

Unit 1–Introduction

Welcome to Unit 1 of *Category II, ESOL Strategies for Content Area Teachers*. This course is comprised of eight units with several modules for each unit. All of the readings you need will be available within the content or a link on the main webpage <http://www.quia.com/pages/browarddesoltraining/page6>. **You will submit your assignments to your facilitator on an ongoing basis. It is important that you stay current with assignments so that you do not fall behind. You should review your Final Assignment immediately and begin working on it early.** Participants are also required to show mastery (80 % or above) on a post-test that will be administered during the Final Session. This Category II course was developed as a way to provide the required training under the settlement terms of the Florida Consent Decree and is full of information that is pertinent to teachers of English Language Learners (ELLS). We will begin by discussing how the ESOL program was founded in Florida.

What is the Florida Consent Decree and how does it impact classroom teachers responsible for teaching limited English proficient students?

The Florida Consent Decree: a summary

August 2006 marks the sixteenth anniversary of the Florida Consent Decree.

In August 1990, a judge of the United States District court, Southern District of Florida, signed a Consent Decree giving the court power to enforce an agreement between the Florida State Board of Education and a coalition of eight groups represented by Multicultural Education, Training, and Advocacy, Inc. (META). The coalition of Florida legal services attorneys drafted this agreement regarding the identification and provision of services to students whose native language is other than English. The plaintiff organizations involved in the case represented a broad spectrum of the civil rights/educational community. They were:

- League of United Latin American Citizens (LULAC)
- ASPIRA of Florida
- The Farmworkers' Association of Central Florida
- Florida State Conference of NAACP Branches
- Haitian Refugee Center
- Spanish American League Against Discrimination (SALAD)
- American Hispanic Educators' Association of Dade (AHEAD)
- Haitian Educators' Association

The Consent Decree settlement terms focused on the following six issues:

- Identification and assessment
- Equal access to appropriate programming
- Equal access to appropriate categorical and other programming for limited English proficient (LEP) students
- Personnel
- Monitoring
- Outcome measures

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What are the training requirements for classroom teachers of limited English proficient students?

Category I teachers (English/Language Arts/Elementary Classroom teachers) are required to complete 5 courses for a total of 300 inservice hours of training. These inservice courses may be combined with approved university courses.

Category II teachers (Math, Science, Social Studies, Computer Literacy) are required to complete one course for a total of 60 inservice hours of training.

Category III teachers (all teachers NOT under Category I or Category II (i.e. P.E., Music, Pre-K, Art, etc) are required to complete one course for a total of 18 inservice hours of training.

Category IV personnel (Guidance Counselors and School-Based Administrators) are required to complete one course for a total of 60 inservice hours of training.

A copy of the required training courses and the timeline for completion of these courses can be found at <http://www.broward.k12.fl.us/esol/Eng/ESOLEndorsement.htm>.