

ELL Report Template

1. Description

- a. The setting of the field experience (e.g., in a classroom, at a community organization location, etc.).

This field experience took place in my classroom during the student's connections periods.

- b. The student(s)—use a pseudonym to maintain confidentiality—with whom you are working (e.g. age, grade level, level of English Proficiency, personal characteristics based on observations/interactions, other information that may give the reader a more in-depth description of the student)

I worked with one 8th grade Hispanic male student with a high social vocabulary, but moderate academic vocabulary. His Lexile (reading) level is below grade level and he struggles in reading/ELA class. The student is very comfortable with his level of English proficiency and is not afraid to ask for help when he needs it. He will joke around with me and with his peers who are also ELL students. They will joke with each other when one makes a mistake with vocabulary or pronunciation.

- c. The days and times that you met with the student.

We met for 2 consecutive Tuesdays and Thursdays during the students' connection periods.

9/6/16 (1:15)

9/8/16 (1:15)

9/13/16 (1:15)

9/15/16 (1:15)

- d. Ways in which you interacted/engaged with the student (including pedagogical strategies).

- **Allowed student to discuss content with peers in their native language (Spanish) when needed.**
- **Used student's prior knowledge when discussing content from the novel.**
- **Allowed student to use both Spanish and English words when creating his study guides**
- **Used graphic organizers when arranging information for his novel study guides.**
- **Showed student how to use the technology effectively when researching and creating his study guides (Word, Internet, Google, etc.)**
- **Allowed student to teach me the Spanish versions of the words. He really enjoyed trying to teach me how to pronounce some of the words correctly.**

2. Objectives and Assessments

Write 2-3 learning objectives and state how you will assess each. Provide evidence for meeting the objectives.

Objective	Assessment	Was the objective met? Evidence of student learning.
<i>(Content) The student will understand the plot and outcome of the novel</i>	<i>(Formative). The student will create chapter-by-chapter plot overviews of the novel with chapter summaries and reflections. We will discuss and add to/change them as needed.</i>	<i>Yes. The student created and used their study guides, which helped in his understanding of the plot of the novel. He was able to hold a meaningful discussion with me as well as answer questions I asked about the chapters.</i>
<i>(Content) The student will learn the main characters and their contributions to the story.</i>	<i>(Formative). The student will create character summaries of each of the major characters including pictures found on the internet and discuss their roles in the novel. We will discuss and add to/ change the summaries as needed.</i>	<i>Yes. The character lists were very thorough and helped the student study and learn each character's contribution to the novel. The student was able to answer specific questions about the characters and their contributions.</i>
<i>(Language) The student will learn new vocabulary from the novel</i>	<i>(Formative). The student will create vocabulary lists of unfamiliar/new terms from the novel including pictures and the Spanish translation when needed. We will research and check together.</i>	<i>Yes. The vocabulary lists were very thorough and helped the student obtain a working knowledge of the words. The student was able to provide words when I gave him definitions and he was able to provide a definition when I gave him words.</i>

3. Resources

You are required to use 2-3 ELL-specific resources to help inform your understanding of ELLs and increase your pedagogical strategies to assist students who are English Language Learners (ELLs). You may use the resources listed within the module or other resources available to you. Briefly describe how the resources were used to assist in your experience.

1) *Critical behaviors and strategies for teaching culturally diverse students* is an article discussing teacher behaviors and strategies to promote teaching diverse students. This resource helped me obtain a more positive outlook about working with ELL students. It offers a variety of behaviors teachers should work on such as appreciation, accommodation, and acknowledging students' similarities and differences. The article talks about building relationships with students and how teachers should explain why what they are learning is relevant to their lives outside of school.

Burnette, J. (1999, November). *Critical behaviors and strategies for teaching culturally diverse students*. ERIC/ OSEP Digest E584. ED435147. Retrieved on September 5, 2016, from <http://www.eric.ed.gov:80/PDFS/ED435147.pdf>

2) *Program alternatives for linguistically diverse students* is about finding approaches for educating students from a variety of backgrounds. This resource is a guide for finding instructional approaches that suit the needs of the student. This resource provides a very useful table that lays out the variety of approaches there are and what students that approach best suits. This resource helped me see that there is not one specific way to help EL students, but rather a variety of methods will work best depending on the level of each individual student. The instruction needs to be tailored to meet the needs of the learner.

Genesee, F. (Ed.). (1999). *Program alternatives for linguistically diverse students*. Santa Cruz: University of California, Center for Research on Education, Diversity & Excellence. Retrieved on September 6, 2016, from <http://www.eric.ed.gov:80/PDFS/ED428569.pdf>