

Bureau of Student Achievement through Language Acquisition (SALA)

BUREAU CHIEF NOTICIAS

February 2013



Our Staff

- Chane Eplin
Bureau Chief
850-245-0417
- Sonya Collins
Administrative Assistant II
850-245-0854
- Pat Faircloth
Data Resources
850-245-0885
- Sabrina Read
CELLA
850-245-0843
- Ginger Alberto
ESOL Certification
850-245-0894
- Tatiana Fernandez
Translations & World Languages
850-245-5144
- Mark Drennan
Title III
850-245-0893
- Adeola Fayemi
Title III Immigrant Children & Youth & District ELL Plans
850-245-9555
- Albert Vitria-Marca
Education Advisor - Ministerio de Educación de España
850-245-0884



“Ich habe zuviel vergessen!”

The sentence above (in German) is one that I commonly repeat when I attempt to practice *mein Deutch* (I will allow you to figure that one out) with my German colleague and friend, John Liontas, ESOL Associate Professor for USF in Lakeland. The title sentence translates into English as follows: I have forgotten too much! Well, *mein Deutch* might not be so sharp, but thanks to my study of German for 5 years at the secondary level, I learned *mein Englisch!* I remember vividly wondering what my German teacher, Herr Frank, meant when he tried to explain that to express the simple past in German, one had to use the present perfect tense, which he excitedly pointed out was a tense *in Englisch*, that we all knew. But we students had no idea what he was talking about...until I discovered what that tense was *in Englisch* and how it was used. I began to help him teach the whole class...yes, my language teaching honestly began in the 7th grade! My metalinguistic awareness truly helped me learn and understand my native tongue, *Englisch*. And I found that I could also assist others in their efforts to learn another language as well as their own. You know, I am sure that I have forgotten much of my German over the past many years, but *ich habe nicht vergessen* how important it was for me to study a foreign language in school. It not only helped me learn that language: it helped me learn my own!

My best to all of you...

Chane

COMMON CORE CORNER

Facing the Challenge

The SALA Office is addressing the double challenge that English language learners (ELLs) face regarding the Common Core: they must simultaneously learn how to acquire enough of a second language to participate in an academic setting while gaining an understanding of the knowledge and skills in multiple disciplines through that second language. Our office has been involved in a number of initiatives designed to provide districts with materials, support and resources as we undertake the implementation of the Common Core journey together. The following are the initiatives:

- ELD Proficiency standards for K-1
- Weekly Tips for Teachers and Parents
- Collaboration with PARCC
- Common Core Regional Trainings for district staff & teachers
- Collaboration with FDOE offices -Just Read Florida! & Curriculum & Instruction
- ELPA 21 Consortium- English Language Proficiency standards and assessment are being developed to align with the Common Core

School leaders at all levels must continue to organize conversations and planning with teachers in all content areas to sustain commitment and enthusiasm in finding solutions that work to integrate the Common Core State Standards for ELLs.

TITLE III- Recently Arrived Immigrant Students and Youth

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

- (A) are ages 3 through 21; and
- (B) were not born in any 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.

The starting point for the 3 full academic years is on *Date Entered a US School*. However, districts have to track the amount of time a student stays in the US. For example, if a student was in Texas for 6 months, went to Mexico for 1 year and came back to Florida for 6 months, that would equal 12 months of instruction. Also remember, that after 3 full academic years, the immigrant code of Y should be changed to N to show that the student has exhausted the eligibility timeframe.

English Language Development (ELD) Standards



The Bureau would like to thank the 30+ ELD committee members who worked tirelessly to produce the K-1 ELD standards and guidance documents shown below:

Draft K-1 English Language Development Standards

<http://www.fldoe.org/aala/pdf/ELD-Standards.pdf>

Draft K-1 English Language Development Standards Guidance Document

<http://www.fldoe.org/aala/pdf/ELD-StandardsGuidanceDocument.pdf>

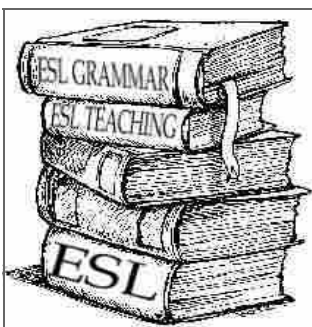
We were very fortunate to have committee members with experience in teaching, administration, and higher education that were experts in the field of second language acquisition. Their dedication and commitment in ensuring our English Language Learners (ELLs) reach high academic standards and language acquisition should be commended.

Reclassification and Extension of Instruction

Below is clarification on two data elements for **reclassification and extension of instruction**.

Reclassification

An ELL Committee must be convened to reclassify a former ELL (LF) as an LY. Districts must not change any of the original information because the only way for a student to be reclassified or re-exited is through an ELL Committee. The district would report the *ELL: Reclassification Date*. When a reclassified ELL exits the ESOL program again, the district would report the *ELL: Reclassification Exit Date*.



Extension of Instruction

Extension of Instruction also requires an ELL Committee to extend services beyond the base 3 years of instruction (based on 3 years from the *Date Entered a US School*) and must convene annually for the 4th, 5th, and 6th year. Again, do not change any of the original information because the only way to extend services is through an ELL Committee. After the 6th year, the district is required to continue providing services; however, the FEFP code of 130 must be changed to Basic. After the base period of 3 years, the District would report *ELL: Reevaluation Date*.

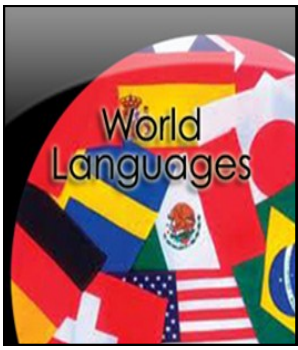
The *ELL: Post Reclassification Dates* would be reported to document the required two-year monitoring period once an LY is determined to be an LF.

ESOL Endorsement

Teachers can no longer use the ERT (ESOL for Reading Teachers) option to obtain the ESOL endorsement. All five in-service courses must be completed to add the ESOL endorsement to a certification area. Teachers can also be in compliance with Category I ESOL training requirements if they pass the subject area exam and complete 120 hours of ESOL in-service within three years.



WORLD LANGUAGES UPDATE



Project Proficere, a RTTT grant awarded to Duval County Public Schools, is developing statewide World Languages test-items to assess the Hard-to-Measure content areas of French, German, Latin, Italian, and American Sign Language. The bank of WL test-items from *Project Proficere* is a test blueprint or plan that recommends test-items that a district might like to select for assembling an EOC in 2015. The blueprint suggests how many items should comprise the test, the time required to complete the test, and other pertinent information. The nine standards presented in the WL-NGSSS are: (1) Interpretive Listening, (2) Interpretive Reading, (3) Interpersonal Communication, (4) Presentational Speaking, (5) Presentational Writing, (6) Culture, (7) Connections, (8) Comparisons, and (9) Communities.

The State provides an electronic test platform for administering a RTTT test as well as audio- and video-recordings to accommodate student test-takers. For more information and opportunities to promote collaboration, please contact Tatiana.Fernandez@fldoe.org.



NEWS FROM OUR SPANISH ADVISOR

The Ministry of Education in Spain recently launched the “Summer courses for American teachers in Spanish Universities” program for teachers and administrators in Florida. Eligible participants are teachers of Spanish as a world language, teachers in bilingual and immersion programs, teachers for heritage speakers, and teachers of other subjects with an intermediate Spanish level at K-12 and community college levels. There are two kinds of courses: three-week courses on various education areas such as language, culture, methodology or fine arts, and two-summer Masters. They are organized by prestigious Spanish Universities.

More information on the registration process and a list of courses are available (until February 28, 2013) at: http://www.mecd.gob.es/eeuu/en_US/convocatorias-programas/convocatorias-eeuu/cursos-verano.html.

Applications are also being sought for the 2013-2014 grants program for North American language and culture assistants in Spain. This program is designed for college graduates, seniors and juniors, and it offers an invaluable opportunity for working in an elementary or secondary school in Spain during the 2013-14 school year. Possession of a current US or Canadian passport is one of the eligibility requirements for the program.

The application deadline is April 2nd and more information is provided at the Spanish Embassy Education Office: <http://www.mecd.gob.es/eeuu/convocatorias-programas/convocatorias-eeuu/auxiliares-conversacion-eeuu.html>.

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT

2013 CELLA Schedule

2013 CELLA Testing Window: March 04, 2013 - April 05, 2013

Return of CELLA Materials: March 11, 2013 - April 12, 2013

CELLA Reminders

1. Prior to test administration and if available, School Coordinators should provide a hardcopy of the CELLA Parent Information Brochure parents in the student’s home language. Visit <http://www.fldoe.org/aala/cella.asp> to download the CELLA Parent Information Brochure in the following languages: English, Spanish, Haitian Creole, Arabic, Chinese, French, Portuguese, Russian, Tagalog, Urdu, and Vietnamese.
2. To review changes for the 2013 CELLA administration, please visit <http://www.fldoe.org/aala/pdf/WhatsNew2013.pdf>.
3. All secure materials must be returned to Questar after the 2013 CELLA test administration. If any 2012 CELLA secure materials are located, please return with the 2013 CELLA secure materials.
4. If there are any questions or concerns regarding the CELLA, please contact Sabrina.Read@fldoe.org.

