**Leah Kurtz**

**ITEC 7430**

**ELL Report**

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

	This field experience took place in my classroom over the course of several weeks. My classroom is a Social Studies classroom in a high school in northern Cobb County. This high school has approximately 1,800 students and 108 teachers. The ELL population in this school is less than one percent of the student population and less than ten percent of the students are in a special education program. Twenty-five percent of the student population are eligible for free or reduced lunch.

I teach three different subjects, Economics, Sociology, and AP Psychology. The student for this particular field experience is in my Sociology class. The subject content for this field experience was community, incarceration, minimum wage, abortion, sexual identity, adolescence, and deviance in society.

* 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 I worked with for this field experience, Johnny, is a sixteen year old tenth grader who immigrated to the United States from Syria in September of this school year. He has limited verbal and hearing English proficiency, and moderate written English proficiency. Johnny is kind and respectful and seems to enjoy working in small groups. Several times throughout the semester, we have examined difficult topics, and his classmates enjoy his contributions in small groups. He is shy when addressed in a class discussion, and I have not asked him any questions in front of the class since discovering this. I believe this is due to his limited English and fear of embarrassment.

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

	The one on one time I spent with Johnny took place over the course of several weeks and included thirty minute meetings before and after school.

October 21, 2013 – 7:45 a.m. – 8:15 a.m.

October 23, 2013 – 7:45 a.m. – 8:15 a.m.

October 25, 2013 – 7:45 a.m. – 8:15 a.m.

October 30, 2013 – 7:45 a.m. – 8:15 a.m.

November 1, 2013 – 7:45 a.m. – 8:15 a.m.

November 4, 2013 – 3:45 p.m. – 4:15 p.m.

November 6, 2013 – 7:45 a.m. – 8:15 a.m.

November 8, 2013 – 3:45 p.m. – 4:15 p.m.

November 11, 2013 – 3:45 p.m. – 4:15 p.m.

November 14, 2013 – 7:45 a.m. – 8:15 a.m.

November 18, 2013 – 7:45 a.m. – 8:15 a.m.

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

Johnny and I spent most of our time together before and after school previewing and/or concepts that we would be addressing in class. Johnny entered school with limited English proficiency and was placed into Sociology as a filler class for his schedule. The difficulty with that has been that in Sociology, we address a high number of difficult concepts for my English native speakers to understand, let alone someone with limited proficiency. The key concepts that Johnny and I addressed before and after school during the few weeks that we met for this field experience were community, incarceration, minimum wage, abortion, sexual identity, adolescence, and deviance.

When examining the concept of community, we drew circles of different types of communities that we see in schools, families, and the world as a whole. We looked at pictures of my family and compared them to pictures on his phone of his family. When examining the concept of incarceration, we utilized pictures of jails in Syria from Google Images and compared those to what he would be seeing on the videos of jails in the United States. Johnny and I discussed different vocabulary words such as incarceration, prison, jail time, and first timers. We compared the English definition of those words to the pictures that we found online.

Areas that we struggled with the most were the concepts of minimum wage, abortion, and sexual identity. Minimum wage was the easiest of these, and we examined typical expenses for his family and what minimum wage would allow. Abortion and sexual identity were more difficult, and Johnny pointed out that these were in pretty strict conflict with his religious beliefs. At that point, we talked about the concept of tolerance and if it would be appropriate in this situation. I told Johnny that there was no “right” answer in my classroom to these, and I would just expect him to be respectful.

When examining the concept of adolescence, we looked at pictures of teenagers in the United States and made a chart of similarities and differences between teenagers in the United States and teenagers in Syria.

When examining the concept of deviance, this became much more difficult. We started with a discussion of the roles of teenagers and what is acceptable here and if that would be acceptable in Syria. Many things that Johnny sees teenagers here doing would not be acceptable in Syria. We moved from that to a discussion of whether or not these actions were wrong or different. From there, we talked about how when we talk about deviance, all we are really saying is that someone is doing something that is against what is normal. Overall, the pedagogical strategies we focused on were using pictures to activate background knowledge, teaching vocabulary, compare/contrast charts, diagrams, and providing opportunities for student to practice through one-on-one discussion.

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 identify and explain the concept of incarceration and its impact on crime.* | *I will observe and ask questions while the student and I are discussing.* *I will evaluate the student’s written response to the question “How do incarceration and crime relate?” for references to incarceration and how it impacts crime based on the videos.* | *Yes. Johnny was able to answer questions about jails, crime, and first timers as we worked together in our sessions. He was also able to sufficiently explain incarceration’s impact on crime utilizing the videos as evidence.*  |
| *The student will identify and defend a position on minimum wage, abortion, and sexual identity.* | *I will observe and ask questions while the student and I are discussing.**I will evaluate the student’s written response to the questions on minimum wage, abortion, and sexual identity for clear defense of a position and use of supporting details.* | *Yes. Johnny was able to answer questions about his thoughts on minimum wage, abortion, and sexual identity.**No. While Johnny made significant progress in his understanding of these concepts, his ability to defend a position on these concepts is still lacking. His responses were more like summaries than positions.*  |
| *The student will define deviance and give examples of it in The Help.* | *I will observe and ask questions while the student and I are discussing.* *I will evaluate the student’s written response to the question “What is deviance, and how is it seen in The Help?”* | *Yes. Johnny was able to answer questions about deviance and give examples of deviance in his friends’ homes compared to Syrian norms.**Yes. Johnny gave a clear definition of deviance and gave examples he saw in The Help.*  |

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 primary source I utilized throughout my ELL field experience was the Teaching English Language Learners module from The Iris Center. Although I have an ESOL certification, this module was incredibly helpful in refreshing my memory on activating background knowledge, teaching vocabulary, and providing an opportunity to practice. Most of my ESOL teaching experience in the past was with Hispanic students, and Johnny is from Syria. The cultural aspects of teaching a student from the Middle East are so different from teaching one from a Hispanic country.

The other source that influenced my field experience the most was from Smith and Throne (2009) on differentiated instruction. This chapter encouraged me to work one on one with Johnny and to break my class into small groups for work more frequently. I have been pleasantly surprised by the positive reaction from Johnny and the rest of his classmates. The opportunity to discuss controversial subjects in small groups has worked well, and the entire class has experienced an improvement in their writing responses.