

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

**I. PROGRAM TITLE**

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

**II. PROGRAM RATIONALE AND PURPOSE**

Florida school districts, including two of the largest in the nation educate over 290,000 ELLs , with over 250 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](#).

Bay District Schools design and implement in-service training in order that teachers develop the competencies necessary to fulfill the district’s vision.

Florida is experiencing a shortage of qualified personnel to teach English to Speakers of Other Languages (ESOL) to English language learner (ELL) students. Florida Statute (FS) 1012.75 and State Board Rule 6A-6.0907 specify certification requirements for teachers of ELL students. Additionally, the Florida Consent Decree specifies that teachers teaching Basic ESOL and/or English/Language Arts to ELL students have ESOL coverage or complete requirements for the ESOL Endorsement.

Recent demographics show a group of culturally and linguistically diverse students coming into the state and Bay District Schools. As a result of the META/DOE Agreement, English for Speakers of Other Languages, the district faces the need for continual development of personnel to meet the needs of English language learner (ELL) students attending Bay District Schools.

The in-service program for adding an endorsement in English for Speakers of Other Languages to a Florida Educator’s Certificate affords eligible staff the opportunity to add a certification

endorsement to an existing teaching certificate. Participants may use college course credit, in-service credit, or a combination of both to satisfy requirements of the program.

In addition to adding an endorsement area to a certificate, program credit may also be utilized to extend the Florida Educator’s Certificate. Participants in the program also benefit from participation in a systematic program of competency development which will result in improved classroom performance.

Bay District School’s Add-On Certification Program will:

- Ensure that all English language learner students receive a quality education.
- Qualify teachers to teach English language learner students.
- Increase the availability of training which leads to the ESOL endorsement.
- Increase the number of ESOL endorsed teachers.
- Address the needs of out of field teachers in the area of ESOL in Bay District Schools.
- Reinforce effective teaching strategies for all students.

**District Needs**

The demographics of Bay District Schools reflect changes in the multicultural population. The ELL numbers have increased dramatically since 2009 when the plan was last revised. The trend is toward the multicultural population becoming more widespread as determined from the data. Every teacher within the district should anticipate working with ELL students.

*ESOL Student Population*

<i>STUDENTS</i>	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
LY	481	456	471	503	520	437	588	751	878	<sup>10/5/18</sup> 913 <sub>4/8/19</sub> 810
LP	7	3	6	7	9	8	9	9	3	12
LF	76	80	91	110	120	177	209	216	222	183
LZ	228	225	219	210	203	377	331	302	266	214
<b>Total ELL</b>	<b>488</b>	<b>459</b>	<b>477</b>	<b>510</b>	<b>529</b>	<b>445</b>	<b>597</b>	<b>760</b>	<b>881</b>	<b>822</b>
Non-ELL	27,522	27,684	27,439	27,021	25,776	29,748	30,040	29,900	29,717	25,173

**Out of Field Teachers**

In accordance with Rule 6A-1.0503, FAC, “Definition of Qualified Human Resources,” teachers out of field in ESOL must complete at least three (3) semester hours of college credit or the equivalent toward the ESOL requirement within the first two (2) calendar years from the date of initial assignment to a class with English language learner (ELL) students and three (3)

semester hours or the equivalent each year thereafter until all course requirements for certification in ESOL are completed.

### **Availability of University Courses**

To ensure effective use of all existing training resources, the district is including the courses from Florida State University/PC campus that are provided by the university to meet the ESOL requirement in each of the five (5) Domains. (See Attached Matrix)

### **Certification Requirements**

The complete certification requirements for teachers teaching ESOL include requirements for general and professional preparation as specified in State Board Rules 6A-4.0244 through 6A-4.0245. ESOL may be added to a standard coverage through the earning of college course credit or a district add-on program using in-service points or a combination of in-service points and college course work.

### **Purposes**

The purposes of Bay Districts' Add-On Certification Program are:

- To ensure that ELL students have appropriately qualified teachers
- To coordinate district wide initiatives with ESOL competencies
- To merge ESOL training with district wide initiatives
- To add clarity and relevance to required ESOL training
- To develop a program that recognizes the needs and learning styles of the teacher
- To implement a training program that is an evolving series of relevant courses
- To collaborate with higher education to provide multiple options for teachers to meet professional development requirements for adding the ESOL endorsement.

### **Target Audience**

The primary target group for this program is Category I teachers (those responsible for the Reading/Language Arts instruction for an ELL student) who have been identified as out of field in ESOL. Other target groups include Category II teachers (Secondary Content Area teachers needing 60 hours of ESOL coursework), Category III teachers (special area teachers needing 18 hours of ESOL coursework), and Category IV (administrators and guidance counselors needing 60 hours of ESOL coursework). Current teaching credentials of each program participant will be individually evaluated by both the teacher and district certification/ESOL/Staff Development contact to determine which portions of the program must be completed. The training is appropriate for teachers seeking renewal of certification, and as such, they may be considered for the program. Other non-targeted, certified teachers, as well as employed ESOL paraprofessionals, may participate, if space is available.

## **District Options for Meeting Add-On Requirements**

- Option A - College Courses
- Option B - District In-service Components
- Option C - Combination of Options A and B

### **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 TESOL, Inc (TESOL, 2008; henceforth TESOL Teacher Standards). These standards are available at [http://www.tesol.org/s\\_tesol/seccss.asp?CID=219&DID=1689](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.

## 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: District derived activities aligned to matrix (C)**

Learners attain specific objectives through presentation of content, interactive online activities, formative feedback, and interaction with the course facilitator during approximately five to six hours per week of instructional activities and clinical activities. Course documentation requires that participants must successfully complete nine (9) Reflection/Dialogue Exercises in which

they reflect on course content, strategy implementation, and their personal learning experience. The Reflection/Dialogue Exercises require application exercises that include a dialogue between a facilitator and the participant, completion of a personal journal, reflection activities, and a project.

**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 in-service leader.

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 on students when implemented in the educational setting.

Professional Development: Student Evaluation

- Results of district-developed/standardized student test

Professional Development: Staff Evaluation

- Changes in classroom practices

**Learning (Delivery) Methods:**

Activities under this component align with the state-identified delivery method listed below:

- Electronic, interactive

**Implementation (Follow-up) Methods:**

Activities under this component align with 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.

- Participant Product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)
- Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration)



## MASTER INSERVICE PLAN COMPONENT

**Component Title:** Applied Linguistics

**Identifier Number:** 1-702-002

**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 socio-cultural, 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 socio-cultural, 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: District derived activities aligned to matrix (C)**

Participants read course content; participate in formative, interactive activities; view related multimedia clips; visit external websites; and engage in collegial dialogue with the facilitator. These activities will require approximately five to six hours per week. Additionally, participants must successfully demonstrate knowledge gained from course content in a multiple choice quiz exercise and successfully complete nine Reflection/Dialogue Exercises in which they reflect on knowledge gained from course content and apply that knowledge appropriately to English Language Learners. In addition to the multiple choice assessment, Reflection/Dialogue Exercises require application exercises that include a dialogue between a facilitator and the participant, personal evaluation of sources and resources, and lesson plan development.

**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 in-service leader.

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 on students when implemented in the educational setting.

Professional Development: Student Evaluation

- Results of district-developed/standardized student test

Professional Development: Staff Evaluation

- Changes in classroom practices

**Learning (Delivery) Methods:**

Activities under this component align with the state-identified delivery method listed below:

- Electronic, interactive

**Implementation (Follow-up) Methods:**

Activities under this component align with 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.

- Participant Product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)
- Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration)

## MASTER INSERVICE PLAN COMPONENT

<b>Component Title:</b>	Methods of Teaching English to Speakers of Other Languages (ESOL)
<b>Identifier Number:</b>	1-700-003
<b>Maximum Points:</b>	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: District derived activities align to matrix (C)**

Participants read course content; participate in formative, interactive activities; view related multimedia clips; visit external websites; and engage in collegial dialogue with the facilitator. These activities will require approximately five to six hours per week. Additionally, participants must successfully demonstrate knowledge gained from course content in by successfully completing ten Reflection/Dialogue Exercises in which they reflect on knowledge gained from course content and apply that knowledge appropriately to English Language Learners. Reflection/Dialogue Exercises require application exercises that include a dialogue between a facilitator and the participant, a case study, and lesson plan development.

**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 in-service leader.

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 on students when implemented in the educational setting.

Professional Development: Student Evaluation

- Results of district-developed/standardized student test

Professional Development: Staff Evaluation

- Changes in classroom practices

**Learning (Delivery) Methods:**

Activities under this component align with the state-identified delivery method listed below:

- Electronic, interactive

**Implementation (Follow-up) Methods:**

Activities under this component align with 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.

- Participant Product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)
- Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration)

## MASTER INSERVICE PLAN COMPONENT

**Component Title:** ESOL Curriculum and Materials Development

**Identifier Number:** 1-703-004

**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: District derived activities aligned to matrix (C)**

Participants read course content; participate in formative, interactive activities; view related multimedia clips; visit external websites; and engage in collegial dialogue with the facilitator.

These activities will require approximately five to six hours per week. Additionally, participants must successfully demonstrate knowledge gained from course content by successfully completing six Reflection/Dialogue Exercises in which they reflect on knowledge gained from course content and apply that knowledge appropriately to English Language Learners. In addition to the six Reflection/Dialogue Exercises, participants create two ESOL appropriate instructional plans that target ELLs identified at specific stages of oral language development. Reflection/Dialogue Exercises and instructional plans require application exercises that include a dialogue between a facilitator and the participant, lesson evaluation, observation and critique of a lesson, lesson plan development and implementation.

**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.

Professional Development: Student Evaluation

- Results of district-developed/standardized student test

Professional Development: Staff Evaluation

- Changes in classroom practices

**Learning (Delivery) Methods:**

Activities under this component align with the state-identified delivery method listed below:

- Electronic, interactive

**Implementation (Follow-up) Methods:**

Activities under this component align with 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.

- Participant Product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)
- Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration)



## MASTER INSERVICE PLAN COMPONENT

<b>Component Title:</b>	ESOL Testing and Evaluation
<b>Identifier Number:</b>	1-701-005
<b>Maximum Points:</b>	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: District derived activities aligned to matrix (C)**

Participants read course content; participate in formative, interactive activities; view related multimedia clips; visit external websites; and engage in collegial dialogue with the facilitator. These activities will require approximately five to six hours per week. Additionally, participants must successfully demonstrate knowledge gained from course content in a multiple choice quiz exercise and successfully complete eight Reflection/Dialogue Exercises in which they reflect on knowledge gained from course content and apply that knowledge appropriately to English Language Learners. Reflection/Dialogue Exercises require application exercises that include a dialogue between a facilitator and the participant, self reflection, and assessment of student work.

#### **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 in-service leader.

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 on students when implemented in the educational setting.

Professional Development: Student Evaluation

- Results of district-developed/standardized student test

Professional Development: Staff Evaluation

- Changes in classroom practices

**Learning (Delivery) Methods:**

Activities under this component align with the state-identified delivery method listed below:

- Electronic, interactive

**Implementation (Follow-up) Methods:**

Activities under this component align with 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.

- Participant Product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)
- Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration)

**B. MATRIX: See next two pages**

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 indicates the component(s)/courses(s) and the component specific objectives or expected learner outcomes that address each competency identified in Section III and the method used to verify the competency demonstration.

**Appendix A**

- Syllabi for the Beacon ESOL Program Courses
- Plan of Study Beacon Bulletin

**FLORIDA TEACHER STANDARDS for ESOL ENDORSEMENT - 2010**

<b>Component Title</b>	<b>ESOL Educator Standard(s)</b>	<b>Performance Indicator(s)</b>	<b>Evaluation Method</b>
<b>Domain 1 Cross-cultural Communication</b>	<i>Standard 1</i> Culture as a Factor in ELLs' Learning	1.1.a – 1.1.f	Successful completion of: (1) application exercises that include a dialogue between a facilitator and the educator participant (2) personal journal (3) reflections (4) a project
<b>Domain 2 Applied Linguistics</b>	<i>Standard 1</i> Language as a System	2.1.a – 2.1.e	Successful completion of: (1) Multiple Choice assessments (2) application exercises that include a dialogue between a facilitator and the educator participant (3) personal evaluation of sources and resource; (4) lesson plan development
	<i>Standard 2</i> Language Acquisition and Development	2.2.a – 2.2.d	
	<i>Standard 3</i> Second Language Literacy Development	2.3.a – 2.3.e	
<b>Domain 3 Methods of Teaching ESOL</b>	<i>Standard 1</i> ESL/ESOL Research and History	3.1.a – 3.1.c	Successful completion of: (1) application exercises that include a dialogue between a facilitator and the educator participant (2) case study (3) lesson plan development
	<i>Standard 2</i> Standards-based ESL and Content Instruction	3.2.a – 3.2.k	
	<i>Standard 3- Effective Use of Resources and Technologies</i>	3.3.a – 3.3.c	
<b>Domain 4 Curriculum &amp; Materials</b>	<i>Standard 1- Planning for Standards-based Instruction of ELLs</i>	4.1.a – 4.1.c	Successful completion of: (1) application exercises that include a dialogue between a facilitator and the educator participant (2) lesson evaluation (3) observation and critiquing of a lesson (4) lesson plan development and implementation
	<i>Standard 2 – Instructional Resources and Technology</i>	4.2.a – 4.2.c	
<b>Domain 5 Testing &amp; Evaluation</b>	<i>Standard 1</i> Assessment issues for ELLs	5.1.a – 5.1.c	Successful completion of: (1) application exercises that include a dialogue between a facilitator and the educator participant (2) self reflection (3) assessment of student work
	<i>Standard 2</i> Language Proficiency Assessment	5.2.a – 5.2.c	
	<i>Standard 3</i> Classroom-based Assessment for ELLs	5.3.a – 5.3.f	

## ESOL MATRIX 2019

Component Title FSU Course	ESOL Educator Standard(s)	Performance Indicator(s)	Evaluation Method
Domain 1 <b>Cross-cultural Communication</b> TSL 4240 TSL 5527 TSL 4520 TSL5525	<i>Standard 1</i> Culture as a Factor in ELLs’ Learning	1.1.a – 1.1.f	Rubric Evaluation: <i>Field Experience shadowing a P-12 learner.</i>
Domain 2 <b>Applied Linguistics</b> TSL 4251 TSL 5250	<i>Standard 1</i> Language as a System	2.1.a – 2.1.e	Rubric Evaluation: <i>Linguistic Analysis</i>
	<i>Standard 2</i> Language Acquisition and Development	2.2.a – 2.2.d	
	<i>Standard 3</i> Second Language Literacy Development	2.3.a – 2.3.e	
Domain 3 <b>Methods of Teaching ESOL</b> TSL 3130 TSL 5005 FLE3033	<i>Standard 1</i> ESL/ESOL Research and History	3.1.a – 3.1.c	Rubric Evaluation: <i>Unit Plan Assignment</i>
	<i>Standard 2</i> Standards-based ESL and Content Instruction	3.2.a – 3.2.k	
	<i>Standard 3- Effective Use of Resources and Technologies</i>	3.3.a – 3.3.c	
Domain 4 <b>Curriculum &amp; Materials</b> TSL 4905r TSL 5142 TSL 4441	<i>Standard 1- Planning for Standards-based Instruction of ELLs</i>	4.1.a – 4.1.c	Rubric Evaluation: <i>Curriculum Design Project</i>
	<i>Standard 2 – Instructional Resources and Technology</i>	4.2.a – 4.2.c	
Domain 5 <b>Testing &amp; Evaluation</b> TSL 4441 TSL 5471 TSL 5440	<i>Standard 1</i> Assessment issues for ELLs	5.1.a – 5.1.c	Rubric Evaluation: <i>Assessment Reports</i>
	<i>Standard 2</i> Language Proficiency Assessment	5.2.a – 5.2.c	
	<i>Standard 3</i> Classroom-based Assessment for ELLs	5.3.a – 5.3.f	

### **C. INSTRUCTORS**

Instructors will be teachers in the appropriate content area employed by Beacon Educator (Bay District Schools), contracted by an institution of higher education and/or a highly qualified staff member or other instructor approved by the district.

Each course instructor must be certified and experienced in the area(s) of content to be taught. Instructors within the school districts served by this endorsement may be used, in addition to contracted instructors from approved vendors.

Selection of trainers will be prioritized by the following qualifications:

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

## **V. COMPLETION REQUIREMENTS**

### **A. PROGRAM COMPLETION**

Candidates must complete each of the required in-service components included in the district's ESOL Add-on Program or their equivalent to equal a minimum of 300 in-service points and satisfy all requirements for each component according to the criteria established by the district, including follow up, thereby demonstrating knowledge in each of the competencies required for the endorsement. Competency demonstration will be done through a variety of activities including but not limited to the following: application exercises; journals and/or self reflections; projects; multiple choice assessments; personal evaluation of sources and resources; lesson plan development, implementation and evaluation; and assessment of student work.

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

1. Instructor's verification of successful demonstration of all applicable competencies and products within that component of the approved add-on program and/or
2. Successful completion of a college or university course documented by official transcript, where reasonable equivalence can be established between the component and the course through a review of the course catalog description and course materials.

### **B. COMPETENCY DEMONSTRATION**

Candidates must complete each of the required in-service components included in the district's ESOL Add-on Program or their equivalent to equal a minimum of 300 in-service points and satisfy all requirements for each component according to the criteria established by the district, including follow up, thereby demonstrating knowledge in each of the competencies required for the endorsement. Competency demonstration will be done through a variety of activities including but not limited to the following: application exercises; journals and/or self reflections; projects; multiple choice assessments; personal evaluation of sources and resources; lesson plan development, implementation and evaluation; and assessment of student work.

### **C. COMPETENCY VERIFICATION**

Bay District ensures competency verification through an educator's successful completion of each of the in-service components from the district's Add-On Endorsement Plan to earn the full 300 hours required for the ESOL endorsement. Records of completion are maintained in the district's Professional Development Department, ESOL Department, and Human Resource



Department. At any time, teachers have access to their in-service history and professional development records electronically through the district's MIS Department.

## **VI PROGRAM EVALUATION**

### **A. Program Effectiveness Evaluation**

Beacon Educator resources are developed to address the professional learning needs of Pre-K – 12 educators. The courses comply with federal mandates, contemporary research, and national standards for professional development. Each course is continually monitored to address the professional learning needs of the educator and to ensure the resource links embedded in the course are current. A review of each course or program is conducted every three years.

- Individual participants will be evaluated on the basis of competency acquisition as verified by the instructor in accordance with approved competency demonstration methods and criteria.
- Upon completion of the ESOL program, participants will complete a survey of the effectiveness of the courses. The survey will be created by Beacon Learning Center.
- The program will be assessed by participants, instructors, Professional Development Human Resources, district ESOL administrative and supervisory staff, and/or principals to determine program effectiveness, program efficiency in terms of management, operation, delivery and cost effectiveness.

Formal program evaluation will provide the following data:

### **B. Descriptive Data**

- Number of teachers who are out-of-field in ESOL.
- Number and percentages of out-of-field teachers who have enrolled in the add-on program.
- Number and percentage of program completers.

### **C. Client Satisfaction Data**

Attitudes of candidates will be surveyed through online Needs Assessment survey to determine the extent to which:

- The program is meeting candidate needs.
- The quality of instruction is consistent with professional development standards.
- The curriculum is pertinent to their classroom and professional development needs.
- The pace, quantity, and quality of assignments are compatible with their primary teaching responsibilities.

#### D. Supervisory Evaluation Data

Principals, administrators, and/or supervisors will be asked to perform site-based evaluations to determine the extent to which:

- School and program needs are being met by the add-on certification program.
- Skills acquired in add-on training are practiced in the classroom and shared with others as measured by the Bay District Schools teacher appraisal system.
- Evidence exists of tangible benefit to students accruing from add-on training.
- Implementation of the program is cost and time efficient.

### **VII. MANAGEMENT**

#### Overall Responsibility

The Office of Professional Development will be responsible for the overall management of the Add-On Program. The ESOL Program Office will establish and coordinate in-service training for the endorsement program and maintain Beacon enrollment records. The ESOL Office will also review College/University transcripts for ESOL credit verification.

#### **A. CANDIDATE APPLICATION AND ADMISSION**

The process for application, admission, and verification of the ESOL Add-On Program will be a joint effort among the offices of Professional Development, ESOL, Human Resources, and MIS. 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 either Elementary Education, Middle Grades English/Reading, Secondary English/Reading, Exceptional Education, alternative Education, or Foreign Language, with some provisions. A candidate who enters the program based on a temporary certificate must show proof of eligibility for a Professional Certificate prior to the district's verification of completion of the program. Permanent substitutes with a valid full-time Florida Temporary or Professional Education Certificate are eligible to enroll in the program, on a space available basis.

Any applicant who enters the program based on a temporary certificate must complete the requirements for a professional certificate prior to the district's verification of program completion.

Consideration for admission to the program will be given to individuals currently teaching who meet one or more of the following criteria listed in priority order.

1. Currently assigned out-of-field in ESOL.
2. Assigned to teach English/Language Arts/Reading in a school where ELL students are currently in attendance and are likely to be assigned to them for English / Language Arts/Reading instruction in the future.
3. Assigned to teach English / Language Arts/Reading in a school where ELL students could be in attendance and could be assigned to them for English / Language Arts/Reading instruction in the future.
4. Seeking renewal of certification.
5. Seeking further professional development in order to better meet the needs of ELL students and students in general.

Other admissions will be granted at the discretion of the district on a space available basis.

## **B. ADVISEMENT**

Individuals who are accepted into the program will be provided an Individual Plan of Study and Verification of Completion Requirements which details all add-on endorsement requirements, provides for documentation of completion of courses or completed components which can be applied to the add-on programs, and projects a schedule for completion of the program. This will be conducted via email. Continuing advisement will be provided by the appropriate district office on matters related to certification, add-on offerings, and progress toward completion of program requirements.

The Management Information Services (MIS) Department can provide a computer printout of all teachers/administrators who have received ESOL in-service credit (Bay District School Employees with ESOL Certification Points). School based administrators can access this report also through the Student Information System, FOCUS. This report can document the component number, name of ESOL in-service, beginning and ending date, and points received. Once a student qualifies for ESOL program or transfers from another school or district in which the student previously qualified for the ESOL program, teachers will be notified by the school ESOL contact person that an ESOL student is being placed in the classroom. The teacher will also be informed by the school administrator and/or the District ESOL contact of the ESOL in-service requirements necessary to remain compliant with State mandates.

The Professional Development Office, Office of Certification, and the ESOL Program Office 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 in-service training information, and follow-up advice for successful program completion.

### **C. ATTENDANCE**

Attendance of scheduled in-service components is mandatory unless the instructor, for serious illness or extreme emergencies, excuses the absence. At the instructor's discretion, an alternative assignment can be used to make up the clock hours missed.

### **D. TRANSFER AND UTILIZATION OF CREDIT**

The Professional Development Office will maintain in-service records. Verification for certification, extension, endorsement, or in-service point conversion from credit will result from the combined effort of administrators from the offices of Professional Development, ESOL, Human Resources, Certification, and Management Information Services. The combined effort in mainstreaming the participant's records will ensure fair and consistent application of this system.

In-service records from other school districts will be accepted and applied to the endorsement program provided that the following procedures are followed:

1. The in-service credit was earned as part of an approved ESOL endorsement program.
2. Candidates must request that an official *In-service Transfer Record* be forwarded from their previous employer to Bay District's Director of Human Resources.
3. The ESOL Program Office will provide program placement and advice to the applicant.

Records will be transferred from the Bay District to other school districts upon request. The Professional Development Office will be responsible for the processing of requests.

Equivalent or higher level college credit obtained from an accredited institution of higher education may be used to satisfy component requirements. The following guidelines will be implemented:

1. Candidates complete a Plan of Study form and list college courses that they believe might satisfy component requirements for the endorsement.
2. A grade of C or better was earned in the course(s).
3. A college transcript must be requested by the candidate and forwarded to ESOL Office for review.
4. The ESOL Program Supervisor, will make a determination as to the appropriateness of a course(s) completed and will award credit accordingly.
5. The ESOL Program Office will provide advice to the applicant.

**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 ESOL Department in collaboration with the Staff Development Department review the In-service Training Record and verify completion of all requirements for the ESOL endorsement. The district Certification Office will forward all required documents to 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 stating that it has been approved locally for submission. The ESOL Add-On Certification Program is a part of the Master Professional Development Plan of Bay District Schools. The Master Plan is submitted annually for approval by the School Board of Bay District Schools. When the add-on program is available for a consortium of school districts, each district must submit verification of school board approval.

## Appendix A

Information for Components  
Beacon ESOL Program Courses

Table of Contents

- ESOL: Applied Linguistics
- ESOL: Cross-Cultural Communication
- ESOL: Curriculum and Materials
- ESOL: Methods of Teaching
- ESOL: Testing and Evaluation

# ESOL : Applied Linguistics

## Suggested Inservice Points: 60

### Component Focus

#3: Identification and use of enhanced and differentiated instructional strategies that emphasize rigor and relevance.

### Course 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

#### ESOL Standards

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

#### Learners

- 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)

### **Activities**

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.

Activities are based on the personal learning experience and align with course content and new knowledge application. Formative and summative requirements assess newly acquired knowledge.

Learners participate in a range of activities, including these.

- Read/Interact with content.
- Dialogue with a facilitator.
- Visit external websites.
- View multimedia demonstrations.
- Complete interactive formative exercises.
- Complete a personal journal.
- Analyze a lesson plan.
- Complete a multiple-choice assessment.
- Evaluate sources and resources.

This course includes ten sessions:

- Phonology
- Principles of English
- Sociolinguistics
- Understanding Child Language Acquisition
- Second Language Acquisition

- ELL Teaching and Assessment
- Instructional Methods
- Instructional Strategies
- Literacy and Technology
- Literacy and ELLs

### **Documentation Methods**

Learners must document their learning by completing the following summatives. These documents, accessible through the Course Log, must meet the established criteria.

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.

# ESOL : Cross-Cultural Communication

## Suggested Inservice Points: 60

### Component Focus

#3: Identification and use of enhanced and differentiated instructional strategies that emphasize rigor and relevance.

### Course 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

#### ESOL Standards

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

#### Learners

- 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)

### Activities

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.

Activities are based on the personal learning experience and align with course content and new knowledge application. Formative and summative requirements assess newly acquired knowledge.

Learners participate in a range of activities, including these.

- Read/Interact with content.
- Dialogue with a facilitator.
- Visit external websites.
- View multimedia demonstrations.
- Complete interactive formative exercises.
- Complete a personal journal.
- Analyze a lesson plan.
- Complete a multiple-choice assessment.
- Evaluate sources and resources.

This course includes ten sessions:

1. What is Culture
2. Surface and Deep Culture
3. Immigration
4. Demographics
5. Cultures in Contact
6. Cultural Orientations and Differences
7. Diversity
8. Cultural Competence
9. Home/School Connection
10. Culturally Responsive Teaching

### **Documentation Methods**

Learners must document their learning by completing the following summatives. These documents, accessible through the Course Log, must meet the established criteria.

- 9 Reflection Tasks - Learners synthesize previous knowledge and course content in order to develop a narrative response describing their reflections on content learned, strategies implemented, and their personal learning.
- 1 Multiple Choice Exam - Learners demonstrates knowledge of content by selecting the correct answer from the choices provided.

# ESOL : Curriculum and Materials

## Suggested Inservice Points: 60

### Component Focus

#3: Identification and use of enhanced and differentiated instructional strategies that emphasize rigor and relevance.

#### 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](#))

##### Learners

- 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.)

#### Activities

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.

Activities are based on the personal learning experience and align with course content and new knowledge application. Formative and summative requirements assess newly acquired knowledge.

Learners participate in a range of activities, including these.

- Read/Interact with content.
- Dialogue with a facilitator.
- Visit external websites.
- View multimedia demonstrations.
- Complete interactive formative exercises.
- Complete a personal journal.
- Analyze a lesson plan.
- Complete a multiple-choice assessment.
- Evaluate sources and resources.

This course includes ten sessions:

- Who, What, and How
- Creating a Community of Learners
- Planning Standards-based Instruction
- Lesson Planning Essentials
- English Language Development
- Adapting Vocabulary Instruction
- Adapting Literacy Instruction
- Adapting Materials & Instruction in Content Areas
- Classroom Organization Differentiated Instruction
- Intervention and Resources for Teaching ELLs

### **Documentation Methods**

Learners must document their learning by completing the following summatives. These documents, accessible through the Course Log, must meet the established criteria.

- 9 Reflection Tasks - Learners synthesize previous knowledge and course content in order to develop a narrative response describing their reflections on content learned, strategies implemented, and their personal learning.
- 1 Multiple Choice Exam - Learners demonstrate knowledge of content by selecting the correct answer from the choices provided.



# ESOL : Methods of Teaching

## Suggested Inservice Points: 60

### Component Focus

#3: Identification and use of enhanced and differentiated instructional strategies that emphasize rigor and relevance.

#### 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](#))

##### Learners

- 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)

## Activities

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.

Activities are based on the personal learning experience and align with course content and new knowledge application. Formative and summative requirements assess newly acquired knowledge.

Learners participate in a range of activities, including these.

- Read/Interact with content.
- Dialogue with a facilitator.
- Visit external websites.
- View multimedia demonstrations.
- Complete interactive formative exercises.
- Complete a personal journal.
- Analyze a lesson plan.
- Complete a multiple-choice assessment.
- Evaluate sources and resources.

This course includes ten sessions:

- Principles of Differentiated Instruction
- Differences in Readiness, Interest, and Learning
- Accommodating Conflict
- Accommodating Product
- Accommodating Process
- Instructional Processes
- English Language Dev & Content Instruction
- Resources and Instructional Strategies
- Literacy Instruction
- Identifying & Teaching ELLs with Exceptionalities

### **Documentation Methods**

Learners must document their learning by completing the following summatives. These documents, accessible through the Course Log, must meet the established criteria.

- 10 Reflections - Learners synthesize previous knowledge and course content in order to develop a narrative response describing their reflections on content learned, strategies implemented, and their personal learning.

# ESOL : Testing and Evaluation

## Suggested Inservice Points: 60

### Component Focus

#3: Identification and use of enhanced and differentiated instructional strategies that emphasize rigor and relevance.

#### 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

##### ESOL Standards

##### 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)

## Activities

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.

Activities are based on the personal learning experience and align with course content and new knowledge application. Formative and summative requirements assess newly acquired knowledge.

Learners participate in a range of activities, including these.

- Read/Interact with content.
- Dialogue with a facilitator.
- Visit external websites.
- View multimedia demonstrations.
- Complete interactive formative exercises.
- Complete a personal journal.
- Analyze a lesson plan.
- Complete a multiple-choice assessment.
- Evaluate sources and resources.

This course includes ten sessions:

- Overview of Assessment
- Learning the Language of Assessment
- Validity, Reliability, and Fairness in Assessment
- Assessment Requirements for ELLs
- Integrating Language & Content through Assessments
- Writing Assessment and Teacher Feedback
- Attributes of ELL Content Area Assessment
- Assessing Reading Comprehension
- Assessing Phonemic Awareness, Phonics, and Fluency

- Assessing Reading Vocabulary

### **Documentation Methods**

Learners must document their learning by completing the following summative(s).

- 8 Reflections - Learners synthesize previous knowledge and course content in order to develop a narrative response describing their reflections on content learned, strategies implemented, and their personal learning.
- 2 Multiple Choice Exams - Learner demonstrates knowledge of content by selecting the correct answer from the choices provided.

## Appendix B

### Summative Five-Year Review

ESOL Add-On Certification Plan  
Summative Five-Year Review  
2014 – 2019

The in-service program for adding an endorsement in English for Speakers of Other Languages (ESOL) to a Florida Educator’s Certificate affords eligible staff the opportunity to add a certification and/or endorsement to an existing teaching certificate. Participants may use college course credit, in-service credit or a combination of both to satisfy requirements of the program. Participants in the program also benefit from participation in a systematic program of competency development which will result in improved classroom performance.

Bay District Schools has seen a steady increase in the number of ELL students over the past five years as evident in the chart below. Please note the total number of LY students for the 2018-2019 school year is reflective of numbers prior to Hurricane Michael and numbers near the end of the school year after the storm. Many families moved from the area because of lack of housing.

ESOL Students	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
LY	437	588	751	878	10/5/18 913 04/08/19 810
LP	8	9	9	3	12
LF	177	209	216	222	183
LZ	377	331	302	266	214
Total ELL	445	597	760	881	822
Non-ELL	29748	30040	29900	29717	25173

- Non ELL total includes all enrollment for year (excludes N999, X000, 9998, 9002, X000, 0481, 3518 school codes)
- Non ELL total includes PK
- Non ELL total includes Virtual
- Prior Year ELL includes All enrollments for year, one per student
- Prior Year ELL excludes PK and exclusions listed above
- Total ELL is LY, LP, LF and LZ

As the number of ELL students increases, it is the district’s expectation that the number of ESOL endorsed teachers or teachers working toward endorsement will increase as well. Teachers enroll in courses through Beacon Learning Center to meet the requirements toward an ESOL endorsement. Content Area teachers, Elective teachers, as well as other school personnel enroll in Beacon courses to meet ESOL requirements for their area of certification; however, these teachers/school personnel are not required to have a 300-hour ESOL endorsement which is added to their teaching certificate or professional license. Over the past five years, 807 ESOL courses (60-hour courses) were completed by 407 participants through Beacon Learning Center.

The following chart indicates the number of Language Arts/Reading teachers who were reported as Out of Field for ESOL and who needed to begin taking courses toward the ESOL endorsement:

ESOL OUT OF FIELD REPORT	# of Teachers
2014-2015	153
2015-2016	150
2016-2017	192
2017-2018	191
2018-2019	180

The following table indicates the number of teachers who actually completed all the requirements for training and added their ESOL endorsement to their teaching certificate:

Completed Courses/Applied for Endorsement by Year	# of Teachers
2014-2015	19
2015-2016	24
2016-2017	31
2017-2018	27
2018-2019	13

The Add-on Certification program and in-service must focus on topics of study reflected in the DOE/META Agreement and State Board Rule 6A-6.0907. Bay District collaborates with the Beacon Learning Center and Florida State University/Panama City campus to offer courses in each of the domains approved by the Florida Department of Education for ESOL Endorsement programs.

- Domain 1: Culture (Cross-Cultural Communication)
- Domain 2: Language and Literacy (Applied Linguistics)
- Domain 3: Methods of Teaching English to Speakers of Other Languages
- Domain 4: ESOL Curriculum and Materials Development
- Domain 5: Assessment (ESOL Testing and Evaluation)

Each of these partners periodically survey participants for program effectiveness in the areas of meeting teacher needs and the effects on student achievement. The effectiveness of the district's ESOL Add-On Certification plan and the training that is provided to Bay District Schools is reflected in the ELL ACCESS for ELLs 2.0 and FSA data.