



Lake Technical College

2018 - 2019

Master Plan of Instruction
English for Speakers
of Other Languages - ESOL



The mission of Lake Technical College is to be an integral component of the economic growth and development in our community by offering a variety of high quality career-training opportunities.

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LAKE TECHNICAL COLLEGE

Master Plan of Instruction

English for Speakers of Other Languages (ESOL)

INTRODUCTION AND PURPOSE

The primary function of the English for Speakers of Other Languages (ESOL) program is to assist students in English acquisition skills that include: speaking, listening/comprehension, reading and writing. All ESOL students are tested using the Comprehensive Adult Student Assessment System (CASAS) instrument to determine initial functioning level at time of admission. Instructors work with students individually and in small groups. Computer programs are also utilized in the basic instruction plan. Follow-up testing using the CASAS at prescribed levels is used to determine student progress and to capture LCPs (Literacy Completion Points.)

The purpose of the ESOL program is to provide English language acquisition assistance to adult speakers of other languages. The program is designed to build confidence and self-esteem as students work toward their individual language goals. Although oral language is emphasized, basic academic skills in reading and writing are incorporated into the program. In addition, cultural awareness as it relates to life in the United States is included in the instructional format.

ADMISSIONS REQUIREMENTS

Eligibility for enrollment

- Must be sixteen (16) years of age or older.
- Legal withdrawal from the elementary or secondary school with the exceptions noted in Rule 6A-6.014, FAC.
- Completion of official digital or online application.
- Completion of the Comprehensive Adult Student Assessment System (CASAS) assessment as a means for determining specific academic needs.

Enrollment in ESOL complies with school policy and state law. Students take the Comprehensive Adult Student Assessment System (CASAS) prior to enrollment.

ESSENTIAL TRAINING TASKS

Essential training tasks involve the specific requirements that one must be able to accomplish in order to successfully work through a program of study (in this instance the ESOL program). These requirements or tasks are physically, mentally, and emotionally oriented. The physical, mental, and emotional requirements for the ESOL program are that a student must have the ability to:

- Sit for extended periods of time.
- Use a computer keyboard or a keypad.
- Work with others as a team as well as working independently.
- Interpret a variety of instructions furnished in written, oral, and/or diagrammatical form.
- Plan, organize, and manage time as well as daily activities.

ACCOMMODATIONS

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations plan to meet individual needs to ensure equal access. Postsecondary students with disabilities must self-identify, present documentation of accommodations, if needed, and develop a plan with their postsecondary service provider.

Students desiring accommodations or updates to their accommodations are encouraged to self-identify as early in the program as possible. In order to receive disability accommodations, students must self-disclose the disability to the Students with Disabilities Coordinator and provide documentation that clearly shows evidence of a disability and applicable accommodations. The Students with Disabilities Coordinator will schedule a meeting with the student and instructor to discuss the documented disability and applicable accommodations.

Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands, and schedules, learning environment, assistive technology and special communication systems.

Documentation of the accommodations requested and provided are maintained in a confidential file separate from the academic record.

GENERAL INFORMATION

Reason for Withdrawal

Noncompliance with school and program policies may result in withdrawal from the program. **The missing of six consecutive scheduled class sessions will result in an immediate withdrawal.** This is due to state policy. Inappropriate behavior may result in withdrawal or dismissal as determined through a Student Intervention Team (SIT) meeting process. For those who are withdrawn during a term and who wish to return during the same, a reenrollment fee of \$10.00 is required.

Orientation

A program orientation is required for all Lake Tech Adult Education students. Students will sign off on an understanding of the policies of the college and the individual program requirements at the conclusion of the orientation.

PROFESSIONAL SKILLS PERFORMANCE STANDARDS

The mission of Lake Technical College (LTC) and the Adult Education Program includes providing the necessary skills for students to be successful employees in whatever career they choose. To be successful in the workforce, as well as college and career ready, graduates must possess both strong academic skills and good professional skills. These types of skills are what employers are looking for in their employees, for example, communication skills, dependability, productivity, and teamwork. The following are areas that all adult education students are expected to exhibit in class:

Standards

Professional and Academic Integrity

- **Attendance**: Attends class for all scheduled hours assigned; arrives/leaves on time; logs in and out properly; communicates with instructor when arriving late, leaving early, or being absent for any reason.
- **Communication/Teamwork**: Contacts instructor with learning or other concerns; works cooperatively with people with diverse backgrounds and abilities; is an active group member; teaches others; contributes ideas and suggestions.
- **Ethics**: Displays academic integrity (no plagiarism); follows LTC code of conduct (appropriate use of cellphone/smartphone, following tobacco product rule, food and drink rule, etc.).
- **Respect**: Shows respect for self, classmates, instructors, and staff; does not engage in harassment of any kind (verbal, nonverbal, written, and electronic); and respects class materials – appropriate use of technology, books and other materials are not marked in or taken from the classroom and are returned to appropriate place or instructor.

Self-Management

- **Appearance**: Follows the LTC dress code using appropriate dress, grooming, and hygiene, and wears regulation uniform.
- **Attitude**: Shows positive attitude; willing to cooperate; accepts constructive criticism.
- **Preparedness**: Has needed materials and supplies to complete assignments; comes ready to learn; prioritizes tasks and time for the day.
- **Productivity**: Stays on task; utilizes time constructively; when finishes assignment and is waiting for further instructions, finds appropriate materials and continues studying.

Grade Scale

5 = Exceeds Expectations: Professional skills performance is exemplary. Student consistently demonstrates characteristics that will stand out in the work environment and will advance her/him in the career chosen.

4 = Meets Expectations: Professional skills performance standards are met. Student demonstrates characteristics that will stand out in the work environment.

3 = Needs Moderate Improvement: All professional skills standards are met most of the time. The quality of the student's professional skills performance is that of a good employee in the normal work environment.

2 = Needs Substantial Improvement: Some professional skills standards are not met. Additional work on employability skills is recommended.

1 = Unacceptable: Professional skills performance is below average. Most skills have not been met.

GENERAL SCHOOL INFORMATION

Campus Safety

Lake Technical College makes every effort to provide a safe environment for all students, visitors, faculty and staff. Basic safety standards, which will include fire drills, weather drills, equipment usage, and traffic regulations, will be covered in the program orientation. Also for further safety, all students are required to wear the appropriate Lake Tech shirt for that program; adult education students wear a light blue shirt with the Lake Tech logo. Furthermore, students must wear the school issued photo identification while on campus. These basic safety standards will be reinforced throughout the program enrollment. See the current school catalog for additional campus safety information.

Children on Campus

Students and employees are expected to make off-campus childcare arrangements. The College assumes no responsibility for the supervision of children. At no time should children be left unattended either in buildings, grounds or vehicles.

Food and Drink

To protect equipment and furnishings in the classroom and laboratory areas, only water, in closed, covered containers, is permitted. No other food or drinks are allowed, unless specific permission is granted by the instructor. However, under no circumstance may food or drinks be in the laboratory areas.

Lunch

Food services are provided on the main campus by the Professional Culinary Arts and Hospitality program and are available during scheduled breaks and lunch. Adult students may leave the LTC campus during the scheduled 30-minute lunch break as long as they return to class on time.

Parking Regulations

Students at the main campus may park only in the south parking lot in spaces not designated as staff or customer service parking. For safety, loitering in or around vehicles once the vehicle is parked is not permitted and a 10 mph speed limit is enforced. In consideration of the neighbors and classes in session, loud music in vehicles on campus is prohibited. A person parking in spaces designated as "disabled permit only," requires an official state disability decal to be displayed on the vehicle. Students parking on the campus must have the Lake Tech issued annual school year parking decal visibly displayed on their vehicle; this decal may be obtained in the Business Office.

Smoking and Tobacco Use

The college is a tobacco free institution, so the use of tobacco products of any kind and the appearance of such use, including e-cigarettes and vapes, is not permitted at any school location, including parking lots. Any student who is found to have violated this policy will be subject to dismissal.

ATTENDANCE POLICY

In an effort to develop appropriate work ethics, LTC students are expected to attend all class sessions. Only regularly scheduled class hours will be reported for attendance. Make-up time will not be accepted. Students with continued excessive absences will be subject to penalties such as prohibition from reenrollment in the next grading period.

Absences

If it is necessary to be absent due to illness or emergency situations, all students are to notify the instructor as soon as possible prior to the start of class, as is the case in the workplace when students are fully employed. The missing of six consecutive scheduled class sessions will result in an immediate withdrawal.

Students in the ESOL program must have achieved a minimum of 80% attendance at the end of each semester. Students not having met this requirement will sign an acknowledgement that they have been notified that continued absences will pose a threat to program enrollment. Teacher conferencing and School Intervention Team meetings will be held with the student as

necessary to attempt to alleviate issues resulting in excessive absences and to counsel him or her of possible alternatives and consequences.

Students on attendance contracts are deemed to be on probation until such time that their absences are 20% or less.

Tardiness

Students are expected to be in their seats promptly for the start of class. As a courtesy, students must notify the instructor before the start of class of any anticipated tardiness and an expected arrival time. This allows the instructors to best utilize their time.

Leaving Campus during School Hours

For safety reasons, all students must notify their instructor when leaving campus early. Students may leave campus for lunch provided this is done within the allotted time.

STUDENT DRESS CODE

Students who attend Lake Tech shall dress in a manner appropriate for the job in which they are receiving training, including any special protective gear and professional uniforms. All clothing must be neither distracting nor offensive and be clean, neat, modest, in good repair and appropriately sized. In order to instill professionalism and consistency, as is done in the career and technical programs, students within any Adult Education program will wear a specific Lake Technical College t-shirt for that program. These shirts will be available for purchase in the Business Office.

The director or designee has the final authority for determining whether or not a student's apparel conforms to the dress code. If it is determined that it does not, students will be required to change into clothing which will conform to this code or leave campus. Students may return to campus when they have changed into appropriate clothing.

PLAN OF INSTRUCTION

Objectives

The aim of the ESOL program is to assist students in acquiring English language proficiency and in meeting personal goals. The program is characterized by flexible scheduling and performance-based evaluations. Instructors strive to provide students with the skills needed for language acquisition using the latest technology, relevant print and video materials, and face-to-face instruction and practice.

Instructional materials are regularly evaluated and supplemented to meet needs, interests, and student objectives. Every effort is made to provide materials that integrate language acquisition with basic skill instruction.

Another characteristic element of the ESOL program is the personalized approach and unique relationships established between students from multi-cultural backgrounds and languages and the instructors. Group activities that stress verbal communication skills are interspersed with individual plans of instruction for each student based on needs and goals.

Goals and objectives for ESOL are:

- To identify the student's initial level of language proficiency through CASAS evaluation.
- To diagnose basic language skill needs in reading, writing, speaking, and listening comprehension.
- To provide guided practice in speaking and listening activities.
- To provide opportunities to utilize ESOL computer programs designed for language acquisition.
- To provide educational and social experiences through field trips and in-class activities.
- To incorporate cultural awareness and citizenship in class interaction and activities.
- To help each student develop a career plan.

Completion time is a variable dependent upon the student's academic and language proficiency level at time of entry and personal goal objectives.

Learning materials may consist of print materials, computer assisted instruction, and video and audio series.

Progress is monitored, and the CASAS is used for determining performance gains.

Instructional Materials

The ESOL classroom is equipped with a wide variety of multi-media materials to meet diverse academic levels, interests, and learning styles of students. These include textbooks, workbooks, programmed written materials, videos, computer software, and Internet access. Students are requested to refrain from writing in the instructional materials and books.

Provisions for Meeting Individual Needs of Students

Although many group activities are emphasized to encourage oral language usage, an individualized plan of instruction is prescribed for all students that address individual needs in reading, speaking, writing and grammar.

Student Progress Data

Students are given immediate feedback in group activities. Direct instruction is followed by guided practice.

The CASAS is used to measure growth. At intervals throughout the year, the student will test on the reading and listening components of the CASAS. This test is designed to measure language gains and level movement.

COMPONENTS OF STUDENT PERFORMANCE STANDARDS

1. LANGUAGE ACQUISITION: This is the primary focus of the ESOL program.
2. BASIC ACADEMIC SKILLS RELATED TO LANGUAGE ACQUISITION: Grammar, sentence structure, reading and writing skills are taught at the appropriate levels.
3. WORKFORCE READINESS SKILLS: These skills are incorporated within the overall ESOL program.
4. CULTURAL AWARENESS AND CITIZENSHIP: American culture is incorporated within the overall ESOL program. A Citizenship Unit designed to give a basic understanding of American history and government is taught to all students.
5. BASIC COMPUTER LITERACY: Introductory lessons are provided for the computer competency necessary to navigate ESOL programs.
6. COLLEGE AND CAREER READINESS. When an ESOL student attains an advanced level (CASAS), the student is moved to the next level, ESOL College and Career Readiness where a career plan is developed with a contextualized curriculum to further enhance learning the English language. After completing the competencies and skills for that program, one will officially graduate and then may decide to pursue the GED® program and/or move into a Career and Technical Education program. Pursuit of a college degree could also be the next step. In either one of those tracks further work may be done with Reading, Math, and Language through the Adult Basic Education program. A State of Florida free online career tool called My Career Shines is available to all adult education students to assist with setting career goals and developing a professional electronic portfolio.

EMPLOYABILITY SKILLS

The ESOL program provides the necessary skills for students to be successful employees in whatever career they choose. To be successful in the workforce, college and career ready, graduates must possess both strong academic skills and good professional skills. These types of skills are what employers are looking for in their employees, for example, communication skills, dependability, productivity, and teamwork. Instructors give assistance and counsel students regarding good professional skills in preparation for work force entry and/or entry into the GED® program of study, if needed.

ADVISORY COMMITTEE

Community representatives and school staff serve on the Adult General Education Advisory Committee. Committee members represent many of the schools and agencies with whom ABE staff must interact to coordinate efforts made on behalf of the student population. Educational trends at the local, state, and federal levels are shared among committee members.