


# **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](http://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

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



# **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
<b>4.02.02</b> Discuss services available in the community for immigrants and refugees.				

# Communication

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

# Civics, Family and Community Resources

Benchmark	Concepts	Skills	Levels	Activity
<b>6.02.06</b> 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**



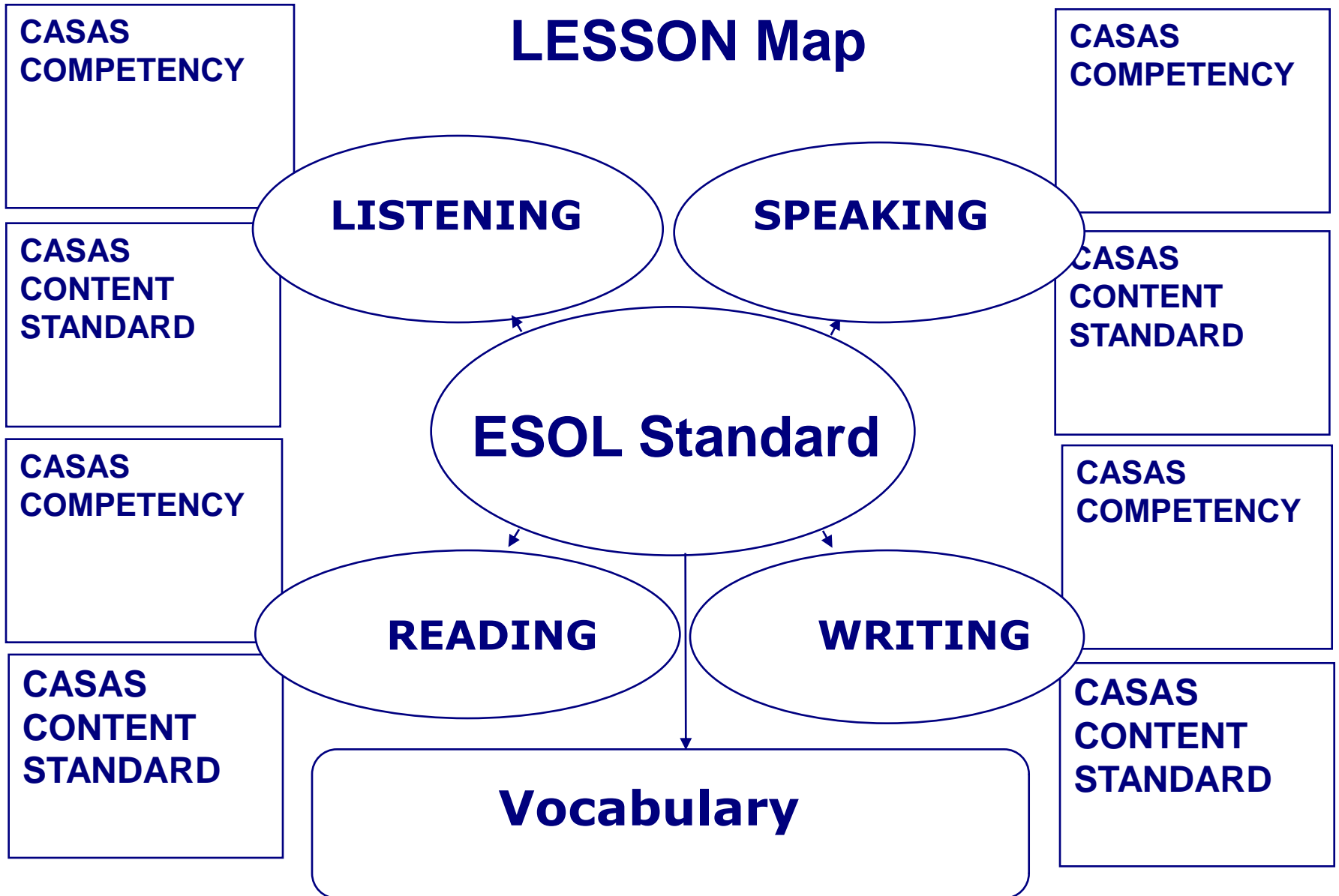
# Map Standards to Lessons

- 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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