

Psychological Services: Issues In Cultural And Linguistic Diversity

COMPONENT #: 2-411-309

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 gain knowledge on Cultural and Linguistic Diversity (CLD) issues, second language acquisition issues, apply skills in culturally appropriate Response to Intervention (RtI), and deal competently with CLD assessments. Upon successful completion of this component, the participant will be able to increase his/her awareness of CLD student issues at the classroom, school, and district levels.

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 type="checkbox"/> Instructional Design and Lesson Planning | <input checked="" type="checkbox"/> Assessment |
| <input 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 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 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 | |

Psychological Services: Issues In Cultural And Linguistic Diversity

COMPONENT #: 2-411-309

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 type="checkbox"/> Student learning |
| <input type="checkbox"/> Educator (professional growth) | <input type="checkbox"/> 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. Increase awareness and knowledge of the standards and practice guidelines for linguistic and cultural competence in assessment set by the National Association of School Psychologists and the American Psychological Association.
2. Gain knowledge and understanding of second language acquisition theory, Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Learning Proficiency (CALP).
3. Display knowledge and practice of second language acquisition theory and its application to culturally and linguistically diverse children.
4. Demonstrate knowledge and understanding of second language acquisition as it applies to the attainment and development of literacy skills.
5. Display skill and understanding of the validity, reliability, and administration of the most currently available cognitive and academic assessment instruments appropriate for culturally and linguistically diverse children.
6. Display skill in the appropriate selection of cognitive and academic assessments for the measurement of BICS and CALP in children with cultural and linguistic diversity.
7. Display skills in the analysis and interpretation of bilingual/bicultural psycho-educational assessments.
8. Display awareness and understanding of the various stages of acculturation of culturally and linguistically diverse children.
9. Demonstrate knowledge and understanding of how to utilize resources for implementing culturally appropriate RtI competencies throughout the district.
10. Increase consultative skills in the area of classroom-based interventions for culturally and linguistically diverse children.
11. Demonstrate knowledge of resources for self-assessment (e.g. language proficiency, etc.) and continuing education with regards to cultural and linguistic competency.

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.

Participants will be exposed to a variety of experiences that will include the following activities:

1. Identify the standards and practice guidelines for cultural competence in assessment set by the National Association of School Psychologists and the American Psychological Association (SLO 1).
2. Research the latest applications of Second Language Acquisition Theory (BICS and CALP) (SLO 2 & 3).

Psychological Services: Issues In Cultural And Linguistic Diversity

COMPONENT #: 2-411-309

3. Research the latest applications of BICS and CALP for the attainment of literacy skills in CLD children (SLO 3).
4. Research the stages of acculturation by conducting a review of the literature. (SLO 8)
5. Select and utilize screening/assessment instruments in accordance with best practices for evaluating children from CLD backgrounds (SLO 5).
6. Analyze and practice the selection of appropriate assessment tools that measure BICS and CALP (SLO 2-6).
7. Analyze and interpret a mock assessment of a CLD child with reading difficulties utilizing second language acquisition theory, BICS/CALP and stages of acculturation (SLO 3-8).
8. Discuss with other participants the best method of implementing RtI that is suitable for CLD children (SLO 1 & 9).
9. Develop and implement an RtI plan utilizing existing data to address the learning needs of culturally and linguistically diverse children (SLO 3-9).
10. Practice consultation skills in a mock Student Support Team (SST) meeting providing parents, teachers, and administrators with Cultural and Linguistic Diversity and second language acquisition concerns as they relate to CLD children with academic and behavioral issues (SLO 2-8).
11. Conduct a self-assessment in the areas of language proficiency and bilingual/bicultural assessment and interpretative abilities (SLO 5 & 11).
12. Participate actively in small learning communities listing and discussing specific issues related to linguistically and culturally competent practice.
13. Develop an individualized Personal Professional Growth Development Plan that delineates specific professional growth activities to increase awareness in the CLD for the current school year.
14. Complete a self-assessment and/or continuing education activity with regards to linguistic and cultural competency.
15. Meet with school personnel to discuss specific classroom-based interventions and goals that address children with CLD issues.
16. Discuss in regional center/program-based professional learning communities the appropriate use of the assessment instrument and its application to the Cross Battery Assessment approach.

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

Psychological Services: Issues In Cultural And Linguistic Diversity

COMPONENT #: 2-411-309

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: Provide evidence of participating in professional learning community discussions and the use of a linguistic and culturally competent intervention and/or comprehensive evaluation.

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: Psychological Services

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