

ESOL Issues and Strategies LEP Students

COMPONENT #: 1-410-314

POINTS TO BE EARNED: 18

PART I – PLANNING

DESCRIPTION: Write a brief description of content and intent of component.

This component is designed to enable the participant to explore concepts and principles of ESOL instruction. Additionally, the participant will investigate issues that impact English language learners (ELLs) in the classroom and learn strategies for effectively teaching these students in the content areas. This course does *not* apply to the Florida ESOL Endorsement.

STANDARDS/FOCUS AREAS ADDRESSED BY COMPONENT: Identify the standards, national/state/district imperatives, initiatives or key focus areas this component supports.

Standards for Professional Learning (choose one)

- | | |
|---|--|
| <input type="checkbox"/> Learning Communities | <input checked="" type="checkbox"/> Learning Designs |
| <input type="checkbox"/> Leadership | <input type="checkbox"/> Implementation |
| <input type="checkbox"/> Resources | <input type="checkbox"/> Outcomes |
| <input type="checkbox"/> Data | |

Florida Educator Accomplished Practices (check all that apply)

- | | |
|--|--|
| <input checked="" type="checkbox"/> Instructional Design and Lesson Planning | <input checked="" type="checkbox"/> Assessment |
| <input checked="" type="checkbox"/> The Learning Environment | <input type="checkbox"/> Continuous Professional Improvement |
| <input checked="" type="checkbox"/> Instructional Delivery and Facilitation | <input type="checkbox"/> Professional Responsibility and Ethical Conduct |

Florida Leadership Standards (check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Student Learning Results | <input type="checkbox"/> Decision Making |
| <input type="checkbox"/> Student Learning as a Priority | <input type="checkbox"/> Leadership Development |
| <input type="checkbox"/> Instructional Plan Implementation | <input type="checkbox"/> School Management |
| <input type="checkbox"/> Faculty Development | <input type="checkbox"/> Communication |
| <input type="checkbox"/> Learning Environment | <input type="checkbox"/> Professional and Ethical Behaviors |

IPEGS Standards (check all that apply)

- | | |
|---|---|
| <input checked="" type="checkbox"/> PS 2 – Knowledge of Learners | <input checked="" type="checkbox"/> PS 6 – Communication |
| <input checked="" type="checkbox"/> PS 3 – Instructional Planning | <input type="checkbox"/> PS 7 – Professionalism |
| <input checked="" type="checkbox"/> XPS 4 – Instructional Delivery and Engagement | <input checked="" type="checkbox"/> PS 8 – Learning Environment |
| <input checked="" type="checkbox"/> PS 5 – Assessment | |

IMPACT FOCUS AREA(S): select the intended impact focus area(s) from the choices below. Note that Impact Evaluation procedures should reflect this level of impact.

- | | |
|--|--|
| <input checked="" type="checkbox"/> Educator knowledge/skill (content) | <input checked="" type="checkbox"/> Student learning |
| <input checked="" type="checkbox"/> Educator (professional growth) | <input type="checkbox"/> Organizational support and change |

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SPECIFIC LEARNER OUTCOMES: Identify the intended learner outcomes (number and content of learner outcomes should be reflective of the total points participants will earn as a result of completing this learning).

- 1.1.A Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning of ELLs, from diverse backgrounds and at varying English proficiency levels.
- 1.1.B Understand and apply knowledge of concepts of cultural competence, particularly knowledge about how cultural identities affect learning and academic progress for students from diverse backgrounds and at varying English proficiency levels.
- 1.1.C Use a range of resources in learning about the cultural experiences of ELLs and their families to guide curriculum development and instruction.
- 1.1.D Understand and apply knowledge about home/school connections to build partnerships with ELLS' families.
- 2.1.A Demonstrate knowledge of the components of language and understanding of language as an integrative and communicative system.
- 3.1.C Demonstrate knowledge of the evolution of laws and policy in the ESL profession, including program models for ELL instruction.
- 3.2.A Organize learning around standards-based content and language learning objectives for students from diverse backgrounds and at varying English proficiency levels.
- 3.2.I Use appropriate listening, speaking, reading, and writing activities in teaching ELLs from diverse backgrounds and at varying English proficiency levels.
- 4.1.A Plan for integrated standards-based ESOL and language sensitive content instruction.
- 4.1.C Plan differentiated learning experiences based on assessment of students' English and L1 proficiency and integrating ELLs' cultural background knowledge, learning styles, and prior formal educational experiences.
- 4.1.E Plan for instruction that embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups to successfully meet English language and literacy learning objectives.
- 5.1.B Identify a variety of assessment procedures appropriate for ELLs of diverse backgrounds and at varying English proficiency levels.
- 5.1.C Demonstrate an understanding of appropriate and valid language and literacy assessments for ELLs of diverse backgrounds and at varying English proficiency levels.

PART II – LEARNING

LEARNING PROCEDURES: Describe the experiences (the “what”) and formats/methods (the “how”) that will be used to provide participants with the knowledge and skills sufficient to master the intended learner outcome of this component.

1. Participants will have a variety of experiences that will include, but are not limited to, the following professional development designs:
Learning and application through a blended/hybrid format that will include
 - Web based resources
 - Discussion of research-based best practices
 - Reflection
 - Case Studies
 - Collaborative learning activities

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- Review of current research
 - Protocols
2. Discuss major significant cultures represented in the school, community, and state (SLO 3).
 3. Have group discussion of significant, contrastive features of the various culture group (SLO 4).
 4. Design cooperative learning situations for the limited English proficient students in which there is opportunity for cross-cultural interaction and understanding (SLO 5).
 5. Discuss ways in which culturally diverse students can assist in bridging the cross cultural gaps between their parents and the school community (SLO 6).
 6. Discuss second language instruction techniques and language inferences for limited English proficient students (SLO 8).
 7. Discuss the most appropriate utilization of Total Physical Response (TPR) (SLO 9).
 8. Discuss the importance of the ESOL teacher's role in having the ESOL program considered a modular part of the total school curriculum (SLO 10).

STRUCTURED INTERACTION ACTIVITY: (6 hours total)

1. Design a cooperative learning situation for the limited English proficient students in which there is an opportunity for cross-cultural interaction and understanding (SLO 5).
2. Implement in the classroom the cooperative learning lesson and submit five (5) samples of student work (SLO 5).
3. Conduct research on the Internet on second language instruction techniques and give examples of at least three strategies (SLO 8).
Prepare a lesson using one of the strategies researched and implement in the classroom submitting five (5) samples of student work (SLO 1-15).
Write and submit a reflection on the strategy implemented in the classroom (SLO 1-15).

PART III – IMPLEMENTATION

IMPLEMENTATION PROCEDURES: Method(s) and resource(s) that will be provided to support implementation of new learning for participants (check all that apply).

- X Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.
- X Provide sufficient classroom- and school-focused support and assistance by skillful coaches, mentors, or others to the educator to ensure high-fidelity implementation of professional learning.
- X Provide educators with web-based resources and assistance to support implementation of professional learning.

PART IV – EVALUATION

IMPACT EVALUATION PROCEDURES: Describe the processes that will be used to determine the impact (as identified in previous section titled "Impact Focus Areas"). Description should reflect methods for determining at least ONE of those areas, and will include a specific section for each impact focus area identified for this component.

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1. Educator Knowledge/skill: Will consist of observation of participants using the identified skills, techniques, methods, specified in the component objectives during the learning events; will also include reflective journal entries of participants after receiving feedback from their peers.
2. Educator: Evidence will include classroom walk-throughs, student materials, parent communication, surveys, participant reflections, participant portfolios.
3. Student Learning: Evidence will include evidence of implementation through documented impact on student achievement.

COMPONENT EVALUATION PROCEDURES: Describe the process(es) that will be used to determine the effectiveness of this component to include design, implementation and impact (check all that apply).

X Evaluate the impact of all professional learning on educator's practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.

X Determine the degree to which educator's professional learning contributed to student performance gains as measured by classroom assessment data.

X Use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

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Department: Center for Professional Learning

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