

ESOL Bilingual Teacher Assistant Guide

Pinellas County Schools



ESOL

English for Speakers of Other Languages

December, 2012

Table of Contents

What is ESOL.....	3
Responsibilities of Bilingual Teacher Assistants	5
Basic Guidelines for Bilingual Teacher Assistants	6
Recommended ESOL Strategies for Bilingual Teacher Assistants	7
Effective Use of the Native Language in the Classroom – Flow Chart	8
Weekly Assignment Sheet – Elementary and Secondary Schools	9-10
Weekly Schedule for Bilingual Teacher Assistants – Elementary and Secondary Schools	11

Pinellas County Schools



ESOL

What is ESOL

The English for Speakers of Other Languages (ESOL) is designed to meet the diverse needs of English language learners (ELLs) who come from home environments in which the native language is other than English. These students may have difficulty understanding, speaking, reading, and writing the English language without additional support. Currently in Pinellas, students who are eligible for the ESOL program services based on test results represent more than 80 languages.

Identification, Placement, Extension, Exit, and Monitoring of ESOL Students

The following are from the District ELL Plan:

The Home Language Survey is administered to all students at every school as part of the registration process. Students whose parents or guardians answer "No" to all three questions are placed in the regular program. All students, whose parents or guardians answer "Yes" to one or more of the three questions from the Home Language Survey (coded LP-testing pending), are tested for ESOL placement with the district placement test the Online CELLA (Comprehensive English Language Learning Assessment). The Home Language Survey form is filed in the student's cumulative record. It is designated as a category A document and cannot be purged.

Only the district trained staff can administer the online CELLA test. Students who score proficient on the test will be coded TZ-tested, not eligible, and placed in the regular classroom. Students who score in the limited English proficient range are eligible for services and placed into the ESOL Program. A parent notification letter with the translation into the appropriate language is sent home. Students transferring from another Florida Public School District who have previously been identified as ELL or non-ELL are not to be further assessed if they come with the necessary audit documentation. The testing and paperwork in schools that do not have a designated ESOL teacher are done by a designated ESOL Tester.

Classroom teachers and/or ESOL teachers provide ESOL strategies through grade level comprehensive instruction for each ESOL student. Bilingual assistants follow the teachers' directions in assisting ESOL students.

Some additional requirements and procedures are:

- Extension of services beyond the initial three years in ESOL: an ELL Committee meeting has to be convened to justify the extension of ESOL services on an annual basis
- ELLs are exited from ESOL (coded LF- Language Fluent) when they meet the state ESOL grade-applicable exit criteria
- ELLs are annually assessed with the state-mandated paper CELLA
- two year state-mandated monitoring period for all students that exit ESOL (coded LF) The monitoring is done in four monitoring cycles: the first report card after the exit date, the first semester after the exit date, the first year and the second year after the exit date.

ELL Committee: Each school must have an ELL Chairperson and a functioning ELL Committee to reflect the definition and requirements of Rule 6A-6.090; Florida Statute 233.058 as amended by Section 41.

The ELL Committee at each school is composed of a principal or designee, the ESOL teacher, the classroom teacher, and any other educator as appropriate for the situation. The ELL Committee decision is made by the majority of vote of the ELL Committee members.

ELL Committee Functions:

- monitor academic achievement for ELL students

- implementation of PMPs
- extension of ESOL instruction beyond three years
- monitoring ELL student progress
- assessing appropriateness of instructional programming
- parent concerns
- discipline concerns
- possible retention
- referral to other services/ programs
- other, as determined by the committee members

Parent Notification of ELL Committee meeting:

Parents must be notified in writing of the ELL Committee meeting. A written invitation to attend the ELL Committee Meeting is sent to the student's parents in their native language, whenever feasible. A copy of this letter must be kept in the student's cum folder.

Additional and more detailed information can be found on

E-Learn <http://elearn.pcsb.org> :

- **click on Depts & Offices, then on ESOL**
- **click on ESOL Compliance**

Responsibilities of the ESOL Bilingual Teacher Assistants

The ESOL Bilingual Teacher Assistants assist ESOL and/or the subject area teachers and administrators. The subject area teachers and/or ESOL teachers are responsible for implementation of ESOL strategies within daily lessons to provide comprehensible input.

ESOL Bilingual Teacher Assistants are available in schools with 15 or more ELL students in a language group.

TYPICAL RESPONSIBILITIES:

1. Perform instructional support work in native language or English to ELLs
2. Help ELLs in content area subjects reinforcing concepts presented by the teacher. Use students' native language to fill in background information, if needed.
3. Reinforce reading skills
4. Help ELLs with small group work
5. Help ELLs work on projects or assignments
6. Help ELLs explore careers and special interests
7. Reinforce vocabulary with non-English speaking students
8. Help ELLs deal with stress
9. Help build ELL students' self-esteem
10. Assist with home-school communications through interpretation, translation or visitation
11. Act as interpreter for parent conferences
12. Assist school staff and administration with cross-cultural issues. Help maintain the affective atmosphere and climate of the school involving ESOL students and communicate to the ESOL teacher problems among ethnic groups, classroom teacher interaction, cafeteria issues, etc.
13. Observe and record academic behavior and progress
14. Observe and record social behavior
15. Assist ESOL teacher and office personnel with testing, placement and registration
16. Assist in the monitoring process of former ELLs
17. Locate instructional materials for ELLs for their content area classes
18. Work with mainstream teachers to ensure content material is understandable to students
19. Translate forms into ELL students' native language
20. Assist in completion of ELL plans
21. Assist in collection for ELL reports
22. File ELL student papers and assist in compliance mandates
23. Assist the principal as needed
24. Make phone conferences for administration and office support as needed
25. Carry out any duty assigned by administrators or teachers in your school
26. Follow the schedule assigned by the school administrator and/or supervising ESOL teacher

Basic Guidelines for ESOL Bilingual Teacher Assistants

The subject area teachers and/or ESOL teachers will modify lessons to provide comprehensible instruction.

1. Ask the classroom teachers/ESOL teachers for resources, textbooks, and dictionaries.
2. Familiarize yourself with the county ESOL Compliance manual that is posted on <http://moodle.pcsb.org>, under Departments & Offices, ESOL. The enrollment key is “audit”.
3. Introduce yourself to the school staff and ESOL parents. Explain your role and services and how you may be reached.
4. Be sensitive to all language groups and, so that all ESOL students feel supported.
5. Do not directly translate the lessons. Get familiar with “When to Use the Native Language in The Classroom” chart.
6. Organize your time and activities by using Weekly Assignment Sheet. Always give feedback and ask for the classroom teachers/ESOL teachers’ feedback.
7. Do not prepare tests.
8. Do not assign grades.
9. Do not contact the parents without consulting with the student’s teacher, ESOL Contact person, Assistant Principal or Principal, unless authorized by the school administration.

Recommended ESOL Strategies for Bilingual Teacher Assistants

- **Listen** to your ESOL student to find out about their skills that they may need the help with.
- **Explain** your activity and why you are doing what you are doing by using short sentences, examples, pictures, drawings, etc.

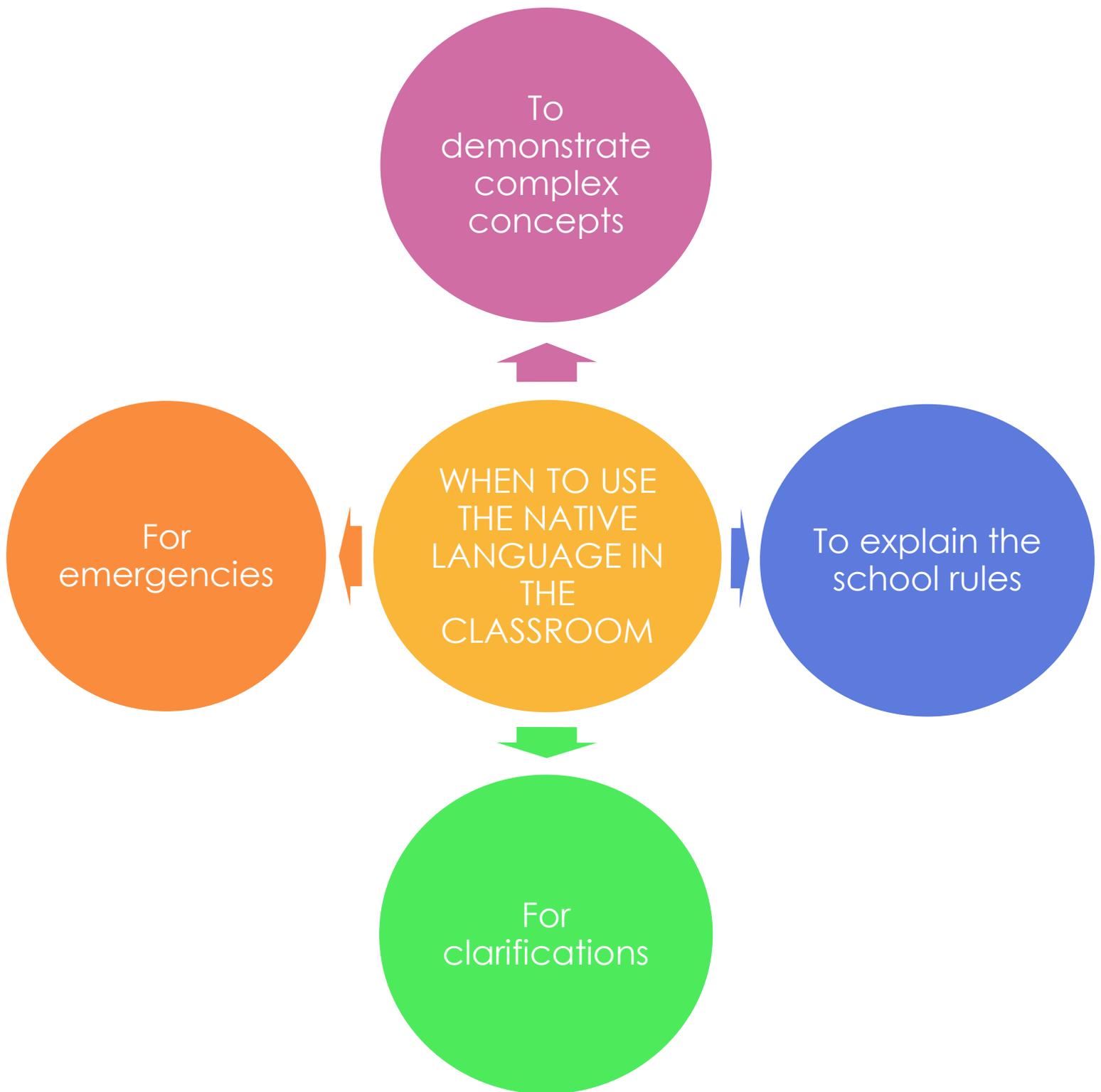


- **Role model** by using different examples for the same activity and showing how to do it.
- **Repeat** while using simple words or phrases.
- **Reinforce** ESOL students' participation by using open-ended questions, pictures, changing the materials, asking them to think aloud, etc.

- **Read Aloud** and ask ESOL students to read aloud.



- **Use Visuals** such as pictures, graphs, diagrams, drawings, maps, etc.
- **Summarize** by stopping the session once in a while and help the students to summarize and reflect on their own learning.



Weekly Agenda for ESOL Bilingual Assistants – Sample
WEEKLY AGENDA FOR ESOL BILINGUAL ASSISTANTS

Name: _____

Hour: _____

Month: _____

Period /Class Time	Monday	Tuesday	Wednesday	Thursday	Friday
1 7:05-7:52am	___ Assistants student office. ___ Documentation ESOL ___ Assist. Class room ___ Assist. Stu. Test	___ Assistants student office. ___ Documentation ESOL ___ Assist. Class room ___ Assist. Stu. Test	___ Assistants student office. ___ Documentation ESOL ___ Assist. Class room ___ Assist. Stu. Test	___ Assistants student office. ___ Documentation ESOL ___ Assist. Class room ___ Assist. Stu. Test	___ Assistants student office. ___ Documentation ESOL ___ Assist. Class room ___ Assist. Stu. Test
2 7:57-8:46am	___ Assistants student office. ___ Documentation ESOL ___ Assist. Class room ___ Assist. Stu. Test	___ Assistants student office. ___ Documentation ESOL ___ Assist. Class room ___ Assist. Stu. Test	___ Assistants student office. ___ Documentation ESOL ___ Assist. Class room ___ Assist. Stu. Test	___ Assistants student office. ___ Documentation ESOL ___ Assist. Class room ___ Assist. Stu. Test	___ Assistants student office. ___ Documentation ESOL ___ Assist. Class room ___ Assist. Stu. Test
3 8:51-9:38am	___ Assistants student office. ___ Documentation ESOL ___ Assist. Class room ___ Assist. Stu. Test	___ Assistants student office. ___ Documentation ESOL ___ Assist. Class room ___ Assist. Stu. Test	___ Assistants student office. ___ Documentation ESOL ___ Assist. Class room ___ Assist. Stu. Test	___ Assistants student office. ___ Documentation ESOL ___ Assist. Class room ___ Assist. Stu. Test	___ Assistants student office. ___ Documentation ESOL ___ Assist. Class room ___ Assist. Stu. Test
4 9:43-10:30	___ Assistants student office. ___ Documentation ESOL ___ Assist. Class room ___ Assist. Stu. Test	___ Assistants student office. ___ Documentation ESOL ___ Assist. Class room ___ Assist. Stu. Test	___ Assistants student office. ___ Documentation ESOL ___ Assist. Class room ___ Assist. Stu. Test	___ Assistants student office. ___ Documentation ESOL ___ Assist. Class room ___ Assist. Stu. Test	___ Assistants student office. ___ Documentation ESOL ___ Assist. Class room ___ Assist. Stu. Test
5 11:05-11:52	___ Assistants student office. ___ Documentation ESOL ___ Assist. Class room ___ Assist. Stu. Test	___ Assistants student office. ___ Documentation ESOL ___ Assist. Class room ___ Assist. Stu. Test	___ Assistants student office. ___ Documentation ESOL ___ Assist. Class room ___ Assist. Stu. Test	___ Assistants student office. ___ Documentation ESOL ___ Assist. Class room ___ Assist. Stu. Test	___ Assistants student office. ___ Documentation ESOL ___ Assist. Class room ___ Assist. Stu. Test
6 11:57-12:43					
7 12:48-1:35	___ Assistants student office. ___ Documentation ESOL ___ Assist. Class room ___ Assist. Stu. Test	___ Assistants student office. ___ Documentation ESOL ___ Assist. Class room ___ Assist. Stu. Test	___ Assistants student office. ___ Documentation ESOL ___ Assist. Class room ___ Assist. Stu. Test	___ Assistants student office. ___ Documentation ESOL ___ Assist. Class room ___ Assist. Stu. Test	___ Assistants student office. ___ Documentation ESOL ___ Assist. Class room ___ Assist. Stu. Test
8 1:35-2:25					

ESOL Bilingual Teacher Assistant _____

WEEKLY ASSIGNMENT SHEET – Elementary and Secondary Schools

Student Name: _____ Grade: _____

CELLA Language Proficiency Scores Date: _____ List/Speak Level _____ Reading Level _____ Writing Level _____

Mon ___/___/____	Tues ___/___/____	Wed ___/___/____	Thurs ___/___/____	Fri ___/___/____
TEACHER INSTRUCTIONS: <input type="checkbox"/> Lesson vocabulary <input type="checkbox"/> Chapter Outline <input type="checkbox"/> Chapter Summary <input type="checkbox"/> Worksheet (s) <input type="checkbox"/> Report <input type="checkbox"/> Project <input type="checkbox"/> Test Other: _____	TEACHER INSTRUCTIONS: <input type="checkbox"/> Lesson vocabulary <input type="checkbox"/> Chapter Outline <input type="checkbox"/> Chapter Summary <input type="checkbox"/> Worksheet (s) <input type="checkbox"/> Report <input type="checkbox"/> Project <input type="checkbox"/> Test Other: _____	TEACHER INSTRUCTIONS: <input type="checkbox"/> Lesson vocabulary <input type="checkbox"/> Chapter Outline <input type="checkbox"/> Chapter Summary <input type="checkbox"/> Worksheet (s) <input type="checkbox"/> Report <input type="checkbox"/> Project <input type="checkbox"/> Test Other: _____	TEACHER INSTRUCTIONS: <input type="checkbox"/> Lesson vocabulary <input type="checkbox"/> Chapter Outline <input type="checkbox"/> Chapter Summary <input type="checkbox"/> Worksheet (s) <input type="checkbox"/> Report <input type="checkbox"/> Project <input type="checkbox"/> Test Other: _____	TEACHER INSTRUCTIONS: <input type="checkbox"/> Lesson vocabulary <input type="checkbox"/> Chapter Outline <input type="checkbox"/> Chapter Summary <input type="checkbox"/> Worksheet (s) <input type="checkbox"/> Report <input type="checkbox"/> Project <input type="checkbox"/> Test Other: _____
Bilingual Assistant Feedback: (PLACE IN TEACHER MAILBOX) Assignment completed on date: _____ <input type="checkbox"/> Works independently <input type="checkbox"/> Stays on task <input type="checkbox"/> Good study habits <input type="checkbox"/> Motivated Other: _____	Bilingual Assistant Feedback: (PLACE IN TEACHER MAILBOX) Assignment completed on date: _____ <input type="checkbox"/> Works independently <input type="checkbox"/> Stays on task <input type="checkbox"/> Good study habits <input type="checkbox"/> Motivated Other: _____	Bilingual Assistant Feedback: (PLACE IN TEACHER MAILBOX) Assignment completed on date: _____ <input type="checkbox"/> Works independently <input type="checkbox"/> Stays on task <input type="checkbox"/> Good study habits <input type="checkbox"/> Motivated Other: _____	Bilingual Assistant Feedback: (PLACE IN TEACHER MAILBOX) Assignment completed on date: _____ <input type="checkbox"/> Works independently <input type="checkbox"/> Stays on task <input type="checkbox"/> Good study habits <input type="checkbox"/> Motivated Other: _____	Bilingual Assistant Feedback: (PLACE IN TEACHER MAILBOX) Assignment completed on date: _____ <input type="checkbox"/> Works independently <input type="checkbox"/> Stays on task <input type="checkbox"/> Good study habits <input type="checkbox"/> Motivated Other: _____

Weekly Schedule for ESOL Bilingual Assistants

(developed by supervising ESOL teacher or school administrator)

Bilingual Assistant: _____ **School:** _____

Classroom/ Period	Class Time	Monday	Tuesday	Wednesday	Thursday	Friday

Administrator/or Supervising ESOL Teacher Signature:

Date:
