Bilingual Education: Dual Language Instruction K-12

COMPONENT #: 2-700-003   **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 acquire and apply knowledge to be able to integrate language and content instruction in the dual language classroom, to incorporate second language strategies, to provide the participant with the necessary tools to implement meaningful research based activities, and the use of technology in the target language. This course is taught in the target language.

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
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
☐ Educator (professional growth)   ☐ Organizational support and change

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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. Provide a variety of auditory and communicative activities that enables the student to acquire the necessary oral communication and listening skills.
2. Provide a variety of comprehension questions about a reading selection or an orally presented text at all levels of Bloom's Taxonomy.
3. Integrate phonics, contextual and structural analysis strategies to enable students to construct meaning from a text when reading materials appropriate to grade level.
4. Identify and define the languages' five fundamental subsystems: phonological, morphological, syntax, semantics and pragmatics. Demonstrate an understanding on how to conduct and complete a running record, use results, prescribe remediation and assign appropriate texts.
5. Identify and discuss cognitive and meta-cognitive strategies in the acquisition of the target language.
6. Demonstrate an understanding of pre-writing, revising, editing and publishing techniques to produce a writing piece.
7. Identify and discuss the different writing styles: narrative, expository and persuasive at the elementary level.
8. Demonstrate the ability to motivate students to write for a variety of purposes. Identify and discuss the different writing styles: narrative, expository and persuasive at the elementary level.
9. Identify and discuss methods, approaches, and techniques of teaching listening, speaking, reading and writing skills in the target language classroom to address the needs of the learners.
10. Identify and discuss strategies for teaching the rules of pronunciation, stress, rhythm, intonation and the difficulties in pronunciation of the target language for specific language background groups.
11. Identify and discuss strategies for teaching the rules of grammar, spelling, idiomatic expressions and vocabulary in the target language.
12. Acquire an understanding of first language development and its relation to second language learning in childhood, adolescence, and adult life.
13. Identify, compare, contrast and discuss the various literary genres.
14. Identify and discuss approaches and techniques to teaching literature in the foreign language classroom.
15. Identify and discuss approaches and techniques to teaching literary analysis in the foreign language classroom.
16. Acquire and apply knowledge of best teaching practices for infusing technology by selecting instructional technology that is developmentally appropriate, and meets district, state and national curriculum standards.
17. Develop activities in the content course designed to integrate target language concepts into content instructions.
18. Develop tools for students to share information acquired from written texts in the context of a group discussion in order to support different content areas.
19. Obtain appropriate information about local environmental issues from maps, atlases, pictures, primary sources, graphs, tables, charts, diagrams, reference materials, newspapers, periodicals, and appropriate government agencies.

20. Apply the five-step decision making model (define the problem, list alternatives, state criteria, evaluate alternatives state criteria, evaluate alternatives, make a decision) to local environmental problems.

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. List practical applications of the research in the classroom.
3. Examine the strategies and techniques for the purpose of adapting the materials to various student achievement levels.
4. Develop skills in analyzing and assessing instructional materials presented in Foreign Language.
5. Contrast and compare the elements/components of the four modes of writing identified.
6. Demonstrate the ability to write compositions that meet the criteria of rhetorical quality:
7. Demonstrate the ability to write compositions that meet the requirements of structural and mechanical quality.
8. Demonstrate the ability to write compositions that observe the conventions of writing in appropriate language use, especially when it constitutes a cultural interference.
9. Demonstrate the ability to write compositions that accurately reflect genuine language usage.
10. Analyze, critique and evaluate compositions based on the composing process, both own and peer's compositions.
11. Develop criteria to evaluate the instructional viability of software applications and hardware in the foreign language curriculum.
12. Design a coherent sequence of learning activities that integrate appropriate use of technology resources to enhance student academic achievement and technology proficiency that connects district, state, and national curriculum standards.
13. Select objectives in the foreign language curriculum and develop assessment activities that are linked to those objectives.
14. Exchange, discuss and critique activities developed by colleagues that infuse technology in the foreign language curriculum.

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. 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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Department: Division of Bilingual Education and World Languages
Name of Author/Position: Beatriz Zarraluqui - District Director