

FLORIDA DEPARTMENT OF EDUCATION
BUREAU OF EDUCATOR RECRUITMENT
AND
PROFESSIONAL DEVELOPMENT

**Preparing Florida Teachers
To Work With
Limited English Proficient
Students**

September 2001



TABLE OF CONTENTS

Introduction	1
Section I: The Mandates for Teaching LEP Students -- The Legal Foundations	2
League of United Latin American Citizens (LULAC) et al. vs. the State Board of Education (SBE) et al. Consent Decree	2
<i>The Background</i>	
<i>The Implications</i>	
State Board of Education Rule 6A-5.066, F.A.C.	5
<i>The Requirements</i>	
<i>The Implications</i>	
Section II: Options for Teacher Preparation Programs	6
Introduction	6
Option #1: Five-Course Sequence for ESOL Endorsement	6
<i>Description of Option</i>	
<i>State Approval and Monitoring</i>	
<i>Summary of Key Points</i>	
Option #2: Bachelor's/Master's Degree Program for Another Certification Coverage With ESOL Endorsement <u>Infused</u>	8
<i>Description of the Option</i>	
<i>State Approval and Monitoring</i>	
<i>Summary of Key Points</i>	
Section III: Requirements for the Infused Program	10
Requirement #1: Accreditation	10
Requirement #2: Degree Program	10
Requirement #3: ESOL Curriculum	10
<i>Requirement #3A: The Performance Standards</i>	
<i>Requirement #3B: ESOL Specific Courses</i>	

TABLE OF CONTENTS

Requirement #4: ESOL Field Experiences	12
Requirement #5: Student Performance Evidence	13
Requirement #6: ESOL Instructional Personnel	14
<i>Requirement #6A: Instructional Personnel for ESOL Specific Courses</i>	
<i>Requirement #6B: Instructional Personnel for Infused Courses</i>	
Section IV: Folio Submission Requirements for An Infused Program	16
Section V: Attributes of a Strong Infused Program	29
Appendices	
Appendix 1: ESOL Performance Standards and Sample Indicators	30
Appendix 2: Standards for Initial Teacher Education Program Approval	37
Appendix 3: ESOL Infusion Models	61
Appendix 4: Sample Strategy for Analyzing the ESOL Performance Standards	63

Introduction

INTRODUCTION

Florida is the fourth most populous state in the United States and home to one of the country's major ports of entry. In *Managing Multicultural Learning Environments* (1998, CD-Rom 1), the Florida Department of Education advises that:

There are students from over 250 countries speaking more than 100 languages in Florida's schools...Over half of these students were born in the United States or its territories.

A number of these students are fluent in both English and their home language. However, a significant percentage are Limited English Proficient (LEP).

As a result of recent changes in Florida law (League of United Latin American Citizens (LULAC) et al. vs. State Board of Education et al. Consent Decree, 1990; Section 233.058, F.S.; and State Board of Education Rules 6A-6.0900 to 6A-6.0909, F.A.C.), there has been a strong, state-wide, focused effort to meet the educational needs of these children. The emphasis has been on additional in-service preparation for teachers already in the public schools. ***Further changes to statutes and State Board of Education Rules, however, now require preservice teacher education programs in the state (Section 240.529, F.S., and State Board of Education Rule 6A-5.066, F.A.C.) to prepare their teacher education students to teach LEP students consistent with the requirements in the ESOL Consent Decree.***

A number of teacher education units in Florida are currently exploring the infusion of ESOL (English for Speakers of Other Languages) preparation into programs leading to certification in PreK-Primary or Elementary Education as one approach to meeting the needs of LEP students. These programmatic modifications are quite significant, since they would result in the teacher education student receiving both stand-alone certification in PreK-Primary or Elementary Education and the ESOL Endorsement upon successful completion of the program of study.

I: The Mandates for Teaching LEP Students: The Legal Foundations

I: THE MANDATES FOR TEACHING LEP STUDENTS: THE LEGAL FOUNDATIONS

The requirements for teaching LEP students in Florida have the following legal foundations:

League of United Latin American Citizens (LULAC) et al.

vs.

The State Board of Education (SBE) et al. Consent Decree

The Background

The Consent Decree (also known as the META or ESOL Consent Decree) of 1990 is the State of Florida's framework for compliance with federal and state laws and jurisprudence regarding the education of Limited English Proficient (LEP) students. It addresses the civil rights of these students, with the primary right being that 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 individual students.

The Implications

Section IV of the Consent Decree specifically addresses the requirements of personnel who interact with LEP students in an educational environment. The requirements vary and are outlined in the Consent Decree (Revised Agreement of 1990, p. 17-18).

For preK-6 teachers whose instructional load includes language arts, middle school language arts teachers, high school English teachers, and exceptional student education teachers and reading specialists whose instructional load includes primary English language provision, the requirements are as follows:

I: The Mandates for Teaching LEP Students: The Legal Foundations

For teachers of basic ESOL or the primary English and language arts who need the ESOL Endorsement with the appropriate coverage specified in the Course Code Directory, . . . the ESOL Endorsement may be completed by either 300 inservice points or 15 college semester 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

Teachers who are not primary language providers also have certain requirements that they must meet in order to comply with the Consent Decree and meet the needs of LEP students.

Any teacher of basic subject areas, through ESOL strategies (math, science, social studies, computer literacy), assigned to instruct LEP students . . . shall complete at least 60 points of inservice training or equivalent college credit [3 semester hours] . . .

Any teacher assigned to instruct LEP students in other subject areas [other than basic ESOL and Basic Subject Areas] . . . shall complete inservice training in [the] . . . (equivalent of 18 inservice points or 3 semester hours)

I: The Mandates for Teaching LEP Students: The Legal Foundations

Inservice requirements are measured in terms of the number of inservice hours. The ESOL endorsement provided through the districts requires 300 inservice hours. The following table indicates which teachers fall into this and other ESOL training categories:

Number of Required Inservice Hours in the School District		
300 Hours (endorsement)	60 Hours	18 Hours
Elementary	Math, Science, Social Studies, Computer Literacy	All other subject areas
PreK-Primary		
English		
Exceptional Education (# of hours depends on designation as primary language provider)		
Reading (300 hours if reading teacher provides the primary language instruction; otherwise 18 clock hours)		

In some districts with large LEP student populations, the expectation is that primary language providers will either have the ESOL Endorsement on their certificates at the time of initial employment or will be expected to immediately begin working towards the endorsement as a condition of hire.

While the impact is greatest for the school districts; it has major implications for the preparation of teachers by colleges and universities in the State as well. ***Understandably, many districts are looking toward preservice programs to provide the endorsement training prior to graduation to decrease their own district expenditures for immediate inservice.***

I: The Mandates for Teaching LEP Students: The Legal Foundations

State Board of Education Rule 6A-5.066(3)(d)4., F.A.C.

The Requirements

Recent revisions to State Board of Education Rule 6A-5.066, F.A.C., which governs state approval of teacher preparation programs, require that courses and school-based experiences shall include instruction, observation, practice, and competency demonstration in **teaching strategies for the instruction of Limited English Proficient (LEP) students which meet the requirements set forth in the ESOL Consent Decree for instructional personnel who teach Limited English Proficient students.**

The Implications

Teacher preparation programs for students entering their freshman year of college during or after the 2000-2001 academic year must include the following ESOL preparation.

- I. **Elementary Education, Prekindergarten-Primary Education, Middle Grades English, English (grades 6-12), Emotionally Handicapped, Mentally Handicapped, Specific Learning Disabilities, and Varying Exceptionalities Programs**--15 semester hours, or the equivalent, which thoroughly address the 25 ESOL Performance Standards and the five ESOL areas specified in the ESOL certification rule and result in eligibility for the ESOL Endorsement; and
2. **All other programs**--3-semester-hour overview course or the equivalent which addresses at an awareness level the five ESOL areas specified in the certification rule for the 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.

1. Five-Course Sequence for ESOL Endorsement
2. Bachelor's or Master's Program for another certification coverage with ESOL Endorsement Infused

II: Options for Teacher Preparation Programs

II: OPTIONS FOR TEACHER PREPARATION PROGRAMS

Introduction

There are two options available for those teacher education programs that are required to include courses and experiences which lead to the ESOL Endorsement. In this section, each of the options will be discussed in three parts:

- Description of the Option
- State Approval and Monitoring
 - The **Program Folio** -- submitted for initial approval
- Summary of Key Points

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

Description of the Option

In this option:

Students complete five, stand-alone ESOL courses defined in the Certification Rule 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, students are eligible for the ESOL Endorsement in addition to their other coverage.

This option is similar to endorsements available in areas such as Middle Grades Education and Gifted Education.

II: Options for Teacher Preparation Programs

The five-course (15-semester-hour) sequence can be included in any degree program for concurrent certification; however, it is likely to increase the total number of hours to complete a degree, since five courses have to 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 jeopardy*** if the other program courses are reduced. These problems could be in the ***professional competencies and/or the subject area competencies.***

State Approval and Monitoring

The Florida Department of Education, Bureau of Educator Certification, completes a course-by-course analysis of students' transcripts to determine eligibility for the ESOL Endorsement. However, the institution **may not** stamp the transcript indicating that the student has completed a State-Approved Program in ESOL. **Submission of a program folio is not required.**

In the Institutional Program Evaluation Plan, the unit would need to identify programs that are requiring these five courses as the vehicle to assure compliance with the ESOL training requirements mandated in Statute and State Board of Education Rules.

Note: If the institution wishes to include the State-Approved Program stamp for the ESOL Endorsement, it may submit a folio to the Department for 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 judgements made on all Initial Program Approval Standards. This would include field experiences, quality of syllabi, faculty qualifications, etc. This program would constitute a ***Non-Infused ESOL Endorsement Program*** since there are five stand-alone ESOL courses.

Summary of Key Points

The following are some key points to remember about Option #1.

- Students ***are eligible for the ESOL Endorsement*** on their certificate after completing this option, and no further district ESOL inservice is required.
- The number of ***hours-to-degree completion may be significantly longer.***
- Students ***are not required to take the ESOL Subject Area portion of the Florida Teacher Certification Exam*** after completing the sequence of courses.
- The option has ***significant requirements in terms of faculty qualifications*** because of its stand-alone, specialized nature.

II: Options for Teacher Preparation Programs

Option 2: Bachelor's or Master's Program for Another Certification Coverage with ESOL Endorsement Infused

Description of the Option

In this option:

- A degree program integrates two distinct disciplines -- a coverage area such as Elementary Education and the ESOL Endorsement.
- Students receive an ESOL Endorsement to a certificate concurrently with their initial coverage. Coverage areas that are likely to be coupled with ESOL include Elementary Education, PreK-Primary, English, and Exceptional 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 competencies 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 Florida Content Area Standards/Florida Adopted Subject Area Competencies.
- **For the ESOL Endorsement:** There is a set of 25 ESOL Performance Standards that was developed using the 75 Florida Adopted Subject Area Competencies for ESOL K-12. The 75 competencies now serve as indicators of adequate coverage for the 25 Performance Standards (see Appendix 1 -- ESOL Performance Standards and Indicators). The indicators delineate important skills to support each of the 25 Performance Standards. The expectation is that by meeting the requirements of the 25 Performance Standards, the program will have sufficiently addressed the content of the five areas mandated in the Florida ESOL Consent Decree. ***Decisions about compliance will be made at the Standards level, using the indicators as needed.***

II: Options for Teacher Preparation Programs

An infusion program provides for much greater flexibility in terms of the delivery method of the ESOL instruction to teacher education students. This flexibility extends to the number of ESOL-specific semester hours of course work required, the content that is covered in the stand-alone ESOL courses, and the extent to which the ESOL instructional information and related competencies 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 students in an infused program do not have to take five separate courses, thereby reducing the length of their program. *Some of the competencies are infused into the existing program courses. Others are addressed in stand-alone ESOL courses. The infused model requires extensive program revamping and strongly qualified faculty. (See Section IV of this document for guidelines.)*

State Approval and Monitoring

The program is approved by the Department of Education, Bureau of Educator Recruitment and Professional Development, based on the preparation, submission, review, and approval of a folio that responds to State Standards for Approval of Teacher Preparation Programs. Monitoring is through the Continued Program Approval Process.

Summary of Key Points

The following are some key points to remember about Option #2.

- Students **are eligible for the ESOL Endorsement** upon successful completion of the program, and no further district ESOL inservice is required.
- Students **are not required to take the ESOL Subject Area portion of the Florida Teacher Certification Exam** after completing the degree program.
- The number of ***hours to complete a degree may be increased***, but less so than in Option 1 (Five-Course Sequence for ESOL Endorsement) when it is added to an approved degree program.

III: Requirements for the Infused Program

III: REQUIREMENTS FOR THE INFUSED PROGRAM

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

Requirement #1: Accreditation

The unit must:

- Be regionally accredited pursuant to Chapter 6A-4.003, State Board of Education Rules.
- Have at least one teacher preparation program 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

Requirement #3A: The Performance Standards

The ESOL curriculum must sufficiently address the 25 Performance Standards and thus 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

III: Requirements for the Infused Program

Note that the areas of linguistics and culture provide much of the practical and theoretical base for pedagogical skills of curriculum, methods, and testing. Consequently, a number of the Performance Standards require “use” of knowledge of linguistics and culture in teaching LEP children.

Requirement #3B: ESOL-Specific Courses

The number and content of ESOL stand-alone or free-standing courses will vary from institution to institution depending upon the strengths of the individual program and each institution's resources. In all cases there should be a minimum of two ESOL-specific courses. However, regardless of number and content, these courses must:

- Provide:
 - A solid grounding in the ESOL field, and
 - Sufficient connections to, and preparation for, the infused courses.
- Be taught by ESOL specialists.

Decisions about the number and content of ESOL-specific courses and infused courses, as well as the relationships expected between those courses, are local ones. However, they must be well documented and supported in the program folio. In the final analysis, the program must combine local needs and resources in such a way that quality teachers are produced. A “Sample Strategy for Analyzing the ESOL Performance Standards” is included in Appendix 5.

The basic “rule of thumb” is that the greater the number of ESOL-specific courses, the less infusion that is required. Conversely, the fewer ESOL-specific courses, the more infusion into other courses. In addition, as infusion increases, so does the need for qualified ESOL-trained faculty to teach those infused courses. (See Requirement #6: Faculty Qualifications.)

The following are examples of what ESOL-specific courses might look like. These examples are provided to assist institutions. They are not considered the only options. The faculty preparation expectations related to the entire infused program would be different for the two examples. See Requirement #6: Faculty Qualifications.

III: Requirements for the Infused Program

A program with two ESOL-specific 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 students' competency acquisition). 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 two are provided here):

Option 1: Coverage of the theoretical underpinnings of the field, i.e., Applied Linguistics, with minimal subsequent infusion of this area.

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

- **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 candidates include linguistics (if it was not the focus of the anchor course), culture, methods, and/or testing. (Curriculum and Materials is uniquely suited to the greatest amount of infusion.) This 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.

If Option #2 above is used for the anchor course, it is recommended that Applied Linguistics be a focus of this course, since this knowledge and skill is prerequisite to so many of the Performance Standards (Appendix 1).

- **Infused Courses:** Infused courses would cover all areas not addressed in the ESOL-specific courses or extend, as necessary, those introduced but not completely addressed.

A program with three ESOL-specific courses would be similar; however, the institution would need to infuse fewer of the ESOL Standards/Indicators because more of them would be met in the stand-alone course.

Requirement #4: ESOL Field Experiences

Field-based experiences should occur at different points in time in the teacher preparation program to help students acquire 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 LEP**

III: Requirements for the Infused Program

students on-site in public and/or private classroom settings, preferably as a component of their culminating field experience. (Note: Private schools must have a State-approved Master Inservice Plan.)

Students 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 LEP students. Additional experiences that can be utilized throughout the program of study are:

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

Requirement #5: Student Performance Evidence of Knowledge and Skills in ESOL Competencies

The unit must specify **multiple and specific** sources of data (evidence) to be used to determine acquisition of each of the 25 ESOL Performance Standards. Examples of evidence are:

- Tests, assignments, papers, activities, and other classwork used to demonstrate acquisition of ESOL competencies during coursework.
- An evaluation of teaching LEP students by an ESOL certified teacher.
- Lessons adapted for LEP students in specific content areas.
- Resources or instructional materials selected for LEP students in specific content areas.
- Text analyses for linguistic difficulty in specific content areas with modifications to make instruction comprehensible.
- Adaptations of tests or other assessments.

III: Requirements for the Infused Program

Requirement #6: ESOL Instructional Personnel

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

Requirement #6A: Instructional Personnel for ESOL-Specific Courses

“Coordinator(s)”:

There should be at least one faculty member or a committee who assumes responsibility for overseeing the infusion of ESOL Performance Standards in specified programs and works with administrators and program faculty in terms of both development and implementation to maintain the quality of the program(s) over time. Ideally, the Coordinator/Committee Chair should be a member of the unit’s full-time faculty, holding an advanced degree, preferably a doctorate, in applied linguistics or TESOL. The position requires a substantial investment of time and commitment. This should be taken into account when determining the coordinator’s assignment. In addition, the institution must consider the degree of authority for implementation of the infusion plan given to the coordinator and its implications. The institution’s administration must be supportive and actively involved, with a designated administrator responsible for supervising implementation.

Full-Time and Part-Time Instructors for ESOL-Specific Courses:

Faculty who teach ESOL-specific courses should have an advanced degree (at least a master’s degree) in the field (Applied Linguistics, TESOL), or a closely related area, such as Foreign Languages Education. A faculty member with an advanced degree in a closely related area should also have either the ESOL Endorsement on a Florida Teaching Certificate or equivalent training and experience in ESOL.

Adjuncts and Graduate Assistants for ESOL-Specific Courses:

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

III: Requirements for the Infused Program

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 **relevant** 25 ESOL Performance Standards in all courses they teach. The need for ESOL qualifications or training will vary based on the amount of infusion in courses.

For faculty who teach infused courses (e.g., mathematics methods, social science methods, curriculum and instruction, and testing) and **lack formal ESOL preparation**, the expectation is that they will complete professional development equivalent to, at a minimum, 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

Whatever the format, the professional development sequence needs to be thoroughly documented. 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

Classroom teachers who supervise preservice students during the extended field experience with LEP students should have the ESOL Endorsement on their teaching certificate. In cases where the student teacher's cooperating teacher does not hold the ESOL Endorsement, if s/he is pursuing the endorsement, an endorsed ESOL teacher (e.g., a resource teacher) may supervise the student teacher's ESOL field experience in collaboration with the cooperating teacher.

IV: Folio Submission Requirements for an Infused Program

IV: FOLIO SUBMISSION REQUIREMENTS FOR AN INFUSED PROGRAM

The teacher education unit must submit a program folio for the ESOL infused program, which responds to Initial Approval Standards. **If the program which is being modified to infuse the ESOL competencies has already been reviewed and approved**, only the ESOL component of the program must be submitted for review and approval. In this case, only Standards 5, 6, 7, and 12 must be addressed in the folio using the supporting data requirements indicated below.

If the program has not been reviewed previously, Initial Approval Standards 1-8 and 12 must be addressed for both the coverage area and the ESOL component. Use the Supporting Data Requirements included with the Initial Approval Standards in Appendix 2 – for the coverage area (Elementary Education, English, etc.) For the ESOL component of the program, use the supporting data elements included in Appendix 2 for Standards 1-4 and 8 and the following ESOL specific supporting data elements for Standards 5, 6, 7, and 12.

Standard 5

5.1 Course Requirements

Complete the following matrix (listing the courses in sequence from first semester in the program to the last semester) for **all** courses that are required as part of your program, beginning with the first semester in the teacher preparation program:

Course Title and Number	Required or Elective?	Semester Taken	Prerequisites	ESOL-Infused? Y/N
		1		
		1		
		2, etc.		

5.2 ESOL Performance Standards

Address how the program has ensured adequate coverage of the 25 ESOL Performance Standards and their 75 Indicators by completing the following matrix. Syllabi are required for all ESOL-specific and ESOL-infused courses. It is not necessary to submit other course (non-infused) syllabi.

IV: Folio Submission Requirements for an Infused Program

ESOL Performance Standard & Indicators	Course (s) that address the Standards and Indicators
<p>Standard 1: Conduct ESOL programs within the parameters, goals, and stipulations of the Florida Consent Decree.</p>	
<p>Standard 2: Recognize the major differences and similarities among the different cultural groups in the United States. Indicator 1: Identify specific characteristics of U.S. culture. {31} Indicator 2: Compare and contrast features of U.S. culture with features of other cultures. {32}</p>	
<p>Standard 3: Identify, expose, and reexamine cultural stereotypes relating to LEP and non-LEP students. Indicator 1: Apply ethnolinguistic and cross-cultural knowledge to classroom management techniques. {27} Indicator 2: Identify teacher behaviors that indicate sensitivity to cultural and linguistic differences. {28} Indicator 3: Identify different sociolinguistic language functions (e.g., formal, informal, conversational, and slang). {29} Indicator 4: Identify culture-specific, nonverbal communications (e.g., gesture, facial expressions, and eye contact). {30}</p>	
<p>Standard 4: Use knowledge of cultural characteristics of Florida's LEP population to enhance instruction. Indicator 1: Identify teacher behaviors that indicate sensitivity to cultural and linguistic differences. {28} Indicator 2: Adapt items from school curricula to cultural and linguistic differences. {35} Indicator 3: Identify culture-specific features of content curricula. {38} Indicator 4: Identify cultural biases in commercialized tests. {59} Indicator 5: Identify strategies for facilitating articulation with administrators, content area teachers, parents, and the community. {72}</p>	

IV: Folio Submission Requirements for an Infused Program

ESOL Performance Standard & Indicators	Courses
<p>Standard 5: Determine and use appropriate instructional methods and strategies for individuals and groups, using knowledge of first and second language acquisition processes.</p> <p>Indicator 1: Identify the principles, characteristics, and terminology of current first and second language acquisition theories. {12}</p> <p>Indicator 2: Compare language acquisition of different age groups (e.g., elementary, secondary, and adult). {14}</p> <p>Indicator 3: Identify principles of contrastive and error analyses. {16}</p> <p>Indicator 4: Apply ESOL strategies to specific learning styles. {18}</p>	
<p>Standard 6: Apply current and effective ESOL teaching methodologies in planning and delivering instruction to LEP students.</p> <p>Indicator 1: Identify major methodologies and current trends in ESOL teaching. {48}</p> <p>Indicator 2: Identify characteristics and applications of ESOL approaches. {49}</p> <p>Indicator 3: Develop applications of Total Physical Response for beginning stages. {50}</p> <p>Indicator 4: Plan a Language Experience Approach lesson appropriate for LEP students. {51}</p> <p>Indicator 5: Identify features of communicative approaches for teaching ESOL. {52}</p> <p>Indicator 6: Recognize features of content-based ESOL approaches. {53}</p> <p>Indicator 7: Identify cognitive approaches to second language learning. {54}</p> <p>Indicator 8: Identify features of content-based ESOL for the elementary, middle, and high school levels. {55}</p> <p>Indicator 9: Identify features of content-area reading for LEP students. {56}</p> <p>Indicator 10: Identify various instructional strategies used in an ESOL classroom. {57}</p>	
<p>Standard 7: Locate and acquire relevant resources in ESOL methodologies.</p> <p>Indicator 1: Demonstrate knowledge of the historical development of TESOL. {33}</p> <p>Indicator 2: Recognize contributions of major leaders in the field of ESOL methodology. {43}</p> <p>Indicator 3: Recognize major language education professional organizations. {66}</p> <p>Indicator 4: Demonstrate knowledge of major professional publications related to ESOL. {67}</p>	

IV: Folio Submission Requirements for an Infused Program

ESOL Performance Standard & Indicators	Courses
<p>Standard 8: Select and develop appropriate ESOL content according to student levels of proficiency in listening, speaking, reading, and writing, taking into account: (1) basic interpersonal communicative skills (BICS), and (2) cognitive academic language proficiency skills (CALP) as they apply to the ESOL curriculum.</p> <p>Indicator 1: Differentiate between language proficiencies relating to basic interpersonal communicative skills and cognitive academic language skills. {15}</p> <p>Indicator 2: Select appropriate ESOL content according to students' levels of proficiency in listening. {23}</p> <p>Indicator 3: Select appropriate ESOL content according to students' levels of proficiency in speaking. {24}</p> <p>Indicator 4: Select appropriate ESOL content according to students' levels of proficiency in reading. {25}</p> <p>Indicator 5: Select appropriate ESOL content according to students' levels of proficiency in writing. {26}</p>	
<p>Standard 9: Develop experiential and interactive literacy activities for LEP students, using current information on linguistic and cognitive processes.</p> <p>Indicator 1: Match instructional approaches with language learning theories. {13}</p> <p>Indicator 2: Compare language acquisition of different age groups (e.g., elementary, secondary, and adult). {14}</p> <p>Indicator 3: Differentiate between language proficiencies related to basic interpersonal communicative skills and cognitive academic language skills. {15}</p> <p>Indicator 4: Select appropriate ESOL content according to students' levels of proficiency in reading. {25}</p> <p>Indicator 5: Select appropriate ESOL content according to students' levels of proficiency in writing. {26}</p> <p>Indicator 6: Identify cognitive approaches to second language learning. {54}</p> <p>Indicator 7: Identify features of content-area reading for LEP students. {56}</p>	

IV: Folio Submission Requirements for an Infused Program

ESOL Performance Standard & Indicators	Courses
<p>Standard 10: Analyze student language and determine appropriate instructional strategies, using knowledge of phonology, morphology, syntax, semantics, and discourse.</p> <p>Indicator 1: Categorize basic concepts of phonology (e.g., stress, intonation, juncture, and pitch) as they apply to language development. {1}</p> <p>Indicator 2: Determine phonemic characteristics (e.g., consonants, blends, vowels, and diphthongs) in a given word. {2}</p> <p>Indicator 3: Recognize methods of phonemic transcription (e.g., International Phonetic Alphabet and Traeger-Smith). {3}</p> <p>Indicator 4: Recognize phonographemic differences (e.g., homophones and homographs). {4}</p> <p>Indicator 5: Identify structural patterns in a given word (e.g., root words, affixes, compound words, and syllables). {5}</p> <p>Indicator 6: Apply principles of English morphology as they relate to language acquisition. {6}</p> <p>Indicator 7: Compare characteristics of idiomatic expressions, slang, and Standard American English. {7}</p> <p>Indicator 8: Determine principles of morphological interference between English and other languages. {8}</p> <p>Indicator 9: Categorize and analyze the structure of English sentences. {9}</p> <p>Indicator 10: Recognize methods of grammatical analysis (e.g., traditional, structural, or contemporary). {10}</p> <p>Indicator 11: Determine principles of syntactic interference between English and other languages. {11}</p> <p>Indicator 12: Apply principles of linguistic semantics and discourse as they relate to second language acquisition.</p>	
<p>Standard 11: Apply essential strategies for developing and integrating the four language skills of listening comprehension, oral communication, reading, and writing.</p> <p>Indicator 1: Identify essential skills for teaching listening. {19}</p> <p>Indicator 2: Identify essential skills for teaching speaking. {20}</p> <p>Indicator 3: Identify essential skills for teaching reading. {21}</p> <p>Indicator 4: Identify essential skills for teaching writing. {22}</p> <p>Indicator 5: Apply multi-sensory ESOL strategies for instructional purposes. {58}</p>	
<p>Standard 12: Apply content-based ESOL approaches to instruction.</p> <p>Indicator 1: Identify content-specific vocabulary. {37}</p> <p>Indicator 2: Distinguish between ESOL and English language arts curricula. {39}</p> <p>Indicator 3: Recognize the features of content-based ESOL approaches. {53}</p> <p>Indicator 4: Identify features of content-based ESOL for the elementary, middle, and high school levels. {55}</p> <p>Indicator 5: Identify features of content-area reading instruction for LEP students. {56}</p> <p>Indicator 6: Adapt content-area tests to ESOL levels appropriate to LEP students. {64}</p>	

IV: Folio Submission Requirements for an Infused Program

ESOL Performance Standard & Indicators	Courses
<p>Standard 13: Evaluate, design, and employ instructional methods and techniques appropriate to learner’s socialization and communication needs, based on knowledge of language as a social phenomenon.</p> <p>Indicator 1: Compare language acquisition of different age groups (e.g., elementary, secondary, and adult). {14}</p> <p>Indicator 2: Differentiate between language proficiencies related to basic interpersonal communicative skills and cognitive academic language skills. {15}</p> <p>Indicator 3: Apply ESOL strategies to specific learning styles. {18}</p> <p>Indicator 4: Identify different sociolinguistic language functions (e.g., formal, informal, conversational, and slang). {29}</p> <p>Indicator 5: Identify culture-specific, nonverbal communications (e.g., gesture, facial expressions, and eye contact). {30}</p> <p>Indicator 6: Identify culture-specific features of content curricula. {38}</p> <p>Indicator 7: Apply multi-sensory ESOL strategies for instructional purposes. {58}</p>	
<p>Standard 14: Plan and evaluate instructional outcomes, recognizing the effects of race, gender, ethnicity, socioeconomic status, and religion on the results.</p> <p>Indicator 1: Apply ethnolinguistic and cross-cultural knowledge to classroom management techniques. {27}</p> <p>Indicator 2: Identify teacher behaviors that indicate sensitivity to cultural and linguistic differences. {28}</p> <p>Indicator 3: Adapt items from school curricula to cultural and linguistic differences. {35}</p> <p>Indicator 4: Identify cultural biases in commercial tests. {59}</p> <p>Indicator 5: Design appropriate tests for determining placement and assessing progress and achievement of LEP students. {63}</p>	
<p>Standard 15: Evaluate, select, and employ appropriate instructional materials, media, and technology for ESOL at elementary, middle, and high school levels.</p> <p>Indicator 1: Identify state-adopted ESOL curricular materials. {40}</p> <p>Indicator 2: Demonstrate the ability to evaluate and select appropriate instructional materials for specific ESOL proficiency levels. {41}</p> <p>Indicator 3: Identify characteristics unique to the evaluation of an ESOL text. {42}</p> <p>Indicator 4: Identify appropriate instructional equipment for ESOL lessons (e.g., language masters, filmstrips, video cassettes, audio cassettes, and computers). {44}</p> <p>Indicator 5: Identify characteristics to be considered when selecting printed media for ESOL classes. {45}</p> <p>Indicator 6: Identify characteristics to be considered when selecting computer-assisted instructional materials for ESOL classes. {47}</p>	

IV: Folio Submission Requirements for an Infused Program

ESOL Performance Standard & Indicators	Courses
<p>Standard 16: Design and implement effective unit plans and daily lesson plans which meet the needs of ESOL students within the context of the regular classroom.</p> <p>Indicator 1: Identify various ESOL programmatic models, such as pull-out and immersion. {34}</p> <p>Indicator 2: Adapt items from school curricula to cultural and linguistic differences. {35}</p> <p>Indicator 3: Develop appropriate curricula for ESOL levels. {36}</p>	
<p>Standard 17: Evaluate, adapt, and employ appropriate instructional materials, media, and technology for ESOL in the content areas at elementary, middle, and high school levels.</p> <p>Indicator 1: Identify content-specific vocabulary. {37}</p> <p>Indicator 2: Identify culture-specific features of content curricula. {38}</p> <p>Indicator 3: Distinguish between ESOL and English language arts curricula. {39}</p> <p>Indicator 4: List examples of realia that are designed to teach LEP students. {46}</p> <p>Indicator 5: Determine strategies for content-area teachers to use with LEP students. {73}</p>	
<p>Standard 18: Create a positive classroom environment to accommodate the various learning styles and cultural backgrounds of students.</p> <p>Indicator 1: Apply ESOL strategies to specific learning styles. {18}</p> <p>Indicator 2: Apply ethnolinguistic and cross-cultural knowledge to classroom management techniques. {27}</p> <p>Indicator 3: Identify teacher behaviors that indicate sensitivity to cultural and linguistic differences. {28}</p> <p>Indicator 4: Apply multi-sensory ESOL strategies for instructional purposes. {58}</p>	
<p>Standard 19: Consider current trends and issues related to the testing of linguistic and culturally diverse students when using testing instruments and techniques.</p> <p>Indicator 1: Identify cultural biases in commercial tests. {59}</p> <p>Indicator 2: Recognize available ESOL entry/exit tests. {60}</p> <p>Indicator 3: Identify suitable assessment instruments that assist in complying with legal obligations of districts serving LEP students. {61}</p>	
<p>Standard 20: Administer tests and interpret test results, applying basic measurement concepts.</p> <p>Indicator 1: Construct ESOL listening, speaking, reading, and writing test items. {62}</p> <p>Indicator 2: Design appropriate tests for determining placement and assessing progress and achievement of LEP students. {63}</p> <p>Indicator 3: Adapt content-area tests to ESOL levels appropriate to LEP students. {64}</p>	

IV: Folio Submission Requirements for an Infused Program

ESOL Performance Standard & Indicators	Courses
<p>Standard 21: Use formal and alternative methods of assessment/evaluation of LEP students, including measurement of language, literacy, and academic content metacognition.</p> <p>Indicator 1: Identify levels of English proficiency to place students appropriately for ESOL instruction. {68}</p> <p>Indicator 2: Interpret LEP student assessment data related to placement, progress, and exiting from programs. {69}</p>	
<p>Standard 22: Develop and implement strategies for using school, neighborhood, and home resources in the ESOL curriculum.</p> <p>Indicator 1: Identify strategies for facilitating articulation with administrators, content area teachers, parents, and the community. {72}</p>	
<p>Standard 23: Identify major attitudes of local target groups toward school, teachers, discipline, and education in general that may lead to misinterpretation by school personnel; reduce cross-cultural barriers between students, parents, and the school setting.</p> <p>Indicator 1: Identify specific characteristics of U.S. culture. {31}</p> <p>Indicator 2: Compare and contrast features of U.S. culture with features of other cultures. {32}</p> <p>Indicator 3: Identify strategies for facilitating articulation with administrators, content area teachers, parents, and the community. {72}</p>	
<p>Standard 24: Develop, implement, and evaluate instructional programs in ESOL, based on current trends in research and practice.</p> <p>Indicator 1: Demonstrate effective lesson planning by providing multi-level ESOL activities for individual, small group, and whole group instruction (e.g., utilizing peer tutors and volunteers or aides, flexible scheduling, appropriate room arrangement, and assessing external resources). {70}</p> <p>Indicator 2: Identify ESOL-specific classroom management techniques for a multi-level class. {71}</p>	
<p>Standard 25: Recognize indicators of learning disabilities, especially hearing and language impairment, and Limited English Proficiency.</p> <p>Indicator 1: Identify language acquisition characteristics of Limited English Proficient (LEP) students such as gifted, SLD, EMH, and hearing impaired. {17}</p>	

IV: Folio Submission Requirements for an Infused Program

5.3 Syllabi Addendum

Complete and attach the following addendum to the last page of **each ESOL-infused syllabus** listed in 5.1.

Course Title & Number:			
Faculty who teach this course (full-time, adjuncts, and TA's):			
Teaching Strategies Used:			
ESOL Performance Standards addressed in course	Related Course Objectives	Related Readings, Class Activities, & Assignments	Related Assessment— Including Exams or Artifacts/Products that Demonstrate Mastery of ESOL Performance Standards & Indicators
Standard 1			
Standard 5, etc.			

5.4 Sunshine State Standards

Describe how the ESOL strategies that are associated with Language Arts Standards (Language Arts Through ESOL) at your program's grade level are addressed.

5.5 Summative Evaluation of the ESOL Performance Standards

- Describe the evaluation of students' achievement of the ESOL Performance Standards, including the process used to compile assessment data to ensure each student's attainment of the ESOL Performance Standards (e.g., a portfolio, checklists with sign-off sheets, etc.).

Standard 6

6.1 Program Planning and Design

Describe how the program was planned, including:

- The infusion option chosen (e.g., whether the Anchor/Capstone approach was taken or which of the 5 ESOL endorsement courses or combination thereof were chosen for the ESOL-specific courses).
- How the ESOL-specific courses were planned and developed. Which of the five ESOL areas (e.g., Applied Linguistics, Curriculum, etc.) that each course emphasizes. Attach the syllabi for the ESOL-specific courses.

IV: Folio Submission Requirements for an Infused Program

- How the institution/unit will ensure that all faculty (full-time, adjuncts, GA's, and branch/satellite campus faculty) teaching infused courses are using the ESOL-infused syllabi and addressing all of the required ESOL components of infused courses.

6.2 Summary of Teaching Strategies

Provide a summary of the teaching strategies used throughout the program, including all ESOL-infused and ESOL-specific courses.

6.3 Course Sequencing

Explain the rationale used in sequencing courses, including clinical/field-based experiences (refer to the program information listed in the matrix under 5.1). Describe how a cohesive curriculum stressing both concentrated and integrated ESOL competencies and standards is maintained (e.g., the design of the program—how the ESOL standards and competencies are introduced, connected in courses and field experiences throughout the program, and synthesized upon program completion).

6.4 Program Administration

Describe the roles and responsibilities of the ESOL coordinator/coordinating group, including the percentage of the coordinator's or coordinating committee members' assignments for coordinating ESOL (e.g., .25 FTE, part of service, etc.). Provide the title of the administrator to whom the coordinator/coordinating committee reports (the administrator responsible for implementing/enforcing the ESOL infusion policies and procedures). Describe how the ESOL coordinator/coordinating group collaborates with the appropriate program area faculty and administration regarding planning and implementation of the ESOL infusion (e.g., provide an organizational chart). If branch or satellite campuses are involved, please describe their representation.

IV: Folio Submission Requirements for an Infused Program

Standard 7

7.1 Clinical and Field-Based Experiences

Describe the ESOL field experiences, including:

- course numbers and titles
- focus and purpose
- typical setting
- length of the experience (number of hours and/or weeks)

7.2 Monitoring of ESOL Field-Based Experiences

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

- who supervises them at the university and clinical site and what ESOL credentials the supervisors (e.g., university supervisors and cooperating teachers) are required to have
- how formative and summative evaluations are provided (describe and attach any forms or checklists) and how frequently

Standard 12

12.1 Faculty Qualifications

ESOL-Specific Course Faculty

Complete the following matrix for each full-time and part-time (adjunct and TA) instructor of ESOL-specific courses and **include these faculty members' vitae**

Name	ESOL Course Taught	Highest Degree	ESOL Degrees/Certificates	ESOL Endorsed? Y/N	Full-time or Part-time?

ESOL Coordination for the Unit—Coordinator/Coordinating Group

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

- Name
- ESOL credentials—**attach vitae**

IV: Folio Submission Requirements for an Infused Program

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?

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?

12.2 Supervisory Training for Field-Based Supervisors

Provide a summary of training in supervision for faculty, cooperating teachers, and other field-based supervisors.

12.3 Faculty Vitae

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

12.4 Professional Development

Describe your 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) they teach
- 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

IV: Folio Submission Requirements for an Infused Program

- How previous ESOL training is documented
- How the ESOL faculty development requirement will be monitored and enforced and what the consequences of non-compliance are
- By when current faculty teaching ESOL-infused courses must complete development
- The timeline for completing the required training for new faculty assigned to teach ESOL-infused courses (e.g., complete training within one semester)

V: Attributes of a Strong Infused Program

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 LEP skills in one or more synthesizing experiences. These might include an anchor course at the beginning of the student's program, integrated course work and field experiences, and portfolios or another documentation system for students and faculty to track progress and reflect on learning.
- Syllabi should be systematically designed and both internally and externally consistent. Internally (within the syllabus itself), they should provide details of 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.
- Externally, the contents of each syllabus should match all references to course content throughout the folio in responses 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 students, linked to course work and allowing students to work with a diversity of LEP students from different cultural/linguistic backgrounds and at different levels of English language and academic proficiency in the heritage language.
- Evidence should be used to determine whether students have acquired the 25 Performance Standards and that teacher candidates can create/adapt/use materials effectively with LEP students and teach these students effectively. This evidence could be collected in portfolios.
- There should be strong stakeholder input in program design and implementation.
- ESOL-specific 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.

APPENDIX 1:

Appendix I: Florida Performance Standards for Teachers of English for Speakers of Other Languages

The following is a list of the 25 ESOL standards with indicators which define or “flesh out” each standard. The indicators encompass ESOL Competencies/Skills listed in the document Competencies and Skills Required for Teacher Certification in Florida, Sixth Edition, as reflected by the numbers in brackets.

The ESOL teacher is able to:

Standard 1: Conduct ESOL programs within the parameters, goals, and stipulations of the Florida Consent Decree.

Standard 2: Recognize the major differences and similarities among the different cultural groups in the United States.

Indicator 1: Identify specific characteristics of U.S. culture. {31}

Indicator 2: Compare and contrast features of U.S. culture with features of other cultures. {32}

Standard 3: Identify, expose, and reexamine cultural stereotypes relating to LEP and non-LEP students.

Indicator 1: Apply ethnolinguistic and cross-cultural knowledge to classroom management techniques. {27}

Indicator 2: Identify teacher behaviors that indicate sensitivity to cultural and linguistic differences. {28}

Indicator 3: Identify different sociolinguistic language functions (e.g., formal, informal, conversational, and slang). {29}

Indicator 4: Identify culture-specific, nonverbal communications (e.g., gesture, facial expressions, and eye contact). {30}

Standard 4: Use knowledge of cultural characteristics of Florida’s LEP population to enhance instruction.

Indicator 1: Identify teacher behaviors that indicate sensitivity to cultural and linguistic differences. {28}

Indicator 2: Adapt items from school curricula to cultural and linguistic differences. {35}

Indicator 3: Identify culture-specific features of content curricula. {38}

Indicator 4: Identify cultural biases in commercialized tests. {59}

Indicator 5: Identify strategies for facilitating articulation with administrators, content area teachers, parents, and the community. {72}

Appendix I: Florida Performance Standards for Teachers of English for Speakers of Other Languages

Standard 5: Determine and use appropriate instructional methods and strategies for individuals and groups, using knowledge of first and second language acquisition processes.

Indicator 1: Identify the principles, characteristics, and terminology of current first and second language acquisition theories. {12}

Indicator 2: Compare language acquisition of different age groups (e.g., elementary, secondary, and adult). {14}

Indicator 3: Identify principles of contrastive and error analyses. {16}

Indicator 4: Apply ESOL strategies to specific learning styles. {18}

Standard 6: Apply current and effective ESOL teaching methodologies in planning and delivering instruction to LEP students.

Indicator 1: Identify major methodologies and current trends in ESOL teaching. {48}

Indicator 2: Identify characteristics and applications of ESOL approaches. {49}

Indicator 3: Develop applications of Total Physical Response for beginning stages. {50}

Indicator 4: Plan a Language Experience Approach lesson appropriate for LEP students. {51}

Indicator 5: Identify features of communicative approaches for teaching ESOL. {52}

Indicator 6: Recognize features of content-based ESOL approaches. {53}

Indicator 7: Identify cognitive approaches to second language learning. {54}

Indicator 8: Identify features of content-based ESOL for the elementary, middle, and high school levels. {55}

Indicator 9: Identify features of content-area reading for LEP students. {56}

Indicator 10: Identify various instructional strategies used in an ESOL classroom. {57}

Standard 7: Locate and acquire relevant resources in ESOL methodologies.

Indicator 1: Demonstrate knowledge of the historical development of TESOL. {33}

Indicator 2: Recognize contributions of major leaders in the field of ESOL methodology. {43}

Indicator 3: Recognize major language education professional organizations. {66}

Indicator 4: Demonstrate knowledge of major professional publications related to ESOL. {67}

Appendix I: Florida Performance Standards for Teachers of English for Speakers of Other Languages

Standard 8: Select and develop appropriate ESOL content according to student levels of proficiency in listening, speaking, reading, and writing, taking into account: (1) basic interpersonal communicative skills (BICS), and (2) cognitive academic language proficiency skills (CALP) as they apply to the ESOL curriculum.

Indicator 1: Differentiate between language proficiencies relating to basic interpersonal communicative skills and cognitive academic language skills. {15}

Indicator 2: Select appropriate ESOL content according to students' levels of proficiency in listening. {23}

Indicator 3: Select appropriate ESOL content according to students' levels of proficiency in speaking. {24}

Indicator 4: Select appropriate ESOL content according to students' levels of proficiency in reading. {25}

Indicator 5: Select appropriate ESOL content according to students' levels of proficiency in writing. {26}

Standard 9: Develop experiential and interactive literacy activities for LEP students, using current information on linguistic and cognitive processes.

Indicator 1: Match instructional approaches with language learning theories. {13}

Indicator 2: Compare language acquisition of different age groups (e.g., elementary, secondary, and adult). {14}

Indicator 2: Differentiate between language proficiencies related to basic interpersonal communicative skills and cognitive academic language skills. {15}

Indicator 3: Select appropriate ESOL content according to students' levels of proficiency in reading. {25}

Indicator 4: Select appropriate ESOL content according to students' levels of proficiency in writing. {26}

Indicator 5: Identify cognitive approaches to second language learning. {54}

Indicator 6: Identify features of content-area reading for LEP students. {56}

Standard 10: Analyze student language and determine appropriate instructional strategies, using knowledge of phonology, morphology, syntax, semantics, and discourse.

Indicator 1: Categorize basic concepts of phonology (e.g., stress, intonation, juncture, and pitch) as they apply to language development. {1}

Indicator 2: Determine phonemic characteristics (e.g., consonants, blends, vowels, diphthongs) in a given word. {2}

Indicator 3: Recognize methods of phonemic transcription (e.g., International Phonetic Alphabet and Traeger-Smith). {3}

Indicator 4: Recognize phonographemic differences (e.g., homophones and homographs). {4}

Appendix I: Florida Performance Standards for Teachers of English for Speakers of Other Languages

Indicator 5: Identify structural patterns in a given word (e.g., root words, affixes, compound words, and syllables). {5}

Indicator 6: Apply principles of English morphology as they relate to language acquisition. {6}

Indicator 7: Compare characteristics of idiomatic expressions, slang, and Standard American English. {7}

Indicator 8: Determine principles of morphological interference between English and other languages. {8}

Indicator 9: Categorize and analyze the structure of English sentences. {9}

Indicator 10: Recognize methods of grammatical analysis (e.g., traditional, structural, or contemporary). {10}

Indicator 11: Determine principles of syntactic interference between English and other languages. {11}

Standard 11: Apply essential strategies for developing and integrating the four language skills of listening comprehension, oral communication, reading, and writing.

Indicator 1: Identify essential skills for teaching listening. {19}

Indicator 2: Identify essential skills for teaching speaking. {20}

Indicator 3: Identify essential skills for teaching reading. {21}

Indicator 4: Identify essential skills for teaching writing. {22}

Indicator 5: Apply multi-sensory ESOL strategies for instructional purposes. {58}

Standard 12: Apply content-based ESOL approaches to instruction.

Indicator 1: Identify content-specific vocabulary. {37}

Indicator 2: Recognize the features of content-based ESOL approaches. {53}

Indicator 3: Identify features of content-based ESOL for the elementary, middle, and high school levels. {55}

Indicator 4: Identify features of content-area reading instruction for LEP students. {56}

Indicator 5: Adapt content-area tests to ESOL levels appropriate to LEP students. {64}

Standard 13: Evaluate, design, and employ instructional methods and techniques appropriate to learners socialization and communication needs, based on knowledge of language as a social phenomenon.

Indicator 1: Compare language acquisition of different age groups (e.g., elementary, secondary, and adult). {14}

Indicator 2: Differentiate between language proficiencies related to basic interpersonal communicative skills and cognitive academic language skills. {15}

Indicator 3: Apply ESOL strategies to specific learning styles. {18}

Appendix I: Florida Performance Standards for Teachers of English for Speakers of Other Languages

Indicator 4: Identify different sociolinguistic language functions (e.g., formal, informal, conversational, and slang). {29}

Indicator 5: Identify culture-specific, nonverbal communications (e.g., gesture, facial expressions, and eye contact). {30}

Indicator 6: Identify culture-specific features of content curricula. {38}

Indicator 7: Apply multi-sensory ESOL strategies for instructional purposes. {58}

Standard 14: Plan and evaluate instructional outcomes, recognizing the effects of race, gender, ethnicity, socioeconomic status, and religion on the results.

Indicator 1: Apply ethnolinguistic and cross-cultural knowledge to classroom management techniques. {27}

Indicator 2: Identify teacher behaviors that indicate sensitivity to cultural and linguistic differences. {28}

Indicator 3: Adapt items from school curricula to cultural and linguistic differences. {35}

Indicator 4: Identify cultural biases in commercial tests. {59}

Indicator 5: Design appropriate tests for determining placement and assessing progress and achievement of LEP students. {63}

Standard 15: Evaluate, select, and employ appropriate instructional materials, media, and technology for ESOL at elementary, middle, and high school levels.

Indicator 1: Identify state-adopted ESOL curricular materials. {40}

Indicator 2: Demonstrate the ability to evaluate and select appropriate instructional materials for specific ESOL proficiency levels. {41}

Indicator 3: Identify characteristics unique to the evaluation of an ESOL text. {42}

Indicator 4: Identify appropriate instructional equipment for ESOL lessons (e.g., language masters, filmstrips, video cassettes, audio cassettes, and computers). {44}

Indicator 5: Identify characteristics to be considered when selecting printed media for ESOL classes. {45}

Indicator 6: Identify characteristics to be considered when selecting computer-assisted instructional materials for ESOL classes. {47}

Standard 16: Design and implement effective unit plans and daily lesson plans which meet the needs of ESOL students within the context of the regular classroom.

Indicator 1: Identify various ESOL programmatic models, such as pull-out and immersion. {34}

Indicator 2: Adapt items from school curricula to cultural and linguistic differences. {35}

Indicator 3: Develop appropriate curricula for ESOL levels. {36}

Appendix I: Florida Performance Standards for Teachers of English for Speakers of Other Languages

Standard 17: Evaluate, adapt, and employ appropriate instructional materials, media, and technology for ESOL in the content areas at elementary, middle, and high school levels.

Indicator 1: Identify content-specific vocabulary. {37}

Indicator 2: Identify culture-specific features of content curricula. {38}

Indicator 3: Distinguish between ESOL and English language arts curricula. {39}

Indicator 4: List examples of real media that are designed to teach LEP students. {46}

Indicator 5: Determine strategies for content area teachers to use with LEP students. {73}

Standard 18: Create a positive classroom environment to accommodate the various learning styles and cultural backgrounds of students.

Indicator 1: Apply ESOL strategies to specific learning styles. {18}

Indicator 2: Apply ethnolinguistic and cross-cultural knowledge to classroom management techniques. {27}

Indicator 3: Identify teacher behaviors that indicate sensitivity to cultural and linguistic differences. {28}

Indicator 4: Apply multi-sensory ESOL strategies for instructional purposes. {58}

Standard 19: Consider current trends and issues related to the testing of linguistic and culturally diverse students when using testing instruments and techniques.

Indicator 1: Identify cultural biases in commercial tests. {59}

Indicator 2: Recognize available ESOL entry/exit tests. {60}

Indicator 3: Identify suitable assessment instruments that assist in complying with legal obligations of districts serving LEP students. {61}

Standard 20: Administers tests and interprets test results, applying basic measurement concepts.

Indicator 1: Construct ESOL listening, speaking, reading, and writing test items. {62}

Indicator 2: Design appropriate tests for determining placement and assessing progress and achievement of LEP students. {63}

Indicator 3: Adapt content area tests to ESOL levels appropriate to LEP students. {64}

Appendix I: Florida Performance Standards for Teachers of English for Speakers of Other Languages

Standard 21: Use formal and alternative methods of assessment/evaluation of LEP students, including measurement of language, literacy, and academic content metacognition.

Indicator 1: Identify levels of English proficiency to place students appropriately for ESOL instruction. {68}

Indicator 2: Interpret LEP student assessment data related to placement, progress, and exiting from programs. {69}

Standard 22: Develop and implement strategies for using school, neighborhood, and home resources in the ESOL curriculum.

Indicator 1: Identify strategies for facilitating articulation with administrators, content area teachers, parents, and the community. {72}

Standard 23: Identify major attitudes of local target groups toward school, teachers, discipline, and education in general that may lead to misinterpretation by school personnel; reduce cross-cultural barriers between students, parents, and the school setting.

Indicator 1: Identify specific characteristics of U.S. culture. {31}

Indicator 2: Compare and contrast features of U.S. culture with features of other cultures. {32}

Indicator 3: Identify strategies for facilitating articulation with administrators, content area teachers, parents, and the community. {72}

Standard 24: Develop, implement, and evaluate instructional programs in ESOL, based on current trends in research and practice.

Indicator 1: Demonstrate effective lesson planning by providing multi-level ESOL activities for individual, small group, and whole group instruction (e.g., utilizing peer tutors and volunteers or aides, flexible scheduling, appropriate room arrangement, and assessing external resources). {70}

Indicator 2: Identify ESOL-specific classroom management techniques for a multi-level class. {71}

Standard 25: Recognize indicators of learning disabilities, especially hearing and language impairment, and limited English proficiency.

Indicator 1: Identify language acquisition characteristics of Limited English Proficient (LEP) students such as gifted, SLD, EMH, and hearing impaired. {17}

Appendix 2: Standards for Initial Teacher Education Program Approval

STANDARDS FOR INITIAL TEACHER EDUCATION

PROGRAM APPROVAL

STANDARDS

DECISION-MAKING QUESTIONS

SUGGESTED SUPPORTING DATA

Definitions and Explanations

- **Standards:** There are 19 standards that serve as the decision-making points for initial program approval. During an initial institutional review, folios addressing compliance with Standards 1-8 are prepared for each teacher education program, and an institutional report addressing the remaining Standards is also prepared. When new programs are submitted for review subsequent to the full institutional review, folios need to address Standards 1-8, 12, and any other Standards that are met differently from programs previously approved.
- **Decision-Making Questions:** The decision-making questions provided for each Standard are used by review team members to guide the judgment process and reach a "met" or "not met" decision for each Standard. Institutions are encouraged to self-assess their folios, prior to submission to the Department, using these questions.
- **Supporting Data:** Supporting data elements are suggested for each Standard as an organizing tool for responding to the Standards. Institutions are encouraged to use the numbering system and headers for each of the Supporting Data Elements in their folios.
- **Attachment I:** Attachment I contains the supporting data for Curricular Requirements (list of requirements, syllabi expectations, and the school catalog). These data elements are used to document compliance with many Standards.

Appendix 2: Standards for Initial Teacher Education Program Approval

Standard 1: The Teacher Education Program (TEP) responds to needs of 21st century Florida teachers. The philosophy which guides program design and the objectives which define program content are both clearly rooted in those needs.

Decision-Making Questions

- *Does the program respond **appropriately** to the needs of Florida teachers?*
- *Does the philosophy **sufficiently** guide program design?*
- *Do the objectives **appropriately** define program content?*
- *Are both philosophy and objectives **clearly** rooted in the identified needs?*

Supporting Data

1.1 Need for the Program

A description of the need for the program and its relationship to the unit's mission, including at least one of the following:

- X results of a formal survey of school districts indicating the need for program graduates;
- X results of studies showing that program graduates are in demand in Florida;
- X report on the placement of recent graduates from the program in Florida schools;
- X evidence that the program responds to a state mandate, is an innovative program designed to update an existing program, or responds to an emerging need;
- X evidence that the program was designed to respond to the competency/skill needs, as projected by the institution, of teachers of the 21st century; or

Appendix 2: Standards for Initial Teacher Education Program Approval

X discussion of relationship of program and institutional mission.

1.2 *Program Philosophy*

A statement of the philosophy underlying the program, including both the philosophical assumptions and their relationship to the clientele being served.

1.3 *Curricular Objectives*

A list of curricular objectives.

1.4 *Curricular Requirements (See Attachment 1 for Supporting Data.)*

Standard 2: The Teacher Education Program (TEP) is designed in collaboration with school system personnel to foster teacher competencies and positive behaviors identified as essential (1) by school practitioners, (2) in the professional literature on teacher education, and (3) by the standards and outcomes expectations recommended by appropriate professional societies or organizations.

Decision-Making Questions

- *Has the program **effectively** used input from **school practitioners** in program design?*
- *Has the program **effectively** used the **professional literature** in program design?*
- *Has the program **effectively** used **national standards/guidelines** in program design?*

Supporting Data

2.1 *Collaboration with the Schools*

A discussion of how school system personnel are involved in program planning, delivery, and evaluation, including evidence of this collaboration (who, what, when, where, and how?).

Appendix 2: Standards for Initial Teacher Education Program Approval

2.2 Knowledge Base

A discussion of how the knowledge base (the professional literature on research and best practices in teacher education) was used in program planning, including specific examples and citations.

2.3 National Guidelines and Standards

A matrix or narrative description of the correlation of guidelines or skills outlined in national guidelines or standards with courses, including an explanation of any deviations from those guidelines.

2.4 Curricular Requirements (See Attachment 1 for Supporting Data.)

Standard 3: The Teacher Education Program (TEP) requires that all undergraduate education students complete the general requirements for all Teacher Education Majors as specified in Rule 6A-5.066(3)(b), F.A.C.

Decision-Making Questions

- *Do the general course requirements for all teacher education programs meet State mandates?*

Supporting Data

3.1 Curricular Requirements including General Requirements for All Teacher Education Programs (undergraduate programs only)

A list of the program requirements, which include the following:

- Nine (9) semester hours in English to include writing, literature, and speech;
- Nine (9) semester hours in science to include earth science, life science, and physical science, with a minimum of one associated laboratory;
- Nine (9) semester hours in mathematics to include college algebra or above and geometry;
- Twelve (12) semester hours in social sciences to include American history and general psychology; and
- Six (6) semester hours in humanities to include philosophy and fine arts.

Appendix 2: Standards for Initial Teacher Education Program Approval

3.2 Curricular Requirements (See Attachment 1 for Supporting Data.)

Standard 4: Curricular offerings provide sufficient opportunity to learn and practice appropriate theories, concepts, and strategies required of all Florida educators, as defined in the Florida Educator Accomplished Practices. State mandated program content and delivery components specified in Rule 6A-5.066 (1)(c), (3), (4), F.A.C., are implemented and monitored, with improvements made as appropriate.

Decision-Making Questions

- Are courses and experiences **sufficient** for students to learn and practice each of the **Educator Accomplished Practices**?
- Are courses and experiences **sufficient** for students to learn and demonstrate other requirements specified in Rule 6A-5.066 (1)(c), (3), and (4), F.A.C.?
- Are state mandated requirements **adequately** implemented and monitored?

Supporting Data

4.1 Florida Educator Accomplished Practices

A matrix correlating the Florida Educator Accomplished Practices, as identified in Rule 6A-5.065, F.A.C., with the courses that provide the opportunity to learn and demonstrate each of the Practices and the **required** assessments used to **demonstrate** the Practices.

4.2 Other Requirements in State Statute and Rule

A list of program requirements, including course name and number and number of credit hours, that meet the following requirements:

- *Reading/Literacy Acquisition (Rule 6A-5.066 (3)(b)3.a., F.A.C.).*
 - *Elementary Education and Prekindergarten/Primary Education Programs: Twelve (12) semester hours to include at least six (6) semester hours in understanding the reading process,*

Appendix 2: Standards for Initial Teacher Education Program Approval

beginning reading instruction, assessment, problem identification and prescription, instruction, and teaching reading across the content areas for primary and intermediate grades.

- *Middle and Secondary Education Programs:* Three (3) semester hours in methods of teaching reading to include strategies, assessment, and teaching reading in the content area.
 - *K-12 Programs:* For those areas that are the primary providers of reading instruction, such as exceptional student education, twelve (12) semester hours as specified above for elementary education. Other K-12 programs, such as music, three (3) semester hours as specified above for middle and secondary programs.
- *Classroom Management.* Three (3) semester hours with integrated content to include classroom management, school safety, professional ethics, and educational law. (Rule 6A-5.066 (3)(b)3.b.c.d., F.A.C.)
 - *Human Development and Learning.* Three (3) semester hours in human development and learning. (Rule 6A-5.066(3)(b)3.C., F.A.C.)
 - *Assessment.* Three (3) semester hours in assessment to include understanding of the content measured by state achievement tests, reading and interpreting data, and using data to improve student achievement. (Rule 6A-5.066(3)(b)3.d., F.A.C.)

Instruction Related to Instructional Strategies, Assessment of Student Learning, Technology, and ESOL (Rule 6A-5.066(3)(d), F.A.C.): For students entering their freshman year during or after the 2000-2001 academic year, courses and school-based experiences must include instruction, observation, practice, and competency demonstration in each of the following:

- Instructional strategies that address various learning styles, exceptionalities, achievement levels, and other specialized circumstances;
- Assessment of student learning;
- Appropriate use of technology in instruction and recordkeeping; and
- Teaching strategies for the instruction of Limited English Proficient (LEP) students which meet the requirements set forth in the ESOL Consent Decree for instructional personnel who teach Limited English Proficient students.

Appendix 2: Standards for Initial Teacher Education Program Approval

Instruction in Democratic Values and Ethnic Appreciation (Rule 6A-5.066(3)(b), F.A.C.): Curricular offerings for students (who enter their freshman year of college in or after the 2000-2001 academic year) shall address the importance of democratic values and institutions, the contributions of various ethnic groups to society, and stress character development which encourages appreciation of diversity in a pluralistic society.

Instruction Related to Higher-Level Mathematics and Technology (Section 240.529(4)(d), F.S.): Applicable to programs preparing elementary, middle, and high school teachers responsible for mathematics instruction. Programs must incorporate preparation for instruction of students in higher-level mathematics concepts, including the use of technology, at the appropriate grade level.

4.3 Curricular Requirements (See Attachment 1 for Supporting Data.)

Standard 5: Curricular offerings assure competence in teaching the subject matter at the grade level(s) for which the teacher is being prepared, as defined in the Florida Subject Matter Content Standards (or the Florida Adopted Subject Area Competencies in cases where no Content Standards have been identified by the Education Standards Commission) and the Sunshine State Standards.

Decision-Making Questions

- Are courses and experiences **sufficient** to assure competence in teaching the **subject matter** based on the Florida Subject Matter Content Standards (or the Florida Adopted Subject Area Competencies in cases where no Content Standards have been identified by the Education Standards Commission)? Do they include at least 30 semester hours in the area of specialization and a clinical program providing students with the opportunity to demonstrate content mastery in an instructional setting?
- Are courses and experiences **sufficient** to assure competence in teaching the subject matter **at the grade levels** for which certification is being sought?
- Are courses and experiences **sufficient** to assure that candidates are prepared to implement the **Florida Sunshine State Standards** in their K-12 setting?

Appendix 2: Standards for Initial Teacher Education Program Approval

Supporting Data

5.1 Florida Adopted Subject Area Competencies

*A matrix correlating the Florida Subject Matter Content Standards or Florida Adopted Subject Area Competencies with courses that provide the opportunity to learn and practice the competencies.

- Notes:**
- Mark all elective courses with an asterisk.
 - If there are no State-adopted competencies/standards for the certification area, other State or national guidelines or the State Certification Rule may be used.

5.2 Sunshine State Standards

A description of how the Sunshine State Standards have been incorporated into the curriculum and how candidate's competence to implement the Standards in the K-12 classroom has been assessed.

5.3 Curricular Requirements (See Attachment 1 for Supporting Data.)

Standard 6: The Teacher Education Program's instructional delivery system facilitates competency acquisition in the professional and specialization areas through a well-planned and cohesive set of courses/experiences and the modeling of a variety of instructional methods and teaching strategies.

Decision-Making Questions

- Are education courses **well-planned**?
- Does the program consist of a **cohesive** set of courses and experiences?
- Are a **sufficient and appropriate** variety of instructional strategies used to model best teaching practice?

Appendix 2: Standards for Initial Teacher Education Program Approval

Supporting Data

6.1 Course Planning

Course syllabi provided in accordance with Attachment 1 will serve as the evidence.

6.2 Teaching Strategies

A summary of the teaching strategies or instructional methods (e.g., percentage of courses involving lecture, discussion, clinical experiences, etc.) used in courses, as documented in the course descriptions or syllabi.

6.3 Course Sequence

*A student advisement sheet, sequenced list of courses, a sample plan for completion of the program, showing the program sequence.

An explanation of the rationale used in sequencing courses.

6.4 Curricular Requirements (See Attachment 1 for Supporting Data.)

Standard 7: Students participate in a planned series of clinical experiences, which includes a progression of experiences beginning early in the program and culminating with the final internship; which gives students the opportunity to demonstrate the attainment of competencies; and which is well-monitored on-site. The final internship shall include at least ten weeks of full-time experience in the classroom. All postsecondary instructors, school district teachers, and school sites preparing teachers through preservice field-experience courses and internships meet the requirements related to personnel, sites, and duration of the internship experience included in Section 240.529(5), F.S., and Rule 6A-5.066(3)(c), F.A.C.

Appendix 2: Standards for Initial Teacher Education Program Approval

Decision-Making Questions

- *Is the set of clinical and field-based experiences **well-planned**?*
- *Does the set of clinical and field-based experiences provide for an **adequate progression** of experiences?*
- *Are students afforded **adequate opportunity** to demonstrate competency acquisition?*
- *Are field experiences **well-monitored**?*

Supporting Data

7.1 Clinical and Field-Based Experiences

A list and description of all clinical and field-based experiences, including the ones that are incorporated into required courses, practica, and pre- and final internships. This discussion should be organized in the order in which experiences are expected to occur. The description should include:

- X *Length and/or intensity of the experiences,*
- X *Typical setting of the experiences (on campus, in the schools, etc.), and*
- X *Focus and purpose of the experiences.*

The following mandates should be addressed:

- Demonstration of:
 - effective classroom management strategies;
 - strategies for incorporating technology into classroom instruction and recordkeeping;
 - ways to link instructional plans to the Sunshine State Standards;
 - instructional strategies that address various learning styles, exceptionalities, achievement levels, and other specialized circumstances;
 - assessment of student learning; and
 - teaching strategies for the instruction of LEP students.
- Progressive responsibility for student learning and classroom management.
- Demonstration of competency of the twelve (12) Educator Accomplished Practices at the preprofessional level.

Appendix 2: Standards for Initial Teacher Education Program Approval

7.2 Monitoring of Field-Based Experiences

A description of monitoring procedures for all field-based experiences include:

- X *Frequency of monitoring.*
- X *Personnel involved in monitoring.*
- X *Use of on-site visits.*
- X *Feedback provided to students.*
- X *Documents related to supervision (e.g. student teaching handbook, and student teaching performance evaluation instrument/checklist.)*

A description of the supervisory personnel and sites which address the following requirements:

- College/University Instructors: All instructors in the college/university who instruct or supervise preservice field-experience courses or internships have at least one of the following: specialized training in clinical supervision; a valid professional teaching certificate; at least 3 years of successful P-12 teaching experience.
- District Personnel: All school district personnel and teachers who supervise or direct teacher preparation students during field experience courses or internships have evidence of:
 - ◆ "Clinical educator" training.
 - ◆ Successfully demonstrating effective classroom management strategies that consistently result in improved student performance.
- Both College/University Instructors and District Personnel: All personnel involved with the supervision of interns must be "high-performing" educators.
- School Sites: Postsecondary teacher preparation programs select school sites for preservice field-experience activities that represent the full spectrum of school communities, including urban settings.

Appendix 2: Standards for Initial Teacher Education Program Approval

7.3 Curricular Requirements (See Attachment 1 for Supporting Data.)

Standard 8: Internal evaluation of the Teacher Education Program is conducted by faculty and administrators, with evaluative results used for program improvement. All program faculty are involved in the decision-making process related to program evaluation. As part of the evaluation process, outcome data are gathered from interns, beginning teachers, and their school system supervisors, including data from an employer satisfaction survey which meets the requirements specified in Section 240.529(4)(e), F.S. The unit completes an Institutional Program Evaluation Plan and conducts an annual review, involving stakeholders, in accordance with Section 240.529(4)(c), F.S.

Decision-Making Questions

- Will mechanisms be in place to conduct a **useful** annual review, leading to program improvement and does the institution have an Institutional Program Evaluation Plan that meets State requirements?
- Are **sufficient and appropriate** faculty and administrators involved in program evaluation and improvement?
- Are **appropriate** outcome data gathered from interns, beginning teachers, and their school system supervisors, including the mandated employer survey and its required questions?

Supporting Data

8.1 Evaluation Methodology

A description of the mechanisms projected for collecting, analyzing, disseminating, and using evaluative data (who, what, when, where, how?).

8.2 Stakeholder Feedback

A description of how interns, beginning teachers and/or program graduates, and school system personnel are involved in program evaluation.

Appendix 2: Standards for Initial Teacher Education Program Approval

8.3 Evaluation Instruments

*Copies of any surveys or other instruments used in program evaluation. Note that the employer survey must include, at a minimum, the following items requesting an overall rating of preparation, as well as items rating graduates on the following:

- Write and speak in a logical and understandable style with appropriate grammar.
- Recognize signs of students' difficulty with the reading and computational process and apply appropriate measures to improve students' reading and computational performance.
- Use and integrate appropriate technology in teaching and learning processes.
- Demonstrate knowledge and understanding of the Sunshine State Standards.

8.4 Annual Review and Institutional Program Evaluation Plan (IPEP)

A description of plans for the internal annual review required in Section 240.529, F.S., including the relationship between this program and the evaluation process described in the Institutional Program Evaluation Plan.

Note: The IPEP will serve as a transition between initial and continued program approval, as is mandated by Section 240.529, F.S.

Standard 9: Admissions standards and procedures promote the acceptance of quality teacher education candidates, especially minority candidates and comply with admission requirements specified in Rule 6A.5.066(1)(c)3, F.A.C.

Decision-Making Questions

- *Do admissions standards and procedures promote the acceptance of **quality** teacher education candidates?*
- *Do admissions standards and procedures promote the acceptance of **quality minority** teacher education candidates?*
- *Do admissions standards meet state requirements?*
- *Are mechanisms in place to provide assistance to students who are admitted to a teacher education program under the 10% waiver provision?*

Appendix 2: Standards for Initial Teacher Education Program Approval

Supporting Data

9.1 Admissions Requirements

A list of admissions requirements, including any requirements unique to specific programs.

Note: Programs must require the following:

- At least a 2.5 GPA average on a 4.0 scale in general education courses of undergraduate studies, or a baccalaureate degree from a regionally accredited college or university with a minimum GPA of 2.5 on a 4.0 scale.
- Passing score on CLAST or PRAXIS I. (For graduate teacher preparation programs, a GRE score of 1000 may be accepted in satisfaction of the CLAST/PRAXIS I requirement.)

9.2 Admissions Procedures

A description of the procedures used to ensure that participants meet admissions requirements and that their strengths and weaknesses are assessed objectively and systematically.

9.3 Admissions Waivers and Incentives

A description of any waivers, incentives, or alternative admissions requirements used to attract and recruit quality candidates including minorities.

Standard 10: Graduation requirements are published and include demonstration of the Educator Accomplished Practices (EAP) and passing scores on the basic skills, professional knowledge, and subject area tests required for certification. Students are advised regarding these requirements and have access to academic counseling and job placement services. Due process procedures are in place. Students' progress toward the acquisition of the required competencies and the completion of graduation requirements is evaluated systematically and on an on-going basis.

Appendix 2: Standards for Initial Teacher Education Program Approval

Decision-Making Questions

- *Do graduation requirements include demonstration of the EAP?*
- *Do graduation requirements include passing scores on the basic skills, professional knowledge, and subject area tests required for certification?*
- *Is student progress toward the acquisition of required competencies and the completion of graduation requirements monitored **systematically**?*
- *Is student progress toward the acquisition of required competencies and the completion of graduation requirements monitored **on an on-going basis**?*
- *Do students have **access** to academic counseling and job placement services?*
- *Are due process procedures **in place**?*
- *Are graduation requirements **published**?*

Supporting Data

10.1 Exit Criteria

A list of published criteria that specify acceptable levels of performance for exit from programs and a copy of the materials in which these requirements are published. Include any program-specific criteria.

10.2 Monitoring Procedures

A description of the procedures used to monitor student progress (e.g., checking G.P.A., checklists, checkpoints, methods for evaluating competency attainment, supervising interns onsite, and ensuring requirements for graduation are completed) and copies of any forms used in the monitoring process.

10.3 Advising and Placement Services

A description of academic advising and placement services and copies of any forms used in the provision of these services.

Appendix 2: Standards for Initial Teacher Education Program Approval

10.4 Due Process

Copies of due process procedures.

Standard 11: The unit is responsive to requests for assistance to graduates in their first year of employment, and graduates and school districts are made aware of this assistance.

Decision-Making Questions

- Is the unit **responsive** to requests for assistance to graduates in their first year of employment?
- Does the unit make graduates and school districts **aware** of assistance?

Supporting Data

11.1 First Year Graduate Support Process

A description of the process used to make students and school districts aware of the availability of training and support to graduates in the first year of employment.

11.2 Examples of Graduate Support

A list and description of examples of services provided recently.

Standard 12: Full and part-time faculty have the educational background and prior experiences (including classroom settings) for the roles they are assigned, and they have access to appropriate professional development activities.

Appendix 2: Standards for Initial Teacher Education Program Approval

Decision-Making Questions

- Do *full-time* faculty have the **educational background and prior experiences** for the roles they are assigned?
- Do *part-time* faculty have the **educational background and prior experiences** for the roles they are assigned?
- Do faculty have access to **appropriate** professional development activities?
- Do faculty members who teach professional preparation courses, as defined in Rule 6A-4.006(2), F.A.C., have recency of experience by involvement in classroom instruction in grades PK-12 for no fewer than three (3) days per year.

Supporting Data

12.1 Faculty Qualifications

A matrix or list including faculty names (full-time and part-time), highest earned degree, and courses taught/experiences managed. This information should be organized by program or department, if not clearly highlighted in vitae.

12.2 Requirements for Part-Time Faculty

*A discussion of how the unit ensures that part-time faculty meet the requirements of full-time faculty.

12.3 Supervisory Training for Field-Based Supervisors

*A summary of training in supervision for faculty, cooperating teachers, and other field-based supervisors.

12.4 Faculty Vitae

*Vitae for all full-time and part-time faculty.

12.5 Professional Development

*An analysis or description of how the governance system promotes the professional development of faculty and copies of any policies and procedures related to faculty development.

Appendix 2: Standards for Initial Teacher Education Program Approval

12.6 Recency of Experience

*A list of faculty who teach professional education courses including the dates that their PK-12 classroom experience was gained each year, the school in which experience was gained, and the type of experience.

Standard 13: Faculty assignments are congruent with the mission of the institution and the unit (e.g., teaching, research, and/or service) and are consistent with other units within the institution.

Decision-Making Questions

- Are faculty assignments ***congruent*** with the mission of the institution and the unit?
- Are they ***consistent*** with other units within the institution?

Supporting Data

13.1 Teacher Education Faculty Workload

*A list of workload assignments of full-time faculty for a recent representative semester showing that faculty are provided with the time needed to fulfill their instructional, research, service, and other responsibilities, as defined by the mission of the institution.

13.2 Institutional Faculty Workload

*Comparison of teacher education faculty workload assignments and assignments of faculty from other parts of the institution.

13.3 Instructional Assignments

*A list of instructional assignments (including supervision of interns) for a representative semester for part-time faculty and graduate students, if any.

Appendix 2: Standards for Initial Teacher Education Program Approval

Standard 14: Faculty performance is evaluated through multiple means, including student evaluations of performance. Due process procedures are in place.

Decision-Making Questions

- *Is faculty performance **evaluated** through multiple means?*
- *Are due process procedures for faculty **in place**?*
- *Are student evaluations **used** in faculty performance appraisal?*

Supporting Data

14.1 Faculty Evaluation Process

*A description of the process used to evaluate faculty, including student evaluations, and the manner in which evaluative data is utilized in faculty employment and assignment-related decisions.

14.2 Feedback to Faculty on Performance

*A description of mechanisms in place to provide feedback to faculty on performance.

14.3 Monitoring of Part-time Faculty and Graduate Teaching Assistants

*A description of how instruction by part-time faculty and graduate students (if any) is monitored to ensure quality and continuity.

14.4 Faculty Due Process Procedures

*Copies of due process procedures.

Standard 15: The teacher education unit has a formal governance structure, which involves faculty and students, within a regionally accredited institution of postsecondary education. Administered by a professional educator, it is the unit within the institution that is officially responsible for the preparation of teachers and other school personnel.

Appendix 2: Standards for Initial Teacher Education Program Approval

Decision-Making Questions

- *Does the teacher education unit have a **formal** governance structure?*
- *Are students and faculty **involved** in the unit's governance?*
- *Is the unit **regionally accredited**?*
- *Is the unit administered by a **professional educator**?*
- *Is the teacher education unit the unit within the institution which is **officially** responsible for the preparation of teachers and other school personnel?*
- *Is there a **formal** governance structure for the teacher education unit?*

Supporting Data

15.1 Institutional Accreditation Letter

A copy of the accreditation letter from the Southern Association of Colleges and Schools (SACS) or another accrediting association that is a member of the Council for Higher Education Accreditation (CHEA).

15.2 Governance Structure

*A description of the governance structure of the unit and an organizational chart (or charts) for the teacher education unit and for the institution.

15.3 Credentials of Unit Head

*A statement and/or vitae identifying the unit head and his/her credentials as a professional educator.

15.4 Unit Responsibility

*A statement from the chief administrative or academic officer of the institution indicating that the teacher education unit is the unit officially responsible for the preparation of teachers and other school personnel.

Appendix 2: Standards for Initial Teacher Education Program Approval

Standard 16: Formal and adequate mechanisms and procedures for decision-making in the areas of curriculum, personnel, resources, and services have been established and implemented.

Decision-Making Questions

- *Are mechanisms for decision-making **formal**?*
- *Are these mechanisms **adequate**?*
- *Have these mechanisms been both **established and implemented**?*

Supporting Data

16.1 Decision-Making Procedures

*A discussion of the mechanisms and procedures established for decision-making and copies of any policies and procedures related to decision-making.

Standard 17: There are sufficient numbers of faculty and staff to support the program and meet the needs of its clientele.

Decision-Making Questions

- *Are there **sufficient** numbers of faculty and staff to support the program and meet the needs of its clientele?*

Supporting Data

17.1 Program Faculty and Faculty-Student Ratio

*A list of full and part-time faculty working in the unit for each program or department and the faculty-student ratio for each level of instruction.

17.2 Support Personnel

*A list of the number and type of support personnel (administrative, clerical, and technical) working in the unit for each program or department.

Appendix 2: Standards for Initial Teacher Education Program Approval

Standard 18: Facilities, instructional equipment, and materials are sufficient to support the unit's program.

Decision-Making Questions

- Are the facilities **sufficient** to support the unit's programs?
- Is instructional equipment **sufficient** to support the unit's programs?
- Are materials **sufficient** to support the unit's programs?

Supporting Data

18.1 Physical Facilities

*A description of office and instructional space, instructional equipment, and any other facilities and resources used by the unit.

18.2 Library Holdings

*A list or description of library holdings used to support the professional education programs.

18.3 Media and Materials Collection

*A list or description of the contents of the media and materials collection available to education students and faculty, including books, periodicals, films and filmstrips, computer hardware and software, etc.

18.4 Library Acquisition Policies

*Acquisition policies for library holdings.

Standard 19: The unit's budget and other resources reflect that it is an established priority of the chief executive officer of the institution and are sufficient to support the unit's programs.

Appendix 2: Standards for Initial Teacher Education Program Approval

Decision-Making Questions

- *Do the budget and other resources indicate that the unit is an **established priority** of the CEO?*
- *Are the resources **sufficient** to support the unit's programs?*

Supporting Data

19.1 Current Budget

*A statement regarding the adequacy of the budget to cover the costs of training and support for students and graduates, including all areas of expense (e.g., travel, supplies, etc.) and the costs of program evaluation.

19.2 Budgetary Needs

*A statement of identified budgetary needs.

***Note: Related SACS documentation, which is specific to the Teacher Education Program, may be substituted, as appropriate.**

Appendix 2: Standards for Initial Teacher Education Program Approval

Attachment 1: Curricular Requirements/Supporting Data

List of Curricular Requirements

*List all curricular requirements, including general education requirements, program prerequisites, and all courses in the teacher education program. For each course, include:

- X *Course number.*
- X *Course title.*
- X *Number of credit hours.*
- X *College and/or department responsible for offering the course.*
- X *An indication of whether the course is required or elective.*

Note: Where students are given a list of courses from which to select, all courses should be listed.

Syllabi or Course Descriptions

*Provide a detailed syllabus or course description for all courses required of teacher candidates, including all of the following:

- X *course prerequisites, if any*
- X *course objectives*
- X *a topical course outline*
- X *a bibliographic listing of primary textbook(s) or other printed materials and supplemental materials*
- X *field/clinical activities or assignments*
- X *required assessments (e.g., tests, projects, performances, etc.)*
- X *grading criteria*

Note: Descriptions of required courses offered outside the teacher education unit must include, at a minimum, a topical outline.

Detailed descriptions of content area courses that students may select from a set of courses need not be described in detail; however, brief catalog-type descriptions should be provided.

University/College Catalog

*Provide a current copy of the catalog.

APPENDIX 3: ESOL INFUSION MODELS

*This information is presented to assist in program design and course development. The models presented below are **optional** and are not to be considered the only models.*

ESOL Content Areas				
Area 1	Area 2	Area 3	Area 4	Area 5
Applied Linguistics	Cross-cultural Communication and Understanding	ESOL Methods	ESOL Assessment	ESOL Curriculum and Materials
ESOL Performance Standards				
5, 8, 10	2, 3, 4, 23	6, 7, 9, 11-13, 16, 18	14, 19-21, 25	1, 15, 17, 22, 24
ESOL Competencies				
1-12,14-18	27-32, 72	13, 19-22, 33, 48-58, 66-67, 70-71, 73	59-65, 68-69	23-26, 34-47, 74

Appendix 3: ESOL Infusion Models

Two Course Model

Option	Course 1	Course 2	Infusion
One	Area 1	Areas 2 and 3	Substantial: Area 2-3 Full: Areas 4-5
Two	Area 1	Area 2 or 3	Full: Areas 2 or 3; 4-5
Three	Overview of 5 areas	Areas 1, 2	Minimal: Areas 1-2 Substantial: Areas 3-5
Four	Overview of 5 areas	Area 1	Substantial: Areas 2-5
Five	Areas 1, 2	Areas 3, 4	Minimal: Areas 1-4 Full: Area 5

Three Course Model

Option	Course 1	Course 2	Course 3	Infusion
One	Overview of 5 areas	Areas 1, 2	Areas 3, 4	Minimal: Areas 1-4 Substantial: Area 5
Two	Area 1	Area 2	Area 3	Full: Areas 4, 5
Three	Area 1	Areas 2, 3	Areas 4, 5	Minimal: Areas 2-5

NOTE: The basic “rule of thumb” is that the greater the number of ESOL-specific courses, the less infusion that is required. Conversely, the fewer ESOL-specific courses, the more infusion into other courses. In addition, as infusion increases, so does the need for qualified ESOL-trained faculty to teach those infused courses. (See Requirement #6: Faculty Qualifications)

Appendix 4: Sample Strategy for Analyzing the ESOL Performance Standards

APPENDIX 4: SAMPLE STRATEGY FOR ANALYZING THE ESOL PERFORMANCE STANDARDS

In making decisions about program design, the institution may wish to begin by analyzing the ESOL Performance Standards and thinking about the following questions:

- What sequencing of knowledge and skills (not necessarily courses) is implied in the ESOL Performance Standards?
- What standards are most appropriately taught in ESOL-specific courses or infused courses or both?
- What standards need to be demonstrated during field experiences?

While there is no correct response to any of the above questions, some sample analyses are provided below as “food for thought.”

Question #1: What sequencing of knowledge and skills is implied in the ESOL Performance Standards?

Sample Analysis: Applied linguistics/second language acquisition and cross-cultural communication are the areas which are most frequently embedded in the standards as knowledge or skills to be applied in teaching LEP children.

For example: Standard 4 requires that the student be able to “***use knowledge of the cultural characteristics of Florida’s LEP population to enhance instruction.***”

In order to demonstrate this competency, the student would need to understand certain aspects of culture before trying to enhance instruction; hence, it would be advisable to include cross-cultural content in an anchor course early in the program or to include relevant elements of cross-cultural communication in the appropriate methods course.

Appendix 4: Sample Strategy for Analyzing the ESOL Performance Standards

Elements of culture and linguistics could be considered prerequisite areas of knowledge and skill in the following standards:

- Culture is: Standards 4, 13, 14, and 18.
- Linguistics/second language acquisition: Standards 5 and 8-11.

Question #2: What standards are most appropriately taught in ESOL-specific courses or infused courses or both?

Sample Analysis: The standards related to pedagogical skills (curriculum and materials development, instructional strategies, and assessment) will usually be infused at least to some extent. Attention in ESOL-specific courses is also appropriate. Curriculum and materials may be the most suited to infusion. Infusion of linguistics and culture is also possible.

- ***Example #1:*** Standard 5 requires that the student be able to ***“determine and use appropriate instructional methods and strategies for individuals and groups, using knowledge of first and second language acquisition process.”***

This standard might be first addressed in both a general methods course (strategies for individuals and groups), the linguistics course (language acquisition process), and/or the anchor course, with opportunities to extend and apply knowledge and skills in content methods courses with field experiences.

- ***Example #2:*** Standard 20 requires that the student be able to ***“administer tests and interpret test results, applying basic measurement concepts.”***

This standard might be addressed entirely in a test and measurement course with practice in the field.

- ***Example #3:*** Standard 21 requires that the student be able to ***“use formal and alternative methods of assessment/evaluation of LEP students, including measurement of language, literacy and academic content metacognition.”***

For this Standard, the formal and alternative assessment might be taught in a measurement course, while the linguistic aspects of measurement could be addressed in an ESOL-specific course that has a component on testing or in a field experience.

Appendix 4: Sample Strategy for Analyzing the ESOL Performance Standards

Question #3: *What standards need to be demonstrated during field experiences?*

Sample Analysis: *Some standards must be demonstrated during field experiences; while others can be tested in a traditional way during on-campus instruction.*

- **Example #1:** In Standard 6, students need to be able to “apply current and effective ESOL teaching methodologies in planning and delivering instruction to LEP students.”

Since students must ***deliver*** instruction to LEP students, the standard must be demonstrated in the field while working with LEP students.

- **Example #2:** Standard 2 requires that students be able to “***recognize the major differences and similarities between the different cultural groups in the United States.***”

This standard requires recognition -- knowledge -- of characteristics. It can be tested in a traditional format and does not need to be demonstrated on-site.