

## Section 10: PERSONNEL TRAINING

Timelines for Completion of the ESOL Training Requirements may be accessed at <http://www.fldoe.org/aala/timeline.asp>

**33)** Describe how teachers who are required to obtain ESOL training or certification are notified of training requirements and opportunities. Include who is responsible for issuing the notifications and how the notification process is documented.

Applicants new to Broward County Schools are made aware of the ESOL training requirements during a New Teacher Orientation. This information is also included in their New Teacher Handbook and in the Teacher Contract.

Information on ESOL training requirements is posted on the Certification Department and Multicultural, ESOL and Program Services Department websites.

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 English Language Learner (ELL), must sign an out-of-field waiver in ESOL until they meet the ESOL Endorsement requirements as detailed in the FLDOE Timelines for Completion of the ESOL Training Requirements. The Board must approve out-of-field waivers for Category I 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 Multicultural, ESOL and Program Services Department sends the course schedules to all schools and to Human Resource Development (HRD).

- All ESOL training courses are offered during the first, second, and summer semesters.
- All coursework materials are available on the Multicultural and ESOL Program Services Education website. Participants are given instructions on how to download materials and complete program requirements.

### Online Assistance

Courses are posted on the HRD web site, and teachers can register on-line through the District's Professional Development Services System

[www.broward.k12.fl.us/hrd/teachers/](http://www.broward.k12.fl.us/hrd/teachers/)

Through the District's computer-based communication network (CAB), participants can:

- Access Course Training Schedules
- Post questions related to any ESOL Course
- Access Coursework for any ESOL Course
- Download coursework

**34)** Describe the process (es) implemented to track teachers' completion of ESOL training and/or certification requirements and include how documentation of completion is maintained.

Category I teachers who are on an out-of-field waiver are tracked in a database maintained by the Certification Department. The database identifies the initial contact

date the teacher has with the English Language Learner (ELL) and it also shows completion of each ESOL related in-service activity. Schools will be able to track individual teachers via Manager Self-Service. With the implementation of the district BRITE system, schools will be able to monitor the progress of the teachers toward the ESOL endorsement.

For Category I teachers, upon successful completion of the five Category I ESOL endorsement courses, the individual teacher applies for the ESOL endorsement to be added to their professional certificate. The teacher downloads the CG-10 Application from the Broward County Certification Department web site at [www.broward.k12.fl.us/certification](http://www.broward.k12.fl.us/certification) or [web/certification](http://web/certification). The application is processed at the downtown Broward County Certification Department. Then the Certification Specialist inputs the information to the master system and it is transferred to the Florida DOE.

As for Category II, Category III, and Category IV, upon successful completion of the ESOL training requirements, the teacher downloads and completes a Verification of ESOL Training form from the certification web site. The teacher submits said form to the Broward County Certification Department and is issued a Broward County Certificate of Completion.

The Multicultural, ESOL and Program Services Department:

- closes out the courses for submission to Human Resources and Development (HRD) for in-service points, and
- maintains attendance rosters, post-tests and checklists with completed course requirements.

**35)** Describe how the district provides the 60-hour ESOL training requirement for school-based administrators, and the tracking system that will be implemented.

School-based administrators can register for the 60-hour required district ESOL training course which is offered on-line via Broward Virtual University. Upon successful completion of the ESOL training requirements, the school-based administrator downloads and completes a Verification of ESOL Training form from the Certification web site. The teacher submits said form to the Broward County Certification Department and is issued a Broward County Certificate of Completion.

The Multicultural, ESOL and Program Services Department:

- closes out the courses for submission to Human Resources and Development (HRD) for inservice points, and
- maintains attendance rosters and checklists with completed course requirements.

**36)** Describe how the district will provides the 60-hour ESOL training requirements for Guidance Counselors, and the tracking system that will be implemented.

Guidance counselors can register for the 60-hour required district ESOL training course which is offered on-line via Broward Virtual University. Upon successful completion of the ESOL training requirements, the teacher downloads and completes a Verification of ESOL Training form from the Certification web site. The guidance counselor submits said form to the Broward County Certification Department and is issued a Broward County Certificate of Completion.

The Multicultural, ESOL and Program Services Department:

- closes out the courses for submission to Human Resources and Development (HRD) for inservice points, and
- maintains attendance rosters and checklists with completed course requirements.

**37)** 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, clarity, follow oral directions, pace and precision in speaking. In addition to school site personnel, schools utilize bilingual district resources, such as the Foreign Language and Multicultural and ESOL Department staff to screen possible candidates for bilingual instructional personnel.

**38)** According to Rule 6A-6.0904, FAC., a bilingual paraprofessional or teacher is required at schools having 15 or more ELLs who speak the same language. Describe the qualifications required by your district to serve as a bilingual paraprofessional. Also, describe in detail the job description and primary assignment, or provide the URL for your district's bilingual paraprofessional job description.

The primary assignment of the bilingual paraprofessional is to provide instructional assistance in the classroom to ensure the delivery of comprehensible instruction. For more specific information go to:  
<http://www.broward.k12.fl.us/Compensation/JDPDF/00-011%20TchAsstMulticul%20Edu.pdf>

**39)** Describe district procedures implemented for training bilingual paraprofessional in ESOL or home languages strategies, including how documentation of training is maintained.

Bilingual paraprofessionals register for ESOL in-service training for IPT Initial Proficiency Testing and Developing Effective Teams of Interpreters and Users of Interpreter Services in the school setting. In addition, at school-based settings, the bilingual paraprofessional works closely with the School ESOL Contact and with the District ESOL Resource Teachers to stay abreast of the latest information regarding providing services to ELLs.

**40)** Describe the procedures used to determine the bilingual paraprofessional's proficiency in the target language.

Bilingual paraprofessionals must possess the ability to speak, read and write English and the language representative of the targeted English Language Learners (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.