

State Identifier: 1-001-029

Component Title: Empowering ESOL Teachers I and II/ Testing and Assessment

Inservice Points: 60

Certification Area (s): All

General Objectives:

The purpose is to assist teachers in developing attitudes, skills, and knowledge which will enable them to identify students who are English Language Learners (ELL's) and to provide and justify effective instruction through research-based instructional strategies for ELL's. Upon completion of this professional development, participants will be able to modify curriculum and offer instruction that is rigorous and relevant and evaluation compatible with student language diversity.

Specific Objectives:

1. Conduct ESOL programs within the parameters, goals, and stipulations of the Florida Consent Decree.
2. Identify principles of contrastive and error analyses.
3. Demonstrate knowledge of the historical development of TESOL.
4. Recognize contributions of major leaders in the field of ESOL methodology
5. Recognize major language education professional organizations.
6. Demonstrate knowledge of major professional publications related to ESOL.
7. Match instructional approaches with language learning theories.
8. Determine strategies for content area teachers to use with LEP students.
9. Building academic vocabulary into all lessons.
10. Providing extended time for extended academic English interaction.
11. Identify cultural biases in commercial tests.
12. Recognize available ESOL entry/exit tests.
13. Identify suitable assessment instruments that assist in complying with legal obligations of districts serving LEP students.
14. Construct ESOL listening, speaking, reading, and writing test items.
15. Adapt content area tests to ESOL levels appropriate to LEP students.
16. Identify levels of English proficiency to place students appropriately for ESOL instruction.
17. Interpret LEP student assessment data related to placement, progress, and exiting from programs.
18. Design appropriate tests for determining placement and assessing progress and achievement of LEP students.

Activities may include:

1. Completion of a portfolio that includes questions on culture, culture capsules, student profile, mini-ethnography, results and paragraph summary of SOLOM, literacy data checklists, lesson plan, and assessment.
2. Required attendance, participation and implementation of strategies for ESOL Parent Night.
3. Delta Study Guides, articles and videos will be utilized.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity. This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and Power Point or multimedia presentations.
2. The evidence may be on disk, on-line or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the Teacher Training Site (www.clay.k12.fl.us/ttc) within 30 days of the compilation of the follow-up evidence or no later than June 1 of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science and/or math skills for each of the art related activities completed by the participant.

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science and/or math to the Professional Development Office to be reviewed by the Professional Development Advisory Council.

Organization Information:

Submitted by the Professional Development Department, May 1, 2009.

State Identifier: 1-001-031

Component Title: ESOL Cross Cultural

Inservice Points: 60

Certification Area(s): All

General Objectives:

The purpose is to enable teachers who are pursuing ESOL Endorsement to acquire and use knowledge of the cultural characteristics of students to enhance instruction and to use knowledge of students' cultural and family backgrounds to enhance student success. Upon completion of this component, participants will be able to modify instruction and the classroom environment in a manner which builds an understanding and appreciation of cultural diversity.

Specific Objectives:

1. Identify specific characteristics of U.S. culture.
2. Compare and contrast features of U.S. culture with features of other cultures.
3. Identify, expose, and reexamine cultural stereotypes relating to LEP and non-LEP students.
4. Explain how to deal with cultural stereotypes in the classroom.
5. Apply ethnolinguistic and cross-cultural knowledge to classroom management techniques.
6. Identify teacher behaviors that indicate sensitivity to cultural and linguistic differences.
7. Identify different sociolinguistic language functions (e.g., formal, informal, conversational, and slang).
8. Identify culture-specific, nonverbal communications (e.g., gesture, facial expressions, and eye contact).
9. Use knowledge of cultural characteristics of Florida's LEP population to enhance instruction.
10. Adapt items from school curricula to cultural and linguistic differences Identify culture-specific features of content curricula.
11. Identify strategies for facilitating articulation with administrators, content area teachers, parents, and the community.
12. Explain Steven Krashen's theory of lowering the effective filter in the classroom.

Activities May Include:

1. Presentations of subject materials by mini lessons.
2. Lesson plans followed by reflective journals to document the implementation.
3. Professional Learning Community activities.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity (ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs or journals, newspaper stories and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on-line or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity.
3. Each participant must submit to the PDF for each activity a Professional Development Follow-Up Form, available online at the teacher training site (www.clay.k12.fl.us/ttc) within 30 days of compilation of the follow-up evidence or no later than June 1 of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science and/or math skills for each of the art related activities completed by the participant.

Facilitator Component Evaluation:

1. Each facilitator will collect a professional development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science and/or math to the professional development office to be reviewed by the professional development advisory counsel.

Organizational Information:

Submitted by the Professional Development Department, May 1, 2009.

State Identifier: 1-001-030

Component Title: ESOL Applied Linguistics

Inservice Points: 60

Certification Area(s): All

General Objectives:

The purpose is to enable teachers who are pursuing ESOL Endorsement to acquire and use knowledge of how students acquire a second language and how teachers can facilitate this process. Program models will be explored as well as how schools can organize instruction for second language learners.

Specific Objectives:

1. Categorize basic concepts of phonology (e.g., stress, intonation, juncture, and pitch) as they apply to language development.
2. Determine phonemic characteristics (e.g., consonants, blends, vowels, diphthongs) in a given word.
3. Recognize methods of phonemic transcription (e.g., International Phonetic Alphabet and Traeger-Smith).
4. Recognize phonographemic differences (e.g., homophones and homographs).
5. Identify structural patterns in a given word (e.g., root words, affixes, compound words, and syllables).
6. Apply principles of English morphology as they relate to language acquisition.
7. Compare characteristics of idiomatic expressions, slang, and Standard American English.
8. Determine principles of morphological interference between English and other languages.
9. Categorize and analyze the structure of English sentences.
10. Recognize methods of grammatical analysis (e.g., traditional, structural, or contemporary).
11. Determine principles of syntactic interference between English and other languages.
12. Identify language acquisition characteristics of Limited English Proficient (LEP) students such as gifted, SLD, EMH, and hearing impaired.
13. Identify the principles, characteristics, and terminology of current first and second language acquisition theories.
14. Compare language acquisition of different age groups (e.g., elementary, secondary, and adult).
15. Differentiate between language proficiencies relating to basic interpersonal communicative skills and cognitive academic language skills.
16. Select appropriate ESOL content according to students' levels of proficiency in listening.
17. Select appropriate ESOL content according to students' levels of proficiency in speaking.
18. Select appropriate ESOL content according to students' levels of proficiency in reading.

19. Select appropriate ESOL content according to students' levels of proficiency in writing.
20. Identify characteristics of bi-lingual students.

Activities May Include:

4. Presentations of subject materials by mini lessons.
5. Lesson plans followed by reflective journals to document the implementation.
6. Classroom observations by administrator or facilitator to demonstrate competencies.
7. Professional Learning community activities.

Participant Follow-up:

5. Each participant will submit hard evidence of the completion of an activity (ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs or journals, newspaper stories and PowerPoint or multimedia presentations.
6. The evidence may be on disk, on-line or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity.
7. 3. Each participant must submit to the PDF for each activity a Professional Development Follow-Up Form, available online at the teacher training site (www.clay.k12.fl.us/ttc) within 30 days of compilation of the follow-up evidence or no later than June 1 of the current academic year.
8. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science and/or math skills for each of the art related activities completed by the participant.

Facilitator Component Evaluation:

3. Each facilitator will collect a professional development Follow-up Form from each participant.
4. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science and/or math to the professional development office to be reviewed by the professional development advisory counsel.

Organizational Information:

Submitted by the Professional Development Department, May 1, 2009.

State Identifier: 1-001-033

Component Title: ESOL Curriculum and Materials

Inservice Points: 60

Certification Areas: All

General Objectives:

The purpose is to assist teachers in developing attitudes, skills, and knowledge which will enable them to identify students who are English Language Learners (ELL's) and to provide and justify effective instruction through research-based instructional strategies for ELL's. Upon completion of this professional development, participants will be able to modify curriculum and offer instruction that is rigorous and relevant and evaluation compatible with student language diversity.

Specific Objectives:

1. Differentiate between language proficiencies relating to basic interpersonal communicative skills and cognitive academic language skills.
2. Select appropriate ESOL content according to students' levels of proficiency in listening.
3. Select appropriate ESOL content according to students' levels of proficiency in speaking.
4. Select appropriate ESOL content according to students' levels of proficiency in reading.
5. Select appropriate ESOL content according to students' levels of proficiency in writing.
6. Identify state-adopted ESOL curricular materials.
7. Demonstrate the ability to evaluate and select appropriate instructional materials for specific ESOL proficiency levels.
8. Identify characteristics unique to the evaluation of an ESOL text.
9. Identify appropriate instructional equipment for ESOL lessons (e.g., language masters, filmstrips, video cassettes, audio cassettes, and computers).
10. Identify characteristics to be considered when selecting printed media for ESOL classes.
11. Identify characteristics to be considered when selecting computer-assisted instructional materials for ESOL classes.
12. Develop appropriate curricula for ESOL levels.
13. Distinguish between ESOL and English language arts curricula.
14. List examples of real media that are designed to teach LEP students.

Activities may include:

1. Completion of 3 projects at the conclusion of each of two videos and technology exploration. Required attendance, participation and implementation of strategies for ESOL Parent Night.
2. Articles and videos are required for this course.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity (ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on-line or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity.
3. Each participant must submit to the PDF for each activity a Professional Development Follow-up form, available on-line at the Teacher Training Site (www.clay.k12.f.us/ttc) within 30 days of the compilation of the follow-up evidence or no later than June 1 of the current academic year.

4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science and/or math skills for each of the art related activities completed by the participant.

Facilitator Component Evaluation

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science and/or math to the Professional Development Office to be reviewed by the Professional Development Advisory Council.

Organization Information:

Submitted by the Professional Development Department, May 15, 2009.

State Identifier: 1-001-032

Component Title: ESOL Methods

Inservice Points: 60

Certification Area (s): All

General Objectives:

The purpose is to assist teachers in developing attitudes, skills, and knowledge which will enable them to identify students who are English Language Learners (ELL's) and to provide and justify effective instruction through research-based instructional strategies for ELL's. Upon completion of this professional development, participants will be able to modify curriculum and offer instruction that is rigorous and relevant and evaluation compatible with student language diversity.

Specific Objectives:

1. Identify major methodologies and current trends in ESOL teaching.
2. Identify characteristics and applications of ESOL approaches.
3. Develop applications of Total Physical Response for beginning stages.
4. Plan a Language Experience Approach lesson appropriate for LEP students.
5. Identify features of communicative approaches for teaching ESOL
6. Identify features of content-based ESOL for the elementary, middle, and high school levels.
7. Identify features of content-area reading for LEP students.
8. Identify various instructional strategies used in an ESOL classroom.
9. Identify essential skills for teaching listening.
10. Demonstrate the Language Experience approach by building on experience to create a written account.
11. Identify essential skills for teaching speaking.
12. Demonstrate providing individual support within a group setting.
13. Identify essential skills for teaching reading.
14. Identify essential skills for teaching writing.
15. Demonstrate developing writing skills through active scaffolding.
16. Apply multi-sensory ESOL strategies for instructional purposes.
17. Identify content-specific vocabulary.
18. Demonstrate using the cloze theory context to create meaning.

Activities May include:

1. Articles and videos are required for this course.

Participant Follow-up:

5. Each participant will submit hard evidence of the completion of an activity (ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and Power Point or multimedia presentations.
6. The evidence may be on disk, on-line or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity.

7. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the Teacher Training Site (www.clay.k12.fl.us/ttc) within 30 days of the compilation of the follow-up evidence or no later than June 1 of the current academic year.
8. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science and/or math skills for each of the art related activities completed by the participant.

Facilitator Component Evaluation:

3. Each facilitator will collect a Professional Development Follow-up Form from each participant.
4. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science and/or math to the Professional Development Office to be reviewed by the Professional Development Advisory Council.

Organization Information:

Submitted by the Professional Development Department, May 1, 2009

State Identifier: 1-001-023

Component Title: ESOL for Category III Teachers

Inservice Points: 18

Certification Area(s): All

General Objectives:

The purpose is assist teachers in developing attitudes, skills and knowledge which will enable them to identify students who are English Language Learners (ELL's) and to provide and justify effective instruction through research-based instructional strategies for ELL's. Upon completion of this professional development, participants will be able to modify curriculum and offer instruction that is rigorous, relevant, and evaluation compatible with student language diversity.

Specific Objectives:

1. Identify the effects that culture and cultural diversity exert upon an ESOL classroom.
2. Plan a Language Experience Approach lesson appropriate for LEP students.
3. Recognize features of content-based ESOL approaches.
4. Identify features of content-area reading for LEP students.
5. Identify various instructional strategies used in an ESOL classroom.
6. Identify essential skills for teaching listening.
7. Identify essential skills for teaching speaking.
8. Identify essential skills for teaching reading. Identify essential skills for teaching writing.
9. Apply multi-sensory ESOL strategies for instructional purposes.
10. Apply content-based ESOL approaches to instruction. Identify content-specific vocabulary.
11. Create a positive classroom environment to accommodate the various learning styles and cultural backgrounds of students.
12. Identify ESOL-specific classroom management techniques for a multi-level class.
13. Conduct ESOL programs within the parameters, goals, and stipulations of the Florida Consent Decree.
14. Explore various assessment options for ELLs.
15. Explain considerations and methods involved on selecting texts appropriate for use by ELLs.

Activities May Include:

8. Presentations of subject materials by mini lessons.
9. Lesson plans followed by reflective journals to document the implementation.
10. Classroom observations by administrator or facilitator to demonstrate competencies.
11. Professional Learning Community activities.

Participant Follow-up:

9. Each participant will submit hard evidence of the completion of an activity (ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs or journals, newspaper stories and PowerPoint or multimedia presentations.
10. The evidence may be on disk, on-line or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity.
11. 3. Each participant must submit to the PDF for each activity a Professional Development Follow-Up Form, available online at the teacher training site (www.clay.k12.fl.us/ttc) within 30 days of compilation of the follow-up evidence or no later than June 1 of the current academic year.
12. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science and/or math skills for each of the art related activities completed by the participant.

Facilitator Component Evaluation:

5. Each facilitator will collect a professional development Follow-up Form from each participant.
6. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science and/or math to the professional development office to be reviewed by the professional development advisory counsel.

Organizational Information:

Submitted by the Professional Development Department, May 1, 2009.