

2025 Florida Teacher Standards for English for Speakers of Other Languages (ESOL) Endorsement

Coding Scheme

Florida has a unique coding scheme defined by 3-character places in an alphanumeric coding: the strand, standard and performance indicator. The strand is a focal group of related standards. The performance indicator is a specific expectation that falls within the standard.

Examples of Coding Scheme:

<u>Strand</u>	<u>Standard</u>	<u>Performance Indicator</u>
<u>CU.</u> <u>Communication and</u> <u>Understanding for</u> <u>English Language</u> <u>Learners (ELLs)</u>	<u>1.</u> <u>Learning of Academic</u> <u>Content and Language for</u> <u>ELLs</u>	<u>3</u> <u>Collaborate with families, schools, and</u> <u>larger communities to engage ELLs’</u> <u>families in supporting their children’s</u> <u>education and encourage parental rights</u> <u>and involvement.</u>
<u>AL.</u> <u>Applied Linguistics</u>	<u>1.</u> <u>Language as a System</u>	<u>2</u> <u>Apply knowledge of English proficiency</u> <u>levels to support language acquisition</u> <u>across the four language domains</u> <u>(listening, speaking, reading, and</u> <u>writing).</u>
<u>MT.</u> <u>Methods of Teaching</u> <u>ESOL</u>	<u>2.</u> <u>English Language</u> <u>Acquisition and</u> <u>Development</u>	<u>2</u> <u>Implement listening, speaking, reading,</u> <u>and writing strategies aligned to</u> <u>evidence-based practices on second</u> <u>language acquisition for ELLs at varying</u> <u>English proficiency levels.</u>

2025 Florida Teacher Standards for English for Speakers of Other Languages (ESOL) Endorsement

Strand: Communication and Understanding for English Language Learners (ELLs) (CU)

CU.1: Learning of Academic Content and Language for ELLs

Teachers demonstrate strategies that support ELLs' learning of academic content and language for measurable academic progress.

Performance Indicators

CU.1.1 Provide instruction and experiences that meet individual student needs.

Clarification 1: Instruction includes analyzing folktales, idiomatic expressions (e.g., "raining cats and dogs," "a piece of cake"), or understanding the U.S. customary system alongside the metric system.

CU.1.2 Model appropriate language and behaviors expected in U.S. school settings and workplaces.

Clarification 1: Instruction includes, but is not limited to, modeling greetings, taking turns, and levels of formality in academic discussions.

CU.1.3 Collaborate with families, schools, and larger communities to engage ELLs' families in supporting their children's education and encourage parental rights and involvement.

C.U.1.4 Incorporate in instruction the roles, rights, and responsibilities of U.S. citizens and ways to support civic engagement.

Strand: Applied Linguistics (AL)

AL.1: Language as a System

Teachers will demonstrate understanding that language is a system to support ELLs' acquisition of English at varying proficiency levels.

Performance Indicators

AL.1.1 Demonstrate understanding of the components of the English language: phonology (sounds), morphology (word structure), syntax (sentence structure), semantics (meaning), and pragmatics (contextual use) as an integrative and communicative system.

AL.1.2 Apply knowledge of English proficiency levels to support language acquisition across the four language domains (listening, speaking, reading, and writing).

AL.1.3 Model proficient oral and written communication skills for ELLs by adjusting language use according to context, audience, and purpose.

Clarification 1: Instruction includes modeling how to shift from informal to formal language based on setting, how to address different speakers, and how to adapt communication for assignments and tasks.

AL.1.4 Identify similarities and differences between English and other languages to inform instructional approaches.

Clarification 1: Instruction includes explaining that the relationship between sounds (phonemes) and written symbols (graphemes) in English may differ from other languages, and sentence structure in English may follow a different order compared to other languages.

Strand: Methods of Teaching ESOL (MT)

MT.1: ESOL Requirements and Practices

Teachers will apply knowledge of evidence-based practices and requirements in the field of ESOL.

Performance Indicators

MT.1.1 Demonstrate knowledge of Florida’s educational statutes and rules when participating in activities regarding the identification, instruction, and progress monitoring of ELLs.

Clarification 1: Instruction includes knowledge of the home language survey to identify students who may need ESOL services, followed by the English Language Proficiency Assessment to determine language proficiency and inform instruction; active participation in the ELL Committee to monitor ELLs’ academic and linguistic progress; and other procedures of the ESOL program.

MT.2: English Language Acquisition and Development

Teachers will apply evidence-based practices to deliver instruction that supports and accelerates English language acquisition.

Performance Indicators

MT.2.1 Demonstrate the use of evidence-based practices in English language acquisition to plan instruction that meets the needs of ELLs at varying English proficiency levels.

MT.2.2 Implement listening, speaking, reading, and writing strategies aligned to evidence-based practices on second language acquisition for ELLs at varying English proficiency levels.

MT.3: Standards-Based ESOL and Content Instruction

Teachers will ensure ELLs have access to benchmarks-aligned academic content to provide language support at varying English proficiency levels.

Performance Indicators

MT.3.1 Use evidence-based strategies to support language acquisition and academic achievement.

MT.3.2 Incorporate strategies for listening and speaking for ELLs at varying English proficiency levels to support learning to read and write in English.

MT.3.3 Deliver reading and writing instruction appropriate for ELLs at varying English proficiency levels.

MT.3.4 Use Florida's English Language Development (ELD) Standards to plan lessons that combine academic content with language objectives.

Strand: ESOL Curriculum and Materials Development (CM)

CM.1: Planning for Standards-Based Instruction for ELLs

Teachers will plan and deliver lessons that include English language acquisition and meet the needs of ELLs at varying English proficiency levels.

Performance Indicators

CM.1.1 Plan for benchmarks-aligned and linguistically appropriate instruction to create a student-centered learning environment.

Clarification 1: Instructional approaches include explicit, systematic, differentiated, scaffolded, and tiered instruction.

CM.1.2 Plan learning tasks to meet the needs of ELLs with interrupted or limited education.

CM.2: Effective Use of Resources and Technologies

Teachers use technological tools and benchmarks-aligned resources to effectively meet the needs of ELLs at varying English proficiency levels.

Performance Indicators

CM.2.1 Use benchmarks-aligned materials and other resources based on ELLs' language proficiency data.

CM.2.2 Integrate applicable technological tools into instruction to support ELLs' development of academic language and content knowledge.

Strand: Testing and Evaluation of ESOL (TE)

TE.1: Key Factors and Considerations in Assessment for ELLs

Instruction is informed by teachers assessing student understanding in multiple ways (e.g., progress monitoring, formative, and summative). Teachers use assessment data to identify the appropriate instructional approach, select appropriate scaffolds, guide differentiation of instruction, and use corrective feedback.

Performance Indicators

TE.1.1 Identify appropriate accommodations for assessments and progress monitoring tools to evaluate ELLs.

Clarification 1: Instructional accommodations include using bilingual dictionaries, glossaries, and other supports.

TE.1.2 Use assessment data to distinguish language proficiency from other learning needs.

Clarification 1: Other learning needs may include, but are not limited to, interventions or specially designed instruction for students with disabilities.

TE.2: Classroom-Based Assessment for ELLs

Teachers use a variety of assessment tools to monitor student progress, achievement, and learning gains.

Performance Indicators

TE.2.1 Select evidence-based tools and techniques to assess listening, speaking, reading, and writing in the content areas.

TE.2.2 Implement linguistic strategies for formative and summative assessments to support ELLs' listening, speaking, reading, and writing in the content areas.

~~FLORIDA TEACHER STANDARDS for ESOL ENDORSEMENT 2010~~
~~Rule 6A-4.02451, F.A.C.~~

~~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. Teacher 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).~~

~~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.

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2.1.e. Identify similarities and differences between English and other languages reflected in the ELL student population.

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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.

Standard 3: Second Language Literacy Development

Teachers will demonstrate an understanding of the components of literacy, and will understand and apply theories of second language literacy development to support ELLs' learning.

Performance Indicators

2.3.a. Understand and apply current theories of second language reading and writing development for ELLs from diverse backgrounds and at varying English proficiency levels.

2.3.b. Demonstrate understanding of similarities and differences between L1 (home language) and L2 (second language) literacy development.

2.3.c. Demonstrate understanding of how L1 literacy influences L2 literacy development and apply this to support ELLs' learning.

~~2.3.d. Understand and apply knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs' L2 literacy development in English.~~

~~2.3.e. Understand and apply knowledge of how principles of phonology, morphology, syntax, semantics, and discourse affect L2 reading and writing development.~~

~~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 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.~~

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~~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 students' 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).~~

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~~3.2.i. Use appropriate listening, speaking, reading, and writing activities in teaching ELLs from diverse backgrounds and at varying English proficiency levels.~~

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~~3.2.j. Incorporate activities, tasks, and assignments that develop authentic uses of the second language and literacy to assist ELLs in learning academic vocabulary and content-area material.~~

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~~3.2.k. Provide instruction that integrates listening, speaking, reading, and writing for ELLs of diverse backgrounds and varying English proficiency levels.~~

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Standard 3: Effective Use of Resources and Technologies

~~Teachers will be familiar with and be able to select, adapt and use a wide range of standards-based materials, resources, and technologies.~~

Performance Indicators

~~3.3.a. Use culturally responsive, age-appropriate, and linguistically accessible materials for ELLs of diverse backgrounds and varying English proficiency levels.~~

~~3.3.b. Use a variety of materials and other resources, including L1 resources, for ELLs to develop language and content-area skills.~~

~~3.3.c. Use technological resources (e.g., Web, software, computers, and related media) to enhance language and content-area instruction for ELLs of diverse backgrounds and varying English proficiency levels.~~

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.~~

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~~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.~~

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~~4.1.d. Plan learning tasks for particular needs of students with limited formal schooling (LFS).~~

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~~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.~~

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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 alternative media) to enhance instruction for ELLs of diverse backgrounds and at varying English proficiency levels.~~

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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). Teacher 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.~~

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~~5.1.b. Identify a variety of assessment procedures appropriate for ELLs of diverse backgrounds and at varying English proficiency levels.~~

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~~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.~~

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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.

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5.1.e. Distinguish among ELLs' language differences, giftedness, and special education needs.

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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.

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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 Florida Consent Decree.

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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.

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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.

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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.~~