ESOL ENDORSEMENT
and/or
CERTIFICATION GUIDE for OCPS EDUCATORS

Multilingual Services
Orange County Public Schools

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The number of students considered English Language Learners (ELLs) in the K-12 setting in Orange County Public Schools continues to increase. Our ELLs represent an array of different languages and cultural backgrounds. With these changes to our K-12 schools come more demand for qualified teachers who have the necessary knowledge and skills to reach and teach English for Speakers of Other Languages (ESOL). As a result, the Orange County Multilingual Services Department offers the required ESOL Endorsement Courses to all OCPS educators and administrators. Experts in the field of second language acquisition facilitate five ESOL Endorsement Courses and an ESOL Essentials Course thus providing specialized knowledge and training to empower our educators to meet the needs of our linguistically and culturally diverse students. The required add-on endorsement to an educator's certification focuses on the five areas mandated by the state of Florida to teach in a K-12 setting where ELLs are present: cross cultural communications, applied linguistics, methods and materials, curriculum development and testing. Successful completion of said courses meets the requirements for the state of Florida add-on endorsement for ESOL K-12. Since the requirements may differ for each Orange County educator, it is important that teachers become familiar with their specific ESOL endorsement, certification or compliance requirements.

This ESOL Endorsement and/or ESOL Certification Resource Guide for OCPS Educators is designed to assist in that process. Please use the chart on page 2 of this document to understand your specific ESOL coursework path

CATEGORY I	CATEGORY II Content Area Teachers	CATEGORY III	CATEGORY IV
Primary Language Arts/English, Developmental Language Arts, Reading, Intensive Reading	Social Studies, Mathematics, Science and Computer Literacy	All other subject areas not included in Categories I or II	School-based administrators and Guidance Counselors
Requirements			
ESOL Endorsement: 15 semester hours or 300 in-service credit points added to an existing teacher certification area. 6A-1.0503, https://www.flrules.org/gateway/readFile.asp?sid=0&tid=1047811&type=1&File=6A-1.0503.doc or ESOL Endorsement: infused ESOL training in a DOE approved teacher education program , 6A-5.066 https://www.flrules.org/gateway/readFile.asp?sid=0&tid=1060130&type=1&File=6A-5.066.doc or K – 12 ESOL Certification: Passing Score on ESOL Subject Area Test and 120 hours/points in ESOL training *September 2003 Modifications of the Florida Consent Decree Teachers have two years to complete the first 60 hours of ESOL training and then must complete 60 hours each year until the 300 hours have been met. Parents must be notified by the school that teachers are out of field in ESOL until the ESOL endorsement is listed on a valid teaching certificate.	3 semester hours or 60 in-service credit points 6A-6.0907 https://www.flrules.org/gateway/readFile.asp?sid=0&tid=1067502&type=1&File=6A-6.0907.doc Teachers must have training in: Methods of teaching English to speakers of other languages, ESOL curriculum and materials development, cross-cultural communications and understanding, and testing or evaluation of ESOL per state rule revision, https://www.flrules.org/gateway/ruleNo.asp?ID=6A-6.0907 Teachers must complete 60 hours of ESOL training by September 15 of the following year an ELL is enrolled in class. Category II teachers do not have to be listed as out of field.	*3 semester credit hours or 18 in-service credit points 6A-6.0907 https://www.flrules.org/gateway/readFile.asp?sid=0&tid=1067502&type=1&File=6A-6.0907.doc Teachers must have training in: Methods of teaching English to speakers of other languages, ESOL curriculum and materials development, cross-cultural communications and understanding, or testing and evaluation of ESOL. *OCPS **_does not_** offer an 18 hour course. Management Directive A-7 of OCPS states that all educators are to receive 60 hours of ESOL, **_not_** 18. See attached document in Document Section of manual. Teachers must complete the 60 hours of ESOL training by September 15 of the following year. Category III teachers do not have to be listed as out of field.	3 semester hours or 60 in-service credit points. September 2003 Modification of the Consent Decree School based administrators and guidance counselors have three years to complete 60 hours of ESOL training. Prior ESOL training can be used to meet this requirement.

ESOL In-service or Coursework

ESOL In-service or Coursework must include all of the following areas:

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

Receiving Endorsement Outside of OCPS

- OCPS accepts ESOL Endorsement Courses from the following institutions:
  - North East Florida Educational Consortium (NEFEC) **nefec**.org
  - University of Phoenix College of Education - cte@phoenix.edu
  - Beacon www.**beaconlearningcenter**.com
  - All Florida colleges and universities offering ESOL Endorsement Courses
- The OCPS educator is responsible for the fees of courses taken outside OCPS.
- The current form needed to have the points added to the in-service record can be found in the **Documents Section** of this resource guide.
- Teachers claiming out-of-district in-service components must request a State Form OTE 206 be sent from their old district to *Human Resources / Talent and Acquisition Compliance* specifying the district and components claimed. Only upon receipt of such written verification will the District accept the prior in-service training claimed.
- OCPS **does not** accept out of state school district ESOL Endorsements
- OCPS **can** accept an out of state ESOL Endorsement from a college or university. It is the responsibility of the OCPS educator to contact the Florida Department of Education Certification Department and have the ESOL Endorsement added on to their certification. www.**fldoe**.org/teaching/**certification**

Recertification Flexibilities

- ESOL in-service credit points and/or ESOL College credits count as in-field for recertification of any coverage.

Banking of ESOL Points

- Any points earned in excess of 6 semester hours or 120 points within one validity period may be banked towards the renewal of a certificate in subsequent renewal periods.

Complete information regarding the Florida Consent Decree (1990) can be found on the State website Bureau of Student Achievement through Language Acquisition (SALA). For assistance and information in obtaining the ESOL endorsement and in service training through the School District of Orange County (not mentioned in this resource guide), please contact:

http://www.fldoe.org/academics/eng-language-learners/

Josie Medina, Senior Administrator for ESOL Compliance
josefina.medina@ocps.net

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Thank you for your continued dedication to our Orange County Students!

ESOL ENDORSEMENT COURSE DESCRIPTIONS
Via
FLORIDA TEACHER STANDARDS for ESOL ENDORSEMENT

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.

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).

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.

ESOL Essentials

This course introduces participants to the history, law, and theory of education for English Language Learners. Participants identify effective instructional models and teaching practices that define aspects of multicultural education with emphasis on content area instruction. Participants also develop programs, instruction, and materials for English Language Learners. Issues associated with the interdependent relationship between teaching and assessments are addressed along with evaluation and assessment strategies for English language learners. Therefore a variety of the aforementioned standards from Domains 1-5 are used throughout this course.

*IMPORTANT: This course does not count towards the 300 hours for ESOL Endorsement. ESOL Essentials is a course designed for Content Area teachers and educators that fall under Categories II, III & IV.

Documents

HUMAN RESOURCES-INSERVICE
Application Request for Inservice Credit for trainings NOT sponsored by OCPS

Active Employees of Orange County Public Schools who complete training not sponsored by the District **may** be eligible for inservice credit in keeping with the Florida Department of Education Professional Development Protocol /Master Inservice Plan. Each training activity must be submitted on separate application to Human Resouces-Inservice Department. This application cannot be utilized for college coursework, and any District sponsored workshops.

1. Name:_____
    <div style="text-align:center">Last   First   M.I.</div>

2. Personnel #:____ ____ ____ ____ ____ ____ ____ ____ ____

3. School (Work Location): _____

4. Full Title of Activity:_____

5. Name of Professional Organization Sponsoring This Activity (*do not abbreviate*): _____

    _____

6. Date Started:_____, 20_____   7. Date Ended:_____, 20_____
        Month   Day   Month   Day

7. <u>You have **One(1) year** after completing the training to submit your application and documentation for inservice credit</u>

8. Total Hours Spent in Sessions: _____ [*The OCPS Master Inservice Plan requires that training be **at least three (3) hours** in length.*]

9. Area(s) of Certification: _____

10. *The primary focus of this Professional Development is:*   (Check ONLY one)
    - ☐ Subject-Specific Content
    - ☐ Data Analysis
    - ☐ Formal & Informal Assessments
    - ☐ Differentiated Instructional Strategies
    - ☐ Technology Integration
    - ☐ Classroom Management
    - ☐ Parent Involvement
    - ☐ School Safety

11. Master Inservice Plan Component Number to which this activity applies: _____

    <div style="text-align:center">(<i>HR-Inservice coordinator will determine appropriate component number</i>)</div>

12. **Important – Please attach the following items to this form:**
    1. A copy of the program agenda indicting duration of session(s)
    2. A copy of the certificate of completion, and proof of attendance.
    3. A ¾ to 1 page report (100 words minimum) about the program. Explain the value of this experience to you, your students, and/or your job responsibilities. How will you implement the knowledge, ideas, and/or skills gained through this activity?

13. Date:_____   Participant's Signature _____

14. Date:_____   Supervisor's Signature _____

               Print Name of Supervisor_____
    (Verifies that specific objectives of the activity are appropriate for the participant's area(s) of certification and the information/skills learned have been demonstrated on the job.)

<div style="text-align:center"><i>FOR HUMAN RESOURCES-IN SERVICE USE ONLY</i></div>

ORANGE COUNTY PUBLIC SCHOOLS
ORLANDO, FLORIDA

MANAGEMENT DIRECTIVE A-7
INDUCTION PROGRAM FOR INSTRUCTIONAL PERSONNEL
NEW TO ORANGE COUNTY PUBLIC SCHOOLS

All instructional personnel new to Orange County Public Schools shall participate in an induction program. This participation shall include the first year of employment and may continue for the second year of employment. The work location supervisor has the responsibility for facilitating activities leading to accomplishment of the program requirements. The supervisor may assign another administrator at the site to coordinate the specific implementation of the program. In order to be designated a completer of the program, the participant must demonstrate through his or her job performance knowledge of the following areas:

1. The school/department/grade level curriculum

2. The school improvement plan

3. The community served by the school

4. District-wide curriculum initiatives including:

   a. Comprehensive Academic Achievement Plan (CAAP)

   b. Other initiatives determined by the work location supervisor

5. The procedures and expectations of the Instructional Personnel Assessment System

6. OCPS District Vision, Mission, and Goals

7. The codes and standards of professional ethics

8. Successful completion of 60 hours of basic ESOL training

This directive becomes effective with those individuals hired for the 1997-98 school year. Induction program guidelines and forms are available through the Instructional Development office of Specialized Student Support, Division of Teaching and Learning.

Ronald Blocker
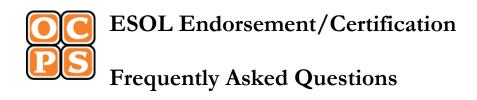Superintendent

February 20, 2009
Date

THE DIFFERENCE BETWEEN THE ESOL ENDORSEMENT AND THE ESOL CERTIFICATION

An **endorsement** is an attachment to a current certification. You can't add an endorsement unless you already hold certification in a subject area. The ESOL Endorsement can only be added by completing the 5 ESOL college courses or the 300 hour district ESOL in service program (or a combination of the two). You can't add an endorsement by passing a subject area exam because exams do not exist for endorsements. The ESOL Endorsement works along with the subject listed on the certificate to enable the teacher to instruct ESOL students. For instance, if someone has English 6-12 on their certificate, they can add the ESOL Endorsement to their certificate to make them eligible to teach ESOL in grades 6-12.

Under the **certification** law, teachers may add a subject area that requires a bachelor's degree to their certificate by passing the appropriate subject area exam. ESOL K-12 certification was included in this law since a bachelor's degree is required, and there is a subject area exam available.

As of school year 2003-2004, teachers that pass the ESOL K-12 Subject Area Exam are also required **an additional 120 hours of ESOL training in order to be certified in ESOL**. This was determined by a court modification to the Florida Consent Decree made in September, 2003. Teachers have **three years** from the date they **obtain the ESOL Certification** to complete the additional required training. Once obtained, the ESOL K-12 Certification allows a teacher to instruct ESOL students in grades K-12. This coverage will work in place of the ESOL Endorsement. Teachers already taking the 300 hour ESOL training should continue their coursework, as required by their out-of-field agreement, just in case they are not successful on the exam.

ESOL K-12 Certification is a subject area certification that **requires passing the ESOL K-12 Subject Area Exam and an additional 120 hours of ESOL training**. As with other subject area certifications, when you renew your Florida teaching certificate, a determined amount of in-service points are required to keep it on your teaching certificate (120 pt. minimum for up to four subjects – 180 pts. for five or more subjects).

ESOL Endorsement/Certification

Frequently Asked Questions

1. Why do I need ESOL training?

The State of Florida agreed, in an out of court settlement, in 1990 that teachers who serve the English Language Learner (ELL) student population in Florida must have appropriate training. English for Speakers of Other Languages (ESOL) Endorsement requirements for Language Arts teachers were part of the certification rules prior to the Multicultural Education and Training Advocacy (META) Consent Decree, which was signed on August 14, 1990.

The Consent Decree called for Language Arts teachers to have, or be working toward, the ESOL Endorsement if they served ELL students. Comprehensible instruction and academic achievement are concerns and goals for ELL students defined by both Federal and State laws. The Agreement calls for all teachers to have some ESOL training if they serve ELL students, depending on which "category" of subjects the teacher is teaching.

On April 25, 2003, the League of United Latin American Citizens (LULAC) and the Florida Board of Education participated in mediation regarding the terms of the Consent Decree. The result was a modification of the original Consent Decree. These modifications went into effect in September 2003. The stipulation set forth an additional option by which a teacher may obtain ESOL Certification. It also establishes that school administrators and guidance counselors are required to take 60 hours of ESOL training within three years of hiring.

2. Who takes ESOL trainings?

According to the META agreement, staff members whose role fall into any of the following categories are required to participate in ESOL training:

Category I: Primary Language Arts/English, Developmental Language Arts, Reading, Intensive Reading
Category II: Social Studies, Mathematics, Science and Computer Literacy
Category III: All other subject areas not included in Categories I or II
Category IV: School-based administrators and Guidance Counselors

For more information in each of these categories, please visit the Categories Chart

3. When is a Category I teacher considered to be out of field?

From the moment a teacher is hired, the teacher is required to take an ESOL course per academic year until the ESOL Endorsement has been completed. The teacher will be considered out of field until all the courses (300 hours of ESOL in-service training) have been completed. The teacher also has the option of taking the ESOL K – 12 Subject Area Exam, in addition, to 120 hours of ESOL courses work (two courses) to satisfy the ESOL state requirement.

4. When is a Category I teacher considered to be out of compliance?

Once a teacher begins their ESOL Endorsement course work, they must continue to take at least one course within each academic year. When a teachers has an interruption in coursework, the teacher will be out of compliance. Teachers in this category are required to take an ESOL class/classes as soon as possible to fulfill the ESOL state requirement.

5. Are counselors and administrators required to have ESOL in-service credits?

With the modifications made to the Florida Consent Decree in 2003, Category IV, school-based counselors and administrators are required to take 60 hours of ESOL in-service training.

6. As a Category I teacher, how many years do I have to complete my ESOL Endorsement?

Category I teachers have six years to complete the ESOL Endorsement. Once the courses are started, one must be taken each year until completion.

7. As a teacher (non-Category I), how soon do I need to take my ESOL class?

Teachers other than Category I have one year to fulfill their ESOL requirement from hiring date or by September 15th of the following school year.

8. Do I need to take the ESOL Endorsement courses in order?

Although we recommend taking the ESOL courses in order, this is not required.

9. What is the difference between Endorsement and Certification?

In Florida, teachers can meet the ESOL state requirements by following two paths:
  1. ESOL Endorsement – teachers will take Domains 1 – 5 courses for a total of 300 hours of ESOL in-service points.

2. ESOL Certification – Teachers will take the ESOL K-12 Subject Area Exam and will complete 120 hours of ESOL in-service (two courses) within three years of adding the ESOL K-12 Subject Area Exam to the teaching certificate.

10. After completing my ESOL Endorsement courses, what is the process to add the Endorsement to my teaching certificate?

After completing all the ESOL state requirements, teachers will email/contact the certification specialist assigned to their learning community to request a CG10 Add-On Form. A $75.00 dollar fee is required. The payment can be submitted either by credit card or payroll deduction. If teachers would like their fee to be deducted from their paycheck, payroll deductions are only accepted until May. After May, only credit card payments are accepted. Once the new certificate has been issued, teachers will receive a link to print out their certificates.

11. After I take the ESOL K – 12 Subject Area Exam, do I need to take ESOL courses?

Teachers that take and pass the test and have ESOL as an area of certification will only need to take 120 hours of ESOL in-service points (two courses).

12. Can I take the ESOL K – 12 Subject Area Exam without taking ESOL courses?

Although we recommend teachers to have some ESOL training prior to taking the ESOL K-12 Subject Area Exam, this is not a requirement. Teachers can sign up and take the test at any time. To register for the test, please go to: Florida Exams Website: www.fl.nesinc.com

13. How many classes am I required to take per academic year?

Category I teachers are required to take at least one ESOL Endorsement course per academic year. Until all the classes are completed, teachers will be considered out of field.

14. If a take a summer class, will this class count for the next academic year?

No. Classes taken during the summer and prior to June 30th will count for the current academic year.

15. What are the five courses included in the ESOL Endorsement program?

The ESOL Endorsement is composed of five Domains:
- Domain 1: Culture
- Domain 2: Linguistic

- Domain 3: Methods
- Domain 4: Curriculum
- Domain 5: Assessment

16. What is the difference between the ESOL Domain courses and the ESOL Essentials course?

The Domain courses comprise all aspects of the ESOL Endorsement. The ESOL Essentials is a survey of all the Domains. It does not count as part of the 300 hours required for the ESOL Endorsement. It counts towards one of the courses for the ESOL certification.

17. Where do I register to take the ESOL courses?

To register for the ESOL Endorsement courses or the ESOL Essentials course, teachers will go to signmeup.ocps.net.

18. Can I take more than one course at a time?

Yes. Teachers can register for one or more courses.

19. After course completion, how can I verify the courses that I have completed in the ESOL Endorsement Program?

To verify that ESOL in-service points have been posted, teachers will go to www.inservicepoints.ocps.net

20. Because some of the Reading and ESOL Endorsement Program courses have similar objectives, is it possible for me to receive credit for a Reading Endorsement course because I completed all five ESOL Endorsement Program courses (300 hours)?

No, OCPS no longer offers this option.

21. I took ESOL Empowering Teachers prior to July 1, 2011. Will the course be accepted as one of the five courses for the ESOL Endorsement Program?

This course is the equivalent to the new ESOL Essentials class.

22. Can the ESOL in-service points be banked?

Yes, ESOL in-service points can be banked.

23. Is it possible to transfer previous college credit to in-service points for ESOL credit?

Yes. Teachers claiming out-of-district in-service components must request a State Form OTE 206 be sent from their old district to Human Resources /Talent and Acquisition Compliance specifying the district and components claimed. Only upon receipt of such written verification will the District accept the prior in-service training claimed. If you are leaving OCPS, please contact Ms. Colette Lee at extension 2003307 to inform her of the Florida County you are moving to.

24. Can Florida ESOL Endorsement be transferred to another state?

No. The knowledge is acquired through ESOL in-service points. ESOL Certification is accepted on a state-to-state basis.

25. If I still have questions, how do I get guidance on which courses I still need to take to complete my ESOL Endorsement?

The first step will be to contact the Certification Specialist for your learning community. You can also contact Ines Cordero, ESOL Endorsement Coordinator at extension 2002936.

Orange County Public Schools