



From the desk of . . . District Supervisors,
Division of Bilingual Education and World Languages

TO: Elementary ESOL Teachers
SUBJECT: 2009-2010 OPENING SCHOOL YEAR INFORMATION AND REMINDERS

Welcome to a new year! The guidelines below have been developed to assist you.

PRE-KINDERGARTEN

- **Enter only the Home Language Survey (HLS) answers on the “J” screen.**
- Contact Early Childhood Programs at 305-995-7632 for more information.
- No testing should be done at this time.

ESOL PROGRAM GUIDELINES AND PROCEDURES

- Administer the M-DCOLPS-R to all kindergarten students (including former Pre-K students) and incoming new students in grades 1-5/6, who answer “yes,” to one or more of the questions on the Home Language Survey.
 - **Please be aware that the WLEP information downloaded from ISIS may not be correct. The Division of Bilingual Education and World Languages is working with ITS to correct several issues. DO NOT UPDATE OR PRINT THE WLEP UNTIL FURTHER NOTICE.**
 - **NEW** - Letter of Participation - **Copy of Letter of Participation in the ESOL program** must be dated and signed by the principal, and the original distributed to parents of all current ELL students (*this action will provide updated information regarding program delivery*). **Do not** discard letters from previous years. Please keep these copies in the ESOL Program Records folder. (Form # FM 6576)
<http://forms.dadeschools.net/webpdf/6576.pdf>)
 - **NEW** - Accessibility of Students’ CELLA Results via SPI and Delivery of the 2009 Student and School Score Reports – Briefing ID # 6333
 - **NEW - Iowa Tests** for ESOL Program Placement of ELLs. Reading (parts 1-2) and language subtests are administered to all new students entering M-DCPS at grades 3-5/6, who score a Level V on the M-DCOLPS-R, to confirm their ELL status and program placement.
 - Briefing ID# 6423 and ID# 6461
 - Guidelines for Iowa Tests are available at <http://oada.dadeschools.net/TestChairInfo/ForTestChair.asp> .
 - Screencast for training in the administration of this assessment may be accessed at <http://oada.dadeschools.net/Screencasts/2009IowasTestScreencast/2009IowasTestScreencast.html>
 - For testing instructions and materials, contact the Division of Student Assessment and Educational Testing at 305-995-7520.
 - MAT-7 will no longer be used for placing ELLs into the ESOL program.
- Note:** Written records and online data must reflect the same information.

CONTENTS OF ESOL PROGRAM RECORDS FOLDER

- Home Language Survey completed, signed and dated by parent/guardian. (Form # FM5196- <http://forms.dadeschools.net/webpdf/5196.pdf>)
- WLEP(s)
- Letter(s) of participation FM#6576 <http://forms.dadeschools.net/webpdf/6576/pdf>
- M-DCOLPS-R
- Florida Comprehensive English Language Assessment (CELLA) Student Report
- MAT-7 (if applicable)
- Iowa Tests (if applicable)
- Notification to parents of ELL Committee meeting(s) (if applicable)

RE-ENTRY OF ELL STUDENTS

- ELL students who have been inactive for 30 or more consecutive school days must be re-assessed to determine English language proficiency level.
- Students who have been inactive more than 30 school days, but less than four months, must be assessed using the Idea Proficiency Test (IPT II), which may be purchased from Ballard and Tighe. Contact Ms. Quinn Fonda at 1-866-563-9595 for questions about ordering or administering the IPT II.
- The ESOL level must be updated and the system will replace the original ELL entry date with the new date.
- The comment “student has had interruption in ESOL instructional services” will appear on the “J” screen. Re-entry codes are: **E02** from another state or **E09** from another country.
- The new ELL entry date will be used to determine the length of time in the ESOL program.

ELL COMMITTEE

- Identify the members of the ELL Committee as prescribed in the Procedures Manual, formerly known as Bulletin 1-C. It is important for this step to take place at this time.
http://bilingual.dadeschools.net/BEWL/pdf/Bulletin_pt1.pdf (pages 22-23)
- Convene all ELL Committee meetings in a timely manner, and record recommendations in the WLEP.
- Print the completed section of the WLEP ELL Committee under the “Meetings” tab, and have the members sign before filing it in the ESOL Program Records Folder.
- Send a letter inviting parents to attend the ELL Committee meeting.
- All schools must maintain a log documenting ELL Committee meetings (sample log attached).

SIX SEMESTERS OR MORE

- Students who took the CELLA test in 2009 do not need to be assessed now. They will be assessed in January 2010 with the District-approved assessment, prior to the February FTE.
- Students who did not take the CELLA test in 2009 need be assessed with the M-DCOLPS-R/IOWA before the October FTE.
- Convene an ELL Committee for students who do not score ESOL Level V on the M-DCOLPS-R/Iowa Tests.
- Refer student to SST if he/she has not exited ESOL, and is failing any of the core subject areas.

POST PROGRAM REVIEWS

- The student’s language arts teacher completes and signs the review.
- The information is recorded in the WLEP.
- Convene an ELL Committee for ESOL Level V students within the two-year monitoring period who have shown a decline of 1.0 point in the overall grade point average or when academic concerns are identified.

NEW - PACING GUIDES for ESOL Courses

- The ELL-Language Arts/Reading Pacing Guide is available online at:
http://curriculum_materials.dadeschools.net/pacing_guides/ as a link by grade level.

ESOL LESSON PLANS

- Lesson plans are available for the first two weeks of school for your convenience.
 - Go to: www.dadeschools.net,
 - Click on the “Employee” tab
 - Click on “Riverdeep Learning Village” located on the bottom of the page
 - Type your “user name” (employee number) and “password” (employee number)
 - Click on “Instructional Organizer”
 - Click on “Lesson Plans”
 - Click on “Search”
 - Type ESOL next to Title
 - Click on “Search,” then scroll down to look for the grade level you would like

RECOMMENDED INSTRUCTIONAL RESOURCES

- Information for all elementary school instructional materials is available online at:
<http://bilingual.dadeschools.net/BEWL/resources.htm>

- All teachers with ELL students in their classes should:
 - Use the appropriate **Pacing Guide** to plan lessons
 - Reflect **ESOL strategies** being used in lesson plans
- **Dictionaries (word-to-word)**
 - Instruction in the use of word-to-word dictionaries in the students' heritage language/English language must be provided to students when it is age and grade appropriate. Dictionaries must be made available to students in ESOL and content class during the year, as well as for all district and state assessments.

GRADING GUIDELINES

- ESOL/Language Arts/Reading grades for ELL students in grades 1-5 must be awarded as follows:
 - Reading – is to reflect English language development infused with phonemic awareness, phonics, fluency, vocabulary, and reading comprehension.
 - Language Arts – is to reflect English language development infused with skills in grammar, spelling, and effective writing.
 - ESOL – is to reflect the student's progress in English language development, as it pertains to reading and language arts.
- If an ELL student is not meeting grade-level expectations in reading, please refer to the current Student Progression Plan (SPP) online under "e-Handbooks" <http://ehandbooks.dadeschools.net/policies/93/index.asp>

MODELS OF INSTRUCTION

- All ELL students must receive 90 minutes of uninterrupted Language Arts/Reading/ESOL instruction daily with an ESOL endorsed/certified teacher. The following models are recommended:
 - **ESOL Self-Contained Teacher (Sheltered)**: 90 minutes of Language Arts/Reading/ESOL, and an additional 30 minutes for writing is delivered by the self-contained teacher with appropriate certification.
 - **ESOL Resource Teacher (Sheltered) Recommended for grades 2 – 5, ESOL levels 1 & 2**
 - **Pull-Out Model** - Language Arts/Reading/ESOL provided for 90 minutes of uninterrupted instruction daily by the ESOL allocated teacher, and an additional 30 minutes for writing provided by the ESOL endorsed classroom teacher. Since grade-level instruction is required, grouping of students may not include more than two consecutive grade levels.
 - **Inclusion Model (Mainstream)** - Language Arts/Reading/ESOL is provided for 90 uninterrupted minutes in the regular classroom by the ESOL resource teacher, and an additional 30 minutes for writing provided by the ESOL endorsed classroom teacher.
 - **Elementary schools with ELL students in grade 6** - The ESOL endorsed Language Arts/Reading teacher will be responsible for the ESOL instruction.

Notes:

- The ESOL-endorsed Language Arts/Reading teacher will be responsible for the ESOL instruction in schools that do not generate an ESOL Resource Teacher.
- SPED/ELL questions and concerns should be addressed through Ms. Rosalia Gallo, District Supervisor for Special Education of ELL students. She may be reached at 305-274-8889.

SPANISH FOR SPANISH SPEAKERS AND WORLD LANGUAGES – SPANISH

- Spanish for Spanish Speakers (Spanish-S) Home Language Arts (Spanish-S) and World Languages Spanish programs should be scheduled following the recommended District guidelines:
 - Sixty (60) minutes two times a week, with an additional thirty (30) minutes a third day for a total of 150 minutes weekly; or
 - Fifty (50) minutes three times-a-week.
- Allocations for Spanish-S and World Languages are based on student enrollment; therefore, ESAP Programs must reflect participation in Spanish.
- Spanish-S language arts should use the Pacing Guides for Spanish, which may be accessed at: http://curriculum_materials.dadeschools.net/pacing_guides/
 - The pacing guides will need to be adjusted to reflect the actual time of instruction, i.e., dual language programs will be expected to follow the guides at a much faster pace than the standard Spanish-Program.
- World Languages teachers must use the programs' CBC to plan their lessons and reflect the competencies and objectives in their lesson plans.

- Spanish-S and World Languages teachers should use District recommended materials:
 - Spanish-S – “Lectura” from Scott Foresman
 - World Languages – Spanish “Muy Bien!” from ABC Books
- World Languages students must have a letter of participation signed and dated by the parent/guardian in the cumulative folder (only required at the time of initial program entry).
- **Interventions for ELL students**
 - ELL students who have been in the ESOL program for less than two years will receive 150 minutes of Home Language Arts- Spanish / Haitian Creole weekly. Recommendation of the most appropriate intervention for ELL students who are Tier 2 (retained once) or Tier 3 (retained twice) are to be done through the action of the ELL committee.
- ESAP Program number 19 must be used (indicates intervention).
 - Students scheduled into interventions, in lieu of Spanish-S or World Language-Spanish, comment 26, “no grade awarded due to alternate assignment,” should be noted on the student’s report card.
- Allocations are based on student enrollment; therefore, formulas will be adjusted accordingly.

HAITIAN CREOLE LANGUAGE ARTS

- Haitian ELL students are scheduled into Haitian Creole Language Arts when enrolled in a school offering the program.
- Haitian Creole Language Arts may be offered to former Haitian-ELL students who have exited the ESOL program. These students may be withdrawn from the program with written parental consent. For additional information, contact the district supervisor for your region.
- Haitian Creole students should be scheduled for Haitian Creole language arts following the recommended District guidelines:
 - Sixty (60) minutes two times a week, with an additional thirty (30) minutes a third day for a total of 150 minutes weekly; or
 - Fifty (50) minutes three times-a-week.
(Exception to the above schedule is to be made when schools have less than 15 students.)
- Haitian Creole Language Arts teachers should use the Pacing Guides for Haitian Creole, which may be accessed at: http://curriculum_materials.dadeschools.net/pacing_guides/

Please contact your District Supervisor for additional information and support:

District	Beatriz Pereira	305-756-2904
Region 1	Olga C. Carballo	305-795-1030
Region 2	Deland Innocent	305-795-1032
Region 3	Cary M. Perez	305-795-1031
Region 4	Lourdes M. Menendez	305-795-1033
Region 5	Yvonne Lim-Petersen	305-795-1035
Specialized Programs		
BISO/IS Schools	Toni Miranda	305-756-2906
ESOL/SPED	Rosalia Gallo	305-274-8889