

Bilingual Education: English Language Learners Secondary Reading/LA Instruction

COMPONENT #: 2-700-007

POINTS TO BE EARNED: 120 MPP

PART I – PLANNING

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

This component will enable the participants to identify processes and the techniques to provide grade level language arts instruction in a multi-language level reading/language arts classroom. The participant will identify and apply current research-based strategies, methodologies, and teaching techniques to increase and demonstrate knowledge of literary genres, theory, research, practical strategies, and resources on reading and writing/composition with an emphasis on classroom applications. The participant will increase his/her ability to effectively develop, plan, and implement strategies incorporating differentiated instruction to foster the reading and writing processes through the use of literary genres.

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)

- | | |
|---|--|
| <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.

- | | |
|--|---|
| <input checked="" type="checkbox"/> Educator knowledge/skill (content) | <input checked="" type="checkbox"/> Student learning |
| <input checked="" type="checkbox"/> Educator (professional growth) | <input checked="" 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. Define literary genres and demonstrate reading strategies in a grade level language arts classroom through differentiated instruction based on the language levels of students.
2. Identify literary elements and their use in literature and the writing process.
3. Demonstrate an understanding of district-wide instructional strategies for reading achievement to include best teaching practices and identify research issues and developments in the field of second language acquisition and formal/informal assessments.
4. Identify the elements of the writing process, writing modes (i.e., narrative, expository and persuasive) and strategies for teaching composition.
5. Develop activities in the language arts program to increase listening, speaking, reading and writing fluency at the secondary level.
6. Develop classroom management techniques to include the application of cooperative learning styles, flexible scheduling and room arrangement.
7. Discuss second language instruction strategies to create lesson plans with multi-level ESOL activities to include varying levels of student achievement, diversity of cultures and linguistic differences; and develop multi-tiered reading, writing, listening and speaking assessments.
8. Examine applicable components of the Florida State Standards (FLSS) Language Arts/English through ESOL and apply them to the teaching of literature, reading, writing and conventions.
9. Demonstrate the ability to use/adapt grade level instructional materials appropriately and review selected instructional materials as they relate to student language proficiency, cultural background, learning styles and sociocultural differences in the school, classroom, and community at large; and identify potential linguistic and cultural biases in existing texts and materials.
10. Develop activities that integrate available technologies with language arts instruction and develop skills in analyzing and assessing technology or intervention materials to meet district, state and national standards.
11. Identify and develop the appropriate techniques and strategies to adapt the standard curriculum to the language needs of ELL students to accelerate the acquisition of Cognitive Academic Language Proficiency (CALP).
12. Distinguish between phonics and phonemic awareness and develop activities for each at the secondary level.
13. Demonstrate knowledge of effective syntax and semantics skills, and develop instructional activities.
14. Demonstrate the ability to use activities designed to develop the aural/oral language skills of ELL students.

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15. Develop applications of Total Physical Response (TPR) for the beginning stages of ESOL learning.
16. Examine different modes of reading (e.g., teacher read aloud, buddy reading, choral reading) used during teacher-directed instruction, and identify before, during, and after reading activities.
17. Identify and model the use of graphic organizers for appropriate benchmarks and identify vocabulary graphic organizers to be used during vocabulary instruction (vocabulary map, multiple meaning charts, concept of definition map).
18. Demonstrate knowledge of structural analysis patterns such as prefixes, suffixes, root words, compound words, contractions, inflectional endings, and idioms.
19. Understand the distinction between the students' mastery of Basic Interpersonal Communication Skills, (BICS) and CALP.

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. Apply Florida State Standards (FLSS)/Language Arts/English through ESOL to the teaching of literature, reading, composition, and conventions (SLO 8).
2. Implement the use of technology to enhance language learning and usage (SLO 11).
3. Design and adapt manipulatives, graphic organizers, or picture cards to enhance the teaching of language, conventions, and writing (SLO 2, 4, & 18).
4. Create literature-based language development activities (SLO 1 & 5).
5. Develop a best practices toolkit that includes class notes, handouts, activities, lesson units, and a variety of assessment resources that meet the instructional needs of students (SLO 6 & 16).
6. Develop lessons that incorporate all the stages of the writing process (SLO 2, 4 & 10).
7. Create a variety of assessment tools related to the students' language proficiency level (SLO 7 & 12).
8. Discuss and model teacher-directed activities and guided reading practices, and identify instructional level strategies to implement during guided reading (SLO 3 & 7).
9. Adapt the strategies, techniques, materials, and technology to various student achievement levels (SLO 7 & 9).
10. Identify strategies and techniques to teach ELL students to develop vocabulary skills (SLO 13, 14, 18 & 19).
11. Discuss formal/informal language and academic assessment instruments (SLO 3 & 10).
12. Develop aural/oral activities to differentiate instruction (SLO 15).
13. Discuss/demonstrate reading strategies for those literate and non-literate ELLs that address the importance of schema, sound system-phonemics vs. phonics, sound-symbol correspondences in spelling patterns, cultural considerations, vocabulary, and language structure (SLO 1- 3, 5 & 7).
14. Discuss content reading and the acquisition of CALP (SLO 12 & 20).
15. Review second language instruction: techniques, testing procedures, and language and cultural interferences for ELL students as compared to those in the standard English Language arts program (SLO 9).
16. Identify adaptations that need to be made to the school curriculum to meet ELLs' linguistic, cultural, and academic needs at the secondary level and develop a reading

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lesson plan to meet the needs of ELLs at a given grade and English proficiency level (SLO 7 & 9).

17. Discuss essential features of ESOL texts in relation to ELLs English proficiency and cultural and academic needs. Bring to class for critical discussion, textbooks being used in ESOL classes for various English proficiency and instructional and/or proficiency levels (SLO 7 & 9).
18. Define and discuss phonemic awareness as it relates to second language learners (SLO 13).
19. Define and discuss reciprocal teaching (SLO 6).
20. Plan cooperative learning strategies to be used in teaching Language Arts/English through ESOL (SLO 6).

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.

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.

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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