

Bree Adams

Week 4

Start Date: 10.23.2022

End Date: 10.29.2022

Hours Accrued: 24.50

Competency 3.1

This competency was demonstrated by attending the Equity Advocates meeting via zoom. This meeting consisted of multiple Georgia Cumberland Conference people as well as principals and individuals representing multiple schools in the GCC area. This gave me a chance to learn more about different concepts and things that relate to equity advocates such as how our schools and churches are not always built with equity in mind. Additionally, how it is our job to be aware and on the lookout for ways that our students are not being served with equity and ways that can be changed or updated to better support our students. I was able to share some things I do at Standifer Gap to help bridge the gap with ELL students. One thing I shared was how there are a few students who are primarily Spanish speaking students. They are only here for a few months to start to learn English and increase their exposure to different environments. I noticed that during the in class lessons that I did, they were very withdrawn and did not attempt to engage at all. Although they were only there for a little while, I felt that they deserved special accommodations to help them integrate more easily. I started translating, to the best of my ability and the help of the internet, the check-in papers and worksheets that I used during my weekly lessons. Additionally I put both English and Spanish translations on my slideshow presentations each week. When passing the check-in papers and worksheets out, I allowed them to choose which language translation they felt more comfortable with. This noticeably increased their engagement in the class lessons and allowed them to engage in discussions with other students in the class who spoke some Spanish on the topics we were discussing in class. Lastly, when I played videos in class relating to our topic for the day, I put Spanish subtitles on to provide additional assistance to the Spanish speaking students. Advocating in this way allowed the students to feel valued, and helped them gain insight from the social emotional learning lessons.