**ELL  
Report Template**

1. ***Description***
   1. The setting of the field experience (e.g., in a classroom, at a community organization location, etc.).  
      I did my field experience at Lake Forest Elementary School in Fulton County. There is a large portion of Lake Forest Elementary that receives ESOL services
   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)  
      I worked with several ELL students throughout my time at Lake Forest, but for the sake of this report I will talk about my interactions with a young kindergarten girl. She spoke no English and was very shy. I was working with her on a assignment where students learned the parts of a story by telling one through EduCreations
   3. The days and times that you met with the student.

I interacted with this young lady approximately April of 2015. I was at Lake Forest from January 2015 through October of 2016, and worked with many ELL students through out my time there

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

The goal of our assignment was to develop a story with a beginning, middle, and end to teach kindergarten students the parts of a story. The instructional strategy used was to have a station where students drew the beginning, middle , and end of their story on a whiteboard slide like EduCreations and then recording narration to go with is

1. ***Objectives and Assessments***

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

|  |  |  |
| --- | --- | --- |
| **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 students will understand the parts of a story as the beginning, middle, and the end* | *Students will create and EduCreatiosn video with all three aspects of the story* | *The Kindergarten student referenced was unable to meet the objective as she was to nervous to record her story. Several other students did though* |
| *The student will be able to narrate their story* | *Students will narrate the slides that they have used* | *While the Kindergarten student referenced above did not complete the activity, several students did* |

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.

The types of assessments and logs are difficult in my position with Iteach where my work is dictated by contract. This school is easily the most experience I have had with ELL students as most of the population has had some type of support at one time or another. If I were to be in a situation like this again I like the article that can be found at this [link](https://www.edutopia.org/blog/strategies-and-resources-supporting-ell-todd-finley) fro Edutopia. It gives me lots of resources to try and reach ELL students including the suggestion of using Google Translate in order to communicate with this kindergarten student. I also would use the IRIS module in order to better understand ELL learners needs.