

Introductory Framing Statement

“Meaning Makes the Connection”

From the very beginning it became apparent that meaning is an important factor on how I believe learning takes place and what my theme would be. I realized while writing my platform and gathering my artifacts that meaning was a primary part of the process for me. I know this is true for my students but had not noticed how it also affects others. My interviews also help make the theme clear because it seemed to focus on how meaning helps make the connection. It has become apparent that meaning is essential not only for our second language learners but for all learners of all ages.

In order for my second language learners to be successful they must find meaning and a reason to relate concepts. It is important to know your students because what is meaningful to one student may not be to another. There can be many different cultures in one room. What is significant to one culture may not be to another. I have to avoid making invalid assumptions and find those key points that are meaningful to each student to make the connection. To do this I must have adequate background information, perform authentic assessments, plan instruction with best practices and then reflect to see if I met their needs.

I am always searching for a way to bring meaning to students. It is challenging, rewarding, and essential. My platform addresses these areas. Although not easy, I cannot imagine teaching without that focus to help guide my instruction. To do this I must be willing to adapt, grow and challenge myself. It is rewarding to help students, in particular second language learners, find a connection because they usually get very excited. The purpose behind communicating is meaning, so for our second language learners meaning is the link to understanding.

The artifacts I have collected were selected because they are meaningful to my students, their parents, and me. They show how I am using the indicators of the *“Guiding Principals”* in my classroom to help make connections and communicate to parents and students. These are examples of how I embrace the belief of teaching for meaning.