

FLORIDA DEPARTMENT OF EDUCATION

Bureau of Student Achievement through Language Acquisition

BUREAU CHIEF NOTICIAS



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“No hay mal que por bien no venga!” This saying in Spanish has meant a great deal to me because in life we face many seemingly insurmountable problems. In English, my translation is, “There is nothing bad that good cannot come from!” Perhaps this saying is similar to “Every cloud has a silver lining,” or “When life gives you lemons, make lemonade.” During the holiday season, we experience many emotions. This time of year can bring great joy but also great sadness. I would like to encourage you to consider that no matter what is happening in your life, that good can result, even from the bad. We do not get to decide when we are born, or where we are born, or our gender, or our IQ, but we are given the opportunity to live and to choose our attitudes and our actions. I am sure there are students, colleagues, friends and family in your world that need your positive touch in some way, whether a considerate gesture, a kind word, a warm smile, a small gift, or a special get-together. This holiday season I suggest that we all remain cognizant of the kinds of things people endure, keeping in mind that most people suffer in silence. Nobody knows the pain deep within. Let’s be sensitive and kind to all around us. And let’s allow the good to be the focus of our lives, not the bad. I wish you, your family, your friends and colleagues the best holiday season ever, and may your new year be the best one yet!

Sincerely,

Chane Eplin, Bureau Chief, Student Achievement through Language Acquisition

COLLEGE & CAREER READINESS CORNER

As all of us march to the beat of a different drum, that of the future, focusing on college and career ready standards, I would like to share with you today that stronger standards result in increased student academic achievement. In more than 30 years of experience in education, I have never hurt my students by raising the bar, but I must regrettably confess that I erred when I lowered my expectations, thinking I was “helping” a student. I have found that students can rise to the occasion to meet my high goals when I support their learning. A few years ago I began the first night of an evening ESL Communications class by telling the students they would finish the class with a PowerPoint presentation at the end. Of course you could imagine the panic that went through the group of about 20 students, who incidentally were at varying English proficiency levels. Some of the students began to talk about withdrawing from the course! I spent about a half hour calming the students down, letting them know that I would help them meet this goal. As the semester progressed, I helped the students learn how to create a presentation in PowerPoint, how to support their ideas with reliable sources, and how to speak in front of the class. By the end of the semester, the students all presented; the presentations were excellent, even for the beginners at the lowest level of English proficiency. After the class ended, I received the student evaluations a few months later, and students actually commented that they were extremely grateful and excited that they knew how to create a PowerPoint presentation and that they were so glad they did not withdraw from the course after the first night. Some of them even wrote, “Thank you, Mr. Eplin!” Our students can meet the high demands of college and career ready standards; we must scaffold our instruction so that they are successful, providing support, teasing out the language demands, ensuring student mastery of each standard. Let’s continue to keep our expectations high and our standards strong here in Florida so that our students are able to compete globally for the jobs of the future.



ESOL & TITLE III MONITORING

The 2013-2014 monitoring season is approaching. Monitoring gives us the opportunity to see the ways schools and districts serve our ELLs. There are three types of monitoring: on-site, desktop, and self. For on-site, the district will upload documentation to be reviewed prior to a visit. The desktop documentation upload process is the same as for on-site and there are no school visits. Self-monitoring requires only that the district review its programs and procedures and certify compliance. The online system for this entire process will be available shortly and districts will be notified when it is ready.

Below are the districts our program is monitoring in 2013-2014. All districts are monitored for Title III and ESOL, unless indicated otherwise. Any districts that are not designated as on-site or desktop will be self-monitored.

The districts for onsite monitoring are: Gilchrist (ESOL only), Marion, Pinellas, DeSoto, Collier, and Jefferson (ESOL only). The districts for desktop monitoring are: Monroe, Palm Beach, Polk, and Putnam.

Please contact Mark Drennan at 850-245-0893 or at mark.drennan@fldoe.org if you have any questions regarding the monitoring process.



NEWS & INFORMATION YOU CAN USE

There have been very informative articles and webinars regarding the transitions toward more vigorous college and career-ready standards for ELLs. Please share the following sites with your teachers and school administrators:

Common Core and English-Learners: Teaching Math and Language

http://blogs.edweek.org/edweek/learning-the-language/2013/10/common_core_and_english-learne.html?cmp=ENL-EU-NEWS2

Testing Supports for English-Learners

http://blogs.edweek.org/edweek/learning-the-language/2013/09/smarter_balanced_approves_test.html?cmp=ENL-EU-NEWS2

Common Core Standards for English Language Learners

<http://www.colorincolorado.org/common-core/>

ELL Performance So Far on Common-Core-Aligned Tests

http://blogs.edweek.org/edweek/learning-the-language/2013/08/ell_performance_sinks_on_commo.html

Critical Role of Oral Language in Reading for Your Title I and ELL Students-Webinar

<https://vts.inxpo.com/scripts/Server.nxp?LASCmd=AI:4;F:QS!10100&ShowKey=16641&partnerref=eblast>

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT

2013 CELLA Customer Satisfaction Survey Results

Thank you for your participation! There were 575 responses to the 2013 CELLA Customer Satisfaction Survey. Survey respondents (97%) indicated that the Spring 2013 CELLA administration was a success.

CELLA 2013 – 2014 Schedule

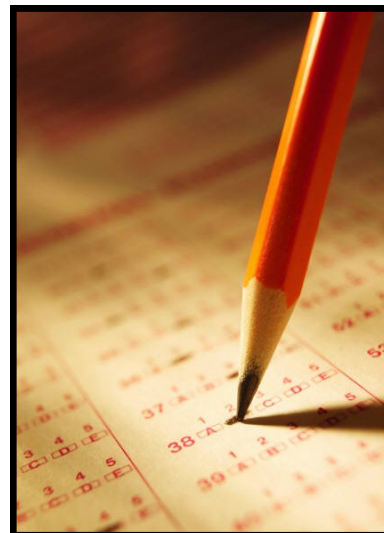
2014 CELLA Regional Training Workshops: January 27, 2014 – January 31, 2014

Tallahassee – January 27, 2014

Jacksonville – January 28, 2014

Kissimmee – January 30, 2014

Fort Myers – January 31, 2014



Delivery of 2014 CELLA Administration Materials: February 5, 2014

2014 CELLA Test Administration Window: March 3, 2014 to April 4, 2014

2014 Students to be Tested

All students enrolled in the district (grades K-12) and classified ELL, with a code of “LY” or “LP,” must be administered the CELLA. In addition, all students who are coded “LF” on or after the 11th school day* of the current school year must be administered the CELLA.

*Omit day off (e.g., Hurricane Days)

CELLA Reporting

Survey 7 data is the ONLY source for the 2014 CELLA student PreID labels this year. Please make sure the student’s last name, ID number, district number, school number, grade level, and ELL status are correct. For Survey 7, the following reporting formats must be submitted between **December 9, 2013—January 10, 2014**:

- English Language Learners Information
- Exceptional Student
- Federal/State Indicator Status
- Student Demographic Information

For more information, go to http://www.fldoe.org/eias/dataweb/student_1314.asp#REPORTINGFORMATS.

CELLA Reminders

1. The 2014 CELLA Parent Information Brochures are available exclusively online and translated to Florida’s 10 most common languages at <http://www.fldoe.org/aala/cella.asp>.
2. If there are any 2013 CELLA secure materials located, please return with the 2014 CELLA secure materials.
3. If there are updates or changes for CELLA district personnel, please contact Sabrina.Read@fldoe.org or at (850) 245-0843.



WORLD LANGUAGES

SAS Curriculum Pathways

SAS Curriculum Pathways is a public/private partnership between the Florida Department of Education, the Governor's Office, and SAS Curriculum Pathways. It offers free, online curriculum aligned to Florida's standards. At the moment, the only world language offered is Spanish. However, the curriculum is very extensive and culturally sensitive. Bureau Chief Eplin would appreciate it if district contacts would review the website (<http://www.sascurriculumpathways.com/portal/>) and provide feedback regarding the Spanish resources via email to Tatiana Fernández at tatiana.fernandez@fldoe.org.

State Board of Education Meeting Update

The State Board of Education (SBOE) has not approved the world languages course descriptions and no date has been set for their inclusion on the meeting agenda. However, the course descriptions have already been approved internally, therefore, districts should be implementing them already.

PARENT INVOLVEMENT MONTH

November is Parent Involvement Month in Florida! Parent Involvement Month recognizes the importance of school/family connections and provides a great opportunity to initiate conversations to improve parent engagement programs and activities in schools. The Department of Education planned a series of events to commemorate this month including a proclamation from the governor and a parent's pledge that will be distributed to school districts. If your district organized specific activities for parents of ELLs and recently arrived immigrant students and youth, please contact Adeola Fayemi at adeola.fayemi@fldoe.org or at (850) 245-9555.

PLEDGE FOR PARENTAL INVOLVEMENT

As a parent, guardian, or caring adult, I hereby give my pledge to support a high-quality education for all of Florida's students to the best of my ability.

I have high expectations for my child and all of Florida's children to succeed in school and in life.

I pledge to stay involved, serve as a positive role model, and maintain open communication with my child's teacher and school to ensure education remains a top priority in my household.

I understand that it is my responsibility to stay informed and involved in all aspects of my child's education.

Education is the key to success, and I will do everything I can to nurture my child's ability to learn.

To obtain pledge in Spanish and/or Haitian Creole, please email adeola.fayemi@fldoe.org.

Check out Governor Scott's Proclamation at <http://www.fldoe.org/family/title1/pdf/Proclamation2013FIParentInvolvEdu.pdf>

Photo: Chane Eplin and Adeola Fayemi at the SALA table during FDOE's Parental Involvement Month kickoff event November 4, 2013.

