

## STAFF DEVELOPMENT COMPONENT INFORMATION

<b>COMPONENT TITLE:</b>	ESOL Extended School Year (ESY) Training
<b>IDENTIFIER NUMBER:</b>	1001004
<b>MAXIMUM POINTS:</b>	60

### GENERAL OBJECTIVE:

This component will demonstrate the optimal use of the materials purchased for this summer learning experience to teachers of the ESOL Extended School Year (ESY) and explain the use of the Balanced Rotational Instruction Model (BRIM) in ESY. Teachers will be assisted to focus on strategies for oral language development. The extended school year balanced literacy instruction incorporates reading, writing, listening, speaking, and technology in large and small group instruction, and is appropriate for helping English Language Learners (ELLs) to maintain and enhance the learning gains they have made during the regular school year.

### SPECIFIC OBJECTIVES:

Within the duration of the component, participants will demonstrate the ability to:

1. Apply the language and literacy development needs of English Language Learners (ELLs) and assist them to understand academic task(s).
2. Integrate the interdependency of print literacy and oral language development.
3. Develop a supportive, risk free classroom environment for English Language Learners so that they will be willing to take risks with language.
4. Synthesize oral language development and literacy instruction that incorporates content knowledge.
5. Incorporate appropriate teaching decisions to ensure ELL's oral language development.
6. Apply that learning to listen, speak, read, and write are all parts of an English Language Learner's literacy development.
7. Design classroom activities and apply teaching strategies that are appropriate for the oral language development of ELLs.
8. Distinguish and employ instructional materials that meet individual student instructional needs, interests, backgrounds, and level(s) of literacy development.
9. Integrate and utilize computer assisted instructional programs that build literacy skills and develop language proficiency.
10. Apply multiple strategies that will ensure comprehensible instruction for the reading, writing, listening, & speaking growth for English Language Learners.
11. Incorporate comprehensible input and classroom instructional techniques for a multilevel class of students with diverse literacy levels that includes large and small group instruction in reading, writing, technology, listening, speaking and cooperative/collaborative learning.
12. Integrate content area instruction into literacy instruction for ELLs.
13. Apply lesson plans that incorporate appropriate multilevel literacy strategies that align with the Language Arts Sunshine State Standards.
14. Apply classroom activities that include flexible large and small group combinations, appropriate room arrangement, and effective utilization of technology.

15. Apply the ability to design activities that incorporate the major components of a balanced literacy program.

### **DELIVERY PROCEDURES:**

The participant will:

1. Attend staff development session(s) with a trainer in order to cover the objectives listed above.
2. Participate in a variety of activities designed for various lengths of time, which may include:
  - Lecture/discussion
  - Large group activities
  - Small group activities
  - Strategy demonstrations
  - Classroom activities
  - Outside activities
3. Practice using strategies in the classroom after they are modeled in component workshop sessions.

### **FOLLOW-UP ACTIVITIES:**

Participants will:

1. Demonstrate through classroom performance the practical application of the BRIM instructional model with students.
2. Create an original lesson plan using a BRIM lesson plan format to prepare appropriate instruction for ELLs and/or struggling readers.
3. Administer the Oral Language Skills Checklist twice to measure growth in oral language.

### **EVALUATION OF PARTICIPANTS:**

Participants will demonstrate a minimum mastery of 80 percent of the component objectives as determined by submission of follow-up documentation.

### **COMPONENT EVALUATION:**

Participants and instructors will assess the degree to which the professional development procedures addressed the specific objectives of the component, and will make recommendations for revisions through their follow-up activities.