Jamey Bearden

Cohort 20

**ELL Report**

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

**The setting is in my classroom at DCHS.**

* 1. 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)

**The student “C” is an exchange student. Even though he is an exchange student, he has very little knowledge of English and struggles with communication on multiple levels. He is considered a senior (we make all exchange students senior at DCHS, so that they have the “senior” experience). He is shy, but is coming out of his shell a little more and trying to talk and communicate more and more as the year progresses. He seems to being academically strong and is very good at mathematics (I think that he already did or had similar classes at his previous school).**

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

**I meet with the student on Mondays, Wednesdays and Friday during Focus. I have been meeting with him since August 2014 through the present (this will end in late May 2015).**

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

**I am trying to help him to understand and use more English – to overall communicate better and be more confident with his English use. I have helped him with homework, asking him basic social questions, discussing with him current events or things in “Dawsonville”. I have also helped him understand certain cultural things here and tried to get him to communicate with others in the Focus class.**

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.*  |
| ***The student will ask and respond to basic greetings and introductory questions in English.*** | ***(Formative) I will provide information for this topic and then work on pronunciation and meaning of words associated with greetings. Then I will ask him these questions myself and try to have a basic introductory conversation with him. I will also observe him introducing himself to others.***  | ***Yes. C was able to eventually participate in an understandable English intro conversation with me and with his peers.*** |
| ***The student will understand basic commands both school and non-school related.***  | ***(Formative) I will provide a list of general commands and demonstrate what these mean. Then, I will have the student define these commands. I will then play a game with him “Simon Says” style (in the beginning) to test comprehension. Then I will observe him during Focus time to see if he can follow basic commands.*** | ***Yes. C is beginning to respond to basic commands. Not all are mastered, but there is evidence of comprehension and understanding of these commands.*** |
| ***The student will choose an extracurricular activity to explore and participate in. This will help him develop socially and become more involved while he is here in Dawsonville.*** | ***I will talk to the student about extracurricular activities (clubs, sports, volunteering). We will discuss what certain activities are and hopefully narrow down and discover the student’s interest(s).*** | ***Yes. C has joined FBLA and is now on the Tennis Team. He has gained friends and tennis skills from these experiences. He is also able to learn more about this are and students his age through these activities.*** |

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.

**WIDA** [**https://www.wida.us/standards/eld.aspx**](https://www.wida.us/standards/eld.aspx) **. The WIDA site provides the Georgia standards and their descriptors for ESOL students and the teaching of ESOL students. This site also provides useful materials, webinars, professional learning and assessments for ESOL students.**

**Using English** [**https://www.usingenglish.com/teachers/**](https://www.usingenglish.com/teachers/) **This site provides various resources and quizzes to promote and asses comprehension of English.**

**Free translation** [**https://www.freetranslation.com/**](https://www.freetranslation.com/) **Sometimes you just need to translate a word to have direct understanding and comprehension. This site allows for better communication of difficult words/concepts.**