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May 25, 2017

Ms. Susan Leon-Leigh  
Director, Professional Development Standards & Support  
Broward County Public Schools  
3531 Davie Road  
Davie, Florida 33314

Dear Ms. Leon-Leigh:

The request submitted by Broward County Public Schools for the continued approval of the district's teacher education add-on programs for the ESOL and Gifted Endorsements has been approved as submitted until June 30, 2022. Continued state approval is contingent upon meeting the following requirements that assure competence in teaching the subject matter at the grade level for which the teacher is being prepared:

1. A letter from the district superintendent or his/her designee requesting continued approval of the add-on program.
2. A summative five-year review from the results of the program evaluations as specified in the approved program.
3. An electronic copy of the add-on program as it will continue to be delivered, including any modification to the program.

You and your staff are commended for developing and seeking state approval for teacher education programs that are responsive to the needs of your school district. If we may assist you at any time, please let us know.

Sincerely,

A handwritten signature in blue ink that reads "Eileen L. McDaniel".

Eileen L. McDaniel

Eileen McDaniel  
Bureau Chief, Educator Recruitment, Development & Retention

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**

**Victoria B. Saldala**  
**Director**  
**Bilingual/ESOL Department**

**Phone: 754-321-2589**

**Program Code and Code Number:**

English for Speakers of Other Languages (ESOL) Endorsement, 700-705

**Level:** Instructional K-12

**Contact Person:** Victoria B. Saldala, Director, Bilingual/ESOL Department  
Broward County Public Schools

**Modification to Existing Program**

The ESOL Endorsement courses have been revised to reflect the instructional implications of the Florida State Standards, WIDA Framework, and Marzano Causal Model, which are being implemented in Broward County Public Schools (BCPS).

Courses are offered through two venues. Each BCPS course is offered at least three times a year. Beacon Educator offers courses throughout the year. Teachers who choose to take courses through Beacon Educator will have to assume the cost of the course.

<b>Delivery Method</b>	<b>Broward Virtual University</b>	<b>Beacon Educator</b>
Category I Applied Linguistics	<b>X</b>	<b>X</b>
Category I Cross-Cultural Communications	<b>X</b>	<b>X</b>
Category I ESOL Curriculum & Materials	<b>X</b>	<b>X</b>
Category I ESOL Testing & Evaluation	<b>X</b>	<b>X</b>
Category I Methods of Teaching ESOL	<b>X</b>	<b>X</b>

**ESOL Endorsement Course Completion 2012-2017**  
**(Data retrieved from Broward County Public Schools SAP system)**

<b>Course Type</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017*</b>	<b>Grand Total</b>
<b>CAT I Applied Linguistics</b>	224	295	259	355	337	1470
<b>CAT I Cross-Cultural Communications</b>	190	264	304	421	222	1401
<b>CAT I ESOL Curriculum &amp; Materials Development</b>	189	274	286	359	382	1490
<b>CAT I ESOL Testing &amp; Evaluation</b>	155	286	221	303	200	1165
<b>CAT I Methods of Teaching ESOL</b>	212	193	282	380	210	1277
<b>Grand Total</b>	970	1312	1352	1818	1351	6803

\*2016-2017 Numbers through March 2017

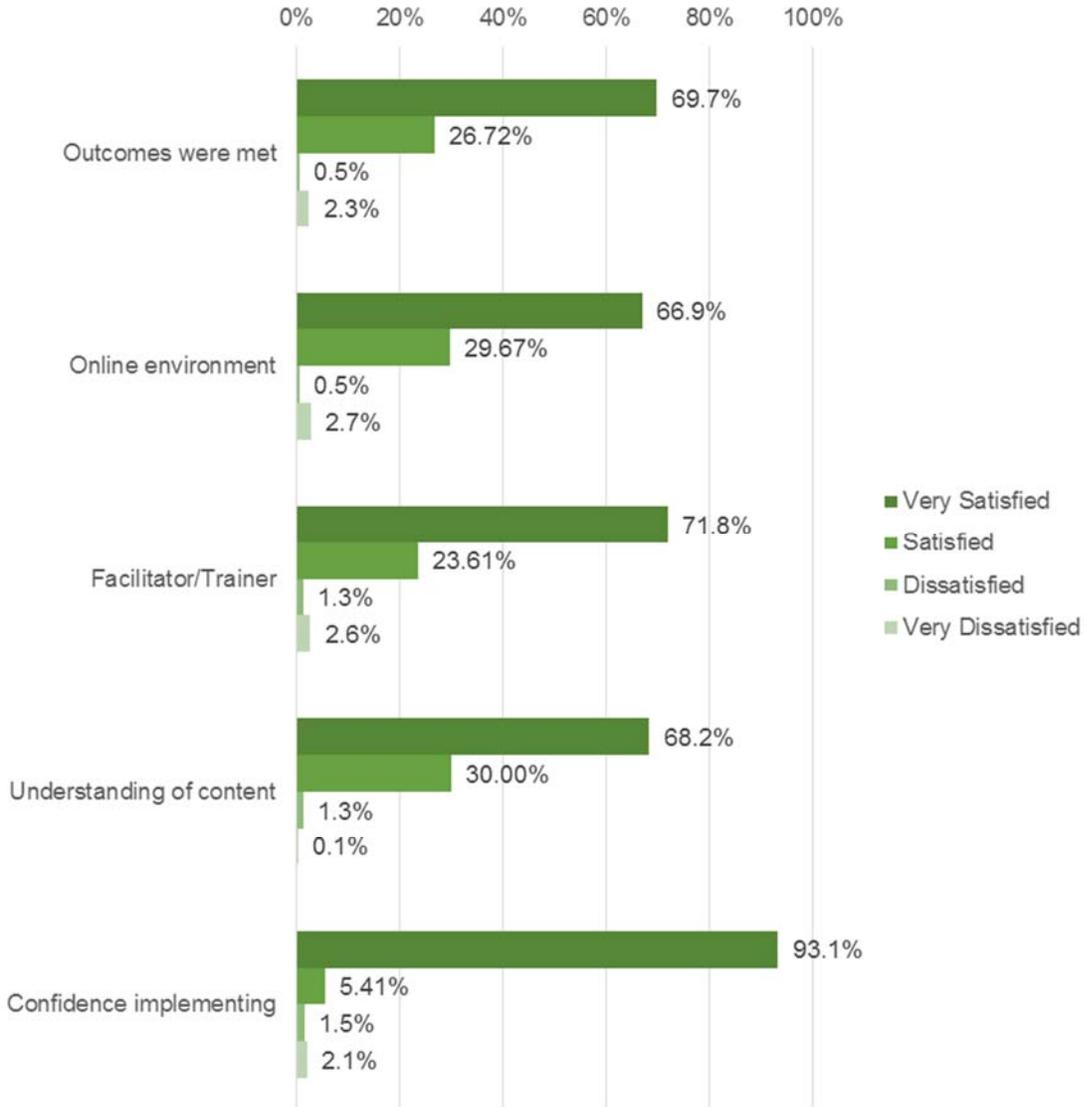
## Course Evaluation Information

In order to maintain the quality of the ESOL Endorsement courses, participants are asked to provide feedback regarding the content, delivery, and facilitation of each course to revise and continue to improve the product to best impact student achievement.

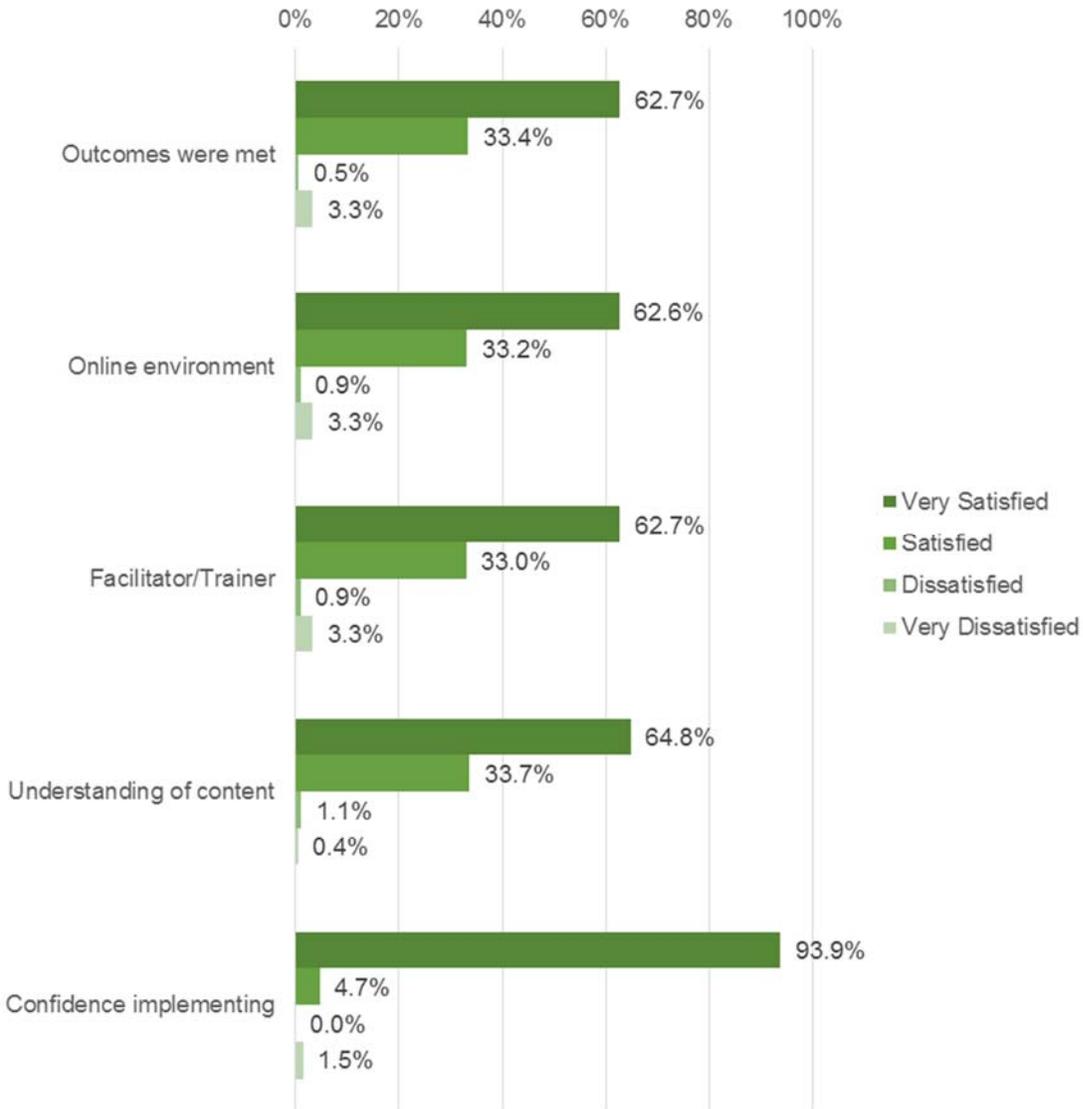
Below are some examples of summative evaluation feedback gathered through the Professional Learning Feedback surveys for each of the ESOL Endorsement courses:

<b>Applied Linguistics (N = 729)</b>	<b>Very Dissatisfied</b>	<b>Dissatisfied</b>	<b>Satisfied</b>	<b>Very Satisfied</b>
Outcomes were met	2.3%	0.8%	35.7%	61.2%
Online environment	2.7%	1.0%	35.5%	60.8%
Facilitator/Trainer	2.6%	1.4%	34.3%	61.7%
Understanding of content	0.1%	2.9%	36.1%	60.9%
Confidence implementing	2.1%	0.5%	4.5%	92.9%
<b>Cross-Cultural Feedback (N = 751)</b>	<b>Very Dissatisfied</b>	<b>Dissatisfied</b>	<b>Satisfied</b>	<b>Very Satisfied</b>
Outcomes were met	3.3%	0.5%	33.4%	62.7%
Online environment	3.3%	0.9%	33.2%	62.6%
Facilitator/Trainer	3.3%	0.9%	33.0%	62.7%
Understanding of content	0.4%	1.1%	33.7%	64.8%
Confidence implementing	1.5%	0.0%	4.7%	93.9%
<b>Curriculum and Materials (N = 739)</b>	<b>Very Dissatisfied</b>	<b>Dissatisfied</b>	<b>Satisfied</b>	<b>Very Satisfied</b>
Outcomes were met	3.8%	0.3%	32.9%	63.1%
Online environment	3.2%	0.7%	33.0%	63.1%
Facilitator/Trainer	3.2%	0.5%	32.3%	63.9%
Understanding of content	0.1%	2.2%	34.2%	63.5%
Confidence implementing	0.7%	0.3%	3.7%	95.4%
<b>Methods of Teaching (N = 680)</b>	<b>Very Dissatisfied</b>	<b>Dissatisfied</b>	<b>Satisfied</b>	<b>Very Satisfied</b>
Outcomes were met	2.2%	0.3%	34.7%	62.8%
Online environment	2.4%	0.9%	36.0%	60.7%
Facilitator/Trainer	2.4%	1.3%	35.4%	60.9%
Understanding of content	0.3%	2.2%	34.7%	62.8%
Confidence implementing	2.2%	0.0%	4.4%	93.4%
<b>Testing and Evaluation (N = 567)</b>	<b>Very Dissatisfied</b>	<b>Dissatisfied</b>	<b>Satisfied</b>	<b>Very Satisfied</b>
Outcomes were met	2.3%	0.5%	33.7%	63.5%
Online environment	2.6%	1.1%	33.5%	62.8%
Facilitator/Trainer	2.8%	0.7%	30.9%	65.6%
Understanding of content	0.4%	2.1%	36.5%	61.0%
Confidence implementing	2.1%	0.5%	3.5%	93.8%

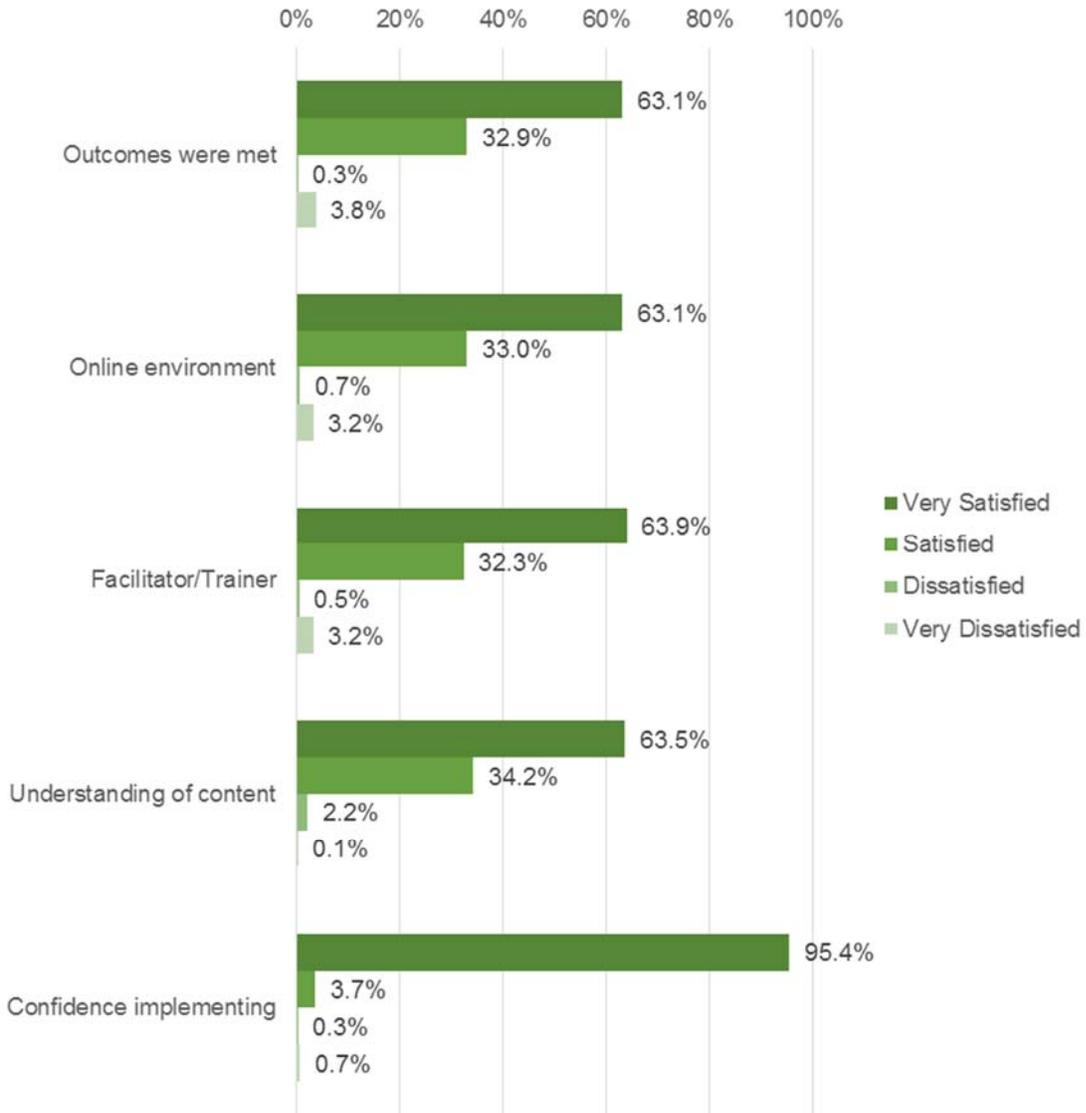
### Feedback: ESOL Applied Linguistics (N = 729)



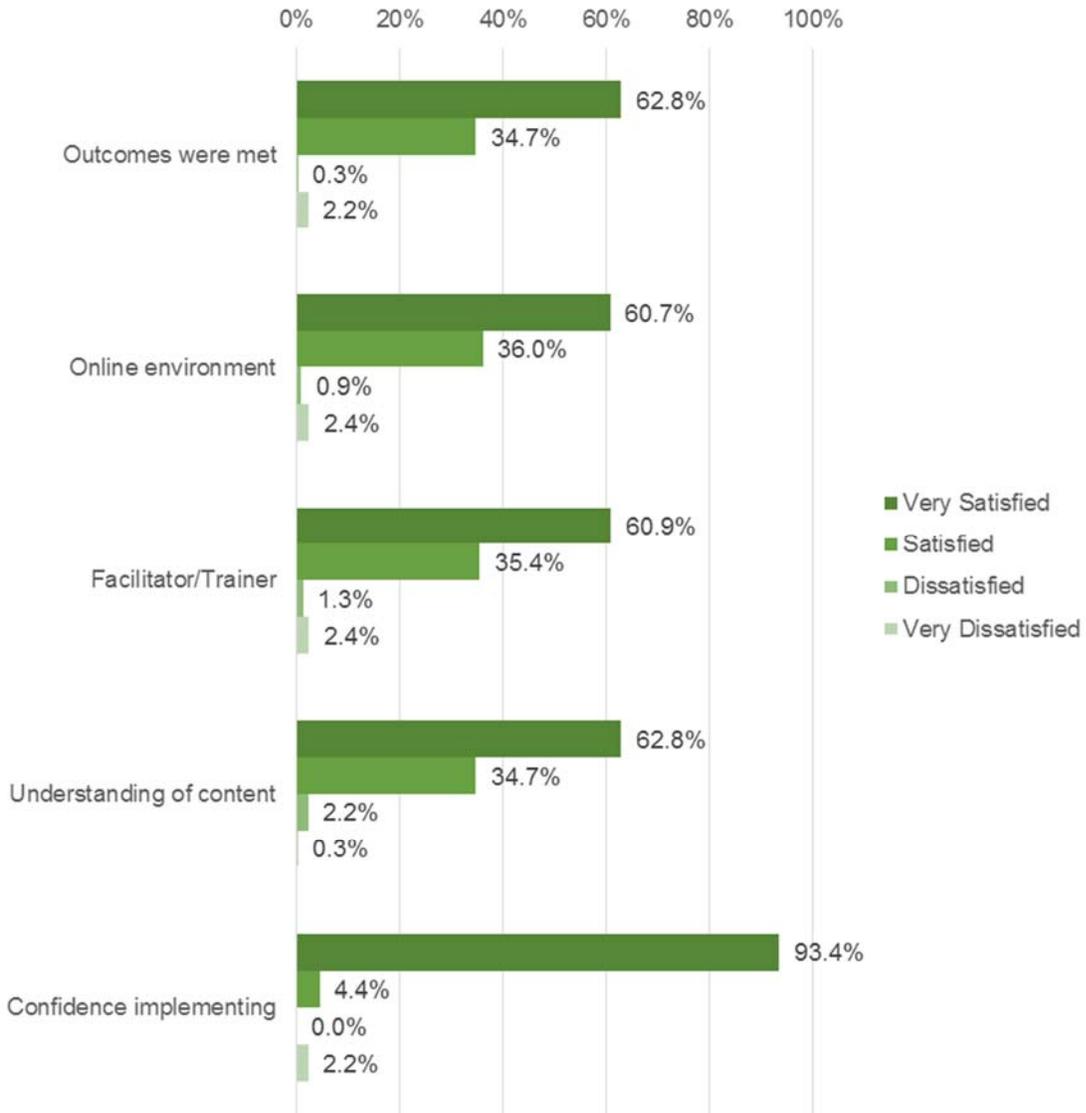
### Feedback: ESOL Cross-Cultural Feedback (I = 751)



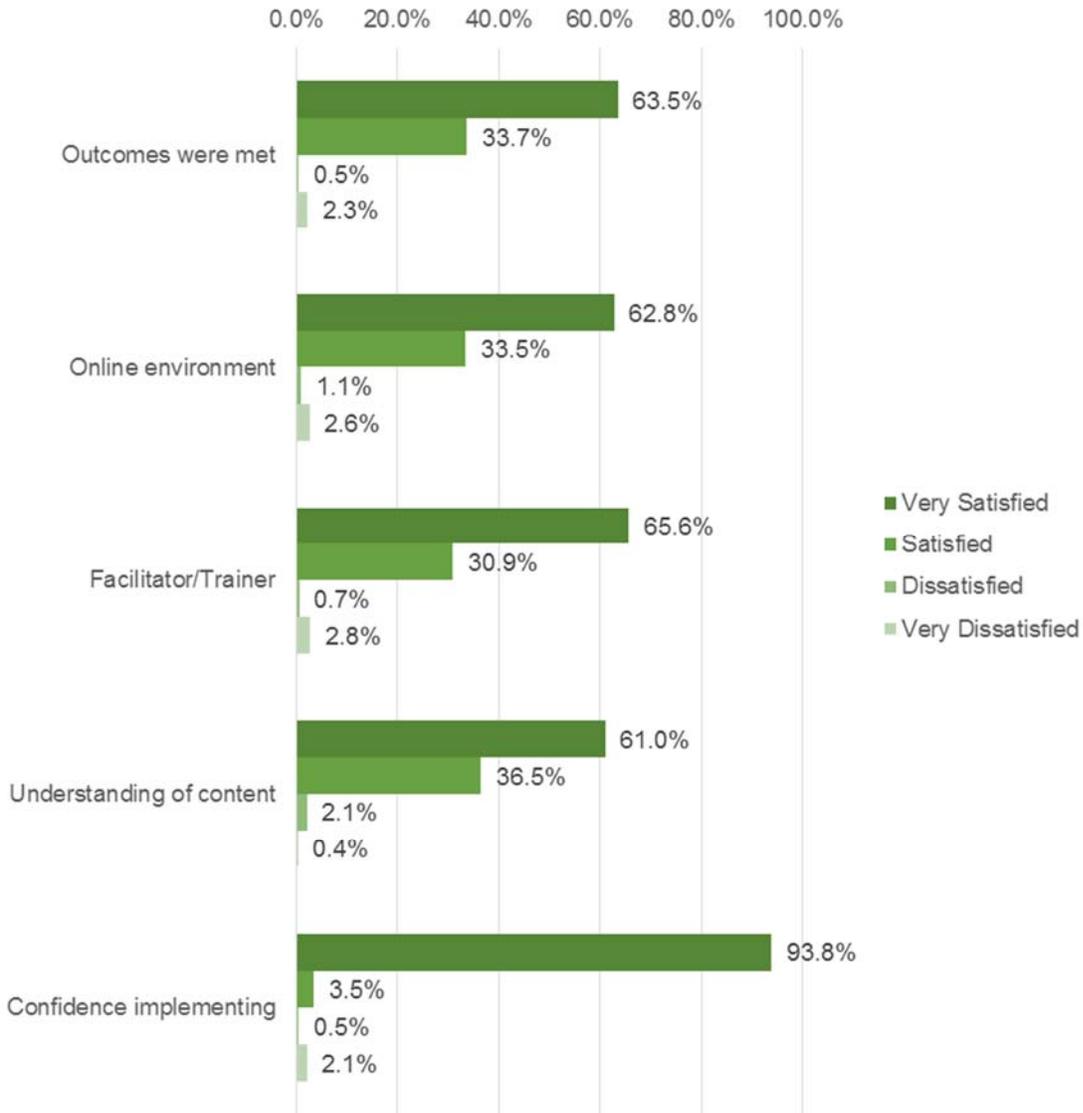
### Feedback: ESOL Curriculum and Materials (N = 739)



### Feedback: Methods of Teaching (N = 680)



### Feedback: ESOL Testing and Evaluation (N = 567)



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

**I. PROGRAM TITLE**

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](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:** 2702006 Independent Study  
2702016 Online

**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:**

Journal reflections

Instructional material development

Group discussion

Analysis of instructional material

**Activities can include:**

1. Collaborate with colleagues (online interactive) or complete reflective journal (independent study)
2. Read and research course content and other related materials.
3. Design instructional activities that demonstrate evidence of multicultural education and cultural competence.
4. Identify cultural biases within instructional materials.
5. Plan instructional activities that are responsive to diverse learning styles.
6. Create opportunities to involve parents and community members in academic achievement of culturally and linguistically diverse students.
7. Complete other interactive activities designed by the instructor to provide an opportunity to demonstrate the 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 methods of measurement acceptable to the course leader.

Activities conducted under this component will be evaluated by participants and course 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:**

- Electronic, interactive
- Electronic, non-interactive
- 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:**

- Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration)
- 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)
- Electronic – interactive
- Electronic – non-interactive

## MASTER INSERVICE PLAN COMPONENT

**Component Title:** Applied Linguistics

**Identifier Number:** 2700008 Independent Study  
2703001 Online

**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:**

Group discussion

Journal Reflections

Analysis of language development resources

#### **Activities can include:**

1. Collaborate with colleagues (online interactive) or complete reflective journal (independent study).
2. Read and research course content and other related materials.
3. Categorize student behaviors with their corresponding stages of language development.
4. Design instructional activities to develop listening, speaking, reading, and writing skills of ELLs.
5. Identify transfer and interference considerations when designing instructional activities for students from target languages.
6. Complete other interactive activities designed by the instructor to provide an opportunity to demonstrate the 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 methods of measurement acceptable to the course leader. Activities conducted under this component will be evaluated by participants and course 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:**

- Electronic, interactive
- Electronic, non-interactive

- 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:**

- Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration)
- 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)
- Electronic – interactive
- Electronic – non-interactive

## MASTER INSERVICE PLAN COMPONENT

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

**Identifier Number:** 2702003 Independent Study  
2702015 Online

**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:**

Lesson plans  
Journal reflections  
Assessment evaluation

#### **Activities can include:**

1. Collaborate with colleagues (online interactive) or complete reflective journal (independent study).
2. Read and research course content and other related materials.
3. Plan a lesson for ELL students that include specific language/literacy objectives and content objectives.
4. Identify effective systems to examine the psychological and socio-cultural backgrounds of your ELLs.
5. Embed research-based ESOL strategies into existing curriculum and materials.
6. Evaluate cognitive demand of several instructional activities.
7. Complete other interactive activities designed by the instructor to provide an opportunity to demonstrate the 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 methods of measurement acceptable to the course leader. Activities conducted under this component will be evaluated by participants and course 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:**

- Electronic, interactive
- Electronic, non-interactive
- 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:**

- Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration)
- 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)
- Electronic – interactive
- Electronic – non-interactive

## MASTER INSERVICE PLAN COMPONENT

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

**Identifier Number:** 2702012 Independent Study  
2703025 Online

**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:**

Assessment development/evaluation

Analysis of learning styles

Group discussion

Journal reflection

**Activities can include:**

1. Collaborate with colleagues (online interactive) or complete reflective journal (independent study)
2. Read and research course content and other related materials.
3. Assess individual students' learning needs based on content and language readiness, learning styles, and interests.
4. Write grade-level objectives that are accessible to all students.
5. Create rubrics to measure student understanding of content objectives.
6. Design standards-based instructional activities that are differentiated for individual needs of ELL students.
7. Evaluate appropriateness of speech for all levels of language proficiency.
8. Complete other interactive activities designed by the instructor to provide an opportunity to demonstrate the 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 methods of measurement acceptable to the course leader. Activities conducted under this component will be evaluated by participants and course 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:**

- Electronic, interactive
- Electronic, non-interactive
- 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:**

- Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration)
- 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)
- Electronic – interactive
- Electronic – non-interactive

## **MASTER INSERVICE PLAN COMPONENT**

**Component Title:** ESOL Testing and Evaluation

**Identifier Number:** 2701007 Independent Study  
2701031 Online

**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:**

Assessment development  
Analysis of assessment  
Group discussion

### **Activities can include:**

1. Collaborate with colleagues (online interactive) or complete reflective journal (independent study).
2. Read and research course content and other related materials.
3. Identify the purpose of federal, state, and district assessments that are administered to ELLs.
4. Compare criterion-referenced and norm-referenced assessment.
5. Modify existing assessments for all language proficiency levels.
6. Create appropriate informal assessments (observations, checklists, student work samples, etc.) for ELLs.
7. Complete other interactive activities designed by the instructor to provide an opportunity to demonstrate the 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 methods of measurement acceptable to the course leader. Activities conducted under this component will be evaluated by participants and course 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:

- Electronic, interactive
- Electronic, non-interactive
- 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)
- 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)
- Electronic – interactive
- Electronic – non-interactive

## C. MATRIX

<b>ESOL Teacher Standard</b>	<b>Component Title and Number Practicum #8700002</b>	<b>Performance Indicator</b>	<b>Evaluation Method</b>
Culture as a Factor in ELLs' Learning	Cross-Cultural Communications 2702006 Independent Study 2702016 Online	1.1.a-1.1.f	Successful completion of projects or products, classroom demonstration, portfolio, tests and/or case study.
Language as a System	Applied Linguistics 2700008 Independent Study 2703001 Online	2.1.a-2.1.e	Successful completion of projects or products, classroom demonstration, portfolio, tests and/or case study.
Language Acquisition and Development	Applied Linguistics 2700008 Independent Study 2703001 Online	2.2.a-2.2.d	Successful completion of projects or products, classroom demonstration, portfolio, tests and/or case study.
Second Language Literacy Development	Applied Linguistics 2700008 Independent Study 2703001 Online	2.3.a-2.3.e	Successful completion of projects or products, classroom demonstration, portfolio, tests and/or case study.
ESL/ESOL Research and History	Methods of Teaching ESOL 2702003 Independent Study 2702015 Online	3.1.a-3.1.c	Successful completion of projects or products, classroom demonstration, portfolio, tests and/or case study.
Standards-Based ESL and Content Instruction	Methods of Teaching ESOL 2702003 Independent Study 2702015 Online	3.2.a-3.2.k	Successful completion of projects or products, classroom demonstration, portfolio, tests and/or case study.
Effective Use of Resources and Technology	Methods of Teaching ESOL 2702003 Independent Study 2702015 Online	3.3.a-3.3.c	Successful completion of projects or products, classroom demonstration, portfolio, tests and/or case study.
Planning for Standards-Based Instruction for ELLs	ESOL Curriculum and Materials Development 2702012 Independent Study 2703025 Online	4.1.a-4.1.e	Successful completion of projects or products, classroom demonstration, portfolio, tests and/or case study.
Instructional Resources and Technology	ESOL Curriculum and Materials Development 2702012 Independent Study 2703025 Online	4.2.a-4.2.c	Successful completion of projects or products, classroom demonstration, portfolio, tests and/or case study.
Assessment Issues for ELLs	ESOL Testing and Evaluation 2701007 Independent Study 2701031 Online	5.1.a-5.1.e	Successful completion of projects or products, classroom demonstration, portfolio, tests and/or case study.
Language Proficiency Assessment	ESOL Testing and Evaluation 2701007 Independent Study 2701031 Online	5.2.a-5.2.c	Successful completion of projects or products, classroom demonstration, portfolio, tests and/or case study.
Classroom-Based Assessments for ELLs	ESOL Testing and Evaluation 2701007 Independent Study 2701031 Online	5.3.a-5.3.f	Successful completion of projects or products, classroom demonstration, portfolio, tests and/or case study.

## D. INSTRUCTORS

Instructors will be teachers in the appropriate content area employed by the School Board of Broward 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**

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 course components included in this program or their equivalent and demonstrate the competencies required for the certification endorsement. The Certification Department will verify the participant's inservice record to add the ESOL endorsement to his/her Florida Educator's Certificate.

### **B. COMPETENCY DEMONSTRATION**

Candidates must satisfy all of the add-on program requirements when they have demonstrated completion of each of the required course components. Additionally, they must have demonstrated knowledge in each of the competencies that are required for the endorsement. Candidates must demonstrate knowledge in the competencies through assessments, which may include projects, products, classroom demonstrations and lessons, observations, and/or portfolios.

### **C. COMPETENCY VERIFICATION**

Broward County may choose to verify teacher competencies in lieu of taking some of the required training. The district office will verify that program requirements from other universities or professional development align with the Florida Department of Education and School District of Broward County add-on requirements. The district may evaluate the course by contacting the university and/or district, examining course syllabi, evaluating past work, such as a portfolio, case study, etc. and/or interviewing the course participant to demonstrate knowledge.

## **VI. PROGRAM EVALUATION**

Course participants will evaluate the effectiveness of the program. 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**

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

To be eligible to participate in the ESOL Endorsement program, a candidate must:

- Hold a valid Florida Professional or Temporary Certificate based upon a bachelor's degree or higher with certification in any ESOL Category I area as identified by FDOE. Any out of district personnel are eligible to enroll in the program, on a space-available basis.

## **B. ADVISEMENT**

- Talent Acquisition & Operations has the ability to identify, track and monitor training requirements of instructional staff that provide instruction or services to K-12 ELL students. All principals, site administrators, and the Certification Department have access to this information. A programmatic run is done in advance of the FTE survey periods to identify personnel in need of ESOL training, at which time automated notification is sent to all affected personnel.
- Instructional staff who are interested in adding the ESOL Endorsement to their Florida Educator's Certificate will be directed to the Certification Specialist for information regarding program procedures and requirements for the completion of the Add-On-Certification Program for the ESOL Endorsement.
- The Bilingual/ESOL Department in conjunction with the Certification Office and Teacher Professional Learning and Growth within the district will work jointly to ensure that staff members are available to assist candidates with the initial program orientation, the development of a plan of study, providing course 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. It will be monitored in accordance with the district inservice procedures. Any excused absence will be satisfied according to procedures specified by the instructor.

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

- Inservice records are by Teacher Professional Learning and Growth Department. Verification for certification endorsement or for conversion from college credit will be issued by 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 course credit was earned as a part of an approved ESOL Endorsement program.
  - Candidates must complete an ESOL Plan of Study Form and list course 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 Broward County's Certification Department.
  - The Manager of the Certification Department 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 Broward School District to other school districts upon request. Certification Department will be responsible for the processing of requests.

**E. CERTIFICATION OF COMPLETION**

When candidates have successfully completed all course requirements and have demonstrated mastery of competencies and objectives, the applicant will submit an application and fee to the district Certification Office. The Certification Office will review the Inservice Training Record and verify completion of all requirements for the endorsement and then forward all documentation 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.

\_\_\_\_\_  
Robert W. Runcie  
Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Abby M. Freedman  
Board Chairman

\_\_\_\_\_  
Date