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| **Institution** |  |
| **Program(s)** |  |
| **Preparer’s name** |  |
| **Email** |  |
| **Phone number** |  |

**Overview**

The Florida Teacher Standards for English for Speakers of Other Languages (ESOL) Endorsement Matrix provides a means for school districts, institutions of higher education and other entities that provide ESOL endorsement courses to document the alignment of their coursework to the strands, standards and performance indicators adopted by the State Board of Education in August 2025 pursuant to [Rule 6A-4.02451, Florida Administrative Code](https://flrules.org/gateway/ruleNo.asp?id=6A-4.02451).

The expectation in completing the matrix for Florida Teacher Standards for the ESOL Endorsement is to assess the 9 ESOL Standards and address the 23 ESOL performance indicators for each program to sufficiently demonstrate the criteria of the 5 ESOL Strands.

The program must assess the Florida Teacher Standards for ESOL Endorsement a minimum of two times within the program.

The program must address each Performance Indicator at least one time within the program.

**Guidelines for Submissions**

* Matrix is submitted in a Word document.
* If matrices are the same for multiple programs, only one matrix should be submitted.
* Formatting of the template has not been altered (e.g., performance indicators moved or combined, page numbers removed).
* If readings are included, include the text title, author, and chapter title(s), as applicable.
* Resources identified in the matrix must be current (within the past 5 years).
* Include hyperlinks for all resources being used.
* Any links included in the matrix are active and accessible.

**Directions**

1. **General Directions**

Submit the completed matrix as a Word document. Include contact information for the preparer: Name, Position, Email, Phone, Program, Institution.

1. **Alignment to the 9 ESOL Standards**:

Two assessments/tasks aligned to each ESOL Standard should be clearly described. The explanations should show a succinct alignment to the ESOL Standard. There are 9 ESOL Standards, and it is plausible that an assessment/task may be aligned to more than one ESOL Standard. The descriptions and the rubrics used to collect data on the alignment should reflect each ESOL Standard twice.

1. **Alignment to the 23 Performance Indicators:**

Each of the 23 ESOL Performance Indicators should be addressed (not assessed) at least once in the program. This may include a description of the activity/assignment/task that is aligned to the indicator through a class reading, video, discussion or other activity.

**Sample ESOL Endorsement Matrix**

The following sample is for the ESOL Endorsement Matrix.

**Strand**: Methods of Teaching ESOL (MT)

**Standard** MT.2: English Language Acquisition and Development

**Performance Indicator**: 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.

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| **Sample** |
| **Strand: Methods of Teaching ESOL (MT)** |
| **Standard** | **Course Prefix Number & Title** | **Description of Assessments** | **Description of Field Experience** **(if applicable)** |
| **MT.2: English Language Acquisition and Development** Teachers will apply evidence-based practices to deliver instruction that supports and accelerates English language acquisition. | TSL 4080: ESOL Curriculum and Pedagogy | **Assessment ONE:** | 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.  |
| 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. |
|  | **Assessment TWO:** | Candidates will complete a Case Study in a K-12 classroom and communicate with the mentor teacher or ESOL Specialist to review required tasks prior to meeting with ELL(s). |
| 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. |

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| **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. | TSL 4080: 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: [Implementing Evidence-based Instructional Practices for English Learners: Using Research to Guide Practice](https://ncela.ed.gov/sites/default/files/2025-01/oelaevidencepracticebrief-01132025-508.pdf) (NCELA, 2025). | N/A |

**ESOL Endorsement Matrix**

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| **Florida Teacher Standards for English for Speakers of Other Languages** **ESOL Endorsement Matrix** |
| **Strand: Communication and Understanding for English Language Learners (ELLs) (CU)** |
| **Standard** | **Course Prefix Number & Title** | **Description of Assessments** | **Description of Field Experience** **(if applicable)** |
| **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. |  | **Assessment ONE:** |  |
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|  | **Assessment TWO:** |  |
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| **Performance Indicators** | **Course Prefix Number & Title** | **Description of Assignments for Performance Indicators** | **Description of ESOL Field Experience****(if applicable)** |
| CU.1.1 Provide instruction and experiences that meet individual student needs. |  |  |  |
| CU.1.2 Model appropriate language and behaviors expected in U.S. school settings and workplaces. |  |  |  |
| 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. |  |  |  |
| CU.1.4 Incorporate in instruction the roles, rights, and responsibilities of U.S. citizens and ways to support civic engagement.  |  |  |  |

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| **Strand: Applied Linguistics (AL)** |
| **Standard** | **Course Prefix Number & Title** | **Description of Assessments** | **Description of Field Experience** **(if applicable)** |
| **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. |  | **Assessment ONE:** |  |
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|  | **Assessment TWO:** |  |
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| **Performance Indicators** | **Course Prefix Number & Title** | **Description of Assignments for Performance Indicators** | **Description of ESOL Field Experience****(if applicable)** |
| 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.  |  |  |  |
| AL.1.4 Identify similarities and differences between English and other languages to inform instructional approaches. |  |  |  |

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| **Strand: Methods of Teaching ESOL (MT)** |
| **Standard** | **Course Prefix Number & Title** | **Description of Assessments** | **Description of Field Experience** **(if applicable)** |
| **MT.1: ESOL Requirements and Practices.** Teachers will apply knowledge of evidence-based practices and requirements in the field of ESOL. |  | **Assessment ONE:** |  |
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|  | **Assessment TWO:** |  |
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| **Performance Indicators** | **Course Prefix Number & Title** | **Description of Assignments for Performance Indicators** | **Description of ESOL Field Experience****(if applicable)** |
| 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. |  |  |  |
| **ESOL Strand and Standard** | **Course Prefix Number & Title** | **Description of Assessments** | **Description of Field Experience** **(if applicable)** |
| **MT.2: English Language Acquisition and Development** Teachers will apply evidence-based practices to deliver instruction that supports and accelerates English language acquisition. |  | **Assessment ONE:** |  |
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|  | **Assessment TWO:** |  |
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| **Performance Indicators** | **Course Prefix Number & Title** | **Description of Assignments for Performance Indicators** | **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. |  |  |  |
| 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.  |  |  |  |
| **Standard** | **Course Prefix Number & Title** | **Description of Assessments** | **Description of Field Experience** **(if applicable)** |
| **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. |  | **Assessment ONE:** |  |
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|  | **Assessment TWO:** |  |
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| **Performance Indicators** | **Course Prefix Number & Title** | **Description of Assignments for Performance Indicators** | **Description of ESOL Field Experience****(if applicable)** |
| 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. |  |  |  |

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| **Strand: ESOL Curriculum and Materials Development (CM)** |
| **Standard** | **Course Prefix Number & Title** | **Description of Assessments** | **Description of Field Experience** **(if applicable)** |
| **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. |  | **Assessment ONE:** |  |
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|  | **Assessment TWO:** |  |
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| **Performance Indicators** | **Course Prefix Number & Title** | **Description of Assignments for Performance Indicators** | **Description of ESOL Field Experience****(if applicable)** |
| CM.1.1 Plan for benchmarks-aligned and linguistically appropriate instruction to create a student-centered learning environment. |  |  |  |
| CM.1.2 Plan learning tasks to meet the needs of ELLs with interrupted or limited education. |  |  |  |
| **Standard** | **Course Prefix Number & Title** | **Description of Assessments** | **Description of Field Experience** **(if applicable)** |
| **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. |  | **Assessment ONE:** |  |
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|  | **Assessment TWO:** |  |
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| **Performance Indicators** | **Course Prefix Number & Title** | **Description of Assignments for Performance Indicators** | **Description of ESOL Field Experience****(if applicable)** |
| 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. |  |  |  |

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| **Strand: Testing and Evaluation of ESOL (TE)** |
| **Standard** | **Course Prefix Number & Title** | **Description of Assessments** | **Description of Field Experience** **(if applicable)** |
| **TE.1: Key Factors and Considerations in Assessment for ELLs** Instruction isinformed 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. |  | **Assessment ONE:** |  |
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|  | **Assessment TWO:** |  |
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| **Performance Indicators** | **Course Prefix Number & Title** | **Description of Assignments for Performance Indicators** | **Description of ESOL Field Experience****(if applicable)** |
| TE.1.1 Identify appropriate accommodations for assessments and progress monitoring tools to evaluate ELLs.  |  |  |  |
| TE.1.2 Use assessment data to distinguish language proficiency from other learning needs. |  |  |  |
| **Standard** | **Course Prefix Number & Title** | **Description of Assessments** | **Description of Field Experience** **(if applicable)** |
| **TE.2: Classroom-Based Assessment for ELLs** Teachers use a variety of assessment tools to monitor student progress, achievement, and learning gains. |  | **Assessment ONE:** |  |
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|  | **Assessment TWO:** |  |
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| **Performance Indicators** | **Course Prefix Number & Title** | **Description of Assignments for Performance Indicators** | **Description of ESOL Field Experience****(if applicable)** |
| 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. |  |  |  |