#2 Identify and Describe an ELL’s Language Learning Needs

Due Week ___ (35 points)

Description
In consultation with your Intern Placement Teacher (IPT), you will identify one ELL student in your classroom and look, in detail, at the student’s language proficiency and needs. You will collect information/data about the ELL student you have chosen through discussion/interview with the student’s teacher/s AND through your own observations/assessments. It is a 4-part assignment: Narrative Description, Data Chart, Discussion of Findings, and a Reflection.

Note: If you do not have access to an ELL student, you will use the links provided on the Professional Learning Library resource to collect information/data and observe a discussion/interview.

TAL Indicators

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<th>Plan Purposefully- 4</th>
<th>Invest Students and Their Influencers- 5</th>
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<td>Differentiate your plans for individual students</td>
<td>Creating a welcoming environment</td>
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<td>To ensure that 100% of your students meet their learning goals, you must always consider what the learning goal is and your student’s current knowledge and skill in respect to that goal. Planning appropriate adjustments in products, processes, or the content are all general ways to differentiate.</td>
<td>Effective teachers ensure that students feel affirmed and supported for being the unique individual s/he is. In order to do this, teachers must get to know their students and build relationships with them and among them.</td>
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TAP Indicators

In order for you to consider meeting the needs of ELLs in your class, a teacher must have knowledge of their students in these areas:

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<th>Understanding of students’ needs</th>
<th>Cultural heritage</th>
<th>Differentiated instruction</th>
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<td>Teacher displays an understanding of each student’s language proficiency levels in all four domains (reading, writing, speaking and listening) including students’ strengths and areas of need.</td>
<td>Teacher displays an understanding of student interests and cultural heritage.</td>
<td>Based on knowledge of students, teacher regularly provides differentiated instructional methods and content to ensure ELLs have the opportunity to master what is being taught.</td>
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Step 1: Narrative Description of an ELL Student (describe what you know about the context, the student, and his/her background)

- First identify the ELL student that you will focus on. This should be done in consultation with your IPT. If you do not have ELLs in your placement classroom, you can choose a student who has been exited out of ELD and is now on monitor status, is an ELL in another classroom (perhaps an ELD classroom at the school), or is an ELL in another school or setting outside of your placement school. Talk with the student’s teacher to learn as much as you can about the student’s linguistic and cultural background. Get to know the student and learn as much as you can about his/her interests and abilities both inside and outside of school.

- Write a brief narrative of the student and what you have learned. Identify the school context and grade level as well as other pertinent information such as student interests, strengths, areas of need, etc. Use pseudonyms in your written description for the student, school, teacher, etc.
Step 2: Data Chart (collect data on all 4 language areas and compile all data into a data chart)

- Gather language proficiency information about the student including proficiency levels and needs in each language domain (reading, writing, speaking, and listening). Talk with the student’s teacher/s to collect this data. If possible, collect AZELLA scores as well as other data/assessments showing language proficiency and needs in these four areas. Additional assessment data can come from formal or informal assessments such as DIBELS, district benchmark assessments (written or oral), SOLOM, spelling tests, writing assessments, previous years AIMS or Stanford 10, etc.

- Also collect your own data about the student’s language use and proficiency through informal observations of the student’s talk (for listening & speaking), read aloud, and writing samples. You will be provided with checklists to help you analyze these language samples to determine and describe the student’s language proficiency and needs.

- Compile all of the data you have collected into a data chart (sample will be provided). Your chart will be used to analyze and document your findings. You need **at least one** assessment/evaluation or data set for each language domain to complete your data chart.

Step 3: Discussion of Findings (based on your analysis of data, describe the ELL’s language proficiency, needs, and support)

- Analyze the information/data you have collected and describe the ELL’s language proficiency and needs in each language domain based on the data you have collected. Report your findings in a “Discussion of Findings.” Use your data chart to substantiate your findings.

- In addition, describe how the language needs of the ELL are being addressed in the student’s classroom through specific supports, routines, practices and methods. This information should come from an interview/discussion with the student’s teacher, as well as your own classroom observations.

Step 4: Reflection (reflect on and describe what you learned through this process)

- Conclude your write up with a written reflection of your own learning through this process. In particular: 1) How would you rate your ability to collect and analyze data/evidence and to use it to identify ELLs’ language proficiencies and needs? 2) What was challenging for you? How did you deal with the challenges? 3) What have you learned through this process that you will use when you are teaching in your own classroom in the future?

At the end of this assignment, you will be evaluated on:

I. Narrative description – school context and background information of the ELL student including grade level, cultural & linguistic background, etc. (10 pts.)
II. Data Chart of ELL student – present assessment data for the students with interpretation (10 pts.)
III. Discussion of Findings – identify the student’s proficiency in 4 language domains and his/her language needs. Describe how these needs are being addressed (10 pts.)
IV. Reflection of Learning (5 pts.)