

University of Puerto Rico in Humacao
English Department

SPECIAL PROJECT:
ELACS' DIVERSITY WALLS

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EDPE-4018-001

Clinical Teaching Practice

Phase 1: Monday, September 26th, 2022

Phase 2: Thursday, December 1st, 2022

ELACS' Diversity Walls

Phase One: Proposal

The English Department of UPRH requires their teacher candidates to work a Special Project on the school selected as their practice center. This Special Project consists of identifying an area within the practice center in which a special contribution can be made (PTH, 2022). Teacher candidates are expected to run a Nucleus Study of their practice center, tool that will allow the space to identify either an area that could use help or improvement or a space for a special contribution. The main characteristic of the Special Project is its permanence. Teacher candidate must work on something that will remain in the school even after clinical practice is over.

Mrs. Velez was assigned to Luz A. Cruz de Santana Elementary School in Humacao, Puerto Rico. ELACS is a relatively small school composed of two stories, twelve classrooms, a lunchroom, four bathrooms, five administrative offices, one library, two staircases, one ramp, a lobby, and a main interior patio with a gazebo. The time frame for the completion of this Special Project will be twelve days. The first five days of planning have been heavily affected by Hurricane Fiona which struck Puerto Rico on September 18th, 2022. ELACS was closed from Monday 19th to Friday 23rd due to no power in the institution. Keeping communication with school personnel became a challenge thanks to the weakness of phone signals and the restricted access to internet. However, plans have been made and on Monday 26th, the school principal, Mr. Martinez, and the cooperating teacher, Mrs. Trinta will have this proposal for the Special Project. This document contains all the information related to the planning, ideas, purpose, objectives, justification, action plans, and final reflection of the Special Project. This project is characterized by its artistic nature, the inclusion of students, and the symbolism behind the final result.

To make this project possible, Mrs. Velez coordinated four meetings; the first one with Mrs. Trinta to sort out and evaluate possible ideas, the second one with Mr. Martinez to present the abstract ideas. The third one involves Mrs. Trinta and Mrs. Velez and had the objective of finally choosing the idea for the Special Project. The final and fourth meeting with Mr. Martinez is pending and its objective is the presentation and discussion of the proposal. During this

meeting, Mr. Martinez is expected to grant permission to Mrs. Velez to execute the Special Project. The next page shows the table of contents for this Special Project which is divided into the two phases of execution: the proposal and the final report.

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Title

ELACS' Diversity Walls

The Special Project ELACS' Diversity Walls is a mural that will be realized by Mrs. Velez at the school's gazebo. Mrs. Velez is an acrylic artist who sells paintings and offers wall design and painting services. Part of her teaching philosophy is the strong belief in the power of creativity and artistic expression through any medium. When brainstorming the ideas for the S.P., Mrs. Velez was confident on the fact that whatever project was chosen, it would involve arts, colors, and symbols. Mrs. Trinta urged Mrs. Velez to opt for the mural, since she believed the colors would bring the gazebo back to life. The gazebo is located in the middle of the school's interior patio and is one of the first structures that can be appreciated when entering the school. This gazebo has two built-in seats, two small, elevated gardens, and a ceiling. It has become the student's hanging spot where they play, seat, eat, and overall spend their free time.

The main theme of this project is rooted on the UPRH English Department's Core Dispositions; creativity, leadership, social-transformation, and diversity. Teacher candidates at UPRH are taught about these core dispositions and how they shall be implemented and addressed in every class lesson. Mrs. Velez chose a design for the project that represents these dispositions, specifically **diversity**. The Merriam-Webster dictionary states that diversity is the condition of having or being composed of different elements (2021). A society is composed of different elements and a human being is also composed of different elements. Diversity also means accepting the inclusion of people of different races, cultures, ethnicities, etc. This is a human value that must be taught from the beginning; teaching the importance of accepting variety and diversity is the first step towards social transformation. **ELACS' Diversity Walls** clearly represents the type of project that Mrs. Velez chose. Walls will be painted with an illustration that represents diversity at ELACS' patio gazebo. The title of this S.P. will be also part

of the illustration which students, parents, teachers, and visitors will be able to appreciate and reflect on. Students will be able to observe and enjoy the message that the illustration will present as well as understand what diversity is and how to respect it. The title is brief, versatile, and deeply connected to the project's main idea, objectives, and elements.

Purpose

Teaching the Acceptance of Human Diversity

The first intention of this project is to teach one essential human value. The immense importance of accepting diversity. Not only that, but the consequences of not respecting that every person is different and unique. Through history, it is evident that humans have struggled and still fight against living in a diverse world. War has taken place because of disagreement, crashing opinions. People have been killed because of their religious beliefs or practices. People have been enslaved and tortured because of their skin color. Diversity is what defines humanity, however, is that one thing that humans can't stand. ELACS is an elementary school, full of individuals that are just beginning to develop their personalities, traits, opinions, identities, and ideologies. Children are mostly shaped by family, but sometimes, values are not addressed at home as they should be and that is where the school and the teachers come in as agents of change. Through the painting of a mural, Mrs. Velez has the exclusive purpose of inviting people to look at it and reflect on it for at least a minute. Even though the illustrations will be appealing for kids, the message will be loud and clear: **we are all different and that is okay.**

The illustration will be mostly abstract; however, it will contain images that represent leadership, creativity, social-transformation, diversity, and uniformity. Uniformity is the opposite of diversity, and it is part of the illustration because viewers will then be able to make a comparison and better understand why diversity is important and why it characterizes humanity. The second intention of this project is for students to participate and be part of something important and special. Mrs. Velez's students from 4-1(Observation period) will be part of the project as they will be nominated as the **Diversity Walls Guardians**. 4-1 will be

responsible for looking after the art piece and speak up if they spot a student vandalizing or attempting to ruin the painting. Next up, the justification for ELACS' Diversity Walls goes deeper into the benefits that it will represent for the school.

Justification

Enriching ELACS' Cultural Education

The biggest benefit of ELACS' Diversity Walls is the cultural impact that it will have over both the school community and structure. The project will enhance the school's focus on inclusiveness and diverse practices. Educating students, visitors, parents, and personnel about the importance and influence that diversity has over humans. This value is part of everyone's daily life. Diversity is found in the littlest things, and it must be accepted and respected and through this mural, viewers will reflect on it. In terms of the structure, at the moment, the walls of the gazebo are painted uniformly with a plain pastel green color. The mural that is planned contains bright colors, shapes, images, and elements that are appealing to the children at the school. Elementary level students enjoy funny shapes, colors, and illustrations that express a message or a story. The mural will bring the school's interior patio back to life. Not only will the walls be painted but the gardens will also be rearranged to give it a beautiful touch and inspire the rest of the school personnel to keep the school alive and decorated. Decoration motivates, sets a special tone for the students depending on the topic that it represents.

To target the inclusion and interaction of the students, this project will involve twenty-three students in total. As previously mentioned, 4-1 will be in charge of keeping their eyes open and look after the art piece. Through this experience, students will have the opportunity to feel as part of the school community and involved in something special. The students selected are the teacher candidate's assigned students and thus they will all be part of

such an important moment of the clinical practice experience. The following section of this document presents the permanence that characterizes ELACS' Diversity Walls.

Permanence

ELACS' Diversity Walls Will Remain

A wall painting remains as long as it is not vandalized, painted over, or demolished. This S.P. is characterized by its artistic nature; it will be a mural painted with acrylic paint, house paint, and topped with paint sealer. As long as the students respect the rules that will be discussed during the presentation of the final result, the mural will remain as if it were painted not too long ago. It will take up to three years to start seeing deterioration on the walls. If the walls receive water directly, for example, from a power wash machine or a hose, the deterioration process may accelerate. If the walls are painted over, the mural will disappear, however it will require a couple layers to cover up.

The mural is low maintenance as it technically requires zero interaction. The gardens, however, need watering, and cleaning. The plants that will be added do not grow into bushes and only require watering. For safety reasons, no rocks will be added to the garden. In terms of money, this project will not require any investment once it is done. To fulfill the objectives of this project, several materials will be needed. Above is a checklist of said utilities:

Two litters of Blue Paint	
Two litters of Pink Paint	

Two litters of Orange Paint	
One litter of white primer	
One litter of paint sealer	
Two bags of soil, one bag of sand, and two bags of red wood chip	
Brushes, paint tray, paint roller, blue tape.	
Six colorful flowers	

Apart from the main wall which will contain the art, the remaining parts of the gazebo will be painted as well. Using a three-color palette that are combined with the colors of the mural, the borders, external, and internal walls of the gazebo including the built-in benches will be painted. After Mrs. Velez and Mrs. Trinta walked through and analyzed the structure of the gazebo, it was decided that two gallons of each of the three colors would be appropriate. Some minor areas need scratching to peel off the old paint. The wall of the mural requires cleansing as it has mud and dirt on the bottom. The bag of sand will be used to level up the ground in front of the main wall; there is a downside provoked by the heavy rains of Hurricane Fiona. Two bags of soil will be used (1 per garden) to rearrange the dirt and bring life to the plants that are already planted. The gallon of primer will only be applied to the art wall as well as the sealer. Six plants will be planted (3 per garden) to fill up the gaps between the already placed plants.

To gather these materials, Mrs. Trinta and Teacher Candidate will redact a letter which will be stamped with the school's logo by the school principal. This letter is meant to ask for donations to complete this project. The letter will be written to three different recipients: NATIONAL, Ferreteria El Boricua, and HARRIS Colors and More. The goal is to collect most of the materials from donations with the exception of the flowers which will be covered by teacher candidate. This letter will be written with the collaboration of Mrs. Trinta, the cooperating teacher, approved by Mr. Martinez, and finally stamped.

Action Plan (Narrative)

The following section of the proposal contains a narrative writing of the objectives, activities, timeline, people involved, and budget that will be fundamental for the completion of the special project. The objectives of ELACS' Diversity Walls are rooted in the DEPR's Transversal Themes per grade and unit. Luz A. Cruz de Santana is an elementary school that teaches from KG to 5th grade. The project considers three transversal themes per grade to develop the objectives of the activities. The transversal themes are topics that are addressed in each unit for every grade. Through reading selections, activities, movies, songs, and others, the students are involved with the transversal themes which add to the actual academic competencies that are expected to be learned during each unit. The project will be carried out during the first school term, specifically during the months of September and October. According to the pacing calendars provided by the DEPR, the first two units of all grades from KG to 5th, share the same three transversal themes. Below, a two-column chart contains the themes chosen to support the justification of ELACS' Diversity Walls, along with an explanation on how it is linked to the project's objectives.

Transversal Themes	Justification
Equity and Respect among All Human Beings	Considering that the main idea behind ELACS' Diversity Walls is the value of diversity, the transversal topic mentioned encompasses the nature of this human value. <i>Equity</i> stands for equal parts and fair judgement (Cambridge, 2021). To respect diversity is to work with

	equity in a society where every individual is treated without any discrimination. Respect among all human beings is what is accomplished when diversity is accepted. To respect is to learn to accept and celebrate every individual with its unique characteristics. Throughout the first units of the elementary level curriculum programs, equity and respect among all human beings is found within the class lessons given from KG to fifth grade. Teachers employ reading selections, videos, reflections, and activities that guide the students towards both the academic competencies expected per grade and the learning and practicing of the human values mentioned (equity and respect).
Multiculturalism	According to Britanica Dictionary (2021), the perspective that culture, races, and ethnicities, especially those of minority groups, deserve special acknowledgement of their differences within a dominant political culture. Puertorricans are the result of a mixture between three major races: the Spaniards, Tainos, and Africans. All three races have their own culture which is also mixed with other cultures and races. Puertorricans have one of the most combined, richest blood types in the world. Puerto Rico is an island where multiculturalism is present in everyday life. Students are familiar with immigrants from all over the world that choose Puerto Rico as their new home. Multiculturalism is all about diversity. It is a transversal theme that is touched on through units such as 3.1 Puerto Rico Unique! And 3.2 Immigrations. Keeping in mind that the special project will be an illustration painted on a wall that represents diversity, the transversal theme discussed can also be addressed through the observation and analysis of the mural.
Cultural Identity and Interculturality	National Geographic defines culture as the shared characteristics amongst a group of people. Not necessarily do these people need

	to be born in the same country to feel identified with a certain culture. The definition of <i>interculturality</i> given by the UNESCO webpage describes the term as the existence of interaction and exchange of traditions and expressions between cultures that coexist together. Even though at ELACS, a hundred percent of the student population is natural from Puerto Rico, students are taught to be capable of living with other individuals from diverse places from all over the world. The message that the special project intends to share speaks about finding cultural identity and respecting other's as well as accepting and celebrating the differences between every individual.
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The objectives for ELACS' Diversity Walls also consider Dr. Norman Webb's (1940-2022) Depth of Knowledge learning theory. DOK is a type of framework that educators began to use as a tool that helps identify the level of rigor for an assessment. Students will not be assessed in any way regarding the special project, however, the DOK helps identify and point out the objectives that are expected to be fulfilled, following the appropriate expectations from the students. The following image represents a brief explanation of the DOK's theory:

DOK Theory	
Level	Competencies
DOK 1: Recall and Reproduction	Students recall facts and reproduce definitions of procedures.
DOK 2: Skills and Concepts	Students compare and engage in basic reasoning.
DOK 3: Strategic Thinking	Students practice planning before acting and engage in complete reasoning.
DOK 4: Extended Thinking	Students work synthesizing information and

	interpreting data to solve problems.
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ELACS' Diversity Walls only focuses its objectives on the first two levels of Webb's Depth of Knowledge theory; DOK 1 Recall and Reproduce and DOK 2 Skills and Concepts. Students are expected to recall personal experiences related to the image presented on the mural and reflect on their feelings and emotions about it. By recall, students are also expected to communicate, and use spoken language to express and tell their experiences. As for the second level of the theory, students should be able to practice comparisons and basic reasoning making connections with situations they've experienced or seen that are related to the acceptance of diversity. Having discussed the roots and frames of the objectives for ELACS' Diversity Walls, the following chart enumerates the principal objectives of the project:

ELACS' Diversity Walls Principal Objectives
1. This special project will teach and help the students define and/or identify what is diversity.
2. This special project will help the students make observations while reflecting on the mural. Students will relate to the message of the project by recalling their experiences and previous knowledge on the topic.
3. This special project will guide the students towards identifying and defining what equity is and the importance of respecting others.
4. This special project contains a message that will help the students grasp the concept of multiculturalism.
5. This special project will help the students through the process of constructing their cultural identity. Students are also expected to compare their culture and recognize the interculturality in their school.

Considering that the main objective of the project is teaching the importance of diversity through art and the presentation of an illustration that helps define diversity; the activities that will help complete the project are the following:

Planning

During this phase of the project, Mrs. Velez will conduct four meetings, two of them with C.T. and the other two with the school principal, Mr. Martinez. The first meeting with C.T. is meant to be the brainstorming for the ideas that could potentially be the special project. The second meeting will be with Mr. Martinez and the intention is to present the options and seek approval for one of those. The third meeting with C.T. is the space to decide what will be the special project, considering the principal's advice, and preparing the draft and proposal. The fourth and final meetings with Mr. Martinez is the space to present the proposal, settle dates, obtain permissions, and final opinions.

Collecting Resources

This will be the moment of recollection of materials. ELACS' Diversity Walls is an art project that requires all sorts of painting and crafting materials as well as gardening utilities. To acquire the materials needed, Mrs. Velez and Mrs. Trinta will redact a letter which will be directed to NATIONAL Stores, HARRIS Colors and More, and Ferreteria EL BORICUA. The letter will explain the purpose and nature of the project and ask for the donation of the materials that were previously mentioned on page number 8. This letter will be stamped with the school's seal and signed by Mr. Martinez.

Hands-On

After successfully collecting the materials, Mrs. Velez will work on weekend hours with the project. With the help and participation of people that will be mentioned below, the teacher candidate will clean the gazebo walls before beginning the project. After cleaning the walls from dust and dry dirt, the gardens will be arranged by reorganizing the already planted flowers, adding fresh soil, and small decoration (viruta). Once the walls are scratched and the old paint is peeled off, the next step will be the priming. The wall selected for the art piece will be the only one primed, the remaining walls will be painted directly with the colors chosen by Mrs. Velez and Mrs. Trinta. Once the art wall is dry, the teacher candidate will proceed to sketch the design. Meanwhile, the other participants will paint the remaining walls, borders, and built-in

benches of the gazebo. When the paintings are done, the art wall will be covered with paint sealer to help it last longer. New plants may be added, a “peregrina” will be drawn on the sidewalk, and a poster with information about the mural will be hung out of the students’ reach. After the project is finished, it will be presented to the school community and students will be informed of its purpose and the rules that must followed to conserve the art piece.

PHASE TWO: FINAL REPORT

Once the project has been carried out, the Final Report will be the only activity left. This part involves reactions that will be recorded from teachers, students, and school personnel. The results will be discussed, and recommendations will be also part of the final report. The appendix will contain all the evidence of the special project including meeting reports, the letters sent to collect resources, and the before and after pictures of the work area chosen for the project.

The timeline for the Special Project given by the URPH English Department (and according to the clinical practice calendar) is two months and two weeks approximately. Following the plan for the project built by Mrs. Velez, the completion of the project will take up to two weeks and a half beginning from the first meeting and ending with the revelation of the art piece to the school community. Below, a calendar shows the days chosen for the *Hands-On* part of the project. The calendar shows that Mrs. Velez will work on a weekend that includes a holiday in the American calendar.

OCTOBER 2022						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
9 th	10 th Dia de la Raza	11 th	12 th	13 th	14 th	15 th

The people involved in the project include Mrs. Trinta (C.T.), Mrs. Velez (Teacher Candidate), Mr. Martinez (school principal), Carmen Soto (Mrs. Velez' mother), Juan Velez (Mrs. Velez' brother), and Jose Roman (Mrs. Velez' bestfriend). 3-1 will be the only group of students from Mrs. Velez' Observation Period that will participate. The group will be oriented and named as the Diversity Walls' Guardians. 3-1 will participate during the presentation of the wall and will be the group presented to the school community as the individuals in charge of taking care of the mural. During the *Hands-On* phase, Mrs. Velez, Mrs. Trinta, Juan, Carmen, and Jose are expected to show up and help out with cleansing and gardening activities. The people mentioned as participants of the projects are tentative. If the work can be handled with less people, then there will be no necessity to convoke everyone to the school

Regarding the budget, only the flowers, soil, decoration, and poster will be covered by Mrs. Velez. The rest of the materials are expected to be donated by the entities that will be addressed in the letter written by Mrs. Velez and Mrs. Trinta. The budget chart for the utilities mentioned can be found below:

Materials to be covered by Teacher Candidate Mrs. Velez	
Material	Price
Colorful Bloomed flowers (6)	\$2.89 c/u \$17.34 + tax
Miracle-Gro Garden Soil (2 bags)	\$4.27 c/u \$8.54 + tax
Red Wood Chip/Mulch (2 bags)	\$2.47 c/u \$4.94 + tax
Educational Poster from Artes Gráficas UPRH	
Total	\$30.82

The stores that will be visited include Humacao's Walmart Supercenter, NATIONAL Stores, HARRIS Colors and More, and Ferreteria EL BORICUA. The chart above presented the information about the material and approximate budget data that will be covered by the teacher candidate. The collecting of these materials would define if the dates selected for the *Hands-On* phase will remain or will have to be postponed. Given the description above where

the foundation for the objectives has been described, the principal objectives for ELCAS' Diversity Walls were redacted. The timeline chosen for the project was settled and presented as well as the procedure that will be followed to acquire the resources and utilities for the completion of the project. A list with the budget and resources that will be offered by the teacher candidate, Mrs. Velez, was also presented. Having discussed the details behind the process to complete the project successfully, the next section shows a chart with the official Action Plan that will be carried out.

Action Plan (Table)

ELACS' ACTION PLAN CHECKLIST	
Planning	
• Meeting #1: C.T. Brainstorming	
• Meeting #2: C.P. Present Ideas	
• Meeting #3: C.T. Decide the project and began the draft	
• Meeting #4: C.P. Present Proposal	
Collecting Resources	
• Write the letters for NATIONAL, HARRIS Colors and More, and Ferreteria EL BORICUA	
• Teacher Candidate will carry out the letter to its destinies with the objective of collecting donated materials.	
• Teacher Candidate will visit Humacao's Walmart Supercenter to cover the resources that will not be donated (mentioned on page #15)	
Hands-On	
Saturday, October 8th -9:00-5:00	
• Clean walls, floors, and extract/prepare gardens for new plants.	
• Scratch and peel off old paint from walls and built-in benches.	
• Prime art wall.	
• Sketch design.	
Sunday, October 9th -9:00-5:00	
• Teacher Candidate will begin painting the art wall (design),	

● Carmen Soto will begin painting remaining walls.	
Monday, October 10th -9:00-5:00 DIA DE LA RAZA	
● Teacher Candidate will finish the art wall.	
● Mrs. Trinta will finish painting remaining walls and built-in benches.	
● Mrs. Trinta and Teacher Candidate will finish up the garden adding new flowers and wood chip.	
● The educational poste will be hung, and the red ribbon will be prepared.	
Monday, October 11th -9:00-9:25	
● Teacher Candidate will inform 4-1 about their assignment as Diversity Walls' Guardians.	
● Mrs. Velez, Mrs. Trinta, and 4-1 will settle at the gazebo while the other school groups and teachers walk outside from the upper-level balconies to observe the presentation.	
● ELACS' Diversity Walls will be presented with the purpose and definition of the message found in the art.	
● Mrs. Velez will cut the red ribbon.	
● Mrs. Trinta will be the photographer.	

ELACS' Diversity Walls

Phase Two: Final Reactions

Results

Objectives:

The reaction of the students and community was beyond positive. Following the objectives, students have made observations on how the piece presents a bunch of different creatures coexisting together no matter their differences. After the presentation of the mural explained in the Hands-on phase of the project, students demonstrated a basic understanding of equity and a stronger grip on the concept of respect. Students have been encouraged to appreciate the characteristics that make them unique as an individual and that make their friends and relatives unique too. Even though an assessment was not conducted to measure the objectives mentioned, the Teacher Candidate has been performing informal meetings with random students during lunch time by asking for opinions and thoughts on the art piece. Many of the answers collected show a community of students that feels a little more comfortable and motivated in school. They understand that something has been done to make them feel better at school.

Activities:

The activities laid out that would help complete the Special Project were divided into four phases, beginning with the Planning. During this phase, the procedures were followed as

stated in the proposal. Four meetings were conducted (see scanned documents in the Appendix). The proposal was approved by Mr. Martinez, the school principal, allowing the second phase to begin. Collecting Resources was the next move and was also completed as stated in the proposal (see scanned documents in the Appendix). During this phase, four letters requesting donations were sent to different private companies that had the materials to be used during the third phase which was Hands-on. Many things changed during the third phase due to the materials that were not collected. Only one of the four companies donated materials; T.C. received brushes, painting trails, and other materials except paint. After waiting for over two weeks for the companies to show any sign of possible help, T.C. proceeded to request a Color Day at the school to collect the money and buy the materials needed. This request was denied due to the amount of money that was expected to recollect. While facing the possibility of having to cover the expenses personally, practice supervisor, Dr. Reyes, opened a donation request in the English Department at the University of Puerto Rico. Recollecting a total amount of \$126.00 for the Special Project.

The timeline originally set for the completion of the project's phases was from Saturday, October 8th to Tuesday, October 11th. These dates went by during the two weeks of waiting time for the companies to donate or respond to the letters. The monetary donations from the professor of UPRH were received during November 2nd and 3rd. After collecting the money, T.C. proceeded to establish new dates for the phases to be completed. The project was carried out last Thursday, November 24th (Thanksgiving Day), Saturday 26th, and Sunday 27th.

Person(s) Responsible:

Originally, Juan Velez, (Teacher Candidate's brother) and Jose Roman (Teacher Candidate's best friend) were supposed to help out. However, due to the dates being changed, none of them could make it. Mrs. Trinta, the cooperating teacher, was out with a Medical Certificate. The phases were completed between Mrs. Velez (Teacher Candidate), Carmen Soto (Mrs. Velez' mother), and Dr. Reyes (practice supervisor). Many changes were made throughout the painting process, for example, there is a bunch of doodles left out from the original draft

due to the limited amount of paint. Mrs. Velez was responsible for the art piece while Carme Soto took over the rest of the walls in the gazebo. Dr. Reyes helped with painting and planting.

Fiscal Resources:

Aside from the amount of 126.00 dollars collected, two cans of paint (yellow and pink), a small container of dark purple paint and four bags of dirt were donated. Dr. Reyes donated nine yellow flower plants. With the money collected, four gallons of blue and green paint were bought, two bags of soil, four flower plants, a planting shovel, painting rolls, ice, water bottles, gas, and ant/mosquito killer spray. Other resources include an electric duo reflector light borrowed from a familiar to light up the place and work during night hours. The water fountains, faucet, broom stick, trashcans, the janitor's kart, and the school key were also necessary to fulfill the phases of the project.

Reactions

As a practicing teacher, being new to a school is perhaps the biggest fear and excitement of the clinical experience aside from teaching. Being accepted as part of the community becomes a goal that you fear won't be accomplished due to all the circumstances of the school personnel. Time is a limited resource and with all the responsibilities that every professional at the school has, remembering the name of the teacher candidate is kind of impossible. However, after the completion of ELACS Diversity Walls, the community has a different perspective of what teacher candidates are. The effort put into this project was immense; the stress, the nervousness, the sweat, the time spent on the designing and preparation of the art piece are valued by the whole school. Beginning with the practice supervisor who already was pleased with the outcome even without finishing the piece. Secondly, the school principal's reaction. Mr. Martinez publicly showed how happy and moved by the results he was. The school guardians, janitors, librarian, teachers, secretary, and the students have all reached the Teacher Candidate to express how delighted and happy they are with the work done. The school principal published a congratulating message on the school blog, making the Special Project visible for the parents and other school community members. "Egresados de Ingles de UPRH" on Facebook also posted a congratulating message regarding the Special Project.

Personally, I am beyond proud of what I did. It was difficult, I considered backing down and toning down my ideas believing I wouldn't be able to fulfill my goals. However, with tons of hope, prayers, and the support of those who cared, ELACS Diversity was possible. I was also worried that the community would dismiss the project as something simple and that with time, they wouldn't care if it was painted over, but instead, the community is proud of what is theirs now. They are willing to conserve my art and even asked for more. Mr. Martinez hopes that I will help paint more of the doodles in the front columns of the school and I am very happy to do so.

As a developing professional, this experience helped me see how hard things can get when we want to do something. No matter if our intentions are purely positive, the system may fail us and we may have to look out for another alternatives to accomplish our goals. Stepping back or quitting will always be easier, but not necessarily the right thing to do. My students are happy, the teachers are happy, the school looks pretty, the gazebo feels more like the student's hotspot, and I couldn't be happier. I became part of ELACS and even though I am leaving, that's going to be my school forever.

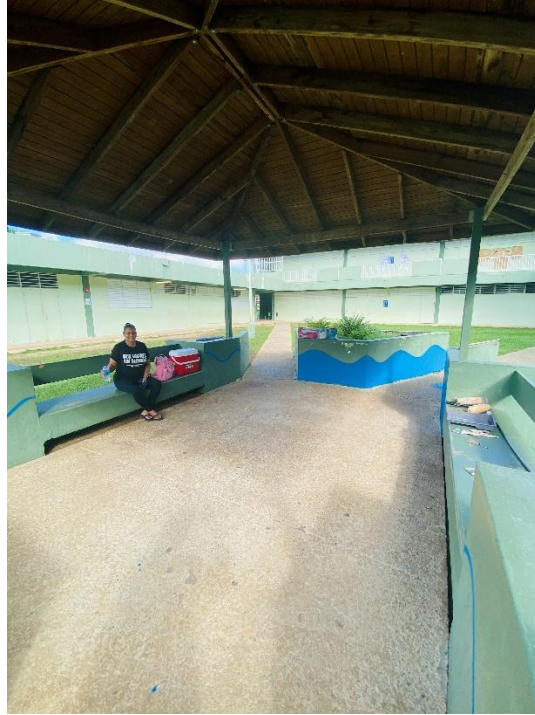
Recommendations

Regarding the procedures that I followed to complete my special project, I wouldn't change anything. The plan suffered a lot of changes already, however the timeframe, the different circumstances at school forced me to rush a bit. I recognize my insistence on finishing even though I still had two more weeks of practice. I did not want to ask for the school keys again and I also did not want to compromise my mother's days off anymore. That is why I rushed the project. I met with the school principal during August and interviewed informally the school guardians in hopes of figuring out an area where the school needed help or improvement. Thank God, ELACS is a blessed school, rich in materials and comfortability for the students and the personnel.

My recommendation for future Teacher Candidates is to look closer at the school. I did find several areas where ELACS could've been attended by me, but the school personnel

wouldn't tell me that. I also had to spend months visiting the school to identify these areas. To those students who aspire to be teachers and will complete their clinical experience; get involved in school activities, talk and listen closely to the complaints of students and other teachers. Listening and observing will help you figure out how you can contribute to the school community in a way that is permanent, relevant, and reinforcing to the community. The special project talks about you as a professional. It lets people in the school see how committed you are, how focused, and how much you love to be part of the school community. Is not just another requirement to graduate; is something you put your sweat and tears into for the sake of the student's happiness and joy. My advice is to try and have fun while doing everything about your special project. Enjoy it! Even if something goes wrong, embrace the experience.

Appendix











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MEETING/INTERVIEW REPORT

Date: Wednesday August 31st 2011 Place: School Principal's Office
 Hour: 8:30 am Meeting #: 2
 Chairperson or Interviewee: Mrs. Vilek

Purpose:
Present the ideas for the Special Project to Mr. Harting

Topics and Salient Points:
During the meeting, Mrs. Vilek described the objective and requirements of the Special Project. Mr. Harting gave advice and agreed that the school does not have any area that needs considerable help. After T.C. presented the two ideas (recycling program and Wall art), Mr. Harting gave a thumbs up for both projects.

Agreements (if applicable):
Mr. Harting and Mrs. Vilek agreed to let Mrs. Tranta evaluate the last time both options and then decide along with Teacher Candidates what the project will be.

[Signature] Meeting Chairperson or Interviewee

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MEETING/INTERVIEW REPORT

Date: Wednesday August 31st 2011 Place: Mrs. Huffak's Solon Isk
 Hour: 11:00-11:30 am Meeting #: 3
 Chairperson or Interviewee: Mrs. Vilek

Purpose:
Decide if the Special Project will be the recycling program or the Wall Art.

Topics and Salient Points:
Teacher Candidate explained to Mrs. Tranta what was discussed with the principal and the agreement that concluded the meeting. After deliberating the benefits and accuracy of the options presented, C.T. and T.C. decided to proceed with the Wall art.

Agreements (if applicable):
Mrs. Vilek and Mrs. Tranta agreed to develop a draft of the art that will be painted. Mrs. Vilek should finish the proposal and then meet with Mr. Harting.

[Signature] Meeting Chairperson or Interviewee
Ann V. Dute Gogly C.T.

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MEETING/INTERVIEW REPORT

Date: Tuesday September 27, 2011 Place: School Principal's Office
 Hour: 2:30-3:00 pm Meeting #: 4
 Chairperson or Interviewee: Mrs. Vilek

Purpose:
Discuss Special Project Proposal and other details

Topics and Salient Points:
Mrs. Vilek presented the action plan to Mr. Harting along with the design of the art wall. The principal gave permission to almost everything. Mr. Harting urged Mrs. Vilek to redo a little artwork for instead donations instead of planning a Color Day. He approved the dates selected to work and gave permission to let two teacher candidates that will be part of the project.

Agreements (if applicable):
Mr. Harting said he will inform me about the procedure of visiting the school on a weekend when the dates are near.

[Signature] Meeting Chairperson or Interviewee

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MEETING/INTERVIEW REPORT

Date: Tuesday August 23rd 2011 Place: Mrs. Huffak's Solon Isk
 Hour: 9:00-9:00 Meeting #: 1
 Chairperson or Interviewee: Mrs. Vilek

Purpose:
Brainstorm ideas for the Special Project.

Topics and Salient Points:
During the meeting, C.T. and T.C. brainstormed ideas, acknowledging the goal of improvement of the school. Teacher Candidates explained the value of the Special Project and the expectations that the principal supervisor put upon them regarding the project. Two main ideas became the possible options for the project: a painting (visual) or a recycling system for the entire school.

Agreements (if applicable):
Mrs. Tranta and Mrs. Vilek agreed to present the two options to the school principal, Mr. Harting.

[Signature] Meeting Chairperson or Interviewee
Ann V. Dute Gogly C.T.