

ELL Report Template

1. Description

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

This field experience took place in my own classroom. Our school has a 7 period bell schedule where students take each of the 7 classes for the entire year. Some math classes are blocked, which means that students stay in the same class for 2 class periods and finish the class in half of the year. Students typically take this class to either accelerate or catch up on missing credits.

- b. 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)

I worked with one student who is currently in my blocked Coordinate Algebra class. She is a 16 year old Junior from Mexico who is currently taking a Freshman level math course. This student is able to communicate socially with friends and teachers about some topics. Her academic vocabulary is limited and struggles to communicate mathematical knowledge. She also finds reading or writing about mathematical text difficult.

- c. The days and times that you met with the student.

I used strategies to support this student from Monday, November 27 through Friday, December 1. Our class begins each day at 11:41 and ends at 1:38.

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

I incorporated strategies to support the student through direct instruction and worked one on one with the student during work sessions in class. On Monday we learned about measures of center and variability of a statistical data set. I incorporated the sheltered instructional strategy into my lesson plan. I often take for granted the large words that I use on a daily basis. Before teaching the class I did a run through and reflected on the words that I used throughout the lesson. There are many words that I would have used that could be explained using a simpler word. There were other difficult words that I felt could not be avoided or were considered important vocabulary for the lesson. I searched for ways of explaining these words and included the Spanish version of a word where necessary. Tuesday's objective was for students to be able to compare different data sets. In this lesson, I attempted to incorporate as many contextual supports as possible. The goal was to provide more context and make the content less demanding. Students were able to select the data that they wanted to compare. This allowed for more context. In order to make the comparison less demanding, we used dot plots, box plots, and histograms to compare the data sets. This allowed for students to have a visual of the data

sets to make their comparison instead of using complex mathematical language. On Wednesday and Thursday, we learned about two way frequency tables and lines of best fit. This lesson allowed for the opportunity to activate background knowledge. There are several prerequisites for these lessons which include calculating percentages and creating scatter plots. Reviewing these pre requisites provided the student with confidence and we were able to proceed to the main part of the lesson. On Friday we did a review of the content learned throughout the week. The student was put into a flexible group where she was able to communicate with students other than me. One of the members of her group speaks both Spanish and English. The student will work through centers where she is able to see the content in different representations. Each day of class included work sessions where I worked one on one with the student to further clarify the content learned through the direct instruction.

2. Objectives and Assessments

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

Objective	Assessment	Was the objective met? Evidence of student learning.
<i>(Content) The student will investigate the characteristics of quadrilaterals.</i>	<i>(Formative). I will observe and ask questions while the student is working.</i>	<i>Yes. Maria was able to look at the quadrilateral manipulatives and identify (show and explain) all the characteristics of each.</i>
<i>The student will calculate measures of center and spread for a data set.</i>	<i>I will give a short quiz at the end of class. At the beginning of the quiz I will go over the instructions and ensure that she understands all of the questions. She will also be able to use her notes where she was given words in English and Spanish.</i>	<i>Yes. She was able to answer most questions on the first attempt. She demonstrated understanding after I explained her mistake on the problem that she missed.</i>
<i>The student will clearly use the appropriate data representation to compare data sets.</i>	<i>I will have students create a graphic comparing two data sets.</i>	<i>Yes. She correctly used a dot plot to compare two data sets.</i>
<i>The student will be able to use a two way frequency table to summarize a survey collected from a population.</i>	<i>I will ask her questions about her work after the work session.</i>	<i>Yes. She was able to clearly make conclusions and summarize the findings from her frequency table.</i>

<p><i>The student will be able to explain the meaning of the slope and y-intercept of a line of best fit for a data set.</i></p>	<p><i>I will listen to students as they complete the review activity.</i></p>	<p><i>Yes. She contributed to the group as they interpret the meaning of a line of best fit.</i></p>
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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.

I learned about several of the strategies that I used throughout this experience from the modules provided in The Iris Center. Some of the instructional strategies that I used include sheltered instruction, contextual support, activating background knowledge and differentiation. Sheltered Instruction really helped me to reflect on how I communicate with my students. It is really important that I communicate clearly and think about possible barriers of words that are being used in class. I think this reflection is helpful for all students. By using contextual support, I attempted to find ways of making the lesson less demanding while providing more context. Activating background knowledge provided the student with confidence as we related new concepts to something she already knows. While incorporating these instructional strategies one tool that was very helpful was Google Translate. This is a tool that can be used by either the teacher or a student. I was easily able to incorporate Spanish words by using Google Translate to quickly translate any word during class. Another resource that I found helpful came from the Texas Comprehensive Center. This resource provides a bulleted list of tips for a math teacher to help an English Language Learner. One of my favorite tips from this resource was to group the student with another student who is fluent in both languages.

The Iris Center. (2017.) Teaching English Language Learners. Retrieved from <https://iris.peabody.vanderbilt.edu/module/ell/#content>.

Texas Comprehensive Center. (2010). What can a mathematics teacher do for the English language learner? Retrieved from http://txcc.sedl.org/resources/ell_materials/mell/beginner.html