State Identifier: 1-001-023
Component Title: ESOL for Category III Teachers
Inservice Points: 18
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 and provide services for ELL students through training to understand the legal, pedagogical, socioeconomic, and demographic rationale for such training
2. Develop an awareness of the extent to which culture permeates every aspect of our being – thinking, feeling, valuing, and interacting with others.
3. Distinguish between visible, surface characteristics of culture and the many subtle, invisible manifestations of culture known as deep culture.
4. Develop knowledge of the stage of cultural adaptation for newcomers to any culture and of the behavioral characteristics that may be associated with each stage of adjustment and which often appear as classroom problems.
5. Develop awareness of the wide diversity within any given cultural group and how to use cultural information without depending upon stereotypes and preconceived ideas concerning cultural characteristics.
6. Develop knowledge of the influence that home, school, and community relationships have on academic achievement and student adjustment to school.
7. Develop and implement strategies and activities that promote parent, school, and community relationships within the classroom.
8. Utilize student and parent background characteristics to promote effective parental involvement.
9. Assess students' oral language output in the classroom using a structured observation instrument correctly.
10. Develop and implement instructional activities that are appropriate for students' oral language competence.
11. Develop appropriate and positive expectations for students' progress in language learning in accord with the processes of first and second language acquisition, cognitive development, and age of the learner.
12. Develop and implement instructional activities that are appropriate to the stage of language acquisition of the students.
13. Adapt classroom activities and procedures to maximize second language acquisition and learning, taking into account similarities and differences between first and second language acquisition.
14. Develop an awareness of the process of literacy development and identify the various stages of literacy development.
15. Identify and implement principles and guidelines which assist ELL student in developing reading strategies in English.

16. Analyze and utilize strategies that combine language and thinking skills and that are related to the content of the curriculum.
17. Utilize instructional approaches and techniques that integrate language and curricular content learning.
18. Develop and implement opportunities for promoting literacy across a broad range of uses, utilize these opportunities, and design and implement appropriate literacy activities.
19. Identify the kinds of information necessary for adequate analysis of any learning problems encountered by ELL students and suggest appropriate instructional changes.
20. Identify characteristics of the content areas and how to use them to enhance ELL student learning.
21. Apply the three principles of lesson modification for ELL students.
22. Implement new strategies to modify a content lesson for ELL students
23. Implement techniques and strategies to adapt content area textbooks for use with ELL students.
24. Consolidate learning and set priorities for implementation in the classroom
25. Develop an understanding of the role and function of assessment in the education of ELL students.
26. Identify and select appropriate types of assessments for ELL students for the particular goals of assessment.
27. Analyze various assessment techniques and instruments designed to measure students' academic progress and adapt these so they are appropriate for ELL students.
28. Develop content-area assessment instruments which effectively monitor ELL students' mastery of academic material.
29. Identify and implement research-based ELL practices to enhance student learning.
30. Develop and implement techniques that will teach students how to analyze information.

Activities may include:
1. Completion of a portfolio that includes questions on culture, culture capsules, student profile, mini-ethnography, 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(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.