ELL
Report Template

1. Description

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

The field experience took place in the Learning Commons area of Brumby Elementary School, and the art classroom.

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 two fourth grade students, "Lily" and "Tammy". Lily began fourth grade at our school in October of 2018, and Tammy began in January of 2019. Both students are originally from Mexico and this is their first educational experience in the United States. Both students know their letters as each was able to spell her name for me to write underneath her clay project. Tammy joined our class on the day I demonstrated the ceramic technique we would be using, and Lily was familiar with art class. Because art is more context embedded and cognitively undemanding, I feel both students had a good understanding of the process, and their final clay projects show understanding of concept and technique. However, we were not able to have a conversation about the process or how each student feels about their work.

Both students tested out of Print Concepts: Letter, and Lily has tested out of Word Recognition, while Tammy recently scored 80% in that area. Beginning Reading Comprehension had recent scores of 67% for Lily and 33% for Tammy, and both showing "Not Ready" as far as Leveled Reading Comprehension and Cloze Passage Comprehension Literacy. On Oral Vocabulary Sub-Test, Lily scored 83% in Basic Oral Vocabulary, while Tammy scored 50%. Tammy is considered "Not Ready" for Beginning Academic Oral Vocabulary, and Lily scored 90% on Beginning and 30% on Intermediate/Advanced Oral Vocabulary. Overall scores show that Tammy is performing on a Kindergarten level for Overall Literacy and Basic level for Oral Vocabulary. Lilly is performing on a Second Grade level for Overall Literacy and Intermediate level for Oral Vocabulary.

Both students show signs of creativity and are eager to participate in art class. Most instruction is visual and oral, with students following steps to a process while incorporating their own ideas. Lily is somewhat quiet but interacts with classmates and teachers in a positive manner, allowing other students to help her when she may not understand. Tammy struggles socially, in that she often misunderstands classmates' intentions and is sensitive to being helped or corrected. Consequently, classmates sometimes misunderstand her actions. Her interactions with teachers and adults is more positive, in that she accepts redirection and academic support. Both students are currently in Stage 2: Early Production, as they are able to converse using one- or –two-word phrases, ask questions, but have difficulty communicating specific ideas.

To get to know both students better, during our first meeting, we ate lunch together and talked about their families, friends, and life before the United States. I asked both students questions about their likes and dislikes, and any activities outside of school.

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

I worked with these students for thirty minutes, twice a week, for five consecutive weeks. We met in the Learning Commons during our lunch time, as it happened to overlap, so that it did not interfere with academic subjects. We did continue the conversations during their art class period, which also helped build a relationship between myself and both students. The students are continuing to work on their final screencast project.

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

The lesson/project we worked on was to create a "Steps in the Process" narrative based upon our ceramic projects, and to identify the elements and principles that were used in creating a three-dimensional sculpture. We included fourth grade Georgia Standards of Excellence in an effort to incorporate cognitively demanding attributes to their knowledge and understanding of an art concept. This was further developed through the development of a screencast, and the resulting video will serve as a model to help other ELL students understand art vocabulary and concepts that are necessary for ceramics.

1. **Student-centered** – This project is about students developing a narrative and designing a screencast based upon a project they recently completed, and their own actions and thoughts. I learned from ELL teacher that they were interested in working together and that this type of task would be beneficial to their academic knowledge and technology skills.

2. **Standards-based** - Project is based upon fourth grade Georgia Standards of Excellence that are required by the state of Georgia, and reflects upon a concept that the students recently explored. The narrative and video will require activating prior knowledge, reinforcement of vocabulary, introduction of English vocabulary, and connections between subject areas.

3. **Activating prior knowledge** – Project is based upon the technique students recently learned, and although they were not expected to understand the English vocabulary at the time, they were able to understand the steps through demonstration, modeling, practice, and participation.

4. **Bilingual model for instruction** – Using the Iris model, I was able to incorporate students' home language to facilitate instruction, and helped student create cards that showed the art vocabulary in Spanish and English, to facilitate writing of the narrative. We also used a graphic organizer to depict the steps to the process, including pictures for identification.

5. **Teacher modeling and peer modeling** – I modeled instruction during the ceramics lesson prior to beginning this project, and re-taught the lesson as they created their narrative. I also modeled use of screencasts, and correlated English and Spanish version of slides. Students were able to give peer feedback as they created their narrative together and began their screencast, to ensure understanding of the art concepts and vocabulary.

2. Objectives and Assessments

Objective	Assessment	Was the objective met? Evidence of student learning.
The students will learn and describe ten vocabulary words necessary to explain the clay process of creating a form using the pinch method.	*Formative Assessment will occur through observation of student learning, and transfer understanding of vocabulary in Spanish to that in English.*	*Yes, Lily and Tammy were able to accurately use the vocabulary words in both Spanish and English.*
The two students will apply new learning to create a narrative and screencast to show their understanding of the ceramic process and three-dimensional sculpture.	*Formative Assessment will occur through observation of student use of correct vocabulary to describe steps in a process, and will be monitored as students use their narrative to create a screencast. Students will use peer evaluation as they are creating their narrative.* *Summative Assessment will occur by use of a rubric to evaluate the screencast, which will be available to students prior to beginning. Students will be able to revise their narrative and screencast as necessary to fulfill the requirements of the rubric.*	*Yes, both students were successful in creating a narrative together using correct vocabulary to describe the steps to the clay process of creating a form using the pinch method.* *The students are in process of finishing their screencast, and adjusting their narrative to meet the rubric requirements. The Spanish version of the screencast is mostly complete, and students will then take on the task of adding the English portion.*
Through working on this project, students will develop communication and collaboration skills to create cultural understanding and connections that can be shared among classes.	*Formative assessment will occur through observation of student interaction throughout the duration of this project, as students communicate and collaborate by identifying vocabulary in Spanish and English and using that vocabulary to create a narrative.* *Summative assessment will occur by use of the rubric, as well as by presentation of the screencast to a group of peers.*	*Yes, Lily and Tammy were able to clearly communicate regarding the Spanish vocabulary, and were able to help each other with the English counterparts, using their individual strengths. They took turns describing the steps to the clay process in their narrative, and then peer-reviewed their work. In beginning the screencast, they were able to collaborate in learning how to use the actual program, and in making sure they had equal parts. In adding the English component, Tammy struggled more with the verbal aspect as it was being recorded, and they are currently practicing to ensure that the rubric objectives are being met. By presenting the screencast to a group of peers (speakers of English as well as other languages), cultural understanding will be emphasized.*

3. *Resources*

1. The Iris Center. Retrieved from https://iris.peabody.vanderbilt.edu/module/ell/

   The Iris Center website provided information necessary to determine the stage each student is currently in, and supplied information concerning instructional strategies. In exploring the resources, I was encouraged to activate prior knowledge for my students, to create student-centered lessons, and to connect their learning to a process that were already familiar with but did not fully comprehend due to the language barrier. I also learned about the Cognitive Academic Language Proficiency (CALP), which revolves around academic language and instructional terms. I was encouraged to learn that academic language and social language develop even better together. I was also able to implement bilingual approaches as we worked from the Spanish to English vocabulary as far as steps to a process and art content.

2. Cobb County Teaching and Learning System. Retrieved from https://view.officeapps.live.com/op/view.aspx?src=http%3A%2F%2Fcobbteachingandlearningsystem.cobbk12.org%2FGetFile.aspx%3Ff%3De4326e9d-5e79-4159-9f84-9f723d779bbc

   I used the Cobb County Standards of Excellence to support student learning in the area of ceramics, with vocabulary specific to the students' assignment and the standards that relate to it, directly and indirectly. Using a translator app, I was able to translate the academic content to Spanish, which in turned helped me understand student vocabulary and conversation in their native language. Knowing that I was using developmentally appropriate content made the Spanish to English transition more meaningful to me, and since the students were familiar with the actual material (clay) and the visual concepts, I could tell they were more comfortable and felt more willing to create the narrative based upon the standards.

3. Imagine Learning. Retrieved from https://www.imaginelearning.com/

   One of our ESOL teachers shared students' information from the Imagine Learning website, which I revisited to more fully understand the analysis. The information provided influenced my decisions about how to help these students work towards understanding of clay processes and concepts. In relation to their oral and written vocabulary, I was able to understand where they were coming from and where I could lead them, and that just because their social language was not at a certain point, didn't mean that I couldn't give them higher level academic language.

4. The Art of Education University: Strategies for English Language Learners. Retrieved from https://theartofeducation.edu/packs/strategies-english-language-learners-art-room/

   This resource provided for exploration of the SIOP model within the art classroom, and how to build relationships and improve instruction through differentiation, activating prior knowledge, and making real-world connections. I was also introduced to the importance of visuals, which helped in developing notecards with pictures, and in encouraging students to create their own visuals to depict the steps in their narrative. I especially appreciated the section that connected art instruction to outside subjects (such as reading), as it gave me insight as to how to make connections regardless of subject matter.

Initial Thoughts and Final Reflection

- What do teachers need to know about students who are learning to speak English?

  Initial: Teachers need to know the students' country of origin and primary language, as well as whether the parents or any family speaks English or knows any words or simple phrases. Does the student know words such as "yes" and "no", or any words that relate to reading or math? It would also be beneficial to know the grade level the student was assigned to at their previous school, and how that might correlate with appropriate grade level placement at the current school.

  Final: Teachers also need to avoid making generalizations about students regarding what they know and where they are coming from. Teachers should also consider socioeconomic status and any prior learning experiences that can specifically contribute to overall learning experiences. Not only is family background important, but also getting to know their families, for support and communication purposes. In the future, I would make a point to interview the students' families and let them know about the project we are working on so that I can determine any goals that parents have for their children as well.

- What are some general instructional practices that can be beneficial to students who are learning to speak English?

  Initial: Teachers could provide learning opportunities that involve vocabulary and visuals, and that involve repeated practice, especially for words, items, and actions that they will need to know in order to function within a classroom. This could include using the vocabulary of the current language along with the vocabulary that matches in English, and could evolve into phrases. Academic language necessary for reading and math could be incorporated as well.

  Final: Now that I know about CAEP and CEC Standards, I have a better understanding of the components that make up the practices necessary to support English Language Learners. The DEC practices also give detailed descriptions of how to instruct and interact with ELL students. In the future, I would implement academic language for all ESOL and ELL students in both their native languages and English, as I previously relied on visual demonstration and peer observation. Visuals are extremely important but without inclusion of academic content in both languages, the standards are not addressed nor are specific student needs.

- What should teachers consider when testing students who are learning to speak English?

  Initial: Teachers should consider whether the students moved directly from another country, or whether they have been in the United States for any length of time, and if they previously attended a school in the United States, and where. Also, it should be considered whether the last grade level attended (especially if it were in a different country) correlates with the same cognitive skills and practices as the corresponding grade level in the United States. Another thought for consideration is the familiarity of students with anything test-related that may not exist or be a part of daily life in their country of origin. If they did not have a dishwasher, or streets were all called roads, or adding was described differently, their level of understanding of English could be conveyed inaccurately through a test.

  Final: Teachers should also consider family background, and how ELL students' cultures can be incorporated into specific lessons. For example, I could have sent a survey home or interviewed students as to how ceramics and clay was important in their Mexican culture. In the future, I would show examples of pottery from different cultures, and incorporate specific methods native to ELL students' home countries. I could also have both English and Spanish vocabulary posted so that students understood more about the process and content, and encourage Spanish-speaking students to share their

words with English-speaking students, and vice versa. As far as actual testing, my goal in art would be to provide students with academic and social experiences that combined would support their success in end-of-grade testing as well as benchmark testing. In this way, I can work with classroom teachers and ELL teachers to help all students of other languages succeed in the classroom and beyond.