

I. Introduction:

Name: Laurie E. Maldague

Grade Level: 9-12th grade

Content Taught: English, ESL, English Language Development (ELD), Basic Skills

Why I Teach:

I teach because I enjoy the job. It allows me to do the things I love to do: to interact with people, to be creative, and to engage with the English language. Teaching also makes me happy. There is no greater feeling than the satisfaction one gets when the students are lively, engaged, and communicating dynamic ideas. After a great teaching day, after the last student has left the room, I have the sensation that something magical has just happened, as if a Disney fairy came flying into my room and sprinkled fairy dust with her magic wand, accompanied by the sound of pretty chimes as it wafts down through the air. This is a sensation that can't be bought by any billionaire!

Teaching allows me to use my intellectual and artistic ability the way almost no other profession would allow me to do. This is why I teach.

Context: I teach multi-level classes at Johanna Boss and N.A. Chaderjian High Schools at the Youth Correctional Facility in Stockton, CA. Many students exhibit the need for more vocabulary, reading, and writing practice. The purpose of this curriculum is to provide practice in preparation for the students to take the GED exam and obtain credits to graduate from high school. They will study and practice vocabulary in context and critical thinking skills in their reading and writing assignments. The courses will culminate in the students doing various projects and writing essays with in-text citations and a Works Cited pages. They will also complete Units 6 and 8 from their Holt/McDougal *Interactive Reader* (10).

The formative assessments will be ongoing checks involving questions by the teacher about subject matter during the class. The summative assessment will be the submission of projects, summaries, and final multi-paragraph essays.

CDCR Johanna Boss HS

Originally submitted: 16 October 2021

II. CSTP Growth and Development:

Overarching Long-term Goals:

10/28/ 2021: (Pre-program Goals)

1. My overarching long term professional growth goal involves continuing to practice my strongest skills while bolstering those skills that could be stronger. Specifically, after considering my Individual Development Plan and my initial CSTP Self-Assessment results, I anticipate continuing and concentrating on the elements of CTSP 3, Understanding and Organizing Subject Matter for Student Learning. I also plan to continue making additions and modifications to, say, my Course Map as I see which lessons are most successful with the students. For example, as part of our unit on Odysseus, I asked students to create colorful graphic organizers and eye-catching posters (Inquiry #2). This was not part of the original assignment, but as a response to administration's request for more Project Based Learning activities.

I also plan to incorporate CTSP 1, Engaging and Supporting All Students in Learning. I can learn more about my students before they enter the class, such as who has ADHD, for example.

2. Teacher Performance Assessment:

I plan to use the TPA's as a feedback mechanism to see where I am strongest or weakest. I recently received (see attached) an evaluation from my Principal. I will keep his comments in mind in terms of continuing to structure my lessons and using a positive tone when I teach future classes.

3. Initial CSTP Self-Assessment:

I am using the initial CTSP Self-Assessment results to pinpoint the areas that I need to think about, such as CTSP 4, Planning Instruction and Designing Learning Experiences for All Students. My goal is to gather more ideas about scaffolding and differentiating for my students that have learning issues.

4. Strengths and Opportunities for Growth:

I will use, as indicated in the paragraphs above, the initial CTSP to focus on the areas that I can improve, such as CTSP 5, Assessing Students for Learning. I would like to learn more about online quizzes, for example, and even more about online games, such as Kahoot and Quizlet.

Compared and contrasted pre- and post CSTP Self-Assessments:

Pre (October 2021)

CSTP 3: Understanding and Organizing
Subject Matter for Student Learning

CSTP 6: Developing as a Professional
Educator

CSTP 2: Creating and Maintaining
Effective Environments for Student
Learning

CSTP 5: Assessing Students for Learning

CSTP 1: Engaging and Supporting All
Students in Learning

CSTP 4: Planning Instruction and
Designing Learning Experiences
for All Students

Post (May 2022)

CSTP 3: Understanding and Organizing
Subject Matter for Student Learning

CSTP 2: Creating and Maintaining
Effective Environments for Student
Learning

CSTP 1: Engaging and Supporting All
Students in Learning

CSTP 6: Developing as a Professional
Educator

CSTP 5: Assessing Students for Learning

CSTP 4: Planning Instruction and
Designing Learning Experiences
for All Students

Analysis:

CSTP #3 and CSTP #4:

On paper, I didn't change that much--the first and last CSTPs were exactly the same (CSTP 3- Understanding and Organizing Subject Matter for Student Learning and CSTP 4-Planning Instruction and Designing Learning Experiences for All Students, respectively), only the middle CSTPs switched positions somewhat. Empirically, I feel that CSTP 3 and CSTP 4 are my greatest strengths even though CSTP 4 was "last on the list." I feel that these two CSTPs are closely related, and I feel that CSTPs 3 and 4 are where I spent most of my thought and activity. Specifically, I felt that my greatest learning was in course planning and choice of material. The curriculum at DJJ is quite different in structure from that in "regular" public California high schools. This is because at DJJ, students can be released at any time during the semester, they can be put on behavior modification programs, and they can be put on quarantine. All these factors could cause a student to be absent for weeks at a time. Therefore, I didn't have the luxury of time to set up a lesson that every class could finish at about the same time.

Specifically, concerning CSTPs #3 and #4, I particularly wanted to pick subjects that would resonate with the students, so I picked several adventure, "true grit" type stories with dramatic

conflict, whether they be ancient Greek legends or contemporary inner-city accounts. This is why, for a first assignment, I had students read a prose version of *The Odyssey*. We also used this as a basis for our Project-Based Learning (PBL) assignment, where students drew posters depicting Odysseus' trials before he arrived home at Ithaca (see posters below). After this project, instead of more "traditional" *bildungsroman* works, such as *The Catcher in the Rye* or the dystopian *Lord of the Flies*, I picked a contemporary work by Luis Rodriguez, *Always Running*. This novel/autobiography is about Rodriguez growing up in East Los Angeles and joining a gang. This work was quite successful with the students, and it was great to show them that "even a guy like us" could earn a great living as a talented and respected writer despite a difficult upbringing (see essay below).

Later, in the spring semester, we read more "true grit" stories, such as Jack London's "To Build a Fire" and H. H. Saki's "The Interlopers." These were followed by Poe's "The Cask of Amontillado," a story dealing with betrayal and revenge, issues that are present in many of my students' lives as gang members or ex-gang members.

Other CSTPs:

CSTP #6: Developing as a Professional Educator: (#2-pre; #4-post): I attended the various Professional Development meetings that were held at the school. We discussed important topics, such as having negative expectations of students and de-escalating confrontational events. We also discussed how to motivate the unmotivated, which is an issue in all classrooms everywhere. Some ideas that came out of these seminars were quite useful, such as starting out with compliments for any small bit of positive work or behavior and changing the format of presentations every 20 minutes or so. Effective scaffolding for Language Development students, such as breaking down stories into chunks no longer than 5 sentences or re-writing main ideas, was also discussed. I felt this added to my "toolkit" of effective practices with certain students.

CSTP #2: Creating and Maintaining Effective Environments for Student Learning: (#3-pre; #2-post): Concerning this domain I had to make sure that the room was attractive, clean, and free from contaminants and/or objects that could be used as weapons. I also had to make sure that the desks were free from graffiti so as not to provoke gang rivalries. I always try to do these things no matter where I teach, but I had to be particularly vigilant at OH and Chad (the high schools on campus) because the smallest threat could provoke a fight, which could have serious outcomes.

CSTP #5: Assessing Students for Learning: (#4-pre; #5-post): As stated above, we were not encouraged to give formal quizzes or tests because the students had weekly and monthly TABE (Test of Adult Basic Education) tests and GED tests during the middle and at the end of the semester. We were encouraged to create packets, which I did, for month-long reading and writing activities that could be done on a flexible schedule. 1 credit or 1 1/2 credits could be given if the entire packet was finished in a timely manner. Of course, I actually "taught" the packet so that students would have a chance to ask questions or to request clarification of terms, etc.

CSTP #1: Engaging and Supporting All Students in Learning: (#5-pre; #3-post): Since many of my students (maybe 1/3 of them) have ADD or ADHD or some level of focusing problems, my lessons had to be short and focused and of very high interest. This I tried to do with my selection of texts to read and follow-up activities for those texts. One follow-up activity was the poster assignment, another was an essay, another was a "finish the story" essay, another was a poem and poetry slams, and the last will be a process essay whereby students will create their own financial plan. By varying the activities, I can tap into the various learning styles exhibited by my students (i.e., visual, aural, kinesthetic, etc.) and engage all students as much as possible.

Areas of strength/opportunities for continuous improvement:

This year was a great year for learning about what "works" with a special group of students: incarcerated youth. I refined my knowledge of selection of texts as well as creating "chunks" of lessons so that students would not get overwhelmed or bored. I tried to divide each teaching hour into 3 parts: current events, main text/activity, and vocabulary practice. This kept the momentum up in the class, which proved to be a good idea. I had good attendance, which is also a sign of one's teaching strengths.

However, I feel that I could continuously improve my knowledge of my students' obstacles to learning, such as those enumerated in their IEPs or those exhibited in their behavior. I will be more diligent about consulting their IEPs in the future.

How I have changed, what I am most proud of:

As stated above, I have changed in that I improved my knowledge about the kinds of texts and activities that this particular group of students--incarcerated youths and young adults--respond to positively. I have learned that many of them are very bright and talented, but are missing the social and academic skills that they need to be successful in the outside world. With that in mind, I am very proud of the work my students produced, some of which is depicted below.

III. Impact on Student Success:

Specific Examples of Student Achievement: (see below)

Mrs. Maldague

English 11A

20 October 21, 2021

ESSAY: ALWAYS RUNNING

In life we are sometimes blessed to have people that we can look up to for advice and direction, knowing that they would not lead us astray. In *Always Running*, by Luis Rodriguez, young Luis was lucky enough to have someone to guide him, to give him advice, and to give him insight to lead him the right way. For ^{Luis} him that person was Chente Ramirez, a positive influence in the "barrio" who was willing to give wisdom to troubled youth like Luis, who was living life the only life he knew how. } good

Shortly after meeting Chente, Luis starts to make major changes in his life, due to ^{Chente's} the influence. } good
~~that Chente has on him.~~ Even though Luis starts to do better, he still slips back into his old habits.

For example, even though he participates in social groups in his community, he still devotes himself to the "hood. Chente invites Luis to study with and some others in a group called "The Collective," where they study politics, philosophy, economics, etc. All was good until Luis shows up to a session under the influence of heroin or as the barrio calls it, "^{la carga} La Carga." At the end of the session Chente notices that something is wrong with Luis and confronts him on his behavior and leaves him with some good advice: "When you win we win but when you go down you go down alone" (159). This was a piece of ^{leaky} advice ^{leaky} that refers to when he does well. ^{leaky} People in the community will be happy and supportive but ^{leaky} when he does bad, people aren't always going to be there to share the negativity with him. They're ^{leaky} struggling themselves, and any member of the community that is not behaving in a positive way brings down the whole group. } good

Another time Chente helped Luis was when Luis was pressured by the hood to participate in destructive behavior which led to him being detained for a shooting. After having his own mother turn her back on him, Luis feared that he would be doing his time with no support. Yet Chente was there to support him through his time in jail. Finally, with some help from Chente, Luis was released to his

parents and members of Bienvenidos a social community group in the barrio. After being released, Luis found out that a person that did not commit the crime was arrested and sentenced for the shooting. Luis did not want to go to jail, but he knows that the man who got arrested didn't do what the police claimed that he did. Confused, he goes to Chente and Chente told him, "The law isn't always about the truth" (192). This was a piece of advice that all minorities should know while dealing with the justice system. This quote opens Luis' eyes to social injustice that he and his people have had to face on a daily basis.

Close to the end of Luis' memoir, he remembers having a conversation with Chente during a time when Luis believed that he needed to defend or protect his "hood" by any means necessary. But as he grows older, he looks at things differently. Protecting his hood and being tough was all Luis wanted when he was younger. He was willing to shoot, stab, rob, and even kill for Lomas. When Chente advised him to get out and see the rest of the world, he refused and had his mind set on staying in Lomas. "I can't leave now; Lomas is everything, it's my family – it's my world" (236). This is what Luis says when Chente questions Luis' lifestyle. He comments that "The *vatos* defend a land which doesn't even belong to them. All the death- for what?" (236). This statement leaves Luis to ponder his life choices. Yet Luis decides to stay in Lomas. Shortly after his conversation with Chente, Topo, the first one who initiated Luis, tries to shoot Luis, which finally makes him realize that there was nothing left for him in Lomas.

As indicated above, Chente played a very positive role in Luis' life. Chente was to Luis what Athena was to Odysseus: an aide, a supporter, and even a friend. If it were not for Chente, Luis would have most likely continued his troubled lifestyle. He would have stayed in his gangbanging mindset that he had as a youth. This would have led to his death or incarceration. Everyone needs a mentor to help guide them when times get rough. Luis was blessed to have Chente to be there to make a major impact in his life and change his pattern of *Always Running*.

Statements from site administrators:

10/8/21, 12:07 PM

Mail - Maldague, Laurie - Outlook

Instructional Feedback on 2021-09-21 13:08:27

digiCOACH Feedback <no-reply@digicoach.com>

Tue 9/21/2021 1:50 PM

To: Maldague, Laurie <Laurie.Maldague@cdcr.ca.gov>

CAUTION: This email originated from outside of CDCR/CCHCS. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Laurie,

Thank you for allowing me to visit your classroom today. I saw some effective teaching strategies that were utilized during your lesson.

Below, I have included some feedback for reflection.

Strategy - Engagement/Independent Practice: When you carefully structured lessons, you were able to observe students applying their skills in authentic situations.

Strategy - Planning and Assessing/Outcomes: When you utilized a positive tone and approach in your lessons, you made students comfortable and increased student outcomes.

Strategy - Planning and Assessing/Outcomes: When you used different strategies in the lessons, you enhanced the positive outcomes of student achievement.

Strategy - Pedagogy/Project Based Learning: In congruence with the PBL theme, you had students developing and constructing on-going projects.

Regards,
Mike

<https://outlook.office365.com/mail/inbox/id/AAQkADlhMTUxZTA4LTdiYjU0NDkxNS05ZmU0LWRIM2UzNjE0NWVjMgAQAL6QTJMYH%2BBFu4sEjkBg...> 1/1

Maldague, Laurie

From: digiCOACH Feedback <no-reply@digicoach.com>
Sent: Wednesday, April 13, 2022 4:10 PM
To: Maldague, Laurie
Subject: Instructional Feedback on 2022-04-13 14:04:30

CAUTION: This email originated from outside of CDCR/CCHCS. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Laurie,

Thank you for allowing me to visit your classroom today. It is evident the students understood the CNN10 - A New Mission. They were answering questions and participating in the conversation. Nice job!

Cathy

IV. Addendum: Quick Summary of 4 Inquiries:

Inquiry #1: Effective Lesson Design

19 September 2021

A. Explore and Extend:

I chose “Effective Lesson Design” because it made rational sense to create an Inquiry concerning the Course Map that I created for the whole fall semester. I teach at Johanna Boss High School in Stockton, CA, where most of my students are reading and writing at less than 10th grade level. However, the majority of my students are enrolled in 11th grade English, A or B. Consequently, I must accelerate their learning to bring them up to 11th grade standards and, simultaneously, introduce the kinds of texts that are accessible to my students at their current level. In this Course Map, I utilize Backwards Planning because I wanted to be able to slowly increase the level and complexity of texts so students would be prepared to tackle a Shakespeare play at the beginning of spring semester 2022. With this in mind, I started this fall with a modified version of *Odysseus*, a text at a 6-7th grade level, followed *Always Running*, a contemporary text at a 9th-10th-grade level, followed originally by works by Steinbeck, Twain, Poe, Miller, etc. at a 10th-11th grade level. I changed the text from Week 11 on, and used Luis Rodriguez' *Always Running* and George Clason's *The Richest Man in Babylon* for their final essay assignment for fall semester, 2021.

Inquiry #2: Engaging All Students

29 September 2021

A. Explore and Extend:

I chose “Engaging All Students” for my second inquiry because it perfectly fits the philosophy behind the design of our first unit on the classic hero, Odysseus. That philosophy involves picking works that have educational value as well as relevance to students’ lives. In order to engage as many students as possible, I designed the unit to be comprised of several parts: reading background information, reading specific chapters with accompanying questions, and creating a graphic display and an actual full-length poster depicting Odysseus’ travels. I will show below how each part of the Unit was integral to engaging students to enjoy the subject matter and build upon class discussions with regard to their own lives.

B. Plan and Apply:

- 1. Designing Project-Based Learning:** The design of daily lessons in “The Hero” unit involved utilizing discrete skills on the part of students.

The first skill was word recognition and reading fluency. Students simply read about the 3 general stages of “the hero’s journey,” according to classical analysis: the Call to Adventure, the Road of Trials, and the Return. Then students read about the “stock” characters of a typical “hero” tale, such as the antagonist, the trickster, the temptress, the sage, and other supporting characters. They also read about traditional plot designs, such

as exposition, rising action, climax, falling action, and resolution. This was all in anticipation of reading the actual stories in prose form of Odysseus' travels after his triumph in the Trojan War. I chose a 7th-grade reading level for the text and DOK levels 1-2, sometimes 3, for the reading questions in this first assignment. I wanted all students to feel comfortable with the text and be excited about the content instead of stumbling over sophisticated words and possibly lose interest in the stories.

The second skill involved creating a graphic organizer of the actual events in the stories. This included the 3 aspects of the "hero's tale" mentioned previously plus elements specific to the *Odyssey*, such as *supernatural aide*, *threshold guardians*, *temptations*, and *challenges*. This involved the skills of classifying information and making value judgments about the effectiveness of Odysseus' choices, such as those with the Lotus Eaters and Calypso.

The third and final skill involved using their artistic ability to create 3X5' fold-out posters of Odysseus' journey, with drawings and cut-outs attractively placed on the board for future exhibition. This involved organizing information in an artistic way so as to emphasize the events that were most important in the stories. The students were also asked to display certain "truths" that Odysseus learned from his encounters, such as those from Teiresius in the Underworld ("The Gods will not do for man what he must do for himself"; "the journey is the important part, not the final success," etc.). This part of the unit was a nice addition for our class since we have been asked to create more "Project-Based Learning" activities by our administration.

Inquiry #3: Positive Learning Environment

27 October 2021

A. Explore and Extend:

Originally, I had planned in my Course Map to teach a more standard 9th, 10th, and 11th grade curriculum, with great works by American and British authors after an initial unit on *Odysseus*. However, I decided to concentrate on a more contemporary work, *Always Running*, by Luis Rodriguez. Mr. Rodriguez is a Los Angeles-based Chicano writer author who writes about growing up in East L.A. during the 60's and 70's amidst all the social and political turmoil of the time. The book is a memoir, a *bildungsroman* about how Luis, as a teenager, gets involved with gangbanging, robbery, violence, drugs, and women. I chose this text because many of my students have lived similar lives to that of Luis even though the book reflects events of 40 years ago, such as the Vietnam War. Luis, though, is luckier than his "homies" because he establishes a close relationship with Chente, a man about 10 years older than Luis, who guides him when he sees that Luis is engaging in self-destructive behavior. Chente establishes "meaningful connections" with Luis, and he becomes more socially and politically aware of the issues that impact their minority community. Since the events in the story are similar to events in my students' lives, they are more likely to relate to the main character as he evolves from a reactive, angry teenager to a more self-reflective adult.

Inquiry #4: Effective Lesson Design
18 November 2021

A. Explore and Extend:

Again I chose CSTP #4, Effective Lesson Design, for my 4th Inquiry because I wanted to create a lesson with a product that my students could take out to the "real world" once they are released from custody. Designing this lesson carefully was crucial to helping my students plan for their financial future. Indeed, it is often because of financial pressures that my students became involved in criminal behavior in the first place.

I designed this unit in a very traditional way because I felt that this approach would aid comprehension. I first had the students read the chosen text, *The Richest Man in Babylon*, and answer text comprehension questions at DOK levels 1-3. Then students were to write a multi-paragraph essay explaining how they would use at least **three** principles as described in the book to create their own wealth plan. Students will have to think of ways they can earn money legally and achieve their financial goals.