

The School District of Clay County
Add-on Certification Program Revision
English for Speakers of Other Languages
ESOL Endorsement

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.

Clay County's 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.

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

Component Title: Cross-Cultural Communications

Identifier Number: 1-705-001

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:

Activities for this training component will include:

- Successful completion of online assigned activities or products
- Documentation of classroom demonstration as evidenced by administrator observation
- Evidence of viewing of video model lessons
- Participate in online interactive bulletin board
- Successful completion of required lesson plan(s) and lesson reflection(s)
- Evidence of full attendance

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 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:

Each participant will complete and submit a district follow-up form along with the evidence of successful completion of assignments and the impact of newly learned skills in their classroom. The follow-up form will be submitted to the instructor who will compile participant evaluation data and submit the results to the Professional Development Department and the program administrator on a Component Evaluation Summary form.

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

MASTER INSERVICE PLAN COMPONENT

Component Title: Applied Linguistics

Identifier Number: 1-702-001

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 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

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:

Activities for this training component will include:

- Successful completion of online assigned activities or products
- Documentation of classroom demonstration as evidenced by administrator observation
- Evidence of viewing of video model lessons
- Participate in online interactive bulletin board
- Successful completion of required lesson plan(s) and lesson reflection(s)
- Evidence of full attendance

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:

Each participant will complete and submit a district follow-up form along with the evidence of successful completion of assignments and the impact of newly learned skills in their classroom. The follow-up form will be submitted to the instructor who will compile participant evaluation data and submit the results to the Professional Development Department and the program administrator on a Component Evaluation Summary form.

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

MASTER INSERVICE PLAN COMPONENT

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

Identifier Number: 1-700-001

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:

Activities for this training component will include:

- Successful completion of online assigned activities or products
- Documentation of classroom demonstration as evidenced by administrator observation
- Evidence of viewing of video model lessons
- Participate in online interactive bulletin board
- Successful completion of required lesson plan(s) and lesson reflection(s)
- Evidence of full attendance

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:

Each participant will complete and submit a district follow-up form along with the evidence of successful completion of assignments and the impact of newly learned skills in their classroom. The follow-up form will be submitted to the instructor who will compile participant evaluation data and submit the results to the Professional Development Department and the program administrator on a Component Evaluation Summary form.

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

MASTER INSERVICE PLAN COMPONENT

Component Title: ESOL Curriculum and Materials Development

Identifier Number: 1-703-001

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:

- Successful completion of online assigned activities or products
- Documentation of classroom demonstration as evidenced by administrator observation
- Participate in online interactive bulletin board
- Successful completion of multimedia technology assignment/project
- Evidence of full attendance

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:

Each participant will complete and submit a district follow-up form along with the evidence of successful completion of assignments and the impact of newly learned skills in their classroom. The follow-up form will be submitted to the instructor who will compile participant evaluation data and submit the results to the Professional Development Department and the program administrator on a Component Evaluation Summary form.

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

MASTER INSERVICE PLAN COMPONENT

Component Title: ESOL Testing and Evaluation

Identifier Number: 1-701-001

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:

- Successful completion of online assigned activities or products
- Documentation of classroom demonstration as evidenced by administrator observation
- Evidence of viewing of video model lessons
- Participate in online interactive bulletin board
- Successful completion of required lesson plan(s) and lesson reflection(s)
- Completion of data analysis projects/assignments
- Evidence of full attendance

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:

Each participant will complete and submit a district follow-up form along with the evidence of successful completion of assignments and the impact of newly learned skills in their classroom. The follow-up form will be submitted to the instructor who will compile participant evaluation data and submit the results to the Professional Development Department and the program administrator on a Component Evaluation Summary form.

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

OPTION B

ESOL ENDORSEMENT FOR READING ENDORSED or READING K-12 CERTIFIED TEACHERS E-R-T PACKAGE (REVERSE CROSSWALK) PRACTICUM GUIDELINES

Component Title: E-R-T Practicum
Identifier Number: 1-705-005
Maximum Points: 60

NOTE: *E-R-T Practicum Coursework/Demonstration of Mastery must be completed after satisfying Reading Endorsement/Certification, Applied Linguistics, and Methods of Teaching ESOL training requirements.*

General Objectives:

The purpose of this component is to enable participants who have successfully completed specific course work in reading and ESOL to obtain the ESOL Endorsement through a practicum which includes demonstration of mastery. Participants who have completed the Reading Endorsement (120 crosswalk hours) or Reading K-12 certification, Applied Linguistics (60), and Methods of Teaching ESOL (60) are eligible to pursue the ESOL Endorsement through the E-R-T option. The required practicum must include teacher performance standards not covered in prior course work in the areas of Cross-Cultural Communications, ESOL Curriculum and Materials Development, and ESOL Testing and Evaluation.

Specific Objectives:

Participants in professional development conducted under this component will be expected to fulfill new learning of ESOL professional content instruction requirements as well as being able to demonstrate mastery of the specific objectives in each area. The following standards and performance indicators are not included in the Reading Endorsement, Applied Linguistics and/or Methods of Teaching ESOL courses and must be addressed in new learning activities:

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.
- 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 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.

Activities:

Activities for this training component will include:

- Successful completion of assigned projects, readings or products
- Successful completion of portfolio
- Classroom observation checklist demonstrating mastery of all competencies as evidenced by a school/district administrator
- Participation in online interactive bulletin board
- Evidence of viewing online model lessons and completed reflections
- Use a variety of assessment tools and procedures
- Evidence of full attendance

Evaluation Criteria:

For ESOL endorsement credit, the participant must: 1) demonstrate mastery of the ESOL Performance Standards; 2) successfully complete assigned activities; and 3) maintain in-service documentation. Successful participant completion will be determined by the instructor as demonstrated by pre/post tests, and/or successful completion of projects/product or other method of measurement acceptable to the in-service leader through observation, study groups, electronic supports, or other effective delivery models. Activities conducted under this component will be evaluated by participants and in-service leaders to determine (1) the degree to which objectives have been addressed, and (2) the impact of acquired skills of students when implemented in the educational setting.

Demonstration of Mastery:

Participants are expected to provide demonstration of mastery of the ESOL Performance Standards through direct instruction of ELLs in the classroom, under the supervision of someone with expertise specifically in ESOL. In addition, participants should submit a district-developed portfolio analyzing student work, develop a student case study that

addresses the unique needs of an ELL and/or participate in other activities that ensure that they are adequately prepared to meet the expectations of this culminating competency. The demonstration of mastery activities along with the ESOL professional content instruction (whether “in-presence” or online, or a combination of both) will be credited towards the E-R-T practicum in-service requirement for a total of 60 hours.

Follow-up:

Participants will show evidence that the concepts and strategies presented in this practicum will be incorporated in the classroom through (1) written and/or oral feedback by the instructor/facilitator on assignments; (2) consultation with instructor/facilitator, ESOL specialist, or teacher; and (3) on-site observation, coaching, and/or mentoring by instructor/facilitator, ESOL specialist, or teacher.

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)/course(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. (Example below)

MATRIX Option A:

ESOL Teacher Standard	Component Title and Number	Performance Indicator	Evaluation Method
Culture as a Factor in ELLs’ Learning	Cross- Cultural Communications 1-705-001	1.1. a.-1.1.f.	Successful completion of projects or products, classroom demonstration, teacher observation
Language as a System	Applied Linguistics 1-702-001	2.1. a.-2.1.e.	Successful completion of projects or products
Language Acquisition and Development	Applied Linguistics 1-702-001	2.2. a.-2.2.d.	Tests, classroom demonstration
Second Language Literacy Development	Applied Linguistics 1-702-001	2.3. a.-2.3.e.	Tests, successful completion of projects or products, classroom demonstration

ESL/ESOL Research and History	Methods of Teaching ESOL 1-700-001	3.1. a.-3.1.c.	Successful completion of product, project, classroom demonstration
Standards-Based ESL and Content Instruction	Methods of Teaching ESOL 1-700-001	3.2.a.-3.2.k	Successful completion of projects or products, classroom demonstration, teacher observation
Effective Use of Resources & Technologies	Methods of Teaching ESOL 1-700-001	3.3.a.-3.3.c	Successful completion of portfolio, research-based articles & videos
Planning for Standards-Based Instruction of ELLS	ESOL Curriculum & Materials Development 1-703-001	4.1.a-4.1.e	Successful completion of product, project, classroom demonstration
Instructional Resources and Technology	ESOL Curriculum & Materials Development 1-703-001	4.2.a-4.2.c	Successful completion of portfolio, research-based articles & videos
Assessment Issues for ELLs	ESOL Testing & Evaluation 1-701-001	5.1.a-5.1.e	Successful completion of projects or products, classroom demonstration
Language Proficiency Assessment	ESOL Testing & Evaluation 1-701-001	5.2.a-5.2.c	Tests, successful completion of portfolio
Classroom-Based Assessment for ELLs	ESOL Testing & Evaluation 1-701-001	5.3.a-5.3.f	Assessments, tests

MATRIX Option B:

ESOL Teacher Standard	Component Title and Number	Performance Indicator	Evaluation Method
Domain 1: Culture - Culture as a Factor in ELLs' Learning	E-R-T Practicum 1-705-005	1.1.a-1.1.f	Successful completion of projects or products

Domain 4: Curriculum & Materials - Planning for Standards- Based Instruction of ELLs	E-R-T Practicum 1-705-005	4.1.a.-4.1.e	Successful completion of projects or products, classroom demonstration
Domain 4: Curriculum & Materials – Instructional Resources and Technology	E-R-T Practicum 1-705-005	4.2.a-4.2.c	Successful completion of portfolio, classroom demonstration
Domain 5: Assessment - Assessment Issues for ELLs	E-R-T Practicum 1-705-005	5.1.a-5.1.e	Assessment, classroom demonstration
Domain 5: Assessment – Language proficiency Assessment	E-R-T Practicum 1-705-005	5.2.a-5.2.c	Assessment, successful completion of projects,
Domain 5: Assessment – Classroom- Based Assessment for ELLs	E-R-T Practicum 1-705-005	5.3.a-5.3.f	Assessments, content tests, portfolios, checklists, rubrics

D. INSTRUCTORS

Instructors will be teachers employed by the School Board of Clay County or contracted by an institution of higher education and/or a highly qualified staff member or other instructor approved by the district. Instructors will have a master’s degree or a minimum of three years successful classroom teaching experience. Instructors will have extensive experience in conducting and facilitating online training and in teaching the adult learner.

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 their equivalent and demonstrate the competencies required for the certification endorsement. Inservice training credits for candidates completing the add-on program will consist of a candidate's successful completion of Option A or Option B. Competency demonstration will be done through projects, products, journals, tests, and classroom demonstrations.

B. COMPETENCY DEMONSTRATION

Candidates must satisfy all of the add-on program requirements when they have demonstrated completion of each of the required inservice components. Additionally, they must have demonstrated knowledge in each of the competencies which are required for the endorsement.

C. COMPETENCY VERIFICATION

Satisfactory completion of individual component competencies for add-on certification purposes are demonstrated through successful completion of assigned activities as verified by the component instructor.

In lieu of training, a teacher may choose to use verification of completion of competencies for a specific training component through completion of university courses or participation in other approved add-on endorsement programs within the state of Florida. The district office is responsible for verifying that program requirements from a university or other Florida school district are in alignment with the Florida Department of Education and School District of Clay County add-on requirements.

The teacher who wishes to use university courses in lieu of completing competencies will request the district Professional Development Department to evaluate transcript(s) and course syllabi to determine alignment. Copies of official transcripts indicating a grade of "B" or better and course syllabi will be provided by the teacher making the request.

The teacher who wishes to use participation in another Florida district approved add-on endorsement plan to verify competency completion will be responsible for requesting a Teacher Education Center, Inservice Transfer Record form from the district(s) where the components/competencies were completed. This state form has a specialized area for listing ESOL endorsement components completed. The completed form shall be sent to the School District of Clay County's Professional Development Department for evaluation.

PROGRAM EVALUATION

Program evaluation will consist of instructors' 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.

VII. MANAGEMENT

The Director of Instructional Projects will be responsible for the overall management of the Clay County's ESOL Add-On-Program.

The Department of Instructional Projects will establish and coordinate inservice training for the endorsement program and will address the following areas:

A. CANDIDATE APPLICATION AND ADMISSION

Candidates apply for the Add-On-Program through the district Department of Instructional Projects. To be eligible to participate in the ESOL Endorsement program, a candidate must:

- Hold a valid Florida Professional or Temporary Certificate based upon a bachelor's degree or higher with certification in any ESOL Category I area as identified by FDOE. Any other district personnel are eligible to enroll in the program, on a space-available basis.

B. ADVISEMENT

- The Department of Information Services (IS) has the ability to identify, track and monitor training requirements of instructional staff that provide instruction or services to Pre K – 12th grade ELL Students. IS maintains a student/staff data base on TERMS which identifies personnel in need of ESOL training. A professional development management system (Navigator Plus) maintains the status of previously completed ESOL training. The Principal or Site Administrator has access to this database and must verify the accuracy of the data to the Certification Specialist in Human Resources in advance of FTE survey periods. Initial category assignment and/or changes in assignment must be verified by the administrator.
- Instructional staff interested in adding the ESOL Endorsement to their Florida Educator's Certificate will be directed to the Department of Instructional Projects for information regarding program procedures and requirements for the completion of the Add-On-Certification Program for the ESOL Endorsement.

- The Instructional Projects, Professional Development and Certification Departments within the district will work jointly to insure that staff members are available to assist candidates with the initial program orientation, the development of a plan of study, providing inservice training information, and follow-up advisement for successful program completion.

C. ATTENDANCE

Attendance is mandatory unless the absence is excused by the instructor for serious or extreme emergencies. Excused absences and missed assignments must be satisfied through a “make-up” schedule approved by the instructor(s).

D. TRANSFER AND UTILIZATION OF CREDIT

- Inservice records will be maintained by the Professional Development Department and verification for certification endorsement or for conversion to college credit will be issued from that office, in consultation with the district Certification Office.
- Inservice records from other school districts may be accepted and applied to the Endorsement Program provided that the following procedures are followed:
 - The inservice credit was earned as a part of an approved ESOL Endorsement program.
 - Candidates must complete an ESOL Plan of Study Form and list inservice activities which they believe might satisfy component requirement for the Endorsement.
 - Candidates must request that an official Inservice Transfer Record be forwarded from their previous employer to Clay County’s Professional Development Department.
 - The Professional Development Department will make a determination of the appropriateness of completed components and will transfer applicable credit.
 - Program placement and advisement will be provided to the applicant by Instructional Projects Department based on transferred credit
- Records will be transferred from the School District of Clay School to other school districts upon request. Professional Development will be responsible for the processing of requests.

E. CERTIFICATION OF COMPLETION

When candidates have completed all inservice training requirements and have demonstrated mastery of competencies and objectives, the applicant will request that the Professional Development Department review the Inservice Training Record and verify completion of all requirements for the endorsement. The district Certification Department will forward all required documents to the Florida Department of Education.

VIII. SCHOOL BOARD APPROVAL

School District of Clay County

Add-on Certification Program Revision

English for Speakers of Other Languages (ESOL) Endorsement

School Board Approval

We, the undersigned, certify that this Add-on Certification Program Revision for English for Speakers of Other Languages (ESOL) Endorsement has been approved for submission to the Florida Department of Education, Bureau of Educator Recruitment, Development, and Retention.

Approval Date: _____

Benjamin Wortham, Superintendent

Frank Farrell, Chairman of the Board