**Legal Foundations**

**Understanding the Implications of the Florida Consent Decree**

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| This activity is aligned to the following standards:**TESOL Standard 5.a. ESL Research and History**Demonstrate knowledge of history, research, educational public policy, and current practice in the field of ESL teaching and apply this knowledge to inform teaching and learning.**Florida Teacher Standards for ESOL Endorsement****Domain 3: Methods of Teaching English to Speakers of Other Languages (ESOL)****Standard 1: ESL/ESOL Research and History**Demonstrate knowledge of history, public policy, research, and current practices in the field of ESL/ESOL teaching and apply this knowledge to improve teaching and learning for ELs. |

**OBJECTIVE:** To demonstrate an awareness of history, policy, and practices in ESL/ESOL and to provide ways to improve teaching and learning for ELs.

**INSTRUCTIONS:**

1. Go to ***Legal Issues and ESOL*** by Peter Roos, Esq at: <http://tapestry.usf.edu/Roos/index.html> .

2. Preview the video clip on the historical overview of ESOL and Bilingual Education.

3. Read: ***Chapter One*** - *Understanding the Implications of the Florida Consent Decree*.

4. Go to the Florida Bureau of Student Achievement through Language Acquisition at

 <http://www.fldoe.org/aala> - click on *Law/Rules and Legislation* to read about the Consent Decree *and* the 2003

 Modification to the Decree.

5. Click on *Comprehensive English Language Learning Assessment* (CELLA) on the FLDOE webpage and the

 WIDA website at [www.wida.usa](http://www.wida.usa) to review proficiency assessment tools for ELs.

6. Write a reflection on how these resources (video clip, chapter reading, and websites) will support teaching and

 learning for ELs in your classroom.

**RUBRIC:**

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| **Rating Scale:** **Exceptional** Performance is outstanding and significantly above expectation.**Proficient** Performance is at an appropriate level of expectation. **Basic** Performance is acceptable but improvements are needed to meet all criterion. **Novice** Performance is weak as all criterion are not sufficiently met at this time. |
| **Criterion** | **Ratings** |
| **Missing** | **Novice** | **Basic** | **Proficient** | **Exceptional** |
| ***The candidate…*** |  |  |  |  |  |
| explains how the **Home Language** **Survey** is used to identify ELs. | 0 | 10-12 | 13 | 14 | 15 |
| provides an overview of the **Florida Consent Decree** and its implications in improving learning for ELs. | 0 | 10-12 | 13 | 14 | 15 |
| describes at least two major court cases referred to in the Consent Decree. | 0 | 3-4 | 5 | 6-7 |  8-10 |
| identifies at least two teaching strategies to enhance ELs’ learning. | 0 | 3-4 | 5 | 6-7 | 8-10 |
| identifies at least two strategies for ELs to use in the classroom.  | 0 | 3-4 | 5 | 6-7 | 8-10 |
| explains how **CELLA** and/or **WIDA** is used to assess the proficiency of ELs in Florida.  | 0 | 10-11 | 12-13 | 14 | 15 |
| reflects on how knowledge of these resources (*Home Language Survey, Consent Decree, CELLA/WIDA*) will support teaching and learning for ELs. | 0 |  10-11 | 12-13 | 14 | 15 |
| satisfies written conventions (organization, grammar, spelling, etc.).  | 0 | 4-6 | 7 | 8 | 9-10 |

 **Total Points Earned:** \_\_\_\_\_\_\_ **Standard 3.1:** \_\_\_**Met** \_\_\_**Not Met**