

The School Board of Sarasota County
Add-on Certification Program
English for Speakers of Other Languages
ESOL Endorsement

I. PROGRAM TITLE

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

II. PROGRAM RATIONALE AND PURPOSE

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

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

This Add-On Program is a field-based, district certification program that affords eligible staff the opportunity to add a coverage or endorsement to a valid Professional Education Certificate. Participants may use both college course credit and in-service credit to satisfy requirements of the program.

III. PROGRAM CONTENT/CURRICULUM

This in-service 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:

- 1. Ten Sessions:
 - a. Complete the three-to-five assigned readings for each of the ten sessions.
 - b. Complete the three assigned activities for each of the ten sessions.
 - c. Participate in the online discussions as required in each of the ten sessions.
- 2. Materials/Resources
- 3. Lesson Plans
- 4. Group Discussions
- 5. Written Responses
- 6. Case Study
- 7. Discovery Learning

Sample readings May include:

- 1. Understanding Hispanic and Asian Cultures
- 2. The Meaning in Significance of Popular Cultures
- 3. Helping students to adjust to American culture

Sample activities May include

- 1. Develop a home/school communication helping bridge cultural gap
- 2. Describe significant cultural characteristics (as ethnics, aesthetics, and proxemics) of three cultures they have researched
- 3. Culturally determined behavior

Sample Discussion/Reflections may include:

- 1. Where do you think you have gaps in the important cultural knowledge, and how can you increase in your knowledge or improve your skills?
- 2. What are some significant cultural ct there is thinks of the major cultural groups in your school
- 3. What are some behaviors that can be attributed to the decorum, discipline, religion, health, food, dress, and tradition of linguistic minority cultures?

Evaluation Criteria:

Successful participant completion will be determined by the instructor as demonstrated by successful completion of each assignment and discussion board posting. Participant is

evaluated using activity and discussion board rubrics. Participant receives one point for each submission.

Learning (Delivery) Methods:

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

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

Implementation (Follow-up) Methods:

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

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

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:

- 1. Ten Sessions:
 - a. Complete the three-to-five assigned readings for each of the ten sessions.
 - b. Complete the three assigned activities for each of the ten sessions.
 - c. Participate in the online discussions as required in each of the ten sessions.
- 2. Materials/Resources
- 3. Lesson Plans
- 4. Group Discussions
- 5. Written Responses
- 6. Case Study
- 7. Discovery Learning

Sample Reading May Include:

- 1. A brief overview of language of approaches
- 2. The nature of language
- 3. Comparing and contrasting first and second language acquisition
- 4. Morphology and the connection to reading skills

Sample Activities May Include

- 1. outline significant features of more for the end syntax and its impact and understanding speaking reading and writing
- 2. discuss factors which affect language acquisition and how to mitigate them
- 3. demonstrate how basic concepts of more for the apply to language development and intonation when reading

Sample Discussion Board/Reflections May Include:

- 1. Reflect on How ESL Teachers Develop and Understanding of the Nature of Language Has a System for Communication
- 2. Identify the Principal Characteristics and Terminology of Current First and Second Language Acquisition Theories
- 3. Identify Significant Features of Grammatical/Structured Systems More for the End Syntax That Interfere with Understanding Speaking Reading and Writing

Evaluation Criteria:

Successful participant completion will be determined by the instructor as demonstrated by successful completion of each assignment and discussion board posting. Participant is evaluated using activity and discussion board rubrics. Participant receives one point for each submission.

Learning (Delivery) Methods:

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

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

Implementation (Follow-up) Methods:

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

- 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:

1. Ten Sessions:
 - a. Complete the three-to-five assigned readings for each of the ten sessions.
 - b. Complete the three assigned activities for each of the ten sessions.
 - c. Participate in the online discussions as required in each of the ten sessions.
2. Materials/Resources
3. Lesson Plans
4. Group Discussions
5. Written Responses
6. Case Study
7. Discovery Learning

Sample readings may include:

- A brief history of ESL Instruction: Theories, methodology and upheavals.
- World-wide ESL professional organizations
- Developing listening skills with authentic materials
- Teaching writing skills to ELLs
- Learning disability or language development issue

Sample activities may include:

- Compare and contrast TPR and Natural/Communicative methods
- Recreate a lesson incorporating ESOL strategies and technology for ELLs

Sample Discussion Board/Reflections may include:

- Reflect how knowledge of the historical development of TESL can contribute to ESOL program
- Reflect how teachers can identify a learning disability from a limited language proficiency
- Reflect on current trends in ESOL methods

Evaluation Criteria:

Successful participant completion will be determined by the instructor as demonstrated by successful completion of each assignment and discussion board posting. Participant is evaluated using activity and discussion board rubrics. Participant receives one point for each submission.

Learning (Delivery) Methods:

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

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

Implementation (Follow-up) Methods:

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

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

MASTER INSERVICE PLAN COMPONENT

Component Title: ESOL Curriculum and Materials Development
Component 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:

- 1. Ten Sessions:
 - a. Complete the three-to-five assigned readings for each of the ten sessions.
 - b. Complete the three assigned activities for each of the ten sessions.
 - c. Participate in the online discussions as required in each of the ten sessions.
- 2. Materials/Resources
- 3. Lesson Plans
- 4. Group Discussions
- 5. Written Responses
- 6. Case Study
- 7. Discovery Learning

Sample readings may include:

- a. Descriptive Study of Content-ESL
- b. Formative Assessment: Examples of practice
- c. Inclusion as an Instructional Model For LEP Students, Office of Multicultural Student Language Education Technical Assistance Paper
- d. Culturally Responsive Curriculum

Sample activities may include:

1. Identify cultural specific features of content curricula by using the Internet to locate a lesson plan that would be almost perfect for LEP students.
2. Recommend an ESOL program model that will benefit LEP students the most. Participant will list several variables that influenced the decision to recommend the program.
3. Design the ultimate ESOL curriculum by defining appropriate learning objectives, establishing and organizing useful learning experiences, that have a maximum cumulative effect, and evaluating the curriculum and revising those aspects that did not prove to be effective.

Sample Discussion Board/Reflections may include:

1. What are some ways in which you would select appropriate ESOL content according to levels of proficiency in listening, speaking, reading and writing?
2. Are there any special consideration in the selection of appropriate ESOL content according to levels of proficiency and culture?
3. Why do proponents of CRC argue that the goal of a pluralistic curriculum is to present the truth, which does not necessitate ignoring commonalities?
4. How does curriculum that is culturally responsive capitalize on students' cultural backgrounds rather than attempting to override or negate them?
5. In order to make English language input as comprehensible as possible, the teachers should present information through diverse media: realia, graphs, demonstrations, pre-reading, and prewriting strategies. What does this mean to you?
6. How could instructional strategies, management tools or resources be implemented in a mainstream classroom?

Evaluation Criteria:

1. Successful participant completion will be determined by the instructor as demonstrated by successful completion of each assignment and discussion board posting. Participant is evaluated using activity and discussion board rubrics. Participant receives one point for each submission.
2. Component Evaluation: Teachers will assure comprehensible instruction to LEP students at varying levels of English proficiency by adapting curriculum, modifying assessments, incorporating effective ESOL strategies and protecting students from the effects of miscommunications, which will result in improved student performance.

3. Component Activity Evaluation: Participants will complete a general questionnaire regarding the perceived impact of the training on job performance and/or classroom, school or work setting.

Learning (Delivery) Methods:

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

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

Implementation (Follow-up) Methods:

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

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

Method of Delivery: Workshop and Electronic-Interactive

PD Follow up Methods: Structured Coaching/ Mentoring and Electronic Interaction

PD Evaluation Methods: Participant Product, Independent Learning/ Action Research

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:

- 1. Ten Sessions:
 - a. Complete the three-to-five assigned readings for each of the ten sessions.
 - b. Complete the three assigned activities for each of the ten sessions.
 - c. Participate in the online discussions as required in each of the ten sessions.
- 2. Materials/Resources
- 3. Lesson Plans
- 4. Group Discussions
- 5. Written Responses
- 6. Case Study
- 7. Discovery Learning

Sample Readings May Include

- 1. identification and assessments of ESL students
- 2. oral-oral tests
- 3. What's Wrong with Standardized Tests
- 4. Handbook of English Language Proficiency Tests

Sample activities May include:

- 1. compare and contrast proficiency tests
- 2. identify cultural bias
- 3. ESL assessment for placement in reclassification

4. classroom based assessments using graphic organizer

Sample Discussion Board/Reflections May Include:

1. reflect on the levels of English proficiency needed to appropriate place students for ESL instruction
2. reflect on the norm reference and criterion referenced tests and how they impact instruction
3. reflect on assessment instruments and/or evaluation measures to determine appropriate placement levels for ELLs for content area instruction

Evaluation Criteria:

Successful participant completion will be determined by the instructor as demonstrated by successful completion of each assignment and discussion board posting. Participant is evaluated using activity and discussion board rubrics. Participant receives one point for each submission.

Learning (Delivery) Methods:

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

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

Implementation (Follow-up) Methods:

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

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

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 course readings, activities, and collaborative discussion board prompts.
Language as a System	Applied Linguistics 1-702-001	2.1. a.-2.1.e.	Successful completion of course readings, activities, and collaborative discussion board prompts.
Language Acquisition and Development	Applied Linguistics 1-702-001	2.2. a.-2.2.d.	Successful completion of course readings, activities, and collaborative discussion board prompts.
Second Language Literacy Development	Applied Linguistics 1-702-001	2.3. a.-2.3.e.	Successful completion of course readings, activities, and collaborative discussion board prompts.
ESL/ESOL Research and History	Methods of Teaching ESOL 1-700-001	3.1. a.-3.1.c.	Successful completion of course readings, activities, and collaborative discussion board prompts.
Standards-Based ESL and Content Instruction	Methods of Teaching ESOL 1-700-001	3.2.a.-3.2.k	Successful completion of course readings, activities, and collaborative discussion board prompts.
Effective Use of Resources and Technology	Methods of Teaching ESOL 1-700-001	3.3.a-3.3.c	Successful completion of course readings, activities, and collaborative discussion board prompts.
Planning for Standards-Based Instruction of ELLs	ESOL Curriculum and Materials Development 1-703-001	4.1.a-4.1.e	Successful completion of course readings, activities, and collaborative discussion board prompts.
Instructional Resources and Technology	ESOL Curriculum and Materials Development 1-703-001	4.2.a-4.2.c	Successful completion of course readings, activities, and collaborative discussion board prompts.
Assessment	ESOL Testing and	5.1.a-5.1.e	Successful completion of

Issues for ELLs	Evaluation 1-701-001		course readings, activities, and collaborative discussion board prompts.
Language Proficiency Assessment	ESOL Testing and Evaluation 1-701-001	5.2.a-5.2.c	Successful completion of course readings, activities, and collaborative discussion board prompts.
Classroom-Based Assessments for ELLS	ESOL Testing and Evaluation 1-701-001	5.3.a-5.3.f	Successful completion of course readings, activities, and collaborative discussion board prompts.

D. INSTRUCTORS

Instructors will be teachers in the appropriate content area employed by the School Board of Sarasota County, and/or a highly qualified staff member/instructor approved by the district. Instructors will have a bachelor’s degree or a minimum of three years experience in teaching ELL students and hold the ESOL Endorsement or certification.

V. COMPLETION REQUIREMENTS

A. PROGRAM COMPLETION

Candidates endeavoring to add the ESOL Endorsement to the Florida Educator’s Certificate must earn a minimum of three-hundred (300) in-service points by successfully completing the prescribed set of in-service components included in this program or their equivalent and demonstrate the competencies required for the certification endorsement. In-service training credits for candidates completing the add-on program will consist of a candidate’s successful completion the five online component courses for a total of three-hundred in-service points. Competency demonstration will be determined through successful completions of all projects/products.

The individual seeking the addition of the ESOL endorsement to a Florida Educator's Certificate will follow the district's Office of Certification procedures regarding the formal application process to the Florida Department of Education.

B. COMPETENCY DEMONSTRATION

Candidates must satisfy all of the add-on program requirements for each of the required components for allotment of sixty (60) in-service per component. Additionally, they must have demonstrated knowledge in each of the competencies which are required for the endorsement.

Successful participant completion will be determined by the instructor as demonstrated by successful completion of course readings, activities, and collaborative discussion board prompts. Participant is evaluated using activity and discussion board rubrics. Participant receives one point for each submission, for a total of 60 in-service points for each program component.

C. COMPETENCY VERIFICATION

In some cases the district may choose to allow participants to verify competencies in lieu of taking some of the required training. If this occurs, the district certification office will verify that program requirements from other universities or districts align with the Florida Department of Education and School District of Sarasota County's ESOL add-on requirements.

VI. PROGRAM EVALUATION

An Annual Review of the previous year's program operations shall be made and shall include a determination of the program performance and the carry-over effects of the in-service education and training into the educational setting (Rule 6A-5.071(7), F.A.C.).

The effectiveness of the program is evaluated by course participants. Upon completion of the course, participants complete a program evaluation survey that is submitted to Professional Development. The results of the program evaluation feedback 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 Professional Development is responsible for the management of the Add-On program.

- A. Candidate application and admission
Applicants must hold a valid Florida Temporary or Professional Educator's Certificate based upon a bachelor's degree or higher
- B. Advisement
- C. Attendance requirement for in-service points
- D. Transfer and utilization of credit (college or in-service)

A. CANDIDATE APPLICATION AND ADMISSION

Candidates must register through the online Professional Development System for the Add-On-Program courses as stipulated in this ESOL Add-on Plan. 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 Division of Information Technology (IT) 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. IT maintains a student/staff data base on AS400 which identifies personnel in need of ESOL training, and 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 Certification Specialist for information regarding program procedures and requirements for the completion of the Add-On-Certification Program for the ESOL Endorsement.
- The Professional Development and the Certification Offices within the district will work jointly to insure that staff members are available to assist candidates with the initial program orientation.

C. ATTENDANCE

All ESOL add-on endorsement courses are offered on-line. Participants must complete all assigned tasks (30 assignments and 30 Discussions/Reflections) for successful completion of course for 60 hours of in-service credit points per course.

D. TRANSFER AND UTILIZATION OF CREDIT

- In-service records will be maintained by the Staff Development Office and verification for certification endorsement or for conversion to college credit will be processed from the district Certification Office in consultation with the Professional Development office.
- In-service records from other Florida school districts-may be accepted and applied to the Endorsement Program provided that the following procedures are followed.
 - The in-service credit was earned as a part of an approved ESOL Endorsement program.
 - Candidates must request that an official In-service Transfer Record be forwarded from their previous employer to Sarasota County’s Director of Staff Development.
- The Director of Staff Development will make a determination of the appropriateness of completed components and will post applicant’s applicable transferred credit to the applicant’s local in-service record.

- Program advisement will be provided to the applicant by the district Certification Office.
- Records will be transferred from the Sarasota School District to other school districts upon request. Staff Development will be responsible for the processing of requests.

E. CERTIFICATION OF COMPLETION

When candidates have completed all in-service training requirements and have demonstrated mastery of competencies and objectives, the applicant will request that the Staff Development Office review the in-service Training Record and verify completion of all requirements for the endorsement.

Upon completion of all component requirements, candidates must contact Human Resources to obtain a CG-10 application form. The candidate must complete the form and return it to Human Resources to be processed. The district Certification Office will forward all required documents to the Florida Department of Education. The candidate will then receive the updated certificate from the Florida Department of Education.

VIII. SCHOOL BOARD APPROVAL

In order for the add-on program to receive state approval, it must have a statement signed by the district superintendent and chairman of the school board stating that it has been approved locally for submission. When the add-on program is available for a consortium of school districts, each district must submit verification of school board approval.

 Lori White
 Superintendent

Date _____

 Frank Kovach
 Board Chair

Date _____