

Bilingual Education: English Language Learners Elementary Best Instructional Practices

COMPONENT #: 2-700-004

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 develop an awareness of the English Language Learners' (ELLs) social, linguistic, and academic situation and to identify, plan, and implement appropriate instructional and assessment strategies that meet the special instructional needs of the ELLs in their classes, enhance the students' self-image and intellectual potential, and help them become acculturated to their new unfamiliar surroundings. The participant will also research, examine, and implement the current strategies, teaching techniques, and recent trends in the area of educational practices.

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

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 type="checkbox"/> Learning Designs |
| <input type="checkbox"/> Leadership | <input checked="" 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 checked="" type="checkbox"/> Continuous Professional Improvement |
| <input checked="" type="checkbox"/> Instructional Delivery and Facilitation | <input checked="" 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 checked="" type="checkbox"/> PS 3 – Instructional Planning | <input checked="" type="checkbox"/> PS 7 – Professionalism |
| <input checked="" type="checkbox"/> PS 4 – Instructional Delivery and Engagement | <input checked="" type="checkbox"/> PS 8 – Learning Environment |
| <input checked="" type="checkbox"/> 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 Educator (professional growth)

X Student learning
X 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. Demonstrate knowledge of major developments in the history of ESOL and the rationale for ESOL instruction.
2. Identify the appropriate techniques for ESOL instruction (Listening, Speaking, Reading, and Writing).
3. Identify the special needs of ELL students in reference to the curriculum and to the sociocultural environment.
4. Demonstrate the ability to deal successfully with commonly-identified sociocultural differences in the school/classroom/community at large.
5. Compare and contrast various cultures for instructional and interpersonal interactions.
6. Demonstrate an understanding of record keeping procedures and compliance guidelines including the identification and administration of assessments used for English Language Learners.
7. Demonstrate the ability to interpret functional levels in English of English Language Learners' oral language proficiency.
8. Demonstrate the ability to implement strategies and/or techniques appropriate for teaching ELL students.
9. Identify how specific strategies and/or techniques can be adapted to support instructional objectives as stated in the Florida State Standards (FLSS).
10. Demonstrate the ability to adapt appropriate instructional materials and develop assessment activities that can be utilized in the instruction of ELL students.
11. Identify potential linguistic and cultural biases in existing texts and materials.
12. Analyze and select instructional technology that is developmentally appropriate, and that meets District, State, and Common Core Standards.
13. Identify current research and developments in technology and their effect on educational practices using the internet as a tool and relate the research to the Florida State Standards (FLSS).
14. Develop activities that integrate technology into the curriculum.
15. Identify objectives appropriate to the assignment, which can be met using the strategies, techniques, materials, and technological activities.
16. Identify technological activities and describe in writing how each can be adapted to support instructional objective as stated in the Florida State Standard (FLSS).
17. Compare and contrast second language instructional methods, techniques/strategies, language, and cultural differences to native English speakers.

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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 actively in the instructor’s presentations and discussions on: the special problems and needs of ELL students learning to read English (SLO 2, 3, 9 & 15), classroom issues and strategies in education (SLO 13), practical applications of using research in the classroom (SLO 15 & 16), Innovative strategies, techniques, and technological activities (SLO 8, 11 & 13).
2. Demonstrate knowledge on how to administer the approved English Language Proficiency instrument and appropriate documentation procedures (SLO 6 & 7).
3. Demonstrate the ability to maintain appropriate ELL records per District/State guidelines including the Web-based LEP Plan (WLEP) (SLO 6).
4. Develop and discuss instructional assessment activities that utilize instructional approaches and content similar to those of the regular curriculum in English (SLO 10).
5. Discuss the various characteristics/modalities of ELL students (i.e., the ability to understand and communicate orally in English and another language, the ability to read and write in English and another language, the ability to function successfully in the school environment and in the community) (SLO 2, 3, 4 & 5).
6. Discuss, in a small group, how the innovative strategies, techniques, and technological activities can be used to support specific instructional objectives (SLO 8, 9, 11 & 12).
7. Discuss possibilities for developing constructive attitudes that will lead to successful acculturation of students and parents (SLO 3 - 5).
8. Locate and read current research developments in a specific assignment (SLO 13).
9. Design a plan to integrate the available instructional technology into the curriculum (SLO14).
10. Discuss in small groups the strategies and techniques for the purpose of adapting them to various achievement levels (SLO 14).
11. Discuss the major developments in the history of ESOL and the teacher’s role in the ESOL program (SLO 1 & 17).

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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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. Educator: Evidence will include classroom walk-throughs, student materials, parent communication, surveys, participant reflections, participant portfolios.
3. 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.
4. Organizational support and change: Evidence will include district and school records, questionnaires, interviews with participants and district or school administrators, participant portfolios.

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.

Date Approved: 5/20/2014

Department: Division of Bilingual Education and World Languages

Name of Author/Position: Beatriz Zarraluqui - District Director