

# NEFEC

# ESOL

English for Speakers of Other Languages

## Add-On Endorsement Program 2019-2025

A Cooperative Effort to Provide Professional Learning Options to  
Participating Districts Offering Prekindergarten Programs:

Baker, Bradford, Columbia, Dixie, Flagler, Florida School for the Deaf  
and the Blind, FSU-Lab School, Gilchrist, Hamilton, Hernando,  
Lafayette, Levy, Madison, Monroe, P.K. Yonge Developmental  
Research School, Putnam, Suwannee, and Union

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# **North East Florida Educational Consortium's English for Speakers of Other Languages (ESOL)**

## **Add-On Endorsement Program**

### **Program Rationale and Purpose**

The North East Florida Educational Consortium (NEFEC) is composed of fifteen small and rural school districts in the northeast part of the state. Additionally, two other small and rural districts, Monroe and the FSU Lab School subscribe to the NEFEC Instructional Program and are covered under this endorsement program. The NEFEC districts traditionally have few students who speak other languages, but that student population is growing each year. The traditional face-to-face training in which teachers needing ESOL credit meet and view videos and dialogue about them is problematic due to the distances teachers from these rural areas must travel for these activities. Therefore, the NEFEC districts have been under duress to train teachers in an exemplary fashion as they work with ESOL learners, and they have been pressed to provide travel time in order to receive training. By utilizing the NEFEC eLearning program and creating online courses that are of exemplary quality and are available to teachers no matter how distant or rural their location, no district will find it difficult to access the required professional learning.

Many add-on programs utilize a menu approach for meeting ESOL needs. Teachers can take a course for another purpose that also meets the needs for ESOL endorsements. NEFEC has determined that this approach, while convenient, dilutes the content and diminishes the intent of the Consent Decree. Therefore, NEFEC has determined that developing online training is specifically designed to meet the ESOL standards and specifically designed to cover the content necessary to become a highly qualified ESOL instructor will result in teachers who can ensure student success.

To this end, NEFEC courses are designed so that each participant dialogues with the course facilitator. Through the eLearning program management tool and email, facilitators and participants discuss implementation, and the facilitator becomes the gatekeeper for quality control. If a participant's response is faulty, not detailed enough, or lacks the superior quality required, the facilitator responds and requires more from the participant. It is through this meaningful dialogue that learning is demonstrated and quality is maintained for all learners, no matter where they are located.

The NEFEC ESOL Endorsement Plan includes the following five (5) components:

- Culture (Cross-Cultural Communication)
- Language and Literacy (Applied Linguistics)
- Methods of Teaching English to Speakers of Other Languages (ESOL)
- ESOL Curriculum and Materials Development
- Assessment (ESOL Testing and Evaluation)

## A. District Needs

### DISTRICT ESOL PERSONNEL NEEDS DATA

Currently, NEFEC districts report that many of their teachers have received ESOL endorsement through the district inservice plans. According to NEFEC eLearning records, 282 NEFEC teachers completed one or more of the ESOL Endorsement Courses during 2009-2014. Districts further identify a continuing need to serve out-of-field and other educators, either as an FLDOE or district requirement:

District	Educators Endorsed 2014-2019	Educators Currently Out-of- Field in ESOL	Educators in Need of ESOL Endorsement
Baker	10	17	35
Bradford	79	0	15
Columbia	40	31	40
Dixie	38**	1	20
Flagler	43	89	68
FSDB	8	1	7
FSU-Lab	2	4	4
Gilchrist	3	41	7
Hamilton	14	9	17
Hernando	108	206	500
Lafayette	23	1	5
Levy	28	20	25
Madison*			
Monroe	185	460	207
P. K. Yonge	0	0	7
Putnam	11	34	24
Suwannee	17	22	25
	0	0	100

\*Information not available \*\*number of teachers currently endorsed

### Benefits to Districts

The purposes of NEFEC's ESOL Add-On Endorsement Program are: to ensure that limited English proficient students have appropriately qualified teachers; to develop competencies of such teachers assigned out-of-field in ESOL to enable them to perform effectively in such assignments; to assist teachers in obtaining or renewing certification; and to provide quality professional learning that is flexible and respectful of instructional time.

The primary target groups for this program are teachers who are identified as out-of-field in ESOL or those new to Florida's education system. Current teaching credentials of each teacher participating in this program will be evaluated on an individual basis by the district certification contact to determine which portions of the program must be completed (see Section VII for more details). The inservice components are appropriate for any teacher seeking renewal of a professional teaching certificate and, as such, they may be considered for the program as a third

priority. Other certified teachers who express an interest in the program may participate on a space available basis.

## **Program Content/Curriculum**

### **A. Competencies**

Participants in the NEFEC ESOL Add-On Program must demonstrate that they have acquired the entire Florida teacher ESOL performance standards revised in 2010. These performance standards were developed by a Florida committee of ESOL professionals and have been used to direct the development of teaching training.

#### **FLORIDA TEACHER STANDARDS FOR ESOL ENDORSEMENT 2010**

##### **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.

##### **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 (e.g., Parent Leadership Councils (PLC)).
- 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.

## **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.

#### **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 sociocultural, 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.
- 2.2.e. Develop and implement strategies for using school, neighborhood, and home resources in the ESOL curriculum.

### **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 sociocultural, 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.

### **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.

#### **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.

### **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.

### **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.

## **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.

### **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.

## **B. Specialization /Professional Studies**

### **Specialization Studies**

Competencies specific to the specialized field of ESOL, as referenced on several websites (e.g., [http://www.tesol.org/docs/books/bk\\_prek-12elpstandards\\_framework\\_318.pdf?sfvrsn=2](http://www.tesol.org/docs/books/bk_prek-12elpstandards_framework_318.pdf?sfvrsn=2) ) were used as an additional framework for the curriculum courses and materials designed for inclusion in the ESOL Endorsement Plan.

Florida requires that all curricula taught in the public schools in this state are aligned to the Florida Standards (<http://www.fl DOE.org/bii/curriculum/sss/>). The standards include access points for students with cognitive disabilities; these access points are useful for some ESOL students and were referenced when designing course materials for the program.

### **Professional Studies**

The two systems cited below were used to guide the development of all professional studies designed for and implemented with educators. All standards in these two systems must be checked for alignment before courses are approved for inclusion in the ESOL Endorsement Plan and subsequently in the NEFEC Professional Learning Catalog.

- ***learningforward***, the professional learning association, Standards for Professional Learning (<http://learningforward.org/standards-for-professional-learning> )
- Florida's Professional Development System Evaluation Protocol Standards (<http://www.teachinflorida.com/LinkClick.aspx?fileticket=mvY2iafRNlc%3D&tabid=66> )

## **C. Nationally Recognized Guidelines**

The **TESOL Standards for P-12 ESL Teacher Education Programs** were reviewed and considered in the development of this add-on program. These standards were available on the TESOL website ([www.tesol.org](http://www.tesol.org)) as well as on the website for the National Council for the Accreditation of Teacher Education (NCATE) programs. These standards are utilized in the accreditation of initial programs in P-12 teacher education.

The Florida Professional Learning Standards for Endorsement of teachers providing basic ESOL instruction to English Language Learners (henceforth, the Florida ESOL Endorsement Standards) are a set of 25 ESOL Performance Standards that were developed using the 75 Florida Adopted

Subject Area Competencies for ESOL K-12. The 75 competencies now serve as indicators of adequate coverage for the 25 Performance Standards with the expectation that, by meeting the requirements of the 25 Performance Standards, the program will have sufficiently addressed the content of the five areas mandated in the Florida ESOL Consent Decree.

## **Instructional Design and Delivery**

The NEFEC ESOL Endorsement Program is an integrative approach which incorporates the 25 ESOL standards in each of the following five content areas:

- Culture (Cross-Cultural Communication)
- Language and Literacy (Applied Linguistics)
- Methods of Teaching English to Speakers of Other Languages (ESOL)
- ESOL Curriculum and Materials Development
- Assessment (ESOL Testing and Evaluation)

### **A. Instructional Strand**

1. Culture (Cross-Cultural Communication)
  - a. Introduction to Culture
  - b. Positive School Environment
  - c. Parents, Schools, and Classrooms
2. Language and Literacy (Applied Linguistics)
  - a. Language Acquisition
  - b. Language Components-Phonology
  - c. Language Components-Morphology
  - d. Language Components Semantics
  - e. Linguistics Instruction for the ESOL Student
3. Methods of Teaching ESOL
  - a. Approaches, Methods, and Techniques
  - b. A Closer Look at Several Approaches/Methods/Techniques
  - c. Practical Applications
4. ESOL Curriculum and Materials Development
  - a. ESOL Delivery Program Models and Standards-Based ESOL Curriculum
  - b. Standards-Based Materials, Resources, and Technologies for ELL
  - c. Instruction
5. Assessment (Testing and Evaluation of ESOL)
  - a. Basic Terminology and Issues
  - b. Introduction to Rating Scales, Rubrics, and Profiles
  - c. Florida Specific Information for ESOL Students

### **B. Training Components (beginning on next page)**

## **ESOL: CROSS-CULTURAL COMMUNICATIONS**

**COMPONENT IDENTIFIER NUMBER:**

**1-705-007**

**Inservice Points:**

**60**

### **DOMAIN 1: CULTURE (CROSS-CULTURAL COMMUNICATIONS)**

#### **GENERAL OBJECTIVE**

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:**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

- 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
- 1.1.d. ELLs and their families to guide curriculum development and instruction.
- 1.1.e. 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.f. Understand and apply knowledge about home/school connections to build partnerships with ELLs' families (e.g., Parent Leadership Councils).
- 1.1.g. 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: (GENERAL)**

- Group discussions/discussion forums
- Case Study
- Lesson Plans
- Assessment development

### **Sample activities or examples may include: (Specific)**

- a. Participate in group discussions/discussion forums.
- b. Present an oral or written report about some facet of culture specific communication or behavior.
- c. Identify the cultural groups in a school and research to find out how that information has changed over the past few years.
- d. Review curriculum materials for ESOL-friendly features and/or evidence of cultural bias.
- e. Design instructional activities to demonstrate the use of cross cultural awareness.
- f. Design criterion-referenced tests to demonstrate the use of cross cultural awareness.
- g. Other activities designed by the instructor to provide an opportunity to demonstrate the teacher competencies.

### **PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION**

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete one or more of the evaluation methods following implementation of professional learning strategies.

**LEARNING (DELIVERY) METHODS: A,B,C,D,F,G,H,I,J,K**

**IMPLEMENTATION METHODS: M,N,O,P,Q,R,S,T**

**EVALUATION METHODS: STAFF - A,B,C,D,E,F,G STUDENT - A,B,C,D,F,G,Z**

**FEAP: A2**

## **ESOL: APPLIED LINGUISTICS**

**COMPONENT IDENTIFIER NUMBER:**

**1-702-006**

**Inservice Points:**

**60**

### **DOMAIN 2: LANGUAGE AND LITERACY (APPLIED LINGUISTICS)**

#### **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/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:**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

- 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:**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

- 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 sociocultural, 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:**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

- 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 sociocultural, 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: (General)**

- Group discussions/discussion forums
- Individual/group projects
- Research/review of professional publications

#### **Sample activities or examples may include: (Specific)**

1. Participate in group discussions/discussion forums
2. Prepare a report on activities to help students produce language
3. Report on the aspects of language as communication, culture, and an abstract System
4. Discuss the teacher's role in first and second language acquisition
5. Compare Krashen's Theory of Second Language Acquisition to other views on the subject

**PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will demonstrate competency on at least 80% of the objectives by completing one or more of the evaluation methods following implementation of professional learning strategies.

**LEARNING (DELIVERY) METHODS: A,B,C,D,F,G,H,I,J,K**

**IMPLEMENTATION METHODS: M,N,O,P,Q,R,S,T**

**EVALUATION METHODS: STAFF - A,B,C,D,E,F,G STUDENT - A,B,C,D,F,G,Z**

**FEAP: A1,A2**

## **ESOL: METHODS OF TEACHING**

**COMPONENT IDENTIFIER NUMBER:**

**1-700-003**

**Inservice Points:**

**60**

### **DOMAIN 3: METHODS OF TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (ESOL)**

#### **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:**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

- 3.1.a. Demonstrate knowledge of L2 teaching methods in their historical context.
- 3.1.b. Demonstrate the evolution of laws and policy in the ESL profession, including program models for ELL 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:**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

- 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

- 3.2.e. English to support learning to read and write in English.
- 3.2.f. Provide standards-based reading instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels.
- 3.2.g. Provide standards-based writing instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels.
- 3.2.h. Develop ELLs' writing through a range of activities, from sentence formation to expository writing.
- 3.2.i. Collaborate with stakeholders to advocate for ELLs' equitable access to academic instruction (through traditional resources and instructional technology).
- 3.2.j. Use appropriate listening, speaking, reading, and writing activities in teaching ELLs from diverse backgrounds and at varying English proficiency levels.
- 3.2.k. 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.l. 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:**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

- 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: (GENERAL)**

- Group discussions/discussion forums
- ESOL resource file
- Classroom observations
- Lesson plans

**Sample activities or examples may include: (Specific)**

1. Participate in group discussions/discussion forums
2. Create an ESOL resource file describing methods and strategies
3. Observe an experienced ESOL teacher's classroom containing one or more ESOL students
4. Create and deliver an ESOL lesson plan using selected methods and strategies

**PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will demonstrate competency on at least 80% of the objectives by completing one or more of the evaluation methods following implementation of professional learning strategies.

**LEARNING (DELIVERY) METHODS: A,B,C,D,F,G,H,I,J,K**

**IMPLEMENTATION METHODS: M,N,O,P,Q,R,S,T**

**EVALUATION METHODS: STAFF - A,B,C,D,E,FG STUDENT - A,B,C,D,F,G,Z**

**FEAP: A1,A3,A4**

## **ESOL: CURRICULUM AND MATERIALS**

**COMPONENT IDENTIFIER NUMBER:**

**1-703-005**

**Inservice Points:**

**60**

### **DOMAIN 4: ESOL CURRICULUM AND MATERIALS DEVELOPMENT**

#### **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:**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

- 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:**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

- 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: (GENERAL)**

- Group discussions/discussion forums
- School ESOL profile
- Case Study
- Curriculum exploration

## **Sample activities or examples may include: (Specific)**

1. Participate in group discussions/discussion forums
2. Create an ESOL profile of your school including information on the LEP committee
3. Read/discuss a case study on reading acquisition problems
4. Prepare a matrix on the implications of curriculum types

## **PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION**

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete one or more of the evaluation methods following implementation of professional learning strategies.

**LEARNING (DELIVERY) METHODS: A,B,C,D,F,G,H,I,J,K**

**IMPLEMENTATION METHODS: M,N,O,P,Q,R,S,T**

**EVALUATION METHODS: STAFF - A,B,C,D,E,FG STUDENT - A,B,C,D,F,G,Z**

**FEAP: A1,A2,A3,A4**

## **ESOL: TESTING AND EVALUATION**

**COMPONENT IDENTIFIER NUMBER:**

**1-701-004**

**Inservice Points:**

**60**

### **DOMAIN 5: ASSESSMENT (ESOL TESTING AND EVALUATION)**

#### **GENERAL OBJECTIVES**

Teachers understand issues and concepts of formative/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:**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

- 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/ 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:**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

- 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/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:**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

- 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
- 5.3.c. ELLs from diverse backgrounds and at varying English proficiency levels.
- 5.3.d. 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.e. Prepare ELLs to use self- and peer-assessment techniques, when appropriate.
- 5.3.f. Assist ELLs in developing necessary test-taking skills.
- 5.3.g. Assess ELLs' language and literacy development in classroom settings using a variety of authentic assessments, e.g., portfolios, checklists, and rubrics.

**ACTIVITIES: (GENERAL)**

- Assessments
- Presentation/Written Reports

- Materials/Resources
- Group Discussions/discussion forums

**Sample activities or examples may include: (Specific)**

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

**PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION**

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete one or more of the evaluation methods following implementation of professional learning strategies.

**LEARNING (DELIVERY) METHODS: A,B,C,D,F,G,H,I,J,K**

**IMPLEMENTATION METHODS: M,N,O,P,Q,R,S,T**

**EVALUATION METHODS: STAFF - A,B,C,D,E,F,G STUDENT - A,B,C,D,F,G,Z**

**FEAP: A1,A3,A4**

### C. Matrix

Florida ESOL Standards 2010 with Performance Indicators	Course Strands
<b>Culture</b>	
1.1.a., 1.1.b., 3.1.c.	a. Introduction to Culture
1.1.c., 1.1.f.	b. Positive School Environment
1.1.c., 1.1.d., 1.1.e	c. Parents, Schools, and Classrooms
<b>Language and Literacy</b>	
2.2.a, 2.2.b., 2.2.c., 2.2.d., 2.3.a., 2.3.b., 2.	a. Language Acquisition
2.1.a., 2.1.b.; 2.3.e	b. Language Components-Phonology
2.1.b., 2.1.e., 2.3.e	c. Language Components- Morphology
2.1.c,2.3.e	d. Language Components-Semantics
2.1.b.,2.1.c., 2.1.d, 2.3.a, 2.3.b., 2.3.c	e. Linguistics Instruction for the ESOL Student
<b>Methods of Teaching ESOL</b>	
3.1.a., 3.1.b.	a. Approaches, Methods, and Techniques
3.1.a., 3.1.b.	b. A Closer Look at Several Approaches/Methods/Techniques
3.2.a.-3.2.k.	c. Practical Applications
<b>ESOL Curriculum and Materials Development</b>	
4.1.a., 4.1.b., 4.1.c., 4.1.d., 4.1.e	a. ESOL Delivery Program Models and Standards
3.3.a., 3.3.b., 3.3.c., 4.2.a., 4.2.b., 4.2.c.	b. Standards-Based Materials, Resources, and Technologies
<b>Assessment</b>	
5.1.a., 5.1.b., 5.1.c., 5.1.d., 5.1.e	a. Basic Terminology and Issues
5.2.b., 5.2.c., 5.3.d., 5.3.f.	b. Introduction to Rating Scales, Rubrics, and Profiles
5.2.a., 5.3.a., 5.3.b., 5.3.c., 5.3.e.	c. Florida Specific Information for ESOL Students

<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 <i>1-705-007</i>	1.1. a.-1.1.f.	Successful development and completion of projects or products; pre/post assessments
Language as a System	Applied Linguistics <i>1-702-006</i>	2.1. a.-2.1.e.	Successful development and completion of projects or products; pre/post assessments
Language Acquisition and Development	Applied Linguistics <i>1-702-006</i>	2.2. a.-2.2.d.	Successful development and completion of projects or products; pre/post assessments
Second Language Literacy Development	Applied Linguistics <i>1-702-006</i>	2.3. a.-2.3.e.	Successful development and completion of projects or products; pre/post assessments
ESL/ESOL Research and History	Methods of Teaching ESOL <i>1-700-003</i>	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 <i>1-700-003</i>	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 <i>1-700-003</i>	3.3.a-3.3.c	Successful development and completion of projects, products, presentations or classroom demonstration; pre/post assessments
Planning for Standards- Based Instruction of ELLs	ESOL Curriculum and Materials Development <i>1-703-005</i>	4.1.a-4.1.e	Successful development and completion of projects, products, presentations or classroom demonstration; pre/post assessments
Instructional Resources and Technology	ESOL Curriculum and Materials Development <i>1-703-005</i>	4.2.a-4.2.c	Successful development and completion of projects, products, presentations or classroom demonstration; pre/post assessments

Assessment Issues for ELLs	ESOL Testing and Evaluation <i>1-701-004</i>	5.1.a-5.1.e	Successful development and completion of projects, products, or presentations; pre/post assessments
Language Proficiency Assessment	ESOL Testing and Evaluation <i>1-701-004</i>	5.2.a-5.2.c	Successful development and completion of projects, products, or presentations; pre/post assessments
Classroom- Based Assessments for ELLS	ESOL Testing and Evaluation <i>1-701-004</i>	5.3.a-5.3.f	Successful development and completion of projects, products, or presentations; pre/post assessments

**D. Instructors**

Instructors for both program options will be selected based on **Emergency Rule 6AER91-6(2): (d)** that the district provides assurance that in staffing any ESOL inservice required under these rules or the ESOL Agreement it will consider trainers in the following order, and maintain records whenever it cannot provide inservice staffed by a person with the higher level(s) or training/experience:

1. A master’s degree in TESOL, applied linguistics, bilingual education or allies language field, and successful experience with LEP children in the K-12 school system; knowledge of, and experience in content-based ESOL instruction; experience as a trainer/facilitator
2. The five endorsement courses and successful experience with LEP children in the K -12 school system; knowledge of and experience in content-based ESOL instruction; experience as a trainer/facilitator
3. A master’s degree in ESOL or applied linguistics and knowledge of and experience in content-based ESOL instruction; experience as a trainer/facilitator
4. A master’s degree in an educational field other than language related and successful experience in language sensitive content instruction; experience as a trainer/facilitator
5. The 60-hour component or 3 credit university course in ESOL strategies for content instruction and successful experience with LEP children in the K-12 school system; experience as a trainer/facilitator
6. Successful experience with LEP children in the K-12 school system and knowledge of and experience in content based ESOL instruction and/or language sensitive content instruction; experience as a trainer/facilitator
7. Any of the above with no experience as a trainer/facilitator
8. Any of the above 1-6 with successful administrative experience with the K-12 ESOL programs or successful teaching experience in higher education or teacher inservice programs in lieu of K-12 experience; knowledge of and experience in language sensitive content instruction; experience as a trainer/facilitator

## **Program Completion Requirements**

### **A. Program Completion**

The endorsement requirements for teachers of ESOL include requirements for general and professional preparation as specified in State Board Rule 6A-4.0242 through 6A-4.045. ESOL may be added to a standard coverage through the earning of college course credit or district add-on program using inservice points or a combination of inservice and college work. This program deals only with inservice. College course credits may be reported directly to the state teacher certification office if the endorsement is to be granted using college coursework alone. If a college course is to be substituted for one of the inservice courses listed, the NEFEC or district ESOL Coordinator must compare the course syllabus to the specific objectives (indicators) in the inservice course to ensure that all indicators are met within the college course.

Satisfactory completion of individual components for add-on purposes may be demonstrated through:

- Instructor's verification of successful demonstration of all applicable competencies and products within the component of the approved add-on program;
- Verification of successful demonstration of all applicable competencies within a component of another district's ESOL add-on program shall be conducted by personnel from the district's staff development office and will apply when reasonable equivalency between the components can be established through a review of the approved program; or
- Successful completion of a college or university course documented by official transcript, where reasonable equivalence can be established between the component and the course through review of the course catalog description and course materials.

This review shall be conducted by personnel from the district's staff development office.

### **B. Competency Demonstration**

All those attempting to add the ESOL endorsement to their Florida Educator's Certificates must earn a minimum of 300 inservice points by successfully completing the prescribed set of inservice components including the demonstration of all competencies required for the endorsement or through documented evaluation means.

In general, competency demonstration will be done through products, tests, classroom demonstrations, and/or portfolios; however, procedures for evaluation of competency achievement within components will vary depending on the nature of the competency. Inservice training credits for those completing the add-on program will be awarded on the basis of a candidate's successful completion of the components, direct instruction, practicum (when applicable), and implementation activities.

## **C. Competency Verification**

Credit earned in college courses from an accredited institution of higher education may be considered for transfer of credit to this add-on certification program. College courses are converted to inservice points with each semester credit hour equivalent to 20 inservice points. Participants must request an official college transcript from the institution of higher education for courses they wish to transfer; course syllabi will be analyzed to determine correlation to the appropriate ESOL inservice course within the chosen plan of study. Certificates will be issued to successful completers as a record of competency completion.

## **Program Evaluation**

### **A. Evaluation Plan**

Program assessment techniques, training components, and competency acquisition by individual participants will be used to evaluate the ESOL endorsement program. Methods by which the component coordinator will determine successful completion of individual participants are described for each component.

Individual participants will be evaluated on the basis of having acquired the necessary competencies as verified by the instructor in accordance with approved methods and criteria. Participants, using district staff development program procedures, will evaluate each training component.

The program may be assessed by participants, instructors, staff development personnel, district ESOL director, principals, or school-level coaching specialists to determine program effectiveness and program efficiency in terms of management, operation, and delivery.

The budget for ESOL endorsement will mostly be borne by the participating educators; course participants will be randomly surveyed to determine if the fees were reasonable. In some cases, participants will be reimbursed by a school district for successful completion of the endorsement program. Staff development personnel will monitor administrator time and effort to ascertain intangible program costs.

Methods by which the component coordinator will determine the impact of the component on the individual's job performance and/or classroom, school, work setting are described as part of each component evaluation. Impact of more qualified and trained teachers on student performance will be investigated.

### **B. Annual Review**

Data described below will be reviewed and analyzed per Rule 6A-5.071(7), F.A.C.:

1. Descriptive Data Number of teachers who are out-of-field in ESOL Number and percentages of out-of-field that have enrolled in the add- on program Number of enrollees dropped for non-performance Number and percentage of program completers.

2. Client Satisfaction Data Attitudes of candidates will be surveyed to determine the extent to which: The program is meeting candidate needs, The quality of instruction is consistent with professional learning standards, The curriculum is pertinent to their coaching and professional learning needs, and The pace, quantity, and quality of assessments are compatible with their primary coaching responsibilities.
3. Supervisory Evaluation Data The add-on certification program is meeting school and program needs, Skills acquired in add-on training are practiced and shared with others, Evidence exists of tangible benefits to students accruing from add-on training, and Implementation of the program is cost and time effective.

The data collected during the annual review will be used to determine overall program performance and the carry-over effects of the inservice education and training into the ESOL classroom arena.

## **Program Management**

The NEFEC Organization of Educational Leaders (NOEL) Key District Contacts, along with the NEFEC Professional Learning Catalog /Endorsement Coordinator will be responsible for the overall management of the add-on program. Inservice training will be offered by districts, NEFEC, state institutions, FDOE, and regional service providers. The North East Florida Educational Consortium will be responsible for: Updating and reviewing the courses Advertising the availability of the courses to the individual districts Providing qualified facilitators (see Part IV, Instructors)

### **A. Candidate Application and Admission**

The individuals designated above will share the process for application, admission, and verification of the ESOL Endorsement Program. Eligibility to participate in the program is predicated on a candidate's holding a valid Florida Professional or Temporary Certificate based upon a bachelor's degree or higher with certification in an academic, degreed vocational, administrative, or specialty class coverage, and being currently employed by the School District. A candidate who enters the program based on a temporary certificate must show proof of eligibility for a Professional Certificate prior to the district's verification of completion of the program. Permanent substitutes with valid full-time Florida Temporary or Professional Education Certificates are eligible to enroll in the program. Enrollment preference will be given to educators that are currently classified as in need of ESOL endorsement to meet employment requirements. Other participants will be admitted to the ESOL Endorsement Program as part of their professional learning plans or to earn inservice credit for recertification purposes.

### **B. Advisement**

Each applicant will receive access to the ESOL Endorsement requirements and orientation will be provided. Each applicant will meet with the district's designee and complete a Plan of Study that will be agreed upon by both the district and the applicant. Continuing advisement will be

provided by the appropriate district office personnel on matters related to endorsement add-on offerings, training requirements, and progress toward completion of the ESOL Endorsement Program. The district will ensure that staff members are available to assist candidates with the initial program orientation, the developments of a Plan of Study, inservice training information, and follow-up advisement for successful program completion.

### **C. Attendance Requirement for Inservice Points**

Attendance is mandatory unless, because of serious illness or extreme emergency, the instructor excuses the absence. Excused absence class hours must be satisfied through a schedule approved by the instructor.

### **D. Transfer and Utilization of Credit**

*(College or Inservice)* Credit earned in college courses from an accredited institution of higher education may be considered for transfer of credit to this add-on endorsement program. College courses are converted to inservice points with each semester credit hour equivalent to 20 inservice points. Participants must request an official college transcript from the institution of higher education for courses they wish to transfer; course syllabi will be analyzed to determine correlation to the appropriate ESOL inservice course within the chosen plan of study. Inservice credit earned in other school districts may be applied to the ESOL Endorsement program provided that (1) the component is of equivalent or higher content level, and (2) the component was earned as part of an approved Add-On Endorsement Program for ESOL. Participants must request an official Inservice Transfer Record be sent from the previous employer to the district staff development director

### **E. Certification of Completion**

It is the participant's responsibility to complete each component within the timelines established by the Florida Consent Decree and School Board Rule 6A-1.0503, Definition of Qualified Instructional Personnel. When participants have completed all program completion requirements, thereby demonstrating mastery of competencies and objectives, program completion is verified. Since records are kept during each step of the ESOL Endorsement Program by district staff development personnel, the professional learning tracking system, or other inservice tracking systems, documentation is easily accessed by district staff to verify successful completion of all components. After verification, district documentation on behalf of the participant will then be submitted to the Florida Department of Education.

### **School Board Approval**

In order for the ESOL Add-On Program to receive state approval, a statement signed by the district superintendent and chairman of the School Board stating that it has been approved locally for submission is included with this document.