

FABES - WINTER 2013



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CLARIFICATION ON REVISED RULES: 6A-6.0901 AND 6A-6.09022

○ PURPOSE AND EFFECT

- The purpose and effect of this proposed rulemaking is (1) to authorize electronic ELL student plans; (2) to require districts to collect and use the date an ELL was enrolled in school in the United States as the starting date for evaluating whether ESOL services need to be extended past three years; and (3) to allow districts until October 1 each school year to complete extension of services determinations for students whose anniversary dates fall within the first two weeks of school.



CLARIFICATION ON REVISED RULES: 6A-6.0901 AND 6A-6.09022 (CONT'D)

○ SUMMARY:

- 6A-6.0901 Allows the use of electronic files for ELL Student Plans.
- 6A-6.09022 Districts are now required to collect the date an ELL entered a U.S. school per Florida's approved Elementary and Secondary Education Act (ESEA) Waiver, and this date is now the ESOL program start date. The majority of ELLs' anniversary dates fall within the first two weeks of school; therefore, the first two weeks are when the majority of Extensions of Services are needed. By allowing for the ELL Committee to meet by October 1, sufficient time will be provided for districts to re-evaluate student progress and analyze assessment results.



ACCOUNTABILITY – FLEXIBILITY WAIVER IMPACT ON ELLS AND SWDs

- Without extra weighting for prior-year low performers, 338 schools would have had lower grades.
- If 2nd year ELLs were not included in the performance measures, a net increase of 33 school grades would have occurred.
- If SWDs were not included in the performance measures, a net increase of 323 school grades would have occurred.
- The net result of all of these changes together (the effects of full inclusion of ELLs and SWDs balanced against the extra weighting for learning gains) would be an increase of grades for at least 15 schools. So, the positive effect of the extra weighting in learning gains slightly outweighed the downward effect of full inclusion of SWDs and ELLs in performance measures.



ACCOUNTABILITY - AMAOs

- AMAO 1 – Percent of ELLs Making Progress in English Language Acquisition
- AMAO 2 – Percent of ELLs Becoming Proficient in English in Listening, Speaking, Reading and Writing
- AMAO 3 – Percent of ELLs Reaching Academic Achievement Targets in Reading and Math



ACCOUNTABILITY – AMAO 3 REVISION

- The calculation is based on 2010-2011 proficiency numbers and addresses reading and mathematics.
- The goal is to reduce by 50% the number of non-proficient students by the end of the 2016-2017 year.
- Science is included in the new section, but is not a part of the calculation. The scores for science are derived from FCAT achievement levels, as in previous years.



ACCOUNTABILITY – AMAO 3 REVISION

- Each district has a different 2017 goal depending on the percentage of non-proficient ELLs in the district in 2010-2011.
- Districts must include activities that address AMAO 3 and must differentiate from previous grant activities if the district is not on track to meet the 2016-2017 goal.
- Activities that promote proficiency in science must also be included.



ACCOUNTABILITY – AMAO 3 REVISION

- The new section will apply to the 2012-2013 grant, and will be adapted to the upcoming 2013-2014 grant.
- The 2012-2013 grant revision will be addressed through a Word document and sent by e-mail.
- The 2013-2014 grant will have the new section in the same place as AMAO 3 was previously.



FLORIDA END-OF-COURSE (EOC) ASSESSMENTS

- The Florida EOC Assessments are part of Florida's Next Generation Strategic Plan for the purpose of increasing student achievement and improving college and career readiness. EOC assessments are computer-based, criterion-referenced assessments that measure the Next Generation Sunshine State Standards for specific courses, as outlined in their course descriptions. The first assessment to begin the transition to end-of-course testing in Florida was the 2011 Algebra 1 EOC Assessment. Biology 1 and Geometry EOC Assessments were administered for the first time in spring 2012. The U.S. History EOC Assessment will be administered for the first time in spring 2013, and the Civics EOC Assessment will be administered for the first time in spring 2014. New Achievement Levels for the Algebra 1 EOC Assessment were approved in 2011 through a standard-setting process. This process will be followed again for the Biology 1 and Geometry EOC Assessments in the fall 2012.



FLORIDA'S NEXT GENERATION STRATEGIC PLAN 2012-2018

○ **Mission**

- The mission of Florida's K-20 education system is to increase the proficiency of all students within one seamless efficient system, by allowing them the opportunity to expand their knowledge and skills through learning opportunities and research valued by students, parents and communities.

○ **Vision**

- Florida will have an efficient world-class education system that engages and prepares all students to be globally competitive for college and careers.

○ **Goals**

- Higher Student Achievement
- Seamless Articulation and Maximum Access
- Skilled Workforce and Economic Development
- Quality Efficient Services



COMMON CORE AND ELLS – PARCC ACCOMMODATIONS FOR ELLS

- Ongoing Work Group Developing a Draft Manual of Accommodations for ELLs and SWDs
- Considering the CCSSO Accommodations Manual for ELLs (2012)
- ELL Section Writers: Boon Lee (Illinois) and Chane Eplin (Florida)



COMMON CORE AND ELLS – ENGLISH LANGUAGE DEVELOPMENT STANDARDS

- Correspondence to Common Core English Language Arts with Instruction Focus Areas:
 - Language Standards
 - Reading Standards for Literature
 - Reading Standards for Informational Text
 - Reading Standards: Foundation Skills
 - Writing Standards
 - Speaking and Listening Standards

- Draft K-1 English Language Development Standards Links:
 - <http://www.fldoe.org/aala/pdf/ELDStandardsGuidanceDocument.pdf>
 - <http://www.fldoe.org/aala/pdf/ELD-Standards.pdf>
 - Thanks to the Committee for a job well done in a short time



COMMON CORE AND ELLS – ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

- Enhanced Assessment Grant ELPA 21: English Language Proficiency for the 21st Century
 - Florida MOU
 - USDOE Requirement of a Common Set of Standards
 - No Grant Money for Standards Development
 - Kenji Hakuta (Stanford U) through *Understanding Language* initiative and CCSSO jointly supporting standards development



COMMON CORE AND ELLS – ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

- Enhanced Assessment Grant ELPA 21: English Language Proficiency for the 21st Century (cont'd)
 - California's English Language Proficiency Standards (starting point)
 - Augment with Math standards
 - Draft by the Summer
 - Florida is on the ELPA 21 council



ESOL/READING ENDORSEMENT PROPOSAL

- The professional development based on the ESOL Endorsement competencies identified as necessary for Reading Endorsed teachers to obtain the ESOL Endorsement consists of two 60-hour inservice courses with an additional 30-hour practicum. The total number of hours required is 150 (120 hours of inservice coursework plus 30 practicum hours).



ESOL/READING ENDORSEMENT PROPOSAL (CONT'D)

- The professional development based on the Reading Endorsement competencies identified as necessary for ESOL Endorsed teachers to obtain the Reading Endorsement consists of two 60-hour inservice courses with an additional 30-hour practicum. The total number of hours required is 150 (120 hours of inservice coursework plus 30 practicum hours).



ESOL/READING ENDORSEMENT PROPOSAL (CONT'D)

- Anyone with an ESOL Endorsement, regardless of when that endorsement was obtained, would be eligible to obtain the Reading Endorsement through the new 150-hour professional development program of inservice and practicum coursework.
- Conversely, anyone with a Reading Endorsement, regardless of when that endorsement was obtained, will be eligible to obtain the ESOL Endorsement through the new 150-hour professional development program of inservice and practicum coursework.



ESOL/READING ENDORSEMENT PROPOSAL (CONT'D)

- The 150-hour professional development program of inservice and practicum coursework is a stand-alone package that cannot be replaced in whole or part by credits earned through other professional development options. Any Reading Endorsed or ESOL Endorsed teacher who is in the process of obtaining the additional endorsement must either finish their current program track or abandon that track and replace it with the new 150-hour professional development program of inservice and practicum coursework.
- For example, if an ESOL Endorsed teacher has completed Competencies 1 and 2 of the Reading Endorsement, he or she may either complete the remaining Reading competencies **or** complete the new 150-hour inservice and practicum coursework. Likewise, if a Reading Endorsed teacher has completed any one or more of the ESOL Endorsement courses, he or she may either finish the remaining ESOL courses **or** complete the new 150-hour inservice and practicum coursework.



ESOL/READING ENDORSEMENT PROPOSAL (CONT'D)

- Anyone with a Reading Endorsement who achieves a passing score on the ESOL Certification test after the State Board rule is approved, must complete the 120-hour ESOL inservice as required by the META Consent Decree in order to become ESOL K-12 Certified.
- Anyone with K-12 ESOL Certification who acquired that certification through the completion of a bachelor's degree or higher in the subject area as specified in Rule 6A-4.0245, F.A.C., may acquire the Reading Endorsement through the new 150-hour inservice and practicum coursework.



ESOL/READING ENDORSEMENT PROPOSAL (CONT'D)

- Anyone with K-12 Reading Certification who acquired that certification through the completion of a master's degree or higher in the subject area, or 30 semester hours in Reading courses as specified in Rule 6A-4. 0291, F.A.C., along with passing the Reading Certification test may acquire the ESOL Endorsement through the new 150-hour inservice and practicum coursework.
- The Florida Department of Education will lead the effort to develop a model professional development program that will assist districts in offering the new 150-hour inservice and practicum coursework leading to the ESOL Endorsement for Reading Endorsed teachers, and a separate model professional development program that will assist districts in offering the new 150-hour inservice and practicum coursework leading to the Reading Endorsement for ESOL Endorsed teachers. Each 150-hour stand alone package will be based on the teacher competencies identified as necessary in each endorsement area.



ESOL/READING ENDORSEMENT PROPOSAL (CONT'D)

- A statewide committee of ESOL experts including members with content expertise in Reading will be formed to develop a professional development package that will serve as a model for districts in offering the new 150-hour coursework and practicum option for Reading Endorsed teachers who wish to acquire the ESOL endorsement.
- A statewide committee of Reading experts including members with content expertise in ESOL will be formed to develop a professional development package that will serve as a model for districts in offering the new 150-hour coursework and practicum option for ESOL Endorsed teachers who wish to acquire the Reading Endorsement.



ESOL/READING ENDORSEMENT PROPOSAL (CONT'D)

- The two committees will work collaboratively and simultaneously with the goal to complete their work within one calendar year of beginning their work. The professional development model produced by each committee will be vetted to district staff members in leadership roles in ESOL and Reading and with professional development responsibilities. The ESOL and Reading professional development models will also be vetted by the respective state-level professional teacher associations and by the FDOE-nominated committee charged with identifying the teacher competencies to be addressed in each endorsement area.

