Micro-credentialing of English Learner Teaching Skills (MELTS)  
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Project MELTS aims to improve the preparation of elementary teachers to support academic achievement and language development of English learners.

**PROFESSIONAL PREPARATION AND DEVELOPMENT**

1. Develop and embed VIDEO-BASED MODULES of 10 KEY INSTRUCTIONAL SKILLS for supporting elementary English learners at THREE LEVELS OF ENGLISH PROFICIENCY in 8 UCF teacher preparation courses.

2. Award DIGITAL BADGES to teacher candidates who demonstrate each of the 10 skills by participating in MICRO-TEACHING or SIMULATION in a virtual classroom that includes English learners.

**The 10 skills are:**

1. Leading a QUESTIONING SEQUENCE in social studies
2. Teaching a CLASSROOM PROCEDURE
3. PRE-TEACHING key vocabulary of a science lesson
4. DIRECT TEACHING of a mathematics lesson segment
5. Direct teaching of a language arts lesson segment, including SMALL GROUP QUESTIONING
6. Leading a FOLLOW-UP DISCUSSION of the language arts lesson
7. Using templates, sentence frames, and sentence starters to SCAFFOLD a WRITING assignment
8. Conducting an INFORMAL READING INVENTORY
9. Conducting a WRITING ASSESSMENT and providing level-appropriate FEEDBACK
10. Discussing students' progress at a PARENT CONFERENCE

**RESEARCH ON IMPACT**

1. ANALYZE the micro-teaching and simulation groups' EFFECTS ON THEIR ENGLISH LEARNERS' GAINS ON UNIT TESTS compared to the gains of non-English learners
2. GENERATE a catalog of BEST INSTRUCTIONAL PRACTICES for teaching English learners from observations of a sample of teacher candidates from both conditions
3. COMPARE the experimental group’s student gains and instructional practices WITH A CONTROL GROUP of teacher candidates.