

**ESL FOUNDATIONS CORRELATED TO SIPDC WORKSHOPS
FY08**

FOUNDATIONS

SIPDC Workshop(s)

Effective instructors of adult ESL demonstrate the following skills and knowledge.

Background Knowledge: The Adult Second Language Learner

1 Possess knowledge of adult second language acquisition.	E-1
2. Possess knowledge of language learning styles and strategies.	E-1, HW-16
3. Possess general knowledge about exceptionality in learning, including learning disabilities.	
4. Are familiar with the NRS (National Reporting System) educational functioning levels for ESL.	
5. Demonstrate sensitivity for cultural, gender, and age differences in adult language learners.	E-1, GL-3

Needs Assessment and Lesson Planning

1. Use a variety of techniques to assess learners' needs, including informal assessment and self-assessments.	E-1, E-2, HW-16
2. Select materials appropriate to learners' needs.	E-1, HW-16
3. Select materials appropriate to learners' NRS levels.	E-1
4. Develop lesson plans which integrate presentation, practice, application, and review.	E-1
5. Incorporate learners' prior experiences, cultural heritage, and community resources into instruction.	E-1
6. Plan lessons to accommodate a wide range of ESL learning styles and strategies.	E-1
7. Provide learners with the opportunity to apply new information and skills in a wide range of contexts.	E-1
8. Individualize instruction as appropriate.	E-1
9. Integrate appropriate technology into the needs assessment process and lesson planning as appropriate.	E-1

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Classroom Management

1. Manage a multilevel classroom effectively.	E-1
2. Deal with errors (both oral and written) in a meaningful and productive manner.	HW-11
3. Use cooperative learning structures as appropriate.	E-1, Gl-3, HW-17, HW-21

ESL Skill Areas

1. Teach effective ESL literacy lessons.	E-1
2. Teach effective ESL listening lessons.	E-1, HW-17, HW-12, HW-21
3. Teach ESL conversation effectively.	E-1, HW-17, HW-21
4. Teach narrative reading effectively.	E-1
5. Teach ESL writing skills effectively.	E-1, HW-11
6. Teach ESL grammar communicatively.	E-1
7. Teach effective pronunciation lessons.	E-1
8. Use effective teaching strategies in above skill areas for learners who have special learning needs (e.g., nonliterate learners or learners with learning disabilities.)	SLN-1
9. Integrate technology into above content areas to promote learning.	E-1, HW-13

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Professional Development

1. Attend ESL-related professional development workshops and conferences.	GL-1, E-1
2. Are active in ESL professional organizations.	GL-1, E-1
3. Keep abreast of the field by reading ESL books and journals.	GL-1, E-1

Assessment

1. Are able to assess student level to ensure appropriate placement within a program.	E-1, E-2, NRS-1
2. Monitor student comprehension during each lesson or class meeting.	E-1, E-2
3. Provide evidence of student progress so that gains can be demonstrated.	E-1, E-2, NRS-1

Technology

1. Use and maintain a computer with the installed operating system.	
2. Use utility and content software and access the Internet to promote student knowledge in areas of ESL.	HW-13
3. Evaluate software and Internet sites to assist in developing instruction for diverse learners.	E-1, HW-13
4. Integrate software and the Internet into instruction to encourage learning for diverse learners.	HW-12, HW-13
5. Discover and utilize professional development through technology with online classes, listservs, online lesson plans and issues in adult education.	
6. Create your own technology resources by creating web pages, utilizing authoring systems and participating in online collections of materials.	HW-12
7. Utilize other technologies in addition to computers to augment classroom lessons.	E-1, HW-12