LAKETECH

Lake Technical College

# 2026 - 2027

# 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 communities by offering a variety of high quality career-education and 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 their 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. Finally, job skills, career readiness, and civics are emphasized throughout the program. Integrated educational training, utilizing various learning styles and career pathways, is offered through several modes of instructional lessons, hands-on activities, and web-based research.

### ADMISSIONS REQUIREMENTS

**Eligibility for enrollment**

- Must be sixteen (16) years of age or older.
- Legal withdrawal from 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) test as a means for determining specific English language academic needs in both reading and listening.

Enrollment in ESOL complies with school policy and state law. Students take the CASAS prior to enrollment.

### ESSENTIAL TRAINING TASKS

Essential training tasks involve the specific requirements that one must be able to accomplish 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 ABE program are that a student must have the ability to:

**Physical Requirements**

1. Sit for extended periods during classroom instruction and computer-based learning.
2. Demonstrate sufficient manual dexterity to operate computers, keyboards, learning software, and classroom materials.
3. Work in a classroom environment with moderate noise and group activity.
4. See clearly at close range (near acuity) to read textbooks, worksheets, computer screens, and instructional materials.
5. Carry instructional materials such as books, folders, or laptops weighing up to approximately 10 pounds.
6. Hear and respond appropriately to verbal instructions and classroom discussions.
7. Communicate effectively with instructors and classmates in verbal and written form.
8. Comply with dress code requirements: program shirt and student ID visible (main campus students); closed-toed shoes; no inappropriate graphics, ripped clothing, or unsafe footwear.

**Mental and Emotional Requirements**

1. Demonstrate predictable, reliable, and timely attendance (minimum 80% attendance or program-required hours per week).

2. Demonstrate willingness to learn English language skills, reading, writing, mathematics, and digital literacy skills.
3. Participate in required assessments, including CASAS pre-testing and post-testing, as a condition for continued enrollment.
4. Maintain a positive attitude and demonstrate effort toward academic improvement.
5. Work independently and collaboratively as directed by the instructor.
6. Log in and out of the attendance system daily, including breaks. Failure to clock in or out may result in being marked absent.
7. Accept supervision, feedback, coaching, and corrective guidance appropriately.
8. Maintain appropriate classroom behavior free from harassment, profanity, disruption, or damage to equipment.
9. Demonstrate patience, persistence, and respectful communication with classmates and staff.
10. Manage stress, frustration, and academic challenges appropriately.
11. Plan, organize, and manage time, assignments, and daily learning responsibilities.
12. Complete repetitive practice activities necessary for skill development
13. Maintain focus without use of personal electronic devices during instructional time.

## 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, request accommodations if needed, and develop a plan with their postsecondary provider.

Students desiring accommodations or updates to their accommodations are encouraged to self-identify before or as soon as possible to the special populations staff and provide documentation that clearly shows evidence of a disability and applicable accommodations. The special populations staff will schedule a meeting with the student and faculty to discuss the documented disability and applicable accommodations.

Accommodations received in postsecondary education may differ from those received in secondary education and are reasonable as they relate to the industry or field. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments, assessments, time demands, schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodation requested and provided is maintained in a confidential file.

Students in need of academic accommodations for a disability may consult with the special populations staff to arrange appropriate accommodations. Students are required to give reasonable notice (typically 5 working days) prior to requesting an accommodation.

## 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 Students who are withdrawn for attendance and wish to return during the same term will be placed at the bottom of the waitlist, if applicable, and a reenrollment fee of $10.00 will be required upon return
A meeting with the Adult Education Program Coordinator may be required before re-enrolling in the course.

**Orientation**

All Lake Tech Adult Education students must attend in-classroom orientation and sign off annually to confirm understanding of college policies and program requirements.

## 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. Respects the rights of others; is a team worker; is cooperative; ensures confidentiality in all classroom, clinical and other matters; demonstrates professional behavior in interactions with peers, preceptors, and faculty.

- **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. These basic safety standards will be reinforced throughout the program enrollment. See the current school catalog for additional campus safety information. 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.

**Follow Up**
Lake Technical College is proud of its graduates and celebrates the next step graduates take whether it is employment, military or further education. Prior to completing, students may visit the Career Success Center for assistance with employability skills such as resume writing. In addition, faculty may provide students with employment leads. However, it is up to the individual student to actively pursue employment opportunities. We like to hear how our graduates are doing and want to celebrate your successes so be sure to communicate with your faculty any employment, military, or further education you enter. Students are required to participate in an Exit Interview prior to their last day in their program.

**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 faculty. However, under no circumstance may food or drinks be in the computer lab areas.

**Lunch**
Food services are provided on the main campus in the Lake Tech Café and are available during breaks and lunch. Adult students may leave the LTC campus during the scheduled 30-minute lunch break as long as they return to the program on time.

**Parking Regulations**
Students 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 allowed, and a 5 mph speed limit is enforced. In consideration of the neighbors and classes in session, loud music in vehicles on campus is prohibited. Lake Tech parking decals are issued during registration and must be displayed on any vehicle parked on campus.

**Smoking**
Lake Tech is a tobacco free institution. The use of tobacco products of any kind**,** including e-cigarettes, is not permitted at any Lake Tech location. This includes the parking lots.

## 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 may 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.

**Check In/Out Facts and Rules**

1. Students are to check out /in when going to lunch or leaving campus, but not for scheduled breaks or restroom breaks. However, students who leave for extended periods of time without permission will be checked out by their instructor.

2. Checking in early does not add time to hours present.

3. Checking out after the scheduled time of class does not add time to hours present.

4. If a student accidentally checks out, he/she should check back in immediately. If done within a minute, there is no reduction in student hours present.

5. It is NOT acceptable to check in or out for other students. Check in/out student IDs are to be kept confidential as stated in the Acceptable Use Policies. Violation will result in dismissal from the program.

6. A student must notify his/her instructor if it is suspected that someone is tampering with another student's check in/out ID.

7. Instructors are permitted to perform attendance overrides to correct attendance errors; however, these corrections must be made within two weeks of the original attendance date. Any changes needed beyond this two-week window must be submitted to the appropriate administrator for review and approval. Each instructor is allowed to complete one attendance override per student per academic year in cases of student oversight (e.g., forgetting to log out at the end of the day). Any additional overrides for the same student must be approved by an administrator.

8. There is NO limit to the number of instructor overrides if NOT due to the student's negligence. Instructors must record a reason for the override.

9. If a student's check in/out ID does not work, he/she should see the instructor.

## 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. All other clothing must adhere to the adopted dress code for Lake County Schools.

The director or designee has the final authority for determining whether 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, as well as meeting the standards publish in the Florida Department of Education curriculum framework. 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 the CASAS evaluation.
- To diagnose basic language skills needed 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.
- To assist students in finding gainful employment and become productive members of the Florida workforce.

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. When students achieve the highest level of the CASAS assessment (in reading and listening), they will have completed the ESOL program. They will then meet with an advisor who will help them transition to the next phase of their educational pathway.

**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, computers, computer software, internet access, and smartboards. Students are requested to refrain from writing in 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. The Special Populations Coordinator is available to provide assistance to students with special needs. Adult students with disabilities must self-identify and request accommodations.

**Student Progress Data**

Students are given immediate feedback in group activities. Direct instruction is followed by guided practice. CASAS is used to measure growth. At intervals throughout the year, the student will retest on the reading and listening components of the CASAS. This test is designed to measure language gains and level movement.

**Student Progression and Support**

In alignment with the Florida Department of Education's Adult ESOL Framework, students are expected to demonstrate progress through successive levels of English language proficiency. Lake Technical College makes every effort to follow the recommended timelines for advancement as outlined by the Department of Education.

While accommodations are made on an individual basis, students who do not demonstrate sufficient progress toward increased proficiency may be referred to the Lake Tech Student Intervention Team (SIT). The SIT will collaborate with the student to identify alternative educational pathways that may better support their learning needs.

## 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. After completing the competencies and skills in the ESOL program (determined by CASAS scores), one will officially graduate and then may decide to pursue the GED® program and/or move into a Career and Technical Education program. The pursuit of a college degree could also be the next step. In either one of those tracks, further work may be done with Reading (Language Arts) and Math through the Adult Basic Education (ABE) program.

## 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 to students regarding good professional skills in preparation for work force entry and/or entry into the GED® program of study, if needed. A career specialist and workshops are available to students throughout each semester.

## 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 ESOL 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.