

Special Education: ESOL

COMPONENT #: 2-100-433

POINTS TO BE EARNED: 120 MPP

PART I – PLANNING

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

This component is designed to enable the participant to provide instruction and support services which address the socio-cultural, linguistic, and academic needs of English Language Learners Students with Disabilities (ELL SWD) in accordance with federal mandates and current trends.

Participant will demonstrate the ability to administer language proficiency assessments/procedures and identify/implement current trends/instructional interventions/strategies.

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 type="checkbox"/> Instructional Delivery and Facilitation | <input type="checkbox"/> Professional Responsibility and Ethical Conduct |

Florida Leadership Standards (check all that apply)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Student Learning Results | <input type="checkbox"/> Decision Making |
| <input checked="" type="checkbox"/> Student Learning as a Priority | <input type="checkbox"/> Leadership Development |
| <input checked="" type="checkbox"/> Instructional Plan Implementation | <input type="checkbox"/> School Management |
| <input type="checkbox"/> Faculty Development | <input type="checkbox"/> Communication |
| <input checked="" 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 type="checkbox"/> PS 6 – Communication |
| <input checked="" type="checkbox"/> PS 3 – Instructional Planning | <input type="checkbox"/> PS 7 – Professionalism |
| <input checked="" type="checkbox"/> PS 4 – Instructional Delivery and Engagement | <input 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.

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Educator knowledge/skill (content)
 Educator (professional growth)

Student learning
 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).

1. Define and use terminology related to ELL when discussing the instruction and provision of support services to ELL SWD.
2. Review and identify historical/current national/state/and local legislative mandates and demographical statistics which have an impact on the provision of instruction and services to ELL SWD.
3. Identify all the requirements of developing an Individual Educational Plan (IEP) for an ELL SWD.
4. Identify and list areas to consider (e.g., educational experience) and procedures to be implemented when meeting (e.g., ELL Committee; School Support Team; {(e.g., ELL Committee; Response to Intervention (RtI)} to discuss the referral, evaluation and placement of ELL students into a special education program.
5. Develop instructional intervention plans based on assessments which address the social, academic, and language needs of ELL students.
6. Describe the process of second language acquisition in ELL and ELL SWD as it relates to a literacy continuum.
7. Identify historical methodologies and approaches to teaching ELL students.
8. Identify and implement current research in the provision of instruction to ELL and ELL SWD.
9. Develop skills in assessing language proficiency using various procedures (e.g., narrative elicitations) and instruments [e.g., Comprehensive English Language Learning Assessment (CELLA)].
10. Develop skills in analyzing language proficiency assessment results and plan for the instruction of ELL SWD.
11. Develop a classroom lesson which includes materials (e.g. supplemental) and addresses the linguistic needs of multilingual populations.
12. Discuss the process of acculturation and the impact on the ELL SWD and their families.
13. Develop instructional activities which include the use of the native language that address content area instruction (e.g., science) and the English proficiency level of ELL SWD.
14. Discuss in writing the role and use of the native language as a vehicle for English literacy development for ELL SWD.
15. Review, analyze and evaluate technology including software programs that offer specific educational accessibility and instruction to ELL SWD.

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. Participate in discussions based on instructor’s lectures/presentation (SLO 1-15).
2. Discuss and apply research-based practices (SLO 1-15).
3. Engage in research for web-based resources (SLO 1-15).

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4. Research case studies (SLO 1-15).
5. Create collaborative learning activities (SLO 1-15).
6. Utilize collaborative practices within various contexts (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).

- Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.
- 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.
- 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.

1. Educator Knowledge/Skill – Evidence will include a review of the knowledge acquired by the participants through the administration of English proficiency assessments and Individual Educational Plan (IEP) development related to ELL SWD.
2. Student Learning – Evidence will include a review of academic performance for students assigned to specific participants; and determine achievement growth.

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).

- 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.
- Determine the degree to which educator’s professional learning contributed to student performance gains as measured by classroom assessment data.
- 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: Exceptional Student Education

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