INTER AMERICAN UNIVERSITY
FAJARDO CAMPUS
DEPARTMENT OF EDUCATION AND SOCIAL SCIENCE

CAEP Standard 4: The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

4.1 The provider documents, using multiple measures that program completers contribute to an expected level of student learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, another state-supported P-12 impact measures, and any other measures employed by the provider.

CAEP: 4.1 Impact of the TEP graduate in k-12 students learning

CASE STUDY STD 4.1

"IMPACT OF THE GRADUATE OF THE TEACHER EDUCATION PROGRAM FROM FAJARDO CAMPUS RELATED TO ITS KNOWLEDGE, PEDAGOGICAL SKILLS AND DISPOSITION IN STUDENTS' LEARNING IN THE CLASSROOM"

"IMPACTO QUE TIENE EL EGRESADO DEL PROGRAMA DE PREPARACIÓNDE MAESTROS DEL RECINTO DE FAJARDO SOBRE SUS CONOCIMIENTOS, DESTREZAS PEDAGÓGICAS Y DISPOSICIÓN EN EL APRENDIZAJE DEL GRUPO DE ESTUDIANTES EN EL SALÓN DE CLASES"

OCTOBER-DECEMBER, 2020

Teacher: Mara S. Morazzoni Scarano
English Specialist (k-6th)

Myriam Caballero Quiñones, Ed.D.
Authorized Researcher

Table of Content

Appendix-(A-H)

Introduction and Background

The Teacher Education Program (TEP) of Inter American University of Puerto Rico (IAUPR) constitutes an answer to the needs and aspirations of a society in constant change and to the requirements of the Certification of Teachers Regulations of the Puerto Rico Department of Education (CAEP).

Goals of the TEP in harmony with the vision and the mission for the TEP, the following goals, in coherence with the profile of competencies of graduates of the Program, are established.

1. Develop educational professionals focused on the mastery of the knowledge of the discipline within the context of a scientific, pedagogical and humanist culture. 2. Promote research, the management of information and the use of technology as means to generate the production and construction of knowledge that will result in the improvement of pedagogical practice within the education system. 3. Develop education professionals, who are sensitive to the needs and interests of the diverse social groups that exist in the population, within a context of human transformation.

4. Promote the solution of problem related to the educational environment within the frame of ethical, legal and social responsibility that regulates the profession. 5. Develop educational leaders committed to their professional development to promote a better pedagogical practice and, therefore, a better quality of life within the context of a culture of peace.

General Objectives of the TEP The Program aims to achieve the following general objectives: 1. Apply, in an integrated manner, theoretical and methodological knowledge to the pedagogical practice in the educational scenario. 2. Use research, the sources of information and technological advances on which to base the development of educational innovations. 3. Show an attitude of acceptance and sensitivity to the educational needs and interests presented by the diverse student populations. 4. Apply the ethical, legal and social dimensions in the processes of

problem solving and decision making related to the practice of the profession in the different educational scenarios. 5. Show commitment to the continuous improvement of the required professional competencies in the field of education.

The Department of Education of Puerto Rico (PRDE) developed the Professional Standards for Teachers of Puerto Rico (2008). These standards represent the best aspirations of a country on its teaching class, which are the following:

Standard 1: Knowledge of the subject

Standard 2: Pedagogical knowledge

Standard 3: Instructional strategies

Standard 4: Learning environments

Standard 5: Diversity and special needs

Standard 6: Evaluation and "assessment"

Standard 7: Integration of technology

Standard 8: Communication and language

Standard 9: Family and community

Standard 10: Information management

Standard 11: Professional development

From this perspective, one of the priorities of the education system is to train, certify, recruit and maintain highly qualified teachers in schools. These standards aim to establish the criteria of excellence for teachers regardless of the area of expertise and to serve as a guide to the Teacher Education Programs, indicating the profile of the educator that Puerto Rico aspires to have. This profile is divided into three dimensions: 1. What teachers should know, 2. The dispositions and values to which they are committed, and 3. What they should be able to perform to be effective teachers in the classroom. In synthesis, the task of educational formation is a complex one and is a great social responsibility. In order to assume this responsibility, the TEP

has designed a curriculum focused on how to prepare the teachers that society needs and demands, as an effective means to improve its quality of life.

Research Problem

The research problem is as follows: What is the impact that the PEM has had, according to a group of its graduates, in terms of the quality of the preparation received (professional knowledge, skills and dispositions)? To this end, a guide has been prepared that will allow the graduate teacher to demonstrate their knowledge, pedagogical skills and disposition with their students in the classroom.

Research Objectives

The proposed research aims to measure the level and depth of the impact that graduates of the Teacher Education Program of Fajardo Campus have on their knowledge, pedagogical skills and willingness to learn from student population that is in charge. It will be done with a sample of graduates, by disposition of the Teacher Education Program (PEM) from a research methodology in action, data to determine compliance with the Standard 4 Program Impact of the accrediting agency Council for the Accreditation of Educator Preparation (CAEP), in its indicators 4.2 Indicators of Teaching Effectiveness and 4.4 Satisfaction of Completers.

In this study, questions were constructed (Appendix D) to reveal not only the instructional strategies and practices used by teachers, but also to learn through teachers' reflections provide more precise statement for the research problem:

1. How does a group of PEM graduates interpret the quality of preparation received in terms of professional knowledge, skills and dispositions?

2. What is the valorization that a group of graduates of the PEM, has regarding the pertinence of the preparation received for the fulfillment of their teaching responsibilities?

3. How teacher preparation program impacts the effectiveness of the in-service teacher in the classroom?"

4. What are teacher's reflection about and guiding principles for teaching English lenguaje learners?

5. What instructional strategies do teachers use to teach?

6. How is assessment conducted and used?

Research Questions

1. How does a group of PEM graduates interpret the quality of preparation received in terms of professional knowledge, skills and dispositions?
2. What is the valorization that a group of graduates of the PEM, has regarding the pertinence of the preparation received for the fulfillment of their teaching responsibilities?
3. How teacher preparation program impacts the effectiveness of the in-service teacher in the classroom?"
4. What is teacher's reflection about and guiding principles for teaching English lenguaje learners?
5. What instructional strategies do teachers use to teach?
6. How is assessment conducted and used?

Literature Review

The researcher of this study has spent many years teaching English as a Second Language as well as French and Spanish as a Foreign Language to non-native speakers, but throughout the years, the more she teaches, the more convinced she is that the use of dialogues is the best way to develop listening and speaking skills and becoming proficiency in any second language. Their effective use in her EFL and ESL classes has also aided her students in improving their listening and speaking skills. Through years of experience, she is very aware that recitation of dialogues definitely, does help in making all language learners better listeners and speakers. According to

Kuehn, there are five compelling reasons why they have a special place in listening and speaking classes.

Considering that Dialogues are nothing more than communication between two or more people through either speaking or writing, is easy to understand the first reason that states that they represent real-life speech. This detail about this type of conversation is highly important in a teaching environment because it gives pertinence to students.

The second reason is that dialogues teach culture in different social situations, aspect that facilitates to teach the target language within the culture. The great thing about dialogues is that you are learning the culture of a people through its language when reciting them. For example, in a conversation on the topic of introductions, students quickly learn that males are introduced to females in American culture and that it is customary for people to shake hands, including men shaking hands with women. A conversation might also reveal that it is impolite or improper to ask a person about their age, weight, or salary or income.

The third one has to do with roleplay; students love roleplay. Most of elementary students love to recite and practice dialogues because they can be roleplayed, especially those examples that present or reflect a social situation such as visiting a friend, talking on the telephone, or shopping. Students love acting out the ones which call for a lot of body language and emotion.

Kuehn, also agrees and converts it in the fourth rule, that dialogues are springboards for learning new vocabulary and sentence structure. This is possible through the use of substitution drills, for example:

"You have a very cute baby," said while giving a compliment, one may substitute the noun "baby" with "dog," "kitten," "puppy" or "rabbit." You could also introduce a tag question in a dialogue like "You're a tourist, aren't you?" and through substitution drills, you could generate sentences such as "You're an American, aren't you?" and "She's your daughter, isn't she?"

Finally, he concludes with the fifth rule, that highlights the importance of scaffolding learning, because it leads to improved conversation ability. This scaffolding technique helps non-

native students to proceed from dialogue recitation to casual conversation as soon as possible. Thinking of these five rules promoting the use of dialogues in the classroom, Ms. Morazzoni will give us the opportunity to observe pieces of her professional praxis and her students' performance using this useful technique as a real example of authentic learning.

Research Design

The proposed research had a research-in-action approach. The research consisted in gathering information through a PEM graduate of the last two years. The graduate participant will be selected within the Fajardo Campus of the Inter-American University of Puerto Rico. who will be asked to participate through a guide that will guide the investigation. (See Appendix A). Once the participants authorize by means of a letter of consent (Appendix C), the academic record of each PEM graduate selected in the study sample will be examined to identify their performance in the approved core and specialty courses, in addition to other necessary information (see Appendix B). In Appendix D, a reflection sheet is provided that will guide the reflection of the participating teachers (Appendix-E-Parents' Consent)

Phase I. The graduate of the Program may:
1. Identify a skill within a unit, which your students need to develop or refine and establish the reasons why it is worth carrying out the project.
2. Conduct a review of recent literature (from 2005 to the present) regarding the strategy to be used in the classroom to ensure that they will develop the skills and knowledge of the subject they teach and that their students must master.
3. Develop a diagnostic test to measure the initial skill level of the students (pre-test) and administer a post-test to demonstrate the impact of the academic project on the learning of their students.
4. Design varied activities aimed at improving the performance of their students in the chosen skill. These activities should include, but not necessarily be limited to, practice exercises to improve the skill level of the students to be impacted.
5. Obtain reflections from the students assigned during the beginning (expectations), in the middle (formative process) and at the end (fulfillment of expectations) regarding their teaching-learning process.

Phase II. The graduate of the Program may:

1. Manage and qualify the pre-test and post-test, the practice exercises and the corresponding appraisals to demonstrate if there was learning and improvement in the development of skills of their students.

2. Carry out three (3) reflections, like their students, to express their expectations in the middle and at the end (fulfillment of expectations) of the project.

3. Collect data in a scientific manner, as acquired in the course Research in the Classroom and Assessment and Assessment and apply the knowledge acquired, according to their specialty.

4. Tabulate the data (grades, averages, standard deviation and the corresponding forms for the appraisals, pre-test and post-test) and analyze them in narrative form.

5. Present the results (post-test) to arrive at logical and coherent conclusions about the research carried out. The analysis should include the aspects that were effective and those that should be improved. To suggest future research in classroom.

6. Present the Final Report with all the evidence listed above and deliver the researcher in charge of the project, who in turn will proceed to collect and analyze the data regarding the teacher's impact in achieving the learning of the students in charge.

7. Include in the Final Report with evidences such as pre and post-test results, tabulation of exams and other activities aimed at evaluating the performance of their students, reflection sheets from students and teachers, photos and other documents that the teacher understands It is necessary to demonstrate learning in your students

Participants (Appendix C) (Teacher's Consent Sheet)-Justification

The participant was Mara Morazzoni Scarano, who was admitted to the Inter-American University, Fajardo Campus in August, 2013. After five years she graduated from Fajardo TEP, in June, 2018, and immediately started to work in the field that she was specialized, elementary ESL teacher. The TEP invited graduates from year 2018, and Mara was the only graduate willing to participate in the research voluntarily and by disposition. Therefore, the TEP decided to accept her participation even though the limitations that she will have, due to the virtual modality that she is using as result of the COVID-19 circumstances. Fajardo TEP is having problems in finding TEP graduates willing to participate in this research due mostly, that graduates find that they have too much work in the schools and this type of research takes effort and time.

Mara was working at Sonifel Private School, in the municipality of Fajardo, P.R as an ESL Teacher in the upper elementary level. Once she accepted to participate in the research, she filled the consent form already established for this research participant (Appendix_____).

Procedures done before starting the Research Project in October 2020

Before conducting the research, permission was granted by the Institutional Review Board. A written consent form was obtained by the participant. Data was collected through virtual observation protocol, note taking, reflection protocol, and collection of different artifacts developed by the teacher during classroom teaching and a questionnaire for students the six weeks of teaching. No digital photo was used because classes were given virtually and parents didn't allow to take photos of their children.

Also, the participant teacher in the research informed the parents on October 2021 of the group selected about the participation of the fourth graders in the project. Data was collected through observation protocol, and collection of different artifacts developed by the teacher during classroom teaching. The techniques used by the teacher provides enough details for thick description. Due to the COVID-19, classes were not given presently and the researcher was not able to visit the school. Nevertheless, each weekly meeting was carefully planned to observed and discuss the recorded classes with the teacher. These meetings with the teacher were scheduled to occur during her free time. The researchers decided to summarize the seven (7) questions of the graduate at the end of the six weeks of observation.

At the end of the six weeks, the graduate presented a Portfolio evidencing both phases, with the supporting evidence including the different activities, strategies and instructional activities performed during the project that demonstrated her impact in fourth Grade students in charge. (see Impact Portfolio developed by Ms. Morazzoni- The evaluation of the academic Project was based on the 2 phases mentioned utilizing the Instrument IE-8B (Appendix). This researcher was not present for the six weeks of duration of the project, because the school was giving the classes virtually, however, three class observation were made through recorded videos were students were not facing the video camera. The main target of this observations was the graduate's performance according to the daily planning.

The researcher also wanted to know the student's perception of her impact regarding the effectiveness of the teacher in promoting motivation, diversity in the classroom, significant learning, and reflective learning in the students, but that was not possible due to school restrictions toward social distance and lack of teaching time; last semester they were meeting for the English class only four days a week instead of five. Nevertheless, the researcher was able to observe through recorded evidence that the teacher offered feedback to their students regarding their difficulties.

Introduction

In this project you will find the information about the study that was done at the Sonifel Private School, using a 4th grade group as the research sample. This project involves lessons that were designed mostly, integrating the four language arts: Listening, Speaking, Reading, and Writing, (which also are four of the Content Standards of the English Program in Puerto Rico) this without neglecting the use of grammar, but rather, highlighting parts of speech. This last part responds to the 5th content standard, identified in the English Content Standard Manual as Language.

School Profile

The Sonifel School was founded in 1976 by Professor Sonia Feliciano de Figueroa. In honor of its founder, the first letters of her name were used in combination with the first three letters of her surname to configure the name of the institution, Sonifel. It operated under his direction and administration until May 1999, when the School was acquired by the Fundación Educativa Concepción Martín. In August of the same year, the Sonifel School began a new stage as an institution dedicated to preschool, elementary and secondary education, under a new administration chaired by Dr. Sara López Martín.

It is located at 312, Diego Zalduondo Street in the municipality of Fajardo, Puerto Rico. It has an enrollment of 395 students for the 2020-21 school year. The faculty staff consists of 19

regular teachers, a computer specialist, three resource teachers, sponsored with federal funds by COSEY. As support personnel they have a social worker, and as classified employees they count with a secretary, two nutrition employees and one custodian, all these under the supervision of three principal and a General Director.

Within the services that they offer It has a day care center that serves a population of children between 2 months and 4.11 years. It cares licensed by the Department of the Family. Additionally, it works in alliance with the Federal ACUDEN Program and PACNA. With the aids of these federal funds, it can offer care services for infants, maternal and preschool. It also counts with the Creative Curriculum to provide you with an educational experience according to your stage of development. Additionally, we have a certified menu from the PACNA Food Program, to guarantee the consumption of healthy food. Finally, we have the Federal ACUDEN Program, which helps participants who qualify, for the care of their children.

Their task in preschool is to continue facilitating gross and fine motor development, reasoning, receptive and expressive language, visual perception, social, emotional, physical development, and cognitive development. They emphasize the cognitive, intellectual, evaluative and attitudinal through the direct use of audiovisual materials and equipment. In keeping with their philosophy, the students develop joy and responsibility for learning, motivation, self-esteem, and the confidence in being able to do things. The teaching of preschoolers responds to the need of our community to begin the integral development of children who have been exposed to previous experiences in their home and community. It is the bridge between the home and the formal teaching of academic degrees.

In the elementary level, It offers a bilingual curriculum designed to develop skills that facilitate the learning of Reading, Writing, Mathematics, and English as a Second Language, as

well as character building. Students will enjoy educational experiences in the areas of Fine Arts, Physical Education, and Technology.

The intermediate and high school levels consist of the regular academic program that comprises a complete curriculum of basic subjects, according to each level, enriched by elective courses, as well as clubs and student's organizations. All these together with other academic, cultural, and social services that include among others, remedial teaching in Math, creative writing in the target languages and other extra-curricular activities, like group trips to theater plays and concerts, in and out of town.

This particular private institution also counts with two innovative special projects that show its concern about extracurricular matters. They are the ***Resilience***, and ***Ruler*** programs. The Resilience Program has the purpose of building and strengthening the resilience of our children and youth, their families and the school community, not only to help them recover from the impact, but to become more malleable in the face of trauma and vicissitudes. of the life. The Program encourages our children and youth to be more positive, persevere in the face of obstacles, and develop skills such as problem solving, curiosity, creativity and persistence.

RULER, is a systematic program that stands for five areas of Emotional Intelligence. The first letter of each one of these areas together, form the acronym that gives the name to the program. The **R** stands for Recognizing, the **U** for Understanding, the **L** for Labeling, the **E** for Expressing, and the **R** for regulating emotions. Its main objective is to train students with these Principles of Emotional Intelligence, transferring these principles into s skills that will allow students and the school community in general to: Recognize, Understand, Label, Express and Regulate their emotions, thus achieving a positive school climate that benefits everyone.

Student Profile

The sample for this action-research was selected intentionally, using the early approval of their parents to participate in this interesting study, as the main selection criterion. The group consists of 12 students, five girls and seven boys, between nine and ten years old, that come from different sectors of Fajardo and neighboring towns. All of them are non-native speakers of English, and although they have different degrees of bilingualism, all of them need to improve and enhance their vocabulary to improve their oral performance in the target language.

Regarding the socioeconomic level, the group consists of 12 students that belongs to rich and middle economic classes. Almost all of the students live with both parents on private place and urbanizations from Fajardo. In most families both parents work full-time jobs and in some part-time jobs. Students are always very responsible with their materials and academic matters as well as always being willing collaborate and participate in extracurricular activities.

Mara Morazzoni Initial Reflection / Reasons why it is worth carrying out the project

The first sensation that I felt when Dr. Caballero made the approach to me, was very strange; it was really a bundle of mixed feelings. At the beginning, I felt honored for the invitation to be part of such a professional project, but at the same time I was nervous and skeptic to accept the challenge of working together with professionals that were my professors. Besides that, it would be my first experience as an active participant of an action research.

After a couple of days of thinking of how my students would benefit of this opportunity, that, without asking for it, it just aroused at my path, I decided to go for it, considering that it can be a a great opportunity to help my students to improve their oral communication in the target language.

Researchers Data Analysis

The project was developed for six weeks, starting in the last week of October and ending in the first week of December 2020. The t teacher to be observed, was a graduate of English Education specialty, of the Fajardo TEP. She has a bachelor's in English as a Second Language and the group selected was a 4th grade which consisted of 20 students, but only twelve were able to participate of the study. The researcher was not able visit the graduate in a regular daily basis, due to the modality that was adopted by the school as result of the imperative social distance that needs to be keep until new notice.

Due to the COVID-19 outbreak, in this private school, the educational service will be offered virtually and remotely until further notice. All students enrolled in the school were provided with a Microsoft 365 license so that they can have access to the TEAMS application and other tools that will help them to participate in the educational process throughout the school year and particularly, while virtual and distance education remains, according to the current Executive Order. Therefore, the researcher's observation plan was modified to weekly meetings with the teacher, to go over the lesson plans, students' alternative assessments, and a couple of visual aids that were part of the tools that help the researcher to gather data from the teacher's praxis and students' performance.

The subject content that the teacher was giving during the period of the study was part of the unit titled "Fun with Dialogues". Now the researcher will share he data collected through different strategies from observing classes, verifying lessons plans that should be according to the DEPR Content Standards and expectative for each academic subject and grade from October 2020. The research questions guided the selection of instructional techniques that are discussed but did not limit the reporting of what was observed and what teachers reported.

Classroom Weekly Observations from the Graduate Mara Morazzoni as an English Second Language Teacher

The following observations were derived from the six weeks observations of the English graduated who by disposition participated in the project.

First Week - **October 26 - 30, 2020**

The pre-test was administered. The following presents the data obtained from the teacher daily plan.

Unit: Fun with Dialogues   **Lesson: Developing Language Proficiency**

Standards: Listening. 4.L.1, 4. L.1b, Speaking 4. S.1, Language 4. L.1, Reading (4.R.FS.12) Writing (4.W.8)

Objectives: After providing different situations and guided practice the students will

demonstrate that they can properly:

1. identify different kinds of nouns (abstract, concrete, and collective nouns)

2. answer reading comprehension questions related to a particular story

3. identify character traits, and recognize the elements of a setting

Teaching Strategies: Direct instruction, Guided Reading, Distance Learning, Independent

Study, Read Aloud, Technology Integration,

Skills developed: Reading skills, writing skills, identify nouns,

Teacher reflection: Students did a good job identifying nouns and identifying character traits

and the elements of a setting.

Researcher observations: In the first week Ms. Morazzoni began to work with the Unit: Fun

with Dialogues and some Language, Reading Writing Skills. Students read the story a Dress for

Ana María and work-out the skills above mentioned correctly. They understood perfectly what

are character traits and the elements of a setting.

The week planning was based on Norman's Webb Taxonomy, levels two and three. The second Depth of

Knowledge level is defined as knowledge application. As learning strategies, she used Read aloud,

direct instruction and technology integration. The daily assessment was carried out and developed

and recorded in a class tool identified as Application Notebook

Second Week - **November 2 - 6, 2020**

Unit: Fun with Dialogues   **Lesson: Developing Language Proficiency**

Standards: Listening- 4.L.1, 4. L.1a, Speaking- 4.S.1, Language- 4. LA.2) Writing- 4.W.1

Objectives:

1. After watching a film with a positive message, students will write a reflection paragraph about the film's central theme meaningfully.

2. Through a game of Quizlet, students will have a lesson review within peers, as practice for a test this week.

3. Students will demonstrate their acquired knowledge on the lesson material by completing an evaluation with 85% of accuracy.

Teaching Strategies: Interactive Learning, Independent Study, Distance Learning, Read Aloud,

Skills Developed: Listening, Reading and Writing Skills

Assessments: Alternative Assessment using Quizlet, Traditional Test

Special Education accommodations: No Special Ed. Students registered in this group

Teacher Reflection: Students did a great job picking a movie of their choice and writing about their feelings, thoughts and ideas, relating to the moral of the story.

Researcher Observations: It was evident that students had a lot of fun when the ludic element is integrated in class. They really enjoyed the Quizlet review and it help them to have a better understanding and preparation for the test. The whole class mastered the test beyond the expectations.

Third Week - **November 9 - 13, 2020**

Unit: Fun with Dialogues   **Lesson: Developing Language Proficiency**

Standards: Listening -4. L.1, Speaking- 4. S.1, Language- 4. LA.1l, Reading-4R.FS.12,

Writing 4.W.4

Objectives:

1. After a thorough explanation of the rules to punctuate possessive nouns, students will identify them correctly.

2. Students will recognize different homophones by sing the correct spelling of the words.

3. Students will identify the correct homophone and how its function is used in sentences satisfactorily.

Teaching Strategies: Active & Interactive Learning, Direct Instruction, Independent Study, Technology Integration

Skills Developed: Possessive nouns and Homophones

Assessments: Alternative Assessment through the Edusystem Digital Platform

Special Education accommodations: No Special Ed. Students registered in this group

Teacher Reflection: Students are improving pronunciation through the Dialogues oral reading practice. They also are acquiring confidence and are more willing to participate in class.

Researcher Observations: The Edusystem digital platform is an excellent tool to foster student's empowerment. Through its use 90% of the class achieve full understanding of the topic. No reteaching was needed.

Fourth Week - **November 16 - 20, 2020**
Unit: Fun with Dialogues   **Lesson: Developing Language Proficiency**

Standards: Listening -4.L.1a, Speaking- 4.S.1, Language- 4.LA.1l,

Objectives:

 As a matter of review, students will:

- classify different kinds of nouns in their respective categories, satisfactorily.

- choose the correct homophone used in sentences using puzzle pieces.

3. demonstrate their acquired knowledge on the four types of nouns and simple homophones by completing a short test with 85% of accuracy.

Teaching Strategies: Interactive Learning, Independent Study, Distance Learning, Read Aloud Technology Integration

Skills Developed: Four types of common nouns and Simple Homophones

Assessments: Alternative Assessment through a Matching Puzzle Game, Formal Assessment answering a short test

Special Education accommodations: No Special Ed. Students registered in this group

Teacher Reflection: At the beginning of the semester, these students were not able to answer to open ended questions. Now I can summarize the lesson with their answers to this type of questions.

Researcher Observations: Definitely, using games as review before a test is a great asset to active students' knowledge. Their practice matching puzzle pieces improve their mastery of nouns and homophones.

Fifth Week - **November 23 - 27, 2020**
Unit: Fun with Dialogues   **Lesson: Developing Language Proficiency**

Standards: Listening -4.L.1a, Speaking- 4.S.1, Reading-4R.FS.12,

Objectives:

As a preparation to work with prefixes and roots of words, students will:

- organize words in alphabetical order using the first and second letter criteria satisfactorily.

- organize words in alphabetical order using the third letter criteria correctly.

Teaching Strategies: Direct Instruction, Read aloud /Shared, Independent Study/Reading,

Distance Learning, Technology Integration

Skills Developed: Alphabetical Order

Assessments: Alphabetical Order Project (Instructions and Rubric provided on separate)

Special Education accommodations: No Special Ed. Students registered in this group

Teacher Reflection: This week we only had two days of class. Knowing this in advance,

I decided to work with the alphabetical order skill because it does not need more than two days

to master it.

Researcher Observations: This week we did not have our weekly meeting
                        due to Thanksgiving Recess.

Sixth Week - **November 30 – December 4, 2020**
Unit: Connecting Life Events   **Lesson: Understanding Word Parts**

Standards: Listening -4.L.1a, Speaking- 4.S.2b, Language- 4 LA.1 & 4.LA.1g, Writing- 4.W.8

Objectives:

 Through a meaningful explanation, students will:

- recognize the **Greek** roots **aqua** and **astro** in words, form new words using them and write sentences with   words that have those roots, correctly.

- recognize the **Latin** roots **cred** and **fer** and will do the same, like they did with the previous two.

- use the correct words with **Greek** & **Latin** roots appropriately to complete a paragraph.

Teaching Strategies: Direct Instruction, Independent Study, Distance Learning, Read Aloud Shared Reading, Technology Integration,

Skills Developed: Greek and Latin roots to form new words

Assessments: Alternative Assessment through

Special Education Accommodations: No Special Ed. Students registered in this group

Teacher Reflection: I love to teach root words because you can do wonders regarding to guessing games and other manipulatives that facilitates the social interaction among them, even at distance learning.

Researcher's Observations: It is essential to start teaching root words to kids early, so students can develop a better understanding of root words, roots and other morphemes in order to deconstruct words and built word meaning. My suggestion to the teacher was to start working with this skill at the beginning of the semester, instead of leaving it for the middle of the school year. The sooner she starts teaching this skill, the better for kids to master it. The use of word spelling list, in conjunction with engaging root word games and exercises, are a great way to improve students understanding of how words are formed, and it is really the best way to set a strong foundation to build up enough vocabulary for non-native speakers.

Appendix D: General Reflection / Teacher: Mara Morazzoni

Q. 1. What would you share with your colleagues, of the process of accompaniment during the experience of the action research?

1. In the action research I believe I would share with my colleges the important learning experiences of the class. First of all, would like to share the results of my achieved objectives and the process in which they were carried out. I would also talk about a very significant aspect of the whole teaching-learning experience: was my role as a knowledge facilitator effective for my students? This self-evaluation of how I proceeded to teach the lesson material works hand in hand when trying to accomplish the day's objectives. A teacher should always evaluate their performance as well to see how to make the learning process more successful and meaningful. That is something I would share with my colleges in order to gain some insight from them to become a better teacher.

Q. 2. Which assessment techniques have you used that helped you become a successful teacher in achieving your students to learn the material?

2. I have used a good number of assessment techniques for measuring and evaluating my student's performance and learning. The most important assessment technique I used was the notebook to ensure students' daily work was completed. This technique helped me to stay on track with our day-to-day activities. They receive a grade for the information they copy (agendas) and work completed (spelling quizzes, etc). Another of my favorite assessments were conceptual maps that were also completed in the students' notebooks. We did a couple of partner and group activities with the vocabulary words studied in the lesson. We used open ended questions that was also a helpful tool to check for understanding. I also use the focused listing for concepts or topics to help students better understand them. Lastly, I used the comic strip as an assessment which the students really enjoyed completing relating to our unit: Fun with Dialogues.

Q. 3. Which techniques and strategies have you used on your classroom that you learned on your methodology courses?

3. Many of these teaching strategies I was able to complete in combination of one or more depending on the topic or theme. Since we began virtual learning in August I had to implement Education at a distance on Fridays because it was the only day that students didn't connect for meetings. This strategy was a challenge because the students were basically left on their own to complete a task with minimal help from the teacher. If they had questions, they could call or text with Teams with the teachers. Therefore, with the students at home completing the only homework day allowed, we used the independent study strategy. I believe it is correct to say that we applied technology integration in all our classes because it was used for a huge number of works.

I really love to use the interactive learning strategy because in makes the students get involved in what they are learning. They tend to talk more with this strategy. With this strategy I would also implement collaborative groups and play based learning because it was a great way to get the students going with hands on practice. They loved to play educational games together specially in completing reviews of topics. I used direct instruction usually when beginning a new topic or theme where the concepts were introduced and thoroughly explained. Once I finished with direct instruction, I would usually apply a guided practice session where I would guide the students to complete a task or work which another name would be the

"I do, We do, and You do" strategy. We used this strategy a lot with our learning platform Edusystem. Lastly, I used the PBL strategy for one theme on Alphabetical order and Dictionary use. This was a great way for students to complete a project while under the virtual teaching method.

Q. 4. How do you evaluate your academic readiness that helped you become a successful teacher on helping your students learn the subject?

4. My academic preparation is solid. I had great competent English teachers that I enjoyed every day of my college life. I miss talking to them about education and English as a second language. They provided me with the tools and the confidence to get out there and do what I do now. To evaluate my academic preparation, I would say that maybe they didn't teach me the English language per say but they taught me how I need to teach others specially children. They taught me how to teach in fun ways in order not to make learning monotonous.

Q. 5. On your experience as a teacher, what do you remember learning in the Teacher's Education Program that you have used on the learning process and how you can evidence it on the investigation?

5. I have used practically everything I learned in the education program for teachers. Like I said previously, I already knew how to speak the language but I didn't know how to teach English to others. I learned how to create and evaluate my own assessments, tests, quizzes. I learned how to make lesson plans correctly and effectively to ensure I don't improvise. I learned how to manage my class time efficiently. I learned how to create assignments, worksheets, rubrics, journals, short tests…all of which I implement in all my groups. I learned how to properly write learning objectives which I never knew I had a structure. I also learned how to manage a classroom which is a continuous learning experience.

Q. 6. Which are the areas that I need to prepare more to be a better teacher?

6. Well one thing is for sure I need to train more in virtual learning. We, at the school I work for, had a crash course of what virtual classes were and all that implies. We didn't have a formal education because basically its an area of expertise that not many used before the pandemic, and consequently it was a method in which we were forced to learn from one day to another if we

wanted our students to continue with their education when all the schools closed and not lose our jobs. I can handle virtual classes pretty well, but I feel there are so many things I'm not doing because frankly there are unknown to me, but I want to learn.

Q. 7. What suggestions would you offer to the Teacher's Educational Program for them to improve the preparation of teachers?

7. I would suggest from this day forth, to have more classes that teach how to deal and handle virtual learning. I believe its not just a single course, it's more than that. I agree that we have acquired deep and full knowledge in our discipline but how to conduct virtual classes, or education at a distance takes more than that. I think it's a fast-growing area of study that universities and colleges need to incorporate in the curriculum for any education degree.

Q. 8. How can you compare your experience leaving the program and starting work? Did you feel safe? Did you feel that you had the knowledge to be an effective teacher?

8. My experience from the program at the university was a lot of theory at first, but which later became more practical and dynamic specially when I started taking the methodology courses, then I had to complete my pre-practice and ultimately my "real" teaching practice. All the knowledge I acquired throughout the years I had to put in practice and made sure I did it the best way possible. Beginning to work as a teacher really scared me at first because I was new, didn't have much experience and there were so many things I wanted to do in such little time that it was overwhelming. I had all this energy and great expectations that I wanted to make sure I did everything by the book. I did feel a sense of security in my area of study because I know a lot of the English language in terms of content and knowledge, but it's one thing to know a lot and not know how to properly teach it. So, yes, I felt secure with the knowledge I possessed but I was nervous as how to be in total charge of my classes and groups. I also wanted to make sure all the students and parents liked me and wanted them to know I am a little more than average teacher. My bosses at the school constantly tell me to be more confident in myself because they see how

competent I am, but there is always a doubt inside of my head that says: no, you have so much more to learn! And it's true. This is my second year as a teacher and yet even though I feel I have accomplished a lot there is so much I still don't know but willing to learn.

Researchers general conclusions about the teacher reflections (Questions 1-8)

Ms. Morazzoni evaluated the Teacher education Program of Inter American University, Fajardo Campus as an outstanding program that prepare the students to be effective and highly qualified teachers that are ready to start working immediately after graduation. She also recognizes that the faculty that offers the general and specialty courses are well prepared and that they provide them with the necessary knowledge in content, teaching methodology, teaching strategies, preparation of materials to develop effective lesson planning. She aware that it is important to comply with national and state education standards.

The TEP Program prepares them in the skills necessary for the integration of emerging technology and the use of the *Individualized Educational Plan* (IEP), as a frame of reference in planning for students with special needs. The program through clinical experience courses (EDUC 1080, EDUC 2870, EDUC 3015 (pre-practice) and EDUC 4013 (practice course) offers the opportunity to observe, reflect on educational practices, plan and prepare materials. The program prepares them for the development of formative and summative assessment in the real scenarios of public and private schools in Puerto Rico.

She proudly expressed that during her two years of experience, and I quote her, "I have used practically everything I learned in the education program for teachers. Like I said previously, I already knew how to speak the language but I didn't know how to teach English to others. I learned how to create and evaluate my own assessments, tests, quizzes. I learned how to make lesson plans correctly and effectively to ensure I don't improvise. I learned how to manage my class time

efficiently. I learned how to create assignments, worksheets, rubrics, journals, short tests…all of which I implement in all my groups. I learned how to properly write learning objectives which I never knew I had a structure. I also learned how to manage a classroom which is a continuous learning experience." The training and professional tools provided by the staff of this program, definitely is the key to success in any educational setting that they have to face, island and nationwide.

Pre-post Test Description

Ms. Morazzoni developed a Language Arts test of 32 multiple-choice questions based on the skills developed in the selected Units. The skills were distributed within the test as follows:

- Kinds of nouns   4

- Simple Homophones   4

- Fiction Literature   5

- Alphabetical Order   2

- Roots Words (Greek & Latin Roots)   12

- Prefixes and Suffixes   5

                                                              32

The purpose was to administer an instrument that can measure, as a pretest, the students' prior knowledge, at the beginning of the unit. The same instrument was administered to the same students in order to measure the students acquired knowledge after the treatment. As you can see in the next page, the test result was statistically significant.

	pretest	posttest
Student 1	14	32
Student 2	11	32
Student 3	8	31
Student 4	11	32
Student 5	12	32
Student 6	10	32
Student 7	10	32
Student 8	7	32
Student 9	10	32
Student 10	11	32
Student 11	8	32
Student 12	15	32

Standard 4.1

Impacto del Egresado del PEM en el Desarrollo y Aprendizaje de sus Estudiantes

PK-12, su Instrucción y su Satisfacción con la Relevancia de su Preparación Académica

Sonifel College - Fajardo, PR

1.36696E-12

Resultado estadísticamente significativo

Research Objectives

In this study, questions were constructed (Appendix D) to reveal not only the instructional strategies and practices used by teachers, but also to learn through teachers' reflections provide more precise statement for the research problem:

1.How does a group of PEM graduates interpret the quality of preparation received in terms of professional knowledge, skills and dispositions?

2.What is the valorization that a group of graduates of the PEM, has regarding the pertinence of the preparation received for the fulfillment of their teaching responsibilities?

3.How teacher preparation program impacts the effectiveness of the in-service teacher in the classroom?"

4.What are teacher's reflection about and guiding principles for teaching English language learners?

5.What instructional strategies do teachers use to teach?

6.How is assessment conducted and used?

See the answers for the research questions below:

In this study, the researcher observed the performance of Mara Morazzoni according to her instructional practice for six weeks and learned through the following reflections that the graduate wrote in order to answer the research objectives as follows:

1.How does a group of PEM graduates interpret the quality of preparation received in terms of professional knowledge, skills and dispositions?

1. Having the opportunity to share with Mara Morazzoni in another educational setting and playing a different role, was an excellent experience to me. I knew she was great as a student but, regarding her performance as a newly teacher,

2. so far, she is well positioned on the narrow road of highly qualified teachers. To be considered at that level, an educator must meet, at least three particular criteria, first, having a Bachelor degree of a four years institution, next a full state certification, and last, demonstrates competence in each core academic subject in which a teacher teaches. If we review Mara's profile we can see that she is almost there. She obtained her bachelor's degree in English as a Second Language at the Inter American University, Fajardo Campus, in 2018. This indicates that in its academic preparation, the University prepared it in basic knowledge and skills for the mastery of the material she teaches. As part of the developed skills we can mention co-teaching, individualization of teaching and work in pairs, techniques and teaching strategies. She took courses in literature and communication, narrative and poetry, reading and writing, advanced writing, linguistics, comparative analysis of English and Spanish, children's literature, curriculum teaching and assessment of English (K-6) and acquisition of English as a second language. With all this educational background, there no doubt that she is on the right track. In terms of obtain the full state certification, she is working already with that. She started the process of taking the review, for the PCMAS but the fury of nature interrupted her plans, now she is again in the process to achieve that goal, and I know she has the potential to get it. And the last criteria were already covered, because demonstrations of competences come out naturally of her spontaneous way of teaching

2.What is the valorization that a group of graduates of the PEM, has regarding the pertinence of the preparation received for the fulfillment of their teaching responsibilities?

The graduates of the Teacher Education Program of the Inter American University of Puerto Rico, Fajardo Campus, value the preparation received by the institution since it has prepared them to be highly qualify teachers to perform in the public and private schools of Puerto Rico as well as in others school counties in the USA. The program has prepared them in the mastery on the subjects they teach as in the methodologies, teaching strategies and techniques to be used in the classroom. In this way they can identify each student's strengths and needs, goals, and objectives to provide a differentiated education. The Teacher Education program is responsible for preparing teachers in the assessment process to determine each student's educational progress.

The Teacher Education Program offers four Courses of Experiences in the Educational Environment (EDUC 1080, EDUC 2890, EDUC 3015 and EDUC 4013) where graduates could practice the knowledge acquired through the program. Graduates have the responsibility to develop a quality education that allows the development of the optimal potential of each student at public and private schools.

The provider, The Inter American University, Fajardo Campus, assigns qualified university supervisor to visit the candidate at the school when they are in the practice process, to observe and to provide technical assistance in coordination with the cooperator teacher. Mara validate that the provider coordinates with the Department of Education of Puerto Rico to ensure that the institution meets all the requirements based on federal and state laws. She was very satisfied with the TEP effectiveness in giving him the knowledge and skills to be an effective teacher with the Fajardo Teacher Program effectiveness.

3.How teacher preparation program impacts the effectiveness of the in-service teacher in the classroom?

Mara exposes that the Inter-American University of Puerto Rico, Fajardo Campus through the courses of Experiences in the Educational Environment (EDUC 3015-Pre-practice and EDUC 4013-Teaching Practice, the master students participate in workshops coordinated by the Faculty

of the Teacher Education Program, (TEP). Some of the workshops are: Teaching Planning, Assessment, Individualized Educational Plan (IEP), Classroom Management, Technology Integration, Information Management Skills and Teaching Strategies.

Schools also develop a training plan for regular teachers and include the candidates while they are doing teaching practice. This training process complements the technical assistance offer by the supervisor and the cooperative teacher. She really thinks that the TEP prepared her to be an effective English Education teacher during the pre-service or clinical practice course. However, he can really have said that the knowledge gained during his pre-service course gave him the idea that any teacher has to adapt to the latest changes in any functions as an English Teacher.

4. What is the teacher's reflection about and guiding principles for teaching English
    language learners?

She took all English courses from K-6. in the Inter American University, Fajardo Campus. It's a requirement of the Department of Education through school curriculum. Mara said that many students expressed that they do not like English. His biggest challenge was to motivate them to attend classes, participate actively, and maintain a positive attitude towards the subject. The students expressed in their reflections that one of the biggest challenges is the mastery of English as a second language because is a universal language. Another fundamental principle is to allow students to work collaboratively, developing their creativity in special projects. The fundamental objective of classroom research is that students through the Unit worked could develop reading and writing skills creatively and effectively. Mara managed to meet the objectives set in the research.

5. What instructional strategies do teachers use to teach?

The researcher observed and revise, Ms. Morazzoni lesson plans eery Friday for for six weeks using a variety of instructional strategies such as technology integration, distance learning, direct

instruction, guided reading, independent study last class review, open questions, read and think aloud, shared reading, cooperative learning, information search, communication skills, writing skills and differentiated instructions, and one that really makes a difference with the sample of this study, is Gamification and other particular games that can be framed within the ludic category.

6.How is assessment conducted and used?

During the development of the research, the teacher set the following assessment techniques for the UNIT ASSESSMENT

Research Assessment Plan

During the development of the research, the teacher set the following alternatives for the Unit Assessment: **Unit**: Fun with Dialogues

Ms. Morazzoni utilized a variety of assessment techniques that included alternative and formal assessment, and a set of evaluation instrument commercially designed, like Quizlet, to be used within digital platforms like Edusystem within others. She used quantitative and qualitative measures according to the type of exercises. The Department of Education of Puerto Rico also requires that teachers included as part of the assessment, tests, special projects, reflections and special assignments. This also applies for private schools because they need to be approved by the D.E.

As a formative assessment, in each themes of the unit she administrates short tests, require special assignments and reflections. In the summative assessment of each theme, she administrated short tests:

Assessment Summary

Mara utilized a variety of assessment techniques that included formative and summative assessment. She used quantitative and qualitative measures. The Department of Education of Puerto Rico requires that teachers included as part of the assessment, tests, projects, reflections

and special assignments. As a formative assessment, in each themes of the unit she administrates short tests, require special assignments and reflections. In the summative assessment of each theme, she administrates short tests: one regular test for the UNIT a with the accommodations for the student with special needs. In this way they were able to increase the achievement level of each student. Mara was able to demonstrate that there was a positive impact on the learning teaching process. With the results of the pre-posttest. There was also a positive impact on the mastery of skills worked in class as part of the developed Unit. She demonstrated her knowledge and skills as a highly qualified teacher graduated from the Inter-American University of Puerto Rico, Fajardo Campus.

Mara Morazzoni final conclusions of the results of the research

This research mainly aimed to measure the impact of the strategies adopted as a teacher on the academic achievement of students.
Work was carried out in the Language Arts Unit: **Fun with Dialogues**

The objectives developed were:

I. After providing different situations and guided practice the students will demonstrate that they can properly:
* identify different kinds of nouns (abstract, concrete, and collective nouns)
*. answer reading comprehension questions related to a particular story
* identify character traits, and recognize the elements of a setting
  II. After watching a film with a positive message, students will write a reflection paragraph about the film's central theme meaningfully.

*Through a game of Quizlet, students will have a lesson review within peers, as practice for a test this week.
* Students will demonstrate their acquired knowledge on the lesson material by completing an evaluation with 85% of accuracy.
III. After a thorough explanation of the rules to punctuate possessive nouns, students will identify them correctly.
* Students will recognize different homophones by sing the correct spelling of the words.

* Students will identify the correct homophone and how its function is used in sentences satisfactorily.

IV. As a matter of review, students will:

- classify different kinds of nouns in their respective categories, satisfactorily.

- choose the correct homophone used in sentences using puzzle pieces.

* demonstrate their acquired knowledge on the four types of nouns and simple homophones by completing a short test with 85% of accuracy.

V. As a preparation to work with prefixes and roots of words, students will:

- organize words in alphabetical order using the first and second letter criteria satisfactorily.

- organize words in alphabetical order using the third letter criteria correctly.

VI. Through a meaningful explanation, students will:
- recognize the **Greek** roots **aqua** and **astro** in words, form new words using them and write sentences with   words that have those roots, correctly.

- recognize the **Latin** roots **cred** and **fer** and will do the same, (like they did with the previous two.)

- use the correct words with **Greek** & **Latin** roots appropriately to complete a paragraph.

In the Unit selected for this particular research, the students worked with several language arts skills that were integrated with all the content standards of the English Program. The main purpose of this integration was to provide my students a real scenario where they can practice using the target language in different ways according to their strengths and weaknesses.

All the language activities and assessment exercises were created around the dialogues read weekly in class and they were designed and tied up to their respective objectives. Although we were having classes only three days a week, we were able to achieve our daily objectives and students' active participation in class has being improved.

As a teacher I was able to measure how effective it is to integrate the emergent technology in our daily basis to enhance the traditional tools that we have available.

This also facilitates students' connection to class, and the virtual communication with parents.

Finally, I can conclude that my active participation in this research helped me to be more aware of my capabilities as a teacher, to gain more confidence in what I do, and to deal better with students' needs and learning styles.

Researcher's final conclusions of the results of the research

The proposed research has the purpose of measuring the level and depth of the impact that graduates of the Teacher Education Program of Fajardo Campus have on their knowledge, pedagogical skills and willingness to learn from student population that is in charge. It will be done with a sample of graduates by disposition of the Teacher Education Program (PEM) of Fajardo Campus to provide, from a research methodology in action, data to determine compliance with the Standard 4 Program Impact of the accrediting agency Council for the Accreditation of Educator Preparation (CAEP)

This year, he participant was Mara Morazzoni a graduate from Fajardo TEP year 2018. Ms. Morazzoni was working as an ESL Teacher at Colegio Sonifel, a private school, in the municipality of Fajardo, P.R. Once Ms. Morazzoni accepted to participate in this study she filled the consent form already established for this purpose.

She decided to work with a fourth group that were presenting difficulties in their academic achievement. It was a group 20 students and all of them were non-native speakers. The sample was taken out of the first 12 parents that responded promptly, to the participation request. At the beginning of the research, last week of October 2021, students were working on a unit titled, Fun with Dialogues, with the aims to develop language proficiency, improve reading fluency and acquire more vocabulary. Due to the COVID-19 pandemic, classes were immersed in a distance learning modality. Under this condition the treatment given, needed to be more intense in order to make them fell in love with the language. With this on mind Ms. Morazzoni changed the approach that she used to use

and started to integrate more resources of the emergent technology available for both students and teacher and new teaching models and strategies that she had learned in the TEP Program and that change was really a great hit.

Although they were having less time with the teacher, the use of different teaching strategies like, independent study, education and distance, technology integration, among others, helped a lot to achieve students' improvement regarding the daily objectives. This was evidenced by the posttest results that showed a significant increase over the pretest scores.

It is very important to highlight the effort, commitment, and quality of time that Ms. Morazzoni is giving to her classes, not only, during these six weeks, but during the whole academic year, even when she does things in class, without mention them by their names in her plans; an example of this are the use of teaching models like Flipped Classroom and Gamification. Whenever we sat down to revise the weekly lesson plan and watch the recorded classes, I found out that she was using the flipped classroom model when she assigned student to look for some related content and study it at home, before being discussed in class. Another teaching model that was not identified in her lesson plans by its name was the Gamification model. All the digital games, practice and assessment activities where the ludic element is present, are entailed within this innovative teaching and learning model. We had the time to talk about these models and she was satisfied that I refreshed that out of her prior knowledge learned in her methodology course EDUC 3187.

In conclusion I can summarize that as a graduate from the TEP Program, as soon as Ms. Morazzoni complete the process that she is in, to get the full state certification (PCMAS) can be considered a highly qualified teacher. I affirm this statement because, throughout this period of action research is evidenced that this professional of education,

has all the other qualities and requirements that a teacher needs to engage their students in

learning and promote students' empowerment.

See Appendix

Dr. Myriam Caballer
Faculty / Researcher
March 2021