

# Supervision of ESOL for Administrators

**COMPONENT #: 7-513-090**

**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 address the specific monitoring issues to ensure compliance with requirements of the League of United Latin American Citizens (LULAC) et al. vs. State of Florida Consent Decree [Multicultural Education Training and Advocacy (META) Consent Decree] as they apply to:

- Identifying appropriate certification for current teaching assignment;
- Reviewing adherence to designated timelines for teachers working toward compliance.

Upon successful completion of this professional development the administrator will be able to demonstrate understanding of recent trends in bilingual education which are applicable in bilingual programs for English Proficient and Limited English Proficient Speakers of Other Languages. They will show ability to organize and supervise successful/effective bilingual programs at elementary/secondary levels that will increase the numbers of bilingual biliterate students.

**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 type="checkbox"/> Professional Responsibility and Ethical Conduct |

### **Florida Leadership Standards** (check all that apply)

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Student Learning Results          | <input checked="" type="checkbox"/> Decision Making                    |
| <input checked="" type="checkbox"/> Student Learning as a Priority    | <input checked="" type="checkbox"/> Leadership Development             |
| <input checked="" type="checkbox"/> Instructional Plan Implementation | <input checked="" type="checkbox"/> School Management                  |
| <input checked="" type="checkbox"/> Faculty Development               | <input checked="" type="checkbox"/> Communication                      |
| <input checked="" type="checkbox"/> Learning Environment              | <input checked="" type="checkbox"/> Professional and Ethical Behaviors |

### **IPEGS Standards** (check all that apply)

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> PS 2 – Knowledge of Learners  | <input type="checkbox"/> PS 6 – Communication              |
| <input checked="" type="checkbox"/> PS 3 – Instructional Planning | <input checked="" type="checkbox"/> PS 7 – Professionalism |

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X PS 4 – Instructional Delivery and Engagement    X PS 8 – Learning Environment  
X 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.

X Educator knowledge/skill (content)                      X Student learning  
X Educator (professional growth)                      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. Review and understand the district's requirement of the LULAC et al vs. State of Florida Consent Decree regarding its implementation of training requirements, and instructional programs, as well as state board rules pertaining to ELLs (English Language Learners).
2. Demonstrate an understanding of Miami Dade County Public Schools bilingual programs for ELL learners and their instructional objectives.
3. Demonstrate an understanding of the FTE (Full Time Equivalent) weight factor for META certification and its relation to instructional programs.
4. Identify recent research findings in the area of language acquisition and second language teaching effectiveness.
5. Review Miami Dade County Public Schools bilingual program English for Speakers of Other Languages (ESOL) and ESOL related programs.
6. Identify appropriate instructional strategies and materials for each instructional program.
7. Review assessment instruments and policies for determining placement, entry, exit and achievement levels of ELL students.
8. Identify the responsibilities of school administrators inherent in organizing supervising and implementing bilingual programs that will lead to the attainment of literacy for all students regardless of their English proficiency level.

## **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. Discuss recent, pertinent research findings in the area of language acquisition as they relate to effective programs.
2. Identify instructional materials recommended for the attainment of the proposed Miami-Dade County Public Schools goal of lingual biliteracy for all students.
3. Review assessment instruments and strategies recommended for assisting teachers in determining the entry point and progress of students in bilingual programs.
4. Discuss ways in which they can be effective in organizing, supervising and scheduling successfully implemented bilingual programs that will lead students to the attainment of bilingual/bicultural biliteracy.
5. Problem solves issues/scenarios regarding teacher certification and META requirements.

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6. Demonstrate an understanding of how to use the online META screens to monitor teachers' progress towards meeting requirements of the META Consent Decree.
7. Develop a set of procedures and guidelines, based on the district's procedures to be included in the school's faculty handbook.
8. Work with all the reports produced by the Office of Information Technology relating to teacher certification and the META Consent Decree.
9. Develop a school wide plan with timelines for monitoring teachers' certification and for meeting META requirements.

### **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.

**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

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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:** Office of Professional Development and Evaluation

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