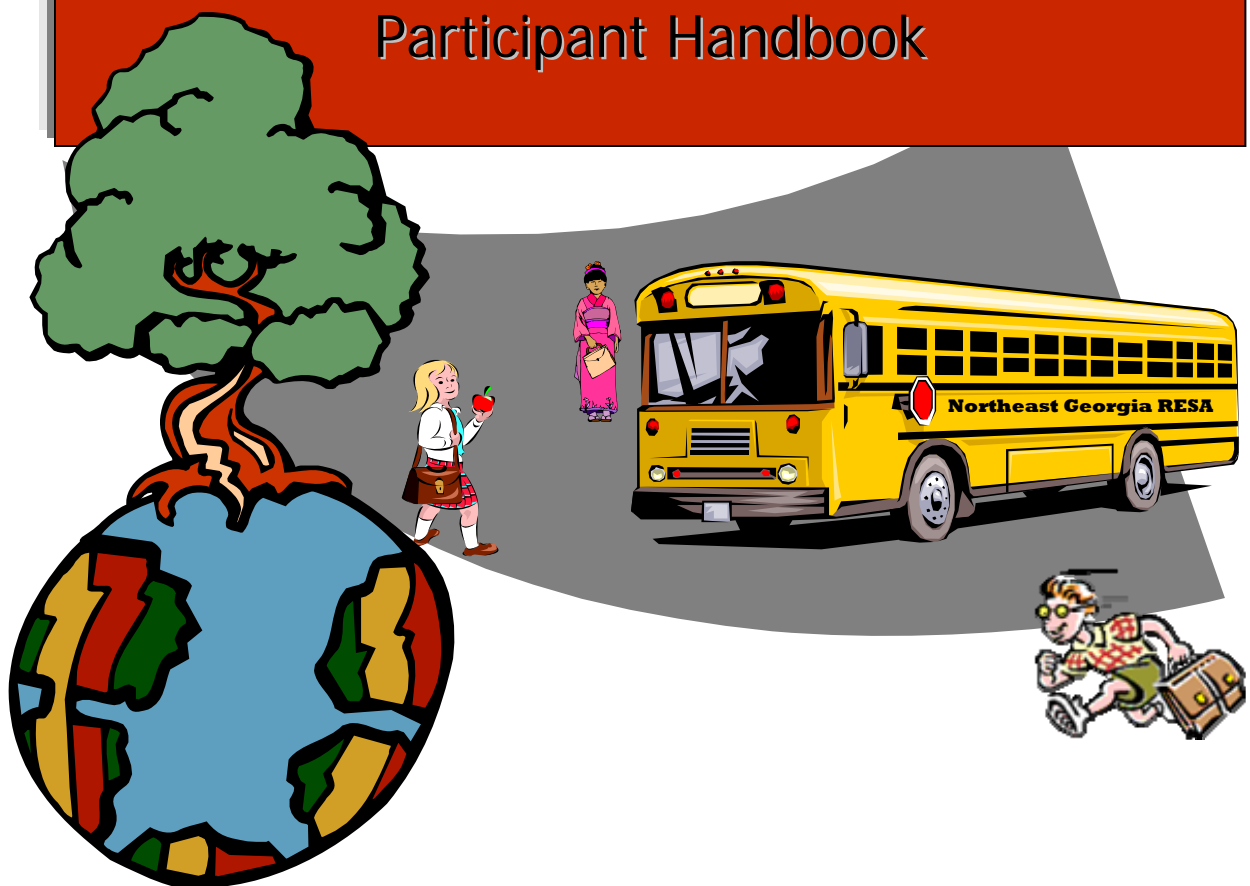


Northeast Georgia RESA

ESOL

Certification Endorsement Program Participant Handbook



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Northeast Georgia Regional Educational Service Agency is committed to provide effective, cost-efficient services to member educational systems and their communities for improving student progress and achievement. The agency will collaborate with clients to identify needs, contribute leadership and expertise in responding to needs, and evaluate services as related to student learning.

1. Admission Criteria for Endorsement Candidates

To be admitted to the program

- Each candidate will have a valid clear renewable Georgia teaching certificate
- Each candidate will have the recommendation of their principal or other appropriate supervisors in the employing school system
- Each candidate will provide documentation of personal and professional behaviors that would indicate the likelihood of being successful in the work of an ESOL teacher.

2. Beliefs, Commitments, and Purposes Common to All Endorsement Programs

The primary role of professional development programs at Northeast Georgia RESA is to support improvement in instruction and in student achievement. Teachers should be able to renew their professional certification through RESA staff development unit credit courses approved by their school systems, the Georgia Department of Education, and, where applicable, the Georgia Professional Standards Commission.

Guiding curriculum and instruction in all staff development courses are the beliefs that systems' thinking is an effective model for programming that the effectiveness of educational programs should be evaluated by student results, and that staff development should model constructivist curriculum practice.

Constructivist approaches to learning incorporate the idea that learning is essentially the process of making meaning from experience. Making meaning implies the presence of context for information, of opportunity for application of skills learned, of the learner's active analysis and evaluation of concepts and skills, of the learner's reflection on the application of concepts or skills. Opportunities for field experiences are therefore essential to the learning process for adults as well as younger learners. Without field experiences and other applications of knowledge and skill, meaningful learning cannot take place.

Participants in the programs will assess the quality of instruction during and at the end of each course, and that data will be compiled for the advisory council by the RESA Staff Development Coordinator.

The RESA Staff Development Coordinator has the responsibility for assuring quality instruction in all RESA courses and insures that instructional concepts and practices are consistent with research and with sound adult learning principles.

The Georgia Department of Education and the school systems in this region have long recognized Northeast Georgia RESA as providing quality staff development courses to meet professional development needs of their staff members. Northeast Georgia RESA will work to extend to this activity our care for quality service to our clients and students in this region.

All endorsement programs delivered at this RESA have the purpose of providing educators high-quality preparation to address defined needs of students and staff members in schools. The purpose of the ESOL Endorsement program is to provide qualified teachers to meet the needs of students who speak English as their second language. Schools or school systems will view program completion as documenting that the individual has acquired and applied the appropriate knowledge and skills to be an ESOL teacher.

III. Beliefs and Commitments

Northeast Georgia RESA supports the diverse needs of member systems by providing flexible, meaningful, cost-effective endorsement programs to improve student learning.

1. We believe that an effective endorsement program provides:
 - Highly specialized instruction to professional educators
 - Opportunities to use advanced learning in real school situations
 - Systematic processes for candidate selection
 - Planned field experiences with supervision
 - Research-based, comprehensive content
 - Opportunities for interaction with other learners
 - Exemplary instructors
 - Delivery model based on diverse needs of systems
 - Systematic assessment system
2. We believe every endorsement candidate should be prepared to recognize and modify for the diversity that each learner brings to the education process as evidenced by learners':
 - Values and cultures
 - Individual learning styles
 - Personal experiences and realities
 - Talents and interests
3. We believe that endorsement programs should infuse appropriate technology through:
 - Providing access to current research and world-wide resources
 - Modeling by the instructor/s
 - Training the candidates in appropriate technology applications
4. We believe instruction in an effective endorsement program incorporates and models:
 - Respect for learner diversity
 - Authentic assessment of the candidates' knowledge and skills
 - Learning styles
 - Multiple intelligences
 - Self assessment of concepts and skills
 - Real-world connections
5. We believe that instructors should be:
 - Recruited from professionals having in-field or related experiences and expertise
 - Selected according to specified criteria
 - Retained based on evidence of positive impact on candidates' learning
6. We believe that candidates should be:
 - Recruited from experienced professionals in specified areas
 - Selected according to successful performance and program criteria
 - Retained based on successful demonstration of assessment standards
7. We believe that the processes which guide policy and resources acquisition decisions should be:
 - Driven by the need to improve student learning
 - Research -based and credible
 - Collaborative and communicated
 - Responsive to system needs
 - Aligned to program standards

3. Standards for Learning and Assessment

Candidates seeking certification endorsement for English for Speakers of Other Languages (ESOL) should expect to demonstrate mastery of competencies as identified in Georgia Professional Standards Commission standards outlined here:

- Standard I** The program shall require demonstrated competence in the knowledge of the nature of language; language varieties; and the phonology, morphology, syntax, semantics, and discourse of the English language.
- Standard II** The program shall require demonstrated competence in listening, speaking, reading, and writing Standard English on technical, abstract, and non-technical or general topics.
- Standard III** The program shall require demonstrated competence in the knowledge of and experience in first and second language acquisition across age levels.
- Standard IV** The program shall require demonstrated competence in the knowledge of the effects of cognitive, affective, and socio-cultural variables on language learning.
- Standard V** The program shall require demonstrated competence in language assessment techniques and instruments, and the evaluation of students.
- Standard VI** The program shall require demonstrated competence in ESOL curriculum planning and implementation, the use of a variety of instructional methods, and multiple assessment strategies for teaching English as a second language.
- Standard VII** The program shall require demonstrated competence in the study of socio-cultural systems and characteristic features of linguistic/minority cultures.
- Standard VIII** The program shall require demonstrated competence in the knowledge of current educational issues, policies, and practices and their relationships to program planning, instruction, and assessment of ESOL students.
- Standard IX** The program shall require demonstrated competence in the use of available technology, particularly multimedia, and shall include the application of computer hardware and software and techniques for evaluating software for ESOL instruction.
- Standard X** Field experience in ESOL education shall be integrated into the program.
- Standard XI** Special Georgia Requirements. The program shall include all requirements specified in Rule 505-2.

4. Monitoring and Assessing Progress of Endorsement Candidates

Northeast Georgia RESA will:

Systematically advise endorsement candidates about program expectations and evaluation guidelines

Identify how data on each participant's competencies and content knowledge will be collected and analyzed for formative and summative purposes

Provide for regular, frequent assessments of candidates in activities to demonstrate competencies in program for gifted endorsement

Provide Endorsement Program Advisory Council to review information regarding individual candidates failing to make satisfactory progress toward completion, including one-the-job performance

Establish appropriate assessments of participants' knowledge and competency throughout the program

Make improvements in program design and delivery, based on assessment results

Provide assessment strategies to instructors, including portfolios, interviews, tests, projects, performances, and observations

Relate participant assessment information and analyses to program purposes, beliefs and commitments

5. Assessment Plan

Candidates for ESOL Endorsement meet the following standards of performance as set by the Georgia Professional Standards Commission. Instructor/s will assess progress and provide feedback to candidates at regular intervals. Scale will reflect level of mastery as:

CC = Completed Competency; EC = Exceeded Competency; FEC = Far Exceeded Competency.

Standard / Objective / Indicators	Assessment Method	Mastery (By Instructor and/or Curriculum Director)
<p>Standard I. The program shall require demonstrated competence in the knowledge of the nature of language; language varieties; and the phonology, morphology, syntax, semantics, and discourse of the English language.</p>		
<ul style="list-style-type: none"> • Define “language,” “standard language,” and “culture.” AL, CI • Explain when standard and non-standard language varieties are appropriate. AL • Identify phonemes and morphemes in written samples. AL • Explain the classification of the sounds of the English language. AL • Demonstrate understanding of English morphology and phonology. AL • Describe how language varies and the implications for teaching ESOL. AL • Analyze their own use of language from the perspective of language variation. AL • Demonstrate understanding of English syntax and morphology. AL • Demonstrate understanding of semantic development. AL 	<ul style="list-style-type: none"> • Test • Project • Report • Presentation • Observe • Other 	<p>AL _____</p> <p>CI _____</p>
<p>Standard II: The program shall require demonstrated competence in listening, speaking, reading and writing standard English on technical, abstract, and non-technical or general topics.</p>		
<ul style="list-style-type: none"> • Analyze their own use of language from the perspective of language variation. AL • Compile a list of strategies for effective cross-cultural communication. CI • Demonstrate competence in using standard English in listening, speaking, reading and writing and in modeling these skills for their students. AI, CI, MM 	<ul style="list-style-type: none"> • Test • Project • Report • Presentation • Observe • Other 	<p>AL _____</p> <p>CI _____</p> <p>MM _____</p>

Standard / Objective / Indicators	Assessment Method	Mastery (By Instructor and/or Curriculum Director)
<p>Standard III. The program shall require demonstrated competence in the knowledge of and experience in first and second language acquisition across age levels.</p>		
<ul style="list-style-type: none"> • Compare and contrast first and second language acquisition processes. AL • Summarize and explain the predominant theories of second language acquisition. AL • Describe how theories of language acquisition relate to their own language learning experiences. AL • Describe how individual differences affect language learning/acquisition. AL • Analyze sample speech and writing of language learners for developmental differences. AL • Research and report on a SLA issue in an in-depth presentation to the class. AL • Present and discuss an in-depth analysis of an article dealing with SLA theory. AL • Describe how socio-cultural variables affect language learning/acquisition. CI, AL • Describe the theory of language socialization and its ramifications for TESOL. CI, AL • Define and discuss different methods and approaches used to teach a second language. MM • Demonstrate an understanding of a selected method of language learning to teach/present to class with appropriate materials and strategies. MM • Interview an ESOL teacher as to the activities and strategies used in teaching LEP students and then analyze and identify different methods and approaches used. MM 	<ul style="list-style-type: none"> • Test • Project • Report • Presentation • Observe • Other 	<p>AL _____</p> <p>CI _____</p> <p>MM _____</p>

Standard IV. The program shall require demonstrated competence in the knowledge of the effects of cognitive, affective, and socio-cultural variables on language learning.		
Standard / Objective / Indicators	Assessment Method	Mastery (By Instructor and/or Curriculum Director)
<ul style="list-style-type: none"> Summarize and explain the predominant theories of second language acquisition. AL Present and discuss an in-depth analysis of an article dealing with SLA theory. AL Describe how individual differences affect language learning/acquisition. AL Describe how socio-cultural variables affect language learning/acquisition. CI, AL Describe the theory of language socialization and its ramifications for TESOL. CI Report on a case study of L2 learner(s) from this theoretical perspective. CI Demonstrate the ability to communicate effectively with a person from a non-English-speaking culture. CI Analyze appropriate classroom environment for language acquisition. MM Discuss personality factors and implications for SLA. MM Prepare an interview or affective activity to be used during field experience with LEP student. MM 	<ul style="list-style-type: none"> Test Project Report Presentation Observation Other 	AL _____ CI _____ MM _____
Standard V. The program shall require demonstrated competence in language assessment techniques and instruments, and the evaluation of students.		
<ul style="list-style-type: none"> Identify the procedures for choosing the contents of and developing an assessment portfolio. AL Describe the advantages and disadvantages of different methods of assessment. AL Observe and interview a LEP student to determine the student's developmental language stage and appropriate placement. AL Analyze assessment instruments that evaluate language proficiency at each stage of language development (e.g., LAB, TOEFL...). MM 	<ul style="list-style-type: none"> Test Project Report Presentation Observation Other 	AL _____ MM _____

Standard / Objective / Indicators	Assessment Method	Mastery (By Instructor and/or Curriculum Director)
<p>Standard VI. The program shall require demonstrated competence in ESOL curriculum planning and implementation, the use of a variety of instructional methods, and multiple assessment strategies for teaching English as a second language.</p>		
<ul style="list-style-type: none"> • Describe different models of bilingual and ESOL programs. CI • Analyze and discuss the role of storytelling, role-playing, and drama in ESOL and present selected activity. MM • Analyze the role of jazz chants, music and poetry for ESOL. MM • Design and demonstrate a game appropriate for teaching vocabulary, content and social interactions in the ESOL classroom. MM • Identify and describe various modes of instruction using Gardner's multiple intelligence theory and related activities. MM • Analyze the role of cooperative learning for second language and incorporate cooperative learning activities into thematic unit. MM • Analyze the Cognitive Academic Language Learning Approach. MM • Analyze and evaluate available materials, selecting age- and proficiency-appropriate materials for ESOL students. MM • Develop a thematic unit for LEP students incorporating content, language, and social objectives and integrating listening, speaking, reading and writing. MM • Teach an LEP student, integrating activities and strategies presented in class, including listening, speaking, reading and writing. MM 	<ul style="list-style-type: none"> • Test • Project • Report • Presentation • Observation • Other 	<p>CI _____</p> <p>MM _____</p>

Standard / Objective / Indicators	Assessment Method	Mastery (By Instructor and/or Curriculum Director)
Standard VII. The program shall require demonstrated competence in the study of socio-cultural systems and characteristic features of linguistic/minority cultures.		
<ul style="list-style-type: none"> • Investigate and present on the ethnic and language groups represented in participants' schools or school districts. CI • Identify specific behaviors attributable to the culture of a selected ethnic group represented in Georgia schools today. CI • Compare and contrast three linguistic/minority cultures. CI • Recognize and demonstrate awareness of stereotypes. CI • Demonstrate the ability to communicate effectively with a person from a non-English-speaking culture. CI • Compile a list of strategies for effective cross-cultural communication. CI • Design and describe a learning environment that would be most beneficial for a given LEP student. CI • Complete a cultural observation project involving an ethnic group present in the candidates' school system, or involving a community organization working with that group. Interview a member of the group or organization. CI • Develop a list of current community resources that can provide information and insight into cultural groups in Georgia. CI • Analyze appropriate classroom environments for language acquisition. MM • Prepare an interview or affective activity to be used during field experience with LEP student. MM 	<ul style="list-style-type: none"> • Test • Project • Report • Presentation • Observation • Other 	<p>AL ____ ____</p> <p>CI ____ ____</p> <p>MM ____ ____</p>

Standard / Objective / Indicators	Assessment Method	Mastery (By Instructor and/or Curriculum Director)
Standard VIII. The program shall require demonstrated competence in the knowledge of current educational issues, policies, and practices and their relationships to program planning, instruction, and assessment of ESOL students.		
<ul style="list-style-type: none"> • Describe how theories of language acquisition relate to their own language learning experiences. AL • Summarize and explain the predominant theories of second language acquisition. AL • Present and discuss an in-depth analysis of an article dealing with SLA theory. AL • Develop a list of references and internet resources on Describe current educational issues and trends in second language acquisition theory and their implications for instruction and program planning. AL issues in SLA. AL • Formulate a philosophy of language teaching that links a sound theoretical basis to practice. AL • Research and report on an SLA issue in an in-depth presentation to the class. AL • Describe different models of bilingual and ESOL programs. CI • Research current issues on multicultural and/or bilingual education through online sources and discussion lists. CI • Design and describe a learning environment that would be most beneficial for a given LEP student. CI • Describe legal and ethical issues relevant to ESOL practitioners. CI • Discuss the political implications of language teaching. CI • Analyze the role of cooperative learning for second language and incorporate cooperative learning activities into thematic unit. MM • Identify various modes of instruction using Gardner’s multiple intelligence theory and related activities. MM • Analyze the Cognitive Academic Language Learning Approach. MM • Compare and contrast different ESOL programs, generating a list of benefits and drawbacks of each. MM • Analyze the role of jazz chants, music and poetry for ESOL. MM • Analyze role of storytelling, role-playing, and drama in ESOL. MM • Design and demonstrate a game appropriate for teaching vocabulary, content and social interactions in the ESOL classroom. MM • Develop a thematic unit for LEP students incorporating content and language objectives and integrating listening, speaking, reading and writing. MM • Teach an LEP student, integrating activities and strategies presented in class, including listening, speaking, reading and writing. MM • Interview and question ESOL coordinator and ESOL teachers concerning ESOL programs and policies. MM 	<ul style="list-style-type: none"> • Test • Project • Report • Presentation • Observation • Other 	<p>AL _____</p> <p>CI _____</p> <p>MM _____</p>

Standard IX. The program shall require demonstrated competence in the use of available technology including the application of computer hardware and software and techniques for evaluating software for ESOL instruction.

<ul style="list-style-type: none"> • Development of a professional resource list, including appropriate software and Internet sites. AL, MM, CI • Develop strategies for integrating home, school, and community cultural resources into the language teaching/acquisition process. AL, MM, CI • Develop professional resources and networks for future learning as different cultures are reflected in the school population. AL, MM, CI 	<ul style="list-style-type: none"> • Test • Project • Report • Presentation • Observation • Other 	<p>AL _____</p> <p>CI _____</p> <p>MM _____</p>
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Standard X. Field experience in ESOL education shall be integrated into the program.

<ul style="list-style-type: none"> • Completion of a language observation project. AL • Completion of a cross-cultural case study. CI • Completion of a lesson practicum. MM 	<ul style="list-style-type: none"> • Project • Report • Presentation • Observation • Other 	<p>AL _____</p> <p>CI _____</p> <p>MM _____</p>
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Standard XI. Special Georgia Requirements. The program shall include all requirements specified in Rule 505-2.

6. Field Experiences

Northeast Georgia RESA will

- Provide coordination of field experiences under supervision of course instructors and local system personnel in participating school systems
- Assess candidates' ability to apply information and practice in local educational settings
- Identify and sequence field experiences
- Monitor and evaluate program field experiences with feedback to the candidate incorporated into candidate's assessment portfolio

Northeast Georgia RESA Beliefs and Commitments Reflected in the Field Experience

The Endorsement Program ensures that the field experiences:

- Provide opportunities to use advanced learning in real situations
- Provide planned field experiences with supervision
- Provide systematic assessment
- Allow for incorporation of candidates' personal experiences and realities, talents and interests
- Infuse appropriate technology through providing access, modeling, and training
- Incorporate and model authentic assessment of candidates' knowledge and skills
- Incorporate and model real-world connections
- Allow evaluation of policy and resource decisions to improve student learning

7. Instructional staff

Northeast Georgia RESA will:

- Insure instructors possess expertise in areas of instruction, evidenced through resume, transcript, or training records.
- Insure instructors possess a teaching certificate and/or graduate degree
- Insure instructors have had successful experience with teaching adult learners
- Collect instructor evaluation data from participants, clients, and instructors
- Provide instructors who support the endorsement program's beliefs and commitments
- Distribute job announcements to local school systems and area educational institutions
- Set a goal and plan to meet the criterion of a culturally diverse faculty
- Select instructors from among qualified candidates without regard to race, age, color, sex, creed, religious preference, national origin, or handicap
- Select instructors from among qualified candidates to reflect multiple cultural representation

8. Quality of Instruction

Northeast Georgia RESA will:

- Communicate with course instructors to provide information about program beliefs and commitments regarding instruction
- Identify program concerns with cultural diversity
- Develop with clients and instructors appropriate syllabi for the courses
- Infuse technology into course activities
- Develop instructional strategies appropriate for adult learners and multiple learning styles
- Implement an evaluation program for courses, course materials, and instructors with input from clients, instructors, program administrators, and participants
- Incorporate program evaluation data into program continuous improvement process
- Provide candidates with assessment and feedback on progress toward competency on all standards
- Provide supervised field experiences to assess candidate progress

11. Application

ESOL Endorsement Program

Applicant Information

Name	Date of Birth	SSN
Address		City State Zip
Home phone	Work phone	Email address
School	School system	
Work address		City State Zip
<p><input type="checkbox"/> Attach a photocopy of your current professional certificate/s. <i>Applications without this item cannot be processed.</i></p> <p><input type="checkbox"/> I understand that competence in course objectives is assessed through mastery verification prior to completion of course work in this program.</p>		
_____		_____
Applicant' Signature		Date

School System Recommendation

This candidate demonstrates potential for professional success in ESOL.

Recommended by Principal/Supervisor Date System Staff Development Coordinator Date

RESA use only

Date Received Application Complete Application Accepted

Northeast Georgia RESA provides Certification Endorsement programs for teachers employed by member school systems. Programs are certified by the Georgia Professional Standards Commission and meet standards of the National Council for Accreditation of Teacher Education (NCATE). Currently, certification endorsement programs are provided in the following areas:

- ◆ **English for Speakers of Other Languages**
- ◆ **Early Childhood Mathematics**
- ◆ **Gifted In-Field**
- ◆ **Reading Specialist Certification**
- ◆ **P12 Reading Endorsement**
- ◆ **Teacher Support Specialist**

Persons wishing to enroll should contact their school system Staff Development Coordinator. Recommendations from principal or supervisor are required for both programs, and other qualifications are outlined in each program handbook.

Northeast Georgia Regional Educational Service Agency supports the thirteen schools systems of this region, including Barrow County, Clarke County, Commerce City, Elbert County, Greene County, Jackson County, Jefferson City, Madison County, Morgan County, Oconee County, Oglethorpe County, Social Circle City, and Walton County.