

Pinellas County Schools  
Add-on Certification Program  
English for Speakers of Other Languages (ESOL)  
ESOL Endorsement

**I. PROGRAM TITLE**

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

**II. PROGRAM RATIONALE AND PURPOSE**

Florida school districts, including two of the largest in the nation educate over 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.

The purpose of this program is to develop and increase the competencies of employees responsible for teaching Basic ESOL and/or English to ELL students.

The specific competencies to be gained by program participants are identified in the inservice components contained within this proposal.

**III. PROGRAM CONTENT/CURRICULUM**

This inservice program focuses 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)

Individuals must earn a total of 300 inservice points (60 inservice points for each of the five domains), equivalent to fifteen (15) semester hours of college credit, by successfully completing the prescribed domains approved by the Department of Education for ESOL Endorsement Programs.

#### **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**

The ESOL endorsement can be added to the teachers' Florida Educators' Certificates, after they successfully complete five 60-hour courses (total 300 hours), which fulfill the content coursework for the program offered through the Pinellas County Master Inservice Plan (or through equivalent credit as specified in the Add-On Program):

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

Teachers may also choose to take the ESOL Subject Area Exam (SAE) and complete two inservice courses in ESOL (120 hours) within three years after passing the SAE to qualify for the ESOL coverage.

## **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:** *1.705.001 Face-to-Face*  
*1-705-002 Online and Blended via PLN*

**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:**

1. Assessments
2. Materials and Resources

3. Lesson Plans
4. Group Discussions
5. Presentation/Model
6. Written/Oral Responses
7. Case Study

**Sample activities or examples may include:**

1. Participate in group discussions.
2. Present an oral report about some facet of culture specific communication or behavior.
3. Prepare a case study of an ELL family.
4. Review curriculum materials for evidence of cultural bias.
5. Design instructional activities to demonstrate the use of cross cultural awareness.
6. Design criterion-reference tests to demonstrate the use of cross cultural awareness.
7. Other 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 posttests, 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:**

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

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

In their work setting, participants will incorporate into their assignments the concepts and strategies presented in this training component.

The effect of the training will be measured by one or more of the following:

- Structured Coaching by inservice facilitators and/or district staff that includes conferencing, oral reflection and/or lesson demonstration
- Mentoring and coaching by ESOL resource teacher, ELL Committee chairperson and ESOL certified/trained peers.
- Independent Learning/Action Research related to training (with evidence of implementation)
- Participant Product related to training (including lesson plans, written reflection, audio/videotape, case study, samples of student work, oral reflection, product, direct observations)
- Electronic – interactive
- Electronic – non-interactive

## MASTER INSERVICE PLAN COMPONENT

**Component Title:** Applied Linguistics  
**Identifier Number:** 1-702-002 *Face-to-Face*  
1-702-001 *Online and Blended via PLN*  
**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:**

1. Materials and Resources
2. Assessments
3. Lesson Plans
4. Group Discussions
5. Presentation/Model
6. Written/Oral Responses
7. Case Study

**Sample activities or examples may include:**

1. Participants engage in discussions and other field related activities that will help teachers develop the necessary linguistic knowledge and skills to make instruction comprehensible to ELL students.
2. Participants will present/model a 20-minute lesson in the content area of their choosing and integrate language acquisition strategies in order to demonstrate their understanding of the linguistic demands of other disciplines.
3. Participants will work in collaborative groups to produce a multimedia presentation on the stages of language development.
4. Participants will work in grade level collaborative groups to produce a unit lesson plan incorporating 21<sup>st</sup> century learning skills and applying ESOL methodologies.
5. Participants will engage in presentations, discussions and other activities that will help develop mastery of the identified competencies.

6. Students will participate in a case study that allows them to evaluate the linguistic differences between English and other languages.

**Evaluation Criteria:**

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and posttests, 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:**

- Workshop
- Electronic, interactive
- Independent Inquiry / Action Research
- Structured Coaching, Mentoring

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

In their work setting, participants will incorporate into their assignments the concepts and strategies presented in this training component.

The effect of the training will be measured by one or more of the following:

- Structured Coaching by inservice facilitators and/or district staff that includes conferencing, oral reflection and/or lesson demonstration
- Mentoring and coaching by ESOL resource teacher, ELL Committee chairperson and ESOL certified/trained peers.
- Independent Learning/Action Research related to training (with evidence of implementation)
- Participant Product related to training (including lesson plans, written reflection, audio/videotape, case study, samples of student work, oral reflection, product, direct observations)
- Electronic – interactive
- Electronic – non-interactive

## MASTER INSERVICE PLAN COMPONENT

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

**Identifier Number:** 1-700-009 *Face-to-Face*  
1-700-002 *Online and Blended via PLN*

**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
2. Lesson Plans
3. Group Discussions
4. Presentation/Model
5. Written/Oral Responses
6. Case Study
7. Professional Learning Communities
8. Assessments

#### **Sample activities or examples may include:**

1. Adapt a lesson plan to maximize second language acquisition and learning, taking into account similarities and differences between first and second language acquisition.

2. Create a lesson plan which integrates language and subject knowledge development.
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 15 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.
6. Watch a lesson and identify the ESOL methodologies and strategies used within the lesson.

**Evaluation Criteria:**

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and posttests, 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:**

- Workshop
- Electronic, interactive
- Independent Inquiry / Action Research
- Structured Coaching, Mentoring

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

In their work setting, participants will incorporate into their assignments the concepts and strategies presented in this training component.

The effect of the training will be measured by one or more of the following:

- Structured Coaching by inservice facilitators and/or district staff that includes conferencing, oral reflection and/or lesson demonstration
- Mentoring and coaching by ESOL resource teacher, ELL Committee chairperson and ESOL certified/trained peers.
- Independent Learning/Action Research related to training (with evidence of implementation)
- Participant Product related to training (including lesson plans, written reflection, audio/videotape, case study, samples of student work, oral reflection, product, direct observations)
- Electronic – interactive
- Electronic – non-interactive

## MASTER INSERVICE PLAN COMPONENT

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

**Identifier Number:** 1-703-001 *Face-to-Face*  
1-703-003 *Online and Blended via PLN*

**Maximum Points:** 60

### **General Objectives:**

Teachers know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESOL 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. Materials/Resources
2. Lesson Plans
3. Group Discussions
4. Presentation/Model
5. Written/Oral Responses
6. Case Study
7. Professional Learning Communities
8. Assessments

**Sample activities or examples may include:**

1. Recommend an ESOL program delivery model that will benefit the ELLs at the participant's school and list several variables that influenced the decision to recommend the program delivery model.
2. Design appropriate ESOL curriculum by defining appropriate learning objectives, establishing and organizing useful learning experiences that have a maximum cumulative effect.
3. Write modified lesson plans in the area of reading and content area ESOL.
4. Give individual small group microteaching lessons for peers to provide feedback.
5. Work in grade level and/or subject area groups to develop curriculum projects appropriate for ELLs.
6. Be involved in activities relevant to creating teaching materials for ELLs.
7. 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 posttests, 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:**

- Workshop
- Electronic, interactive
- Independent Inquiry / Action Research
- Structured Coaching, Mentoring

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

In their work setting, participants will incorporate into their assignments the concepts and strategies presented in this training component.

The effect of the training will be measured by one or more of the following:

- Structured Coaching by inservice facilitators and/or district staff that includes conferencing, oral reflection and/or lesson demonstration
- Mentoring and coaching by ESOL resource teacher, ELL Committee chairperson and ESOL certified/trained peers.
- Independent Learning/Action Research related to training (with evidence of implementation)
- Participant Product related to training (including lesson plans, written reflection, audio/videotape, case study, samples of student work, oral reflection, product, direct observations)
- Electronic – interactive
- Electronic – non-interactive

## MASTER INSERVICE PLAN COMPONENT

**Component Title:** ESOL Testing and Evaluation

**Identifier Number:** *1-701-001 Face-to-Face*  
*1-701-002 Online and Blended via PLN*

**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. Materials/Resources
- 2. Lesson Plans
- 3. Group Discussions
- 4. Presentation/Model
- 5. Written/Oral Responses
- 6. Case Study
- 7. Professional Learning Communities
- 8. Assessments

**Sample activities or examples may include:**

- 1. Develop or select, evaluate, and modify appropriate assessments for ELLs.

2. Modify existing content-area teacher-made and criterion referenced tests and other assessments to adapt for various levels of English Language Proficiency
3. Design appropriate formative and summative assessments including developing test items (essay questions, multiple-choice, true-false, matching, completion-type, and open-ended questions) appropriate for the cognitive, linguistic, and academic needs of ELL students.
4. Engage in presentations, discussions and other activities which help define assessment validity and reliability
5. Engage in presentations, discussions and other activities which help evaluate different state-approved measurements of English language proficiency for initial eligibility determination.
6. Engage in presentations, discussions and other activities which familiarize the teachers with appropriate procedures to help identify, evaluate, and place ELL students with exceptional needs, as well as ELLs possessing gifted attributes, into programs that fully address their needs.
7. Engage in presentations, discussions and other activities which help evaluate assessments to recognize bias, and rewrite test items to be more culturally appropriate.
8. Engage in presentations, discussions and other activities which help interpret ELL student data as they relate to placement, progress, and reclassification, as well as the instruction of ELL students with different levels of English language proficiency.
9. Engage in presentations, discussions and other activities which will keep participants informed on current trends and issues related to testing and evaluation of ELL students.

**Evaluation Criteria:**

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and posttests, 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:**

- Workshop
- Electronic, interactive
- Independent Inquiry / Action Research
- Structured Coaching, Mentoring

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

In their work setting, participants will incorporate into their assignments the concepts and strategies presented in this training component.

The effect of the training will be measured by one or more of the following:

- Structured Coaching by inservice facilitators and/or district staff that includes conferencing, oral reflection and/or lesson demonstration
- Mentoring and coaching by ESOL resource teacher, ELL Committee chairperson and ESOL certified/trained peers.
- Independent Learning/Action Research related to training (with evidence of implementation)
- Participant Product related to training (including lesson plans, written reflection, audio/videotape, case study, samples of student work, oral reflection, product, direct observations)
- Electronic – interactive
- Electronic – non-interactive

**C. MATRIX**

All competencies identified in Section III must be included in the components and must be demonstrated by the participants prior to the district certifying program completion. The matrix indicates the component(s)/courses(s) and the component specific objective(s) or expected learner outcomes that address each competency identified in Section III and the method used to verify the competency demonstration.

<b>ESOL Teacher Standard</b>	<b>Component Title and Number</b>	<b>Performance Indicators</b>	<b>Evaluation Method</b>
Standard 1 ESL/ESOL Research and History	Methods of Teaching ESOL 1-700-009 1-700-002	3.1 a-3.1.d	Successful development and completion of projects, quizzes, lesson plans, reflections and demonstrations.
Standard 2 Based ESL and Content Instruction	Methods of Teaching ESOL 1-700-009 1-700-002	3.2a-3.2.k	Successful development and completion of projects, quizzes, lesson plans, reflections and demonstrations.
Standard 3 Effective Use of Resources and Technology	Methods of Teaching ESOL 1-700-009 1-700-002	3.3a-3.3.c	Successful development and completion of projects, quizzes, lesson plans, reflections, presentations and demonstrations.
Standard 1 Assessment issues for ELLs	ESOL Testing and Evaluation 1-701-001 1-701-002	5.1.a-5.1.e	Successful completion of activities, discussion board, evaluation and analyses of tests, case study, comparison of tests, and application of strategies in the classroom.
Standard 2 Language Proficiency Assessment	ESOL Testing and Evaluation 1-701-001 1-701-002	5.2.a-5.2.c	Successful completion of activities, discussion board, evaluation and analyses of tests, case study, comparison of tests, and application of strategies in the classroom.
Standard 3 Classroom- Based Assessments for ELLs	ESOL Testing and Evaluation 1-701-001 1-701-002	5.3.a-5.3.f	Successful completion of activities, discussion board, evaluation and analyses of tests, case study, comparison of tests, and application of strategies in the classroom.
Standard 1 Language As a System	Applied Linguistic 1-702-001	2.1.a-2.1.e	Successful completion of interviews, discussion board,

	1-702-002		activities, reaction and application of methodology.
Standard 2 Language acquisition and Development	Applied Linguistic 1-702-001 1-702-002	2.2.a-2.2.d	Successful completion of interviews, discussion board, activities, reaction and application of methodology.
Standard 3 Second language Literacy development	Applied Linguistic 1-702-001 1-702-002	2.3.a-2.3.e	Successful completion of interviews, discussion board, activities, reaction and application of methodology.
Standard 1 Planning for Standards-Based Instruction of ELLs	ESOL Curriculum and Materials Development 1-703-001 1-703-003	4.1.a-4.1.e	Successful completion of discussion board; planning, design, analysis, and teaching lessons with embedded ESOL Best Practices.
Standard 2 Instructional Resources and Technology	ESOL Curriculum and Materials Development 1-703-001 1-703-003	4.2.a-4.2.c	Successful completion of discussion board; planning, design, analysis, and teaching lessons with embedded ESOL Best Practices.
Standard 1 Culture as a Factor in ELLs' Learning	Cross-Cultural Communications 1-705-001 1-705-002	1.1.a-1.1.f	Successful completion of discussion board, reflections, readings, analysis and application of strategies.

**D. INSTRUCTORS**

Qualified instructors will be teachers certified and/or endorsed in ESOL employed by the School Board of Pinellas 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 bachelor's degree and a minimum of three years' experience in teaching ELL students.

**V. COMPLETION REQUIREMENTS**

**A. PROGRAM 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 ESOL Specialist 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 Office of Certification regarding the formal application process to the Florida Department of Education.

## **B. COMPETENCY DEMONSTRATION**

Candidates must satisfy all of the add-on program requirements when they have demonstrated completion of each of the required inservice components. Additionally, they must have demonstrated knowledge in each of the competencies which are required for the endorsement. Candidates must demonstrate knowledge in the competencies through evaluation of assessments with the use of a rubric. Assessments may include projects, products, classroom demonstrations and lessons, observations, and portfolios.

## **C. COMPETENCY VERIFICATION**

In some cases the district may choose to allow participants to verify competencies in lieu of taking some of the required training. If this occurs, the district office will verify that program requirements from other universities or districts align with the Florida Department of Education and School District of Pinellas County's ESOL add-on requirements. The district will evaluate the course by examining the teacher transcripts.

## **VI. PROGRAM EVALUATION**

From summer of 2010 to summer of 2015, the ESOL Department has offered an average of 50 ESOL courses per school year with an average of 35 teachers per class. Courses have been offered face-to-face at school sites with the highest needs during the school year and in the summer, as well as in online and blended formats via MoodleLMS and PLN throughout the calendar year. There were 8,760 teachers trained with the ESOL Endorsement classes during the last five-year ESOL Add-on program period, 3327 more compared to the preceding five-year period. The continuing goal for the Pinellas County Schools is to help 100% district teachers meet their ESOL training requirements in order to provide the best possible education and meet the needs of all EL students.

Each ESOL course is equivalent to 60 inservice credits (three semester hour course). The average cost to the district per participant in a course is \$30. Compared to the cost of state online courses and college courses this has proven to be a cost-effective program certification program. Participants complete an evaluation at the end of each course. 100% of the total number of participants who successfully completed the ESOL classes also completed a formal class evaluation. 100% of all ESOL class participants are required to submit a summary of their experiences, reflect on the knowledge gained in class, the plans to incorporate the resources and the knowledge into their classroom, etc. An average of 93% of the participants agrees that they can implement the knowledge or skills in their classroom or job.

High attendance and demand, as well as the number of teachers who have completed the program, are a testament to the quality of the professional learning provided. The continuing goal for the ESOL Department is to implement ESOL training for all district teachers and ensure the provision of comprehensible instruction equal in amount, scope, and quality for all our students.

## **VII. MANAGEMENT**

In consideration of the requirements in the program, the following district position is assigned management responsibilities for this ESOL Add-on Endorsement Program:

Name: Natasa Karac, EdD  
Position: ESOL Specialist, K-12  
Address: Pinellas County School Board, ESOL  
301 4th Street S.W.  
Largo, Fl. 33770  
Telephone: 588 6067

**A. ESOL SPECIALIST**

The ESOL Specialist will serve as coordinator of the inservice endorsement program and will work with instructional staff to coordinate ESOL training elements with the Pinellas County ELL Plan.

**B. MASTER INSERVICE PLAN**

The ESOL components will be included in the Master Inservice Plan and can be used to renew teaching certificates as well as to add the ESOL endorsement, providing that current rules governing renew of certificates is followed.

**C. RECORDS**

Participants: The district will maintain inservice records that indicate successful completion, dates of participation, component numbers, transfer credit, and all other necessary data for each participant.

Component: For each component offered, the district will maintain a file that contains performance and other evaluative data, dates of inservice activities, participant data, and other necessary information.

**D. CANDIDATE APPLICATION AND ADMISSION**

Candidates for the ESOL Endorsement Program will indicate their interest and will be admitted to the program by registering for one of the ESOL components listed above. If necessary, priority will be given to those teachers who must complete the endorsement program in the current year.

**E. ADVISEMENT**

Each applicant will receive information pertaining to the ESOL Agreement, the Add-on Endorsement Program, and the requirements for obtaining the endorsement. The ESOL Office will keep inservice records up to date. The ESOL Specialist will analyze official university transcripts and inservice participation transfer records to determine credit for prior work. Information Services (IS) is in the process of developing a student/staff data base which identifies personnel in need of ESOL training, and the status of previously completed ESOL training. The ESOL Office will verify the accuracy of the data to the Certification Analyst in Human Resources in advance of FTE survey periods. Initial category assignment will also need to be verified. Instructional staff who are interested in adding the

ESOL Endorsement to their Florida Educator's Certificate will be directed to the Certification Analyst for information regarding program procedures and requirements for the completion of the Add-on Certification Program for the ESOL Endorsement.

**F. ATTENDANCE**

Attendance will be monitored in accordance with the district inservice procedures. Participants must attend classes as scheduled, unless the instructor approves an absence. Any excused absence will be satisfied according to procedures specified by the instructor.

**G. TRANSFER AND UTILIZATION OF CREDIT**

Successfully completed college coursework may be transferred into this endorsement program. Course to be transferred must each be equivalent to a minimum of 60 inservice points (3 semester hours) and must match the content provided in the components listed in the inservice components attached to this document. A grade of "C" or greater is required for transfer. Candidate for the ESOL endorsement must complete an Inservice Credit Request to transfer university courses to the endorsement program. The ESOL Specialist will review all Inservice Credit Requests for transfer and approve or disapprove them. The candidate's inservice record will reflect transfer points. Inservice points earned in ESOL components under an approved Master Inservice Plan in another Florida district may be transferred into this program. Inservice courses to be transferred must each be equivalent to a minimum of 60 inservice points and must match the content provided in the components attached to this document. An appropriate member of the district staff from which inservice points are being transferred must verify successful completion. Candidates who wish to transfer inservice points from another Florida district must contact the district in which the ESOL credit was earned and request a transfer to the School District of Pinellas County with verification of the ESOL component content and other necessary data. The ESOL Specialist will review all requests for transfer and determine appropriate credit.

**H. 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 ESOL Specialist 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 Office of Certification 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 ESOL Specialist will review and act on each request for transfer of credit.

**VIII. SCHOOL BOARD APPROVAL**

The ESOL Add-on Plan was reviewed by the School Board of Pinellas County at the School Board meeting on April 26, 2016, and granted approval for the period of July 1, 2016-June 30, 2021.

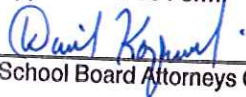
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Michael A. Grego, Ed.D.  
Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Peggy L. O'Shea  
Board Chairperson

\_\_\_\_\_  
Date

Approved As To Form:

  
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School Board Attorneys Office