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

Florida Organization of Instructional Leaders

November 6-7, 2025

Florida Department of Education
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Setting the Stage

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ESOL Teacher Standards

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

ESOL Teacher Standards

- 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

Strand	*Standard*	*Performance Indicator*
CU.	*1.*	*3*
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.

Coding Scheme

Strand *AL.*	*Standard* *1.*	*Performance Indicator* *2*
Applied Linguistics	Language as a System	Apply knowledge of English proficiency levels to support language acquisition across the four language domains (listening, speaking, reading and writing).

Coding Scheme

Strand	*Standard*	*Performance Indicator*
MT.	*3.*	*4*
Methods of Teaching ESOL	Standards-Based ESOL and Content Instruction	Use Florida's English Language Development (ELD) Standards to plan lessons that combine academic content with language objectives.

Coding Scheme

CM.	*2.*	*1*
ESOL Curriculum and Materials Development	Effective Use of Resources and Technologies	Use benchmarks-aligned materials and other resources based on ELLs' language proficiency data.

Coding Scheme

Strand *TE.*	*Standard* *1.*	*Performance Indicator* *1*
Testing and Evaluation of ESOL	Key Factors and Considerations in Assessment for ELLs	Identify appropriate accommodations for assessments and progress monitoring tools to evaluate ELLs. Clarification 1: Instructional accommodations include using bilingual dictionaries, glossaries and other supports.

Professional Learning and Technical Assistance

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Sample Activities

Strand: Communications and Understanding for ELLs (CU)

Standard	Performance Indicator	Sample Activities
CU.1: Learning of Academic Content and Language for ELLs	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.	• Compare U.S. customary and metric systems through hands-on classroom measurement. • Teach idiomatic expressions with card games, matching activities and role-play skits.

Sample Activities, continued

Strand: Applied Linguistics (AL)

Standard	Performance Indicator	Sample Activities
AL.1: Language as a System	AL.1.1 Demonstrate understanding of the components of the English language: phonology, morphology, syntax, semantics and pragmatics.	• Teach phonics explicitly using minimal pairs. • Break down vocabulary into roots, prefixes and suffixes. • Give students jumbled word cards and have them form grammatically correct sentences using subject-verb-object (SVO) order.

Sample Activities, continued

Strand: Methods of Teaching ESOL (MT)

Standard	Performance Indicator	Sample Activities
MT.3: Standards-Based ESOL and Content Instruction	MT.3.4 Use Florida's English Language Development (ELD) Standards to plan lessons that combine academic content with language objectives.	• Plan lessons that integrate content standards with Florida's ELD Standards. Example: **Content Standard** (SC.8.L.18.4): Cite evidence that living systems follow the Laws of Conservation of Mass and Energy. **ELD Standard** (ELD-SC.6-8.Explain): ELLs will construct scientific explanations that describe valid and reliable evidence. **Overview**: Students explain how chemosynthetic bacteria enable organisms to access energy. The lesson emphasizes language features to describe scientific processes, supporting both language and content mastery.

Sample Activities, continued

Strand: ESOL Curriculum and Materials Development (CM)

Standard	Performance Indicator	Sample Activities
CM.1: Planning for Standards-Based Instruction for ELLs	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.	• Design reading lessons with visuals and sentence frames for beginners, guided practice for intermediates, and independent analysis for advanced students. • Create tiered writing prompts (e.g., narrative) with supports like word banks, sentence starters, etc. • Use scaffolded questioning, e.g., beginners give yes/no or short responses, advanced students explain their ideas in full sentences.

Sample Activities, continued

Strand: Testing and Evaluation of ESOL (TE)

Standard	Performance Indicator	Sample Activities
TE.1: Key Factors and Considerations in Assessment for ELLs	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.	• Provide bilingual dictionaries or glossaries during instruction or assessments. • Allow additional time or breaks during assessments. • Use rubrics and checklists tailored to varying English proficiency levels to measure progress in the four language domains. • Collect student language portfolios (journals, recordings, projects) to monitor growth across the four domains.

Discussion

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Group Discussions

Scan the QR Code with the newly adopted standards and discuss the following questions at your table:

- Which instructional strategies for ELLs have been most effective in your context, and how do they align with the new standards?
- What are suggestions you have for successful implementation at the district level?
- What are suggestions you have for technical assistance at the state level to support successful implementation of the standards?

ESOL Endorsement Matrix

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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

Strand: Methods of Teaching ESOL (MT)		
Standard	**Description of Assignment(s)**	**Description of Assessment(s)**
MT.2: English Language Acquisition and Development Teachers will apply evidence-based practices to deliver instruction that supports and accelerates English language acquisition.	**Assignment(s):** To demonstrate evidence-based practices that support English language acquisition, have students use the five correct short vowel sounds in the English language. The teacher will model the correct short vowel sound for each vowel. Each English Language Learner (ELL) should be paired with a native English speaker practicing the correct vowel sound. Using consonant vowel consonant (CVC) word cards, the student pairs will discuss and sort the word cards by vowel sound. The ELL student will read each word card aloud. The partner student will read it using correct pronunciation back to the student. 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.	**Assessment(s):** To visually assess if the students were able to match the actual vowel with sound on the CVC cards. They will also be assessed auditorily while they are saying the sounds to their partner.
Performance Indicator	**Description of Assignment(s)**	
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.	To scaffold the content and instruction of the phonology lesson based on the English language proficiency level of the students in your class.	

Instructional Personnel

Instructional Personnel of ELLs should have:

- ESOL Endorsement or Certification on their certificate
- Content-Area Teachers are required to complete 60 hours.
- School-based administrators and Guidance Counselors are required to complete 60 hours.
- All Other Areas are required to complete 18 hours. This includes P.E., Music, Media Specialists, SLPs, Psychologists, Social Workers, World Languages, ROTC, Occupational and Physical Therapists.

Instructional Personnel

All Instructional Personnel, who work with ELLs in a school, regardless of the grade level they teach should:

- Integrate all the strands, standards and performance indicators into their daily curriculum.

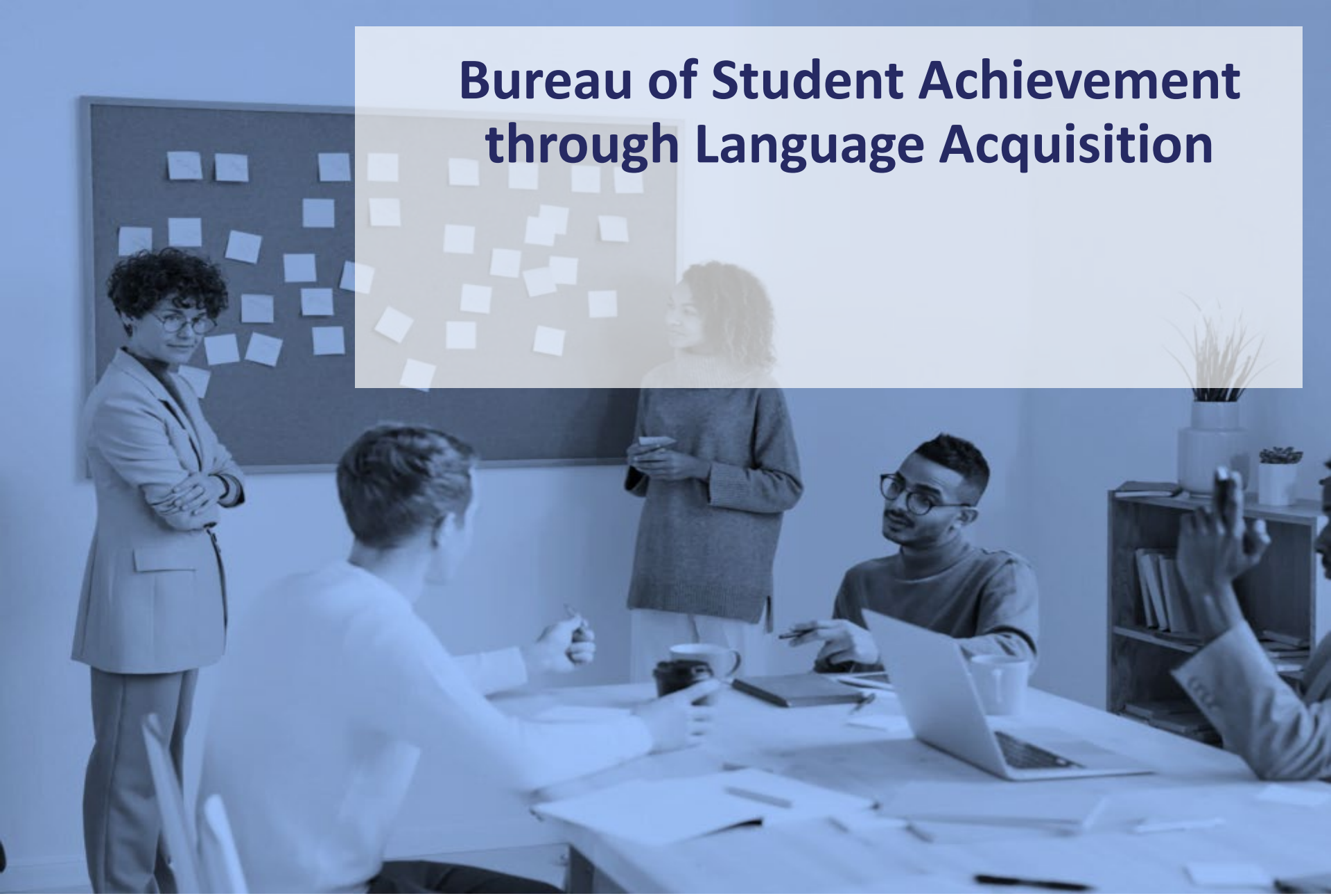
Outreach

- **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 or SALA@fldoe.org.
- **Inquiries related to the review and approval process for district add-on endorsements programs** may be sent to Ashley Harvey, Director of Educator Retention and Professional Learning, Bureau of Educator Recruitment, Development and Retention via email at ProfessionalLearning@fldoe.org.

Questions?

Thank
you!

Bureau of Student Achievement through Language Acquisition



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