

**MANUAL FOR DEVELOPMENT OF
DISTRICT ADD-ON CERTIFICATION PROGRAMS**

Table of Contents	1
I. Overview	3
Authority for District Add-On Certification Programs	4
Add-On Certification Program	5
Purpose	
Program Synopsis	
Program Approval	
Continued Program Approval	
Revising Program Components	
Certification Endorsement/Coverage Areas	8
II. Program Development	9
Steps in Developing a District Add-On Certification Program	10
Add-On Teacher Education Program Elements	12
Developing Add-On Program Elements	13
Review Process	25
Approval Criteria and Approval Process	25

III. Appendices	34
Definitions	35
Sources of Competencies	37
Sources of Competencies from Professional Organizations	38
Forms for Participation Completion	42
Plan of Study for Add-on Certification Program	
District Verification Form for Completion of an Approved Add-on	
Inservice Components	45
Writing Inservice Components	
Coding Inservice Components	

PART I OVERVIEW

AUTHORITY FOR DISTRICT ADD-ON CERTIFICATION PROGRAMS

Florida Statutes Section 1012.575 (Alternative preparation programs for certified teachers to add additional coverage) gives a district school board the authority to design Add-On Alternative Teacher Preparation programs to enable persons already certified to prepare to add an additional coverage to their certificates to teach exceptional education classes or other areas of critical shortage. Each Add-On Alternative Teacher Preparation Program is to be reviewed and approved by the Department of Education to assure that persons who complete the program are competent in the necessary areas of subject matter specialization. Two or more school districts may jointly participate in an Add-On Alternative Preparation Program for teachers.

The Bureau of Educator Recruitment and Professional Development, Florida Department of Education, has developed the format and the approval process for these programs in an effort to fulfill the intent of the statute.

This document is designed to assist districts as they develop quality add-on teacher education programs. Further assistance may be obtained by contacting the:

Florida Department of Education
Bureau of Educator Recruitment and Professional Development
Turlington Building, Room 124
325 West Gaines Street
Tallahassee, FL 32399-0400
850/245-0435
SC 205-0435

ADD-ON CERTIFICATION PROGRAM

PURPOSE: The purpose of the Add-On Certification Program is to provide school districts with the opportunity to develop teacher education programs that meet specific needs of the district and at the same time provide a mechanism whereby a teacher may prepare to add a certification to his/her teaching certificate without having to take college courses.

**PROGRAM
SYNOPSIS:**

The Add-On Certification Program is a field-based, school district certification preparation program. This program affords school districts the opportunity to establish a certification preparation service whereby a teacher may prepare to add a coverage or endorsement area to an existing teaching certificate.

This program enables a district to alleviate its critical teacher shortage needs by retraining personnel and facilitating additional certification coverages/endorsements to meet district needs.

A district Add-On Certification Program must be for a specific area and level. Though add-on programs may be flexible in design, demonstration of program competencies is a requirement for all programs. Obtaining a passing score on the appropriate state level assessment is required for add-on coverages.

NOTE: Personnel who hold temporary certificates may participate in add-on courses leading to a certificate endorsement or coverage. However, program completion sign-offs for those holding temporary certificates may occur only for endorsements. Coverage areas may only be added to an existing *professional* certificate provided the appropriate subject area examination is passed.

To establish an Add-On Certification Program a district may adopt, adapt or develop a program. The program will utilize training activities to develop subject area and teaching competencies that are comparable in quality, scope and content to that of the traditional college course certification system. A district must acquire an approved Add-On Certification Program for each certification coverage or endorsement area desired. (i.e., Athletic Coaching, Mathematics, ESOL, etc.) Personnel who hold a professional certificate and who wish to add an area to their certificate may do so provided they pass the subject area examination for the specified coverage area. Completing the coursework in an add-on certification program assists

candidates to pass the required examination as well as to develop competencies and skills for teaching in the add-on specialization area.

**PROGRAM
APPROVAL:**

A district developed program is submitted to the Bureau of Educator Recruitment and Professional Development for review and approval to ensure the program is comparable to the certification requirements for the coverage area specified.

A program can receive approval for a five year period. At the end of this period it will be reviewed for continued program approval.

**CONTINUED
PROGRAM
APPROVAL:**

Initial approval of a district add-on program is usually for a period of five years. To avoid delays in processing certification requests for those individuals completing add-on programs, each district is requested to review the expiration date of its approved add-on programs to determine the programs for which continued approval will need to be requested.

The district should forward its request for the continued approval of add-on programs expiring June 30 of a year to the Bureau of Educator Recruitment and Professional Development. The district request should include the following:

1. A letter from the district superintendent or his/her designee requesting the continued approval of the add-on program.
2. A summative five year review from the results of the program evaluations as specified in the approved program, including number of program graduates.
3. Program documentation that reflects the add-on program as it will continue to be delivered, based on a review of the competencies listed in the most current edition of The Competencies and Skills Required for Teacher Certification.

It is important to note that each district is responsible for monitoring the current approved status for each state approved add-on program. The dates of approval were provided in the Commissioner's program approval letter. The time period for which a program is approved is also given in the current edition of the DOE publication Florida Teacher Education Programs.

The Bureau of Educator Recruitment and Professional Development looks forward to receiving school district requests for continued approval of add-on

teacher education programs. If you have questions as to the continued approval process or if additional assistance is required, please contact the office staff at (850) 922-9750 or SunCom 292-9750.

**REVISING
PROGRAM
COMPONENTS:**

The process for requesting approval of a revised approved add-on program and/or its individual components is completed by following these steps:

1. The district should prepare a letter to the Bureau of Educator Recruitment and Professional Development requesting the approval of the identified revision(s) to the approved add-on program.
2. The written request for the revision(s) should include a complete copy of the program and its individual components which should reflect the competencies listed in the most current edition of The Competencies and Skills Required for Teacher Certification. The requested changes should be clearly marked.
3. The Bureau of Educator Recruitment and Professional Development will complete a review of the proposed programmatic changes. If the revised program continues to meet the requirements of state statutes and State Board Rules, the Bureau will recommend the approval of the revised program.

AREAS OF COVERAGE/ENDORSEMENT

Academic Coverage Areas

Art K- 12
Athletic Coaching K-12
Biology 6-12
Chemistry 6-12
Computer Science K-12
Dance K-12
Drama 6-12
Earth/Space Science 6-12
Economics 6-12
Elementary Education K-6
English 6-12
ESOL K-12
Exceptional Student Education K-12
Foreign Language – Chinese K-12
Foreign Language - French K-12
Foreign Language - German K-12
Foreign Language - Greek K-12
Foreign Language - Hebrew K-12
Foreign Language - Italian K-12
Foreign Language - Japanese K-12
Foreign Language - Latin K-12
Foreign Language - Portuguese K-12
Foreign Language - Russian K-12
Foreign Language - Spanish K-12
Geography 6-12
Health K-12
Hearing Impaired K-12
History 6-12
Humanities K-12
Journalism 6-12
Mathematics 6-12
Middle Grades English 5-9
Middle Grades General Science 5-9
Middle Grades Mathematics 5-9
Middle Grades Social Science 5-9
Middle Grades Integrated Curriculum 5-9
Music K-12
Physical Education K-8
Physical Education 6-12
Physics 6-12
Political Science 6-12
Prekindergarten/Primary PK-3
Preschool Education Birth-age 4
Psychology 6-12
Reading K-12
Social Science 6-12
Sociology 6-12

Speech 6-12
Speech-Language Impaired K-12
Visually Impaired K-12

Academic Endorsements

Athletic Coaching
Autism
Driver Education
English for Speakers of Other Languages (ESOL)
Gifted
Orientation and Mobility
PreKindergarten Disabilities
Severe or Profound Disabilities
Reading

Administrative Coverages

Administration of Adult Education Adult
Educational Leadership All Levels
School Principal All Levels

Specialty Coverages

Educational Media Specialist PK - 12
Guidance and Counseling PK - 12
School Psychologist PK - 12
School Social Worker PK – 12

Degreed Vocational Coverages

Agriculture 6 - 12
Business Education 6 - 12
Family and Consumer Science 6-12
Industrial Arts-Technology Education 6 - 12
Marketing 6 - 12
Local Director of Vocational Education Voc

Vocational Endorsements

Teacher Coordinator of Cooperative Education
Teacher Coordinator of Work Experience Programs

Specialization Requirements for each certification may be found in Florida State Board of Education Administrative Rule Chapter 6A-4.

**PART II
PROGRAM
DEVELOPMENT**

STEPS IN DEVELOPING A DISTRICT ADD-ON CERTIFICATION PREPARATION PROGRAM

- **Determine Need and Rationale**
- **Research Teacher Preparation in Area of Need**
 - A. State Approved Competencies, if available
 - B. Other suggested competencies
 - C. Nationally Recognized Guidelines
 - D. Chapter 4, Florida Administrative Code, course by course requirement
 - E. Department of Education Subject Area Specialists
- **Select Competencies and Accomplished Practices to be Addressed**
- **Outline Instructional Strands**
 - A. Group competencies into logical strands or components
 - B. Identify topics within each component
- **Design Each Component (Master Inservice Plan Guidelines)**
 - A. Write objectives related to competencies
 - B. Write activities to facilitate acquisition of competencies
 - C. Design outcomes that can be used as methods of competency demonstration
 - D. Define the level of demonstration required for all competencies
- **Prepare Matrix**
 - A. List all competencies
 - B. Identify components in which each competency is taught
 - C. Specify objectives which address the competencies
 - D. List method of competency demonstration to be used for each competency or group of competencies
- **Establish Completion Requirements**
 - A. Indicate required components
 - B. Specify how competencies will be demonstrated

- **Design Program Evaluation**
- **Establish Management Procedures Plan**
 - A. Determine Application and Admission Process
 - B. Plan Advisement Strategies
 - C. Set Attendance Requirements
 - D. Plan for Transfer and Utilization of Credit
 - E. Specify Certification Examination Procedures
 - F. Specify Certification of Completion Process
- **Seek School Board Approval**
- **Submit for Review by the Department of Education**

ADD-ON TEACHER EDUCATION PROGRAM ELEMENTS

- I. Program Title**
- II. Program Rationale and Purpose**
- III. Program Content/Curriculum**
 - A. Competencies
 - B. Specialization/Professional Studies
 - C. Nationally Recognized Guidelines
- IV. Instructional Design and Delivery**
 - A. Instructional Strands
 - B. Training Components
 - C. Matrix
 - D. Instructors
- V. Completion Requirements**
- VI. Program Evaluation**
- VII. Management**
- VIII. School Board Approval**

DEVELOPING ADD-ON PROGRAM ELEMENTS

I. Program Title

- The program title should reflect the subject area and level to be addressed. Also included should be whether the add-on program is for certification coverage or for endorsement.

EXAMPLE

Manatee County Schools

Add-On Program

Spanish K-12

Certification Coverage

II. Program Rationale and Purpose

- This section should include the district's identified need for the add-on program, as well as how the district or the individual participants will benefit from the training to be provided.
- Statements of need and benefit might include references to:
 - The number of teachers out-of-field
 - Changes in curriculum or certification requirements
 - Inability of universities to provide courses in a timely manner
 - Need to transfer group of teachers from one level or subject area to another
 - Critical shortage area
 - Increase content knowledge of participants

III. Program Content/Curriculum

- This section lists, outlines, and explains the sources of the competencies to be mastered by participants as a result of completion of this add-on program. Since this is a certification program and not inservice components alone, the participants must demonstrate that they have acquired all the competencies identified by the State, in addition to any other competencies identified by the district for the certification coverage or endorsement.

A. Competencies

Competencies must be listed with their source identified.

B. Specialization/Professional Studies

Two applicable types of competencies are Specialization Studies and Professional Studies. The inclusion of those applicable competencies should be discussed.

Specialization:

The State Board of Education has identified and adopted competencies for the certification coverages which require a subject area test for certification. These competencies are listed in The Competencies and Skills Required for Teacher Certification in Florida, Seventh Edition (<http://www.firn.edu/doe/sas/ftce/ftcecomp.htm>).

All state adopted specialization competencies must be included in the Add-On Program and must be identified as such.

Any other specialization competencies required by the district must also be listed with the sources identified.

Professional:

Professional Education Studies refer to that portion of the add-on preparation program that prepares participants to work effectively in their new area of specialization. It may include pedagogical, theoretical, and practicum studies. The Professional Education component should include identified clinical activities such as observations, micro-teaching, and simulations that are essential to the development of professional competencies and skills for teaching the add-on specialization area.

All professional education competencies required for program completion should be listed with their sources identified.

C. Nationally Recognized Guidelines

Nationally recognized guidelines specific to the area of certification should be consulted prior to completion of any list of competencies.

Although the available guidelines may not always be appropriate for a district add-on certification program, they should be considered and used if possible.

The add-on program should address the fact that the guidelines were considered and to what extent they were used in the development of the program.

If no nationally recognized guidelines are available, this should be stated.

IV. Instructional Design and Delivery

- This section describes the courses or components to be used to deliver the instruction necessary to allow participants to acquire the competencies listed in Section III.
- All identified competencies must be addressed in the instructional components or courses to be made available to participants.

A. Instructional Strand

The strands or areas of study into which the competencies have been organized for instructional purposes shall be indicated. Major topics to be covered in each strand shall also be identified.

EXAMPLE		
IV. Instructional Design and Delivery-Instructional Strands		
Instructional Strand- Coaching Theory	Instructional Strand- Theory and Practice of Coaching a Specific Sport	Instructional Strand- Care and Prevention of Athletic Injuries
I. Legal Aspects	I. Rules and Terminology	I. Injury Detection
II. Human Growth and Development	II. Strategies	II. Injury Treatment
III. Psycho-Social Development	III. Safety/Physical Fitness	III. Injury Prevention
IV. Bio-Physiological Foundations	IV. Skills	IV. Rehabilitation
V. Sports Management	V. Management	V. Reconditioning
VI. Instruction		VI. Counseling

B. Training Components

This section shall include a complete description of all the Master Inservice Plan (MIP) components to be used to teach the content of the program. Specific objectives or learner outcomes should be included in each component. Any clinical activities required should also be included in the components.

In addition, MIP components and all other courses which are a part of the planned curriculum for an add-on program shall include the following:

- *a description of learner activities* to be utilized in instruction. Activities should be described in sufficient detail to document that there is adequate opportunity for participants to attain the specific objectives or learner outcomes. (These may be designed so as to provide products that participants can use to demonstrate competencies.)
- *a description of field clinical activities* if applicable (These can be included as a part of the site competency demonstration in MIP components.)
- *types of assessment and evaluation used* including measures such as tests, projects, performance observations, products (These assessments and evaluations should address the specific objectives and can serve as the method of competency demonstration.)
- *a description of evidence required to insure attainment of specific competencies* (i.e. lesson plans, student tests) This evidence will be used by the instructors to certify that the participants have indeed acquired the competencies.
- *an assignment of inservice points* equivalent to the number of hours spent in component activities not to exceed 60 points per component. One inservice point is equivalent to one participation hour (State Board Rule 6A-5.071(6)(a)).

COMPONENT EXAMPLE

TITLE: APPLIED LINGUISTICS, FRENCH

IDENTIFIER NUMBER: 1-004-XXX

GENERAL OBJECTIVE

The purpose of this component is to provide teachers the opportunity to examine, identify, analyze, and internalize structures of the target language. Upon successful completion of the component, participants will be able to: solve language problems at various levels--phonology, morphology, and syntax--as a result of acquired speech refinement; devise an approach to solve commonly experienced linguistic difficulties; recognize linguistic similarities and differences that exist between French and English; recognize the causes and types of errors made by second language learners; and apply French in the appropriate sociolinguistic context.

SPECIFIC OBJECTIVES:

Participants will:

1. Identify aural/oral concepts such as linkage, syllable stress, vowel anticipation, etc.
2. Compare and contrast the phonemic systems of the foreign language and those of English.
3. Compare and contrast the morphemic systems of the foreign language and those of English.
4. Identify the chief difficulties in pronunciation for English speakers learning a foreign language.
5. Identify the chief difficulties in grammar for English speakers learning a foreign language.
6. Identify the chief difficulties in syntax for English speakers learning a foreign language.
7. Identify the areas of target language syntax and morphology that cause the most difficulties.
8. Identify and apply a variety of techniques of error correction.
9. Identify problems in acquiring vocabulary and structures in the target language.
10. Explain the role of errors in the language learning process.
11. Explain the extent to which grammatical forms can be used or understood appropriately to communicate in the various sociolinguistic contexts.
12. Combine sentences and ideas to achieve unified spoken text through cohesion in form and coherence in thought.
13. Employ verbal and non-verbal communication strategies that can be used to compensate for breakdowns in communication due to interference, distractions, or insufficient knowledge of the topic.
14. Use internal structures of the language in verbal communication.
15. Identify regional variations in vocabulary used by the target language group.
16. Explain verbal and non-verbal turn-taking strategies.
17. Explain the function of register in using a second language.
18. Use different registers in communication.

ACTIVITIES:

1. Attend instructor's lectures and discussions on: a) the elements and characteristics of language phonology, morphology, and syntax; b) similarities and differences in the foreign language and English; c) linguistic difficulties and errors of the students of the foreign language; and uses of the foreign language in appropriate sociolinguistic contexts.
2. Practice, as a whole and in small groups, linguistic patterns of the foreign language.
3. Examine, in small groups, language samples to examine linguistic elements and characteristics.
4. Write short papers and discuss them in class, dealing with linguistic differences between the foreign language and English.
5. View tapes or listen to language samples for the study of the foreign language in the appropriate sociolinguistic context.

EXAMPLE (continued):

Participants who will use inservice credit earned in this component to add an endorsement or coverage to a certificate will be evaluated using the following assessment procedures:

1. Complete pretest and posttest on the following: a) the elements and characteristics of the foreign language's phonology, morphology, and syntax; b) similarities and differences in the foreign language and English; c) linguistic difficulties and errors of students of the foreign language; and d) uses of the foreign language in appropriate sociolinguistic contexts. Participants will pass the posttest with 80% accuracy and will also demonstrate increased competency on 80% of the competencies of the component.
2. Any other assessment procedure required by the instructor(s) providing the program.
3. Will demonstrate the acquisition of all required competencies of each approved program component of the add-on program.

Participants who will not use inservice credit earned through participation in this component to add an endorsement or coverage to a certificate will:

1. Demonstrate increased competency of 80% of the specific objectives of the component as determined by pre and posttest or other valid measures.
2. Complete any other assessment procedure required by the instructor.

Component evaluation will consist of instructor and participant assessment of how well component activities help participant to master competencies and objectives.

C. Matrix

The matrix is a visual presentation of the components, in terms of how the competencies are addressed and what methods were used to demonstrate the competencies.

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 shall indicate the component(s)/course(s) and the component specific objective(s) or expected learner outcomes that address each competency identified in Section III and the method to be used to verify the competency demonstration. An example of a matrix that provides this information is described below.

Example			
Competency Number	Component Number	Specific Objective Number	Method of Competency Demonstration
1	2 004 XXX	2,3,6	Portfolio entry (lesson plan)
2	1 004 XXX	1,7	Component test
3	3 017 XXX	15,25,10	Classroom demonstration
4	1 006 XXX	1,2,3	Research paper
6	1 001 XXX	1,2,3,4,5,6,7,8,9,10	Prepare a coaching plan package
5	6 403 XXX	3,4,6,8,10	Develop a referral system for substance abuse problems
11	5 421 XXX	5,8,9	Individual case study

D. Instructors

Criteria for the selection of qualified instructors shall be included. Minimum educational degree requirements, in-field certification requirements and minimum experience or training relevant to the content shall be addressed.

V. Completion Requirements

A. Program Completion

The district should describe the method for determining that the participant has attained all the competencies required for the specialization area. This can be done:

1. as the participant completes each individual component, or
2. as a separate process upon completion of the instruction. Competency demonstration should be a requirement for the completion of each component, thus all competencies will be attained when all the required components are successfully completed. If this is not done in the component, the district can write a separate process assuring demonstration of competencies.
3. For add-on coverages, a passing score on the appropriate state assessment is required.

B. Competency Demonstration

Requirements for program completion shall be listed and should include at least the following:

1. Demonstration of the competencies required for the certification coverage/endorsement.
2. Procedures for evaluation of competency attainment shall be described.
3. Completion of all required inservice components or the equivalent.

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, a *competency verification system* must be developed that includes the following parts:

1. **Competencies**--general statements of what teachers are expected to be able to do, as a result of specific training; or prior training, practice, and experience.
2. **Assessment Criteria**--measurable indicators related to identified competencies.
3. **Appropriate Data Collection Instruments and Procedures**--methods for collecting sufficient evidence of the teacher's ability to demonstrate the unique set of competencies and obtain a passing score on appropriate state assessment for coverage add-ons.
4. **Well-Defined Implementation Policies and Procedures**--written documents designed to ensure fair and consistent application of the competency verification system, including specification of who, when, how, and under what conditions the verification is done.
5. **Passing Score** on appropriate state assessment for add-on coverages.

VI. **Program Evaluation**

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

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

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

NOTE: The data collected by the Program Evaluation Plan is required when a district requests the continued approval of the add-on program. Please refer to page 8 of this manual for additional information concerning continued program approval.

VII. Management

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

Note: If the Staff Development Director or Human Resource Director is not designated as the program manager, procedures should be in place for regular communication with that office regarding credit, costs, etc. Policies and procedures shall be included to deal with the placement and movement of participants through the program. Suggestions for management of the following areas are:

A. Candidate application and admission

Many certification coverage/endorsements can only be added to certain existing certifications and these need to be specified as admission requirements. These prerequisite certification areas should be researched prior to allowing students admission into the program.

B. Advisement

A plan for advising participants of program requirements should be included.

C. Attendance requirement for inservice points

MIP attendance procedures are to be used if the participant is to receive inservice points. These should indicate that the participant must participate in each inservice component for the appropriate time required to receive the total inservice credit awarded by the component.

D. Transfer and utilization of credit (college or inservice)

While district add-on programs must include all training that is required for the specific certification coverage/endorsement being offered, many program participants may have completed college credits or training which is applicable to the requirements. It is the district's option as to whether they will accept the transfer credit. If provisions are made to accept the transfer credit, several items need to be considered in the policies and procedures addressed in this section.

1. Procedures to describe the relationship between the transfer credit and the planned inservice requirements of the program.
2. Procedures for determining that the credit is equivalent to the program inservice components.
3. Inservice credit from another district may be applied in a similar manner if it was taken as a part of a state approved add-on program.

E. Certification of completion

A description of how the district will certify completion of the program to the DOE.

EXAMPLE

VII. MANAGEMENT

The Director of Human Resource Development will be responsible for the management of the Add-On program.

A. ADMISSION AND ADVISEMENT

Applicants must hold a valid Florida Temporary or Professional Educator's Certificate based upon a bachelor's degree or higher for entrance into the program. An applicant who entered the program based on a Temporary Certificate must show proof of eligibility for a Professional Certificate prior to the district certifying completion of the program. Interested individuals should contact the HRD Director who will send a Plan of Study Form, and a list of program requirements to the applicant. The applicant will type or print responses to all personal information items and list college courses or inservice activities on the Plan of Study Form which they believe might satisfy component requirements. The applicant will attach college transcripts or Inservice Transfer Record to the Plan of Study Form which they believe might satisfy component requirements. The applicant will attach college transcripts or Inservice Transfer Record to the Plan of Study Form if a course or inservice activity is listed. The applicant will submit forms to the HRD Director and call for an appointment to discuss formal entry into the program.

B. ADVISEMENT

1. Each applicant will receive a copy of the Add-On Certification Program and Orientation.
2. Each applicant will meet with the HRD Director or designee and complete a Plan of Study which will be signed by both the HRD Director and applicant to signify agreement.

C. ATTENDANCE

Attendance is mandatory unless an absence is excused by the instructor for serious or extreme emergency. Excused absence class hours must be satisfied through a schedule approved by the instructor. Participants receive one inservice point for each clock hour of component participation.

D. TRANSFER OF CREDIT

Equivalent or higher content level college credit obtained from a regionally accredited institution of higher education may be used to satisfy component requirements. College course(s) are converted to inservice points with each semester credit hour equivalent to twenty (20) inservice points. An official college transcript must be requested by the participant and forwarded to the HRD Director's Office.

Inservice credit earned while employed in another district may be applied to the Add-On Certification provided:

1. The component is of equivalent or higher content level.
2. The component was earned as part of an approved Add-On Certification Program. Participants must request an official Inservice Transfer Record be sent from the previous employer to the HRD Director.

E. CERTIFICATION OF COMPLETION

When participants have completed all program completion requirements, program completion is verified. The District Verification Form (CT-115) for Completion of an Approved Add-On Program will be prepared by the HRD Director or a designee and forwarded to the superintendent for signature and submission to the Department of Education.

VIII. School Board Approval

In order for the add-on program to receive state approval, it must include a statement signed by the District Superintendent and Chairman of the School Board stating that it has been approved locally for submission.

When the add-on program is available for a consortium of school districts, each district must certify their participants' completion.

Submit the original and three copies of Board Approved Plan to:

Florida Department of Education
Bureau of Educator Recruitment and Professional Development
Turlington Building, Room 124
325 West Gaines Street
Tallahassee, FL 32399-0400

REVIEW PROCESS

The Approval of District Add-On Certification Programs is done in the following manner:

1. Plans are reviewed by the Bureau of Educator Recruitment and Professional Development staff members using the document Criteria for Approval of Add-On Programs.
2. Plans are reviewed by a Department of Education team to ensure updated and appropriate coverage of the content.
3. Review results and approval decisions are communicated to the district by the Bureau of Educator Recruitment and Professional Development

APPROVAL CRITERIA

Criteria for Approval of Add-On Programs are listed on pp

**CRITERIA FOR APPROVAL OF
Add-On Programs**

District: _____

Title: _____

Date Submitted: _____

Criteria	YES	NO	NA	COMMENTS
I. Program Title				
1. The program title identifies the certification coverage or endorsement area of the program.	_____	_____	_____	
II. Program Rationale and Purpose				
1. The rationale includes a statement of need for the program.	_____	_____	_____	
2. The rationale includes a statement of how the program will benefit the district and/or the individual participant.	_____	_____	_____	
III. Program Content/Curriculum				
1. All specialization competencies to be acquired by the participant are listed.	_____	_____	_____	
2. In areas where state adopted specialization competencies exist, they are identified and included.	_____	_____	_____	
3. All sources of specialization competencies are identified.	_____	_____	_____	
4. Professional education competencies specific to the certification coverage/endorsement, including subject-specific pedagogy, are listed.	_____	_____	_____	
5. All sources for the professional education competencies are identified.	_____	_____	_____	

CRITERIA	YES	NO	NA	COMMENTS
<p>III. Program Content/Curriculum (Cont.)</p> <p>6. Clinical activities essential to the development of the professional competencies are listed.</p> <p>7. In areas where nationally recognized guidelines exist, an identification of the national guidelines used and a discussion of how the guidelines were used in the development of the add-on program are included.</p> <p>8. The plan indicates that no nationally recognized guidelines exist when none have been developed by a national organization for the subject area.</p>	<p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p>	
<p>IV. Instructional Design and Delivery</p> <p>A. Instructional Strands</p> <p>1. All identified competencies have been organized into instructional strands.</p> <p>2. Instructional strands include those topics that appear to be related for instructional purposes.</p> <p>B. Training Components</p> <p>1. A component or course has been developed for each instructional strand.</p>	<p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p>	

CRITERIA	YES	NO	NA	COMMENTS
<p>IV. B. Training Components (Cont.)</p> <p>2. Each component/course contains specific objectives or learner outcomes that address some of the competencies from one of the instructional strands in Section IV A.</p> <p>3. All competencies required for certification are addressed in one or more of the training components.</p> <p>4. The component title is unique and descriptive of the general objective.</p> <p>5. The number of points that can be earned is equivalent to the number of hours spent in component activities and is no more than sixty in a single component.</p> <p>6. The identifier number assigned to the component is appropriately coded.</p> <p>7. The general objective includes statements of purpose and of expected participant outcomes.</p> <p>8. The specific objectives are in measurable terms, specify competencies to be gained to meet expected outcomes, and are a minimum of at least one for each six hours of participation.</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	

CRITERIA	YES	NO	NA	COMMENTS
<p>IV. B. Training Components (Cont.)</p> <p>9. The activities element provides a description of the learner activities to be utilized.</p> <p>10. The description of activities provides sufficient detail to document that activities provide adequate opportunity for participants to attain specific objectives.</p> <p>11. The activities element contains a description of field/clinical activities, if applicable.</p> <p>12. Participant success is determined by using valid measures of evaluation; and assessment and evaluation measures such as tests, projects, products, and performance are identified.</p> <p>13. Participant evaluation procedures indicate that the participant will demonstrate increased competency on at least 80% of the specific objectives.</p> <p>14. Evidence required to document attainment of specific competencies is described.</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	

CRITERIA	YES	NO	NA	COMMENTS
<p>IV. C. Matrix</p> <p>1. A matrix exists that includes a reference to all identified competencies for the program content/curriculum.</p> <p>2. The matrix indicates the training component and the component specific objectives which address each of the identified competencies.</p> <p>3. The matrix identifies the method to be used to verify the competency demonstration.</p> <p>D. Instructors</p> <p>1. Criteria for the selection of qualified instructors are listed.</p> <p>2. Selection criteria include minimum educational degree requirements for all instructors.</p> <p>3. Selection criteria address minimum experience or training of the instructor in teaching the content addressed in the component(s).</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p>V. Completion Requirements</p> <p>1. Program completion requirements are included.</p> <p>2. Successful completion of all inservice components or the equivalent is a requirement for program completion.</p>	<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>	

CRITERIA	YES	NO	NA	COMMENTS
<p>V Completion Requirements (Cont.)</p> <p>3. Demonstration of all program competencies is a requirement for program completion.</p> <p>4. Procedures for the evaluation of participants' competency attainment are included.</p> <p>5. If a competency verification system is used in lieu of the required inservice training, all elements of such a system are sufficiently described: (a) Competencies, (b) Indicators, (c) Instruments and/or Procedures, (d) Policies and Procedures.</p>	<p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p>	
<p>VI. Program Evaluation</p> <p>1. There is a plan for evaluation which describes how the district will determine effectiveness of this program.</p> <p>2. The plan for program evaluation contains a description of how the results will be used.</p> <p>3. The evaluation will include an assessment of the management, operation, delivery and budget of the program.</p>	<p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p>	
<p>VII. Management</p> <p>1. Management procedures identify the office and position that has responsibility for the program.</p> <p>2. The plan describes policies and procedures for application and admission to the program.</p>	<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>	

CRITERIA	YES	NO	NA	COMMENTS
VII. Management (Cont.)				
3. Admission is limited to individuals who hold a valid temporary or professional certificate based on a Bachelor's or higher degree. An applicant who entered a coverage program based on a temporary certificate must meet requirements for a professional certificate prior to the district's verification of program completion.	_____	_____	_____	
4. Admission requirements include any applicable prerequisite certification coverage.	_____	_____	_____	
5. Advisement procedures for candidates and participants are described.	_____	_____	_____	
6. Attendance procedures are included and indicate that the participant must participate in each inservice component for the appropriate time required to receive the total inservice credit awarded by the component.	_____	_____	_____	
7. Procedures for the transfer of college or inservice credit are included if provided for in the program.	_____	_____	_____	
8. Transfer of college credit procedures describe the relationship between that credit and the inservice requirements of the program.	_____	_____	_____	
9. Transfer of inservice credit procedures provide criteria for determining that the transferred credit is equivalent to the program inservice component.	_____	_____	_____	

CRITERIA	YES	NO	NA	COMMENTS
VII. Management (Cont.) 10. Management procedures include a description of how the school district will certify completion of the program. 11. When the add-on program is available for a consortium of school districts, each district will certify their participants' completion.	 <hr/> <hr/>	 <hr/> <hr/>	 <hr/> <hr/>	
VIII. School Board Approval 1. The program plan contains a statement signed by the district school superintendent that the add-on program has been approved for implementation.	 <hr/>	 <hr/>	 <hr/>	

Recommendations:

Fully Approved _____
Conditionally Approved _____
Not Approved _____

Reviewer _____
Reviewer _____
Reviewer _____

APPENDICES

DEFINITIONS

- **Competency demonstration:** the assessment of a program participant's attainment of a program competency either as a product or test in the specific component or as a final requirement for program completion after all components have been completed. The methods of competency demonstration are usually products of activities already described in the components. Competency demonstration is a requirement for all add-on programs.

The following is a list of suggested methods of competency demonstration that have been used in approved add-on programs. Due to the uniqueness of most add-on programs, not all of the methods listed may be useful. The list is not meant to be all-inclusive, as other methods can be developed by the district.

Discussion panels	Skills test
Lesson plans	Classroom demonstration
Resource lists	Documentation of parent/professional conferences
Pre/Post tests	Design a questionnaire for assessing parents' responses/views
Article summaries	Development of classroom strategies
Case studies	Self assessment
Student counseling profiles	Written interpretation of assessment data
Education plans based on case studies	Posttests
Thematic units	Classroom participation/observation
Coaching plan packet	Research paper
Development of a training program	
Micro teaching plan and presentation	
Planned field trips	

- **Competency Verification System:** a well-defined system which allows participants of Add-On programs to complete program requirements without taking all the training components. Required elements include:
- **Performance Standards** (competencies): general statements of what teachers are expected to be able to do, as a result of specific training, practice, and experience.

- **Assessment Criteria:** measurable indicators related to identified competencies
- **Appropriate Data Collection Instruments/Procedures:** methods for collecting sufficient evidence of the teacher’s ability to demonstrate the unique set of competencies
- **Well-Defined Implementation Policies and Procedure:** written documents designed to ensure fair and consistent application of the competency verification system, including specification of who, when, how, and under what conditions the verification is done
- **Coverage:** the designation on a Florida educator’s certificate which indicates the area in which an individual has content knowledge base
- **Endorsement:** a rider on a Florida educator’s certificate with a designated coverage
- **Instructional Strands:** areas of study into which the competencies have been organized for instructional purposes. Major topics to be covered in each strand shall also be identified

EXAMPLE		
IV. Instructional Design and Delivery		
A. Instructional Strands		
Coaching Theory	Theory and Practice of Coaching a Specific Sport	Care and Prevention of Athletic Injuries
I. Legal Aspects	I. Rules and Terminology	I. Injury Detection
II. Human Growth & Development	II. Strategies	II. Injury Treatment
III. Psycho-Social Development	III. Safety/Physical Fitness	III. Injury Prevention
IV. Bio-Physiological Foundations	IV. Skills	IV. Rehabilitation
V. Sports Management	V. Management	V. Reconditioning
VI. Instruction		VI. Counseling

- **Professional Education Studies:** the portion of the add-on preparation program that prepares participants to work effectively in their new area of specialization. Professional Education includes pedagogical, theoretical, and practicum studies; additionally it includes clinical activities such as observations, micro-teaching, and simulations that are essential to the development of professional competencies and skills for teaching the add-on specialization area.
- **Specialization Studies:** the competencies in a sequence of courses and experiences in the academic or professional area that define the content the participant plans to teach, for the grade level at which the participant plans to teach, and/or for the services that the candidate plans to provide. Examples of specialization studies include: biology, elementary education, guidance and counseling, reading, physical education, etc.

SOURCES OF COMPETENCIES

Competencies and Skills Required for Teacher Certification in Florida, Seventh edition

Endorsement for Athletic Coaching Competencies, approved by Inservice Development section, Florida Department of Education, August 1990

ESOL Competencies Identified by Florida Department of Education

Competencies Identified in Specific Certification Areas by State Task Forces , State Work Groups and National Professional Subject Area Associations.

Subject Matter Content Standards for Florida's Teachers, January 2000.

SOURCES OF COMPETENCIES PROFESSIONAL ORGANIZATIONS

American Alliance for Health Physical Education Recreation and Dance (AAHPERD)

1900 Association Drive
Reston, VA 22091
(800) 213-7193
<http://www.aahperd.org>

(AAHPERD) - National Association for Sports and Physical Education (NASPE)

1900 Association Drive
Reston, VA 22091
(800) 213-7193
<http://www.aahperd.org/naspe/template.cfm>

(AAHPERD) - Association for the Advancement of Health Education (AAHE)

1900 Association Drive
Reston, VA 22091
(800) 213-7193
<http://www.aahperd.org/aahe/template.cfm>

American Association of Teachers of French

AATF - Mailcode 4510
Southern Illinois University
Carbondale, IL 62901-4510
(618) 453-5731
<http://aatf.utsa.edu>

American Library Association (ALA)

50 East Huron Street
Chicago, IL 60611
(800) 545-2433
<http://www.ala.org>

Association for Childhood Education International (ACEI)

17904 Georgia Avenue, Suite 215
Olney, MD 20832
(301) 570-2111
<http://www.udel.edu/bateman/acei/>

Association for Educational Communications and Technology (AECT)

1800 North Stonelake Drive, Suite 2

Bloomington, IN 47408

(877) 677-2328

<http://www.aect.org>

Association of School Business Officials International (ASBOI)

11401 North Shore Drive

Reston, VA 22090-4232

(703) 478-0405

<http://www.asbointl.org>

Council for Exceptional Children (CEC)

1110 North Glebe Road, Suite 300,

Arlington, VA 22201-5704

(888) 232-7733

<http://www.cec.sped.org>

Educational Leadership Constituent Council

c/o Association for Supervision and Curriculum Development

1250 North Pitt Street

Alexandria, VA 22314

(703) 549-9110

<http://www.npbea.org/ELCC/>

International Reading Association (IRA)

800 Barksdale Road

P.O. Box 8139

Newark, DE 19714-8139

(302) 731-1600

<http://www.reading.org>

International Society for Technology in Education (ISTE)

480 Charnelton Street

Eugene, OR 97401-2626

(800) 336-5191

<http://www.iste.org>

International Technology Education Association (ITEA)

1914 Association Drive

Reston, VA 20191-1539

(703) 860-2100

<http://www.iteawww.org>

National Art Education Association (NAEC)

1916 Association Drive
Reston, VA 22091
(703) 860-8000
<http://www.naea-reston.org>

National Association for the Education of Young Children (NAEYC)

1509 16th Street, NW
Washington, D.C. 20019
(800) 424-2460
<http://www.naeyc.org>

National Association of Elementary School Principals (NAESP)

1615 Duke Street
Alexandria, VA 22314-3483
(800) 386-2377
<http://www.naesp.org>

National Association of School Psychologists (NASP)

4340 East West Highway, Suite 402
Bethesda, MD 20814
(301) 657-0270
<http://www.nasponline.org>

National Association of Schools of Theatre

11250 Roger Bacon Drive, Suite 21
Reston, VA 20190
(703) 437-0700
<http://www.arts-accredit.org/nast/default.htm>

National Council for Accreditation of Teacher Education (NCATE)

2010 Massachusetts Avenue, NW Suite 500
Washington, D.C. 20036
(202) 466-7496
<http://www.ncate.org>

National Council for the Social Studies (NCSS)

8555 16th Street, Suite 500
Silver Spring, MD 20910
(301) 588-1800
<http://www.ncss.org>

National Council of Teachers of English (NCTE)

1111 West Kenyon Road

Urbana, IL 61801

(800) 369-6283

<http://www.ncte.org>

National Council of Teachers of Mathematics (NCTM)

1906 Association Drive

Reston, VA 20191

(703) 620-9840

<http://www.nctm.org>

National Middle Schools Association (NMSA)

4151 Executive Parkway, Suite 300

Westerville, OH 43081

(800) 528-6672

<http://www.nmsa.org>

National Science Teachers Association (NSTA)

1840 Wilson Boulevard

Arlington, VA 22201-3000

(703) 243-7100

<http://www.nsta.org>

FORMS FOR PARTICIPATION/COMPLETION

EXAMPLE

(District Name)

ADD-ON CERTIFICATION PROGRAM

Plan of Study

For: ESOL
(Coverage/Endorsement)

1. Participant Name: _____

2. Social Security #: ____ - ____ - _____

3. Work Telephone: _____

4. Home Telephone: _____

5. Present Certificate coverage areas: _____

6. Components:

Required Components	Inservice Points	Completion Date	Course/Credit	Completion Date
Applied Linguistics	60	_____	_____	_____
Cross Cultural Communication and Understanding	60	_____	_____	_____
Curriculum Materials and Development	60	_____	_____	_____
Testing and Evaluation	60	_____	_____	_____
Methods of Teaching ESOL	60	_____	_____	_____

Total Components: 5 Total Inservice Points: 300

NOTE: Indicate acceptable transfer credit from institution of higher education and inservice participation by placing course/component name and number, points, and completion date in the appropriate blank. Attach copy of official transcript or Inservice Transfer Record, and Subject Area Examination results.

Participant's Signature: _____ Date: _____

Program Coordinator's Signature: _____ Date: _____

Program Completion

Program Completion Date: _____

HRD Director's Signature: _____ Date _____

Please contact the Bureau of Educator Certification for the district verification CT 115 form for completion of an Approved Add-On Program:

Florida Department of Education
Bureau of Educator Certification
Suite 201, Turlington Building
325 West Gaines Street
Tallahassee, Florida 32399-0400

Email address
edcert@fldoe.org

Inservice Components

Master Inservice Plan Components

Writing Inservice Components

Section 1012.98, Florida Statutes, requires districts to have Master Inservice Plans to cover inservice activities for all employees. State Board Rule 6A-5.071 establishes criteria for the Master Inservice Plan, such as how components should be written and number of points to be awarded for inservice participation.

Components should be written and designed to indicate the competencies participants can expect to gain upon successful completion of the session, the type of training activities involved, and the number of points they can expect to earn. Presenters should be able to peruse components for add-on programs and understand what they are to present, the types of activities to plan, the objectives for pretest and posttest development, and the competencies which participants will be expected to gain.

All components are required to include seven criteria (6A-5.071, FAC):

1. component title
2. component identifier number
3. number points to be awarded
 - knowledge acquisition
 - site competency demonstration
4. general objective
 - purpose of component
 - expected participant results
5. specific objectives
6. description of activities
7. evaluation procedures
 - participant
 - component

The district must submit items (1)-(7) for all Add-On Programs

Criteria:

- 1. Component Title:** The component title should be descriptive and unique for the component.
- 2. State Identifier Number:** This is the same as the component identifier code. See previous section for description.
- 3. Assignment and Distribution of Points:** Points should be calculated and stated for the maximum number of hours to be awarded to participants upon successful completion of the component. One point may be awarded for each actual clock hour of participation.

A component must have at least ten points in order to be considered for certification credit. No component should have more than 60 points. The practice of limiting a component to no more than 60 points will facilitate the acceptance of a three semester hour college credit course in place of a program component.

Knowledge acquisition refers to the contact hours spent in learning knowledge, pedagogy or general teaching methods. It includes (1) interaction with an instructor or (2) interaction with an instructional aid in a structured setting. Instructional aids may include research tools, instructional design tools, audiovisual materials, computerized instruction, or other technological approaches.

- At least seventy-five percent (75%) of the hours of a certification must be spent in knowledge acquisition.
- A maximum of twenty-five percent (25%) of the hours of an individual component may be spent in site competency demonstration.

Site Competency Demonstration refers to structured activities a participant may complete to demonstrate, in instructional settings, the knowledge acquired in the contact hours of the component. The activities must be structured to address specific objectives addressed in the knowledge acquisition portion of the component. The activities must be approved by the instructor and the staff development director prior to the implementation of the activities. The implementation of the competency demonstration must be verified for the participant to earn points. Each district or agency with a Master Inservice Plan will be responsible for selecting a qualified person to verify competency demonstration. Prior to site competency demonstration, the participant must have demonstrated knowledge of the specific objectives related to the demonstration. When a component incorporates joint knowledge acquisition and site competency demonstration, so indicate on the component.

4. General Objective: The general objective has two distinct parts:

- Statement of the purpose of the component
- Statement of expected participant results

The **purpose** should describe who the component is for and what content the component will address.

Example: The purpose of this component is to introduce elementary teachers to updated concepts of biosystems by teaching them the latest terminology uses in describing life interrelationships and showing them how to teach biosystem concepts to elementary students via demonstration and discovery approaches.

The **expected participant results** should describe what participants are expected to achieve as a result of completing the component.

Example: *Upon successful completion of the component, all participants will be able to conduct teaching units on biosystems for elementary students, using both teacher and student demonstration and discovery approaches.*

5. **Specific Objectives:** The specific objectives must be developed for all components prior to offering the component. Specific objectives are written statements of performance that indicate the competencies to be gained by a participant upon successful completion of the component. Specific objectives must be:
 - sufficient in number to warrant the number of points being awarded.
 - comprehensive and detailed to indicate to the presenter and the participant the competencies to be gained.
 - measurable
6. **Description of Activities:** The description should briefly describe the experiences and type of activities which will be conducted to assist the participant in achieving the specific objectives and gaining the competencies expected to be gained.
7. **Evaluation Procedures:** There are two parts to the required evaluation procedures:
 - a. **Participant Evaluation:** Participants completing the component for inservice credit should show an increase in at least 80% of the objectives in a component. Although pre- and posttests correlated to the specific objectives are the most common evaluation procedure, other valid measures may be used. Participants who are completing the component as part of an approved add-on program should demonstrate all the required competencies.
 - b. **Component Evaluation:** Components must be evaluated to measure the degree to which the specific objectives have been addressed as assessed by both participant and presenter.

CODING INSERVICE COMPONENTS

The Component Identifier Number of a component is the code for determining the subject area of a component. Reference to the component identifier number assists in determining which subject areas a person applying for certificate renewal wishes to apply the specific inservice points. It is important that all components are coded carefully since subject area points required for certificate renewal are identified primarily through the Component Identifier Numbers.

The Identifier Number is a 7-digit number assigned by the district to each individual component. For information on coding inservice components, see Appendix D of the Staff Information Database Manual (http://www.firn.edu/doe/eias/dataweb/staff_0203.htm). The Component Identifier is written and defined as follows:

Position 1	Positions 2-4	Positions 5-7
Function	Focus Area	Sequence #
1-8	000-602	001-999

Position 1: Function: The first digit indicates the function which is the principal focus of the component.

EXAMPLE: The first digit of any ESOL component would be 1 for subject content.

Positions 2-4: Focus Area: The second, third, and fourth digits indicate the principal subject area upon which the component focuses.

EXAMPLE: The second – fourth digits of any ESOL component would be 001.

Positions 5-7: Sequence: The fifth, sixth and seventh digits indicate the district's sequential numbering for each assigned subject area code.

EXAMPLE: These digits can be sequenced to further identify types or content of Add-on components. For example, ESOL Methodology could have a sequence of 001; ESOL Assessment could be 002; ESOL Curriculum 003, etc.