Methods of Teaching ESOL

COMPONENT #: 1-700-001   **POINTS TO BE EARNED:** 60 MPP

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

This component is designed to enable the participant to manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Additionally, the participant will investigate and apply principles of differentiated instruction, explore methods and strategies for identifying the needs of individual students who are in the process of acquiring English, and learn about differentiating content, process, and/or product in order to address and accommodate the different needs of students.

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)

☐ Learning Communities   X Learning Designs
☐ Leadership   ☐ Implementation
☐ Resources   ☐ Outcomes
☐ Data

Florida Educator Accomplished Practices (check all that apply)

X Instructional Design and Lesson Planning   X Assessment
X The Learning Environment   ☐ Continuous Professional Improvement
X Instructional Delivery and Facilitation   ☐ Professional Responsibility and Ethical Conduct

Florida Leadership Standards (check all that apply)

☐ Student Learning Results   ☐ Decision Making
☐ Student Learning as a Priority   ☐ Leadership Development
☐ Instructional Plan Implementation ☐ School Management
☐ Faculty Development   ☐ Communication
☐ Learning Environment   ☐ Professional and Ethical Behaviors

IPEGS Standards (check all that apply)

X PS 2 – Knowledge of Learners   X PS 6 – Communication
X PS 3 – Instructional Planning   ☐ PS 7 – Professionalism
XPS 4 – Instructional Delivery and Engagement X PS 8 – Learning Environment
X 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.

X Educator knowledge/skill (content)   X Student learning

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X Educator (professional growth)   ☐ Organizational support and change

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).

Standard 1: ESL/ESOL Research and History
Teachers will demonstrate knowledge of history, public policy, research and current practices in the field of ESL/ESOL teaching and apply this knowledge to improve teaching and learning for ELLs.
Performance Indicators
  3.1.A   Demonstrate knowledge of L2 teaching methods in their historical context.
  3.1.B   Demonstrate awareness of current research relevant to best practices in second language and literacy instruction.
  3.1.C   Demonstrate knowledge of the evolution of laws and policy in the ESL profession, including program models for ELL instruction.

Standard 2: Standards-Based ESL and Content Instruction
Teachers will know, manage, and implement a variety of teaching strategies and techniques for developing and integrating ELLs' English listening, speaking, reading, and writing skills. The teacher will support ELLs' access to the core curriculum by teaching language through academic content.
Performance Indicators
  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.B   Develop ELLs' L2 listening skills for a variety of academic and social purposes.
  3.2.C   Develop ELLs' L2 speaking skills for a variety of academic and social purposes.
  3.2.D   Provide standards-based instruction that builds upon ELLs' oral English to support learning to read and write in English.
  3.2.E   Provide standards-based reading instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels.
  3.2.F   Provide standards-based writing instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels.
  3.2.G   Develop ELLs' writing through a range of activities, from sentence formation to expository writing.
  3.2.H   Collaborate with stakeholders to advocate for ELLs' equitable access to academic instruction (through traditional resources and instructional technology).
  3.2.I   Use appropriate listening, speaking, reading, and writing activities in teaching ELLs from diverse backgrounds and at varying English proficiency levels.
  3.2.J   Incorporate activities, tasks, and assignments that develop authentic uses of the second language and literacy to assist ELLs in learning academic vocabulary and content-area material.
  3.2.K   Provide instruction that integrates listening, speaking, reading, and writing for ELLs of diverse backgrounds and varying English proficiency levels.

Standard 3: Effective Use of Resources and Technologies
Teachers will be familiar with and be able to select, adapt and use a wide range of standards-based materials, resources, and technologies.
Performance Indicators
  3.3.A   Use culturally responsive/sensitive, age-appropriate, and linguistically accessible

materials for ELLs of diverse backgrounds and varying English proficiency levels.
3.3.B Use a variety of materials and other resources, including L1 resources, for ELLs to develop language and content-area skills.
3.3.C Use technological resources (e.g., websites, software, computers, and related media) to enhance language and content-area instruction for ELLs of diverse backgrounds and 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
   o Web based resources
   o Discussion of research-based best practices
   o Reflection
   o Case Studies
   o Collaborative learning activities
   o Review of current research
   o Protocols
2. Develop a picture file of topics related to teaching basic English to LEP students at the beginning English Proficiency level, and for subject related specific methodologies in their classrooms.
3. Work in grade level groups to create a unit plan which integrates language and subject knowledge development. The plan may take the form of a semantic web map.
4. Engage in discussions and other field related activities which will help teachers develop the necessary skills to utilize ESOL methods and techniques.
5. Conduct a fifteen minute ESOL lesson using the workshop participants as students. The participant will model ESOL methods, techniques and materials used in the classroom.
6. Engage in presentations, discussions and other activities which help teachers master the identified competencies.

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.

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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.

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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