

Teacher and Instructional Assistants Page

Tell me and I forget. Teach me and I remember. Involve me and I learn. – Benjamin Franklin



Welcome to the Pasco County ESOL Program! We hope that you will find the following information useful. On this page you will find information regarding the ESOL program, Consent Decree, Initial testing and identification of ELLs, Re-evaluation of ELLs, Reclassification, Testing Accommodations, Cultural Adjustment of your ELLs, Parent Engagement, as well as information regarding the Florida Standards, and WIDA English Language Development Standards.

We have also included important information regarding ELL proficiency levels, appropriate teaching strategies, accommodations, and differentiation for your ELLs, as well as links to Busy Teacher Booklets. The following topics will also be covered along with resources to assist you in developing and improving your ELLs English Language Acquisition Skills.

- Teaching contextualized and robust grammar and vocabulary through the use of appropriate instructional strategies.
- Teaching Reading
- Teaching Writing
- Teaching Listening
- Teaching Speaking

Pasco County ESOL Program

The ESOL program in Pasco County is available to any student who has been formally assessed and identified using the IPT (IDEA Proficiency Test). The teacher of any ESOL student is ESOL endorsed and has participated in training workshops that address appropriate instructional strategies, accommodations, and differentiation for English Language Learners, in order to increase English language development, as well as proficiency. The teacher will deliver comprehensible instruction in English in order to increase the English language acquisition skills of the student. Students will be actively engaged and participate in student-center learning. Parents are strongly encouraged to communicate with the teacher, and welcome to participant in their child's learning process, working with their child at home, as well as school and community events!

Consent Decree

According to the Consent Decree, schools are responsible for the identification and assessment of ELLs, equal access to appropriate programming, appropriate access to appropriate categorical and other programs for ELL students, personnel, monitoring issues, as well as outcome measures. Below are links to each of these categories. This can also be found at the Florida Department of Education link. Please click here <http://www.fldoe.org/aala/cdpage2.asp> to access the Consent Decree from the Florida's Bureau of Student Achievement through Language Acquisition. Below you will find the Consent Decree available in multiple languages.

Consent Decree

[League of United Latin American Citizens \(LULAC\) et al. v. State Board of Education Consent Decree, United States District Court for the Southern District of Florida, August 14, 1990](#)

- [Versión en español del Convenio de Arreglo Judicial](#) (PDF, 137KB)
- [Dekrè Antant nan pwose LULAC elatriye Kont Gwo Komite Edikasyon Florid elatriye](#) (PDF, 137KB)

The Consent Decree is the state of Florida's framework for compliance with the following federal and state laws and jurisprudence regarding the education of English language learner students:

- Title VI and VII Civil Rights Act of 1964
- Office of Civil Rights Memorandum (Standards for Title VI Compliance) of May 25, 1970
- Requirements based on the Supreme Court decision in Lau v. Nichols, 1974
- Equal Education Opportunities Act of 1974
- Requirements of the Vocational Education Guidelines, 1979
- Requirements based on the Fifth Circuit court decision in Castañeda v. Pickard, 1981
- Requirements based on the Supreme Court decision in Plyler v. Doe, 1982

- Americans with Disabilities Act (PL 94-142)
- Florida Education Equity Act, 1984
- Section 504 of the Rehabilitation Act of 1973

Florida's authority for the implementation of the Consent Decree is found in [Section 1003.56, F.S, English Language Instruction for Limited English Proficient Students](#) and Rules 6A-6.0900 to 6A-6.0909, F.A.C., Programs for Limited English Proficient Students.

The Consent Decree addresses the civil rights of ELL students, foremost among those their right to equal access to all education programs. In addressing these rights, the Consent Decree provides a structure that ensures the delivery of the comprehensible instruction to which ELL students are entitled.

[Section I: Identification and Assessment](#)

Synopsis: All students with limited English proficiency must be properly identified and assessed to ensure the provision of appropriate services. The Consent Decree details the procedures for placement of students in the English for Speakers of Other Languages (ESOL) program, their exit from the program, and the monitoring of students who have been exited.

[Section II: Equal Access to Appropriate Programming](#)

Synopsis: All ELL students enrolled in Florida public schools are entitled to programming, which is appropriate to their level of English proficiency, their level of academic achievement, and any special needs they may have. ELL students shall have equal access to appropriate English language instruction, as well as instruction in basic subject areas, which is understandable to the students given their level of English proficiency, and equal and comparable in amount, scope, sequence and quality to that provided to English language learner (or non-ELL) students.

[Section III: Equal Access to Appropriate Categorical and Other Programs for ELL Students](#)

Synopsis: ELL students are entitled to equal access to all programs appropriate to their academic needs, such as compensatory, exceptional, adult, vocational or early childhood education, as well as dropout prevention and other support services, without regard to their level of English proficiency.

[Section IV: Personnel](#)

Synopsis: This section details the certificate coverage and inservice training teachers must have in order to be qualified to instruct ESOL students. Teachers may obtain the necessary training through university course work or through school district provided inservice training. The Consent Decree details specific requirements for ESOL certification and inservice training and sets standards for personnel delivering ESOL instruction.

[Section V: Monitoring Issues](#)

Synopsis: The Florida Department of Education is charged with the monitoring of local school districts to ensure compliance with the provisions of the Consent Decree pursuant to federal and state law and regulations including Section 229.565, Florida Statutes (Educational Evaluation Procedures) and Section 228.2001, Florida Statutes (Florida Educational Equity Act). This monitoring is carried out by the [Office of Student Achievement through Language Acquisition \(SALA\)](#), Division of Public Schools, Florida Department of Education.

Section VI: Outcome Measures

Synopsis: The Florida Department of Education is required to develop an evaluation system to address equal access and program effectiveness. This evaluation system is to collect and analyze data regarding the progress of ELL students and include comparisons between the LEP population and the non-ELL population regarding retention rates, graduation rates, dropout rates, grade point averages and state assessment scores.

Home Language Survey

In order to determine ESOL program eligibility the home language survey is given to any student entering K-12. If the answer to one or more of the following questions on the home language survey is yes, a student's English proficiency will be evaluated in accordance with Florida statutes to determine eligibility for ESOL language services. Please visit:

http://www.pasco.k12.fl.us/library/is/forms/mis_580.pdf for a copy of the Home Language Survey used in Pasco County School District.

Initial Placement and Assessment

IDEA Proficiency Test (IPT)

The IDEA Proficiency Test, best known by the acronym IPT, measures the language proficiency of pre-kindergarten through twelfth-grade students in English and Spanish. The tests are designed for the purposes of initial identification, program placement, progress monitoring, and redesignation in school. The English tests are aimed at students who speak English as a second language. The Spanish tests are aimed at students who speak Spanish as a first language, heritage language, or second language. The IPT Spanish tests are often used in bilingual education settings. The chart below shows the instruments that are included in the IPT Family of Tests.

Monitoring of English Language Learners

Comprehensive English Language Learner Assessment (CELLA)

Florida uses the Comprehensive English Language Learning Assessment (CELLA) as a tool to measure the progress of English Language Learners (ELLs) proficiency in English; thus, ensuring the skills needed in school to achieve at high levels, academically.

CELLA is a four-skill language proficiency assessment developed under contract by Educational Testing Service (ETS) that is designed to provide:

- Evidence of program accountability in accordance with Title III of No Child Left Behind (NCLB), which calls for schools and districts to meet state accountability

objectives for increasing the English-language proficiency of English Language Learners.

- Data useful for charting student progress over time and, for the newly arrived students; charting progress over the first year.
- Information about the language proficiency levels of individual students that can be used in making decisions regarding placement into, or exit from English for Speakers of Other Languages (ESOL) programs.
- Diagnostically useful information about students' strengths and weaknesses in English (with as much specificity as possible within the limitations of a large-scale standardized test.)
- CELLA tests four areas:
 - Reading
 - Speaking
 - Listening
 - Writing

For more comprehensive information regarding the CELLA where you can find information regarding testing date windows, FAQ Guide, and much more information please visit the Florida Bureau of Student Achievement through Language Acquisition:

<http://www.fldoe.org/aala/cella.asp>

Re-evaluation of ELLs

(Mary Grace add your information here)

Reclassification of ELLs

(Mary Grace add your information here)

Testing Accommodations for ELL Students



As specified in the FCAT test administration manuals (see 4.3.d.2), school districts are required to offer accommodations to ELLs who are currently receiving services in a program operated in accordance with an approved district ELL plan. See 4.3.d.3 for a copy of the district ELL plan template and 4.3.d.4 for a sample district plan (see page 18, question 16a, for a discussion of

accommodations). Every district is required to have an approved plan for services to ELLs, with copies of all district plans available at: <http://www.fldoe.org/aala/omsserv.asp> Among other requirements, the plan must comply with SBE Rule 6A-6.09091, FAC, which requires that linguistic accommodations be provided on the FCAT, if needed, including use of heritage language to English dictionaries, provision of additional time, and limited assistance by a test proctor (teacher) who speaks the native language of the ELL student.

For specific information regarding testing accommodations for Pasco County School district please visit the following website or contact the ESOL department directly:
http://www.pasco.k12.fl.us/library/cis/esol/teacher_resources/FCAT%202012%20Retakes%20ELL%20Accommodations.pdf

Parent Engagement and Community Engagement



Parental and community engagement is crucial to the success of all students. Engaged ELL parents bring invaluable dedication and wisdom regarding their children to the school community and can be crucial partners in supporting their children's success. A positive relationship and school culture are possible through the fostering of relationships among the school, parents, students, community, and all staff. We understand that all parents and families come from many different cultural and linguistic backgrounds. We strive to assist our families and students with the transition to their new schools in any way that we can. This page will provide you with some tips, tools, and resources to assist your families in being involved in their child's education.

Parents are a child's first and most important teacher. Studies have shown that parent and family involvement in their children's schools, is more important to a child's school success than how much money the family makes or how much education the parents have. We have provided you with links that you can share with your parents. They are also available on the Parent Resource Page of our website.

Help Your Kids at Home

<http://www.colorincolorado.org/families/school/helpyourkids/>
<http://www.colorincolorado.org/familias/escuela/ayudarhijos/>

Family Guides (Colorin Colorado – www.colorincolorado.org)

Colorin Colorado is a bi-lingual site for educators, teachers, parents, and students. They provide useful information for all stakeholders. The following are guides for parents that provide information on working with schools and teachers, ideas for using the public library, and more. They are available in Spanish, Hmong, and Somali.

<http://www.colorincolorado.org/guides/other/>

<http://www.colorincolorado.org/guias/otras/>

Family Guide – Spanish (PDF)

Family Guide – Somali (PDF)

Family Guide – Hmong (PDF)

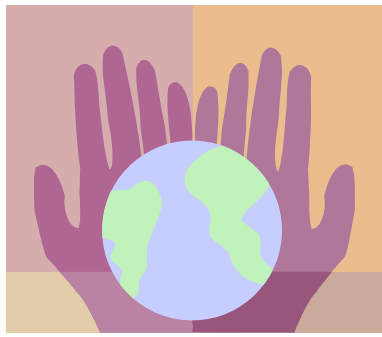
Building Parent Teacher Relationships

<http://www.colorincolorado.org/article/19308/>

How to Engage the Community

<http://www.colorincolorado.org/article/29843/>

Cultural Adjustment



The process of cultural adjustment involves many changes in the lives of children. There is an initial shock of moving to a new country, city, state, or community. Communicating may be a difficult challenge for your student. Remember to be patient with the student. While some children are able to adjust with ease and learn English quickly, other children may need more time to adjust to their new country, home, community, and school environment.

The following are signs of culture shock that a child may experience. As a teacher, the best thing you can do is be positive and nurturing. This will help newcomers and ELLs cope with the challenges of cultural adjustment.

Children may exhibit the following behaviors as they adjust to their new culture:

- Avoid direct eye contact with teachers as it is a rude behavior in their culture.
- Child may appear to be withdrawn.
- Your child is not participating voluntarily in class discussions as they come from school systems where student participation is initiated by the teacher.
- The child may be reluctant to ask for extra help or explanation.
- A student / child may appear aggressive as a result of the frustration or inability to communicate verbally in English.
- A child may not eat or may not feel hungry.
- Child may be very emotional, or unable to make connections with peers or the teacher.
- Child seems unfamiliar with the new system of education which may cause confusion in daily learning activities.

Florida State Standards and WIDA Standards

The Language Arts Florida Standards (LAFS) include the English Language Arts standards in grades K-12 as well as the content-area literacy standards for middle school and high school instruction in the following content areas: history/social studies, science, and technical subjects.

The WIDA English Language Development Standards were adopted by Florida in June, 2014. The English Language Development Standards are organized into the following four domains and six proficiency levels:

- Listening, Speaking, Reading, Writing
- Six language proficiency levels: 1-Entering, 2-Beginning, 3-Developing, 4-Expanding, 5-Bridging, and 6-Reaching
- Five grade-level clusters: PreK–K, 1–2, 3–5, 6–8, and 9–12.

To find more information on these standards please visit the site listed below.

2014 Language Arts Florida Standards

<http://www.fldoe.org/pdf/lafs.pdf>

2014 Mathematics Florida Standards

<http://www.fldoe.org/pdf/mathfs.pdf>

WIDA English Language Development Standards

<http://www.wida.us/standards/eld.aspx>

ELL Proficiency Levels (PDF)

Understanding the proficiency levels of you ELLs is crucial to their success. The WIDA site contains comprehensive information regarding the proficiency levels of ELLs. The proficiency levels range from Newcomer (Pre-Production), Early Production, Speech Emergent, and Intermediate. The ELL Proficiency Level PDF here will serve as a condensed guide, and will give you a brief overview of each of the proficiency levels and what and examples of what and ELL can produce in terms of reading, writing, speaking, at each of those levels. There is also information regarding which instructional strategies work best for each of the levels. Each student is going to range in their proficiency level. You will need to vary your activities and instructional practices for each student based on their level, making sure that you are providing realia, visual aids, graphic organizers, and any other support to increase language proficiency.

Busy Teacher Booklets (PDF)

The Busy Teacher booklets are designed to assist teachers in engaging their ELLs in activities that help build vocabulary, reading, wring, listening and speaking skills. Research as shown that ELLs benefit much more from engaging, meaningful, and authentic interactions. Each of these comprehensive books is filled with information regarding the content being taught, as well as specific activities and strategies you can use to differentiate and engage your ELLs in the content in which you are teaching.

How to Teach Grammar Like a Pro (PDF)

How to Teach Writing Like a Pro (PDF)

How to Teach Vocabulary Like a Pro (PDF)

How to Teach Speaking Like a Pro (PDF)

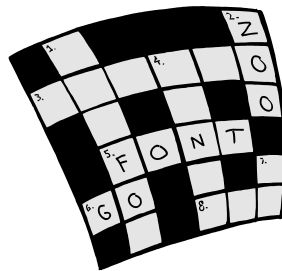
How to Teach Reading Like a Pro (PDF)

How to Teach Different Levels Like a Pro (PDF)

How to Teach Young Learners Like a Pro (PDF)

ESOL Strategies (PDF)

Vocabulary Development and Grammar Instruction



Teaching contextualized and robust grammar and vocabulary through the use of appropriate instructional strategies is crucial to the success of an ELL student, as well as their ability to improve their language proficiency and vocabulary. Understanding vocabulary in context is critical to reading comprehension, writing, listening and speaking skills. Vocabulary words should be tiered, and always taught in context.

Additionally, grammar should be explicitly taught, and contextualized throughout your lessons. It is important to remember that you consider the task and level of language necessary to complete the task. Then consider how you will differentiate or make accommodations for your ELL students, depending on their proficiency level. As you are planning consider asking yourself the following questions:

- What language forms or functions are necessary for my students to understand and complete the task?
- What grammatical forms should I address prior, during, and after the lesson?
- What level are my ELLs and will they have the necessary language development to complete the required task?
- How will I modify the text, lesson, or my delivery to make it the most comprehensible for the ELLs in my classroom?

Academic Language and ELLs: What Teachers Need to Know

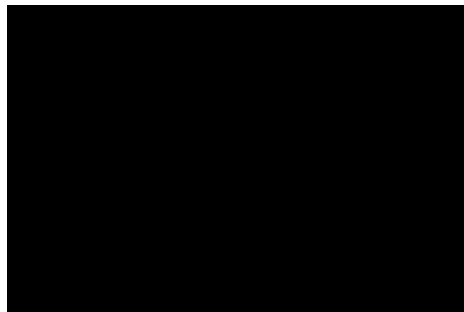
By: Lydia Breiseth (2013)

<http://www.colorincolorado.org/article/60055/>

This article written by Colorín Colorado Manager Lydia Breiseth helps educators understand the role that academic language plays in their classrooms and in ELL student success.

The article also includes information on social vs. academic language, as well as numerous examples of the different kinds of academic language needed for all students to fully participate in classroom activities and assignments. Additional articles, books, and videos can be found in their **Academic Language and ELLs Resource Section**.

The following video features Dr. Robin Scarcella, this webcast provides an overview to academic language instruction for English language learners, as well as teaching strategies, activity ideas, and recommended resources. Dr. Robin Scarcella is Professor at the University of California at Irvine, where she also serves as the Director of the Program in Academic English and ESL. (Courtesy of www.colorincolorado.org)



Additionally, the following 45-minute webcast is a thorough introduction to the challenges facing teachers of English language learners in middle and high school. Dr. Short will discuss how to teach content to late-entry English language learners and how to ensure reading comprehension for success in all content areas. Dr. Short will also review effective instructional strategies and introduce why "newcomer schools" are effective in preparing English language learners for the challenges of grade-level academic content. (Courtesy of www.colorincolorado.org)



6 Steps for Successful Vocabulary Instruction (Adapted from New Levine and McCloskey, 2nd Edition, *Teaching English Language Content in the Mainstream Classes*)

- 1. Present, pronounce and define the word. – How will you present the word in context? How will you define the word? How will you practice or teach the pronunciation of the word? Are there any cognates for the word?**
- 2. Assist students in pronouncing the word a number of times. How can you include a game, activity, call and response, or other techniques to engage the students in this part of the vocabulary development process?**
- 3. Provide examples of the word used in different contexts. Does the word have multiple meanings? If so, what are the multiple meanings? How will you provide an opportunity for the students to learn and experience the multiple meanings of the word?**
- 4. What activities will you carry out to actively engage the learners with the word? How will you provide a variety of encounters with the word that lead to deep, rich understanding? How will you provide opportunities for them to use the word in context?**
- 5. Create a visual representation of the word. What types of activities could you use to allow the students to engage visually with the word (semantic mapping, word walls, personal dictionaries, word squares, visual aids such as photos or realia, etc.)**
- 6. Discuss alternate forms of the word. What is the function of this word? Is it a noun, verb, adverb, adjective? How does the meaning of the word change depending on its part of speech? Are there any cognates for the word? If so, what are they?**

Instructional Assistants

(Mary Grace Insert Additional Information Here)

Instructional assistants are an integral part of the success of the ESOL Program. IA's are assigned to classrooms with ELLs and work one-on-one or in small groups with ELLs on reading, writing, listening, speaking, grammar and vocabulary acquisition skills. There are 71 Instructional Assistants assigned to schools throughout Pasco County.

Instructional Trainer Coaches

(Mary Grace Insert Information Here)

Contact Us

Mary Grace Sabella, Director of ESOL and Migrant Programs Pasco County School District

Phone:

Office Location:

Email:

Instructional Trainer Coaches

Name:

School Site:

Phone Number:

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Region:

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School Site:

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Additional Resources

Busy Teacher

This site provides many resources for practicing reading, writing, listening, speaking, grammar and vocabulary.

www.busyteacher.org

Reading A-Z

This site provides students, teachers, and parent's access to resources to practice reading, writing, and vocabulary development.

<http://www.readinga-z.com/>

Reading Rockets

Reading Rockets aims to bring the best research-based strategies to teachers, parents, administrators, librarians, childcare providers, and anyone else involved in helping a young child become a strong, confident reader. Their goal is to bring the reading research to life — to spread the word about reading instruction and to present "what works" in a way that parents and educators can understand and use.

<http://www.readingrockets.org/>

Colorin Colorado

Colorin Colorado is a bilingual site that provides information for parents, families, educators and other educational stakeholders. The site is available in Spanish and English.

<http://www.colorincolorado.org/>

Pronunciation Studio

Pronunciation studio is an online site that provides you with information regarding common pronunciation errors that students make.

Common Spanish Pronunciation Errors

<http://pronunciationlondon.co.uk/spanish-speakers-english-pronunciation-errors/>

Common Japanese Pronunciation Errors

<http://pronunciationlondon.co.uk/japanese-speakers-english-pronunciation-errors/>

Common Italian Pronunciation Errors

<http://pronunciationlondon.co.uk/italian-speakers-english-pronunciation-errors/>

Pronunciation Errors

<http://pronunciationlondon.co.uk/?s=pronunciation+errors>