Lesson Plan 1: Foundations of ESL Education & Responsibility for English Learners

Course: Introduction to Teaching ESL

Delivery Format: Blended (Live virtual instruction and Asynchronous learning)

Duration: One instructional session with asynchronous follow-up

ASSURE Component	Lesson Plan Details
Analyze Learners	The learners are adult educators, including teachers and administrators, seeking ESL certification. Participants bring strong instructional backgrounds with varied experience supporting English Learners and using digital tools. Learners benefit from explicit instruction, guided discussion, and opportunities for professional reflection. Accessibility is supported through captioned presentations, clearly labeled digital links, and Canvas-based materials compatible with assistive technologies.
State Standards	**PA Adult Education Program-Level Outcomes:** Professional communication; instructional readiness. **ISTE Standards for Students:** Empowered Learner; Knowledge Constructor
Learning Objectives (ABCD)	Given a live virtual lesson and curated digital resources, ESL certification candidates will analyze the historical, legal, and demographic foundations of ESL education and reflect on their professional responsibility for English Learners through a written response, with mastery demonstrated by completion of a Padlet exit ticket aligned to lesson expectations.
Instructional Activities	**Live (Synchronous):** Instructor-led presentation covering the history of ESL education, legal foundations, ESL identification procedures, and English Learner subgroups. Guided discussion prompts are embedded throughout the session to encourage participant engagement and connection to professional practice. **Asynchronous:** Participants review supporting resources and complete a discussion of activity focused on family engagement.
Digital Tools and Resources	Zoom (live instruction and discussion), PowerPoint (visual content delivery), Canvas (course hub and discussion board), Padlet (exit ticket and formative assessment).
Utilize Resources (5Ps)	**Preview:** Instructor reviews content on ESL history, legal requirements, and EL populations.

	Prepare Materials: Presentation slides and digital resources uploaded to Canvas with accessible links. **Prepare Learners:** Orientation to course expectations and digital tools provided during the live session. **Prepare Environment:** Zoom session with Canvas access enabled. **Provide Learning Experience:** Interactive lecture with opportunities for discussion and clarification.
Learner Participation	**Learner–Content:** Engage with foundational ESL concepts through presentation and readings. **Learner–Learner:** Participate in live discussion during the virtual session. **Learner–Instructor:** Ask questions and respond to instructor prompts. **Learner–Self:** Reflect on professional roles and responsibilities related to English Learners.
Assessment (Evaluate & Revise)	**Formative Assessment:** During the live session, the instructor monitors participant engagement and responses during guided discussion to gauge understanding of the historical, legal, and demographic foundations of ESL education. Informal questioning and discussion responses provide immediate feedback and allow the instructor to clarify misconceptions in real time. **Padlet Exit Ticket:** Participants complete a Padlet exit ticket in which they identify and explain one key historical, legal, or demographic concept related to ESL education discussed during the lesson and describe how it informs their professional responsibility for supporting English Learners. Padlet responses are reviewed for accuracy, clarity, and connection to course content and are used to inform instructional adjustments in subsequent lessons.

Lesson Plan 2: Cultural Awareness, Family Engagement, and Collaborative Learning

Course: Introduction to Teaching ESL

Delivery Format: Blended (Live Virtual Instruction and Asynchronous Learning)

Duration: One instructional session with asynchronous follow-up

ASSURE Component	Lesson Plan Details
Analyze Learners	The learners are adult educators, including teachers and administrators, seeking ESL certification. Participants bring varied levels of experience working with culturally and linguistically diverse students and families. Learners benefit from structured collaboration, peer discussion, and opportunities to apply concepts to authentic educational contexts. Accessibility is supported through shared digital materials, visual support, and clearly defined group roles.
State Standards	**PA Adult Education Program-Level Outcomes:** Collaboration; Professional Communication; instructional readiness. **ISTE Standards for Students:** Global Collaborator; Creative Communicator.
Learning Objectives (ABCD)	Given collaborative breakout sessions and shared digital presentation tools, ESL certification candidates will synthesize information related to cultural awareness and family engagement and communicate key takeaways to peers, with mastery demonstrated through active participation and completion of a Padlet exit ticket aligned to lesson expectations.
Instructional Activities	**Live (Synchronous):** Instructor-facilitated discussion on cultural awareness and family engagement, followed by a jigsaw activity. Participants are assigned to breakout rooms to become subject-matter experts on designated topics, collaboratively organizing key ideas using shared slides. Groups are then restructured so each new group includes one expert per topic, and participants teach their peers. **Asynchronous:** Participants review shared group materials and reflect on strategies discussed during the jigsaw activity.
Digital Tools and Resources	Zoom (live instruction and breakout rooms), PowerPoint (content support), Canva (collaborative slide creation), Canvas (course hub), Padlet (exit ticket and formative assessment).

Utilize Resources (5Ps)	**Preview:** Instructor reviews materials related to cultural awareness and family engagement. **Prepare Materials:** Jigsaw topics and Canva slide templates prepared in advance. **Prepare Learners:** Clear explanation of expert roles, expectations, and regrouping processes. **Prepare Environment:** Zoom breakout rooms with access to shared Canva slides. **Provide Learning Experience:** Collaborative peer teaching and whole-group synthesis.
Learner Participation	**Learner–Content:** Analyze assigned cultural awareness or family engagement topics. **Learner–Learner:** Collaborate in expert groups and teach peers during regrouped breakout sessions. **Learner–Instructor:** Receive guidance and feedback as the instructor facilitates breakout rooms. **Learner–Self:** Reflect on personal beliefs and practices related to culture and family engagement.
Assessment (Evaluate & Revise)	**Formative Assessment:** The instructor observes participant collaboration and communication during the jigsaw activity, noting each learner's ability to synthesize assigned content and clearly communicate key ideas to peers. Ongoing feedback is provided during breakout sessions to support understanding and effective peer teaching. **Padlet Exit Ticket:** Following the collaborative activity, participants complete a Padlet exit ticket in which they articulate one culturally responsive practice or family engagement strategy explored during the lesson and explain how it could be implemented in their own educational setting. Padlet responses are evaluated for application of lesson concepts and relevance to professional practice and are used to guide follow-up discussion and instructional refinement.

Lesson Plan 3: Language Acquisition, Phonics, and Using WIDA Can Do Descriptors to Design Instruction

Course: Introduction to Teaching ESL (ESL Certification Course)
Delivery Format: Blended (Live Virtual Instruction + Asynchronous Learning)
Duration: One instructional session with asynchronous follow-up

ASSURE Component	Lesson Plan Details
Analyze Learners	The learners are adult educators, including teachers and administrators, seeking ESL certification. Participants bring varied levels of familiarity with language acquisition theory, phonics, and phonemic frameworks, as well as differing experience using WIDA tools to guide instruction. Learners benefit from explicit modeling, concrete examples, and opportunities to connect instructional theory to assessment expectations. Accessibility is supported through visual aids, clearly structured digital tasks, and Canvas-based delivery.
State Standards	**PA Adult Education Program-Level Outcomes:** Instructional readiness; application of instructional frameworks; professional communication. **ISTE Standards for Students:** Empowered Learner; Knowledge Constructor
Learning Objectives (ABCD)	Given direct instruction and interactive assessment examples, ESL certification candidates will analyze how language acquisition, phonics, and phonemic frameworks align with WIDA Can Do Descriptors and apply this understanding by completing an Edpuzzle activity aligned to a specific grade band and language domain, with mastery demonstrated through accurate completion of embedded responses.
Instructional Activities	**Live (Synchronous):** Instructor-led instruction on language acquisition theory, phonics and phonemic frameworks, and the instructional use of WIDA Can Do Descriptors to plan differentiated activities for English Learners. Examples are modeled to demonstrate alignment between instructional strategies and assessment expectations. **Asynchronous:** Participants select and complete one Edpuzzle activity aligned to a grade band and language domain (reading, writing, listening, or speaking). Each Edpuzzle includes embedded questions that model task types commonly encountered on the WIDA ACCESS assessment and utilize multiple Edpuzzle features.

	Asynchronous: Participants review shared group materials and reflect on strategies discussed during the jigsaw activity.
Digital Tools and Resources	Zoom (live instruction), PowerPoint (visual content support), Canvas (course hub), Edpuzzle (interactive video assessment), Padlet (exit ticket and formative assessment).
Utilize Resources (5Ps)	**Preview:** Instructor selects or records short videos aligned to language domains and grade bands. **Prepare Materials:** Edpuzzle activities are created with embedded questions and notes aligned to WIDA descriptors. **Prepare Learners:** Expectations for choice-based Edpuzzle completion are explained during the live session. **Prepare Environment:** Edpuzzle activities embedded within Canvas for easy access. **Provide Learning Experience:** Participants engage asynchronously with interactive assessment examples.
Learner Participation	**Learner–Content:** Engage with language acquisition concepts and Edpuzzle assessment tasks. **Learner–Learner:** Optional discussion of insights during the live session or course discussion space. **Learner–Instructor:** Receive feedback on Edpuzzle responses and clarification as needed. **Learner–Self:** Reflect on how instructional planning aligns with language development and assessment expectations.
Assessment (Evaluate & Revise)	**Formative Assessment:** Edpuzzle Activity. Participant responses are reviewed to assess understanding of language domains, instructional alignment, and assessment expectations. **Padlet Exit Ticket:** Participants respond to the prompt: *Based on today's lesson and Edpuzzle activity, identify one instructional strategy aligned to a WIDA Can Do Descriptor and explain which language domain it supports.* Instructor reviews responses to evaluate synthesis of learning and inform future instructional revisions.