Bilingual Ed: English Language Learners Elementary Language Arts/Reading Instruction

COMPONENT #: 2-700-001   **POINTS TO BE EARNED:** 120 MPP

<mark>PART I – PLANNING</mark>

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

This component is designed to enable the participant to implement the Miami-Dade County Public Schools' Comprehensive Research-Based Reading Plan (CRRP) for ELL students to ensure that they are receiving a balanced literacy framework during the Reading/Language Arts/ESOL instructional time. Teachers need to organize, plan, and deliver research-based instructional strategies to ensure the effective implementation of the CRRP.

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   X Implementation
☐ Resources   ☐ 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)

☐ 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   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)
   Educator (professional growth)

X 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. Describe the components of the Comprehensive Research-Based Reading Plan (CRRP): Introducing the Concept, Teacher Directed, Differentiated Instruction, Vocabulary and Effective Writing.
2. Identify and demonstrate oral language development activities, journaling activities, different genres of literature or reading aloud, and reading around the room activities during before reading routine.
3. Identify and understand different modes of reading (i.e., teacher reads aloud, buddy reading, choral reading), and before, during, and after reading activities to be used during the teacher-directed grade level instruction.
4. Identify and model the use of graphic organizers to instruct Florida State Standards (FLSS) using question task cards during the teacher-directed grade level instruction.
5. Identify and discuss leveled text at students' instructional level, good reader strategies, classroom management procedures, how to form flexible groups, mini-lessons, and the rotation of learning centers and independent activities during differentiated instruction.
6. 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 be used when instructing Working with Words.
7. Identify how to select critical vocabulary in text and graphic organizers (vocabulary map, multiple meaning chart, concept of definition map) to be used during vocabulary instruction.
8. 8Identify and discuss writing procedures and different types of writing (i.e., narrative, expository, and persuasive) and model shared writing procedure.
9. Identify and discuss how to organize classroom libraries (e.g., themes, by authors, by genres, by levels) and structured and independent reading time.
10. Describe the importance of the use of technology in the ESOL classes and identify internet websites that can be integrated into the Reading/Language Arts/ESOL instructional time. Identify basic principles and strategies of differentiated instruction.
11. Describe the instructional models for ELLs.
12. Demonstrate the ability to implement Miami-Dade County Public Schools' policy on placement, formal and informal, language and academic assessment instruments.
13. Discuss how interpreting the data impacts student achievement.
14. Identify current research issues and developments in the field of basic skills in reading for ELL students.
15. Develop a reading lesson using appropriate strategies from the core text that will meet the specific needs of ELL students based on their English proficiency and grade level.
16. Develop applications of Total Physical Response (TPR) for the beginning stages of ESOL learning.

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17. Demonstrate effective lessons that provide multi-level ESOL activities for a variety of situations such as individual, small group and whole group instruction, cooperative learning, and learning centers.
18. Identify examples of effective strategies which will enhance the teaching of ELL students.

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. Discuss and implement the components of the CRRP (SLO1& 4).
2. Develop and discuss, in small groups, activities that are appropriate to implement during the Introducing the Concept component (SLO 2).
3. Develop and discuss, in small groups, lessons that can be implemented during the Teacher Directed grade level instruction (SLO 3, 4 & 17).
4. Discuss and demonstrate strategies for reading instruction in English for ELL students (SLO 3, 4 & 17).
5. Identify and discuss several strategies that can be implemented at the students' instruction level during Differentiated Instruction (SLO 5).
6. Develop and discuss hands-on activities to be implemented in the Vocabulary component (SLO 6).
7. Define and discuss phonemic awareness as it relates to second language learners (SLO 6).
8. Develop and discuss strategies to teach the effective writing component in the ESOL classroom (SLO 8).
9. Identify and discuss activities that are appropriate for the structured independent reading time (SLO 9).
10. Share websites that can be integrated into the Reading/Language Arts/ESOL instructional time (SLO 10).
11. Discuss the principles of differentiated instruction activities (SLO 11).
12. Discuss the instructional models for ELLs (Specific Objective 12).
13. Discuss formal and informal language and academic assessments (Specific Objectives 13 & 14).
14. Develop and discuss assessment activities that utilize instructional approaches and content similar to those of standard curriculum in English (Specific Objectives 13 & 14).
15. Develop a modified reading lesson with strategies and techniques when using a core text to meet the specific needs of ELL students at a given grade level and at a given English proficiency level (SLO 16 & 19).
16. Develop, in small groups, aural/oral activities that are appropriate before reading activities (SLO 7).
17. Discuss cooperative learning and create, individually, teacher instructional activities/materials for a learning center or for cooperative learning in a multilevel classroom that can be used to address specific needs of ELL students (SLO18).

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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 also include reflective journal entries of participants after receiving feedback from their peers.
2. Student Learning: Will include evidence of implementation through documented impact on student achievement; will also include results from teacher surveys, portfolios, activity logs, parent surveys, student surveys/self-reporting, teacher discussions.

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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