

Data Analysis and Interpretation Part III

The data displayed in Part II (data courses and collection) shows information collected on a Kindergarten class at New Hampshire Estates Elementary School. NHE is located in Silver Spring, Maryland and is a Title 1 school. The school's focus is on reading and language arts.

The data shows students' general background information and different indications of the students' literacy knowledge. The class consists of eight females and seven males so the proportion of males and females are very similar. The predominate race in the classroom, with ten students, is Hispanic and there are three African American students and two Asian/Pacific Islander students. All the students in the class are five years old, but after December there will be one student that will be six years old.

A great majority, twelve students, are English Language Learners. This class seems to need a lot of oral language practice and a literacy rich environment. Some things that could be done are shared reading where students are allowed to discuss ideas, thoughts and feeling about what have been read. That activity makes sure all aspects, oral language and literacy, are met. Another activity that can be done is to provide a time and a place for "Show and Tell". This is where students can share something they have done at school or something they brought from home to show their classmates. The classmates are given the opportunity to ask questions so there is a great deal of oral language going on during this activity. One last activity that I can suggest is the

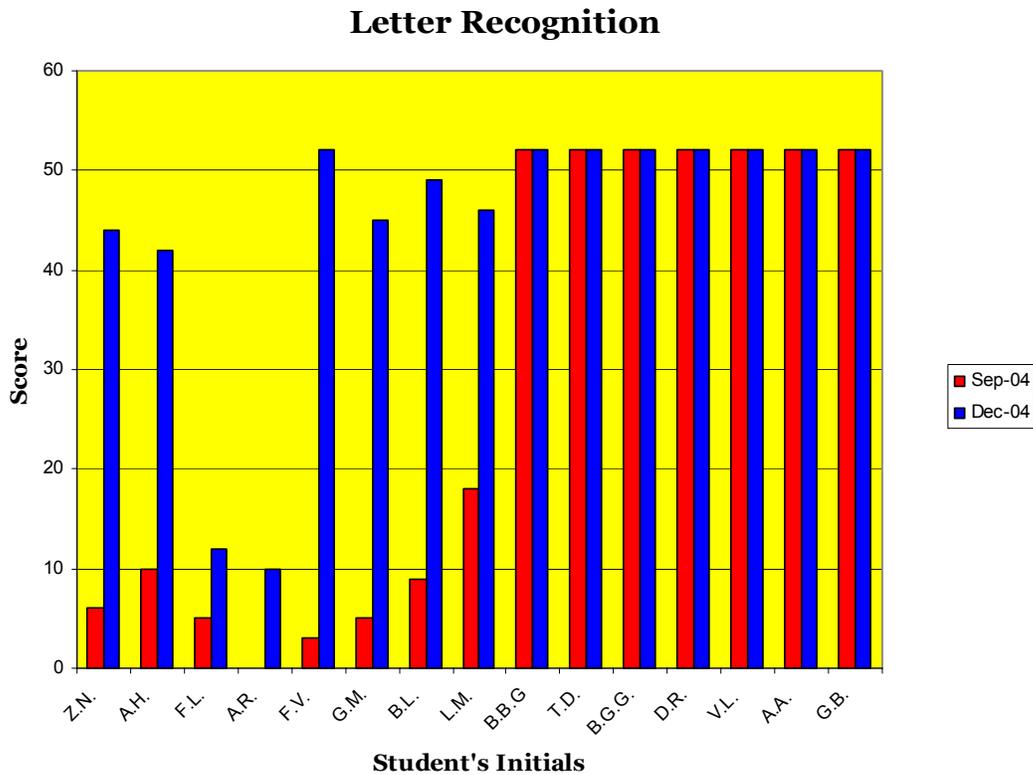
“Guess Box” activity where students are encouraged to ask questions about an unknown item in a box. There are many activities that a classroom teacher can do in the classroom to promote oral language and literacy.

There are services for English Language Learners such as pull – out, which occur every day for 30 minutes, where students are taken out of a class to work in small groups on activity that will develop their language. There is also a weekly plug – in where an E.L.L. teacher comes in to do a whole group lesson with the class that also promotes language.

Five students, B.L., L.M., V.L., A.A., and G.B. are not getting more individualized services even though they are English Language Learners. There should either be more students pulled out of the class or the plug – ins should be changed into small group lessons so all the students, including the five mentioned, get closer attention on their language development.

Though services are helpful they can also be harmful. There are two students, A.H. and G.M., in the class who are being pulled out from class for at least 3 hours and 30 minutes every week. It is important for students to stay in the class with their classmates as much as possible so they are able to form a relationship with other students and also so they do not think something is wrong with them since they are being taken away so often. One adjustment that could be made is to have the students do their pull-out activities with the specialist teacher in the classroom while their classmates are involved in different small group activities.

Letter recognition is a big issue in kindergarten. This is where students are asked to identify uppercase and lowercase letters. The data collected on the class shows there are different abilities of letter recognition, which is evident in the figure below.



Seven students, B.B.G., T.D., B.G.G., D.R., V.L., A.A., and G.B., have been able to recognize all their uppercase and lowercase letters since the beginning of the year. They have retained their information since then, which is evident through their retest done in December. Most of the students who started with the lower letter recognition scores have increased greatly. There are two students who are having trouble, but if you look at the data both of the students are English Language Learners and that may be an obstacle in the way of their letter

recognition. One recommendation is to have the students individually work individually with a Pair Education (teacher assistant).

F.L. is in the process of having an EMT done. The date of the meeting is being scheduled for sometime in January. Until then he is being observed and tested by support staff in the school. As shown in the data collected he has very low letter recognition and has barely improved over the span of three months even after having daily individualized, one-to-one, assistance. He started off with knowing five words and has increased his knowledge of letters to twelve. He is being provided with English Language Learner services such as pull – outs and plug – ins. More services may be needed to promote his development.