

Excellent

Communications Inventory

SPED 311-02

November 3, 2010

## Learning Environment

### *Class Basics:*

The first grade classroom at St. Kevin's in Warwick, Rhode Island is very large and has distinct learning centers that are spacious and inviting for all learners. This private school is in an area described as an urban ring. The students come from mostly middle class families with little diversity. In this classroom, the case study student, who is Lebanese, is the only student who is not of American decent. There are 14 students in this class with one teacher, who has 10 years experience and is certified in early childhood. She has taught preschool, kindergarten, and this is her third year as a first grade teacher. The students go to gym, art, and music one time per week, and several students receive pull-out support services. However, there are no paraprofessionals or other in-class supports.

### *Model of Instruction:*

The model of instruction that describes this classroom is immersion because all teaching is done in English. The 14 students in this classroom speak English and only the case study student speaks it as her second language (L2). All instruction is given in English and the reading support services the L2 student receives are also given in English. The teacher is certified in Early Childhood and is in her tenth year of teaching. She does not have experience with L2 students. The teacher has put in a referral for English Language Learner support services with the Warwick School Department and hopes to gain information and support for her student, as well as for herself.

### *Classroom Features:*

The desk arrangement in this classroom is set up as 4 distinct groups. There are two groups with 3 desks and two groups with 4 desks. These groups each are assigned a different colored supply bin in the center of the desks and are named with that color (e.g. red group, blue group, etc.). This is helpful because each student can easily identify their own group and the groups of others. For instance, if the teacher asks the red group to go over to the reading area, there is no misunderstanding about who she is referring to. Each desk has a printed name strip taped on the most visible side of the desk. In addition, there is an identical laminated name strip of each student in their group's bin for them to use whenever they need it. Some students may need more time than others to learn to spell their names correctly on their own. Having the name strips readily available to students keeps this from becoming an issue during each of the day's lessons. Other supplies readily available in their bin are rulers and sharpened pencils. Having often used supplies ready at the table is also conducive to learning because there is less time wasted due to interruptions from sharpening pencils and finding the number line. The groups are heterogeneously mixed and desks are assigned to students based on their height (e.g. taller students get taller desks). The teacher states that she re-groups students as needed to minimize disruptions, which is another important factor that affects learning.

The wall in the back of the room, behind the reading area is covered with a large word-wall display. This display has a block for each letter of the alphabet represented with both the upper and lower case of each letter. There are high frequency words cards

placed under twelve of the letters with a total of 28 words as of November 1st. This is a great reference for students to use both when they are writing and reading. The word wall is large enough to be easily seen from anywhere in the room. Above this word wall is another alphabet display with upper and lower case letters as well as a picture representing the beginning sound of each letter. This is very beneficial to all learners because of the visual representation of the letter's sound. The next wall is filled with number cards from 1 through 12. Each card has the numerical and word representation of the number as well as the tally mark for that number. There is also a 100's chart in this area, and addition facts for 1-12, and a money chart which shows the front and back image of each coin and its value (e.g. 1 cent, 5 cents, etc.). I think the money chart and the large number cards are the most valuable to early learners because of the picture representation. The number facts and hundreds chart are also beneficial if they are referenced frequently during lessons so students become familiar with them be able to use them independently when they are ready. The wall closest to students desks are devoted to language arts. There are posters for the different phonemes, digraphs, nouns, and verbs. These are a fine reference for students who can identify the letters or words on them. However, a student who does not yet understand the alphabetic principle would benefit from more pictures to visually represent some of these concepts.

The learning areas in this classroom include a group reading area with a large rug for students to sit on, a rocking chair for the reader and many books on the shelves. There is also a math center which has room for 4 students and includes dry erase number

Write  
details

activities, many manipulatives for sorting, counting, and making patterns, as well as several math related games. There are two computers with games such as "Jumpstart 1<sup>st</sup> Grade" for students to enjoy while reinforcing concepts learned in class. There is a literacy area where a big book displays a rhyme for the phonics lesson of the week and students can use the big pointer to re-read the rhymes to each other. This area also features other books to choose from that focus on the current or past phonics lessons.

***Activities Observed:***

One classroom activity observed was a read aloud of the book "Bartlett's Farm" by with a follow up writing activity. The students listened to the book and then participated in a conversation afterward about the types of pumpkins found on the farm. The students were then directed to draw a picture and write about what they would like to see at Bartlett's Farm. The teacher wrote story specific words on the spelling board such as, Bartlett's Farm, pumpkin, biggest, littlest, etc. The teacher also showed the students a small pumpkin and passed it around so they could describe how it felt. She then added the words smooth, and wavy to the spelling board. Students were encouraged to add lots of detail to their drawings and then write about what they drew.

Another activity observed in this class was a lesson on nouns. Student opened their reading work book to the desired page. The teacher asked students who remembered what a noun was, and then asked for examples. They were reminded that nouns are people, animals, places, and things. The teacher gave examples and asked student to tell whether they were a person, animal place or thing. She then asked students to look at the first

example in their work book. She reminded them that the example gave them the directions for what to do on that page. She read the sentence and then asked students to say the word that was circled. She then asked if they could tell her the directions, to which one student responded that it was circle the noun. The teacher praised the correct answer and said they would do number one together. She asked a student to read the sentence, and then asked what the noun was. When the correct answer was given she told students to circle it. She then said they would read the next sentence together but they had to circle the noun on their own. They continued in this way to complete the page. The teacher then circulated to the students to assess their work and offered corrective feedback by prompting them to read the sentence aloud and correcting any misread words. This tactic allowed students to self-correct if they had circled the wrong word.

### **Practices That Promote Learning**

#### ***Practices of Cultural/Linguistic Sensitivity:***

The teacher states that communication with parents is done in English, as both parents speak fluently and this is their preferred language of communication. The student's mother also speaks French fluently. The teacher also states that she inquired what the parents' preferences were regarding their child's education and language development even before school began in order to be prepared to meet their needs and show respect for their culture and wishes. The parents want their child to be completely immersed in English and state that although she understands Arabic because they spend time in Lebanon during the summer and she speaks with her grandfather in his native

language, they want all her language learning in school to be English only. The teacher has demonstrated sensitivity to the cultural diversity of this family and opened communication with them before school even began. This communication promotes learning because parent involvement in the school is strongly linked to student success. This teacher has developed a respectful, trusting relationship with this family by asking for and complying with their wishes very early on in the school year. It is likely the communication between home and school will continue to be mutually respectful and beneficial for this student.

✓ The classroom materials do not represent many different cultures. There are several books with setting from rural, urban and suburban areas and with characters that are Asian, African American, and Spanish, but no other ethnicity appeared to be represented. This reveals some cultural diversity, but is limited. To promote learning more effectively, a wider variety of culturally diverse books at several reading levels should be added to the classroom library for students to choose from and for the teacher to use as read-aloud. In addition, inquiring if there is a favorite children's story from the culture of this student's family would be beneficial because it would validate that her family's background is important in instill respect and pride in their culture.

✓ There was no evidence of cultural diversity in the hallways, or classrooms visited in this school. The teacher states that the school does a cultural day during the winter where students complete a writing piece highlighting something from their own family's culture such as a favorite food or tradition. Celebrating different cultures is a positive way to promote learning because students get to choose something important to them

from their own culture. These are motivating factors which promote learning (Graves et. al. 63), regardless of how diverse the representation of the cultures. To help promote diversity, the school could allow students to research a culture other than their own that they would like to learn more about.

*Language Supports:*

While this classroom has typical first grade language supports like the high frequency word wall, consonant digraph posters and vowel sound posters, it does not include enough visual representation to promote second language learning. As a first grade class, these supports are fine for students who have achieved phonemic awareness and comprehension of the alphabetic principle. Students learning English are not likely to be at that stage in first grade and would greatly benefit from pictures used as visual supports as much as possible. Using picture cards to sort particular phonemes or rimes would be beneficial to develop phonemic awareness in a student who is learning English as a second language (Graves 136). ✓

✓ The use of alternative assessment for written work is used in this classroom. One example of this was noted when the class took their weekly spelling test. The second language student wrote her words along with the rest of the class. Later, while students were engaged in another task, the teacher had the L2 student come up to her desk and asked her to spell the words orally, which she was able to do. This allows the student to be successful for memorizing the spelling words. Although the student does not seem to grasp the relationship between the letters and the sounds they make, she demonstrates



the ability to learn because she shows the cognitive ability to memorize and recite the spelling words. The teacher's use of oral assessment ensures the L2 student's motivation because she is praised for her success rather than punished for what she does not yet understand.

Another language support witnessed in this class is the use of peer assistance. The teacher is conscious of seating the L2 student with peers who are helpful, but not overbearing. The teacher allows students to work with a partner on many tasks and will have one partner read a problem, then discuss the answer together, and then have the other partner write or circle the correct answer. This technique also allows the L2 student to feel successful and gives her important opportunities to practice social skills. This appears to be beneficial to the student as she was witnessed doing an invented read aloud to a small group of students which is evidence of her confidence and comfort level with her peers.

#### **Description of Student:**

The student observed is a female who is 6.4 years old and in first grade. She receives pull-out reading support for 45 minutes once a week with a reading specialist. The classroom teacher is in the process of referring her for English Language Learner support services through the city of Warwick. This student is highly motivated to succeed both socially and academically. She has age appropriate conversational skills, and is polite and friendly to adults and peers. The only noted mistake in her oral communication is inappropriate plural sounds with difficult ending blends as in the word desks (said as desk-

ez). The student is able to copy any word that she sees in written form, but needs to make connections from phonemes and morphemes to their corresponding letter(s). This was noted during the Bartlett's Farm writing activity (see attached), where she copied all the words from the spelling board perfectly, but when asked to write more about what she thought below that, the letters and sequencing were random and showed no evidence of letter-sound correspondence.

### Variety of Language

#### *In The Home:*

This student is the oldest of three children living at home with her mother and father. Both parents are from Lebanon and speak both English and Arabic at home. The mother was educated in a private school in Lebanon for which French was the immersion language, therefore she also speaks French.

#### *English Language Proficiency:*

As stated above, this L2 student seems to have attained Basic Interpersonal Conversational Skills (BICS). The student attended this school last year for kindergarten and the teacher stated she spent most of the summer in Lebanon with family. Since it is not known how much she was exposed to English before she started school, an assumption of exposure to English would be ten months during kindergarten and two months of first grade. This would put her at 1 year of second language acquisition. Given this information, her BICS skills are well developed. However, Her Cognitive Academic Language Proficiency (CALP) skills are still developing. As noted in the Bartlett's Farm activity, she can copy ✓

words with very good letter formation but is in the emergent stage of invented spelling.

When asked what she wrote about, there was no evidence of letter-sound correspondence.

It is stated by her reading teacher that she is also in the emergent stage for reading as

she does not consistently connect morphemes and graphemes. She does have several

words memorized including her name and several words from the Dolch pre-primer sight

word list.

***Non-English Language:***

The teacher has stated that this student spends summers with family in Lebanon and her mother states that she speaks to her grandfather on the phone in Arabic.

Therefore, the assumption is that her Basic Interpersonal Conversational Skills are well attained in the Arabic dialect spoken by her family. It is unclear whether or not the child

has been taught to read or write this language. The teacher believes she has not, as she

has tried to get the student to write letters or short words in this language without

success. Therefore, it is assumed that this student is also behind, for her age, in

Cognitive Academic Language Proficiency.

Meeting Dates: \_\_\_\_\_

IEP Effective from \_\_\_\_\_ to \_\_\_\_\_

Student: \_\_\_\_\_

Page \_\_\_\_\_ of \_\_\_\_\_

**Measurable Annual Academic or Functional Goal(s)**

Area of Need Phonics	Baseline: What student can do now. (You may attach a chart or graph.) Student can give correct sounds for 14 out of 54 letter sounds		
Goal #	What student can do by the end of this IEP.	How student's progress will be measured.	When progress will be reported to parents.
1	student will give the correct sounds for all letters and be able to decode 3 and 4 letter cvc and cvcc words	Formally assessed using random letter and word probes at the midway and end of each trimester	Progress will be reported after each formal assessment

**Measurable Short Term Objectives or Benchmarks**

These are the measurable steps along the way to help student to achieve this goal.

Student will give correct sound for 54/54 letters by the end of the first trimester
Student will decode 3 letter cvc pattern words with 80% accuracy by the end of the second trimester
Student will decode 4 letter cvcc pattern words with 80% accuracy by the end of the third trimester

**Measurable Annual Academic or Functional Goal(s)**

Area of Need Reading	Baseline: What student can do now. (You may attach a chart or graph.) Student can identify 10 Dolch pre-primer sight words		
Goal #	What student can do by the end of this IEP.	How student's progress will be measured.	When progress will be reported to parents.
2	Student will correctly identify pre-primer, primer and 85 % of grade one Dolch Sight words	Student will be formally assessed with random sight word probes at the mid point and end of each trimester	parents will receive progress reports after each formal assessment

**Measurable Short Term Objectives or Benchmarks**

These are the measurable steps along the way to help student to achieve this goal.

Student will correctly identify at least 35 out of 40 pre-primer words by the end of trimester 1
Student will correctly identify all pre-primer and at least 40 out of 50 primer words by the end of trimester 2
Student will correctly identify all pre-primer and primer words and at least 36 out of 42 grade one Dolch sight words by the end of Trimester 3

LETTER IDENTIFICATION SCORE SHEET  
(ENGLISH)

	A	S	Word	I.R.		A	S	Word	I.R.
A	✓				a	✓		<i>alphabet</i>	
F	✓	✓			f	✓			
K	✓	✓	<i>kangaroo</i>		k	✓			
P				<i>D / d/</i>	p				
W					w	✓			
Z	✓	✓			z	✓			
B	✓	✓			b	✓	✓		
H	✓				h		✓		
O	✓		<i>olive</i>		o	✓			
J	✓	✓			j	✓	✓		
U			<i>unicorn</i>		u	✓			
					a	✓			
C	✓				c	✓			
Y	✓				y				
L	✓		<i>lion</i>		l				<i>i</i>
Q	✓				q				
M				<i>N</i>	m	✓	✓		
D	✓	✓			d				<i>/b/</i>
N	✓				n	✓			
S	✓	✓			s	✓	✓		
X	✓				x	✓			
I	✓				i				
E	✓				e	✓			
G	✓				g				
R	✓				r	✓			
V	✓				v	✓	✓		
T	✓				t	✓	✓		
					g	✓			
	22	7	4			20	7	1	

Confusions:

Letters Unknown:

Comment:

sounds: 14/54  
words: 5/54

Recording:

- A Alphabet response: tick (check)
- S Letter-sound response tick (check)
- Word Record the word the child gives
- I.R. Incorrect response: Record what the child says

TOTALS

TOTAL SCORE

fohn + life graba.

Bartlett's Farm Stand.

pumpkin biggest.

jack-o-lantern littlest.

Spelling Words.

Noe [redacted] IB. [redacted] IB.

Soapliengef. Bsabelli.

Ovyupipp. Bsoaeli.

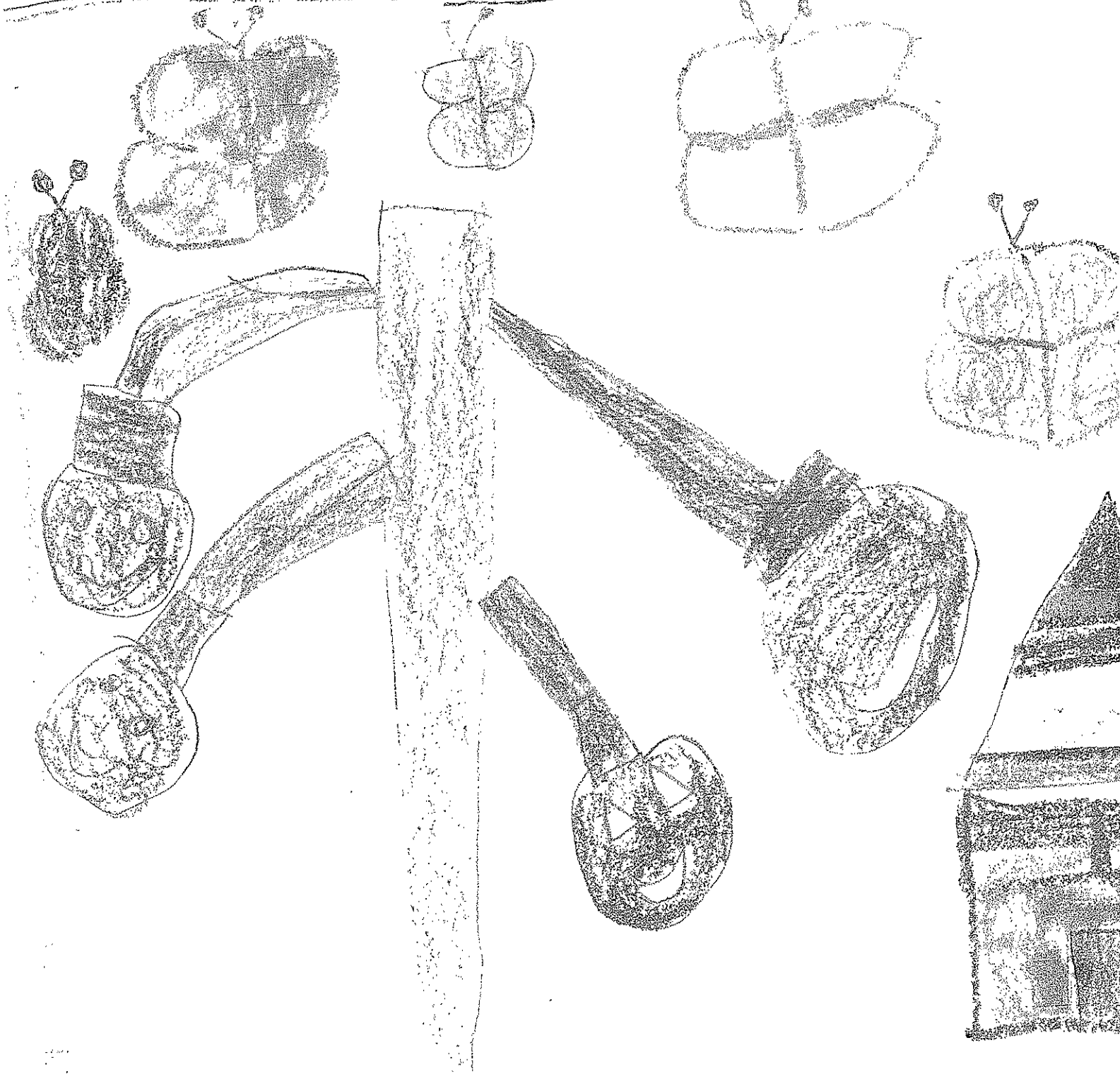
Oypcapl. moailbli.

Oorraillil. mce bseb.

Oaircirml. mill eblt.

I LOVE B.

I LOVE



# COMMUNICATION INVENTORY

## DESCRIPTION OF THE LEARNING ENVIRONMENT - REQUIRED

Areas of Analysis	UNACCEPTABLE		ACCEPTABLE	TARGET
<b>Class Basics</b> <input type="checkbox"/> Size of the classroom <input type="checkbox"/> Number of students in the classroom <input type="checkbox"/> Number of teachers and paraprofessionals <input type="checkbox"/> 3 Classroom Features <input type="checkbox"/> Description of the 2 activities observed (no more than one paragraph each)	<input type="checkbox"/> Information was not found in this area  0	<input type="checkbox"/> More than one area of analysis of the environment was missing <input type="checkbox"/> Information was found but important information was missing or the level of detail did not present a full description of the environment  1	<input type="checkbox"/> Information reflects an adequate amount of information to provide an overview of the environment  2 3	<input type="checkbox"/> This section provides an excellent overview of the environment <input type="checkbox"/> Many details have been provided  4 5
<b>Practices that Promote Learning</b> <input type="checkbox"/> 3 Practices of Cultural Sensitivity & Linguistic Supports are described with a rationale for how each promotes learning <input type="checkbox"/> 3 Language Supports are described with rationale for how each promotes learning.	<input type="checkbox"/> Information was not found in this area  0	<input type="checkbox"/> More than one area of analysis of the practices used to promote language learning was missing <input type="checkbox"/> Information was found but important information was missing or the level of detail did not present a full description of this area  2 3	<input type="checkbox"/> Information reflects an adequate amount of information to provide an overview of the practices used in this environment to promote language learning.  4 5 6	<input type="checkbox"/> This section provides an excellent overview of the practices used in the classroom that promote language learning for students with diverse language abilities <input type="checkbox"/> Each section is defined and supported with many details in all required areas  7 8

## GENERAL DESCRIPTION OF THE STUDENT - REQUIRED

<b>Student:</b> Brief description of <input type="checkbox"/> Child's age <input type="checkbox"/> Grade in school <input type="checkbox"/> Special services received <input type="checkbox"/> Child's strengths (1-2 paragraphs) <input type="checkbox"/> Child's areas of challenge (1-2 paragraphs)	<input type="checkbox"/> Information was not found in this areas  0	<input type="checkbox"/> Information was found but described with a limited detail. <input type="checkbox"/> Information was found but important information was missing. Some areas of analysis were weak in description.  2 3	<input type="checkbox"/> Information reflects an overview with details provided in all areas identified  4 5 6	<input type="checkbox"/> This section provides an excellent overview of the student, describing all areas identified in detail  7 8
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# COMMUNICATION INVENTORY

STUDENT'S DIVERSITY OF LANGUAGE: REQUIRED				
Areas of Analysis	UNACCEPTABLE		ACCEPTABLE	TARGET
<p><b>*Multiple Language Variety of Language</b></p> <ul style="list-style-type: none"> <li>o What language(s) are used in the home?</li> <li>o What was the first language of instruction in school and the model of the classroom (Bilingual Ed? ESL? Immersion?)</li> <li>o Child's level of <i>spoken language</i> (use WIDA standards discussed in class) &amp; <i>written language proficiency</i> in English</li> <li>o Child's level of <i>spoken language &amp; written language proficiency</i> in a language or dialect other than English</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Fewer than 3 areas of analysis are addressed</li> <li><input type="checkbox"/> Analysis includes few examples</li> <li><input type="checkbox"/> Analysis reflects minimal understanding of each area of analysis</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Less than 5 areas of analysis are addressed</li> <li><input type="checkbox"/> Many areas of analysis include only one example in most instances and does not describe the process used to gain information</li> <li><input type="checkbox"/> Analysis reflects a marginal understanding</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All areas of analysis are investigated and described in separate paragraphs</li> <li><input type="checkbox"/> Most areas of analysis include two examples that demonstrate the child's performance and/or the process used to gain information.</li> <li><input type="checkbox"/> Analysis reflects a good understanding of content</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All areas of analysis are investigated, defined, and described in separate paragraphs</li> <li><input type="checkbox"/> At least 2 examples are included in each area that clearly demonstrates the child's performance and/or the process used to gain information.</li> <li><input type="checkbox"/> Level of Analysis reflects an excellent understanding of content</li> </ul>
	0	2 3	4 5 6	7 <u>8</u>

LESSON PLAN: REQUIRED				
	UNACCEPTABLE		ACCEPTABLE	TARGET
<p><b>2 IEP Pages</b></p> <ul style="list-style-type: none"> <li>o Includes Baseline statements of Student's current skills,</li> <li>o Measureable &amp; observable Goals based on need</li> <li>o Several Objectives are offered based on need</li> <li>o WIDA or other ESL Standards</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Baseline statement is not included</li> <li><input type="checkbox"/> Format is not consistent with the handout in class</li> <li><input type="checkbox"/> Certain areas were not correctly done</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> &lt;2 IEP pages were included and most areas were somewhat complete</li> <li><input type="checkbox"/> Baseline, Goals and Objectives were general and do not address the specific needs of this child</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 2 IEP pages were included and all areas were complete.</li> <li><input type="checkbox"/> Baseline statements reflect a good understanding of student with language &amp; speech needs.</li> <li><input type="checkbox"/> Goals and Objectives are directly related to the student's needs.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 2 IEP pages were included and the</li> <li><input type="checkbox"/> Baseline statements reflect strong understanding of planning for a student with language &amp; speech needs.</li> <li><input type="checkbox"/> Goals and Objectives are measureable &amp; observable and explicitly relate to the student's needs</li> </ul>
	0 1	2 3	4 5 6	7 <u>8</u>

# COMMUNICATION INVENTORY

Professionalism of the Paper		UNACCEPTABLE		ACCEPTABLE		TARGET
Writing Mechanics	<input type="checkbox"/> Writing skills require significant improvement	<input type="checkbox"/> Writing Skills require some improvement	<input type="checkbox"/> Good Writing Skills with few errors noted			<input type="checkbox"/> Excellent writing skills
And	0	1	2	3	4	5
Presentation of Paper	<input type="checkbox"/> Acronyms are not defined	<input type="checkbox"/> errors of spelling	<input type="checkbox"/> errors of grammar	<input type="checkbox"/> non-professional language used	<input type="checkbox"/> Not concisely worded	
	<input type="checkbox"/> Errors of format	<input type="checkbox"/> Font difficult to read	<input type="checkbox"/> Headers not used	<input type="checkbox"/> Pages not numbered	Ideas are difficult to follow in some areas	

42 /42

Grade for Paper: 100 /100

Name \_\_\_\_\_

Professor's Signature  date 11.20.16

## Evaluation of Communication Inventory

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Unacceptable (below 80)	Acceptable (80-93)	Target (94-100)

Initial Submission

Re-submission