**ELL
Report Template**

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

	 The setting of the field experience occurs in the media center, computer lab, and classroom at a local middle school.
	2. **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)**

 During this field experience, I will be working with two ESOL students, Joe and James. These two young men are both in the sixth grade. Joe’s native language is Portuguese, and James is Lebanese Arabic. Joe is on Level 5 of the WIDA scale and James is level 4. This means they should be receiving few accomodations.

 Joe is a sneaky student, who is often more interested in acting mischievous than learning. Last semester, he failed every class except one. When test retakes are offered, he will not complete them and he often comes to class unprepared. Joe has lived in the United States throughout his entire life and attended school in Cobb County for all of those years. His parents do not speak any English. While meeting with them during conference week, they both remarked that his younger brother’s English skills were more proficient than Joe’s. I think this might impact Joe’s thoughts about his intelligence.

 James is Joe’s sidekick. James moved to our school during the fall due to being overly aggressive with other students in his former school. James feels an immense amount of pressure to perform because he has a twin brother who does not receive ESOL and is in all gifted classes. To compensate for this, James focuses on his personality and tries to cover his academic insecurities with a larger than life personality.

* 1. **The days and times that you met with the student.**

	 Over the course of this experience, I met with the two students individually about five times for ten minutes each meeting. Both of these students are in my homeroom class, so I have the privilege of seeing them longer than most students. During my field experience, I was working with the students on the creation of their portfolio for Language Arts. Most of the students are able to create their portfolio using Weebly; however, the students never brought back their permission form, so they are creating their portfolio on PowerPoint.

 First in order to have the students create their portfolio, I had to introduce the concept of simple, compound, and complex sentences to the students. I did this by placing them into break out sessions. After I did a brief amount of direct instruction, I broke students into pairs and had them use response boards. On the screen, I flashed up a sentence while the students had to identify what sentence it was.

 When students continued to identify sentence structures accurately, I began to encourage them to start working on their Weebly portfolio. On their portfolio, students had to create their own definitions for the following terms: dependent clause, independent clause, simple sentences, compound sentences, and complex sentences. Underneath their individual definitions, they had to create their own examples of each term.

 Currently, I am doing Literature Circles in my classroom. I am differentiating throughout this unit by interest. Luckily, both James and Joe chose the same book, *Hoot* by Carl Hiaasen; therefore, they are in the same break out session. During the break out sessions, one group at a time circulated into the media center lab to work on sentence structures. The other groups listened to the audio version of their book at this time.

 During one experience with the students, I emphasized what my expectations were for their portfolio by showing them a model [portfolio](luthersampleportfolio.weebly.com) I made on Weebly. I went through each section of the portfolio and took their questions as I went. The students asked a couple of questions, and proceeded to create their own portfolio. Of course, since the students have two different work ethics I had mixed results on the report.

Joe was very excited about the project and got to work promptly. James, on the other hand, was very reluctant. He required me to sit with him throughout the project to do his work correctly. Beacause of this, Joe was done in half the time. Although James was reluctant to finish his work, he completed the assignment in the required time. Both students received a 100 on the project.

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

 One thing I heavily rely on when working with ESOL students is the SIOP Model. The SIOP Model allows teachers to develop appropriately planned lessons for ESOL students. The components are lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery, and review and assessment.

 My favorite strategy to use with my students is building background; I find this is a great way to hook students during a lesson. For example, we have a strategy in place at my school called Thinking Notes. In this strategy, students must circle words they do not know and annotate the text. Then, we proceed to go over their annotations as an entire class.

 Other SIOP strategies I use are think-pair-shares, peer editing, Web Quests, and reciprocal teaching. Throughout the entire process of creating the portfolio, response boards, students were teaching themselves how to understand sentence structures, and the remainder of the content.

1. ***Objectives and Assessments***

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

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| **Objective** | **Assessment** | **Was the objective met? Evidence of student learning.** |
| The students will identify different types of sentence structures. | *(Formative):* After the introduction to sentence structure’s lesson, students will identify sentences that appear on the screen on a response board. Each student will be paired with a partner. |  The students as a whole struggled to process this information. Students have not obtained a clear understanding of subjects and verbs in elementary school, which is not what is stated in state standards. When I saw this, I began to remediate the content. |
| The student will define sentence structures. | *(Formative):*  On their electronic portfolio, students needed to define sentence and clause types and create example to further explain their definitions.  | Both students were successful on this project although James needed constant teacher support. |
| *The student will create a variety of sentence structures.* | *(Formative):* Students were given two journal prompt responses to respond to on the board. Students were told to write at least two simple, two compound, and two complex sentences. Each sentence type needed to be highlighted. After the students finished writing their response, it was submitted on Edmodo for grading.  | Students were scored out of 6. Joe received a 4/6; he got hung up on the complex sentences. James received a 2/6. He only got the two simple sentences correct. |
| *The student will incorporate a variety of sentence structures in their writing.* | *(Summative):*  Students were given a poem. After reading the poem, they were given a writing prompt. In their paper, students had to highlight each sentence type and create a key. | Again, students were scored on a scale of one to six. Joe scored a 5/6 and James scored a 3/6. |

1. ***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.**

* SIOP Model:

 One resource I relied on was the SIOP model. I was introduced to the SIOP when I was getting my ESOL endorsement. The SIOP model is a model of practices used to make sure instruction is impacting the ESOL students. Some of these strategies are referred to Building Background, Strategies, and Comprehensible Input. I have used these strategies for two years know and have seen a lot of success with ESOL and Special Education students. The way a SIOP lesson flows gives students time to learn from the teacher and then begin practicing the content they learned.

* IRIS Module:

 I first participated in this module when I was completing my bachelor’s degree. Reviewing the content was great; it was nice to get a reminder and review the basics of ESOL. Specifically, I found the section on sheltered instruction to be very useful when developing my lesson plans for this field experience. I have previously learned about this, but it was a nice review.

* ColorinColorado.org: <http://www.colorincolorado.org/educators/teaching/writing_ells/strategies/>

 The entire Colorin Colorado site has tons of strategies and resources for teachers who have ESOL students. I found a page on the site that has tips for teaching writing to ESOL students. On this page, it has a variety of topics that link you to outside resources. I was interested in reading an article from Brown University. In the [article](http://www.brown.edu/academics/education-alliance/teaching-diverse-learners/writing), it mentioned how effective ESOL teachers are constantly differentiating between students’ English writing ability and their knowledge of the class content. This is interesting for me to think about because most of what I am teaching the students is how to review their writing. Because I read this article, I was constantly trying to measure their understanding of my standard, not their language proficiency.