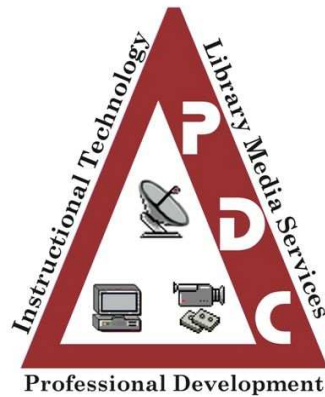


ESOL Add-On Endorsement Program 2014-19



Tim Wyrosdick, Superintendent
THE SCHOOL BOARD OF SANTA ROSA COUNTY, FLORIDA
Milton, Florida 32570

The School District of Santa Rosa County

ESOL ADD-ON ENDORSEMENT PROGRAM

K-12

Endorsement

PROGRAM RATIONALE AND PURPOSE

IDENTIFIED NEED

Florida Statute 233.058 and State Board Rule 6A-6.0907 specify certification requirements for teachers of English Language Learners (ELL). Additionally, the Florida Consent Decree specifies that teachers teaching Basic ESOL and or English Language Arts to ELLs have ESOL coverage or ESOL endorsement. This in combination with the increasing ELL student population in Florida has resulted in a significant increase in the number of teachers who require the ESOL endorsement to be highly qualified teachers.

The purposes of this District Add-On Certification Program are to ensure that limited ELLs have appropriately qualified teachers; to develop competencies of teachers assigned out-of-field in ESOL to enable them to perform effectively in such assignments; to assist teachers in obtaining or renewing certification; and to provide professional development for teachers interested in better meeting the needs of students.

The primary target group for this program is teachers who are identified as out-of-field in ESOL. A secondary target group is teachers who are out of compliance with state requirements for ESOL inservice. Current teaching credentials of each program participant will be individually evaluated by the Literacy Department to determine which portions of the program must be completed. The training is appropriate for any teacher seeking renewal of certification and as such they may be considered for the program as an additional priority. Other certified teachers who express an interest in the program may participate on a space available basis.

PROGRAM CONTENT/CURRICULUM

COMPETENCIES

The competencies embedded within this program are set by the State of Florida and include the following general knowledge competencies and competencies in professional education studies.

MASTERY OF GENERAL KNOWLEDGE

Teachers holding a temporary certificate must pass the General Knowledge exam within one year from the date of employment in a Florida public school in order to continue employment in any Florida public school under the temporary certificate. Teachers holding a temporary certificate and desiring to enroll in this endorsement program may do so and may add the endorsement to the temporary certificate.

Teachers currently certified on a professional certificate in Florida are assumed to have met General Knowledge competencies as specified in the Florida Statutes and State Board of Education Rules, 1012.56, Subsection 3, by virtue of holding the professional certificate.

SPECIALIZATION STUDIES

An overview of rule 6A-5.061(2) Specialization Requirements for Endorsement of ESOL, reveals the following requirements which will be addressed in this proposal:

- (1) A bachelor's or higher degree with certification in education
- (2) An Alternative Certification that meets FL DOE requirements
- (3) 300 hours of ESOL Inservice to address the areas listed below:
 - Applied Linguistics
 - Cross Cultural Communication and Understanding
 - ESOL Curriculum Materials and Development
 - Testing and Evaluation of ESOL
 - Methods of Teaching ESOL

PROFESSIONAL EDUCATION STUDIES

Teachers holding a temporary certificate have up to three years to pass the Professional Education Exam; temporary certificates are valid for a period of three years and are non-renewable. Teachers holding a temporary certificate and desiring to enroll in this endorsement program may do so and may add the endorsement to the temporary certificate.

Teachers currently possessing a professional certificate in Florida are assumed to have met the Professional Education Exam competencies as specified in the Florida Statutes and State Board of Education Rules, 1012.56, Subsection 3, by virtue of holding the professional certificate.

NATIONALLY RECOGNIZED GUIDELINES

Florida's ESOL standards for professional development have been developed in collaboration with FL ESOL educators and based on national standards for teachers of ELLs as well as the Florida Consent Decree requirements.

INSTRUCTIONAL DESIGN AND DELIVERY

This program is an integrative approach which may incorporate college coursework and district Inservice components in isolation, or a combination of both, in each of the following five areas:

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

Santa Rosa District Schools Add-On Master Inservice Components

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

60 Points per Certificate

7/12
2-700-003

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 Aligned to Matrix (C), page 18.

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

Evaluation of Participants

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.

Evaluation of Activity

Each participant will complete an online evaluation for this activity through the Santa Rosa Professional Growth System.

Learning (Delivery) Methods

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

- Electronic, interactive

Implementation (Follow-up) Methods

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

- Participant Product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)
- Electronic – interactive

ESOL: Cross-Cultural Communications (Online)

60 Points per Certificate

7/12
2-705-005

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 Aligned to matrix (C), page 18

Learners attain specific objectives through presentation of content, interactive online activities, formative feedback, and interaction with the course facilitator during approximately five to six hours per week of instructional activities and clinical activities. Course documentation requires that participants must successfully complete 9 Reflection/Dialogue Exercises in which they reflect on course content, strategy implementation, and their personal learning experience. The Reflection/Dialogue Exercises require application exercises that include a dialogue between a facilitator and the participant, completion of a personal journal, reflection activities, and a project.

Evaluation of Participants

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.

Evaluation of Activity

Each participant will complete an online evaluation for this activity through the Santa Rosa Professional Growth System.

Learning (Delivery) Methods

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

- Electronic, interactive

Implementation (Follow-up) Methods

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

- Participant Product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)
- Electronic – interactive

ESOL Testing and Evaluation (Online)

60 Points per Certificate

7/12
2-701-002

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 Aligned to matrix (C), page 18

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

Evaluation of Participants

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.

Evaluation of Activity

Each participant will complete an online evaluation for this activity through the Santa Rosa Professional Growth System.

Learning (Delivery) Methods

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

- Electronic, interactive

Implementation (Follow-up) Methods

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

- Participant Product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)
- Electronic – interactive

ESOL Curriculum and Materials Development (Online)

60 Points per Certificate

7/12
2-703-002

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: Aligned to matrix (C), page 18

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

Evaluation of Participants

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.

Evaluation of Activity

Each participant will complete an online evaluation for this activity through the Santa Rosa Professional Growth System.

Learning (Delivery) Methods

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

- Electronic, interactive

Implementation (Follow-up) Methods

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

- Participant Product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)
- Electronic – interactive

COURSE INSTRUCTORS

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

C. COMPETENCY VERIFICATION

1. Any teacher providing documentation from a Florida School District, Inservice Department with an approved ESOL Add-On Endorsement Program will be credited for the applicable course(s). That decision will be made in collaboration with the district Literacy Department and the Inservice Department.
2. ESOL credit for college coursework may be awarded for any individual who has taken college coursework that corresponds to the content of district ESOL components. Determination of credit is based on review of transcripts and may necessitate teacher submission of course syllabus/syllabi to verify course coverage of ESOL standards and objectives addressed in the district ESOL components.
3. District ESOL Inservice Instructors verify participants' successful completion of coursework by evaluating course assignments and indicating successful completion of coursework in ERO. Participants who successfully complete district ESOL components meet all ESOL standards and objectives indicated in the Master Inservice Components.

PROGRAM EVALUATION

A. EVALUATION PLAN

Professional Development Evaluation Form or a Professional Development Follow up/Evaluation Form will be completed at the end of each course. The Director of Professional Development and the Literacy Coordinator along with the ESOL Inservice Instructors will review the evaluations regarding instructor competence and participant measures of satisfaction regarding skill development.

AN ANNUAL REVIEW

An annual review of the program will be conducted by the Director of Professional Development and the ESOL Program Facilitator. The carry-over effects of the training will be measured by direct observation, status of highly qualified personnel and the provision of quality educational services.

MANAGEMENT

The Professional Development Director and the ESOL Program Facilitator will be responsible for the management of the Add-On program.

ADMISSION

Admission to the 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.

All Santa Rosa instructional employees are eligible to participate in the ESOL Add-On Endorsement Program.

ADVISEMENT

All Santa Rosa new hire receive information during New Employee Orientation that contains guidelines and procedures for obtaining Inservice credit. Specific ESOL Inservice requirements for the district Add-On ESOL Endorsement are included in this information.

The ESOL Program Facilitator provides information about required ESOL inservice to all new hires at New Employee Orientation. In addition, the Literacy Department sends written communication to new hires delineating their ESOL inservice requirements and provides a checklist to facilitate the individual teacher's tracking of his/her progress towards completion of the endorsement. The record of all Inservice activities completed by a teacher in Santa Rosa District is maintained on ERO and can be accessed by the teacher at all times.

District Mentor Teachers meet regularly with annual contract teachers to provide support to them in planning for ESOL Inservice requirements.

In addition, when a teacher is out of field for ESOL, the Literacy Department sends further written communication to the teacher and the site-based administrator delineating specific ESOL Inservice requirements. The ESOL Program Facilitator also communicates via the district email system to clarify questions about teachers' required ESOL Inservice. Principals are regularly provided status updates as to the progress of their teachers in completing the ESOL Add-On Endorsement so that they can ensure teachers meet their ESOL Inservice requirements in a timely manner.

TRANSFER OF CREDIT

Credit earned in college courses and/or state-approved training components, where there are determined to be comparable in content and quality and where the candidate can demonstrate current competence, may be considered for transfer of credit to this add-on certification program. Inservice credit earned while employed in another district or prior to the district's adoption and approval of this Add-On Endorsement Program may be applied to the Add-On Endorsement provided the component(s) is(are) of equivalent or higher content level. Candidates must submit documentation of coursework or training.

CERTIFICATION OF COMPLETION

A database of participants satisfactorily completing each course will be maintained by the Literacy Department; proof of successful completion and the awarding of Inservice points will be maintained by the District Professional Development Office using Santa Rosa's Professional Growth System (PGS), which provides online records of all professional development. Teachers apply to add the ESOL Endorsement through the district Human Resource Department, Certification Office. Upon receipt of a teacher's request for endorsement, the Literacy Department will verify completion of all coursework required for the Add-On ESOL Endorsement.

SCHOOL BOARD APPROVAL

We, the undersigned, certify that this add-on endorsement program for ESOL has been approved for the inclusion in the District Master Inservice Plan.

THE SCHOOL DISTRICT OF SANTA ROSA COUNTY

Mr. Tim Wyrosdick, Superintendent

Dr. Diane Scott, School Board Chair

Date

Date