ESOL Program/Title III

2022 ESOL Teacher PLC

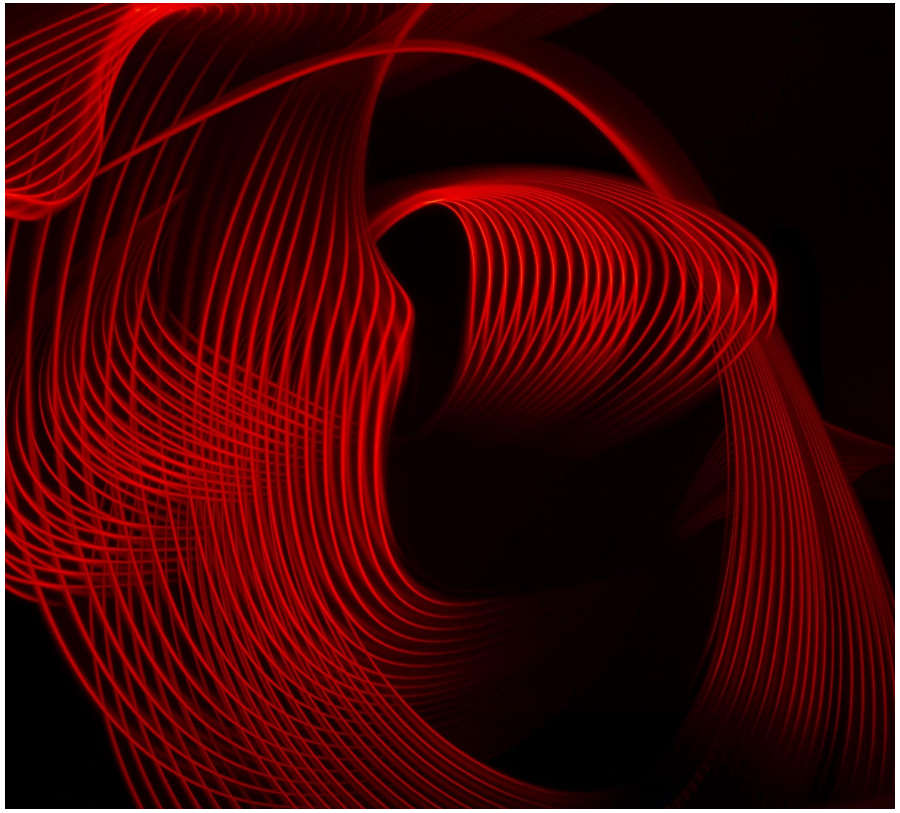
The Continued Development and Defining of the ESOL Teacher Role

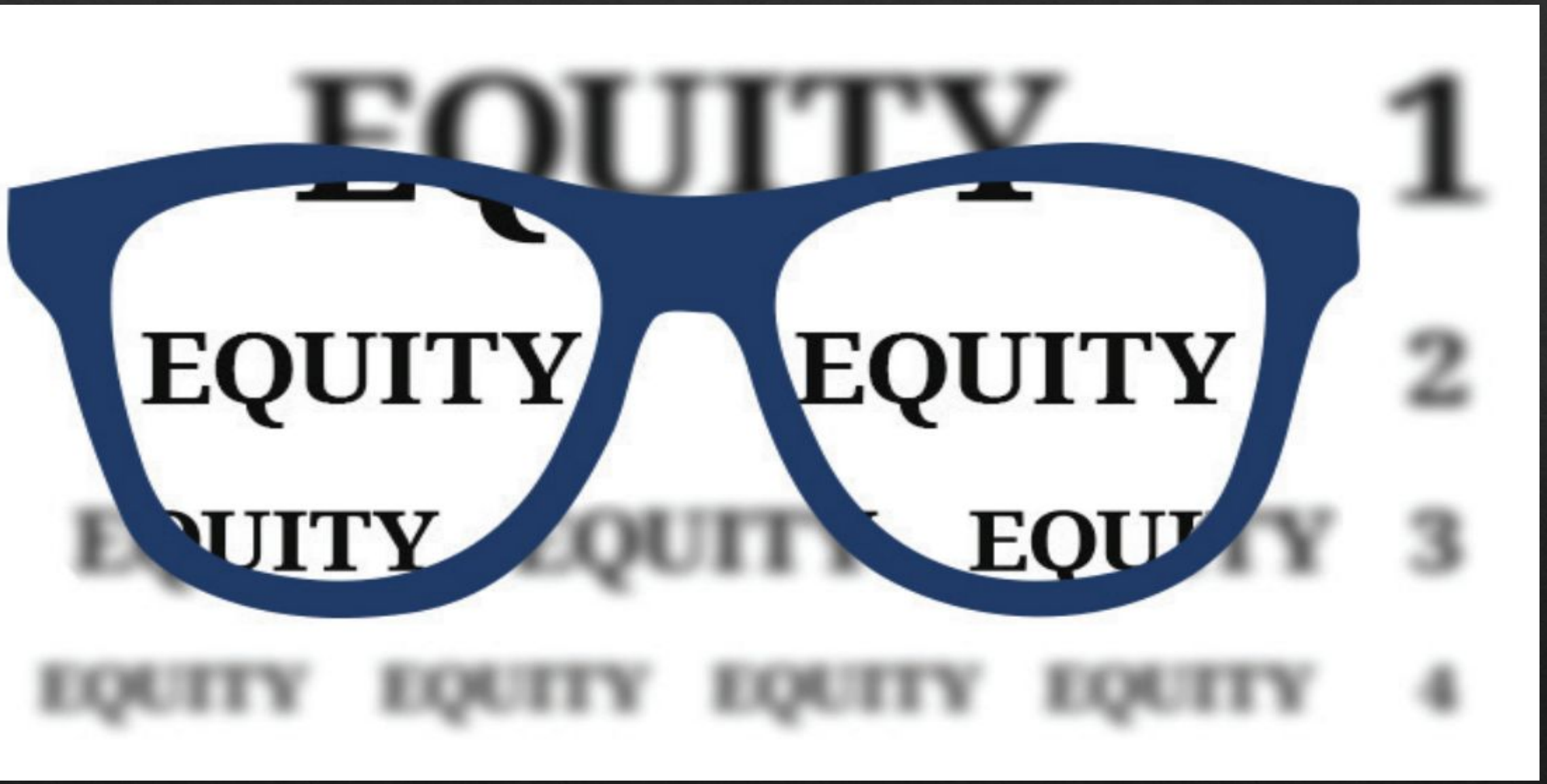
Marilyn J. Borges

08-25-21

ESOL Program/Title III

- 23 ESOL Teachers
- 14 Elementary
- 9 Secondary

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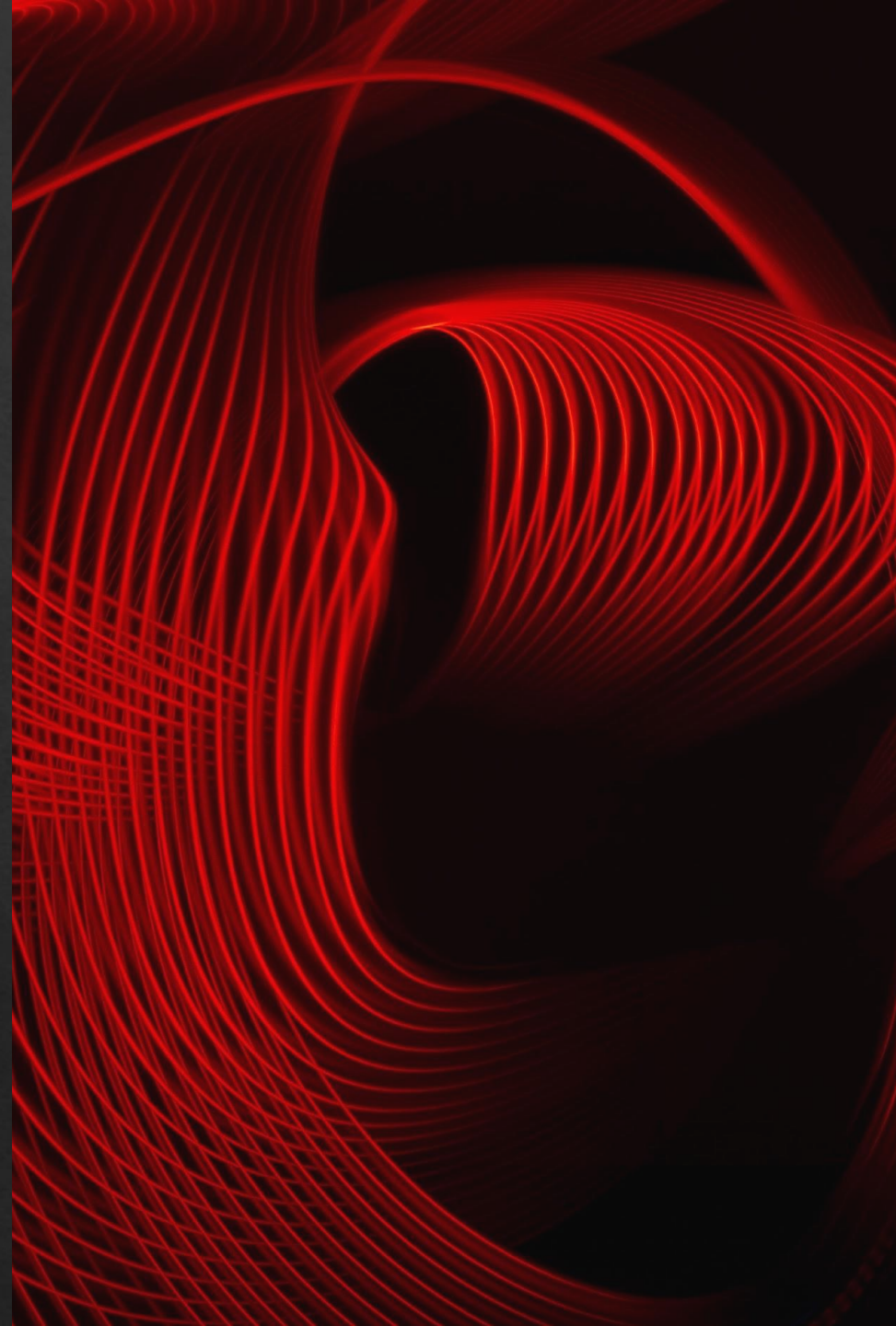
Asset Based Lense

Emerging Bilinguals versus English Language Learners

ESOL Program/Title III

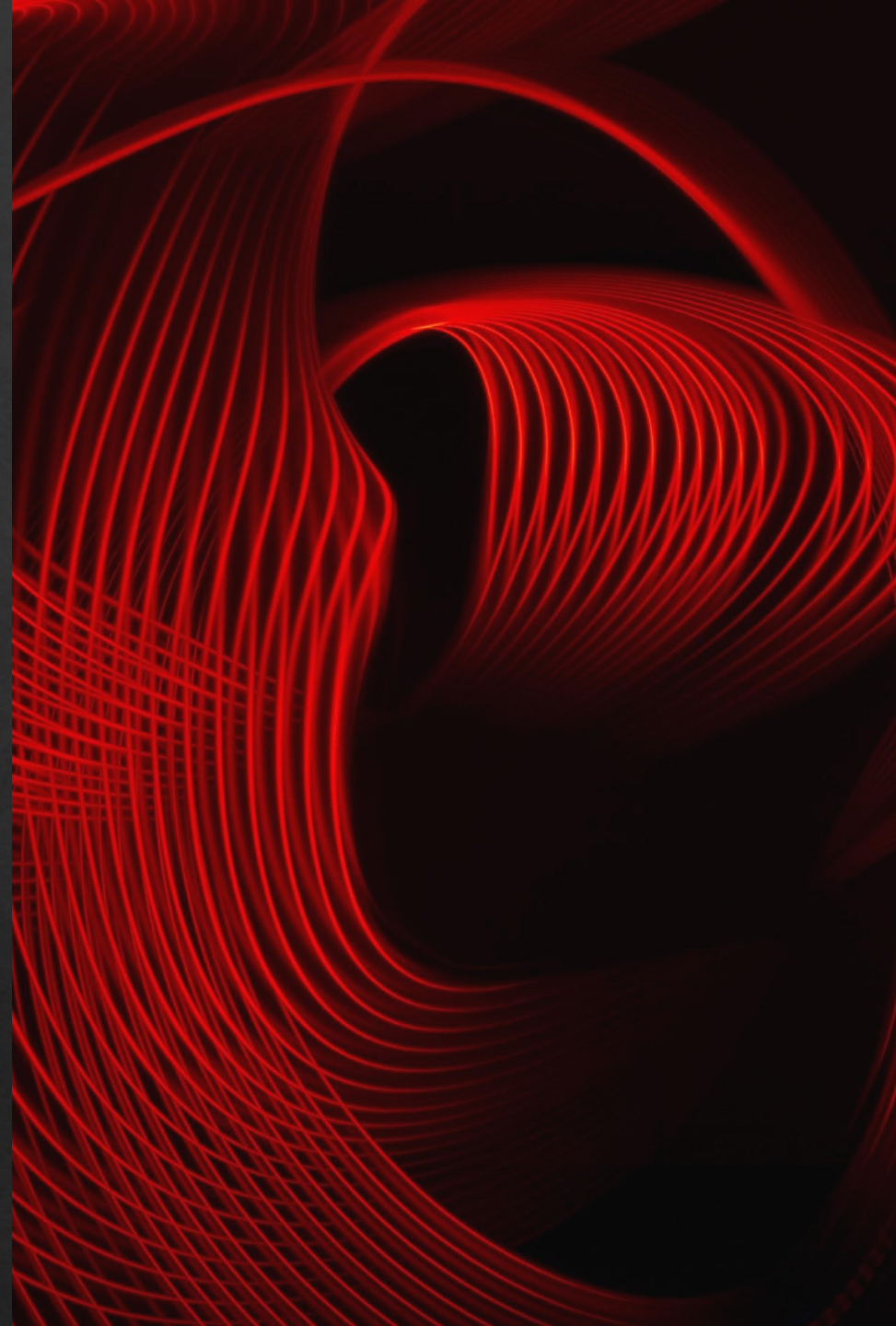
- Sheltered English Language Arts ✓
- Sheltered Core/Basic Subject Areas
- Mainstream-Inclusion English Language Arts ✓
- Mainstream-Inclusion Core/Basic Subject Areas ✓
- Maintenance and Developmental Bilingual Education
- Dual Language (two-way) Developmental Bilingual Education



ESOL Program/Title III
ESOL Teacher Role

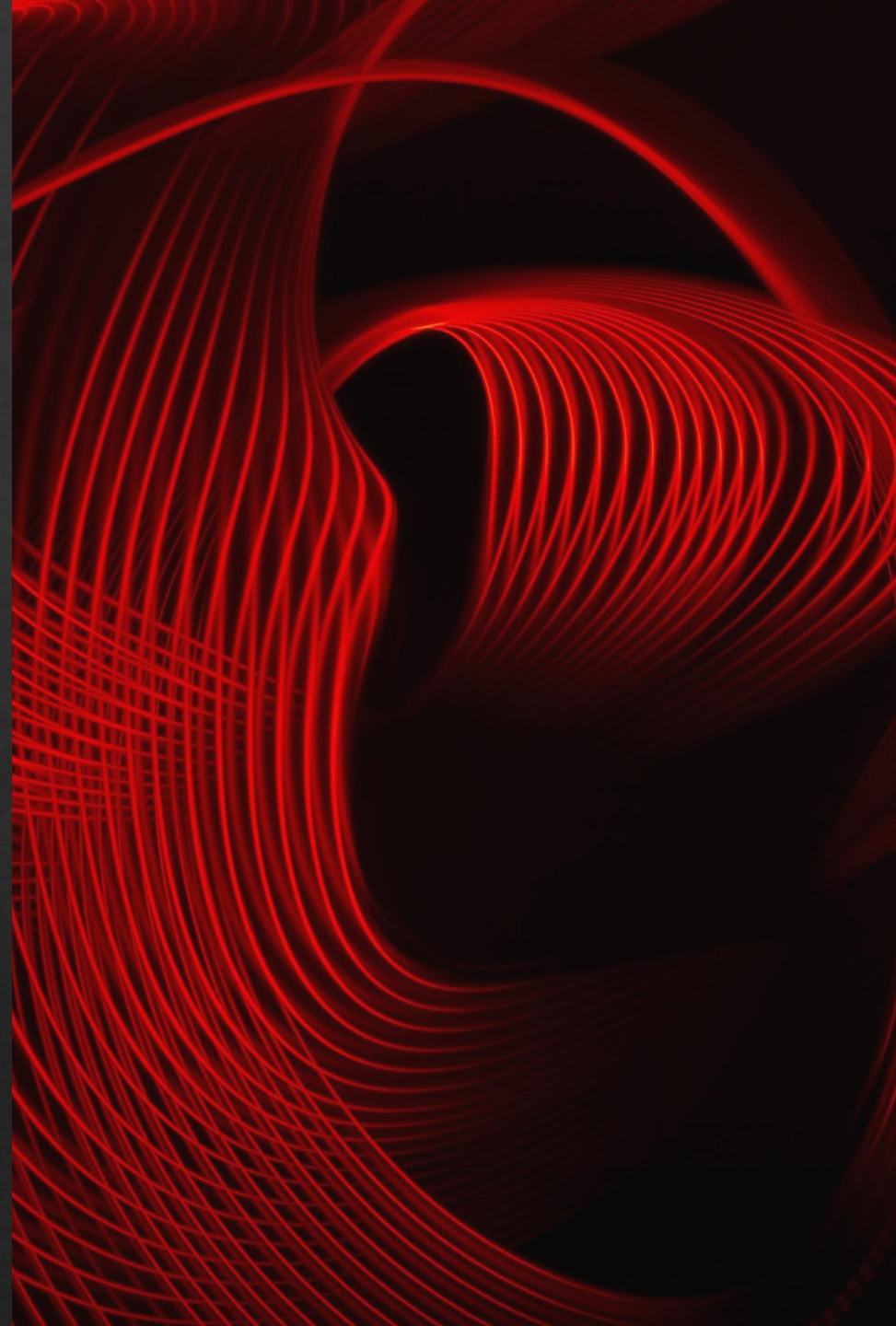
- Co-teaches and/or Collaborates with Mainstream teacher (Elementary)
- Supports content areas teachers with instructional strategies as they relate to second language development
- Serves as the ELA and ELD Teacher with corresponding course codes in a sheltered environment (Secondary)
- Analyzes ACCESS for ELLs Data and other data points to inform supports and instruction
- Creates structures of support as they align with students' English language development needs in the 4 language domains
- Designs language development interventions (4 domains)
- Collaborates in the creating of student support schedules
- Supporting Emerging Bilinguals with access to educational digital technologies
- Supporting Bilingual Assistants in acquiring current educational technology access
- Conduct research to remain current on pedagogy and equitable practices on second language acquisition and literacy
- Pushes into classrooms and/or provides instructional support in a sheltered environment (Elementary)
- Supports EOS/re-evaluations and/or ELL Committee Meetings
- Participates in data chat/team meetings for ELLs
- Participates IEP meetings for dually coded ELLs

**All ESOL Teachers' Schedules should reflect a Consultation Period (in addition to a planning period)*



ESOL Program/Title III
ESOL Contact Role

- Conducts all compliance processes (serves as the Program Manager, maintains Audit/Monitoring folder, scheduling and conducting EOS/Reevals, AS400 data entry, etc. *refer to consultation checklist*)
- Works with clerk to ensure correct data collection is occurring on the front end (HLS, Immigrant, DEUSS, S313 fields, etc.)
- Shares ACCESS for ELLs (WIDA) data with all faculty members
- Runs/analyzes monthly compliance reports
- Schedules/conducts EOS/re-evaluations and language assessments
- Schedules/conducts Initial language placement assessment
- Ensures that compliant and equitable educational practices are consistently exercised (retention/grade failures)
- Collaborates with the ESOL Teacher to create Bilingual Assistant schedule of support
- Enters AS400 Data
- Updates ELL Plan (Monitoring Folder)
- Updates and manages the ESOL Audit Binder
- Collaborates with school counselors regarding student schedules (changing, creating, etc.)



Every student deserves an equitable educational experience.

#IStandForEquityInEducationalPractices

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ESOL/Title III Website
https://www.brevardschools.org/Page/3433

ESOL/Title III District Contacts for Schools
https://drive.google.com/file/d/1ECS6yzq306xfdURyZVX_3RFHUiObCT2G/view