

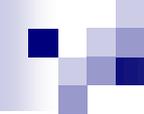
Using the Florida Adult ESOL Standards in the Classroom

Workshop Objectives:

- Identify the **TYPES OF STANDARDS** used in Adult ESOL programs in Florida
- Identify **KEY COMPONENTS** of the Adult ESOL Standards
- **DEVELOP LESSON PLANS** from the Adult ESOL Standards
- **IDENTIFY RESOURCES** that align with the Adult ESOL Standards



What TYPES OF STANDARDS are found in Florida Adult ESOL Programs?



TYPES OF STANDARDS

- **Program Standards**

- **Content Standards**

- **Performance Standards**

Program Standards

EIGHT COMPONENTS

- Organizational Structure
- Community Interface & Recruitment
- Administration & Leadership
- Operational Procedures
- Standards & Instruction
- Assessment
- Professional Development
- Documentation

Content Standards

- Provide a clear outline of knowledge and basic skills
- Reflect a shared vision among stakeholders of what core knowledge and basic skills should be taught and learned

Performance Standards

- Make the Content Standards measureable
- Outline the extent to which students demonstrate command over the benchmarks of the content standards
- Specify what criteria will be used to document that have learned the content standards

Qualities of a Good Standard

- 1. Specific
- 2. Measurable
- 3. Comprehensive and coherent
- 4. Not repetitive
- 5. Progressively more difficult (requiring more language and higher-order skills)
- 6. Appropriate for the level

Standards in Florida: 1998 -1999

- FL legislature created Workforce Development
- More focus on student performance, not only attendance
- National Reporting System (NRS) established to track enrollment, progression and completion of students

1998-1999 continued...

- FLDOE set up Practitioner Task Forces (PTFs): ABE, ESOL, GED,
- The PTFs created the first sets of standards for the state
- First standards called Curriculum Frameworks, which were used as checklists by teachers

1999-2003 continued...

- **“Checklists”** used in place of tests to show progress
- When students completed checklist, the learning gain was counted as 1 Literacy Completion Point (LCP)
- The state paid local programs for each LCP

■ **SEPTEMBER 2003**

- USDOE monitored FL
- Informed FL that it could not accept NRS data from Florida if it continued to report based on the Checklist

■ **OCTOBER 11, 2004**

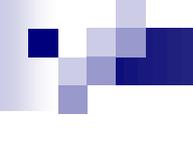
- FLDOE memo stopped use of Checklists by local programs for reporting
- Required use of standardized tests for NRS reports

2004-2006

- USDOE trained 8 states on developing and implementing ESOL standards
- Florida participated for 1 ½ years
- Adult ESOL Task Force began to revise standards

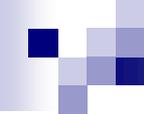
2007 Standards Project

- Florida set up Standards Writing and Implementation Workshops
- Four 1½ day workshops
- 25 Practitioners (ABE, ESOL, GED)
- Trainer: Susan Pimentel of StandardsWork.org



■ 2007-2008

- ESOL Standards Writing Team and the ESOL Task Force finished Standards
- Local schools piloted ESOL standards in the classrooms
- ESOL Writing Team and ESOL Task Force made changes based on pilots
- FLDOE adopted the new standards



Revised ESOL Standards

1. Communication
2. Civics, Family and Community
3. Employment
4. Consumer Education
5. Health and Nutrition
6. Transportation and Travel
7. Safety and Security

Numbering System

Level

Standard

Benchmark

<p>1.03.01 Recognize entry-level jobs and workplaces of various occupations</p>	<p>2.03.01 Interpret job application</p>	<p>3.03.01 Recognize common skills, responsibilities and/or duties of entry-level jobs.</p>	<p>4.03.01 Respond appropriately to job ads</p>	<p>5.03.01 Create a job-wanted ad.</p>	<p>6.03.01 Compare/contrast job opportunities available in the community.</p>
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<p>1.03.02 ⦿ Recognize procedures to apply for a job.</p>	<p>2.03.02 Follow procedures to apply for a job.</p>	<p>3.03.02 Understand work related vocabulary</p>	
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STANDARDS WRITING TOOLS :

- **1. Unpacking Standards**

- **2. Identifying Anchor Benchmarks**

1. Unpacking/Unwrapping

- Take the Benchmarks apart

- Divide it into components

- Concept to Learn**

- (Ideas or knowledge that the student is learning)

- Skill to Perform**

- (Task the student is practicing)

- Cognitive Demand Level** required to know the concepts and perform the skills

Civics, Family and Community Resources

Benchmark	Concepts	Skills	Level	Activity
4.02.02 Discuss services available in the community for immigrants and refugees.				

Communication

Benchmark	Concepts	Skills	Levels	Activity
5.01.09 Role-play a service call to report a problem.				

Civics, Family and Community Resources

Benchmark	Concepts	Skills	Levels	Activity
6.02.06 Discuss the benefits of recycling.				

2. Anchor Benchmarks

- Non-negotiable: Benchmarks that students must know or be able to perform
- Prerequisite to further study
- Important life skill that endures beyond the end of the course
- Applicable to other disciplines

Find the Anchor Benchmarks

4.02.05 Describe appropriate preparation for weather emergencies.

3.02.05 Describe various weather conditions and interpret temperatures using Fahrenheit and/or Celsius.

4.03.03 Write a simple resume.

1.04.04 Identify types of housing.

3.02.09 Interpret various temperatures & compare Fahrenheit-Celsius.

4.04.05 Write a basic consumer related complaint.

2.05.01 Describe basic problems/injuries to parts of the body.

1.04.01 Complete a sample personal check or a money order.

STANDARDS IMPLEMENTATION

TOOLS :

- **1. Mapping Standards to make Lesson Plans**

- **2. Align Standards to Textbook and Technology Resources**

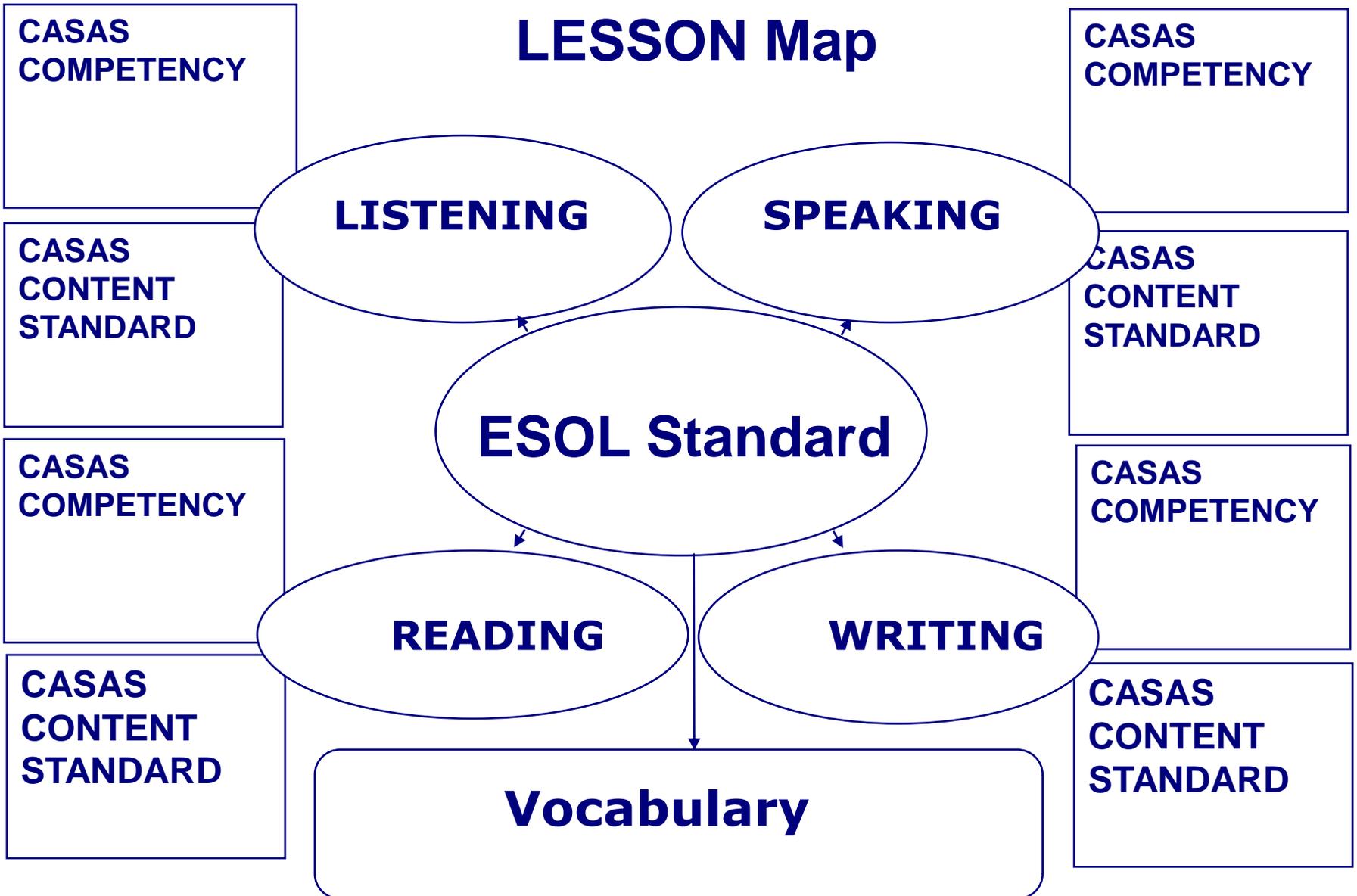
Map Standards to Lessons

- Instructional activities that are based on the standards
- Helps to clarify the intent of the standards for instructors and students alike.
- Shows how the standards are taught in the classroom
- Provides instructors with a “mapping tool” for creating lesson plans.

Mapping Lessons

- Write benchmark in center circle of the blank handout
- Select activities for reading, writing, listening and/or speaking skills
 - Match activities to the ESOL level
 - Align activities to CASAS Competencies and Content Standards
- List vocabulary words for the lesson

LESSON Map



Presenting Standards to Students

- Give an overview of the course – ask students to pick the three most important topics, then ask why they picked them
- Ask how they need English in specific situations:
 - At work? At the store? At the doctor's? Ordering food? Using the phone? Writing notes at work?
- Ask how they communicated in these situations in the past

Presenting Standards to Students

- **Ask students open-ended questions:**
- “In what situations have you tried to ask for something, but you had difficulty asking for it in English?”
- “In what situations did someone say something you did not understand, and you had difficulty asking the person to explain?”

Presenting Standards to Students

- In what situations did you tell someone something, but you had difficulty?
(complements, polite requests, sad news, reporting problems at work, stating preferences, condolences)
- Have you ever been surprised when you said something in English, and the other person responded in an unexpected manner?

Standards in Multi-level classes

- Decide with students on weekly themes to study
- Develop Reading, Writing, Listening, and/or Speaking activities that support the benchmarks

Tracking Standards with Students

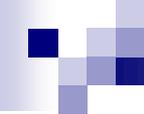
- Provide students with a list of the indicators at the start of the course
- Post the current theme being taught in a prominent place in the classroom, along with the corresponding indicators
- Periodically display the work done by students to show progress and for students to self-reflect and decide their next objectives to work toward

Align Standards to Resources

- Use the selection tool handout to evaluate instructional materials
- Identify gaps in the resources and search for other resources to fill the gaps

Align Standards to Resources

- **Strong** = sufficient relevant content to teach the standard fully
- **Partial** = sufficient relevant content to teach some but not all of the standards
- **Weak** = standard is covered in the resource, but not sufficient material to teach it
- **None** = additional resources will be necessary to teach the content



Questions & Discussion

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