FAMU COLLEGE OF EDUCATION

FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY

PROFESSIONAL DEVELOPMENT UNIT ESOL INFUSION

Faculty Development

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Training Modules

MODULE I : ESOL FOUNDATIONS AND MODEL FOR INFUSION OBJECTIVES:

- Enhance participant's knowledge of the historical and legal issues surrounding the education of students whose heritage language is other than English.
- Demonstrate knowledge of legal enactment, court cases, and rulings related to serving LEP students.
- Develop knowledge of the mandate for ESOL infusion and demonstrate understanding of appropriate program model for the institution.
- Demonstrate knowledge of state standards for infusion into selected teacher education courses.

MODULE II: CROSS- CULTURAL COMMUNICATION AND UNDERSTANDING OBJECTIVES:

- Enhance participant's knowledge of demographic patterns in the United States and in Florida's Schools.
- Demonstrate knowledge of major differences and similarities between the various cultural groups in the United States and identify and reexamine stereotypes related to LEP students.
- Examine the role of verbal and non- verbal communication in creating and maintaining important elements of culture such as norms, customs, etc.
- Assist participants in identifying pedagogical resources and strategies on cross cultural communication to infuse in various courses.

MODULE III: LANGUAGE ACQUISITION AND LEARNING:

- Enhance participant's knowledge of how language is acquired.
- Demonstrate an awareness of the difference between language learning and language acquisition .
- Demonstrate an awareness of the characteristics of language components.
- Demonstrate an awareness of the stages of language acquisition and effective strategies for each stage.

Training Modules Cont.

MODULE IV: ESOL METHODS, CURRICULUM AND MATERIALS:

Enhance participant's knowledge related to ESOL program models, materials, resources, and current approaches.

- Develop knowledge of second language acquisition and identify language-learning strategies.
- Adapt content area materials to appropriate levels and styles of learning.
- Demonstrate knowledge of ESOL content approaches including CALLA and sheltered English.

MODULE IV: ESOL METHODS, CURRICULUM AND MATERIALS:

- Enhance participant's knowledge of testing issues related to linguistically and culturally diverse students.
- Demonstrate knowledge of formal and alternative assessment and evaluation that are appropriate for LEP Students.
- Demonstrate understanding of the function of an assessment in the identification and placement of ESOL students.



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Rational and Purpose

In 1990, a consent agreement was signed between the Florida State Board of Education and a coalition of eight organizations represented by META (Multicultural Education Training Advocacy, Inc.) The agreement is known as the Florida Consent Decree or META Agreement. It Addresses the civil rights of LEP (Limited English Proficient) students equal access to educational programs. The consent decree requires all teachers working with LEP students receive training leading to ESOL certificate coverage or complete requirements for ESOL Endorsement. It requires that prospective teachers receive training in the complete requirements for ESOL Endorsement. It requires that prospective teachers receive training in the areas of crosscultural communication and understanding, applied linguistics, ESOL methodology, ESOL curriculum and materials, and ESOL assessment and testing.

In 1996 the State Board of Education adopted rules requiring Colleges of Education in the Florida State University System to provide prospective teachers with the instructions necessary to address the needs of culturally and linguistically diverse students or students with limited proficiency in English. With this ruling, what was once a requirement of the Florida school districts became the responsibility of teacher preparation programs. The 2001 Legislation and amendments to Section 6A-5.066, FAC specifies that students entering their freshman year during 2000 through 2001 academic year must include coursework which leads to ESOL Endorsement. The course work must also address the 25 ESOL Performance Standards in the five areas specified in the certification rule for ESOL Endorsement.

The Professional Education Unit (PEU) at Florida A&M University responded to the new mandates by establishing an ESOL infusion model option proposed by the Florida Department of Education. This model adds the ESOL Endorsement to the certification coverage of the majors while infusing specific competencies throughout the remaining courses in the program of studies.

The ESOL infusion model for the PEU requires that all regular and adjunct faculties who teach specific

Rational and Purpose Cont.

foundations and methods courses in the various teacher preparation programs (Early Childhood Education, Elementary Education, Exceptional Student Education, and English/ Language Arts) receive appropriate training. Therefore, faculties in the Professional Education Unit must have sufficient training in order to infuse the 25 ESOL Performance Standards established by the Florida Department of Education. The standards must be infused into selected courses in the teacher preparation program throughout the Professional Development Unit. Based on the DOE guidelines for ESOL Infusion Program approval, the faculty must complete professional development training equivalent to three(3) semester hours or forty- five (45) contact hours of ESOL Instructional preparation.



Training Benchmarks

1. Provide Faulty with the necessary ESOL training to complete the Professional Education Unit's Program of ESOL endorsement by the Florida Department of Education.

Development Plan

Faculty training will consist of forty– five (45) contact hours provided through five (5) modules of nine (9) hours each. The nine (9) hours will be divided into three (3) blocks consisting of the following:

- Three (3) hours of colloquia including consultants, moderated videotapes, and the like.
- Three (3) hours of related outside assignments including web- based instructions/ explanations, handouts, reading of articles and/ or book chapters (s), viewing and discussion of selected video tapes, visitation of LEP schools/ classrooms school visitation as appropriate, and the like.
- Three (3) hours of team role playing/ individual work including course planning and development for inclusion of standards and performance assessment of the pre-service teacher.

ESOL INFUSION FACULTY DEVELOPMENT PLAN Faculty member (including adjunct faculty) in the professional Education Unit must have sufficient training in order to infuse the 25 ESOL Performance Standards established by the Florida Department of Education.

