

Section 10: Personnel Training (Rules 6A-6.0907 and 6A-1.0503, F.A.C.)

Describe how Category I teachers responsible for the English Language Arts and intensive reading instruction of ELLs who are required to obtain the ESOL endorsement/certification are notified of training requirements and opportunities. Include title of person(s) responsible for issuing the notifications and how the process is documented.

Applicants that accept a position at a school sign the Location Agreement Preclearance with the hiring principal. This document informs the new candidate of the ESOL requirements and consequences if requirements are not met. During the Broward County On-Boarding Session administered by Talent Acquisition Department, the applicants are given a processing form that indicates their ESOL category. During the session, the different categories of ESOL, ESOL training requirements, and timeline are reviewed. This information is also included in their New Teacher Handbook. Information on ESOL training requirements is posted on the Certification Department, Talent Development, and Bilingual/ESOL Department websites. Furthermore, several reminder notices are sent by the Director of the Department of Talent Acquisition throughout the year. These notices are sent to new and current teachers. All notices, identify the ESOL category, the required training, timeline, and refer candidates to My Learning Plan to access and register for courses.

It is the participant's responsibility to complete each component within the timelines established by the Florida Consent Decree and School Board Policy 4003.3. Participants who are in the process of completing the ESOL Endorsement Courses, and have been assigned an ELL, must sign an out-of-field waiver in ESOL until they meet the ESOL Endorsement requirements. The Board must approve out-of-field waivers for Category 1 teachers, if needed. The Certification office then follows-up with notification that they were Board-approved and what they must do to comply. Tracking is done through a master database.

The Bilingual/ESOL Department posts the course schedules on the department website. Teachers can also access course offerings on the District's Employee Self Service website available at <http://www.broward.k12.fl.us/erp>

All ESOL training courses are offered at various times throughout the school year

Describe how content area teachers of math, science, social studies and computer literacy are notified of ESOL training requirements (60 hours) and opportunities. Include title of person(s) responsible for issuing the notifications and how the process is documented.

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Department of Talent Acquisition throughout the year. These notices are sent to new and current teachers. All notices, identify the ESOL category, the required training, timeline, and refer candidates to My Learning Plan to access and register for courses.

Describe how all other instructional staff are notified of ESOL training requirements (18 hours) and opportunities. Include title of person(s) responsible for issuing the notifications and how the process is documented.

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Describe the procedures used when Category I teachers are reported out of field. Include compliance procedures when claiming weighted FTE 130 for core courses.

Teachers newly identified as needing the ESOL Endorsement are sent to the principal in a database. The database contains out-of-field waivers for the principal to review with the affected teachers (requires signature) and also contains a layout for sending home notification to all of the parents of students being taught by teachers out-of-field.

Identified teachers are sent to the Board for approval to teach out-of-field. Following Board approval, identified teachers receive an automated email informing them of their need for mandated training and are provided the link to our website regarding out-of-field. <http://www.broward.k12.fl.us/certification/Out-of-Field.html>. There is a report in SAP/BRITE "Teacher's Teaching Out-of-Field" for schools to view compliance of mandated training for their out-of-field teachers.

All ESOL eligible courses have program code 130. It is the school's responsibility to change program 130 to basic in the External database if the out-of-field teacher does not have a waiver. If there is an out-of-field waiver, then ESOL eligible courses remain reported in program 130.

Describe how the LEA provides the 60-hour ESOL training requirement for school-based administrators and the LEA's tracking system that will be implemented.

School-based administrators can register for the 60-hour required district ESOL training course that is offered on-line via Broward Virtual University. Upon successful completion of the ESOL training requirements, the course is documented on the participant's in-service record.

Broward Virtual University:

- closes out the courses for in-service points, and
- maintains attendance rosters with completed course requirements.

Describe how the LEA provides the 60-hour ESOL training requirements for Guidance Counselors, and the LEA's tracking system.

Guidance Counselors can register for the 60-hour required district ESOL training course that is offered on-line via Broward Virtual University. Upon successful completion of the ESOL training requirements, the course is documented on the participant's in-service record.

Broward Virtual University:

- closes out the courses for in-service points, and
- maintains attendance rosters with completed course requirements.

Describe the supplemental professional development offered by the LEA to ensure that instructional staff are informed of English Language Development standards and best practices.

The Bilingual/ESOL Department provides additional professional development on the WIDA Framework and English Language Development standards. The professional development is delivered through Professional Learning Communities; 2-day WIDA sessions; and/or infused into all current professional learning sessions.

If instruction is provided in a language other than English, describe the procedures that are used to assess teachers' proficiency in the other language and in English.

The first competency is that they must write and speak in a logical and understandable style, using appropriate grammar and sentence structure, and demonstrate a command of standard English, enunciation, clarify, follow oral directions, pace and precision in speaking. In addition to school site personnel, schools utilize bilingual district resources, such as the Bilingual/ESOL Department staff or World Language staff to screen possible candidates for bilingual instructional personnel.

A bilingual paraprofessional or teacher is required at schools having 15 or more ELLs who speak the same language. Specify the eligibility qualifications required by the LEA for bilingual paraprofessionals. Explain the bilingual paraprofessional's job description and primary assignment.

The primary assignment of the bilingual paraprofessional is to provide instructional assistance in the classroom to ensure the delivery of comprehensible instruction.

The position requires a minimum of a high school diploma however an earned Associate of Arts or Associate of Science degree from an accredited institution or at least 60 semester hours of earned college credit from an accredited institution is preferred.

The bilingual paraprofessional must

- have the ability to speak, read and write English and the language representative of

- the targeted ELL population(s);
- be sensitive to other cultures ;
- have the ability to work with students;
- have the potential for success in acquisition of teaching/tutorial techniques;
- must have completed, or be willing to commence training within 90 days of employment, training programs presented by State of Florida Human Resource Services, as stipulated in the State of Florida Statutes or programs developed and presented by The School Board of Broward County, Florida, as specified by the requirements of the job assignment;
- possess computer skills as required for the position; and
- must meet all required screening procedures based on the requirements of the assignments as determined by the Superintendent.

Describe LEA procedures for training bilingual paraprofessionals in ESOL or home language strategies. Include how documentation of training is maintained.

Bilingual paraprofessionals register for professional learning provided by the Bilingual/ESOL Department. The department maintains documentation of training such as sign in sheets. In addition, at school-based settings, the bilingual paraprofessional works closely with the School ESOL Contact and with the District ESOL Instructional Facilitators to stay informed about the latest information regarding services to ELLs.

Describe the procedures to determine the bilingual paraprofessional's proficiency in English and in the heritage language of the students served.

Bilingual paraprofessionals must possess the ability to speak, read and write English and the language representative of the targeted English Language Learner (ELL) population(s) at the school, as well as the ability to work with students. The assignments will be consistent with the state statutes, regulations and good educational practices and programs of The School Board of Broward County, Florida. Bilingual/ESOL Department staff or World Language staff screen possible candidates for bilingual instructional positions.

Please provide an assurance letter from the district superintendent that the district is in compliance with all ESOL training requirements.

Assurance letter is included as Attachment A of this document.