

# Florida Department of Education

English for Speakers of Other Languages Endorsement  
Add-on Certification Program

2021-26

2680 West CR 476 Bushnell, FL 33513

## **I. PROGRAM TITLE**

Add-on Certification Program  
English Speakers of Other Languages (ESOL) Endorsement

## **II. PROGRAM RATIONALE AND PURPOSE**

Florida school districts, including two of the largest in the nation educate over 240,000 English Language Learners (ELLs), with over 300 different languages spoken among them. These demographics reflect the growth of ELLs throughout Florida. The Florida Department of Education's Bureau of Student Achievement through Language Acquisition (SALA) assists schools and districts, while ensuring ELLs receive comprehensible instruction. In addition, the Bureau monitors schools and districts for compliance with state and federal rules, regulations, the 1990 League of United Latin American Citizens (LULAC) et al. v. the State Board of Education (SBE) Consent Decree, and the 2003 Modification of the Consent Decree.

District Add-on Certification Programs for English for Speakers of Other Languages (ESOL) Endorsement reflects the new State Board of Education approved **FLORIDA TEACHER STANDARDS for ESOL ENDORSEMENT**; Rule [6A-4.02451](#).

## **III. PROGRAM CONTENT/CURRICULUM**

This inservice program must focus on topics of study reflected in the DOE/META Agreement and State Board Rule 6A-4.0244-Specialization Requirements for Adding English for Speakers of Other Languages Endorsement to a Florida Educator's Certificate. The following Domains have been approved by the Department of Education for ESOL Endorsement Programs:

- Domain 1: Culture (Cross-cultural Communications)
- Domain 2: Language and Literacy (Applied Linguistics)
- Domain 3: Methods of Teaching English to Speakers of Other Language (ESOL)
- Domain 4: ESOL Curriculum and Materials Development
- Domain 5: Assessment (ESOL Testing and Evaluation)

### **A. PROFESSIONAL EDUCATION STUDIES**

The Florida Professional Standards for Endorsement are organized around domains, standards within each domain, and performance indicators for each standard. A domain can be seen as an overarching category of study that identifies a broad conceptual area. For the purpose of this document, each domain is considered synonymous with the use of the term 'area' as used in the Florida Consent Decree Section IV, A1(3). Each domain is defined by its standards which identify the core knowledge, skills, and dispositions that must be addressed within each domain. For each standard, the document lists a set of key performance indicators, which provide specific criteria for demonstrating mastery of the standards.

## **B. NATIONALLY RECOGNIZED GUIDELINES**

The Florida Professional Development Standards for Endorsement of teachers providing basic ESOL instruction to English Language Learners (henceforth, the Florida ESOL Endorsement Standards) drew significantly from the recently revised draft *Standards for the Recognition of Initial Teacher Preparation in P-12 ESL Teacher Education* developed by Teachers of English to Speakers of Other Languages Inc (TESOL), (TESOL, 2008; henceforth TESOL Teacher Standards). These standards are available at [http://www.tesol.org/s\\_tesol/seccss.asp?CID=219&DID=1689](http://www.tesol.org/s_tesol/seccss.asp?CID=219&DID=1689).

## **IV. INSTRUCTIONAL DESIGN AND DELIVERY**

### **A. INSTRUCTIONAL STRANDS**

#### **Domain 1: Culture (Cross-Cultural Communications)**

##### *Standard 1: Culture as a Factor in ELLs' Learning*

Teachers will know and apply understanding of theories related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds. Teachers will identify and understand the nature and role of culture, cultural groups, and individual cultural identities.

#### **Domain 2: Language and Literacy (Applied Linguistics)**

##### *Standard 1: Language as a System*

Teachers will demonstrate understanding of language as a system, including phonology, morphology, syntax, semantics and pragmatics; support ELLs' acquisition of English in order to learn and to read, write, and communicate orally in English.

##### *Standard 2: Language Acquisition and Development*

Teachers will understand and apply theories and research on second language acquisition and development to support ELLs' learning.

##### *Standard 3: Second Language Literacy Development.*

Teachers will demonstrate an understanding of the components of literacy, and will understand and apply theories of second language literacy development to support ELLs' learning.

#### **Domain 3: Methods of Teaching English to Speakers of Other Languages (ESOL)**

##### *Standard 1: ESL/ESOL Research and History*

Teachers will 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 ELLs.

##### *Standard 2: Standards-Based ESL and Content Instruction*

Teachers will know, manage, and implement a variety of teaching strategies and techniques for developing and integrating ELLs' English listening, speaking, reading, and writing skills. The teacher will support ELLs' access to the core curriculum by teaching language through academic content.

*Standard 3: Effective Use of Resources and Technologies*

Teachers will be familiar with and be able to select, adapt and use a wide range of standards-based materials, resources, and technologies.

**Domain 4: ESOL Curriculum and Materials Development**

*Standard 1: Planning for Standards-Based Instruction of ELLs*

Teachers will know, understand, and apply concepts, research, best practices, and evidenced-based strategies to plan classroom instruction in a supportive learning environment for ELLs. The teacher will plan for multilevel classrooms with learners from diverse backgrounds using a standards-based ESOL curriculum.

*Standard 2: Instructional Resources and Technology*

Teachers will know, select, and adapt a wide range of standards-based materials, resources, and technologies.

**Domain 5: Assessment (ESOL Testing and Evaluation)**

*Standard 1: Assessment Issues for ELLs*

Teachers will understand and apply knowledge of assessment issues as they affect the learning of ELLs from diverse backgrounds and at varying English proficiency levels. Examples include cultural and linguistic bias; testing in two languages; sociopolitical and psychological factors; special education testing and assessing giftedness; the importance of standards; the difference between formative and summative assessment; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests). Teachers will also understand issues around accountability. This includes the implications of standardized assessment as opposed to performance-based assessments, and issues of accommodations in formal testing situations.

*Standard 2: Language Proficiency Assessment*

Teachers will appropriately use and interpret a variety of language proficiency assessment instruments to meet district, state, and federal guidelines, and to inform their instruction. Teachers will understand their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels. Teachers will articulate the appropriateness of ELL assessments to stakeholders.

*Standard 3: Classroom-Based Assessment for ELLs*

Teachers will identify, develop, and use a variety of standards- and performance-based, formative and summative assessment tools and techniques to inform instruction and assess student learning. Teachers will understand their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels. Teachers will articulate the appropriateness of ELL assessments to stakeholders.

## **B. TRAINING COMPONENTS - MASTER INSERVICE PLAN**

**Component Title:** Cross-Cultural Communications

**Identifier Number:** 1-705-019

**Maximum Points:** 60

### **General Objectives:**

Teachers know, understand, and use the major theories and research related to the structure and acquisition of language to support ESOL students' language and literacy development and content area achievement.

### **Specific Objectives:**

#### **Standard 1: Culture as a Factor in ELLs' Learning**

Teachers will know and apply understanding of theories related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds. Teachers will identify and understand the nature and role of culture, cultural groups, and individual cultural identities.

### **Performance Indicators**

1.1. a. Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning of ELLs, from diverse backgrounds and at varying English proficiency levels.

1.1. b. Understand and apply knowledge of concepts of cultural competence, particularly knowledge about how cultural identities affect learning and academic progress for students from diverse backgrounds and at varying English proficiency levels.

1.1. c. Use a range of resources in learning about the cultural experiences of ELLs and their families to guide curriculum development and instruction.

1.1. d. Understand and apply knowledge about the effects of racism, stereotyping, and discrimination in teaching and learning of ELLs from diverse backgrounds and at varying English proficiency levels.

1.1. e. Understand and apply knowledge about home/school connections to build partnerships with ELLs' families.

1.1. f. Understand and apply knowledge about concepts related to the interrelationship between language and culture for students from diverse backgrounds and at varying English proficiency levels.

### **Activities:**

Case Study

Group discussions/presentations

Assessment development

### **Activities can include:**

1. Participate in group discussions.
2. Present an oral report about some facet of culture-specific communication or behavior.
3. Prepare a case study of a Limited English Proficient (LEP) family.
4. Review curriculum materials for evidence of cultural bias.
5. Design instructional activities to demonstrate the use of cross-cultural awareness.
6. Design criterion-reference tests to demonstrate the use of cross-cultural awareness.
7. Engage in other activities designed by the instructor to verify competence of the participants.

**Evaluation Criteria:**

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and posttests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the inservice leader.

Activities conducted under this component will be evaluated by participants and inservice leaders to determine 1) the degree to which objectives have been addressed, and 2) the impact of acquired skills on students when implemented in the educational setting.

**Learning (Delivery) Methods:**

An activity under this component must align with at least one of the state-identified delivery methods listed below:

- Workshop
- Electronic, interactive
- Electronic, non-interactive
- Learning Community/Lesson Study group
- Independent Inquiry (Includes, for example, Action Research)
- Structured Coaching, Mentoring (may include one-on-one or small group instruction by a mentor/coach with a teacher with specific learning objectives)

**Implementation (Follow-up) Methods:**

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant's acquired skills on students when implemented in the educational setting.

- Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration)
- Independent Learning/Action Research related to training (should include evidence of implementation)
- Collaborative Planning related to training, includes Learning Community
- Participant Product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)
- Lesson Study group participation
- Electronic – interactive
- Electronic – non-interactive

**Component Title:** Applied Linguistics

**Identifier Number:** 1-703-018

**Maximum Points:** 60

**General Objectives:**

Teachers know, understand, and use the major theories and research related to the structure and acquisition of language to support ESOL students' language and literacy development and content area achievement.

**Specific Objectives:**

**Standard 1: Language as a System**

Teachers will demonstrate understanding of language as a system, including phonology, morphology, syntax, semantics and pragmatics; support ELLs' acquisition of English in order to learn and to read, write, and communicate orally in English.

**Performance Indicators**

2.1. a. Demonstrate knowledge of the components of language and understanding of language as an integrative and communicative system.

2.1. b. Apply knowledge of phonology (the sound system), morphology (the structure of words), syntax (phrase and sentence structure), semantics (word/sentence meaning), and pragmatics (the effect of context on language) to support ELLs' development of listening, speaking, reading, and writing (including spelling) skills in English.

2.1. c. Demonstrate knowledge of rhetorical and discourse structures as applied to second language and literacy learning.

2.1. d. Demonstrate proficiency in English and model for ELLs the use of appropriate forms of English for different purposes.

2.1. e. Identify similarities and differences between English and other languages reflected in the ELL student population.

**Standard 2: Language Acquisition and Development**

Teachers will understand and apply theories and research on second language acquisition and development to support ELLs' learning.

**Performance Indicators**

2.2. a. Demonstrate understanding of current and past theories and research in second language acquisition and bilingualism as applied to ELLs from diverse backgrounds and at varying English proficiency levels.

2.2. b. Recognize the importance of ELLs' home languages and language varieties, and build on these skills as a foundation for learning English.

2.2. c. Understand and apply knowledge of socio-cultural, sociopolitical, and psychological variables to facilitate ELLs' learning of English.

2.2. d. Understand and apply knowledge of the role of individual learner variables in the process of learning English as a second language.

### **Standard 3: Second Language Literacy Development**

Teachers will demonstrate an understanding of the components of literacy, and will understand and apply theories of second language literacy development to support ELLs' learning.

#### **Performance Indicators**

- 2.3. a. Understand and apply current theories of second language reading and writing development for ELLs from diverse backgrounds and at varying English proficiency levels.
- 2.3. b. Demonstrate understanding of similarities and differences between L1 (home language) and L2 (second language) literacy development.
- 2.3. c. Demonstrate understanding of how L1 literacy influences L2 literacy development and apply this to support ELLs' learning.
- 2.3. d. Understand and apply knowledge of socio-cultural, sociopolitical, and psychological variables to facilitate ELLs' L2 literacy development in English.
- 2.3. e. Understand and apply knowledge of how principles of phonology, morphology, syntax, semantics, and discourse affect L2 reading and writing development.

#### **Activities:**

Group discussions  
Project/presentation  
Lesson plans

#### **Activities can include:**

- 1. Participate in group discussions.
- 2. Create a project to demonstrate the linguistic differences between English and other target languages.
- 3. Write lesson plans to demonstrate the ability to overcome linguistic interferences in reading and content area materials.
- 4. Engage in other activities designed by the instructor to verify competence of the participants.

#### **Evaluation Criteria:**

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the inservice leader. Activities conducted under this component will be evaluated by participants and inservice leaders to determine 1) the degree to which objectives have been addressed, and 2) the impact of acquired skills on students when implemented in the educational setting.

#### **Learning (Delivery) Methods:**

An activity under this component must align with at least one of the state-identified learning methods listed below:

- Workshop
- Electronic, interactive
- Electronic, non-interactive
- Learning Community/Lesson Study group



- Independent Inquiry (Includes, for example, Action Research)
- Structured Coaching, Mentoring (may include one-on-one or small group instruction by a mentor/coach with a teacher with specific learning objectives)

**Implementation (Follow-up) Methods:**

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant's acquired skills on students when implemented in the educational setting.

- Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration)
- Independent Learning/Action Research related to training (should include evidence of implementation)
- Collaborative Planning related to training, includes Learning Community
- Participant Product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)
- Lesson Study group participation
- Electronic – interactive
- Electronic – non-interactive

**Component Title:** Methods of Teaching English to Speakers of Other Languages (ESOL)

**Identifier Number:** 1-700-016

**Maximum Points:** 60

**General Objectives:**

Teachers know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Teachers support ESOL students' access to the core curriculum by teaching language through academic content.

**Specific Objectives:**

**Standard 1: ESL/ESOL Research and History**

Teachers will 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 ELLs.

**Performance Indicators**

- 3.1. a. Demonstrate knowledge of L2 teaching methods in their historical context.
- 3.1. b. Demonstrate awareness of current research relevant to best practices in second language and literacy instruction.
- 3.1. c. Demonstrate knowledge of the evolution of laws and policy in the ESL profession, including program models for ELL instruction.

**Standard 2: Standards-Based ESL and Content Instruction**

Teachers will know, manage, and implement a variety of teaching strategies and techniques for developing and integrating ELLs' English listening, speaking, reading, and writing skills. The teacher will support ELLs' access to the core curriculum by teaching language through academic content.

**Performance Indicators**

- 3.2. a. Organize learning around standards-based content and language learning objectives for students from diverse backgrounds and at varying English proficiency levels.
- 3.2. b. Develop ELLs' L2 listening skills for a variety of academic and social purposes.
- 3.2. c. Develop ELLs' L2 speaking skills for a variety of academic and social purposes.
- 3.2. d. Provide standards-based instruction that builds upon ELLs' oral English to support learning to read and write in English.
- 3.2. e. Provide standards-based reading instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels.
- 3.2. f. Provide standards-based writing instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels.
- 3.2. g. Develop ELLs' writing through a range of activities, from sentence formation to expository writing.
- 3.2. h. Collaborate with stakeholders to advocate for ELLs' equitable access to academic instruction (through traditional resources and instructional technology).
- 3.2. i. Use appropriate listening, speaking, reading, and writing activities in teaching ELLs from diverse backgrounds and at varying English proficiency levels.
- 3.2. j. Incorporate activities, tasks, and assignments that develop authentic uses of the second language and literacy to assist ELLs in learning academic vocabulary and content-area material.

3.2. k. Provide instruction that integrates listening, speaking, reading, and writing for ELLs of diverse backgrounds and varying English proficiency levels.

### **Standard 3: Effective Use of Resources and Technologies**

Teachers will be familiar with and be able to select, adapt and use a wide range of standards-based materials, resources, and technologies.

#### **Performance Indicators**

3.3. a. Use culturally responsive/sensitive, age-appropriate, and linguistically accessible materials for ELLs of diverse backgrounds and varying English proficiency levels.

3.3. b. Use a variety of materials and other resources, including L1 resources, for ELLs to develop language and content-area skills.

3.3. c. Use technological resources (e.g., Web, software, computers, and related media) to enhance language and content-area instruction for ELLs of diverse backgrounds and varying English proficiency levels.

#### **Activities:**

Picture file

Lesson plans/unit

Presentation

#### **Activities can include:**

1. Develop a picture file of topics related to teaching basic English to Limited English Proficient (LEP) students at the beginning level of English proficiency and for use in teaching subject-specific methodologies in the classroom.
2. Work in grade level or subject area groups to create a unit plan in the form of a semantic web map that integrates language and subject knowledge development.
3. Engage in discussions and other field-related activities that will help participants develop the necessary skills to utilize ESOL methods and techniques.
4. Conduct a short ESOL lesson to model ESOL methods, techniques and materials used in the classroom.
5. Engage in presentations, discussions and other activities that help participants master the identified competencies.

#### **Evaluation Criteria:**

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the inservice leader. Activities conducted under this component will be evaluated by participants and inservice leaders to determine 1) the degree to which objectives have been addressed, and 2) the impact of acquired skills on students when implemented in the educational setting.

#### **Learning (Delivery) Methods:**

An activity under this component must align with at least one of the state-identified learning methods listed below:

- Workshop
- Electronic, interactive
- Electronic, non-interactive
- Learning Community/Lesson Study group
- Independent Inquiry (Includes, for example, Action Research)
- Structured Coaching, Mentoring (may include one-on-one or small group instruction by a mentor/coach with a teacher with specific learning objectives)

**Implementation (Follow-up) Methods:**

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant's acquired skills on students when implemented in the educational setting.

- Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration)
- Independent Learning/Action Research related to training (should include evidence of implementation)
- Collaborative Planning related to training, includes Learning Community
- Participant Product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)
- Lesson Study group participation
- Electronic – interactive
- Electronic – non-interactive

**Component Title:** ESOL Curriculum and Materials Development

**Identifier Number:** 1-703-015

**Maximum Points:** 60

**General Objectives:**

Teachers know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Teachers are skilled in using a variety of classroom organization techniques, program models and teaching strategies for developing and integrating language skills. They can integrate technology and choose and adapt classroom resources.

**Specific Objectives:**

**Standard 1: Planning for Standards-Based Instruction of ELLs**

Teachers will know, understand, and apply concepts, research, best practices, and evidenced-based strategies to plan classroom instruction in a supportive learning environment for ELLs. The teacher will plan for multilevel classrooms with learners from diverse backgrounds using a standards-based ESOL curriculum.

**Performance Indicators**

- 4.1. a. Plan for integrated standards-based ESOL and language sensitive content instruction.
- 4.1. b. Create supportive, accepting, student-centered classroom environments.
- 4.1. c. Plan differentiated learning experiences based on assessment of students' English and L1 proficiency and integrating ELLs' cultural background knowledge, learning styles, and prior formal educational experiences.
- 4.1. d. Plan learning tasks for particular needs of students with limited formal schooling (LFS).
- 4.1. e. Plan for instruction that embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups to successfully meet English language and literacy learning objectives.

**Standard 2: Instructional Resources and Technology**

Teachers will know, select, and adapt a wide range of standards-based materials, resources, and technologies.

**Performance Indicators**

- 4.2. a. Select and adapt culturally responsive/sensitive, age-appropriate, and linguistically accessible materials.
- 4.2. b. Select and adapt a variety of materials and other resources including L1 resources, appropriate to ELLs' developing English language and literacy.
- 4.2. c. Select technological resources (e.g., Web, software, computers, and related media) to enhance instruction for ELLs of diverse backgrounds and at varying English proficiency levels.

**Activities:**

Lesson plans  
Curriculum projects/presentation  
Group discussions

**Activities can include:**

1. Write modified lesson plans in reading and content areas for ESOL students.
2. Present individual or small group microteaching lessons for peers to provide feedback.
3. Work in grade level or subject area groups to develop curriculum projects appropriate for Limited English Proficient (LEP) students.
4. Create teaching materials for LEP students.
5. Engage in presentations, discussions, and other activities that will assist teachers in mastering competencies.

**Evaluation Criteria:**

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and posttests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the inservice leader. Activities conducted under this component will be evaluated by participants and inservice leaders to determine 1) the degree to which objectives have been addressed, and 2) the impact of acquired skills on students when implemented in the educational setting.

**Learning (Delivery) Methods:**

An activity under this component must align with at least one of the state-identified learning methods listed below:

- Workshop
- Electronic, interactive
- Electronic, non-interactive
- Learning Community/Lesson Study group
- Independent Inquiry (Includes, for example, Action Research)
- Structured Coaching, Mentoring (May include one-on-one or small group instruction by a mentor/coach with a teacher with specific learning objectives)

**Implementation (Follow-up) Methods:**

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant's acquired skills on students when implemented in the educational setting.

- Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration)
- Independent Learning/Action Research related to training (should include evidence of implementation)
- Collaborative Planning related to training, includes Learning Community
- Participant Product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)
- Lesson Study group participation
- Electronic – interactive
- Electronic – non-interactive

**Component Title:** ESOL Testing and Evaluation

**Identifier Number:** 1-701-017

**Maximum Points:** 60

**General Objectives:**

Teachers understand issues and concepts of formative and summative assessment and use standards-based procedures with ESOL students.

**Specific Objectives:**

**Standard 1: Assessment Issues for ELLs**

Teachers will understand and apply knowledge of assessment issues as they affect the learning of ELLs from diverse backgrounds and at varying English proficiency levels. Examples include cultural and linguistic bias; testing in two languages; sociopolitical and psychological factors; special education testing and assessing giftedness; the importance of standards; the difference between formative and summative assessment; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests). Teachers will also understand issues around accountability. This includes the implications of standardized assessment as opposed to performance-based assessments, and issues of accommodations in formal testing situations.

**Performance Indicators**

- 5.1. a. Demonstrate an understanding of the purposes of assessment as they relate to ELLs of diverse backgrounds and at varying English proficiency levels.
- 5.1. b. Identify a variety of assessment procedures appropriate for ELLs of diverse backgrounds and at varying English proficiency levels.
- 5.1. c. Demonstrate an understanding of appropriate and valid language and literacy assessments for ELLs of diverse backgrounds and at varying English proficiency levels.
- 5.1. d. Demonstrate understanding of the advantages and limitations of assessments, including the array of accommodations allowed for ELLs of diverse backgrounds and at varying English proficiency levels.
- 5.1. e. Distinguish among ELLs' language differences, giftedness, and special education needs.

**Standard 2: Language Proficiency Assessment**

Teachers will appropriately use and interpret a variety of language proficiency assessment instruments to meet district, state, and federal guidelines, and to inform their instruction. Teachers will understand their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels. Teachers will articulate the appropriateness of ELL assessments to stakeholders.

**Performance Indicators**

- 5.2. a. Understand and implement district, state, and federal requirements for identification, reclassification, and exit of ELLs from language support programs, including requirements of the LULAC Consent Decree.
- 5.2. b. Identify and use a variety of assessment procedures for ELLs of diverse backgrounds and varying English proficiency levels.

5.2. c. Use multiple sources of information to assess ELLs' language and literacy skills and communicative competence.

### **Standard 3: Classroom-Based Assessment for ELLs**

Teachers will identify, develop, and use a variety of standards- and performance-based, formative and summative assessment tools and techniques to inform instruction and assess student learning. Teachers will understand their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels. Teachers will articulate the appropriateness of ELL assessments to stakeholders.

#### **Performance Indicators**

5.3. a. Use performance-based assessment tools and tasks that measure ELLs' progress in English language and literacy development.

5.3. b. Understand and use criterion-referenced assessments appropriately with ELLs from diverse backgrounds and at varying English proficiency levels.

5.3. c. Use various tools and techniques to assess content-area learning (e.g., math, science, social studies) for ELLs at varying levels of English language and literacy development.

5.3. d. Prepare ELLs to use self- and peer-assessment techniques, when appropriate.

5.3. e. Assist ELLs in developing necessary test-taking skills.

5.3. f. Assess ELLs' language and literacy development in classroom settings using a variety of authentic assessments, e.g., portfolios, checklists, and rubrics.

#### **Activities:**

Assessment development/evaluation

Group discussions

Presentations

#### **Activities can include:**

1. Modify existing teacher-made and criterion referenced tests and assessment instruments.
2. Develop appropriate assessment procedures for materials currently used in the district.
3. Develop appropriate informal (checklists, teacher observations, sampling of student work, etc.) assessments for Limited English Proficient (LEP) students.
4. Engage in presentations, discussions and other activities that help master the identified competencies.
5. Discuss ways to interpret assessment of student progress to parents.

#### **Evaluation Criteria:**

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the inservice leader. Activities conducted under this component will be evaluated by participants and inservice leaders to determine 1) the degree to which objectives have been addressed, and 2) the impact of acquired skills on students when implemented in the educational setting.

#### **Learning (Delivery) Methods:**



An activity under this component must align with at least one of the state-identified learning methods listed below:

- Workshop
- Electronic, interactive
- Electronic, non-interactive
- Learning Community/Lesson Study group
- Independent Inquiry (Includes, for example, Action Research)
- Structured Coaching, Mentoring (May include one-on-one or small group instruction by a mentor/coach with a teacher with specific learning objectives)

**Implementation (Follow-up) Methods:**

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant's acquired skills on students when implemented in the educational setting.

- Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration)
- Independent Learning/Action Research related to training (should include evidence of implementation)
- Collaborative Planning related to training, includes Learning Community
- Participant Product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)
- Lesson Study group participation
- Electronic – interactive
- Electronic – non-interactive

## C. MATRIX

The matrix is a visual presentation of the components, in terms of how the competencies are addressed and what methods were used to demonstrate the competencies. All competencies identified in Section III must be included in the components and must be demonstrated by the participants prior to the district certifying program completion. The matrix shall indicate the component(s)/courses(s) and the component specific objective(s) or expected learner outcomes that address each competency identified in Section III and the method used to verify the competency demonstration.

<b>ESOL Teacher Standard</b>	<b>Component Title and Number</b>	<b>Performance Indicator</b>	<b>Evaluation Method</b>
Culture as a Factor in ELLs' Learning	Cross-Cultural Communications 1-705-001	1.1. a.-1.1.f.	Successful development and completion of projects or products
Language as a System	Applied Linguistics 1-702-002	2.1. a.-2.1.e.	Successful development and completion of projects, observations or products
Language Acquisition and Development	Applied Linguistics 1-702-002	2.2. a.-2.2.d.	Successful development and completion of projects, observations or products
Second Language Literacy Development	Applied Linguistics 1-702-002	2.3. a.-2.3.e.	Successful development and completion of projects, observations or products
ESL/ESOL Research and History	Methods of Teaching ESOL 1-700-003	3.1. a.-3.1.c.	Successful development and completion of projects, products, presentations or classroom demonstration
Standards-Based ESL and Content Instruction	Methods of Teaching ESOL 1-700-003	3.2.a.-3.2.k	Successful development and completion of projects, products, presentations or classroom demonstration
Effective Use of Resources and Technology	Methods of Teaching ESOL 1-700-003	3.3.a-3.3.c	Successful development and completion of projects, products, presentations or classroom demonstration
Planning for Standards-Based Instruction of ELLs	ESOL Curriculum and Materials Development 1-703-004	4.1.a-4.1.e	Successful development and completion of projects, products, presentations or classroom demonstration
Instructional Resources and Technology	ESOL Curriculum and Materials Development 1-703-004	4.2.a-4.2.c	Successful development and completion of projects, products, presentations or classroom demonstration
Assessment Issues for ELLs	ESOL Testing and Evaluation 1-701-005	5.1.a-5.1.e	Successful development and completion of projects, products,

			presentations or classroom demonstration
Language Proficiency Assessment	ESOL Testing and Evaluation 1-701-005	5.2.a-5.2.c	Successful development and completion of projects, products, presentations or classroom demonstration
Classroom-Based Assessments for ELLs	ESOL Testing and Evaluation 1-701-005	5.3.a-5.3.f	Successful development and completion of projects, products, presentations or classroom demonstration

#### **D. INSTRUCTORS**

Instructors are educators employed by the Sumter County School Board, contracted by a reputable consortium/institution of higher education, highly qualified teacher, or other qualified individual approved by the district. Instructors will have a master's degree or a minimum of three years experience in teaching ELL students and hold the ESOL Endorsement or certification.

#### **V. COMPLETION REQUIREMENTS**

##### **A. PROGRAM COMPLETION**

Candidates endeavoring to add the ESOL Endorsement to the Florida Educator's Certificate must earn a minimum of three-hundred (300) inservice points by successfully completing the prescribed set of inservice components included in this program or its equivalent and demonstrate the competencies required for the endorsement. Inservice training credits for candidates pursuing the add-on program will consist of successful completion of direct classroom instruction, application experiences, and follow-up activities. Competency demonstration will be done through projects, products, tests, and classroom demonstrations.

The Director of Professional Learning and Accountability verifies the participant's inservice credit to add the ESOL endorsement to a valid Florida Educator's Certificate. The individual seeking addition of the ESOL endorsement to a Florida Educator's certificate shall follow district procedures in appropriately completing and submitting an application at the local level.

##### **B. COMPETENCY DEMONSTRATION**

Candidates must satisfy all of the ESOL add-on program requirements to demonstrate completion of each of the required inservice components. Additionally, they must demonstrate knowledge in each of the competencies that are required for the endorsement. Assessments of competencies may include projects, products, classroom demonstrations, lessons, observations, and portfolios.

### **C. COMPETENCY VERIFICATION**

In some cases the district may choose to allow participants to verify ESOL competencies in lieu of taking some of the required training. If this occurs, the district will verify that program requirements from post-secondary institutions or other Florida school districts align with the Florida Department of Education and Sumter County School District's ESOL add-on endorsement requirements. The district will evaluate each course by reviewing a syllabus or similar course details provided by the individual.

As a result of specific training or prior training, practice and experiences, educators are expected to demonstrate knowledge of ESOL competencies as follows:

- Assessment Criteria--measurable indicators related to identified competencies.
- Appropriate Data Collection Instruments and Procedures--methods for collecting sufficient evidence of the teacher's ability to demonstrate the unique set of competencies and obtain a passing score on appropriate state assessment for coverage add-ons.
- Well-Defined Implementation Policies and Procedures--written documents designed to ensure fair and consistent application of the competency verification system, including specification of who, when, how, and under what conditions the verification is done.

### **VI. PROGRAM EVALUATION**

An annual evaluation of the previous year's program operations shall be made and shall include a determination of the following:

- the effect of the inservice education and training in the educational setting (Rule 6A-5.071(4) (e) 3, F.A.C.).
- the effectiveness of the program in its attempt to allow participants to acquire competencies.
- whether the management, operation, and delivery of the program are efficient and meet the needs of the district and the participants.
- whether the program is cost effective for the district.

Program evaluation will consist of consultants' and candidates' assessments of how well the management, operation and delivery of the program assisted candidates to achieve the endorsement. The program supervisor will do a cost effective study. The results of the program evaluation will be used to determine program effectiveness as it relates to the needs of this add-on program. The evaluation will further be used to modify and adapt the program if deemed necessary.

**NOTE:** The data collected by the program evaluation plan is required when a district requests the continued approval of the add-on program.

## **VII. MANAGEMENT**

This section deals with how the district will manage the ESOL teacher preparation program. It involves the accepting of students into the programs, advising students, maintaining attendance records for inservice points, accepting transfer credits, and certifying completion of the program to the Florida Department of Education.

### **A. DIRECTOR OF PROFESSIONAL LEARNING AND ACCOUNTABILITY**

The Director of Professional Learning and Accountability serves as the coordinator of the ESOL endorsement and add-on programs. The coordinator selects and employs qualified ESOL facilitators, coordinates all ESOL training activities, processes all fee reimbursements for ESOL coursework and subject area examinations, and transmits participant data to the appropriate district contact(s) completing ESOL state reporting requirements.

### **B. MASTER INSERVICE PLAN**

ESOL components are included in the Master Inservice Plan for application of inservice points to the ESOL endorsement or accumulation of inservice credit used for certificate renewal.

### **C. RECORDS**

The district maintains inservice records that indicate successful completion, dates of participation, component numbers, transfer credit, and other necessary data for training events. For each component offered, the district maintains a file containing performance and other evaluative data, dates of inservice, activities, participant data, and other necessary information.

### **D. CANDIDATE ADMISSION**

Candidates who hold a Florida Temporary or Professional Educator's Certificate and wish to pursue ESOL classes or the ESOL endorsement may register for online courses as needed.

### **E. ADVISEMENT**

Each newly hired educator receives a copy of the ESOL agreement specifying requirements for ESOL credit acquisition for continued employment and the appropriate timetable for acquiring credits leading to the ESOL endorsement. The document is signed by the educator with the original filed in personnel records and a copy given to the individual.

Up-to-date inservice records are accessible at any time helping the educator validate components completed and/or accepted as transfer from appropriate post-secondary institutions or Florida school districts. Likewise, advisement of component information, records of completion and need for additional course enrollment, etc. may be accomplished

through personal contact or electronic communication. A data base of records is frequently monitored to inform the district who in turn notifies educators of their current status in meeting annual requirements for ESOL component completion. The data base is also used to complete Florida Department of Education ESOL reporting requirements.

**F. PARTICIPATION**

Participation is mandatory unless excused by the instructor for serious or extreme emergencies. Missed assignments must be satisfied through a “make-up” schedule approved by the course instructor or facilitator.

**G. COSTS**

The district will continue to reimburse course costs up to \$170 per course and/or the registration fee for the ESOL subject area exam. All reimbursements are processed when substantiated by a record or certificate of completion, score report, verifying a passing score on the subject area exam, a complete reimbursement form, and proof of payment.

**H. TRANSFER AND UTILIZATION OF CREDIT**

Successfully completed college coursework may be transferred into the ESOL endorsement program. Courses to be transferred must each be equivalent of a minimum of sixty (60) inservice points or three (3) semester hours of college credit and must match the content provided in the ESOL components as per the Master Inservice Plan. A grade of “C” or greater is required for transfer. The Director of Professional Learning and Accountability makes the final determination of applicability. The candidate’s inservice record reflects transfer points.

ESOL inservice points earned under an approved Master Inservice Plan from another Florida school district may be appropriately validated by the sending district and transferred to Sumter. Each course transferred must be equivalent to a minimum of sixty (60) inservice points and must match the content provided in ESOL components as set forth in the Sumter School District’s Master Inservice Plan. Candidates must request that an official Inservice Transfer Record be forwarded from their previous employer to the Director of Professional Learning and Accountability, who makes a determination of the appropriateness of completed components and transfers applicable credit. Likewise, inservice records are transferred from the Sumter School District to other school districts upon request.

ESOL inservice points can also be earned from the following online providers. These providers offer courses that are equivalent to the content provided in the ESOL components outlined in the Sumter School District's Master Inservice Plan. They are state and/or district approved.

- Northeast Florida Educational Consortium
- Schultz Center
- Center for Technology and Education
- Beacon Educator
- Edviate – School Improvement Network
- Literacy Solutions

#### **I. CERTIFICATION OF COMPLETION**

Successful completion of three hundred (300) inservice points, validated through inservice records and consistent with the ESOL component identifiers in the Sumter School District's Master Inservice Plan, shall constitute program completion. The candidate submits a formal application and fee for processing the request to add the ESOL endorsement. Should post-secondary credit be applied to the endorsement, an official transcript showing a grade equivalent of at least a "C" must accompany the application. The Director of Professional Learning and Accountability reviews and acts on each request for transfer of credit. The Director of Professional Learning and Accountability verifies the participant's in-service credit to add the ESOL endorsement to a Florida Educator's Certificate and communicates the candidate's status to the personnel office. The district personnel office forwards all required documents to the Florida Department of Education.

#### **VIII. SCHOOL BOARD APPROVAL**

As attested by the attached signatures, the ESOL endorsement program has been submitted to, reviewed and approved by the Sumter County Superintendent of Schools and the Sumter County School Board.