



ESOL

Endorsement Add-On

Program

2026-2031

NEFEC ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) ADD-ON ENDORSEMENT PROGRAM

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NEFEC ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) ADD-ON ENDORSEMENT PROGRAM

PROGRAM RATIONALE AND PURPOSE

The Hernando County School System is a close-knit, student-focused system committed to providing high-quality instruction that supports academic growth for all learners. The district emphasizes strong instructional practices, alignment to state standards, and thoughtful support for students at varying levels of need. Through collaboration, evidence-based teaching, and clear expectations, Hernando County Schools strive to ensure every student has access to meaningful learning opportunities and the skills needed for long-term success.

The NEFEC ESOL Endorsement program is offered through the NEFEC eLearning Network as a fully online program at a discounted fee. By utilizing the NEFEC eLearning program, teachers have access to these courses when time out of the classroom and distance to attend professional learning opportunities are often barriers in rural districts. NEFEC ESOL Endorsement courses are designed to provide meaningful and authentic material, access to a variety of evidence-based practices, mentoring by our state's experts, and practical application for increased student performance. Participants are required to meet a minimum score on all course assignments and interact online with colleagues and facilitators.

PROGRAM CONTENT/CURRICULUM

COMPETENCIES

Participants in the NEFEC ESOL Add-On Endorsement Program must demonstrate their understanding of the 2025 Florida Teacher Standards for English for Speakers of Other Languages (ESOL). These standards were developed by a Florida committee of ESOL professionals and have been used to direct the development of teacher learning.

Strand: Communication and Understanding for English Language Learners (ELLs) (CU)-60 Inservice Hours

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.

Strand: Applied Linguistics (AL)-60 Hours

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.

Strand: Methods of Teaching ESOL (MT)-60 Inservice Hours

MT.1: ESOL Requirements and Practices

Teachers will apply knowledge of evidence-based practices and requirements in the field of ESOL.

MT.2: English Language Acquisition and Development

Teachers will apply evidence-based practices to deliver instruction that supports and accelerates English language acquisition.

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.

Strand: ESOL Curriculum and Materials Development (CM)-60 Inservice Hours**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.

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.

Strand: Testing and Evaluation of ESOL (TE)-60 Inservice Hours**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.

TE.2: Classroom-Based Assessment for ELLs

Teachers use a variety of assessment tools to monitor student progress, achievement, and learning gains.

SPECIALIZATION/PROFESSIONAL STUDIES**6A-4.02451 Florida Teacher Standards for ESOL Endorsement.**

The competencies and indicators required for approval of educator preparation programs pursuant to Rule 6A-5.066, F.A.C., and for in-service add-on programs pursuant to Section 1012.575, F.S., for the Endorsement in English for Speakers of Other Languages (ESOL), are contained in the publication, “2025 Florida Teacher Standards for English for Speakers of Other Languages (ESOL) Endorsement,” which is hereby incorporated by reference, effective September 2025 (<http://flrules.org/Gateway/reference.asp?No=Ref-18431>) and made a part of this rule. These standards are published on the Bureau of Student Achievement through Language Acquisition, Department of Education website at fldoe.org/academics/eng-language-learners/. Copies of this publication may also be obtained from the Bureau of Student Achievement through Language Acquisition, K-12 Public Schools, Department of Education, 325 West Gaines Street, Suite 314, Tallahassee, Florida 32300-0400. The standards set forth in the 2025 Florida Teacher Standards for ESOL Endorsement shall be incorporated into all teacher preparation programs and in-service add-on programs for students/teachers enrolling in these programs not later than June 1, 2026.

Rulemaking Authority 1012.55(1) FS. Law Implemented 1012.56, 1012.575 FS. History—New 4-21-09, Amended 5-23-10, 9-23-25

All assignments and assessments included in the ESOL Matrix and ESOL Endorsement were designed specifically to be fully aligned to the Florida Teaching Standards for ESOL

Endorsement. All activities are evidence-based, grounded in the Science of Reading, Second Language Acquisition and Applied Linguistics.

Florida requires that all curricula taught in the public schools in this state are aligned to the Florida Academic Standards (<https://www.fldoe.org/academics/standards/>). The standards include access points for students with cognitive disabilities; these access points are useful for some ELL students and were referenced when designing course materials for the program.

INSTRUCTIONAL DESIGN AND DELIVERY

The NEFEC ESOL Endorsement Program is an integrative approach that incorporates the 23 Performance Indicators in each of the following five strands:

- Community (Communication and Understanding for ELLs)
- Language and Literacy (Applied Linguistics)
- Methods of Teaching English to Speakers of Other Languages (ESOL)
- ESOL Curriculum and Materials Development
- Assessment (Testing and Evaluation of ESOL)

INSTRUCTIONAL STRANDS

1. Communication and Understanding for English Language Learners (ELLs) (CU)
 - a. Introduction to Community
 - b. Positive School Environment
 - c. Parents, Schools, and Classrooms
2. Applied Linguistics (AL)
 - a. Language Acquisition
 - b. Language Components-Phonology
 - c. Language Components-Morphology
 - d. Language Components Semantics
 - e. Linguistics Instruction for the ELL Students
3. Methods of Teaching ESOL (MT)
 - a. Approaches, Methods, and Techniques
 - b. A Closer Look at Several Approaches/Methods/Techniques
 - c. Practical Applications
4. ESOL Curriculum and Materials Development (CM)
 - a. ESOL Delivery Program Models and Standards-Based ESOL Curriculum
 - b. Standards-Based Materials, Resources, and Technologies for ELL
 - c. Instruction
5. Testing and Evaluation of ESOL (TE)
 - a. Basic Terminology and Issues
 - b. Introduction to Rating Scales, Rubrics, and Profiles

TRAINING COMPONENTS

ESOL: COMMUNICATION AND UNDERSTANDING FOR ENGLISH LANGUAGE LEARNERS (ELLs) (CU)

COMPONENT IDENTIFIER NUMBER: 1-705-008

Inservice Points: 60

STANDARD

CU.1: Learning of Academic Content and Language of ELLs

Teachers demonstrate strategies that support ELLs' learning of academic content and language for measurable academic progress.

PERFORMANCE INDICATORS:

Participants will:

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.

ACTIVITIES:

1. Participate in group discussions/discussion forums.
2. Present an oral or written report about some facet of community-specific communication or behavior.
3. Identify the community groups in a school and research to find out how that information has changed over the past few years.
4. Review curriculum materials for ESOL-friendly features and/or evidence of community predisposition.
5. Design instructional activities appropriate for ELLs.
6. Design criterion-referenced tests to measure the learning of ELLs.
7. Other activities designed by the instructor to provide an opportunity to demonstrate

the teacher competencies.

To receive credit, participants must show clear mastery of all required performance indicators by earning a passing score on every component of the graded rubric for each assignment.

Component evaluation will consist of instructor and participant assessment of how well component activities help the participant to master competencies and objectives.

ESOL: APPLIED LINGUISTICS (AL)

COMPONENT IDENTIFIER NUMBER: 1-702-007

Inservice Points: 60

STANDARD

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:

Participants will:

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.

ACTIVITIES:

1. Participate in group discussions/discussion forums.
2. Present an oral or written report about some facet of community specific communication or behavior.
3. Identify the community groups in a school and research to find out how that information has changed over the past few years.
4. Review curriculum materials for ESOL-friendly features and/or evidence of community predisposition.

5. Design instructional activities appropriate for ELLs.
6. Design criterion-referenced tests to measure the learning of ELLs.
7. Other activities designed by the instructor to provide an opportunity to demonstrate the teacher competencies.

To receive credit, participants must show clear mastery of all required performance indicators by earning a passing score on every component of the graded rubric for each assignment.

Component evaluation will consist of instructor and participant assessment of how well component activities help the participant to master competencies and objectives.

ESOL: METHODS OF TEACHING ESOL (MT)

COMPONENT IDENTIFIER NUMBER: 1-700-004

Inservice Points: 60

STANDARD:

MT.1: ESOL Requirements and Practices

Teachers will apply knowledge of evidence-based practices and requirements in the field of ESOL.

PERFORMANCE INDICATOR:

Participants will:

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.

STANDARD:

MT.2: English Language Acquisition and Development

Teachers will apply evidence-based practices to deliver instruction that supports and accelerates English language acquisition.

PERFORMANCE INDICATOR:

Participants will:

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:

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 INDICATOR:

Participants will:

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.

ACTIVITIES:

1. Participate in group discussions/discussion forums.
2. Present an oral or written report about some facet of community-specific communication or behavior.
3. Identify the community groups in a school and research to find out how that information has changed over the past few years.
4. Review curriculum materials for ESOL-friendly features and/or evidence of community predisposition.
5. Design instructional activities appropriate for ELLs.
6. Design criterion-referenced tests to measure the learning of ELLs.
7. Other activities designed by the instructor to provide an opportunity to demonstrate the teacher competencies.

To receive credit, participants must show clear mastery of all required performance indicators by earning a passing score on every component of the graded rubric for each assignment.

Component evaluation will consist of instructor and participant assessment of how well component activities help the participant to master competencies and objectives.

ESOL: CURRICULUM AND MATERIALS (CM)

COMPONENT IDENTIFIER NUMBER: 1-703-006

Inservice Points: 60

STANDARD:

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.

PERFORMANCE INDICATOR:

Participants will:

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:**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 INDICATOR:

Participants will:

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.

ACTIVITIES:

1. Participate in group discussions/discussion forums.
2. Present an oral or written report about some facet of community-specific communication or behavior.
3. Identify the community groups in a school and research to find out how that information has changed over the past few years.
4. Review curriculum materials for ESOL-friendly features and/or evidence of community predisposition.
5. Design instructional activities appropriate for ELLs.
6. Design criterion-referenced tests to measure the learning of ELLs.
7. Other activities designed by the instructor to provide an opportunity to demonstrate the teacher competencies.

To receive credit, participants must show clear mastery of all required performance indicators by earning a passing score on every component of the graded rubric for each assignment.

Component evaluation will consist of instructor and participant assessment of how well component activities help the participant to master competencies and objectives.

ESOL: TESTING AND EVALUATION (TE)

COMPONENT IDENTIFIER NUMBER: 1-701-005

Inservice Points: 60

STANDARD:

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 INDICATOR:

Participants will:

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:

TE.2: Classroom-Based Assessment for ELLs

Teachers use a variety of assessment tools to monitor student progress, achievement, and learning gains.

PERFORMANCE INDICATOR:

Participants will:

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.

ACTIVITIES:

1. Participate in group discussions/discussion forums.
2. Present an oral or written report about some facet of community-specific communication or behavior.
3. Identify the community groups in a school and research to find out how that information has changed over the past few years.
4. Review curriculum materials for ESOL-friendly features and/or evidence of community predisposition.
5. Design instructional activities appropriate for ELLs.

6. Design criterion-referenced tests to measure the learning of ELLs.
7. Other activities designed by the instructor to provide an opportunity to demonstrate the teacher competencies.

To receive credit, participants must show clear mastery of all required performance indicators by earning a passing score on every component of the graded rubric for each assignment.

Component evaluation will consist of instructor and participant assessment of how well component activities help the participant to master competencies and objectives.

ESOL Endorsement Matrix

	Hernando County School District
Preparer's name	Dr. Paula Clark Supervisor of Professional Learning
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Phone number	352-797-7000 Ext 437

Overview

The Florida Teacher Standards for English for Speakers of Other Languages (ESOL) Endorsement Matrix provides a means for schools, 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](#).

Guidelines for Submissions

- Matrix is submitted in a Word document.
- 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. Submit the completed matrix as a Word document. Include contact information for the preparer: Name, Position, Email, Phone, .

- Each assignment or assessment must include a concise description demonstrating how it measures the 9 ESOL Standards.
- All 23 performance indicators must be addressed at least once. For each performance indicator, provide a description of how it will be addressed (e.g., course reading, activity, discussion, quiz).

ESOL Endorsement Matrix

Strand: Communication and Understanding for English Language Learners (ELLs) (CU)		
Standard	Description of Assignment(s)	Description of Assessment(s)
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.	Assignment(s): Objective Component – Foundational Knowledge Teachers demonstrate understanding through selected-response and short-answer items focused on: - Differentiating ELL proficiency levels using tools like WIDA's Can Do Descriptors and Language Development Portfolios - Identifying effective strategies for language acquisition (e.g., modeling, peer interaction, vocabulary instruction) - Applying linguistic tools (e.g., idioms, folktales, U.S. vs. metric systems) - Understanding school-based social norms (e.g., greetings, turn-taking, formality)	Assessment(s): CU1.1: Teachers begin by exploring strategies to meet individual student needs. This includes: - Reflecting on language development portfolios. - Using WIDA's Can Do Descriptors to tailor instruction. - Adapting lessons for multilingual learners. - Engaging in peer feedback to refine teaching practices. CU1.2: Educators focus on helping ELLs understand U.S. school behaviors by: - Creating roleplays that model greetings, turn-taking, and formality. - Developing classroom behavior plans. - Reflecting on how these strategies support ELLs in adapting to school atmosphere. CU1.3: Teachers strengthen collaboration with families and communities by: - Designing a strategy showcase. - Mapping local resources for ELL families. - Creating a family engagement campaign.

	● Recognizing the role of families and communities in ELL support ● Grasping civic concepts tied to U.S. citizenship and student engagement Reflective Component – Thoughtful Analysis Teachers respond to prompts that encourage reflection on: ● How differentiated instruction meets linguistic and academic needs ● The impact of modeling language and behavior on ELLs’ school adjustment ● Strategies for meaningful family and community engagement ● The role of civic education in shaping students’ societal understanding Application Component – Practical Implementation Teachers complete tasks that apply learning in real-world contexts: ● Designing differentiated lessons using linguistic tools ● Creating roleplays and behavior plans to model school norms ● Developing family engagement campaigns and resource maps	● Participating in peer reflection circles to share outreach ideas. CU1.4: Educators incorporate civic education by: ● Designing lessons on U.S. citizenship roles, rights, and responsibilities. ● Facilitating student reflections or organizing civic engagement activities (e.g., volunteer events or mock elections). ● Summarizing the experience in writing. The CU.1 assessment evaluates teachers’ ability to support English learners (ELLs) across four key areas: language development, school norms, family/community engagement, and civic understanding. It includes three integrated components to ensure mastery of instructional planning, reflection, and real-world application. Teachers will demonstrate mastery by submitting lesson plans that integrate all components of the standard. After receiving feedback and making any necessary revisions, they will implement the lesson in their classrooms and reflect on the resulting data. A rubric outlining expectations for each section of the assessment will be provided. Teachers will also be required to submit student work samples as evidence of learning.
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	Teaching civic lessons and documenting student engagement outcomes	
Performance Indicators	Description of Assignment(s)	
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.	This component focuses on equipping teachers to design and deliver instruction that meets the individual language and learning needs of English Language Learners. Using tools such as the WIDA Can Do Descriptors and Language Development Portfolios, teachers learn to identify each student’s proficiency level and adjust instruction accordingly. Lessons incorporate activities that build both linguistic understanding and practical knowledge, for instance a newcomer third grader from Russia and a newcomer third grader from Cuba will need very different supports. The Russian student will probably need to learn the alphabet since they use a different one while the Cuban student will have many transferable language skills like most consonant sounds, soft /c/, short /a/ etc. Teachers will dive deep into language comparisons to better understand the specific supports needed by each individual student. Additionally, teachers will explore folktales, idiomatic expressions (“raining cats and dogs,” “a piece of cake”), phrasal verbs, and compare U.S. measurement systems with others used in the world. Assignments in this section guide teachers to create differentiated lessons, monitor student progress, and document language growth over time. The emphasis is on providing meaningful practice in reading, writing, listening, and speaking that aligns with students’ current abilities while promoting gradual advancement. Through these experiences, teachers strengthen their ability to plan targeted instruction that supports ongoing language development and overall academic success for ELLs. Teachers will demonstrate mastery by submitting lesson plans that integrate all components of the standard. After receiving feedback and making any necessary revisions, they will implement the lesson in their classrooms and reflect on the resulting data. A rubric outlining expectations for each section of the assessment will be provided. Teachers will also be required to submit student work samples as evidence of learning. Supporting Multilingual Learners' Language Growth Through Language Development Portfolios https://wida.wisc.edu/resources/FB/supporting-multilingual-learners-language-growth-through-language-development-portfolios	

	Can Descriptors https://wida.wisc.edu/teach/can-do/descriptors Assignments Contrastive Analysis Resources: https://www.thereadingleague.org/wp-content/uploads/2025/02/TRL-Contrastive-Analysis-Resources.pdf World Language Library: https://bilinguistics.com/language/
CU.1.2 Model appropriate language and behaviors expected in U.S. school settings and workplaces. Clarification 1: Instruction includes, but is not limited to, modeling greetings, taking turns, and levels of formality in academic discussions.	This component focuses on helping teachers demonstrate and reinforce appropriate language and behavior patterns common in U.S. school and workplace settings. Instruction emphasizes modeling greetings, turn-taking, politeness, and varying levels of formality in communication. Teachers incorporate a variety of scaffolds—such as sentence stems—into content-area activities to support ELLs’ language development. For social interactions, a similar scaffold, such as the agree/disagree framework, will help students practice agreeing, disagreeing, and adding to conversations politely, along with other supportive strategies. Teachers learn to show students how to interact respectfully and appropriately in both academic and social contexts—skills that reflect everyday expectations in U.S. life, such as using courteous language, maintaining composure, and communicating diplomatically. Assignments such as “Greetings and Behavior” and “Language Formality” guide teachers in explicitly teaching these routines and responses. Using strategies from classroom management resources, teachers learn to foster a supportive and structured environment by being consistent, patient, and calm. They practice reinforcing positive behavior, encouraging collaboration, and managing conflicts effectively. Overall, this standard prepares teachers to help ELLs understand and apply appropriate language, social interaction norms, and professional behavior expected in U.S. educational and workplace settings. https://www.continentalpress.com/blog/classroom-management-ells/#:~:text=Be%20consistent,.or%20provide%20assistance%20too%20quickly. OR https://www.eslteachersjob.com/blog/effective-classroom-management-for-esl-teachers-practical-tips-and-procedures/
CU.1.3 Collaborate with families, schools, and larger communities to engage ELLs’	This component focuses on helping teachers strengthen communication and partnerships between schools, families, and communities to support ELLs’ educational progress. Teachers learn practical strategies for engaging families, promoting collaboration, and ensuring that parents understand their rights and ways to participate in their children’s learning. Drawing on resources such as <i>Back-to-School Tips: 8 Tips for Partnering with ELL Families</i> and <i>Community Schools: A Strategy for Success</i>, teachers explore approaches for building trust, maintaining regular contact, and creating

families in supporting their children's education and encourage parental rights and involvement.	opportunities for family involvement in school activities. Assignments encourage teachers to design outreach plans, create family-friendly communication tools, and identify community resources that can enhance student success. Through this work, educators develop consistent methods for involving families as active partners in the education of ELLs. Teachers can demonstrate that family-school-community partnership supports were implemented by submitting evidence such as communication logs, translated newsletters, screenshots of messages sent through family communication platforms, and copies of family-friendly materials they created. They may also provide artifacts from engagement efforts, including sign-in sheets, agendas, and non-identifying photos from family events or conferences. In addition, teachers can submit their outreach plans along with the tools they designed—such as welcome packets, bilingual templates, or resource guides—as well as documentation of any collaboration with community organizations. Reflections that describe communication methods used, barriers addressed, and the impact on student participation, along with student work samples or indicators showing improved engagement, help further verify that consistent and meaningful family involvement practices were carried out. Back-to-School Tips: 8 Tips for Partnering with ELL Families: https://www.colorincolorado.org/article/back-school-tips-8-tips-partnering-ell-families Community Schools: A Strategy for Success: https://www.colorincolorado.org/community-schools
CU.1.4 Incorporate in instruction the roles, rights, and responsibilities of U.S. citizens and ways to support civic engagement.	This component focuses on helping teachers guide students in understanding the roles, rights, and responsibilities of U.S. citizens and ways to participate in civic life. Using resources from the Civics Literacy website, teachers select grade-appropriate lessons such as How Do We Show Patriotism, Civic Duties and Responsibilities, Responsible Citizenship, or Citizen Responsibilities. These materials introduce students to key ideas such as following laws, showing respect for national symbols, participating in community service, and understanding the importance of voting and civic duty. The assignment requires teachers to create and teach a lesson plan that supports students' understanding of citizenship and civic engagement. Teachers may also lead activities such as volunteer projects or a mock voting day to give students practical experience with civic participation. They then reflect on the lesson by sharing student work or a brief written summary of results and engaging in peer discussion to exchange instructional ideas and approaches. https://civicsliteracy.org/home

Strand: Applied Linguistics (AL)

Standard	Description of Assignment(s)	Description of Assessment(s)
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.	Assignment(s): Each AL.1 component includes a three-part assignment designed to measure educators' understanding and application of ESOL principles. The structure ensures a balanced evaluation across foundational knowledge, reflective thinking, and instructional practice. Objective Component – Core Knowledge Educators complete multiple-choice items assessing: • ESOL terminology and key concepts • Stages of second language acquisition • Language components: phonology, morphology, syntax, semantics, pragmatics • Research-based strategies for ELL support • Theoretical models: BICS/CALP, Contrastive Analysis Reflective Component – Critical Thinking Educators respond to short-answer prompts that require: • Explaining ESOL concepts in their own words • Reflecting on strategy effectiveness for ELLs	Assessment(s): AL 1.1 <i>Teachers explore the five components of English:</i> • Phonology, Morphology, Syntax, Semantics, Pragmatics Assignments include: • Foundational essays • Classroom observations • Student language analyses • Connect linguistic theory to instructional practice and design integrated literacy lessons. AL 1.2: Focuses on the four domains of language: • Listening, Speaking, Reading, Writing Teachers: • Study second language acquisition stages • Analyze student profiles using WIDA Can Do Descriptors • Create strategy maps aligned to proficiency levels • Culminates in differentiated mini-lessons that scaffold instruction for learners. AL 1.3: <i>Centers on oral and written proficiency:</i> • Role-play activities • Sentence stem development • Annotated lesson planning • <i>Teachers learn to adapt language for varied audiences and instructional purposes.</i> AL 1.4: Explores cross-language comparisons to support acquisition:

	- Adapting instruction based on proficiency levels - Considering needs of students with interrupted or limited formal education Application Component – Instructional Design Educators complete course-specific tasks such as: - Analyzing student work to identify language needs - Evaluating learner profiles for differentiation - Designing mini lessons integrating all four language domains Applying cross-linguistic insights into lesson planning (e.g., Contrastive Analysis)	- Phoneme-grapheme comparisons - Syntax analysis - Lesson planning to anticipate transfer errors Teachers will demonstrate mastery by submitting lesson plans that integrate all components of the standard. After receiving feedback and making any necessary revisions, they will implement the lesson in their classrooms and reflect on the resulting data. A rubric outlining expectations for each section of the assessment will be provided. Teachers will also be required to submit student work samples as evidence of learning.
Performance Indicators	Description of Assignment(s)	
AL.1.1 Demonstrate understanding of the components of the English language: phonology (sounds), morphology (word structure), syntax (sentence	The course assignments are structured to help teachers build a deep, practical understanding of the five components of the English language: phonology, morphology, syntax, semantics, and pragmatics and how they function together as a communicative system. Teachers begin with foundational tasks such as writing a short essay that defines and connects each component, followed by reflective activities like classroom observation and student language sample analysis. These assignments encourage educators to apply theory to practice, fostering awareness of how language instruction supports literacy development. Lesson planning tasks further reinforce integration by requiring teachers to design instruction that simultaneously addresses multiple components. To assess understanding, the course includes a multi-part evaluation. - A multiple-choice section checks foundational knowledge. - Short-answer questions prompt teachers to explain concepts and instructional strategies.	

structure), semantics (meaning), and pragmatics (contextual use) as an integrative and communicative system.	● Use Dos and Don'ts from Explicit and Systematic Literacy ● The application task allows for deeper synthesis, asking teachers to either analyze student work or design a mini lesson that incorporates all five language components. This balanced approach ensures that teachers not only grasp the theoretical aspects of language but also demonstrate their ability to apply them in real classroom contexts. Together, these assignments and assessments provide a comprehensive framework for educators to internalize and implement language instruction that supports all learners, including English language learners, in alignment with Florida's endorsement competencies. The Five Language Domains: https://relay.libguides.com/science-of-teaching-reading-resource-guide/five-language-domains
AL.1.2 Apply knowledge of English proficiency levels to support language acquisition across the four language domains (listening, speaking, reading, and writing).	Throughout this component, teachers complete a series of thoughtfully designed assignments that build their understanding of English proficiency levels and how to support language acquisition across the four domains: listening, speaking, reading, and writing. Each assignment is aligned with Florida's Reading Endorsement competencies and encourages educators to apply their learning directly to classroom practice. Early in the course, participants engage with the <i>Stages of Second Language Acquisition</i> document to complete a reflection and analysis activity that helps them identify how students progress through language development. They then use the <i>WIDA Can Do Descriptors</i> to complete a case study, evaluating a student's strengths and instructional needs across all four domains. Teachers also explore the <i>ELL Strategies for All Domains of Language</i> resource to create a strategy map that connects specific techniques to proficiency levels and language domains. As the course progresses, teachers design a differentiated mini lesson that integrates listening, speaking, reading, and writing activities tailored to students at varying proficiency levels. This assignment emphasizes scaffolding during the planning process. The final assessment includes multiple-choice questions, short-answer reflections, and an application task where teachers either analyze a student profile or create a comprehensive lesson plan. These assignments ensure that participants leave the course with practical tools and a deeper understanding of how to support multilingual learners effectively. Teachers will demonstrate mastery by submitting lesson plans that integrate all components of the standard. After receiving feedback and making any necessary revisions, they will implement the lesson in their classrooms and reflect on the resulting data. A rubric outlining expectations for each section of the assessment will be provided. Teachers will also be required to submit student work samples as evidence of learning. Language acquisition: An Overview: https://www.colorincolorado.org/article/language-acquisition-overview

	WIDA Can do Descriptors: https://wida.wisc.edu/teach/can-do/descriptors
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.	The assignments in this course are designed to help teachers model proficient oral and written communication for English learners by adjusting language use according to context, audience, and purpose. Teachers begin by exploring the concept of language register through comparison activities that distinguish formal and informal language in both speech and writing. This foundational work sets the stage for deeper reflection on how language shifts depending on setting and communicative intent. A key concept embedded throughout the course is the distinction between BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency). Teachers learn to recognize that while ELLs may quickly acquire conversational fluency (BICS), academic language (CALP) takes significantly longer to develop and requires intentional modeling and support. Assignments such as role-playing conversations with varied audiences and creating sentence stems for academic talk help educators scaffold the transition from informal to formal language use. Teachers also analyze student writing samples to identify tone, structure, and purpose, and then create writing prompts with modeled responses that demonstrate appropriate language use for different tasks and academic expectations. Toward the end of the course, participants design a mini lesson that integrates oral and written modeling strategies, with annotations that highlight how language is adapted for specific audiences and purposes. This task reinforces the importance of explicitly teaching CALP through structured academic discourse and writing. The final assessment includes multiple-choice questions, short-answer reflections, and an application task that allows teachers to demonstrate their ability to model and scaffold both BICS and CALP effectively. These assignments ensure that educators leave the course with practical tools and a clear understanding of how to support ELLs in developing both social and academic language proficiency. What are BICS and CALPs? https://www.colorincolorado.org/faq/what-are-bics-and-calp Teaching English Learners: Effective Instructional Practices: https://iris.peabody.vanderbilt.edu/module/ell/cresource/q1/p02/

AL.1.4 Identify similarities and differences between English and other languages to inform instructional approaches. Clarification 1: Instruction includes explaining that the relationship between sounds (phonemes) and written symbols (graphemes) in English may differ from other languages, and sentence structure in English may follow a different order compared to other languages.	The assignments in this component are designed to help teachers apply linguistic knowledge to instructional planning for English learners. Each task builds on the foundational concept of contrastive analysis, encouraging educators to examine how English differs from other languages, in terms of alphabetical principle, phonemes, graphemes, phoneme-grapheme relationships and sentence structure. Teachers begin by exploring the concept of contrastive analysis through a comparative chart activity, identifying key linguistic features across the three languages. This helps them recognize how language transfer can influence student learning and performance. In subsequent modules, teachers analyze phoneme-grapheme relationships to understand how sound-symbol correspondences vary across languages. They create mini-lessons that address decoding challenges specific to Spanish- and French-speaking ELLs, using visual support and explicit modeling. Assignments also include syntax comparisons, where teachers examine sentence structure differences and design sentence frames to support ELLs in mastering English grammar and word order. Toward the end of the course, participants apply their learning by designing a full lesson plan that incorporates strategies informed by contrastive analysis. This assignment requires teachers to anticipate potential transfer errors and embed scaffolds that address specific linguistic challenges. The final assessment includes multiple-choice questions, short-answer reflections, and an application task that allows teachers to demonstrate their ability to use cross-linguistic awareness to inform instruction. These assignments ensure that educators leave the course with practical tools and a deeper understanding of how language differences impact teaching and learning in ESOL contexts. Contrastive Analysis Resources: https://www.thereadingleague.org/wp-content/uploads/2025/02/TRL-Contrastive-Analysis-Resources.pdf World Language Library: https://bilinguistics.com/language/
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Strand: Methods of Teaching ESOL (MT)		
Standard	Description of Assignment(s)	Description of Assessment(s)
MT.1: ESOL Requirements and Practices. Teachers will apply knowledge of evidence-based practices and requirements in the field of ESOL.	This multi-part assessment framework evaluates educators' understanding of Florida ESOL statutes and their ability to apply legal requirements in real classroom contexts. It ensures mastery of both foundational knowledge and practical implementation. Objective Component – Statute Knowledge Educators complete multiple-choice questions covering key sections of the Florida Administrative Code (FAC): • 6A-6.0902 – ELL Identification • 6A-6.0903 – Exit Procedures • 6A-1.09432 – Assessment Accommodations • 6A-6.09021 – Annual Proficiency Assessment Reflective Component – Policy Interpretation Short-answer prompts guide educators to: • Explain implementation of identification procedures • Describe documentation of accommodations • Reflect on strategies for monitoring ELL progress	Assessment(s): Teachers will demonstrate mastery by applying state statutes and rules to analyze specific student scenarios and clearly determine the testing and enrollment, instructional applications, assessment requirements, and procedural actions that must occur for an ELLs. Using these regulations, teachers will justify decisions related to language screening, instructional supports, and access to services, including actions taken while formal documentation is pending. After receiving feedback, teachers will revise their responses as needed and reflect on how statutory guidance informs real-time classroom decision-making. A rubric outlining expectations for each component will be provided, and teachers will submit written scenario analyses and supporting evidence to demonstrate accurate application of statutes and rules.

	Application Component – Scenario-Based Practice Educators engage in real-world case analysis involving: • Enrollment challenges • Testing accommodations • Exit decisions Tasks include: • Identifying relevant statutes • Outlining compliance actions • Designing practical solutions (e.g., compliance checklists, progress monitoring plans)	
Performance Indicators	Description of Assignment(s)	
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.	This module focuses on the application of Florida’s educational statutes and rules governing ESOL programs. Educators begin with foundational readings on the Florida Administrative Code (FAC) sections related to identification, instruction, assessment, and progress monitoring of ELLs. Assignments include: • Compliance Scenario Analysis: Teachers examine real-world classroom situations involving enrollment, assessment accommodations, and exit procedures. Each scenario requires educators to identify the applicable statute, outline compliance steps, and propose practical solutions. • Statute-to-Practice Mapping: Participants create visual maps linking State Board Rules (e.g., 6A-6.0902, 6A-6.0903, 6A-1.09432, 6A-6.09021) or relevant Florida Statutes (Section 1003.56, F.S., Section 1000.05, F.S.) to classroom actions such as administering the Home Language Survey, scheduling annual proficiency assessments, and documenting accommodations in ESOL plans.	

	● Interactive Quiz and Reflection: Teachers complete a statute-based quiz to demonstrate mastery of compliance knowledge, followed by a reflective discussion on how these rules influence instructional planning and student progress. Documents Needed ● <i>Rule 6A-6.0902, F.A.C., Requirements for Identification, Eligibility, and Programmatic Assessments of English Language Learners</i> ● <i>6A-6.0903 Requirements for Exiting English Language Learners from the English for Speakers of Other Languages Program.</i> ● <i>6A-1.09432 Assessment of English Language Learners.</i> ● <i>6A-6.09021 Annual English Language Proficiency Assessment for English Language Learners (ELLs).</i> ● <i>September 2003 Modification to the Consent Decree</i> ● <i>Rule 6A-4.02451, F.A.C., Florida Teacher Standards for ESOL Endorsement</i> ● <i>Rule 6A-6.0908, F.A.C., Equal Access for English Language Learners to Programs Other than English for Speakers of Other Languages (ESOL)</i>	
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): Across MT.2.1 and MT.2.2, educators engage in assignments that build their capacity to plan and implement research-based, linguistically responsive instruction. The focus is on integrating cognitive science principles and language development strategies across all four language domains. MT.2.1: Educators begin by analyzing key cognitive strategies: ● Retrieval practice, dual coding, scaffolding, interleaving They reflect	Assessment(s): Each MT.2 module includes a three-part assessment structure designed to evaluate educators’ understanding of language development principles and their ability to apply research-based strategies across all four language domains. Objective Component – Foundational Knowledge Educators complete multiple-choice questions covering: ● Stages of second language acquisition ● Evidence-based strategies (e.g., retrieval practice, scaffolding, dual coding) ● Integration of listening, speaking, reading, and writing activities Reflective Component – Strategy Analysis Short-answer prompts ask educators to:

	on how these enhance second language acquisition and then: • Design differentiated lessons for Emerging, Developing, and Expanding ELLs • Integrate listening, speaking, reading, and writing activities • Use tools like academic vocabulary, sentence frames, and graphic organizers • Create strategy maps linking cognitive principles (e.g., spaced repetition, metacognition) to classroom practices MT.2.2: Educators apply integrated strategies by: • Designing domain-specific activities (e.g., Jigsaw reading, Carousel Conversation) • Analyzing ELL profiles using WIDA Can Do Descriptors • Adapting instruction to match proficiency levels • Creating and delivering a mini lesson that blends content and language objectives • Using planning tools like unit plans, five-day lesson plans, and language integration graphs Together, MT.2.1 and MT.2.2 equip educators to design and implement comprehensive, differentiated instruction	• Explain how tools like sentence frames and graphic organizers support ELLs at different proficiency levels Reflect on how cognitive science principles (e.g., spaced repetition, metacognition) can be embedded in lesson planning Application Component – Instructional Design Educators complete a comprehensive task: • Create a Week-at-a-Glance lesson plan integrating all four language domains • Differentiate instruction for Emerging, Developing, and Expanding ELLs • Embed evidence-based strategies, academic vocabulary, sentence frames, and formative assessments • Adapt activities for a sample ELL profile using WIDA Can Do Descriptors
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	that promotes language development and academic success for multilingual learners.	
Performance Indicators	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.	For this performance indicator, educators focus on planning instruction using research-based strategies that support the needs of English Language Learners (ELLs). One key assignment is the Evidence-Based Strategy Analysis, where teachers explore practices such as retrieval practice, dual coding, scaffolding, and interleaving. They then write a brief reflection on how these strategies contribute to second language acquisition. Another task is the Differentiated Lesson Design, which involves creating a lesson plan that incorporates listening, speaking, reading, and writing activities tailored to ELLs at the Emerging, Developing, and Expanding proficiency levels. These lessons must include academic vocabulary, sentence frames, and graphic organizers to support language development. Finally, educators complete a Strategy Mapping activity, where they design a visual map that connects cognitive science principles—like spaced repetition and metacognition—to practical classroom strategies that enhance language learning.	
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.	This section focuses on implementing integrated strategies across the four language domains: listening, speaking, reading, and writing. Educators begin by designing domain-based activities, creating one task for each domain that aligns with evidence-based practices—such as using a Jigsaw reading activity to promote comprehension or a Carousel Conversation to build speaking skills. Next, in the Student Profile Analysis, teachers use WIDA Can Do Descriptors to examine a sample ELL profile and adjust their activities to match the student’s proficiency level. Finally, educators develop and deliver a mini lesson that blends academic content with language objectives. This lesson should demonstrate effective scaffolding and follow the gradual release of responsibility model to support student independence and language growth.	
Standard	Description of Assignment(s)	Description of Assessment(s)

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.	Assignment(s): Across MT.3, educators deepen their understanding of how cognitive science, oral language development, literacy instruction, and Florida’s ELD Standards work together to support multilingual learners. Assignments emphasize both theory and classroom application. MT.3.1: Educators explore key cognitive concepts: ● Affective Filter, Brain-Based Learning, The Forgetting Curve, Contrastive Analysis They reflect on how these influence ELLs’ learning and apply strategies such as: ● Recasting, Pre-Teaching Vocabulary, and AI-assisted planning MT.3.2: Teachers implement six instructional techniques to strengthen listening and speaking, which serve as a foundation for literacy. Activities include: ● Using AI-generated prompts to scaffold grammar and vocabulary ● Analyzing student profiles ● Engaging in discussions on explicit, systematic, scaffolded, and differentiated instruction ● Exploring feedback strategies to support ongoing growth	Assessment(s): Each MT.3 module includes a three-part assessment structure designed to evaluate educators’ ability to integrate academic content with language development strategies for English Language Learners (ELLs). The framework ensures mastery of both theoretical knowledge and practical instructional design. Objective Component – Foundational Knowledge Educators complete multiple-choice questions covering: ● Cognitive principles (e.g., Affective Filter, Forgetting Curve) ● Instructional strategies (e.g., Contrastive Analysis, Scaffolding, Pre-Teaching Vocabulary) ● Integration of listening, speaking, reading, and writing in content instruction Reflective Component – Strategy Application Short-answer prompts ask educators to: ● Explain how strategies like differentiated questioning, corrective feedback, and AI-supported vocabulary scaffolding support ELLs at various proficiency levels ● Reflect on embedding cognitive science principles and scaffolds into lesson planning Application Component – Standards-Aligned Lesson Design Educators complete a comprehensive task: ● Design a lesson plan aligned to Florida’s ELD Standards ● Integrate academic content with language objectives ● Include at least four instructional components (e.g., scaffolding, vocabulary integration, formative assessment, differentiation) ● Adapt instruction for Emerging, Developing, and Expanding ELLs
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	MT.3.3: Educators design and deliver lessons that integrate reading and writing for ELLs at all proficiency levels. Lessons include: • Academic vocabulary, sentence frames, scaffolds, and formative assessments • Post-lesson reflection to evaluate effectiveness and identify areas for improvement MT.3.4: Teachers explore Florida’s English Language Development (ELD) Standards via CPALMS and design comprehensive lessons that: • Integrate academic content and language objectives • Include components such as scaffolding, differentiation, and vocabulary integration • Are implemented and followed by reflection on student outcomes	• Implement the lesson and reflect on student outcomes and instructional effectiveness
Performance Indicators	Description of Assignment(s)	
MT.3.1 Use evidence-based strategies to support language acquisition and academic achievement.	In MT.3.1, teachers dive into how cognitive science connects to language learning, especially for English Language Learners. It starts with exploring concepts like the Affective Filter, Brain-Based Learning, the Forgetting Curve, and Contrastive Analysis—basically, how emotions, memory, and cross-language comparisons can impact how students learn English. These ideas help us think more intentionally about what our students are experiencing and how we can support them. From there, the assignments shift into practical strategies we can actually use in the classroom. We look at things like Recasting (repeating student responses with correct grammar), Pre-Teaching Vocabulary to build background knowledge, and even using AI tools to help plan more responsive lessons. The goal is to take what we’ve learned about how the brain works and apply it to real instruction that meets students where they are—academically and linguistically.	

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.	In MT.3.2, the focus is on strengthening listening and speaking skills, which are essential building blocks for literacy development in English learners. The module walks us through six instructional techniques that help students build oral language in meaningful, structured ways. These strategies aren't just theoretical—they're designed to be used right away in real classrooms. One of the more innovative parts is using AI-generated prompts to scaffold grammar and vocabulary. It's a great way to personalize instruction and give students targeted language support. We also spend time analyzing student profiles to better understand where learners are in their development and how to meet them there. The module encourages us to think critically about what explicit, systematic, scaffolded, and differentiated instruction really looks like in practice—and how we can make it work for our students. There's also a strong emphasis on feedback—how we give it, when we give it, and how it helps students grow. It's not just about correcting errors; it's about creating opportunities for students to reflect, revise, and build confidence in their language use. Overall, MT.3.2 is about making oral language instruction intentional, responsive, and connected to literacy goals.
MT.3.3 Deliver reading and writing instruction appropriate for ELLs at varying English proficiency levels.	In MT.3.3, we focus on designing and delivering lessons that integrate reading and writing for English learners across all proficiency levels. The goal is to make literacy instruction accessible and meaningful, whether students are just beginning to learn English or are further along in their development. We build lessons that include academic vocabulary, sentence frames, scaffolds, and formative assessments—tools that help students engage with texts and express their ideas more confidently. After teaching the lesson, we take time to reflect on how it went. What worked? What didn't? Where did students struggle, and where did they thrive? That post-lesson reflection is key—it helps us fine-tune our instruction and make sure we're meeting students' needs. MT.3.3 is really about being intentional with literacy instruction and using every part of the lesson to support language growth. Corrective Feedback- Using the FLDOE created practice profiles
MT.3.4 Use Florida's English Language Development (ELD) Standards to plan lessons that combine academic content with	In MT.3.4, teachers dig into Florida's English Language Development (ELD) Standards using CPALMS and use them as the foundation for planning instruction. The focus is on designing lessons that intentionally combine academic content with language development goals, so students are building both subject knowledge and English proficiency at the same time. The lessons they create include key components like scaffolding, differentiation, and vocabulary integration—strategies that help make the content accessible to all learners, especially those at different stages of language acquisition. After implementing the lesson, we reflect on student outcomes to evaluate what worked and where we can improve. It's a chance to look closely at how standards-based planning impacts ELL achievement and adjust our instruction to better meet their needs.

language objectives.	
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Strand: ESOL Curriculum and Materials Development (CM)		
Standard	Description of Assignment(s)	Description of Assessment(s)
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.	Assignment(s): Educators demonstrate planning and instructional design by creating lesson plans that are tailored to the specific needs of their ELLs, while also considering their benchmark rigor, pacing guides, and curriculum. As part of this assignment, teachers will receive feedback on these lesson plans. They will revise them based on their feedback and then the educator candidate will teach their lesson and reflect on the student data. Lesson Planning Template Educators demonstrate planning and instructional design by <u>analyzing each ELL's needs</u>: ● Access 2.0 Reports ● Classroom Data ● Other Data Sources Educators demonstrate planning and instructional design by <u>adapting tasks to support students with interrupted or limited education.</u>	Assessment(s): Each CM.1 assessment is designed to evaluate a teacher's ability to integrate Florida's Benchmarks/Standards with effective English language development strategies. The structure includes three components to ensure mastery of both theory and practice. Summative Assessment: Teachers will demonstrate mastery by submitting lesson plans that integrate all components of the standard. After receiving feedback and making any necessary revisions, they will implement the lesson in their classrooms and reflect on the resulting data. A rubric outlining expectations for each section of the assessment will be provided. Teachers will also be required to submit student work samples as evidence of learning. Lesson Planning Template Teachers will demonstrate mastery by submitting lesson plans that integrate all components of the standard. After receiving feedback and making any necessary revisions, they will implement the lesson in their classrooms and reflect on the resulting data. A rubric outlining expectations for each section of the assessment will be provided. Teachers will also be required to submit student work samples as evidence of learning. CM 1.1: Lesson Planning Template

	Educators demonstrate planning and instructional design by planning and delivering lessons that include English language acquisition and meet the needs of ELLs at varying English proficiency levels. Sharing lesson plans with peers and reflecting on: How supports helped students participate and make progress in both language development and content understanding.	CM 1.2: Lesson Plan Template
Performance Indicators	Description of Assignment(s)	
CM.1.1 Plan for benchmarks-aligned and linguistically appropriate instruction to create a student-centered learning environment.	For this performance indicator, teachers will be guided to use their -created pacing guides, appropriate benchmark/standards, and curriculum as a starting point to design lessons that are evidence-based and aligned to the science of reading. These lessons will then be appropriately scaffolded and differentiated to fit the specific linguistic needs of multiple English Language Learners of varying language proficiencies. In order to select the appropriate language objective and scaffolds to differentiate their lesson, the teacher will look at the students' ACCESS 2.0 Report data, WIDA Can Do Descriptors, and other classroom data. The supports created by teachers will be further divided to focus on each language domain: listening, speaking, reading, and writing. Planning Tools to Use: -Created Pacing Guides: Teachers will use the -created pacing guides to ensure that all benchmarks/standards will be fully taught on time. This also ensures that teachers can plan collaboratively during grade-level PLCs.	

	● -Selected Curriculum: Teachers need to follow the curriculum that their instructional leaders chose for them and that was preapproved by FLDOE in guiding documents such as the K12 Reading Plan. ● FLDOE Best Standards ELA: This document is used to ensure that all lessons are fully aligned to the benchmark/standards. ● FLDOE Best Standards Math: This document is used to ensure that all lessons are fully aligned to the benchmark/standards. ● CPALMS.org – Visit CPALMS for NGSSS or C.T.E. standards: This site is used to ensure that all lessons are fully aligned to the benchmark/standards. ● ELA Practice Profiles Teachers will use FLDOE’s Practice Profiles to ensure that their lessons are evidence-based and will promote content and language proficiency (i.e. Explicit Instruction, Systematic Instruction, Differentiation, Scaffolding, and Corrective Feedback). ● Reading Rockets Strategies – Select classroom strategies that will support language development. ● Lesson Planning Template – Teachers will use this lesson plan template to ensure that all the previously described elements are included in their lesson. Teachers will demonstrate mastery by submitting lesson plans that integrate all components of the standard. After receiving feedback and making any necessary revisions, they will implement the lesson in their classrooms and reflect on the resulting data. A rubric outlining expectations for each section of the assessment will be provided. Teachers will also be required to submit student work samples as evidence of learning.
CM.1.2 Plan learning tasks to meet the needs of ELLs with interrupted or limited education.	For this performance indicator, teachers begin by analyzing the specific needs of multiple English Language Learners with interrupted or limited education. Based on their needs, teachers will adapt learning tasks to meet students where they are and scaffold them up so they can progress toward the desired learning and language objectives while preserving academic rigor and making linguistic expectations explicit and accessible. Planning Tools to Use: ● AIR: Supporting Students with Limited or Interrupted Formal Education (SLIFE): A Comprehensive Approach: Here, teachers will find a multitude of resources to support students with interrupted or limited education.

	● WIDA: Supporting Multilingual Learners Identified as Students With Limited or Interrupted Formal Education (SLIFE): Teachers can find additional instructional support the ELLs. ● Task Planning Tool: This planning tool was created to support teachers as they plan differentiated tasks with specific students in mind. Finally, educators collaborate with colleagues to share their tasks and reflect on their effectiveness. This reflection helps ensure that instructional strategies are meeting the needs of ELLs, especially those with interrupted or limited schooling.	
Standard	Description of Assignment(s)	Description of Assessment(s)
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.	Assignment(s): CM.2.1: Educators begin by selecting an upcoming lesson using the pacing guides, curriculum, benchmarks/standards and identifying its language demands: ● Academic vocabulary ● Sentence structure They then: ● Analyze student proficiency across language domains: listening, speaking, reading, and writing using WIDA Can Do Descriptors to determine growth since the last Access 2.0. ● Use a contrastive analysis to identify linguistic differences between English and students' home languages ● Adapt the lesson by infusing scaffolds that will support the	Assessment(s): Educators demonstrate their ability to plan and deliver instruction that integrates benchmarks-aligned materials, language proficiency data, and digital tools to support English learners at varying proficiency levels. Summative Assessment: Teachers candidates will demonstrate mastery by submitting lesson plans that integrate all components of the standard. After receiving feedback and making any necessary revisions, they will implement the lesson in their classrooms and reflect on the resulting data. A rubric outlining expectations for each section of the assessment will be provided. Teachers will also be required to submit student work samples as evidence of learning. CM 2.1 Lesson Plan Template CM 2.2 Lesson Plan Template Formative Assessment: Objective Component Teachers complete multiple-choice questions focused on:

	students' linguistic needs while maintaining the rigor of the standard. le ● Incorporate Practice Profile strategies: explicit instruction, differentiation, scaffolding, and corrective feedback ● Reflect on how contrastive analysis informed instructional decisions and share plans with peers to evaluate impact CM.2.2: Educators implement their CM.2.1 lesson and collect informal data through: ● Student work samples ● Observations They then: ● Reflect on instructional effectiveness, noting successes and challenges—especially for students with interrupted or limited education ● Revise or design a new lesson that integrates AI and other digital tools to enhance engagement and differentiation ● Use AI supports (e.g., ChatGPT prompts for sentence frames,	● Florida's English Language Development (ELD) Standards ● Simple View of Reading and Reading Rope frameworks ● Contrastive Analysis and cross-linguistic influences ● ESOL strategies: explicit instruction, scaffolding, differentiation, corrective feedback ● Use of WIDA Can Do Descriptors to guide instruction ● Integration of AI and digital tools (e.g., ChatGPT, Colorín Colorado, Immersive Reader) to support academic language Reflective Component Teachers respond to short-answer prompts that require them to: ● Reflect on how language proficiency data and contrastive analysis inform planning ● Explain how strategies like sentence frames, visual supports, and digital scaffolds support ELLs, including those with interrupted or limited education ● Describe how AI tools and digital resources enhance engagement and language development ● Analyze how instructional decisions align with CM.2.1 and CM.2.2 standards Application Component Teachers complete a multi-step instructional design task that includes: <i>Initial Lesson Plan</i> ● Standards-aligned ELA lesson using a CPALMS benchmark ● Integration of academic content and language objectives
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	vocabulary lists, leveled questions, grammar comparisons) ● Incorporate digital resources: Colorín Colorado, Google Translate, Immersive Reader, Flip, and Seesaw ● Submit the original lesson, reflection, and revised or new tech-integrated plan with clear objectives, differentiated supports, and rationale for each tool used CM 2.1 Lesson Plan Template CM 2.2 Lesson Plan Template	● Differentiation using WIDA Can Do Descriptors and contrastive analysis ● Activities across all four language domains ● Use of Practice Profile strategies and Reading Rockets supports <i>Lesson Implementation & Reflection</i> ● Delivery of the planned lesson ● Collection of informal data (e.g., student work samples, observations) ● Written reflection on student engagement and instructional effectiveness <i>Tech-Enhanced Lesson Revision</i> ● Revised or new lesson plan integrating AI and digital tools ● Differentiation for Emerging, Developing, and Expanding ELLs ● Clear content and language objectives ● Rationale for each tool used to support academic language and content development
Performance Indicators	Description of Assignment(s)	
CM.2.1 Use benchmarks-aligned materials and other resources based on ELLs' language proficiency data.	In this assignment, educators begin by selecting an upcoming lesson and analyzing it to ensure that it meets the full rigor of the standard/benchmark. They then identify the language demands embedded in that standard—such as academic vocabulary and sentence structure. This step sets the foundation for designing instruction that is both content-rich and linguistically accessible. Next, teachers analyze student language proficiency using WIDA Can Do Descriptors, noting what learners can do across the four domains: listening, speaking, reading, and writing. This data helps tailor instruction to meet students where they are while maintaining the grade level expectations set by each standard/benchmark.	

	Next, educators use the contrastive analysis to compare English with the home languages of one or more English Learners. This includes examining phonology, syntax, and morphology to identify areas where students may experience confusion—such as false cognates, missing articles, or differences in word order. These insights directly inform the design of scaffolded lessons that integrate decoding and comprehension strategies from the Reading Rope and Simple View of Reading. The lesson itself incorporates all four language domains and includes supports like audio tools, structured discussions, leveled texts, sentence frames, and modeled writing. Teachers apply Practice Profile strategies throughout the lesson, including explicit instruction, differentiation, scaffolding, and corrective feedback. After implementation, educators reflect on how contrastive analysis shaped their instructional decisions and share their lesson plans with colleagues. The final submission includes the lesson plan, a summary of WIDA data and contrastive analysis findings, a description of instructional strategies used, and a reflection on the impact of these choices on student learning. Planning Tools: ● ELA Practice Profiles Teachers will use FLDOE’s Practice Profiles to ensure that their lessons are evidence-based and will promote content and language proficiency (i.e. Explicit Instruction, Systematic Instruction, Differentiation, Scaffolding, and Corrective Feedback). ● Reading Rockets Strategies – Select classroom strategies that will support language development. ● CM 2.1 Lesson Plan Template: Teachers will use this lesson plan to ensure that all the previously described elements are included in their lesson. ● Contrastive Analysis: Teachers use this document to develop an awareness of differences between English and the students L1. This way, they can be proactive in their planning.
CM.2.2 Integrate applicable technological tools into instruction to support ELLs’ development of academic language	In this assignment, teachers implement standards-aligned lessons that integrates language proficiency data and contrastive analysis to support English learners. The lesson, originally developed in CM.2.1, includes a CPALMS benchmark, differentiation guided by WIDA Can Do Descriptors, and instructional strategies informed by linguistic comparisons between English and students’ home languages. Teachers apply Practice Profile strategies—explicit instruction, scaffolding, differentiation, and corrective feedback—alongside Reading Rockets Supports and the Simple View of Reading to balance decoding and comprehension across all four language domains. During instruction, informal data is collected through student work samples, observations, and responses.

and content knowledge.	After teaching the lesson, educators reflect on its effectiveness. They consider what worked well to support ELLs' language and content learning, what challenges emerged—especially for students with interrupted or limited education—and how contrastive analysis shaped instructional decisions. This reflection guides the next phase of the assignment: revising or designing a new lesson that integrates AI and digital tools to enhance engagement and differentiation. The revised lesson includes clear content and language objectives, integration of all four language domains, and differentiation for Emerging, Developing, and Expanding ELLs. Teachers incorporate at least two AI supports (e.g., ChatGPT for sentence frames, vocabulary lists, grammar comparisons) and two digital tools (e.g., Colorín Colorado, Immersive Reader, Flip, Seesaw) to support academic language and content development. The final submission includes the original lesson plan, a written reflection, the revised or new tech-integrated lesson, and a description of how each tool supports multilingual learners. Artificial Intelligence: These digital resources are able to enhance instructional strategies by creating visuals, graphic organizers, critical thinking questions, and sentence stems, etc that support each language proficiency level and each language domain. Teachers will learn how to prompt A.I. to only produce evidence-based resources. • Magic School A.I. • Chat GPT Other Resources: The following is a compilation of peer-vetted and evidence-based resources that could be used to enhance instructional strategies. • AIR: Supporting Students with Limited or Interrupted Formal Education (SLIFE): A Comprehensive Approach: Here, teachers will find a multitude of resources to support students with interrupted or limited education. • DOE: Implementing Evidence-based Instructional Practices for English Learners: Teachers can use this resource to find the appropriate evidence-based instructional practice to support their ELL based on their age, language proficiency, and general educational need. • WIDA: Supporting Multilingual Learners Identified as Students with Limited or Interrupted Formal Education (SLIFE): Teachers can find additional instructional support the ELLs. • Task Planning Tool: This planning tool was created to support teachers as they plan differentiated tasks with specific students in mind. • ELL Strategy Library: Colorin Colorado
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Strand: Testing and Evaluation (TE)		
Standard	Description of Assignment(s)	Description of Assessment(s)
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.	Assignment(s): Educators demonstrate understanding of the purpose and ways to assess student learning by: • Explore Florida Statewide Assessments Guide. • Research resource banks that include bilingual dictionaries, glossaries, sentence frames, and other types of support. • Read and reflect on how these influence ELL's learning and apply strategies such as Differentiation and Scaffolding • Understand Formative, Summative, and Progress Monitoring grading both the support, and build lessons using data available. • Revisit second language acquisition theories. Lesson Plan	Assessment(s): Designed to evaluate educators' understanding and application of assessment practices for English Language Learners (ELLs), aligned with Florida's ESOL endorsement standards. Objective Component Educators complete multiple-choice questions covering: • Student's barriers to instruction and assessment. • Case Studies and best practices of the Florida Stateside Assessment Guide. • Interpret WIDA scores and academic data to identify ELL language development needs. Reflective Component As educators to evaluate ad share through short answer prompts: • Examine, evaluate and respond to examples of valid and invalid and reliable and unreliable assessment practices for ELLs. • Provide a lesson plan with embedded opportunities on scaffolding, corrective feedback, and instructional adjustments based on data. Application Component

		Educators will complete a comprehensive task: • Create a Progress Monitoring Plan: Develop a detailed plan for tracking a sample ELL's language development, including tools, accommodations, and data-driven instructional strategies using real student data • Assessment Accommodation Plan (Case Study-Based): Create a comprehensive assessment plan for a case study ELL, covering formative, summative, and progress monitoring assessments with justified accommodations aligned to Florida guidelines. Includes peer feedback and revision.
Performance Indicators	Description of Assignment(s)	
TE.1.1 Identify appropriate accommodations for assessments and progress monitoring tools to evaluate ELLs.	Throughout the module, participants engage in targeted assignments that build both theoretical understanding and practical application of assessment practices for English Language Learners (ELLs). The learning begins with a case study analysis, allowing educators to explore student profiles and identify barriers to fair assessment, while considering individualized accommodations. A key activity involves collaborative study of the <i>Florida Statewide Assessments Accommodations Guide</i>, and Rule 6A-6.09091, F.A.C., Accommodations of the Statewide Assessment Program Instruments and Procedures for English Language Learners, followed by personal reflection to connect state policies with classroom practice. Participants also create a personalized resource bank of instructional tools—such as glossaries, sentence frames, and visual aids—that can be immediately implemented to support ELLs. As the module progresses, educators design a progress monitoring plan for a sample ELL, selecting tools and accommodations and outlining how data will guide instruction. The final assessment is a comprehensive <i>Assessment Accommodation Plan</i> for a case study student, integrating formative, summative, and progress monitoring strategies aligned with Florida guidelines. To foster ongoing professional growth,	

	participants maintain a reflective journal throughout the module, examining their evolving beliefs and identifying ways to advocate for all assessment practices in their schools. Statewide Assessments Accommodations Guide 2024-2025: (pages 10-12) https://flfast.org/content/contentresources/en/2024-2025_Fa_Wi_FL_Accomm_Guide_FINAL_082224_508.pdf Rule 6A-6.09091, F.A.C., Accommodations of the Statewide Assessment Program Instruments and Procedures for English Language Learners	
TE.1.2 Use assessment data to distinguish language proficiency from other learning needs.	Educators will create a Progress Monitoring Plan: Develop a detailed plan for tracking a sample ELL's language development, including tools, accommodations, and data-driven instructional strategies using real student data Assessment Accommodation Plan (Case Study-Based): Create a comprehensive assessment plan for a case study ELL, covering formative, summative, and progress monitoring assessments with justified accommodations aligned to Florida guidelines. Includes peer feedback and revision. Identifying Multilingual Learners With Specific Learning Disabilities: Data, Advice, and Resources for School Teams: https://wida.wisc.edu/sites/default/files/resource/FocusBulletin-Identifying-Multilingual-Learners-Specific-Learning-Disabilities.pdf	
Standard	Description of Assignment(s)	Description of Assessment(s)

TE.2: Classroom-Based Assessment for ELLs Teachers use a variety of assessment tools to monitor student progress, achievement, and learning gains.	Assignment(s): Educators apply integrated strategies by: • Understanding evidence-based tools to assess ELLs in listening, speaking, reading, and writing. • Explore key assessment principles (validity, reliability) through an ELL lens. • Complete tasks: ○ Oral language design ○ Scaffolded reading assessments ○ Writing sample analysis with rubrics TE.2.2 • Understand and apply formative and summative strategies to support ELLs across all domains. • Begin with a self-assessment of current practices.	Assessment(s): Modules evaluate educators’ ability to design, adapt, and implement developmentally appropriate assessments for English Learners (ELs), focusing on instructional planning, data use, and reflective practice. Objective Component Educators will answer multiple choice questions that: • Analyze student data to determine language proficiency and instructional needs. • Use case studies to identify challenges and solutions. • Modify existing assessments to improve accessibility: ○ Add sentence frames, visuals, simplified instructions Reflective Component Educators will answer short answer prompts that: • Complete a self-assessment to identify strengths and growth areas. • Track insights, challenges, and instructional changes. Application Component Educators will create a comprehensive task including each of the documents below, receive feedback and revise: • Design a content-area unit plan with responsive assessments for ELLs ○ • Portfolio of modified assessments • Toolkit of linguistic scaffolds • Reflective journal • Comprehensive assessment plan tailored to ELL proficiency
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Performance Indicators	Description of Assignment(s)
TE.2.1 Select evidence-based tools and techniques to assess listening, speaking, reading, and writing in the content areas.	Educators will create a comprehensive task including each of the documents below, receive feedback and revise: • Design a content-area unit plan with responsive assessments for ELLs • Portfolio of modified assessments • Toolkit of linguistic scaffolds • Reflective journal Comprehensive assessment plan tailored to ELL proficiency Best Practice for ELLs: Screening: https://www.readingrockets.org/topics/assessment-and-evaluation/articles/best-practice-ells-screening
TE.2.2 Implement linguistic strategies for formative and summative assessments to support ELLs' listening, speaking, reading, and writing in the content areas.	Throughout the course, teachers engage in a variety of hands-on, reflective, and collaborative assignments designed to deepen their understanding of linguistic strategies to support ELLs throughout formative and summative assessments. Early in the module, participants complete a self-assessment to reflect on their current approaches to assessing ELLs, followed by a case study analysis that highlights common challenges and solutions in real classroom scenarios. As the course progresses, teachers work on modifying existing content-area assessments to make them more linguistically accessible. This includes identifying academic language demands and integrating supports such as sentence frames, visuals, and simplified instructions. They also participate in a rubric development workshop, where they create or adapt rubrics that assess both content knowledge and language use. To apply their learning, participants compile a portfolio of modified formative and summative assessments, along with a toolkit of linguistic scaffolds that can be used across disciplines. A reflective journal is maintained throughout the course to document insights, challenges, and growth. The final assignment is a comprehensive assessment plan for a unit of instruction, which includes formative and summative assessments tailored to ELLs' language proficiency levels, complete with rationale and implementation strategies.

INSTRUCTORS

NEFEC's eLearning Network uses facilitators for the online courses of the Reading Endorsement Add-on Program. Selection of facilitators is based on the following minimum criteria:

- Current Florida teaching certificate (or the equivalent) with ESOL endorsement, or current Florida teaching certificate with ESOL area certification (or the equivalent).
- Background of successful staff development and/or adult professional learning expertise.
- Commitment to use and maintain the integrity of the published learning materials known collectively as the ESOL Endorsement Add-On Program.

COMPLETION REQUIREMENTS

A. PROGRAM COMPLETION

The endorsement requirements for teachers of ESOL include requirements for general and professional preparation as specified in State Board Rule 6A-4.0244. ESOL may be added to a standard coverage through the earning of college course credit or add-on program using inservice points or a combination of inservice and college work. This program deals only with inservice. College course credits may be reported directly to the state teacher certification office if the endorsement is to be granted using college coursework alone. If a college course is to be substituted for one of the inservice courses listed, the ESOL Coordinator must compare the course syllabus to the specific objectives (indicators) in the inservice course to ensure that all indicators are met within the college course.

Satisfactory completion of individual components for add-on purposes may be demonstrated through:

- Course Facilitator's verification of successful demonstration of all applicable competencies and products within the component of the approved add-on program;
- Verification of successful demonstration of all applicable competencies within a component of another's ESOL add-on program, which shall be conducted by personnel from the's staff development office and will apply when reasonable equivalency between the components can be established through a review of the approved program; or
- Successful completion of a college or university course documented by official transcript, where reasonable equivalence can be established between the component and the course through review of the course catalog description and course materials.

These reviews shall be conducted by personnel from the's staff development office.

B. COMPETENCY DEMONSTRATION

Educators seeking to add the ESOL endorsement to their Florida Educator's Certificates must earn a minimum of 300 inservice points by successfully completing the prescribed set of inservice components including the demonstration of all competencies required for the endorsement or through documented evaluation means.

In general, competency demonstration will be done through products, tests, classroom demonstrations, and/or portfolios; however, procedures for evaluation of competency achievement within components will vary depending on the nature of the competency. Inservice training credits for those completing the add-on program will be awarded on the basis of a candidate's successful completion of the components, direct instruction, practicum (when applicable), and implementation activities.

C. COMPETENCY VERIFICATION

Credit earned in college courses from an accredited institution of higher education may be considered for transfer of credit to this add-on certification program. College courses are converted to inservice points with each semester credit hour equivalent to 20 inservice points. Participants must request an official college transcript from the institution of higher education for courses they wish to transfer; course syllabi will be analyzed by staff personnel to determine correlation to the appropriate ESOL inservice course within the chosen plan of study. Certificates will be issued to successful completers as a record of competency completion.

PROGRAM EVALUATION

A. EVALUATION PLAN

Program assessment techniques, training components, and competency acquisition by individual participants will be used to evaluate the ESOL endorsement program. Methods by which the component coordinator will determine successful completion of individual participants are described for each component.

Individual participants will be evaluated on the basis of having acquired the necessary competencies as verified by the facilitator in accordance with approved methods and criteria. Participants, using staff development program procedures, will evaluate each training component.

The program may be assessed by participants, instructors, staff development personnel, ESOL director, principals, or school-level coaching specialists to determine program effectiveness and program efficiency in terms of management, operation, and delivery.

The cost for ESOL endorsement will mostly be paid by the participating educators; course participants will be randomly surveyed to determine if the fees were reasonable. In some cases, participants will be reimbursed by a school for successful completion of the endorsement program. Staff development personnel will monitor administrator time and effort to ascertain intangible program costs.

B. REVIEW

Data described below will be reviewed and analyzed.

1. Descriptive Data: Number of teachers who have enrolled in the add-on program; number of enrollees dropped for non-performance; and number and percentage of program completers.
2. Client Satisfaction Data: Attitudes of candidates will be surveyed to determine the extent to which the program is meeting candidate needs; the quality of instruction is consistent with professional learning standards; the curriculum is pertinent to their teaching and professional learning needs; and the pace, quantity, and quality of assessments are compatible with their primary teaching responsibilities.
3. Evaluation Data: The add-on certification program is meeting school and program needs; skills acquired in the program are practiced and shared with others; evidence exists of tangible benefits to students accruing from the program; and implementation of the program is cost and time effective.

The data collected during the annual review will be used to determine overall program performance and the carry-over effects of the inservice education and training in ESOL classrooms.

MANAGEMENT

The NEFEC Organization of Educational Leaders (NOEL) Key Contacts, along with the NEFEC Professional Learning Catalog/Endorsement Coordinator will be responsible for the overall management of the add-on

program. Inservice training will be offered by s, NEFEC, state institutions, FDOE, and regional service providers. The North East Florida Educational Consortium will be responsible for updating and reviewing the courses, advertising the availability of the courses to the individual s, and providing qualified facilitators.

A. CANDIDATE APPLICATION AND ADMISSION

The individuals designated above will share the process for application, admission, and verification of the ESOL Endorsement Program. Eligibility to participate in the program is predicated on a candidate holding a valid Florida Professional or Temporary Certificate based upon a bachelor's degree or higher with certification in an academic, degreed vocational, administrative, or specialty class coverage, and being currently employed by the School . A candidate who enters the program based on a temporary certificate must show proof of eligibility for a Professional Certificate prior to the 's verification of completion of the program. Permanent substitutes with valid full-time Florida Temporary or Professional Education Certificates are eligible to enroll in the program. Enrollment preference will be given to educators that are currently classified as in need of ESOL endorsement to meet employment requirements. Other participants will be admitted to the ESOL Endorsement Program as part of their professional learning plans or to earn inservice credit for recertification purposes.

B. ADVISEMENT

Each applicant will receive access to the ESOL Endorsement requirements and orientation will be provided. Each applicant will meet with the 's designee and complete a Plan of Study that will be agreed upon by both the and the applicant. Continuing advisement will be provided by the appropriate office personnel on matters related to endorsement add-on offerings, training requirements, and progress toward completion of the ESOL Endorsement Program. The will ensure that staff members are available to assist candidates with the initial program orientation, the development of a Plan of Study, inservice training information, and follow-up advisement for successful program completion.

C. ATTENDANCE REQUIREMENT FOR INSERVICE POINTS

Courses are completely online and must be satisfactorily completed in their entirety in the required timeline to receive credit.

D. TRANSFER AND UTILIZATION OF CREDIT

Credit earned in college courses from an accredited institution of higher education may be considered for transfer of credit to this add-on endorsement program. College courses are converted to inservice points with each semester credit hour equivalent to 20 inservice points. Participants must request an official college transcript from the institution of higher education for courses they wish to transfer; course syllabi will be analyzed to determine correlation to the appropriate ESOL inservice course within the chosen plan of study. Inservice credit earned in other school s may be applied to the ESOL Endorsement program provided that (1) the component is of equivalent or higher content level, and (2) the component was earned as part of an approved Add-On Endorsement Program for ESOL. Participants must request an official Inservice Transfer Record be sent from the previous employer to the staff development director.

E. CERTIFICATION OF COMPLETION

It is the participant's responsibility to complete each component within the timelines established by the Florida Consent Decree and School Board Rule 6A-1.0503, Definition of Qualified Instructional Personnel. When participants have completed all program completion requirements, thereby demonstrating mastery of competencies and objectives, program completion is verified. Since records are kept during each step of the ESOL Endorsement Program by staff development personnel, the professional learning tracking system, or other inservice tracking systems, documentation is easily accessed by staff to verify successful completion of all components. After verification, documentation on behalf of the participant will then be submitted to the Florida Department of Education.

SCHOOL BOARD APPROVAL

In order for the ESOL Endorsement Add-On Program to receive state approval, a statement signed by the superintendent and chairman of the School Board stating that it has been approved locally for submission is included with this document.