

## SECTION 10: PERSONNEL TRAINING [Rule 6A-6.0907, FAC]

Describe how teachers who are required to obtain ESOL training or certification are notified of training requirements and opportunities. Include the title of person(s) responsible for issuing the notifications and how the notification process is documented. (Max length 2000)

Teachers who are required to obtain ESOL training or certification are notified of training requirements through the Human Resources office. The Human Resource Specialist issues notifications to teachers who are in need of ESOL certification through out-of-field letters. This notification process is documented through a database that is kept by the Human Resources Specialist.

Teachers who are required to obtain ESOL training or certification are notified of opportunities to complete the training through the Professional Development office. Workshop/Professional Development opportunities are posted on the Professional Development webpage and principals, assistant principals, and Instructional Literacy Coaches (ILCs) are notified of the yearly schedule. Our district ESOL courses are free to full-time SJCSO instructional personnel.

Describe the process(es) to track teachers' completion of ESOL training and/or certification requirements and include how documentation of completion is maintained. (Max length 2000)

Documentation of ESOL in-service points completed by teachers will be maintained by the Office of Professional Development as part of each teacher's in-service record and will be recorded in SunGard. In addition to the above, ESOL Training Verification Forms are maintained at the district office to verify completion of ESOL components via in-service and/or college credit. This procedure assists with the identification of teachers who have completed the components and instructional assignments. Upon documentation and verification of completion of the 300 in-service hours/15 college credit requirement for all elementary teachers and all secondary English/Language Arts teachers, the Office of Professional Development will provide all necessary paperwork to teachers to be submitted to the Florida Department of Education to obtain the ESOL Endorsement on their teaching certificate.

Describe the procedures used when teachers are reported out of field, including compliance procedures and claiming FTE. (Max length 2000)

The procedures used when teachers are out-of-field, including compliance procedures and claiming FTE are that a letter is sent to the teacher who is teaching out-of-field from Human Resources stating that the teacher is currently not ESOL endorsed or ESOL certified. An explanation is then given describing the difference between ESOL endorsed and ESOL certified. The teacher is then told that his or her name will appear on a list of ESOL "out-of-field" teachers at the School Board meeting and parents of the teacher's ELL student (s) will receive a letter of explanation of the teacher's endorsement/certification status.

In order to be in compliance, teachers must sign an agreement acknowledging that they are not fully certified or endorsed in their assignment area, and that they agree to work towards certification or endorsement in the area of ESOL either by completing no less than six (6) semester hours or 120 in service hours by a certain date during the current school year, OR they agree to have passed the ESOL

subject area exam and have added the endorsement added to their teaching certificate by a certain date during the current school year.

If teachers fail to meet the out-of-field agreement, it could be considered insubordination on their part.

A spreadsheet is kept by Human Resources of all teachers in the district to document which teachers are not ESOL endorsed/certified and to track their progress towards reaching compliance.

Describe how the district provides the 60-hour ESOL training requirement for school-based administrators, and the district's tracking system. (Max length 2000)

School-based administrators must acquire 60 in-service points in ESOL strategies or complete three (3) semester hours of college credit in ESOL. In-service training program components developed to meet the needs of teachers, aides, administrators; school psychologists, guidance personnel, and media specialists are included in the Master In-Service Plan and approved by the Department of Education. The teachers in B1, B2, B3, and B4 have the option of attending various training components offered by the district, local post-secondary institutions, or virtual learning institutions.

In-service program components are approved by the Florida Department of Education. Components are listed in the St. Johns District Master In-Service Plan and are monitored by the Office of Professional Development.

The district maintains records in SunGard of personnel who successfully complete in-service requirements. This information is maintained in the Office of Professional Development and in the Human Resources Department.

The district coordinates in-service training activities and provides information about all trainings to teachers district-wide. It also acts as a liaison to community colleges, virtual schools, and four year colleges/universities offering approved ESOL courses.

Describe how the district provides the 60-hour ESOL training requirements for Guidance Counselors, and the district's tracking system. (Max length 2000)

Guidance counselors must acquire 60 in-service points in ESOL strategies or complete three (3) semester hours of college credit in ESOL. In-service training program components developed to meet the needs of teachers, aides, administrators; school psychologists, guidance personnel, and media specialists are included in the Master In-Service Plan and approved by the Department of Education. The teachers in B1, B2, B3, and B4 have the option of attending various training components offered by the district, local post-secondary institutions, or virtual learning institutions.

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Human Resources Department.

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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. (Max length 2000)

N/A

A bilingual paraprofessional or teacher is required at schools having 15 or more ELLs who speak the same language. Describe the eligibility qualifications required by the district for bilingual paraprofessionals, and describe in detail the job description and primary assignment. (Max length 2000) Provide the link for the district's bilingual paraprofessional job description, or upload the job description.

The qualifications required by the district for bilingual paraprofessionals include the candidate having an Associate's degree or higher OR have completed sixty (60) college semester hours at an accredited institution of higher education OR receive the District approved score on the District approved assessment and a high school diploma or a General Education Development certificate (GED). Candidates, who have the ability to translate multiple languages in both oral and written form, including Spanish, are preferred.

The bilingual paraprofessional's responsibilities will include: assistance with academic coursework (aligned to the NGSSS and CCSS); preparation of activities aligned to the skills and content knowledge requisite to students successfully passing FCAT 2.0 and state End-of-Course (EOC) assessments; assistance and instruction to increase English language proficiency; and assisting in outreach activities to increase parental and community involvement. The bilingual paraprofessional's services will be utilized throughout the district.

Describe district procedures for training bilingual paraprofessionals in ESOL or home languages strategies. Include how documentation of training is maintained. (Max length 2000)

The bilingual paraprofessional is trained by the ESOL program contact and Director for Federal Programs. The training of district procedures occurs at the district level. The bilingual paraprofessional also has the opportunity to participate in district courses, certified by the State of Florida, to become ESOL endorsed.

Describe the procedures to determine the bilingual paraprofessional's proficiency in the target language. (Max length 2000)

The interview team for the bilingual paraprofessional position will consist of district personnel who are native speakers of the designated language. The candidate will be required to complete oral and written performance tasks related to the designated language.

