



ESOL NEWS YOU CAN USE

FALL 2017

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School Board of Levy County /
English for Speakers of Other Languages

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1. Are you in “COMPLIANCE” with State ESOL training requirements?

All teachers of English Language Learners (ELLs) are required to meet State of Florida ESOL training requirements.

As of 2010, the State of Florida revised the ESOL training requirements for all teachers of ELL students.

Florida identifies four categories of ESOL teachers:

Category 1 - teachers of English Language Arts (ELA) or Reading

Category 2 - content-area teachers of Science, Math, Social Studies, and Computer Literacy

Category 3 - teachers that teach elective courses such as P.E., Art, Music, etc.

Category 4 - Guidance Counselors and Administrators

Category 1 teachers are required to have an ESOL Endorsement of 300 ESOL hours, or ESOL Certification.

The required 300 hours for ESOL Endorsement includes five 60-point courses:

ESOL Methods
ESOL Applied Linguistics
ESOL Testing and Evaluation
ESOL Curriculum and Materials
ESOL Cross-cultural Communications

ESOL Certification is obtained by passing the State ESOL Subject-area Exam and completing 120 hours of ESOL (two 60-point courses).

Category 2 teachers must complete 60 ESOL hours—the content-area course.

Category 3 teachers must complete 18 ESOL hours.

All Administrators and Guid-

ance Counselors must complete 60 ESOL hours.

The SBLC offers all ESOL courses free of charge on the Levy Literacy Solutions website. The courses each consist of ten online self-paced modules.

Teachers can self-enroll in these courses at:

levycounty.literacysolutions.net



Levy Literacy Solutions online ESOL coursework is offered free of charge.

2. What is “CULTURALLY RESPONSIVE” teaching?

Culturally responsive teaching is a pedagogy that recognizes the importance of including students’ cultural references in all aspects of learning (Ladson-billings, 1994). According to The Educational Alliance (2006), some of the characteristics of culturally responsive teaching include:

⇒ Positive perspectives

on parents and families

⇒ Communication of high expectations

⇒ Learning within the context of culture

⇒ Student-centered instruction

⇒ Culturally mediated instruction

⇒ Reshaping the curriculum

⇒ Teacher as a facilitator

It is important to understand that some student behaviors may be a result of their culture.

Some of the most common cultural behaviors exhibited in the classroom include: (pg. 2)



WIDA FRAME- WORK...

THE “CAN DO PHILOSOPHY”...



WIDA ELD
STAND-
ARDS...FLORIDA
IS A WIDA STATE!

CULTURALLY RESPONSIVE TEACHING...CONTINUED...

- 1) Communalism- “We” is more important than “me”. This can be mistaken for worrying about everyone else—unfocused behavior.
- 2) Eye Contact– students from many Latin American cultures show respect by avoiding eye contact with authority figures.
- 3) Proximity-when conversing, some cultures are comfortable
- 4) Oral and Verbal Expressiveness—in some Asian cultures, silence is often valued over speech.

Do you recognize any of these traits in your ELL students?

Geneva Gay describes culturally responsive teaching and learning

as: *the use of cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to, and effective for, them. It teaches to and through their personal and cultural strengths, their intellectual capabilities, and their prior accomplishments...it filters curriculum content and teaching strategies through their cultural frames of reference to make the content more*

personally meaningful and easier to master...it makes explicit the previously implicit role of culture in teaching and learning, and it insists that educational institutions accept the legitimacy and viability of ethnic-group cultures in improving learning outcomes (Gay, 2010, p.26).

This can be related to the WIDA “**Can Do Philosophy**”... this philosophy requires that teachers understand that all students including linguistically and culturally diverse learners, in particular, bring a unique set of assets to the education community.

The premise of the Can Do Philosophy is to focus on what our English Lan-

guage Learners can do and to build upon these assets and skills through the learning of new skills to help them reach their potential.

As educators, we need to support language development and learning of new skills through sensory, graphic, and interactive supports and across all content areas.

3. WIDA and WIDA ENGLISH LANGUAGE DEVELOPMENT STANDARDS

Florida joined the WIDA Consortium in the summer of 2014. The WIDA Consortium currently has 39 participating states.

As a WIDA state, all school Districts in Florida are implementing the WIDA ELD Standards and participating in the WIDA assessments that

include an annual State assessment to determine the level of English language development and proficiency of all active LY students within a District; as well as, the implementation of the W-APT KG and the WIDA Screener 1-12 to determine if students qualify for ESOL services provid-

ed through the District ESOL program.

The State requires that all schools within a District receive WIDA training, and that all teachers of English Language Learners (ELLs) implement the WIDA standards and document them in their lesson plans.

WHAT IS THE FRAMEWORK FOR WIDA AND WHAT ARE THE WIDA STANDARDS?

The WIDA ELD Standards Framework is the vision for academic language development. It consists of several components:

- ⇒ **Guiding Principles of Language Development**
- ⇒ **WIDA's Can Do Philosophy**
- ⇒ **Age-appropriate Academic Language in Sociocultural Contexts**

⇒ **Performance Definitions**

⇒ **Standards & their Matrices**

The Guiding Principles are based on research related to language development and effective instructional practices for language learners.

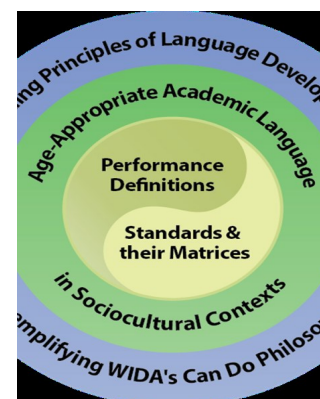
The Can Do Philosophy is based on the belief that all students can do and that all students bring cultural and linguistic practices, skills, and ways of knowing/assets to

their learning.

Academic language is a vehicle for communicating and learning within Sociocultural Contexts.

Performance Definitions delineate what the various levels of language proficiency look like.

Standards matrices help educators envision what language development might look like in PreK-12 classrooms scaffolded across levels of language proficiency within the five standards.



THE WIDA STANDARDS...

There are five very general, but highly critical to ELL student success, WIDA or English Language Development Standards:

- 1) English language learners communicate for Social and Instructional purposes within the school setting.
- 2) English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

- 3) English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

- 4) English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

- 5) English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Thus, a focus on support for English language acquisition across all content areas ; and a focus on academic language learning.

There are five WIDA or English Language Development Standards...

ACCESS FOR ELLs 2.0 ANNUAL ASSESSMENT...

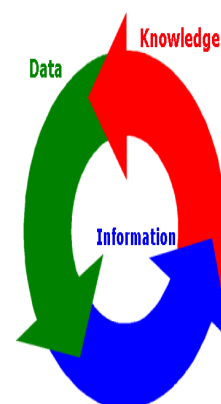
All active ELL students, those in the LY status, are required to take an annual assessment known as the "ACCESS for ELLs 2.0" assessment.

This annual test measures each English Language Learner's progress toward English language acquisition and their proficiency level. This is a "HIGH STAKES" state assessment as the state monitors each school District's data for growth and for proficiency.

In the Spring, 27% of ELLs in Levy County scored an overall proficiency level of 4.0 or higher on this assessment.

The State proficiency rate was 24%. However, our ELL data in all other State assessments was below the State proficiency rate. We have to do a better job at supporting our ELLs in all academic areas to increase student achievement.

Do you know the proficiency levels of all of the ELL students in your class? If the answer is no,; see your school ESOL Coordinator/Guidance Counselor for this data!



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English for Speakers of Other
Languages**

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REACH ALL...TEACH ALL...



The ESOL program for the School Board of Levy County is an “inclusion” model. All English Language Learners, ELLs, are included in all courses/classes with their English-speaking peers. The State mandates that all teachers of ELLs complete the required ESOL coursework; document ESOL strategies used for instruction in lesson plans; understand and document the WIDA standards in their lesson plans; and provide instruction that makes the CONTENT “COMPREHENSIBLE” for all students.

ACCESS FOR ELLs 2.0 ASSESSMENT DATA...

Have you reviewed all of the assessment data for the ELL students in your classroom?

If the answer is NO—please see your school-based ESOL Coordinator (Guidance Counselor) today!

The ACCESS for ELLs 2.0 is an annual STATE assessment administered to all active ELL students—students in LY status. This assessment determines an ELL student’s English proficiency level in the domains of Listening,

Speaking, Reading, and Writing.

These proficiency scores need to be matched to the 6 levels of English proficiency designated by the WIDA standards.

The levels include:

- Level 1-Entering
- Level 2– Beginning
- Level 3-Developing
- Level 4– Expanding
- Level 5– Bridging
- Level 6-Reaching.

Once you review the proficiency levels of your ELL student(s) in the four domains; you will need to match those levels to the “CAN Do Descriptors”. They tell you what you can expect each ELL student to do, with support, at each proficiency level and in each domain.

Need training? Check with your Principal to see when your school will receive training on the WIDA standards...

