

State Identifier: 1-001-022

Component Title: ESOL Training for Administrators and Guidance Counselors

Inservice Points: 60

Certification Area(s): All

General Objectives:

This program is designed to enable participants to increase their knowledge of the role and responsibilities of administrators and guidance counselors in Florida regarding students identified as Limited English Proficient (LEP)/English Language Learners (ELL).

Specific Objectives (Administrators):

1. Demonstrate knowledge of the background of the 1990 ESOL Agreement, including knowledge of related legislation and litigation (e.g., Bilingual Education Act, Lau v. Nichols)
2. Demonstrate knowledge of the requirements of the 1990 ESOL Agreement (placement, monitoring, programmatic issues, etc.) to ensure compliance.
3. Demonstrate knowledge of administrator's role and responsibility as the instructional leader of the school and as a participant in the LEP/ELL Committee.
4. Demonstrate knowledge of the role and responsibilities of Florida Department of Education, school districts and schools regarding the 1990 ESOL Agreement.
5. Demonstrate ability to evaluate trained teachers who are using ESOL instructional strategies in Basic ESOL courses.
6. Demonstrate ability to evaluate trained teachers who are using ESOL or Home Language strategies in basic subject area courses.
7. Demonstrate ability to evaluate instructional personnel (other than basic subject area teachers) who are using ESOL or Home Language strategies.
8. Demonstrate knowledge and sensitivity to multicultural and diverse student populations; create a positive and supportive environment to accommodate the diverse cultural backgrounds of students.
9. Recognize major differences and similarities among various cultural groups in the U.S., in Florida, and in the local community; counsel students, parents, school personnel and community members on these differences and similarities.
10. Demonstrate ability to work cooperatively with the community and express to the community that its participation is wanted and needed.
11. Develop cross-cultural awareness and understanding of the major cultural groups represented in the local school district, and at the individual schools, in order to meet the needs of LEP/ELL students within the context of a multicultural student population.
12. Demonstrate ability to explain to LEP/ELL students what behavior is expected of them in American culture, in the district, and in the school.

Specific Objectives (Guidance Counselors):

1. Demonstrate and understand the requirements of the 1990 ESOL Consent Agreement regarding the appropriate roles and responsibilities of school guidance counselors, including knowledge of related litigation and legislation.
2. Demonstrate an ability to counsel ELL students and their families regarding their rights under state and federal laws and regulations.
3. Demonstrate an ability to interpret school-community demographics, and to understand how the data affects the responsibilities of counselors and the school.
4. Demonstrate an ability to recognize the cultural characteristic of ELL students, including their language proficiency, aptitudes, intelligence, interests and achievements and to provide counseling services to them.

5. Demonstrate an ability to assist ELL students and their families in dealing with cultural adjustments that could hinder educational development.
6. Demonstrate an ability to work with the school and district staff, and related community representatives to assist ELL students and their families.
7. Demonstrate an ability to provide assistance and training to support the school staff in responding to the developmental needs of ELL students.
8. Demonstrate an ability to assist ELL students to gain admittance to special programs, including gifted, vocational, advanced placement, and career exploration.
9. Demonstrate an ability to assist in the implementation of the District ELL Plan, function as a member of the school ELL Committee and to development of ELL Student Plans.
10. Demonstrate an ability to recognize cultural differences and similarities among various groups in the U.S., Florida, and the school-community.
11. Demonstrate ability to implement strategies for using school, community, and home resources to enhance the ELL student's emotional well-being, school adjustment and academic performance.
12. Demonstrate an ability to work with the school and district staff to ensure the appropriate placement of ELL students with or without student records.
13. Demonstrate an ability for evaluation of "out-of-country" student records to ensure appropriate placement of ELL students.
14. Demonstrate an ability to identify linguistic and cultural bias and the effects of race, gender, and socioeconomic status on assessment results.
15. Demonstrate an ability to assist ELL students and their families to find school and community-based services that may help meet their academic needs.
16. Demonstrate an ability to plan multicultural activities that will sensitize students to a diversity of cultures.
17. Demonstrate an ability to use formal and informal assessment methods, including measurements of language, literacy, and academic content that can be used with ELL students.
18. Demonstrate an ability to interpret test scores for the school staff, parents and ELL students.
19. Demonstrate an ability to disaggregate and analyze data on the achievement of subgroups within the school, including ELL students.
20. Demonstrate an ability to recognize the indicators learning disabilities, as compared to the process by which students acquire a second language.
21. Demonstrate an ability to recognize the difference between language proficiency and content-based academic knowledge.
22. Demonstrate an ability to identify the effects of race, gender, age, and socioeconomic status on LEP student performance and assessment results.
23. Demonstrate an understanding of second language acquisition (applied linguistics) theory and its applicability to the instructional process.
24. Demonstrate an ability to communicate to the school staff, ELL students and their parents student progress toward the school district's curriculum and the Florida Department of Education Standards.

Activities may include:

1. Submit a portfolio that contains the assignments supporting the achievement of the competencies.
2. modification to your school's or district's LEP plan
3. creation of specific plans to incorporate LEP parents within the school community
4. proposals to modify ESOL program delivery models
5. teacher observation to ensure effective delivery of ESOL strategies

6. use of data to address issues affecting academic achievement of ELL
7. modifications to your school site operations plan to align it to ESOL programmatic requirements
8. development of a plan to include community-based organizations/agencies in school programs or activities
9. re-examination of criteria for recommending students to programs and activities to allow open access and opportunity to all students
10. generating a list of referral sources and/or community resources
11. use of data to interpret the changing demographic of your school and their effect on your responsibilities as a school guidance counselor

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on-line or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the Teacher Training Site (www.clay.k12.fl.us/ttc) within 30 days of the compilation of the follow-up evidence or no later than June 1 of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science and/or math skills for each of the art related activities completed by the participant.

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science and/or math to the Professional Development Office to be reviewed by the Professional Development Advisory Council.

Organization Information:

Submitted by the Professional Development Department, May 2007.