

# ***Technical Assistance for Teacher Preparation:***

## **Meeting the Needs of English Language Learners (ELL) in Florida**

Florida Department of Education  
Bureau of Educator Recruitment, Development & Retention  
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**The Florida Department of Education  
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## Introduction

The Bureau of Student Achievement through Language Acquisition (SALA) monitors compliance for English for Speakers of Other Languages (ESOL) with state and federal rules, regulations, the 1990 Consent Decree, and the 2003 Stipulation Modifying the Consent Decree. See <http://www.fldoe.org/aala/> for detailed information.

The Bureau of Educator Recruitment, Development and Retention (ERDR) is committed to supporting and improving educator quality by providing assistance to educators, potential educators, colleges and universities, and school district staff in the areas of educator preparation, recruitment, professional development, recognition, and performance through a variety of programs and services for establishing a high performing professional education workforce to directly impact increased student performance. Within the bureau, the Office of Educator Preparation (<http://www.fldoe.org/profdev/approval.asp>) is charged with the responsibility of reviewing and approving initial educator preparation programs that lead to certification to teach in Florida's schools. Review and approval of these programs are governed by State Statutes and State Board Rules. In collaboration with SALA, this office assists programs in ensuring compliance with requirements for teaching English language learners.

## The Legal Foundation

The legal foundation for the requirements for teaching English language learners (ELLs) in Florida is based on the League of United Latin American Citizens (LULAC) et al. vs. The State Board of Education (SBE) et al. Consent Decree (1990).

## The Background

The Consent Decree (also known as the META or ESOL Consent Decree) of 1990 is Florida's framework for compliance with federal and state laws and jurisprudence regarding the education of ELLs. It addresses the civil rights of these students, with the primary right of *equal access to comprehensible instruction*. The Consent Decree is the result of a class action complaint filed by Multicultural Education, Training, and Advocacy, Inc. (META) on behalf of a coalition of eight minority rights advocacy groups in Florida, including the League of United Latin American Citizens (LULAC), and a number of students.

The 2003 Stipulation Modifying the Consent Decree presents additional training in ESOL for school administrators, school psychologists, and guidance counselors, as well as information for those seeking ESOL certification. The Consent Decree may be read in full at <http://www.fldoe.org/aala/cdpage2.asp> and the 2003 Modification to the Consent Decree can be found at <http://www.fldoe.org/aala/pdf/stipulation.pdf>.

## The Implications

Section IV of the Consent Decree specifically addresses the requirements of personnel who interact with ELLs in an educational environment. This section stipulates that basic ESOL coverage be developed and adopted, as a rule, based on appropriate degree programs from appropriately accredited institutions.

## I: The Mandates for Teaching ELLs: An Overview

***For teachers of basic ESOL or primary English and language arts who need the ESOL Endorsement with the appropriate coverage specified in the Consent Decree, Section (IV.B.) . . .*** the ESOL Endorsement may be completed by either 300 district master in-service points or 15 semester college/university hours in the following courses/areas:

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

Some teachers who are not primary language providers also must meet specific requirements to comply with the Consent Decree in order to meet the needs of ELLs. ***Any teacher of basic subject areas***, (math, science, social studies, computer literacy), assigned to instruct ELLs . . . shall complete 3 semester college/university credit hours. ***Any teacher assigned to instruct ELLs in other subject areas*** [other than basic ESOL and basic subject areas] . . . shall complete district in-service training in [the] . . . (equivalent *at the time of this report to be* 60 district in-service points or 3 semester college/university credit hours at an institution of higher education (IHE)).

It is also required that each school administrator, school psychologist, and guidance counselor obtain sixty (60) points of district in-service training or 3 semester college/university credit hours in ESOL-approved courses within a three (3) year period of the effective date of the Stipulation. “Any ESOL-approved in-service hours and course work taken prior to the effective date of this Stipulation or prior to hiring may be counted toward the required sixty (60) post-certification hours.” (Stipulation Modifying Consent Decree, 2003).

## Section 1004.04, Florida Statutes

### Background

While the LULAC et al Consent Decree does not include language stipulating the need for ESOL-related training at the pre-service level, the need became obvious for teacher preparation professionals and school districts in Florida. The first Elementary Education program with infused ESOL Endorsement was approved in 1998 and led to changes to Section 1004.04, Florida Statutes.

## The Requirements

Section 1004.04, Florida Statutes, which governs state-approval of teacher preparation programs, requires that courses and school-based experiences shall include instruction, observation, practice, and competency-based demonstration **in teaching strategies for the instruction of English language learners (ELLs) which meet the requirements set forth in the ESOL Consent Decree.**

(3)(c) State-approved teacher preparation programs must incorporate:

1. *Appropriate English for Speakers of Other Languages instruction so that program graduates will have completed the requirements for teaching limited English proficient students in Florida public schools.*

## The Implications

Teacher preparation programs for candidates entering their freshman year of college during or after the 2000-2001 academic year are required to include the following ESOL preparation.

**1. Elementary Education, Exceptional Student Education, Prekindergarten/ Primary Education, Middle Grades English (5-9), English 6-12)** --15 semester hours, or the equivalent, which cover the five (5) ESOL areas specified in the Consent decree and State Board Rule 6A-4.0244, F.A.C., Specialization Requirements for the Endorsement in English for Speakers of Other Languages – Academic Class.

**2. All other programs** – A 3-semester college/university hour overview/survey course which addresses at an awareness level the five ESOL areas specified in the Consent Decree and Certification State Board Rule 6A-4.0244. Completion of the ESOL survey course does not constitute an ESOL Endorsement.

There are two options for those teacher education programs listed above that are required to include the 15-semester hours or equivalent ESOL preparation that lead to the ESOL Endorsement.

1. Five-course sequence for ESOL Endorsement
2. Bachelor's or Master's Program for another certification coverage with ESOL Endorsement

## **History of ESOL Endorsement Standards (Adopted by State Board of Education in March 2010)**

The Florida Teacher Standards for ESOL Endorsement 2010, providing basic ESOL instruction, draw significantly from the recently revised draft (*Standards for the Recognition of Initial TESOL Programs in P-12 ESL Teacher Education*) developed by TESOL, Inc., 2010.

The Florida Teacher Standards for ESOL Endorsement are organized around domains, standards and performance indicators. A domain is an overarching category of study that identifies a broad conceptual defined area. Each domain is considered synonymous to each of the five areas of ESOL as indicated in the Florida Consent Decree, Section IV, A.1.a. (3). Each domain is defined by its standard(s) which identify the core knowledge skills and dispositions that should be addressed. Each standard contains a set of key performance indicators that identify specific criteria in demonstrating mastery of each standard.

## **II: Options for Teacher Preparation Programs**

### **Introduction**

Two options are available for Teacher Education programs that are required to include courses and experiences which lead to the ESOL Endorsement. In this section, each of the two options will be described in three parts:

- A. Description of the Option
- B. State Approval Process
  - The *Program Folio* --submitted for initial approval
- C. Summary of Key Points



## **Option 1: Five-Course/15-Semester Hour Sequence for ESOL Endorsement**

### **A. Description of the Option**

Teacher candidates complete five stand-alone ESOL courses defined in the Certification Rule (6A-4.0244, F.A.C.) and included in the Consent Decree:

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

Upon completion of these courses, teacher candidates are eligible for the ESOL Endorsement in addition to their other subject area coverage.

***NOTE: The five-course (15 semester hours) sequence can be included in pertinent degree programs for dual credentials: certification in an appropriate subject area and the ESOL endorsement; however, it is likely to increase the total number of hours to complete a degree, since five courses must be added to an approved program.*** Since the quality and comprehensiveness of the approved coverage program must not be jeopardized by lessening credit hour requirements, there are potential areas of risk if the other program courses are reduced. These problems could occur in the professional education competencies and/or the Subject Area Competencies and Skills.

### **B. State Approval Process**

The Florida Department of Education, Bureau of Educator Certification, completes a course-by-course analysis of each candidate's transcript to determine eligibility for the ESOL Endorsement, if option one was chosen (five courses, 15 semester hours). The institution may not stamp the transcript with the endorsement statement indicating that the candidate has completed a state-approved ESOL Endorsement program. Submission of a program folio is not required with this option. However, if the institution desires to have a state-approved ESOL Endorsement under the five-course option, submission of a program folio is required. \*\* (See next page.)

In the Institutional Program Evaluation Plan (IPEP), the institution must identify programs that require these five courses as mandated in Statute and State Board of Education Rules to ensure that candidates meet the requirements for the ESOL Endorsement.

**\*\*Note:** If the institution wishes to include the state-approved program stamp for the ESOL Endorsement under Option 1, it must submit a program folio to the Florida Department of Education, Bureau of Educator Recruitment, Development and Retention, Program Approval Office, for a review and approval of the entire program, including the five-course sequence. In this instance, the courses will be reviewed as an integral part of the total program with judgments made on all Initial Program Approval Standards. This would include field experiences, assessments, faculty qualifications, etc. This program would constitute a non-Infused ESOL Endorsement Program since there are five stand-alone ESOL courses. If approval is granted, the state-approved ESOL Endorsement may be stamped on the transcript.

### **C. Summary of Key Points**

- Teacher/completers are eligible for the ESOL Endorsement on their teaching certificate after completing this option, and no further district ESOL in-service is required. If teacher/completers submit an application to the Bureau of Educator Certification for the ESOL Endorsement, the bureau will conduct a course-by-course analysis of transcripts for those program completers (graduates) who did not complete a state-approved ESOL Endorsement program. (Again, institutions must not stamp transcripts if they do not have a state-approved ESOL Endorsement program. The institution may stamp the program completers' (graduates) transcripts for the ESOL Endorsement, only if the institution gained approval through the folio submission process.)
- The number of hours-to-degree completion may be significantly greater due to the five additional ESOL stand-alone courses.
- Candidates are not required to take the ESOL Subject Area portion of the Florida Teacher Certification Exam after completing the 5-course sequence. (No Florida Endorsements require testing for completion.)
- The option has some requirements in terms of faculty qualifications because of its stand-alone, specialized nature. See pages 15 – 16.

## **Option 2: Bachelor's or Master's Degree Program for Another Certification Coverage with ESOL Infusion**

### **A. Description of the Option**

- This option integrates a degree program with two distinct disciplines of coverage area, such as Elementary Education and the ESOL Endorsement.
- Candidates receive an ESOL Endorsement to a teaching certificate concurrently with their initial coverage. Coverage areas that are likely to be coupled with ESOL include Elementary Education, Pre-Kindergarten/Primary Education, English (6-12), Middle Grades English (5-9), and Exceptional Student Education, since these teachers are the primary providers of English language instruction. Other infused program combinations are possible, such as a foreign language/ESOL and Reading/ESOL.
- The manner and extent of infusion will vary based on a variety of factors, particularly the number of courses available for infusion.

Since a program that includes ESOL infusion combines preparation in two discrete disciplines, the program must thoroughly cover the Subject Area Competencies and Skills and ESOL Teacher Endorsement Standards required for both the coverage area and for ESOL.

- **For the Coverage Area:** The content competencies/standards are the same as those normally used in initial program reviews, the Subject Area Competencies and Skills.
- **For the ESOL Endorsement:** There is a set of Florida Teacher Standards for ESOL Endorsement in which the expectation is that by **assessing the standards and addressing the indicators** the program will have sufficiently demonstrated the content of the five areas mandated in the LULAC et al Florida Consent Decree.

An infusion program provides for much greater flexibility in terms of the delivery method of ESOL instruction in teacher preparation programs. This flexibility extends to the number of ESOL-specific course work required (which requires **at least two** stand-alone ESOL-specific courses), the content that is covered in the stand-alone ESOL courses, and the extent to which the ESOL instructional information and related indicators not fully addressed in the stand-alone courses are infused into courses traditionally associated with the coverage area.

The primary difference between the stand-alone and infused models in terms of curriculum is that candidates in an infused program are not required to take five separate courses, thereby reducing the length of their program. Some of the standards and competencies are infused into the existing program courses. Others are addressed in at least two stand-alone ESOL courses. The infused

model requires extensive and meaningful curricular changes to the program and highly qualified faculty.

## **B. State Approval Process**

Under Option 2 (Infused ESOL curriculum), ESOL requirements are embedded into the full subject area coverage of the program. The program is reviewed and approved by the Florida Department of Education, Bureau of Educator Recruitment, Development and Retention, Program Approval Office, based on the preparation, submission, review, and approval of a folio that meets State Standards for Initial Approval of Teacher Preparation Programs. The program would constitute an infused ESOL Endorsement Program since the ESOL requirements will be added within the state-approved subject coverage of the full program. If the full program folio is approved, the state-approved ESOL Endorsement may be stamped on the transcript. Additionally, with full approval and the transcript appropriately stamped with the endorsement statement, the Bureau of Educator Certification will accept the completion of the full program (subject program area and ESOL Endorsement) for program completers who apply for both certification coverage areas. Full program approval is monitored through the Continued Program Approval Process.

## **C. Summary of Key Points**

- Candidates are eligible for the ESOL Endorsement upon successful completion of the program, and no further district ESOL in-service is required. The Bureau of Educator Certification will accept the completion of the full program (subject program area and ESOL Endorsement) for program completers (graduates) who complete the infused state-approved program and apply for both certification areas.
- Candidates are not required to take the ESOL Subject Area portion of the Florida Teacher Certification Exam after completing the degree program. Endorsements do not require testing for completion.
- The number of hours for degree completion may be increased, but less so than in Option 1 (Five-Course Sequence for the ESOL Endorsement) when it is added to an approved degree program.
- The option has significant requirements in terms of faculty qualifications because of the minimum two stand-alone ESOL-specific course requirements. Furthermore, faculty who teach infused courses must meet specific ESOL requirements. See pages 15-16.

### **III: Requirements for the Infused Program**

The following are requirements for approval of an ESOL-infused degree program at either the bachelor's or master's degree level.

#### **Requirement #1: Accreditation**

**The institution must:**

- Be regionally accredited pursuant to Chapter 6A-4.003, F.A.C.
- Have at least one teacher preparation program that has been fully approved by the Florida Department of Education or seek approval of the infused program concurrently with initial approval of all programs.

#### **Requirement #2: Degree Program**

The infused program must lead to a bachelor's or a master's degree in a state-approved certification area in addition to the ESOL Endorsement.

#### **Requirement #3: ESOL Curriculum-ESOL Endorsement Standards**

The ESOL curriculum must sufficiently address and assess the Florida Teacher Standards for ESOL Endorsement to assure comprehensive coverage of the following five content areas:

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

The Florida Teacher Standards for ESOL Endorsement approved by the State Board of Education in March 2010 must be **addressed** at the **indicator level** and **assessed** at the **standard** level. Indicators must be addressed at least once during the program of study. The standards must be assessed at least twice during the program of study.

#### **Requirement #3A: Requirements for the ESOL Infused Program**

The areas of applied linguistics, second language acquisition (SLA), and culture provide much of the practical and theoretical base for pedagogical skills of curriculum, methods, and testing. The Florida Teacher Standards for ESOL Endorsement require that candidates demonstrate knowledge of applied linguistics, SLA, and effective teaching strategies and assessment of ELLs.

#### **Requirement #3B: ESOL Stand- Alone Courses**

The number and content of ESOL stand-alone courses will vary by institution, depending upon the strengths of the individual program and each institution's

resources. In all programs, there should be a minimum of two ESOL-specific courses. However, regardless of number and content, these courses must:

- provide a solid foundation in the ESOL field; and
- provide sufficient connections to, and preparation for, the infused courses; and
- be taught by qualified ESOL instructors.

***Decisions about the number and content of ESOL stand-alone courses and infused courses, as well as the relationships expected between those courses, are institutional decisions.*** However, the ESOL stand-alone courses must be well documented and supported in the program folio. In the final analysis, the program must combine local needs and resources to produce well-qualified, highly effective teachers.

***The basic “rule of thumb” is that the greater the number of ESOL stand-alone courses, the less infusion is required. Conversely, the fewer ESOL stand-alone courses, the more infusion into other courses is required. In addition, as infusion increases, so does the need for qualified ESOL-trained faculty to teach those infused courses.***

The following are examples of ESOL stand-alone courses. ***These examples are provided to assist institutions and are not considered the only options.*** The faculty preparation expectations related to the entire infused program would be different for the two examples.

## **Options for the Infused Program**

**A program with two ESOL stand-alone courses might include the following:**

- **ESOL Anchor Course:** This course presents the structure of the overall infusion of ESOL into the program of study (including documentation of candidates' acquisition of ESOL specific Standards). This course could be offered in the first semester and include some early field experiences. In addition, it would continue with one of several options (only three are provided here):

Option 1: Coverage of the theoretical underpinnings of the field, i.e., Applied Linguistics, Second Language Acquisition (SLA), with minimal subsequent infusion in this area.

Option 2: An introductory level grounding in the five ESOL content areas, each of which is then further developed in the ESOL stand-alone and infused courses.

Option 3: Coverage of Cross Cultural Communications, Applied Linguistics, and SLA

- **ESOL Capstone Course:** This course provides significant coverage of one or two of the content areas that are less infused in the courses taught in the coverage area. Logical coverage includes applied linguistics (if it was not the focus of the anchor course), culture, methods, and/or testing. (Curriculum and Materials, as well as Cross Cultural Communications, are uniquely suited to the greatest amount of infusion.) The ESOL Capstone Course would be offered toward the end of the program and would provide a framework and practical/theoretical basis for synthesizing what was addressed in the infused courses. This course is an ideal place for required field experience with ELLs.
- **Infused Courses:** Infused courses would cover all areas not addressed in the ESOL stand-alone courses or extend, as necessary, those introduced but not completely assessed and addressed.
- **A program with three ESOL stand-alone courses** would be similar; however, the institution would need to infuse fewer of the Florida Teacher Standards for ESOL Endorsement because more of them would be included in the stand-alone courses.

## Requirement #4: ESOL Field Experiences

***Field-based experiences should occur at different points in time in the Teacher Preparation Program to help candidates acquire standards and competencies systematically over time and in the school context.*** While some early field experiences may occur in non-traditional settings, it is crucial that students ***have direct experience teaching ELLs on-site*** in public and/or private classroom settings. Other experiences may also occur in appropriate settings such as migrant centers, day care centers, GED programs for ELLs, Intensive English programs, Adult ESL programs, and other settings deemed appropriate for ESOL experience.

Field experiences are required in all programs, specifically to demonstrate mastery on the Florida Teacher Standards for ESOL Endorsement within primary literacy-based programs of training such as Elementary Education, Exceptional Student Education, Prekindergarten/Primary Education, Middle School English (5-9) and English (6-12) programs. However, within all other secondary programs and other K-12 coverage programs, the ESOL Survey course is required to obtain the knowledge base of the Florida Teacher Standards for ESOL Endorsement and the five areas of ESOL through field experience(s) that may require observation or actual teaching opportunities. Demonstration of the Florida Teacher Standards for ESOL Endorsement is not required specifically for these types of programs since completion of the ESOL Survey Course does not lead to an ESOL Endorsement.

Candidates must have field experiences that provide the opportunity to plan, adapt, deliver, and evaluate multi-week units (thematic or content specific) that include curriculum materials, activities, and assessments with ELLs. Additional experiences that can be utilized throughout the program of study are:

- Shadowing
- Tutoring
- Testing
- Participation in placement of ELLs in ESOL programs [including identification, assessment (language and academic proficiency), progression, LEP/ELL committee procedures, exit from ESOL programs, and follow-up]
- Interaction with families of ELLs (case studies, interviews, etc.)

## **Requirement #5: Student Performance Evidence**

**The program must assess the Florida Teacher Standards for ESOL Endorsement a minimum of two times within the program. Examples of evidence are:**

- Tests, assignments, papers, activities, and other class work
- Lessons adapted or modified for ELLs in specific content areas
- Resources or instructional materials selected for ELLs in specific content areas
- Text analysis for linguistic difficulty in specific content areas with modifications to make instruction comprehensible
- Modifications of tests or other assessments.

**The program must address each indicator at least one time within the program. This may include:**

- Lessons adapted or modified for ELLs in specific content areas.
- Resources or instructional materials selected for ELLs in specific content areas.
- Text analysis for linguistic difficulty in specific content areas with modifications to make instruction comprehensible.
- Modifications of tests or other assessments.
- Class discussion
- Textbook readings
- Journal articles
- Relevant class assignments.



## **Requirement #6: ESOL Instructional Personnel**

The institution must have sufficient, qualified ESOL instructional personnel, in accordance with the following guidelines:

### **Requirement #6A: Instructional Personnel for ESOL Stand-Alone Courses**

#### **➤ Coordinator(s):**

At least one faculty member or a committee must assume responsibility for overseeing the infusion of the Florida Teacher Standards for ESOL Endorsement in the specified program(s) and work with administrators and program faculty in terms of both development and implementation to maintain the quality of the program(s). Ideally, the Coordinator/Committee Chair should be a member of the institution's full-time faculty, holding an advanced degree, preferably a doctorate, in Applied Linguistics, Bilingual Education, Second Language Acquisition (SLA) or TESOL. The position requires a substantial investment of time and commitment, which should be taken into account when assigning a coordinator.

#### **➤ Full-Time and Part-Time Instructors for Stand-Alone ESOL Courses:**

Faculty who teach stand-alone ESOL courses must have an advanced degree (at least a master's degree) in the field (Applied Linguistics, TESOL), Bilingual Education, or a closely related area, such as Foreign Language Education, Second Language Acquisition, Multicultural-Education. A faculty member with an advanced degree in a closely related area should also have either an ESOL Endorsement or equivalent training and experience in ESOL.

#### **➤ Adjuncts and Graduate Assistants for ESOL Stand-Alone Courses:**

These personnel must have essentially the same qualifications as full-time or part-time instructors.

## **Requirement #6B: Instructional Personnel for Infused Courses**

### ➤ **Full-Time and Part-Time Instructors for Infused Courses:**

These faculty must have sufficient experience or training to infuse the applicable Florida Teacher Standards for ESOL Endorsement and indicators in all courses they teach.

Faculty who teach infused courses (e.g., mathematics methods, social science methods, curriculum and instruction, and testing) and **lack formal ESOL preparation**, must complete professional development activities equivalent to a three-semester hour course or 45 contact hours of ESOL instructional preparation. This content may be delivered in a variety of formats, including:

- traditional coursework
- colloquia
- field experiences
- workshops
- video-taped modules
- team planning and teaching with ESOL faculty
- e-learning experiences
- reflections and readings
- publications in ESOL

The professional development activities need to be thoroughly documented, regardless of the format used. To address faculty mobility issues, institutions are encouraged to provide documentation to faculty who complete the institution's ESOL professional development activities.

### ➤ **Adjuncts and graduate teaching assistants**

These instructors are held to the same training requirements as full-time faculty.

### ➤ **District-employed teachers who supervise students**

In addition to Clinical Education Training, classroom teachers who supervise pre-service students during the extended field experience with ELLs should (a) possess the ESOL Endorsement or certification; (b) be working toward the ESOL Endorsement or certification, or (c) have equivalent ESOL training.

## IV: Folio Submission Requirements for an Infused Program

Programs submitting an initial folio must address **Initial Approval Standards 1-3** for both the coverage area (Elementary, ESE, etc.) and the ESOL component. Refer to the supporting Data Requirements within the Initial Approval Standards for the coverage area (Elementary Education, English, etc.).

### Standard One: Curriculum Design

1.1 For initial program approval requirements, specifically for Elementary Education (K-6), Pre-Kindergarten/Primary Education (age 3-grade 3), Exceptional Student Education, Middle Grades English (5-9) and English (6-12), the Florida Teacher Standards for ESOL Endorsement must be assessed at the standard level in modules and coursework, and the indicators must be addressed. A curriculum map/matrix or chart reflecting the appropriate coverage of Florida Teacher Standards for ESOL Endorsement and indicators throughout each program must be provided.

For all other initial programs, the ESOL survey course must provide an introductory level of the Florida Teacher Standards for ESOL Endorsement and their indicators. This course must address (not assess) the five ESOL domains (or 5 ESOL areas).

1.2 Field experiences must be provided throughout each program to prepare candidates to teach students from diverse backgrounds and at varying levels of English proficiency. These field experiences must be in a variety of settings. There must be evidence of appropriate experiences and placements with ELLs, and not just evidence of observing ELLs in the classroom.

1.3 In addition, all faculty teaching ESOL stand-alone courses must have an advanced degree in TESOL or a closely related field, i.e. foreign languages with an ESOL endorsement or equivalent training and experience. All faculty teaching the ESOL-infused courses must either have formal ESOL preparation OR have completed a minimum of 45 contact hours of professional development in ESOL. Accreditation Note: Faculty with the appropriate terminal/highest degree do not need to provide evidence of having completed 18 credits in the area of ESOL. (SACS requires 18 hours in a cognate area or area of specialization (i.e. reading, ESOL, math, etc.) for those teaching courses outside the scope of the appropriate terminal/highest degree).

1.4 Programs must provide documentation from partnering school districts stating that all district personnel have evidence of ESOL credentials.

Provide evidence on how the program ensures adequate coverage of the Florida Teacher Standards for ESOL Endorsement and indicators by completing the following matrix. It is not necessary to submit ESOL stand-alone and ESOL infused course syllabi, or other course (non-infused) syllabi if all sections of the following matrix are included. Note: Below is a sample matrix; all standards and indicators should be included in the final matrix for each program of study.

II. Teacher Standards for ESOL Endorsement (Examples for a Elementary Education/ESOL (K-6) program).			
Standard	(I)	Description of Assessment/Activity	Course Title
<b>Standard 1. Language as a System</b>	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.	<b>Linguistic Diagnosis</b> -Develop a list of common phonological errors of an ELL based on student's first language. Compose a set of questions to be asked during interview sessions in order to elicit the kinds of errors that are commonly found in ELL’s native language. Identify the phonological problems of your ELL and summarize ELL’s language proficiency, as well as suggestions for appropriate instructional strategies using knowledge of phonology, morphology, syntax, semantics, and discourse.	EDU 342 EDU 341
	<i>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.</i>	Textbook reading and class discussions.	ESOL Foundations  Reading Foundations
	<i>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.</i>	Quiz	Social Studies Methods

<p><b>Domain3 Standard 2 Standards- Based ESL and Content Instruction</b></p> <p><b>Domain 4 Standard.1 Planning for Standards- Based Instruction of ELLs</b></p>	<p>Include documentation for indicators for Standard One here.</p> <p>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.</p> <p>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.</p>	<p><b>Social Studies Unit Plan-</b> Create a four week thematic unit with ESOL modifications from Civics/Government or Economics to demonstrate ways to teach multicultural understanding and acceptance of diversity with an emphasis on Florida's student population from diverse backgrounds and at varying English proficiency levels. The unit must include a variety of strategies and activities in reading, writing, and the use of technology in order to demonstrate the teaching of language through academic content.</p> <p><b>Read Aloud and Oral Language Assessment-</b> Read aloud an unfamiliar children's story to a small group of students and focus on conversation and students' speech characteristics. Write a critique that analyzes own performance, and evaluates speaking/listening skills of students, responses to students, and character of students' speaking and listening (including application of the concepts of aesthetic speech and listening, phonology, morphology, syntax, and semantics). Include strategies to support ELLs from diverse backgrounds and linguistic levels.</p>	<p>EDU 339 Methods of Social Studies</p> <p>EDU 332 Language Arts</p>
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<p><b>Domain 5 Standard.1 Assessment Issues for ELLs</b></p>	<p>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 &amp; linguistic bias; testing in two languages; sociopolitical and psychological factors; special education testing and assessing giftedness; the importance of standards; the difference between formative &amp; summative assessment; and the difference between language proficiency &amp; other types of assessment (e.g., standardized achievement tests). Teachers will also understand issues around accountability, including the implications of standardized assessment as opposed to performance-based assessments, and issues of accommodations in formal testing situations.</p>	<p><b>SOLOM/SWOLM</b> - Gather data through class observations, administering and /or analyzing formal and informal tests and interviews with an ELL. The data should include an oral and written assessment of the linguistic and academic development of your ELL. In addition, cultural characteristics, interpretations of learning disabilities or language impairments, and a detailed summary of strategies and activities to meet the needs of your ELL should be clearly described. A rubric will be provided to outline the specific criteria for this assignment.</p>	<p>ESOL Applications</p>
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➤ **Course Sequencing**

Explain the rationale used in sequencing courses; including clinical/field-based experiences.

➤ **Clinical and Field-Based Experiences**

Describe the ESOL field experiences, including:

- course numbers and titles
- focus and purpose
- typical setting
- length of the experience

➤ **Monitoring of ESOL Field-Based Experiences**

Describe the monitoring of ESOL field-based experiences, including:

- Supervision of the candidates at the university and clinical site and what ESOL credentials the supervisors (e.g., university supervisors and cooperating teachers) are required to have.
- How and when formative and summative evaluations are provided in ESOL Field-Based Experiences.

## Faculty Qualifications

➤ **Stand-Alone ESOL Course Faculty**

Complete the following matrix for each full-time and part-time (adjunct and TA) instructor of ESOL-stand-alone courses and **provide these faculty members' vitae, if being evaluated during an on-site visit. The list shown below is appropriate for folio submissions.**

Name	ESOL Course Taught	Highest Degree/Discipline	ESOL Degrees/Certificates	ESOL Endorsed? Y/N	Full-time or Part-time?
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➤ **ESOL Coordination for the Unit—Coordinator/Coordinating Group**

Describe the position of the ESOL Coordinator or Coordinating Group, including:

- Name
- ESOL credentials – attach vitae

➤ **ESOL-Infused Course Faculty** (no vitae are necessary for these faculty)

Complete the following matrix for each full-time and part-time (adjunct and TA) instructor of ESOL-Infused courses:

Name	Infused Courses taught	ESOL Credentials	# of hours of ESOL Development Completed	If ESOL Development is not completed, by when will it be completed?
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➤ **Internship/Field-Experience Supervisors** (no vitae are necessary for these faculty)

Complete the following matrix for each full-time and part-time (adjunct and TA) university supervisor of ESOL field experiences:

Name	Infused Courses taught	ESOL Credentials	# of hours of ESOL Development Completed	If ESOL Development is not completed, by when will it be completed?
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➤ **Faculty Vitae**

- Provide the vitae for the ESOL stand-alone course instructors and the ESOL Coordinator(s).
- No vitae for faculty teaching ESOL-infused courses or supervising field experiences are necessary.

➤ **Professional Development**

Describe the ESOL Faculty Development Plan for those faculty teaching ESOL-infused courses, including:

- Number of hours required for faculty and whether this requirement differs depending on the course(s) taught
- Whether faculty take a course and, if so, which one
- Whether faculty attend workshops/seminars, the content of the workshops/seminars, and who leads them
- Any other means by which faculty complete ESOL development
- How faculty receive support to apply what they learned in faculty development to their infused classes



- Document previous ESOL training
- Describe ESOL faculty development, how it will be monitored and enforced, and the consequences of non-compliance
- Provide timeline when current faculty teaching ESOL-infused courses must complete ESOL training.

## **Standard Two: Candidate Performance**

### **Summative Evaluation of the Florida Teacher Standards for ESOL Endorsement & Indicators**

*For initial program approval requirements for Standard Two*, a formal process must be in place to collect data at the individual and program levels on mastery of the Florida Teacher Standards for ESOL Endorsement and indicators. In addition, a formal process for providing documented mentoring and coaching feedback that allows each candidate to progress from level to level in the program must be articulated.

Therefore, a description is needed as to how the program will evaluate candidate demonstration of the Florida Teacher Standards for ESOL Endorsement and indicators including the process used to compile assessment data to ensure each candidate's attainment (or competence in ESOL) of the Florida Teacher Standards for ESOL Endorsement and indicators (e.g., a portfolio, checklists with sign-off sheets, pre-post exams, electronic submission data, etc.).

## **V: Attributes of a Strong Infused Program**

### **The following are some attributes of a strong infused program:**

The overall program design should provide distributed, as well as concentrated exposure to Florida Teacher Standards for ESOL Endorsement and indicators in one or more synthesizing experience(s). These might include an anchor course at the beginning of the candidate's program, integrated course work and field experiences, and portfolios or another documentation system for candidates and faculty to track progress and reflect on learning.

- Syllabi should be systematically designed and both internally and externally consistent. Syllabi should detail how and where infusion occurs, with a clear and strong relationship between objectives (or goals or outcomes), activities, assessments, and readings, particularly as they relate to infused material. The evidence used to document ESOL competency acquisition should be clearly indicated in the syllabus.

- The contents of each syllabus should match all references to course content throughout the folio in response to each of the Program Approval Standards. For example, if an activity is identified as demonstrating a performance standard on a matrix, then that activity should also be included in the relevant syllabus.
- There should be multiple field experiences for teacher candidates, linked to course work and allowing candidates to work with a diversity of ELLs from different cultural/linguistic backgrounds and at different levels of English language and academic proficiency in the heritage language.
- Evidence should show if teacher candidates have demonstrated the Florida Teacher Standards for ESOL Endorsement and indicators, and that teacher candidates can create/adapt/use materials effectively with ELLs and teach these students effectively. This evidence could be collected in portfolios.
- There should be strong stakeholder input in program design and implementation.
- ESOL stand-alone courses must be taught by ESOL specialists, and infused courses are taught by faculty with appropriate experience and training in ESOL. Faculty teaching infused courses should interact and co-design instruction with ESOL specialists to modify the courses. Redesigned courses should reflect the best instruction possible in both the content area and the particular aspects of ESOL that are to be infused.

### **Standard Three: Continuous Improvement**

***For initial program approval requirements for Standard Three.*** A narrative is provided that articulates a formal annual evaluation process. This process includes data analysis of candidate performance data at the individual and program level, including Florida Teacher Standards for ESOL Endorsement and indicators.

# Appendices

## **Appendix 1: Florida Teacher Standards for ESOL Endorsement**

<http://www.fldoe.org/aala/pdf/ApprovedTeacherStandards.pdf>

## **Appendix 2: ESOL Competencies (most recent edition) for Certification**

<http://www.fldoe.org/asp/ftce/pdf/FTCE-16th-Edition.pdf>

## **Appendix 3: Standards for Initial Teacher Education Program Approval**

<http://info.fldoe.org/docushare/dsweb/Get/Document-5449/dps-2009-134a.pdf>

## **Appendix 4: Standards for Continued Teacher Education Program Approval**

<http://info.fldoe.org/docushare/dsweb/Get/Document-5450/dps-2009-134b.pdf>