Academic Resilience in an Academic Setting:

Auto-Ethnographic Research on Five Years of Teaching

From Covid-19 to Implementing AI into High School German and ESL Courses

by

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Abstract

The purpose of this auto-ethnographic research was to self-reflect on my teaching practices over the past five years, in order to determine if my teaching practices satisfied the requirements to demonstrate: 1) my ability to construct an academically resilient German program in an academic institution; 2) my ability to lead a resilient German and a resilient ESL program in an academic institution; and, 3) my ability to utilize the resources available through the academic institution to plan for and respond to potentially harmful provocations, as they relate to the German and ESL programs I was in charge of. This study followed five years of teaching mixed grade level (9-12) high school classes, including pull-out, ESL classes, German 1, 2, Honors 3, and AP 4 classes over the school years 2020 through 2025. The data collected was placed in dialogue with the term, Academic Resilience, as a method of examining authentic situations in an academic environment. The results of this study show that over the past five years, a series of potentially harmful provocations were responded to in an academic environment, in such a way as to protect and strengthen the German and ESL programs that I was in charge of. The implications of this study promote that educators charged with leading academic programs should review the potentially harmful provocations that occurred in authentic situations in academic environments to determine if the educators could adopt the stated implemented strategies into their professional practices. The following are appended: 1) References; 2) AI Glossary; and 3) Assemblage of Instructional Activities.

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Chapter 1: Introduction

In this auto-ethnographic research study, I will be reflecting on my own teaching practices over the past five years. The tool that will be used comes from my dissertation. The research is broken down into three sections. 1) First-year teaching during quarantine due to Covid-19. 2) Incorporating extra-curricular activities into my teaching practice. 3) Developing my own rubrics and modifying Bloom's Taxonomy verbiage to facilitate artificial intelligence (AI) assisted teaching methods in mixed, 9-12 grade high school English as a second language (ESL) and German as a second language classes.

For the three aforementioned sections, I will define the terms, *resilient educational leaders* and *academic resilience* (Reinert, 2020). Then, I will reflect on the past five years of my teaching practice by focusing on my teaching philosophy, as well as on the four primary areas used by the Roswell Independent School District for teacher assessments, which act as guides for teachers to write self-reflections and document practice. In the core parts of this research, I will highlight some of the challenges, opportunities, and responses from the past five years. I will begin with the transition to online teaching as a Teaching Assistant at the University of New Mexico when we went into quarantine, followed by my first-year teaching at Roswell High School during the 2020-2021 school year. Next, I will examine my role in extra-curricular activities, including chartering and advising the German Club (2022-current) and taking over as the advisor for the National Honor Society (2023-current). Finally, I will take a critical stance on where I am currently at, in my fifth year at Roswell High School during the first semester of the 2024-2025 school year, as I am drafting new rubrics and modifying the verbiage in Bloom's Taxonomy to better foster teaching and learning methods using AI.

Chapter 2: An Ethnographic Methodology

Due to the fact that I am reflecting on my own practice, I chose an auto-ethnographic methodology for this research study. There has been a lot of recent literature published about ethnographies and ways of doing ethnographic research. Researchers, such as Cunliffe (2010) argued that ethnography begins with immersion, in which the researcher must enter into a community and make efforts to understand the community. He stated, "Ethnography is about understanding human experience—how a particular community lives—by studying events, language, rituals, institutions, behaviors, artifacts, and interactions. It differs from other approaches to research in that it requires immersion and translation" (p. 227). This unique immersion approach allows for the researcher to better understand a situation by understanding the cultural context within which the situation occurred.

The origins of ethnography are difficult to trace, but researchers, such as Savin-Baden and Major (2013) argued that ethnography "was one of the first qualitative research methods used," and that it "emerged from anthropological studies" during the 1700s (p. 195). According to the same authors, ethnographic research has continued to evolve through "pragmatic sociologists of the Chicago School in the 1930s and 1940s." They put forward that notable figures such as John Dewey, "argued against the positivist stances of natural scientists and, instead, sought to combine the scientific study of human behaviours with observational approaches" (p. 196).

While all ethnography research tries to understand human behaviors through some form of direct contact with the subjects, ethnographers have found specific research methods to fit the needs of their research. Savin-Baden and Major (2013) pleads for the case that the most common types of ethnographic research are: 1) Realist, which examines the intersection of political

structure and human agency; 2) Critical, which examines status quo; 3) Post-structural, which examines "broader question related to knowing and being"; 4) Auto-ethnography, which examines the researchers critical examination of their own narratives; 5) Due-ethnography, which examines autobiographical and cultural influences; 6) Ethnodrama, which examines art; 7) Virtual, which examines cyber space, and; 8) Cognitive, which combines "online and offline." (p. 206). Although falling under the blanket term, ethnography, each one of these types of ethnography is unique enough to warrant having its own paradigm, area of focus, and key features. Furthermore, while there are subsets, all ethnography research follows the same, over-arching principles of studying people in an environment. This makes the majority of ethnographic research anthropological in nature and that the majority of the final research findings add to the pool of knowledge in the form of written documents.

Careful analysis of the readings about or performing ethnographic research shows that the term, *ethnography* is a blanket term, thus, the research paper should identify which specific form of ethnographic research was performed. For this research study, I have chosen auto-ethnography or ethnographic research, in which I am my own research subject.

Description and History of using Narratives in a Methodology

The next qualitative method that I will examine is the *narrative*. Savin-Baden and Major (2013) argued that narrative research allows for the researcher to find meaning through stories. They stated, "Narrative approaches allow researchers to pursue the goal of studying the human experience, and such approaches range in form and kind from traditional narrative approaches, such as life history and biography, to emerging approaches such as digital storytelling" (p. 226). The narrative research gives a voice to the person being studied.

Christopher (2016) stated that it is also important to point out that just because a

participant provides a narrative, it does not automatically make every statement within the narrative valid. He argued, “Objective truth is not necessarily conveyed in narrative research by any form of testimony provided. It is understandable that narrative research, as a type of qualitative research, is more along the interpretive line of research than quantitative approaches” (p. 108). The reason that an objective truth is not conveyed is not necessarily due to the fact that the participant is trying to be deceptive. In some cases, the participant could have a narrowly focused lens or could be filling in missing information with assumptions and biases. This means that it is up to the researcher to provide the tools in order to interpret the narrative. For this auto-ethnographic study, I will be examining my own narrative.

One drawback to examining my own narrative, which must be make explicit is my positionality. As in any research, the researcher’s positionality effects the way that the data is analyzed; thus, the researcher needs to reexamine his or her own positionality, during the data analysis process. Creswell (2013) agreed that it is not possible for the researcher to take a completely unbiased stance on the research. He commented, “When an individual writes a biography, he or she writes himself or herself into the life of the subject about whom the individual is writing; likewise, the reader reads through her or his perspective” (p. 258). This would suggest that not only does the way that the researcher listens to a story and anticipates the way the story is going to be told influences the data that is going to be collected, but also the way that the researcher is positioned during the research influences the way that the data will be examined. There may be some biases due to the fact that I am providing the narratives for my own research; however, the data will be supported with artifacts (i. e. administrative observations, dossier reviews, event flyers, etc.) and the triangulation of data will provide correlating evidence for validating findings.

Participants / Sample size

A typical sample size for auto-ethnographic research using narratives is only one or two participants. There are exceptions to this. For example, the sample size can increase considerably if it is a narrative about a famous person, such as the life of Martin Luther King (Camangian, 2010; Savin-Baden and Major, 2013). Creswell (2013) agreed, stating that there should only be one to three participants, the inquiries should be based on an event of significance, and that the researcher should be able to build a chronology from the stories (pp. 258-259).

All of the researchers previously mentioned argued that the sample size should not be pre-set. The participants should be selected based on the needs of the research and limited only by the cultural boundaries, as determined by the researcher. Emphasis is placed on immersion, not population size (Camangian, 2010; Christopher, 2016; Cunliffe, 2010; Savin-Baden & Major, 2013; Creswell 2013).

Data Collection

Data collection for ethnography research is considered to be more labor intensive than that found in most other types of research, due to the fact that the researcher usually lives with the group being studied. This means that the data collection is not restricted to interviews and observations. Cunliffe (2010) argued,

> Because ethnographers are concerned with sociality—with how people live their lives and make meanings together—they are interested in interactions (e.g., meetings, formal, and informal conversations), written texts (policies, vision statements, media statements, emails, work manuals), talk (stories, narratives, metaphors, gossip, jokes), actions (routines, work practices), symbols (de´cor, dress, logos), and language (jargon, common phrases and words, technical language) of organizational members. (p. 229)

In most cases, the researcher participates in daily activities. This is not common with other research methods, in which the researcher is positioned as an outsider and studies the group from a distance. By participating in daily activities with the group being studies, the researcher acquires an insider's perspective on the group. Savin-Baden and Major (2013) supported the argument that the researcher's insider role was essential to establishing positionality for the research. They wrote, "Researchers tend to use ethnographic fieldwork and may choose an outsider or insider and outsider stance. They often use participant observations and in-depth interviewing; they take extensive field notes, which are a hallmark of ethnographic work" (p. 206-207). The same authors added that the data collection can vary, based on the specific type of ethnographic research being performed. For example, realist, critical, and post-structural ethnographies require observations of human interactions as well as one-on-one interviews. Auto- and duo-ethnographies require the researcher to use his or her own personal experiences as part of the data collection process. Ethnodrama and virtual ethnographies do not require direct observations of human interactions, but rather examine art, forms of representation, and online spaces. (Savin-Baden & Major, 2013).

As the literature suggests, understanding one's own positionality is important when performing any research. This is especially true when dealing with ethnographic research, since the research is more qualitative than quantitative in nature. As pointed out by Savin-Baden & Major (2013), "When using ethnography, the researcher faces essential choices about philosophical and personal position, framing the study, collecting data, working the data and writing about the results" (p. 202). Reading this quote reminded me of a good example of understanding one's own positionality, which came up in a research class that I was taking as a graduate student at UNM. The professor for the research class told us about a Native American

tribe that she had once researched. According to the tribal beliefs, no one was the owner of the tribal knowledge. This meant that no one could claim an authoritative stance on the knowledge, in order to inform a researcher. The next problem that the professor mentioned with researching that specific Native American tribe was the oppressive history of colonization that was still being felt on the Reservation. Her anecdote about researching a local tribe highlights that fact that the very act of data collecting does not begin in the field, but rather begins with the researcher identifying his or her own positionality. It is through that positionality that the researcher can then examine the *essential choices*, which will be used to define the data collection process. Plus, the interpretation of the data must account for significant cultural and/or historical events that could potentially mislead the reader. This begs the following questions: 1) What are acceptable methods of data collection in auto-ethnographic research? 2) Which essential choices will define the data collection process?

Auto-ethnography, which is the research methodology I am utilizing, is a form of research, in which the researcher is researching himself or herself. Offering alternative methods and explanations to data collection, Savin-Baden and Major (2013) put forward the view, "Data collection in auto-ethnography requires: chronicling the past; undertaking an inventory of the self; using approaches that enable visualizing the self; undertaking self-observation; collecting self-reflective data" (p. 202). This aforementioned data justifies the sample size of one, as well as allowing for data collection through a narrative. In other words, I, the researcher will be my own subject of study. As such, I, the researcher must find ways to better understand myself through intensive self-reflection (i. e. narratives) and previously constructed artifacts (i. e. portfolios, teacher evaluations, classroom observations, etc.), in order to collect and interpret data that speaks to my teaching practice.

Types of Data Collection for Auto-ethnographies through Narratives

Once the participants are selected, the researcher collects data primarily through interviews and documents. Data from a narrative is not restricted and it can come in multiple forms. Camangian (2010) argued that narratives spoken through non-traditional methods, such as through rap music are common among youths. He stated, "Although students often communicate their humanity in ways that seem destructive, their actions serve mostly as indicators of their own social trauma" (p. 182). These narratives themselves can be highly metaphorical and convey the emotional state of the participants. For this reason, the researcher needs to have a greater understanding of the community being studied. Without a deeper understanding of the community, the forms of communication and the connotated meanings in the statements could be easily misinterpreted. Savin-Baden and Major (2013) added that the data collection process can be complicated, when a researcher has a pre-set notion of how a narrative should be told.

> However, we suggest that narratives do not always have a plot or structured storyline, but are often interruptions of reflection in a storied life. Storied lives may have unplanned interruptions such as an unexpected illness that may disrupt identities, thus changing the story and the storied-ness of lives. (p, 230)

The researcher extracting data from a narrative must learn how to be a good listener. The participants are going to tell their story, which might not be the story that the researcher is expecting to hear. This was supported by Creswell (2013), when he stated that a good study "tells a story that reports what was said (themes), how it was said (unfolding story), and how speakers interact or perform the narrative" (p. 259). The researcher's role in the collection of data for narrative research is one of a listener and an observer. During the data collection process, the researcher should focus on documenting the individual's experience.

Types of Data Analysis

Since ethnographic is a blanket term for multiple types of research, the data analysis methods are dependent upon the type of ethnographic research that the researcher performed. Creswell (2013) examined types of ethnographic research that involved immersion and interviewing, (i.e. realist, critical, and post-structural ethnographies). He argued,

> An ethnography focuses on an entire culture-sharing group. Granted, sometimes this cultural group may be small (a few teachers, a few social workers), but typically it is large, involving many people that interact over time (teachers in an entire school, a community social work group). (p. 90)

In the text, Creswell (2013) discusses the collection of data through immersion, observation, and interviews. It is through the immersion process that the researcher is able to examine the day-to-day activities. For the population, he limited his selection to what he called a culture-sharing group. He stated, "Ethnographers study the meaning of the behavior, the language, and the interaction among members of the culture-sharing group" (p. 90). In these studies, the participant size was not limited to a pre-set number, but rather was limited by a cultural barrier. There was the population or those that belonged to the culture-sharing group, and the sample or those members of the population willing to be in the study. In my specific research, the culture-sharing group would be teachers. Although the population of the culture-sharing group may be very large, the focus of the research will still be a population of one.

Using the culture-sharing concept outlined by Creswell (2013), the data to be analyzed should include any artifact from the high school where I am working. These artifacts may include field notes, observations, interviews, lesson plans, student work samples, and anything that could potentially be used as a data point. These artifacts should originate from either myself

or from the stakeholders of the high school, such as students, colleagues, administrators, parents, staff, etc. Once the data has been collected, the next step is to reexamine positionality, both of the researcher and of the participants.

Several drawbacks of ethnographic research include the requirement to be immersed within a community or culture and a deep understanding of how the community functions, as well as the time commitment. The benefit of me performing auto-ethnographic research is that I already have an understanding of my own social-cultural system and the concepts that I would like to investigate. Furthermore, I have already collected much of the data before beginning.

Several benefits of ethnographic research include flexibility in writing styles and access to data. In regards to flexibility in writing styles, writing about the findings of an ethnographic study requires a unique style. This unique writing style can be linked to the insider/ outsider perspective that the researcher has. That is to say that a researcher is typically considered an outsider, but by participating in daily group activities and being the subject of study, the auto-ethnographic researcher maintains an insider perspective. The ability to possess an insider perspective, which influences the writing is part of the strength and uniqueness found within the immersion process. Creswell (2013) concluded,

> In an analysis of this data, the researcher relies on the participants' views as an insider *emic* perspective and reports them in verbatim quotes, and then synthesizes the data filtering it through the researchers' *etic* scientific perspective to develop an overall *cultural interpretation*. (p. 92)

The final analysis requires a *filter*, which is one of the tools that gives authority back to the researcher, and requires the researcher to make sense of the data. It is a safe-guard that protects the researcher from an unreliable or unsubstantiated quote. This is then followed by

representation. Savin-Baden and Major (2013) stated “Representation centers on the ability of the researcher to represent correctly, honestly and fully the researched group or individuals, through the collected data, to address the research question” (p. 207). In other words, after the information is taken from a culture-sharing group through immersion, observations, and interviews, and after the positionality of those involved is reexamined, the researcher filters the data and documents the findings in the form of written research. “This analysis results in an understanding of how the *culture-sharing group works*, the essence of how it functions, the group’s way of life” (Creswell, 2013, p. 92). Finally, this written research needs to be representative of the group being studied and correlate directly to the original research question.

Framework

First, I am going to explain my teaching philosophy, provide specific examples from the classroom, and explain how students’ voices were incorporated into their own learning process. Then, I will place the term *resilient educational leaders* (Reinert, 2020) in dialogue with my qualities as a teacher, to determine in what ways I am or am not a resilient educational leader. Finally, I will critically examine the academic programs I have been charged with both creating and maintaining at Roswell High School, to determine if they meet the criteria for *academic resilience* (Reinert, 2020).

Resilient Educational Leaders.

To be considered a resilient educational leader, a teacher must possess the following observable traits in a professional, educational environment:

1) They have the proper preparation (i.e. training and/or upbringing) to be resilient;

2) They know how to lead through adverse situations, while maintaining a positive attitude, moral bearings, and overall well-being;

3) They are team players, taking into consideration all of the stakeholders and the institutions that they represent;

4) They plan for, anticipate, and respond to adverse situations, and;

5) They maintain their attitudes, beliefs, and community ties, while delivering results over a long period of time. (Reinert, 2020, p. 69)

Academic Resilience.

Academic resilience requires the interpretation of multiple traits that are observable in the leaders, institutions, and other stakeholders charged with the responsibility of operating the academic program. Academic resilience is found at the intersection of the following two areas:

1) The leadership, which is charged with formulating a response to the threatening, external condition(s), and;

2) The institution of higher learning, in which the threatened academic program and/or academic department is found. (Reinert, 2020, p. 70)

For this research, I will be examining my own practice, in which I am part of the leadership. The institution is the high school in which I work. The two threatened academic programs consist of a German program, which offers German 1, 2, 3, and 4. German 3 is considered an honors course, and German 4 is Advanced Placement (AP). The second program is an English as a Second Language (ESL) program, which is currently being used to satisfy a federal requirement. The ESL program is labeled as “Tutorial” on the students’ transcripts, and consists of grades 9, 10, 11, and 12. The students in both programs will only register in one course (i. e. German 3 or Tutorial 9), but the classes are mixed (i. e. German 3 and 4 students in the same room at the same time).

Chapter 3: Proper Preparation to be Resilient

In this section, I will examine the first characteristic of a resilient, academic leader and place it in dialogue with my preparation (i. e. education, teacher training, upbringing, etc.). The first characteristic of a resilient, academic leader states: "They have the proper preparation (i.e. training and/or upbringing) to be resilient" (Reinert, 2020). In order to determine if I was properly prepared, I will critically examine the classes I took to become an academic leader, how the classes influenced my mindset, and how I incorporated my cultural perspectives and personal narratives into the lessons I learned. Along the reflective journey, I will provide real-world examples. At the end, I will use the data from the narratives to determine if I was properly prepared. Before I begin, I will state my current teaching philosophy.

Teaching Philosophy: Discipline vs. Punishment

There are two terms that I would like to define. The first is *discipline*, which I take to mean as a set of behaviors that emerge from training. For example, a ninja is disciplined in martial arts and a marine in a well-discipled soldier. The second term is *punishment*. Punishment is a negative consequence bestowed upon someone for the persons undesirable behaviors. For example, refusal to complete academic work could lead to a temporary ban on extra-curricular activities, such as football, cheerleading, band, etc. I argue that *discipline* involves identifying areas for improvement with the explicit goal of helping the student achieve his or her full potential. *Discipline* should confer to the student that he or she is a good student (identity); however, the student did something wrong (correctable action). *Punishment* confers to the student that he or she is a bad student (identity); thus, the student is something wrong (uncorrectable person).

Concepts of discipline in the classroom have recently found their way into many of the

contemporary counter-narratives to teaching. Trending topics and buzz terms that current teachers are being imbued with, such as *Social Emotional Learning*, *Culturally Sensitive Pedagogies*, and *Holistic Approaches to Teaching*, descend that discipline challenges traditional approaches to teaching by ensuring the students are prepared to learn. While the importance of discipline in the classroom cannot go understated, the claim that discipline in the classroom is a counter-narrative to the dominant and/or traditional approach to education is something that I would like to take a moment to dispute.

The science behind the claim for the aforementioned buzz terms (i. e. Social Emotional Learning, etc.) states, that the *limbic region* is the second brain layer, which encases the amygdala and regulates socioemotional communications. When a student is stressed, the student's brain will release a stress hormone called *cortisol*, which impedes the learning process. A release of cortisol by the amygdala during a state of stress, anxiety, or fear, which reduces an individual's working memory and rational thinking is referenced as *amygdala hijack*. Thus, it stands to reason that if the teacher adheres to social emotional learning strategies, the limbic region will not become infused with cortisol, and the student will be able to learn. The brand new, never before thought of strategy, which includes politically correct language, meeting the students where they are, teachers acting as role models, classrooms being set-up as safe-spaces, and of course, establishing routines with student expectations fall under the blanket term, *discipline*. (Cranston, 2020; Hammond, 2015; Hollie, 2018).

While I support the claim that discipline in the classroom is important, I must take a moment to defend the dominant narrative. I was able to find a copy of an old book titled, *Practical School Discipline – Introductory Course*, written by Ray Coppock Beery. His book was published in 1916, when school was not federally mandated, segregation still existed, and

Social Emotional Learning had not yet been introduced. He endorsed,

Teaching school means infinitely more than the mere giving of lessons in reading, writing and arithmetic. It means the moulding of human lives and characters. The amount of good which a single enlightened teacher may do for humanity can hardly be over-estimated … It cannot be denied that every factor in the child's surroundings has some influence upon him (Beery, 1916, p. 48).

Perhaps the lessons learned in the past devolved from one generation to another. Perhaps Social Emotional Learning is just another example of *old is new*, which is a common marketing term used when an old product, especially fashion related is reintroduced to the consumer. I submit, for the reader's approval, a summary of *old* findings from a teacher of the past.

Summary

1. Discipline is defined as a training to act in accordance with established moral principles.

2. If true discipline could obtain, most school-room problems would cease to exist and there would be no need of courts of justice and penal institutions.

3. The end of discipline is self-control on the part of the child.

4. Discipline is necessary for the production of worthy character.

5. A clear understanding of the end to be attained in discipline will decide the nature of the methods to be employed.

6. The teacher is the agent who must embody the ideal of self-control and thereby make perfect discipline possible.

7. It is impossible to secure any results in discipline unless its ideal is first embodied in the teacher's life.

8. The teacher's ideal must be lived out in his own life unconsciously. There can be no successful attempt on the part of the teacher to live in accordance with an artificial ideal.

9. The teacher's influence over the child helps or hinders the growth of good character.

10. Pupils instinctively copy the teacher's ideal.

11. Discipline is the teacher's greatest function. (Beery, 1916, p. 48).

As a consumer of *new* teaching materials, and an active member in a professional development community for teachers, I find myself at odds with the claim that Social Emotional Learning somehow challenges the dominant narrative. In my opinion, *take it with a grain of salt*, the current trends on discipline are examples of *old is new*.

Regardless of its origins, the term, discipline remains one of the most important terms in education. Returning to my teaching philosophy, I would like to offer another popular saying: *The difference between stepping stones and tripping stones is in how you use them*. I maintain that opportunities for disciplining come to light in the form of student reactions to challenges and new ideas (i. e. stones in the path). I further argue that these student reactions, whether deemed as positive or negative, are neither proverbial stepping stones nor tripping stones until they are addressed by the teacher. Aligning with my teaching philosophy, as opposed to punishment for tripping on a stone, the student should be disciplined in how to navigate on or around the stone. This occurs when the teacher facilitates the replacement of undesired behaviors with desired behaviors. Thus, the teacher must ask: *What exactly is the desired behavior? What do undesired and desired behaviors look like?* And: *How will you know if the undesired behavior has been replaced by the desired behavior?* The overarching idea of discipline states that the teacher implements strategies to empower the student to behave in a way that is beneficial to the student, the classroom, and all stakeholders at the school.

Teaching Philosophy: Practice

My educational practice centers around the belief that my role as an educator is to facilitate the individual's ability to achieve his or her full potential by developing into a well-disciplined student. This includes developing a system for controlling the classroom, in which the student will be disciplined, as well as building community ties with the educational institution's stakeholders. My educational practice consists of four primary parts: 1) drafting appropriate lesson plans; 2) creating a learning environment; 3) promoting student learning through teaching and assessment strategies; and, 4) collaborating with stakeholders and professional communities. Each of these aforementioned parts are expanded on below.

1) Drafting appropriate lesson plans.

Content knowledge: Develop standards-based modules. – Adhere to State standards. - Each lesson progresses logically. - Able to use relevant technology for academic purposes. Multi-modal lesson plans. – Modify lessons for students with special and/or additional needs.

Knowledge of students: Attend individual educational plan (IEP) meetings. - Ensure that the students' IEPs are followed. - Facilitate understandings of the students' homelife, backgrounds, and socio-political situation by participating in extra-curricular activities, as well as parent-teacher conferences.

Instructional outcomes and assessments: Objectives are stated and posted. – Multiple areas assessed (i. e. written homework, in-class activities, one-on-one interviews, class presentations, etc.). - Grades are regularly updated and posted. - Identify the students with special and/or additional needs, and ensure modifications are in place.

2) Creating a learning environment.

Safe space promoting rapport: Active listening involving the teacher and the students working

together to gain understanding of a topic during PBL. - *Turn taking* allowing for a free flow of thoughts and ideas. - *Adhering to physical proximity* to ensuring comfort levels. - Social contract is signed, and displayed.

Student roles and a learning culture: Posted objectives clearly state expectations. - Assigning roles to students. - Maintain high expectations. - Help create a social contract, which is posted in the classroom.

3) Promoting student learning through teaching and assessment strategies.

Meeting the students where they are: Assessments are not performed with the purpose of finding fault, but rather as a means of facilitating appropriately structured modes for comprehensive input. - Connect the lesson to the students´ knowledge.

Student buy-in and authentic assessments: Add open-ended questions. - Students play a role in the classroom. - Use student responses to further discussions. - Build on the cultural components. - Class is student-centered. - Analyze data from assessments. - Draw conclusions about students' work.

4) Collaborating with stakeholders and professional communities.

Collaborate with legal guardians: Contact guardians regularly by phone. - Parent/teacher conferences. - Notify guardians about academic, language, and on-campus emotional well-being support for students. - Ask the guardians for advice on how to support the student.

Collaborate with colleagues and professional organizations: Collaborate with other departments - Welcome feedback from administrators. - Seek out best practices from colleagues. - Seek out research during professional development. - Maintain membership in the American Association of Teachers of German (AATG).

At this point, I would like to address my positionality, in order to ensure that my

perspective is transparent for the reader. To begin with, I am a heterosexual, white male. I grew up in predominately white neighborhoods, attended a private college in Oregon, and studied at a prestigious university in Germany. After which, I attended graduate school at the University of New Mexico. As a teaching assistant, I taught to a very diverse group, including first-generation students, gender non-conforming, asylum seeking, and many more. Following five years in Albuquerque, I move to Roswell to work in a high-needs, Hispanic serving high school. This is my fifth year at teaching at the high school. The group of students I work with today are not representative of the group of students I grew up with. Neither the students' families nor their cultures are similar to those that I grew up with. However, after living in and being immersed for ten years in New Mexico' culture, and working directly with the students, I believe that I was prepared for the challenges I faced over the past ten years.

I would like to return to the first characteristic of a resilient, academic leader which states, "They have the proper preparation (i.e. training and/or upbringing) to be resilient" (Reinert, 2020). Having critically examined my teaching philosophy, which both acknowledges my positionality and reflects my disposition, I claim that I was properly prepared ten years ago to be resilient. In the next section, I will critically examine the classes I took to become an academic leader, how the classes influenced my mindset, and how I incorporated my cultural perspectives and personal narratives into the lessons I learned over the past ten years. As mentioned at the beginning of this section, along the reflective journey, I will provide real-world examples. At the end, I will use the data from the narratives to determine if I was properly prepared.

The Classroom - Not just a Place but a State of Mind

In this section, I would like to explore the practice of punishing students for speaking a

language other than English in the classroom. I would also like to explore the uses of the classroom by explaining different types of classroom set-ups and the pros and cons associated with each set-up. I will begin with the story that I have been working with for the readings and use portions of the daily writing to interpret the story. Then, I will explore the concept of room design for better classroom management. With each design, I will incorporate different pieces of scholarship into deconstructing classroom uses.

Prior to coming to Roswell High School, the topic of classroom design had already been of personal interest to me, as my professional goal was to become an educator. My focus areas in graduate school were second language acquisition and social justice. More specifically, teaching English as a second language and teaching German as a second language as well as supporting students' rights to learn about other cultures and languages. I wanted to understand how to design an equitable classroom that could facilitate learning.

For me, second language acquisition included learning about the culture as well as the language. The problem that can occur when learning about cultural practices is that one culture can devalue another. Given that there are many English learners with diverse backgrounds in New Mexico, it was likely that if I were teaching English as a second language, the classroom would be filled with students from various backgrounds. This could lead to interesting discussions about cultural similarities and differences. As will be noted in my story, diversity in the classroom could also lead to administrators enforcing a cultural hierarchy through the devaluing of other languages and cultures.

I was made aware of the practice of devaluing other languages and cultures, when I was doing a teacher training class at a local high school in Albuquerque. The training had been linked to a credit recovery program at the high school and the students that we worked with had failed a

class. It is important to note, that the students were not delinquent or causing problems, rather they were mostly learning English as a second language. Due to the language, and possibly cultural barriers, these students had struggled to either engage or stay caught up in the classroom.

During this training, myself and some of the other student-teachers worked directly with the high school students in the credit recovery program. Some of the high school students shared their personal stories. One story that stood out was from a girl caught speaking Spanish in class. She was punished by being given an in-school suspension. She was not allowed to attend class and she received an automatic 0% on her assignments that day. She described the classroom, in which she had the suspension, as being just a normal classroom. However, as part of the punishment, the faculty placed a towel over the clock on the wall. Sidestepping the towel over the clock for a moment, in my mind, this practice of punishing students for speaking the wrong language was problematic on many levels. Not the least of which, stems from the fact that I am interested in promoting an inclusive classroom, which celebrates culture and language.

The fact that many schools enforce an English only curriculum is just one of many reasons why the social justice aspect is an important topic in education, which is why I will explore it in greater detail. I am going to begin by explaining the three groups involved in this story of punishment and examine their perspectives. The groups are the administration that punished the female student for speaking Spanish, the Spanish speaking students, represented by the female student, and the group of student teachers, represented by me. Given the fact that I do not believe that the administration's use of the classroom was appropriate, I will end the paper by looking at ways to set up a classroom to promote learning and not to reinforce a punishment.

Bruner and the Concept of a Breach

The story about a girl caught speaking Spanish in class and being punished with an in-

school suspension is a story that I found disturbing, but others might argue it is totally normal. Bruner (1991) has an interesting take on social norms, which can help explain this disagreement. Under the heading of "Normativeness" he writes, "A breach presupposes a norm" (p. 15). Returning to my story, I am going to identify the norms found in each group, which explain why their behavior might be considered normal. Then, I am going to look for breaches, which might not be obvious from everyone's perspective.

The administrators at the high school were working there in exchange for money. For them, they had to protect their jobs, their evaluations, and their funding. According to policy, Spanish was detrimental to high test scores and policies laid out by *No Child Left Behind* (NCLB). Their narrative changed when NCLB went into effect. Being that the administrators were of the political majority, it was up to them to see that the policy was carried out. Once the administration linked Spanish to poor evaluations and less money, it normalized the attack on Spanish. For them, the sequence was very logical. Spanish leads to low test scores. Low test scores lead to poor reviews and less money. English leads to high test scores. High test scores lead to good reviews and more money. This means that Spanish in the classroom is bad and English in the classroom is good.

From a social justice aspect, the Spanish speaking student was, as a non-traditional, English only student, considered the *other* with a language *deficiency*. The administration had a goal to achieve higher test scores. The high school students were supposed to be making progress towards this goal, but the Spanish speaking students were not making progress. The reason that the administration gave for her lack of progress was that she was one of the *others* with a *deficiency*. The fact that she spoke Spanish in the first place made her the *other*. The fact that she continued to speak Spanish perpetuated her *deficiency*. According to the administration, the only

way that the *other* could become a traditional student and could begin making progress was by not speaking Spanish. One could argue that the only real lesson here is that the Spanish language and culture were of such low value in an academic setting that their very use on school grounds were punishable.

The next group I will examine are the Spanish speaking students. The punished student in the narrative grew up speaking Spanish and it was normal for her to speak Spanish. In this instance though, the narrative is not just the student's chronological experiences but rather the particulars of the specific school that she is attending. "To begin with, not every sequence of events recounted constitutes a narrative, even when it is diachronic, articular, and organized around intentional states" (Bruner, 1991, p. 11). For the student, the breach came in the form of attending an English only school. She not only became part of the school's narrative, but once she was in a new school, she had to learn new social norms. The clash between the two groups highlighted the social norms. More specifically, it she came to the realization that she is of a political minority.

As a language teacher and admirer of cultures, it is difficult for me to accept the attacks on the Spanish speakers. For me and most of my fellow student-teachers at the time, punishing someone for speaking a language other than English was a breach of the norm. We aligned ourselves with cultural exploration and classroom inclusion, not with money and ratings nor with political majorities and minorities. The problem with the Spanish language and the culture being devalued and the attacks themselves being normalized through federal and local policies were interpreted by us as a breach. It was a wakeup call that highlighted the prominence of social issues in our community and the need for social justice in the classroom.

Each group mentioned above had a different norm that they were following; thus, each

group was interpreting the same event from a different perspective. “The word *hermeneutic* implies that there is a text or a text analogue *through* which somebody has been trying to express a meaning and *from* which somebody is trying to extract a meaning” (Bruner, 1991, p. 7). Each group has a different perspective on the situation and each group extracted a different meaning from the same event. From different perspectives, the actions of each group can be seen as normal and the actions of the others can be seen as a breach.

Bruner’s work highlights that an event can have as many interpretations as it has people trying to extract meaning from it. Each person will come at the text from a biased position and will interpret the text from that position. I cannot say definitively that my perspective on language and culture is correct and other perspectives are wrong.

Reaching a sticking point on breaches and norms for the reasons for a punishment, I am going to attempt to address this narrative from a different direction. I will examine the pieces of scholarship about what is and is not an appropriate use for a classroom and place them in dialogue with what I believe to be true: *Going to a classroom should not be a punishment*.

Better uses of a classroom

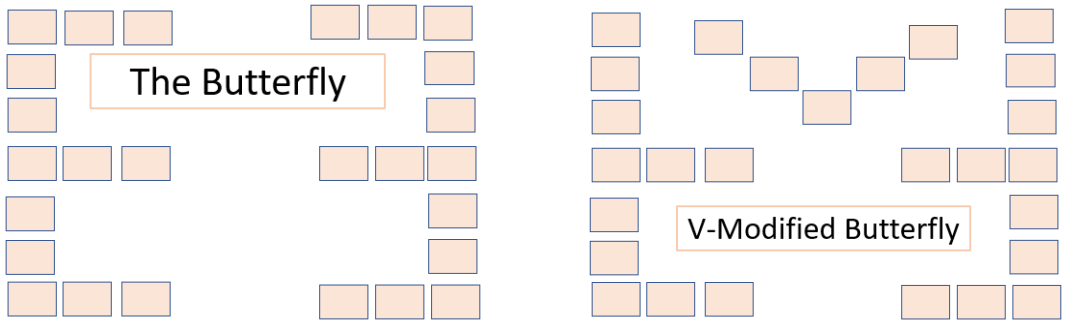
In this section, I am going to explain different classroom designs and argue that going to a classroom is not supposed to be a punishment. A quick disclaimer: Every classroom set-up has its strengths and its weaknesses. The only classroom design that is completely bad is the one that is deserted and has a towel over the clock.

Sending a student to a classroom as a form of punishment can only create and/or enforce a student’s belief that the classroom is something to avoid for several reasons. First, going to a classroom as punishment deters a student from entering a classroom by choice. Thus, following the punishment-reward system for discipline, entering the classroom is the punishment, avoiding

the classroom is the reward. Next, the classroom is where the core curriculum is taught. Extra-curricular activities, such as sports, typically have GPA requirements and eligibility is based on the students' standings within the adherence to the core curriculum. When a student is deterred from entering the classroom, the student loses access to both the curriculum and the extra-curriculars. This makes attending school a form of punishment, void of a reward. Finally, deterring a student to attend school does not even make sense, since it is not the student's choice to attend school. As Dixon (2013) pointed out, "Children today do not choose whether they go to school or not. The legislative norm of mass compulsory education across the world removes this choice, and it has been reframed as a human right" (p. 275). Given that education is compulsory, one could argue that the administration at the specific high school from the aforementioned narrative had misinterpreted *No Child Left Behind*. Either way, the administration did not use their classrooms correctly, as being in a classroom should not be a form of punishment.

It has been suggested that the classroom seating arrangement is just as important as the syllabus (displays2go, 2016). The classroom designs that I will be examining are the traditional brick and mortar plus desks style classrooms found in the US. Amongst the cited literature, some of what I will interpret stems indirectly from the work of Michel Foucault. "The philosopher Michel Foucault's theoretical work provides fertile ground for an analysis of areas of significant concern in researching of social work through his development of the ideas of discourse, power/knowledge, surveillance and governmentality" (Powell, 2012, p. 23). I chose Foucault primarily since I want my classroom to be set-up specifically for each class and the day's instructions. Thus, I will be examining specific aspects found in the aforementioned ideas of discourse.

The Butterfly and the E.



The first classroom design that I would like to deconstruct has four rows of parallel seating with two rows of runway style seating on the outside. Commonly referred to as the butterfly, when there are four rows, and the E when there are three rows.

The picture on the top right shows a modified E, which is more common in classrooms with tiered lessons and multi-modal lessons. Part of the classroom maintains the functionality of the E, but the front changes to a V-shape, in order to provide supports to specific students. For example, the V is more ideal for use with undisciplined students requiring a tool for behavioral intervention. Millei (2005) explains how the V-shape may be used as a tool. “First, discipline is a synonym and verb for control and in practice utilizes punishment, reward and regulation and promotes submission and subversion” (p. 128). When placed in one of the desks amongst the V, the student has fewer opportunities to be disruptive or to be derailed from the coursework. The V does not lend itself well to group exercises and it places the students under stronger, teacher surveillance. The desks found in the V can be reserved for independent work and they allow for easier access for the teacher than the E does. The teacher can work one-on-one with the students in the V, due to the staggering of the desks. This design stands in opposition to the clustering of desks on the inside of the E, which allows the teacher to observe and give feedback to a group.

Cohen (2008) explains why different seating arrangements in the same class, might be beneficial. He writes,

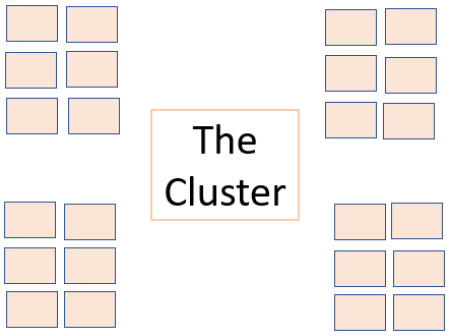
> Teachers and teacher assistants need time to plan curriculum together, to observe their students and reflect on what was seen and heard to gain insight into ways that they can support their children. Shared meaning and multiple perspectives can be acquired through discussions. (p. 18)

For a language classroom, the Butterfly and the E work well for group activities. The students are semi-clustered and the seating arrangement allows for a prop, such as a board game, a card game, or collaboration and discussion. Following Cohen's train of thought, I must point out that my interests lay specifically in teaching languages. The V does not lend itself well to language learning, unless it is during a written exam. Again, under the V, desks are set-up for individual work and the students are placed under stronger teacher surveillance. This might be common in a more traditional classroom.

> Classroom dynamics reinforced traditional conceptions of what a model classroom should look like. Having a quiet, orderly class was seen as the hallmark of sound educational practice. Teachers who were strict disciplinarians, who silenced students, and who even oppressed them into submissive behaviors were hailed as model educators. (Rendon, 2014, p.4)

Given that I do not need to place greater amounts of supervision on the undisciplined students during a typical lesson, the V-style classroom set-up would not be my first pick. The Butterfly or the E provide a better space for group work, since the desks are already together and the design promotes collaboration between students. This means that the butterfly might work well during a group activity and the V might only work for me during a test day.

The Cluster.



The cluster is far more common, especially with early childhood education or when there is group work. This design lends itself well to predominantly learner-centered instruction and small group exercises. I like using the cluster when students are required to verbally produce the language, since smaller group work eases stage fright associated with public speaking. The students do not have to stand up nor do they have to speak in front of the entire class, but rather they remain seated and only speak in front of a small group. Another benefit to this arrangement is the way it provides me with usable data that I can use when providing the students with feedback. With a smaller group to observe, I can interact on a more personal level with the students to learn more about the struggles that the students are having in connecting with each other or with the content. Sometimes referenced as soft-skills, Rendon (2009) states,

> Precious little time is spent on helping students to work with others, deal with emotions, recognize personal strengths, develop social responsibility, be good listeners and communicators, resolve conflicts ethically and creatively, and embrace diversity as well as what we hold in common. (p. 3)

The cluster allows for the students to work as a team and develop communication skills by interacting with their peers, and finally, the teacher can observe the interactions between the

students as well as monitor the class lesson.

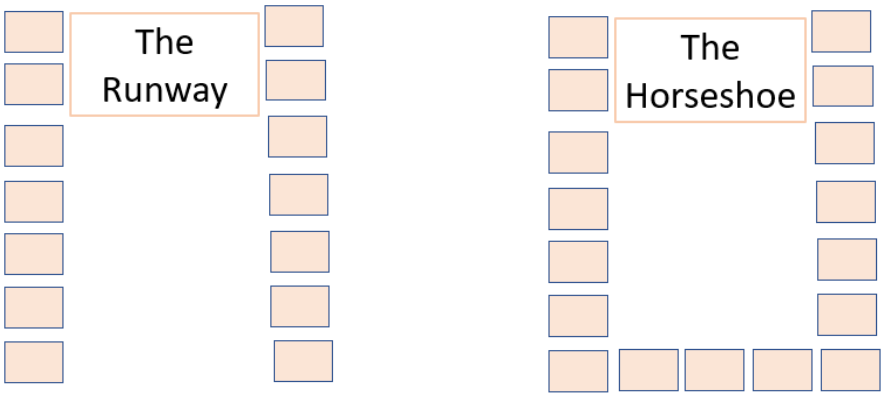
Unique to this design is that it allows for students to explain concepts and ideas to each other. However, often times the stronger student takes over and the weaker students passively engage in the activity. Another unique feature is the assessment. The teacher does not assess the individual student's ability, since the work being presented is group work. The assessment must review areas such as teamwork, communication, etc. The work-around to a single group assessment that many teachers prefer requires assigning roles to team members. Then, each member of the team is assessed individually, based on his or her contribution to the work.

The greatest drawback of this design is the noise level. Groups are supposed to be working together in the cluster; thus, more students are talking and engaging in activities at once in the classroom. Millei (2005) points out the contradictive message sent to the students.

> In school the young person becomes a student. The word student controls the child by setting a clear boundary of its expected conduct – 'listen to the teacher', 'be quiet', 'do as I explained to you'. The student should pay attention to the teacher, should learn, should place herself under the governance of the classroom rules. (p. 135)

The stereotype of classroom discipline often promotes students sitting quietly and the teacher talking. However, as Ayers, William and Alexander-Tanner, Ryan (2019) point out, "Because learning is active, not passive, I want my classroom to bristle with activity" (p. 42). For my language learning classes, I need the students to produce the language. Although loader than in a traditional, parallel row classroom, the cluster allows for a greater quantity of students to speak and interact with each other at one time than a whole group design does. Plus, as the teacher, I can choose if I want to assess small group work or assign individual student roles and assess the students individually.

The Runway.



The runway and the horseshoe place the teacher in the center. Unlike rows or columns, which emphasize a more independent learning style, these designs are more commonly used in discussions and lecture-based classes. The students sit on the outside of the side by side seating of the runway. They have a student on their left and/or right side as well as a student directly across from them. I have used the runway design in my classroom, with the Promethean Board taking the front-center space. This allows for the students to see the PowerPoint slides, as well as to see the displayed sample interview questions or sentence frames the students are expected to use. Along with facilitates some degree of partner work, the runway minimizes cheating, as it is easy for the teacher to supervise the students.

As a language teacher, I need my students to produce the language. To facilitate language production, I utilize the center space awarded by this design. Ayers asks, "What would an environment built around a desire to know and to be look like?" (Ayers, et. al., 2010, p. 40). On some level, I have to wonder if the students would have to remain in their seats in such an environment. In other words: *Does sitting through the entire class period build a desire to know?* My answer is that students only sit long enough to receive comprehensive input. Then, they use the awarded center space to find multiple partners and produce comprehensive output.

Classrooms – What have they been?

Millei (2005) studied a traditional, brick and mortar elementary school classroom, in which the desks were arranged in rows facing the teacher. This classroom setup was designed with teacher-centered instruction in mind. The students do not learn how to interact with each other, but rather, they learn how to interact with the teacher. It was not designed with learner-centered instruction in mind and it did not promote student interaction. Even the bathrooms had additional interior designs that she felt lent themselves well to discipline and surveillance of the students. Millei wrote, "The whole classroom area was easily controllable because there was no space for younger human beings' privacy. Even the height of the doors in the toilets invited supervising adult eyes." (p. 133). Additional security measures had been taken, such as furniture and shelving were arranged to prevent a person hiding behind or stashing an object within them. "The episteme of this early childhood classroom draws strongly on the discourse and logic of psychology and, particularly, the discourse of control. Informed by the discourse of control, disruption in the classroom was seen and dealt with as a control problem." (Millei, 2005, p. 138) The students were to face the teacher and engage with their own tasks. Any deviation on the student's part would be immediately noticed by the teacher.

Classrooms – What can they be?

I find the traditional rows and teacher-centered learning to be limiting and would prefer an approach that is more engaging for the student. I believe that a classroom can be, and should be, much more than just students sitting in rows filling out worksheets and I argue against teacher-centered learning for every single lesson. Extra-curricular activities that engage the community in relevant topics promote language learning, which is multi-dimensional and it should incorporate families and community organizers. I support teachers trying to learn about

the students by having the students tell their own personal stories, as well as incorporate what they are learning in the classroom in extra-curricular activities outside of the classroom. Through this process, teachers, such as myself, learn more specific details about their students and are better able to relate to them.

Conclusion

Since the early years of my teacher training, I had learned that the classroom should serve as a safe space for all students and be a place of learning. The classroom itself has versatility and can accommodate different teaching and learning styles. The dynamics can change just by shifting the position of a few desks. This illustrates the fact that there are multiple ways of teaching, just as there are multiple ways of learning, and that the teacher should not stick to just one classroom design.

Taken in the wrong direction though, as the administration at the local high school demonstrated, the classroom could be repurposed from a place of learning to a place of punishment. While I understand that the community deems punishment to be a necessary component of society, I do not agree with using the classroom as the place to carry out said punishment. The classroom should be reserved as a safe space and as a place for learning.

Having deconstructed the concept of punishing a student for speaking Spanish at school, I maintain my position that the administration was in the wrong. I understand that the administration's actions were influenced by their need for funding, but I do not agree that the struggle for funding justifies the punishment. Plus, there are consequences of this action. By repurposing the classroom into a place of punishment, the classroom ceased to be a safe space. By leaving the student alone in the classroom and denying her a school day, the classroom ceased to be a place for learning. The competitive nature of financial acquisition does not justify

the punishment, it does not justify the way that the student was treated, and it does not justify the repurposing of the classroom.

As I move forward in teaching, I will seek new ways of promoting an inclusive classroom, which celebrates culture and language. I will keep in mind that the classroom should be a safe space for learning and the space itself should be set-up accordingly. This brings me back to the guiding question: In what ways was I properly prepared (i.e. training and/or upbringing) to be resilient? I claim that my teaching philosophy properly prepare me mentally for the classroom, and the above examples of a classroom highlight my ability to regulate the physical space. Having placed them in dialogue together, and critically examining specific aspects of my training, I further claim that I was properly prepared to be resilient.

Chapter 4: Leading through Adverse Situations

In this section, I will examine the second characteristic of a resilient, academic leader and place it in dialogue with my leadership in academic settings (i. e. classroom teaching, professional development, leadership committees, etc.). The second characteristic of a resilient, academic leader states: "They know how to lead through adverse situations, while maintaining a positive attitude, moral bearings, and overall well-being" (Reinert, 2020). In order to determine if I lead through adverse situations in a manner consistent with those of a resilient leader, I will critically examine leadership roles I took on over the past five years and place them in dialogue with personal narratives. I will begin by describing how I responded to the shift from a physical textbook to an eBook, and progress through how I incorporated discipline strategies in a classroom. Then, I will inspect the incorporation of artificial intelligence (AI) in the classroom, in order to determine if I was implementing AI through a pragmatic system of continual improvement. Throughout the journey, I will search for accountability components and data that informs the reader of benchmarking for fidelity, and not just random acts of improvement. At the end of this section, I will use the data collected to determine if I properly lead through adverse situations.

My First Steps as an Educator – From a Textbook to an eBook

Much like many other teachers of my generation, I was not introduced to technology in the classroom through a course about technology in the classroom, but rather through first-hand experience teaching with technology. My first real step into technology occurred when I was teaching lower-division German courses at the University of New Mexico. I was told by my supervisor in the World Languages and Literature Department that we were going to be using an eBook and an online workbook from McGraw Hill, which published the *Kontakte* textbook we

were already using. There was a sales representative in the building at the time and the representative had brought information with charts and graphs and made the eBook and online workbook sound like this new technology would be far superior to the printed textbook we had been using. Unfortunately, that initial eBook was just a scanned copy of the textbook, which was not an improvement on the printed textbook. For example, there was a connect-the-dots activity that was scanned. The students could not write on their cellphones to connect the dots. The online workbook had a lot of multiple-choice activities, but nothing very challenging. Even worse, the online platform did not give me a way to monitor students to ensure that they were engaging with the material. As the semester went on, I spoke with many of my colleagues about the problems that I was having incorporating technology in the classroom. To my surprise, the consensus, which I collected anecdotally, stated that technology was designed for control freaks, leveraged by corporations to turn a quick buck, and detrimental to student achievement. Although good for a laugh, I needed more than anecdotally collected, social commentary. I needed research-based techniques to improve my pedagogical practices.

Developing a Method for Monitoring Student Engagement

Student engagement is crucial for student achievement. (Erol & Turhan, 2018; Lewka, Reddy, & Shernoff, 2019; Pilkington, 2018; Ramirez & Gillig, 2018; Schindler, Burkholder, Morad, & Marsh, 2017). As such, monitoring for student engagement during a class is one of the most important tasks for the educator to perform. The earlier problems with e-learning included students and educators not being in the same physical space, and the educator not always being able to monitor the student to ensure that he or she is engaged. The next problem was the technology itself. Much of the software and applications were often used to collect data about the computer's user for the purpose of data mining and not to monitor student engagement for the

purpose of learning. This may have given educators the impression that the computer was monitoring the student for engagement, which may or may not have been true. Again, I needed more than anecdotally collected, social commentary. I needed research-based techniques to improve my pedagogical practices. I selected the following questions: 1) Are educators utilizing electronic devices and software that are beneficial to student achievement? 2) What is an effective method for electronically monitoring student engagement?

Conceptual Framework for a Student-Centered Classroom

The conceptual framework that I was working with was based on classroom management and was supported by my pedagogical beliefs about the importance of a student-centered classroom. The German courses that I taught at the University of New Mexico were face-to-face courses. As a result, I developed a set of pedagogical beliefs that were relevant to a face-to-face course. Dennen and Hao (2014) argued, "Pedagogical beliefs can shape the way that technology is used in a given environment" (p. 406). This would imply that my opinion on technology was influenced by how I perceive technology to be useful in a student-centered, face-to-face course. My opinion at the time on both e-learning and b-learning was that they were too technology focused and not yet student focused. In other words, the curriculum had not yet caught up to the technology.

Gomes da Silva and Silva de Souza (2016) gave working definitions for both e- and b-learning. They stated, "E-learning is defined as a type of interactive learning, where learning content is available online and automatic feedback of student learning activities is assured" (p. 2). This type of learning does not require face-to-face interaction, but it does require the use of technology. They defined b-learning as follows:

B-learning is a derivative of e-learning, and refers to a teaching model in which part of

> the content is transmitted from a distance, in this case though the use of the Internet yet it includes classroom sessions, hence the origin of the "blended" designation which means mixed, combined. (p. 3)

Although I knew that I would have to construct a new curriculum to facilitate the use of technology, for the framework of my research, I used the three above mentioned classrooms (i.e. face-to-face, e-learning, and b-learning). The face-to-face classroom was the one that I was most familiar with as both a student and a teacher, but Prensky (2010) asked, "Should the Digital Native students learn the old ways, or should their Digital Immigrant educators learn the new?" (p. 3). While I might have been more comfortable teaching in a face-to-face classroom, the students might have been more comfortable with an increased use of technology in the classroom. Needing to embrace advancements in technology pushed me out of my comfort level, when designing the curriculum.

I felt my task as an educator was to design an effective curriculum for my students, which included delivery and learning strategies. The problem was that most of the techniques that I have used in the past might not be as effective in an e-learning environment. According to Mills (2016) this difficulty in designing an effective curriculum is a common theme in schools. He argued, "Schools are confronted with the digital challenge – which historically privileges linguistic or alphabetic modes of meaning" (p. 6). My task as an educator would then be to deconstruct the face-to-face course and find out what specific pieces (i.e. memorization, games, etc.) made it work. Then, modify the specific piece to fit an online environment.

Having deconstructed my own course and examined each specific piece that I believed made my lower-division German courses a success, I tried finding ways to modify them for an online environment. For example, the PowerPoints could still be posted online, videos with

grammar explanations could be posted, and many of the fill-in-the-blank and memorization activities were easily adapted to an online environment. Still, there was one major piece that did not transfer very well. This was my ability as an educator to monitor for student engagement.

Dixson (2015) stated, "Student engagement is critical to student learning, especially in the online environment, where students can often feel isolated and disconnected. Therefore, teachers and researchers need to be able to measure student engagement" (p. 143). This was easier to accomplish in the face-to-face courses, as I could simply observe the students' body language. If they were working in groups, student engagement could be heard by the amount of talking and laughing in the classroom. If the students grew silent, slouched down in their chairs, and stared at their phones, they were no longer engaged. Of course, this was not a perfect system, as many students have learned how to fake engagement (Fuller, K., Karunaratne, N., Naidu, S., Exintaris, B., Short, J., Wolcott, M., Singleton, S., & White, P., 2018; Lekwa, A., Reddy, L., & Shernoff, E. 2019).

As just mentioned, in the lower-division German courses that I had taught, student engagement had been observable. Fuller et al. (2018) stated, "Behavioral engagement relates to observable student activity, including how they engage with learning tasks" (p. 2). For me as an educator to be able to gauge whether or not the curriculum was effective, I needed to be able to observe the students. It would be through these observations that I could determine if the students were engaged or if I needed to make changes to the curriculum. The real issue here was not about the computer's ability to collect information about the student. We knew early on that data mining utilized a computer's capability of collecting large quantities of data about its user. The issue here focused on finding a non-creepy, non-spying method for educators to use, which could observe student engagement in an online environment.

The Covid Year – Teaching via Zoom

My first year at Roswell High School was 2020, the dreaded year in quarantine. I had a large learning curve to address with the transition to high school teaching, as well as how to implement an online curriculum via Zoom. Luckily, the Roswell Independent School District required all teachers to complete a Professional Development Plan or PDP via a Student-centered, Measurable, Attainable, Relevant, and Time-Bound Goal or SMART Goal. I was able to use the SMART Goal template as a tool and use my online classroom for data collection.

Narrative: 2020-2021 SMART Goal

In regards to the first part of the above-mentioned learning curve, prior to coming to Roswell High School, I had only taught adults. My experiences teaching included teaching lower-division German courses at the University of New Mexico (UNM) and teaching English as a second language (ESL) to adults. In regards to the second part of the above-mentioned learning curve, my immediate impression from both the students and the faculty was that they felt a feeling of estrangement in the face of the digital opponent that now challenged learning, aka Zoom.

Despite my limited teaching experience, empirical evidence informed me of two certainties. 1) The forced radicalization of the curriculum from face-to-face instructions to online instructions facilitated a state of academic detachment. 2) Student buy-in will only occur if the activity is identifiable and relevant.

Narrative: One Summer Long Ago

I had the good fortune to captivate a group of adult ESL students by chance once with an identifiable and relevant activity. As it turned out, the ESL students I taught had a specific purpose for being in the classroom. Specifically, they were asylum seeking refugees from the

Middle East and they had governmental requirements (i. e. enroll in an ESL class) for asylum that had to be satisfied. Their motivation for being in that ESL class was not to make friends, play games, or listen to American music. Their motivation for being in that ESL class was to satisfy governmental requirements. I should mention that not all of the students were asylum seeking refugees. We had many from Mexico and some from Africa. The students spoke multiple Arabic languages, Spanish, and Swahili. There was not a common language, as they were mostly newcomers.

One activity that I stumbled upon that worked well for the asylum-seeking refugees was a review of government documents. I found the Department of Homeland Security's nationalization documents online, and printed out a few copies. During class time, we had several stations set up. One station had numbers, one was games, and one was government documents. The station with the government documents quickly became the crowd favorite with the asylum-seeking refugees, and I had to continue with the same activity over the next few class periods. Student buy-in had occurred, since the activity was identifiable and relevant.

SMART Goal from 2020-2021

I will increase the amount of time that my students produce language during the synchronous (via Zoom) time from 30% to 50% by completing Sheltered Instruction Observation Protocol (SIOP) training and implementing the methods prescribed by the training.

Classroom Data

Quantifiable data was collected through observation of an ESL Tutorial course, which met on Mondays and Thursdays. Throughout the data collection process and the data collected for the SMART Goal came from the same course; however, the schedule and course format changed throughout the school year. The original format was a 90-minute, online course. The

students had 30 minutes of synchronous instructions, 30 minutes of asynchronous instructions, and a final 30 minutes of synchronous instructions. The next format was half days, with 30 minutes of synchronous instructions per course. The format after that was still half days, but with slightly longer, 45 minutes of synchronous instructions. The final format used during these specific observations involved a hybrid (i. e. online and in-person) format with 90 continuous minutes of synchronous instructions.

Despite the changes, the data collected was still viable for the following reasons: 1) The delivery method (i. e. virtual via Zoom) remained constant throughout the entire data collection process. 2) The SMART Goal measured the ration of class time spent with the teacher talking to the class time spent with the students talking, which was not deemed correlational to a set time frame. 3) The SMART Goal measure the impact of implementing SIOP strategies into the ESL Tutorial curriculum, which remained uninhibited by contact hours with students per week. 4) Varying course formats arguably strengthened data validity by showing the versatility of SIOP strategies in various course formats.

Based on the quantifiable data that I was able to collect, the SMART Goal promoted student engagement in the virtual classroom by implementing, measurable, research-based methods by uncovering identifiable and relevant topics necessary to promote student buy-in.

Highlights of the PD Journey

Two highlights, one of a professional nature and one of a personal nature from this PD journey stood out. On a professional level, I was able to complete SIOP certification. On a personal level, I was able to connect to students through *Where I am from poems*. Since the first highlight is self-explanatory, I will expand on the second highlight.

I was able to find and produce templates for writing *Where I am from poems*, which were

based on a poem from George Ella Lyons. In the original poem, George Ella Lyons wrote about physical objects from his past. The poem itself is self-reflective in nature. Against precisely this superficial aspect of the poem's nature, the act of writing a similar, spinoff poem becomes relevant and identifiable to the author. The spinoff templates I used incorporated multiple cultural themes (i. e. food, music, holidays, language, etc.), physical objects denoting location (i. e. cactus, ocean, mountain, etc.), capitalist and/or purchased items denoting social class and/or time period (i. e. 8-track player, Corvette, second-hand clothing, etc.), as well as emotional and/or internalized themes (i. e. feelings, things that make me happy, etc.).

The templates themselves were user friendly enough that I was able to place them into PowerPoint slides and on handouts. The students only had to fill in the blanks. All challenges, new ideas, and student reactions were addressed as opportunities for engagement. Again, I am referencing the saying: *The difference between stepping stones and tripping stones is in how you use them*. I argued that evidence of student buy-in presents itself in the form of student reactions to challenges and new ideas (i. e. stones in the path). Although initially tempted to evade tasks requiring contemplative immersion on students' reactions, I chose to contemplate. My conclusion favored the belief that these student reactions were opportunities for engagement, since I actively sought clarification as to why the students were reacting by presenting the students with directed speaking prompts. The students answer to directed speaking prompts, as opposed to just random prompts. In conclusion, class time spent on students talking increased when I, the teacher, sought clarification from students about their reactions by asking them directed questions, since the directed questions were both identifiable and relevant to the students. Although simple in design, the identifiable and relevant topics facilitated student buy-in, which led to an increase in class time spent on students talking (i. e. SMART Goal).

A Critical Review of My First Year Teaching

Having reviewed the first full year of high school teaching, it is now time to reflect on the narrative provided by the auto-ethnographic research and place it in dialogue with the overarching questions: In what ways am I or am I not a resilient educational leader? In what ways have the academic programs in which I am charged with displayed characteristics of academic resilience? To assist in answering these questions, I am recounting that for this chapter, I have been using the second characteristics of a resilient educational leader, which states, "They know how to lead through adverse situations, while maintaining a positive attitude, moral bearings, and overall well-being." (Reinert, 2020). As always, published research around the subject matter discussed will be examined to assist in constructing the portrait of a resilient, academic leader. I will begin with the research and a review of the narratives from this chapter.

In this review, I am going to examine the pieces of scholarship from English (2013), and Lampert (2010). I chose these texts, since each one brought in a different perspective on the concepts of morality and a teacher's role in a classroom.

The text by English (2013), in which he is actually defending the work of a German philosopher named Herbart. English states, in a very vague way, that a person should learn how to be moral through socialization curriculums in the schools. He begins by laying down some of the groundwork of the philosophy. "In his central educational work, *The Science of Education*, from 1806, Herbart develops a theory of education that illuminates important distinctions between socialization and education" (English, 2013, p. 3). Morality or at least social norms that govern the popular opinion of what is moral tends to be found in the socialization. This piece makes it the job of the educational system to develop morality. Since moral bearings are essential for a resilient, academic leader, I find it important to explore the portrait of a leader with moral

bearings. To begin with, English uses the word, *autonomy*, not to mean self-centered but rather the ability to choose. He argues that a person cannot act morally or immorally until he has a choice. That is that a person must have the choice to act in a moral manner or in an immoral manner. If the person has a choice and he chooses morality, then he is a morally good person. "Much of Herbart's thinking about how education differs from mere socialization hinges on the idea that education aims at autonomy, or self-determination, of the learner" (English, 2013, p. 3). If the person did not have autonomy or the ability to choose, then morality would not matter. For me, claiming voice and choice played integral parts in the teaching process. As pointed out in the SMART goal, the implications of expanding my teaching methods were based on my choices.

The second reading was the text from Lampert (2010), in which he tries to find a common teacher language by defining common words that are used by teachers. He begins with a few definitions for words, such as, practice and learning. "In talk about teacher preparation and professional development, we often hear the word *practice* associated with what, how, or when the learning of teaching is supposed to happen" (Lampert, 2010, p. 21). Learning was another reoccurring word that he tries to define. "To begin, I briefly describe the work of teaching and assume that *learning* is whatever one does to get better at that work" (Lampert, 2010, p. 21). With this definition, we find that learning has a function. Learning is to be a bridge to a career. He further breaks down the classroom into very small pieces, by pointing out that the participants are either teachers or students. This provides each person involved with a role. A student has the role of a student and a teacher has the role of a teacher. By building this dichotomy, each person is aware of where he is in the classroom (Lampert, 2010, p. 22). The role of the teacher involves working with both the students and the subject matter. This means that a teacher needs to have good people skills to deal with the students and he needs to understand the material in order to

formulate a good curriculum. If Lampert's theory is correct, then there should be a way of teaching teachers to be effective in the classroom. Having been properly prepared to be effective in the classroom, as shown in the previous chapter, I argue that choices I made to incorporate an eBook, as well as to teach via Zoom, influenced the direction of my teaching practice. Along the way, I made repeated efforts and never missed an opportunity to learn about the community I had newly been integrated into. Both the teaching practices and community connections are principally rooted in maintaining a positive attitude and a moral bearing. Both of which are found in the portrait of a resilient, academic leader.

In conclusion, I learned multiple teaching and learning strategies from this SMART Goal that would prove to impact my teaching. First, I learned how to use SIOP strategies for student engagement in an online and/or hybrid classroom. This occurred when I realized that the SIOP strategies revealed familiar aspects of student buy-in that were not easily identifiable in an online environment, by disclosing techniques for developing digital literacy skills, while providing sheltered instruction via Zoom. Second, I learned how to structure a SMART Goal for professional development. In combination with a SMART Goal, I was able to structure what I was learning in SIOP training with what I needed in the classroom. Finally, going through this process reinforced my belief in using research-based methods in a course design. All of what I was learning and implementing allowed me to conduct my own classroom research, based on current, published research. Thus, I claim that during the first of five years of high school teaching, I mirrored the portrait of a resilient, academic leader.

Chapter 5: Stakeholders in Second Language Acquisition

In this section, I will examine the third characteristic of a resilient, academic leader and place it in dialogue with my leadership within the community (i. e. parent-teacher affiliations, community service, leadership committees, etc.). The third characteristic of a resilient, academic leader states: “They are team players, taking into consideration all of the stakeholders and the institutions that they represent” (Reinert, 2020). In order to determine if my actions as a team player aligned in a manner consistent with those actions of a resilient leader, I will critically examine community-based leadership roles I took on over the past five years and place them in dialogue with personal narratives. I will begin by describing how I identified student populations and student needs, and progress through how I incorporated students’ backgrounds into lesson plans. Then, I will inspect the interactions I had with stakeholders (i. e. legal guardians, school board, local businesses, etc.), in order to determine if I was capable of acting with an emotional ability to function in a society, while integrating a pragmatic system of continual improvement. As with earlier parts of my reflective journey, I will search for accountability components and data that informs the reader of benchmarking for fidelity, and not just random acts of improvement. At the end of this section, I will use the data collected to determine if I was a team player and had taken into account the stakeholders and the institutions I represented.

Intersectionality of German and English for Speakers of Other Languages

Before beginning my journey as a teacher at Roswell High School, I had the privilege of attending the ESL Summer Institute, hosted by the College of Education at UNM. I chose to attend the ESL Summer Institute, after I had taught German as a second language, as I felt that the two complimented each other well. While I was working with ESL students at the Summer Institute, I found myself incorporating activities from my German courses. Likewise, as I was

reading about ESL strategies, scaffolding, and the zone of proximal development, I would often think about how these concepts could be incorporated into a German course.

What I have found is that many of the teaching strategies for German as a foreign language (*Deutsch als Fremdsprache*) and for Teaching English as a Second Language are easily transferred between the two courses, since they are both examples of second language acquisition. There are however, certain areas of disconnect, such as not having a common language with the ESL students. In this section, I am going to perform the following:

1) Explain the importance of the academic field, second language acquisition;
2) Examine scaffolding, the zone of proximal development, and strategies that would work when teaching a *Deutsch als Fremdsprache* course as well as when teaching an English as a Second Language course; and,
3) Examine teaching strategies that would not easily transfer between a *Deutsch als Fremdsprache* course and an English as a Second Language course.

The Importance of Second Language Acquisition

Second language acquisition is an important academic field for several reasons. First, in relationship to English, there has been a steady increase in dual language programs in the US. Second, proper construction and execution of a second language/dual language curriculum is important for students' success. Finally, English is often presented as a necessity to academic and professional success (de Jong, 2011; Gibbons, 2009; Rodríguez, 2018).

There has been research that has shown that English speaking Americans learning a second language, such as German can have positive effects on creating a sense of community, as well as an understanding of how language and culture feed into one another. By giving value to a person's interest in learning a second language, educators can reinforce the value of cultural

diversity and promote identity construction (Au, 1993, Bird, 2019; Rodríguez, 2018).

According to Rodriguez (2018), students should not just study a second language in isolation. He argued, "Given a voice, students, families, and community members can become a program's greatest allies and recruiters—or its biggest critics" (p. 9). By incorporating community members into second language acquisition, educators can promote cultural values and cultural understandings.

It is also important to allow students to inform the curriculum. Bird (2019) stated, "Finally, what better way to ensure the well-being of students than to value and use their ideas!" (p. 13). This allows for students to explore content areas that are of interests to them. This makes the language more personal, and addresses the individual identities of the students.

According to the literature, there are common reasons why a person learns a second language. There reasons include, minorities being forced to learn the dominate language; minorities wanting to learn the dominate language, in order to have greater educational and professional opportunities; and speakers of the dominant language wanting to learn a language for personal reasons. Adequately teaching a second language requires some knowledge of second language acquisition, which includes teaching strategies (i.e. scaffolding, backward design, etc.) as well as an understanding of student motivation or why the students are taking the course (i.e. academic, professional, personal, etc.) (Auerbach, 1992; Bird, 2019; Cappellini, 2005; deJong, 2011; Rodríguez, 2018).

Scaffolding Strategies in Second Language Acquisition

During the Summer Institute through the College of Education, we read several texts from Pauline Gibbons on scaffolding for second language acquisition. According to Gibbons (2009), "Scaffolding is the support required if learners are to engage in learning in their zone of

proximal development" (p. 153). It is with the aid of scaffolding that students are able to engage in learning, which has a high cognitive demand. The term, *zone of proximal development,* came from the work of a Russian psychologist named, Lev Vygotsky. Gibbons (2015) stated,

The educational basis for a child's development is encapsulated in what Vygotsky terms the *zone of proximal development,* by which he refers to the distance or the cognitive gap between what a child can do unaided and what the child can do jointly and in coordination with a more skilled expert. (p. 13)

For the purposes of second language acquisition in a classroom, the *more skilled expert* is the teacher. As pointed out by Gibbons (2015), "Good teachers also drive their students to the sky and help them gain confidence, but through the scaffolding they provide, set them up for success rather than allowing them to fall" (p. 3). In order to maximize the potential for language learning in a classroom, a good teacher needs to present the language to the student in such a way that the student can succeed.

Scaffolding Strategies for Teaching English and German

Effective language teaching should go beyond simply memorizing phrases. It should incorporate real-life situations, situational and cultural contexts, scaffolding, and chances for the students to produce output (Auerbach, 1992; Bird, 2019; Cappellini, 2005; deJong, 2011; Hayes, Bahruth, & Kessler, 1998; Ho, 2019; Norberg, Vikström, & Kirby, 2018; Rodríguez, 2018). Two key terms that came up in the readings were *input* and *output*. Input refers to what the student is exposed to (i.e. literature, speech, instruction, etc.). For the language learners, this may include exposure to the language as well as explicit grammar lessons. Output is what the learner produces in the language being used (Gibbons, 2009). The takeaway message from these texts is that a properly scaffolded language lesson should provide a language learner with enough input

and support required for him to be capable of producing comprehensible output in the target language.

Since both English and German are languages, it stands to reason that the rules which govern effective language teaching should apply to teaching both of them. In this section, I am going to explore three scaffolding techniques that I implemented at the Summer Institute. Then, I am going to speculate on how they could be applied to teaching German.

The first scaffolding technique, also referred to as a literacy strategy, was a cognitive content dictionary. This is a scaffolding technique that is useful when assisting students with building an academic vocabulary. The steps are as follows:

1) Provide a new word for the students to learn (i.e. der Schreibtisch).
2) Make a chart with four categories: predict, meaning, sketch, and sentence.
3) Ask the students to predict what the word might mean (i.e. schreiben means to write and der Tisch is a table).
4) Give them the meaning (i.e. desk).
5) Draw a picture.
6) Have the students write a sentence using the word (i.e. Ich kaufe einen Schreibtisch.).

This scaffolding technique works in both languages, as it is a vocabulary building activity. It is used to learn the meaning of a new word. The language, to which the word belongs, is not going to change its effectiveness. Output occurs, when the students produce a sentence. According to Norberg, Vikström, and Kirby (2018), “Being able to understand and use a word correctly in a context was thus shown as important among the students” (p. 900). A cognitive content dictionary is more than just memorization. It provides the students with enough scaffolding to produce output, which is placed in a context.

The next strategy is called, book boxes. This is a multi-modal input strategy, which favors multiple learning styles. According to Tompkins (2001), "Book boxes are especially useful for students learning English as a second language and for nonverbal students that have small vocabularies and difficulty developing sentences to express ideas" (Tompkins, 2001, p. 494). The steps are as follows:

1) Find a box (i.e. shoe box).
2) Select a book that is appropriate for beginners (i.e. Going grocery shopping.).
3) Find physical objects that can represent objects from the story (i.e. toy food, store ad, etc.).
4) Take items out of the box, as they are mentioned in the story (i.e. "Sie kaufen einen Apfel." Take out the toy apple.).

This input strategy assists the learners with comprehension, since the words do not have to be translated into their native languages. The objects in the book box provide a visual representation of the objects in the story and the students can also interact with the objects.

The last scaffolding technique is called, photos as ways in. According to Auerbach (1992), "Students bring photos of their families, home countries, homes, and neighborhoods as a way of introducing themselves and their countries" (p. 72). The steps are as follows:

1) Each student brings in a photo of their choosing (i.e. a picture of a dog).
2) The teacher asks a series of questions about the picture (i.e. What is the dog's name?).
3) The student answers (i.e. The dog's name is Max.).

Unlike the other scaffolding techniques, the students have more control when using photos as ways in. The students select their own photos, and typically have something that they can say about each photo. The teacher can model language, by asking questions in complete

sentences. The students use the photo and questions as input, then, provide output.

Each of the scaffolding techniques mentioned should be just as effective in teaching German as they are in teaching English. Combined, they provide enough structured input to enable the students to produce comprehensible output. In some cases, the students are participating in building the scaffolding, which will keep them in the zone of proximal development. In all cases, language learning should occur.

Scaffolding Strategies for just Teaching German or just Teaching English

When I reflect on my time teaching both German and English, there are two profound difference that stand out. First, when I taught German, it was to English speaking, American students. Second, when I taught English, it was in America, but there was not a common language. In this section I am going to explore the strengths and weaknesses of both learning environments.

Social and Cultural Contexts

Teaching German to English speaking American students meant that I had a common language as well as culture with my students. There was the obvious benefit. I could simply explain in English, if the students were struggling to understand something in the class. I could also gain feedback from the students, to find out where they were struggling. There were other, not as obvious benefits to teaching in America. I had the same culture as my students and I understood the same social contexts that they did. According to Au (1993), “When someone reads or writes, those acts of literacy are taking place in some social context” (p. 24). I never had to question what those social contexts were. I could easily predict how the students would react to learning a specific concept (i.e. grammatical gender), or which cultural norms they would find interesting (i.e. German universities serve beer in the cafeteria).

Not having a common language was just the beginning, when teaching English. I did not understand the specifics of their social contexts or their cultural norms. According to Gibbons (2009), the danger in this type of situation is that the teacher simply teaches vocabulary and not the social context for the vocabulary. She argued, "At the same time, we do not want students to 'parrot' academic language without understanding it, any more than we want them to be constrained by having access only to everyday ways of using language" (p. 23). I knew how to put everything into context for the Americans. I did not know how to place anything into a context for the English language learners.

Immersion

The English language learners did have one advantage that the German language learners did not. The English language learners were living in an English-speaking environment. According to Gibbons (2015), "There is, first, a *context of culture*: speakers within a culture share particular assumptions and expectations so that they are able to take for granted the ways in which things are done" (p. 5). By being immersed in an English-speaking environment, the students were able to experience the culture first-hand. "A second kind of context is the *context of situation*, the particular occasion on which the language is being used" (Gibbons, 2015, p. 5). Again, by being immersed in the English-speaking environment, the English language learners were able to better grasp the subtleties of the English language. They could experience how the language was used in a specific context.

According to Au (1993), "Literacy is defined as: The ability and the willingness to use reading and writing to construct meaning from printed text, in ways which meet the requirements of a particular social context" (p. 20). All of the students, English and German learners, were willing to use reading and writing in meaning making. The problem was that the German

learners did not have access to the social context. At times, I could compare it to something from an American context, but they could not experience it first-hand.

Scaffolding for language learning often incorporates the use of tools. Auerbach (1992) argued, “Tools fall into three categories: those that the teacher chooses from a preexisting source, those that the teacher creates, and those that students are involved in creating” (p. 71). From my own experience, English language learners in America were eager to be involved in creating tools. For example, several of them were interested in becoming US citizens. We looked up the *Application for Naturalization* and planned several lessons around it. These students knew what they wanted to learn, and they took an active role in structuring the lessons.

The German language learners were typically not as motivated to take an active role in structuring the lessons. They just needed a language course for their degree. They had a completely different form of motivation for learning a new language.

Lessons Learned at the Summer Institute

There are two important quotes that really sum up what I learned at the Summer Institute. The first is from Capallini (2005), which states, “Learning environments are only as effective as the instruction that goes on inside them” (p. 6). The instructions themselves should be properly scaffolded, in order to keep the students in the zone of proximal development. It is through this scaffolding process that the students receive adequate input, in order to produce comprehensive output. The second quote is from Auerbach (1992), which states, “Never underestimate your students” (p. 101). I find this important, as the students come to class with their own values, cultures, beliefs, stories, and strengths. If a teacher were to devalue what the students bring to the classroom, it would be easy for that teacher to provide classroom instruction outside of the zone of proximal development. In other words, if you devalue what the students bring, you are likely

to underestimate the students. By valuing what the students bring to the classroom, teachers are less likely to underestimate the students, and provide them with cognitively challenging lessons. This begs the question: *What are cognitively challenging lessons?*

Bloom's Taxonomy

I will explain how I answered the question: *What are cognitively challenging lessons?* To answer this question, I turned to Bloom's Taxonomy (Bloom et al., 1956), which outlines the process by which a person learns. There are six levels, each with a unique cognitive demand. From lowest to highest cognitive demand, the six levels are: *remembering*, *understanding*, *applying*, *analyzing*, *evaluating*, and *creating*. There are verbs associated with each level, which teachers use in their *lesson plans*. At the beginning of a *unit*, the teacher outlines what the students *will be able to do* at the end of the unit. The unit is then broken down into a series of *lessons*. The first lesson begins with the lowest cognitive demand (i. e. name, list, etc.) and the final unit ends with the highest cognitive demand (i. e. write, defend an argument, produce artwork, etc.).

Returning to the third characteristic, a resilient, educational leader takes into account all stakeholders. I argue that I considered the students' familial and cultural backgrounds, as well as their current living conditions before constructing the units and lessons for the units. I considered the supports the students had at home and through after school tutoring, as well as the cultural and familial expectations placed on the students (i. e. after school job, babysit younger siblings, etc.). I gained input from the stakeholders, to ensure cultural and social alignment complimented goals and academic standards. I accomplished all of this in the ways listed below.

Institutional Expectations

In each of the five previous years, I had been following State standards and SIOP

guidelines in lesson planning. Each lesson progressed logically and reflected important concepts, which I labeled as *content objectives*. Academic language, which was specific to both today's classroom and the specific discipline being taught is clearly stated and labeled as *language objectives*. Combined, I was able to ensures that both the content area (i. e. conjugating a verb, etc.), as well as the instructional language needed to complete the lesson (i. e. write, describe, paraphrase, etc.) were being taught. Bloom's Taxonomy levels structured the framework for the lessons, by ensuring steadily growing cognitive demands were being placed on the students.

Implementing Supports within my Purview

I had attended meetings for developing students' Individual Educational Plans (IEPs) and I ensured that the students' IEPs were adhered to during lesson planning, instruction, and when closing the feedback loop. When feasible, all students were given access to supports that were typically only guaranteed to students with IEPs (i. e. fidget spinners, coloring pages with colored pencils, etc.). Next, I incorporated the State's standards, the textbook's pacing guides, and language acquisition strategies into the production of the lesson plans. Each lesson awarded students the opportunity to produce language in an authentic manner (i. e. speaking, writing, etc.). They were able to use relevant technology for academic purposes, as well as work with partners and small groups, which provided challenging, yet obtainable tasks for the students. Finally, to facilitate my understanding of the students' homelife and socio-political situation, I participated in several extra-curricular activities, as well as in-class activities. I had developed a much better grasp of the students' needs, backgrounds, skill sets, and current academic language. I encouraged students to share by validating their opinions and current interests (i. e. holidays, sports, etc.), as well as any potentially new interests (i. e. travel, family planning, etc.). Plus, I had learned more about servicing students with special needs by following the outlined

procedures listed in their IEPs.

Being a team player facilitated my ability to conduct my own classroom research, based on current, published research and align it with community standards. This alignment ensured that both language expectations and proficiency level descriptors were consistent with academic standards, which was evident through third-party assessments. ACTFL standards were used to assess the German students, ACCESS was used to assess the English as a second language students. Last year and this year, the convention of providing students with language assessments will remain; however, the German 4/Advanced Placement students now take the Avant test, as well as the Advanced Placement exam.

The dynamic nature of language learning requires that multiple areas are assessed, although all areas share the quality that language serves a communicative purpose. Thus, I began preparing students for the testing and ongoing assessments with multi-modal lesson plans and included assessments for listening, reading, writing, speaking, and grammar. Each focus area was assessed using written homework, in-class activities, one-on-one interviews, class presentations, handouts, online and physical textbook and workbook assignments, individual and group work. The ESL students were assessed through WIDA standards, and the German students are assessed through ACTFL standards. Now, in my moment of self-adjudication, I claim that I mirrored the portrait of a resilient, academic leader, by being a team player.

Chapter 6: Adverse Situations

In this chapter, I am still examining the second characteristic of a resilient, academic leader, which states: “They know how to lead through adverse situations, while maintaining a positive attitude, moral bearings, and overall well-being” (Reinert, 2020). In order to determine if I lead through adverse situations in a manner consistent with those of a resilient leader, I will critically examine how I responded to the challenge of implementing artificial intelligence (AI) into the classroom, in order to determine if I was implementing AI through a pragmatic system of continual improvement. I would like to introduce the topic with a narrative about the first mention of integrating AI into the classroom. Then, I will discuss the literature review I performed based on different forms of technology in the classroom and student engagement with technology in the classroom.

The story begins in the 2024-2025 school year, when I was given the book, “AI for Educators” by Matt Miller (2023) during orientation. Then, during our very first professional development meeting, I was given the book, “50 Strategies for Integrating AI into the Classroom” by Donnie Piercey (2024). Piercey was the Kentucky Teacher of the Year in 2021 and he came to our district as a guest speaker. He showed us multiple AI apps, gave us several activities to try, and discussed best practices with AI in the classroom. At first, I thought that I would have several years to explore this new technology; however, I quickly found out that the students were already using ChatGPT and many other AI tools to assist them in the classroom. This required me to explore pieces of scholarship that describe practical ways in which technology had been successfully incorporated into classrooms, and to use their findings to pioneer in developing my own lesson plans and rubrics for lessons that incorporate AI in the classroom.

Student Achievement and Student Engagement Coincide

The instructional context of this research is centered around the importance of student engagement. According to Lewka, Reddy, and Shernoff (2019), student achievement and student engagement coincide. They stated,

> Although student achievement depends on teacher coverage of critical content, student learning depends substantially on how instruction is delivered and the degree of student attention and participation in learning activities. (p. 110)

It stands to reason that the greater the student engagement is, the greater the student achievement will be. If a teacher wants to ensure that the students achieve, the teacher must first ensure that the students are engaged. This begins with the pedagogical objective being introduced through the classroom (i.e. brick and mortar, online, etc.) and projects out to the way in which the students engage with the course material in the classroom. Taking students out of the brick and mortar classroom and teaching them through a mobile, electronic device poses a need for rethinking student achievement, since they pose as potential obstacles in the educator's path. As pointed out by Piskurich (2015), the electronic devices were not even initially developed to teach k-12 or college students. He argued,

> Mobile learning started with the army's use of hand-held devices that contained content, job aids, and entire electronic performance support systems for use in the field, or at least away from the classroom, to troubleshoot and repair various machines and their electronic components. (p. 457)

For the army, there was not a physical classroom option. The soldiers needed to learn and perform activities in the field. The soldiers did not necessarily have the option of returning to a classroom and speaking with an instructor. This begs the question: *How did technology find its*

way from the Army into the classroom? According to Dennen and Hao (2014), it was the availability of these electronic devices that made them attractive to educators, and not their ability to replace a brick and mortar classroom. They mentioned,

> Some activities are mobile by circumstance; they simply occur on a mobile device when they might as well use another technology. Others are mobile by necessity and by design, taking advantage of the unique qualities and tools associated with mobility, location, and mobile input and output devices. (p. 403)

The technological tools themselves were not be the focus of my literature review, but rather I wanted to focus on the educator's ability to select and use the appropriate technological tool. What I found was that the danger of technology, whatever lighter pleasure it afforded the teachers in its progress, might become attractive to the teachers, even if they are not appropriately integrated for teaching. This problem of poorly integrating technology into the classroom goes to the very core of instructional design. Piskurich (2015) mentioned, "Instructional design stripped to its basics is simply a process for helping you to create effective training in an efficient manner" (p. 1). Returning to the above-mentioned statements, to ensure student achievement, you must ensure student engagement. Thus, any instructional design should have an effective tool for observing student engagement. In other words, the purpose of technology in the classroom should be to engage and/or observe students.

In an instructional context, the educator needs to stay focused on the curriculum, and not be swayed by marketing gimmicks for new devices or trendy software. Pedagogically speaking, the instructional design should have safe-guards to ensure student achievement. This means that the technology used to replace a brick and mortar classroom still needs to provide the educator with the ability to monitor for student engagement.

How the Technology was Integrated into the Classroom

A potential problem highlighted by the literate claimed it is not necessarily that technology is being used or that e-learning is replacing a brick and mortar classroom. The problem is that many educators did not grow up using technology, nor did they learn how to teach through an asynchronous classroom. As a result, technology is not being used effectively. This made it important in this research to examine published texts about educators, raised with brick and mortar classroom, teaching online.

In contrast to the educators of past generations, aka *Generation X* (born between 1965-1980) or *Millennials* (born between 1981-1995), most of the students of the current generations, aka *Generation Z* (born between 1995-2009) and *Generation Alpha* (born between 2010-2024) did grow up with technology. Prensky (2001) claimed, "Our students today are all "native speakers" of the digital language of computers, video games and the Internet" (p. 1). The students understand how technology works and they are comfortable using it.

According to Mills (2016), working with technology requires a new kind of literacy. He argued, "Broadening conventional understandings of literacy beyond the written word does not create ambiguity. Rather, it resists a narrow literacy curriculum that excludes everyday literacy practices that are augmented and modified by multiple modes in digital formats" (p. 24). The difficulty with this comes from the fact that the teachers are not always technologically literate. They struggle to understand how technology can be implemented and in e-learning and b-learning environments, and they often leave a lot up to chance.

Crocket, Jukes, and Churches (2011) added, "Today, success in school clearly does not guarantee success in life" (p. 2). They argued that this was partially due to the fact that the educators are not teaching in a way that ensures student engagement. They claimed, "A learner

must be able to connect to what is being taught. Otherwise, the learning is like one side of Velcro: it just doesn't stick" (p. 89). The only way to ensure that the students are connecting with what is being taught, is to ensure that they are engaged during the lesson. According to Crocket et al. (2011), student engagement cannot occur by placing the students in a passive learning environment. They stated, "Talking at and teaching at students is not effective" (p. 89). This same problem of having a teacher-centered classroom carries over to an e-learning classroom, when there is no way for the students to participate. Passively watching videos, passively reviewing PowerPoints, and passively reading pdfs prevents the students from taking the lead in a classroom. The researchers continued by stating, "To help our students make a successful transition from school to life, we must shift the responsibility of learning from the teacher, where it has traditionally been, to the learners, where it belongs" (p. 2). In other words, the learning technology should facilitate student-centered learning by having two-way communication abilities. The technology would not be effectively incorporated into a classroom, if the technology perpetuated teacher-centered learning.

To ensure both success in school and success after graduation, the teachers need to incorporate proven pedagogical techniques through a computer-based delivery method. Myers and Adams-Budde (2017) stated, "Teachers around the world are attempting to use digital literacy practices which mirror what students are engaging in outside of the context of school in order to prepare them to live, work and contribute to a global society" (p. 769). Technology in the classroom is to be more than sensationalism or change for the sake of change. Success in school and after graduation requires that the incorporation of technology promotes student learning by making the content relevant to the student, and the technology provides the students with a technological literacy that will be useful after finishing school.

Social Media and Gamification in the Classroom

Ramirez and Gillig (2018) studied the role of social media in student engagement. They began their argument in the same way as almost every other researcher. They argued, "Increased use of online pedagogy in higher education has revealed a need to analyze factors contributing to student engagement in online courses" (p. 137). Thus, highlighting the reoccurring theme for online courses. Their research was a little different as they did not examine learning software, but rather they began examining popular online forums, such as Twitter. They further argued,

> The findings from this study confirmed the positive influence of previous online course experience on the attitudes of students and faculty toward the use of computer technology for educational purposes. The results also revealed that close to the majority of students and faculty wanted to learn more about Twitter and more than the majority were not afraid of Twitter for educational purposes. (p. 148)

This showed both a repurposing of already popular technologies, as well as the use of technology commonly used by the parents. Popular social media sites selected for their research proved to be familiar, comfortable to use, and capable of facilitating a dialogue.

Gamification is another slightly different approach to student engagement that has been taken by several authors, in which the student learns the content area by playing a video game (Gee, 2003; Tan, 2018; Udjaja, 2018). According to Tan (2018), gamification is not just playing a video game, but rather an interactive experience that incorporates the elements of a video game. He stated,

> The results point to the potential that meaningful gamification has in motivating and helping students in scaffolding reading material before their classes, and shows it to be not only a viable but also a worthwhile facility to invest in and develop—particularly for

facilitating a flipped-classroom environment. (p. 152)

Gamification works at maintaining student engagement by providing adequate scaffolding for students through a video game like program, without turning the learning environment into a teacher centered classroom.

Pilkingston (2018) was somewhat hesitant to fully argue in favor of gamification. He began by pointing out that gamification had not yet been fully accepted or rejected yet. He stated, "The results of using gamification in education are mixed, and its use is controversial" (p. 282). He did argue in favor of incorporating elements of gamification into learning, such as making learning fun. He stated, "The approach used here is characterized as playful rather than gamified in recognition of the criticisms of the term 'gamification,' and fun is used as a dynamic rather than an attempt to turn the course into an actual game" (p. 287). The overall goal is still to find a way to allow the students to actively engage with the course material, rather than have them passively absorb the information.

Challenges and Difficulties Gaining a Consensus

There are multiple challenges to using learning technology. Some of these challenges include the students' access to specific technology and software, the technology and software's ability to facilitate active learning, and the educator's ability to incorporate multi-modal approaches to learning via technology.

Access to e-learning and b-learning begins with access to the electronic devices, however, many devices have different operating systems or different software versions. Piskurich (2015) mentioned several of these problems in his article. He asked,

> Will you buy the mobile devices for your learners or have them use their own personal devices? If it's the latter, how will you account for changing file formats to match the

learners' equipment, and for possible multiple operating systems? (p. 459)

Once the students or taxpayers have purchased the current devices with the necessary software for the course, the next challenge to deal with is location. The students may only have access to their devices and software, thus, they can only engage as much with their classmates and with the material as the devices and software allow. Fuller et al. (2018) argued, "Active learning is an instructional approach that involves students as active participants in classes, tackling activities, often in small groups, to gain mastery of learning outcomes by doing rather than by listening" (p. 1). The problem occurs when the device and software do not synchronize, or if they only allowed for passive media sources. This would occur if the course was teacher-centered and the students only had access to videos, PowerPoints, and pdfs.

Multi-modal approaches to education promote teaching to students with different learning styles. The problem with relying too heavily on a single computer program is that it might only teach the content area in one specific manner. Prensky (2001) stated that many of the current students are familiar with technology in general. He wrote,

> Today's students – K through college – represent the first generations to grow up with this new technology. They have spent their entire lives surrounded by and using computers, videogames, digital music players, video cams, cell phones, and all the other toys and tools of the digital age. (p. 1)

Even though the students are familiar with technology, the educators still need to make the lessons multi-modal. Mills (2016) argued, "Communication is increasingly multimodal as multimedia technologies, screen-based interfaces and electronic networks proliferate" (p. 88). On the plus side, many software designers are taking a multi-modal approach to technology, since having digital literacy does not automatically mean that students' learning styles change. For

example, a visual learner will still be a visual learner, even if he is learning via a computer.

The next concern is that the role of the teacher should not be replaced by a device and software. Instead, devices and software should be tools that educators use to ensure student achievement. According to Plavšić & Diković (2016), “There were never doubts about teachers’ significant role in students’ acquisition of various skills, knowledge, attitudes, motivation, beliefs, even life choices, etc.” (p. 120). Devices and software should not be used, if the educators’ confidence level deems them to be detrimental to student achievement.

Literature Review and Gaps in the Literature

There was the notable challenge of student monitoring along with the effectiveness of technology in the classroom, which stemmed from concerns about the effectiveness of technology in the classroom as well as the struggles of non-digital-native educators having to *wing it*. Thus, I began the literature review by searching for books and articles that addressed technology in the classroom and student engagement with technology. The research showed that the educational stakeholders pushed for high-tech classrooms the most current software; however, the teachers consensus skewed to the belief that any benefit to student achievement was purely coincidental. Teachers felt that the technology was not designed specifically for the classroom, the software was often substandard and less effective than a textbook, and the educator themselves lacked the technical knowledge and ability to adapt the technology to their specific classroom needs.

The initial part of the review led me to draft additional questions, which I was unable to answer using the available pieces of scholarship. These questions included: *How much agency or control of the learning environment does the educator need to maintain his effectiveness as an educator?* Using my own experience from my last year at UNM in 2019, through my first year of

teaching at RHS in 2021, I did not feel that an online workbook with multiple choice questions was very effective. Going directly to the point of agency: *At what point did I get to select course materials and plan curriculum and at what point does the software designer do it for me?* The district responded to this challenge by subscribing to an online platform called *Clever*, which lodges and provides a single sign-on for apps, as well as by subscribing to an app called, *Canvas*, which allowed teachers to post their own PowerPoints, handouts, and links to the eBook and workbook. Although I found a lot of material provided by the tech companies themselves, I did not find articles or books on the topic. The next question was based on technology in the brick and mortar classroom. *How does the teacher ensure that the student is on task?* This is a constant problem when using laptops and cellphones for several reasons. Some of these problems are based on student discipline, such as checking emails or social media during class time. Some of these problems stem from the tech companies and Internet providers, such as streaming ads on the side of homework and violating FERPA standards in the classroom. At Roswell High School, the teachers do have a few tools at their disposal. The district provided an app called, *Blocksi*, which allows the teachers and administrators to see the students' Chromebook screens. *Blocksi* is only available on school provided technology, such as the Chromebooks and the desktops in the library. Unfortunately, most of the students use their personal phones, which the district allows. The students either hold their phones in their hands or they place them on the desk with the screen facing down. The teachers are not allowed to have any physical contact with the students or their personal property, which includes taking phones out of students' hands or picking up phones from desks. The other option with a personal laptop is to have teachers actively checking students' screens; however, I have found that students often have multiple tabs open at once. The students quickly toggle to a different tab, when a teacher approaches them.

Developing Needed Protocols

With the literature review completed, my next task was to develop protocols around these two aforementioned areas for improvement. I took a different tone, and chose to leverage student accountability and rubrics to provide needed supports for the students, since basic self-control was not enough. I accomplished this by utilizing strategies that I was learning through district mandated, social-emotional training. These strategies included making a classroom contract, in which the students assisted in making the rules for the classroom, sign the contract, and we hung the contract on the wall. Another strategy involved reviewing counseling and other mental health services available through the high school. The students were surprised to learn that the K-12 school system was the single largest provider of services in the State, as well as served as a hub for all services, regardless of their provider. Finally, I constructed rubrics, which incorporated on-task behaviors. In other words, there grades were not based solely on having the right answers. The students received a grade for their classroom discipline as well.

Misunderstandings with Rubrics

In my experience when dealing with students, families, and other educational stakeholder, rubrics remain a misunderstood concept in K-12 education. I have witnessed misconceptions in public forums discussing educational reform and asking vague questions about whether or not schools are succeeding or failing. I have witnessed misconceptions during parent-teacher conferences when the parent and/or legal guardian did not understand how students were assessed. I have witnessed misconceptions in class when students did not understand why they were receiving a bad grade on an assignment. Since I gave students a grade for on-task behaviors, which was correlated to behavioral descriptors in a rubric, I have provided an in-depth review of rubrics in the next chapter.

My Ability to Lead through Adverse Situations

While determining if I lead through adverse situations in a manner consistent with those of a resilient leader, this section critically examined how I responded to AI, in order to determine if I was implementing AI through a pragmatic system of continual improvement. The narrative provided evidence of a positive attitude, a strong moral bearing, and an overall sense of well-being. Thus, I argue that I satisfied the requirements for the forth characteristic of a resilient leader.

Chapter 7: Rubrics

Although I satisfied the requirements for the forth characteristic of a resilient leader in the previous chapter, I feel that it is important to expand upon the academic term, *rubric*. As I stated at the close of the previous chapter, experience has shown that rubrics remain the single most misunderstood concept in K-12 education. These misunderstandings led me to formulate the following two overarching questions: 1) What are rubrics? 2) What do rubrics have to do with resilience?

I will answer the first question by explaining the basic concept of a rubric. Then, I will give examples of different types of rubrics used in K-12. I will answer the second question by referencing the earlier outlined terms, *resilient academic leaders* and *Academic resilience* (Reinert, 2020) and placing the terms in dialogue with my personal narratives involving misconceptions of rubrics.

Constructing the Rubric: Holistic, Analytic, and Mixed

A rubric is pre-made list with educational criterion that aligns with a learning activity. Rubrics are used in a classroom to assess student work samples and to determine the grades for the work samples. Below is one of the best explanations for the concept of a rubric that I have found.

> True rubrics feature criteria appropriate to an assessment's purpose, and they describe these criteria across a continuum of performance levels. The presence of both criteria and performance level descriptions distinguishes rubrics from other kinds of evaluation tools (e.g., checklists, rating scales). (Brookhart, 2018)

Although there are many types of rubrics, the research I focused on suggests that there are two main types of rubrics suitable for the final exam that I am planning, as well as the unit of

study that accompanies the final exam. These two types of rubrics are referenced as *holistic* and *analytic*. Francis (2018) gave a working definition for both of the rubrics. He wrote,

> Holistic rubrics aggregate the assessment criteria in a single performance scale to elicit one overall measure of achievement. In contrast, analytic rubrics delineate the criteria, tallying marks for each one to reach a total mark. This type of rubric is formatted as a table with the criteria in rows, the marks or levels in columns, and performance level descriptions in the cells (p. 1).

In my classroom, every assignment has a rubric associated with it. The rubric is used to assess the students' work samples, language output (even if it is verbal), checks for understandings, large and small projects, and in my classroom, behaviors. In my reflective journaling and when I am writing my district mandated dossier, rubrics assist me in properly analyze artifacts supporting my teaching. In both scenarios, it is necessary to know what the criterion were for the artifacts being analyzed. Whether the data analysis requires performing an assessment on student work samples or on my pedagogy, it stands to reason that the rubrics I constructed should guide the conversation during data collection to ensure that the data being collected would be meaningful and useful during the analysis. Thus, rubrics provide a method of measuring students' understandings for a grade, as well as a method of measuring the perception of academic resiliency during self-evaluations.

Since there is not just one type of rubric, and each rubric is associated with discipline-specific learning, as well as conveys the criteria for demonstrating understandings, I feel it necessary to examine the strengths and weaknesses of the different types of rubrics. Then, based on what is to be assessed during the final exam, the rubric(s) can be selected. In the next section, I will examine the following types of rubrics: holistic; analytic; and mixed.

Holistic Rubric: A Single Grade

A holistic rubric is the most basic form of a rubric. As described by Dogan and Uluman (2017), "In holistic rubrics, one single point is given to the student's entire performance and descriptions are available for all performance levels" (p. 633). This allows for a quick look at how the item was evaluated, without going into any real detail. The drawback is that by only providing one point, the person or group being evaluated does not receive much feedback from the evaluator. As a good rule of thumb, Brookhart (2018) suggested using this type of rubric, when feedback is not required. He put forth,

> Holistic criteria consider all the criteria simultaneously, requiring only one decision on one scale. This means they are better for grading, for times when students will not need to use feedback, because making only one decision is quicker and less cognitively demanding than making several. (Brookhart, 2018)

Although not given directly through the rubric, feedback can still be given through other medians. That means that the evaluator can still defend his evaluation, he would just require a method other than the rubric to defend it. Even though the holistic rubric is a simpler, single point rubric, it still requires the same level of detail to construct one. The same information is being evaluated, it is just that the level of feedback given as to how the single grade was given is limited. Beyreli and Ari (2009) supported this claim when they wrote, "Even though it is difficult to prepare a holistic rubric, assessments are easier and faster with this type of rubric; because, it requires assignment of a single score for the whole writing" (p. 107). This would make the holistic rubric ideal in a situation where the observer or grader using the rubric already knew what he was looking for, but it was not required that he give much feedback. It would also be ideal to use it, when there was ample time to develop the rubric, but less time to grade.

Analytic Rubric: Multiple Grades

The analytic rubric uses multiple criteria for grading. As Dogan & Uluman (2017) wrote, "Used more widely, the analytical rubric is a scoring tool that provides information about the achievement levels of student performance in various dimensions" (p. 633). This provides a unique score for each item that is being graded. The individual scores are combined to form a single score. Before making an analytic rubric, the thing being assessed needs to be broken down into smaller pieces. For example, if a writing sample were to be assessed, the properties of a writing would first be itemized. This might include the handwriting, sentence structures, formatting, etc. Beyreli & Ari wrote, "Analytic scoring means scoring the properties/components (handwriting, sentences, title, etc.) constituting the writing. To this end, the properties, which the written expression should contain, are determined. The different property parts are evaluated separately" (Beyreli & Ari, 2009, p. 107). Each evaluated part could be formed as a strong enough student work sample to show students' understandings of what is being evaluated, which would lead to full points given for that specific category. A weaker work sample could show a lack of understanding or a lack of effort to complete the task. Both would lead to a loss of points. With the analytic rubric, once each individual part of the assignment is assessed, the teacher combines the scores from each of the evaluated parts to form a final score.

The strength of the analytic rubric is found in the amount of feedback it gives to the students being assessed. First, the teacher may weigh each column in the rubric differently. For example, a writing sample with a reference page might be weighted as grammar 20%, punctuation 10%, reference page with two references 50%, in-class writing 20%. The student can see where points were gained or lost and could use the feedback as a guide, when making improvements, and, in this example, receives 20% of the points for on-task behaviors.

Mixed rubric

Rubrics can be modified to assess any assignment, which may partially explain why rubrics are a universal concept in education. Beyreli & Ari (2009) wrote, “Scoring guides called rubric are used in the assessment of written expressions in many countries” (p. 107). Specific to the courses I teach, rubrics are found in German speaking countries as well as English speaking countries. This means that the rubric should fit as an assessment tool in language learning, despite the cultural differences found between English and German speaking countries. However, there is not a one-size-fits-all rubric.

The importance of any rubric is that it should be a tool used to assess something. For the aforementioned classroom discipline during class time, rubrics can assess both students’ work and their performance. Beyreli & Ari (2009) wrote, “Performance assessment is an assessment that observes students’ production or participation within a process and is based on making judgments. It consists of two parts: task and scoring” (p. 106). The mixed rubric is used when there are multiple focus areas in the assignment that is being assessed, and it is unlikely that a single rubric would suffice.

The language that is used in writing the rubric is important and should expand beyond conventional phrases jotted down for conventional grading. Brookhart explained, “General rubrics should be written with descriptive language, as opposed to evaluative language (e.g., excellent, poor) because descriptive language helps students envision where they are in their learning and where they should go next” (Brookhart, 2018). The language selected for each of the columns in the mixed rubrics should be comprehensive enough that they incorporate what the students should be demonstrating. Plus, with the mixed rubric, each column should focus on a specific, observable aspect of the assignment.

Rubrics for Classroom Discipline

As mentioned previously, I have been using rubrics in the classroom to expand my repertoire of classroom discipline strategies. I have found that teaching students how to be students is an integral part of the learning process, which the students will only adhere to if there is a grade associated with it. My reason for teaching classroom discipline is to improve student learning, not to increase test scores. In other words, it is part of a learning system, not a teaching system. To better assist me in articulating this concept, I will use a narrative and discuss a piece of scholarship, which eclipse the topic.

I first read this article when I was still in graduate school at UNM. I had the privilege of taking a class from Professor Tyson and she was working on an article in which the norms for classroom discipline were being challenged. In this section, I would like to place the article that was still under review at the time in dialogue with the concept of the rubric and the accepted norms for classroom discipline.

The text from Tyson, English, Hintz titled, *Pedagogical Listening: Rehumanizing mathematics by decentering talk and listening for humanity* examines the traditional role of a math teacher in the classroom and challenges its legitimacy. According to the authors, "In this paper, we conceptualize the rehumanization of mathematics through the lens of the *teacher as listener"* (Tyson, et. al., p. 1). This role reversal from a teacher as a lecturer to a teacher as a listener provides a new approach to teaching math by taking a critical look at the way behaviors are perceived in the classroom and by the school's stakeholders. examines the traditional role of a math teacher in the classroom and challenges its legitimacy. In other words, the authors are changing the discourse from a teaching system to a learning system by providing information about classroom disciple. The authors are arguing that the students' behaviors are appropriate for

demonstrating understandings, as they inform teachers of how the students are learning and processing information.

The authors support their claim by furthering a constructive argument that teacher-centered teaching is often lecture based, in which the students are supposed to sit quietly, face the front, and pay attention to the teacher. Student-centered teaching often encourages a conversation between the teacher and the students. In terms of classroom discipline, it is said that when students agree and understand, they will get excited and try and talk over the teacher. When students do not understand, they will sit quietly. From a behavioral standpoint, if students talking is a sign of understanding, then it would stand to reason that students talking in the classroom is a good sign. However, in teacher-centered teaching, students talking is a sign of poor classroom discipline. Tyson pointed out, "As mathematics education reform focuses on talk in classrooms, and teachers are asked to increase student talk, talk has started to serve as a primary sign of participation" (Tyson, et. al., p. 3). This gives a new perspective on students' behavior in a math class. When viewed from this perspective, talking in class should be something that teachers encourage and not frown upon. I have found this to be true in the language classes that I teach. When I have provided enough comprehensive input for the students, they are often eager to produce the language. In other words, the act of talking is based on the students' understanding of the material, not their levels of discipline.

Recognizing talking as an appropriate way to check for student understandings pioneers shifts in the classroom dynamics. Once the students are talking, the role of the teacher changes from teaching to assessing students' understandings of what was just taught. From a grading standpoint, the teacher needs to construct a rubric with proficiency level descriptors and/or participation guidelines based on speech, since students' speech is now being assessed.

The distinctive and influential shift in student speech allows for the incorporation of the students' cultures and perspectives in the learning process. By catering specifically to the students, the curriculum becomes more personal and the students are better able to engage with the material. Tyson claims, "Our work reveals that to face these challenges teachers need to enhance their listening practices towards listening *pedagogically"* (Tyson, et. al., p. 6). By listening pedagogically, the teacher does not simply teach the subject from an expert's perspective, but now seeks to understand the students by listening to them. By having both the teacher and the students engaged in the classroom, the teacher is able to maintain a connection to the students. This connection bridges the perception of learning, even when the teacher's perspective might otherwise consider the behavior to be deviant. Thus, the concept shifts the focus from teaching the material to teaching the students.

This connection to the students promotes understanding of the students' perspectives and the students' cultures, when constructing the rubric that will be used to assess students' behaviors, and when evaluating the students' behaviors.

In the article, and throughout the class, Professor Tyson pointed out the diverse nature of teaching. She often mentioned that teachers have the pressure of standardizing their curriculums, while at the same time constructing a personalized curriculum for their students. Avert to previous methods, in order to better understand how to personalize a curriculum, a teacher must first better understand the students. She promoted community engaged learning and communicating with stakeholders as tools to understanding the students and to getting the students engaged in the content. With communication and engaged learning, the teacher becomes more involved in the local customs and traditions and is able to better understand the perspective of the students. The students remain engaged, since they play a role in the learning process.

Chapter 8: Response to Artificial Intelligence (AI)

In this section, I am further examining elements of the forth characteristic of a resilient, academic leader, which states: "They plan for, anticipate, and respond to adverse situations" (Reinert, 2020). In order to determine if I planned for adverse situations in a manner consistent with those of a resilient leader, I will critically examine how I responded to AI, in order to determine if I was implementing AI through a pragmatic system of continual improvement. As in previous chapters, I will begin with the literature review.

Rethinking Artificial Intelligence (AI)

As a graduate student, I read an article from English (2013) titled, *Pedagogical Tact: Learning to Teach "In-Between"*. The idea behind pedagogical tact is that a teacher must understand how to empower students to learn and help students understand how to learn. The first time I read this article, I had not seriously considered the topic of *artificial intelligence* (AI). However, when I was rereading this article in 2024, it made me think of an AI final project, and I thought it might be possible to incorporate new and emerging technologies, such as AI, into the classroom by using pedagogical tact as a scaffolding device to foster students' understandings.

I had initially chosen AI as a focus area for just a unit of study, since I was not well informed on how to incorporate it into the classroom. To become better informed, I read pieces of scholarship about AI apps, attended a district conference with an AI expert, and looked for teacher-created material that used AI in the classroom. Then, I constructed a unit of instruction, which consisted of multiple lessons over a period of three weeks. To construct the unit of study, I had to modify Bloom's Taxonomy, originally published by Bloom et al. (1956), to facilitate terminology for technology. Finally, I felt confident enough to construct a hypothetical AI final project for the ESL students with a rubric.

Below are my modifications to Bloom's Taxonomy. I began with the standard progression from low-cognitive demand (i. e. Knowledge and Comprehension), through mid-cognitive demand (i. e. Application and Analysis), to high-cognitive demand (i. e. Synthesis and Evaluation), which I placed at the top of the chart. Just below each category I summed up what the category signified. Then, I selected common verbs that I had listed by their correlation to a cognitive demand in my teaching notes and lesson plans, which I placed in the middle of the chart next to the term, *common verbs*. Finally, I considered the digital equivalent to the common verbs, and placed those verbs at the bottom of the chart with the term, *digital equivalent verbs*.

Definitions	**Knowledge**	**Comprehension**	**Application**	**Analysis**	**Synthesis**	**Evaluation**
Bloom's Definition	Remember previously learned information.	Demonstrate an understanding of the facts.	Apply knowledge to actual situations.	Break down objects or ideas into simpler parts and find evidence to support generalizations.	Compile component ideas into a new whole or propose alternative solutions.	Make and defend judgments based on internal evidence or external criteria.
Common Verbs	Arrange Define Describe Duplicate Identify Label List Match Memorize Name Order Outline Recognize Relate Recall Repeat Reproduce Select State	Classify Defend Describe Discuss Distinguish Estimate Explain Express Generalize Identify Indicate Infer Locate Paraphrase Predict Recognize Rewrite Review Summarize Translate	Apply Change Complete Construct Diagram Explain Illustrate Limit Outline Modify Predict Prioritize Produce Schedule Select Separate Survey Use	Analyze Appraise Breakdown Calculate Categorize Compare Contrast Criticize Diagram Differentiate Distinguish Examine Experiment Identify Illustrate Outline Relate Select Separate Test	Arrange Assemble Collect Combine Compose Construct Create Design Develop Explain Formulate Generate Prepare Rearrange Reconstruct Revise Rewrite Summarize Tell Write	Appraise Argue Assess Choose Compare Contrast Defend Estimate Evaluate Explain Judge Justify Interpret Relate Predict Rate Select Summarize Support Value
Digital equivalent verbs	Bookmark Describe Google List Recognize Retrieve Search	Blog Tag Comment Annotate Subscribe Text	Execute Load Play Hack Upload Share Edit	Attribute Find Integrate Mash Link Validate	Detect Monitor Review Post Network Comment Skype Email	Design Produce Program Film Animate Video blog Re-mix Podcast

Pedagogical Tact for Student Empowerment

After modifying Bloom's Taxonomy to fit a digital or an AI assignment, I needed to address the perception of student use of digital and AI technology in the classroom. The way I figured it, AI software was gaining a bad reputation at the high school, since many of the teachers were accusing students of using AI to cheat. I will not speak to the credibility of those accusation; however, I will state that the teachers' perception of AI as a tool for academic dishonesty was not the students' perception of AI. English (2013), provided some insight into this challenge, when he mentions that a young student will see the world differently than an adult. "To grasp that the child sees things otherwise involves recognition that the voice of the learner is one that educators, at times, have to help him find" (p. 126). The learner has to learn how to be a learner to become a much better student. Unfortunately, these references to learning require the teachers to have past experience and/or access to resources explaining past experiences. AI in the classroom was something new; thus, the educators could not help the students find their voice, since the educators had not yet found their own. This meant that for the sake of the final exam, I had to take a critical look at the way AI was being perceived in the classroom and by the school's stakeholders, while examining the traditional role course material and a final project in the classroom in order to challenge their legitimacy. The best tool that I could find in the research to accomplish this task suggested utilizing pedagogical tact. This begs the question: *What is pedagogical tact?*

I will begin by explaining what pedagogical tact is and defend how a teacher could use pedagogical tact to assist the students in finding their voices. Then, I will explain where the class was in relationship to AI technology. "To understand pedagogical tact, it is helpful to initially ask: What might it mean for a teacher to help the learner find his voice?" (English, 2013, p. 127).

This is important as a teacher has to understand the concept of pedagogical tact and must understand its purpose before being able to effectively use it. The purpose in this case is to help the students find their voices. Once the teacher is aware of how to employ the pedagogical tact, he can now seek out places where the learners are stuck at in the process of finding their voices. These sticking points are not hindrances to the learning process, but rather serve as opportunities for student improvement. In other words, learning opportunities.

> Rather, it is an improvisational practice, one that requires recognizing where a learner has become stuck, has in some way retreated to the comforts of habit, or has lost the desire to move on past taken-for-granted ways of seeing and being in the world. Pedagogical tact is the learned ability to judge how to turn these situations around for the sake of the learner. (English, 2013, p. 127)

With pedagogical tact, the same situations that were difficult for a teacher to work through in the past are now the more idealized learning situations. These provide students with an opportunity for improvement in learning how to learn. Pedagogical tact promotes the belief that if the teacher understands the student and understands where the gaps are in the student's knowledge, connections will form between the teacher and student. English (2013) added,

> A teacher can only connect to the individual learner by finding out where the learner is in her thinking, what questions or problems she has, or where she has become stuck, and, on that basis alone, decide how to bring the learner to somewhere new and perhaps unfamiliar. (p. 129)

For the AI assignment I was working on, I thought that if I could first meet the students where they were, then, I could lead them into something new. AI was something new, which I wanted to lead the students into in order to explore a new method for learning.

Meeting the students where they were.

All of the students at the school had been provided with a Chromebook to use for the 2024-2025 school year. All of the teachers were provided with a laptop to use for the school year. The classrooms were equipped with a desktop computer and a Promethean Board, and the school provided Internet access on campus. These aforementioned items encompassed most of the hardware. For the software, the Roswell Independent School District had purchased a series of licenses for apps. These district provided apps were loaded onto the Roswell High School's platform, called *Clever*. One of the apps was called *Adobe Express SSO only*, or as we in the classroom referenced it, *Adobe*. Adobe was accessible to both the teachers and the students at no additional costs.

During class time, I projected my laptop screen onto the Promethean Board. I opened Clever and instructed the students to do the same. The students took out their Chromebooks and went to Clever. Once they were logged-in, I pointed to the Adobe app, which looked like a colorful A on a black backdrop, with "Adobe Express SSO only" written underneath it. Once the students had clicked on the Adobe app, I clicked on the app. I made sure that the image generator was open on the laptop that I was using, and that the image was being projected onto the Promethean Board. Then, I asked the students to think of one thing that they had learned at school this semester. One student said that he had learned how to cook. I typed *cooking* into the image generator. I asked the student what he had made. He said, cookies. I typed *cookies* in the image generator. With these two words typed into the image generator, I hit *enter*. I asked the student if he thought that the image showed that a male student had learned how to bake cookies in a high school, home economics class. He answered, no, since the image created by the image generator only showed cookies. I asked the class what other terms I should type into the image

generator. They suggested, *home economics class*, *high school*, *recipe book*, *teacher*, and *male student*. Within seconds, the Adobe app had produced four unique images. We discussed each image briefly and I asked which image best represented what the student had learned. After our whole class demonstration and discussion, I told the students to work with partners or small groups and generate some images. The whole class seemed eager to try out this new program.

Why did this work as an engagement strategy? Research indicates that often times the students feel themselves to be estranged from the classroom material. Thus, it is up to the teacher to make the coursework relevant in some way by first connecting to the students, then, leading the students into something new. Technology was no different. AI was not part of anyone's culture or of any great historical significance. There were no family or cultural traditions associated with AI. Not only did the students feel estranged from this technology, but the stakeholders expressed fear and the teachers expressed contempt. AI was my proverbial *stone in the path*. Incorporating AI into the final exam would be my proving ground. Would AI be *a stepping stone* or *a tripping stone*? The answer could only be found in how I negotiated the stone in the path.

With a little tact, I had introduced the students to this once horrific, humanity destroying monster known as AI in such a way that they were now laughing, talking to each other about the day's assignment, and challenging each other to make images. The students were no longer acting disengaged from the lesson, with a sense of estrangement, but rather the students were acting like excited children after receiving a new toy. They were embracing the technology and making it their own. I felt as if I had successfully negotiated this *stone in the path*, and that this AI lesson served as a vital stepping stone. At this point, I was not yet sure how exactly I would turn this into a final exam; however, I knew that the students would be up to the challenge.

Leading students into something new.

By the time I was ready to construct the final exam, I had taught every class that I was the instructor for (i. e. German I, II, III, and IV, ESL 9th and 10th) something about AI. Then, I assigned every class the same final exam. To explain the final exam to the students, I constructed a PowerPoint slide show. The prompt, options, and instructions for the Fall 2024 final exam were formatted into two PowerPoint slides. The first slide had a picture of a dramatic piece of paper, which had "Final Exam A+" written on it. This slide had the prompt and the options on it. The second slide had a cartoon drawing of a happy looking student sitting at a desk, with a pencil in his hand and a piece of paper in front of him. This slide had the instructions on it. Shape fill was used to make the slides more colorful.

Below, I am using the copy/paste feature to copy the prompt, options, and instructions for the final exactly as they were written for the students into this text.

3 options for the final exam

Prompt: Describe one thing you learned at RHS this semester.

Option 1: *AI image creator*. Make a specific visual representation for the topic you learned about. Copy/paste into a doc and convert to a pdf. Turn-in the pdf.

Option 2: *Speech to text*. Talk about the topic you learned about. Have AI correct your speech. Turn-in both copies as a pdf.

Option 3: *Hand written paper*. Write about the topic you learned about. Submit a physical copy of the paper during class time.

Instructions

1) Select anything that you learned in class at RHS this semester. It can be any topic from any class.

2) Select one of the three methods listed to represent your topic.
3) Be specific. There should be enough detail in your written or visual submission to represent what the topic was.
4) Students will lose points for vague descriptions or generic images.
5) Pdfs will be uploaded on Canvas.
6) Hand written text will be turned-in during class time. (No typed submissions will be accepted.)

This jump into the great unknown challenged me as an educator to leave my comfort zone, as well as challenged my resiliency as an academic leader. Furthermore, it required a new rubric for assessing the students' work. Below is the rubric I constructed for the final exam. Note: There is not a classroom behavior column for the final exam.

Rubric	0-69%	70-79%	80-89%	90-100%
Distinguishable topic	No identifiable central topic, few images to interpret	Vaguely identifiable topic, images seem irrelevant to the topic	Easily identifiable topic, mostly captures the central idea	Easily identifiable topic, captures the central idea
Organized	No identifiable focal point, images are disconnected	A large concept is visible, difficult to connect ideas	Specific focal point, main idea is clear, missing details	Specific focal point, main idea is clear, depicts concept
Symbolism and/or connotation	Not easily identifiable to the audience, unexplainable interpretation of a common image	Few identifiable images, common image not used for its traditional symbol	Identifiable images, traditional use of a symbol, missing some details	Identifiable images, connects with the reader, depicts a complete thought
Expression	Fails to follow any known convention for lighting, color choice, or symbol	Follows some common conventions, lacking appropriate symbol	Some attention given to conventions, generic image, appropriate symbol	Attention given to conventions, specific image, symbol is understood by the reader

Constructing the Rubric

This rubric had to be specifically constructed for this AI final exam, since I did not have any rubrics for AI. I used the guidelines for constructing a rubric, which I outlined in an earlier section, by first returning to the quote cited earlier from Brookhart (2018), in which he explained the basic concept of a rubric as a tool for providing the criteria for assessing. Then, I considered that the rubric I was constructing was be the tool that I would use to conduct the assessments for the final exam, which would require analyzing the students' AI constructed pictures in relationship with the criteria outlined in the rubric. Finally, I considered the type of rubric I would use for this assignment. Although there are many different kinds of rubrics, I tend to use holistic and analytic rubrics the most in my classes. A holistic rubric is the most basic form of a rubric. As described by Dogan & Uluman (2017), "In holistic rubrics, one single point is given to the student's entire performance and descriptions are available for all performance levels" (p. 633). This allows for a broad overview of how the students' work samples are evaluated. I chose against this type of rubric for the final exam, since I wanted a rubric that would provide greater detail for feedback and identify specific focus points for the assignment. As opposed to the holistic rubric, the analytic rubric uses multiple criteria for grading. As Dogan & Uluman (2017) wrote, "Used more widely, the analytical rubric is a scoring tool that provides information about the achievement levels of student performance in various dimensions" (p. 633). An analytic rubric could provide a unique score for each of the criteria being graded (i. e. distinguishable topic, organized, symbolism and/or connotation, and expression). Then, the individual criteria scores could be combined into a final grade.

Once I had selected the type of rubric I would use for the final exam, I considered what the final exam was supposed to specifically measure. I began with the prompt. The students were

supposed to select one thing that they learned during the semester. One of the options for their final submission was an AI generated image that depicted what they had learned during the semester. To better explain the rubric, I will use an example in which the student learned how to play *Stairway to Heaven* on an acoustic guitar in a guitar class. Below is a breakdown of each of the criteria listed in the rubric (i. e. distinguishable topic, organized, symbolism and/or connotation, and expression).

In this example, the **distinguishable topic** would be: Learning how to play *Stairway to Heaven* on the guitar. If the student simply posted an image of any guitar, it would not tell me the topic. Plus, there would not be enough supporting images to compensate. The grade for this submission would fall between a 0-69%. If the student posted a stock image of the original album cover, the topic might be vaguely identifiable to someone knowledgeable about our school's course offerings. One could assume that it had something to do with music. Since we have band, choir, and guitar teachers, it could be assumed that the student learned something music related in one of these three classes. The grade for this submission would fall between a 70-79%. If the student submitted both a picture of an acoustic guitar, which is what the students learn on, and the original album cover, one could assume that the student learned how to play a song on an acoustic guitar in the guitar class. Plus, *Stairway to Heaven* is a song that many new students learn on the guitar. In fact, this is such a common first song, that it was used in the comedy, *Wayne's World*. The main character Wayne went into a guitar shop and picked up one of the store's guitars. He began strumming the first chord, when the employee grabbed the neck of the guitar and pointed to a sign above a stairway that read, "*No Stairway to Heaven."* Given that the images would be identifiable, although the references might be somewhat vague to a younger audience, the grade for this submission would fall between an 80-89%. If the student

had a picture of a student playing an acoustic guitar in a classroom, and the original album cover was somewhere in the picture, the topic would be identifiable and it would capture the central idea. The grade for this submission would fall between a 90-100%.

This part of the journey reinforced my belief in using research-based methods in a course design, which, as the rubric and modifications to Bloom's Taxonomy shows, I was implementing through innovative ways. Thus, I claim that I mirrored the portrait of a resilient, academic leader.

Chapter 9: An Enduring Purpose with a Concern for Welfare

In this section, I am examining elements of the fifth and final characteristic of a resilient, academic leader, which states: "They maintain their attitudes, beliefs, and community ties, while delivering results over a long period of time" (Reinert, 2020). In order to determine if I maintained the characteristics of a resilient leader, and delivered results over the past five years, I will critically examine how I was prepared to respond to AI, and how I was implementing AI through a pragmatic system of continual improvement, while still taking into account the stakeholders. As in previous chapters, I will begin this section with the literature review.

AI: Is it Highbrow or Lowbrow Culture?

I examined several pieces of scholarship surrounding the term, *culture*. None of which addressed AI. However, I would like to summarize my findings. Below are a series of quotes that stood out for me that I would like to separate from the banal conversations and place them audaciously in dialogue with AI in the classroom.

The first text was from Notten, N., Lancee, B., van de Werfhorst, H. G., and Ganzeboom, H. B. G. (2015), titled, *Educational stratification in cultural participation: Cognitive competence or status motivation?* The authors began this text by explaining how highbrow and lowbrow culture is divided along the same lines of stratification as Bloom's Taxonomy. They indicate, "Examples of highbrow culture, or fine arts, are visiting classical concerts and reading literature. Involvement in these activities is prestigious and requires cognitive skills. Lowbrow cultural activities, such as visiting fairs, may be considered less challenging and esteemed" (Notten et al., 2015, p. 180). In other words, these subsets of culture are not based on race, religion, gender, etc., but rather on cognitive demand. Relevant to the topic in focus, AI in the classroom would, by default, belong to highbrow culture if students were required to meet the challenges of a high

cognitive demand assignment. The antitheses to AI as highbrow is stemming from Hollywood films, fearful stakeholders, and many of my colleagues at the high school. The caveat states that AI performs the tasks requiring the higher cognitive demands, while the students passively absorb visually stimulating imagery and silly song lyrics.

If highbrow culture is valued above lowbrow culture, it would stand to reason that AI could not be assigned value, until it was properly labeled as highbrow or lowbrow. This concept of a culture component having an assigned place within a value system led me to the second reading by Yosso (2005).

Yosso writes a more traditional article about critical race theory, in which her topic is focused on cultural wealth. Despite the banality of the Blacks vs. Whites conversation, she is very clear in explaining her theoretical model and different forms of capital. According to Yosso, there are different types of cultural capital that each race has access to. "Various forms of capital nurtured through cultural wealth include aspirational, navigational, social, linguistic, familial and resistant capital" (Yosso, 2005, p. 69). She claims that certain races use their cultural wealth to gain leverage within a society. She differentiates her studies from those of other critical race theorists by not just focusing on Blacks, but rather on all non-Whites. "CRT centers the research, pedagogy, and policy lens on Communities of Color and calls into question White middle-class communities as the standard by which all others are judged." (Yosso, 2005, p. 82). Although CRT identifies that White middle-class communities are the basis of comparison, Yosso did not accept non-middle-class Whites as part of the dichotomy. This begs the question: *Does AI belong to the White middle-class?* The topic of AI's cultural capital warrants attention, since AI does not yet belong to anyone.

A focus area for cultural capital is the concept of cultural wealth. Yosso (2005) claims

that the White middle class is credited for having the normal wealth, and all non-Whites are seen as being deficient. She states,

> As part of the challenge to deficit thinking in education, it should be noted that race is often coded as 'cultural difference' in schools. Indeed, culture influences how society is organized, how school curriculum is developed and how pedagogy and policy are implemented. (p. 75)

By building up the White middle-class as normal, 'cultural differences' show how non-Whites are deficient. Their cultures are *lacking* is specific areas. These areas in question are known as cultural wealth, which is built with cultural capital. There are six types of cultural capital: *Aspirational*, *Linguistic*, *Familial*, *Social*, *Navigational*, and *Resistant*. Once the types of cultural capital are identified, the concept of a deficit may be leveraged to prevent one or more communities from acknowledging their strengths, by convincing them that any deviation from the normal White middle-class is a weakness. Returning to the topic of AI, I claim that AI is too new to claim *familial*, *social*, or *resistant* qualities. This would place the focus on *aspirational*, *linguistic*, and *navigational* qualities.

Linguistic capital is a good example of a strength that my students already possess. They are either learning English as a new language or German as a new language. This holds true for all of my students, regardless of their race or socio-economic status. Yosso (2005) only focused on non-White students and stated, "Linguistic capital reflects the idea that Students of Color arrive at school with multiple language and communication skills" (p. 78). In either case, linguistic capital can challenge the notion that the English only philosophy of the White middle-class is the strongest form of capital, since being multi-lingual and being capable of utilizing other forms of literacy are strengths. Returning to the Fall 2024 final exam, students had to use

AI as a form of visual literacy, and verbally articulate the message of the image. These fosters the question: *Does AI have linguistic capital?*

The last form of capital that I would like to explore is navigational. "*Navigational capital* refers to skills of maneuvering through social institutions" (Yosso, 2005, p. 79). Promoting change through the understanding and incorporating of the various forms of capital still requires the ability to navigate the social institutions themselves, since the changes would take place within and by virtue of the social institution. In theory, if AI developers and users promoted AI in the classroom to the representatives of social institution, the AI developers and users would be able to gain leverage in the debate about AI having cultural capital.

Equity and Knowledge

The next article that I would like to examine is from Jordan, Will J., Brown, Bryan and Gutiérrez, Kris. (2010). The central issue addressed in this article is the relationship between the acquisition of curriculum-based knowledge, or that which the educational institutions have placed value on, the students' community, and the transferences through which the meanings are conveyed. "Conceivably, school knowledge from the enacted curriculum can be viewed as the result of an interaction of home/community language/knowledge with the official curriculum. This interaction is nuanced and often exclusionary, but it is an interaction nonetheless" (Jordan et al., 2010, p. 151). Against the backdrop of the AI in the classroom debate, neither the search term *equity* nor the term *diverse learners* have yielded many results, when searching databases for published material. I put forth that part of this gap in the research stems from the term, *fidelity,* which requires reliability for at least three to five years. Since AI is relatively new, there is only *speculation*, but not yet *fidelity*. In other words, how can we move forward prudently in circumspect, if we cannot state authoritatively any possible consequence?

Maintaining My Attitude as an Educational Leader

As I reflect on the past five years, I have to ponder the final criteria for a resilient, academic leader. This leads me to the question: In what ways have I maintained my attitude, beliefs, and community ties over the past five years, while delivering results? How I would define *delivering results* is based on what I was attempting to accomplish throughout the lesson, unit, and semester. Using empirical findings from German and ESL classes, I will present for the readers approval, examples of how I believe that I delivered results.

Research has shown that English speaking Americans learning a second language, such as German can have positive effects on creating a sense of community, as well as an understanding of how language and culture feed into one another. This is achieved by giving value to a person's interest in learning a second language, educators can reinforce the value of cultural diversity and promote identity construction (Au, 1993, Bird, 2019; Rodríguez, 2018).

I made it a priority to include student voice in each lesson, and to allow students' backgrounds to inform the curriculum. Bird (2019) stated, "Finally, what better way to ensure the well-being of students than to value and use their ideas!" (p. 13). Valuing the students' ideas allowed for students to explore content areas that are of interests to them, which made the language more personal, and addresses the individual identities of the students.

I needed to hear from the stakeholders as well. According to Rodriguez (2018), students should not just study a second language in isolation. He argued, "Given a voice, students, families, and community members can become a program's greatest allies and recruiters—or its biggest critics" (p. 9). By incorporating community members into second language acquisition, I was promoting cultural values and cultural understandings. I will give an example of a unit, in which I incorporated both the community stakeholders and the students. As I was constructing

the unit, I kept in mind that if the teacher acknowledges that there are perspectives other than his own, then he is more likely to understand why the student is or is not engaging with the topic. As Freire (1985) pointed out, "Our tendency as teachers is to start from the point at which we are and not from the point at which the students are" (p. 15). For this specific unit, I chose the cultural topic of recycling. At first, the students were able to express their thoughts and opinions on recycling, as we diagrammed sentences. Very few expressed any real interest in the topic and some stated that either did not concern them or it was all fake. At this point I should point out that Roswell did not have a recycling program. There were no recycle bins, very rarely did one see reusable shopping bags being used in the grocery store, there was only one bus line, and there were no emission standards, environmental standards, or punishments for throwing away batteries, oil, or other harmful chemicals. Having lived in cities like Portland Oregon, which had multiple bins, including one for food scraps, as well as government fines for throwing away a battery, and having lived in Germany, I found the lack of environmentalism disturbing. For years, I told the students that my greatest culture shock stemmed from the lack of recycling. This brings me back to the cultural lesson. To respond to this lack of environmental awareness, every year I would set-up a unit of study around recycling. This unit of study had three parts to it. First, I would introduce the topic of recycling in the classroom. Then, a woman from the City of Roswell would come by my classes and promote the *Keep Roswell Beautiful* program, which paid youth organizations $400 if they participated in a community clean-up. Finally, I would select one of the extra-curricular groups I was the advisor for (i. e. German Club or the National Honor Society), and I would set-up a campus clean-up through the group. This was not an easy task, since I was environmentally conscious, but the students and the stakeholders were not.

In a classroom situation like the one mentioned above, I feel compelled to return to the

topic of pedagogical tact. The difference between pedagogical tact and standard lesson planning is that one can plan fully in the standard lesson planning and that the sticking points are considered disruptive. Pedagogical tact does not require a pre-planned situation. “The teacher can never fully plan for these situations; they are part of the discontinuity and negativity of the teacher’s experience that arises because of the call of the other” (English, 2013, p. 131). This makes that lesson planning dependent on teacher-student interaction. In the lessons using environmentalism as the cultural topic, the teacher-student interactions were more important than the facts and statistics. One reason for this stemmed from me needing to be persuasive and not just informative. I had to persuade the students that environmental issues impacted them directly, and promote a call to action for a campus clean-up. These objectives could only be accomplished with pedagogical tact.

Classroom Design for Equity in Inclusion

As a teacher in a physical classroom, I am charged with the task of creating an equitable learning environment that fosters meaningful interactions for all students. Just as important as the physical layout, how I respond to students and how students are permitted to treat one another within the classroom effects the environment.

In regards to the physical layout of the classroom, research claims that a classroom seating arrangement is just as important as the syllabus. As I mentioned in an earlier section, each classroom should be set-up specifically for the class and the day’s instructions. “When your classroom setup is in harmony with your teaching style, your students, and the space and furniture you have to work with, the benefits can be endless. But, when it’s not, it can be detrimental” (displays2go, 2016). That is why understanding the pros and cons of each classroom is important. In my classroom, the Promethean Board serves as a focal point for the

room. The PowerPoint is projected, as are any videos and/or learning aids. The students are clustered in groups of two to three per table, but their chairs can be arranged to facilitate groups of five. I even leave space between the tables for students to be able to walk around during student interviews, quickly change partners, and engage in multiple activities that benefit language learning. The furniture arrangements change by the activity being used. At times, we will leave the classroom and enter the library or an outdoor space. This allows me to effectively use the school provided, physical resources (i. e. computer lab, print material, etc.), in a productive manner.

Aside from the form of the classroom, I must make the function of the classroom explicit to the students. In other words, I must clearly define the classroom as an equitable learning environment that fosters meaningful interactions for all students. Then, I have to teach them how to behave in *our* classroom. To accomplish this, first I consider that students do not always understand how to treat one another; thus, I utilize a skill-building approach to instructing behavioral expectations. Then, I ensure that the expectations are acknowledged by the students. One of the skill-building approaches in my repertoire involves a student-made social contract, which allows for the students to discuss and agree upon the rules of the classroom. Originally, I learned about the classroom contract in a district training provided by Capturing Kid's Hearts (CKH) during my first year of teaching at RHS. CKH stated that course contents as well as classroom expectations needed to be made explicit to the students, in order to build an equitable learning environment. Since year one, I work with the students to create a social contract for every class, which is signed and posted in the classroom. In practice, the social contracts facilitate student buy-in and promoted positive behaviors, since the students are comfortable speaking in class and engaging in the lesson. Even when the students' understandings of the

academic topic are not very strong, their sense of the classroom as a learning environment and a safe space remains evident.

Research indicates that behavioral intervention takes a minimum of three weeks or twenty-one days. Furthermore, students need to interact with the behavioral terminology 5-25 through a variety of modalities (i. e. spoken, written, visual, etc.) before they fully grasp the meaning. Along the way, students need to be shown the behavior and given opportunities to perform the expected behaviors multiple times in authentic situations.

In extreme cases, certain students will be provided with a competing behavioral pathway usually outlined in their individualized educational plan (IEP). The accommodations that I make are based on the mandates listed in the IEPs, which state the undesired behaviors. Then, I meet with the IEP specialist, the student, and the student's legal guardian and we discuss deficits identified in the student's knowledge (i. e. reading level, etc.) and/or executive functions (i. e. organizational skills, etc.). Sometimes we reference this breakdown as a skill or a will issue. For example, a student born with alcohol affected syndrome might have a physical or developmental disability hindering his skill set. However, a physically healthy student might have operational defiance syndrome, and overtly challenge all forms of authority. This student has no developmental disability hindering his skill set, but he lacks to will to engage in the classroom. Once a deficient area (i. e. skill or will) is identified, a support (i. e. paper or digital day planner, extended time, etc.) is provided to the student. Finally, the desired behavior expected to replace the undesired behavior is stated. The desired behavior is what we reference as the *expectation*. A quick not on IEPs. The national average of students with IEPs in the US is 15%. The Roswell Independent School District is at 30%. I have had classes that were over 50%. I am not a special education teacher; however, the ESL Tutorial classes are *pull-out* classes.

Dealing with defiant or overtly disruptive students is part of teaching. One of my favorite strategies for turning disruptive students into active participants involves giving the disruptive student a classroom role to play. For example, if a student keeps asking when the class ends, I will pull up the schedule and ask him to tell us when the class ends. After he answers, I state that he will be our official timekeeper for the semester. Then, I tell the class that if anyone is unsure of when the class ends, they should ask our official timekeeper. This usually leads to multiple students asking repeatedly and making jokes. The disruptive student receives the attention he was looking for and calms down. Several students have responded very positively to this strategy and have taken ownership of their roles as the official timekeeper.

My behavior is something that I must monitor and control in the classroom as well. During class time, I subscribe to the belief that active listening equips the learning environment with gains in understanding through the facilitation of recognition of both the teacher's and the students' ideas, statements, and interpretations. By undertaking the task of working together to gain understandings of a topic, and struggling against the swagger of a know-it-all, the students perceive me as being friendlier and more approachable. For example, turn taking is a good way of allowing for a free flow of thoughts and ideas, without forcing a single viewpoint on the students. This may facilitate cultural sensitivity into the learning environment, as cultural sensitivity validates the students´ backgrounds. Plus, the comforts and consequences of my body language cannot go understated. Appropriate physical proximity is key to ensuring comfort levels. Then, how I stand and gesture definitely influences the reactions from the class. My inviting posture shows politeness and encourages student engagement. While fairness, equity, and inclusivity are derived from the natural result of the conduct of each party, my behaviors set the tone for the class.

Demonstrating Resilience through Routines and Procedures

When I initially arrived at the school five years ago, I was unacquainted with the social customs of the local community. Each community is both distinctive and influential on the students´ perspectives and understandings. My goal was to design effective and rigorous lessons consisting of measurable outcomes, as well as place expectations on the students. I knew early on that I would need to bridge the cultural gap if I were to affectively enact routines and procedures into the classroom. Once I was able to bridge the cultural gap, I was able to maintain high expectations of students´ classroom and academic behaviors. I used research-based instructional practices that reflected high expectations, and accommodated diverse learning styles. Continuous improvement was achieved by analyzing data from assessments, and by considering their appropriate levels of discourse for the material being assessed. For example, if the lesson was about learning greetings, the assessment would include a demonstration of a greeting in an authentic context. Each domain (i. e. speaking, reading, writing, grammar, and culture) was assessed, with increasing emphasis on communicating in authentic situations. Lessons lasted for one class period and required pedagogical tact. For example, if the students were interested in the cultural component, it was important to build on the cultural component, since building on the students´ interests promoted student engagement. A unit consisted of multiple lessons. Long successions of academic instruction needed to be monitored, in order to ensure that progress was being made. I used a series of assessments in the instructions, including written, spoken, short answer, and random check for understandings to assess student learning. The reverence of the assessments led changes in future lesson plans and assisted me in providing feedback and needed supports to the students. Along with closing the feedback loop, I strived to display some approval when the students rose to the expectations placed on them.

Conclusion

In my Ph.D. dissertation, I concluded with the following claim: “My findings and analysis will assist future researchers by providing focus areas when exploring change as well as exploring the legitimacy of an academic leader’s ability and/or institution’s ability to plan for and respond to a potentially harmful provocation” Reinert (2020). Keeping with my claim, I became one of those future researches by conducting this auto-ethnographic study focused on the founding and continuation of the German program, as well as the continuation of an English as a Second Language (ESL) program at Roswell High School. The term, *academic resilience* did provide the rubric for determining in what ways the German and ESL programs were examples of academic resilience, as well as in which ways *potentially harmful provocations* were planned for and responded to. A large portion of the data was acquired through a series of narratives taken from authentic examples of my teaching practices at an academic institution, and narratives speaking to my traits as a resilient academic leader within that institution.

I conducted a reflection of my teaching practices at Roswell High School dating back to 2020, as well as aspects of my training to become a teacher dating back to 2015. The data from the narratives proved I had met the criteria to be considered an educational leader with academic resilience. Literature reviews, trainings, and publications provided structure for these claims. Throughout the data collection and analysis, I addressed the need to triangulate the data in some way, since the collection of and the analysis of data through personal narratives could have become convoluted or influenced by my positionality.

Having identified three potentially harmful provocations: 1) *Teaching during quarantine via Zoom*; 2) *Adapting to a new community*; and, 3) *Incorporating new technology into the classroom*, I examined all of the data alongside the relevant research from the time period in

question. The research further facilitated the construction of the criteria that I used to determine: 1) *What changes needed to be made to the curriculum?* 2) *What supports needed to be given to the students?* 3) *What gaps in the research needed to be addressed?*

Constructing a curriculum with new technologically advanced tools, such as Zoom and artificial intelligence mirrored similar techniques for constructing a curriculum for a brick and mortar building with physical textbooks and a chalkboard, while disclosing previously unknown or unavailable teaching strategies. I utilized both the new and old teaching strategies to develop meaningful sequenced lessons and activities to support student learning. In most every class, I would get the students to work with multiple partners and/or small groups, as well as conduct independent work. The students are given warm-up interviews with each lesson, which include previously learned material, as well as authentic situations (i. e. conversations about school, etc.). Along with the language aspects of the courses, students were required to conduct cultural activities, such as looking up famous people, popular locations, and celebrations. Students have been assigned presentations, in which they were encouraged to make cultural comparisons between their culture and the German culture. For example, Germany has four Christmas figures (i. e. das Christkind, Santa, Saint Nick, and Krampus). During Easter, Germans hang eggs from a tree (i. e. *Osterbaum*). Plus, every activity, regardless of the target language or the topic, was scaffolded and used Blooms Taxonomy, which ensured that the students experienced academic growth.

In an attempt to expect the unexpected, I anticipated a class discussion on the cultural topic and I anticipated some degree of difficulty understanding the grammatical topic when I made the lesson plans. I allotted time in the schedule for a student led, class discussion, as well as time for questions about the lesson's learning objectives.

The behavior management plan was made by the students, as part of a social contract activity that we did in class. This social contract has facilitated student buy-in and promoted positive behaviors. In this specific class period, the students were comfortable speaking in class and engaging in the lesson. Even when their understanding of the academic topic was not very strong, their sense of the classroom as a learning environment and a safe space was evident. Throughout the lessons, the students interacted with each other in an appropriate manner.

In conclusion, this auto-ethnographic study has satisfied the requirements to demonstrate:

1) my ability to construct an academically resilient German program in an academic institution;
2) my ability to lead a resilient German and a resilient ESL program in an academic institution; and,
3) my ability to utilize the resources available through the academic institution to plan for and respond to potentially harmful provocations, as they relate to the German and ESL programs.

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Appendix

Glossary for AI

Algorithm: the process utilized by artificial intelligence for the purpose of problem-solving.

Amygdala hijack: a release of cortisol by the amygdala during a state of stress, anxiety, or fear, which reduces an individual's working memory and rational thinking.

Anecdotal evidence: data gathered through narrative descriptions.

Artificial intelligence (AI): a non-human, non-biological intelligence, such as a computer program that can imitate one or more human-like intelligence.

Assessment (authentic/holistic): placing real-life work samples in dialogue with a rubric.

Assessment (formative): classroom-based assessment performed by the teacher during a single lesson to check for a student's understandings of the current task and/or to monitor for on-task behaviors during class time.

Assessment (high stakes): assessment that influences financial spending and/or the hiring, promoting, and firing of employees.

Assessment (low stakes): assessment that influences curriculum, future lesson planning, or identifies the need for additional academic supports for a student.

Assessment (standardized): a machine-scored test provided to large groups within a school, district, state, or nation.

Assessment (student): placing a student's work and/or behavior in dialogue with a rubric.

Assessment (summative): formal assessment at the end of a unit, semester, or school year to check for a student's understandings over an extended period of time.

Assessment (systemic): measuring a test's ability to influence change within an educational system.

Assessment (teacher): placing a teacher's work and/or behavior in dialogue with teaching standards.

Asynchronous learning: Learners participate in an online course at their own pace. There may or may not be a set time schedule. (Sometimes referenced as *eLearning* or *web-based training*).

Attitudinal measures: assess feelings and attitudes towards educational topics.

Autonomous: having the ability to act independently.

Blended learning: a combination of online and in-person learning activities. Often includes both self-paced online learning and in-person learning with fixed dates.

Bloom's Taxonomy: a ranking system for the cognitive demands placed on learners.

Bot: artificial intelligence that imitates a human-like intelligence with the purpose of interacting with another computer and/or a human.

Cognitive insight: a teacher's ability to understand a student's thought process.

Comprehensible input: any communication through any modality, which a student is capable of understanding that facilitates a student's understanding of a topic and/or prepares a student to perform a task

Comprehensible output: any communication through any modality, which a student is capable of producing that is understandable by another person.

Cortisol: a stress hormone that impedes the learning process.

Curriculum alignment: ensuring that the scope and sequence aligns with the assessments.

Emic data: data provided by participants in a study.

Etic data: in ethnographic research, it refers to the researcher's interpretation of the data.

Flexible grouping: allowing for a variety of seating arrangements and partner/group arrangements.

Growth mindset: a belief that skills and understandings arise from hard work and active learning.

Intelligence preference: the preferred method in which a student learns (i. e. hands-on, creatively, interpersonally, etc.).

In vivo codes: exact words used by participants, which are not academic in nature, but are used to label categories in the research.

Limbic region: the second brain layer, which encases the amygdala and regulates socioemotional communications.

Machine learning (ML): is how a machine uses algorithms to perform a task and/or imitate a human-like intelligence.

Metacognition: students thinking about their own ways of thinking.

Mobile learning: takes place on a hand-held device, such as a cell phone.

Neocortex region or pre-frontal cortex: facilitates the transfer of data from the working memory to long-term memory, as well as controls valued student skills such as, organizing, decision making, problem solving, and reflecting.

Productive struggle: occurs in the zone of proximal development, after the student acquires and

utilizes the necessary tools to undertake tasks with high-cognitive demands.

Rubrics: tools used for assessing students' work, which provide the criteria for scoring.

Scaffolding: supports that facilitate student learning and/or direct a student's focus on what should be provided in a work sample.

Schema: a cognitive framework for data processing that often filters out new ideas and concepts and only processes data that reaffirms the learner's preexisting ideas and concepts.

Self-efficacy: a student's understanding and utilization of personal agency, which gives the student the power to influence learning and learning experiences.

Synchronous learning: participating in an online learning course via a virtual classroom, with a fixed times schedule but in different locations.

Unit (of study): a series of related lessons over the span of several days or weeks. A unit typically begins with a low-cognitive demand and/or at the lower-levels of Bloom's Taxonomy, and become increasingly more difficult with each lesson.

Validity: how accurately an assessment measures what was taught.

Working memory: where new and existing data are placed in dialogue with each other.

Zone of proximal development (ZPD): the point of learning facilitated by a third party, which lies beyond the point of learning facilitated by self-teaching.

Dr. Reinert's Assemblage of Instructional AI-Based Activities

Alphabet slideshow: 1) Students are assigned letters. 2) Students brainstorm words that begin with those letters, preferably based on a topic they are learning in class (i. e. recycling, California gold rush, shopping, etc.). 3) Students type words into an image generator, preferably as coloring pages. 4) Students either print and color the images or students copy and paste the images into a paint program. 5) Printed images are scanned and digital images are saved. 6) Images are arranged on teacher and/or student formatted slides. 7) Students describe the images and explain their relevance to the topic.

Assessments for AI: This activity is ideal after students have completed a writing assignment. 1) Have the students give AI assistant the same writing assignment that they just completed. 2) Give the students the rubric that was used to assess their writing. 3) Have the students grade the writing from AI assistant.

Cloze procedure: 1) Teacher opens a text that the students are familiar with in a word document. 2) Teacher replaces about every fifth word with a blank. 3) Students fill-in the blanks with the words they think best fit. 4) Teacher examines the students answers to assess their understandings of syntax (word order) and semantics (word meaning).

Clusters, maps, and webs: 1) Select an image creator app such as OpenAI DALL-E. 2) Begin with a traditional cluster map, with the topic written in the center of a circle. 3) Have students brainstorm words and phrases for the topic. 4) Have the AI assistant generate an image for each of the words or phrases that the students provide.

Collaborative slideshow for a report: 1) Students select a specific topic based on the general topic. For example, if the general topic is holidays, the students might select Halloween, Christmas, and New Year's. 2) Each student thinks of a visual representation for the specific topic. 3) Students have the AI assistant create the visual representation. 4) The teacher collects the visual representations and places them in a slide show. 5) Student explain their visual representations to their classmates.

Debate: 1) Give the students a semi-controversial topic, such as school dress code. 2) Have the students select one side of the debate. 3) Give the AI assistant a prompt to argue in favor of the other side of the debate. 4) Based on the AI response, students reflect on the strengths of their arguments and look for additional points to consider.

Double-entry journals: 1) Begin by having students write two columns. 2) On the top of the left

column, write the words, *from text*. 3) On the top of the right column, write the words, *my response*. 4) Using an app, such as GPT-3, prompt the AI assistant to proofread and paraphrase the columns. 5) Ask the students if the paraphrasing represents their original ideas.

Echo reading: This activity is ideal for second language learners (i. e. German, ESL, etc.). 1) Select a text to read. 2) Activate the text-to-speech feature. 3) Slow down the speech tempo and have it pause after each sentence. 4) The students listen to one sentence. 5) The students read the same sentence aloud.

Exclusion brainstorming: 1) Select a topic and/or text for the students to explore. 2) Provide the AI assistant with about ten words related to the topic. 3) Prompt the AI assistant to add about five new, non-related words to the list. 4) Project the list to the class. 5) Have the students select which words are related to the topic and which ones are not.

Feedback from AI: 1) Have the students upload a paper that they wrote. 2) Give the AI assistant part of the rubric that is being used to grade the paper. 3) Ask the AI assistant to provide feedback on the paper, by using the provided rubric.

Formative assessment: This activity allows for teachers to ensure their assessments are aligned with what they are teaching. 1) The teacher uploads the teacher's notes and summaries from a single lesson or a unit of study. 2) The teacher prompts the AI assistant to create a quiz using the uploaded notes and summaries only. 3) The teacher gives the students the quiz, to assess how well the students are following the most recent lessons.

K-W-L charts: This is an acronym for: *What we know* (K), *What we want to learn* (W), and *What we learned* (L). 1) Create a chart with three horizontal columns. 2) Place the letters, K, W, and L at the top of the columns. 3) Ask students what they already know about the topic and write their responses under the K. 4) Ask students what they want to learn, and ask the AI assistant to answer. 5) Discuss the answers with the students. 6) Ask the students what they learned, and write their responses under the L.

Making words: 1) Ask the AI assistant to provide a list of words with ten or more letters (i. e. hieroglyphics). 2) Create a chart with ten horizontal columns. 3) Number each column 1-10. 4) Ask the students to make words using the letters provided (i. e. he, ice, hope, horse, crispy, spicier). 5) Place each word in a column, based on the number of letters it contains.

Poetry group reading: 1) Open a poetry or song writing app. 2) Have students select the topic, based on the classroom. 3) When the app generates a poem or song, make sure there is a chorus.

4) The teacher reads the main parts of the poem. 5) The students read the chorus as a group.

Speech to text: 1) The students think about a recent event that they participated in, such as playing a game at recess, or going to the store with a parent. 2) The students briefly describe the event aloud. 3) Have the AI assistant convert the speech to text. 4) Prompt the AI assistant to provide feedback at the appropriate grade level. 5) Read the texts aloud to the students and discuss possible changes based on areas such as grammar, syntax, etc. 6) As a bonus, add an image to the text using an image creator.

Talking books: 1) Open an app that conducts online searches and summarizes the results. 2) Type in the title of three books. 3) When the AI assistant generates a summary of each book, ask that a book with a face reads the summaries. 4) Have the students select which one of the three books will be read next.

Think-pair-share with ChatGPT: 1) Students are given a topic to discuss amongst themselves. 2) Students are divided into groups of two-three students per group. 3) After discussing the topic for several minutes, the students type their ideas about the topic into ChatGPT. 4) Students discuss and assess the answers provided.

Two truths and a lie: This activity focuses on students' *schema* and their *working memories* and promotes the teacher's *cognitive insight* by soliciting student responses to pre-conceived notions of an upcoming topic. 1) The teacher selects two true facts and one common false stereotype about an upcoming topic. (True: People speak English in England and in America. True: People speak Spanish in Spain and in Mexico. False: People only speak German in Germany.). 2) Students discuss why they think any of the statements are true or false. 3) Teacher expands on the discussion by asking open-ended questions. (Is language a part of culture? Are either language or culture contained by a physical boarder?). 4) Students read a short text about the topic, in which the three true or false statements are answered. 5) Students compare their initial responses to the text. 6) Students type one of their responses to an open-ended question into an AI search app (i. e. ChatGPT).

Virtual containers: 1) Teacher selects a book to read in-front of the class. 2) At the end of each section, ask the students which items stood out in the story. 3) Select a virtual container (i. e. basket, box, etc.). 4) As the students name items, look for online images of the items. 5) Place the photo of the item in the virtual container. 6) At the end of the reading, review the items. 7) If it is a second language class (i. e. German or ESL), make a vocabulary quiz by using the student-

selected items.

Virtual dice: 1) Prompt the AI assistant to generate a six-sided dice. 2) Label each side of the dice with the following: – *Describe the topic.* – *Compare the topic to something else.* – *Associate the topic with something else.* – *Analyze the topic.* – *Argue for or against the topic*.

Vocabulary building: This is used after students have completed a writing assignment. The writing assignment should already be graded 1) Have the students upload their already graded writing assignment. 2) Ask the AI assistant to raise the language level by selecting college level vocabulary words, but not by changing the sentence structures. 3) Have the students list the new words provided by the AI assistant. 4) Use the students' vocabulary lists to provide the words to be learned in the next vocabulary building lesson.