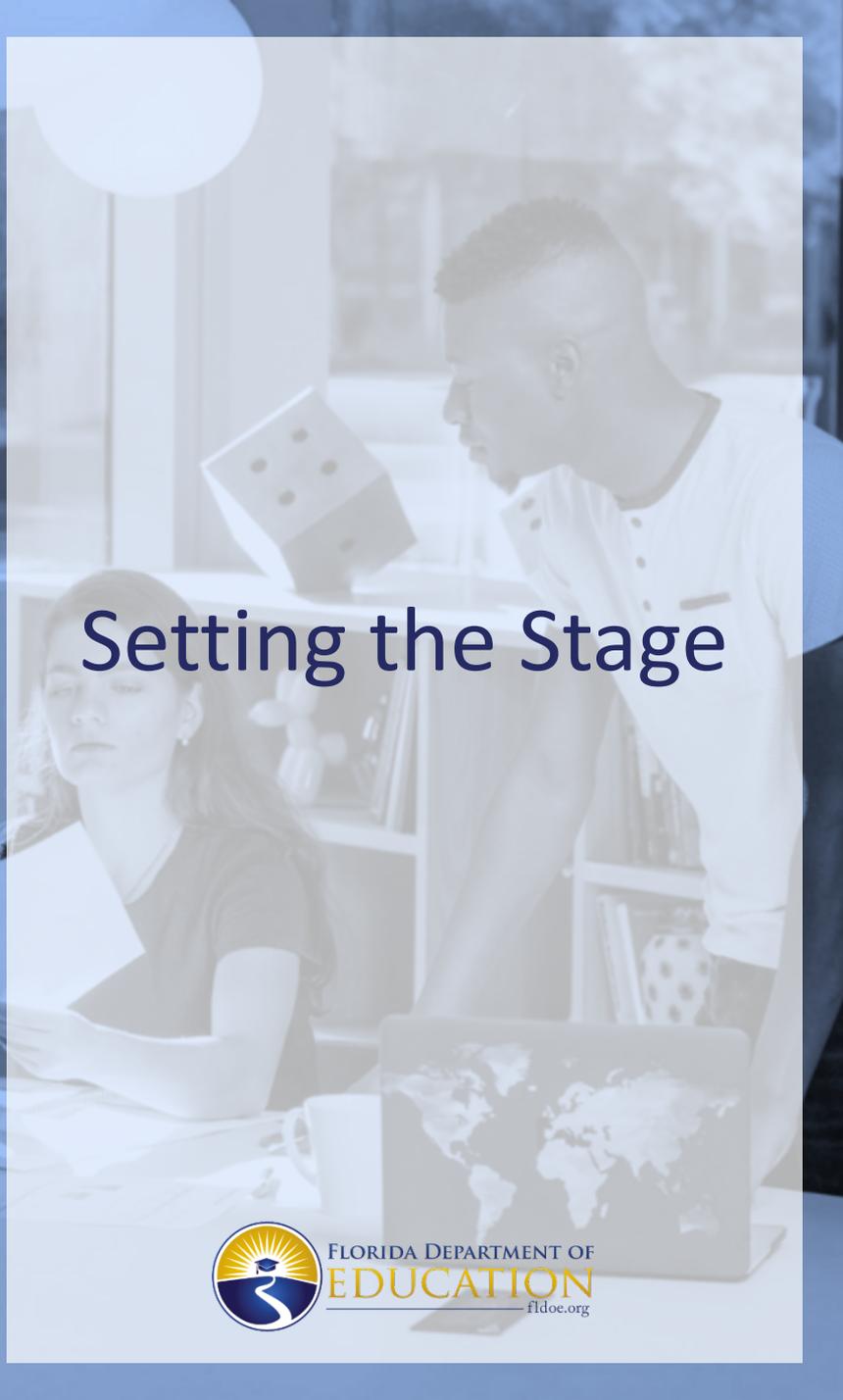


# English for Speakers of Other Languages (ESOL) Endorsement Matrix

Institutions of Higher Educations (IHE)

October 9, 2025

10:00-11:00 a.m. EDT



# Setting the Stage



FLORIDA DEPARTMENT OF  
**EDUCATION**  
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# Florida Teacher Standards for ESOL Endorsement

- Improve teacher preparation
- Increase student achievement
- Promote high-quality learning environment

# Florida Teacher Standards for ESOL Endorsement

- Created by Florida educators for Florida students
- Clear and concise for teachers to understand and implement
- Define core expectations for effective practice
- Developed through a rigorous process with multiple public input opportunities



# Timeline



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# Timeline

October 2024: A memo was sent to call for Florida Teacher Standards for ESOL Endorsement workgroup members.

January – April 2025: Workgroup process was conducted.

February and May 2025: Public comments were received during the two publicly noticed workshops that were held.

May 2025: Public comments were received when the draft standards were posted on the SALA webpage.

June and July 2025: Department staff shared the draft standards at local conferences.

August 20, 2025: Standards were presented to and approved by the Florida State Board of Education.



# Florida Teacher Standards for ESOL Endorsement



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# Strands in the Florida Teacher Standards for ESOL Endorsement

There are five (5) strands, each comprised of standard(s) and performance indicators that further clarify and define the work required to demonstrate mastery of the strand.

- Communication and Understanding for English Language Learners (ELLs) (CU)
- Applied Linguistics (AL)
- Methods of Teaching ESOL (MT)
- ESOL Curriculum and Materials Development (CM)
- Testing and Evaluation of ESOL (TE)

# Florida Teacher Standards for ESOL Endorsement

## In the CU strand:

- Standard 1: Learning of Academic Content and Language for ELLs

## In the AL strand:

- Standard 1: Language as a System

## In the MT strand:

- Standard 1: ESOL Requirements and Practices
- Standard 2: English Language Acquisition and Development
- Standard 3: Standards-Based ESOL and Content Instruction

## In the CM strand:

- Standard 1: Planning for Standards-Based Instruction for ELLs
- Standard 2: Effective Use of Resources and Technologies

## In the TE strand:

- Standard 1: Key Factors and Considerations in Assessment for ELLs
- Standard 2: Classroom-Based Assessment for ELLs

# Coding Scheme

<i>Strand</i>	<i>Standard</i>	<i>Performance Indicator</i>
<b><i>CU.</i></b>	<b><i>1.</i></b>	<b><i>3</i></b>
Communication and Understanding for English Language Learners (ELLs)	Learning of Academic Content and Language for ELLs	Collaborate with families, schools, and larger communities to engage ELLs' families in supporting their children's education and encourage parental rights and involvement.

# ESOL Endorsement Matrix

# ESOL Endorsement Matrix

School districts and state-approved teacher preparation programs are required to submit their ESOL endorsement matrices to the department by June 1, 2026, for review and approval based upon the revised strands, standards and performance indicators.

# Instructions for Completion

Sample			
Strand: Methods of Teaching ESOL (MT)			
Standard	Course Prefix Number & Title	Description of Assessments	Description of Field Experience (if applicable)
<b>MT.2: English Language Acquisition and Development</b>  Teachers will apply evidence-based practices to deliver instruction that supports and accelerates English language acquisition.	TSL4080 ESOL Curriculum and Pedagogy	<b>Assessment ONE:</b>  Modifies lesson activities using evidenced-based strategies (e.g., uses explicit vocabulary instruction, provides interactive/meaningful language use, scaffolds instruction, uses authentic materials) to guide English Language Learners (ELLs)' English proficiency and academic development. The purpose is to create benchmarks-aligned lesson plans structured to meet the state academic standards and Florida's English Language Development (ELD) Standard(s) to show what students are expected to know and be able to do at each grade level and across all content areas.	Candidates will teach a mini-lesson using the strategies of monitoring and peer interaction to demonstrate evidence-based practices to ELLs in their field-based classroom.
		<b>Assessment TWO:</b>  Students will complete a Case Study and work closely with a mentor teacher and at least one ELL throughout the semester. They will discuss with a mentor teacher the ELL's language proficiency, WIDA ACCESS scores, assessments in content areas, and/or other assessments available. Specific evidence-based strategies (e.g., visuals, sentence frames, cooperative learning) to support language acquisition will be determined prior to meeting with ELL. Students will use the strategies and integrate language supports (e.g., scaffolding, visuals, sentence frames) tailored to ELL's English proficiency level and write a reflection on the experience.	
Performance Indicators	Course Prefix Number & Title	Description of Assignments for Performance Indicator	Description of ESOL Field Experience (if applicable)
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.	TSL4080 ESOL Curriculum and Pedagogy	Students will work in groups to review the five (5) practices outlined in the reading; they will be assigned one practice to summarize and share with the class. Reading: <a href="#">Implementing Evidence-based Instructional Practices for English Learners: Using Research to Guide Practice</a> (NCELA, 2025).	N/A

# Instructions to Complete Matrix Columns for the ESOL Standards

## **Column 2: Course Prefix Number and Title**

- Provide the course number and title used to satisfy the corresponding strand and standard.
- More than one course may align to a strand/standard.

# Instructions to Complete Matrix Columns for the ESOL Standards

## Column 3: Description of Assessments

- Provide a clear description of two assessments aligned to each standard.

*Clarification: The description should meaningfully align to the standard without directly repeating the standard word-for-word.*

- Each standard should have two unique assessments.

# Instructions to Complete Matrix Columns for the ESOL Strands and Standards

## Column 4: Description of Field Experience

- Provide a clear description of field experience activities or tasks aligned to each standard.

Clarification: *Field descriptions may not be applicable for every standard.*

# Instructions to Complete Matrix Columns for the ESOL Performance Indicators

## Column 2: Course Prefix Number and Title:

- Provide the course number and title used to satisfy the corresponding performance indicator.
- Each performance indicator should be identified one time, even if addressed in multiple courses.

# Instructions for Completion of the Columns for the ESOL Performance Indicators

## Column 3: Description of Assignment for Performance Indicators

- Each performance indicator should be addressed one time.
- Provide a description of how the program addresses the indicator, e.g., course readings, class discussions, tasks, assignments, lesson plans, analysis of data.

# Instructions for Completion of the Columns for the ESOL Performance Indicators

## Column 4: Description of Field Experience

- Provide a description of how field experiences address the performance indicator.

*Clarification: Field experiences aligned to each performance indicator are not required.*

# ESOL Field Experiences

Teacher candidates should have:

- varied ESOL field experiences throughout the program;
- direct experience teaching in P-12 classroom; and
- opportunities to observe, shadow, tutor, plan, teach and assess ELLs.

# Survey/Overview Course

This course does not lead to an ESOL endorsement.

It should address at an awareness level the strands, standards and performance indicators.

# ESOL Endorsement

Programs should:

- offer a minimum of two ESOL stand-alone courses.
- infuse standards/performance indicators in content-area courses.
- have one faculty member serve as program coordinator.
- offer varied ESOL field experiences.
- document faculty and instructor qualifications to teach ESOL stand-alone courses.
- document faculty, instructor and university supervisors' qualifications to teach or supervise ESOL-infused courses/practicum.

# Outreach

- **For additional information regarding content and resource-related questions**, please contact Dr. Raydel Hernandez, Bureau Chief of Student Achievement through Language Acquisition, at 850-245-0956 or via email at [Raydel.Hernandez@fldoe.org](mailto:Raydel.Hernandez@fldoe.org) or [SALA@fldoe.org](mailto:SALA@fldoe.org).
- **Inquiries related to the review and approval process for teacher preparation programs** may be sent to [EdPrepFolio@fldoe.org](mailto:EdPrepFolio@fldoe.org).

A black clothespin is attached to a white card, which is hanging from a thin black string. The card has the words "Thank you!" written in a blue, cursive font. The background is a solid, light blue color.

Thank  
you!

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