

Maggie Doane's

ELL Capstone Professional Portfolio



ELL Practicum: EDUC 527-01

Professor Vicki Anderson

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ELL Teaching Philosophy

"Today we are going to go over this packet of information on the treble clef staff. You will be required to memorize all of the note names and we will have a quiz over it when you come to class next time. Your job is to listen quietly to all of the information and provide the answers when I ask for them." While this may have been the approach to teaching music twenty years ago, it definitely would not work for the students' (nor the teachers!) in my music classroom right now! The culture of our country is changing, and it's time we change our teaching approaches to match the needs of our students.

There are three basic needs to consider when integrating new ELL students into a classroom: safety, security, and a sense of belonging. As an ELL teacher, I plan to implement a safe environment into my classroom by making connections to home cultures/countries, using a variety of teaching methods/materials, and displaying connections to literacy in many forms. In order to effectively facilitate learning, the learning environment that I create will tie lessons to the students' lives, meet their needs, and will take into consideration the students' background knowledge. When the teacher knows how to motivate learners, connect to their cultures, and effectively teach the content, ELL students will become successful learners of the English language.

In order to effectively assess students, ELL teachers need to analyze learner needs through the use of home surveys, journals, and other appropriate assessments. They then need to use that information to develop the student's social and content-driven linguistic needs. The more a teacher knows about their ELL students, the easier it will be to determine which areas they are struggling with in order to meet both their present and future needs. By incorporating a students previous language experiences into the classroom and by taking the time to learn about the ELL students' native language/country, connections/similarities between their native language and the

English language can be made. This can help greatly when teaching the rule-filled, confusing English language.

Culture is also an important aspect of learning the English language, as it is the underlying aspect of what a student has previously experienced and learned. As the various textbooks have mentioned numerous times, curriculum, assessment, and instruction should scaffold from students' previous exposure to language to new contexts and components of the English language. The more opportunities students and their families have to share about their culture, the more they can relate and buy into the new culture of the English language.

The material that is used to teach English language learners is also extremely important. The material selected should be used to achieve a balance between communicative skills as well as to develop learners' knowledge and use of the English language. Materials should expose children to a literacy-enriched world. Activity centers with literacy props that reflect the child's home or community, vocabulary words posted in both English and the child's native language, and graphic and visual support for the English language learner will help to acclimate the student socially, adjust to the culture as well as the English language, and progress academically.

By offering numerous, meaningful, and functional print and literacy experiences, ELL students will increase their awareness of the functions of the English language and how it works. Inviting families into the school for social events, immersing students in a variety of functional reading and writing experiences, and by providing opportunities for children to read and write at home with their families will all aid in the important connection a student needs in order to learn a new language. It's also important to allow the student to maintain/practice their native language in addition to learning a

new language. The more background knowledge they have in their native language, the easier learning a new language will be.

The textbooks have stated that federal law requires that all English language learners be provided with an education that provides them access to the core curriculum for English language development. Therefore, it is important for teachers to focus on language proficiency and academic achievement when planning for and assessing ELL students. Language proficiency standards are to be used as the basis for measuring students' progress and proficiency, while state academic standards measure achievement in the English language. To help these students achieve these lofty goals, it is important to provide a wide variety of instructional techniques such as differentiated instruction, jigsaw, and content-based instruction as approaches for teachers to acknowledge, accommodate, and build upon a wide array of student differences in order to facilitate growth.

Overall, exposing and immersing students in the English language, increasing student confidence in the English language, and maintaining high expectations will aid in the successful transition from English language learners into confident English speakers. I can't wait to start implementing these techniques and procedures in order to make a positive impact on English language learners' experience with the English language.

SIOP Secondary Lesson Plan

Content Area: Lesson Name: Grade Level: Language Proficiency Level(s):	Social Studies 1 (50 minute class period) Inventions: Benjamin Franklin Freshman-Juniors Level I
Materials needed:	-Packets of information/pictures of Franklin's inventions -Scoring guide worksheet -Persuasive essay graphic organizer worksheet -Pencils
Key Vocabulary:	-Invention -Industrial Revolution -Benjamin Franklin -Odometer -Swim Fins -Extension Arm -Franklin Stove -Library Chair -Lightning Rod -Street Lighting -Three-wheel clock -Bifocal Glasses -Daylight Savings Time -Armonica
Anticipatory Set: (Motivation and Building Background)	"What are some recent inventions that you use every day?" After making a list, choose one (Facebook) to discuss how it has impacted people's lives in today's world. "Just like the inventions we use today have an impact on people's lives, we are going to take a look at how Benjamin Franklin's inventions impacted peoples lives back then as well as in today's world.
Standard(s): District and TESOL	<u>District/State</u> SS 8.4.2 Students will analyze the impact of people, events, ideas, and symbols upon US history using multiple types of sources (ie. the American Revolution) <u>TESOL</u> : Standard 2, Goal 2: To use English to achieve academically in the areas of language arts: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
Lesson Objective(s): Content and Language	Students will read brief descriptions of Benjamin Franklin's invents, evaluate each invention using the scoring guide, determine the inventions with the six highest scores, and write a persuasive paragraph focusing on Benjamin Franklin's greatest invention.

<p>Procedures of Instruction for the Lesson:</p> <p>Presentation (language and content objectives, comprehensible input, learning strategies, interaction, feedback)</p> <p>Practice/Application (meaningful activities, interaction, strategies, practice/application/feedback)</p>	<div>Doane's Capstone Portfolio 7</div> <ol style="list-style-type: none"> After selecting one modern invention from a student-created list, students will evaluate the inventions with a score of 1-5 (5 being the highest) in the following categories: <ul style="list-style-type: none"> The invention changed how people lived. The invention made other things possible. The invention was copied by other people beyond the colonies. The invention was unusual or unique. The invention is still in use today. Explain that students will use these same categories to rate each one of Benjamin Franklin's inventions. Split the students into pairs or groups of three to work together. Hand out the informational packets of Benjamin Franklin's invention, the evaluation page, and a paper further explaining the categories if the students choose to use it. Go through Franklin's first invention together. Read the paragraph while students follow along and listen to the information. Then have students discuss in their group and come to a consensus on the number that should be assigned to each category. Students will then total the numbers up of each invention, which they will use later on in the class period. Give students work time to read through each paragraph together and discuss what the invention is as well as how the invention applies to each of the categories previously mentioned. Clarify what any invention is or any English words as needed. After student groups have finished going through the packet and evaluating each invention, explain to them that with the half sheet attached to the back of their scoring paper they will find the six highest scores they gave to the inventions (11 inventions total). They will list the inventions with the six highest scores. If some inventions have the same score, students are to decide which invention is greater. Once students have completed this list, they will work together to write a one-paragraph essay describing the most important (based on their opinion and scoring guide) scientific invention of Benjamin Franklin. Students have a graphic organizer with boxes to help the students come up with the sentences/information they need to write a persuasive essay. The boxes include this information: <ul style="list-style-type: none"> Thesis Statement (state the most important invention) Evidence (two or three facts, not opinions, supporting your thesis) Supporting Evidence (any other facts that support your thesis) Analysis (significance to today's world—think about how life would be without this invention) Concluding sentence (restate your thesis) Have students share/present what their group came up with as Benjamin Franklin's greatest invention. Encourage each group to persuade the class as to why they came up with the invention that they did.
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<p>Summary: Review objectives and vocabulary with students and summarize learning</p> <p>Assessment: Assess learning</p> <p>Assignment: optional</p> <p>Evaluation of the lesson by the teacher: How do you think the lesson went?</p>	<p>"Today, we read about and discovered about some of Benjamin Franklin's most well-known inventions. We ranked these inventions using the scoring guide and criteria, selected the most important invention, and wrote a persuasive paragraph about why that invention was/is Benjamin Franklin's most important invention. You worked extremely hard in sorting through all of this information, and will be able to apply it to your study of the American Revolution.</p> <p>Were students able to successfully categorize the inventions? Were they able to identify six of the highest scoring inventions? Did they select one invention that they felt was the most important? Did they work together to write a persuasive paragraph on that one invention? Were they successful in filling out the graphic organizer to help them write a persuasive paragraph?</p> <p>Assignment: Review this information prior to the American Revolution test review next class period.</p> <p>This lesson was originally 50 minutes, however Vimeo gave me a limit on the amount content I could place in the video. I took out a lot of the moments where students were working quietly in their groups, and tried to include moments where I was discussing/interacting/explaining the content to students. However, I of course was unable to get the last few minutes (and therefore the summary) onto the video clip.</p> <p>Looking back, I thought the students were very successful in understanding the elements of the assignment. I was a little nervous about working with high school students as I haven't done it for at least 5 years, but after spending the day with them I felt very comfortable! I was also impressed with their behavior as there was a Homecoming pep rally immediately following the lesson that I taught.</p> <p>If I could redo the lesson, I would have also stated/posted the learning target for the lesson. "SWBAT...." Students should be aware of what the learning target is throughout the lesson so that they know what is expected of them. I probably could have made a better connection between discussing the modern inventions and evaluating Franklin's inventions. I could have also slowed down the description of the assignment, as it was somewhat confusing with a lot of steps. Perhaps a visual would have helped. Overall, I felt that the lesson went fairly well and felt that they were successful in understanding the objectives of the lesson. I was pleased that I was able to incorporate reading, speaking, listening, and writing in the English language for these Level I English language learners.</p>
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SIOP Lesson Plan Scoring Sheet

Student Name: Margaret Doane

Lesson Name and Content Area: Social Studies 1: Benjamin Franklin's Inventions

Date lesson was taught: October 19, 2012

SIOP Feature	Self – Score	Instructor Score	Instructor comments
Key Vocabulary necessary for learning is listed	1/ 3	2	You didn't list the vocab up front, but the students were exposed to it through your ranking activity.
Anticipatory Set is adequate to build students' background knowledge or activate their prior knowledge	4/ 4	4	
Appropriate TESOL Goal(s) and Standard(s) has been added to the lesson	2/ 2	2	
Content Objective(s) is clearly stated and written for students, appropriate and measurable.	1/ 4	2	You had it in the lesson plan, so you are poised to actually state it in the class.
Language Objective(s) is clearly stated and written for students, appropriate and measurable.	1/ 4	2	Same as above

At least two different types of interaction are included. (Student-to-Student; Whole group; Small group, Partners)	4/ 4	4	
Teacher models/demonstrates what is expected of the students using realia or pictures, as appropriate.	4/ 4	4	
Reading, writing, speaking and listening are included at appropriate developmental levels.	4/ 4	4	
Lesson includes hands-on activities, such as manipulatives, graphic organizers, and necessary to aid students' comprehension.	4/ 4	4	
Practice and application of the lesson concepts allow students to synthesize their learning.	4/ 4	4	
In the summary, the teacher restates the objectives, reviews vocabulary and summarizes the lesson.	2/ 4	4	You did indeed re-state the objectives in the summary.
Appropriate assessment(s) for varying language level abilities is included in the lesson	4/ 4	4	
Lesson Plan Score	35/ 45	40/45	

Evaluation of lesson by candidate: What was effective? What wasn't effective? Why? What would you change the next time you teach a similar lesson?

This lesson was originally 50 minutes, however Vimeo gave me a limit on the amount content I could place in the video. I took out a lot of the moments where students were working quietly in their groups, and tried to include moments where I was discussing/interacting/explaining the content to students. However, I of course was unable to get the last few minutes (and therefore the summary) onto the video clip.

Looking back, I thought the students were very successful in understanding the elements of the assignment. I was a little nervous about working with high school students as I haven't done it for at least 5 years, but after spending the day with them I felt very comfortable! I was also impressed with their behavior as there was a Homecoming pep rally immediately following the lesson that I taught.

If I could redo the lesson, I would have also stated/posted the learning target for the lesson. "SWBAT...." Students should be aware of what the learning target is throughout the lesson so that they know what is expected of them. I probably could have made a better connection between discussing the modern inventions and evaluating Franklin's inventions. I could have also slowed down the description of the assignment, as it was somewhat confusing with a lot of steps. Perhaps a visual would have helped. Overall, I felt that the lesson went fairly well and felt that they were successful in understanding the objectives of the lesson. I was pleased that I was able to incorporate reading, speaking, listening, and writing in the English language for these Level I English language learners.

Comments:

You have good solid lesson plans, Maggie, and you have insightful self-critique afterwards, both signs of a good teacher! It seems to me that the SIOP model itself is a bit of a hang-up, especially in regards to explicitly stating vocabulary and objectives and then reviewing them. As an ESL professional I encourage you to consider changing your teaching practices to make these a clear part of your lesson; as a fellow teacher I urge you to do some reflection and figure out what exactly it is about these parts of the SIOP model that aren't jiving with your own personal teaching style. The SIOP model has a

lot to offer, but, in the end, we teachers have to adapt it to suit our own purposes as we strive to be as effective as possible in our teaching. So don't give up on thinking about the SIOP model! Just see if you can figure out how to accomplish its purposes of helping ESL students within the structure of your style of teaching and organizing your classroom time.

SIOP Elementary Lesson Plan

Content Area: Lesson Name: Grade Level: Language Proficiency Level(s):	Writing Identifying and using different types of story leads 2 nd Grade Level II
Materials needed:	<ul style="list-style-type: none"> -Words posted around the room on notecards -Text excerpts from books that demonstrate all three types of leads -ELMO or other projection display device -Student writing folders -Writing example -Individual student marker boards -Marker board with learning goal posted
Key Vocabulary:	<ul style="list-style-type: none"> -Action Lead -Onomatopoeia -Setting Lead -Lead
Anticipatory Set: (Motivation and Building Background)	"We have been working on many stories and personal narratives in our classroom and you have done an excellent job. Today, we are going to "catch" your readers' interest with the first few lines of your story! You are going to take the personal narrative you are currently writing about (a time you were surprised), and you are going to add a lead onto the beginning of your story. This will be a great way to entice your readers to want to read more. Lets' learn what types of leads you can use in your stories."

Standard(s): District and TESOL	<u>District/State:</u> LA 2.2.2d Use an organizational structure that includes a central idea or focus. <u>TESOL:</u> Goal 2, Standard 2: To use English to achieve academically in the areas of language arts: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
Lesson Objective(s): Content and Language	Students will be able to identify and use different kinds of leads in their writing. Students will be able to verbally identify and define one of the three leads when they see the word, read a passage of text and identify what type of lead it is, describe what lead is found in the story when read a passage by their teacher, and will write their own type of lead in their current writing sample.

<p>Summary: Review objectives and vocabulary with students and summarize learning</p> <p>Instruction: Present language and content, comprehensible input, learning strategies, interaction, feedback)</p> <p>Assessment: Practice/Application</p> <p>Evaluation of the lesson by the teacher: How do you think the lesson went?</p>	<p>"Today, we discussed different types of leads: onomatopoeia, setting, and action. Who can tell me what a lead is (the beginning of a story!)." "And where do we find this lead?" That's right...at the beginning! Why is it important to use a lead in your story? It's important for us to come up with a creative way to tell our story so that readers want to keep reading what we wrote!" Example 1: "Crash...thud...bang...squack squack...AHHH! It was a crazy day!" in Mrs. Doane's ELL classroom. Luis brought his pet mouse for show and tell when all of a sudden...."</p> <p>2. Ask the students, when story example makes you want to hear more of the story?</p> <p>3. Explain to students that the second story had what is called a lead! A lead is the beginning of a story. Have students repeat that until they are able to provide the answer when it came time to write their own lead into their personal narrative?</p> <p>4. Explain to students that there are three types of leads that can be used in their writing. Write "Action Lead" on the marker board with the definition of: Taking it begins right away! Show example of action lead by using a small paragraph excerpt from a book. Put the book underneath the ELMO for students to see. Have students read along, and then discuss how it's an action lead. Talk about the characters I felt that this lesson went well and got students very involved in their own learning. They practiced all four elements of the English language while learning the concept of different types of story leads. They also were provided with plenty of opportunities to practice using, writing, and hearing these story leads being used in a variety of ways! The students seemed to feel very successful in the comprehension of the concept of story leads.</p>
	<p>be...rap, rap, rap, crash, thud, bang!</p> <p>6. Introduce the last lead: setting lead, which tells you where a story is taking place. Use another book on the ELMO to show a text excerpt: "In the city of Paris, the bells of Notre Dame were ringing..." Ask students what this type of lead tells us about the story. Ask students if it helps us as the readers to visualize what the story setting looks like. Review the elements of a setting if necessary</p> <p>7. After students have been exposed to each lead as well as a text example, students will be instructed to "vote with their feet." After the teacher reads the text and displays it on the board, they will move around the room to find the sign of either setting, action, or onomatopoeia that are posted on various walls throughout the classroom. Once they find the sign that they think represents the type of lead that is in the text, they are to stand there and be prepared to answer why they chose that specific lead. One or two people from each group will be expected to back up their choice with a verbal response.</p> <p>8. Using an example that has been previously written in class about being surprised, change the beginning of the story to make it a "lead." Demonstrate both verbally and visually to students how to change the beginning of the story. Explain why you chose the lead that you did to fit the story appropriately.</p> <p>9. Assign students to work in pairs. Give each pair of students 3 text examples (can easily differentiate these text excerpts to fit the students in the classroom). Students will be asked to categorize the text examples to fit under each type of lead.</p> <p>10. Students will each be handed an individual marker board, marker, and eraser. After students have been exposed multiple times to all three types of leads, they will be asked to try it on their own. The teacher will put an excerpt of a lead under the ELMO. The class will read the excerpt aloud together. Students will then be asked to write down which type of lead they think it is, as well as what part of the text makes them believe it's that specific lead (ie. onomatopoeia: "Thud, thud, thud.")</p> <p>11. Students will be asked to check their answer with a shoulder partner, and then share their answer with the teacher. Each answer will be gone over so that students are able to fully understand the difference between leads.</p> <p>12. Finally, students will be asked to practice adding/writing a lead in the personal narrative they are currently working on. They may choose whichever lead they feel fits best into their story.</p>
<p>Summary: Review objectives and vocabulary with students and summarize learning</p> <p>Assessment: Assess learning</p> <p>Assignment:</p>	<p>"Today, we discussed different types of leads: onomatopoeia, setting, and action. Who can tell me what a lead is (the beginning of a story!)." "And where do we find this lead?" That's right...at the beginning! Why is it important to use a lead in your story? It's important for us to come up with a creative way to tell our story so that readers want to keep reading what we wrote!"</p> <p>During classroom activities, were students able to differentiate between an action, setting, and onomatopoeia lead within a story? Were they able to give specific examples of each type of lead? After providing plenty of practice time with a variety of manipulatives, were students able to apply this knowledge when it came time to write their own lead into their personal narrative?</p> <p>Try to find a type of lead in a story that you read at home. Bring it in to share with the class!</p>

SIOP Lesson Plan Scoring Sheet

Student Name: Margaret Doane

Lesson Name and Content Area: 2nd Grade Level II Writing: Story Leads

Date lesson was taught: October 27, 2012

SIOP Feature	Self – Score	Instructor Score	Instructor comments
Key Vocabulary necessary for learning is listed	3/ 3		
Anticipatory Set is adequate to build students' background knowledge or activate their prior knowledge	4/ 4		
Appropriate TESOL Goal(s) and Standard(s) has been added to the lesson	2/ 2		
Content Objective(s) is clearly stated and written for students, appropriate and measurable.	4/ 4		
Language Objective(s) is clearly stated and written for students, appropriate and measurable.	4/ 4		
At least two different types of interaction are included. (Student-to-Student; Whole group; Small group, Partners)	4/ 4		
Teacher models/demonstrates what is expected of the students using realia or pictures, as appropriate.	4/ 4		
Reading, writing, speaking and listening are included at appropriate developmental levels.	4/ 4		
Lesson includes hands-on activities, such as manipulatives, graphic organizers, and necessary to aid students' comprehension.	4/ 4		
Practice and application of the lesson concepts allow students to synthesize their learning.	4/ 4		
In the summary, the teacher restates the objectives, reviews vocabulary and summarizes the lesson.	4/ 4		
Appropriate assessment(s) for varying language level abilities is included in the lesson	4/ 4		
Lesson Plan Score	45/ 45		

Evaluation of lesson by candidate: What was effective? What wasn't effective?

Why? What would you change the next time you teach a similar lesson?

I felt that this lesson went well and got students very involved in their own learning. They practiced all four elements of the English language while learning the concept of different types of story leads. They also were provided with plenty of opportunities to practice using, writing, and hearing these story leads being used in a variety of ways. The students seemed to feel very successful in the comprehension of the concept of story leads.

I truly feel that this may have been one of the most successful lessons that I taught these 2nd grade students. I could certainly be better prepared with other materials/resources for the next time I use this in the case the students don't understand the concept. You never know which method will work best for students.

EDUC 527 ESL Internship Mentor Form

Student Name: _____ Maggie Doane _____

Mentor Name: _____ Jennifer Delka _____

Mentor Position and School: _____ ELL Team Leader, Elliott Elementary _____

Mentor Contact E-Mail Address: _____ jdelka@lps.org _____

- 1. Briefly describe what the EDUC 527 student did in your class or under your supervision, or about what activities that student consulted with you.**

Maggie observed several areas of elementary ELL including Kindergarten, Level One and Second grade. Nearly every time she came, my schedule had changed, so she saw how the ELL department must be flexible. She worked one-on-one with some students in each class, participated in writing conferences, gave feedback to students on their writing, taught a level two reading lesson, enforced our behavior management system and participated in parent teacher conferences.

- 2. In your opinion, what are some of the greatest strengths that this student shows as a teacher of ELL students?**

Maggie's greatest strengths are patience and relationship building. I have some challenging students and she was always very patient with them, but firm. She took interest in all of the students and they were comfortable around her.

- 3. In your opinion, what are some areas in which this student could improve and grow as a teacher of ELL students?**

This is a hard question to answer because Maggie did so well. My recommendation for anyone, including Maggie, would be to become as familiar as possible with the backgrounds of the cultures represented in your room. For example, what are holidays they celebrate that are common themes with American holidays; food preferences/restrictions, ancestor worship, taboos, dress, cultural mores, etc.

- 4. How do you perceive that this internship has made a difference in this student's effectiveness in teaching ELL students?**

I feel that she gained some background in working with Karen speaking students. When she student taught here as an undergrad, this population was not represent yet in our school. Karen speakers have different articulation needs from Spanish speakers, whom Maggie has had a lot of experience working with. Additionally, she was able to see how language is not the only difficulty some students face. We have a few students in the SAT process who we are looking at and implementing targeted instruction and strategies. It may eventually mean that these students are tested for other services such as special education. Maggie was able to take observational notes on these students and asked pertinent questions about their language and cognitive development.

- 5. What further recommendations would you give to this student in regards to teaching ELL students?**

I would recommend that Maggie keep up to date on current research based strategies for ELL students. There are a number of publishers who putting out more texts regarding ELL students. When able, attend conferences for ELL students. Omaha Public Schools usually puts on a conference in the fall on a Saturday.

EDUC 527 ESL Internship Mentor Form

Student Name: Maggie Doane

Mentor Name: Jennifer Wickard

Mentor Position and School: ELL Teacher at Crete Public Schools

Mentor Contact E-Mail Address: jenniferw@creteschools.org

- 1. Briefly describe what the EDUC 527 student did in your class or under your supervision, or about what activities that student consulted with you.**

Maggie had the opportunity to be in my classroom as well as other ELL teachers' classrooms for 8 hours. During this time, she was able to observe our ELL program, meet the students, and get to know different stories of our student's homelands, as well as teach a prepared lesson on Benjamin Franklin for 50 minutes.

- 2. In your opinion, what are some of the greatest strengths that this student shows as a teacher of ELL students?**

Maggie shows drive, charisma and skill while working with ELL students. Even though she was only with my students for 8 hours; you would have never guessed it. She was genuinely concerned about the well being of my students, wanted to get to know them on a personal level and also wanted to exude a confidence that she knew what she was doing and that she wanted to do a good job.

- 3. In your opinion, what are some areas in which this student could improve and grow as a teacher of ELL students?**

The only area of growth I can see from Maggie is her oral speech development. Learning how fast and what kind of words to use is a learned trait. My only hope is that she will get more opportunities to practice this in the future.

- 4. How do you perceive that this internship has made a difference in this student's effectiveness in teaching ELL students?**

I believe that being in a high school really opened Maggie's eyes to the world of ELL at a level that is different than what is use to. During our time together, Maggie was making lots of connections and drawing conclusions between ELL in the high school and teaching elementary students. This is imperative to beginning a strong career in ELL at any level. I am glad that Maggie had this chance to spend time with me and begin drawing her conclusions.

- 5. What further recommendations would you give to this student in regards to teaching ELL students?**

Just like teaching music at the elementary school, it takes time, talent and pure need. I hope that Maggie will be able to have the opportunity to use her new skills in the future. She will be an excellent ELL teacher in the future or will be a great resource to those students who have an ELL background in her school.

English as a Second Language Student Success Plan
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Maggie Doane**Elliott Elementary School**Student name: Yahya Majeed Student number: (school wouldn't allow me to have)Grade: 1st Homeroom Teacher: Lisa Mason-D'Croz ESL Teacher: Jennifer Delka**Initial Testing for ESL Placement**Date of entry into District: August 16, 2011 Date administered June 13, 2011LAS* Oral RS 1/14 Level 1 (District used the IPT (Idea Proficiency Test) instead of the LAS test.LAS Writing RS 0/14 Level 1Number of years in District: 2Home Language: ArabicDays in school: 48/67* (ie 51/57)

*Yahya is often Truant (6 days so far), Tardy (7 days so far), Ill (2 days so far), and gone with parental acknowledgement (4 days so far). He is what the teachers call a "frequent flier."

Present Language AbilitiesCAT Scores: Reading N/A Language N/A Math N/A Total Battery N/A

Date administered: _____

ELDA: Speaking RS 1 Level 1 Listening RS 1 Level 1 Reading RS 1 Level 0 Writing RS 0 Level 0 Composite: 0

School Districts don't start the next set of tests until students are in 2nd grade. Yahya was too young to do the following tests:

Language Arts CRTs _____ / _____ (number of advanced or proficient out of CRTs administered; ie 4/8) Math CRTs _____ / _____ F & P Level _____

Student Strengths

- Happy disposition
- 50% of the time is able to follow classroom routines/rules
- Can consistently read/write the word "is"
- Is almost able to identify all but three or four of his capital and lowercase letters

Accommodations/Adaptations**Instructional Modifications****Materials Modifications****Assessment****Modifications**

Alternative presentation /

Textbook modifications

Alternative assessment

Instructional method**Materials modifications**

Grading modifications

In class assistance from

Test modifications

Change in lesson objective /outcome

****Yahya receives instruction solely from the ELL teacher in both reading and writing. He is pulled out of the classroom for both of these content areas. The materials that are used with Yahya are from a Kindergarten level in order to help him solidify his knowledge and identification of letters and letter sounds. He is also being taught how to better his sentence writing with the use of mimic-writing, where Yahya states the sentence he wants to put into his story, the teacher writes it onto the marker board correctly, and Yahya copies what the teacher writes.**

English as a Second Language—Student Success Plan
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Target Objectives Content and Language	Strategies to implement	Results of Intervention
1. Letter identification	1. Jan Richardson tracing book	1. Is able to identify all but 4 lowercase letters, and all but 3 uppercase letters when identifying letters from the book. Student's consistency is less when trying to identify letters out of context.
2. Letter sounds	2. LLI phonics (5 minutes of direct phonics instruction every day at the level he is currently at)	2. Is more able to recognize letter sounds at the beginning of words
3. Writing sentences that convey meaning	3. Labeling pictures and mimic writing	3. Has enhanced his oral story telling abilities and with mimic writing he is getting better at writing letters on his own

Additional Comments:

Across all content areas, he is very inconsistent. If he is able to identify almost all the lowercase letters for one ELL teacher, he is unable to do so for the next ELL teacher. He has also not passed the Level A DRA test and is unable to identify all letters/sounds of the alphabet even after a full year of Kindergarten and nine months of ELL. He is currently in the SAT process and is a Level 1 in every content area.

Narrative Report

In the 32 hours that I spent at Elliott Elementary, I saw Yahya two to three times throughout the school day each time I was there. Once in the morning for "calendar time," once for Level 1 writing, and later in the afternoon for Level 1 Guided Reading. Yahya is a very happy-go-lucky student who came directly from Iran only two years ago. He has two older brothers in the school system. He works hard to identify letter names and sounds and is getting better at identifying word wall words without any help. However, Yahya is a little boy who struggles with all aspects of the English language,

has some behavior issues, is very inconsistent academically, and is often absent or pulled out early from school.

One of the main focuses for Yahya is strengthening his ability to identify letters and their sounds. After a full year of Kindergarten and 9 months of ELL, he still struggles to consistently identify all capital and lowercase letters and their sounds. By increasing his ability to identify letters, he will become better at identifying and reading simple words as well as writing sentences during writing time. When Yahya came to the United States and took the writing part of the IPT, all he wrote on the page was a bunch of lines and scribbles. He couldn't even write his own name. By using the Jan Richardson tracing book and model, we have slowly worked on identifying lowercase and uppercase letters by sound and sight. Yahya has practiced writing them, tracing them, used alphabet cards, stamps, as well as other manipulatives to help him practice identifying the name and sound of each letter of the English language. He has worked on identifying these letters with two different ELL teachers throughout each school day. He is now able to identify all but 4 lowercase letters, and all but 3 uppercase letters when identifying letters from the book. However, he is inconsistent when identifying the letters (may be able to do so with one ELL teacher but not the other), and he is less consistent in identifying the letters out of context of the Jan Richardson book.

By using the Leveled Literacy Intervention, Yahya received 5 minutes of direct phonics instruction every day at the level he is currently at. Normally, instruction consists of aiming toward the level the student needs to be at...but this method helps Yahya to master the skills he needs to pass the level he is at. By receiving this direct instruction on a daily basis, Yahya is improving in his ability to identify letter sounds...especially at the beginning of words. He still has a ways to go until this skill is mastered, but this intervention is helping Yahya to get there.

Through the use of the literacy invention as well as Jan Richardson's model/materials, Yahya is improving in the area of identifying letter names and sounds. He is then able to apply this knowledge to his writing. He is getting better at identifying the letters both in and out of context...now we are aiming for consistency! He has been practicing his letter identification and writing through the use of picture labeling and mimic writing when writing his personal narratives. He has a long way to go, but the methods that are being used are showing signs of improvement.

Yahya has recently been entered into the SAT process so this may have an effect on his future interventions. Until then, I think it's important to continue working toward the goal of Yahya being able to consistently identify all letters by sight and sound. Helping him to come up to grade level is very important so that he can be more successful in all aspects of the English language.