

Bilingual Education: Spanish Language-Literature 6-12

COMPONENT #: 2-700-005

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 acquire methodology for teaching Spanish grammar, improve vocabulary and reading comprehension skills, develop the stages of the writing and creative writing processes, gain knowledge of literary genres, and literary periods, infuse fine arts appreciations and the use of technology into the Spanish language class, and to utilize assessment to measure students' knowledge of the subject matter. This course is taught in Spanish. This component is required for Renewal/Add on Certification, Grades 6-12.

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"/> XPS 4 – Instructional Delivery and Engagement | <input checked="" type="checkbox"/> PS 8 – Learning Environment |
| <input checked="" type="checkbox"/> 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.

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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. Identify and define the parts of speech in the Spanish language and guide students in the proper use of adjectives, verbs, adverbs when writing sentences within a text.
2. Exhibit knowledge of the internal structures of the language through verbal communication.
3. Integrate phonics, contextual and structural analysis strategies to enable students to construct meaning from a text when reading materials that are appropriate to grade level.
4. Demonstrate an understanding of the process in identifying topic sentence, logical plot, character, and theme outcomes of a literary selection based on comprehension and/or word/illustrations/title cues.
5. Use critical thinking strategies (e.g., questioning, interpreting, comparing, contrasting, analyzing, inferring) when participating in group discussions about what has been read.
6. Identify, discuss and compare the various literary genres, along with characteristics, representative works of literature and literary movements within a given historical periods.
7. Demonstrate the ability to use/adapt instructional materials appropriately for the targeted student group.
8. Select objectives in the foreign language curriculum and develop assessment activities that are linked to those objectives.
9. Demonstrate an understanding of and guide students in the writing process from prewriting techniques to writing the first draft of a composition independently, revising, and editing, including correct usage of conventions, i.e., periods, accents, capitalization, gender, number forms and sentence types. Demonstrate the ability to motivate students to write for a variety of purposes, both for self and teacher-directed tasks.
10. Identify the different writing types, i.e., narrative, expository, and persuasive.
11. Compare and contrast the elements/components of the four modes of writing.
12. Demonstrate the ability to write compositions that meet the requirements of structural and mechanical quality:
 - o appropriate sentence structure
 - o appropriate syntax
 - o complete development of ideas
 - o correct use of transition and proper structure within the paragraph
 - o coherent and cohesive organization of parts
13. Demonstrate the ability to write compositions that observe the conventions of writing in an appropriate language use, especially when it constitutes a cultural interference.
14. Demonstrate knowledge of the history and geographical elements of the target culture(s) and recognize the similarities and differences between different aspects in Hispanic cultures.
15. Demonstrate the ability to use cultural awareness in designing instructional activities.
16. Identify technology resources available at the school site and plan how to integrate those resources with the foreign/world language curriculum in order to meet the five goals of the National Standards for Foreign.

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17. Language Learning: communication, communities, comparisons, connections, and cultures.
18. 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.

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 lectures and demonstrations on program guidelines, goals, grade level expectations, and placement procedures, as well as teaching techniques, including making connections to personal understanding and experiences in classroom situations (SLO 1 -16).
2. Develop an outline that includes the Florida Next Generation World Languages Standards (FLNGWLS), content area subjects, and classroom management strategies (SLO 1 – 16).
3. Develop lesson plans incorporating content area concepts and language, and present orally to the total group (SLO 1 – 16).
4. Critique and select software applications to implement in the Spanish speakers’ curriculum. (SLO 7, 15 & 16) Plan research activities through the use of the internet (SLO 7, 15 & 16).
5. Develop classroom rules and procedures to implement technology that apply school and district security policies (SLO7 & 16).
6. Examine applicable components of the M-DCPS Competency-Based Curriculum/ Language Arts Spanish and apply them to the teaching of reading, literature, composition, and conventions (SLO 1 – 16).
7. Discuss and develop reading techniques, strategies, and instructional activities (SLO 3 & 5).
8. Discuss and develop writing techniques, strategies, and instructional activities (SLO1, 3 - 6, 9 -13 & 16).
9. Discuss student assessment and grading criteria (SLO 8).
10. Identify and discuss techniques and applications that promote effective delivery in the language and content area courses (SLO 1 -16).
11. Develop activities addressing culture while establishing interdisciplinary connections (SLO 14 & 15).
12. Utilize appropriate instructional materials in the development of an interdisciplinary unit (SLO 1 – 16).
13. Develop activities addressing cultural themes and targeting cultural events in the community (SLO 14 & 15).
14. Develop activities according to the five national standards: communication, communities, comparisons, connections, and culture (SLO 16).

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).

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- 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.
- 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. 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