State Identifier: 1-001-028
Component Title: ESOL Curriculum and Materials
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. Recognize Florida's culturally diverse student population.
2. Develop and implement a plan to learn more about a cultural group, outlining existing and desired knowledge of an ELL student's culture.
3. Identify and state parent, student and own (teacher) goals and expectations.
4. Recognize and note differences between teacher, parent, and student goals and expectations.
5. Develop and implement strategies to address parent and student concerns.
6. Identify the loss of control and anxiety an ELL student may feel upon enrolling in an American school
7. Identify characteristics of the enrollment process in your school environment, identifying positive and culturally sensitive actions in the enrollment process for ELL students.
8. Develop a schedule for the new student, using information about academic level in the student's native language, English language level, and available courses.
9. Identify and implement ways to integrate students' cultures and background experiences into the curriculum.
10. Identify and implement strategies to assist ELL students feel more confident as they integrate into American schools.
11. Develop and implement instructional activities that are appropriate to the stage of language acquisition of the students.
12. Identify and state common pressures and difficulties experienced by middle/high school students.
13. Identify major attitudes of local target groups toward school, teachers, discipline, and education in general that may lead to misinterpretation by school personnel.
14. Recognize potential of ELL students in offering advice to assist newcomers.
15. Identify and implement strategies to reduce cross-cultural barriers among students, parents, and the school setting.
16. Identify and implement different forms of parental involvement and their benefits.
17. Identify cultural differences in the ways parents view their roles in their children's education and in how they interact with the school.
18. Recognize successful efforts to increase parent involvement in Florida schools and define, develop and implement a plan to begin or increase parental involvement in your school and/or classroom.
19. Identify factors that contribute to student success and to successful acculturation.
20. Identify characteristics of student support structures.

21. Determine and implement appropriate instructional methods and strategies for individuals and groups, using first and second language acquisition processes.
22. Apply current and effective ELL teaching methodologies in planning and delivering instruction to ELL students according to their level of proficiency in listening, speaking, reading and writing.
23. Locate and acquire relevant resources in ELL methodologies.
24. Evaluate, adapt, and implement appropriate instruction materials, media, and technology for ELL's in the classroom at elementary, middle, and high school levels.
25. Design and implement effective unit plans and daily lesson plans to meet the needs of ELL students within the context of the regular classroom.
26. Design and implement a lesson plan based on a strategy or method demonstrated in the video.
27. Analyze and utilize technological strategies that infuse language and thinking skills that are related to the content of the curriculum.
28. Develop and implement technological strategies that infuse multicultural information throughout the curriculum.
29. Identify the kinds of technology available to the teacher and ELL students and explore ELL websites provided.

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.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 2007.