



ESE Department by Caseload

ESE Specialist
Alyson Laureano

**ESE Support Facilitators
2015-2016**

Support Facilitator	Resource Room Coverage (126)	Students	Extension	Room #
Rod Sell	1	A-C	572.3151	188
Cameron/Garcia	2			
<u>Annamarie</u> Skelton	3	MO-R	572-3023	147
Jennifer Cameron	4	D-HA	323.2678	153A
Lopez/Sell	5			
Melissa Lopez	6	S-Z	323.2678	153A
Beatriz Garcia	7	HE-MI	572.3151	188
Michele Leon		A-Z Speech/Lang	323.2609	185
Nancy Feldman		GIFTED	572.3107	705
RESOURCE ROOM			572.3023	126

ELL Coordinator

- Ms. Eileen Torraca, ELL Contact
- TBA, ELL Support Facilitator

Accommodations vs. Modifications

- The term "accommodation" may be used to describe an alteration of environment, curriculum format, or equipment that allows an individual with a disability to gain access to content and/or complete assigned tasks. They allow students with disabilities to pursue a regular course of study.
- Accommodations do not alter what is being taught
- Examples of accommodations :
 - > Extra time on assignments/tests
 - > Small group for testing
 - > Oral rather than written responses
 - > Peer buddy
 - > Written notes and outlines
 - > Use of a calculator
 - > Reduced number of problems



Accommodations vs. Modifications

- Modifications are made for students with disabilities who are unable to comprehend all of the content an instructor is teaching (Special diploma students in general education classes should have a modified curriculum).



Who is ESE

- Check Virtual Counselor
- Review students IEP-at-a-Glance

CODES OF EXCEPTIONALITIES



EXCEPTIONALITY	CODE
AUTISTIC	P
DEAF OR HARD OF HEARING	H
DEVELOPMENTALLY DELAYED (age: 0-5)	T
DUAL-SENSORY IMPAIRED	O
EMOTIONALLY BEHAVIORALLY DISTURBED	J
ESTABLISHED CONDITIONS	U
GIFTED	L
HOSPITAL/HOMEBOUND	M
INTELLECTUALLY DELAYED	W
LANGUAGE IMPAIRED	G
OCCUPATIONAL THERAPY	D
ORTHOPEDICALLY IMPAIRED	C
OTHER HEALTH IMPAIRED	V
PHYSICAL THERAPY	E
SPECIFIC LEARNING DISABILITY	K
SPEECH IMPAIRED	F
TRAUMATIC BRAIN INJURY	S
VISUALLY IMPAIRED	I

Who is ELL

LANGUAGE LEVEL CLASSIFICATIONS

LY= Active

LF= Exited (monitored for 2 years)

LZ= Former ELL

A1 Non-English Speaker or minimal knowledge of English

Demonstrates very little understanding Cannot communicate meaning orally

Unable to participate in regular classroom instruction

A2 Limited English Speaker

Demonstrates limited understanding

Communicates orally in English with one or two word responses

B1 Intermediate English Speaker

Communicates orally in English, mostly with simple phrases and/or sentence responses

Makes significant grammatical errors which interfere with understanding

ELL/ESE Instructional Strategies

ESOL Instructional Strategies Matrix

(*How* We Teach is as Important as *What* We Teach)

on	C Assessments	D Vocabulary	E Collaboration & Conversation
sing	C1 Rubrics C2 Presentation C3 Portfolio C4 Checklist C5 Labeling C6 Interview C7 Response Cards C8 Oral Assessment C9 Observation C10 Context-Embedded Text C11 Voting Devices C12 Cloze Test	D1 Etymology/Cognates D2 Semantic Feature Analysis D3 Context Clues D4 Tier II/Tier III Analysis D5 Interactive Word Walls D6 Vocabulary Games D7 Multiple Meanings D8 Phonology D9 Vocabulary Banks	Grouping Configurations: E1 Heterogeneous Grouping (Language/Content Readiness; Learner Profiles; Interests) E2 Homogeneous Grouping (Language/Content Readiness; Learner Profiles; Interests) E3 Jigsaw E4 Peer Pair E5 Reader's Theater E6 Think/Pair/Share E7 Academic Games E8 Group Presentations/Projects

Help Us Help You

SUPPLEMENTAL AIDS and SERVICES

Class/Period: _____

Week of: _____

[illegible]

Help Us Help You

West Broward High School ESE Department Support Facilitators

Rod Sell	A-C	Room 188
Jennifer Cameron	D-K	Room 153
Beatriz Garcia	L-Q	Room 188
Melissa Lopez	R-Z	Room 153
Ann Burgess	Special Diploma	Room 189

Dear Staff: This student will be having an annual IEP (Individual Education Plan) meeting soon. You are a very important member of the student's educational team and therefore your input regarding his/her current level of progress is essential. We ask that you please complete the attached form as it pertains to your specific subject area. We greatly appreciate your cooperation in assisting to develop an effective and appropriate IEP for our students.

Student		TODAY'S DATE	
Teacher		IEP SCHEDULED DATE	
Subject			

Progress Report

Current Grade		
Parent Contacted	Yes (Details Below)	No (Details Below)
Area(s) of strength		
Area(s) of concern		

***Please check off if the student has mastered this goal or not, check not applicable if it's not your subject. If the goal was not mastered, you must provide a detailed explanation as to why, for example, what skill is the student lacking or needs more improvement in.

IEP GOAL	Mastered	***Not Mastered (must give detailed explanation)	N/A
Reading: Literary Analysis Reading Applications Vocabulary Informational Text & Research			
Math: Linear Equations Order of Operations Application of skills Computation skills			
ALL TEACHERS Self-Advocacy			

Resources

Keystone PEELS system

(Pearson English Learning System)

This program accelerates academic vocabulary acquisition.

The U.S. Department of Education has reported that by 2025, one out of every four students will be designated as an ELL. In addition, more than 85% of ELLs struggle to achieve academic proficiency by high school. This system links instruction, assessment, and professional development.

- ⦿ http://www.mypearsontraining.com/pdfs/TG_PELS_UsingKeystone.pdf

Resources cont.



The only web-based software platform specifically designed for ELL educators and the English Learners they serve.

(Log in information in the Language Arts Conference)

Resources cont.

Florida Standards

Brainshark Presentations

Balancing of Informational Text & Literary
Text for ELLs - Shift 1

Text-Based Answers for ELLs - Shift 4

<http://esol.browardschools.com>



Broward County Public Schools invites all ESOL students, parents, and teachers to use this online program FREE for a full year.

InSync Education:

1200+ Educational Resources & Activities

READ and LISTEN to activities in English, Spanish, and Haitian Creole!

Grade 9-12 topics: test prep, health & safety, college & career prep, life skills

Access 24/7 from computers or mobile devices

How to access InSync Education:

Go to: www.insyncedu.com

ACCOUNTS HAVE BEEN CREATED FOR BROWARD ESOL STUDENTS.

USE THE FOLLOWING TO LOGIN.

username = [student ID]

password = *broward*

Resource Room Room 126

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Resource Room 126 Coverage by Period

Period 1:	Rod Sell
Period 2:	Jennifer Cameron/Beatriz Garcia
Period 3:	<u>Annamaria Skelton</u>
Period 4:	Jennifer Cameron
Period 5:	Melissa Lopez/Rod Sell
Period 6:	Melissa Lopez
Period 7:	Beatriz Garcia

Resource Room

ESE TEACHERS Role and Responsibilities:

- Will stamp each test indicating accommodations USED and time spent on test. (Time in: and Time Out)
- Will place ALL tests in the corresponding General Education Teacher's mailbox at the END OF EACH CLASS PERIOD. No test should be left in the folder for extended time more than **2** days.
- Will remove all electronic devices from students upon entry to the testing room.
- Will separate students who are working on the same subject area tests, not necessarily the same class though.

Resource Room

General Ed. Teachers Role and Responsibilities:

- Place Teachers Name, Subject & Chapter on the test.
- Place Student Name and Period on the test.
- Place test date or dates on the test.
- Give the test to the Support room facilitators 24 hours in advance.
- List the amount of time the student is allowed to take the test.

Resource Room

ESE STUDENTS Roles and Responsibilities:

- Students will sign in and out specifying their: time in, time out and the teacher whose test they are completing.
- Students will place all electronic devices in their bookbags and place their bookbags (belongings) in the front of the room or on the teacher's desk.

ELL Broward County Competition

English for Speakers of Other Languages (ESOL) Academic Competition

WHO: English Language Learners, Grades
6-12

DATE: Saturday, May 16, 2015

WHEN: 8:00 am- 3:00 pm

THEME: ??

WHERE: Plantation High School
6901 N.W. 16th Street
Plantation, FL 33313

REMEMBER

- Review IEP-at-a-glance for accommodations and students current IEP goals.
- Contact Ms. Torraca with any ELL concerns/questions
- Contact support facilitator as needed
- Remember to document who is ESE/ELL on your class roles.

Impaired vs. Different

to-be, we be sensitive to their individuality. Kay Drais' whose daughter Jessica has Down syndrome, expressed her opinion about "impairment" in "An open letter from my heart to educators." She wrote (1995):

I do not see Jessica as impaired. I see her as different than most of us in general terms, but different is not impaired. Synonyms for impaired are defective, damaged, ruined, incapacitated, mutilated—synonyms for different are distinct, non-uniform, differing, dissimilar, unusual, uncommon. I prefer to believe, and my heart very clearly tells me, that my daughter is uncommon, not defective.