

Preview- Module 3 - Presentation - Instructional Strategies and Assessments

Instructional Strategies and Assessments

Directions:

1. Review the [Readings and Resources Page](https://flsouthern.instructure.com/courses/26941/pages/fsc-school-of-education-readings-and-resources) (<https://flsouthern.instructure.com/courses/26941/pages/fsc-school-of-education-readings-and-resources>)- and explore the various resources posted there.
2. Prepare a presentation (Google Slides or Power Point Preferred) using the slide format below.
3. The content of your presentation will be about the ESOL Indicators listed below. *These are also broken down further in the rubric for this assignment.*
 - These indicators discuss using technology tools, appropriate and valid language and literacy strategies, and assessments as they relate to ELL of various backgrounds and at varying English proficiency levels (refer to advantages and limitations as they trigger appropriate accommodations per varying linguistic proficiency level).
4. Be sure to include visuals in your presentation to help explain your findings, and reflect on how technology can help support teachers and students with the various indicators listed below.

ESOL Indicators:

- Determine and apply current theories of second language reading development for ELLs at varying English proficiency
- Research and identify the differences in language, giftedness, and special education needs of ELL learners **including students with learning differences, dyslexia, learning disabilities, and social/emotional learning**
- Evaluate appropriate research-based models of instruction for ELLs
- Identify 3-5 technological resources (e.g., Internet, software, computers, and related media) to enhance instruction for ELLs of various backgrounds and at varying English proficiency
- Identify L2 teaching methods of scaffolding and providing context, including multisensory activities, for ELLs' learning (refer to historical content of those methods)

- Relate understanding of the advantages and limitations of assessments, including the array of accommodations allowed for ELLs of all backgrounds and at varying English proficiency levels and identify methods to incorporate students' L1 literacy into English language literacy development (e.g., transfer).
- Determine and apply current theories of second language reading and development of written expression for ELLs at varying English proficiency
- Relate current research to best practices in second language and literacy instruction

Required Slide Format (use the rubric for additional information)

- **Title Slide**
 - Title of presentation, Your name, Course information, Date
- **Slide 2: Introduction**
 - Purpose of the presentation and an explanation of why the ESOL indicators and assessments are important for ELL.
- **Slide 3-4: Instructional Strategies, Methodology, & Differentiation**
 - Overview of **2–3 different instructional methodologies (differentiation)** used with ELLs (e.g., sheltered instruction, scaffolding, multisensory approaches, cooperative learning, technology integration)
 - Examples of how these strategies support ELLs at varying proficiency levels
- **Slide 5-6: Theoretical and Research Bases of ELL Instruction**
 - Explanation of second language reading and writing theories, with real-world applications for ELLs at different proficiency levels.
 - Critically evaluates research-based models of instruction.
- **Slide 7: Language Acquisition and Literacy Development**
 - Thoroughly analyzes the role of L1 (first language) in English literacy development.
 - Highlight specific strategies for oral and written language instruction.
 - Connects research findings to instructional practice.
- **Slide 8: Assessments for ELL Students in Florida**
 - Identify one valid language/literacy assessment
 - Purpose and type of data it provides
 - Advantages and limitations for ELL
 - Suggested accommodations for varying proficiency levels
- **Slide 9: Connecting Assessment to Instruction**
 - How the assessments inform instructional decisions
 - How accommodations align with ESOL indicators and methodologies
- **Slide 10: Reflection/Application**
 - What you learned about assessments for ELL

- How this knowledge will shape your future instructional practice
- Slide 10: References
 - APA citations for all assessments, articles, and resources used

Instructional Strategies ESOL C&S 4.5, 8.5 ESOL 3.1a KTS 5.11, 5.12	4 pts Advanced Presentation includes a range of multisensory instructional methods, scaffolding strategies, and a chronology of L2 teaching methods, effectively applied to real-world contexts. At least five technological resources are integrated.	3 pts Proficient Presentation includes a variety of multisensory instructional methods, scaffolding strategies, and a chronology of L2 teaching methods. At least three technological resources are integrated.	2 pts Developing Presentation includes some instructional strategies and scaffolding methods but lacks depth. Fewer than three technological resources are used.	1 pts Novice Presentation lacks clear instructional strategies, scaffolding methods, or technological resources.	4 pts
Assessments for ELL Students ESOL 5.1c, 5.1d TPI 2.1.1.8	4 pts Advanced Provides a thorough description of formal and informal assessments, differentiating language differences, giftedness, and special education needs. Critically analyzes advantages and limitations of assessments and accommodations.	3 pts Proficient Describes valid assessments for ELL students and differentiates among learning needs. Discusses advantages and limitations of assessments and accommodations.	2 pts Developing Lists assessments but lacks in-depth discussion of differentiation or assessment limitations.	1 pts Novice Provides minimal or incomplete information on assessments for ELL students.	4 pts
Theoretical and Research Bases of ELL Instruction TPI 2.1.1.9 ESOL C&S 4.1, 4.2, 5.3, 5.4	4 pts Advanced Offers a comprehensive explanation of second language reading and writing theories, with real-world applications for ELLs at different proficiency levels. Critically evaluates research-based models of instruction.	3 pts Proficient Explains second language reading and writing theories and their application. Evaluates research-based models of instruction.	2 pts Developing Provides a basic description of second language theories with limited application to ELLs.	1 pts Novice Lacks a clear discussion of second language theories and research-based models.	4 pts
Language Acquisition and Literacy Development TPI 2.1.1.1, 2.1.1.7	4 pts Advanced Thoroughly analyzes the role of L1 in English literacy development, with specific strategies for oral and written language instruction. Connects research findings to instructional practice.	3 pts Proficient Explains the role of L1 in English literacy development with instructional strategies. References research findings.	2 pts Developing Mentions L1's role in English literacy development but lacks depth or clear instructional strategies.	1 pts Novice Fails to address the role of L1 in literacy development.	4 pts
Differentiation TPI 2.1.1.10, 2.2.1.5, 2.2.2.2, 2.2.3.1, 2.2.3.2, 10.1.1.1 ESOL 5.1e KTS 5.10, 5.12	4 pts Advanced Provides multiple examples of differentiation strategies, including scaffolding, and flexible grouping tailored to ELL populations.	3 pts Proficient Describes differentiation strategies and explains how they address ELL students' needs.	2 pts Developing Mentions differentiation strategies but lacks clarity or depth in application.	1 pts Novice Does not adequately address differentiation for ELL students.	4 pts
Use of Technology in Presentation ESOL 4.2c	4 pts Advanced Seamlessly integrates multiple technological tools to enhance engagement, accessibility, and effectiveness of the presentation. Uses visuals and multimedia effectively.	3 pts Proficient Uses technology appropriately to support content delivery and engagement.	2 pts Developing Uses minimal technology or does not fully leverage its potential for engagement.	1 pts Novice Lacks meaningful technology integration or relies on ineffective tools.	4 pts
Presentation Quality	4 pts Advanced Highly organized, engaging, and professional. Well-paced delivery with strong visuals, clear explanations, and effective communication.	3 pts Proficient Organized and clear with effective pacing and visuals. Communication is confident and informative.	2 pts Developing Somewhat organized but may lack clarity, engagement, or strong visuals.	1 pts Novice Disorganized, unclear, or lacking engagement and visual support.	4 pts
Total Points: 28					

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