

State Identifier: 01-001-029

Title: Demonstrating Effective ESOL Strategies to Prepare Teachers of English Language Learners: Practicum I

Inservice Points: 90 hours

Certification Areas: Reading Endorsed K-12

General Purpose:

The primary goal of this training is to provide a series of workshops that will allow teachers to demonstrate all ESOL competencies in combination with the Reading Endorsement Program. The training will enable teachers to develop a new paradigm for teaching ELL students effectively and for increasing student achievement.

By the end of this module, participants will be able to:

- Demonstrate a willingness and eagerness to change as teaching strategies will vary depending upon the needs of the individual student.
- Demonstrate ways to identify and create enabling conditions for student success.
- Demonstrate ways to create and implement a process that will result in effectively teaching ELL students in the each classroom.

Specific Objectives:

Workshop One: Reverse Crosswalk Practicum

Theoretical Overview, Consent Decree, Comparison/Contrast of other Cultures

- 1.01 Apply the major components of LULAC et al v. State Board of Education et al Consent Decree to specific situations.
- 2.01 Identify specific characteristics of U.S. culture.
- 2.02 Compare and contrast features of U.S. culture with features with other cultures.
- 3.01 Apply ethnolinguistic and cross-cultural knowledge to classroom management techniques.
- 3.02 Identify teacher behaviors that indicate sensitivity to cultural and linguistic differences.
- 3.03 Identify different sociolinguistic language functions (e.g., formal, informal, conversational and slang).
- 3.04 Identify culture-specific, nonverbal communications (e.g., gesture, facial expressions, and eye contact).
- 23.01 Identify specific characteristics of U.S. culture.
- 23.02 Compare and contrast features of US culture with Features of other cultures.

- 23.03 Identify strategies for facilitating articulation with administrators, content area teachers, parents and the community.

Workshop Two: Reverse Crosswalk Practicum

Strategies for enhancing instruction through planning, predictable routines and signals, visual scaffolding, realia strategies, language focus lessons, strategies for building comprehension.

- 1.01 Apply the major components of LULAC et al v. State Board of Education et al Consent Decree to specific situations.
- 2.01 Identify specific characteristics of U.S. culture.
- 2.02 Compare and contrast features of U.S. culture with features of other cultures.
- 3.01 Apply ethnolinguistic and cross-cultural knowledge to classroom management techniques.
- 3.02 Identify teacher behaviors that indicate sensitivity to cultural and linguistic differences.
- 3.04 Identify culture-specific, nonverbal communications (e.g., gesture, facial expressions, and eye contact).
- 5.02 Compare language acquisition of different age groups (e.g., elementary, secondary, and adult).
- 5.04 Apply ESOL strategies to specific learning styles.
- 6.02 Identify characteristics and applications of ESOL approaches.
- 6.07 Identify cognitive approaches to second language learning.
- 6.10 Identify various instructional strategies used in an ESOL classroom.
- 13.03 Apply ESOL strategies to specific learning styles.
- 16.01 Identify various ESOL programmatic models, such as pull-out and immersion.
- 16.02 Adapt items from school curricula to cultural and linguistic differences.
- 16.03 Develop appropriate curricula for ESOL levels.
- 17.01 Identify content-specific vocabulary.
- 17.02 Identify content-specific features of content curricula.
- 17.03 Distinguish between ESOL and English language arts curricula.
- 17.04 List examples of realia that are designed to teach LEP students.
- 17.05 Determine strategies for content-area teach to use with LEP students.
- 18.01 Apply ESOL strategies to specific learning styles.
- 18.03 Identify teacher behaviors that indicate sensitivity to cultural and linguistic differences.
- 23.01 Identify specific characteristics of U.S. culture.
- 23.02 Compare and contrast features of U.S. culture with features of other cultures.
- 23.03 Identify strategies for facilitating articulation with administrators, content area teachers, parents and the community.

Workshop Three: Reverse Crosswalk Practicum

Alien language mock lesson, strategies for building comprehension, language experience, guided reading, free vocabulary reading

- 5.02 Compare language acquisition of different age groups (e.g., elementary, secondary, and adult).
- 5.04 Apply ESOL strategies to specific learning styles.
- 6.02 Identify characteristics and applications of ESOL approaches.
- 6.07 Identify cognitive approaches to second language learning.
- 6.10 Identify various instructional strategies used in an ESOL classroom.
- 13.02 Differentiate between language proficiencies related to basic interpersonal communicative skills and cognitive academic language skills.
- 13.03 Apply ESOL strategies to specific learning styles.
- 13.07 Apply multi-sensory ESOL strategies for instructional purposes.
- 16.01 Identify various ESOL programmatic models such as pull-out and immersion.
- 16.02 Adapt items from school curricula to cultural linguistic and linguistic differences.
- 16.03 Develop appropriate curricula for ESOL levels.
- 17.01 Identify content-specific vocabulary.
- 17.02 Identify culture-specific features of content curricula.
- 17.03 Distinguish between ESOL and English language arts curricula.
- 17.04 List examples of Realia that are designed to teach LEP students.
- 17.05 Determine content-area teachers to use LEP standards.
- 18.01 Apply ESOL strategies to specific learning styles.
- 18.03 Identify teacher behaviors that indicate sensitivity to cultural and linguistic differences.
- 24.01 Demonstrate effective lesson planning by providing multi-level ESOL activities for individual, small group, small group, and whole group instruction (e.g., utilizing peer tutors and volunteers or aides, flexible scheduling, appropriate room arrangement, and assessing external resources).
- 24.02 Identify ESOL-specific classroom management techniques for a multi-leveled class.

Activities may include:

Participant Presentation on date as assigned by Instructor

(Throughout the face-to-face sessions)

A total of two lesson plan submissions:

Session 2 Due:

Lesson Plan #1 with at least three strategies from Section 2

Session 3 Due:

Lesson Plan #2 with at least three strategies from Section 3

A total of 10 journal entries:

The journal entries will be submitted electronically online at the Blackboard site. Make sure your first message to your class includes due dates to give the students a reference point of when to submit their articles.

A total of 2 lessons video taped to demonstrate ESOL competencies:

The first video tape is due by Session Two.

The second video tape is due by Session Three.

One classroom observations conducted by the Leader or representative, designed to demonstrate all ESOL competencies:

The first classroom observation will be completed by Session 3.

A total of 2 ELL/ESOL News Articles

One article is due at each session 2, 3.

👉 Pre-work Assignments

Session One

Introduction: This pre-work focuses on the background knowledge to the Theoretical Overview and the Consent Decree. The second component explores cultural sensitivity in the classroom.

Required Reading: Pages 1-14 of *Fifty strategies for teaching English language learners*.

Required Article Search: Find one article relating to ESOL education and hot topics in the news.

Required Readings: League of United Latin American Citizens (LULAC) et al v. State Board of Education Consent Decree, United States District Court for the Southern District of Florida, August 14, 1990.

Technical Assistance Paper with Modifications to the Consent Decree.

<http://www.fldoe.org/aala/cdpage2.asp>

<http://info.fldoe.org/docushare/dsweb/Get/Document-2887/TAP.pdf>

Required Casual Interview: Talk in advance with 2-3 people from other cultures; you should be prepared to compare and contrast other cultural practices to yours.

Session Two

Pre-read Section 2: Pages 15-66.

Pre-read Section 5: Pages 209-212 and 231-235.

Pre-watch the following video clips:

Predictable routines and signals

Visual scaffolding

Realia strategies

Language focus lessons

Session Three

Pre-read Section 3: Strategies for supporting student involvement (pages 67-159), Language experience (213-216), Guided reading (222-225), and Free vocabulary reading (258-264).

Pre-watch the following video clips:

Leveled questions

Manipulative strategies

Cooperative learning

Participant Follow-up:

1. 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.clayk12.fl.us/ttc) within 30 days of completion of the follow-up evidence or no later than June 1 of the current academic year.
2. Each participant must demonstrate at least 50% of the competencies on the Observation Sign Off Sheet.

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 documentary evidence of the teachers' successful demonstration of the ESOL competencies according the Observation Sign Off Sheet.

Organization Information:

Submitted by the Professional Development Department, May 2008.

State Identifier: 1-001-030

Title: Demonstrating Effective ESOL Strategies to Prepare Teachers of English Language Learners: Practicum II

Inservice Points: 90 hours

Certification Area(s): Reading Endorsed K-12

General Purpose:

The primary goal of this training is to provide a series of workshops that will allow teachers to demonstrate all ESOL competencies in combination with the Reading Endorsement Program. The training will enable teachers to develop a new paradigm for teaching ELL students effectively and for increasing student achievement.

By the end of this module, participants will be able to:

- Demonstrate a willingness and eagerness to change as teaching strategies will vary depending upon the needs of the individual student.
- Demonstrate ways to identify and create enabling conditions for student success.
- Demonstrate ways to create and implement a process that will result in effectively teaching ELL students in the each classroom.

Specific Objectives:

Workshop Four: Reverse Crosswalk Practicum

Interactive writing, building comprehension

- 1.01 Apply the major components of LULAC et al v. State Board of Education et al Consent Decree to specific situations.
- 2.01 Identify specific characteristics of U.S. culture.
- 2.02 Compare and contrast features of U.S. culture with features of other cultures.
- 3.01 Apply ethnolinguistic and cross-cultural knowledge to classroom management techniques.
- 3.02 Identify teacher behaviors that indicate sensitivity to cultural and linguistic differences.
- 3.03 Identify different sociolinguistic language functions (e.g., formal, informal, conversational, and slang).
- 3.04 Identify culture-specific, nonverbal communications (e.g., gesture, facial expressions, and eye contact).
- 5.01 Identify the principles, characteristics, and terminology of current first and second language acquisition theories.

- 5.02 Compare language acquisition of different age groups (e.g., elementary, secondary, and adult).
- 5.04 Apply ESOL strategies to specific learning styles.
- 6.02 Identify characteristics and applications of ESOL approaches.
- 6.07 Identify cognitive approaches to second language learning.
- 6.10 Identify various instructional strategies used in an ESOL classroom.
- 13.03 Apply ESOL strategies to specific learning styles.
- 13.04 Identify different sociolinguistic language functions (e.g. formal, informal, conversational, and slang).
- 16.01 Identify various ESOL programmatic models such as pull-out and immersion.
- 16.02 Adapt items from school curricula to cultural linguistic and linguistic differences.
- 16.03 Develop appropriate curricula for ESOL levels.
- 17.01 Identify content-specific vocabulary.
- 17.02 Identify culture-specific features of content curricula.
- 17.03 Distinguish between ESOL and English language arts curricula.
- 17.04 List examples of Realia that are designed to teach LEP students.
- 17.05 Determine content-area teachers to use LEP standards.
- 18.01 Apply ESOL strategies to specific learning styles.
- 18.03 Identify teacher behaviors that indicate sensitivity to cultural and linguistic differences.
- 24.01 Demonstrate effective lesson planning by providing multi-level ESOL activities for individual, small group, small group, and whole group instruction (e.g., utilizing peer tutors and volunteers or aides, flexible scheduling, appropriate room arrangement, and assessing external resources).
- 24.02 Identify ESOL-specific classroom management techniques for a multi-leveled class.

Workshop Five: Reverse Crosswalk Practicum

Attribute charting, learning strategy instruction, dictoglos, and participant presentations.

- 1.01 Apply the major components of LULAC et al v. State Board of Education et al Consent Decree to specific situations.
- 2.01 Identify specific characteristics of U.S. culture.
- 2.02 Compare and contrast features of U.S. culture with features of other cultures.
- 3.01 Apply ethnolinguistic and cross-cultural knowledge to classroom management techniques.
- 3.02 Identify teacher behaviors that indicate sensitivity to cultural and linguistic differences.
- 3.03 Identify different sociolinguistic language functions (e.g., formal, informal, conversational, and slang).
- 3.04 Identify culture-specific, nonverbal communications (e.g., gesture, facial expressions, and eye contact).
- 5.02 Compare language acquisition of different age groups (e.g., elementary, secondary, and adult).
- 5.04 Apply ESOL strategies to specific learning styles.

- 6.02 Identify characteristics and applications of ESOL approaches.
- 6.07 Identify cognitive approaches to second language learning.
- 6.10 Identify various instructional strategies used in an ESOL classroom.
- 13.03 Apply ESOL strategies to specific learning styles.
- 16.01 Identify various ESOL programmatic models such as pull-out and immersion.
- 16.02 Adapt items from school curricula to cultural linguistic and linguistic differences.
- 16.03 Develop appropriate curricula for ESOL levels.
- 17.01 Identify content-specific vocabulary.
- 17.02 Identify culture-specific features of content curricula.
- 17.03 Distinguish between ESOL and English language arts curricula.
- 17.04 List examples of Realia that are designed to teach LEP students.
- 17.05 Determine content-area teachers to use LEP standards.
- 18.01 Apply ESOL strategies to specific learning styles.
- 18.03 Identify teacher behaviors that indicate sensitivity to cultural and linguistic differences.
- 24.01 Demonstrate effective lesson planning by providing multi-level ESOL activities for individual, small group, small group, and whole group instruction (e.g., utilizing peer tutors and volunteers or aides, flexible scheduling, appropriate room arrangement, and assessing external resources).
- 24.02 Identify ESOL-specific classroom management techniques for a multi-leveled class.

Workshop Six: Reverse Crosswalk Practicum

Cultural stereotypes, cohesion links, repetition, innovation, GIST, syntax surgery, multiple intelligences.

- 1.01 Apply the major components of LULAC et al v. State Board of Education et al Consent Decree to specific situations.
- 2.01 Identify specific characteristics of U.S. culture.
- 2.02 Compare and contrast features of U.S. culture with features of other cultures.
- 3.01 Apply ethnolinguistic and cross-cultural knowledge to classroom management techniques.
- 3.02 Identify teacher behaviors that indicate sensitivity to cultural and linguistic differences.
- 3.03 Identify different sociolinguistic language functions (e.g., formal, informal, conversational, and slang).
- 3.04 Identify culture-specific, nonverbal communications (e.g., gesture, facial expressions, and eye contact).
- 5.04 Apply ESOL strategies to specific learning styles.
- 6.01 Identify major methodologies and current trends in ESOL teaching.
- 9.06 Identify cognitive approaches to second language learning.

Activities may include:

Participant Presentation on date as assigned by Instructor

(Throughout the face-to-face sessions)

A total of two lesson plan submissions:

Session 4 Due:

Lesson Plan #3 with at least three strategies from Section 4

Session 5 Due:

Lesson Plan #4 with at least three strategies from Section 5

A total of 10 journal entries:

Submitted electronically, one per week, online at the Blackboard site

A total of 1 lessons video taped to demonstrate ESOL competencies:

The third video tape is due by Session Four.

A total of 3 ELL/ESOL News Articles

One article is due at each session 4, 5, and 6.

One classroom observations conducted by the Leader or representative, designed to demonstrate all ESOL competencies:

The classroom observation will be completed by Session 6.

📌 Pre-work Assignments

Session Four

Pre-read Section 4: Strategies for building vocabulary and fluency (160-207),
Strategies for building comprehension (Interactive writing pages
217-221 and Interactive comprehension pages 226-230).

Pre-watch the following video clips:

Interactive Writing

Modeled talk

Writing workshop

Interactive Writing

Session Five

Pre-read Section 5: Strategies for building comprehension (Attribute charting
pages 236-241, learning strategy instruction pages 247-253, and
Dictogloss pages 254-257).

Session Six

Pre-read Section 5: Strategies for building comprehension (Cohesion links pages
242-246, Repetition & innovation pages 265-271, GIST pages 272-
277, Syntax surgery pages 278-282, and Multiple intelligences
pages 283-290).

Pre-watch the following video clips:

GIST

Syntax Surgery

Participant Follow-up:

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.clayk12.fl.us/ttc) within 30 days of completion of the follow-up evidence or no later than June 1 of the current academic year.

4. Each participant must demonstrate at least 90% of the competencies on the Observation Sign Off Sheet.

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 documentary evidence of the teachers' successful demonstration of the ESOL competencies according the Observation Sign Off Sheet.

Organization Information:

Submitted by the Professional Development Department, May 2008.