Individual Student Profile Analysis:

R.T. & G.M. 4th grade, Hedenkamp Elementary

EDS 351: Teaching the English Learner

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R.T., 4th grade,

Hedenkamp Elementary

1. **CLASSROOM CHARACTERISTICS**

I am placed in a k-6th grade primary school in East Chula Vista. The school is not title one and APA scores are higher than average of all of the Chula Vista School District. The school population is middle to upper income being that it is located closer to East Lake. Hedenkamp has a dual-immersion or two-way immersion program with the 90/10 models. The teachers are all certified in BCLAD and are bilingual in both. Teachers utilize Specifically Designed Academic Instruction in English (SDAIE) and Guided Language Acquisition Design (GLAD) and Frontloading techniques such as pictures, graphics and the use of real-world realia.

 In my classroom, the majority of the students come from homes where the parents are well educated and are educators themselves. About 12 are native Spanish speakers and 19 are native English speakers, so it is almost an equal exchange in both languages. Most of the students started the program in kindergarten and have been exposed to the same amount of Spanish & English academic language. R.T. has been in the DLI program since kindergarten. R.T. speaks Spanish only with parents and in both languages with his younger brother who attends the same school. His mother speaks mainly Spanish and is educated in Mexico as an Engineer. In this present moment, RT receives 60% of Spanish instruction and 40% of English instruction in the classroom. In Spanish, he is learning Language Arts, Math, Science and Social Studies. In English he learns Language Arts, Social Studies and Science. Currently, R.T. is pulled out for phonics instruction with a small group twice a week and once a week for ELD pullouts. In the phonics class, R.T. is learning a lot about concepts such as suffixes, prefixes, and vowel/consonant combinations to name a few. Teachers have reported that RT struggles with phonics in spelling in both Spanish and English. His Spanish and English teachers are trying to get him observed and tested from a speech therapist since he does not seem to hear the sounds when he writes and has a hard time hearing cognates from Spanish to English.

 RT is receiving various instructional strategies and support in the classroom. First, the teacher students pair in various projects and in discussions. Also, vocabulary and pictures illustrating key concepts are introduced and posted all over the walls that contain graphs and other illustrations. Students keep the same key concepts with pictures in their various notebooks, modeled by the teacher, so that they can refer back to them as notes. I have also noticed that the teacher takes time to use gestures and discusses unfamiliar vocabulary with the class. Due to lack of time, I have noticed that Guided Reading Groups are not utilized on an ongoing basis. Accelerated Reader is used during centers along with Silent Reading. RT loves reading and likes reading fiction.

**II. ASSESSMENT DATA**

 CELDT scores:

|  |  |  |
| --- | --- | --- |
| Section | Score | Level |
| Reading | 410 | Early Intermediate |
| Writing | 448 | Intermediate |
| Speaking | 478 | Early Intermediate |
| Listening | 513 | Intermediate |
| Overall | 462 | Early Intermediate |

AR level (Spanish): 6.5 - Advanced

 Express Placement Assessment: 12/20 (Early Intermediate)

1. **ANALYSIS AND NEXT STEPS**

Based on RT’s assessments, my observations and conversations with teachers I would place him as early intermediate in progress to intermediate in his current proficiency in English. I have observed that he is making progress to intermediate because although he needs repetition, vocabulary building and reinforcement in language patters and concepts, RT is able to work independently on some tasks, able to transfer some of his Spanish knowledge to concepts in English and, with appropriate support, can “write basic information” which are all characteristics within the intermediate stage. (Dutro & Helman, pg. 40)

Per the *Learning Record*, when interviewing RT, it is clear that listening skills are stronger than speaking skills. When interviewing RT, all of my questions were answered appropriately, however his limited vocabulary and grammar errors can get in the way with the meaning he is trying to convey. RT does not have a command of the past or past progressive tenses but mainly speaks in present and future tenses. I have noticed his automaticity is a bit delayed during his phonics pullout class. The teacher uses a lot of call and response techniques, and the majority of the time RT is a second behind the rest of the class even though he shows that he is paying attention.

RT is able to talk around unfamiliar phrases and vocabulary and still be able to communicate advanced thinking. RT demonstrates that he knows how to utilize resources around him. Even if he may not know what words to use, he will figure out a way. He participates in class as much as he can and will ask questions to the teacher whenever he is not sure about a given task. RT used many strategies to explain thoughts and concepts in English when not knowing the exact word. In the Express Assessment, RT was able to answer all of the questions correctly but struggled with the correct grammatical form, yet not low enough to where the content of the conversation is lost. . According to the continuum for the California English Language Development Standards, RT would fall in an “Emerging“ stage in overall proficiency. Although needed key vocabulary is lacking, RT is able to “engage in complex, cognitively demanding social and academic activities requiring language when provided substantial linguistic support”. (CELDS, 2002)

In order for RT to advance to the next level, instructional and gain specific learning experiences are needed in order for an advancement to occur in his English Language Development. First, since key vocabulary is missing in RT’s conversation, it will be important for there to be intentional vocabulary building time during a guided reading groups. A guided reading group is needed for more sheltered interaction and individualized attention in formal and informal conversation. Because RT is good at listening, there needs to be more opportunities for output of what is being taken in. For example, RT would really benefit from Literature Circles encouraging all facets of comprehension while interacting with peers and reading leveled text. In pullout ELD group, it would be important for him to receive some scaffolded grammar instruction, however, this time is only dedicated to comprehension. I have noticed that many times RT is willing to participate orally in classroom discussion, but needs more scaffolding with vocabulary and sentence frames to help grammar and syntax structure.

For a well-rounded assessment, it would be helpful to gather more types of observations. I would like to see RT conduct a formal and prepared presentation in front of a small group. I would like to see how RT performs when given enough structure and opportunities to prepare something in class. Most of my observations of RT were situations improvisational and not prepared with intentional scaffold embedded in the lesson for ELL students. Also, because there are several adults contributing to RT’s learning, I think a collaborative meeting once a month or quarter would be helpful so that they can be on the same page with his learning progress. Because I am not in the classroom daily and I switch classes after lunch with my CT, it was difficult to collect samples for listening & speaking.

Individual Student Profile Analysis:

G.M., 4th Grade,

Hedenkamp Elementary

1. **CLASSROOM CHARACTERISTICS**

G.M. is in a dual-immersion program at Hedenkamp Elementary School and has been since kindergarten. In this present moment, she receives 60% of Spanish instruction and 40% of English instruction. In Spanish, she is learning Language Arts, Math, Science and Social Studies. In English she learns Language Arts, Social Studies and Science. Currently, G.M is not pulled out any individualized help for English instruction. When there is time, I work with her one-on-one in Math in our Spanish block. I have also pulled her out in groups to help her with Math concepts. During English time, Guided Reading groups are not as consistent due to lack of time.

 GM. is receiving various instructional strategies and support in the classroom. First, the teacher pairs the students in groups for various projects. They do a lot of pair-share. Also, vocabulary and pictures illustrating key concepts are introduced and posted all over the walls that contain graphs and other illustrations. Students keep the same key concepts with pictures in their various notebooks, modeled by the teacher, so that they can refer back to them as notes. I have also noticed that the teacher takes time to use gestures and discusses unfamiliar vocabulary with the class.

**II. Assessment Data**

|  |  |  |
| --- | --- | --- |
| Section | Score | Level |
| Reading | 488 | Intermediate |
| Writing | 474 | Early Intermediate |
| Listening | 492 | Intermediate |
| Speaking | 484 | Intermediate |

AR Reading Level (Spanish): 2.9 (Early Intermediate)

Express Assessment: 16/20 (Intermediate)

**III. ANALYSIS AND NEXT STEPS**

After taking to account various assessments given to GM, observations in class and small groups and speaking with her teacher, I would classify her as an intermediate language learner in Listening & Speaking. GM can express herself well. She has a good command of subject-verb agreement, present and future tenses, and past tenses. She sometimes struggles with modals and using the conditional tenses. GM also struggles communicating clearly when she has to explain concisely what she has done or is doing. She tends to list all of the little details and does not utilize transitional words.

 As mentioned in her *Learning Record*, GM is very social with her friends and sometimes participates in class when a question is being asked. She has also been corrected for talking to a friend while the teacher was talking. However, during English time, she rarely participates. During pair-share she always shares. When I asked her why she does not participate in whole classroom discussion, she either says because she does not know the answer or that she did not remember the question. Per her CELDT scores, her listening in English was lower than her speaking score. She tends to ask the teacher one-on-one if she has a question rather than raising her hand or follows what her neighbors are doing if she is lost.

 To move GM to the next level in her English development, I think she needs more guided reading time where she can have more individualized attention and monitoring and to help expand her usage of adjectives and adverbs in her speech so she can use more descriptive language. Small group work with the supervision of the teacher can also be a source of monitoring her listening skills. Sentence frames during pair-share would help her put together her thoughts and go straight to the point so that she does not have to talk in run-on sentences. Teaching sequencing words and transitional phrases in a lesson or small group would help GM put her thoughts in order as she describes processes. Lastly, building listening skills intentionally in the curriculum would help GM and other students intentionally build these skills rather than allowing her to zone out. Also, speaking slower could help as it is easy to think based off of the way she speaks that she can flow with a fluent and rapid lecture from the teacher, when really she needs more wait time to gather her thoughts. Repeating oneself before calling on students and showing multiple modals of information could also be of good use.

 I would like to be able to observe GM more in smaller group and interactive settings in English and in Spanish. Because 4th grade is heavy in content, centers and guided reading groups are not consistently used. More informal observation would give me the ability to see a more in depth view of her learning. I also think, like RT, a scaffolded lesson on presentations in front of the class or small group would be helpful for her to prepare her thoughts and be able to learn to communicate with clarity. Lastly, it would be helpful to do one-on-one type assessments in her listening and speaking skills. Such assessments would be more helpful rather than looking at higher stakes testing scores that are isolated from observation. I also think it would be helpful to have collaborative meetings with the other teacher involved in her English Language development so that both teachers can think of new ideas to implement in order to bring her to the next level. Because I am not in the classroom daily and I switch classes after lunch with my CT, it was difficult to collect samples for listening & speaking.

Attached documents:

LR for GM

LR for RT

1. **REFLECTION**

Overall, it has been very helpful for me as a teacher in training to focus on 2 students in depth in their language development. I thought the conversation with the mothers were the most informative out of all the data I collected because they were able to tell me important details about the students that teachers often times miss. Individual interviews with the students were also very informative coupled with comparing CELDT scores and Express Assessments. As stated in TPE 7, it is important for educators of ELL students to be able to differentiate their teaching for the various levels of English in the class, which should guide my instruction.

I also thought this particular assessment was difficult for me for various reasons. First, my CT only teaches her class for part of the day and then switches classrooms with another teacher and gets a whole new set of students. For sanity’s sake, we decided that I would only focus on her initial class that she teaches in Spanish. In order to hear RT and GM’s English, I had to toddle between two classes. But, little by little as I was able to gather information about them, I felt like I was making progress to be able to have conversations about their academics with my CT and their English teacher. As stated in TPE 7, it is important for teachers of ELLs to know when to collaborate with the other adults who are contributing to the language development of their students using various tools to show proof of growth or challenge.

As I gained a fuller picture of each child, I felt more informed about how I would approach my teaching in the future. First, I will use different strategies, utilizing Interactive Modeling and sentence frames to provide a lot of support in speaking. Also, since listening can be a challenge for a lot of ELLs, vocabulary development and intentional listening skill building will be important to integrate. Lastly, I need to make sure that formative assessments are ongoing to see if they are in the zone of proximal development. If there are signs of frustration, I will need to differentiate my instruction to meet their needs as ELLs.

Multiple forms of assessment is very ideal when wanting to know a more in depth view of your students. However, I was left with the sense of how hard it would be to implement the assessments such as the *Learning Record* or other time-intensive tools when you have 30 students. It would be great to have such superb organizational skills.