

Bilingual Education: World Language Instruction K-12

COMPONENT #: 2-700-008

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 second language acquisition, to improve vocabulary, reading comprehension and writing skills, to be able to implement world languages strands in the World Language class and to provide the participant with the necessary tools to implement meaningful research based activities in the World Language class. 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)

- | | |
|---|--|
| <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 | |

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 |

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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. Identify and discuss the characteristics, and plan activities and assessments to teach students the benefits of speaking a second language incorporating the National Standards for Foreign Language Learning.
2. Analyze language discourse to identify interferences, develop an understanding of factors that influence second language acquisition (e.g. personality, idiomatic expressions and social contexts) and acquire an understanding of first language development and its relation to foreign/world language learning.
3. Discuss and identify strategies, materials, select literature appropriate for second language acquisition, and assessments to teach listening, speaking, reading and writing skills.
4. Discuss the role of drama in the foreign language classroom and oral language development.
5. Identify strategies for vocabulary development that meet the needs of students with different language abilities, e.g. cognates, roots, etc.
6. Identify strategies for teaching the rules of pronunciation, stress, rhythm, and intonation in the foreign language.
7. Identify and discuss the various literary genres, periods and movements and develop instructional strategies.
8. Compare and contrast figurative and direct language at the elementary or secondary level.
9. Identify lexical variations of the language, discuss literature as a cultural product and as a reflection of cultural practices at the elementary or secondary level.
10. Guide students to compare and contrast stories of people from different origins with those of the various culture(s) of the United States through oral reports, dramatization and group discussions/presentations.
11. Demonstrate knowledge of the history and major geographical elements of specific countries within the target culture.
12. Guide the students to use the internet to research about selected elements of United States culture(s) and the English language, which are different from those aspects other cultures, as portrayed in different media sources.
13. Identify technology resources available at the school site and plan methods to integrate in the foreign language classroom to meet the five goals of the National Standards for Foreign Language Learning: communication, communities, comparisons, connections, and cultures.
14. Acquire and apply knowledge of best teaching practices for infusing technology that meet 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 lecture on review of program guidelines, techniques, goals, grade level expectations, and placement procedures (SLO 1-14).

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2. Develop and present an outline that includes the Sunshine State Standards Competency Based Curriculum objectives, content area subjects and classroom management strategies (SLO 1-14).
3. Develop and present a lesson plan incorporating content area concepts and language (SLO 1-14).
4. Identify strategies useful for classroom management (SLO 9-11).
5. Develop criteria for the selection of software applications, classroom rules and activities for its utilization when establishing interdisciplinary connections (SLO 12-14).
6. Plan research activities through the use of the internet (SLO 12-14).
7. Examine applicable components M-DCPS Curriculum/ Language/Arts World Language and apply them to the teaching of Reading, Literature, Composition, and Conventions (SLO 1-8).
8. Create literature-based language activities (SLO 1-14).
9. Discuss reading techniques and strategies (SLO 1-14).
10. Develop reading activities applying various techniques and strategies (SLO1-14).
11. Discuss writing techniques and strategies (SLO 1-14).
12. Develop writing activities applying various techniques and strategies (SLO 1-14).
13. Discuss the content of the lecture, making connections to personal understanding and experiences in classroom situations (SLO 1-14).
14. Discuss student assessment and grading criteria (SLO 1-14).
15. Identify and discuss techniques and applications that promote effective delivery in the language and content area courses (SLO 1-8).
16. Develop activities addressing culture while establishing interdisciplinary connections (SLO 9-11).
17. Utilize appropriate instructional materials in the development of an interdisciplinary unit (SLO 1-14).
18. Develop activities addressing cultural themes and targeting cultural events in the community (SLO 9-11).
19. Develop activities according to the five national standards, communication, culture, connections, comparisons and communities (SLO 1-14).
20. Develop a lesson plan integrating all the skills acquired on:
 - o Components of language arts
 - o Integrating content area and language
 - o Integrating the five national standards; communication, culture, connections, comparisons and communities
 - o Technology
 - o Assessment and data to inform instruction

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.

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- 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.

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