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Intervention Development

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Context for Learning

Sí Se Puede Union High School is located in a rural area in Northern California. According to the 2008-2009 data the school has a total enrollment of three hundred and nine students; with seventy two ninth graders, seventy two tenth graders, ninety one eleventh graders, and seventy four twelfth graders. The ethnic population is: 1.3% Asian, 61.8% Hispanic, 0.3% African American, 33.0% White, and 2.1% multiple/ no response. There is a total of 7.1% are English Learners and 41.7% of the students receive reduced meals. In addition, the school provides one hundred and forty three computers for students use with internet. There are currently 18 credentialed teachers working at Sí Se Puede High School; five are Hispanic and thirteen are White. Unfortunately there are not many extracurricular activities at this school but the school does participate in sport events specially football.

The ELD classroom has a total of eleven students'; two males and seven females. One hundred percent of the classroom population is Hispanic. Grade levels in the classroom range from 9th – 12th grade. Two of the students are beginners and the rest of them are at early intermediate level. Also two of the girls in the class are having difficulty acquiring the target language. I believe the main reason is because they are not strong in their native language and they come from the Sí Se Puede community school. I have tried speaking with these particular students to encourage them to be more involved in class and motivate them to participate but it is difficult because they don't always attend class.

Moreover, The ELD classroom provides two computers for students to use. There are no special education students in the ELD class. Unfortunately there is no parent involvement in our ELD classroom. During parent conferences parents tend not to attend the meetings. The reason why they don't come is not clear to me it is something I would most definitely like to look more

into. I spoke to my Cooperating Teacher about this situation and she explained to me that ELD parents are at work when the parent conferences take place are unfortunately are not able to attend.

In addition, we continued the discussion on how instruction is currently scaffolded to address academic language demand for English Learners. She explained to me that staff was highly trained to apply SADIE and the SIOP Model in their classrooms. She also explained that a couple of ways that the school adapts the curriculum to provide equal access for English Learners is through Migrant Education and Mini Corps program.

Data Reporting and Analysis

Based on the data analysis (see attached) it shows that ELD students need to improve in Language Arts. Also the CAHSEE test results revealed that more than half of the students tested below grade level in reading. Therefore, I concluded that I will focus my intervention in reading comprehension.

Intervention Plan

Cognitive Strategies:

Grouping → Construct graphic organizers → Classifying words, terminology, quantities, or concepts according to their attributes.

Writing Standard: Grades 9-12

Beginning ELD level:

Organize and record information from selected literature and content areas by displaying it on pictures, lists, charts, and tables.

Early intermediate ELD level:

Write simple sentences to respond to selected literature, exhibit factual understanding of the text, and connect one's own experience to specific parts of the text.

Based on the data collected, I decided to implement cognitive strategies that allow students to learn how to use graphic organizers which will help them think about their learning. This will allow students to extract meaning from text and organize their thoughts when writing their summaries that reflect their understanding of the reading. I will provide my students with various types of graphic organizers and questions for every chapter that we read. Some of the graphic organizers that I used were the following: 4- Corners Vocabulary, Main Ideas and Supporting Details, Compare and Contrast, Sequence or Chronological, Problem/Solution, Short Story Flow Charts, and Plot Charts. Graphic organizers present concepts in a memorable way that allows students to comprehend information. According to Meyen, Vergason and Whelan (1996) graphic organizers are “visual displays teachers use to organize information in a manner that makes information easier to understand and learn” (p.132). Once students have become familiar with the graphic organizers I will ask them to write a summary on their understanding of the reading. Students will be working in groups, partners, and individually; every student will be assessed individually.

The pre-assessment was based on a compare and contrast graphic organizer. Students needed to compare and contrast their life with a main character of their choice from the book. Next, students needed to write a summary in their own words about the chapter they had read. I realized my predictions were correct; my students need help with their reading comprehension because they were not able to identify and explain ideas in their own words.

Midway through the intervention I had students use graphic organizers; several students struggled because they have never used them before. Therefore, I was able to see significant improvement in their summaries when they became more familiar with them. Another strategy that helped students understand the reading was guided questions and feedback that helped them understand information correctly. This allowed students to identify relevant parts of the story and guided them in their writing.

For my Post-assessment I chose an activity where the students had the opportunity to write a summary on their favorite chapter of the book. They also had to include water colored visual which made the assignment a bit more engaging. Overall the intervention was successful; students were able to summarize their favorite chapter of the book using their own words without copying directly from the text.

Evaluation/Recommendations

After implementing my intervention I realized that the students need to use graphic organizers in order to comprehend the reading. Graphic organizers were also a very successful tool for students reading comprehension and writing. Moreover, graphic organizers are a great way for teachers to monitor and analyze student's interaction with text when students are struggling.

However, something I would have liked to include in my intervention is group discussions about the reading. I feel like this would have helped students explore the target language more in depth and maybe grasp some of their classmates learning strategies or points of views on the reading.

Work Samples

See attached.

References

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