

Beacon ESOL Course Information for Components

ESOL : Applied Linguistics (60 CEU)

Description

Explore concepts and principles of applied linguistics such as phonology, principles of English, sociolinguistics, language acquisition, and second language acquisition. Identify how these concepts and principles relate to English language learners (ELLs) as they progress through ESOL programs and mainstream classrooms.

Learning Objectives

Domain 2 (from [Florida Teacher Standards for ESOL Endorsement 2010](#))

Participants

- Demonstrate knowledge of the components of language and understanding of language as an integrative and communicative system. (2.1.a)
- 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.b)
- Demonstrate knowledge of rhetorical and discourse structures as applied to second language and literacy learning. (2.1.c)
- Demonstrate proficiency in English and model for ELLs the use of appropriate forms of English for different purposes. (2.1.d)
- Identify similarities and differences between English and other languages reflected in the ELL student population. (2.1.e)
- 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.a)
- Recognize the importance of ELLs' home languages and language varieties, and build on these skills as a foundation for learning English. (2.2.b)
- Understand and apply knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs' learning of English. (2.2.c)
- Understand and apply knowledge of the role of individual learner variables in the process of learning English as a second language. (2.2.d)
- 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.a)
- Demonstrate understanding of similarities and differences between L1 (home language) and L2 (second language) literacy development. (2.3.b)
- Demonstrate understanding of how L1 literacy influences L2 literacy development and apply this to support ELLs' learning. (2.3.c)
- Understand and apply knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs' L2 literacy development in English. (2.3.d)
- Understand and apply knowledge of how principles of phonology, morphology, syntax, semantics, and discourse affect L2 reading and writing development. (2.3.e)

Documentation Methods

Participants must document their learning by completing the following summatives.

1 Multiple Choice Exam - Learner demonstrates knowledge of content by selecting the correct answer from the choices provided.

9 Reflections - Learner synthesizes previous knowledge and course content in order to develop a narrative response.

The summatives must meet 80% of the established criteria.

Course Last Updated: 2022

ESOL : Cross-cultural Communication (60 CEU)

Description

Gain awareness of various cultures to promote intercultural communication and enhance instruction and learning for diverse populations. Learn about cultural orientations of various groups and use your knowledge to enhance instruction for ELLs and other students.

Learning Objectives

Domain 1 (from [Florida Teacher Standards for ESOL Endorsement 2010](#))

- 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.a)
- Use a range of resources in learning about the cultural experiences of ELLs and their families to guide curriculum development and instruction. (1.1.c)
- 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.b)
- 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. (1.1.f)
- Understand and apply knowledge about home/school connections to build partnerships with ELLs' families. (1.1.e)

Documentation Methods

Participants must document their learning by completing the following summatives.

1 Multiple Choice Exam - Learner demonstrates knowledge of content by selecting the correct answer from the choices provided.

8 Reflections - Learner synthesizes previous knowledge and course content in order to develop a narrative response.

The summatives must meet 80% of the established criteria.

Course Last Updated: 2023

ESOL : Curriculum and Materials (60 CEU)

Description

Learn to understand and apply concepts, research, best practices, and evidenced-based strategies to plan classroom instruction in a supportive learning environment for ELLs. Learn to select and adapt standards-based materials, resources, and technologies.

Learning Objectives

- **ESOL Standards**

Domain 4 (from [Florida Teacher Standards for ESOL Endorsement 2010](#))

Participants

- Plan for integrated standards-based ESOL and language sensitive content instruction. (4.1.a.)
- Create supportive, accepting, student-centered classroom environments. (4.1.b.)
- 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.c.)
- Plan learning tasks for particular needs of students with limited formal schooling (LFS). (4.1.d.)
- 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. (4.1.e.)
- Select and adapt culturally responsive/sensitive, age-appropriate, and linguistically accessible materials. (4.2.a.)
- Select and adapt a variety of materials and other resources including L1 resources, appropriate to ELLs' developing English language and literacy. (4.2.b.)
- 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. (4.2.c.)

Documentation Methods

Participants must document their learning by completing the following summatives.

1 Multiple Choice Exam - Learner demonstrates knowledge of content by selecting the correct answer from the choices provided.

9 Reflections - Learner synthesizes previous knowledge and course content in order to develop a narrative response.

The summatives must meet 80% of the established criteria.

Course Last Updated: 2023

ESOL : Methods of Teaching (60 CEU)

Description

Apply principles of differentiated instruction. Explore methods and strategies for identifying the needs of individual students who are in the process of acquiring English. Learn about differentiating content, process, and/or product in order to address and accommodate the different needs of students.

Learning Objectives

- **ESOL Standards**

Domain 3 (from [Florida Teacher Standards for ESOL Endorsement 2010](#))

Participants

- Demonstrate knowledge of L2 teaching methods in their historical context. (3.1.a)
- Demonstrate awareness of current research relevant to best practices in second language and literacy instruction. (3.1.b)
- Demonstrate knowledge of the evolution of laws and policy in the ESL profession, including program models for ELL instruction. (3.1.c)
- Organize learning around standards-based content and language learning objectives for students from diverse backgrounds and at varying English proficiency levels. (3.2.a)
- Develop ELLs' L2 listening skills for a variety of academic and social purposes. (3.2.b)
- Develop ELLs' L2 speaking skills for a variety of academic and social purposes. (3.2.c)
- Provide standards-based instruction that builds upon ELLs' oral English to support learning to read and write in English. (3.2.d)
- Provide standards-based reading instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels. (3.2.e)
- Provide standards-based writing instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels. (3.2.f)
- Develop ELLs' writing through a range of activities, from sentence formation to expository writing. (3.2.g)
- Collaborate with stakeholders to advocate for ELLs' equitable access to academic instruction (through traditional resources and instructional technology). (3.2.h)
- Use appropriate listening, speaking, reading, and writing activities in teaching ELLs from diverse backgrounds and at varying English proficiency levels. (3.2.i)
- 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.j)
- Provide instruction that integrates listening, speaking, reading, and writing for ELLs of diverse backgrounds and varying English proficiency levels. (3.2.k)
- Use culturally responsive/sensitive, age-appropriate and linguistically accessible materials for ELLs of diverse backgrounds and varying English proficiency levels. (3.3.a)
- Use a variety of materials and other resources, including L1 resources, for ELLs to develop language and content-area skills. (3.3.b)
- 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. (3.3.c)

Documentation Methods

Participants must document their learning by completing the following summative.

10 Reflections - Learner synthesizes previous knowledge and course content in order to develop a narrative response.

The summative must meet 80% of the established criteria.

Course Last Updated: 2023

ESOL : Testing and Evaluation (60 CEU)

Description

Identify factors that affect assessment of English language learners (ELLs) including linguistic bias, test adaptations, and accommodations. Additionally, explore federal assessment policies and interpretation of assessment data.

Learning Objectives - FL

Domain 5 (from [Florida Teacher Standards for ESOL Endorsement 2010](#))

- Demonstrate an understanding of the purposes of assessment as they relate to ELLs of diverse backgrounds and at varying English proficiency levels. (5.1.a)
- Identify a variety of assessment procedures appropriate for ELLs of diverse backgrounds and at varying English proficiency levels. (5.1.b)
- Demonstrate an understanding of appropriate and valid language and literacy assessments for ELLs of diverse backgrounds and at varying English proficiency levels. (5.1.c)
- 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.d)
- Distinguish among ELLs' language differences, giftedness, and special education needs. (5.1.e)
- 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.a)
- Identify and use a variety of assessment procedures for ELLs of diverse backgrounds and varying English proficiency levels. (5.2.b)
- Use multiple sources of information to assess ELLs' language and literacy skills and communicative competence. (5.2.c)
- Use performance-based assessment tools and tasks that measure ELLs' progress in English language and literacy development. (5.3.a)
- Understand and use criterion-referenced assessments appropriately with ELLs from diverse backgrounds and at varying English proficiency levels. (5.3.b)
- 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.c)
- Prepare ELLs to use self- and peer-assessment techniques, when appropriate. (5.3.d)
- Assist ELLs in developing necessary test-taking skills. (5.3.e)
- Assess ELLs' language and literacy development in classroom settings using a variety of authentic assessments, e.g., portfolios, checklists, and rubrics. (5.3.f)

Documentation Methods

Participants must document their learning by completing the following summatives.

2 Multiple Choice Exams - Learner demonstrates knowledge of content by selecting the correct answer from the choices provided.

8 Reflections - Learner synthesizes previous knowledge and course content in order to develop a narrative response.

The summatives must meet 80% of the established criteria.

Course Last Updated: 2023

ESOL for Administrators (60 CEU)

Description

Identify factors that affect assessment of English language learners (ELLs) including linguistic bias, test adaptations, and accommodations. Additionally, explore federal assessment policies and interpretation of assessment data.

Learning Objectives - FL

Domain 5 (from [Florida Teacher Standards for ESOL Endorsement 2010](#))

- Demonstrate an understanding of the purposes of assessment as they relate to ELLs of diverse backgrounds and at varying English proficiency levels. (5.1.a)
- Identify a variety of assessment procedures appropriate for ELLs of diverse backgrounds and at varying English proficiency levels. (5.1.b)
- Demonstrate an understanding of appropriate and valid language and literacy assessments for ELLs of diverse backgrounds and at varying English proficiency levels. (5.1.c)
- 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.d)
- Distinguish among ELLs' language differences, giftedness, and special education needs. (5.1.e)
- 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.a)
- Identify and use a variety of assessment procedures for ELLs of diverse backgrounds and varying English proficiency levels. (5.2.b)
- Use multiple sources of information to assess ELLs' language and literacy skills and communicative competence. (5.2.c)
- Use performance-based assessment tools and tasks that measure ELLs' progress in English language and literacy development. (5.3.a)
- Understand and use criterion-referenced assessments appropriately with ELLs from diverse backgrounds and at varying English proficiency levels. (5.3.b)
- 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.c)
- Prepare ELLs to use self- and peer-assessment techniques, when appropriate. (5.3.d)
- Assist ELLs in developing necessary test-taking skills. (5.3.e)
- Assess ELLs' language and literacy development in classroom settings using a variety of authentic assessments, e.g., portfolios, checklists, and rubrics. (5.3.f)

Documentation Methods

Participants must document their learning by completing the following summatives.

2 Multiple Choice Exams - Learner demonstrates knowledge of content by selecting the correct answer from the choices provided.

8 Reflections - Learner synthesizes previous knowledge and course content in order to develop a narrative response.

The summatives must meet 80% of the established criteria.

Course Last Updated: 2023

ESOL for Guidance Counselors (60 CEU)

Description

Gain an understanding of the background and legal requirements for ESOL. Learn how to promote development and achievement of English Language Learners (ELLs). Enhance your ability as a guidance counselor to provide post-secondary and career development guidance.

Learning Objectives

The Guidance Counselor shall

- Possess and demonstrate effective counseling skills which focus on understanding and promoting development and achievement of limited English proficient students. Given the counselor's role as the academic advisement leader, the participant will **(Standard A)**:
 1. Possess individual and group counseling and communication skills to implement a balanced approach in order to assist LEP students and their families.
 2. Recognize unique differences among LEP students, including their language proficiency (both native and English), aptitudes, intelligence, interests and achievements, and incorporate an understanding of this information into the delivery of services.
 3. Assist LEP students and their families in dealing with the social and emotional concerns and problems that may hinder their educational development. Collaborate with teachers, student service specialists (e.g., psychologists, social workers), other educators, and related community representatives in addressing the challenges facing LEP students and their families.
 4. Demonstrate ability to counsel LEP students regarding their individual rights as afforded to them under state and federal laws and regulations.
 5. Demonstrate ability to improve and extend services to LEP students who are under-represented in special programs and services, including but not limited to gifted, vocational, specialized academic and career magnets/academies, advanced placement, dual enrollment and career exploration.
 6. Demonstrate knowledge of the federal and state requirements regarding the provision of services to LEP students. Including, but not limited to their roles and responsibilities in the LEP Committee process; development of LEP Student Plans, and implementation of the District LEP Plan.
 7. Demonstrate ability to advocate for the educational needs of LEP students and implement processes to ensure that these needs are addressed at every level of the LEP students' school experience.
 8. Demonstrate knowledge and ability to provide training, orientation, and consultative assistance to teachers, school administrators, and other school-level personnel to support them in responding to the academic development, and guidance and counseling needs of LEP students.

- Demonstrate the ability to counsel limited English proficient students in the fulfillment of their academic potential by recognizing and appreciating cultural differences, and the unique instructional needs of limited English proficient students. Given the counselor's role as the academic advisement leader, the participant will **(Standard B)**:
 1. Demonstrate sensitivity to multicultural and diverse student populations; recognize major differences and similarities among various cultural groups in the U.S., the state of Florida, the local school district, and the individual school.
 2. Demonstrate outreach efforts to connect LEP students and their families to school personnel and community members that will facilitate accessibility to resources and services available to them within the school and the community.
 3. Demonstrate ability to collaborate with teachers, school administrators, and other instructional personnel in ensuring that appropriate and effective instructional services are provided to LEP students to ensure their academic success.
 4. Demonstrate an understanding of the effects of race, gender, age, and socioeconomic status on assessment results, and the ability to identify linguistic and cultural bias.
 5. Demonstrate the ability to acquaint LEP students with the school-based and outreach services and support systems designed to address their unique academic needs.
- Demonstrate the ability to develop, collect, analyze, and interpret data and information to affect positive change in delivery of counseling services to limited English proficient students. Given the counselor's role as the academic advisement leader, the participant will **(Standard C)**:
 1. Demonstrate an understanding of the proper administration and use of assessment instruments, and the ability to interpret test scores and test-related data to LEP students, teachers, school administrators and parents. These assessments should include, but not be limited to the following: English language proficiency assessments; annual assessment of English language development; diagnostic assessments, and statewide assessments of academic content.
 2. Demonstrate knowledge and the ability to implement formal and informal methods of assessment/evaluation of LEP students, including measurement of language, literacy and academic content metacognition.
 3. Demonstrate knowledge and understanding of how individual and group data and statistics are used in building student, course/class and school profiles, constructing student transcripts, and preparing reports.
 4. Demonstrate knowledge and ability to review and evaluate transcripts from foreign-born students, and ensure proper and equitable credit accrual, and appropriate grade/course placement of LEP students.
 5. Demonstrate knowledge of the indicators of learning disabilities, especially hearing and language impairment, as compared to the process by which students acquire a second language.
 6. Demonstrate an understanding of the difference between language proficiency and content-based academic knowledge.
 7. Demonstrate knowledge of second language acquisition (applied linguistics) theory and its applicability to the instructional process.
 8. Demonstrate the ability to communicate with LEP students, their families, and the community to assess the relevance of the curriculum and adequacy of student progress toward standards established by the Florida Department of Education and the curriculum established by the school district.

- Demonstrate the ability to integrate post-secondary and career development guidance and counseling in the fulfillment of limited English proficient students' academic success. Given the counselor's role as the academic advisement leader, the participant will **(Standard D)**:
 1. Demonstrate ability to provide information appropriate to the particular educational transition: from middle school to high school; from high school to post-secondary or career/vocational programs, and assist LEP students in understanding the relationship that their curricular experiences and academic achievements have on their future educational and employment opportunities.
 2. Possess and demonstrate an understanding of the current admission requirements, admission options, and application procedures of colleges, universities and career/vocational institutions, and the ability to effectively counsel LEP students in the pursuit of their post-secondary desires.
 3. Demonstrate ability to assist LEP students in evaluating and interpreting information about postsecondary educational and career alternatives so that appropriate options are considered and included in the decision-making process.
 4. Demonstrate knowledge and ability to understand and interpret forms and data-driven documents that are a part of the post-secondary admission and financial aid processes, including: admission applications; student questionnaires; letters of recommendation, and acceptance; and other needs assessment documents.
 5. Demonstrate a familiarity with available technology and the ways in which it may support the post-secondary guidance and counseling process, including: guidance information systems; financial aid information and eligibility; relevant record-keeping and follow-up, and Internet services.
 6. Demonstrate ability to use historical admission patterns and trends to assist LEP students in measuring the appropriateness of their applications to particular colleges, universities or career/vocational institutions.
- Demonstrate mastery of the four (4) standards and twenty-seven (27) competencies for guidance counselors by developing an LEP student case study, and implementing strategies to address the academic needs of limited English proficient students. The LEP student case study must contain evidence to support the achievement of these standards and competencies.

Documentation Methods

Participants must document their learning by completing the following summative.

6 Reflections - Learner synthesizes previous knowledge and course content in order to develop a narrative response.

The summative must meet 80% of the established criteria.

Course Last Updated: 2023

ESOL : An Overview (18 CEU)

Description

Engage in an overview of how to meet the educational needs of students for whom English is not their native language. This course meets Florida's ESOL requirements for Category 3 (elective) teachers.

Learning Objectives

- 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.a)
- 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.b)
- Use a range of resources in learning about the cultural experiences of ELLs and their families to guide curriculum development and instruction. (1.1.c)
- Understand and apply knowledge about home/school connections to build partnerships with ELLS' families. (1.1.d)
- Demonstrate knowledge of the components of language and understanding of language as an integrative and communicative system. (2.1.a)
- Demonstrate knowledge of the evolution of laws and policy in the ESL profession, including program models for ELL instruction. (3.1.c)
- Organize learning around standards-based content and language learning objectives for students from diverse backgrounds and at varying English proficiency levels. (3.2.a)
- Use appropriate listening, speaking, reading, and writing activities in teaching ELLs from diverse backgrounds and at varying English proficiency levels. (3.2.i)
- Plan for integrated standards-based ESOL and language sensitive content instruction. (4.1.a)
- 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.c)
- 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. (4.1.e)
- Identify a variety of assessment procedures appropriate for ELLs of diverse backgrounds and at varying English proficiency levels. (5.1.b)
- Demonstrate an understanding of appropriate and valid language and literacy assessments for ELLs of diverse backgrounds and at varying English proficiency levels. (5.1.c)

Documentation Methods

Participants must document their learning by completing the following summative.

3 Reflections - Learner synthesizes previous knowledge and course content in order to develop a narrative response.

The summative must meet 80% of the established criteria.

Course Last Updated: 2023