

FLORIDA ESOL ALIGNMENT MATRIX FOR GUIDANCE COUNSELORS BEACON EDUCATOR

| FLORIDA ESOL ALIGNMENT MATRIX FOR GUIDANCE COUNSELORS BEACON EDUCATOR | | | |
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| Competency Standard | Performance Indicator | Activities | Evaluation Method |
| Possess and demonstrate effective counseling skills which focus on understanding and promoting development and achievement of limited English proficient students. | A.1 A.2 A.3 A.4 A.5 A.6 A.7 A.8 | Learners attain specific objectives through presentation of content, interactive online activities, and dialogue with the course facilitator during approximately five to six hours per week of both instructional and clinical activities. | Participants reflect on course content, strategy implementation, and their personal learning experience while completing the case study and five other reflective/dialogue assessments. |
| 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. | B.1 B.2 B.3 B.4 B.5 | Activities are based on the personal learning experience and align with course content and new knowledge application. | |
| 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. | C.1 C.2 C.3 C.4 C.5 C.6 C.7 C.8 | Formative and summative requirements assess newly acquired knowledge. Participants: Read/Interact with content Dialogue with a facilitator Complete a case study | |
| Demonstrate the ability to integrate post-secondary and career development guidance and counseling in the fulfillment of limited English proficient students' academic success. | D.1 D.2 D.3 D.4 D.5 D.6 | working with an ELL student and implement strategies to address the student's academic needs. | |

FLORIDA ESOL ALIGNMENT MATRIX FOR ADMINISTRATORS

BEACON EDUCATOR

| Competency Standard | Performance Indicator | Activities | Evaluation Method |
|--|-----------------------|---|---|
| The administrator will establish a system that is welcoming and accessible to all ELLs and their families, as well as in compliance with federal and state regulations and Consent Decree. | A.1 | Learners attain specific objectives through presentation of content, interactive online activities, and dialogue with the course facilitator during approximately five to six hours per week of both instructional and clinical activities. | Participants reflect on course content, strategy implementation, and their personal learning experience while completing nine reflective/dialogue assessments and one multiple choice assessment. |
| | A.2 | | |
| | A.3 | | |
| | A.4 | | |
| | A.5 | | |
| | A.6 | | |
| | A.7 | | |
| The administrator will establish a system in which the school site appropriately identifies the needs of ELLs; ensures their proper placement; and accurately assesses the progress of English language acquisition and academic achievement of every ELL within the school. | B.1 | Activities are based on the personal learning experience and align with course content and new knowledge application. | |
| | B.2 | | |
| | B.3 | | |
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| | B.6 | | |
| | B.7 | | |
| | B.8 | | |
| | B.9 | | |
| The administrator will establish and monitor school site and staff procedures to ensure that ELLs enjoy equal access to available programs and comprehensible instruction. | C.1 | Formative and summative requirements assess newly acquired knowledge. | |
| | C.2 | | |
| | C.3 | | |
| | C.4 | | |
| The administrator will properly evaluate student progress and be able to identify and implement system improvements. | D.1 | Participants: Read/Interact with content Dialogue with a facilitator Complete a case study working with an ELL student and implement strategies to address the student's academic needs. | |
| | D.2 | | |
| | D.3 | | |
| | D.4 | | |
| | D.5 | | |