



ESE Department by Caseload

ESE Specialist Alyson Laureano

ESE Support Facilitators 2015-2016

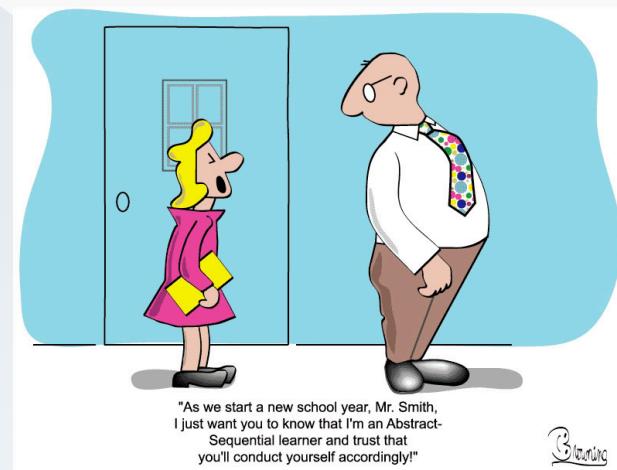
| Support Facilitator | Resource Room Coverage (126) | Students | Extension | Room # |
|-----------------------|------------------------------|-----------------|-----------------|------------|
| Rod Sell | 1 | A-C | 572.3151 | 188 |
| Cameron/Garcia | 2 | | | |
| Annamarie Skelton | 3 | MO-R | 572-3023 | 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 Torracca, 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).



"Okay, he can't read at a fourth grade level, but he can color at it."

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

Help Us Help You

SUPPLEMENTAL AIDS and SERVICES

Class/Period: _____
Week of: _____

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 PELS 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

Resource Room 126 Coverage by Period

- Period 1: Rod Sell
- Period 2: Jennifer Cameron/Beatriz Garcia
- Period 3: ~~Annamaria~~ Skelton
- 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.