



Glades County School District Building Academic Excellence

Scott Bass
Superintendent

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School Board

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- **Jenny Allen**
District 2
- **Jerri Wilson**
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- **Mike Pressley**
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- **Patricia Pearce**
District 5

As Superintendent of Glades County Schools I would like to extend our ESOL Add-on Certification Program. This program had helped teachers become Highly Qualified And earn their ESOL Certification.

Scott Bass
Superintendent

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

I. PROGRAM TITLE

**Glades County School District
Add-on Certification Program
English Speakers of Other Languages (ESOL) Endorsement**

II. PROGRAM RATIONALE AND PURPOSE

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

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

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 (ESOL)
- Domain 4: ESOL Curriculum and Materials Development
- Domain 5: Assessment (ESOL Testing and Evaluation)

A. PROFESSIONAL EDUCATION STUDIES

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

B. NATIONALLY RECOGNIZED GUIDELINES

The Florida Professional Development Standards for Endorsement of teachers providing basic ESOL instruction to English Language Learners (henceforth, the Florida ESOL Endorsement Standards) drew significantly from the recently revised draft *Standards for the Recognition of Initial Teacher Preparation in P-12 ESL Teacher Education* developed by Teachers of English to Speakers of Other Languages Inc (TESOL), (TESOL, 2008; henceforth TESOL Teacher Standards). These standards are available at http://www.tesol.org/s_tesol/seccss.asp?CID=219&DID=1689.

IV. INSTRUCTIONAL DESIGN AND DELIVERY

A. INSTRUCTIONAL STRANDS

Domain 1: Culture (Cross-Cultural Communications)

Standard 1: Culture as a Factor in ELLs' Learning

Teachers will know and apply understanding of theories related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds. Teachers will identify and understand the nature and role of culture, cultural groups, and individual cultural identities.

Domain 2: Language and Literacy (Applied Linguistics)

Standard 1: Language as a System

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

Standard 2: Language Acquisition and Development

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

Standard 3: Second Language Literacy Development.

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

Domain 3: Methods of Teaching English to Speakers of Other Languages (ESOL)

Standard 1: ESL/ESOL Research and History

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

Standard 2: Standards-Based ESL and Content Instruction

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

Standard 3: Effective Use of Resources and Technologies

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

Domain 4: ESOL Curriculum and Materials Development

Standard 1: Planning for Standards-Based Instruction of ELLs

Teachers will know, understand, and apply concepts, research, best practices, and evidenced-based strategies to plan classroom instruction in a supportive learning environment for ELLs. The teacher will plan for multilevel classrooms with learners from diverse backgrounds using a standards-based ESOL curriculum.

Standard 2: Instructional Resources and Technology

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

Domain 5: Assessment (ESOL Testing and Evaluation)

Standard 1: Assessment Issues for ELLs

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

Standard 2: Language Proficiency Assessment

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

English proficiency levels. Teachers will articulate the appropriateness of ELL assessments to stakeholders.

Standard 3: Classroom-Based Assessment for ELLs

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

B. TRAINING COMPONENTS

MASTER INSERVICE PLAN COMPONENT

Component Title: Cross-Cultural Communications

Identifier Number: 1-704-029

Maximum Points: 60

Brief Description:

This component is designed to develop awareness and understanding of the major cultures represented by the different language minorities within the state. It will provide insights that will enable participants to plan and implement curriculum, instruction, and assessment activities that will meet the special needs of limited English proficient students (LEP) who are speakers of other languages.

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:

- Group discussions
- Lesson plans
- Journal reflections

Description of Activities

- 1. Participants will participate in group discussions.
- 2. Participants will demonstrate competencies with an 80% accuracy rate.
- 3. Write five (5) lesson plans to demonstrate the use of cross-cultural awareness.
- 4. Participants will review five (5) professional articles specific to cross-cultural awareness.

This component consists of 75% knowledge acquisition and 25% competency demonstration. Knowledge acquisition will be in the form of direct instruction and professional article reviews. Competency demonstration will be in the form of lesson plans.

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.

Learning (Delivery) Methods:

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

- A. Workshop
- B. Electronic, interactive
- C. Electronic, non-interactive
- D. Learning Community/Lesson Study group
- F. Independent Inquiry (Includes, for example, Action Research)

- G. 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.

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

Evaluation Method, Student

Impact of a participant's acquired skills on students when implemented in the educational setting

- A. District Developed/Standardized Student Test Results
- B. Results of School/teacher-Constructed Student Test
- C. Portfolios of Student Work
- D. Observation of Student Performance
- F. Other Performance Assessment
- G. Did Not Evaluate Student Outcomes

Evaluation Method, Staff

- A. Changes in Classroom Practices
- B. Changes in Instructional Leadership Practices
- C. Changes in Student Services Practices
- D. Other Changes in Practices
- F. Did Not Evaluate Staff Outcomes

MASTER INSERVICE PLAN COMPONENT

Component Title: Applied Linguistics

Identifier Number: 1-701-019

Maximum Points: 60

Brief Description:

This component is designed to enable participants to examine modern American English in light of current linguistic theories and to identify practical applications of these theories to the teaching of English to students of diverse ethnic and linguistic backgrounds

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:

Group discussions
Lesson plans
Journal reflection

Description of Activities

1. Participants will participate in group discussion.
2. Participants will demonstrate competencies with an 80% accuracy rate. .
3. Participants will write five (5) lesson plans to demonstrate the ability to overcome linguistic interference in reading and content area materials.
4. Participants will review five (5) professional articles specific to Applied Linguistics.

This component consists of 75% knowledge acquisition and 25% competency demonstration. Knowledge acquisition will be in the form of direct instruction and professional article reviews. Competency demonstration will be in the form of lesson plans.

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.

Learning (Delivery) Methods:

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

- A. Workshop
- B. Electronic, interactive
- C. Electronic, non-interactive
- D. Learning Community/Lesson Study group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. 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.

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

Evaluation Method, Student

Impact of a participant's acquired skills on students when implemented in the educational setting

- A. District Developed/Standardized Student Test Results
- B. Results of School/teacher-Constructed Student Test
- C. Portfolios of Student Work
- D. Observation of Student Performance
- F. Other Performance Assessment
- G. Did Not Evaluate Student Outcomes

Evaluation Method, Staff

- A. Changes in Classroom Practices

- B. Changes in Instructional Leadership Practices
- C. Changes in Student Services Practices
- D. Other Changes in Practices
- F. Did Not Evaluate Staff Outcomes

MASTER INSERVICE PLAN COMPONENT

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

Identifier Number: 1-700-059

Maximum Points: 60

General Objectives:

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

Specific Objectives:

Standard 1: ESL/ESOL Research and History

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

Performance Indicators

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

Standard 2: Standards-Based ESL and Content Instruction

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

Performance Indicators

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

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

Standard 3: Effective Use of Resources and Technologies

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

Performance Indicators

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

Activities:

1. Materials/Resources/Picture file
2. Lesson Plans
3. Group Discussions
4. Presentation/Model

Description of Activities:

1. Develop a picture file of topics related to teaching basic English to LEP students at the beginning English Proficiency level, and for subject related specific methodologies in their classrooms.
2. Work in grade level groups to create a unit plan which integrates language and subject knowledge development. The plan may take the form of a semantic web map.
3. Engage in discussions and other field related activities which will help teachers develop the necessary skills to utilize ESOL methods and techniques.
4. Conduct a fifteen minute ESOL lesson using the workshop participants as students. The participant will model ESOL methods, techniques and materials used in the classroom.

5. Engage in presentations, discussions and other activities which help teachers master the identified competencies.

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.

Learning (Delivery) Methods:

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

- A. Workshop
- B. Electronic, interactive
- C. Electronic, non-interactive
- D. Learning Community/Lesson Study group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. 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.

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

Evaluation Method, Student

Impact of a participant's acquired skills on students when implemented in the educational setting

- A. District Developed/Standardized Student Test Results

- B. Results of School/teacher-Constructed Student Test
- C. Portfolios of Student Work
- D. Observation of Student Performance
- F. Other Performance Assessment
- G. Did Not Evaluate Student Outcomes

Evaluation Method, Staff

- A. Changes in Classroom Practices
- B. Changes in Instructional Leadership Practices
- C. Changes in Student Services Practices
- D. Other Changes in Practices
- F. Did Not Evaluate Staff Outcomes

MASTER INSERVICE PLAN COMPONENT

Component Title: ESOL Curriculum and Materials Development

Identifier Number: 1-702-039

Maximum Points: 60

General Objectives:

Teachers know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Teachers are skilled in using a variety of classroom organization techniques, program models and teaching strategies for developing and integrating language skills. They can integrate technology and choose and adapt classroom resources.

Specific Objectives:

Standard 1: Planning for Standards-Based Instruction of ELLs

Teachers will know, understand, and apply concepts, research, best practices, and evidenced-based strategies to plan classroom instruction in a supportive learning environment for ELLs. The teacher will plan for multilevel classrooms with learners from diverse backgrounds using a standards-based ESOL curriculum.

Performance Indicators

- 4.1. a. Plan for integrated standards-based ESOL and language sensitive content instruction.
- 4.1. b. Create supportive, accepting, student-centered classroom environments.
- 4.1. c. Plan differentiated learning experiences based on assessment of students' English and L1 proficiency and integrating ELLs' cultural background knowledge, learning styles, and prior formal educational experiences.
- 4.1. d. Plan learning tasks for particular needs of students with limited formal schooling (LFS).
- 4.1. e. Plan for instruction that embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups to successfully meet English language and literacy learning objectives.

Standard 2: Instructional Resources and Technology

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

Performance Indicators

- 4.2. a. Select and adapt culturally responsive/sensitive, age-appropriate, and linguistically accessible materials.
- 4.2. b. Select and adapt a variety of materials and other resources including L1 resources, appropriate to ELLs' developing English language and literacy.
- 4.2. c. Select technological resources (e.g., Web, software, computers, and related media) to enhance instruction for ELLs of diverse backgrounds and at varying English proficiency levels.

Activities:

1. Lesson Plans
2. Presentation/Model
3. Materials/Resources
4. Group Discussions

Description of activities:

1. Write modified lesson plans in the area of reading and content area ESOL.
2. Give individual small group microteaching lessons for peers to provide feedback.
3. Work in grade level and/or subject area groups to develop curriculum projects appropriate for ELLs
4. Participate in activities relevant to creating teaching materials for ELLs.
5. Engage in presentations, discussions, and other activities that will assist teachers in mastering competencies.

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.

Learning (Delivery) Methods:

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

- A. Workshop
- B. Electronic, interactive
- C. Electronic, non-interactive
- D. Learning Community/Lesson Study group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. 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.

- M. Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration)
- N. Independent Learning/Action Research related to training (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community

- P. Participant Product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)
- Q. Lesson Study group participation
- R. Electronic – interactive
- S. Electronic – non-interactive

Evaluation Method, Student

Impact of a participant's acquired skills on students when implemented in the educational setting

- A. District Developed/Standardized Student Test Results
- B. Results of School/teacher-Constructed Student Test
- C. Portfolios of Student Work
- D. Observation of Student Performance
- F. Other Performance Assessment
- G. Did Not Evaluate Student Outcomes

Evaluation Method, Staff

- A. Changes in Classroom Practices
- B. Changes in Instructional Leadership Practices
- C. Changes in Student Services Practices
- D. Other Changes in Practices
- E. Did Not Evaluate Staff Outcomes

MASTER INSERVICE PLAN COMPONENT

Component Title: ESOL Testing and Evaluation

Identifier Number: 1-701-089

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:

1. Assessments
2. Presentation/Model
3. Materials/Resources
4. Group Discussions

Description of activities:

1. Modify existing teacher-made and criterion referenced tests/other assessments instruments.
2. Develop appropriate assessment procedures, including accommodations for materials currently used in the district.
3. Develop appropriate informal (checklists, teachers' observations, sampling of student work, etc.) assessments for ELLs.
4. Engage in presentations, discussions and other activities which help them master the identified competencies.
5. Discuss ways to interpret to parents' assessment of students' progress.

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.

Learning (Delivery) Methods:

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

- A. Workshop
- B. Electronic, interactive
- C. Electronic, non-interactive
- D. Learning Community/Lesson Study group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. 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.

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

Evaluation Method, Student

Impact of a participant's acquired skills on students when implemented in the educational setting

- A. District Developed/Standardized Student Test Results
- B. Results of School/teacher-Constructed Student Test
- C. Portfolios of Student Work
- D. Observation of Student Performance

- F. Other Performance Assessment
- G. Did Not Evaluate Student Outcomes

Evaluation Method, Staff

- A. Changes in Classroom Practices
- B. Changes in Instructional Leadership Practices
- C. Changes in Student Services Practices
- D. Other Changes in Practices
- F. Did Not Evaluate Staff Outcomes

C. MATRIX

ESOL Teacher Standard	Component Title and Number	Performance Indicator	Evaluation Method
Culture as a Factor in ELLs' Learning	Cross-Cultural Communications <i>1-704-029</i>	1.1. a.-1.1.f.	Successful development and completion of projects or products
Language as a System	Applied Linguistics <i>1-701-019</i>	2.1. a.-2.1.e.	Successful development and completion of projects or products
Language Acquisition and Development	Applied Linguistics <i>1-701-019</i>	2.2. a.-2.2.d.	Successful development and completion of projects or products
Second Language Literacy Development	Applied Linguistics <i>1-701-019</i>	2.3. a.-2.3.e.	Successful development and completion of projects or products
ESL/ESOL Research and History	Methods of Teaching ESOL <i>1-700-059</i>	3.1. a.-3.1.c.	Successful development and completion of projects, products, presentations or classroom demonstration
Standards-Based ESL and Content Instruction	Methods of Teaching ESOL <i>1-700-059</i>	3.2.a.-3.2.k	Successful development and completion of projects, products, presentations or classroom demonstration
Effective Use	Methods of	3.3.a-3.3.c	Successful development and

of Resources and Technology	Teaching ESOL <i>1-700-059</i>		completion of projects, products, presentations or classroom demonstration
Planning for Standards-Based Instruction of ELLs	ESOL Curriculum and Materials Development <i>1-702-039</i>	4.1.a-4.1.e	Successful development and completion of projects, products, presentations or classroom demonstration
Instructional Resources and Technology	ESOL Curriculum and Materials Development <i>1-702-039</i>	4.2.a-4.2.c	Successful development and completion of projects, products, presentations or classroom demonstration
Assessment Issues for ELLs	ESOL Testing and Evaluation <i>1-701-089</i>	5.1.a-5.1.e	Successful development and completion of projects, products, or presentations
Language Proficiency Assessment	ESOL Testing and Evaluation <i>1-701-089</i>	5.2.a-5.2.c	Successful development and completion of projects, products, or presentations
Classroom-Based Assessments for ELLS	ESOL Testing and Evaluation <i>1-701-089</i>	5.3.a-5.3.f	Successful development and completion of projects, products, or presentations

D. INSTRUCTORS

Instructors will be teachers in the appropriate content area employed by the School Board of Glades 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. Glades County instructors may be selected from trained facilitators in neighboring counties and/or online instructors from NEFEC and/or the Center for Technology and Education and/or the Schultz Center. Due to the close proximity, Glades County teachers often travel to Neighboring counties to take ESOL courses instructed by trained facilitators.

V. COMPLETION REQUIREMENTS

A. PROGRAM COMPLETION

Candidates endeavoring to add the ESOL Endorsement to the Florida Educator's Certificate must earn a minimum of three-hundred (300) inservice points by successfully completing the prescribed set of inservice components included in this program or their equivalent and demonstrate the competencies required for the certification endorsement.

Inservice training credits for candidates completing the add-on program will consist of a candidate's successful completion of one-hundred and eighty (180) inservice points of direct classroom instruction plus completion of one-hundred twenty (120) inservice points of practicum and follow-up activities. Competency demonstration will be done through projects, products, tests, and classroom demonstrations.

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

1. Instructor's verification of successful demonstration of all applicable competencies and products within a component of the approved add-on program
2. Verification of successful demonstration of all applicable competencies within a component of another district's ESOL add-on program conducted by personnel from the District's Curriculum Services office applied when reasonable equivalency between 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 review of the course catalog description and/or course materials conducted by personnel from the District's Curriculum Services office
4. A passing score on the K-12 ESOL Subject Area Exam – Participants electing this option are required to earn 120 points/hours in ESOL prior to or within three years of receipt of the K-12 ESOL certification.

B. COMPETENCY DEMONSTRATION

Procedures for evaluation of competency attainment within components will vary with the nature of the competency. Valid means of measurement shall include, but not be limited to some of the following:

- Written test
- Portfolio assessment
- Satisfactory completion of individual assignments and activities
- Satisfactory responses to questions posed by the facilitator

C. COMPETENCY VERIFICATION

Official District inservice records for ESOL inservice points, signed Certificates of Completion, and/or an official transcript verifying ESOL college credits serve as verification of successful competency attainment. In some cases the district may choose to allow participants to verify competencies in lieu of taking some of the required training. The district will evaluate courses by contacting the university/district, examining course syllabi, evaluating past work such as a portfolio, and/or interviewing the course participant. To demonstrate knowledge in the competencies, participants should be able to

- Develop Assessment Criteria-measurable indicators related to identified competencies.

- Utilize Appropriate Data Collection Instruments and Procedures--methods for collecting sufficient evidence of the teacher's ability to demonstrate the unique set of competencies and obtain a passing score on appropriate state assessment for coverage add-ons.
- Implement Well-Defined Policies and Procedures--written documents designed to ensure fair and consistent application of the competency verification system, including specification of who, when, how, and under what conditions the verification is done.

VI. PROGRAM EVALUATION

An Evaluation Plan must be submitted describing how the district will determine the following:

- the effect of the inservice education and training in the educational setting (Rule 6A-5.071(4) (e) 3, F.A.C.).
- the effectiveness of the program in its attempt to allow participants to acquire competencies.
- whether the management, operation, and delivery of the program are efficient and meet the needs of the district and the participants
- whether the program is cost effective for the district.

An Annual Review of the previous year's program operations shall be made and shall include a determination of the program performance and the carry-over effects of the inservice education and training into the educational setting (Rule 6A-5.071(7), F.A.C.). A statement of how the district will use the evaluation results for program improvement should be included.

The effectiveness of the program is evaluated by course participants. The results of the program evaluation feedback will be used to determine program effectiveness as it relates to the needs of this add-on program. The evaluation will further be used to modify and adapt the program if deemed necessary.

During the ESOL Endorsement certification period from July 2008 thru June 2013 a total of 35 participants logged 6,180 hours of ESOL training. Fourteen of those participants completed the five 60 hour components to meet the 300-hour requirement for the add-on endorsement. Three made a passing score on the K-12 ESOL Subject Area Exam and completed 120 hours for ESOL coverage.

As a result of the course evaluations and data collection from participants, adaptations were made to meet the needs of the learners. Online course delivery and independent study have been incorporated into the delivery of ESOL courses.

VII. MANAGEMENT

This section deals with how the district will manage this teacher preparation program. It involves the accepting of students into the programs, advising students, maintaining

attendance records for inservice points, accepting transfer credits, and certifying completion of the program to the DOE. The district must name an office or position in the district to be responsible for the management of the add-on program. This position can be the same for all add-on programs (such as the Director of Human Resources), or each different program can have a separate manager, (i.e., ESE Director Gifted; Science Supervisor for Science 5-9, etc.).

The Director of Elementary Academic Services will be responsible for the overall management of the Glades County ESOL Add-On-Program.

The Division of Elementary Academic Services will establish and coordinate inservice training for the endorsement program and will address the following areas (A-E).

A. CANDIDATE APPLICATION AND ADMISSION

Application: Applicants pursuing this endorsement must obtain approval of the district Curriculum Services Director. It is the responsibility of the district Certification Specialist to review the participant's information to ensure that the applicant is currently certified in the appropriate area for adding the ESOL endorsement.

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

Other admissions will be granted at the discretion of the Director of Curriculum Services and will be on a space available basis. Individuals participating in this program have access through Navigator Plus to their professional development activity portfolio which tracks all individual professional development and serves as official documentation of successful course completion.

B. ADVISEMENT

The Division of Management Information Services (MIS) has the ability to identify, track and monitor training requirements of instructional staff that provide instruction or services to Pre K – 12th grade ELL Students. MIS maintains a student/staff data base on Genesis which identifies personnel in need of ESOL training, and the status of previously completed ESOL training. The Principal or Site Administrator has access to this database and must verify the accuracy of the data to the Director of Curriculum Services in advance of FTE survey periods. Initial category assignment and/or changes in assignment must be verified by the administrator.

- Instructional staff who are interested in adding the ESOL Endorsement to their Florida Educator's Certificate will be directed to the Curriculum Office for

information regarding program procedures and requirements for the completion of the Add-On-Certification Program for the ESOL Endorsement.

- The Curriculum and the Certification Offices within the district will work jointly to insure that staff members are available to assist candidates with the initial program orientation, the development of a plan of study, providing inservice training information, and follow-up advisement for successful program completion.

C. ATTENDANCE

Attendance is mandatory unless the absence is excused by the instructor for serious or extreme emergencies. Excused absences and missed assignments must be satisfied through a "make-up" schedule approved by the instructor(s).

D. TRANSFER AND UTILIZATION OF CREDIT

- Inservice records will be maintained by the Curriculum Office and verification for the certification endorsement or for conversion from college credit will be issued from that office, in consultation with the district Certification Office.
- Inservice records from other school districts may be accepted and applied to the Endorsement Program provided that the following procedures are followed.
 - The inservice credit was earned as a part of an approved ESOL Endorsement program.
 - Candidates must complete an ESOL Plan of Study and list inservice activities which they believe might satisfy component requirement for the Endorsement.
 - Candidates must request that an official Inservice Transfer Record be forwarded from their previous employer to Glades County's Director of Curriculum Services.
 - The Director of Curriculum Services will make a determination of the appropriateness of completed components and will transfer applicable credit.
 - Program placement and advisement will be provided to the applicant by the district Certification Office.
 - Records will be transferred from the Glades School District to other school districts upon request. The Office of Curriculum Services will be responsible for the processing of requests.

E. CERTIFICATION OF COMPLETION

Successful completion of 300 inservice points, consistent with the Program Content/Curriculum section, as indicated by district inservice records, shall constitute program completion. The Director of Curriculum Services will verify the participant's inservice credit to add the ESOL endorsement to his/her Florida Educator's Certificate. The individual seeking the addition of the ESOL endorsement to a Florida Educator's Certificate shall confer with the district's Certification Specialist regarding the formal application process to the Florida Department of Education. An official college transcript showing a grade equivalent of at least a "C" must be forwarded to the office if the

application is transferring college course credit. The Director of Curriculum Services will review and act on each request for transfer of credit. 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 and chairman of the school board stating that it has been approved locally for submission. When the add-on program is available for a consortium of school districts, each district must submit verification of school board approval.



Scott Bass, Superintendent

June 6, 2013

Date



Michael D. Pressley, Board Chairman

June 6, 2013

Date