
An Update on the Review and Revision of English for Speakers of Other Languages (ESOL) Performance Standards

Presented by:

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**Florida Department of Education
Dr. Eric J. Smith,
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The Need

- Performance standards are over 20 years old, outdated and no longer research-based
- Performance standards and Pre-service Indicators are not aligned
- Unclear alignment to Florida's reading endorsement program

The Steps

1. Review, revise, and adopt new ESOL Performance Standards used for ESOL Endorsement programs
2. Align pre-service and professional development ESOL programs
3. Review ESOL certification exam for alignment to new Performance Standards
4. Review, revise, and adopt new Reading Endorsement Standards
5. Review alignment of ESOL Performance Standards and Reading Endorsement Standards to redefine common standards
6. Review professional development requirements for teachers working toward both ESOL and Reading Endorsement

Step 1 - The Committee

- Eleven nominees met from August 11th-14 to redesign and update the teacher Performance Standards for ESOL endorsement.
- Five National Experts in the field of ESOL are reviewing the draft along with the on-line availability for public comment
 - Dr. Tim Shanahan
 - Dr. Candice Harper
 - Dr. Ester De Jong
 - Dr. Aida Walqui
 - Dr. Maria Carlo

The Committee consisted of:

- ✓ Representatives from: University of Miami, St. Leo's and Florida Atlantic Universities
- ✓ District level representatives from: Hillsborough and Escambia
- ✓ National Level: Teachers of English to Speakers of Other Languages (TESOL) representative
- ✓ District ESOL teacher: Seminole
- ✓ ESOL trainer - Florida Learns Academy, Panhandle Area Educational Consortium
- ✓ National expert in ESOL: Director of Teacher Professional Development Program, WestEd; taught at the University of California and Stanford University
- ✓ Bureau Chief for the Office of Student Achievement through Language Acquisition: B.A. English; M.A. Education; M.Ed. Multicultural Ed; ESOL and Reading endorsed

What are the Strengths of the Draft?

- **Collaboratively developed** by practitioners and experts from diverse arenas
- **Developed with professional needs** of teachers at the in-service and pre-service levels
- **Research-based** with supportive data
- **Professional practices and experiences embedded** in the development
- **Concise:** Performance Indicators support Standards and Standards support Domains
- **Student outcome** guided the direction

The Content

- Addresses what teachers of ELLs need in order to be successful in the classroom
- Six Domains focus on curriculum and pedagogy
- Culture embedded in academic discipline and not in isolation
- Highlights importance of oral language development
- Emphasizes English language acquisition through content area instruction
- Affords ESOL students the opportunity to *actively* participate in class at some level

The Format

<u>Domains</u>	<u>Standards</u>	<u>Indicators</u>
Applied Linguistics	1	5
English Literacy Development	3	12
Assessment	1	5
Culture	1	5
Methods and Curriculum	2	10
Legal Issues	1	3

Changes from the Old to the New

	Old	New
Standards	40	9
Indicators	111	25

- Stronger focus in literacy
- Stronger focus on oral language

Domain – English Literacy Development

Standard 1 – Listening and Speaking: Demonstrate the effective use of a variety of instructional practices and materials to develop ELL’s listening and speaking literacy skills across varying contexts and content areas.

Performance Indicators:

1. Identify the characteristics of oral language development for ELLs.
2. Explain the relationship between first and second language oral proficiency and second language development.
3. Engage ELLs in purposeful oral discourse in social and academic contexts.
4. Select and adapt strategies to increase academic oral language in the classroom.

Next Steps

- Reconvene committee and evaluate comments from National Expert Reviewers and public
- Finalize Draft
- Begin the process of Rule Development