn it in school, but I believe it is important for my children to know Spanish too and not forget about their roots"(Amelia Fernandez, personal communication, November 5, 2018). I remember that day of the visit I was having such wonderful conversations with Manuel's mother that I lost track of time and noticed I had been talking to them more than two hours. It was such a lovely visit and I was able to learn a lot more about Manuel and the things that interest him.

Manuel performs very low on all types of assessments. His writing needs improvement because it reflects that of a 4th grader. Manuel does well when writing sentences but struggles with paragraph writing and the formal writing process in content areas. His reading level ability is that of a 4th and 5th grader, which means that he has a difficult time with comprehension, content area vocabulary, and time reading. In my

Spanish class, I often have students work together to review vocabulary, but Manuel does not really care for group work. He truly dislikes working with others because he feels less capable than the rest. He is embarrassed and very shy to participate in group discussion. Manuel does not like to present in any way that requires public speaking, but because we have established a good relationship, there are times when he will try his best and is able to get over his fear. When Manuel works independently, he tends to start strong, but soon falls back into distraction. He zones out for minutes and forgets what the assignment is that he ends up asking me over and over again until he is able to focus again. Manuel's work is always incomplete and most of the time it is not correct. Manuel's strength is having a conversation in Spanish because this is when he shines, knowing that the majority of his classmate's struggle with speaking in Spanish. After carefully examining his skills, I have assessed his overall creativity as average, critical thinking as below average, and communication skills as excellent.

Manuel is struggling with content and literacy in Spanish. Although Manuel is an excellent Spanish speaker, he lacks reading content in Spanish and comprehension on his own. He enjoys when we do popcorn reading because we get to read out loud and he understands what we are reading about. When it is time to take comprehension exams he fails. Like mentioned on his IEP plan he struggles with the processing of content material and I feel that it is not easy for him to grasp the key ideas. Manuel has never turned in vocabulary homework like the rest of the students. Every time I ask him why he doesn't turn in vocabulary homework he tells me he understands the words and does not need to learn about them and what they mean. The quizzes show a different result. Manuel often

misses half of the vocabulary words on the quizzes. I never deduct points for not spelling them correctly, he just doesn't match the correct meaning to the vocabulary words. I have noticed he does not retain information well and vocabulary is one of those things you have to study to try and memorize. Unfortunately, Manuel lacks that skill and suffers because of it. Even if he has difficulty with many of the standards, Manuel is able to help his classmates with the conversational sections of Spanish.

Assets and Needs: Socio- Emotional Development and Social Identity

Manuel has a difficult time in class because he constantly talks out of turn and can make rude comments towards other students. He does seclude himself from the rest of the class and tends to not follow directions when I ask to work with a partner or in groups, he would rather stay seated and not do the work if he is required to work with others. I try not to upset him so what I do instead is work with him as his partner so that he doesn't have to talk to another classmate. This is something I have been doing sometimes because I also want him to try and work well with others. There are times when he looks at me and decides that it will be okay to work with his classmates. Manuel has mentioned to me before that he does not have friends because he gets bullied by others. I have brought this up to the administration and they have assisted in this matter ensuring that Manuel feels at ease when dealing with this horrible situation. Administration has talked to him and has developed a plan with the school counselor. Manuel also has strong support at home with his mother. His mother has taught him values and one main one they talked about during our interview was respect. This is why when Manuel knows he spoke out of turn he will apologize and understand that it was wrong of him to interrupt. He is a respectful young

man and I know he does not mean any harm, it is just that he sometimes does not have control over it. I hope he will continue to be supported at home because his mother is involved with the school and will check in with all his teachers at least once or twice month.

Manuel thinks that he is a failure. Manuel gives up easily and becomes frustrated when he doesn't understand something. I have spoken to him several times and I believe he is now starting to understand that every human has their own strengths and we are all different. I have had to use myself as an example of not being perfect. I did explain to him that just because I am a teacher, it does not mean that I am perfect and know everything, or that I even do everything correctly. He feels that because he is not good at writing or reading, he will not be able to be successful and maybe not even make it to college. It hurts my feelings when I hear him speak the way he does about himself, but I know he lacks confidence and a growth mindset about what he can definitely achieve. Part of how he feels has to do with his socio-economic status. He is always saying how short they are with money and that it's not fair that his younger brother is always worrying about getting new shoes or clothes. When I visited their home, I was able to notice that they live in a two-bedroom apartment for a family of five and that he actually does not have a bed because he sleeps in the living room. Manuel is always wearing the same sweater and I have never noticed a new pair of shoes when they are ripped and dirty. He does mention that he wishes to have money to help his family because they struggle financially. I listen to his comments when we share our daily warm ups on Mondays, after I ask what they did over the weekend. When this does happen, I like to share things about my personal life because in some way I have experienced some of the same things that happen to Manuel. I like to

make him feel and know that he is not alone and things will be okay. Sometimes for the daily warm ups I like to have students reflect on themselves and what they think about themselves because I know this benefits a lot of students that struggle with self- concept and expectations.

Assets and Needs: Funds of Knowledge

Both of Manuel's parents were only able to finish up to 8th grade. Both the mother and the father are from Mexico and like they mentioned it to me, they were not able to continue going to school in Mexico because their families did not have money and they had to start working to help provide for the family at such young age. The one thing they truly care about now is helping their children become successful in their educational goals. Manuel's parents described him as caring, responsible and respectful. They understand that he will struggle throughout high school, but they are there to support him in any way possible.

The parents of Manuel know that education is the key to success in this country. They would love to see their children graduate and go on to higher education, but unfortunately, they are uncertain of the future that waits for Manuel. Manuel's older brother was also born in Mexico and is currently just working with his father because he was one of so many that did not qualify for the DACA, "Dream Act", because of the recent changes in government. The mother worries so much and feels as though all their hard work to come to the United States, has failed them. She hopes there is another change in government, a positive one, that will help her children reach for their goals. Manuel's mother started crying when we had this discussion and it made me sad as well because

most of my family members are going through the same situation. I encouraged her to not lose hope and continue to look for resources and places that are able to help Manuel and his brother if they decide they want to go to college. It was an emotional moment that we did become closer and the mother often sends breakfast with Manuel during first period. She appreciates all of Manuel's teachers because she says they have all been patient with her son and helpful in so many ways. She just wishes that administration and teachers continue to work together to facilitate things for SPED students.

Assets and Needs: Experiences, Interests and Developmental Considerations

When I interviewed Manuel and asked him about his goals and motivations, at first he was unsure about what he wants to accomplish. Manuel's father is a mechanic and a gardener, but one thing for sure is that Manuel does not want to have similar jobs because he says it is hard to work out in the hot sun and then not have time for the family. Manuel has been working with his father every weekend, and although he appreciates the fact that he is learning something new, he expressed that he wishes to go to college. Manuel enjoys his science classes because he likes learning about planets and stars. Manuel's dream is to become an astronaut one day. He doesn't have enough confidence and thinks that because he dislikes math, he will not be able to accomplish his goal. I have talked to Manuel about not giving up and developing study habits that will help him accomplish more understanding in math classes. His backup plan is to become a science teacher for elementary children because he says that he would not be able to deal with high schoolers. Reflecting back on his family's current economic situation is the key to his motivation. He hopes to be able to help provide for his family because he says it is not fair to not be able to

sleep on a bed. He says that he knows it is not his parents fault for the situation they are currently in, but if it were up to him he would buy a house for his family so that they can all be happy. I find this to be heart melting because not many students could say the same about their families or even have a compassionate heart about others and not just about materialistic things for individual purposes. Manuel has a big heart and big dreams.

Every time there is a day off school, Manuel gets super excited because that means he can sleep in. He dislikes school because he doesn't really like people in general. He enjoys doing work on his own and not have to listen to others. The one student he would get along with in my classroom, the one student he would actually work with ended up moving schools so now Manuel is not interested in engaging as much. He has a difficult time making friends because he feels that there's a lot of bullies on school. He is afraid of getting judged and made fun of because he does not wear new shoes or in trend clothing. He is happy with what he has but still keeps in mind that no matter what there are people that will still like to have a negative opinion.

Manuel is least successful in English classes. He struggles with reading comprehension and writing. He is very low performing and needs extra accommodations and assignment modifications. The assignments need to be shorter and teachers need to be pleased with him giving a one to two-word response in writing because that is how he is best able to show mastery. He completely dislikes reading out loud in English class and he remembers how he was made fun of for not being able to read correctly when they were reading a novel. It was popcorn reading so other students would pick on him on purpose because they all knew he struggled with reading. It is actually the opposite in my class, he is a strong

Spanish reader. This is due to the fact that his first language is Spanish and at home he speaks only Spanish. This makes it easy for him to pick up on familiar words. When we read short stories or passages from the textbook, he is the first one to volunteer to read out loud. I have communicated this to his parents, and it makes complete sense to them. Manuel has a strong support network at home and in school. His SPED teachers help him with 1:1 instruction when necessary and are always updating his IEP plan. The parents are involved, but mainly the mother attends all the meetings and makes time to show up to school events to be involved and be informed about current issues or successes her son is facing.

Action Plan

In my discipline, Manuel needs to improve his writing skills. He struggles with the order of words within a sentence. He usually writes down the adjective first and then the noun or the verb first and then the noun. He has no control over that, this is how he writes in his other classes. All teachers have worked together to develop a plan that will help Manuel be successful. Each one of his teachers will take at least one day of the week to sit with him and practice writing sentences for each content area. His English teacher and I are working closely together to monitor his progress. He might be a Spanish Speaker, but his writing needs to improve and in my class, we will sit next to each other. I will give him a topic for the day, and he will have to write 3 sentences. Once he finishes writing we will take the time to look over them and I will have him read them out loud and try to figure out if there are any mistakes first on his own. Then I will read the sentences out loud and he will have to tell me if he heard any mistakes. I will help him by changing my tone where I know there is a mistake and he will have to figure out what the mistakes are. If he is struggling to find

the mistakes, then I will help him out, but have him compare the incorrect sentences with the corrected sentences and explain to me why they were incorrect. I hope this will help Manuel over a couple of months.

Conclusion

Conducting home visits was an eye-opening experience. As educators we see our students every day in our classes, but we never really get to meet them to the full extent. There are so many details that could help us be more aware of our students, but unfortunately, we do not get handed student portfolios with all their life events on day one of the school year. I wish I could know my students more personally because then I would be able to see through their lenses. I would be able to help solve so many problems my students face, and students would feel even more safe in my classroom. Overall, learning more about my three focus students has made me realize that I need to be more observant of all my students and continue to make accommodations and modifications for all to better help them become academically successful.

Part C: What is happening in my community, school, and classroom?

Introduction

In observing and taking notes of what surrounded me in this journey of discovering what my students are experiencing due to their community, their school, and their classroom, I was able to grasp the truth. Everything that is surrounding my students either helps or brings disadvantage to them and their learning. Social justice in teaching calls for a fair school setting and fair justice in the classroom for all students. Although there aren't perfect schools, procedures, routines, teachers, students, or anything at all, it is important to understand the factors that students face

daily which are either good or bad. I hope to be able to make a difference as a teacher and if it's not in the school system then I want to be able to change hearts of students for the good. Through my findings I hope to improve my teaching skills and take into consideration each and every factor that could affect the learning of my students. This is a learning experience that I hope to embrace and improve.

Sensación de la Comunidad

I grew up in the community of Azusa and when questioned about the city of Pomona, I think about it as a neighbor community. Family and friends have always expressed that Pomona is a dangerous city to live in. Of course, people say the same thing about the city of Azusa. Since I started working in the community of Pomona I have noticed many advantages and disadvantages to living in this particular city. It seems ironic that being just 15 to 20 minutes away from the city of Pomona, I never took the time to explore it. I let myself believe all the things family and friends would tell me about the community of Pomona. I have now taken the time to observe more in detail and find out for myself what Pomona is really all about. I plan to state nothing but the truth about this community because in doing so, I can further connect my findings to how my school and students are influenced by the community that surrounds them.

The community feels peaceful and busy at the same time. Pomona is a big city and I would always visit my uncle down Garey Avenue. This area is about 10 minutes away from Fremont Academy on White Avenue. I have had to drive around Pomona several times to get to meetings, come back from Claremont Graduate University to my classroom, and little did I know how close and convenient everything is located. I got to visit the Village, which I had heard so many things about. This place is a High School, but it is also a center where many of the trainings and Professional Development days occur for the Pomona Unified School District.

Surprisingly, it is located next to the Indian Hill Indoor Swap meet, where many Latinos go to purchase many things. This is a community that I can easily identify with because “Soy Latina y crecí rodeada de Latinos y “suamis” dónde íbamos a comprar ropa, zapatos y antojitos mexicanos para comer.” This is what makes me have a special connection to the community of Pomona, we are neighbor cities. Nieto (1999) acknowledged that “by reconnecting with their own backgrounds, and with the sufferings as well as the triumphs of their own families, teachers can lay the groundwork for students to re-claim their histories and voices” (p. 3) Pomona is a city in Los Angeles County, California, United States. Pomona is located in the Pomona Valley, between the Inland Empire and the San Gabriel Valley. Pomona is approximately 27 miles east of downtown Los Angeles, 25 miles north of Santa Ana, 31 miles west of Riverside, and 37 miles west of San Bernardino. Pomona is bordered by the cities of San Dimas on the northwest, La Verne and Claremont on the north, Montclair and Chino on the east, Chino Hills and Diamond Bar on the south, and Walnut, South San Jose Hills, and Industry on the southwest. The Los Angeles/San Bernardino county line forms most of the city's southern and eastern boundaries. The beauty of Southern California cities is that we have wonderful weather all year round. Pomona has a Mediterranean climate with hot, dry summers and mild, damp winters and a large amount of sunshine year-round. August is the warmest month with an average daytime high temperature of 92 °F. Summers are characterized by sunny days and very little rainfall during the months of June through September. Fall brings cooler temperatures and occasional showers, as well as seasonal Santa Ana winds originating from the northeast. December is the coolest month with an average high temperature of 68 °F. Winter also brings the majority of annual precipitation. Snowfall is virtually unheard of, but frost can occur once or twice a year. In Pomona they have a little bit of everything, but recently studies have

shown a decrease in rainfall, to the point that California faced a severe drought the last couple of years until last year when we had some rain that gave relief to the Californian Land. For a long time, the landscape around cities of California looked dry and yellow because the community would get fined if using more water than they were asked too. This year we continue to struggle because there has been no rain at all and the year is coming to a close. This natural event causes communities to be frightened and don't know what to expect for the future of their children. This just means that it could be possible that this upcoming year the community of Pomona will continue to suffer water shortage if mother nature decides there should be no rain. This is something that worries me because I know many of my students have parents that work in Landscaping. This is one of the toughest jobs out there, but the most populated by Latinos. My father continues to work in Landscaping after 28 years, and when students are curious to find out more about my background I like to share things like these because I know that many of my students can identify and not only that, but it helps me establish an even greater connection with my students. I had a student who asked me if I needed my lawn mowed, and I remember telling him that I did not because my husband, who is new to the landscaping business, does it for me. He was shocked, and I saw a moment of relief in his face because he understood that I am not just a teacher I am a human being. That really made me happy to share with him, so I can't imagine how many families could be affected by these weather changes.

¿Qué hay en Pomona?

There are forty- seven churches in the city of Pomona. There is one assembly of God church, four Baptist churches, one Baptist Independent church, five Catholic churches, seven Christian churches, two Nazarene churches, one episcopal church, one Four Square Gospel church, one Lutheran church, eleven Non-Denominational churches, eight Pentecostal churches, two

Presbyterian churches, and three United Methodist churches. In Pomona you can also find temples where the community goes and congregates. There is the Temple Beth Israel, the Chung Tai International Chan Buddhist Association, and the Cham American Muslim Community.

(Appendix A, Figure A1)

Since I grew up in Azusa, California, making these findings is hard to believe because my city is so much smaller, and I can see where the community of Pomona gets its diverse population. In the past I have attended one of the Catholic churches of Pomona, I just don't remember which one because I went when it was my cousin's Quinceañera. Aside from churches and places where the community members congregate, there are several hospitals, but one of the main ones in Pomona is the Pomona Valley Hospital. This hospital is visible mainly when you are on the 60 Pomona Freeway. It is of white and burgundy color and it is surrounded by many businesses and the 10 San Bernardino Freeway. This hospital is located down Garey Avenue and it is very accessible by the community. Something else that caught my attention are the cemeteries located in Pomona. There are three main cemeteries, but one in particular is located on the same street my school is at. I remember driving from Garey Avenue and making a right onto Franklin Street and there it was, a cemetery just a couple of blocks away from Fremont Academy. I remember feeling anxious and shocked. Students have to walk by there every day and I think that is what makes it shocking to me. That's how I feel about it, but I am sure the community is used to it and does not really seem to be bothered by it being so close to the school or they simply do not have a choice. This cemetery, Pomona Cemetery is a smaller private cemetery and maybe that is why it is located where it is located. The other two cemeteries are bigger and it is visited by more people in the community. The city of Azusa, where I am from

doesn't even have a cemetery or a hospital, and that's what I meant when I said that Pomona is a bigger city.

Pomona also has some historical landmarks and other points of interest. One of the historical aspects of Pomona impressed me because it is a historical Mansion. The Phillips Mansion is a Second Empire style or "Classic Haunted Mansion architectural style." historic house in Pomona. It was built in 1875 by Louis Phillips, who by the 1890s had become the wealthiest man in Los Angeles County. It was added to the National Register of Historic Places in 1974, making it among the first 25 sites in Los Angeles County to be so designated. Other than two Mexican-era adobe structures (the Ygnacio Palomares Adobe and the La Casa Primera de Rancho San Jose), the Phillips Mansion is also the oldest surviving house in the Pomona Valley. It has been named "one of the ten most stately mansions in Southern California." During the 1960s, the area surrounding the Phillips Mansion had become largely industrial. In 1966, the mansion had been heavily vandalized, and plans were announced to sell the property to a buyer who intended to build a paint factory on the site. At that time, the Historical Society of Pomona Valley, led by Fred W. Sharp, began a campaign to save the old mansion. The Historical Society ultimately purchased the mansion and restored it as a Yankee period museum to complement the Ygnacio Palomares Adobe, which was operated by the Historical Society as a museum focusing on the Mexican period. Pomona architect Amos W. Randall was in charge of the renovation master plan, and the restored mansion was opened for its first public viewings in 1978. Title to the mansion was later transferred to the City of Pomona, and the city and Historical Society now operate the mansion jointly. Unfortunately, today the community does not have access to the mansion because it has suffered previous damages from earthquakes. Earlier this school year, I had a student mention something about a mansion, but I had not done research to find out what it

was all about. This is a historical site that the city of Pomona is proud of. (Appendix A, Figure A2)

Some other historical sites in Pomona are the Fox Theatre, the Ebell Club of Pomona, now a historical museum, the Pomona City Stable, Ygnacio Palomares Adobe, La Casa Primera de Rancho San Jose, where the Phillips mansion was built, and then one interesting historical finding is the Temporary Detention Camps for Japanese Americans- Pomona Assembly Center. The temporary detention camps (also known as ‘assembly centers’) represent the first phase of the mass incarceration of 97,785 Californians of Japanese ancestry during World War II. Pursuant to Executive Order 9066 signed by President Franklin D. Roosevelt on February 19, 1942, thirteen makeshift detention facilities were constructed at various California racetracks, fairgrounds, and labor camps. These facilities were intended to confine Japanese Americans until more permanent concentration camps, such as those at Manzanar and Tule Lake in California, could be built in isolated areas of the country. Beginning on March 30, 1942, all native-born Americans and long-time legal residents of Japanese ancestry living in California were ordered to surrender themselves for detention. These were found in what is now known as Fairplex. Pomona is home to the well -known Fairplex Event Center. Every year, Fairplex celebrates the Los Angeles County Fair. This fair last for about a month and everyone is welcomed. There are rides, food, concerts, horse races, and other live entertainment. I have attended this fair three times in my twenty- seven years of living near the city of Pomona. Many of my students look forward to the fair because it is close to their homes and they also get to work there when granted a work permit as Juniors or Seniors. I had one of my students work for the entire duration of the fair this year and he said it was a lot of work. He oversaw cooking the Turkey legs, when it was extremely hot in the Summer. One thing he said that even though it was a difficult job, he would

be happy to go to work because he could see everyone in the fair and this was the first time he ever went to the fair because his parents never have enough money to take him and his siblings.

(Appendix A, Figure A3)

These are moments, that as an educator, are valued forever. This is when I was reminded of why I became an educator in the first place. There are many places to visit in Pomona, but some of the main ones were stated here. Pomona has a lot of history and it is nice to drive around Pomona, you will find vivid colors throughout the city, and a diverse population walking in the streets.

Pomona Construida por su Historia y su Gente

I have discussed several historic sites, but it is far more interesting to talk about the founders of the city and how Pomona has been shaped throughout these years.

The area was originally occupied by the Tongva or Gabrielino Native Americans. The city is named for Pomona, the ancient Roman goddess of fruit. For Horticulturist Solomon Gates, "Pomona" was the winning entry in a contest to name the city in 1875, around the same time the Phillips Mansion was built, before anyone had ever planted a fruit tree. The city was first settled by Ricardo Vejar and Ygnacio Palomares in the 1830s, when California and much of the now-American Southwest were part of Mexico. When I started teaching this summer at Fremont Academy, I gave my students a Power Point lesson about California because of the history behind the Spanish language. My students were surprised when they found out that California was once part of Mexico. When we touched on this topic, I had students feeling annoyed and would have liked for California to remain part of Mexico so that their parents could be happy and not face immigration laws. The first Anglo-Americans arrived in prior to 1848 when the signing of the Treaty of Guadalupe Hidalgo resulted in California becoming part of the United

States. By the 1880s, the arrival of railroads and Coachella Valley water had made it the western anchor of the citrus-growing region. Pomona was officially incorporated on January 6, 1888.

In the 1920s Pomona was known as the "Queen of the Citrus Belt", with one of the highest per-capita levels of income in the United States. Knowing that Pomona was a citrus-growing community makes me think of today and how many families live off of picking fruit and vegetables, very similarly to parents that work in the landscaping business, where they learn to take care of trees, flowers, grass, and plants. Agriculture has played an important role in the development of the community of Pomona. In the 1940s, Pomona was also used as a movie-previewing location for major motion picture studios to see how their films would play to modally middle-class audiences around the country. At that time Pomona was viewed as an idealized example.

The numbers show that 48% of the community of Pomona is White, 12.5% are Non-Hispanic, 7.3% are Black or African American, 70.5% are Hispanic or Latino (of any race), and 8.5% are Asian. In my Spanish classes I could assume that the majority of the community was mainly composed of Latinos or Hispanics because the majority are Spanish Speakers, and even though there are students that are not Spanish Speakers they have Hispanic or Latino parents. The stores and local businesses are also owned by Hispanics or Latinos because of the business names. The median age in Pomona is 28.9, of the total population of Pomona there are 15,670 children under 5 years of age. There are 108,321 members of the community that are 18 years or older, and 13,475 members are 65 years and over. It is interesting to notice the difference between these populations. I think I personally was expecting that there be more children because I have noticed all around the city mothers pushing strollers, almost in every street I turn

to. There is not a single day I don't see a mother with their children, and there are a lot of elementary schools in the Pomona Unified School District.

In the city of Pomona, education is also very important. It is shown that there is a total of 61.3% compared to 84.2% in the U.S. that are High School graduates or higher. There is 14.1% of the Pomona population compared to 27.2% of the U.S. population that have a Bachelor's degree or higher. I do think that Pomona cares for education and the opportunities that are out there in the world to be conquered by the young people that make up this community. Not everyone thinks alike, but I can see, by these numbers that there is a higher population that shows interest in education than other cities or even countries. It is also reported that 11.3% of the Pomona population has a disability, and these are members that are 5 years and over. I have observed that in my school there is a high number of students with special needs or have an IEP plan. In my classroom I have a total of 12 students with an IEP plan and have special needs. I was told that the numbers are only going up, but don't exactly know the reason behind this. My hope is that the schools will be even more prepared to face these challenges and build a plan to help students and other members of the community that have disabilities.

One of the main languages spoken in Pomona is Spanish. The population percentages show that the highest number of members in the community are Hispanic or Latinos. 55.1% of the population speak Spanish at home, followed by a 2.6% that speak Chinese, 1.6% speak Tagalog, 1.3% speak Vietnamese, and the rest are below these percentages. Out of these top languages spoken at home, members who speak Tagalog can speak English better than the rest of the languages, 80.2% speak English very well. 57.4 % of Spanish Speakers, speak English very well, followed by Chinese Speakers at 37.6%, and Vietnamese Speakers at 35.1% can speak English very well. "It is clear that these parents are gaining the internal resources, confidence and

motivation to exert greater control over the forces that affect their lives. The community's language, culture, and experiences have been acknowledged and validated, a genuine partnership has been established with the school and the potential of literacy to transform their lives and the lives of their children has been understood.” (pg. 7, Cummins) The parents and the students are taking ownership of their education and gaining confidence in their understanding of how literacy can change their lives. The parents are moving away from being ashamed of speaking Spanish and they are gaining confidence and feeling empowered to actively engage with their education and the education of their children because they are valuing the importance of their first language as well as developing literacy in other subjects as well. It has interested me the differences in these percentages, and would like to explore more in depth this matter in the future. Spanish has been the dominant language in the community of Pomona and mainly throughout California as a whole. It is with pleasure that I enjoy teaching Spanish to the students that hold the future in their hands. Languages open up many opportunities in careers and jobs, therefore my hope is to make students aware of that.

Servicios a la Comunidad

The city of Pomona has several centers where the community members can go to and find help. The main center is the Human Resources center found in the Pomona City Hall. In these premises the community can find helpful resources that have to do with problems encountered in their homes, utility bills, public services, transportation, and many other things. At Palomares Community Senior Center, they offer services like Zumba, weight loss, and other resources to help with health and entertainment. At Inland Valleys Resource Center the community can find ways to volunteer in the community. At Pomona Economic Opportunity Center, members can find help looking for a job and fair wage. Pomona Homeless Outreach is

always serving the community that suffers from being homeless. Pomona Regional Center provides diagnosis and assessment of eligibility and help plan, access, coordinate and monitor the services and supports that are needed because of a developmental disability. There is no charge for the diagnosis and eligibility assessment. Once eligibility is determined, a case manager or service coordinator is assigned to help develop a plan for services, tell you where services are available, and help you get the services. Most services and supports are free regardless of age or income. There is also a Family Resource Center where families can go through counseling or ask for ways to find other resources. In the Pomona Unified School District there is an organization that gives the necessary tools to parents to help them and their sons or daughters become proficient in the English Language. This organization is called the District English Learner Advisory Committee (DELAC). Mt. SAC, one of the colleges in Pomona, offers an ESL program. Even though there are many resources for the community, there are few parents and students that know about them and the number of people using these resources are low. “When powerful relationships are established between teachers and students, these relationships can frequently transcend the economic and social disadvantages that afflict communities and schools alike” (Cummins 2) I know that many students and their parents would benefit from them, it is just a matter of building better communication. I hope to be the one that communicates this to students and parents because if my students are doing well then they will perform to their fullest potential in my classroom, I have to take care of them. “[E]ducators must make special efforts to ensure that students’ prior experiences and identities are affirmed rather than devalued” (Cummins 16).

Planes para el Futuro de Pomona

Pomona has a vision statement, “The City of Pomona improves the quality of life for our diverse community”. Pomona also has a five-year vision statement, “Pomona will be recognized as a vibrant, safe, beautiful community that is a fun and exciting destination and the home of arts and artists, students and scholars, business and industry”. The community of Pomona wishes to come together and build a safe environment because they have been struggling with crime in their city. Together they have developed neighborhood watch to help the whole community. There is also different numbers to reach in case there is an emergency or threat to the community. The violence in Pomona is higher every day that goes by, members of the community do not feel safe and are afraid of what can happen to them or their loved ones. The Pomona Police Department has made an effort to patrol with more frequency the streets of Pomona. Community members have been advised to report anything that seems abnormal using their best judgement to make the city of Pomona safe.

Pomona has wonderful things but the best of it is its people. I have talked to parents and other members of the community and they have all been welcoming and friendly. Since the majority of the population is Hispanic or Latino I can easily identify with them and I think this is what has made me feel a closer connection to this community, I feel at home. I love working in Pomona because it’s like I never left home.

Fremont Academy of Engineering and Design is a school that at first glance looks warm and welcoming. The school has red brick walls throughout all the buildings. There are two main parking lots for visitors and staff. The first thing you notice when you drive through the front of the school is the beautiful green landscape with the electrical dashboard that informs both parents and students about recent news or reminders for the Fremont Academy family. Once you cross the pathway with the landscape that surrounds it, you can notice the front of the main office.

There are black gates with doors that allow students, staff, and parents enter the campus. Fremont Academy has several trees inside the campus and it looks alive, relaxed. I have been to many schools and not every school has this natural look and feel to it. There are schools that seriously feel like students and staff are being held captive because they are too enclosed or don't even have trees. Fremont Academy, in my opinion looks peaceful and even though it is not modern architecture it looks very appealing. The buildings are only single story and are separated into different sections on campus. Buildings are labeled with letters A- P and classrooms are followed by a number, for example, I am located in room C-3. Towards the back-middle section of the school you can find the gym. It is a decent size once you enter and you can see the school's colors and mascot. Right in the middle of the gym you can observe the bulldog mascot surrounded by the colors yellow and forest green, there in the middle with a polished wood floor. My favorite view when I arrive to the door that is located near the parking lot, is the big tree right in front of the cafeteria surrounded by green benches. This area is perfect to have lunch at and students enjoy it very much because it is outdoors and it still has plenty of shade. Fremont academy doesn't have disadvantages to the way it is lay out, instead it has benefits according to the details previously provided.

La Reputacion de Fremont en la Comunidad

“Para mi, la escuela Fremont es una de las mejores escuelas de aqui de Pomona. Todos mis hijos han asistido a esa escuela y nunca he tenido ningun problema. Mi hijo queria estudiar en Garey pero no lo deje porque para mi, Fremont es mejor.” (mother of a student I interviewed) Fremont Academy of Engineering and Design definitely has a reputation in the community. Fremont is a small school, but parents and students prefer to come here because it has a focus on engineering. There are many students that have concrete goals in mind and have expressed that Fremont helps

them maintain that drive and focus. Inclusively, there are students that have expressed their concerns if they were to be at a different neighboring high school because they think the schools are bigger and therefore, they will not get the same attention as they already do in Fremont because classes are so much smaller. Fremont academy is a community that knows one another and everyone knows they can count on someone when they need help. Something else that is true about this school is that it doesn't offer students the opportunity to play sports in high school. The seventh and eighth graders do have the chance to play sports. There are many students that transfer out from Fremont because they want a more "high school" experience, where the marching band performs during a half time at a football game and cheerleaders chant their favorite cheers. Unfortunately, at Fremont Academy, students are not able to experience high school that way. Yes there are those that believe Fremont academy is a great school to attend, but then there is also that side of the reputation for Fremont that enjoys the teacher, staff, and classes, but not the lack of sports and spiritual events.

Reglas y Estándares de Kroger Academy

Like any other school, there are rules and procedures that are in place and need to be followed by students, parents, and staff. One of the main established standards by the Pomona Unified School district, and throughout all California, is zero tolerance for any verbal and or sexual harassment. The Pomona Unified school District is committed to a learning environment that fosters mutual respect and civil conduct between and among students, school district employees, parents, volunteers, and the general public. The Board of Education also encourages positive communication and discourages volatile, hostile, or aggressive actions that could have a negative impact on the learning environment of both teachers and students. Under the Board Policy 1313/ Administrative Regulation 1313, some expected behaviors include but are not

limited to; respect and courtesy in language, demeanor, and actions; moderate tone and volume of voice; active and respectful listening; respectful acknowledgement of cultural differences; respect for the personal, civil, and property rights of others; appropriate and courteous use of telephone, public address systems, two-way radios, and any other verbal communication device; appropriate and courteous written communication, including notes, letters, email, and text messages. Unacceptable behaviors include but are not limited to: rude, insulting, or demeaning language and/ or actions; persistently unreasonable demands; intrusive and/or interruptive behavior; displays of temper; harassment and intimidation; threatening and/or abusive gestures and behavior. Under this policy, each individual is responsible for behaving in a civil manner and for cooperating in resolving incidents of uncivil behavior. Interestingly enough, just last month we had a training on sexual harassment and everyone was able to revisit these expectations and I think it was clever to do so because many of us forget what is expected of us as staff, but we never keep in mind that these same rules apply to students, parents, and other members of the community. This training takes place once a year and is mandated by all staff.

The staff professional expectations have been made clear to me and I have asked my colleagues what they are when I am uncertain. It is clear that staff members need to arrive on time to work every day, including Professional Development days, to our classrooms ready to greet students at the door every day, staff meetings, department meetings, committee meetings, parent conferences, parent-teacher conference nights, back to school night, open house, adjunct duties and other assigned school-sponsored events; four duties per year. According to Kroger Academy, all staff members are expected to regularly check their district e-mail and their school mailbox, daily at a minimum. Today we all know that technology, specifically cellphones, have become a headache for all teachers because we are constantly struggling to redirect students to

instruction when they are facing their cellphones at every minute. Cellphones have made most of the students lose focus and therefore lack good grades and most of the time do not know what is going on in the classroom. As staff, we also have to follow guidelines for the use of our cellphones. Staff members are expected to follow district guidelines for personal cellphone use. If there is an unusual situation (family member ill, water heater explodes, etc.) which requires that we remain reachable via your cellphone and may need to answer a call during instructional time, we need to let administration know in advance so they are able to make plans to support us in case the situation requires us to leave work at short notice. In addition to this, I would personally let students know of the situation, if there is one because they are easily distracted by our actions and tend to start justifying their actions.

Another important expectation that we learn as educators is being responsible for classroom supervision and coverage. According to Kroger Academy, students must be supervised at all times by certificated staff members; classified staff (instructional aides, college tutors) may not provide classroom supervision. We may not leave students unsupervised at any time and if we need coverage we must call the main office and ask for assistance. This is common sense for educators, but unfortunately not every teacher follows the rules and expectations that have been established by administration. What many forget is that as educators we are responsible for what happens in the classroom and outside of the classroom if we are the ones in charge of having students during our class session. In addition to this, teachers are expected to provide quality standards-based instruction from bell to bell. Kroger Academy has asked that all videos must be approved before showing and for this there is a video approval form, which will be approved or denied by administration. It is stated that the video must be instructional in nature and specifically related to the current lesson plan. It is also prohibited to

show R-Rated movies. As I recall, for Day of the Dead, in November, I decided to show a cartoon movie called “The Book of Life”, later I found out by a colleague that I was supposed to have asked administration to approve the showing of the movie before and apparently I could have gotten into trouble for doing that without permission. Things turned out well that day, but then I spoke to my Supervisor and she said she was thankful I had brought it to her attention and that in the future I should contact anyone from administration to approve the showing of movies for my own safety because I can be responsible for angry parents and complaining that down the road can turn into legal disputes. These are some of the policies, rules, or norms that Kroger Academy has in place, but there are many more that would take a much more in depth discussion. Students, parents, and staff have a handbook and are encouraged to read through it and contact the school if there are any questions or comments. The principal of Kroger Academy is available to assist and at the end she is the one to make the important decisions and then communicates them to the rest of the staff. She is good at communicating with everyone and help any staff, student, and parent because she has a great heart and is a hard worker that cares for her community, family of Kroger Academy. The principal tries to ensure us all that we are there for each other, therefore she sends weekly emails and is always updating staff of current event, issues, and accomplishments. There is only so much that can be done and even though there are good school policies in place, there are also those school policies that should be enforced but are not necessarily taken into action. As to what my eyes have seen, there should be an enforced dress code, and only seventh and eighth graders do a good job with that because they are uniformed, but the high schoolers wear whatever they want. It is said that student should not wear flip flops, but yet many students wear them throughout the whole day and there is no consequence for that. Also, not every teacher is ready to go and standing at the door to greet their

students, they come late to school. Another informal school policy is that students are not hanging out by the classrooms during nutrition break or lunch time because there are no teachers or staff inside the quads to make sure that students are not violating any other rules that are in place. There have been several times when I step out of my classroom to use the restroom and a handful of students are hiding in my quad area. I ask those students to leave and they do, but soon you hear them coming back, so I believe that is something that can be enforced since students become suspicious in those enclosed areas. The principal has asked several times that teachers help assist with that, but not all teachers are willing to give up their lunch for students who don't like to listen. Just like there are good school policies that are understood by staff, students, and parents, there are also those policies that are hanging by a string and are not completely followed.

Students come to Kroger because it is a small community where students feel safe. The majority of the students have been at Kroger since seventh grade and that indicates that they know the community, staff, and other classmates well. Like mentioned earlier, students know they will only have an opportunity to play sport when they are in middle school grades and when they reach high school those are eliminated from their options. It is clear that students still decide to stay at Kroger because they know the environment of the school and the people who attend it. In my time here at Kroger, I have not experienced on single fight among students or staff. I will not state the name of other schools I have worked at or done my volunteer hours at, but I can say I too feel safe at Kroger because at other schools I have gone to, there has been a high number of students that are undergoing depression. Depression is huge factor in the lives of many high school students. Kroger is very fortunate to have a very friendly and caring environment. Inclusively, I have had the opportunity to sub during my conference period and I

have been to a classroom where students have shared with me how they feel about this school and the community in general. As newcomers and English Language Learners students have expressed how safe they feel here at Kroger because they are not made fun of, but rather other students have the heart to help them when they are not understanding something. These kind of moments are the ones I live for and I am truly blessed to be part of this community, the Kroger community that dresses in forest green and yellow colors to show their school pride. It is with no surprise that Kroger welcomes everyone regardless of religion, sexual orientation preference, color, disability, and language. Students are free to decide who they want to be and just recently I had a sophomore girl who came up to me and confessed she is transgender, and ever since I have called her, him and his name is actually Jack. I was very fortunate to have a student feel safe in my classroom and students were very open to it without making any rude remarks. The school has accepted it as well and they are not a community that tries to avoid such decisions, they actually embrace them. Another reason why I love Kroger is because our students with disabilities are not segregated, they are incorporated like regular students are. There is nothing wrong with them and other students don't even have to know that they are disabled, they are not labeled, and they are part of the school just like the whole community of Kroger is because everyone matters at Kroger. Our students with disabilities have assistance from our Special Education specialists, but students are not segregated from the rest. Finally for our EL students there are intervention classes, READ 180 and ELD. There is also math intervention, co-teaching classes, system 44, AR/IR, and chrome books to assist them.

School Demographics and Processes

There are currently 632 students attending Kroger Academy located in Pomona, California. 95% of these students are Hispanic, 2% are Asian, 2% are White, 1% are Black, 1% are two or more

racers, 1% are Filipino, 1% are Pacific Islander, and 1% are American Indian or Alaskan Native. From this population 45% are female and 55% are male. 37% of the student population at Kroger are limited in English proficiency. Also 95% of the students graduate from Kroger compared to the 81% that graduate in California. This statistic speaks for the positive turn out of the school. Students are busy taking AP classes, Honors classes, zero and seventh periods, enrolling in clubs, doing community service, taking exams, and turning in all their work on time. These are the students that become successful and graduate. Of course there are no perfect students, but as educators we can soon get to know our students when they do not turn in assignments or participate in class. It becomes more difficult for these students to be successful in the school year. Students are tested for EL's if at home they speak any other language than English. Once they are identified through a test, they are tested once more to see if they can opt out and be reclassified as being English proficient. In my classrooms I have several students that are not proficient in English, but are good in the Spanish content. I am glad that Kroger focuses a lot on EL students because one of the main goals is to have all these students at English Proficiency levels. Not only are EL students offered intervention, but there is also intervention for any other student struggling academically or behaviorally. Teachers are split into grade level teams and target those students that they feel need the intervention. Once students are targeted, a 30 minute meeting with their parents, and the grade level team of teachers is held. In that meeting we make sure to make parents aware of the situation and know that the students are not in trouble, rather they have been identified as students who need help. We are there to support them and together we come up with the next steps that need to be taken in order for staff and parents to see improvement in these students. We closely monitor them in our classes and make sure that what they were lacking before is actually reinforced and they are improving in all their classes to later

be able to release them from the intervention plan and be able to help other students who may be needing it at that time.

School Resources and Services

At Kroger, students have access to various resources. In the classroom, students are able to use laptops when the teacher calls the tech on campus and asks for them. These are mainly available when students are doing research or they have to write their quarterly essays. In various classes there are also desktop computers in place to assist with the needs of the students. Kroger Academy is an Engineering school, and that is why students have access to a 3-D printer with the assistance of the Engineering teacher. There are also dictionaries in some of the classes, although there could be more of them to prevent students from using their phone to look something up. On campus, students have access to many resources. There is a counseling center that students can reach out to if they need counseling. There is also a career center to help students decide what is best for their future. The career center helps students explore the different career options by taking a test, and in that test the results vary depending on what the students are interested on or are best at. On campus there is also a library where students can go and check out books, or use the computers to get their work done. At home, students are able to check their grades and any current events through student connect, and parents have a parent connect where they can check how their children are doing in their classes. Teachers enjoy being able to do that from home because they want to be involved in the lives of their children. This is also very helpful for the announcement or reminder of the important school events. Some of these important events are, Back to School Night, Parent Conferences, state testing, food carnivals, club fundraisers, the I-n-out truck, college fair, school dances, and FAFSA workshops for those seniors and their parents. These events gather families and staff together and it becomes a chance to get to know students

more. Students are aware of the counseling center in case they think their family needs it. Parents are always welcomed to come and have coffee with the principal on set dates. In this event parents bond with the principal and they get to ask questions or express their concerns, or even their suggestions. When this happens, teachers are informed on what needs to become more available and how we can help our students. Then there are also Professional Development Days, where we target our main goals for the year. Our main goals are our 9th graders not passing their classes with a C or better, almost 50% of the students not passing math, and our Long Term English Learners not improving on their test scores. Those departments focus on examining tests, grading, and coming up with a plan. My department, World Languages, mainly focus on sharing ideas with other teachers from the district, and helping our Kroger family with Academic Vocabulary lessons. Kroger is all for PLC and that is why we all come together to share strategies and ideas to become better teachers. In fact, in some classes there is co-teaching. We always know in advance that our PD days are coming and we are there full time and fully engage the whole day. Administration is well at observing and monitoring our progress and providing feedback, just like they do when they observe us once a week. I think that one thing that I would like to see improve is the opportunity for more technology and resources for teachers and students, and as I type, I recall that starting next year we will be a one on one school with chrome books. I am a little scared, but I think is for the best of our Fremont community.

Community and Parent Involvement

Kroger Academy is a school that works together with parents to improve the quality and education of students. This year they are getting parents more involved by having coffee with the principal once a month and inviting them to fundraise for the different clubs their children are involved in. There has been a higher rate of showings from parents to assemblies where their

children are recognized with awards for their achievements. Students are also going out to the community and partnering with local shops and restaurants to help fund for the different activities that clubs organize. It has been a privilege to be a part of the Kroger community because they are reaching out to become a better school.

Look/Feel of the Classroom

A classroom says a lot about the environment in which the teacher and the students develop new skills. As I first entered my classroom on the beginning of the school year, it was empty and there were no posters, no wall paper, no markers for the white board, only half of the desks broken from the seats and a desk for the teacher. At that time I was filled with joy because even if it was an empty room, it was my room. I was soon excited to start adding my own sense of style into this classroom. I wanted it to represent the value in the Spanish language. I was so worried about how it would look because I wanted to make my students feel welcomed. I didn't actually know the responsibility that this classroom was going to require of me and my students. The first couple of weeks I noticed that as much as I wanted to decorate nicely and make it look full of posters related to the content, it just wasn't enough because as a class we would be creating the environment of the classroom together. I never did actually fill my class with a lot of things. My classroom looks empty, but clean. There is work on the green and red wallpapered walls of my classroom and that to me is what makes it shine. It looks neat and I was able to replace some of the broken desks. I established rules and procedures, as well as consequences for my classroom and students have been aware that maintaining a clean classroom allows for all of us to feel good in a suitable environment. My students have expressed that my classroom is nice, big, and fun. It has been a journey trying to figure out what my classroom says about me. I know what type of classroom I have created when I observe my students and their behaviors in class. Students tend to portray a sense of belonging when they are in my classroom. They are

comfortable when I call on them to answer a question or when they have questions. My students are very respectful and that means they are good about keeping a clean classroom. My students have seen me sweep any trash on the floor because they know I value the work of the janitor that comes and cleans my classroom. I make sure to show my students who I really am and what I care about.

My teaching philosophy focuses mainly on creating and establishing a safe environment for students to learn and grow in. Since day one, I was able to set forth my ideas on creating a safe environment. I mainly focused on sharing with my students my personal experience with learning in a classroom setting. I was able to share with them the importance to establish positive relationships in the classroom. I explained to my students that school becomes your second home because we spent so many hours there. I then explained that since we were going to become a family we were going to treat each other with respect. I went on to say that treating each other with respect meant that we would not laugh at each other, we would pay attention when someone else is talking, and that there would be no speaking out of turn because we would learn to respect the ideas and opinions that we all had to present to the class. I grew to emphasize it all the time that students are quiet when someone else is sharing and they like to participate and ask questions when appropriate. “Kinsvatter, Wilen, and Ishler (1996) identify seven components of listening that teachers can and should use to communicate with students that their ideas and participation are valued, silence, be quiet while a student is speaking; don’t interrupt; honor wait times after a student stops speaking.” This helps set the environment of trust in someone else because they know there won’t be someone who will rudely interrupt. Part of my philosophy is to establish a sense of safety. Students tend to have confidence when they walk up to the board to write an answer to a question, but that’s because I constantly remind them that there is no wrong

answer and that there is always so much room for corrections because corrections only mean we are learning something new every day. Plus, this is how they earn their participation points and that is why they are willing to participate even if they think they got their answers wrong. All in all, my students have helped built an environment of family, trust, respect, and willingness in the classroom.

Classroom Norms, Routines, and Procedures

One of the most challenging tasks to do is to create a classroom that follows norms, routines and procedures. “Teachers need to use an established routine to give order and direction to their instruction. It provides framework for students to make better sense of what is happening and a set of dependable guidelines for moving through learning engagements.(Gay pg.20)

Teachers like to borrow ideas from other teachers maybe because they are first year teachers, or simply because they have tried almost everything and nothing seems to work. I am that first year teacher. I was afraid my students would dislike me that first day I met them all, but who was I kidding they were also afraid of who their new teacher would act and look like. Expert teachers recommend that you put in place classroom norms, routines and procedures, effective immediately. Without these important factors, the classroom would not survive. At Kroger Academy , it is a school wide mandated procedure to create what they call “social contracts”. These social contracts are developed in the classroom by the teacher and students in which we as a democracy decide what norms we want to put in place. After taking the time to discuss in groups and deciding what is best for the environment of the classroom, we create posters in which we write down expectations, norms, and consequences and finally write our initials on that poster. It reminds us what we agreed on and refer to it when necessary. This helps students take responsibilities for their own actions and are reminded of the consequences. The one and only

important routine in my classroom is the daily warm up. Students come in to the classroom, go to the back of the classroom and grab their notebooks, sit down, and start working on their daily warm up. When they are finished I call on volunteers and some random to share what they wrote as an answer for their daily warm up. There is a student that collects notebooks and puts them back where they belong. Not only does this serve as a daily routine, but it also helps assess learning and helps me check for understanding. “As such, well-crafted questions are a great way for teachers to determine what their students know, need to know, and misunderstand” (Fisher and Frey pg.36) There are also procedures that must be followed because they are mandated by the school administration. Often, when students are tardy to a class they get summons to show up for detention during lunch. This procedure is to be implied because many students take for granted showing up late and not having consequences. This makes students take attendance serious and not as a joke. Unfortunately, there are not a lot of resources that I am working with. I have an old laptop computer, broken desk seats, an Elmo, and a projector. As a teacher sometimes you work with what you have and know that what you have may not be a lot, but try your hardest to control the situation and do anything possible to create that safe environment you always want your students to have.

Conclusion

The community, the school, and the classroom are related to one another for a reason. Our communities have major influence on how the school is shaped and what takes place in the classroom. Communities are not perfect, but they all have a hidden treasure. Teachers at first search for perfection in every aspect of teaching, but soon realize that there is no perfect way of teaching. Teaching is a complex career and you learn to accept that it is not perfect. It is not perfect because our schools have different points of view of what’s working and what’s not

working. Although the school I am now working at is not perfect, I enjoy the community that surrounds us, the school and its staff and students, and finally my classroom. This is a classroom under progress and I know one day I will be safe to say that my classroom is the best.

Part D: Analysis of Teacher Effectiveness

There are only two months left of school and students are ready for summer vacation. We are finally over the rainy days here in California and the weather is wonderful. This is the perfect time to reflect on my experiences as an intern teacher at Kroger Academy. It has been a journey to try to gain new strategies and knowledge of my students for this school year. This part of my Ethnography is meant to highlight the growth of my class, the current progress that my three focus students have accomplished as planned for their goals outlined in their action plans, and just in general my personal reflection on my professional growth as an educator. As I continue to strive for a social justice classroom, I am aware of the obstacles I still need to overcome to help all my students in need of a fair education. Below I will mention the improvement my whole class has made since day one of this school year. For some of these students, assessments are not their highest area of performance, but have in other ways improved tremendously since day one.

The Whole Class Perspective

When I think of my Spanish level 2 class in sixth period, I tend to smile because this is the class that in some way has filled my heart the most. Although my goal is to provide all my students with fairness, there is just this class that motivates me to keep following my dream as an educator. Recently, I have 13 students in my class, and one of them is new, like a week new to our school. When we first started back in August 2018, I felt right away that

I was going to be challenged with this class. I learned since the first two weeks that I had 3 Spanish Speakers, two students that are from Vietnam, a SPED student, and the rest were non- native speakers. My Spanish level classes are meant to be taken mainly for non- native speakers, but because students are given a Spanish Placement Test when they are incoming ninth graders, I still end up with Spanish Speakers who are lacking knowledge in areas such as writing, speaking, or reading.

My whole class is doing good overall, but they could do better. This school year, there is a tendency for students to not turn in assignments and most times end up turning in assignments late. My policy in the class is that when students turn in late assignments, they get points deducted for each day it's late, with the exception of some excused events. The most frustrating thing I still don't understand is the reason why some students don't turn in their daily warm ups. It is an established routine for them to come into class and complete the daily warm ups in their notebooks or Chrome Books and then over a period of two weeks they are required to turn them in. I use the daily warm ups to assess their understanding of what we are going through in the recent lessons. Although, we go over the daily warm ups after they complete them, I make note on my chart of how many students are getting it and what students still need help. Overall, more than half of my students are understanding the concepts being taught in class. They have all progressed in their writing and ability to create full sentences in the target language. They still need to work on writing paragraphs that are fluent in the target language. The concept students have mastered is conjugating verbs in the present tense and the past tense, with zero mistakes. This is what makes me happy.

As I grade exams, I tried to be lenient with the spelling sometimes, but in all honesty I should be a tougher grader. Three quarters of my class are passing exams for each section of the chapters. Every three weeks, students are taking vocabulary quizzes and grammar quizzes. Vocabulary has been one of the biggest focuses in my class, and the results show that students are mastering that requirement of the class. On the other hand, students tend to barely pass or not pass the grammar section of the quiz. Of the twelve students that have been there since day one, most of the times only four to five students master the grammar section of the quizzes. That always tells me that I need to reteach those sections. There are times when more than 80% of the class master the grammar, so I move on, but when it is less than 80%, then I reteach and give a brief 3 question quiz to re assess their knowledge. Once I am able to have all students better understand the concept, then we are able to move on. Part of being a social justice teacher is making sure that all students are included and not left behind. Refer to the Appendix, figure A1, A2, and A3 to look at the progress for the different exams.

One of the main focuses in my classroom and I would say in most Spanish classes, is learning vocabulary in the target language. Almost every week, in my class, students complete vocabulary homework. Since last November 2018, when we first became a school with 1:1 devices, I have provided students with the vocabulary template and they have been submitting their vocabulary assignments on Google Classroom. This assignment helps me monitor the progress of my students by reading their sentences in Spanish. For each vocabulary word, they need to write the vocabulary word, provide the translation, write a sentence in Spanish using the vocabulary word, and finally drawing or inserting an image

that helps represent the vocabulary word. Students tend to not like vocabulary homework, but they do think it's an easy assignment. After students turn in vocabulary assignments, we play games like charades and Pictionary to help students practice the vocabulary. This is one of the reasons why it is important for students to submit their vocabulary on time. For this class, I do not have issues with students turning in their vocabulary homework. I can see their progress and most of the times, what they still need to work on, or what they did not understand from the vocabulary. This helps me decide which activities to practice in class to help students excel in their academic vocabulary in the target language. It is an assignment that helps measure student's writing in the target language. (Refer to Figures B1, B2, B3 for examples of vocabulary homework)

Progress not quantified by data

Although tests and assignments, that can be given a grade for and help us measure how students are performing in class are given for that exact purpose, there are also different ways to measure the progress of students. This is the type of progress that cannot be quantified by data. In a World Language class, it is necessary to focus not only on the writing and reading input, but also on speech. In other subjects, students are expected to know how to speak English, since it is the dominant language. Apart from our English Language Learners, students have been brought up in a school system where they can only speak English. Learning a new language takes time and therefore, it is something that I could possibly create a rubric for but decide not to because there are a handful of students that are not at ease when speaking out loud. I monitor their progress based on how much

they try to have a conversation or participate in class speaking in the target language, there is no actual exam to measure their use of the target language. I strive for a classroom where they feel safe to speak and are not made fun of, and this is one of the strategies that not only makes students want to speak, but also has helped me build strong bonds with my students.

The goal for all my classes is to speak only Spanish, but not every student is there at that level. My sixth period, like mentioned in the beginning, is one of the classes that brings joy to me because they are the class that tries the most to make sure we are all speaking Spanish when we participate, when we have discussions about a topic, when asking questions, or when we are going over a lesson. My goal as an educator is to have them not only speak Spanish but use the vocabulary words to help them build their academic vocabulary. I always tell my students that since we are in a Spanish class, it is of great importance that they speak only Spanish so they can learn it. My sixth period is that class that tries the most even if sometimes they are not correct. Everyone in that class corrects each other and students are great giving feedback to each other without offending someone. The next time I hear them correct their mistake when speaking, that is the time I feel rewarded for my work in the classroom.

Instructional Practices

As educators we are always in search of those strategies that will help us deliver instruction that will help students understand what we are trying to teach. One of the instructional practices that have facilitated my student's achievements is using Quizlet as a

way to help students study vocabulary individually and then as a whole class when they are all divided into equal groups to play Quizlet live. We play Quizlet live before taking a vocabulary quiz and students love it. They enjoy competition so this is a perfect way to review before a quiz because they are collaborating in groups, learning the vocabulary words, and enjoying their time in the classroom. This has proven to be an efficient practice because more than 90% of the class passes their vocabulary quizzes with 80% or better.

One other instructional practice that I can think of is just making sure I take the time to check for understanding and not just simply move on because we have more chapters to cover. If for some reason the way I taught a lesson did not work for my students, I try making everything more approachable for my students by transforming grammar lessons and vocabulary words into games. Students could easily get bored in any of their classes, therefore I try to keep my lessons engaging, even if sometimes it is difficult because what we are going over is a little more complicated and can't be transformed into a game. My class has reached that point where they themselves come up with ways to reteach these lessons. Sometimes I will leave it as an assignment and have them create a game to review the concept before we can move on and this has helped students earn better grades in their exams.

The Individual Student Perspective

Since the beginning of the school year, I focused on three students specifically to help them be successful. I visited their homes and interviewed both the students and the parents to get to know their personalities and life at home. My first focus student is Martha,

an English Language Learner from Vietnam. The second student is very special to my heart as an educator because she became really close to me after all the experiences she has gone through and she deposited her trust in me. She is recently going through so many things, but I am proud to say she is graduating this year and has been accepted to so many great colleges. Sandra is my second focus student. My third, but not least important focus student is Manuel, my SPED student. I specifically chose these students because I knew they had potential to show improvement and I knew I would have to dedicate my time and effort to help them achieve their goals.

Each one of these students has developed well in my class and I am happy with the results their action plans have cultivated. Although, it is still a work in progress for them to become proficient in Spanish, they have definitely shown rapid improvement. Each of their action plans was specifically designed for their needs to be successful in my class, but I am sure it is also suitable for the rest of their classes. In the pages that follow I will discuss the improvements that these three focus students have made and how it has impacted their knowledge.

Focus Student 1

Martha has been an extraordinary scholar because she understands the importance of learning a third language and the many doors it will open for her in the future. At the beginning of the school year, Martha seemed nervous and shy to participate in Spanish class. I remember the very first time she tried to say something in Spanish, the class laughed. This was an event that really upset me and after having a talk with my class I told

them this was a safe environment and we were not to make fun of each other because a language is measured when we practice it. This helped set the mood for the rest of the school year because Martha has always been at ease to participate and is not afraid to make mistakes. When we started taking quizzes, Martha was not doing so great on them and I knew I had to work with her to help her achieve her goal. She does have strict parents that care for her and her education and therefore allowed her to come to my tutoring days on Thursday.

I have been working with Martha because back in November when I developed an action plan for her, she mainly needed help in reading comprehension. The goal was to help Martha identify context clues in sentences that would help her understand the meaning of words. Every Thursday, when possible, she comes to my classroom after school and we read together small paragraphs. I have her guess what she thinks the words mean according to some of the words she has already learned in class. After she has identified them, we go over it again and read it together with the words she thought were correct. We translate them to English to see if it would make sense. We spend an hour each Thursday and I try to give her readings that are related to what we are learning that unit and the vocabulary too. I have to say that Martha's plan has been successful.

Martha was doing poorly in quizzes during the first semester, but then after showing great improvement, her quizzes are passed with a B or better. When working on projects that show how well students are writing their sentences in Spanish, she has demonstrated that she did improve because her sentences have been 80% or better in accuracy. The only

challenge Martha has faced is that of the premade tests that come from a booklet.

Sometimes these ask for reading comprehension and she can struggle with that. It has been out of my control because I have to be fair to my other students. Based on what we try to work on during Thursdays, she should be able to try to look for the context clues on her own. I really feel bad sometimes and wish I can help her specifically for what is being asked during the exam, but this also shows to me how much she is learning.

Not all strategies were successful with Martha, she needed more one on one instruction instead of taking notes. It is also important to note that even though she worked well with others, she would perform better individually because other students were at different levels of Spanish and that would make the other students want to do all the work because they always thought Martha didn't understand and would want to help her, but really they were doing all the work for her. I always thought that pairing her up with other students that were Spanish Speakers, would help her learn more. One strategy that worked best with Martha was me pronouncing each word with emphasis on accent marks, or just simply helping her pronounce words correctly. She would not be embarrassed or angry if I always corrected her, and she would not be the only one I would correct, therefore that is what made the environment safe in my classroom. Martha is a great scholar and everything she sets her mind to she will get done. As a new academic year approaches, my recommendations would be for her to continue to read more in Spanish and write down any word she does not understand so that she can figure out the meaning and then try to make sense of the reading as a whole. This will not only help her for Spanish class, but also for her other classes since she is an English Learner. I would also tell her teachers that she

needs extra time after school to work with her one to one. She is a better performer when given opportunities to analyze words with a teacher rather than with the whole class. I would just ask teachers to make some room for her so she can be successful. Refer to (Appendix B) for student test examples.

Focus Student 2

Sandra is the valedictorian for this school year and she is soon to graduate. She has been through so many life experiences that have not been good ones, but that have helped shape who she now is. She is a strong young lady that achieves everything that comes her way. She has been able to face life without fear and is now the top student of her graduating class. She became more friendly with other people during this school year. She was very introverted, but after talking to her and making her realize that she would soon be off to college and she would have to be more social, she became aware of that and during lunch my classroom now hostess a large group of students that enjoy Sandra's company. In my class, Sandra struggled at the beginning of the school year, with the order of words in Spanish sentences.

The action plan for Sandra was to have her practice writing sentences. I did not really have to spend a lot of time with her because she quickly caught on and she started writing sentences more accurately and it just seems like she was an advanced Spanish Speaker because she was invested in learning Spanish to become 100% accurate in all the work. Her quizzes are all A's and I really had no issues with her action plan. Like mentioned before, she is very independent and tends to try her hardest to be first at anything, so when I set

this action plan she wanted to surpass it and just be on top of things. That's exactly what she did because she is very competitive and really dislikes not being 100% accurate in all her classes.

Sandra deals with a biological mother, who she did not live with. Her mother is slowly dying because she was diagnosed with cirrhosis because of her alcohol abuse. This is something that she has had to face and this is obviously something out of my control. Another thing is that because Sandra cannot forgive her mother for things in the past, she has not invited her mother to the graduation because she does not want her there. I could talk to her about it at times, but it is also out of my control to help her decide what to do. Sandra has her reasons for not wanting her there, but because of this situation, Sandra has been an emotional rollercoaster and recently started going to therapy that she herself looked for. I am glad she realized that on her own, and that talks about her level of maturity to accept things and just in general how she handles situations. Sandra is a strong young lady that looks forward to going to college and accomplishing her goals. I have told Sandra to continue to be herself and to continue to have that hunger to be exceptional in her school work because that is what will give her success for a happy life. Refer to (Appendix C) for student test examples.

Focus Student 3

Manuel is my SPED student I decide to focus on for this school year. Manuel is a student that requires a lot of work and attention from teachers. He cannot do most of the work on his own. His reading level is that of a 4th grader and he is also writing like a 4th grader. For

Spanish class he is a great Spanish Speaker, but lack motivation to write and read in Spanish. When I met his family, I thought they were a wonderful family that really supports Manuel and I connected with them because his family has gone through so many of the experiences my family has gone through.

Unfortunately, Manuel has not advanced much in his action plan. The goal was to have Manuel write more complete sentences. His writing has not progressed, and even though we had arranged that between me and other teachers we would work with him, not all teachers got on board. Manuel loses focus quickly and stops doing the work. When he is assigned homework, he never turns in the assignments when they are due. He is not learning new vocabulary in my class because he is never on task and does not complete the vocabulary homework. He only showed up twice to my after school tutoring to work with him on writing complete sentences and figure out the order of words in a Spanish sentence. To this day his writing has not improved at all, he is still writing the verbs before the nouns. I have spoken to his mother about him staying, but nothing has happened. During class time I try to help him when they are all working on an individual assignment, but he often goes back to playing games on the Chrome Book and loses interest in learning anything new. I have tried modifying quizzes for him so that they are easier for him to complete, but still struggles with some of the sections. Some of the sections he does good in, but I just imagined that he would be a perfect candidate to help improve his writing, he just doesn't like to be helped because he gets embarrassed. I did offer after school tutoring but did not show up. I feel that as an educator there is only so much, I can do to help. I also feel that I

needed more help from the parents, maybe a little push to have him show up after school in my classroom.

Manuel has shown little to no effect on his quizzes. Most of the times he does not pass or when he does pass the quizzes is only a minimal difference in points. I have tried studying vocabulary with him, and I do believe that has helped him out and not fail vocabulary quizzes. Manuel is not a visual learner, he needs examples and hands on to learn productively. Even if I did try these, he is still of need for so much help. I am not the only teacher that has stated that, therefore we think it is important for him to receive more one on one instruction because he is never on task. The advice I would give his teachers for the next academic year is to modify all quizzes and exams and give him extended time to turn in assignments. If this is not done, then we would basically be setting him up for automatic failure. Teachers need to give him a modified grade because Manuel is not capable of doing all the activities 100% accurately, he needs extra time to comprehend and they must grade him differently, maybe just on participation or effort. I truly wish I could have done more for Manuel, but at this point I do not know what else I can be doing to help. Refer to (Appendix D) for student test examples.

The Developing Professional Perspective

My first year of teaching went well compared to what I thought it would turn out to be. I have to admit I was afraid to teach 100 and plus students for a total of 10 months. I could not imagine how that would look like every day. Since I was in high school I knew I wanted to teach Spanish to high schoolers. Here I am today finishing up my second year as an

Intern teacher At Fremont Academy. Although this was my second year, due to my irresponsibility of not finishing my Ethnography on time, I have to say that worked out better for me than completing my journey at Claremont last year. Last year it was a hard year and I think this year I redeemed myself and challenged myself to be better than last year. I continue to have the support from my Department head. I thank her infinitely for being supportive and helping me each time I needed that extra help whether it was searching for resources, classroom management, reward systems, or simply to vent about my day, he was there 100% of the time.

Last year the challenge was to come up with lessons and making sure that what I was doing had a purpose for all my students. I wanted to shine that I truly forgot about the real meaning of teaching. I was setting an example for all my students and so I did. It was an easy year compared to the stories I had heard about being a first-year teacher. This year however, it has been rather challenging. I have different students and bigger classes. I still have the same classes, Spanish 1 and 2, but the students are tougher to reach out to. My biggest challenge has been trying to motivate most of these young minds because they are just not believing in what they are capable of accomplishing. Students are very unmotivated and do not turn in assignments, therefore I have a lot of students that have F's in my classes. The most depressing thing is that the majority of those students have a Hispanic background and are Spanish Speakers. When I have spoken to them, they understand perfectly what we are going over class, they just admit they don't want to do the work because they know sooner or later they will be transferred to another school to finish earning their credits. It has been difficult for me to motivate my students and one

thing I have noticed that they enjoy is when I share out my personal stories and how I have been able to get to where I am now. This is still not enough to motivate students, it's like if they were waiting for a miracle to happen. I have also tried rewarding students and that seems to work well for a week, but then they are back where they were, not caring about school.

Not everything has been salty, I do have some things to celebrate. My biggest success this year has been building relationships with my students. I have cried tears of joy because I know I am appreciated and loved. This year I have formed strong relationships with most of my students to the point where it has come to be known that I am their favorite teacher. This is something that makes me feel special and needed. I became like a counselor for so many of these students and I think this is why they have deposited their trust in me. I also have students that have come back to me to let me know they learned so much Spanish and that they are happy they can now have a conversation with parents and grandparents, when before they couldn't do that. This is what I live for, to see myself accomplishing my goals as I help young students learn a language that has become so dominant in this country. I am extremely thankful for this year and as we are wrapping up this school year, I will still make room for the areas where I still need to grow.

According to my TPE Evaluation from Fall, I was proficient in all areas, but still need to work on some areas. One of the struggles is still learning how to assess my students more efficiently. During this second semester I have been working hard to implement more self-assessment and peer assessment. I try to incorporate this during presentations, projects,

group work, and essays. Rubrics have been helpful and I started having discussions after presentations so that students are critiqued for their work, but not to the point where they get upset, this is friendly feedback and it has been working great. Another thing I should work on is differentiating my lessons for my SPED students. I have always struggled with this because I have to find ways to help my students learn Spanish a different way. This year I have 15 SPED students in my classes, and it has been a struggle. I am continuously looking for ideas, strategies, scaffolds to help my students become successful. I know that I am not the only one struggling with this, but I do get frustrated because I want to be that teacher that knows what to do at the instance. This is an area that will take time for me to be proficient, but I am glad that I am not over looking it and pretending that it's not there when I know there are IEP plans and 504 Plans that require my attention 100% of the time because that is what a social justice teacher does.

I have to say that overall, my student's academic progress has demonstrated that I am an effective teacher. Maybe I am not at a 100% effectiveness, but I'd like to say that I will get there one day. I have had teachers that have been doing what they do for more than 10 years mention that you are never really at 100% because as educators we are always learning something new from each one of our students. One of the goals that I wish to set for myself is always continue to grow and learn, accept the feedback and demonstrate that I can apply the feedback efficiently. I will learn from my mistakes and not do them again. Another goal I want to set for myself is to keep my classroom engaged, work on creating lessons that are relevant to student's lives and make them fun. This has been my goal since

day one, for this goal is important to not only keep students engaged but to encourage them to get good grades in the activities we do in class. This motivates students to participate.

Revisiting my part A is something that causes me confusion. I used to be a depressed person because of my past experiences, but joyful because I was accomplishing what I wanted to do in life. I feel that I have matured each year and continue to show people that I can have a career and cultivate it. I had a lot of people who didn't believe I would get this far and that always made me doubt myself. I still believe that students learn best when educators adapt their lessons to their specific learning style. This is still something I work on every day with my students and hope to become better at it. I also believe that my idea of creating magical relationships with students helps aid in the process of learning. Students tend to feel appreciated and motivated by educators that show they care about them or share similar experiences. My strongest weapon as an educator is that indeed, I care about my students and I show them because I was once that student that felt neglected or felt like I didn't fit in or education was not meant for me. I understand my students and I will stand by them when they need me.

I remember when we had Claudia Bermudez as a speaker, I was motivated to be that teacher one day because she talked about vocabulary skills and strategies. Vocabulary is one of the areas I mainly focus on for my classes and she just had this wonderful presence in the room and I could tell she was the one that would help shape my teaching philosophy. Another great speaker and a person I truly admire and worked with during my independent study is Christine. She is an amazing Spanish teacher and I remember when

she spoke at Claremont about vocabulary strategies as well. Finally, the book the book that inspired me or part of me wants to do more research on is the book "Multiplication is for White People" by Delpit. The Socratic Seminar was powerful and it does help us educators look at our students from a different perspective. Part of this makes me reflect on my effectiveness as an educator. An effective educator I think is one that builds relationships with their students, teaches in all different learning styles, helps students become successful not only in education but in life, an effective teacher is also passionate about what they do and finds ways to become a better teacher every day. I will continue to grow and learn to expand in any way that helps my students become successful and adapt to new demands to become an effective educator.

Closure

It seems as though it was just yesterday when I was taking my second semester in the Teacher Education Program in early Fall. I was still quite confused and nervous with where this adventure would take me. Never did I feel that I would be blessed to have an opportunity to earn my credentials and master's degree. I recall reading two chapters from Carolyn Frank's *Ethnographic Eyes* (1999) early in the fall. As I read her description of what ethnography is (a study of culture) and what purpose it can serve (providing a deeper understanding of the social interactions and multiple perspectives in a classroom), I was excited to start this journey, but nervous as to how it would develop. Frank wrote that when she had student teachers, after conducting an ethnographic study, their perspective on culture changed and it changed the perspective on themselves as well. I have been told before by others that I am a person that is

easy to convince, and this is exactly what happened to me. I changed my perspective on the whole world and that of myself. Teaching in the classroom, studying, researching, and writing this ethnography are the things that managed to change me.

One of the key learnings I developed was to get to know my students well. This does not mean that I draw inferences based on only my observations in class, but it means that I get to know them more in person, in their daily lives at home. This one key learning I truly appreciate because of it I learned that Martha has a supportive family that wants her to go to college and study in the field of medicine. While I was also able to learn that Sandra has overcome many obstacles, but yet, even if she doesn't really have a support system at home, she is responsible and has spent nights and days studying hard and completing work to soon graduate as valedictorian. As well, I was able to learn that Manuel was born in Mexico and that his family strongly supports him but are afraid of what the future holds for him, since immigration is a delicate topic in today's world. I know I will not have an opportunity to visit all of my student's homes, but I can take with me the ability to learn more about my students and take in consideration that I should not focus on behavior patterns or academic histories in my classroom, more deeply, I should build relationships with my students.

For the past 19 months, I have learned that all students are equal, that there is no learning disadvantage or advantage. It is the teacher that allows for this gap to occur in learning. Students are given labels, when in reality teachers are the ones partially responsible for that. There are the good educators, the bad educators, and then we have the growing educators. I like to think of myself as the growing educator because to me that just means I continue to grow and am not

stuck in the “I am a good educator and shouldn’t make changes” or the “I am not open to any changes”, but rather “let me make changes to accommodate my students in any possible way”. This is something I was able to learn, thanks to the long, but well worth process of writing an ethnography.

Through this extensive research, I have been able to view my students as equal. Yes, I have students who have an IEP plan or a 504 plan, and I also have students that are classified as GATE, or simply students who are at level performance, but those are only labels. Every student deserves to have access to fair education and when a teacher does not accept growth in their professional instruction, then they are setting students back and blocking them from learning efficiently. As educators we set high standards for our students, but we also need to allow room for growth. If we wish for every student to be at the same level of performance we have to observe, plan, and act. I cannot assume that my students are all learning, I must look out for their needs, create a plan specific to their needs, and put my plan into action so that students feel noticed. We ask so much from students, yet we forget that it is our obligation to help them every step of the way.

Teaching is a difficult profession but is an incredibly rewarding one. I trust that as I continue my journey in the classroom, I will continue to be an active teacher and not assume that all my students are learning. I hope to continue to grow with commitment, purpose, humility, and hard work to help impact the lives of many young people who I serve as a role model. My journey is just beginning; therefore change is an active role of education. I chose to be an educator and I will pursue the idea of transforming lives inside and outside the classroom.

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Appendix A



Figure A1: Temple Beth Israel in Pomona, CA



Figure A2: Phillips Mansion



Figure A3: Los Angeles County Fair

Appendix B



Figure B1 : Martha's Comic Book page 1

1 hora despues

*Jackie:
Ok terminamos el trabajo dejamos ir*

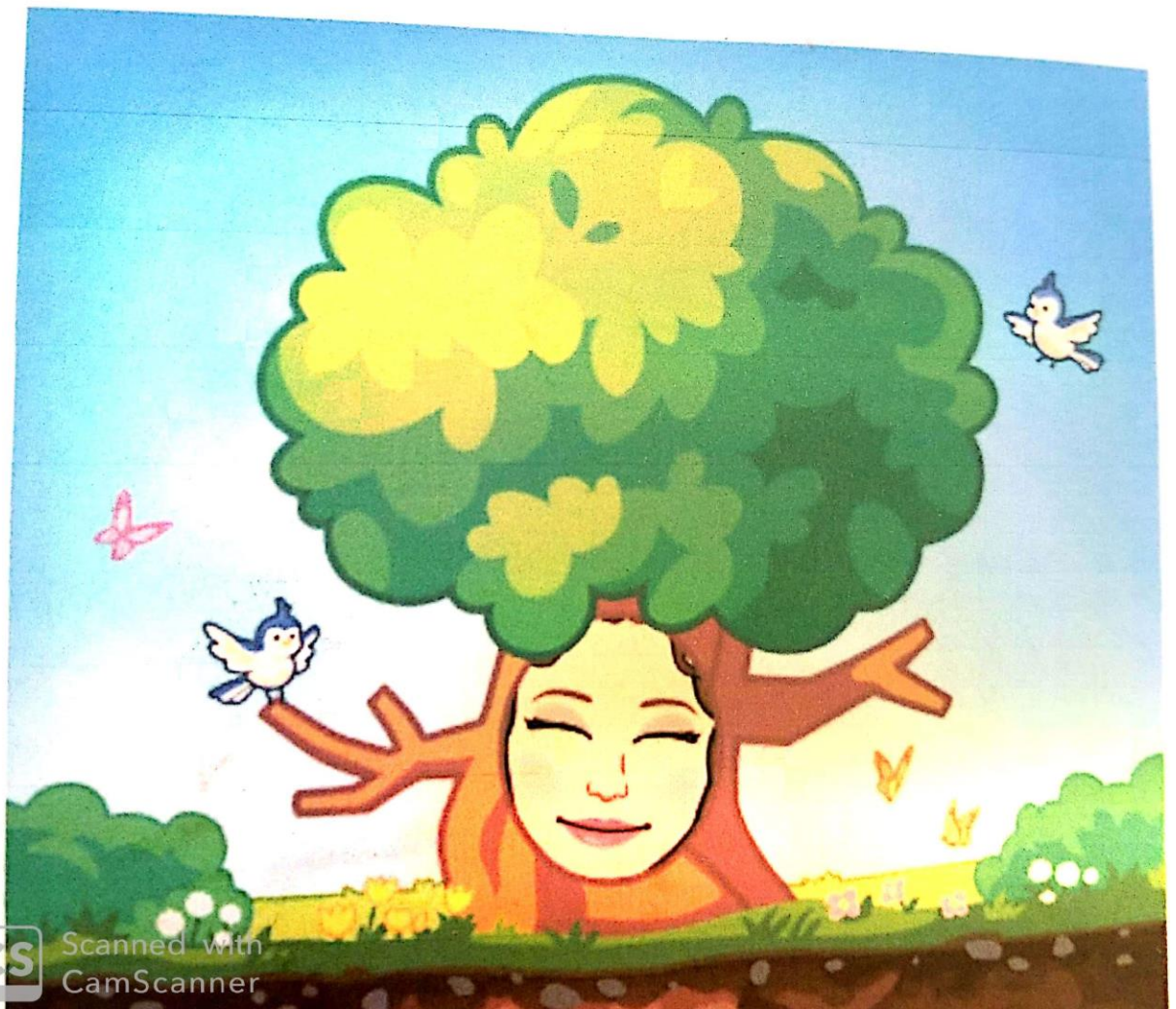


Figure B2: Martha's Comic Book page 2

*Martha: quiero montar al chico
al parque*

Dad: Marta, ¿me puedes montar

Martha: okay



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CamScanner

Figure B3: Martha's Comic Book page 3



¡Ponte en forma!

(52)

57

Quiz 5-3A

Maximum Score: 35

TERCER PASO

Grammar and Vocabulary

A. Write the Spanish word for the parts of the body numbered below. Remember to include the definite article. (12 points)

1. el hombro

2. la muñeca

3. la pantorrilla

4. el cuello

5. el codo

6. el muslo

7. la rodilla

8. el tobillo

SCORE 12

B. A lot of people at school have gotten the flu recently. Explain what people couldn't do this weekend because they had to rest in bed instead. Use the correct preterite form of poder. (9 points)

- 9. Elisa no pudo hacer yoga.
- 10. Javier y Mimi no podieron levantar pesas en el gimnasio.
- 11. Nosotros no podimos entrenarnos para el partido.
- 12. Florencia no pudo asistir a su clase de natación.
- 13. Yo no pude jugar al tenis.
- 14. ¿Y tú? No podiste correr en el parque, ¿verdad?

yo pude
tu pudiste
el pudo
ellas pudieron
nos pudimos

SCORE 9

Figure B4: Martha's test sample page 1

C. Martina and some friends had some problems during their recent bike trip. Complete her description of the trip with the correct preterite forms of the verbs in parentheses. (6 points)

Este fin de semana un grupo de amigos y yo fuimos a pasear en bicicleta. ¡Qué desastre! Primero, Sebastián no pudo venir porque 15. se enfermó (enfermarse) la noche anterior. Luego, Gregorio 16. se olvidó (olvidarse) de llevar una chaqueta. Por eso, 17. se quejó (quejarse) mucho del frío y lo pasó muy mal. Después, al subir una colina (hill), Tere y yo 18. nos cansamos (cansarse) y no pudimos seguir. Luego, a las doce, decidimos comer—pero yo no comí nada, porque no 19. me acordé (acordarse) de poner mi almuerzo en la mochila! Parece que la única persona que lo pasó bien fue Marta. Ella 20. se divirtió (divertirse) mucho porque le encanta pasear en bicicleta.

SCORE

6

D. Complete the sentences about the injuries or aches of the people pictured below. Use the correct form of one of the verbs in the box with the corresponding body part. Use each verb and part of the body only once. (8 points)

lastimarse to get injured	hacerse daño en to hurt (oneself)	el hombro shoulder	la muñeca wrist
la rodilla knee	tener calambre en to have cramp	el tobillo ankle	torcerse to sprain



Miguel y Elena

21. Miguel y Elena fueron a la pista de correr y torcieron el tobillo.



Antonia

22. Antonia fue al gimnasio y hacero daño en la muñeca.



Roberto

23. Roberto fue al lago para practicar el remo esta mañana. Ahora lastimó el hombro.



Samuel

24. Samuel jugó al fútbol esta mañana y tener calambre en la rodilla.

SCORE

4

TOTAL SCORE

31

/35

Figure B5: Martha's test sample page 2

Instructions: Write the English word of the following vocabulary words.

1. Acordarse de to remember
2. Cansarse to get tired
3. Dar permiso to ~~get~~ permission
4. Divertirse to have fun
5. Doler to ache, hurt
6. Enfermarse to become ill
7. Es que... it just that
8. Hacerse daño to hurt (oneself)
9. Iba a...pero no pude. I was going to ... but I wasn't able to
10. Lastimarse to get injure
11. Olvidarse to forget
12. Quejarse to complain
13. Tener calambre to have cramp
14. Torcerse to sprain
15. El codo elbow
16. El cuello neck
17. El hombro shoulder
18. La muñeca wrist
19. El muslo thigh
20. La pantorrilla calf
21. La rodilla knee
22. El tobillo ankle

+ 21



Figure B6: Martha's test sample page 3



De visita en la ciudad

56

(59/59)

Quiz 6-1 A

Maximum Score: 35

PRIMER PASO

Grammar and Vocabulary

A. Ben and his family are going to a wedding in the city next weekend. Complete what Ben's sister tells him about their trip with the correct missing words. (12 points)

guía <small>guide</small>	lancha <small>boat</small>	autobuses <small>ambuses</small>	turistas <small>tourists</small>	boda <small>wedding</small>
conductores <small>driver</small>	edificios <small>building</small>	iglesia <small>church</small>		

Ben, ya sabes que el próximo fin de semana, vamos a la 1. boda de tu prima Lucila. ¡Te va a encantar la ciudad! Hay muchos 2. conductores altos y modernos, y las calles están llenas (*full*) de carros, taxis, motocicletas y 3. autobuses. Todos los 4. edificios van muy rápido. La boda de Lucila va a ser el sábado, en una 5. iglesia muy bonita. Después, el domingo vamos al río para hacer una excursión en 6. lancha. Más tarde, vamos con un grupo de 7. turistas a visitar los monumentos de la ciudad. El 8. guía nos va a explicar todo, y creo que va a ser muy interesante.

SCORE 9

B. Raimundo works at the Tourist Office. Complete the conversation between him and a tourist with the correct missing Spanish expressions. (6 points)

por supuesto	disculpe	Me podría decir	sabe
no estoy seguro	no tengo ni idea		

TURISTA Señor, 9. disculpe (excuse me). ¿10. me podría decir (Could you tell me) dónde está el Museo de Antropología?

RAIMUNDO Sí, 11. por supuesto (of course). Está en la Plaza Colón, al lado del Banco de la República.

TURISTA ¿Y 12. sabe (do you know) usted cuánto cuestan las entradas?

RAIMUNDO Pues, 13. no estoy seguro (I'm not sure). Creo que cuestan 800 pesos.

TURISTA ¿Y hay descuento para estudiantes?

RAIMUNDO Lo siento, pero 14. no tengo ni idea (I have no idea).

SCORE 6



Figure B7: Martha's test sample page 1

C. Margarita and her classmates are getting ready for a field trip, but they still have some questions about details. Complete Margarita's explanation of what everyone needs to find out with the correct forms of **saber**. (5 points)

15. La profesora no sabe dónde vamos a almorzar. *yo se'*
 16. Daniela y Roberto no saben a qué hora sale el autobús. *tu sabes*
 17. Yo no se' si quiero visitar el museo o el zoológico primero. *el sabe*
 18. Ricardo y yo no sabemos cuánto dinero necesitamos llevar. *ellas saben*
 19. ¿Y tú? ¿Sabes si todos los estudiantes van o no? *nos sabemos*

SCORE 5

D. Miriam has a summer job as a bilingual tour guide. Complete what she says about her work with the correct form of **saber** or **conocer**. Include the personal a if it's required. (12 points)

¡Me encanta trabajar de guía! Ya 20. se' mucho sobre la historia de nuestra ciudad. Todos los días leo libros y hablo con otros guías, porque quiero 21. saber mucho más. También ya 22. sabes bien el centro, especialmente la parte vieja. El mejor guía del grupo es Ricardo, porque él 23. conozco más información que nadie. Cuando nosotros no 24. sabemos algo, siempre le hacemos preguntas. Hace ocho años que él trabaja aquí, y por eso 25. conoce a muchas personas importantes de la ciudad. Por ejemplo, él 26. conoce a muchos músicos, y por eso siempre 27. sabe dónde y cuándo hay los mejores conciertos.

SCORE 12



TOTAL SCORE 32 /35

Figure B8: Martha's test sample page 2

Translate the following words to its English Equivalent.

1. me podría decir...? could you tell me
2. por supuesto of course
3. sabe usted? Did you know (formal)
4. bajarse del autobús to get off the bus
5. el estacionamiento parking
6. la lancha boat
7. el semáforo traffic light
8. subirse al autobús to get on the bus
9. Averiguar to find out
10. Claro of course
11. Disculpe excuse me
12. lo siento sorry
13. no estoy seguro I'm not sure
14. no tengo ni idea I have no idea
15. Sabes? Did you know (informal)
16. el conductor Driver
17. el edificio building
18. el guía guild
19. la iglesia church
20. el letrero sign
21. la parada del autobús bus stop
22. el puente bridge
23. el turista tourist
24. el río river

Figure B 9: Martha's test sample page 3

a grupo de turista a visitar la rro' porque
es bunito, y todos el conductor for visitar.
Me encanta visitar mucho places. La
places mucho la parada de autobuís.

x3



Figure B10: Martha's test sample page 4

Appendix C



Figure C1: Sandra's Comic Book page 1



Figure C2: Sandra's Comic Book page 2

(53.5) 56.5

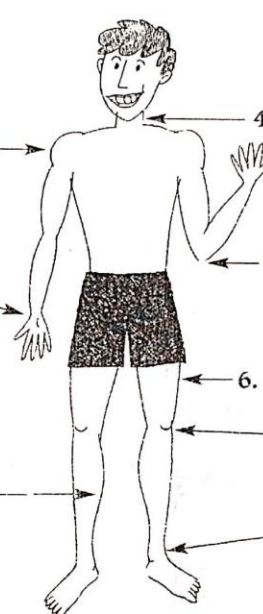
¡Ponte en forma!

Quiz 5-3A Maximum Score: 35

■ TERCER PASO

Grammar and Vocabulary

A. Write the Spanish word for the parts of the body numbered below. Remember to include the definite article. (12 points)



1. hombro →

2. muñeca →

3. pantorrilla →

4. cuello ←

5. codo ←

6. muslo ←

7. rodilla ←

8. tobillo ←

SCORE 12

B. A lot of people at school have gotten the flu recently. Explain what people couldn't do this weekend because they had to rest in bed instead. Use the correct preterite form of **poder**. (9 points)

9. Elisa no pudo hacer yoga.

10. Javier y Mimi no podieron levantar pesas en el gimnasio.

11. Nosotros no podimos entrenarnos para el partido.

12. Florencia no pudo asistir a su clase de natación.

13. Yo no ~~pu~~di jugar al tenis.

14. ¿Y tú? No podiste correr en el parque, ¿verdad?

SCORE 7.5

Figure C3: Sandra's test sample page 1

C. Martina and some friends had some problems during their recent bike trip. Complete her description of the trip with the correct preterite forms of the verbs in parentheses. (6 points)

Este fin de semana un grupo de amigos y yo fuimos a pasear en bicicleta. ¡Qué desastre! Primero, Sebastián no pudo venir porque 15. se enfermó (enfermarse) la noche anterior. Luego, Gregorio 16. se olvidó (olvidarse) de llevar una chaqueta. Por eso, 17. se quejó (quejarse) mucho del frío y lo pasó muy mal. Después, al subir una colina (hill), Tere y yo 18. nos cansamos (cansarse) y no pudimos seguir. Luego, a las doce, decidimos comer—¡pero yo no comí nada, porque no 19. me acordé (acordarse) de poner mi almuerzo en la mochila! Parece que la única persona que lo pasó bien fue Marta. Ella 20. se divirtió (divertirse) mucho porque le encanta pasear en bicicleta.

SCORE 6

D. Complete the sentences about the injuries or aches of the people pictured below. Use the correct form of one of the verbs in the box with the corresponding body part. Use each verb and part of the body only once. (8 points)

lastimarse	hacerse daño en	el hombro	la muñeca
la rodilla	tener calambre en	el tobillo	torcerse



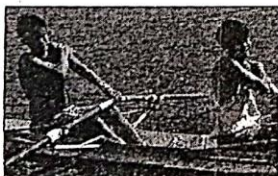
Miguel y Elena

21. Miguel y Elena fueron a la pista de correr y se torcieron sus tobillos.



Antonia

22. Antonia fue al gimnasio y hice ~~daño en su~~ muñeca.



Roberto

23. Roberto fue al lago para practicar el remo esta mañana. Ahora se lastimó su hombro.



Samuel

24. Samuel jugó al fútbol esta mañana y tiene calambre en su rodilla.



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no es muslo?

SCORE 6 TOTAL SCORE 31.5 /35

Figure C4: Sandra's test sample page 2

Instructions: Write the English word of the following vocabulary words.

1. Acordarse de remember
2. Cansarse to be tired
3. Dar permiso give permission
4. Divertirse have fun
5. Doler ache, hurt
6. Enfermarse get sick
7. Es que... it's just that
8. Hacerse daño hurt oneself
9. Iba a...pero no pude. I was going to... but I couldn't
10. Lastimarse to injure oneself
11. Olvidarse to forget
12. Quejarse complain
13. Tener calambre have cramp
14. Torcerse sprain
15. El codo elbow
16. El cuello neck
17. El hombro shoulder
18. La muñeca wrist
19. El muslo thigh
20. La pantorrilla calf
21. La rodilla knee
22. El tobillo ankle

+22



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CamScanner

Figure C5: Sandra's test sample page 3



71

Quiz 6-1A



Maximum Score: 35

PRIMER PASO

Grammar and Vocabulary

58 + 8 + 5

A. Ben and his family are going to a wedding in the city next weekend. Complete what Ben's sister tells him about their trip with the correct missing words. (12 points)

- | | | | | |
|------------------------|----------------------|----------------------|---------------------|-----------------|
| guía | lancha | autobuses | turistas | boda |
| conductores | edificios | iglesia | | |

Ben, ya sabes que el próximo fin de semana, vamos a la 1. boda de tu prima Lucila. ¡Te va a encantar la ciudad! Hay muchos 2. edificios altos y modernos, y las calles están llenas (*full*) de carros, taxis, motocicletas y 3. autobuses. Todos los 4. conductores van muy rápido. La boda de Lucila va a ser el sábado, en una 5. iglesia muy bonita. Después, el domingo vamos al río para hacer una excursión en 6. lancha. Más tarde, vamos con un grupo de 7. turistas a visitar los monumentos de la ciudad. El 8. guía nos va a explicar todo, y creo que va a ser muy interesante.

SCORE 12

B. Raimundo works at the Tourist Office. Complete the conversation between him and a tourist with the correct missing Spanish expressions. (6 points)

- | | | | |
|----------------------------|-----------------------------|----------------------------|-----------------|
| por supuesto | disculpe | Me podría decir | sabe |
| no estoy seguro | no tengo ni idea | | |

TURISTA Señor, 9. disculpe (*excuse me*). ¿10. Me podría decir (*Could you tell me*) dónde está el Museo de Antropología?

RAIMUNDO Sí, 11. por supuesto (*of course*). Está en la Plaza Colón, al lado del Banco de la República.

TURISTA ¿Y 12. sabe (*do you know*) usted cuánto cuestan las entradas?

RAIMUNDO Pues, 13. no estoy seguro (*I'm not sure*). Creo que cuestan 800 pesos.

TURISTA ¿Y hay descuento para estudiantes?

RAIMUNDO Lo siento, pero 14. no tengo ni idea (*I have no idea*).

SCORE 6



Figure C6: Sandra's test sample page 1

C. Margarita and her classmates are getting ready for a field trip, but they still have some questions about details. Complete Margarita's explanation of what everyone needs to find out with the correct forms of **saber**. (5 points)

15. La profesora no sabe dónde vamos a almorzar.
16. Daniela y Roberto no saben a qué hora sale el autobús.
17. Yo no sé si quiero visitar el museo o el zoológico primero.
18. Ricardo y yo no sabemos cuánto dinero necesitamos llevar.
19. ¿Y tú? ¿Sabes si todos los estudiantes van o no?

SCORE 5

D. Miriam has a summer job as a bilingual tour guide. Complete what she says about her work with the correct form of **saber** or **conocer**. Include the personal *a* if it's required. (12 points)

¡Me encanta trabajar de guía! Ya 20. sé mucho sobre la historia de nuestra ciudad. Todos los días leo libros y hablo con otros guías, porque quiero 21. saber mucho más. También ya 22. conozco bien el centro, especialmente la parte vieja. El mejor guía del grupo es Ricardo, porque él 23. Sabe más información que nadie. Cuando nosotros no 24. Sabemos algo, siempre le hacemos preguntas. Hace ocho años que él trabaja aquí, y por eso 25. conoce a muchas personas importantes de la ciudad. Por ejemplo, él 26. conoce a muchos músicos, y por eso siempre 27. sabe dónde y cuándo hay los mejores conciertos.

SCORE 12



TOTAL SCORE 35 /35

Figure C7: Sandra's test sample page 2

Translate the following words to its English Equivalent.

1. me podría decir...? could you tell me?
2. por supuesto of course
3. sabe usted? do you know (formal)
4. bajarse del autobús get off the bus
5. el estacionamiento parking space
6. la lancha boat
7. el semáforo street light
8. subirse al autobús get on the bus
9. Averiguar to find out
10. Claro of course
11. Disculpe excuse me
12. lo siento i'm sorry
13. no estoy seguro i'm not sure
14. no tengo ni idea no tengo ni idea
15. Sabes? do you know (informal)
16. el conductor driver
17. el edificio building
18. el guía the guide
19. la iglesia church
20. el letrero the sign
21. la parada del autobús bus station
22. el puente the bridge
23. el turista the tourist
24. el río the river

Y aquí está el nuevo museo. Lo terminan solamente unas semanas pasadas y es tan bonito en este sol. En esta calle se venden unos helados y perritos calientes. Muchos trabajadores de oficinas vienen frecuentemente para almorzar porque estos edificios aquí son sus oficinas ¡Cuidado! El tráfico de Nueva York no es loco, pero hay algunos conductores en esta ciudad que pueden hacerte daño. Vamos, aquí está la lancha. Allí está el Río Hudson, y ahora vamos a ir a la isla Coney. Tiene una feria muy divertida. Después de la Isla Coney, podemos ver la Mujer de Libertad. ¡Vamos!



+5 😊

Figure C9: Sandra's test sample page 4

Appendix D

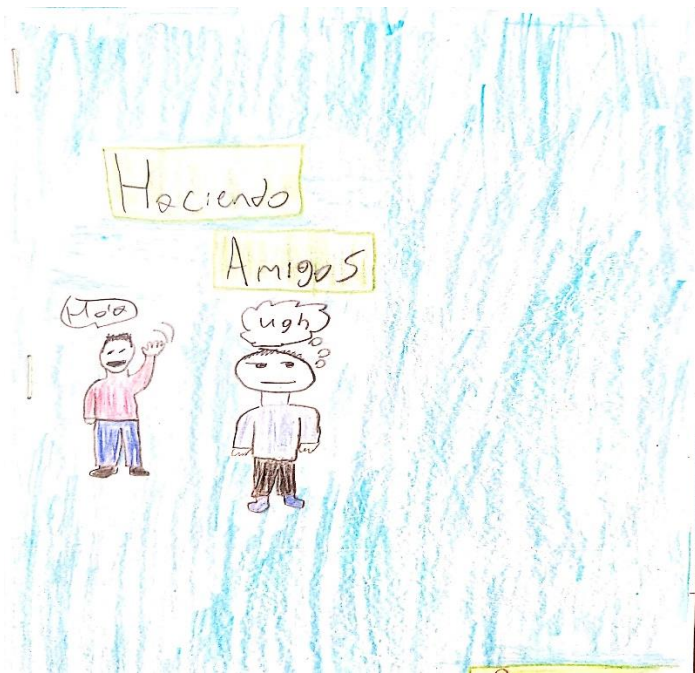


Figure D1: Manuel's Comic Book page 1

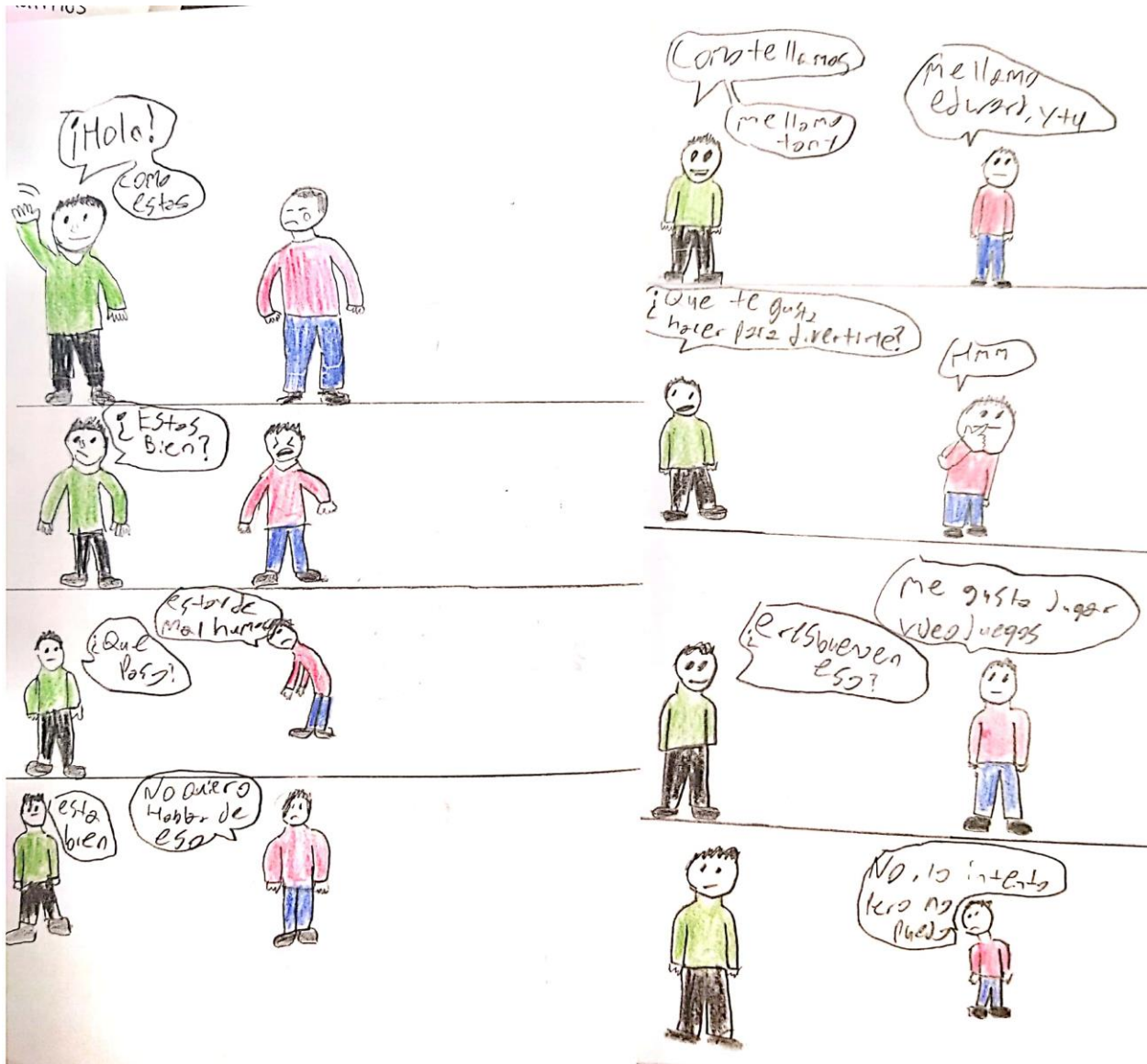


Figure D2: Manuel's Comic Book page 2



Figure D3: Manuel's Comic Book page 3



¡Ponte en forma!

(32.5)

Quiz 5-3A

Maximum Score: 35

TERCER PASO

Grammar and Vocabulary

A. Write the Spanish word for the parts of the body numbered below. Remember to include the definite article. (12 points)

1. el hombro

2. la muñeca

3. ~~el muslo~~

4. el cuello

5. el codo

6. ~~la pantorrilla~~

7. la rodilla

8. el tobillo

SCORE 9

CAPÍTULO 5

B. A lot of people at school have gotten the flu recently. Explain what people couldn't do this weekend because they had to rest in bed instead. Use the correct preterite form of poder. (9 points)

- 9. Elisa no ~~pudo~~ hacer yoga.
- 10. Javier y Mimi no ~~pueden~~ levantar pesas en el gimnasio.
- 11. Nosotros no ~~podemos~~ entrenarnos para el partido.
- 12. Florencia no ~~puede~~ asistir a su clase de natación.
- 13. Yo no ~~puedo~~ jugar al tenis.
- 14. ¿Y tú? No ~~puedes~~ correr en el parque, ¿verdad?

SCORE 1.5

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Figure D4: Manuel's test sample page 1

- C.** Martina and some friends had some problems during their recent bike trip. Complete her description of the trip with the correct preterite forms of the verbs in parentheses. (6 points)
- Este fin de semana un grupo de amigos y yo fuimos a pasear en bicicleta. ¡Qué desastre! Primero, Sebastián no pudo venir porque 15. se enfermó (enfermarse) la noche anterior. Luego, Gregorio 16. olvidó (olvidarse) de llevar una chaqueta. Por eso, 17. quejó (quejarse) mucho del frío y lo pasó muy mal. Después, al subir una colina (hill), Tere y yo 18. cansamos (cansarse) y no pudimos seguir. Luego, a las doce, decidimos comer—¡pero yo no comí nada, porque no 19. me acordé (acordarse) de poner mi almuerzo en la mochila! Parece que la única persona que lo pasó bien fue Marta. Ella 20. se divirtió (divertirse) mucho porque le encanta pasear en bicicleta.

SCORE



- D.** Complete the sentences about the injuries or aches of the people pictured below. Use the correct form of one of the verbs in the box with the corresponding body part. Use each verb and part of the body only once. (8 points)



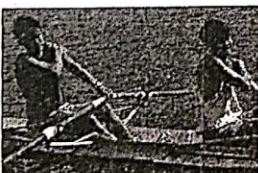
Miguel y Elena

21. Miguel y Elena fueron a la pista de correr y se hicieron daño en el tobillo.



Antonia

22. Antonia fue al gimnasio y torció la muñeca.



Roberto

23. Roberto fue al lago para practicar el remo esta mañana. Ahora lastimaron en el hombro.



Samuel

24. Samuel jugó al fútbol esta mañana y tuvo calambre en la rodilla.

SCORE 7

TOTAL SCORE 17.5/35

Figure D5: Manuel's test sample page 2

Examen de Vocabulario



Capítulo 5 Tercer Paso

Instructions: Write the English word of the following vocabulary words.

1. Acordarse de remember
2. Cansarse tired
3. Dar permiso give permission
4. Divertirse have fun
5. Doler ~~!pain!~~
6. Enfermarse sick
7. Es que... it's because
8. Hacerse daño ~~!get hurt!~~
9. Iba a...pero no pude. I was going to but I couldn't
10. Lastimarse gen injured
11. Olvidarse forget
12. Quejarse COMPLAIN
13. Tener calambre having a cramp
14. Torcerse ~~twisted~~
15. El codo elbow
16. El cuello neck
17. El hombro shoulder
18. La muñeca wrist
19. El muslo ~~muscle~~
20. La pantorrilla ~~leg~~
21. La rodilla nee
22. El tobillo ~~foot~~

+15

Figure D6: Manuel's test sample page 3



De visita en la ciudad

51.5+4+1 5005/59

Quiz 6-1A

Maximum Score: 35

PRIMER PASO

Grammar and Vocabulary

A. Ben and his family are going to a wedding in the city next weekend. Complete what Ben's sister tells him about their trip with the correct missing words. (12 points)

~~guía~~ ~~lancha~~ ~~autobuses~~ ~~turistas~~ ~~boda~~
~~condutores~~ ~~edificios~~ ~~iglesia~~

Ben, ya sabes que el próximo fin de semana, vamos a la 1. boda de tu prima Lucila. ¡Te va a encantar la ciudad! Hay muchos 2. edificios altos y modernos, y las calles están llenas (*full*) de carros, taxis, motocicletas y 3. autobuses. Todos los 4. condutores van muy rápido. La boda de Lucila va a ser el sábado, en una 5. iglesia muy bonita. Después, el domingo vamos al río para hacer una excursión en 6. lancha. Más tarde, vamos con un grupo de 7. Turistas a visitar los monumentos de la ciudad. El 8. guia nos va a explicar todo, y creo que va a ser muy interesante.

SCORE

12

3. Raimundo works at the Tourist Office. Complete the conversation between him and a tourist with the correct missing Spanish expressions. (6 points)

~~por supuesto~~ ~~disculpe~~ ~~Me podría decir~~ ~~sabe~~
~~no estoy seguro~~ ~~no tengo ni idea~~

TURISTA Señor, 9. disculpe *excuse me*. ¿10. Me podría decir *(Could you tell me)* dónde está el Museo de Antropología?
 RAIMUNDO Sí, 11. por supuesto *(of course)*. Está en la Plaza Colón, al lado del Banco de la República.
 TURISTA ¿Y 12. sabe *(do you know)* usted cuánto cuestan las entradas?
 RAIMUNDO Pues, 13. no estoy seguro *(I'm not sure)*. Creo que cuestan 800 pesos.
 TURISTA ¿Y hay descuento para estudiantes?
 RAIMUNDO Lo siento, pero 14. no tengo ni idea *(I have no idea)*.

SCORE

6

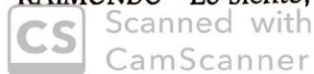


Figure D7: Manuel's test sample page 1

C. Margarita and her classmates are getting ready for a field trip, but they still have some questions about details. Complete Margarita's explanation of what everyone needs to find out with the correct forms of **saber**. (5 points)

- 15. La profesora no sabe dónde vamos a almorzar.
- 16. Daniela y Roberto no saben a qué hora sale el autobús.
- 17. Yo no sabo si quiero visitar el museo o el zoológico primero.
- 18. Ricardo y yo no sabemos cuánto dinero necesitamos llevar.
- 19. ¿Y tú? ¿sabes si todos los estudiantes van o no?

SCORE 4

D. Miriam has a summer job as a bilingual tour guide. Complete what she says about her work with the correct form of **saber** or **conocer**. Include the personal **a** if it's required. (12 points)

¡Me encanta trabajar de guía! Ya 20. sabo mucho sobre la historia de nuestra ciudad. Todos los días leo libros y hablo con otros guías, porque quiero 21. saber mucho más. También ya 22. conozco bien el centro, especialmente la parte vieja. El mejor guía del grupo es Ricardo, porque él 23. sabe más información que nadie. Cuando nosotros no 24. sabemos algo, siempre le hacemos preguntas. Hace ocho años que él trabaja aquí, y por eso 25. conoce muchas personas importantes de la ciudad. Por ejemplo, él 26. conoce muchos músicos, y por eso siempre 27. sabe dónde y cuándo hay los mejores conciertos.

SCORE 7.5

TOTAL SCORE 29.5 /35

Figure D8: Manuel's test sample page 2

Examen de Vocabulario
 Capítulo 6 Primer Paso
 Español 2

Translate the following words to its English Equivalent.

1. me podría decir...? could you tell me
2. por supuesto of course
3. sabe usted? do you know
4. bajarse del autobús to get off the bus
5. el estacionamiento The parking lot
6. la lancha The boat
7. el semáforo The traffic light
8. subirse al autobús to get on the bus
9. Averiguar to find out
10. Claro sure
11. Disculpe excuse me
12. lo siento I'm sorry
13. no estoy seguro I'm not sure
14. no tengo ni idea I have no idea
15. Sabes? know
16. el conductor The driver
17. el edificio The building
18. el guía the guide
19. la iglesia The church
20. el letrero The sign
21. la parada del autobús The bus stop
22. el puente The bridge
23. el turista The tourist
24. el río The river

+22

Figure D9: Manuel's test sample page 3

el primer lugar que les voy a enseñar es el mejor restaurante de hamburguesas angulus burgers. Este restaurante a estado ^{en Pomona} aqui desde 1980 y tienen muchas comidas deliciosas como hamburguesas machacas asta comida mexicana. El segundo lugar que les voy a enseñar es el aniversario de Pomona este aniversario es muy alta y abajo y un banco de Chase

xy



Figure D10: Manuel's test sample page 4