

# EDUCATOR PREPARATION HANDBOOK 2020-2021 ADMITS

EDUCATION







## **Welcome to the College of Education!**

You are receiving this handbook because you are enrolled in a major that leads to initial educator certification. The College of Education (COE) provides accreditation oversight to all educator preparation programs at FSU, even those located in other Colleges, such as Fine Arts or Arts & Sciences.

Please take the time to carefully read through the following materials, as they include important information about what makes your major different than other majors across campus. There is a team of staff and faculty who are here to answer your questions and guide you along your pathway to becoming an educator or educational leader! I am happy that you have chosen a career that many of us in the COE have worked in for most of our lives. We think working with children in our P-12 schools is an amazing career and we hope you find it equally as satisfying.

Wishing you a wonderful academic year and Go Noles!

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College of Education  
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## What is Educator Preparation?

You are enrolled in a Florida state-approved initial teacher preparation program. In order for you to be eligible for an initial certification, the Florida Department of Education (FLDOE) requires the College of Education to carefully collect and closely monitor your academic progress and completion of specific milestones.

The FLDOE refers to students enrolled in initial certification programs as “candidates” or “teacher candidates”. If you see this language, know it is referring to you.

## Overview of State-Approved Programs

The following FSU academic programs are approved for the following Florida certification areas:

<b>Program</b>	<b>State-Approved Certification Area</b>
Elementary Education (BS/MS) <i>College of Education</i>	Elementary Education (grades K-6) ESOL Endorsement Reading Endorsement
English Education (BS/MS) <i>College of Education</i>	English (grades 6-12) ESOL Endorsement Reading Endorsement
FSU-Teach Mathematics (BS) <i>College of Arts &amp; Sciences</i> <i>College of Education</i>	Mathematics (grades 6-12)
FSU-Teach Science (BS) <i>College of Arts &amp; Sciences</i> <i>College of Education</i>	Biology (grades 6-12) Chemistry (grades 6-12) Earth/Space Science (grades 6-12) Physics (grades 6-12)
Social Science Education (BS/MS) <i>College of Education</i>	Social Science (grades 6-12)
Special Education (BS/MS) <i>College of Education</i>	Exceptional Student Education (grades K-12) Autism Endorsement ESOL Endorsement Reading Endorsement
Visual Disabilities (BS/MS) <i>College of Education</i>	Visually Impaired (grades K-12)

## Advising Resources

The College of Education provides a variety of advising resources to all students. The Office of Academic Services and Intern Support (OASIS), located on the second floor of

the Stone Building in Suite 2301, provides central advising services and academic support. Students enrolled in a COE combined BS/MS pathway will receive additional academic support through the BS/MS Advisor. For more information about OASIS and contact information for all staff, please go to <https://education.fsu.edu/OASIS>.

Your department and academic program also provide advising resources specific to your major. Each program has a main contact referred to as the Program Coordinator.

<b>Program</b>	<b>Department</b>	<b>Program Coordinator</b>
Elementary Education	School of Teacher Education	Dr. Angie Davis
English Education	School of Teacher Education	Dr. Blake Tenore
FSU-Teach	Arts & Sciences/ School of Teacher Education	Dr. Robin Smith
Special Education	School of Teacher Education	Dr. Stacey Hardin
Social Science Education	School of Teacher Education	Dr. John Myers
Visual Disabilities Education	School of Teacher Education	Dr. Eileen Bischof

### **OASIS & Program/Department Student Services**

<b>OASIS</b>	<b>Academic Department</b>
Monitor COE Educator Preparation Milestone Completion	Upper-Division Coursework Advisement
Mapping Registration Holds	Disposition Monitoring and Advisement
Dean's Registration Holds	Field Work Placements
100 Hour Grad/Academic Progress Check	FTCE Timeline
Permission for Undergraduates to Take Graduate Courses	Registration
Medical and Mental Health Withdrawals	Add/Drop
Collect and Monitor Florida Teacher Certification Exam (FTCE) Scores	Remediation Plans for Academic Performance and Dispositions
Field Work Paperwork & Clearances	Application to Master's Program
Approval of Master's Program of Study	
Student Teaching Application & Placements	
Final Graduation Check	

## Curriculum Maps

A complete listing of all the required courses for your major is available on the COE website at <https://education.fsu.edu/educator-preparation>. These curriculum maps show the program's course sequence by term, the number of credit hours for each course, where university requirements are met, the number of field experience hours associated with the course, and courses in which Signature Assessments and Dispositions are assessed in courses throughout the program.

## Educator Preparation Milestones

All students enrolled in a Florida state-approved program must meet specific milestones throughout their program in order to graduate:

1. Complete all program courses with appropriate minimum grades
2. Demonstrate positive professional dispositions
3. Complete Signature Assessments at appropriate performance level
4. Complete Early Field Experiences at appropriate performance level
5. Pass all Florida Teacher Certification Exams (FTCE's)
6. Complete Student Teaching at appropriate performance level

The College of Education and your program coordinator will work collaboratively to help you meet these important milestones. Students that are unable to meet these milestones will be required to change their major out of educator preparation.

## Program Course Minimum Grades

Program	Undergraduate Courses
Elementary Education	C or better in all major coursework.
English Education	C+ or better in all major coursework.
FSU-Teach	C- or better in all major coursework.
Special Education	C or better in all major coursework.
Social Science Education	<i>Social Science Content Courses: C- or better</i> <i>Major Courses: C or better</i>
Visual Disabilities Education	C- or better in all major coursework.

Students must earn a grade of B or better (B- or lower is not accepted) in all graduate coursework taken while enrolled in the undergraduate portion of the combined BS/MS degree program. Otherwise, the course(s) must be repeated.

Student must earn a grade of C- or higher in all graduate-level courses taken while enrolled in the graduate portion of the combined BS/MS program. Credit hours for graduate courses graded below a C- will not apply toward the MS degree and must be repeated but are computed in the graduate GPA. A minimum cumulative FSU graduate GPA of 3.0 is required to maintain good academic standing and for graduate degree conferral.

### **Use of LiveText**

Completion of a Florida state-approved educator preparation program requires students to demonstrate mastery of the standards outlined in the Uniform Core Curriculum in Section 1004.04, Florida Statutes. These include the following standards:

- Florida Educator Accomplished Practices (all programs)
- Reading Endorsement Competencies (Elementary Education, English Education, Special Education and Visual Disabilities Education)
- ESOL Standards (Elementary Education, English Education, Special Education and Visual Disabilities Education)
- Autism Standards (Special Education)

In order to track and collect data on the Signature Assessments, FSU has adopted LiveText. LiveText will be used for you to upload your assessments as you progress throughout your program.

A LiveText membership is required for successful completion of a Florida state approved teacher preparation program. Your membership is good for five years and allows you to retain evidence of your demonstration of the Florida Educator Accomplished Practices and Reading Competencies. The LiveText membership costs \$139.00 and you must purchase the membership within the first 30 days of the first semester in your program. Failure to do so will result in a registration hold.

In order to purchase a LiveText membership, please go to [https://www.livetext.com/purchase\\_membership/](https://www.livetext.com/purchase_membership/)

You will need to fill out the required information and select the LiveText “Student Membership Field Experience Edition - \$139” in the drop down. If you have any issues with registering your membership, please contact LiveText at [support@livetext.com](mailto:support@livetext.com) or by phone at 1-866-548- 3839. If you have any questions about program requirements for LiveText you may contact Tonya Jones at [tjones7@fsu.edu](mailto:tjones7@fsu.edu) or by phone at 850-644-1627.

## **Dispositions**

Dispositions are defined as “habits of professional action and moral commitments that underlie an educator’s performance” (InTASC Model Core Teaching Standards, p. 6).

You will be required to demonstrate positive professional dispositions in your courses and field experiences. The instructors in your educator preparation courses will evaluate your dispositions each semester in LiveText. You must demonstrate professional dispositions with an average score of 3.00 across all courses each semester. During the semester prior to student teaching, you must demonstrate professional dispositions with an average score of 4.00 across all courses in that semester.

For more information about the Disposition Evaluation tool used by the COE, please visit <https://education.fsu.edu/sites/g/files/upcbnu3146/files/Dispositions-Rubric-FINAL.pdf>.

## **Student Success Plans for Dispositions**

If a student does not maintain an average disposition score of 3.00 in all courses each semester or a 4.00 in the semester prior to Student Teaching, they will be placed on a Student Success Plan. Faculty may also place a student on a Student Success Plan if they have concerns. Student Success Plans will provide the student with comments on all scores below a 3, specific recommendations for improvement, and a timeline for meeting the requirements.

## **Signature Assessments**

Throughout the program, courses will include Signature Assessments that must be uploaded into LiveText. Signature Assessments have been identified by the College to assess your mastery of FLDOE outcome standards. FLDOE requires all state approved programs to assess individual teacher candidate performance throughout coursework, field experiences, and student teaching.

There are four types of Signature Assessments:

- FEAP Signature Assessments (all programs)
- Reading Signature Assessments (Elementary Education, English Education, Special Education Teaching)
- ESOL Signature Assessments (Elementary Education, English Education, Special Education Teaching)
- Autism Signature Assessments (Special Education Teaching)

Standards-based rubrics will be used to evaluate Signature Assessments and there are minimum levels of performance associated with all Signature Assessments. If a student



receives a rating below the minimum level of performance, the student will need to remediate the assignment within LiveText through resubmitting the Signature Assessment during the course.

### **FEAP Signature Assessments (All Programs)**

The FLDOE requires that all teacher education candidates demonstrate mastery of the Florida Educator Accomplished Practices (FEAPs), which are the state’s core standards for effective educators. The FEAPs are organized around 6 areas, with a total of 37 indicators that must be assessed during your coursework and field work. Appendix B includes a full description of the FEAPs.

There are 8 FEAP Signature Assessments (FSAs) that are embedded in your program. FSA 1-8 are located in your various coursework.

#### *FSA Minimum Level of Performance:*

- FSA 1–8: Developing 2 for all FEAPs criteria

There are FSAs that also evaluate Florida Department of Education Reading Endorsement Competencies and/or ESOL Standards. The minimum level of performance for **ESOL standards** in FSAs is Developing 2. The minimum level of performance for **Reading Endorsement Competencies** in FSAs is Target.

Appendix C includes a full description of the Reading Endorsement Competencies. Appendix D includes a full description of the ESOL Standards. Please see the Curriculum Maps in order to see in which courses FSAs are assessed.

### **Reading Signature Assessments (Elementary Education, English Education, Special Education)**

The FLDOE also requires that all teacher education candidates demonstrate mastery of Florida Reading Competencies that have been developed by Just Read, Florida. There are various Reading Signature Assessments (RSAs) embedded in your program. You will fall into one of the two following groups based on the program in which you are enrolled.

#### Visual Disabilities

All students must show mastery of Reading Competencies 1 & 2 if they are enrolled in Visual Disabilities. These students will learn to enhance literacy skills as they apply to their specialized field of instruction, as these fields are not considered to provide primary literacy instruction.

*RSA Minimum Level of Performance:*

- RSAs 1 – 4: Target for all Reading Endorsement Competency Criteria
- See Curriculum Maps in order to see in which courses RSAs are assessed.

Elementary Education, English Education, Special Education

All students enrolled in Elementary Education, English Education, Special Education must show mastery of Reading Competencies 1-5. Students in these programs will be eligible for a Reading Endorsement as part of their initial teacher education program. There are also ESOL standards that are assessed in specific RSAs.

*RSA Minimum Level of Performance:*

- RSAs 1-5: Target for all Reading Endorsement Competency criteria, Developing 2 for all ESOL Standards criteria
- RSA 6: Target for all Reading Endorsement Competency criteria and ESOL Standard criteria

Appendix C includes a full description of the Reading Endorsement Competencies. Please see the Curriculum Maps in order to see in which courses RSAs are assessed.

**ESOL Signature Assessments (Elementary, English Education, and Special Education)**

The FLDOE requires that specific teacher education candidates demonstrate mastery of Florida ESOL Standards. Mastery of these standards are measured through the use of ESOL Signature Assessments (ESAs).

ESAs are only applicable to ESOL Endorsed Programs, which includes Elementary Education, English, and Special Education. Students enrolled in these programs must show mastery of all ESOL standards in order to be eligible for an ESOL Endorsement as part of their initial teacher education program.

*ESA Minimum Level of Performance:*

- ESAs 1 -2: Developing 2 for all ESOL Standards Criteria

Appendix D includes a full description of the ESOL Standards. Please see the Curriculum Maps in order to see in which courses ESAs are assessed.

**Autism Signature Assessments (Special Education)**

Students in the Special Education BS/MS pathway are required to show mastery of the Council of Exceptional Children's (CEC) Initial Preparation Standards for Developmental Disabilities and Autism Spectrum Disorder. Mastery of these standards are measured through Autism Signature Assessments (ASAs) embedded in coursework. Students are

eligible for the Autism Endorsement as part of their initial teacher education program.

*ASA Minimum Level of Performance:*

- ASAs 1- 10: Target on all Standard criteria

Appendix D includes a full description of the ESOL Standards. Please see the Curriculum Maps in order to see in which courses ASAs are assessed.

**Student Success Plans for Signature Assessments**

If a student has not met the minimum performance expectations for a Signature Assessment or has not submitted a Signature Assessment, but has a passing grade in the course, they will be placed on a Student Success Plan. Students who have not submitted a Signature Assessment will have a hold placed on their registration. Student Success Plans will provide the student with comments on all scores below minimum performance requirements, specific recommendations for improvement, and a timeline for meeting the requirements. All Signature Assessments must be submitted and scored at minimum performance expectations in order to finalize a student teaching placement.

**Early Field Placements and Evaluations**

Early field experiences provide an opportunity to participate in teaching activities in a classroom with a certified teacher. Instructors work with our Field Placement Coordinator in OASIS to provide a diversity of placements, supportive supervision, and an experience that will challenge and help re-affirm the choice of profession.

School districts have taken precautionary measures to ensure the security and safety of their students. To gain entry into schools and to comply with the Jessica Lunsford Act, you must:

- Complete a Level II background screening (fingerprinting). Application forms must be obtained from OASIS in 2301 Stone building and the screening is done at Leon County Schools. Cost of the screening and red badge is \$95 and is effective for five years.
- Secure and provide proof of medical insurance

It is strongly recommended that you purchase professional liability insurance. For more information about professional liability insurance, please visit

<https://education.fsu.edu/student-resources/student-academic-services-oasis/classroom-field-experience/background-clearance-level-ii> and click on "Clearance Procedures for Field Experience."

Students will be evaluated on their performance in field experiences in the second and third year of their program. These evaluations will provide students with areas of strengths and areas for improvement in their teaching practice. These evaluations will assist students in preparing for their student teaching experience in their master's year.

For more information about these field experience requirements, please contact Tala Hagan in OASIS at [thagan@fsu.edu](mailto:thagan@fsu.edu). The hours for early field experiences vary based upon your major and semester. Please see the above section titled "Curriculum Maps" for a link to a listing of these hours.

### **Florida Teacher Certification Examinations (FTCE)**

Section 1004.04, Florida Statutes requires that all candidates pass all three sections of the Florida Teacher Certification Examinations in order to be endorsed as a program completer. The General Knowledge exam is taken prior to admission to your program. The other two tests you must take are the Professional Education Examination and the Subject Area Examination specific to your program. These must be taken prior to student teaching.

#### **Exam Preparation**

Test preparation resources provided by the state of Florida can be found at the following link: <http://www.fl.nesinc.com/resources.asp>. In addition, the Office of Academic Services & Intern Support (OASIS) maintains a collection of study guides for all Subject Area Exams and the Professional Education Examination. Currently enrolled FSU students may borrow two study guides at a time for up to 7 days. OASIS is located in the [Stone Building, Room 2301](#). Our office hours are 8:00 AM – 5:00 PM. For more information on our test preparation resources, please visit <https://education.fsu.edu/test-prep>.

#### **Exam Registration**

To register, please visit the [FTCE website](#). When registering, be sure to request that your scores be sent to Florida State University. You must make this request at the time of registration. OASIS will also request your official exam results directly from the testing, but this will take an additional 5-7 days from when the test scores are released.

Scores for the Professional Education Examination and all Subject Area Examinations that are multiple choice may take approximately 2-3 weeks to be reported to the university. Subject areas that have subtests with written essay components may take approximately 4-6 weeks for scores to be reported. It is essential that you take the exam in a timely manner to meet the deadline for passing scores for student teaching for your program.

No teacher candidate may begin student teaching without official passing scores on the appropriate Subject Area Examination or the Professional Education Examination by the deadline. **There are no exceptions to this policy.**

**Deadlines for Verifying Passing Scores:**

The Office of Academic Services and Intern Support (OASIS) is responsible for verifying official Subject Area and Professional Education Examination scores in the score reporting system. **Please note that unofficial exam score reports or screen shots of Exam score reports are not acceptable.** In order to finalize their placements for student teaching, official passing scores must be verified by the deadlines outlined in the table below. **Failure to meet the final deadlines will result in a delay in student teaching until the following semester.**

Student Teaching Semester	Academic Program	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	Deadline for Passing Scores
Fall	Elementary Education (Panama City)	March 1 (SAE)	April 15 (SAE)	June 1
	FSU-Teach Programs Visual Disabilities Education	April 1 (Pro Ed)	May 15 (Pro Ed)	
Spring	Elementary Education (Tallahassee & Panama City)  English Education FSU-Teach Programs Social Science Education Special Education Teaching Visual Disabilities Education	May 1 (SAE & Pro Ed)	July 1 (SAE & Pro Ed)	November 1

**List of Required Examinations by Program**

Below is a list of programs and the corresponding FTCE Subject Area Examination that must be taken prior to student teaching.

State-Approved Program	Required Subject Area Examination
Elementary Education (BS/MS)	<a href="#">Elementary Education (grades K-6)</a>
English Education (BS/MS)	<a href="#">English (grades 6-12)</a>



FSU-Teach Mathematics Majors (BS)	<a href="#">Mathematics (grades 6-12)</a>
FSU-Teach Biology Majors (BS)	<a href="#">Biology (grades 6-12)</a>
FSU-Teach Chemistry Majors (BS)	<a href="#">Chemistry (grades K-12)</a>
FSU-Teach Earth/Space Sci. Majors (BS)	<a href="#">Earth/Space Science (grades 6-12)</a>
FSU-Teach Physics Majors (BS)	<a href="#">Physics (grades 6-12)</a>
Social Science Education (BS/MS)	<a href="#">Social Science (grades 6-12)</a>
Special Education Teaching (BS/MS)	<a href="#">Exceptional Student Education (grades K-12)</a>
Visual Disabilities (BS/MS)	<a href="#">Visually Impaired (grades K-12)</a>

### **Student Success Plans for Florida Teacher Certification Examinations**

If a student does not pass one of the required Florida Teacher Certification Examinations, they will be placed on a Student Success Plan and provided with test preparation prior to their next attempt on the exam. Student Success Plans will provide the student with competency and scaled scores that need improving, specific recommendations for improvement, and a timeline for meeting the requirements.

### **Student Teaching**

Student Teaching is the culminating experience in Florida State University's Educator Preparation Program. During this experience, you will be given an opportunity to practice and demonstrate the various skills that you have learned throughout your educator preparation program. For many students, this is the most memorable part of their experience at FSU!

In order to be admitted to Student Teaching, all of the appropriate milestones must be met. These milestones include but are not limited to, completion of all coursework and successful completion of all Florida Teacher Certification Exams (FTCEs) prior to the beginning of the student teaching semester. If you are student teaching in the Spring semester, FSU must receive passing FTCE scores by November 1<sup>st</sup> of the prior Fall semester. If you are student teaching in the Fall semester, FSU must receive passing scores by July 1<sup>st</sup> of the prior Summer semester.

Meredith Higgins is the Director of Student Teaching and will guide you through the process beginning with the student teaching application. Your program advisor or faculty will let you know when it is time to apply to student teaching. You are able to choose the district in which you student teach in the State of Florida! Mrs. Higgins will provide you with a list of approved school districts to choose from. Once you have chosen your school district, Mrs. Higgins and your Program Leader will determine the

most appropriate placement for you. COE policy requires all student teaching placements to take place in the State of Florida within an approved school district. Out of State placements will not be considered.

You will be assigned a University Supervisor who will mentor you throughout your student teaching experience. This University Supervisor will observe your teaching and evaluate your performance several times throughout the semester. These evaluations will provide you with areas of strengths and areas for improvement in your teaching practice.

For more information about the student teaching experience, please contact Meredith Higgins ([mhiggins@fsu.edu](mailto:mhiggins@fsu.edu)).

### **FSU Academic Honor Policy**

It is important to remember that the FSU Academic Honor Policy applies to both your coursework and field work. We recommend that you become familiar with the Academic Honor Policy at <http://fda.fsu.edu/Academic-Resources/Academic-Honor-Policy>

**Forging field experience logs, collaborating on assignments that are not group work, reusing assignments in classes without instructor permission, and fabricating data are all violations of the FSU Academic Honor Policy.**

Please be aware that using social media to collaborate on and share course exams or assignments with other students that are not identified by the course instructor as group work is a violation of the FSU Academic Honor Policy. If you have any questions, contact your instructor to ask for clarification.

### **Student Grievance Process**

If you are experiencing issues in any of your classes, it is important to attempt to resolve these issues through the proper processes. Appendix E includes the general student grievance process at FSU.

The above process does not cover grade appeals, which follow a separate, time sensitive process. For more information, go to <https://fda.fsu.edu/academic-resources/academic-integrity-and-grievances/general-academic-appeals-student-grievances>.

### **Bullying and Harassment**

The FSU Student Code of Conduct forbids FSU students from engaging in face to face or on-line harassment and bullying.

“This policy prohibits any form of harassment on the basis of actual or perceived membership in a protected class, by any member or group of the campus community, which unreasonably interferes with an individual’s work or academic environment.

This environment may be created by verbal, written, graphic, threatening and/or physical conduct that is sufficiently severe, persistent, or pervasive so as to interfere with, limit, or deny the ability of an individual to participate in or benefit from educational programs or activities or employment access, benefits, or opportunities. Merely offensive conduct and/or harassment of a generic nature not on the basis of membership in a protected class may not result in a violation of this policy but may be addressed through education and/or other resolution methods.”

As a future educator, it is essential that you do not engage in any behaviors that could be perceived as bullying or harassment, including online behaviors. Any reported instances will be sent directly to the Dean of Students as a violation of the FSU Student Code of Conduct and will be documented as part of the Dispositional Evaluation process. Documented instances of harassment or bullying may result in program dismissal.

**Appendix A**  
**Florida State University – State Approves BS/MS Pathways**

**Junior Year (Fall and Spring)**

- Successful completion of **major and content courses** (if applicable) in Fall, Spring
- Successful completion of all **Signature Assessments** in LiveText
- Successful demonstration of **Dispositions** in coursework and field experiences

**Senior Year (Summer, Fall, and Spring)**

- Successful completion of all **major** (graduate and undergraduate) **and content courses** (if applicable)
- Successful completion of all **Signature Assessments**
- Successful demonstration of **Dispositions** in coursework and field experiences
- **Application to graduate program**
- Conferral of **bachelor's degree** in Spring
- **Have not completed a state approved program**
- **Not eligible for state approved endorsements**
- **Not eligible for a professional certificate**

**Graduate Year (Summer, Fall, and Spring)**

- Passing of **Subject Area Exam and Professional Education Exam**
- Successful completion of all **Signature Assessments**
- Successful completion of all **courses** (graduate)
- Successful demonstration of **Dispositions** in coursework and field experiences in Summer and Fall
- Successful completion of **Student Teaching**
- Conferral of **Master's degree**
- **Completed a state approved program**
- **Eligible for state approved endorsements**
- **Eligible for a professional certificate**

**Appendix B**  
**Florida Department of Education**  
**Florida Educator Accomplished Practices**

**6A-5.065 The Educator Accomplished Practices.**

(1) Purpose and Foundational Principles.

(a) Purpose. The Educator Accomplished Practices are set forth in rule as Florida's core standards for effective educators. The Accomplished Practices form the foundation for the state's teacher preparation programs, educator certification requirements and school district instructional personnel appraisal systems.

(b) Foundational Principles. The Accomplished Practices are based upon and further describe three (3) essential principles:

1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.

2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.

3. The effective educator exemplifies the standards of the profession.

(2) The Educator Accomplished Practices. Each effective educator applies the foundational principles through six (6) Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

(a) Quality of Instruction.

1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:

a. Aligns instruction with state-adopted standards at the appropriate level of rigor;

b. Sequences lessons and concepts to ensure coherence and required prior knowledge;

c. Designs instruction for students to achieve mastery;

d. Selects appropriate formative assessments to monitor learning;

e. Uses diagnostic student data to plan lessons; and,

f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

a. Organizes, allocates, and manages the resources of time, space, and attention;

b. Manages individual and class behaviors through a well-planned management system;

c. Conveys high expectations to all students;

d. Respects students' cultural linguistic and family background;

e. Models clear, acceptable oral and written communication skills;

f. Maintains a climate of openness, inquiry, fairness and support;

g. Integrates current information and communication technologies;



h. Adapts the learning environment to accommodate the differing needs and diversity of students; and,

i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

a. Deliver engaging and challenging lessons;

b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;

c. Identify gaps in students' subject matter knowledge;

d. Modify instruction to respond to preconceptions or misconceptions;

e. Relate and integrate the subject matter with other disciplines and life experiences;

f. Employ higher-order questioning techniques;

g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;

h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;

i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and,

j. Utilize student feedback to monitor instructional needs and to adjust instruction.

4. Assessment. The effective educator consistently:

a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;

b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;

c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;

d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;

e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,

f. Applies technology to organize and integrate assessment information.

(b) Continuous Improvement, Responsibility and Ethics.

1. Continuous Professional Improvement. The effective educator consistently:

a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;

b. Examines and uses data-informed research to improve instruction and student achievement;

c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;

d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;

e. Engages in targeted professional growth opportunities and reflective practices; and,

f. Implements knowledge and skills learned in professional development in the teaching and learning process.

2. Professional Responsibility and Ethical Conduct. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C., and fulfills the expected obligations to students, the public and the education profession.

*Rulemaking Authority 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. History—New 7-2-98, Amended 2-13-11.*

**Appendix C**  
**Florida Department of Education**  
**Reading Endorsement Competencies (2011)**

**Guiding Principle:** Teachers will understand and teach reading as an ongoing strategic process resulting in students comprehending diverse text. Teachers will understand how writing, listening, and speaking support the teaching of reading, and how family involvement supports student achievement in reading. Teachers will understand that all students have instructional needs and apply the systematic problem solving process: use data to accurately identify a problem, analyze the problem to determine why it is occurring, design and implement instruction/interventions, and evaluate the effectiveness of instruction/interventions. Teachers will understand that the problem solving process is recursive and ongoing, utilized for effective instructional decision making.

**Competency 1: Foundations of Reading Instruction - 60 In-service Hours**

Teachers will develop substantive understanding of six components of reading as a process: comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary.

The total inventory of Performance Indicators (A-G) satisfies Competency 1.

**Performance Indicator A: Comprehension**

- 1.A.1. Understand that building oral and written language facilitates comprehension.
- 1.A.2. Understand the importance of learning syntax, semantics, pragmatics, vocabulary, and text structures required for comprehension of formal written language of school, often called "academic language."
- 1.A.3. Understand the impact of text upon reading comprehension (e.g., genre, readability, coherence, text structure, and text complexity).
- 1.A.4. Understand how the interaction of reader characteristics, motivation, purpose of reading, and text elements impacts comprehension and student engagement.
- 1.A.5. Identify cognitive targets (e.g., locate/recall; integrate/interpret; critique/evaluate) and the role of cognitive development in the construction of meaning of literary and informational texts.
- 1.A.6. Understand reading as a process of constructing meaning from a wide variety of print and digital texts and for a variety of purposes.

1.A.7. Understand the reading demands posed by domain specific texts.

1.A.8. Understand that effective comprehension processes rely on well-developed language, strong inference making, background knowledge, comprehension monitoring and self-correcting.

1.A.9. Understand how English language learners' linguistic and cultural background will influence their comprehension.

1.A.10 Understand the role of formal and informal assessment of comprehension in making instructional decisions to meet individual student needs.

### **Performance Indicator B: Oral Language**

1.B.1. Understand how the students' development of phonology, syntax, semantics, and pragmatics relates to comprehending written language.

1.B.2 Understand the differences between social and academic language.

1.B.3. Understand that writing enhances the development of oral language.

1.B.4 Understand that the variation in students' oral language exposure and development requires differentiated instruction.

1.B.5. Recognize the importance of English language learners' home languages, and their significance for learning to read English.

1.B.6. Understand the role of formal and informal oral language assessment to make instructional decisions to meet individual student needs.

### **Performance Indicator C: Phonological Awareness**

1.C.1 Understand phonology as it relates to language development and reading achievement (e.g., phonological processing, phonemic awareness skills, phonemic analysis and synthesis).

1.C.2 Recognize the phonological continuum beginning with sensitivity to large and concrete units of sound (i.e., words & syllables) and progressing to small and abstract units of sound (onset-rimes and phonemes).

1.C.3. Understand that writing, in conjunction with phonological awareness, enhances reading development.

1.C.4. Distinguish both phonological and phonemic differences in language and their applications in written and oral discourse patterns (e.g., language & dialect differences).

1.C.5 Understand how similarities and differences in sound production between English and other languages affect English language learners' reading development in English.

1.C.6. Understand the role of formal and informal phonological awareness assessment to make instructional decisions to meet individual student needs.

### **Performance Indicator D: Phonics**

1.D.1 Understand that phonological units (words, syllables, onset-rimes, and phonemes) map onto orthographic units (words, rimes, letters) in alphabetic languages.

1.D.2 Understand sound-spelling patterns and phonics grapheme-phoneme correspondence rules).

1.D.3. Understand structural analysis of words.

1.D.4. Understand that both oral language and writing can be used to enhance phonics instruction.

1.D.5. Understand the role of formal and informal phonics assessment to make instructional decisions to meet individual student needs.

### **Performance Indicator E: Fluency**

1.E.1 Understand that the components of reading fluency are accuracy, expression, and rate which impact reading endurance and comprehension.

1.E.2 Understand that effective readers demonstrate flexibility by adjusting their reading rate to accommodate the kinds of texts they are reading in order to facilitate comprehension.

1.E.3 Understand the relationships among fluency, word recognition, and comprehension.

1.E.4 Understand that both oral language and writing enhance fluency instruction.

1.E.5. Understand the role of formal and informal fluency assessment to make instructional decisions to meet individual student needs.

### **Performance Indicator F: Vocabulary**

1.F.1 Understand the goal of receptive and expressive vocabulary instruction is the application of a student's understanding of word meanings to multiple oral and written contexts.

1.F.2 Understand morphology as it relates to vocabulary development (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis).

1.F.3 Identify principles of semantics as they relate to vocabulary development (e.g., antonyms, synonyms, figurative language, etc.).

1.F.4 Understand the domain specific vocabulary demands of academic language.



- 1.F.5 Understand that writing can be used to enhance vocabulary instruction.
- 1.F.6 Understand the role of formal and informal vocabulary assessment to make instructional decisions to meet individual student needs.

### **Performance Indicator G: Integration of the reading components**

- 1.G.1 Identify language characteristics related to social and academic language.
- 1.G.2 Identify phonemic, semantic, and syntactic variability between English and other languages.
- 1.G.3 Understand the interdependence between each of the reading components and their effect upon reading as a process for native speakers of English and English language learners.
- 1.G.4. Understand the impact of oral language, writing, and an information intensive environment upon reading development.
- 1.G.5. Understand the importance of comprehension monitoring and self-correcting to increase reading proficiency.
- 1.G.5 Understand the role of formal and informal reading assessment to make instructional decisions to meet individual student needs.

### **Competency 2: Application of Research-Based Instructional Practices -- 60 In-service Hours**

Teachers will scaffold student learning by applying the principles of research-based reading instruction and integrating the six components of reading. Teachers will engage in the systematic problem solving process.

The total inventory of Performance Indicators (A-G) satisfies Competency 2.

### **Performance Indicator A: Comprehension**

- 2.A.1 Apply intentional, explicit, and systematic instructional practices for scaffolding development of higher order thinking, comprehension skills, comprehension monitoring and self-correcting (e.g., reciprocal teaching, "think aloud," etc.).
- 2.A.2 Use both oral language and writing experiences to enhance comprehension.
- 2.A.3 Apply appropriate instructional practices determined by the student's strengths and needs, text structure, and the reading demands of domain specific text.
- 2.A.4 Provide opportunities for student extended text discussion to enhance comprehension, promote motivation and student engagement.

2.A.5 Select narrative or informational print or digital texts that are appropriate to the comprehension instruction to be provided.

2.A.6 Provide comprehension instruction that supports students' ability to read multiple print and digital texts and to synthesize information within, across and beyond those texts.

2.A.7 Scaffold discussions to facilitate the comprehension of text and higher order thinking skills for students with varying English proficiency levels.

2.A.8 Model a variety of strategic activities students can use to foster comprehension monitoring and self-correcting.

2.A.9 Recognize, describe, and incorporate appropriate comprehension assessments to guide instruction.

### **Performance Indicator B: Oral Language**

2.B.1 Apply intentional, explicit, and systematic instructional practices for scaffolding development of oral/aural language skills (e.g., language experience approach, Socratic questioning).

2.B.2 Create an environment where students practice appropriate social and academic language to discuss diverse texts.

2.B.3 Recognize and apply an English language learner's home language proficiency as a foundation and strength to support the development of oral language in English.

2.B.4 Use writing experiences to enhance oral language (e.g., interactive writing, student to teacher sentence dictation).

2.B.5 Recognize, describe, and incorporate appropriate oral language assessments to guide instruction.

### **Performance Indicator C: Phonological Awareness**

2.C.1 Apply intentional, explicit, systematic instructional practices to scaffold development of phonological awareness. (e.g., blending and segmenting syllables, onset-rimes, and phonemes).

2.C.2 Provide opportunities for students to use oral/aural language to enhance phonological awareness (e.g., rhyming and alliteration).

2.C.3 Understand and apply knowledge of how variations in phonology across languages affect English language learners' reading and writing development.

2.C.4 Use writing experiences, in conjunction with phonological instruction, to enhance reading achievement (e.g., Elkonin boxes or magnetic letters, individual response whiteboards).

2.C.5 Recognize, describe, and incorporate appropriate phonological awareness assessments to guide instruction.

### **Performance Indicator D: Phonics**

2.D.1 Apply intentional, explicit, systematic instructional practices for scaffolding phonics development on a continuum from the individual phoneme-grapheme level through the multi-syllabic word level.

2.D.2 Recognize and apply an English language learner's home language as a foundation and strength to support the development of phonics in English.

2.D.3 Use oral/aural language and writing experiences to enhance phonics instruction (e.g., sentence strip words, phrases, and pocket charts).

2.D.4 Recognize, describe, and incorporate appropriate phonics assessments to guide instruction.

### **Performance Indicator E: Fluency**

2.E.1 Apply intentional, explicit, systematic instructional practices to scaffold accuracy, expression, rate, and reading endurance (e.g., paired reading, repeated reading, echo reading, reader's theater, etc.).

2.E.2 Use oral/aural language and writing experiences to enhance fluency (e.g., poetry charts, song lyrics).

2.E.3 Recognize, describe, and incorporate appropriate fluency assessments to guide instruction.

### **Performance Indicator F: Vocabulary**

2.F.1 Apply intentional, explicit, systematic instructional practices to scaffold vocabulary and concept development (e.g., shared reading, semantic mapping, etc.).

2.F.2 Provide for continual integration, repetition, and meaningful use of domain specific vocabulary to address the demands of academic language.

2.F.3 Incorporate vocabulary instruction through analogies (e.g., cognates, Greek and Latin roots).

2.F.4 Provide an environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary.

2.F.5 Incorporate instructional practices that develop authentic uses of English to assist English language learners in learning academic vocabulary and content.

2.F.6 Use oral/aural language and writing experiences to enhance vocabulary (e.g., interactive word walls, word sorts, word charts for secondary).

2.F.7 Use multiple methods of vocabulary instruction (e.g. multiple contexts, examples and non-examples, elaborations, etc.).

2.F.8 Recognize, describe, and incorporate appropriate vocabulary assessments to guide instruction.

### **Performance Indicator G: Integration of the reading components**

2.G.1 Apply comprehensive instructional practices, including writing experiences, that integrate the reading components.

2.G.2 Identify instructional practices to develop students' metacognitive skills in reading (e.g., text coding such as INSERT, two column notes).

2.G.3 Use resources and research-based practices that create information intensive environments (e.g., diverse classroom libraries, inquiry reading).

2.G.4 Use research-based guidelines for selecting literature and domain specific print and digital text appropriate to students' age, interests and reading proficiency (e.g., young adult literature, informational texts).

2.G.5 Demonstrate understanding of similarities and differences between home language and second language reading development.

2.G.6 Triangulate data from appropriate reading assessments to guide instruction.

### **Competency 3: Foundations of Assessment -- 60 In-service hours**

Teachers will understand how to select and administer appropriate assessments and analyze data to inform reading instruction to meet the needs of all students. Teachers will engage in the systematic problem solving process.

#### **Performance Indicators**

3.1 Understand and apply measurement concepts and characteristics of reading assessments.

3.2 Understand the purposes of various informal assessments (e.g., informal reading inventories, analyzing writing samples) including an emphasis on matching reader to text. Understand the purpose of various formal assessments including the differences between norm-referenced and criterion-referenced assessments and how to interpret data reports.

3.3 Understand the meaning of test reliability, validity, and standard error of measurement and describe major types of derived scores from standardized tests.

3.4 Demonstrate knowledge of the characteristics, administration, and interpretation of both quantitative and qualitative instructional assessments (to include each of the following: screening, progress monitoring, diagnosis and outcome measures).

3.5 Analyze data to identify trends that indicate adequate progress in student reading development.

3.6 Understand how to use data within a systematic problem solving process to differentiate instruction, intensify intervention and meet the needs of all students. (e.g., grouping practices, appropriate curriculum materials).

3.7 Identify appropriate criteria for selecting materials to include in portfolios for monitoring student progress over time.

3.8 Identify interpretive issues that may arise when assessments in English are used to measure reading proficiency in English language learners.

3.9 Identify appropriate assessments and accommodations for monitoring reading progress of all students.

3.10 Identify and implement appropriate and allowable accommodations as specified in the Individual Education Plan or 504 Plan when assessing students with disabilities in the area of reading.

#### **Competency 4: Foundations and Applications of Differentiated Instruction -- 60 In-service hours**

Teachers will have a broad knowledge of students from differing profiles in order to understand and apply research-based instructional practices by differentiating process, product, and context. Teachers will engage in the systematic problem solving process.

#### **Performance Indicators**

4.1 Understand and apply knowledge of socio-cultural, socio-political and psychological variables to differentiate reading instruction for all students.

4.2 Understand the stages of English language acquisition for English language learners and differentiate reading instruction for students at different levels of English language proficiency.

4.3 Understand and apply current theories of second language acquisition to differentiate instruction for English language learners of diverse backgrounds and various levels of prior education.

Identify factors impeding student reading development in each of the reading components or the integration of these components.

4.4. Recognize how characteristics of both language and cognitive development impact reading proficiency.

4.5 Recognize the characteristics of proficient readers to more effectively differentiate instruction.

4.6 Compare language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities.

4.7 Select and use developmentally appropriate materials that address sociocultural and linguistic differences.

4.8 Plan for instruction that utilizes increasingly complex print and digital text, embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups.

4.9 Differentiate reading instruction for English language learners with various levels of first language literacy.

4.10 Scaffold instruction for students having difficulty in each of the components of reading.

4.11 Implement a classroom level plan for monitoring student reading progress and differentiating instruction.

4.12 Monitor student progress and use data to differentiate instruction for all students.

4.13 Implement research-based practices in comprehension, oral language, phonological awareness, phonics, fluency and vocabulary to differentiate instruction for all students.

4.14 Implement research-based instructional practices for developing students' higher order thinking.

4.15 Implement research-based instructional practices for developing students' ability to read critically.

4.16 Implement research-based instructional practices using writing to develop students' comprehension of text.

4.17 Implement appropriate and allowable instructional accommodations as specified in the Individual Education Plan or 504 Plan when differentiating instruction for students with disabilities.

4.18 Modify assessment and instruction for students with significant cognitive disabilities while maintaining high expectations for achievement that reflect appropriate levels of access to general education instruction.



## **Competency 5: Demonstration of Accomplishment -- 60 In-service Hours**

Teachers will, through a culminating practicum, demonstrate knowledge of the components of reading, as well as assessments and data analysis, to implement a comprehensive research-based reading plan of instruction for all students. Teachers will engage in the systematic problem solving process.

### **Performance Indicators**

- 5.1 Use assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase in student learning.
- 5.2 Demonstrate research-based instructional practices for facilitating reading comprehension.
- 5.3 Demonstrate research-based instructional practices for developing oral/aural language development.
- 5.4 Demonstrate research-based instructional practices for developing students' phonological awareness.
- 5.5 Demonstrate research-based instructional practices for developing phonics skills and word recognition.
- 5.6 Demonstrate research-based instructional practices for developing reading fluency and reading endurance.
- 5.7 Demonstrate research-based instructional practices for developing both academic and domain specific vocabulary.
- 5.8 Demonstrate research-based instructional practices to facilitate students' monitoring and self-correcting in reading.
- 5.9 Demonstrate research-based comprehension instructional practices for developing students' higher order thinking to enhance comprehension.
- 5.10 Demonstrate research-based instructional practices for developing students' ability to read critically.
- 5.11 Demonstrate differentiation of instruction for all students utilizing increasingly complex print and digital text.
- 5.12 Demonstrate skill in assessment and instruction with English language learners from diverse backgrounds and at varying English proficiency levels.
- 5.13 Create an information intensive environment that includes print and digital text.
- 5.14 Use a variety of instructional practices to motivate and engage students in reading.



5.15 Demonstrate intentional, explicit, systematic writing instruction as it relates to the ability to read written language.

**Appendix D**  
**Florida Department of Education**  
**Teacher Standards for ESOL Endorsement (2010)**

**Domain 1: Culture (Cross-Cultural Communications) Standard 1: Culture as a Factor in ELLs' Learning**

Teachers will know and apply understanding of theories related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds. Teachers will identify and understand the nature and role of culture, cultural groups, and individual cultural identities.

**Performance Indicators**

1.1.a. Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning of ELLs, from diverse backgrounds and at varying English proficiency levels.

1.1.b. Understand and apply knowledge of concepts of cultural competence, particularly knowledge about how cultural identities affect learning and academic progress for students from diverse backgrounds and at varying English proficiency levels.

1.1.c. Use a range of resources in learning about the cultural experiences of ELLs and their families to guide curriculum development and instruction.

1.1.d. Understand and apply knowledge about the effects of racism, stereotyping, and discrimination in teaching and learning of ELLs from diverse backgrounds and at varying English proficiency levels.

1.1.e. Understand and apply knowledge about home/school connections to build partnerships with ELLs' families (e.g., Parent Leadership Councils (PLC)).

1.1.f. Understand and apply knowledge about concepts related to the interrelationship between language and culture for students from diverse backgrounds and at varying English proficiency levels.

**Domain 2: Language and Literacy (Applied Linguistics)**

**Standard 1: Language as a System**

Teachers will demonstrate understanding of language as a system, including phonology, morphology, syntax, semantics and pragmatics; support ELLs' acquisition of English in order to learn and to read, write, and communicate orally in English.

### **Performance Indicators**

- 2.1.a. Demonstrate knowledge of the components of language and understanding of language as an integrative and communicative system.
- 2.1.b. Apply knowledge of phonology (the sound system), morphology (the structure of words), syntax (phrase and sentence structure), semantics (word/sentence meaning), and pragmatics (the effect of context on language) to support ELLs' development of listening, speaking, reading, and writing (including spelling) skills in English.
- 2.1.c. Demonstrate knowledge of rhetorical and discourse structures as applied to second language and literacy learning.
- 2.1.d. Demonstrate proficiency in English and model for ELLs the use of appropriate forms of English for different purposes.
- 2.1.e. Identify similarities and differences between English and other languages reflected in the ELL student population.

### **Standard 2: Language Acquisition and Development**

Teachers will understand and apply theories and research on second language acquisition and development to support ELLs' learning.

#### **Performance Indicators**

- 2.2.a. Demonstrate understanding of current and past theories and research in second language acquisition and bilingualism as applied to ELLs from diverse backgrounds and at varying English proficiency levels.
- 2.2.b. Recognize the importance of ELLs' home languages and language varieties, and build on these skills as a foundation for learning English.
- 2.2.c. Understand and apply knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs' learning of English.
- 2.2.d. Understand and apply knowledge of the role of individual learner variables in the process of learning English as a second language.

### **Standard 3: Second Language Literacy Development**

Teachers will demonstrate an understanding of the components of literacy, and will understand and apply theories of second language literacy development to support ELLs' learning.

### **Performance Indicators**

2.3.a. Understand and apply current theories of second language reading and writing development for ELLs from diverse backgrounds and at varying English proficiency levels.

2.3.b. Demonstrate understanding of similarities and differences between L1 (home language) and L2 (second language) literacy development.

2.3.c. Demonstrate understanding of how L1 literacy influences L2 literacy development and apply this to support ELLs' learning.

2.3.d. Understand and apply knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs' L2 literacy development in English.

2.3.e. Understand and apply knowledge of how principles of phonology, morphology, syntax, semantics, and discourse affect L2 reading and writing development.

### **Domain 3: Methods of Teaching English to Speakers of Other Languages (ESOL)**

#### **Standard 1: ESL/ESOL Research and History**

Teachers will demonstrate knowledge of history, public policy, research and current practices in the field of ESL/ESOL teaching and apply this knowledge to improve teaching and learning for ELLs.

#### **Performance Indicators**

3.1.a. Demonstrate knowledge of L2 teaching methods in their historical context.

3.1.b. Demonstrate awareness of current research relevant to best practices in second language and literacy instruction.

3.1.c. Demonstrate knowledge of the evolution of laws and policy in the ESL profession, including program models for ELL instruction.

#### **Standard 2: Standards-Based ESL and Content Instruction**

Teachers will know, manage, and implement a variety of teaching strategies and techniques for developing and integrating ELLs' English listening, speaking, reading, and writing skills. The teacher will support ELLs' access to the core curriculum by teaching language through academic content.

#### **Performance Indicators**

3.2.a. Organize learning around standards-based content and language learning objectives for students from diverse backgrounds and at varying English

proficiency levels.

3.2.b. Develop ELLs' L2 listening skills for a variety of academic and social purposes.

3.2.c. Develop ELLs' L2 speaking skills for a variety of academic and social purposes.

3.2.d. Provide standards-based instruction that builds upon ELLs' oral English to support learning to read and write in English.

3.2.e. Provide standards-based reading instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels.

3.2.f. Provide standards-based writing instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels.

3.2.g. Develop ELLs' writing through a range of activities, from sentence formation to expository writing.

3.2.h. Collaborate with stakeholders to advocate for ELLs' equitable access to academic instruction (through traditional resources and instructional technology).

3.2.i. Use appropriate listening, speaking, reading, and writing activities in teaching ELLs from diverse backgrounds and at varying English proficiency levels.

3.2.j. Incorporate activities, tasks, and assignments that develop authentic uses of the second language and literacy to assist ELLs in learning academic vocabulary and content- area material.

3.2.k. Provide instruction that integrates listening, speaking, reading, and writing for ELLs of diverse backgrounds and varying English proficiency levels.

### **Standard 3: Effective Use of Resources and Technologies**

Teachers will be familiar with and be able to select, adapt and use a wide range of standards-based materials, resources, and technologies.

#### **Performance Indicators**

3.3.a. Use culturally responsive/sensitive, age-appropriate and linguistically accessible materials for ELLs of diverse backgrounds and varying English proficiency levels.

3.3.b. Use a variety of materials and other resources, including L1 resources, for ELLs to develop language and content-area skills.

3.3.c. Use technological resources (e.g., Web, software, computers, and related media) to enhance language and content-area instruction for ELLs of diverse backgrounds and varying English proficiency levels.

## **Domain 4: ESOL Curriculum and Materials Development**

### **Standard 1: Planning for Standards-Based Instruction of ELLs**

Teachers will know, understand, and apply concepts, research, best practices, and evidenced-based strategies to plan classroom instruction in a supportive learning environment for ELLs. The teacher will plan for multilevel classrooms with learners from diverse backgrounds using a standards-based ESOL curriculum.

#### **Performance Indicators**

4.1.a. Plan for integrated standards-based ESOL and language sensitive content instruction.

4.1.b. Create supportive, accepting, student-centered classroom environments.

4.1.c. Plan differentiated learning experiences based on assessment of students' English and L1 proficiency and integrating ELLs' cultural background knowledge, learning styles, and prior formal educational experiences.

4.1.d. Plan learning tasks for particular needs of students with limited formal schooling (LFS).

4.1.e. Plan for instruction that embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups to successfully meet English language and literacy learning objectives.

## **Standard 2: Instructional Resources and Technology**

Teachers will know, select, and adapt a wide range of standards-based materials, resources, and technologies.

### **Performance Indicators**

4.2.a. Select and adapt culturally responsive/sensitive, age-appropriate, and linguistically accessible materials.

4.2.b. Select and adapt a variety of materials and other resources including L1 resources, appropriate to ELLs' developing English language and literacy.

4.2.c. Select technological resources (e.g., Web, software, computers, and related media) to enhance instruction for ELLs of diverse backgrounds and at varying English proficiency levels.

## **Domain 5: Assessment (ESOL Testing and Evaluation)**

### **Standard 1: Assessment Issues for ELLs**

Teachers will understand and apply knowledge of assessment issues as they affect the learning of ELLs from diverse backgrounds and at varying English proficiency levels. Examples include cultural and linguistic bias; testing in two languages; sociopolitical and psychological factors; special education testing and assessing giftedness; the importance of standards; the difference between formative and summative assessment; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests). Teachers will also understand issues around accountability. This includes the implications of standardized assessment as opposed to performance-based assessments, and issues of accommodations in formal testing situations.

### **Performance Indicators**

5.1.a. Demonstrate an understanding of the purposes of assessment as they relate to ELLs of diverse backgrounds and at varying English proficiency levels.

5.1.b. Identify a variety of assessment procedures appropriate for ELLs of diverse backgrounds and at varying English proficiency levels.

5.1.c. Demonstrate an understanding of appropriate and valid language and

literacy assessments for ELLs of diverse backgrounds and at varying English proficiency levels.

5.1.d. Demonstrate understanding of the advantages and limitations of assessments, including the array of accommodations allowed for ELLs of diverse backgrounds and at varying English proficiency levels.

5.1.e. Distinguish among ELLs' language differences, giftedness, and special education needs.

## **Standard 2: Language Proficiency Assessment**

Teachers will appropriately use and interpret a variety of language proficiency assessment instruments to meet district, state, and federal guidelines, and to inform their instruction. Teachers will understand their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels. Teachers will articulate the appropriateness of ELL assessments to stakeholders.

### **Performance Indicators**

5.2.a. Understand and implement district, state, and federal requirements for identification, reclassification, and exit of ELLs from language support programs, including requirements of the LULAC Consent Decree.

5.2.b. Identify and use a variety of assessment procedures for ELLs of diverse backgrounds and varying English proficiency levels.

5.2.c. Use multiple sources of information to assess ELLs' language and literacy skills and communicative competence.

## **Standard 3: Classroom-Based Assessment for ELLs**

Teachers will identify, develop, and use a variety of standards- and performance-based, formative and summative assessment tools and techniques to inform instruction and assess student learning. Teachers will understand their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels. Teachers will articulate the appropriateness of ELL assessments to stakeholders.

### **Performance Indicators**

5.3.a. Use performance-based assessment tools and tasks that measure ELLs' progress in English language and literacy development.

5.3.b. Understand and use criterion-referenced assessments appropriately with ELLs from diverse backgrounds and at varying English proficiency levels.



5.3.c. Use various tools and techniques to assess content-area learning (e.g., math, science, social studies) for ELLs at varying levels of English language and literacy development.

5.3.d. Prepare ELLs to use self- and peer-assessment techniques, when appropriate.

5.3.e. Assist ELLs in developing necessary test-taking skills.

5.3.f. Assess ELLs' language and literacy development in classroom settings using a variety of authentic assessments, e.g., portfolios, checklists, and rubrics.

# General Academic Appeals Process (Student Grievances)

