Elite: Adult ESOL Instruction

COMPONENT #: 2-302-303   **POINTS TO BE EARNED:** 120 MPP

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

This component is designed to enable the participant to learn, identify, research, and implement current scientifically research based ESL and classroom instructional strategies, innovative teaching techniques, technological utilization/integration and/or new instructional materials that can be used to improve the instructional process and/or the participant's professional development and increase performance. Teachers will plan and organize content learned to deliver research-based instructional strategies. This will ensure the effective implementation of the Florida ESOL Curriculum Frameworks. This component is aligned to the Adult Education Needs Assessment Survey and the Adult Education Assessment Technical Assistance Paper from the Florida Department of Education.

Upon successful completion of this professional development activity, the participant will be able to incorporate into his/her instruction the principles presented in this workshop.

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

Florida Educator Accomplished Practices (check all that apply)

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

Florida Leadership Standards (check all that apply)

X Student Learning Results   ☐ Decision Making
X Student Learning as a Priority   ☐ Leadership Development
X Instructional Plan Implementation   ☐ School Management
☐ Faculty Development   ☐ Communication
X 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   X PS 7 – Professionalism
X PS 4 – Instructional Delivery and Engagement   X PS 8 – Learning Environment
X PS 5 – Assessment

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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
☐ 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).

1. Identify appropriate teaching techniques, strategies, and/or materials which could be implemented/adapted to support specific instructional objectives.
2. Identify current innovative strategies, techniques, and/or materials appropriate for implementation or utilization in a specific instructional assignment.
3. Identify innovative techniques, strategies, and/or materials, and describe in writing how each can be adapted to support specific instructional objectives.
4. Identify current scientifically research issues and trends in the field of adult education to meet requirements and compliance within the state of Florida Adult English for Speakers of Other Languages (ESOL) program.
5. Identify and describe practical classroom-research applications including strategies promoting critical thinking skills, reading skills, writing skills, listening skills and speaking skills.
6. Identify ways to utilize assessment data and results to guide classroom instruction, lesson planning and target remedial classroom differentiated instruction when appropriate.
7. Identify and describe innovative strategies to teach listening, reading, writing and speaking to all students.
8. Identify and understand different modes of reading strategies (teacher reads aloud, buddy reading, choral reading) for ESL students.
9. Identify and model the use of graphic organizers, mental mapping charts, and CASAS Task Areas to instruct.
10. Identify the differences between phonemic awareness and phonics, strategies to improve sight vocabulary and high frequency words, vowel patterns, structural analysis patterns (i.e., prefixes, suffixes, root words, compound words, contractions, inflectional endings, and idioms) to teach ESL learners.
11. Identify appropriate information about local and global issues from maps, atlases, pictures, primary sources, graphs, tables, charts, diagrams, reference materials, newspapers, periodicals, and appropriate government agencies to reinforce life and work skills.
12. Develop skills in analyzing and assessing instructional materials.
13. Develop activities that address issues and concerns surrounding persistence and retention of adult ESOL students.
14. Develop lesson plans using appropriate strategies that will meet the specific needs of ELL students based on their English proficiency and level.
15. Develop applications of Total Physical Response (TPR) for effective ESOL learning.
16. Research and analyze alternative delivery systems such as distance learning and the use of interactive technology when appropriate.
17. Examine equitable methods, techniques, and practices addressing the needs of all students.

18. Research, analyze, and implement the principles of continuous quality improvement for professional growth.
19. Describe practical applications of the research in the classroom including strategies that promote creative/critical thinking capabilities of students.
20. Demonstrate effective lessons that provide multi-level ESOL activities for a variety of situations such as individual, pair group, small group and whole group instruction, and cooperative learning.
21. Describe instructional models for ELLs.
22. Describe the importance of the use of technology in the ESOL classes and identify online websites that can be integrated into the Reading/Listening/Writing/Speaking ESOL instructional time.
23. Develop activities that integrate technology into the curriculum.
24. Develop activities that address the issues surrounding the diverse needs of learners to differentiate instruction.
25. Develop activities that address the needs of multi-level classrooms.

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. Identify current research issues and developments in the field of Foreign Language.
2. Discuss formal and informal language and academic assessments.
3. Develop and discuss formal and informal assessment activities that utilize instructional approaches and content standard curriculum in ESOL.
4. Develop lesson plans with strategies and techniques to meet the specific needs of ELL students.
5. Identify and discuss several strategies that can be implemented at the students' level during differentiated instruction.
6. Develop and discuss hands-on activities to be implemented with the different components of the Florida ESOL Standards.
7. Define and discuss phonemic awareness as it relates to second language learners.
8. Develop and discuss strategies to teach effective writing, reading, speaking, and listening in the ESOL classroom.
9. Participate actively in discussions and activities on innovative strategies/techniques, technology integration and/or materials for specific instructional objectives.
10. Discuss how the innovative strategies, techniques, technology integration, and/or materials can be used to support specific instructional objectives.
11. Implement specific instructional strategies and activities that will address the needs of diverse learners.
12. Provide evidence (reflection, journal entries, logs, surveys) verifying that the professional development impacted their professional behavior.
13. Provide evidence (student work, pre and post assessments, surveys) verifying that the content impacted student achievement.
14. Monitor and adjust programs, as needed, as a result of the implementation feedback and findings.
15. Develop an action research study related to the training and provide evidence of implementation.
16. Provide evidence of collaborative planning related to the training.

17. Engage in mentor/coaching activities which will include but not be limited to direct observation, conference(s), oral reflection, lesson demonstration, and/or follow up session

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.

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 include reflective journal entries of participants.
2. Student Learning: 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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