Florida Department of Education Updates

Florida Foreign Language Association
October 24-25, 2025

FLORIDA DEPARTMENT OF
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Agenda

Overview of Student Achievement through Language Acquisition
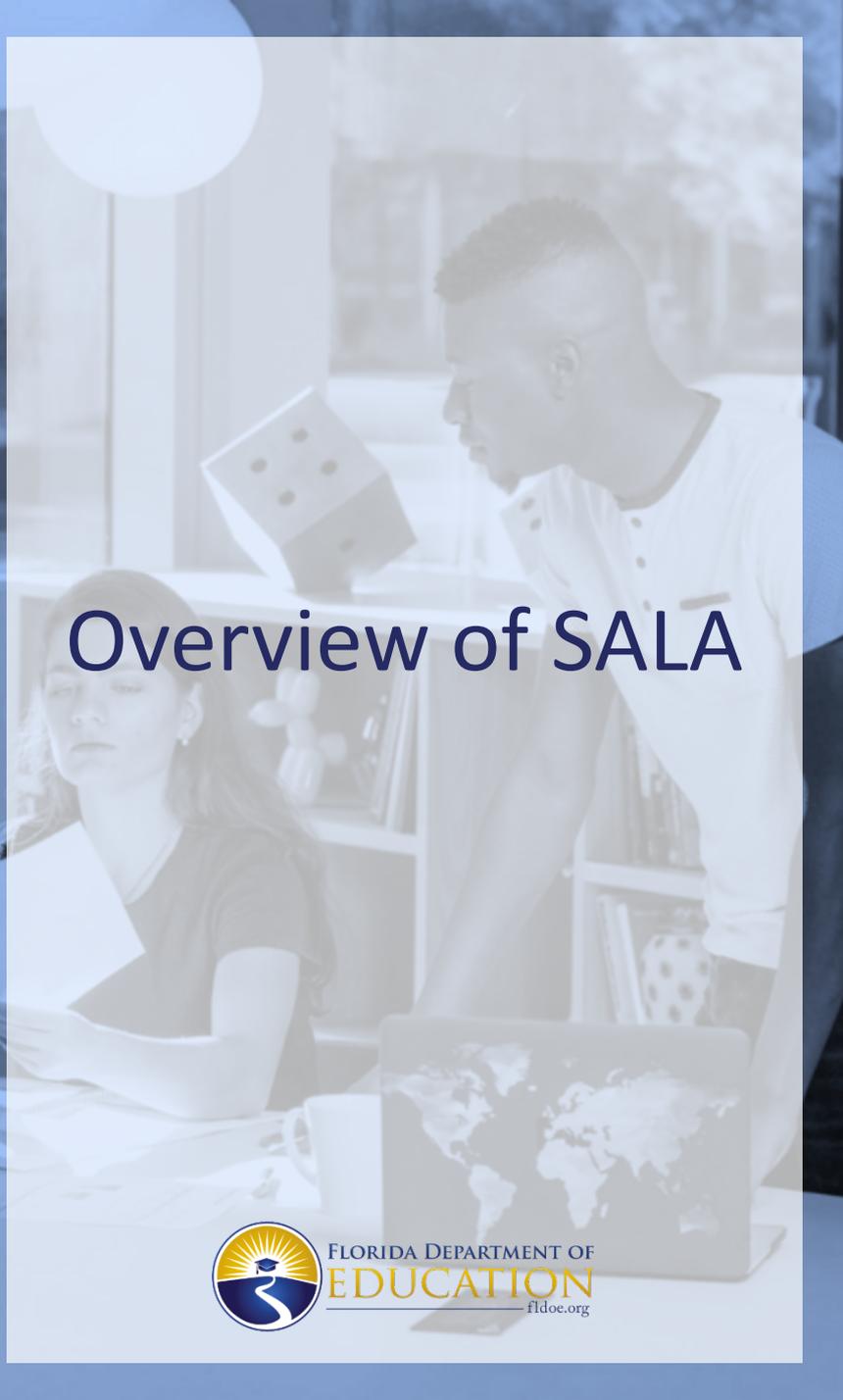
The Seal of Biliteracy

2025 Florida Teacher Standards for ESOL Endorsement

SALA's Community of Practice

Discussions

Professional Learning Opportunities

Questions

Overview of SALA

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Bureau of Student Achievement through Language Acquisition Overview

- Supports charter schools and districts in serving nearly 370,000 ELLs in Florida;

- Ensures comprehensible instruction through monitoring for compliance with state and federal regulations;

- Provides resources and guidance to facilitate language acquisition and academic achievement;

- Ensures adherence to legal mandates and educational standards to meet the needs of ELLs, including oversight of the Title III, Part A funded grants; and

- Offers leadership and technical assistance for implementing standards, teaching courses and instructional materials in World Languages.
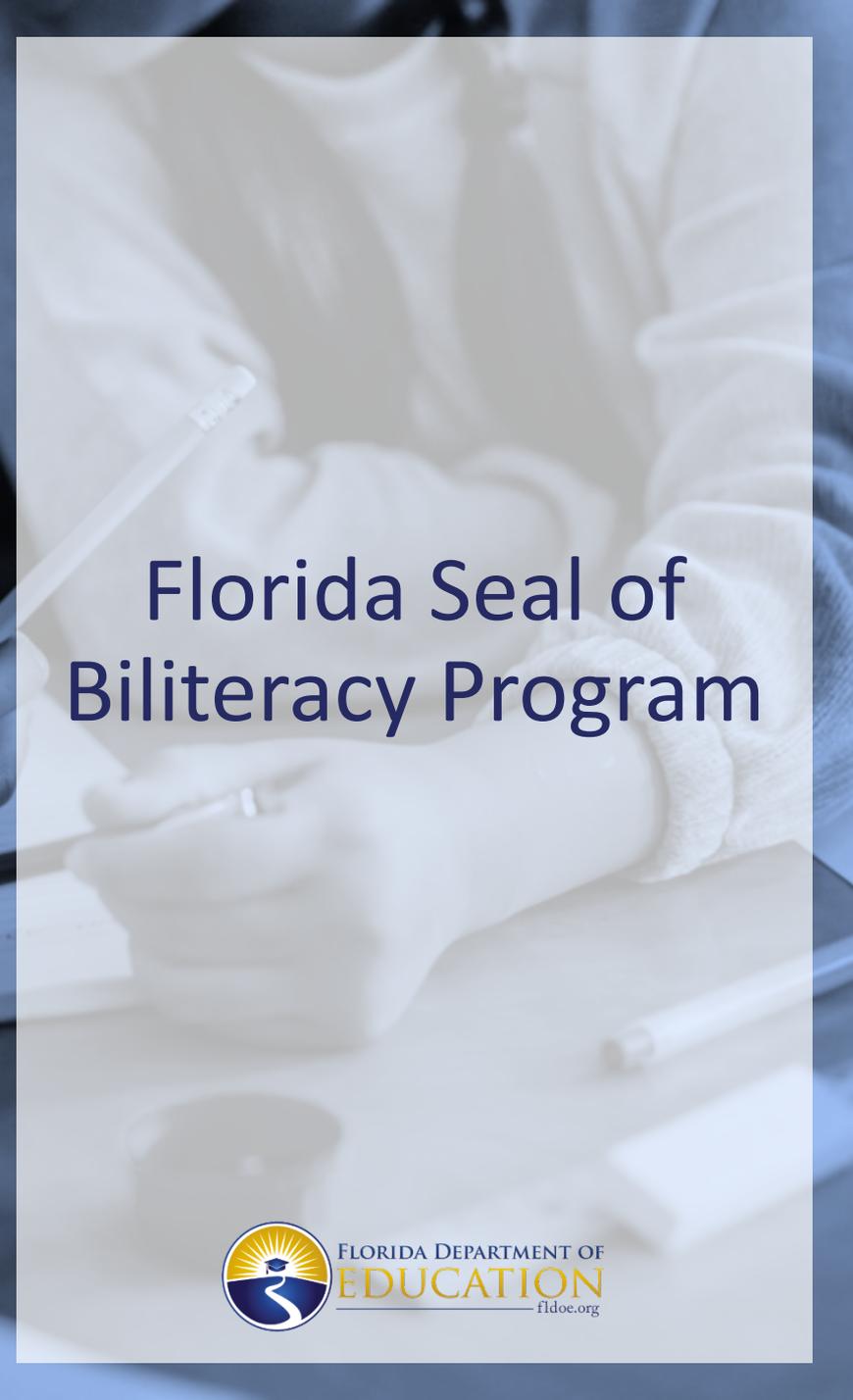
Florida Seal of Biliteracy Program

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• What is the Florida Seal of Biliteracy Program?

Section 1003.432, Florida Statutes (F.S.), establishes the Florida Seal of Biliteracy Program to recognize a high school graduate who has attained a high level of competency in listening, speaking, reading, and writing in one or more foreign languages in addition to English by the award of a silver or gold seal on a standard high school diploma.

Eligibility

The Gold Seal of Biliteracy or the Silver Seal of Biliteracy shall be awarded to a high school student who has earned a standard high school diploma and who has satisfied one of the following criteria for eligibility:

- Earn four world language course credits in the same world language (minimum 3.0 grade point average on a 4.0 scale); or

- Achieve a qualifying score on a world language assessment; or

- Satisfy alternative requirements.

Silver Seal of Biliteracy Criteria

1. Has earned four (4) foreign language course credits in the same foreign language with a cumulative 3.0 grade point average or higher on a 4.0 scale;

2. Has earned a score or performance level on any of the national examinations listed on Rule 6A-1.09951(3)(a)2., Florida Administrative Code (F.A.C.);

Silver Seal of Biliteracy Criteria, , Continued

3. For languages which are not tested on the nationally recognized examinations listed in Rule 6A-1.09951(3)(a)2., F.A.C., demonstrated language proficiency through maintenance of a portfolio of language performance at the Intermediate Mid level or higher based on the ACTFL Proficiency Guidelines 2012 in the modes of communication appropriate for that language.

Gold Seal of Biliteracy Criteria

1. Has earned four (4) foreign language course credits in the same foreign language with a cumulative 3.0 grade point average or higher on a 4.0 scale and Level 4 or higher on the Grade 10 English Language Arts (ELA) Statewide Assessment;

2. Has earned a score or performance level on any of national examinations listed found in Rule 6A-1.09951(3)(b)2., F.A.C.;

Gold Seal of Biliteracy Criteria, Continued

3. For languages which are not tested on the nationally recognized examinations listed in Rule 6A-1.09951(3)(b)2., demonstrated language proficiency through maintenance of a portfolio of language performance, at the Advanced Low level or higher based on the ACTFL Proficiency Guidelines 2012 in the modes of communication appropriate for that language.

Procedures for the Seal

1. Examination scores received directly from the testing entity, rather than a parent, guardian, or student, shall be relied upon to determine whether the examination score or performance level for the seal has been met.

2. Where a portfolio is relied upon to determine whether to award a Seal of Biliteracy, school district appointed personnel with language performance at the distinguished level on the ACTFL Proficiency Guidelines 2012 in the same language as the student portfolio shall assess the portfolio.

Rule 6A-1.09951(5), F.A.C.

Seal of Biliteracy Results from 2021-2025

School Year	Silver	Gold	Both	Total
2024-2025	5,793	13,380	2,586	21,759
2023-2024	5,893	9,107	2,421	17,421
2022-2023	4,585	9,762	1,692	16,039
2021-2022	4,750	8,218	1,628	14,596

Source: Bureau of PK-20 Education Reporting and Accessibility

Instructional Strategies

- What strategies is your district currently using to support the Seal of Biliteracy?

- What professional learning opportunities is your district currently offering to world language instructors?

Top Nine Foreign Language Courses Offered in Florida Public Schools

Language	Enrollment
Spanish	570,841
French	39,597
American Sign Language (ASL)	23,434
Greek	5,376
Italian	4,955
Portuguese	4,241
Chinese	3,606
German	2,268
Hebrew	1,041

Source: PK-12 Public School Data Publications and Reports

Florida Instructional Materials (IM) Adoption K-12 World Languages

- The IM adoption 2025-2026 process is currently under review.

- The schedule for IM adoption can be found at IM website.

Florida Teacher Standards for ESOL Endorsement

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

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 CU.	Standard 1.	Performance Indicator 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.

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.

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 in higher education and at the district level?
- What are suggestions you have for technical assistance at the state level to support successful implementation of the standards?
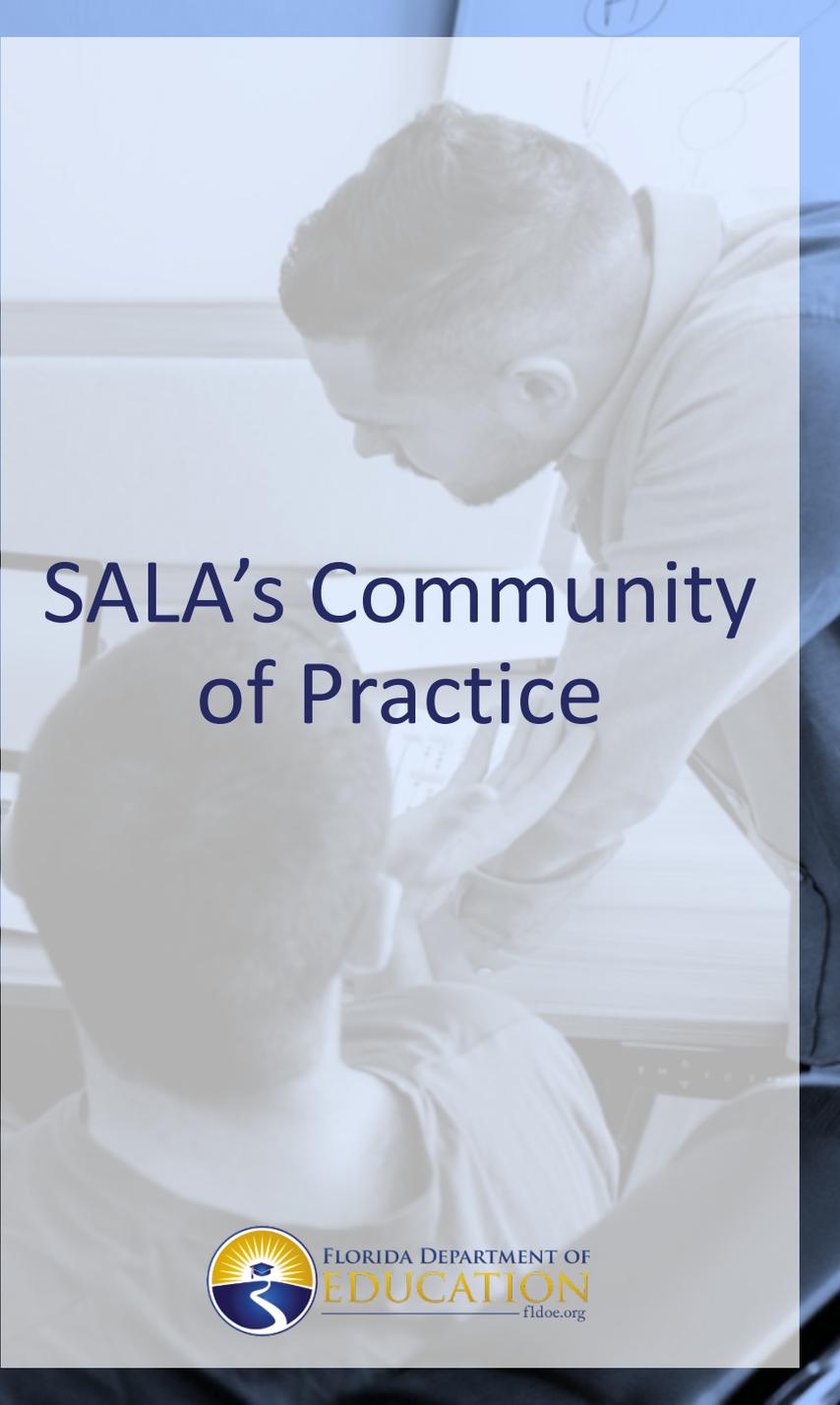
SALA's Community of Practice

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Supplemental Funding Opportunity

- SALA provided supplemental funds to assist Local Educational Agencies (LEAs) in enhancing professional learning for instructional staff and administration.

- 14 LEAs submitted applications, including 2 charter LEAs.

- The Department established a Community of Practice to support building resources that will benefit all schools in Florida.

Community of Practice: Areas of Focus

- Parent Engagement Resources

- Federal Funds Leveraging

- English Language Development (ELD) Standards Integration

- English for Speaking of Other Languages (ESOL) Endorsement for Effective Instruction

Professional Learning Opportunities

WIDA Professional Learning

Facilitated: Live workshops facilitated by a WIDA Professional Learning Specialist. Registration is required to attend workshop.

Self-paced: On-demand, interactive learning opportunities that can be accessed anytime. Educators can contact WIDA Client Services Center at help@wida.us or (866) 276-7735 to request an eLearning account.

2025–2026 WIDA Workshops

For the 2025–2026 school year, WIDA is offering facilitated professional learning opportunities that are available for educators in Florida. Educators can request time to participate in online meetings, webinars, and related activities that are associated with WIDA Workshops by completing the "Dear Principal" letter template. Below is a list of some examples of the virtual and in-person WIDA workshops available for the current school year.

Facilitated Virtual Workshop	Dates/Times	WIDA Facilitator
Planning with the ELD Standards	9/10 & 9/17, 3:00pm-4:30pm ET	Emma Wright
Scaffolding Learning Through Language	9/18 & 9/25, 2:00pm-3:30 pm ET	Lauren Bartholomae
Nurturing Speaking Growth	11/3 & 11/10, 2:00pm-3:30pm ET	Melissa Paton
Exploring WIDA ACCESS for Kindergarten	12/3, 3:00pm-4:30pm ET	Emily Kurth
Expanding Reading Instruction with Multilingual Learners	1/15 & 1/22, 2:00pm-3:30pm ET	Andrea Mercado
When Language and Disability Meet	3/9 & 3/16, 2:00pm-3:30pm ET	Andrea Mercado

Facilitated In-Person Workshop	Location/Date/Time	WIDA Facilitator
Engaging Secondary Newcomers in Content Area Literacy	Manatee,10/23, 8:30am-3:30pm	Alisa Rhoads
Planning with the ELD Standards	Palm Beach, 2/3, 9:00am-4:00pm	Andrea Mercado
Collaboration Practices and Potentialities	Lee, 2/12, 8:30am-3:30pm	Christina Nelson

Contact Information

Dr. Raydel Hernandez
Bureau Chief
Student Achievement through Language Acquisition
850-245-0956
Raydel.Hernandez@fldoe.org

Liban Diaz
Program Specialist IV, World Languages
Student Achievement through Language Acquisition
850-245-0757
Liban.Diaz1@fldoe.org

Bureau of Student Achievement through Language Acquisition

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