

The School Board of Brevard 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 280,000 English Language Learners (ELLs), with over 300 different languages spoken among them. These demographics reflect the growth of ELLs throughout Florida. The Florida Department of Education's Bureau of Student Achievement through Language Acquisition (SALA) assists schools and districts, while ensuring ELLs receive comprehensible instruction. In addition, the Bureau monitors schools and districts for compliance with state and federal rules, regulations, the 1990 League of United Latin American Citizens (LULAC) et al. v. the State Board of Education (SBE) Consent Decree, and the 2003 Modification of the Consent Decree.

District Add-On Certification Programs for English for Speakers of Other Languages (ESOL) Endorsement must reflect the State Board of Education approved **FLORIDA TEACHER STANDARDS for ESOL ENDORSEMENT**; Rule [6A-4.02451](#) adopted in March 2010.

III. PROGRAM CONTENT/CURRICULUM

This inservice program must focus on topics of study reflected in the DOE/META Agreement and State Board Rule [6A-4.0244](#)-Specialization Requirements for Adding English for Speakers of Other Languages Endorsement to a Florida Educator's Certificate. The following Domains have been approved by the Department of Education for ESOL Endorsement Programs:

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

A. PROFESSIONAL EDUCATION STUDIES

The Florida Professional Standards for Endorsement are organized around domains, standards within each domain, and performance indicators for each standard. A domain can be seen as an overarching category of study that identifies a broad conceptual area. For the purpose of this document, each domain is considered synonymous with the use of the term ‘area’ as used in the [Florida Consent Decree Section IV, A1\(3\)](#). Each domain is defined by its standards which identify the core knowledge, skills, and dispositions that must be addressed within each domain. For each standard, the document lists a set of key performance indicators, which provide specific criteria for demonstrating mastery of the standards.

B. NATIONALLY RECOGNIZED GUIDELINES

The Florida Professional Development Standards for Endorsement of teachers providing basic ESOL instruction to English Language Learners (henceforth, the Florida ESOL Endorsement Standards) drew significantly from the recently revised draft *Standards for the Recognition of Initial Teacher Preparation in P-12 ESL Teacher Education* developed by Teachers of English to Speakers of Other Languages Inc (TESOL), (TESOL, 2008; henceforth TESOL Teacher Standards). These standards are available at <https://www.tesol.org/advance-the-field/standards/tesol-caep-standards-for-p-12-teacher-education-programs>.

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; and 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. Teachers will plan for multilevel classrooms with learners from diverse backgrounds using a standards-based ESOL curriculum.

Standard 2: Instructional Resources and Technology

Teachers will know, select, and adapt a wide range of standards-based materials, resources, and technologies.

Domain 5: Assessment (ESOL Testing and Evaluation)

Standard 1: Assessment Issues for ELLs

Teachers will understand and apply knowledge of assessment issues as they affect the learning of ELLs from diverse backgrounds and at varying English proficiency levels. Examples include cultural and linguistic bias; testing in two languages; sociopolitical and psychological factors; special education testing and assessing giftedness; the importance of standards; the difference between formative and summative assessment; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests). Teachers will also understand issues around accountability. This includes the implications of standardized assessment as opposed to performance-based assessments, and issues of accommodations in formal testing situations.

Standard 2: Language Proficiency Assessment

Teachers will appropriately use and interpret a variety of language proficiency assessment instruments to meet district, state, and federal guidelines, and to inform their instruction. Teachers will understand their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels. Teachers will articulate the appropriateness of ELL assessments to stakeholders.

Standard 3: Classroom-Based Assessment for ELLs

Teachers will identify, develop, and use a variety of standards- and performance-based, formative and summative assessment tools and techniques to inform instruction and assess student learning. Teachers will understand their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels. Teachers will articulate the appropriateness of ELL assessments to stakeholders.

B. TRAINING COMPONENTS

PROFESSIONAL LEARNING CATALOG COMPONENT

Component Title: Cross-Cultural Communications

Identifier Number: 1-705-005 A

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:

Participants will engage in small and large group discussions, cooperative learning strategies, lecture, research review, curriculum/lesson adaptations, real world assignments, guest speakers, interviews, case study, parent conference role play, classroom demonstrations, project design/portfolio, and/or a final presentation.

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, and/or demonstration of objectives or competencies.

Activities conducted under this component will be evaluated by participants and inservice leaders to determine 1) the degree to which objectives have been addressed, and 2) the impact of acquired skills on students when implemented in the educational setting.

Learning (Delivery) Methods:

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

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

Implementation (Follow-up) Methods:

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

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

PROFESSIONAL LEARNING CATALOG COMPONENT

Component Title: Applied Linguistics

Identifier Number: 1-702-002 A

Maximum Points: 60

General Objectives:

Teachers know, understand, and use the major theories and research related to the structure and acquisition of language to support ESOL students' language and literacy development and content area achievement.

Specific Objectives:

Standard 1: Language as a System

Teachers will demonstrate understanding of language as a system, including phonology, morphology, syntax, semantics and pragmatics; support ELLs' acquisition of English in order to learn and to read, write, and communicate orally in English.

Performance Indicators

2.1.a. Demonstrate knowledge of the components of language and understanding of language as an integrative and communicative system.

2.1.b. Apply knowledge of phonology (the sound system), morphology (the structure of words), syntax (phrase and sentence structure), semantics (word/sentence meaning), and pragmatics (the effect of context on language) to support ELLs' development of listening, speaking, reading, and writing (including spelling) skills in English.

2.1.c. Demonstrate knowledge of rhetorical and discourse structures as applied to second language and literacy learning.

2.1.d. Demonstrate proficiency in English and model for ELLs the use of appropriate forms of English for different purposes.

2.1.e. Identify similarities and differences between English and other languages reflected in the ELL student population.

Standard 2: Language Acquisition and Development

Teachers will understand and apply theories and research on second language acquisition and development to support ELLs' learning.

Performance Indicators

2.2.a. Demonstrate understanding of current and past theories and research in second language acquisition and bilingualism as applied to ELLs from diverse backgrounds and at varying English proficiency levels.

2.2.b. Recognize the importance of ELLs' home languages and language varieties, and build on these skills as a foundation for learning English.

2.2.c. Understand and apply knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs' learning of English.

2.2.d. Understand and apply knowledge of the role of individual learner variables in the process of learning English as a second language.

Standard 3: Second Language Literacy Development

Teachers will demonstrate an understanding of the components of literacy, and will understand and apply theories of second language literacy development to support ELLs' learning.

Performance Indicators

2.3.a. Understand and apply current theories of second language reading and writing development for ELLs from diverse backgrounds and at varying English proficiency levels.

2.3.b. Demonstrate understanding of similarities and differences between L1 (home language) and L2 (second language) literacy development.

2.3.c. Demonstrate understanding of how L1 literacy influences L2 literacy development and apply this to support ELLs' learning.

2.3.d. Understand and apply knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs' L2 literacy development in English.

2.3.e. Understand and apply knowledge of how principles of phonology, morphology, syntax, semantics, and discourse affect L2 reading and writing development.

Activities:

Participants will engage in small and large group discussions, classroom data collection, cooperative learning strategies, lecture, curriculum/lesson adaptations, observation, prescribed interventions/strategies, classroom demonstration, case study, skill practice exercises, final evaluation, research review, project design, portfolio, and/or final presentation.

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, and/or demonstration of objectives or competencies. Activities conducted under this component will be evaluated by participants and inservice leaders to determine 1) the degree to which objectives have been addressed, and 2) the impact of acquired skills on students when implemented in the educational setting.

Learning (Delivery) Methods:

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

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

Implementation (Follow-up) Methods:

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

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

PROFESSIONAL LEARNING CATALOG COMPONENT

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

Identifier Number: 1-700-005 A

Maximum Points: 60

General Objectives:

Teachers know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Teachers support ESOL students' access to the core curriculum by teaching language through academic content.

Specific Objectives:

Standard 1: ESL/ESOL Research and History

Teachers will demonstrate knowledge of history, public policy, research and current practices in the field of ESL/ESOL teaching and apply this knowledge to improve teaching and learning for ELLs.

Performance Indicators

- 3.1.a. Demonstrate knowledge of L2 teaching methods in their historical context.
- 3.1.b. Demonstrate awareness of current research relevant to best practices in second language and literacy instruction.
- 3.1.c. Demonstrate knowledge of the evolution of laws and policy in the ESL profession, including program models for ELL instruction.

Standard 2: Standards-Based ESL and Content Instruction

Teachers will know, manage, and implement a variety of teaching strategies and techniques for developing and integrating ELLs' English listening, speaking, reading, and writing skills. The teacher will support ELLs' access to the core curriculum by teaching language through academic content.

Performance Indicators

- 3.2.a. Organize learning around standards-based content and language learning objectives for students from diverse backgrounds and at varying English proficiency levels.
- 3.2.b. Develop ELLs' L2 listening skills for a variety of academic and social purposes.
- 3.2.c. Develop ELLs' L2 speaking skills for a variety of academic and social purposes.
- 3.2.d. Provide standards-based instruction that builds upon ELLs' oral English to support learning to read and write in English.
- 3.2.e. Provide standards-based reading instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels.
- 3.2.f. Provide standards-based writing instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels.

- 3.2.g. Develop ELLs' writing through a range of activities, from sentence formation to expository writing.
- 3.2.h. Collaborate with stakeholders to advocate for ELLs' equitable access to academic instruction (through traditional resources and instructional technology).
- 3.2.i. Use appropriate listening, speaking, reading, and writing activities in teaching ELLs from diverse backgrounds and at varying English proficiency levels.
- 3.2.j. Incorporate activities, tasks, and assignments that develop authentic uses of the second language and literacy to assist ELLs in learning academic vocabulary and content-area material.
- 3.2.k. Provide instruction that integrates listening, speaking, reading, and writing for ELLs of diverse backgrounds and varying English proficiency levels.

Standard 3: Effective Use of Resources and Technologies

Teachers will be familiar with and be able to select, adapt and use a wide range of standards-based materials, resources, and technologies.

Performance Indicators

- 3.3.a. Use culturally responsive/sensitive, age-appropriate, and linguistically accessible materials for ELLs of diverse backgrounds and varying English proficiency levels.
- 3.3.b. Use a variety of materials and other resources, including L1 resources, for ELLs to develop language and content-area skills.
- 3.3.c. Use technological resources (e.g., Web, software, computers, and related media) to enhance language and content-area instruction for ELLs of diverse backgrounds and varying English proficiency levels.

Activities:

Participants will engage in small and large group discussions, cooperative learning strategies, lecture, research review, curriculum/lesson adaptations, curriculum/lesson design, real world assignments, coaching activities, presentations, prescribed interventions and strategies, classroom demonstrations, observations, data collection in a classroom, ESOL Manual Review, project design, portfolio, technology software review, and/or a final presentation.

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, and/or demonstration of objectives or competencies. Activities conducted under this component will be evaluated by participants and inservice leaders to determine 1) the degree to which objectives have been addressed, and 2) the impact of acquired skills on students when implemented in the educational setting.

Learning (Delivery) Methods:

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

- Workshop

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

Implementation (Follow-up) Methods:

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

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

PROFESSIONAL LEARNING CATALOG COMPONENT

Component Title: ESOL Curriculum and Materials Development

Identifier Number: 1-703-003 A

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:

Small and large group discussions, cooperative learning strategies, lecture, research review, curriculum/lesson adaptation, interviews, classroom demonstrations, lesson design, observation, prescribed interventions and strategies, final evaluation, technology software review, final presentation, and/or portfolio.

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, and/or demonstration of objectives or competencies. Activities conducted under this component will be evaluated by participants and inservice leaders to determine 1) the degree to which objectives have been addressed, and 2) the impact of acquired skills on students when implemented in the educational setting.

Learning (Delivery) Methods:

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

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

Implementation (Follow-up) Methods:

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

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

PROFESSIONAL LEARNING CATALOG COMPONENT

Component Title: ESOL Testing and Evaluation

Identifier Number: 1-701-003 A

Maximum Points: 60

General Objectives:

Teachers understand issues and concepts of formative and summative assessment and use standards-based procedures with ESOL students.

Specific Objectives:

Standard 1: Assessment Issues for ELLs

Teachers will understand and apply knowledge of assessment issues as they affect the learning of ELLs from diverse backgrounds and at varying English proficiency levels. Examples include cultural and linguistic bias; testing in two languages; sociopolitical and psychological factors; special education testing and assessing giftedness; the importance of standards; the difference between formative and summative assessment; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests). Teachers will also understand issues around accountability. This includes the implications of standardized assessment as opposed to performance-based assessments, and issues of accommodations in formal testing situations.

Performance Indicators

5.1.a. Demonstrate an understanding of the purposes of assessment as they relate to ELLs of diverse backgrounds and at varying English proficiency levels.

5.1.b. Identify a variety of assessment procedures appropriate for ELLs of diverse backgrounds and at varying English proficiency levels.

5.1.c. Demonstrate an understanding of appropriate and valid language and literacy assessments for ELLs of diverse backgrounds and at varying English proficiency levels.

5.1.d. Demonstrate understanding of the advantages and limitations of assessments, including the array of accommodations allowed for ELLs of diverse backgrounds and at varying English proficiency levels.

5.1.e. Distinguish among ELLs' language differences, giftedness, and special education needs.

Standard 2: Language Proficiency Assessment

Teachers will appropriately use and interpret a variety of language proficiency assessment instruments to meet district, state, and federal guidelines, and to inform their instruction. Teachers will understand their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels. Teachers will articulate the appropriateness of ELL assessments to stakeholders.

Performance Indicators

5.2.a. Understand and implement district, state, and federal requirements for identification, reclassification, and exit of ELLs from language support programs, including requirements of the LULAC Consent Decree.

5.2.b. Identify and use a variety of assessment procedures for ELLs of diverse backgrounds and varying English proficiency levels.

5.2.c. Use multiple sources of information to assess ELLs' language and literacy skills and communicative competence.

Standard 3: Classroom-Based Assessment for ELLs

Teachers will identify, develop, and use a variety of standards- and performance-based, formative and summative assessment tools and techniques to inform instruction and assess student learning. Teachers will understand their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels. Teachers will articulate the appropriateness of ELL assessments to stakeholders.

Performance Indicators

5.3.a. Use performance-based assessment tools and tasks that measure ELLs' progress in English language and literacy development.

5.3.b. Understand and use criterion-referenced assessments appropriately with ELLs from diverse backgrounds and at varying English proficiency levels.

5.3.c. Use various tools and techniques to assess content-area learning (e.g., math, science, social studies) for ELLs at varying levels of English language and literacy development.

5.3.d. Prepare ELLs to use self- and peer-assessment techniques, when appropriate.

5.3.e. Assist ELLs in developing necessary test-taking skills.

5.3.f. Assess ELLs' language and literacy development in classroom settings using a variety of authentic assessments, e.g., portfolios, checklists, and rubrics.

Activities:

Participants will engage in small and large group discussions, cooperative learning strategies, lecture, research review, assessment review, curriculum/lesson adaptations, real world assignments, ESOL Manual Review, assessment design/portfolio, data collection, prescribed interventions and strategies, observation, skill practice exercises, evaluation, and/or final presentation.

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, and/or demonstration of objectives or competencies. Activities conducted under this component will be evaluated by participants and inservice leaders to determine 1) the degree to which objectives have been addressed, and 2) the impact of acquired skills on students when implemented in the educational setting.

Learning (Delivery) Methods:

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

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

Implementation (Follow-up) Methods:

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

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

C. MATRIX

The matrix is a visual presentation of the components, in terms of how the competencies are addressed and what methods were used to demonstrate the competencies. All competencies identified in Section III must be included in the components and must be demonstrated by the participants prior to the district certifying program completion. The matrix shall indicate the component(s)/courses(s) and the component specific objective(s) or expected learner outcomes that address each competency identified in Section III and the method used to verify the competency demonstration.

ESOL Teacher Standard	Component Title and Number	Performance Indicator	Evaluation Method
Culture as a Factor in ELLs' Learning	Cross- Cultural Communications 1-705-005 A	1.1. a.-1.1.f.	Successful completion of projects or products, classroom demonstration, interview, case study, portfolio, final presentation
Language as a System	Applied Linguistics 1-702-002 A	2.1. a.-2.1.e.	Successful completion of projects or products, classroom data collections, skills practice exercises
Language Acquisition and Development	Applied Linguistics 1-702-002 A	2.2. a.-2.2.d.	Successful completion of projects or products, curriculum/lesson adaptations, research review, prescribed interventions and strategies
Second Language Literacy Development	Applied Linguistics 1-702-002 A	2.3. a.-2.3.e.	Successful completion of projects or products, curriculum/lesson adaptations, project design, classroom demonstration, portfolio, final presentation
ESL/ESOL Research and History	Methods of Teaching ESOL 1-700-005 A	3.1. a.-3.1.c.	Successful completion of projects or products, research review, ESOL manual review
Standards-Based ESL and Content Instruction	Methods of Teaching ESOL 1-700-005 A	3.2.a.-3.2.k	Successful completion of projects or products, lesson/curriculum design, classroom demonstration, coaching activities, prescribed interventions and strategies, observations

Effective Use of Resources and Technology	Methods of Teaching ESOL 1-700-005 A	3.3a.-3.3.c.	Successful completion of projects or products, technology review, real world assignments, lesson/curriculum design
Planning for Standards-Based Instruction of ELLs	Curriculum and Materials Development 1-703-002 A	4.1.a-4.1.e.	Successful completion of projects or products, research review, curriculum/lesson adaptations, prescribe interventions and strategies, lesson design, portfolio
Instructional Resources and Technology	Curriculum and Materials Development 1-703-002 A	4.2.a.-4.2.c.	Successful completion of projects or products, curriculum/lesson adaptation, lesson design, technology software review, portfolio
Assessment Issues for ELLs	ESOL Testing and Evaluation 1-701-003 A	5.1.a.-5.1.e	Successful completion of projects or products, skills practice exercises, data collection, evaluation, final presentation
Language Proficiency Assessment	ESOL Testing and Evaluation 1-701-003 A	5.2.a-5.2.c	Successful completion of projects or products, ESOL Manual review, prescribe interventions and strategies
Classroom-Based Assessments for ELLs	ESOL Testing and Evaluation 1-701-003 A	5.3.a-5.3.f.	Successful completion of projects or products, real world assignment, assessment review, skills practice exercises, final evaluation, portfolio

D. INSTRUCTORS

Instructors will be teachers in the appropriate content area employed or contracted by the School Board of Brevard County or contracted by an institution of higher education and/or a highly qualified staff member or other instructor approved by the district. Instructors will have a master's degree or a minimum of three years' experience in teaching ELL students and hold the ESOL Endorsement or certification.

V. COMPLETION REQUIREMENTS

A. PROGRAM COMPLETION

Satisfactory completion of individual components for Add-On certification purposes may be demonstrated through:

1. Instructor's verification of the successful demonstration of all applicable competencies and products within that component of the approved Add-On program;
2. Instructor's verification of successful demonstration of all applicable competencies within that component of another approved Add-On program of the district of another district, where reasonable equivalency between the components can be established through a review of the approved program;
3. Successful completion, with a grade of "C" or better, 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; or
4. Successful completion of a 60-point training component documented by official district records, etc., where reasonable equivalency between the components can be established through a review of the approved program.

B. COMPETENCY DEMONSTRATION

Procedures for evaluation of competency attainment within components will vary with the nature of the competency (see Program Design Matrix). Posttests and evaluation of written products are the primary methods of assessing competencies developed by participants. Direct observation of assigned role plays and skill demonstrations where direct observation is not possible may also be used as part of the portfolio. Participants will satisfy all ESOL Add-On Program requirements when they have demonstrated completion of each of the required inservice components.

C. COMPETENCY VERIFICATION

Competency verification in the Brevard Public School's ESOL Add on Program takes place through verification of college course transfers or transfer of course inservice credit from other state approved ESOL Endorsement Programs.

VI. PROGRAM EVALUATION

A. PROGRAM EFFECTIVENESS EVALUATION

This program will be evaluated by using individual participant, training component, and program assessment techniques.

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. (In accordance with district inservice requirements, any participant who wishes to receive inservice credits must demonstrate increased competency on at least 80% of the specific objectives using valid assessment measures.)

Each training component will be evaluated by participants utilizing district professional development program procedures.

The program will be assessed by participants, instructors, professional development personnel, district ESOL administrative and supervisory staff, principals or school-level ESOL coordinators to determine program effectiveness, program efficiency in terms of management, operation, and delivery and cost effectiveness.

Formal program evaluation will provide the following data:

DESCRIPTIVE DATA

- Number and percentage of teachers who have enrolled in the Add-On program.
- Number of enrollees dropped for non-performance.
- Number and percentage of program completers.

CLIENT SATISFACTION DATA

Attitudes of candidates will be surveyed 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.

SUPERVISORY EVALUATION DATA

Principals, administrators, and 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.
- Evidence exists of tangible benefit to students accruing from Add-On training.
- Implementation of the program is cost and time efficient.

The results of the program evaluation will be used to determine program effectiveness as it relates to the needs of this Add-On program. The evaluation will further be used to modify and adapt the program if deemed necessary.

VII. MANAGEMENT

Overall management of this Add-On certification program is the responsibility of the Director of Professional Learning and Development. This individual will have responsibility for provision of training within the District Professional Learning Catalog framework and program oversight to ensure compliance with State standards for operation of Add-On certification programs. This responsibility will be carried out in coordination with appropriate district certification personnel: District Professional Development Specialist, ESOL administrative and supervisory personnel, and program instructors. The Office of Certification and Professional Development will establish and coordinate inservice training for the endorsement program and will address the following areas:

A. CANDIDATE APPLICATION AND ADMISSION

APPLICATION:

Add-On Program candidates register for an ESOL Add-On course through the ProGOE² System. This registration files a participant's intent to participate in the ESOL Add-On Program.

As part of the program, candidates will be advised by their site-based Site Inservice Representative or district-based Certification Specialist the following:

- Requirements for continued employment in an out-of-field status;
- Requirements of adding the ESOL endorsement or coverage to the existing certificate;
- Availability of university or college courses to meet certification requirements;
- Benefits and constraints of Add-On programs vs. university or college course work; and
- The requirement that, for individuals holding a temporary certificate, valid Florida Professional Educator's Certificate must be obtained prior to completion of the program.

ADMISSION:

Admission to the alternative program for the purpose of Add-On endorsement is limited to individuals who hold a valid Florida Temporary or Professional Educator's Certificate, issued on the basis of a bachelor's or higher degree in an academic area.

In addition, participants must be employed by Brevard County Schools or employees of a Brevard County Charter School.

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 in a school where ELL students are currently in attendance and are likely to be assigned to them for English/language arts instruction in the future.
3. Teachers who signed an ESOL Pre-service Training Agreement in 1995-96 or 1996-97.
4. Assigned to teach English/language arts in a school where ELL students could be in attendance and could be assigned to them for English/language arts instruction in the future.
5. Seeking renewal of certification.
6. 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.

Individuals who are accepted into the program will be provided with requirements and all information through their Site Inservice Representatives. Upon successful completion of the required courses, individuals may apply to have ESOL added to their teaching certificates; employees of Brevard Public Schools will have their fee for adding ESOL paid by the district.

B. ADVISEMENT

Each applicant will receive information regarding the ESOL Add-On Program as provided by their school principals and ESOL Contact. Upon successful completion of 300 hours of the required courses for this program, the individual will send the Individual Inservice Transcript and an application for adding ESOL to his/her certificate to Professional Development for processing. Upon receipt of a passing test score on the ESOL SAE and completion of 120 hours of ESOL inservice within the time periods allowed, a teacher will send the original test score, inservice report, and application to add the ESOL coverage to Professional Development. 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.

C. ATTENDANCE

Attendance of scheduled inservice components is mandatory unless absence is excused by the instructor for illness or other emergency. At the instructor's discretion, an alternate assignment can be used to make up the clock hours missed of an alternate assignment. If not feasible due to the nature of the work missed, the instructor will have the option of requiring attendance of an equivalent session or assessing the participant's performance of the missed competencies without program-sponsored training – in effect,

leaving the participant to acquire the specified competency by whatever means available (e.g. tutoring from classmates or other knowledgeable professionals).

D. TRANSFER AND UTILIZATION OF CREDIT

1. Inservice records will be maintained by the Office of Professional Learning and Development and verification for certification endorsement or conversion from college Credit will be issued from that office.
2. Inservice records from other school districts may be accepted and applied to the Endorsement program provided that the following procedures are followed.
 - a. The inservice credit was earned as a part of an approved ESOL program
 - b. Candidates must request that an official Inservice Transfer Record be forwarded from their previous district to the professional development office.
 - c. The Director or designee will make a determination of the appropriateness of completed components and will transfer applicable credit.
 - d. Program placement and advisement will be provided to the applicant by the district certification office.
 - e. Records will be transferred from Brevard Public Schools to other Florida school districts upon request. The Office of Professional Learning and Development, in conjunction with the Certification will be responsible for the Processing of requests.

E. CERTIFICATION OF COMPLETION

Upon completion of all program requirements, each participant must submit the following to the program coordinator or designee:

1. The completed online ProGOE² transcript showing successful completion of all required courses.
2. Official university transcripts for all completed university courses, if applicable.
3. Inter-county Inservice Transfer Record for components completed as part of an approved Add-On program.
4. A DOE CG-10 form (Application for Addition/Upgrade or Evaluation).

Once program completion has been verified, the Office of Professional Development and Certification will electronically submit this information to the Florida Department of Education.

VII. SCHOOL BOARD APPROVAL

The Brevard County English for Speakers of Other Languages, K-12, Add-On Endorsement Program was approved by the Brevard County School Board on May 26, 2020.