

# 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:

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

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## **Strand: Cross-Cultural Communication and Understanding (CU)**

### **CU.1: Learning of Academic Content, Language, and Culture for English Language Learners' (ELLs)**

Teachers demonstrate strategies that support ELLs' learning of academic content, language, and culture 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 that reflect cultural values (e.g., “break the ice,” “spill the beans”), or understanding the U.S. customary system alongside the metric system.

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

*Clarification 1:* Instruction includes, but is not limited to, modeling greetings, turn-taking, interpreting body language, 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 involvement.

CU.1.4 Identify cultural perspectives represented among ELLs and incorporate them into class activities.

*Clarification 1:* Instruction includes incorporating ELLs' cultural practices and stories in benchmarks-aligned, high-quality instruction to connect student experiences with grade level expectations.

## **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 reflected in the ELL student population to inform instructional strategies.

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

AL.1.5 Incorporate ELLs' first language knowledge as a foundation based on second language acquisition research and evidence-based practices to support English language acquisition.

## **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 in a student-centered learning environment.

#### **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 Utilize 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 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.