**ELL  
Report Template**

1. ***Description***
   1. The setting of the field experience (e.g., in a classroom, at a community organization location, etc.).  
        
      I had two settings for my field experiences. The first setting was in a classroom at Ware County High School and the second setting was in my classroom at Ware County Learning Center.
   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 the first set of this field experience, I worked with nine Algebra 2 high school students whose grade levels ranged from 11th and 12th graders at Ware County High School. All of the students were ranged between intermediate and advanced proficiency with speaking English but spoke in their native language when working together at times during the lesson. It was four female students and five male students. The students understood the math vocabulary and took their notes. All of the students were motivated to learn and engaged during the lesson and instructional time. All of the students were very helpful and provided peer assistance when needed. Some students elected to work together and some worked independently. The students were very attentive, and although they were not my permanent students, they worked well and asked questions when needed to help them have a clearer understanding. The students showed their work when working on their math assignment and followed the right steps to obtain the correct answer.

The other setting of this field experience I worked with the student that has me for Algebra 1 at Ware County Learning Center. The ELL student is a female student who is in the 9th grade. The student is proficient with speaking English and understands the math vocabulary. She is a visual learner and takes her notes. During class, she is quiet and attentive, but she has great social skills. After closely observing the student, I noticed that she benefits from referring back to her notes, visuals, and digital tutorials as well. Although she is attentive during class, when working independently on the Chromebook, at times, she will get off task and have to be redirected. However, she does complete her assignments promptly. All of her grades in the other content areas demonstrate mastery and understanding of the subject and what she is learning. She is very respectful and makes an effort to improve on skills when feedback is provided.The days and times that you met with the student.

I met with the students at Ware County High School on March 22, 2019 from 1:45 until 3:15 and spent the entire class period working on math.

I met with my student in my own classroom at Ware County Learning Center during my class time which is 11:00 – 1:00, which lunch is included so our actual class time is 90 minuet class bocks. I worked with her pertaining this ELL project on March 25th and March 26th 2019 and also on April 8, 2019. During the time frame we worked on her math lessons.

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

The strategies I used when interacting with the ELL students to complete this field experience were: sheltered instruction, activation of background knowledge, direct instruction, teacher modeling, peer modeling, peer tutoring, and blended learning environment.

When working with the group of students at Ware County High School for the Algebra 2 math class, I used activation of background knowledge by reviewing factoring before providing direct instruction and teacher modeling of factoring higher order polynomials. The students and I went through the steps for factoring the polynomials, and they also taught me how to say a few of the words in Spanish. It was such a fantastic learning experience working with the students and the students teaching me how to pronounce some of the math words in Spanish correctly. The students also modeled factoring higher order polynomials on the SmartBoard and provided peer tutoring for others when needed. I spoke slowly and paused while demonstrating examples on the SmartBoard while emphasizing essential vocabulary words. I also walked around and facilitated the learning environment as some students worked together and some elected to work independently. I provided the students with instant feedback over the content so they could make corrections and understand their mistakes and also what they were doing correctly. Students completed an activity to measure their understanding of factoring higher order polynomials. The students were visual learners, so I used a lot of visual examples when factoring the polynomials and demonstrated each step of factoring the polynomials.

I worked with one of my 9th grade Algebra 1 student that is an ELL student in my classroom at Ware County Learning Center. While working with my student, I used a blended learning environment approach. My student is more of a visual learner and is English proficient. I provided modeling of adding, subtracting, and multiplying polynomials and dividing by a monomial. During the instructional time, I was providing teacher modeling during the lesson and instructional videos to help the student gain a deeper understanding of the lesson. I used a free digital tool for the student to have some interactive practice in solving math problems. I used the data from the digital activity to measure the student understanding of the skills. The student also used digital flash cards using the website Quizlet for the lesson vocabulary words and played the game to study and learn the words and their examples/meanings. The student completed “Do Now” assignments which were also used to measure knowledge of the content. The student completed all math work on a Chromebook and had the opportunity to refer back to the digital vocabulary words and their examples, and also the digital instructional videos when needed. I intentionally spoke slowly and paused while modeling examples on the SmartBoard and answered all questions that the student had. I allowed the student to complete the assignments at her own pace to provide the opportunity not to have time to work problems thoroughly.

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 student will learn and factor higher order polynomials.* | *I will facilitate during instructional time and observe students as they are factoring higher order polynomials. While I am modeling how to factor higher order polynomials I will ask students questions and also have the students work factor a few polynomials during the direct instruction of the lesson and check the students answers while they are working. I will also have students factor polynomials on the SmartBoard proving peer modeling while demonstrating their learning.* | *Yes, the objective was met. The students learned and were able to factor higher order polynomials before leaving class. The students completed an assignment and had to show their work when factoring the polynomials. Students also helped each other by peer tutoring which was evidence that the students learned and understood how to factor higher order polynomials.* |
| *The student will learn and demonstrate how to add and subtract polynomials.* | *I will use direct instruction to model how to add and subtract polynomials. While I am providing instruction I will ask the student questions to measure understanding. The student will also complete an interactive online digital activity od adding and subtracting polynomials and the data will be used to measure the student understanding of the skills. The student will then complete an adding and subtracting polynomials assignment in the online course using a Chromebook that will be graded and the student will need to make an 80% or higher to show mastery.* | *Yes, the objective was met. The student learned and demonstrated how to add and subtract polynomials. The student worked out all the math problems showing each step to obtain the correct solution. The student completed the lesson via the online course site and scored a grade higher than an 80% which demonstrated mastery and understanding of adding and subtracting polynomials.* |

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.

Teaching English Language Learners: Effective Instructional Practices. Retrieved from

<https://iris.peabody.vanderbilt.edu/module/ell/#content>

I used the Iris website to help me gain a clearer understanding of ELL students and how to effectively meet their learning needs. Within site, I completed activities and watch videos to deepen my understanding of the best practices that would be effective when working with ELL students. As I already do, the Iris website reminded me that even when working with ELL students as with all students to activate background knowledge and incorporate real-world interests and culture into lessons. I was also reminded through the Iris website to create activities that are student-led and allow students to ask questions. I learned not to assume that ELL students cannot learn, because they all can learn and also to not focus on their English but their content when completing assignments. I learned and gained a clear understanding of the sheltered instruction strategy which I used to complete this field experience.

English to Speakers of other Languages. Retrieved from

<https://www.georgiastandards.org/Resources/Pages/Tools/ESOL.aspx>

I used the Georgia Department of Education website to learn more about ESOL in the state of Georgia. I have never had a student in my class that although he or she spoke languages other than English that had a language barrier issue or struggled with academic learning because of English being a second language. All of the students I have worked with until completing this project were gifted and talented students and did not require any accommodations and differentiation for their purpose of learning because of a language barrier. While exploring this website, I learned that there are standards for ELL students and also learned other websites to use for resources when working with ELL students.