**ELL  
Report Template**

1. ***Description***
   1. The setting of the field experience (e.g., in a classroom, at a community organization location, etc.).  
        
      Classroom setting, Morning Study Hall, EL Teacher present
   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)

Danny Rodriquez- 9th grade Low income Spanish family living in the Moody HS school district. His level of English proficiency on a scale of 6 is a 4, which means he can complete some English standards but struggles with the academic language. Danny does well in class when assignments are verbal or in picture form. He struggles writing in English but does well enough for one to understand. Danny is very quiet and does not ask for help very often, so to get him to come to study sessions before school was difficult.

* 1. The days and times that you met with the student.  
     We met in the mornings three times. We met from 7:30 to 8:00 3 times in one week with the ELL teacher present. We also took class time on 3 other occasions to meet the goals necessary to complete the report.
  2. Ways in which you interacted/engaged with the student (including pedagogical strategies).

I acted as the facilitator who was giving tutoring to a struggling student. Danny was informed that these practices would help him understand certain concepts that we were covering at the time. While in the facilitator role I guided Danny in instructional skills necessary to learn key vocabulary about the unit were in at the time.

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**  Example | **Assessment** | **Was the objective met? Evidence of student learning.** |
| *(Content) The student will investigate the characteristics of quadrilaterals.* | *(Formative). I will observe and ask questions while the student is working.* | *Yes. Maria was able to look at the quadrilateral manipulatives and identify (show and explain) all the characteristics of each.* |
| *Reading Objective:*  *Apply Multiple meanings of words and phrases to social and academic context.* | *The Student and I will go through a list of words that we will using in our Unit.*  *I will use Sensory supports to help the EL to develop understanding. The sensory supports will include pictures and photographs of the words.* | *Yes the supports helped the student to gain a developing level of knowledge of the words needed to understand the vocabulary. He was able to match picture with the word that it was related too.* |
| *Speaking Obj:*  *Sequence processes, cycles, procedures, or events* | *The Student and I will be creating a timeline of events that coincide with World War I. We will be using Graphic supports to help the student gain a developing knowledge of WWI. The type of Graphic supports that we will be using are Charts, Graphic Organizers, and Tables.* | *Somewhat, This was a little more difficult for the EL student than matching pictures with words. The student had some success though, which was somewhat of an achievement for us. This seems to be difficult for students who are not ELL.* |
| *Reading Obj:*  *Interpret Visually-or Graphically supported information.* | *The student and I will be using interactive supports to help gain a developing understanding of people and authors of WWI. The Interactive supports include the use of internet resources. Video Clips and biographies to be exact on the internet resources.* | *Yes this worked really well to help the student gain an understanding of people and authors from the first World War. The enjoyed this because of the technology aspect. We got to use this support on a block day which is an hour and half class period.* |
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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.

\*For the most part I used Sheltered Instruction to teach vocabulary and people and places in my Social Studies Classroom. I did this to teach content specific vocabulary to my EL student.

* While using Sheltered Instruction I tapped into Comprehensible input. I taught at a level that was just beyond the level of the students’ current level of language competency. This is where my Sensory supports and Graphic supports came into place. During this instruction I used pictures and photographs of the words from WWI to help create understanding of the words. Some of the words we used related to WWI were:

Conscription

Propaganda

War of Attrition

Trench Warfare

Total War

Soviet

Mandate

Mobilization

Armistice

(These are just to name some that we used) We used to pictures to relate to the words and definitions of the words. The Pictures were very easy to find on the internet and were printed for further use.

While using graphic supports we used charts to create a timeline of events to help develop understanding of the causes of WWI. Here I connected the use of the vocabulary that we learned to create our timeline. So this served as a formative assessment to our previous support.

\*For my second Resource I used Differentiated instruction. I presented information and allowed the student to access information via the internet. This is where I used the interactive supports.

- This is where I gave the student access to the internet to put pictures with faces and some works from the WWI authors in Spanish. This helped bridge the content for the student and created some understanding of the conditions that relate to the vocabulary that we used in our unit.