

Home Language Arts Strategies for Haitian-Creole

COMPONENT #: 2-700-009

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 Haitian-Creole Grammar, implement the Comprehensive Research-Based Reading Plan, develop the stages of the writing process, incorporate children's literature into the Haitian-Creole language class, be able to infuse fine arts appreciation and the use of technology into the Haitian-Creole language class and to utilize assessment to measure students' knowledge of the subject matter. This course is taught in Haitian-Creole.

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.

- | | |
|--|---|
| <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 the parts of speech in the Haitian-Creole language and define these parts of speech orally and in writing.
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 appropriate to grade level material.
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. Demonstrate the ability to ask questions appropriate to student's instructional level that demonstrate comprehension of literary selections.
7. Demonstrate an understanding of the prewriting techniques (e.g., brainstorming, observing, charting, listing, imaging, webbing) to generate ideas for writing.
8. Demonstrate the ability to guide the student to produce the first draft of a composition independently and guide them in the process of publishing their final draft.
8. Identify the steps of the editing process such as periods, accents, capitalization, gender, number forms and sentence types.
9. Guide students in the proper use of adjectives, verbs, adverbs when writing sentences within a text.
10. Identify the different writing styles: narrative, expository, and persuasive.
11. Guide students to compare and contrast stories of people from Haitian origins with those of the various culture(s) of the United States.
12. Guide students in the dramatization of plays, skits, or dances about the different aspects of the Haitian cultures and United States cultures.
13. Identify patterns of behavior, values, and beliefs of Haitian students' cultures.
14. Recognize the similarities and differences between different aspects in the Haitian cultures and those in the local culture (e.g., school life, sports, games, entertainment).
15. Demonstrate knowledge of the history of the target culture.
16. Demonstrate the ability to use cultural awareness in designing instructional activities and administer suitable assessment instruments for Haitian students.
17. Provide a variety of comprehension questions related to a selected text at levels of Bloom Taxonomy.
18. Discuss the ways to integrate technology in the foreign language classroom to meet the five goals of the National Standards for Foreign Language Learning: communication, communities, comparisons, connections, and cultures.
19. Select objectives in the foreign language curriculum that target specific foreign language standards and develop activities that integrate technology.
20. Acquire and apply knowledge of best teaching practices for infusing technology that meet district, state, and national curriculum standards.

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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 lecture on review of program guidelines, goals, grade level expectations, and placement procedures (SLO 1-21).
2. Discuss, in a small group, aspects of the Haitian culture represented in our community (SLO 12-18).
3. Develop, in a small group, an outline to include the Florida State Standards as they relate to Haitian-Creole language arts and present to the total group (SLO 1-11).
4. Develop, in a small group, a lesson plan incorporating all components of Haitian-Creole language arts (SLO 1-11).
5. Identify strategies useful for classroom management (SLO 12-18).
6. Attend instructor’s lectures on the parts of speech and their functions, and on the phonemic and morphophonemic systems of Haitian-Creole (SLO 1-11).
7. Write individually short compositions and explanations in Haitian-Creole on assigned topics (SLO 1-21).
8. Rewrite given passages to practice correct use of language at all levels, i.e., morphology, syntax (SLO 1-11).
9. Write in Haitian-Creole, individually, compositions on assigned topics following the given criteria for rhetorical quality, structural and mechanical quality and observance of the conventions of writing (SLO 1-11).
10. Examine applicable components of the M-DCPS Competency-Based Curriculum/Language Arts Haitian-Creole and apply them to the teaching of reading, literature, composition, and conventions (SLO 1-21).
11. Create Literature-Based Language activities (SLO 1-21).
12. Adapt formulas for a variety of writing purposes (SLO1-21).

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

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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

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