



Center for

EUROPEAN STUDIES

at the University of Florida

Language Teacher Summer Institute

Summer 2024

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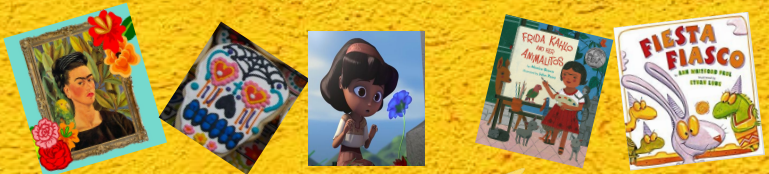
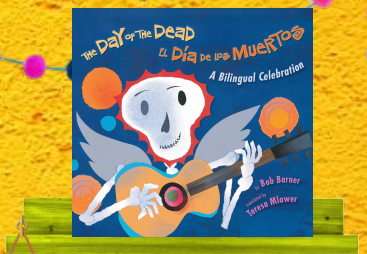
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Language Teacher Summer Institute

Final Project: A Week of an ESOL* Resource Teacher

June 2024



* ESOL: English for Speakers of Other Languages



C. Howland-ESOL Resource Teacher

Bay District Schools - Panama City, Florida

My name is Cynthia Howland. I'm originally from the Dominican Republic. I have lived in Florida since 2007. I have worked in the education field since I was back home where I taught English and French as foreign languages. However, when I moved to the USA I did not embark on my educational journey until 2013 due to the process of transferring my degree and obtaining teaching certification. Initially, I worked as a bilingual paraprofessional and as an instructional specialist for the school district. Subsequently, I transitioned to teaching at a charter school, where I spent approximately seven years instructing middle and high school students in Spanish and French. Currently, I am employed by the school district in Panama City, Florida, as an ESOL Resource Teacher, primarily serving high schools. In my department on a regular day I visit a different school and check on new English language learners (ELLs) and their teacher's practices. I mostly work with the core class teachers on strategies to increase English proficiency and coordinate with counselors compliance issues. In my leisure time, I enjoy traveling, visiting the beach, and spending time with my family. I am a proud parent of two children and a grandchild.



All About Me...



Objectives:

The following unit lesson is directed to teachers of high school students.

- Introduce the teachers to the laws about English Language Learners (ELLs)
- Train the teachers with the main tools and strategies to support the ELLs
- Make the teachers aware of the importance of the compliance, the rules and regulations of the ELLs in the schools (grading, testing, scheduling, inclusion)

[Compliance](#)

[HTLPs](#)

[Grading](#)

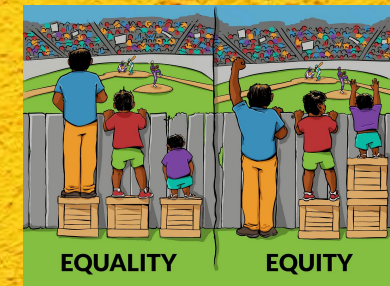
[Accomodations](#)

[Data](#)



Every Student Succeeds Act of 2015 (ESSA)

- High academic standards for all students
- Monitor exited ELs for four years (accountability)
- ELs language proficiency and academic achievement are more fully integrated into accountability and assessment
- Family and Community Engagement



Lau vs. Nichols

(US Supreme Court Decision 1974)

Equitable Access to Education

Provide English Language instruction to students whose first language is not English

Same Does NOT mean Equal!

Castañeda vs. Pickard

[5th Cir. 1981] 648 F.2d 989

(US COURT OF APPEALS)

3-pronged test for Program

- Sound Theory and Research
- Implementation (resources, personnel)
- Evaluation and adequate progress

Plyler vs. Doe

(US Supreme Court Decision 1982)

- Chilling Effect
- No Barriers to Registration

It is crucial for teachers and administrators to recognize that offering assistance to multilingual learners is a civil right. Compliance plays a significant role in school operations to prevent penalties. Our department provides guidance to administrators, teachers, and counselors regarding the relevant rules and regulations. For example, it is mandatory to assess an English learner within 20 school days of their enrollment in the school.



High Leverage Teaching Practices:

- **HLTP# 1: Facilitating target language comprehensibility**
- **HLTP# 2: Building a classroom discourse community**
- **HLTP# 3: Guiding learners to interpret and discuss authentic texts**
- **HLTP# 4: Focusing on Forum in a dialogic context through PACE**
- **HLTP# 5: Focusing on Cultural Products, Practices, Perspectives in a Dialogic**

This project represents more than just a weekly lesson; it serves as a weekly plan showcasing the duties of an ESOL Resource Teacher in my employing District. In the Multilingual Student Support Services, there are four Resource Teachers (RTs) who support different schools. My role involves aiding five high schools and four charter schools to provide them training on tools and strategies to support the ELLs. Every day, I am designated to visit a different school. I start by meeting with teachers in groups and then individually based on their or their students' specific needs.

Teacher's Instructional Meetings



1. Meet the teachers through a general presentation of the support that an ELL resource teacher can offer. Some schools invite the RTs during preplanning time so we introduce ourselves at that time.



2. Knowing your students. The educators are introduced to the program where they can learn all about their ELLs, named Ellevation. (HLTP# 2). *I use the model I do, We do, You do. In this program the educators will have the biographical information of the students, their initial language proficiency, their home language, their country or origin, etc. See example [HERE](#) (Names have been abbreviated due to confidentiality)*

Resources & Technology

[Purpose Games](#)

3. Kahoot game to predetermine what the educators already know about the ELLs. This serves as a start point to communicate with the educators according to their needs.

HLTP# 1: Facilitating target language comprehensibility

Educators can use the same tool to skim the learner's background

[ELLs at a Glance](#)

4. This is a handout provided the educators on the first visit so they have my contact information. I informed about my schedule at each school. The handout is also emailed their administrators so they can have access to the links that we go over in each visit.



1. The teachers now receive a copy of the Can do Descriptors established by the World-Class Instructional Design and Assessment (WIDA). This is an institution that Florida uses to support, assess and monitor multilingual learners (MLs). Their website offers tools for educators to use the language development.



2. Levels of proficiency. The educators are now to find their students in the program and get familiar with their English proficiency so they teach them at a comprehensive level according to the WIDA standards. See the Can Do Descriptors in [this link](#). Here educators can see what the learners can do according to their stages of language. (HLTP# 1: Facilitating target language comprehensibility)

Resources & Technology

Planning

3. Now that the teachers recognize their student proficiency, they can plan for success. Assignments and assessments have to be comprehensible according to their English proficiency level of the student. In Ellevation they learn how to find the appropriate accommodations/modifications.

HLTP# 5: Focusing on Cultural Products, Practices, Perspectives in a Dialogic

Examples

4. The next slide shows the English proficiency levels established by WIDA and the best practices at each level.

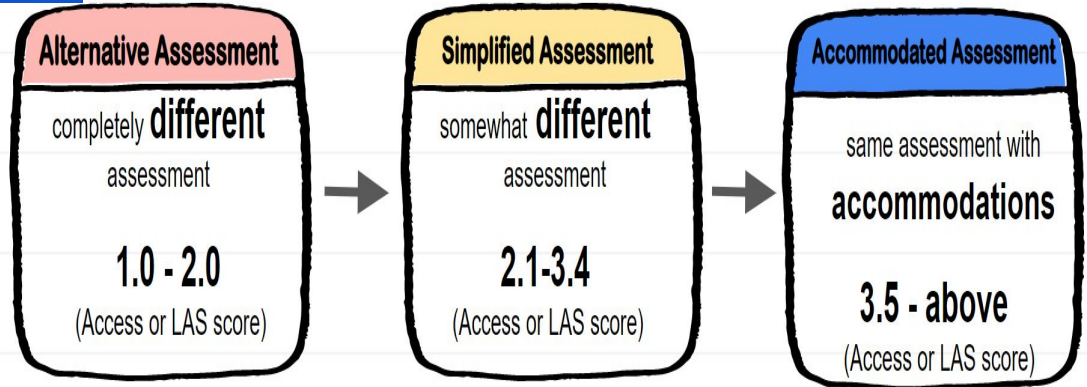


Language Proficiency Levels

Entering	Emerging	Developing	Expanding	Bridging	Reaching
1	2	3	4	5	6
words and phrases	simple sentence	complex sentences	paragraph	extended passages	support

Teacher should take into account the level of English proficiency. Then consider their goal and choose the strategy that will help to achieve it. Give students examples –**model it**. You must guide them step by step.

Grading Policy



At this time teachers are instructed to grade the English learners at their proficiency levels stated in the WIDA graphic. That is to say, if the teachers have modified the assignments and assessments according to the student proficiency level, the results will truly reflect the score earned. On the other side, if the teachers do not assess the students correctly, the grades wouldn't be valid. For example, if the students receive the same assessment as the English native speakers peers, the grades are not accurate.

Examples

In the initial stages of language acquisition, visuals play a crucial role. When students are presented with graphics, they are more likely to understand what they need to do.



Day 4

Providing Accommodations

Using alternative assignments

Provide Word Banks

Simplify the language in a worksheet or test

Provide Sentence Stems

Rewrite test items at a lower reading level

Example:

Again, with the I do, We do, you do system, I have the teachers modify a current assessment according to the student proficiency level while I monitor and provide feedback. **(HLTP# 6: Providing Oral Corrective Feedback to Improve Learner Performance)**

Name _____

Spelling Worksheet
Fill in the Blanks

Complete each sentence using the -all words from the word bank.

ball fall mall call tall small

She will  _____ her Mom.

We shop at the  _____.

I will toss the  _____.

Be careful not to  _____!

The man is very  _____.

That new tree is  _____.

Spelling Worksheets © Copyright PublishingWorkbooks.com | www.publishingworkbooks.com

Monitoring Progress and Testing:



1. Once the teachers have learned all about their multilingual learners, the next step is to monitor their progress. If the teachers are not seeing any progress even though they have utilized strategies to differentiate their assignments and assessments, an MTSS (Multi-Tiered Support System) process is recommended. *(HLTP# 1: Facilitating target language comprehensibility)*

Typically, students are expected to advance by at least one level during a school year. Teachers can monitor this progress through Ellevation. Annually, students undergo language skills assessment through the ACCESS (Assessing Comprehension and Communication in English State to State) test.

Examples of Data

Examples

Every year, the students are tested using the ACCESS (Assessing Comprehension and Communication in English State to State) test, which serves as the guide to monitor yearly student progress.

ACCESS for ELLs 2.0 ()
 Composite: 3.4 -
 Listening: 5.0 -
 Speaking: 3.5 -
 Oral: 4.0 -
 Reading: 3.2 -
 Writing: 3.1 -
 Literacy: 3.1 -
 Comprehension: 3.8 -
[View T](#)

Q1- ELL Report								
	Last First M	Grade	Date Entered United States	School	Course	Teacher	Grade	NOTES
3		9	09/13/2021		WORLD HIST	RYSAVY, KIRBY	55% F	
4		9	04/13/2018		ENV SCI	LAPADAT, MICHAEL	67% D	
5		9	04/13/2018		ENG 1	MILLER, BRENDA	50% F	
6		9	04/13/2018		WORLD HIST	RYSAVY, KIRBY	64% D	
7		9	04/13/2018		PERS,CAR,SCH DEV 1	SALE, TARI	57% F	
8		9	10/12/2023		English Language Development	JULIN, TERESITA	68% D	

REFERENCES

1. Enacting the Work of Language Instruction

High-Leverage Teaching Practices

E. W. Glissa & R. Donato

2. WIDA Can do Descriptors

<https://wida.wisc.edu/teach/can-do/descriptors>

3. Building Bridges Through Storytelling: What Are Your Students' Stories?, Laura Griso, 2017

<https://www.colorincolorado.org/article/building-bridges-through-storytelling-what-are-your-students-stories>

4. Using Technology to Create a Visual Environment

<https://www.colorincolorado.org/article/using-technology-create-visual-learning-environment>