

## **STAFF DEVELOPMENT COMPONENT INFORMATION**

**COMPONENT TITLE:** Teaching English Language Learners

**IDENTIFIER NUMBER:** 2001029

**MAXIMUM POINTS:** 60

### **GENERAL OBJECTIVE:**

Professional development in the knowledge and strategies required to effectively meet the needs of English Language Learners in the areas of cultural diversity, language acquisition, literacy development, academic development, assessment and evaluation.

### **SPECIFIC OBJECTIVES:**

Within the duration of this component, participants will:

1. Identify the effects that culture and cultural diversity exert upon an ESOL classroom.
2. Specify ways of empowering language minority students in an English-dominant classroom.
3. Provide examples of language development within Cummins's quadrants.
4. Explain the stages of second language acquisition, and apply it to a student.
5. Apply techniques that provide comprehensible input.
6. Describe scaffolding's role in developing strategic readers.
7. Explain the application of Cambourne's Conditions for Learning with English Language Learners (ELL).
8. Describe a minimum of 5 strategies for English language development.
9. Demonstrate the use of at least 5 approaches suitable for teaching reading to ELLs.
10. Explain considerations and methods involved in selecting texts appropriate for use by ELLs.
11. Explain how cohesion and cohesive devices enhance an ELL's ability to comprehend and respond to text.
12. Provide writing samples of student work and use them to explain various stages of language acquisition.
13. Discuss the pros and cons of CALLA, SDAIE, Multiple Intelligences, and other approaches to promoting academic development for ELLs.
14. Explore various assessment options for ELLs.
15. Demonstrate the ability to support colleagues through sharing instructional strategies, techniques and best practices.

### **DELIVERY PROCEDURES:**

Participants will:

1. Actively participate in a majority of professional development opportunities related to the book being studied.
2. Read the selected text.
3. Provide evidence to demonstrate that strategies in the book were applied in classrooms.

4. Observe, assist and/or mentor colleagues in teaching specific strategies mentioned in the book.
5. Engage in small-group directed activities.
6. Record reflections.

### **EVALUATION OF PARTICIPANTS:**

Participants must demonstrate a mastery of the component's specific objectives as measured by assessments, or other valid measures.

The participants will demonstrate mastery of specific objectives as indicated by valid measures of performance as required in Florida Statute 231.508(1).

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

Participants will apply their learning by: (minimum of three)

1. Providing written reflections.
2. Gathering student work samples.
3. Developing a portfolio.
4. Publishing an article, newsletter, or best practice stating impact to student achievement as a result of implementation.
5. Collecting and sharing of data.
6. Providing notes of modeled lessons, mentoring, collegial conversations and/or coaching.
7. Conducting a study group (agenda, notes).
8. Providing audiotapes and/or videotapes of teacher/student interaction.

### **COMPONENT EVALUATION:**

Participants and instructors will assess the degree to which the activities addressed the specific objectives and will make recommendations for revisions through a component evaluation.