

FLORIDA DEPARTMENT OF EDUCATION Bureau of Student Achievement through Language Acquisition

BUREAU CHIEF NOTICIAS

MAY 2013

"La buona insegnante è come la candela, che illumina gli altri nel consumare se stessa."

Translated, the Italian proverb above states, "The good teacher is like the candle, which lights others, consuming itself..." When I think of the past 30 years working with students, parents, teachers, administrators, board members and stakeholders, I am reminded of the total commitment it takes on our part for our students to succeed academically. I imagine that you can remember the excitement and joy of a student passing a test, graduating from high school or being accepted into a college or university. I recently had a former Brazilian student send me a picture of himself and his certificate indicating his completion of the English program. The picture was precious; and he was still proud, even 15 years later. It made me feel proud as well. I actually felt as though I had earned it myself because I was his ESL teacher. Remember that the focus, regardless of conditions, is the best interest of our students. I am confident that they will continue to excel as we continue to give our all for their benefit.

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COMMON CORE CORNER

2013 Common Core State Standards (CCSS) Summer Institutes

Florida's Goal

By the end of the CCSS Summer Institute, participants will:

- Be prepared to integrate and implement the CCSS in content areas.
- Understand how standard-based instruction supports teacher effectiveness.
- Leave with model lessons, instructional tools, and additional resources to support implementation of CCSS.

Florida's Top Ten Objectives

By the end of the CCSS Summer Institute, participants will:

1. *Create, identify, and/or modify* model lessons specific to their content area and aligned to the CCSS for Mathematics and for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects.
2. *Identify* research-based instruction and evidence-based practices that are differentiated to ensure success for ALL students (including those with disabilities, English Language Learners and others identified as Gifted).
3. *Create and/or identify* formative assessments/performance tasks for model lessons to inform instruction and monitor student progress.
4. *Incorporate* differentiated instruction into model lessons at Tier I of a Multi-Tier System of Supports (MTSS).



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COMMON CORE CORNER (Continued)

2013 CCSS Summer Institutes

Florida's Top Ten Objectives

By the end of the CCSS Summer Institute, participants will:

5. *Identify* tools and resources developed to support the implementation of CCSS.
6. *Incorporate* into model lessons opportunities for students to utilize technology as a tool for learning.
7. *Use* course descriptions to *create* or *modify* existing Learning Goals with Scales (rubrics) for model lessons.
8. *Identify* differences and appropriate use of interim and summative assessments.
9. *Identify* appropriate ways to monitor and record student progress/success.
10. *Describe* the “Blended” course requirements for 2013-2014 and state where to find these requirements for specific courses.



CCSS Summer Institute Dates

Santa Rosa: June 18-19

Pinellas: June 25-26

Pinellas: June 27-28

Palm Beach: July 16-17

Palm Beach: July 18-19

Duval: July 23-24

Duval: July 25-26

Study of Texas finds that ELL Students Who Complete Language Acquisition Classes within Three Years Fare Better Academically



A Migration Policy Institute report, *The Educational Trajectories of English Language Learners in Texas*, finds that public school ELLs who successfully complete English Language or bilingual education programs within three years appear to fare better in meeting basic math and reading proficiency standards than their peers who remain enrolled in language acquisition courses for five years or more.

The author of the study discovered that the “quick-exited” ELLs among the cohort of students in Texas schools for all 12 grades achieved the best results among all ELL groups in meeting Texas basic math and reading proficiency standards. The report also indicated that long-term ELLs (those in the program for more than 5 years) lagged significantly in every grade.

The report can be found at www.migrationpolicy.org/pubs/TexasELLs.pdf.



WORLD LANGUAGES

Several Common Core State Standards for English Language Arts benchmarks will be added to the World Languages course descriptions. The final list of benchmarks can be found below. Please note that an implementation date has not been established at this time.

Grade 6 Benchmarks

- LACC.6.SL.1.1
- LACC.6.SL.1.3
- LACC.6.SL.2.4
- LACC.68.RH.1.2
- LACC.68.WHST.1.1
- LACC.68.WHST.1.2

Grade 8 Benchmarks

- LACC.8.SL.1.1
- LACC.8.SL.1.3
- LACC.8.SL.2.4
- LACC.68.RH.1.2
- LACC.68.WHST.1.1
- LACC.68.WHST.1.2

Grades 11-12 Benchmarks

- LACC.1112.SL.1.1
- LACC.1112.SL.1.3
- LACC.1112.SL.2.4
- LACC.1112.RH.1.2
- LACC.1112.WHST.1.1
- LACC.1112.WHST.1.2

Grade 7 Benchmarks

- LACC.7.SL.1.1
- LACC.7.SL.1.3
- LACC.7.SL.2.4
- LACC.68.RH.1.2
- LACC.68.WHST.1.1
- LACC.68.WHST.1.2

Grades 9-10 Benchmarks

- LACC.910.SL.1.1
- LACC.910.SL.1.3
- LACC.910.SL.2.4
- LACC.910.RH.1.2
- LACC.910.WHST.1.1
- LACC.910.WHST.1.2

For more information please contact
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COMPREHENSIVE ENGLISH LANGUAGE ASSESSMENT (CELLA)

CELLA Score Reporting Window: May 24, 2013 – October 4, 2013

The 2013 CELLA Reports Shipment will be delivered to the district office by May 24, 2013.

This shipment will include the Spring 2013 CELLA Individual Student Reports (ISRs), school-level login information to ServicePoint (<https://fl-servicepoint.questarai.com>), and a quick reference guide to assist school personnel in accessing the Spring 2013 School Report. It is strongly advised that districts and schools immediately download and save reports from ServicePoint.

REMINDER: School Coordinators are provided two copies of the Spring 2013 CELLA ISRs for each student. One copy is for distribution to the student/parent* and a second copy must be retained in the student cumulative folder.

* If available, School Coordinators should provide a hardcopy of the 2013 CELLA Interpretive Guide to parents in the student's home language to accompany the Spring 2013 CELLA ISR. This guide is available exclusively online at <http://www.fldoe.org/aala/cella.asp> and translated to Florida's 10 most common languages.

Florida Comprehensive English Language Learning Assessment 2013 Student Report			
Student Name:	FIRST NAME MI LAST NAME	Date of Birth:	mm/dd/yyyy
Student ID#:	012456789	Test Date:	mm/dd/yyyy
Home Language:	Spanish	Test Level:	C
Grade:	07	SCHOOL NAME:	MAX 40 CHARACTERS
School:	(1234)	DISTRICT NAME:	MAX 40 CHARACTERS
Class:	(12)		
Students are assigned a scale score for each subtest. This scale score is a conversion of the points scored for a subtest to a common scale that allows for a comparison between students and summarizes the overall level of performance attained by each student.			
LISTENING/SPKING		READING	
Proficient 730-830	751	Proficient 750-810	751
High Intermediate 710-730		High Intermediate 740-750	
Low Intermediate 680-710		Low Intermediate 710-740	
Beginning 650-680		Beginning 650-710	
Listening Points Scored Possible Points	20 22	Reading Points Scored Possible Points	20 26
Speaking Points Scored Possible Points	22 24	Writing Points Scored Possible Points	10 10
Scale Score	751	Scale Score	751
Proficient		High Intermediate	Proficient
Listening/Speaking Sub-Scores			
Listening - Sentence	8	8	8
Listening - Paragraph	8	8	8
Listening - Conversation	4	6	6
Listening - Extended Speech	4	6	6
Listening - Short Talks	6	6	6
Listening - Extended Speech	7	8	8
Listening - Extended Speech	9	10	10
Reading/Writing Sub-Scores			
Reading - Vocabulary	6	9	9
Reading - Comprehension	14	17	17
Writing - Sentences	7	9	9
Writing - Paragraphs	10	12	12
Writing - Editing	6	6	6

CELLA Secure Materials Missing Report – Available on ServicePoint by June 14, 2013

If applicable, schools will receive a report listing all secure materials that were not returned after test administration. If there are any CELLA secure materials located, please promptly notify the District CELLA Coordinator.

If there are any questions or concerns regarding the CELLA, please contact Sabrina.Read@fldoe.org.



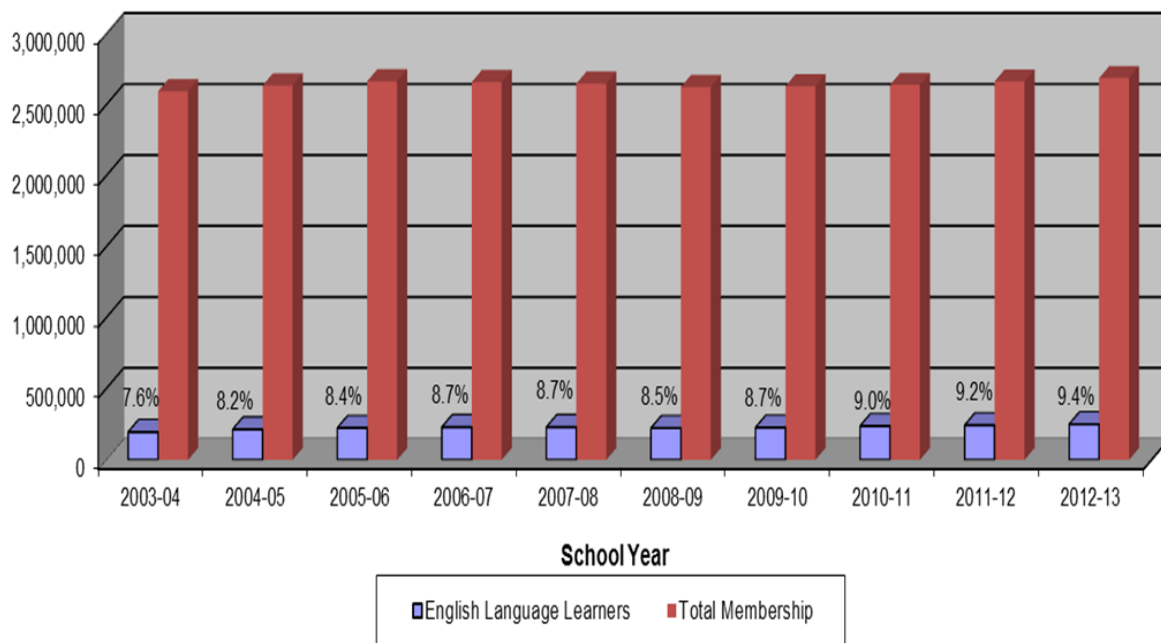
TITLE III NCLB IMMIGRANT CHILDREN & YOUTH

According to federal NCLB guidelines, “immigrant children and Youth” is defined as individuals who:

(a) are ages 3 through 21; (b) were not born in any US State, the District of Columbia or Puerto Rico; and (c) have not been attending one or more schools in any one or more States for more than 3 full academic years

Eligibility Notes: Students adopted by U.S. citizens and foreign exchange students may be identified as Immigrant (for the purpose of Title III) if they meet the above three criteria. Also, children born outside the US to military personnel and children born outside the US and adopted by US citizens are considered “not born in the US.”

FLORIDA'S ENGLISH LANGUAGE LEARNERS -TEN-YEAR COMPARISON



Ten-year numerical increase of 54,837 students (197,059 in 2003-04 vs. 251,896 in 2012-13), a cumulative increase of 27.8 percent.

Source: FDOE Data Reports - Educational and Accountability Services Data reports, ELLs, January 2013

UPCOMING CONFERENCE

35th Annual Sanibel Leadership Conference

Flip Your Perspective:
Seeing Opportunities for ELL Achievement

Date:

June 19 – 21, 2013

Location:

Holiday Inn Hotel and Suites
521 South Gulfview Boulevard
Clearwater, Florida, 33767



For more information, visit <http://sanibelleadershipconference.org/>.