State Identifier: 1-001-027
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. Participants will identify ideas about the communication-based interactive classroom.
2. Develop an understanding of the critical features in the interactive classroom.
3. Identify student language stages and develop and implement instructional strategies for those levels.
4. Discuss the similarities and differences of first and second language acquisition.
5. Identify the functional uses of language.
6. Develop and implement topic-centered, communication-based activities for a selected grade level using knowledge of stages of language development.
7. Identify key aspects of communication-based instruction.
8. Identify teacher-student interaction patterns that facilitate language learning.
9. Demonstrate how "motherese strategies" can be used by the classroom teacher with beginning language learners.
10. Compare and contrast referential and display questions.
11. Develop and implement topic-related referential questions that build on higher-level thinking skills.
12. Identify patterns, evaluate purposes, and create collaborative groupings.
13. Identify and implement strategies that develop language and content.
14. Analyze the benefit of using content instruction with language learning.
15. Develop and implement a lesson that integrates content and language learning
16. Identify and record examples of the effective use of ELL strategies, management tools and resources demonstrated by teachers in the video.
17. Implement curriculum and materials strategies to planning and instruction for ELL students
18. Understand the functions of the LEP committee and other professional ESOL collaborations.
19. Implement a range of strategies for selecting, adapting and using authentic texts and lesson plans for ELL instruction.
20. Compare and discuss assessment procedures.
21. Identify performance-based strategies to be implemented in classroom.
22. Develop and implement techniques and tools for alternative oral language, reading, and writing assessment.
23. Examine scenarios for cultural bias relating to assessment.
24. Explore use of the Language Minority Student Profile as a teaching and assessment tool.
25. Devise guidelines for successful alternative assessment.
26. Design appropriate alternative assessment strategies for specific instructional situations.
27. Develop strategies for preparing ELL students to succeed in traditional testing situations.

Activities may include:
1. Completion of 3 projects at the conclusion of each of three videos.
2. Required attendance, participation and implementation of strategies for ESOL Parent Night
3. 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.