**ELL
Report**

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

	The setting for this field experience is my 7th grade social studies online classroom. My synchronous class is open during weekly synchronous sessions, daily office hours, and by appointment.
	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)

Muhammad is 12 and he was born in the United States. Both Soninke and English are spoken in the home, but Soninke is primarily spoken with student at home. Muhammad was evaluated for English proficiency and has been reviewed and released from English language services He is in the 7th grade and his level of English proficiency is intermediate to advanced. He asks questions in English but is still learning vocabulary. One example is that he used “more” instead of “improve” while asking me how he could improve his grade. His parents are highly invested in ensuring his success and help him as much as they can.

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

	I am on a collaborative team and my class meets synchronously on Fridays at 10 am led by myself and the special education teacher. I also have open office hours from 11-Noon on Monday, Tuesday, Wednesday, and Friday where students can meet with me one-on-one for additional instruction.
	2. Ways in which you interacted/engaged with the student (including pedagogical strategies).

Muhammad was reviewed and released for English proficiency during this semester, after passing the World-class Instructional Design Assessment (WIDA) screening performed by our ESOL instructor. The WIDA screen evaluated Muhammad on listening, speaking, reading and writing. Muhammad, however he is still learning to master the English language as an advanced English language learner and by attending an online environment he is exposed less to hearing the English Language than he would in brick and mortar. I have worked to provide a sheltered model of instruction in my synchronous sessions. I collaborate with the special education teacher on my team to integrate best practices for ELL students. All of our students benefit from this collaboration of including scaffolding and multimodal instruction in our sessions.

Both the parent and the student have indicated the need for additional support for the goal of improving the student grades in class. I have instituted a plan of allowing students multiple modes and multiple opportunities to revise assignments and assessments to display mastery of content. Muhammad and I have discussed one-on-one directions that confused him. As a result of our conversations, I also recorded step by step directions with visual cues for the assignment that confused him and for subsequent assignment so that students could refer to the recordings on demand.

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.*  |
| Recognize Southern and Eastern Africa’s major landforms and bodies of water. | I will show student pictures of landforms in Eastern and Southern Africa paired with a list of the landforms and map of the region and he can place them correctly or student can complete the LMS assessment. In the LMS assessment the student can answer multiple choice questions on Eastern and Southern landforms.  | Yes, Student was able to match the landforms to their correct location on a regional map of Southern and Eastern Africa.  |
| Identify ways in which people in the region of Southern and Eastern Africa are overcoming challenges. | The student will answer questions about the challenges faced by individual in Africa and will respond to two of his peers’ answers.  | Yes, after re-explaining how to complete the assignment and allowing the student to revise his original responses, the student was able to describe the challenges of the African individual and respond appropriately to two peers.  |
| Explain environmental issues across the continent of Africa.  | As a part of a larger assignment, I provided student choice for the student to select an African country from the standards-based list and to create a presentation on the African country to include an environmental concern using whatever format he selects.  | Yes, student selected Egypt as his country. He was able to create a presentation and explain the impact of air pollution on people in the region.  |

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.

Some of the resources I used with Muhammad were resources that I often use with most of my students. I teach on a collaborative team, so I often use a variety of modalities to teach content. The student viewed a brief video that overviewed the major landforms in the region. I follow up with students by having them draw/list and describe landforms that they recall. We discussed the landforms they listed. I then showed students images of the landforms in the region we are studying and where they are located on a map. I follow-up the lesson by asking having students identify landforms on an interactive map activity. I then have students label their map with the specified landforms from our region. When assessing Muhammad, I provide him with the opportunity to complete a matching activity with me in a one-on-one synchronous session for his assessment the landforms.

When Muhammad communicated to me that he did not completely understand the student discussion assignment. I explained the assignment again to him using visual cues and recorded the instructions for him and other students to review as needed. I also permitted the student to redo the assignment and he was able to show mastery of content knowledge and skill attainment.

Additionally, I used differentiated instruction when assessing student knowledge of environmental issues across the continent of Africa. I allowed students a variety of options to present their understanding of environmental issues in Africa and where they occur. Students could draw images and detail the environmental issues, retrieve images from the internet as a part of a presentation, write a short response, or any other means of reporting the information.

In using visual cues to help teach vocabulary, activating the prior knowledge of students by having them brainstorm landforms, recording instructions using visual cues, allowing the student to redo an assignment, and implementing differentiation by promoting student choice in assessments, I have incorporated many of the resources I learned about from the IRIS module and from other resources. These resources provided opportunities for my students to continue learning academic vocabulary, while obtaining transferable skills and using creativity to master content.

The IRIS Center for Training Enhancements. (2011). *Teaching English Language Learners: Effective Instructional Practices*. Retrieved on November, 10, 2018 from [http://iris.peabody.vanderbilt.edu/ module/ell/](http://iris.peabody.vanderbilt.edu/%20module/ell/)

WIDA. (2018). *WIDA Screener*. Retrieved on November 10, 2018 from [https://wida.wisc.edu/ assess/screener](https://wida.wisc.edu/%20assess/screener)

Wormeli, R. (2006). *Fair Isn’t Always Equal: Assessing and Grading in the Differentiated Classroom*. Portsmouth, NH: Stenhouse Publishers.