

FLORIDA ATLANTIC UNIVERSITY LAB SCHOOLS

INSERVICE PROGRAM

FOR ADDING AN ENDORSEMENT IN

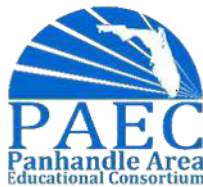
**English for Speakers of Other Languages
ESOL Endorsement**

TO A FLORIDA EDUCATOR'S CERTIFICATE

Prepared by the

Panhandle Area Educational Consortium

2026 - 2031



*Advancing Schools and Communities for Student Success
Every Student, Every Day!*

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FLORIDA ATLANTIC UNIVERSITY LAB SCHOOLS

ESOL Add-On Endorsement

Provided by

The Panhandle Area Educational Consortium

1. PROGRAM TITLE

Panhandle Area Educational Consortium's Add-On Certification Program English for Speakers of Other Languages (ESOL) Endorsement (2026-2031)

2. PROGRAM RATIONALE AND PURPOSE

Florida continues to experience a significant increase in the enrollment of English Language Learners (ELLs). Legal mandates, primarily the 1990 League of United Latin American Citizens (LULAC) et al. v. the State Board of Education (SBE) Consent Decree and its 2003 Modification, require that these students receive comprehensible instruction from qualified educators. This program is designed to ensure compliance with these mandates, providing a structured pathway for educators to meet the requirements of State Board of Education Rule 6A-4.02451 and Rule 6A-1.0503, which define the qualifications for instructional personnel and the timelines for training completion.

The Panhandle Area Educational Consortium (PAEC) serves 15 small, rural school districts in Northwest Florida. While these districts have historically served fewer ELLs than metropolitan areas, their ELL populations are increasing. This program provides essential professional learning support for educators within these member districts to meet certification requirements through high-quality, flexible delivery models.

The primary objectives of the PAEC ESOL Add-On Endorsement Program are to:

- ensure that English Language Learners are taught by appropriately qualified educators.
- develop the competencies of teachers, guidance counselors, and school administrators to effectively meet the academic, and

resiliency needs of ELLs.

- assist educators in obtaining or renewing certification in a timely and efficient manner.
- provide high-quality, flexible professional learning opportunities that respect the time and resources of rural educators.
- incorporate Florida's English Language Development (ELD) Standards with grade-level academic benchmarks.
- ensure teachers can effectively use the World-Class Instructional Design & Assessment (WIDA) proficiency levels (1-6) to differentiate instruction and assessment.
- facilitate family engagement and civic participation among ELL families as part of the educator's competency.
- Train educators to use modern tools to support instructional planning and student feedback within the ESOL context.

This program is developed in accordance with Florida Statutes 1012.55, 1012.56, and 1001.02. It strictly adheres to the Florida Teacher Standards for the ESOL Endorsement, as specified in Rule 6A-4.02451, and addresses the qualification standards set forth in Rule 6A-1.0503. Note: Each district is the authorizing body for approval of individual ESOL courses for endorsement, certification, or to meet Categories I, II, III, and IV professional development requirements.

Certification Requirements

Certification requirements for teachers of ESOL include general and professional preparation as specified in State Board Rule 6A-4.02451, F.A.C. ESOL may be added to a standard coverage through the earning of college course credit, a district add-on program using in-service points, or a combination of in-service and coursework. The PAEC Add-on Program deals with in-service and/or the combination of in-service with college credit. College course credits may be reported directly to the state teacher certification office if the endorsement is to be granted based solely on college coursework. Statutory Authority Reference: Florida Statutes, 1001.02, 1012.55, and 1012.56.

The district certification contact and/or professional development director will evaluate each teacher's current teaching credentials on an individual basis to determine which portions of the program must be completed. The in-service components represent research-evidenced best practices and are appropriate for any teacher seeking renewal of certification, provided the component has not been previously completed. ESOL in-service hours may also be banked for later use.

Admission: Admission remains limited to individuals holding a valid Florida Temporary or Professional Educator's Certificate.

Completion: Applicants who begin the program with a temporary certificate must complete the requirements for a professional certificate before the district can provide final verification of program completion.

Mastery Standard: Certification requires competency-level performance on 100% of the required performance indicators. Mastery must be verified for every indicator from MT.1.1 through CU.1.4.

Certification completion requires a distribution of hours between knowledge acquisition and site-based demonstration for each of the five 60-hour components:

- Knowledge Acquisition (45 hours): Hours spent interacting with an instructor or instructional aids to learn pedagogy.
- Site Competency Demonstration (15 hours); Structured activities where the participant applies knowledge in an actual instructional setting.
- Total Program Requirements (300 hours): Must consist of 225 Knowledge hours and 75 Site hours.

3. PROGRAM CONTENT/CURRICULUM

The curriculum framework is organized into five domains updated for the 2026-2031 period. Each domain represents a conceptual area of study defined by specific standards and performance indicators (PIs) that provide clear criteria for mastery.

- Strand 1: Methods of Teaching ESOL (MT)
- Strand 2: Applied Linguistics (AL)
- Strand 3: Testing and Evaluation (TE)
- Strand 4: ESOL Curriculum and Materials Development (CM)
- Strand 5: Communication and Understanding for English Language Learners (CU)

The program is organized around strands, standards, and alphanumeric Performance Indicators (PIs). Participants must demonstrate evidence of mastery for 100% of the required objectives within each domain through artifacts and instructor evaluation.

A. PROFESSIONAL EDUCATION STUDIES

The *2025 Florida Teacher Standards for English for Speakers of Other Languages (ESOL) Endorsement* are organized around strands, standards within each strand, and performance indicators for each standard. A strand may be seen as an overarching category of study that identifies a broad conceptual area. Each strand is defined by its standards, which identify the core knowledge, skills, and dispositions that must be addressed within each domain. For each standard, the

document lists a set of key performance indicators, which provide specific criteria for demonstrating mastery of the standard. The program incorporates clinical activities essential for developing pedagogical skills, including structured observations, simulations, and the implementation of evidence-based strategies within the educator's clinical setting.

B. NATIONALLY RECOGNIZED GUIDELINES

The [2025 Florida Teacher Standards for ESOL Endorsement](#) were developed by Florida educators to align with current research, evidence-based practices, and state-specific accountability measures rather than a single national framework. The standards emphasize [WIDA English Language Development standards](#), data-driven instructional strategies, and legislative requirements.

Competencies

Table 1

Strands and Standards Considered in the Development of PAEC Add-On Endorsement

Strand	Standard
Strand 1: Methods of Teaching ESOL (MT)	MT.1 - ESOL Requirements and Practices MT.2 - English Language Acquisition and Development MT.3 - Standards-Based ESOL and Content Instruction
Strand 2: Applied Linguistics (AL)	AL.1 - Language as a System
Strand 3: Testing and Evaluation (TE)	TE.1 - Key Factors and Considerations in Assessments for ELLs TE.2 - Classroom-Based Assessments for ELLs
Strand 4: ESOL Curriculum and Materials Development (CM)	CM.1 - Planning for Standards-Based Instruction for ELLs CM.2 - Effective Use of Resources and Technologies
Strand 5: Communication and Understanding for ELLs (CU)	CU.1 - Learning of Academic Content and Language for ELLs

4. INSTRUCTIONAL DESIGN AND DELIVERY

Strands, standards, and performance indicators considered for the development of the PAEC ESOL Add-On Endorsement Program are listed below.

1. INSTRUCTIONAL STRANDS

Strand 1: Methods of Teaching ESOL (MT)

Standard 1: ESOL Requirements and Practices

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

Performance Indicators

- 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.
 - Clarification 1: Instruction includes knowledge of the home language survey to identify students who may need ESOL services, followed by the English Language Proficiency Assessment to determine language proficiency and inform instruction; active participation in the ELL Committee to monitor ELLs' academic and linguistic progress; and other procedures of the ESOL program.

Standard 2: English Language Acquisition and Development

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

Performance Indicators

- 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 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 Indicators

- 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.

Strand 2: Applied Linguistics (AL)

Standard 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

- 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.
 - 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.
- 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.

Strand 3: Testing and Evaluation (TE)

Standard 1: Key Factors and Considerations in Assessments 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 Indicators

- TE.1.1 Identify appropriate accommodations for assessments and progress monitoring tools to evaluate ELLs.
 - Clarification 1: Instructional accommodations include using bilingual dictionaries, glossaries, and other supports.
- TE.1.2 Use assessment data to distinguish language proficiency from other learning needs.
 - Clarification 1: Other learning needs may include, but are not limited to, interventions or specially designed instruction for students with disabilities.

Standard 2: Classroom-Based Assessments for ELLs

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

Performance Indicators

- 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.

Strand 4: ESOL Curriculum and Materials Development (CM)

Standard 1: Planning for Standards-Based Instruction for EL

Teachers will plan and deliver lessons that include English language acquisition and meet the needs of ELLs at varying English proficiency levels.

Performance Indicators

- CM.1.1 Plan for benchmarks-aligned and linguistically appropriate instruction to create a student-centered learning environment.
 - Clarification 1: Instructional approaches include explicit, systematic, differentiated, scaffolded, and tiered instruction.
- CM.1.2 Plan learning tasks to meet the needs of ELLs with interrupted or limited education.

Standard 2: Effective Use of Resources and Technologies

Teachers use technological tools and benchmark-aligned resources to effectively meet the needs of ELLs at varying English proficiency levels.

Performance Indicators

- 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.

Strand 5: Communication and Understanding for ELLs (CU)

Standard 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.

Performance Indicators

- 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.
- 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.
- 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.
- C.U.1.4 Incorporate in instruction the roles, rights, and responsibilities of U.S. citizens and ways to support civic engagement.

2. TRAINING COMPONENTS

ESOL ENDORSEMENT OPTIONS, CORRELATION OF INSTRUCTIONAL STRANDS, AND MAJOR TOPICS

While any certified teacher may opt to add on the ESOL Endorsement, Category I teachers (Primary Language Arts Teachers: Teachers of English, reading, or language arts to ELLs) are required to obtain the ESOL Endorsement/Certification. Options A – C provide an approved means to fulfill this requirement under the PAEC ESOL Add-On Program.

OPTION A

Participants who select this option will complete each of the five 60-hour professional learning courses listed below. Courses are available from PAEC (online) for a total of 300 credit hours. See Table 2 for appropriate instructional strands and major topics.

ESOL Methods of Teaching ESOL (MT) - Course One

ESOL Applied Linguistics (AL) - Course Two

ESOL Testing and Evaluation (TE) - Course Three

ESOL Curriculum and Materials Development (CM) - Course Four

ESOL Communication and Understanding for ELLs (CU) – Course Five

Course completion requires a distribution of hours between knowledge acquisition and site-based demonstration for each of the five 60-hour components:

- Knowledge Acquisition (45 hours): Hours spent interacting with an instructor or instructional aids to learn pedagogy.
- Site Competency Demonstration (15 hours); Structured activities where the participant applies knowledge in an actual instructional setting.
- Total Program Requirements (300 hours): Must consist of 225 Knowledge hours and 75 Site hours.

Mastery Standard: Course completion requires competency-level performance on 100% of the required performance indicators.

Note: See **Table 2** for appropriate instructional strands and major topics.

***Note:** Participants are encouraged to complete *ESOL: Methods of Teaching English to*

Speakers of Other Languages (ESOL) first, followed by *ESOL: Applied Linguistics*. Although all courses may be taken in any order, the course numbers correspond to the suggested order.

Table 2

Option A Instructional Strands and Major Topics

Instructional Strands	Major Topics
Strand 1: Methods of Teaching ESOL (MT)	• Demonstrating knowledge of Florida’s educational statutes and rules when participating in activities regarding the identification, instruction, and progress monitoring of ELLs. • Demonstrating the use of evidence-based practices in English language acquisition to plan instruction that meets the needs of ELLs at varying English proficiency levels. • Implementing listening, speaking, reading, and writing strategies aligned to evidence-based practices on second language acquisition for ELLs at varying English proficiency levels. • Using evidence-based strategies to support language acquisition and academic achievement.
Strand 2: Applied Linguistics (AL)	• Understanding 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. • Applying knowledge of English proficiency levels to support language acquisition across the four language domains (listening, speaking, reading, and writing). • Modeling proficient oral and written communication skills for ELLs by adjusting language use according to context, audience, and purpose. • Identifying similarities and differences between English and other languages to inform instructional approaches.
Strand 3: Testing and Evaluation (TE)	• Identifying appropriate accommodations for assessments and progress monitoring tools to evaluate ELLs. • Utilizing assessment data to distinguish language proficiency from other learning needs. • Selecting evidence-based tools and techniques to assess listening, speaking, reading, and writing in the content areas. • Implementing linguistic strategies for formative and summative assessments to support ELLs’ listening, speaking, reading, and writing in the content areas.

Strand 4: ESOL Curriculum and Materials Development (CM)	• Planning for benchmarks-aligned and linguistically appropriate instruction to create a student-centered learning environment. • Planning learning tasks to meet the needs of ELLs with interrupted or limited education. • Using benchmarks-aligned materials and other resources based on ELLs' language proficiency data. • Integrating applicable technological tools into instruction to support ELLs' development of academic language and content knowledge.
Strand 5: Communication and Understanding (CU)	• Providing instruction and experiences that meet individual student needs. • Modeling appropriate language and behaviors expected in U.S. school settings and workplaces. • Collaborating with families, schools, and larger communities to engage ELLs' families in supporting their children's education and encourage parental rights and involvement. • Incorporating in instruction the roles, rights, and responsibilities of U.S. citizens and ways to support civic engagement.

OPTION B

Some participants may choose to combine components from Option A with college credit. This is permissible, provided all performance standards for each of the five domains are met and the total number of ESOL in-service hours is at least 300. Participants, electing to use college credit to fulfill a portion of the ESOL Endorsement requirements, must provide a college transcript and course description to the appropriate district-level personnel. It will be the responsibility of the appropriate district-level personnel to review the course description(s) and determine whether the college credit will be counted toward the in-service requirement for the ESOL endorsement.

ESOL In-service or Coursework must include the following areas:

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

Course completion requires a distribution of hours between knowledge acquisition and site-based demonstration for each of the five 60-hour components:

- Knowledge Acquisition (45 hours): Hours spent interacting with an instructor or instructional aids to learn pedagogy.
- Site Competency Demonstration (15 hours); Structured activities where the participant applies knowledge in an actual instructional setting.
- Total Program Requirements (300 hours): Must consist of 225 Knowledge hours and 75 Site hours.

Mastery Standard: Course completion requires competency-level performance on 100% of the required performance indicators.

Note: See **Table 2** for appropriate instructional strands and major topics.

OPTION C

Some participants may choose to combine components from Option A, college credit, district-provided, and/or ESOL courses from district-approved providers. In addition, for teachers who earned ESOL in-service credit while teaching in a school district not covered under the PAEC Add- On ESOL Endorsement Plan (within or outside the State of Florida), the district will assume responsibility for completing a careful review of the course description and/or course requirements and determining whether the in-service meets the performance standards required in order to use the in-service credit toward the ESOL endorsement.

Elements addressed in option C are permissible, provided all performance standards for each of the five strands are met and the total number of ESOL in-service hours is at least 300. An individual plan of study form must be developed and approved by appropriate district-level personnel for all participants who elect to pursue this option.

Course completion requires a distribution of hours between knowledge acquisition and site-based demonstration for each of the five 60-hour components:

- Knowledge Acquisition (45 hours): Hours spent interacting with an instructor or instructional aids to learn pedagogy.
- Site Competency Demonstration (15 hours); Structured activities where the participant applies knowledge in an actual instructional setting.
- Total Program Requirements (300 hours): Must consist of 225 Knowledge hours and 75 Site hours.

Mastery Standard: Course completion requires competency-level performance on 100% of the required performance indicators.

Note: See **Table 2** for appropriate instructional strands and major topics.

ADDITIONAL TRAINING OPTIONS

Category II Teachers

Category II teachers (Subject Area Teachers: Teachers of math, science, history, or computer literacy to ELLs) may fulfill their ESOL in-service requirements by successfully completing 60 hours of approved ESOL professional development or three-semester credit hours of college coursework, aligned to the FLDOE-approved ESOL strands and standards. See the corresponding instructional strands and major topics in **Table 3**.

Note: The recommended PAEC professional learning option for **Category II** teachers is ***ESOL for Categories II & IV***.

Category III Teachers

Category III teachers (Other Teachers: Teachers of subject areas, not included in Categories I and II) may fulfill their ESOL in-service requirements by successfully completing 18 hours of ESOL professional development or three-semester credit hours of college coursework aligned to the FLDOE-approved ESOL strands and standards. See the corresponding instructional strands and major topics in **Table 3**.

Note: The recommended PAEC online course for **Category III** teachers is ***ESOL for Category III***.

Category IV Personnel

Category IV personnel (school administrators and guidance counselors) may fulfill their ESOL professional learning requirements by successfully completing 60 hours of ESOL professional development or three semester credit hours of college coursework that addresses the FLDOE-approved ESOL competencies for their respective areas. See the corresponding instructional strands and major topics in **Table 3**.

Note: The recommended PAEC professional learning option for **Category IV** is ***ESOL for Categories II & IV***.

Table 3***Category II, III, and IV Instructional Strands and Major Topics***

Instructional Strands	Major Topics
Methods of Teaching (MT)	• Applying knowledge of evidence-based practices and requirements in the field of ESOL. • Applying evidence-based practices to deliver instruction that supports and accelerates English language acquisition. • Ensuring ELLs have access to benchmarks-aligned academic content to provide language support at varying English proficiency levels.
Applied Linguistics (AL)	• Demonstrating understanding that language is a system to support ELLs' acquisition of English at varying proficiency levels.
Testing and Evaluation (TE)	• Informing instruction by 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. • Using a variety of assessment tools to monitor student progress, achievement, and learning gains.
ESOL Curriculum and Materials Development (CM)	• Planning and delivering lessons that include English language acquisition and meet the needs of ELLs at varying English proficiency levels. • Using technological tools and benchmarks-aligned resources to effectively meet the needs of ELLs at varying English proficiency levels.
Communication and Understanding (CU)	• Demonstrating strategies that support ELLs' learning of academic content and language for measurable academic progress.

B. TRAINING COMPONENTS

OPTION A

MASTER INSERVICE PLAN COMPONENT

Component Title: ESOL Methods of Teaching ESOL (MT) – Course One

Numbers:

PAEC-Provided: 2-700-261

Maximum Points: 60

General Objectives:

Educators will apply evidence-based practices and Florida’s educational statutes to deliver instruction that supports and accelerates English language acquisition while ensuring English Language Learners (ELLs) have meaningful access to benchmarks-aligned academic content.

Standard 1: ESOL Requirements and Practices

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

Performance Indicators

1. 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.
 - Clarification 1: Instruction includes knowledge of the home language survey to identify students who may need ESOL services, followed by the English Language Proficiency Assessment to determine language proficiency and inform instruction; active participation in the ELL Committee to monitor ELLs’ academic and linguistic progress; and other procedures of the ESOL program.

Standard 2: English Language Acquisition and Development

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

Performance Indicators

2. 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.
3. 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 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 Indicators

4. MT.3.1: Use evidence-based strategies to support language acquisition and academic achievement.
5. 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.
6. MT.3.3: Deliver reading and writing instruction appropriate for ELLs at varying English proficiency levels.
7. MT.3.4: Use Florida's English Language Development (ELD) Standards to plan lessons that combine academic content with language objectives.

Activities:

The ESOL Methods of Teaching ESOL (MT) course consists of a series of comprehensive assignments designed to ensure educators can apply Florida's statutes and evidence-based practices to support English Language Learners (ELLs). These assignments are organized under three primary standards: ESOL Requirements and Practices (MT.1), English Language Acquisition and Development (MT.2), and Standards-Based ESOL and Content Instruction (MT.3).

Standard MT.1: ESOL Requirements and Practices

These assignments focus on the legal and procedural frameworks of the ESOL program.

Assignment 1: Home Language Survey (HLS) and Eligibility Analysis: Participants review Florida's identification statutes and timelines to analyze HLS "triggers" for screening. They must complete a written eligibility determination summary for mock cases and develop a timeline compliance chart.

Assignment 2: English Language Proficiency (ELP) Interpretation: Educators analyze ELP reports (such as WIDA proficiency levels 1–6) to identify domain-specific strengths and needs. The required artifact is an ELP Interpretation Chart and a written placement justification using statutory language.

Assignment 3: Simulated ELL Committee Review: Participants review a mock student file and participate in a simulated committee review. They must produce a compliant documentation packet, including a decision form, an instructional recommendation summary, and a parent notification draft.

Assignment 4: Instructional Action Plan: Using the ELD Standards, participants draft measurable content and language objectives. The plan must include specific proficiency-level scaffolds and an assessment alignment section.

Assignment 5: Progress Monitoring Toolkit: Educators design a system to track student growth, including a domain-specific rubric, a monitoring calendar, and a data tracking sheet. They also provide a written justification connecting these tools to proficiency descriptors.

Standard MT.2: English Language Acquisition and Development

These assignments focus on applying second-language acquisition (SLA) theories to classroom instruction.

Assignment 1 & 2: Differentiated Lesson Planning: Participants design a lesson plan that includes dual objectives (content and language) and a differentiation matrix. This matrix specifies supports for Emerging, Developing, and Expanding ELLs, such as visuals, sentence frames, and modeling.

Assignment 3: Listening and Speaking Tasks: Based on SLA research (e.g., interaction and output hypotheses), participants design structured academic interaction protocols. This includes a written rationale linking the tasks to SLA theory.

Assignment 4 & 5: Literacy Scaffolding (Reading and Writing): Participants modify a grade-level text for three proficiency levels and develop a writing progression plan using a gradual release framework. Artifacts include annotated text supports and a scaffolded writing task package.

Assignment 6: Instructional Implementation (Site Competency): This is a 5-hour field activity where participants teach the developed lesson, document a 20-minute segment, and collect student work samples from multiple proficiency levels. They must submit a written instructional reflection analyzing student feedback and language growth.

Standard MT.3: Standards-Based ESOL and Content Instruction

These assignments focus on integrating academic rigor with intentional language development.

Assignment 1: Evidence-Based Strategy Plan: Participants select SLA-informed strategies and embed them into a lesson plan, providing a written rationale explaining how each strategy maintains academic rigor while supporting language acquisition.

Assignment 2: Oral Language to Literacy Transfer: Educators design instructional routines that use listening and speaking to support the acquisition of reading and writing. They submit a structured lesson plan template and a rationale for the literacy connection.

Assignment 3: Differentiated Literacy Delivery: Participants modify texts and design writing progression plans, providing an explanation of how these align with proficiency descriptors.

Assignment 4: ELD Standards Alignment Chart: Participants create a chart that explicitly aligns academic benchmarks with corresponding English Language Development (ELD) Standards. This includes the final integration of these standards into a complete lesson plan.

Standard MT.3 Site Demonstration: To conclude the strand, participants implement a standards-based lesson and submit a 750-word instructional analysis. This analysis evaluates student work samples to determine the effectiveness of scaffolds in promoting both content mastery and language development.

Assessment and Evaluation:

Assessment and evaluation for the ESOL Methods of Teaching ESOL (MT) course are structured to

ensure that educators demonstrate 100% mastery of all 2026 performance indicators through a combination of knowledge-based artifacts and site-based competency demonstrations. Each component is evaluated using specific instructor rubrics, and participants must revise their work based on feedback until mastery is achieved.

The assessment types are organized into the following categories based on the 2025 standards:

1. Procedural and Statutory Compliance (Standard MT.1)

These assessments evaluate an educator's ability to apply Florida's educational statutes regarding the identification and placement of English Language Learners (ELLs).

- Written Case Analysis: Participants analyze mock student case files—including Home Language Survey (HLS) responses and academic records—to produce a written eligibility determination summary.
- ELP Interpretation Chart: Educators must interpret English Language Proficiency (ELP) assessment data and provide a written placement justification that aligns with statutory requirements.
- ELL Committee Documentation Packet: Participants complete a simulated committee review and must submit compliant decision forms, instructional recommendation summaries, and parent notification drafts.
- Compliance Assessments: Educators complete objective questions regarding specific sections of the Florida Administrative Code (FAC), such as identification (6A-6.0902) and exit procedures (6A-6.0903).

2. Instructional Planning and Strategy Application (Standard MT.2)

These evaluations focus on the educator's ability to design instruction rooted in second language acquisition (SLA) theory and evidence-based practices.

- Differentiated Lesson Plans: Participants must submit lesson plans that include measurable content and language objectives. These plans must feature a differentiation matrix specifying scaffolds (e.g., sentence frames, graphic organizers) for Emerging, Developing, and Expanding proficiency levels.
- Strategy Maps: Educators create maps linking cognitive principles—such as metacognition and dual coding—to specific classroom practices.
- AI-Enhanced Planning: Participants are evaluated on their ability to use AI prompts to support instructional planning, objective alignment, and the generation of student feedback.

3. Content-Language Integration (Standard MT.3)

These assessments verify the educator's ability to ensure ELLs have meaningful access to grade-level academic content.

- Standards Alignment Chart: Educators must produce a document that explicitly aligns Florida's academic benchmarks with corresponding English Language Development (ELD) Standards.
- Literacy-Connection Rationale: Participants submit structured listening and speaking tasks accompanied by a written explanation describing how these oral activities support the development of reading and writing.
- Scaffolded Task Packages: Evaluations include the submission of modified grade-level texts and writing tasks designed using a gradual release framework.

4. Site-Based Competency Demonstration

As part of the mandatory 15 site hours for this strand, participants must demonstrate the application of knowledge in an actual instructional setting.

- **Instructional Implementation Portfolio:** Participants teach a developed lesson, document a segment of the instruction (e.g., a 20-minute segment), and collect student work samples representing multiple proficiency levels.
- **Written Instructional Analysis:** A final 750-word reflective analysis is required. This report must use student performance data to evaluate the effectiveness of the implemented language supports and identify necessary instructional adjustments.

5. Management and Verification of Mastery

- **Knowledge Acquisition (45 Hours):** Evaluated through pre- and post-tests, completed assignments, and products demonstrating understanding of pedagogy.
- **Site Competency Verification (15 Hours):** Must be verified by a qualified person designated by the district to ensure the educator can perform the required skills in a real-world classroom context.

Required Evidence:

The evidence required to ensure attainment of competencies focuses on the application of Florida's statutes and evidence-based instructional design.

- **Written Case Analysis:** A summary of eligibility determinations based on mock Home Language Survey (HLS) cases.
- **ELP Interpretation Chart:** Accurate identification of proficiency levels and a written placement justification.
- **ELL Committee Documentation Packet:** Completed decision forms, instructional recommendation summaries, and parent notification drafts from a simulated review.
- **Standards-Aligned Instructional Action Plan:** Measurable content and language objectives with proficiency-level scaffolds.
- **Progress Monitoring Toolkit:** A domain-specific rubric, tracking template, and a paragraph justifying alignment to proficiency descriptors.
- **Instructional Implementation Review:** For the 15-hour site competency component, participants must submit a 20-minute instructional segment, student work samples, and a written instructional reflection.

MASTER INSERVICE PLAN COMPONENT

Component Title: ESOL Applied Linguistics (AL) – Course Two

Identifier Numbers:

PAEC-Provided: 2-702-262

Maximum Points: 60

General Objectives:

Educators will demonstrate a comprehensive understanding of language as an integrative and communicative system to effectively support the English language acquisition of students at varying proficiency levels.

Specific Objectives:

Standard 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

1. 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.
2. AL.1.2 Apply knowledge of English proficiency levels to support language acquisition across the four language domains (listening, speaking, reading, and writing).
3. 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.
4. 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.

Activities:

The ESOL Applied Linguistics (AL) course is a 60-hour training component consisting of 45 knowledge acquisition hours and 15 site competency hours. Assignments are designed to ensure educators understand language as an integrative communicative system and can apply this knowledge to support English Language Learners (ELLs).

Completion of this matrix requires 100% mastery of all four performance indicators (AL.1.1–AL.1.4), verified through the following comprehensive assignments and instructional artifacts:

Assignment 1: Analyze the English Language System (AL.1.1)

This assignment focuses on the five major subsystems of the English language: phonology, morphology, syntax, semantics, and pragmatics.

- **Description:** Participants move from foundational learning—reviewing linguistic terminology and completing analysis templates—to applying these concepts by analyzing authentic spoken and written language transcripts. They must identify specific linguistic features, explain how subsystems interact to create meaning, and identify common learner errors associated with each.
- **Required Artifact:** Applied Linguistic Analysis Report.
- **Verification:** The instructor uses a rubric to confirm accurate identification of linguistic components and the integration of sound instructional implications to address learner errors.

Assignment 2: Apply Proficiency-Level Knowledge (AL.1.2)

Participants demonstrate how to support language acquisition across the four domains: listening, speaking, reading, and writing.

- **Description:** Educators examine proficiency-level descriptors (such as those from WIDA) to understand how language demands vary at different developmental stages. They analyze the cognitive and linguistic demands of each domain and design differentiated instructional supports that align with specific proficiency levels.
- **Required Artifact:** Four-Domain Proficiency Support Plan.
- **Verification:** Mastery requires accurate alignment of instructional modifications to proficiency descriptors across all four domains.

Assignment 3: Demonstrate Modeled Language Adjustment (AL.1.3)

This assignment focuses on the educator's ability to intentionally adjust their own language use based on context, audience, and purpose.

- **Description:** Participants analyze how teachers modify explanations and directions (register and academic discourse) to make content accessible. They practice rewriting academic explanations for varied audiences to scaffold student comprehension.
- **Site Competency Demonstration (5 Hours):** Participants produce a written academic model text adjusted for multiple English language proficiency levels (WIDA Levels 1–6).
- **Required Artifacts:** Revised written model text and a Reflective analysis of language adjustments explaining the rationale for modifications.
- **Verification:** The rubric confirms clarity of modeled language, appropriate register adjustment, and alignment to learner proficiency levels.

Assignment 4: Conduct Contrastive Analysis (AL.1.4)

Participants identify how a student's home language influences their English language learning.

- Description: Using a structured language comparison template, participants compare English to another language represented in their classroom. They identify phonological, morphological, or syntactic differences and analyze how these may lead to cross-linguistic transfer (either positive or negative).
- Required Artifact: Contrastive Analysis Report including an Instructional Application Reflection with recommendations for classroom practice.
- Verification: Mastery is granted upon accurate linguistic comparison and the proposal of instructionally sound adjustments based on identified differences.

Assessment and Evaluation:

Assessment and evaluation for the ESOL Applied Linguistics (AL) course are designed to ensure that participants demonstrate 100% mastery of all four performance indicators (AL.1.1 through AL.1.4). This competency-based model replaces general point accumulation with a requirement for successful submission and instructor approval of a structured Applied Linguistics Portfolio.

1. Evaluation Standards and Procedures

- Competency Mastery: Participants must demonstrate "competency-level performance" on all required objectives to complete the add-on program.
- Instructor Verification: All assessments are evaluated using specific instructor rubrics that outline expectations for each activity.
- Feedback and Revision: The evaluation process is iterative; after receiving feedback, participants are required to revise their responses as needed until mastery is confirmed by the instructor.
- Knowledge vs. Site Hours: Evaluation is split between 45 Knowledge hours (verified through reports and plans) and 15 Site hours (verified through demonstrated application in an actual instructional setting).

2. Specific Assessment Artifacts

Attainment of competencies is verified through the following mandated instructional artifacts:

Performance Indicator	Required Assessment Artifact(s)	Evidence Required for Mastery
AL.1.1 (Linguistic Systems)	Applied Linguistic Analysis Report	Accurate identification of phonology, morphology, syntax, semantics, and pragmatics; explanation of how these function as an integrated system; and instructional implications for ELL support.
AL.1.2 (Proficiency Levels)	Four-Domain Proficiency Support Plan	Accurate alignment to proficiency descriptors across listening, speaking, reading, and writing; domain-specific modifications; and clear connection to language acquisition theory.

AL.1.3 (Modeled Communication)	Revised Written Model Text and Reflective Analysis	Effective modeling of academic language with appropriate register and audience adjustment for multiple English Language Proficiency (ELP) levels.
AL.1.4 (Contrastive Analysis)	Contrastive Analysis Report and Instructional Reflection	Accurate identification of linguistic similarities and differences between English and another language; identification of potential transfer issues; and instructionally sound adjustments.

3. Verification of Site Competency

As part of the 15-hour site competency requirement, a qualified person designated by the district must verify that the participant can perform the identified skills in a real-world classroom context. For the Applied Linguistics strand, this specifically includes a 5-hour demonstration related to producing and reflecting on adjusted written academic model texts for students at varied proficiency levels.

Required Evidence:

Educators must demonstrate a deep understanding of language as an integrative communicative system.

- Applied Linguistic Analysis Report: An analysis of phonology, morphology, syntax, semantics, and pragmatics within an authentic language sample.
- Four-Domain Proficiency Support Plan: Differentiated instructional supports across listening, speaking, reading, and writing aligned to proficiency descriptors.
- Revised Written Model Text: Written academic samples adjusted for various proficiency levels, accompanied by a reflective analysis of language adjustments.
- Contrastive Analysis Report: A formal report identifying linguistic similarities and differences between English and another language, including an Instructional Application Reflection.

MASTER INSERVICE PLAN COMPONENT

Component Title: ESOL Testing and Evaluation (TE) – Course Three

Identifier Numbers:

PAEC-Provided: 2-701-263

Maximum Points:

60 General

Objectives:

Educators will demonstrate competency in assessment considerations for English Language Learners (ELLs) by examining how language proficiency influences a student's ability to access and demonstrate knowledge on academic assessments.

Specific Objectives:

Standard 1: ESL/ESOL Research and History

Standard 1: Key Factors and Considerations in Assessments 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 Indicators

1. TE.1.1 Identify appropriate accommodations for assessments and progress monitoring tools to evaluate ELLs.
 - Clarification 1: Instructional accommodations include using bilingual dictionaries, glossaries, and other supports.
2. TE.1.2 Use assessment data to distinguish language proficiency from other learning needs.
 - Clarification 1: Other learning needs may include, but are not limited to, interventions or specially designed instruction for students with disabilities.

Standard 2: Classroom-Based Assessments for ELLs

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

Performance Indicators

3. TE.2.1 Select evidence-based tools and techniques to assess listening, speaking, reading, and writing in the content areas.
4. TE.2.2 Implement linguistic strategies for formative and summative assessments to support ELLs' listening, speaking, reading, and writing in the content areas.

Activities:

The ESOL Testing and Evaluation (TE) course consists of 60 hours of training (45 Knowledge acquisition hours and 15 Site competency hours). The assignments are designed to ensure educators can

identify appropriate accommodations, distinguish language proficiency from other learning needs, and design linguistically responsive assessments across all four language domains.

Completion of the matrix requires competency-level performance on 100% of the required objectives, verified through the following comprehensive assignments and artifacts:

Standard TE.1: Key Factors and Considerations in Assessment for ELLs

These assignments focus on selecting compliant accommodations and interpreting assessment data responsibly.

Assignment 1: Develop an ELL Accommodation Plan (TE.1.1)

- Activities (12 Knowledge Hours): Participants review materials on assessment validity, analyze compliant and non-compliant accommodation scenarios, and align specific supports to proficiency descriptors and assessment types. They use a structured planning template to select and justify supports.
- Required Artifacts: An ELL Accommodation Plan and a written justification explaining the rationale for selected supports while ensuring assessment validity is preserved.

Assignment 2: Conduct an Assessment Data Case Study (TE.1.2)

- Activities (13 Knowledge Hours): Participants examine combined language and academic assessment data to identify patterns in student performance. They practice distinguishing between expected stages of language development and potential indicators of learning difficulties.
- Required Artifacts: A Data Analysis Report that presents an interpretation of assessment data and explains the evidence-based instructional implications of the findings.

Standard TE.2: Classroom-Based Assessment for ELLs

These assignments center on the creation and implementation of domain-specific assessment tools and linguistically scaffolded evaluations.

Assignment 3: Develop a Four-Domain Assessment Toolkit (TE.2.1)

- Activities (10 Knowledge Hours): Participants review exemplar assessment tools for listening, speaking, reading, and writing. They align these tools to both content standards and English language proficiency levels and develop an analytic rubric for one selected language domain with measurable criteria.
- Required Artifacts: A Four-Domain Assessment Toolkit and a Domain-Specific Rubric.

Assignment 4: Design and Implement Linguistically Responsive Assessments (TE.2.2)

- **Knowledge Acquisition (10 Hours):** Participants review research-based strategies for linguistic scaffolding, such as adjusting directions and response formats. They then design or modify one formative and one summative assessment to include these supports while maintaining academic rigor.
- **Site Competency Demonstration (15 Hours):** Participants implement one of the modified assessments in their actual instructional setting, collect samples of student responses across a range of proficiency levels, and analyze the results to identify instructional adjustments.
- **Required Artifacts:** The modified assessment instrument (formative or summative), student response samples, and a written assessment analysis reflection (~500 words) documenting data-driven decision-making.

Assessment and Evaluation:

The assessment and evaluation for the ESOL Testing and Evaluation (TE) course are structured to ensure that educators demonstrate 100% mastery of all four performance indicators (TE.1.1 through TE.2.2). This competency-based model requires participants to submit specific instructional artifacts that are evaluated by an instructor using specific rubrics. Participants must revise their responses as needed based on instructor feedback until competency-level performance is verified.

1. Mandatory Portfolios and Artifacts

Evidence of competency is documented through the submission of two major structured portfolios:

- **Assessment Analysis Portfolio (Standard TE.1):** This portfolio focuses on the factors influencing assessment for English Language Learners (ELLs).
 - **ELL Accommodation Plan (TE.1.1):** Participants must submit a plan that matches appropriate accommodations to specific proficiency levels and assessment types. Evaluation requires a written justification explaining how these supports preserve assessment validity and comply with policy.
 - **Data Analysis Report (TE.1.2):** Based on a case study, this report requires participants to accurately interpret combined language and academic data. The evaluation confirms that the participant can distinguish between language acquisition patterns and potential learning difficulties while providing evidence-based instructional recommendations.
- **ELL Classroom Assessment Portfolio (Standard TE.2):** This portfolio focuses on the design and implementation of assessments in the classroom.
 - **Four-Domain Assessment Toolkit (TE.2.1):** This artifact includes evidence-based tools for assessing listening, speaking, reading, and writing. It must include at least one analytic rubric with clear, measurable criteria aligned to both content standards and proficiency levels.
 - **Linguistically Responsive Assessments (TE.2.2):** Participants submit one modified formative assessment and one modified summative assessment. These are evaluated on the appropriate embedding of linguistic supports—such as adjusted directions and visual aids—while maintaining academic rigor and validity.

2. Site-Based Competency Evaluation

A critical component of the evaluation process is the 15-hour site competency demonstration.

- **Implementation Evidence:** Participants must implement a modified assessment in an actual

instructional setting and collect student response samples representing a range of proficiency levels.

- Written Assessment Analysis Reflection: Educators submit a ~500-word reflection analyzing the results of the implemented assessment to identify necessary instructional adjustments and document data-driven decision-making.
- Qualified Verification: A qualified person designated by the district must verify that the participant successfully performed these skills in the classroom context.

Required Evidence:

Evidence required to ensure attainment of competencies for this course focuses on identifying appropriate accommodations and distinguishing language proficiency from other learning needs.

- ELL Accommodation Plan: Accommodations matched to proficiency levels with a written justification.
- Data Analysis Report: An interpretation of combined language and academic data based on a case study.
- Four-Domain Assessment Toolkit: Selection of evidence-based tools for all four domains, including at least one analytic rubric with measurable criteria.
- Modified Assessment Portfolio: One modified formative and one modified summative assessment, student response samples, and a written assessment analysis reflection documenting data-driven adjustments.

MASTER INSERVICE PLAN COMPONENT

Component Title: ESOL Curriculum and Materials Development (CM) – Course 4

Identifier Numbers:

PAEC-Provided: 2-703-264

Maximum Points:

60 General

Objectives:

Educators will demonstrate competency in designing and delivering standards-based instruction that integrates academic content learning with intentional language development.

Specific Objectives:

Standard 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 Indicators

1. CM.1.1 Plan for benchmarks-aligned and linguistically appropriate instruction to create a student-centered learning environment.
 - Clarification 1: Instructional approaches include explicit, systematic, differentiated, scaffolded, and tiered instruction.
2. CM.1.2 Plan learning tasks to meet the needs of ELLs with interrupted or limited education.

Standard 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 Indicators

3. CM.2.1 Use benchmarks-aligned materials and other resources based on ELLs' language proficiency data.
4. CM.2.2 Integrate applicable technological tools into instruction to support ELLs' development of academic language and content knowledge.

Activities:

The ESOL Curriculum and Materials Development (CM) course is a 60-hour program designed to help educators integrate academic content with intentional language development. The assignments are organized into two major projects: the Standards-Based Instructional Planning Project and the Materials and Technology Integration Project.

Completion of the matrix requires 100% mastery of all performance indicators, verified through the following comprehensive assignments and instructional artifacts:

Project 1: Standards-Based Instructional Planning (Standard CM.1)

This project focuses on designing lessons that meet the needs of ELLs at varying proficiency levels, including those with limited formal schooling.

Assignment 1: Standards-Aligned Lesson Sequence (CM.1.1): Participants develop their ability to integrate Florida's academic benchmarks with English Language Development (ELD) Standards.

- Activities (10 Knowledge Hours): Educators identify language demands (vocabulary, functions, and discourse) within academic standards and draft measurable content and language objectives. They then design a multi-step lesson sequence incorporating these objectives, scaffolded tasks, and formative assessment opportunities.
- Required Artifacts: Standards alignment chart, lesson sequence draft, and content and language objectives.

Assignment 2: Differentiated Tasks for Interrupted Education (CM.1.2): This assignment focuses on learners with gaps in prior schooling or background knowledge.

- Activities (8 Knowledge Hours): Participants analyze the characteristics of students with interrupted or limited formal education to identify instructional barriers. They then design tasks incorporating foundational literacy, vocabulary pre-teaching, and visual scaffolds.
- Required Artifacts: Differentiated instructional task plan and instructional support template.

Project 2: Materials and Technology Integration (Standard CM.2)

This project requires participants to evaluate, select, and adapt both print and digital resources based on student proficiency data.

Assignment 3: Evaluate and Adapt Instructional Resources (CM.2.1): Participants learn to ensure materials are linguistically accessible and designed to reflect students' backgrounds and experiences.

- Activities (9 Knowledge Hours): Educators evaluate sample materials using a structured rubric and analyze English language proficiency data to select appropriate resources for multiple levels. Finally, they adapt materials by adding vocabulary scaffolds and graphic organizers.
- Required Artifacts: Resource evaluation report and an adapted instructional materials package.

Assignment 4: Technology-Integrated Instruction (CM.2.2): This assignment centers on using digital tools to enhance language acquisition across all four domains.

- Activities (8 Knowledge Hours): Participants review digital tools and language platforms that support listening, speaking, reading, and writing. They then revise their existing lesson sequence to purposefully integrate these tools as digital scaffolds.
- Required Artifacts: Technology-integrated lesson plan and a digital resource integration plan.

Assessment and Evaluation:

Assessment and evaluation for the ESOL Curriculum and Materials Development (CM) course are designed to ensure that educators demonstrate 100% mastery of all performance indicators through the submission of structured instructional artifacts. This 60-hour training component is split into 45 Knowledge hours and 15 Site hours, with evaluation focused on the practical application of curriculum design for English Language Learners (ELLs).

Evaluation Framework and Mastery Standards

Participants are not graded on a traditional scale but must achieve competency-level performance on every required objective.

- **Instructor Verification:** All submitted artifacts are evaluated using specific instructor rubrics aligned to the 2025 Florida Teacher Standards for ESOL Endorsement.
- **Iterative Feedback:** If an assignment is found to be insufficient, the instructor provides feedback, and the participant must revise and resubmit the work until mastery is demonstrated.
- **Site Competency Verification:** The 15 hours of site-based demonstration must be verified by a qualified person designated by the district to ensure the participant can implement these curriculum strategies in an actual instructional setting.

Assessment of Standard CM.1: Standards-Based Planning

Evidence for this standard is compiled into a Standards-Based Instructional Planning Portfolio.

- **CM.1.1 (Integrated Lesson Sequence):** Participants are evaluated on their ability to align grade-level academic benchmarks with Florida's English Language Development (ELD) Standards. The assessment requires a completed lesson sequence that includes measurable dual objectives (content and language) and clearly defined scaffolding—such as sentence frames and graphic organizers—to support varying proficiency levels.
- **CM.1.2 (Interrupted/Limited Education):** Educators must submit a differentiated instructional task plan. This evaluation specifically looks for the participant's ability to address gaps in literacy and background knowledge through foundational literacy supports, visual scaffolds, and vocabulary pre-teaching.

Assessment of Standard CM.2: Resources and Technology

Evidence for this standard is documented in an Instructional Materials and Technology Integration Portfolio.

- **CM.2.1 (Resource Evaluation and Adaptation):** Participants submit a Resource Evaluation Report and an Adapted Instructional Materials Package. Evaluation criteria include the accurate use of student language proficiency data to select resources and the effective modification of those materials to include language scaffolds while maintaining grade-level rigor.
- **CM.2.2 (Technology Integration):** Assessment involves a technology-integrated lesson plan and an implementation reflection. Participants must demonstrate that digital tools are not just "add-ons" but are used purposefully to support listening, speaking, reading, and writing development. Mastery requires a reflection that explains how these tools enhanced both language acquisition and student engagement.

Required Evidence:

Evidence required to ensure attainment of competencies for this course centers on planning standards-based instruction and integrating technology.

- Standards-Based Instructional Planning Portfolio: This includes a standards alignment chart, a multi-step lesson sequence draft, and measurable dual objectives.
- Differentiated Instructional Task Plan: Specific learning activities designed to meet the needs of ELLs with interrupted or limited formal education.
- Resource Evaluation Report: An evaluation of instructional materials for linguistic accessibility and standards alignment.
- Technology-Integrated Instructional Plan: A plan and implementation reflection showing how digital tools support scaffolded instruction and language acquisition

MASTER INSERVICE PLAN COMPONENT

Component Title: ESOL Communication and Understanding for English Language Learners (CU) – Course Five

Identifier Numbers:

PAEC-Provided: 2-705-265

Maximum Points: 60

General Objectives:

Teachers understand issues and concepts of formative and summative assessment and use standards-based procedures with ESOL students.

Specific Objectives:

Standard 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.

Performance Indicators

1. 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.
2. 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.
3. 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.
4. C.U.1.4 Incorporate in instruction the roles, rights, and responsibilities of U.S. citizens and ways to support civic engagement.

Activities:

The ESOL Communication and Understanding for English Language Learners (CU) course is a 60-hour training component focused on designing instructional practices that support academic content learning alongside meaningful language development. This strand, which replaces a previous course, requires participants to complete four primary assignments to demonstrate 100% mastery of the 2026 performance indicators.

The following is a description of the assignments used in the CU matrix:

Assignment 1: Design Differentiated Instruction (CU.1.1)

This assignment develops the educator's ability to design instruction that responds to the specific linguistic and academic needs of ELLs.

- Knowledge Acquisition Activities: Participants review research-based differentiation approaches, including flexible grouping and scaffolded questioning. They then analyze sample student language proficiency profiles to identify instructional implications for both academic and language learning.
- Application: Educators design differentiated instructional tasks that incorporate appropriate supports for multilevel classrooms.
- Required Artifacts: A differentiated instructional plan and a student language profile analysis.

Assignment 2: Develop Academic Communication and Discourse Routines (CU.1.2)

Participants focus on creating instructional routines that model and support effective academic communication practices.

- Knowledge Acquisition Activities: Participants review academic language structures and classroom discourse norms. They analyze instructional models that demonstrate how teachers explicitly model expectations for turn-taking, clarification strategies, and appropriate language use in academic contexts.
- Application: Educators design structured classroom activities that provide students with opportunities to practice formal and informal language use and collaborative discussion.
- Required Artifacts: An academic language routine plan and a communication protocol template.

Assignment 3: Design a Family Engagement Communication Plan (CU.1.3)

This assignment centers on building effective partnerships with the families of ELLs to support student success.

- Knowledge Acquisition Activities: Participants review engagement principles and analyze examples of multilingual school-family communication materials.
- Application: Educators design a comprehensive communication plan that clearly explains academic expectations, English Language Development (ELD) Standards, parental rights, and specific opportunities for family involvement.
- Required Artifacts: A family communication plan and a parent informational resource.

Assignment 4: Design Civic Engagement Instruction (CU.1.4)

This assignment focuses on integrating civic learning with academic language development.

- Knowledge Acquisition Activities: Participants review resources that connect civic education concepts with language instruction and analyze grade-level standards related to civic participation to identify key vocabulary and language demands.

- **Application:** Educators design a lesson component that integrates civic concepts and vocabulary with structured discussion opportunities and scaffolded instructional tasks.
- **Required Artifacts:** A civic engagement lesson component and a vocabulary and discussion activity plan.

Assessment and Evaluation:

Assessment and evaluation for the ESOL Communication and Understanding for English Language Learners (CU) course are designed to ensure that participants demonstrate 100% mastery of the required 2026 performance indicators. This 60-hour component is divided into 45 Knowledge acquisition hours and 15 Site competency hours.

Evaluation Standards and Procedures

- **Competency-Based Mastery:** Participants are assessed through the submission of specific instructional artifacts rather than a traditional grading scale; completion requires "competency-level performance" on every required objective.
- **Iterative Feedback Loop:** All artifacts are evaluated by an instructor using specific rubrics aligned to the 2026 standards. If a participant's work is insufficient, they are required to revise and resubmit their responses based on feedback until mastery is achieved.
- **Verification of Evidence:** Documentation of mastery, including rubric scores and artifacts, is maintained for official review.

Required Assessment Artifacts by Performance Indicator

Evidence of attainment for the CU strand is compiled through the following mandated products:

- **Individual Student Needs (CU.1.1):** Participants must submit a differentiated instructional plan and a student language profile analysis. Evaluation requires evidence of instructional strategies differentiated across proficiency levels, language objectives aligned to proficiency descriptors, and the use of flexible grouping and scaffolded questioning.
- **Modeling Language and Behaviors (CU.1.2):** Educators submit an academic language routine plan and a communication protocol template. Mastery is demonstrated through explicit modeling of academic language structures, discourse routines, and structured opportunities for student communication aligned with lesson objectives.
- **Family and Community Engagement (CU.1.3):** This assessment requires a family communication and engagement plan and a parent informational resource. Evidence must include clear explanations of academic benchmarks and English Language Development (ELD) expectations, as well as parental rights and opportunities for involvement.

- Civic Engagement (CU.1.4): Participants submit a civic engagement lesson component and a vocabulary and discussion activity plan. Evaluation focuses on the integration of civic concepts and vocabulary with structured discussion tasks and appropriate language scaffolding.

Knowledge vs. Site-Based Evaluation

- Knowledge Acquisition (45 Hours): Evaluated through the analysis of research, student profiles, and multilingual communication models, as well as the initial design of the instructional plans mentioned above.
- Site Competency (15 Hours): Verification of these hours requires the participant to demonstrate that they can effectively implement these communication and engagement strategies in an actual instructional setting. A qualified person designated by the district must verify that the participant has successfully performed these skills in the classroom.

Required Evidence:

Evidence required to ensure attainment of competencies for this course focuses on meeting individual needs and fostering family/community engagement.

- Differentiated Instructional Plan: Strategies and objectives aligned to student language profile analyses.
- Academic Language Routine Plan: A plan and communication protocol template demonstrating explicit modeling of academic discourse.
- Family Communication and Engagement Plan: Informational resources for parents explaining academic expectations, rights, and involvement opportunities.
- Civic Engagement Lesson Component: A lesson plan and discussion activity plan integrating civic concepts with language development supports.

ADDITIONAL TRAINING OPTIONS

Component Title: ESOL for Category III

Identifier Numbers:

PAEC-Provided: 2-705-266

Maximum Points: 18

This 18-hour extremely condensed course meets the requirements for Category III teachers (All Other Areas) and covers the essentials of all five 2025 strands.

General Objective:

The purpose of this course is to provide Category III personnel with foundational knowledge of the 2025 ESOL standards, focusing on awareness of student backgrounds and experiences, basic second language acquisition principles, and instructional strategies to assist ELLs in support-area classrooms.

Specific Objectives:

1. MT/Legal: Identify the legal triggers of the Home Language Survey and the basic stages of language acquisition.
2. AL/CU: Interpret student behavior in relation to students' backgrounds and experiences and understand cross-linguistic influence.
3. TE: Explore issues affecting the validity of classroom assessments and identify basic accommodations.
4. CM/MT: Adapt instruction and assessments to be comprehensible to ELLs without reducing rigor.

Learner Activities:

Participants complete a series of condensed online modules through a professional learning portal:

- Scenario Analysis: Reviewing short videos or cases of ELLs in various "other" subject areas (e.g., PE, Art, Music) to identify statutory considerations or misinterpretations of student behavior.
- Strategy Matching: Matching evidence-based scaffolding strategies (visuals, modeling) to specific student proficiency levels (WIDA 1–6).
- Resource Review: Evaluating one instructional resource for linguistic accessibility using a simplified rubric.

Assessment, Evaluation, and Evidence of Attainment:

Evaluation is based on the completion of an ESOL Foundational Awareness Portfolio.

- Types of Assessment:
 - Module Comprehension Checks: Objective questions on legal requirements and SLA principles.
 - Adapted Task Product: A single lesson plan or activity from the participant's subject area, modified to include at least two specific scaffolds for an ELL.
- Evidence Required:
 - Completed Student Language Profile Analysis for a hypothetical student.
 - Reflective Narrative: A 300-word statement on how the participant will facilitate ELL

adjustment to their specific classroom environment.

- Post-test: Demonstrating at least 80% mastery of course objectives.

ADDITIONAL TRAINING OPTIONS

Component Title: ESOL for Category II & IV

Identifier Numbers:

PAEC-Provided: 2-702-267

Maximum Points: 60

This 60-hour Master Inservice Plan (MIP) component is designed for Content-Area Teachers (Category II), School-based Administrators (Category IV), and Guidance Counselors (Category IV). It integrates the 2025 standards across all five core strands: Methods (MT), Applied Linguistics (AL), Testing (TE), Curriculum (CM), and Communication (CU).

General Objective:

The purpose of this component is to provide non-ESOL primary instructional and administrative personnel with a comprehensive understanding of the 2026 Florida Teacher Standards for ESOL Endorsement. Participants will develop the skills to ensure legal compliance, apply linguistic principles, and implement standards-based instruction and assessments for English Language Learners (ELLs) within their specific professional roles.

Specific Objectives:

1. MT/Legal: Demonstrate knowledge of Florida's educational statutes regarding identification (Home Language Survey), eligibility, and ELL Committee responsibilities.
2. AL: Analyze the English language as an integrative communicative system (phonology, morphology, syntax, semantics, and pragmatics) to support acquisition.
3. TE: Identify appropriate assessment accommodations and distinguish language proficiency from other learning needs using data analysis.
4. CM: Plan benchmarks-aligned instruction that integrates Florida's English Language Development (ELD) Standards with academic content.
5. CU: Design instructional practices and family engagement plans that meet individual student needs and promote civic engagement.

Learner Activities:

Activities are designed to provide products demonstrating competency across all strands:

- Linguistic & Data Analysis: Participants analyze a mock student case file, interpreting English Language Proficiency (ELP) data and identifying linguistic features of the student's home language versus English.
- Integrated Planning: Participants draft a Week-at-a-Glance lesson plan that embeds dual objectives (content and language), scaffolded supports (sentence frames, graphic organizers), and integrated technology tools.
- Stakeholder Simulation: Participants complete a Simulated ELL Committee Documentation Packet, including a decision form and a parent notification draft explaining academic expectations and parental rights.

Field Clinical Activities:

The 15 site hours require participants to apply knowledge in an actual instructional or administrative setting:

- Instructional Application: Teachers implement a differentiated lesson and collect student work samples across varying proficiency levels.
- Administrative/Counseling Application: Leaders evaluate a school-site ESOL process or conduct a student/family outreach activity, documenting the impact on the educational setting.

Assessment, Evaluation, and Evidence of Attainment:

The instructor certifies mastery based on the successful submission of a Comprehensive ESOL Leadership & Instructional Portfolio.

- Evidence Required:
 - Data Analysis Report: Distinguishing language needs from learning disabilities.
 - Standards-Aligned Lesson Sequence: Integrating ELD Standards and academic benchmarks.
 - Family Communication Plan: Detailing ESOL supports and parental rights.
 - Post-test: Achieving at least 80% accuracy on foundational statutory and linguistic knowledge.

C. Matrix

The ESOL Add-On Endorsement matrix is a visual presentation of the components, showing how the competencies are addressed and the methods used to demonstrate them. **Table 4** indicates the component(s)/course(s) and the component-specific objective(s) or expected learner outcomes that address each competency identified in Section III, and the method used to verify the competency demonstration.

Table 4

District Add-On Program Florida ESOL Endorsement Matrix

ESOL: Methods of Teaching English to Speakers of Other Languages (MT) - Course One (60 hours)		
Strand: Methods of Teaching ESOL (MT) Standard: MT.1: ESOL Requirements and Practices Performance Indicator: 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.		
Strand: Methods of Teaching ESOL (MT)		
Standard	Description of Assignment(s)	Description of Assessment(s)
MT.1: Teachers will apply knowledge of evidence-based practices and requirements in the field of ESOL.	To demonstrate knowledge of Florida's educational statutes and ESOL requirements, participants will review the Home Language Survey process, English Language Proficiency (ELP) assessment procedures, and ELL Committee responsibilities. Participants will analyze a mock student case file that includes Home Language Survey responses, ELP data, and academic records to determine eligibility for ESOL services and appropriate instructional supports. Participants will participate in a simulated ELL Committee meeting and develop a standards-aligned instructional action plan that incorporates Florida's English Language Development (ELD)	Participants will be assessed through a written case analysis, completion of ELL Committee documentation, and development of a compliant instructional plan. Evaluation will be based on the accuracy of identification procedures, alignment of instruction to ELD Standards, appropriate use of proficiency data, and progress monitoring tools. All assessments are evaluated using instructor rubrics outlining expectations for each activity. After receiving feedback, participants will revise their responses as needed. Objective 1 Assessment: Participants submit a written eligibility determination summary based on mock HLS cases. Evidence Required:

	Standards, differentiation strategies, and progress monitoring procedures. To demonstrate knowledge of Florida’s educational statutes and ESOL requirements, participants will... 1. Identify Florida statutory requirements to analyze Home Language Survey results. 2. Interpret English Language Proficiency (ELP) assessment data to determine instructional placement. 3. Participate in a simulated ELL Committee review using compliant documentation. 4. Develop an instructional action plan aligned to English Language Development (ELD) Standards. 5. Design a compliant progress monitoring system aligned to proficiency descriptors. 6. Apply AI prompts to support instructional planning. 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	• Accurate identification of statutory triggers • Correct procedural sequencing • Accurate timeline documentation Mastery requires accuracy in statutory application. Objective 2 Assessment: Participants complete an ELP Interpretation Chart and submit a written placement justification. Evidence Required: • Accurate identification of proficiency levels • Correct interpretation of domain scores • Instructional recommendations aligned to proficiency descriptors Mastery requires accurate interpretation and a defensible placement rationale. Objective 3 Assessment: Participants complete a simulated ELL Committee documentation packet based on a mock student file. Evidence Required: • Completed ELL Committee decision form • Instructional recommendation summary • Parent notification draft Mastery requires accurate, compliant documentation aligned to statutory requirements. Objective 4 Assessment: Participants submit a standards-aligned instructional action plan. Evidence Required: • Measurable content and language objectives • Accurate citation of ELD Standards • Differentiation aligned to proficiency levels • Assessment alignment Mastery requires clear alignment between objectives, standards, and instructional supports. Objective 5 Assessment:
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	6A-6.09021 – Annual Proficiency Assessment Reflective Component – Policy Interpretation Short-answer prompts guide educators to: 1. Explain the implementation of identification procedures 2. Describe documentation of accommodations 3. Reflect on strategies for monitoring ELL progress Application Component – Scenario-Based Practice Educators engage in real-world case analysis involving: 1. Enrollment challenges 2. Testing accommodations 3. Exit decisions Tasks include: 1. Identifying relevant statutes 2. Outlining compliance actions 3. Designing practical solutions (e.g., compliance checklists, progress monitoring plans, instructional action plans aligned to English Language Development (ELD) Standards) Resources: MT.1: ESOL Requirements and Practices https://www.fldoe.org/academics/eng-language-learners/rules-legislation.stml • Rule 6A-6.0902, F.A.C., Requirements for Identification, Eligibility, and Programmatic Assessments of English Language Learners • 6A-6.0903 Requirements for Exiting English Language Learners from the English for Speakers of Other Languages	Participants submit a progress monitoring toolkit including a rubric, tracking template, and written alignment explanation. Evidence Required: • Monitoring criteria aligned to proficiency descriptors • Clear documentation procedures • Measurable indicators of language growth Mastery requires monitoring tools that are both proficiency-aligned and statutorily compliant.
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	Program. • 6A-1.09432 Assessment of English Language Learners. • 6A-6.09021 Annual English Language Proficiency Assessment for English Language Learners (ELLs). • September 2003 Modification to the Consent Decree • Rule 6A-4.02451, F.A.C., Florida Teacher Standards for ESOL Endorsement • Rule 6A-6.0908, F.A.C., Equal Access for English Language Learners to Programs Other than English for Speakers of Other Languages (ESOL)	
Performance Indicator	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. Clarification 1: Instruction includes knowledge of the home language survey to identify students who may need ESOL services, followed by the English Language Proficiency Assessment to determine language proficiency and inform instruction; active participation in the ELL Committee to	These assignments develop participants' understanding of Florida's statutory requirements for identifying, placing, and monitoring English Language Learners (ELLs) and their ability to apply those requirements to instructional decision-making. The sequence progresses from understanding legal identification procedures, to interpreting language proficiency data, to applying compliant documentation practices, and finally to designing instruction and progress monitoring systems aligned to English Language Development (ELD) Standards. Participants first examine Florida's ESOL statutory requirements and procedures for identifying English Language Learners through the Home Language Survey (HLS). By analyzing sample cases and completing eligibility determination forms, participants learn to apply legal guidelines and timelines for identification and documentation. Next, participants interpret English Language Proficiency (ELP) assessment data to determine instructional placement. Through analysis of proficiency reports and reflection on placement decisions, participants develop the ability to connect language proficiency data to appropriate instructional supports. Participants then analyze ELL Committee procedures and complete a simulated committee review using compliant documentation. This activity builds understanding of the collaborative decision-making process used to monitor ELL progress and determine instructional recommendations. Following identification and placement activities, participants design an instructional action plan aligned to Florida's English Language Development (ELD) Standards. This step emphasizes the integration of	

monitor ELLs' academic and linguistic progress; and other procedures of the ESOL program.	language objectives, proficiency-level scaffolds, and assessment strategies to support English language development within academic instruction. Finally, participants design a progress monitoring system aligned to proficiency descriptors and required monitoring procedures. This activity ensures participants understand how to document student progress and adjust instruction based on language development data. Together, these assignments build participants' ability to apply statutory procedures, interpret assessment data, plan standards-based instruction, and implement compliant monitoring systems. The scope and sequence move from legal compliance and data interpretation to instructional planning and progress monitoring, ensuring that participants develop both the procedural knowledge and instructional skills necessary to support English Language Learners effectively. Assignment 1: Apply Florida statutory requirements to analyze Home Language Survey results Knowledge Acquisition Activities (5 Hours) • Statutory Overview (1.5 Hours) Participants view materials covering: ○ Florida ESOL identification statutes ○ Required timelines ○ HLS triggers for further screening ○ Documentation requirements • Guided Statute Matching (1.5 Hours) Participants match statutory excerpts to ESOL program procedures: ○ Required procedural steps ○ Mandatory timelines ○ Responsible personnel • Home Language Survey Case Analysis (2 Hours) Participants analyze a sample HLS case to: ○ Complete an eligibility determination form ○ Report next-step identification ○ Compose a timeline compliance chart Artifacts Submitted • Matching Activity: Florida ESOL identification statutes • Completed HLS case analysis forms Instructor Verification Instructor evaluates using a rubric to verify:
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- Accurate statutory application
- Correct procedural sequencing

Assignment 2: Interpret English Language Proficiency (ELP) assessment data to determine instructional placement.

Knowledge Acquisition Activities (4 Hours)

1. Modeling of ELP Interpretation (1 Hour)

Participants view an example of how to read composite and domain scores and connect to proficiency descriptors.

2. ELP Score Analysis Practice (2 Hours)

Participants analyze ELP reports (see WIDA ELP Proficiency Levels 1-6), identifying:

- Overall proficiency level
- Domain strengths/needs
- Instructional implications

3. Placement Justification Reflection (1 Hour)

Participants submit a written explanation justifying placement decisions using statutory and proficiency language.

Artifacts Submitted

- Completed ELP Interpretation Charts
- Placement justification reflection

Instructor Verification

Rubric confirms:

- Accurate proficiency identification
- Correct instructional alignment
- Compliance with statutory requirements

Assignment 3: Participate in a simulated ELL Committee review using compliant documentation.

Knowledge Acquisition (3 Hours)

4. Analysis of ELL Committee Review (1 Hour)

- Required committee members
- Documentation requirements
- Monitoring procedures

5. Documentation Analysis Activity (1 Hour)

Participants review:

- One compliant example
 - One non-compliant example
- Identify documentation errors using a structured checklist.
- 6. Case File Review (1 Hour)**
Participants review a complete mock student file (HLS, ELP, academic data).

Site Competency Demonstration (2 Hours)

- 4. Independent Committee Documentation Simulation**
Participants independently complete:
- ELL Committee decision form
 - Instructional recommendation summary
 - Parent communication template

Artifacts Submitted

- Completed ELL Committee documentation
- Written instructional recommendation
- Parent notification draft

Instructor Verification

Instructor rubric verifies:

- Accurate procedural documentation
- Alignment with student data
- Compliance with statutory requirements

Assignment 4: Develop an instructional action plan aligned to English Language Development (ELD) Standards.

Knowledge Acquisition Activities (4 Hours)

- 1. ELD Standards Review (1.5 Hours)**
Participants analyze ELD Standards and proficiency descriptors.
- 2. Dual Objective Writing Lab (1.5 Hours)**
Participants independently draft:
 - Content objective
 - Language objective aligned to ELD standard
- 3. Instructor Feedback Revision Cycle (1 Hour)**
Participants submit draft objectives.
Instructor provides written feedback.

Participants revise and resubmit.

Artifacts Submitted

- Finalized instructional action plan including:
 - Content objective
 - Language objective
 - Proficiency-level scaffolds
 - Assessment alignment

Instructor Verification

Rubric confirms:

- Accurate ELD citation
- Measurable objectives
- Appropriate differentiation
- Alignment between objectives and assessments

Assignment 5: Design a compliant progress monitoring system aligned to proficiency descriptors.

Knowledge Acquisition Activities (3 Hours)

1. Monitoring Requirements Module (1 Hour)

Participants analyze:

- Required monitoring frequency
- Documentation procedures
- Alignment to proficiency descriptors

2. Progress Monitoring Tool Design (1.5 Hours)

Participants design:

- Domain-specific rubric
- Monitoring calendar
- Data tracking sheet

3. Alignment Justification (0.5 Hour)

Participants submit a short explanation connecting the monitoring tool to specific proficiency descriptors.

Site Competency Demonstration (1 Hour)

Participants complete a mock data-entry scenario using sample student data and demonstrate how the monitoring tool would document growth.

	Artifacts Submitted - Monitoring toolkit - Completed mock data-entry example - Alignment justification paragraph Instructor Verification Rubric verifies: - Alignment to proficiency level descriptors - Measurable criteria - Compliance with monitoring expectations	
Strand: Methods of Teaching ESOL (MT) 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: 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.		
Strand: Methods of Teaching ESOL (MT)		
Standard	Description of Assignment(s)	Description of Assessment(s)
MT.2: English Language Acquisition and Development Teachers will apply evidence-based practices to deliver instruction that supports and accelerates English language acquisition.	To demonstrate evidence-based practices in English language acquisition, participants will design a standards-aligned lesson sequence that integrates Florida’s ELD Standards with grade-level academic benchmarks. The lesson plan will include clearly defined content and language objectives, differentiated scaffolds for varying English proficiency levels, structured listening and speaking activities, guided reading supports, and scaffolded writing tasks. Participants will implement the lesson in a classroom or simulated setting and collect student work samples for analysis. Participants will: Design a standards-aligned lesson plan including measurable content and language objectives.	Participants must demonstrate mastery of MT.2.1 and MT.2.2 through submission of structured instructional artifacts and documented implementation evidence. All assessments are evaluated using instructor rubrics outlining expectations for each activity. After receiving feedback, participants will revise their responses as needed. MT.2.1: Assessment Participants complete multiple-choice questions covering: Stages of second language

	2. Differentiate instructional supports for Emerging, Developing, and Expanding ELLs. 3. Integrate listening, speaking, reading, and writing activities aligned to second language acquisition theory. 4. Design scaffolded supports appropriate to proficiency levels (e.g., academic vocabulary, sentence frames, and graphic organizers). 5. Create strategy maps linking cognitive principles (e.g., spaced repetition, metacognition) to classroom practices. 6. Implement the lesson and analyze student language development data. 7. Apply AI prompts to support instructional planning and student feedback. Resources: MT.2: English Language Acquisition and Development • Differentiation resources • Multi-level planning resources • Integrated skills planning resources • Scaffolded support strategies • Cognitive principles strategies • Literacy Instruction Practice Profiles https://www.fldoe.org/academics/standards/just-read-fl/lit-instruct-pp.stml • Lesson planning templates • Student analysis and feedback strategies • AI prompt templates for lesson planning, alignment of instructional objectives to standards, multi-level lesson planning, differentiation, and student feedback • NCELA – Implementing Evidence-Based Instructional Practices for English Learners Implementing Evidence-based Instructional Practices for English Learners: Using Research to Guide	acquisition 9. Evidence-based strategies (e.g., retrieval practice, scaffolding, dual coding) 10. Integration of listening, speaking, reading, and writing activities Participants submit a differentiated lesson plan that includes: • Measurable content objective • Measurable language objective aligned to ELD Standards • Evidence-based instructional strategies • Differentiation for Emerging, Developing, and Expanding ELLs • Formative assessment aligned to language objective Evidence Required • Explicit integration of second language acquisition principles • Proficiency-aligned scaffolds • Alignment between objectives, instruction, and assessment Mastery requires demonstration of accurate alignment and appropriate differentiation across proficiency levels. MT.2.2: Assessment Participants submit an instructional implementation portfolio including: • A Week-at-a-Glance lesson plan integrating all four language domains
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	Practice (NCELA, 2025) • Differentiation of 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 • Written instructional reflection analyzing language development and student feedback Evidence Required • Integration of all four language domains • Structured academic language practice • Appropriate scaffolding aligned to proficiency descriptors Mastery requires documented implementation and analysis demonstrating effective use of evidence-based language acquisition strategies. Overall Competency Demonstration Requirement Participants must successfully demonstrate acquisition of all MT.2 competencies through artifact submission and instructor evaluation.
Performance Indicator	Description of Assignment(s)
MT.2.1 Demonstrate the	These assignments develop participants' ability to design standards-aligned instruction that supports

use of evidence-based practices in English language acquisition to plan instruction that meets the needs of ELLs at varying English proficiency levels.	English language development through differentiated, evidence-based teaching strategies. The sequence progresses from understanding principles of second language acquisition and objective-based lesson design to differentiating instructional supports across English Language Proficiency levels, and finally to connecting cognitive science principles with practical classroom strategies that enhance language learning. Participants first review resources explaining key principles of second language acquisition and the dual-objective planning framework used in ESOL instruction. Through analysis of an annotated exemplar lesson and guided objective-writing activities, participants learn to design lesson plans that include measurable content and language objectives aligned to English Language Development (ELD) Standards. Participants then revise their lesson plans to incorporate differentiated instructional supports for learners at the Emerging, Developing, and Expanding proficiency levels. This step emphasizes the use of modeling, guided practice, visual supports, vocabulary development, sentence frames, and graphic organizers to ensure that instruction remains accessible while maintaining academic rigor. Finally, participants complete a Strategy Mapping activity in which they connect cognitive science principles—such as spaced repetition and metacognition—to classroom practices that support language learning. This activity reinforces the relationship between research on learning and practical instructional strategies that promote comprehension, participation, and language development. Together, these assignments ensure that participants develop both the conceptual understanding of language acquisition and the practical skills needed to design differentiated instruction for multilingual learners. The scope and sequence moves from instructional planning and objective development to proficiency-based differentiation and research-informed instructional strategies, enabling educators to design lessons that effectively support language development and academic achievement for English Language Learners. Assignment 1: Design a standards-aligned lesson plan including measurable content and language objectives. Knowledge Acquisition (4 Hours) • Participants view resources to identify: ○ Principles of second language acquisition ○ Content vs. language objectives ○ Dual-objective planning framework • Participants complete an embedded comprehension check. • Participants analyze an annotated exemplar ESOL lesson plan. • Participants complete a structured objective-writing template. Artifact Submitted
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	• Draft lesson plan including: ◦ Content objective ◦ Language objective aligned to ELD Standards ◦ Evidence-based instructional strategies Instructor Verification Rubric confirms: • Measurable objectives • Alignment to proficiency descriptors • Use of evidence-based strategies Assignment 2: Differentiate instructional supports for three proficiency levels (Emerging, Developing, and Expanding ELLs) Knowledge Acquisition (3 Hours) • Resources on differentiation aligned to proficiency descriptors. • Participants complete a proficiency-level analysis activity using sample student profiles. • Participants revise a lesson plan to include differentiated supports for three ELL proficiency levels: ◦ Emerging ◦ Developing ◦ Expanding Artifact Submitted • Differentiation matrix embedded within the lesson plan. Instructor Verification Rubric confirms: • Clear differentiation by proficiency • Appropriate scaffolds (visuals, sentence frames, modeling, guided practice) • Alignment to language demands
MT.2.2 Implement listening, speaking, reading, and writing strategies aligned to evidence-based practices on second language acquisition for ELLs at	These assignments develop participants' ability to design and implement evidence-based instructional strategies that support English language development across listening, speaking, reading, and writing. The sequence progresses from understanding second language acquisition (SLA) principles, to designing domain-specific instructional supports, and finally to implementing and analyzing instruction using student language development data. Participants first explore key concepts from second language acquisition research, including the interaction hypothesis, output hypothesis, and academic discourse routines. Using these principles, participants design

varying English proficiency levels.	structured listening and speaking tasks that promote meaningful academic interaction and provide opportunities for students to practice language production. Participants then examine evidence-based approaches to reading instruction, including the role of word recognition, reading comprehension, and the Simple View of Reading. Using these concepts, participants adapt grade-level texts to include scaffolded supports that maintain academic rigor while improving linguistic accessibility for learners at different proficiency levels. Next, participants develop scaffolded writing tasks using strategies such as gradual release of responsibility, sentence frames, and paragraph organizers. These activities support students in progressing from guided language production to more independent writing aligned to academic expectations. The final assignment focuses on instructional implementation and analysis. Participants teach the developed lesson in their classroom or a simulated instructional setting, document a segment of instruction, and collect student work samples representing different proficiency levels. Participants then analyze student performance and language development using a structured reflection process. This sequence ensures participants develop both the theoretical understanding of SLA principles and the practical skills required to design, implement, and evaluate instruction across all four language domains. The progression from research-informed instructional design to classroom implementation and reflection supports teachers in developing effective practices that promote language development and academic achievement for English Language Learners. Assignment 3: Integrate structured listening and speaking tasks aligned to SLA research. Knowledge Acquisition (3 Hours) • Participants identify key aspects of SLA research to support structured listening and speaking instruction (e.g., through a matching activity): ○ Interaction hypothesis ○ Output hypothesis ○ Academic discourse routines ○ Key cognitive concepts (e.g., Affective Filter, Brain-Based Learning, The Forgetting Curve, Contrastive Analysis) ○ Principles of Effective Instruction • Participants design: ○ Structured listening task using an activity template. ○ Structured speaking protocol using an activity template. • Participants provide a written rationale linking tasks to SLA theory.
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Artifact Submitted

- Listening and speaking task plans with a written rationale.

Instructor Verification

Rubric confirms:

- Structured academic language practice
- Clear connection to SLA principles
- Alignment to lesson objectives

Assignment 4: Design scaffolded reading supports appropriate to proficiency levels.**Knowledge Acquisition (2.5 Hours)**

- Participants review resources modeling structured reading instruction.
- Participants identify key aspects of SLA research to support structured reading instruction (e.g., through a matching activity).
 - Reading comprehension
 - Word recognition
 - The Simple View of Reading
 - Principles of Effective Reading Instruction
- Participants modify a grade-level text for three proficiency levels.

Artifact Submitted

- Scaffolded reading materials (annotated text and supports)

Instructor Verification

Rubric confirms:

- Appropriate linguistic scaffolding
- Maintenance of grade-level rigor
- Alignment to proficiency descriptors

Assignment 5: Develop scaffolded writing tasks using evidence-based supports.**Knowledge Acquisition (2.5 Hours)**

- Participants analyze resources on:
 - Gradual release / guided instruction
 - Sentence frames
 - Paragraph organizers

- Participants design:
 - Writing prompt
 - Scaffolded writing supports for gradual release / guided instruction

Artifact Submitted

- Scaffolded writing task package

Instructor Verification

Rubric confirms:

- Structured progression from supported to independent writing
- Alignment to proficiency levels
- Clear modeling and guided practice

Assignment 6: Implement the lesson and analyze student language development data.

Site Competency Demonstration (5 Hours)

Participants independently:

1. Teach the developed lesson in their classroom or simulated setting.
2. Document a 20-minute instructional segment.
3. Collect at least three student work samples representing varying proficiency levels.
4. Analyze student performance using a structured reflection template.

Artifacts Submitted

- Lesson implementation review document
- Student work samples
- Formative assessment data
- Written instructional reflection

Instructor Verification

Instructor evaluates:

- Fidelity of implementation
- Evidence of listening, speaking, reading, and writing integration
- Appropriate differentiation
- Evidence of language growth

Mastery requires demonstration of competency across all required MT.2 indicators.

Strand: Methods of Teaching ESOL (MT)

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:

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.

Strand: Methods of Teaching ESOL (MT)

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.	To demonstrate standards-based ESOL instruction, candidates will develop a unit plan aligned to grade-level academic standards and Florida's ELD Standards. The unit will include integrated content and language objectives, academic vocabulary development, scaffolded reading and writing instruction, differentiated strategies for multilevel classrooms, and formative assessment tools to monitor progress. Participants will: 1. Align academic benchmarks with corresponding English Language Development (ELD) Standards (see WIDA ACCESS). 2. Design standards-based instructional objectives integrating content and language demands. 3. Select and apply evidence-based strategies that maintain grade-level rigor while supporting language development. 4. Develop scaffolded academic tasks that promote both content mastery and language growth. 5. Analyze student work to determine the effectiveness of language supports. 6. Apply AI prompts to support instructional planning	Participants must demonstrate mastery of MT.3.1–MT.3.4 through submission of a structured Standards-Based ESOL Instruction Portfolio. All assessments are evaluated using instructor rubrics outlining expectations for each activity. After receiving feedback, participants will revise their responses as needed. MT.3.1 Assessment Participants submit a lesson plan section identifying and integrating evidence-based instructional strategies with a written rationale explaining how each strategy supports both academic rigor and language development. Evidence Required • Explicit connection to second language acquisition principles • Clear integration within the lesson structure • Alignment between strategy and learning objectives

	and learner feedback. Resources: MT.3: Standards-Based ESOL and Content Instruction • Academic benchmarks with corresponding English Language Development (ELD) Standards (see WIDA ACCESS) • Instructional objectives examples • Differentiation resources • Multi-level planning resources • Integrated skills planning resources • Scaffolded support strategies • Evidence-based cognitive principles • Literacy Instruction Practice Profiles https://www.fldoe.org/academics/standards/just-read-fl/lit-instruct-pp.stml • Lesson planning templates • Student analysis and feedback strategies • AI prompt templates for lesson planning, alignment of instructional objectives to standards, multi-level lesson planning, differentiation, and student feedback	MT.3.2 Assessment Participants submit structured listening and speaking task designs differentiated for three proficiency levels, along with a written explanation describing how oral language activities support literacy development. Evidence Required • Proficiency-aligned oral language supports • Clear progression from oral rehearsal to literacy tasks • Alignment to lesson objectives MT.3.3 Assessment Participants submit scaffolded reading materials and a scaffolded writing task aligned to proficiency descriptors. Evidence Required • Appropriate linguistic scaffolding • Maintenance of grade-level content expectations • Clear alignment to proficiency-level needs MT.3.4 Assessment Participants submit an academic and ELD standards alignment chart and measurable content and language objectives embedded within the final lesson plan. Evidence Required • Accurate citation of ELD Standards • Explicit alignment between content and language objectives • Measurable outcomes
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		Site Competency Demonstration (Application Across MT.3.1–MT.3.4) Participants implement the developed lesson, collect student work samples representing multiple proficiency levels, and submit a written instructional analysis evaluating both academic achievement and language growth. Evidence Required • Evidence of content mastery • Evidence of language development • Reflection identifying instructional adjustments Overall Competency Requirement Participants must demonstrate competency across all MT.3 performance indicators through successful artifact submission and instructor evaluation.
Performance Indicator	Description of Assignment(s)	
MT.3.1 Use evidence-based strategies to support language acquisition and academic achievement.	This assignment develops participants’ ability to apply second language acquisition (SLA) research to instructional planning that supports both language development and academic achievement. The sequence progresses from understanding research-based instructional strategies, to analyzing their instructional impact, to integrating them into lesson design. Participants first review instructional resources describing evidence-based strategies informed by second language acquisition research. This step builds foundational understanding of how instructional practices can support both language learning and access to academic content. Participants then complete a structured strategy analysis template in which they examine selected strategies and identify how each supports specific language and academic outcomes. This activity helps participants connect theoretical principles of language acquisition with practical instructional decisions. Finally, participants embed selected strategies within a lesson plan and provide a written rationale explaining how the strategies support language development and academic learning. This progression ensures participants develop both the conceptual understanding of SLA-informed instruction and the	

	practical ability to apply these strategies within standards-based lesson planning. Submitted artifacts—the evidence-based strategy plan and written rationale—provide evidence that participants can identify and apply research-based strategies that promote language acquisition and academic success for English Language Learners. Instructor verification through a rubric confirms alignment between selected strategies, lesson objectives, and intended language outcomes. Assignment 1 (Knowledge Acquisition – 4 Hours) • View resources on SLA-informed instructional strategies to support language acquisition and academic achievement. • Complete strategy analysis template linking strategy to language and academic outcomes. • Embed selected strategies in a lesson plan. • Submit a written rationale. Artifact • Evidence-based strategy plan • Written rationale
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.	This assignment develops participants’ ability to design instruction that uses oral language development to support literacy growth for English Language Learners. The sequence progresses from understanding research on oral language development and literacy transfer, to analyzing instructional models, to applying strategies within a structured lesson plan. Participants first review resources describing how listening and speaking development support reading and writing acquisition. This step builds foundational understanding of the relationship between oral language practice, vocabulary development, and literacy outcomes for multilingual learners. Participants then analyze exemplar listening and speaking routines that demonstrate how structured oral interaction supports comprehension, academic vocabulary development, and preparation for reading and writing tasks. Finally, participants apply these principles by completing a structured lesson plan template that incorporates strategies for listening and speaking across varying English proficiency levels. Participants also submit a written explanation describing how the designed oral language activities support literacy development. This progression ensures participants develop both the conceptual understanding of the relationship between oral language and literacy development and the practical skills needed to design instruction that integrates these domains. Submitted artifacts—the structured lesson plan template, proficiency-level differentiation chart, and literacy-connection rationale—provide evidence that participants can design instruction that supports listening, speaking, reading, and writing development for English Language Learners. Instructor verification through a rubric confirms alignment between oral language strategies, proficiency-level differentiation, and literacy learning outcomes.

	Assignment 2 (Knowledge Acquisition – 4 Hours) • View resources on oral language development and literacy transfer • Analyze exemplar listening/speaking routines • Complete a structured lesson plan template incorporating strategies for listening and speaking for ELLs at varying English proficiency levels to support learning to read and write in English • Submit a written explanation connecting oral practice to reading/writing outcomes Artifact • Structured lesson plan template • Proficiency-level differentiation chart • Written literacy-connection rationale
MT.3.3 Deliver reading and writing instruction appropriate for ELLs at varying English proficiency levels.	This assignment develops participants’ ability to design and implement scaffolded reading and writing instruction that supports English Language Learners across varying proficiency levels. The sequence progresses from understanding instructional supports for literacy development, to designing scaffolded reading and writing tasks, to implementing instruction and analyzing student learning outcomes. Participants first review resources describing evidence-based strategies for scaffolding reading and writing instruction. Using a structured template, participants modify grade-level texts to include linguistic supports such as vocabulary scaffolds, visual cues, and comprehension supports that improve accessibility while maintaining academic rigor. Participants then design a scaffolded writing progression plan using a gradual release framework that moves students from guided practice to more independent language production. Participants also provide a written explanation describing how the designed reading and writing supports align with proficiency descriptors and language development goals. In the site competency component, participants implement the developed standards-based lesson and collect student work samples representing different proficiency levels. Participants analyze these samples to evaluate the effectiveness of the instructional scaffolds in supporting both language development and content understanding. Using a structured instructional analysis template, participants identify strengths, gaps, and next instructional steps based on student performance data. This progression ensures participants develop both the instructional design skills needed to scaffold literacy instruction and the analytical skills required to evaluate and refine language supports based on student evidence. Submitted artifacts—including scaffolded reading materials, the scaffolded writing task package, student work samples, and a written instructional analysis—provide evidence that participants can design, implement, and evaluate literacy instruction that supports language development and academic achievement for English Language Learners. Instructor verification through a rubric confirms appropriate linguistic scaffolding, alignment to proficiency levels, and evidence-based

	instructional adjustments. Assignment 3 (Knowledge Acquisition – 4 Hours) • View resources on scaffolded reading and writing supports. • Complete text-modification template. • Design writing progression plan (gradual release). • Submit proficiency-alignment explanation. Artifact • Scaffolded reading materials • Scaffolded writing task package • Proficiency-aligned support explanation Participants will analyze samples of student work to evaluate the effectiveness of implemented language supports, using evidence from student responses to determine whether scaffolds are promoting both content understanding and language development. Through this analysis, they will identify strengths, gaps, and next instructional steps, ensuring that language supports are purposeful, responsive, and aligned to proficiency goals. Participants will: 1. Implement the developed standards-based lesson. 2. Collect at least three student work samples representing varying proficiency levels. 3. Analyze evidence of both language development and content mastery. 4. Identify instructional adjustments based on data. Site Demonstration (4 Hours) • Lesson implementation • Student work collection • Completion of structured instructional analysis template (750 words) Artifacts • Student work samples • Formative assessment data • Written instructional analysis
MT.3.4 Use Florida’s English Language Development (ELD) Standards to plan lessons that combine academic	This assignment develops participants’ ability to align academic instruction with Florida’s English Language Development (ELD) Standards to support integrated language and content learning. The sequence progresses from understanding the structure and purpose of the ELD Standards, to aligning academic benchmarks with language development goals, to revising lesson objectives to reflect integrated instructional planning.

content with language objectives.	Participants first review resources explaining the organization and application of the ELD Standards and how they support English Language Learners' academic language development. Participants then complete a structured standards-alignment template to identify connections between academic benchmarks and relevant ELD Standards. Finally, participants revise their lesson objectives based on instructor feedback to ensure that both content and language objectives are clearly defined and aligned with standards-based instruction. This progression helps participants develop the ability to intentionally integrate language development within academic lessons. Submitted artifacts—the academic and ELD alignment chart, dual content and language objectives, and standards-integrated lesson plan—provide evidence that participants can align academic benchmarks with ELD Standards and design instruction that supports both language acquisition and academic achievement. Instructor verification through a rubric confirms accurate standards alignment and the integration of measurable content and language objectives. Assignment 4 (Knowledge Acquisition – 2 Hours) • View resources on ELD Standards. • Complete standards-alignment template. • Revise lesson objectives based on instructor feedback. Artifact • Academic and ELD alignment chart • Dual content and language objectives • Standards-integrated lesson plan
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ESOL: Applied Linguistics (AL) - Course Two (60 hours)

Strand: Applied Linguistics (AL)

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:

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.

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.	To demonstrate an understanding of language as an integrative communicative system, participants will analyze the five major components of English (phonology, morphology, syntax, semantics, and pragmatics) and examine how these elements interact to support effective communication. Participants will apply knowledge of English language proficiency levels across the four language domains of listening, speaking, reading, and writing, considering how learners develop and use language in varied academic contexts. Participants will also model both oral and written communication that is appropriately adjusted for audience and purpose, demonstrating an awareness of register, clarity, and communicative intent. In addition, they will conduct a contrastive analysis between English and another language in order to identify potential areas of transfer or difficulty, using these insights to inform thoughtful and responsive instructional decisions. To demonstrate understanding of language as an integrative communicative system, participants will: 1. Analyze the five components of English (phonology, morphology, syntax,	Participants must demonstrate mastery of AL.1.1–AL.1.4 through submission of a structured Applied Linguistics Portfolio. All assessments are evaluated using instructor rubrics outlining expectations for each activity. After receiving feedback, participants will revise their responses as needed. AL.1.1 Assessment Participants submit an Applied Linguistic Analysis Report analyzing phonology, morphology, syntax, semantics, and pragmatics within an authentic language sample. Evidence Required: • Accurate identification of linguistic components • Explanation of how components function as an integrated system • Instructional implications for ELL support Mastery requires accurate linguistic analysis and integrative explanation. AL.1.2 Assessment Participants submit a Four-Domain Proficiency Support Plan demonstrating differentiated instructional supports across listening, speaking,

	semantics, pragmatics). 2. Apply proficiency-level knowledge across the four language domains (listening, speaking, reading, and writing). 3. Model oral and written communication adjusted for audience and purpose. 4. Conduct contrastive analysis between English and another language to inform instructional decisions.	reading, and writing. Evidence Required: • Alignment to proficiency descriptors • Domain-specific instructional modifications • Clear connection to language acquisition theory Mastery requires accurate proficiency alignment across all four domains. AL.1.3 Assessment Participants submit: • Written academic language samples adjusted for proficiency levels • Reflective analysis of language adjustment Evidence Required: • Appropriate register and audience adjustment • Clear modeling of academic language • Reflection demonstrating intentional language modification Mastery requires effective modeling of proficient oral and written communication. AL.1.4 Assessment Participants submit a Contrastive Analysis Report and an Instructional Application Reflection demonstrating how cross-linguistic knowledge informs instruction. Evidence Required: • Accurate identification of linguistic similarities and differences • Identification of potential transfer issues • Instructionally sound adjustments Mastery requires accurate contrastive analysis and application to instructional practice.
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		Overall Competency Requirement Participants must demonstrate competency across all AL.1 performance indicators through successful artifact submission and instructor evaluation.
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 structure), semantics (meaning), and pragmatics (contextual use) as an integrative and communicative system.	Assignment 1 is structured to help participants develop a deep and practical understanding of the English language as an integrated communicative system. Participants explore the five major components of English—phonology, morphology, syntax, semantics, and pragmatics—and examine how these subsystems work together to create meaning in authentic communication. The sequence begins with foundational learning activities in which participants review instructional materials and complete guided linguistic analysis templates to build familiarity with key terminology and concepts. As their understanding develops, participants apply these concepts by analyzing authentic spoken and written language samples, identifying linguistic features and explaining how they interact within communication. Through these activities, participants also identify common learner errors associated with each linguistic subsystem and consider how linguistic knowledge can inform instructional decisions for English learners. The assignments culminate in an Applied Linguistic Analysis Report in which participants synthesize their learning by analyzing language data and connecting their findings to instructional implications. This progression—from foundational knowledge to applied analysis—ensures that participants move beyond theoretical understanding to practical insight, strengthening their ability to recognize language patterns, anticipate learner challenges, and design instruction that supports both language development and academic learning. Assignment 1: Analyze the English language system Participants will: • Identify phonological, morphological, syntactic, semantic, and pragmatic features in authentic language samples. • Explain how these components interact within communication. • Identify common learner errors related to each subsystem. Knowledge Acquisition Activities (12 Hours)	

	Participants: • Review instructional materials on each linguistic subsystem. • Complete guided linguistic analysis templates. • Analyze authentic language transcripts. • Complete terminology comprehension checks. Artifacts Submitted • Applied Linguistic Analysis Report Instructor Verification Rubric confirms: • Accurate identification of linguistic components • An integrative explanation of how these components interact within communication • Appropriate instructional implications to address common learner errors Resources: • 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).	Assignment 2 is structured to help participants develop a practical understanding of how English language proficiency develops across the four language domains: listening, speaking, reading, and writing. Participants begin by examining proficiency-level descriptors and exploring how language demands vary depending on a learner's stage of language development. Through guided review of language development resources, participants build awareness of how expectations for comprehension, expression, and academic language increase as learners move from emerging to more advanced levels of proficiency. As their understanding grows, participants analyze the linguistic and cognitive demands present within each language domain and complete a domain-analysis template to identify how instruction can be adjusted to support learners at different proficiency levels. These activities help participants recognize that effective instruction requires intentional adjustments to the complexity of language, task expectations, and available supports. Participants then apply this knowledge by designing differentiated instructional supports that align with specific proficiency descriptors and address the unique demands of listening, speaking, reading, and writing. The assignment culminates in the development of a Four-Domain Proficiency Support Plan, in which participants demonstrate their ability to align instructional supports to proficiency-level expectations and domain-specific language demands. Through this process, participants translate their understanding of language development into concrete instructional strategies that make rigorous

	academic content accessible to English learners. This progression—from understanding proficiency descriptors to designing domain-specific supports—ensures that participants can thoughtfully adjust instruction to meet learners where they are while supporting continued language growth. Assignment 2: Apply proficiency-level knowledge across listening, speaking, reading, and writing Participants will: • Analyze proficiency descriptors across four domains. • Modify instructional language demands according to proficiency levels. • Design domain-specific supports aligned to descriptors. Knowledge Acquisition Activities (10 Hours) Participants: • Review proficiency-level language development materials. • Complete domain-analysis template. • Design differentiated instructional supports. Artifacts Submitted • Four-Domain Proficiency Support Plan Instructor Verification Rubric confirms: • Alignment to proficiency descriptors • Appropriate domain differentiation • Clear instructional application Resources • WIDA ELD Standards Framework (2020) https://wida.wisc.edu/resources/wida-english-language-development-standards-framework-2020-edition • Language acquisition: An Overview: https://www.colorincolorado.org/article/language-acquisition-overview
AL.1.3 Model proficient oral and written communication skills for ELLs by adjusting language use according to context, audience, and	Assignment 3 is structured to help participants develop the ability to intentionally adjust language for learners at different levels of English proficiency. Participants begin by examining how register, audience, and purpose influence language use in instructional settings. Through the review of materials on pragmatic language and academic register, participants explore how teachers modify explanations, directions, and modeled language to make academic content accessible

purpose.	while maintaining rigor. As their understanding develops, participants analyze examples of teacher language modification and examine how vocabulary, sentence structure, and discourse patterns are adjusted to support learners at different proficiency levels. They then apply these insights by rewriting academic explanations for varied audiences, practicing how to simplify or expand language while preserving the core academic meaning. These activities help participants recognize how purposeful language modeling can scaffold comprehension and support students' development of academic English. To demonstrate their learning in practice, participants complete a site competency demonstration in which they produce a written model text that is intentionally adjusted for multiple English language proficiency levels, drawing on the WIDA ELP Proficiency Levels 1–6 as a reference. This task requires participants to consider how linguistic complexity, vocabulary, and sentence structure should change to meet learners' language development needs. The assignment culminates in the submission of a revised written model text accompanied by a reflective analysis of language adjustments. In this reflection, participants explain how and why they modified language across proficiency levels and how these adjustments support comprehension and language development. Instructor verification confirms that the submitted work demonstrates appropriate register adjustment, clarity of modeled language, and alignment to learner proficiency levels, ensuring that participants can effectively model academic language in ways that support English learners' progress. Assignment 3: Demonstrate modeled language adjustment Participants will: • Revise instructional explanations for multiple proficiency levels. • Produce written academic language samples adjusted for the audience. Knowledge Acquisition Activities (8 Hours) Participants: • Review materials on register and pragmatic language use. • Analyze examples of teacher language modification. • Rewrite academic explanations for varied audiences. Site Competency Demonstration (5 Hours) Participants: • Submit written model text adjusted for multiple ELP proficiency levels (see WIDA ELP Proficiency Levels 1-6). Artifacts Submitted • Revised written model text
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	• Reflective analysis of language adjustments Instructor Verification Rubric confirms: • Appropriate register adjustment • Clarity of modeled language • Alignment to learner proficiency levels
AL.1.4 Identify similarities and differences between English and other languages to inform instructional approaches.	Assignment 4 is structured to help participants understand how differences between English and students' home languages can influence language learning and classroom instruction. Participants begin by reviewing materials on contrastive analysis and cross-linguistic influence to build awareness of how phonological, morphological, and syntactic patterns vary across languages. These foundational activities help participants recognize how prior language knowledge can support language learning through positive transfer or contribute to predictable areas of difficulty. As their understanding develops, participants apply these concepts by completing a structured language comparison template that guides them in examining English alongside another language represented in their instructional setting. Through this analysis, participants identify key linguistic differences—such as variations in sound systems, word formation, or sentence structure—and consider how these differences may influence learners' pronunciation, grammar usage, and comprehension. Participants extend this analysis through research-supported linguistic comparison, drawing on credible resources to deepen their understanding of the selected language and its relationship to English. This process encourages participants to move beyond surface-level observations and develop a more informed understanding of how language structures shape learner performance. The assignment culminates in a Contrastive Analysis Report, in which participants synthesize their findings and propose instructional adjustments that address potential transfer issues. These recommendations focus on practical instructional responses that support English learners while building on the linguistic knowledge students already possess. Instructor verification confirms that the report demonstrates accurate linguistic comparison, identifies likely areas of cross-linguistic influence, and provides instructionally sound recommendations that can inform classroom practice. Assignment 4: Conduct contrastive analysis Participants will: • Compare English to one other language represented in their instructional setting. • Identify phonological, syntactic or morphological differences. • Propose instructional adjustments based on identified differences. Knowledge Acquisition Activities (10 Hours) Participants:

	• Review materials on contrastive analysis and cross-linguistic influence. • Complete structured language comparison template. • Conduct research-supported linguistic comparison. Artifacts Submitted • Contrastive Analysis Report Instructor Verification Rubric confirms: • Accurate linguistic comparison • Identification of likely transfer issues • Instructionally sound recommendations Resources • 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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ESOL: Testing and Evaluation (TE) - Course 3 (60 hours)

Strand: Testing and Evaluation (TE)

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 Indicators:

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.

Strand: Testing and Evaluation (TE)

Standard	Description of Assignment(s)	Description of Assessment(s)
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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.	To demonstrate competency in assessment considerations for English language learners, participants will examine how language proficiency influences students' ability to access and demonstrate knowledge on academic assessments. They will identify appropriate assessment accommodations that align with students' English language proficiency levels, ensuring that supports provide access to assessment tasks while maintaining academic expectations. Participants will also analyze assessment data and student work to determine whether performance patterns are related to language development or to other academic or learning needs. Based on this analysis, they will develop a structured accommodation and monitoring plan that outlines appropriate supports and describes how student progress will be tracked over time to inform instructional decisions and promote continued language growth. To demonstrate competency in assessment considerations for ELLs, participants will... 1. Identify appropriate accommodations aligned to proficiency levels. 2. Analyze assessment data to distinguish language proficiency from other learning needs. 3. Develop an accommodation and monitoring plan.	Participants must demonstrate mastery of TE.1.1 and TE.1.2 through submission of a structured Assessment Analysis Portfolio. All artifacts are evaluated using instructor rubrics aligned to the 2025 ESOL Competencies. After receiving feedback, participants will revise their responses as needed. TE.1.1 Assessment Identify appropriate accommodations for assessments and progress monitoring tools to evaluate ELLs. Participants submit an ELL Accommodation Plan aligned to proficiency levels and assessment type. Evidence Required: • Appropriate accommodations matched to proficiency descriptors • Alignment between accommodation and assessment purpose • Preservation of assessment validity • Written justification of accommodation decisions Mastery requires accurate selection of accommodations that support ELL access without altering assessment constructs. TE.1.2 Assessment Use assessment data to distinguish language proficiency from other learning needs. Participants submit a Data Analysis Report based on a structured case study. Evidence Required: • Accurate interpretation of language and academic assessment data
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		• Clear distinction between language acquisition patterns and potential learning difficulties • Evidence-based instructional recommendations Mastery requires accurate analysis and defensible instructional conclusions.
Performance Indicators	Description of Assignment(s)	
TE.1.1 Identify appropriate accommodations for assessments and progress monitoring tools to evaluate ELLs.	The course assignments are structured to help participants develop the knowledge and practical skills necessary to design appropriate and compliant assessment accommodations for English language learners. Participants begin by building a foundational understanding through the review of instructional materials that address assessment validity, the purpose of accommodations, and the importance of maintaining the integrity of academic assessments while providing meaningful access for multilingual learners. As participants deepen their understanding, they analyze examples of both compliant and non-compliant accommodation scenarios. These activities help participants recognize how accommodations can either support or unintentionally compromise the validity of an assessment. Through guided analysis, participants examine how accommodations must be carefully aligned to students' English language proficiency levels and to the type of assessment being administered. Participants then apply this knowledge by completing a structured accommodation planning template that requires them to select and justify appropriate supports based on proficiency descriptors and assessment demands. The assignment culminates in the development of an ELL Accommodation Plan, accompanied by a written justification explaining the rationale for the selected accommodations. In this artifact, participants demonstrate their	

	ability to align accommodations with language proficiency levels while ensuring that assessment validity and policy requirements are preserved. Instructor verification confirms that the submitted plan reflects appropriate alignment to proficiency levels, maintains the integrity of the assessment, and complies with established assessment policies. The scope and sequence of this assignment is intentionally designed to move from conceptual understanding to applied decision-making. Participants first develop awareness of the principles that guide appropriate accommodations before analyzing real scenarios and ultimately designing their own accommodation plans. This progression ensures that participants not only understand accommodation policies but can also apply them thoughtfully and responsibly in authentic instructional and assessment contexts. Assignment 1: Develop an ELL Accommodation Plan <i>Knowledge Acquisition (12 Hours)</i> Participants will: ● Review instructional materials on assessment accommodations and validity. ● Analyze compliant and non-compliant accommodation scenarios. ● Align accommodations to proficiency descriptors and assessment type. ● Complete structured accommodation planning template. <i>Artifacts Submitted</i> ● ELL Accommodation Plan ● Written justification <i>Instructor Verification</i> Rubric confirms: ● Alignment to proficiency level ● Preservation of assessment validity ● Compliance with assessment policy
TE.1.2 Use assessment data to distinguish language proficiency from other learning needs.	The course assignments are structured to help participants develop the ability to interpret assessment data for English language learners in a way that accurately reflects both language development and academic learning. Participants begin by examining how language proficiency interacts with academic performance and reviewing guidance on interpreting multiple sources of assessment information. These foundational activities help participants recognize that assessment results must be analyzed carefully to determine whether performance patterns are related to language development, content knowledge, or other learning factors. As their understanding develops, participants analyze combined language and academic assessment data through guided activities that focus on identifying patterns within student performance. They examine how language proficiency levels may influence comprehension, response patterns, and overall academic outcomes. Through this

process, participants practice distinguishing between expected stages of language development and potential indicators of learning difficulties that may require additional support or investigation. Participants then apply their analysis by recommending appropriate instructional next steps that respond to the patterns identified in the data. These recommendations emphasize evidence-based instructional adjustments that support language development while maintaining access to rigorous academic content. The assignment culminates in the submission of a **Data Analysis Report**, in which participants present their interpretation of the assessment data and explain the instructional implications of their findings. Instructor verification confirms that the report demonstrates accurate interpretation of assessment data, clearly distinguishes between language proficiency and other learning needs, and provides evidence-based instructional recommendations. The **scope and sequence** of this assignment is designed to move participants from understanding the relationship between language development and assessment performance to applying that understanding in authentic data analysis. By first building conceptual awareness and then engaging in structured analysis tasks, participants develop the ability to interpret assessment results responsibly and to use data to guide effective instructional decisions for English language learners.

Assignment 2: Conduct an Assessment Data Case Study

Knowledge Acquisition (13 Hours)

Participants will:

- Analyze combined language and academic assessment data.
- Identify patterns of language development vs. potential learning difficulties.
- Recommend instructional next steps.
- Submit a written analysis.

Artifacts Submitted

- Data Analysis Report

Instructor Verification

Rubric confirms:

- Accurate interpretation of assessment data
- Clear distinction between language proficiency and other needs
- Evidence-based instructional recommendations

Resources

- IRIS Center – *Addressing the Needs of English Language Learners*
<https://iris.peabody.vanderbilt.edu/module/ell/>

Standard: TE.2: Classroom-Based Assessment for ELLs

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

Performance Indicators:

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.

Strand: Testing and Evaluation (TE)

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.	To demonstrate competency in classroom-based assessment for English language learners, participants will select evidence-based tools that effectively assess student performance across the four language domains of listening, speaking, reading, and writing. They will design domain-specific rubrics that clearly define expectations for language use and academic performance, ensuring that assessment criteria reflect both content understanding and language development. Participants will also develop linguistically responsive formative and summative assessments that are accessible to learners at varying levels of English proficiency while maintaining appropriate academic rigor. Finally, participants will implement one modified assessment in their instructional setting and analyze the resulting student performance data to evaluate the effectiveness of the assessment design and identify implications for future instruction. To demonstrate competency in classroom-based assessment, participants will: 1. Select evidence-based tools for assessing the four language domains.	Participants must demonstrate mastery of TE.2.1 and TE.2.2 through submission of a structured ELL Classroom Assessment Portfolio . All artifacts are evaluated using instructor rubrics aligned to the 2025 ESOL Competencies. After receiving feedback, participants will revise their responses as needed.
		TE.2.1 Assessment Select evidence-based tools and techniques to assess listening, speaking, reading, and writing in the content areas. Participants submit a Four-Domain Assessment Toolkit , including domain-specific assessment tools and at least one analytic rubric. Evidence Required: ● Evidence-based tool selection ● Alignment to content standards ● Alignment to proficiency levels ● Clear, measurable rubric criteria Mastery requires appropriate selection and alignment of assessment tools across all four language domains.
		TE.2.2 Assessment

	2. Develop domain-specific rubrics. 3. Design linguistically responsive formative and summative assessments. 4. Implement one modified assessment and analyze student results.	Implement linguistic strategies for formative and summative assessments to support ELLs' language development. Participants submit: ● Modified formative assessment ● Modified summative assessment ● Student response samples ● Written assessment analysis reflection Evidence Required: ● Appropriate linguistic supports embedded within assessments ● Maintenance of academic rigor ● Evidence of language-informed instructional adjustments ● Reflection demonstrating data-driven decision making Mastery requires documented implementation and analysis demonstrating effective integration of linguistic supports in assessment practice. Overall Competency Requirement Participants must demonstrate competency across all TE.1 and TE.2 performance indicators through successful artifact submission and instructor evaluation. Completion requires competency-level performance on 100% of required objectives.
Performance Indicators	Description of Assignment(s)	
TE.2.1 Select evidence-based tools and techniques to assess listening,	The course assignments are structured to help participants design classroom assessments that effectively measure English language learners' development across the four language domains: listening, speaking, reading, and writing. Participants begin by reviewing exemplar assessment tools that demonstrate how language performance can be measured in each domain while maintaining alignment to academic content standards. Through these foundational	

speaking, reading, and writing in the content areas.	activities, participants develop an understanding of how effective assessment tools capture both language development and content understanding. As their understanding deepens, participants analyze how assessment tasks must be aligned not only to content standards but also to students' language proficiency levels. They examine how linguistic demands vary across tasks and how assessments can be structured to provide meaningful evidence of learning for students at different stages of English language development. Participants then apply this knowledge by selecting and organizing appropriate assessment tools for each language domain and aligning them with specific instructional objectives. Participants further extend their work by developing an analytic rubric for one selected language domain. This task requires them to define clear and measurable criteria that describe levels of student performance, ensuring that expectations for language use and academic content are transparent and consistent. The assignment culminates in the submission of a Four-Domain Assessment Toolkit, which includes the selected assessment tools and the domain-specific rubric. Instructor verification confirms that the toolkit demonstrates evidence-based tool selection, alignment to both content standards and language proficiency expectations, and the integration of clear, measurable assessment criteria. The scope and sequence of this assignment is intentionally designed to move from analysis to application. Participants first examine strong examples of domain-specific assessments before aligning those tools to instructional standards and proficiency expectations. They then apply their understanding by constructing their own assessment toolkit and rubric. This progression ensures that participants not only understand the principles of effective language assessment but can also design practical tools that support meaningful evaluation of English learners' language and academic development. Assignment 3: Develop a Four-Domain Assessment Toolkit <i>Knowledge Acquisition (10 Hours)</i> Participants will: ● Review exemplar assessment tools across listening, speaking, reading, and writing. ● Align tools to content standards and proficiency levels. ● Develop an analytic rubric for one selected domain. <i>Artifacts Submitted</i> ● Four-Domain Assessment Toolkit ● Domain-Specific Rubric <i>Instructor Verification</i> Rubric confirms: ● Evidence-based tool selection ● Alignment to content and proficiency
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	● Clear measurable criteria Resources ● Preparing the Way: Teaching English Learners in the P-12 Classroom (2025) (5th Edition) ● CEDAR Center – <i>Evidence-Based Practices for English Learners</i> https://cedar.education.ufl.edu/wp-content/uploads/2016/11/EBP-for-english-learners.pdf ● WIDA – <i>RtI² for English Language Learners</i> https://wida.wisc.edu/sites/default/files/resource/RtI2-for-ELLs.pdf ● Edutopia – <i>10 Strategies to Support English Language Learners</i> https://www.edutopia.org/article/10-strategies-support-english-language-learners-across-all-subjects
TE.2.2 Implement linguistic strategies for formative and summative assessments to support ELLs’ listening, speaking, reading, and writing in the content areas.	The course assignments are structured to help participants design and implement assessments that are both academically rigorous and linguistically responsive to the needs of English language learners. Participants begin by reviewing research-based strategies for incorporating linguistic scaffolding into assessment tasks. These activities focus on how teachers can adjust language demands, directions, and response formats in ways that support comprehension without lowering academic expectations. As their understanding develops, participants apply these principles by designing or modifying one formative and one summative assessment to include appropriate linguistic supports. In doing so, they consider how vocabulary, sentence complexity, visual supports, and task structure can be adapted to align with learners’ English language proficiency levels while still measuring the intended academic outcomes. Participants then submit the modified assessment instruments to demonstrate their ability to design assessments that are accessible and instructionally meaningful. To extend learning from design to classroom practice, participants complete a site competency demonstration in which they implement one of the modified assessments in their instructional setting. During this process, they collect samples of student responses representing a range of English language proficiency levels. Participants then analyze these responses using a structured reflection template to determine how effectively the assessment supported students’ ability to demonstrate their knowledge and language use. Based on this analysis, they identify instructional adjustments and consider how assessment design can inform future teaching decisions. The assignment culminates in the submission of a set of artifacts that includes the modified formative assessment, modified summative assessment, student response samples, and a written assessment analysis reflection of approximately 500 words. Instructor verification confirms that the assessments incorporate appropriate linguistic supports while maintaining the rigor and validity of the academic task. The scope and sequence of this assignment intentionally move from conceptual understanding to instructional design and then to classroom implementation. Participants first learn how linguistic scaffolding can be applied to assessments, then practice designing responsive assessment tools, and finally implement and analyze those tools in a real instructional context. This progression ensures that participants develop not only theoretical knowledge but also the

practical skills necessary to create and evaluate assessments that accurately measure the learning of English language learners.

Assignment 4: Design and Implement Linguistically Responsive Assessments

Knowledge Acquisition (10 Hours)

Participants will:

- Review linguistic scaffolding strategies for assessments.
- Design or modify one formative and one summative assessment to include appropriate supports.
- Submit assessment instruments.

Site Competency Demonstration (15 Hours)

Participants will:

- Implement one modified assessment.
- Collect student responses representing varying proficiency levels.
- Analyze results using a structured reflection template.
- Identify instructional adjustments.

Artifacts Submitted

- Modified assessment (formative or summative)
- Student response samples
- Written assessment analysis reflection

Instructor Verification

Rubric confirms:

- Appropriate linguistic supports
- Maintenance of assessment rigor
- Data-informed instructional decisions

Resources

- Video assessments for ELS in the classroom: [Assessment for ELLs in the Classroom | Colorín Colorado](#)

ESOL Curriculum and Materials Development (CM) – Course Four (60 hours)

Strand: ESOL Curriculum and Materials Development (CM)

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 Indicators:

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.

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): To demonstrate competency in curriculum planning for English Language Learners (ELLs), participants will complete a Standards-Based Instructional Planning Project that focuses on designing instruction that integrates academic content learning with intentional language development. Through this project, participants will apply Florida’s academic benchmarks and English Language Development (ELD) Standards to create a comprehensive lesson sequence that supports ELLs at varying proficiency levels. Participants will develop measurable content and language objectives, incorporate differentiated instructional strategies and scaffolding supports, integrate formative assessments and progress monitoring tools, and design responsive instructional adjustments based on student performance data. The instructional plan will reflect a student-centered learning environment that values responsive teaching practices, activates students’ prior knowledge, and addresses the needs of multilingual learners in multilevel classrooms.	Assessment(s): Participants will be assessed through the submission of the completed lesson sequence, standards alignment chart, differentiation plan, and formative assessment tools. Evaluation will be based on alignment to academic benchmarks and ELD Standards, clarity of content and language objectives, appropriate scaffolding across proficiency levels, integration of assessment within instruction of strategies to promote measurable academic progress. After receiving feedback, participants will revise their responses as needed. Rubric scores and instructional artifacts will be maintained for documentation and review. Standard: CM.1 Planning for Standards-Based Instruction for ELLs Participants must demonstrate mastery of CM.1.1 and CM.1.2 through submission of a structured Standards-Based Instructional Planning Portfolio. All artifacts are evaluated using instructor rubrics aligned to the 2025 Florida Teacher Standards for ESOL Endorsement.

	To demonstrate competency in curriculum planning for ELLs, participants will... 1. Align grade-level academic benchmarks with Florida's English Language Development (ELD) Standards to support integrated content and language instruction. 2. Develop measurable content objectives and language objectives that clearly define expected academic and linguistic outcomes. 3. Design a comprehensive lesson sequence that integrates standards-aligned content instruction with structured opportunities for English language development. 4. Differentiate instructional strategies to address the needs of ELLs at varying English proficiency levels. 5. Incorporate instructional scaffolding strategies such as modeling, sentence frames, graphic organizers, visual supports, and structured academic interaction. 6. Integrate formative assessments and progress monitoring tools to evaluate student understanding and language development. 7. Design instructional responses, including re-teaching strategies and supports based on student performance data. 8. Develop a student-centered learning environment that incorporates responsive teaching practices, students' prior knowledge, and differentiation strategies appropriate for multilevel classrooms.	CM.1.1 Assessment Plan for benchmarks-aligned and linguistically appropriate instruction to create a student-centered learning environment. Participants submit a standards-aligned lesson sequence that integrates academic benchmarks with Florida's English Language Development (ELD) Standards. Evidence Required • Alignment between academic benchmarks and ELD Standards • Measurable content and language objectives • Differentiated instructional strategies for varying proficiency levels • Incorporation of scaffolded language supports, such as modeling, sentence frames, graphic organizers, and structured interaction • Integration of formative assessment within the lesson sequence Mastery requires clear alignment between standards, objectives, instructional strategies, and assessments that support both language development and academic achievement. CM.1.2 Assessment Plan learning tasks to meet the needs of ELLs with interrupted or limited education. Participants submit a differentiated instructional task plan demonstrating how learning activities will address gaps in literacy, background knowledge, and academic skills. Evidence Required
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		● Instructional tasks adapted for learners with interrupted or limited formal education ● Use of foundational literacy supports and vocabulary development strategies ● Integration of visual scaffolds, guided practice, and structured language supports ● Alignment of instructional supports to English proficiency levels Mastery requires demonstration of instructional planning that addresses the linguistic and academic needs of students with varied educational backgrounds. Overall Competency Requirement Participants must demonstrate competency across all CM.1 performance indicators through successful artifact submission and instructor evaluation.
Performance Indicators	Description of Assignment(s)	
CM.1.1 Plan for benchmarks-aligned and linguistically appropriate instruction to create a student-centered learning environment.	Assignment 1 develops participants' ability to design standards-aligned instruction that integrates academic benchmarks with Florida's English Language Development (ELD) Standards. The sequence of activities progresses from understanding the relationship between academic standards and language demands, to developing measurable objectives, to designing an integrated lesson sequence that supports both language development and academic learning. Participants first review instructional resources explaining how academic benchmarks and ELD Standards work together to support English Language Learners. Using a structured template, participants analyze academic standards to identify embedded language demands, including vocabulary, language functions, and discourse expectations.	

	Participants then draft measurable content and language objectives aligned to both academic benchmarks and ELD Standards. This step emphasizes the importance of clearly defining both academic and linguistic outcomes for instruction. Finally, participants design a multi-step lesson sequence that integrates explicit language objectives, scaffolded instructional tasks, structured academic interaction, and formative assessment opportunities. Instructor feedback on draft lesson sequences allows participants to refine their instructional plans prior to final submission. This progression ensures participants develop both the analytical skills required to interpret standards and the practical skills needed to design integrated instruction for multilingual learners. Submitted artifacts—including the standards alignment chart, lesson sequence draft, and content and language objectives—provide evidence that participants can align academic benchmarks with ELD Standards and develop student-centered instruction that supports both language development and academic achievement. Instructor verification through a rubric confirms alignment of standards, clarity of measurable objectives, and effective instructional design. Assignment 1: Develop a standards-aligned lesson sequence integrating academic benchmarks and ELD Standards. <i>Knowledge Acquisition Activities (10 Hours)</i> ● Participants review instructional materials explaining the relationship between academic benchmarks and Florida’s English Language Development (ELD) Standards. Participants complete a structured template identifying language demands embedded within academic standards. ● Participants draft measurable content and language objectives aligned to both academic benchmarks and ELD Standards using a guided objective-writing template that supports identification of language functions, vocabulary expectations, and proficiency-level considerations. ● Participants design a multi-step lesson sequence that incorporates explicit language objectives, scaffolded learning tasks, structured academic interaction, and formative assessment opportunities that support both language development and academic learning. Instructor provides written feedback on draft lesson sequences, and participants revise their instructional plans prior to final submission. <i>Artifacts Submitted</i>
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	● Standards alignment chart ● Lesson sequence draft ● Content and language objectives <i>Instructor Verification</i> Instructor rubric verifies: ● Alignment between benchmarks and ELD Standards ● Clarity of measurable objectives ● Evidence of student-centered instructional design
CM.1.2 Plan learning tasks to meet the needs of ELLs with interrupted or limited education.	Assignment 2 develops participants' ability to design instructional tasks that address the needs of English Language Learners with interrupted or limited formal education. The sequence of activities progresses from understanding the characteristics of learners with limited educational backgrounds, to identifying instructional barriers, to designing intentional instructional supports that promote language and literacy development. Participants first review instructional resources describing the educational characteristics and instructional needs of students with interrupted or limited formal education. This step builds foundational understanding of how gaps in prior schooling, literacy development, and background knowledge may affect students' ability to access academic instruction. Participants then complete a structured analysis activity to identify potential barriers to language and literacy development and determine instructional strategies that address these barriers. This analysis reinforces the importance of planning instruction that responds to students' prior educational experiences and current language proficiency levels. Finally, participants design differentiated instructional tasks that incorporate foundational literacy development, vocabulary pre-teaching, visual scaffolds, and guided practice strategies. Participants revise their existing lesson sequence to include intentional supports that facilitate comprehension and participation for learners with limited academic background. This progression ensures that participants develop both the analytical skills required to identify instructional barriers and the practical skills needed to design responsive instruction for all levels of learners. Submitted

artifacts—the differentiated instructional task plan and instructional support template—provide evidence that participants can implement appropriate scaffolding strategies and align instruction to students’ literacy and language needs. Instructor verification through a rubric confirms that instructional planning reflects effective differentiation and appropriate supports aligned to proficiency levels.

Assignment 2: Design differentiated instructional tasks addressing gaps in literacy and background knowledge.

Knowledge Acquisition Activities (8 Hours)

- Participants review instructional resources describing the educational characteristics and instructional needs of students with interrupted or limited formal education.
- Participants complete a structured analysis activity, identifying potential barriers to language and literacy development and identifying instructional strategies that address those barriers.
- Participants design instructional tasks that incorporate foundational literacy development, vocabulary pre-teaching, visual scaffolds, and guided practice strategies that support learners with limited academic background.
- Participants revise their lesson sequence to incorporate appropriate supports for students with interrupted or limited education.

Artifacts Submitted

- Differentiated instructional task plan
- Instructional support template

Instructor Verification

Rubric confirms:

- Appropriate scaffolding strategies
- Alignment to literacy and language needs
- Differentiation aligned to proficiency levels

Resources

- WIDA [Collaboration: Working Together to Serve Multilingual Learners bulletin](#)

Strand: ESOL Curriculum and Materials Development (CM)

Standard: CM.2: Teachers use technological tools and benchmarks-aligned resources to effectively meet the needs of ELLs at varying English proficiency levels.

Performance Indicators:

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.

Strand: ESOL Curriculum and Materials Development (CM)		
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.	To demonstrate effective use of instructional resources and technologies for English Language Learners, participants will complete a Materials and Technology Integration Project . Participants will evaluate instructional materials for learner appropriateness, linguistic accessibility, and alignment with academic benchmarks and Florida’s English Language Development (ELD) Standards. Using English Language Proficiency data, participants will analyze student language needs to determine appropriate instructional resources for varying proficiency levels. Participants will then select and adapt instructional materials—including print resources, digital tools, multimedia content, and language development software—to support instruction across listening, speaking, reading, and writing. The instructional design will demonstrate how selected materials and technologies enhance language acquisition while maintaining alignment with academic learning goals. Participants will also develop a technology-integrated instructional plan that illustrates how digital tools support scaffolded instruction and student engagement. The final project will include a written justification explaining how selected materials and technologies align with student proficiency data, instructional objectives, and standards-based learning outcomes.	Participants will be assessed through submission of a resource evaluation report, adapted instructional materials, and a lesson plan demonstrating integration of selected technologies. Evaluation will focus on alignment to standards, appropriateness for proficiency levels, differentiation strategies, and effective integration of technological tools to support language development and academic achievement. Rubric scores and project artifacts will be retained for review.
		Standard: CM.2 Effective Use of Resources and Technologies Participants must demonstrate mastery of CM.2.1 and CM.2.2 through submission of a structured Instructional Materials and Technology Integration Portfolio . All artifacts are evaluated using instructor rubrics aligned to the 2025 ESOL Competencies .
		CM.2.1 Assessment Use benchmarks-aligned materials and other resources based on ELLs’ language proficiency data. Participants submit a Resource Evaluation Report and Adapted Instructional Materials Package demonstrating selection and modification of instructional resources aligned to standards and proficiency levels.

	Participants will: 1. Evaluate instructional materials for learner appropriateness, linguistic accessibility, and alignment with academic benchmarks and Florida’s English Language Development (ELD) Standards. 2. Analyze student English Language Proficiency data to determine appropriate instructional resources for varying proficiency levels. 3. Select instructional materials, including print resources, digital tools, multimedia content, and language development software, that support instruction across listening, speaking, reading, and writing. 4. Adapt selected instructional materials to improve linguistic accessibility and support language development for English Language Learners. 5. Design instruction that integrates technology tools to enhance language acquisition and academic content learning. 6. Justify instructional material and technology selections based on student language proficiency data and instructional objectives.	Evidence Required ● Evaluation of instructional materials for linguistic accessibility and standards alignment ● Selection of resources based on English proficiency data ● Adaptation of materials to include language scaffolds and supports ● Documentation of differentiation across proficiency levels Mastery requires accurate alignment between instructional resources, academic benchmarks, and language development needs. CM.2.2 Assessment Integrate applicable technological tools into instruction to support ELLs’ development of academic language and content knowledge. Participants submit a technology-integrated lesson plan and implementation reflection demonstrating how digital tools support language acquisition and content learning. Evidence Required ● Integration of technology tools supporting listening, speaking, reading, and writing ● Alignment of technology use with lesson objectives and ELD Standards ● Evidence of scaffolded instruction supported by digital resources ● Reflection describing how technology supports language development and student engagement Mastery requires demonstration that technology integration enhances both language acquisition and academic learning.
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		Overall Competency Requirement Participants must demonstrate competency across all CM.2 performance indicators through successful artifact submission and instructor evaluation.
Performance Indicators	Description of Assignment(s)	
CM.2.1 Use benchmarks-aligned materials and other resources based on ELLs' language proficiency data.	Assignment 3 develops participants' ability to evaluate, select, and adapt instructional materials to support both academic learning and English language development for ELLs. The sequence follows a logical progression from analysis, to data-informed selection, to instructional adaptation. Participants first evaluate sample instructional materials using a structured rubric addressing linguistic accessibility, alignment to academic benchmarks and Florida's English Language Development (ELD) Standards, and relevance to students' backgrounds and experiences. This step builds participants' ability to identify characteristics of effective, standards-aligned materials and recognize potential barriers for ELLs. Participants then analyze English language proficiency data to select instructional resources appropriate for different proficiency levels. This step emphasizes the importance of using student language data to guide instructional decisions. Finally, participants adapt selected materials by incorporating scaffolding supports such as vocabulary strategies, graphic organizers, and language supports to maintain grade-level rigor while improving accessibility. This sequence ensures participants develop both the analytical skills to evaluate materials and the practical skills to adapt them to support ELLs' language development and academic achievement. Submitted artifacts provide evidence that participants can align materials to standards, differentiate instruction based on proficiency levels, and incorporate effective scaffolding strategies. Assignment 3: Evaluate and adapt instructional resources aligned to proficiency data. <i>Knowledge Acquisition Activities (9 Hours)</i>	

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| | <ul style="list-style-type: none">● Participants review sample instructional materials and evaluate them using a structured rubric addressing linguistic accessibility, standards alignment, and relevance to students' backgrounds and experiences.● Participants analyze English proficiency data and select instructional resources appropriate for multiple proficiency levels.● Participants adapt selected instructional materials by incorporating vocabulary scaffolds, graphic organizers, and language supports that facilitate comprehension and participation. |
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Artifacts Submitted

- Resource evaluation report
- Adapted instructional materials

Instructor Verification

Rubric confirms:

- Alignment to academic benchmarks and ELD Standards
- Appropriateness for proficiency levels
- Effective scaffolding supports

CM.2.2 Integrate applicable technological tools into instruction to support ELLs' development of academic language and content knowledge.	Assignment 4 develops participants' ability to integrate technology tools that support both language development and academic learning for ELLs. The sequence progresses from understanding effective technology use, to instructional planning, to intentional integration within a lesson. Participants first review instructional resources that model how digital tools, multimedia supports, and language development platforms can enhance listening, speaking, reading, and writing instruction. This step builds awareness of how technology can support scaffolded instruction and increase student engagement. Participants then revise their lesson sequence to incorporate digital tools that support language development across the four language domains. This ensures that technology integration is aligned to instructional objectives rather than used as an add-on. Finally, participants develop a technology integration plan explaining how selected tools support scaffolded instruction, language acquisition, and measurable learning outcomes aligned to academic benchmarks and ELD Standards. This sequence ensures participants learn to select and apply technology purposefully to support language development and content learning. Submitted artifacts demonstrate alignment between technology tools and instructional objectives and provide evidence of effective integration of digital scaffolds within standards-based instruction. Assignment 4: Design and implement technology-integrated instruction. <i>Knowledge Acquisition Activities (8 Hours)</i> ● Participants review instructional resources demonstrating effective use of technology tools that support language development and academic learning. ● Participants revise their lesson sequence to incorporate digital tools that support listening, speaking, reading, and writing instruction. ● Participants develop a technology integration plan explaining how selected tools support scaffolded instruction and language acquisition.
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Artifacts Submitted

- Technology-integrated lesson plan
- Digital resource integration plan

Instructor Verification

Rubric confirms:

- Alignment between technology and learning objectives
- Effective support of language development
- Appropriate integration of digital scaffolds

Resources

- Common Sense Education – *How to Use Technology to Support ELLs*
<https://www.common sense.org/education/articles/how-to-use-technology-to-support-ells-in-your-classroom>
- Teaching Academic Content and Literacy to English Learners [IES/WWC Practice Guide \(2020\)](#)

ESOL: Communication and Understanding for English Language Learners (ELLs) (CU) - Course Five (60 hours)

Strand: Communication and Understanding for English Language Learners (ELLs) (CU)

Standard: 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.

Performance Indicators:

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.

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.	To demonstrate competency in communication and understanding for English Language Learners, participants will design instructional practices that support both academic content learning and meaningful language development. Through a structured instructional planning process, participants will apply Florida's academic benchmarks and English Language Development (ELD) Standards to create learning experiences that promote communication, engagement, and access to instruction for all students. The activities emphasize differentiated instruction, academic language development, family engagement, and civic participation to ensure that ELLs are supported not only in their academic growth but	Participants will be assessed through the submission of the completed lesson or mini-unit plan, standards alignment documentation, differentiation plan and family engagement artifact. Evaluation will focus on alignment to academic benchmarks and ELD Standards, appropriateness of scaffolds across proficiency levels, integration of academic language supports and the application of strategies that promote measurable academic progress. After receiving feedback, participants will revise their responses as needed. Rubric scores and instructional artifacts will be maintained for documentation and review.
		CU.1.1 Assessment

	also in their ability to communicate effectively and participate fully in school and community contexts. Participants will: 1. Align academic benchmarks with Florida's English Language Development (ELD) Standards to support integrated language and content instruction. 2. Design differentiated instructional strategies that address individual student needs using English Language Proficiency data. 3. Model appropriate academic language and communication practices expected in U.S. classrooms and workplaces. 4. Develop instructional routines that promote meaningful academic interaction across listening, speaking, reading and writing. 5. Design instructional experiences that build on students' background knowledge and lived experiences. 6. Develop a family engagement plan that communicates academic expectations, parental rights and opportunities for involvement. 7. Integrate civic knowledge and responsibilities into instruction while supporting academic language development.	Provide instruction and experiences that meet individual student needs. Participants submit a differentiated instructional plan aligned to English Language Proficiency data. Evidence Required ● Instructional strategies differentiated across proficiency levels ● Alignment of language objectives to proficiency descriptors ● Use of flexible grouping, scaffolded questioning, and intentional instructional supports Mastery requires demonstration of instructional planning that responds to individual linguistic and academic needs. CU.1.2 Assessment Model appropriate language and behaviors expected in U.S. school settings and workplaces. Participants submit an academic language routine plan demonstrating how instructional activities model academic communication practices. Evidence Required ● Explicit modeling of academic language structures and discourse routines ● Structured opportunities for student communication and interaction ● Alignment between communication practices and lesson objectives Mastery requires clear integration of modeled communication practices that support academic language development.
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		CU.1.3 Assessment Collaborate with families, schools, and larger communities to engage ELL families in supporting their children’s education. Participants submit a family communication and engagement plan including informational resources explaining academic expectations and ESOL supports. Evidence Required ● Clear explanation of academic benchmarks and ELD expectations ● Recognition of parental rights and opportunities for family engagement ● Strategies supporting collaboration between families, schools, and communities Mastery requires communication materials that support family understanding and participation in students’ education. CU.1.4 Assessment Incorporate in instruction the roles, rights, and responsibilities of U.S. citizens and ways to support civic engagement. Participants submit a civic engagement lesson component aligned to academic standards and ELD objectives. Evidence Required ● Integration of civic concepts and vocabulary ● Structured discussion or interaction tasks supporting civic understanding ● Alignment between civic learning objectives and language development supports
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		Mastery requires instructional planning that integrates civic concepts while supporting academic language development.
Performance Indicators	Description of Assignment(s)	
CU.1.1 Provide instruction and experiences that meet individual student needs.	Assignment 1 develops participants' ability to design differentiated instruction that responds to the linguistic and academic needs of English Language Learners. The sequence of activities moves from understanding differentiation strategies, to analyzing student language proficiency data, to applying this knowledge in instructional design. Participants first review instructional resources describing research-based approaches for differentiating instruction for multilingual learners. This step builds foundational understanding of how instructional strategies such as flexible grouping, scaffolded questioning, and proficiency-aligned language supports promote access to academic content. Participants then analyze sample student language proficiency profiles to identify the linguistic demands of instruction and determine appropriate instructional supports. This step reinforces the importance of using English Language Proficiency data to guide instructional decision-making. Finally, participants apply their learning by designing differentiated instructional tasks that incorporate supports for multilevel classrooms. This progression ensures that participants develop both the analytical skills needed to interpret student language data and the practical skills required to design responsive instruction. Submitted artifacts (the differentiated instructional plan and student language profile analysis) provide evidence that participants can align instructional strategies to proficiency descriptors and implement differentiation practices that support access to learning for all students. Instructor verification through a rubric confirms that instructional planning reflects appropriate differentiation and responsiveness to individual student needs. Assignment 1: Design differentiated instruction aligned to proficiency data.	

	<i>Knowledge Acquisition Activities (12 Hours)</i> ● Participants review instructional resources describing strategies for differentiating instruction for English Language Learners. ● Participants analyze sample student language proficiency profiles and identify instructional implications for academic and language instruction. ● Participants design differentiated instructional tasks incorporating flexible grouping, scaffolded questioning and proficiency-aligned language supports. <i>Artifacts Submitted</i> ● Differentiated instructional plan ● Student language profile analysis <i>Instructor Verification</i> Rubric confirms: ● Alignment to proficiency descriptors ● Appropriate differentiation strategies ● Responsiveness to individual student needs <i>Resources</i> ● Cambly Tutors. (n.d.) How to Teach Idioms to ELL Students Cambly Tutor Tips. YouTube. [7:55] ● LinkedIn. (2025). How can ESL teachers help students master idiomatic expressions in English? ● LitByLearning. (2025). How can we teach idioms meaning effectively in our ELL classrooms? ● Communication and Understanding for ELLs https://esolinhighered.org/strands/communications/ ● Can Descriptors https://wida.wisc.edu/teach/can-do/descriptors
CU.1.2 Model appropriate language and behaviors expected in U.S. school settings and workplaces.	Assignment 2 develops participants’ ability to design instructional routines that model and support effective academic communication for English Language Learners. The sequence of activities progresses from understanding academic language expectations, to analyzing instructional models, to designing structured communication routines that can be implemented in classroom instruction. Participants first review instructional resources describing academic language structures, classroom discourse norms, and collaborative communication practices. This step builds foundational understanding of how academic communication supports language development and participation in classroom learning. Participants then analyze examples of instructional routines that demonstrate how teachers explicitly model communication expectations, including turn-taking, clarification strategies, and appropriate language use in academic contexts. This analysis helps participants recognize effective practices that support student interaction and language development.

	Finally, participants design structured classroom activities that provide opportunities for students to practice formal and informal language use, collaborative discussion, and academic discourse routines. This progression ensures that participants develop both the conceptual understanding of academic language practices and the practical ability to design structured communication opportunities for learners. Submitted artifacts (the academic language routine plan and communication protocol template) provide evidence that participants can design instructional routines that explicitly model academic communication and create structured opportunities for language practice. Instructor verification through a rubric confirms that the routines support academic language development and align with instructional objectives. Assignment 2: Develop academic communication and discourse routines. <i>Knowledge Acquisition Activities (10 Hours)</i> • Participants review resources describing academic language structures and classroom discourse practices. • Participants analyze examples of instructional routines that model communication expectations. • Participants design structured classroom activities that support formal and informal language use, clarification strategies, collaborative communication and turn-taking. <i>Artifacts Submitted</i> • Academic language routine plan • Communication protocol template <i>Instructor Verification</i> Rubric confirms: • Explicit modeling of academic language • Opportunities for structured communication practice • Alignment to academic learning objectives Resources • Classroom management for ELLs: https://www.continentalpress.com/blog/classroom-management-ells/#:~:text=Be%20consistent,.or%20provide%20assistance%20too%20quickly. • Effective Classroom Management for ESL Teachers: Practical Tips and Procedures: https://www.eslteachersjob.com/blog/effective-classroom-management-for-esl-teachers-practical-tips-and-procedures/
CU.1.3 Collaborate with families, schools, and larger	Assignment 3 develops participants' ability to design effective communication strategies that engage families of English Language Learners in supporting their children's academic and language development.

communities to engage ELLs' families in supporting their children's education and encourage parental rights and involvement.	The sequence of activities progresses from understanding family engagement principles to analyzing effective communication models, to designing practical communication resources for families. Participants first review research and resources describing effective family engagement practices and the role of schools in building partnerships with multilingual families. This step builds foundational understanding of how communication with families supports student learning and encourages meaningful parental involvement. Participants then analyze examples of multilingual school-family communication materials to identify strategies that make academic expectations, English Language Development standards, and school supports accessible to families. Finally, participants apply this understanding by designing a family communication plan that explains academic expectations, ELD standards, parental rights, and opportunities for involvement. This progression ensures participants develop both the conceptual understanding of family engagement practices and the practical ability to design communication tools that support collaboration between families and schools. Submitted artifacts (the family communication plan and parent informational resource) provide evidence that participants can develop clear, accessible communication materials that support family engagement and promote student success. Instructor verification through a rubric confirms that the materials clearly communicate academic expectations, include opportunities for family involvement, and align with academic and language development goals. Assignment 3: Design a family engagement communication plan. <i>Knowledge Acquisition Activities (11 Hours)</i> ● Participants review research and resources describing effective family engagement practices. ● Participants analyze examples of multilingual school-family communication materials. ● Participants design a communication plan that explains academic expectations, ELD standards and opportunities for family involvement. <i>Artifacts Submitted</i> ● Family communication plan ● Parent informational resource <i>Instructor Verification</i> Rubric confirms: ● Clear communication with families ● Recognition of parental rights and involvement opportunities ● Alignment to academic and language development expectations Resources
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	● 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.	Assignment 4 develops participants' ability to design instruction that integrates civic learning with academic language development for English Language Learners. The sequence of activities progresses from understanding the connection between civic education and language development, to analyzing relevant standards, to designing instruction that supports both civic understanding and academic communication. Participants first review instructional resources that illustrate how civic education concepts can be integrated into language development and content instruction. This step builds a foundational understanding of how civic topics can provide meaningful contexts for academic language use and student engagement. Participants then analyze grade-level standards related to civic participation to identify key concepts, vocabulary, and language demands associated with civic learning. Finally, participants design a lesson component that incorporates civic vocabulary, structured discussion opportunities, and scaffolded instructional tasks. This progression ensures participants develop both the conceptual understanding of civic education goals and the practical ability to design language-supported instruction that promotes civic awareness and academic language growth. Submitted artifacts (the civic engagement lesson component and vocabulary and discussion activity plan) provide evidence that participants can integrate civic content with language development strategies. Instructor verification through a rubric confirms that the lesson aligns with civic standards and ELD Standards, provides structured opportunities for academic discussion, and incorporates appropriate language scaffolding. Assignment 4: Design civic engagement instruction supporting language development. <i>Knowledge Acquisition Activities (12 Hours)</i> ● Participants review instructional resources connecting civic education and language development. ● Participants analyze grade-level standards related to civic participation. ● Participants design a lesson component incorporating civic vocabulary, structured discussion and scaffolded tasks supporting civic understanding and academic language development. <i>Artifacts Submitted</i> ● Civic engagement lesson component ● Vocabulary and discussion activity plan <i>Instructor Verification</i>

	Rubric confirms: ● Alignment to civic standards and ELD Standards ● Structured opportunities for academic discussion ● Appropriate language scaffolding Resources ● FLDOE Civics Literacy Excellence https://civicsliteracy.org/home
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D. Instructors

Instructors selected for program options covered under the PAEC ESOL Add-On Endorsement will be given priority based on the credentials and experience listed below:

1. a master's degree in TESOL, ESOL, applied linguistics, bilingual education, or allied language field, and successful experience with English Language Learners in the K-12 school system; knowledge of, and experience in research-evidenced and content-based ESOL instruction; experience as a trainer/facilitator.
2. the five ESOL endorsement courses or ESOL certification and successful experience with ELLs in the K-12 school system; knowledge of and experience in research-evidenced and content-based ESOL instruction; experience as a trainer/facilitator.
3. a master's degree in ESOL or applied linguistics and knowledge of and experience in research-evidenced and content-based ESOL instruction; experience as a trainer/facilitator.
4. a master's degree in an educational field other than language-related and successful experience in language-sensitive content instruction; professional learning aligned with Florida Department of Education ESOL professional learning requirements; experience as a trainer/facilitator.
5. minimum of five years of successful experience with ELLs in the K-12 school system, and knowledge of and experience in research-evidenced and content-based ESOL instruction and/or language-sensitive content instruction; professional learning aligned with Florida Department of Education ESOL professional learning requirements; experience as a trainer/facilitator.

The responsibilities of the instructor:

1. Artifact-Based Evaluation: Instructors are now the "gatekeepers" for specific mandated instructional artifacts. They must be qualified to evaluate complex products such as the *Applied Linguistic Analysis Report*, the *ELL Accommodation Plan*, and *Contrastive Analysis Reports*.
2. Use of Specific Rubrics: The program requires instructors to use specific instructor rubrics for every assignment to ensure objective alignment with the performance indicators.
3. 100% Mastery Verification: Instructors must certify that participants have achieved competency-level performance on 100% of the required objectives. This is an update from previous programs that may have utilized an 80% mastery threshold.
4. Feedback and Revision Cycle: Instructors must manage a "Meaningful Dialogue" process where faulty or insufficient responses are returned for elaboration or revision until mastery is demonstrated.
5. Verification of "Site" vs. "Knowledge" Hours: The instructor's role in management must now account for the 45 Knowledge / 15 Site hour split required for each 60-hour strand.

5. COMPLETION REQUIREMENTS

A. Program Completion

Candidates endeavoring to add the ESOL Endorsement to the Florida Educator's Certificate must earn a minimum of three hundred (300) in-service points by successfully completing the prescribed set of in-service components included in this program or their equivalent and demonstrate the competencies required for the certification endorsement. Competency demonstration of the performance indicators outlined in **Table 4**.

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

1. Instructor's verification of successful demonstration of all applicable competencies and instructional artifacts within that component of the approved add-on program.
2. Verification of successful demonstration of all applicable competencies within a component of another district's ESOL add-on program shall be conducted by personnel from the district's professional development office and will apply when reasonable equivalency between the components can be established through a review of the approved program; or,
3. Successful completion with a grade of "B" or better, of a college or university course documented by an official transcript, where reasonable equivalence can be established between the component and the course through a review of the course catalog description and course materials. This review shall be conducted by authorized personnel from the district's professional development office. PAEC ESOL personnel will also provide technical assistance with interpretation upon request; however, final authority for approval is the district professional development and/or ESOL director.

B. Competency Demonstration

Candidates must satisfy all add-on program requirements for the approved option, as determined by appropriate district personnel, including demonstrating knowledge of each competency required for the endorsement (see **Table 4**).

Participants must provide evidence of attainment through a variety of methods. This evidence is primarily documented through mandated instructional artifacts including:

- Portfolios: Comprehensive collections of work, such as the *Applied Linguistics Portfolio* or the *Standards-Based Instructional Planning Portfolio*.
- Specific Products: Required artifacts like the *Applied Linguistic Analysis Report*, *ELL Accommodation Plan*, and *Family Communication and Engagement Plan*.
- Performance Observations: Site competency must be verified by a qualified person designated by the district to ensure the participant can perform the skills in a real-world context.

C. COMPETENCY VERIFICATION

In rare instances, a district may allow participants to verify competencies in lieu of

completing some of the required training. If this occurs, the district must develop a competency verification system that includes the following parts:

- Competencies - general statements of what teachers are expected to be able to do because of specific training, prior training, practice, and experience.
- Assessment Criteria - measurable indicators related to identified competencies.
- Appropriate Data Collection Instruments and Procedures - methods for collecting sufficient evidence of the teacher's ability to demonstrate the unique set of competencies.
- Well-Defined Implementation Policies and Procedures - written documents designed to ensure fair and consistent application of the competency verification system.

6. PROGRAM EVALUATION

The Program Evaluation for the ESOL Add-on Certification is a multi-layered process designed to measure the impact of training on both educators and student achievement.

To align with the new standards and matrices, the evaluation plan must now address the following four core areas:

1. Effect of Inservice Training in the Educational Setting

Evaluation must determine the "carry-over effects" of the training—specifically how the acquired skills translate into classroom practice.

- **Data Sources:** Educators must use summative and formative data from standardized student achievement measures, district achievement tests, progress monitoring, and portfolios of student work to assess the impact of their professional learning.
- **2025 Update (Site Competency):** With the new requirement of 75 total site-based hours, evaluation must now include the formal verification of site competency demonstrations by a qualified person. For example, in the Testing and Evaluation strand, participants must submit a written assessment analysis reflection that evaluates how their modified assessments actually impacted student performance in a real-world setting.

2. Effectiveness in Competency Acquisition

This section evaluates whether the program effectively allowed participants to master the required ESOL standards.

- **Participant Feedback:** Program effectiveness is partially determined by the Professional Learning Design Survey, which participants must complete before receiving credit.
- **2025 Update (The 100% Rule):** Evaluation procedures must be updated to reflect that "competency-level performance" is now required for 100% of the required performance indicators (MT.1.1 through CU.1.4). Mastery is no longer verified through simple tests but through the successful evaluation of 13 mandated instructional artifacts (e.g., Contrastive Analysis Reports, Four-Domain Proficiency Support Plans) using specific instructor rubrics.

3. Efficiency of Management, Operation, and Delivery

The district must ensure the program is run efficiently and meets the needs of its participants.

- **Advisory Review:** Efficiency is tracked through permanent agenda items in Professional Learning Advisory Council meetings, where curriculum coordinators and directors review programmatic adjustments and enrollment data.
- **2025 Update (Dual-Category Tracking):** Evaluation of operations must now include tracking the mandated 45 Knowledge / 15 Site hour split for every 60-hour component to ensure compliance with the 2026 Hour Verification Summary Chart.

4. Annual and Summative Review Processes

The program evaluation is a continuous cycle used for program improvement and state compliance.

- **Annual Review:** An annual determination of program performance and carry-over effects is required to refine professional learning goals for the following year.
- **Summative Five-Year Review:** To maintain continued program approval beyond 2031, the district must provide a summative review to the Florida Department of Education. This report must include:
 - The total number of program graduates.

- A synthesis of five years of program evaluations.
 - Documentation showing the program reflects the most current edition of state-adopted competencies.
- Cost-Effectiveness: The evaluation plan must describe how the district determines if the program is cost-effective.

7. MANAGEMENT

Overall management of this add-on program is the responsibility of each district's assigned staff development/add-on program coordinator or designee. This individual will be responsible for ensuring that professional learning opportunities related to ESOL are included in the District's Professional Learning System and for overseeing program compliance with State Standards for the operation of add-on certification programs. This responsibility will be carried out in coordination with appropriate district certification personnel, ESOL administrative and supervisory personnel, and program instructors.

The Panhandle Area Education Consortium will be responsible for:

- Notifying districts when an applicant has successfully completed a component of the add-on program
- Updating and reviewing course content (face-to-face, blended, and workshop)
- Advertising the availability of the courses to the individual districts
- Providing qualified instructors/facilitators (see part IV, Instructors)

A. CANDIDATE APPLICATION AND ADMISSION

Candidates are expected to receive approval from their district's professional development director before pursuing the Add-On Program. It is the responsibility of the professional development office to review the participant's information to ensure the applicant currently holds a valid Florida Professional or Temporary Certificate based upon a bachelor's degree or higher in any ESOL Category I area as identified by FDOE. Any district educator is eligible and encouraged to enroll in the program.

The district professional development director or designee will advise the candidate and may use the PAEC-provided forms listed below to provide programmatic guidance and track educator participation.

Participants will submit the Panhandle Area Educational Consortium Online Application Form.

Participation in professional learning for earning an add-on endorsement is limited to individuals who hold a valid Florida Temporary or Professional Educator's Certificate, issued on the basis of a bachelor's degree or higher degree in an academic area.

Any applicant who begins the program based on a temporary certificate must complete the

requirements for a professional certificate prior to the district's verification of program completion.

Admission to the program will be given to individuals currently teaching who meet one or more of the criteria listed below:

- currently assigned out-of-field in ESOL, assigned to teach English/language arts or intensive reading in a school where ESOL students are currently enrolled and are likely to be assigned as their English/language arts or intensive reading instructor in the future;
- assigned to teach English/language arts or intensive reading in a school where ESOL students could be in attendance and could be assigned as their English/language arts instructor in the future;
- seeking renewal of certification; or,
- seeking further professional learning opportunities to better meet the needs of students who are English Language Learners and students in general.

Individuals participating in this program will have access to their professional learning transcript through the ePDC, which tracks educators' professional learning and serves as official documentation of successful course completion. This transcript is also accessible to appropriate consortium personnel and the district Professional development directors of PAEC member districts.

B. ADVISEMENT

As part of the application process, applicants may be advised of the following:

- Requirements for continued employment in an out-of-field status;
- Requirements for adding the ESOL endorsement to the existing certificate (appropriate area of certification, specific courses, and timelines required for completion of the add-on program, etc.);
- Availability of university or college courses to meet the requirements of the add-on program;
- The requirement that, for individuals holding a temporary certificate, a valid Florida Professional Educator's Certificate must be obtained prior to completion of this program; and/or,
- Continuing advisement will be provided by the appropriate district office and PAEC ESOL contacts on matters related to certification, add-on offerings, and progress toward completion of program requirements.

C. ATTENDANCE REQUIREMENTS FOR INSERVICE POINTS

PAEC-provided online ESOL courses are self-paced, and completion is not based on attendance. Instead, participants interact with course content and compile an electronic portfolio of responses to assignments, products, and reflections based on classroom implementation. All content in the electronic portfolio must be reviewed and approved by the course facilitator before course credit is granted. For face-to-face workshops,

attendance is mandatory unless the instructor excuses the absence for a serious or extreme emergency. Excused absences and missed assignments must be satisfied through a “make-up” schedule approved by the instructor(s).

For PAEC-provided ESOL online courses, completion of individual components of the add-on program will be reported to the district professional development office and to the participant through the electronic Professional Learning Connections. 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.

D. TRANSFER AND UTILIZATION OF CREDIT (COLLEGE OR INSERVICE)

Professional development records for each participant are maintained as an electronic transcript in the ePDC of the Panhandle Area Educational Consortium. Each district’s Professional Development Director has access to the electronic transcripts of teachers in his/her district and verification for certification endorsement or for conversion from college credit will be issued from that office, in consultation with the district Certification Office.

Credit earned in college courses (see Options B and C) 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 in-service points, with each semester credit hour equivalent to 20 in-service points. Participants must request an official college transcript from the institution of higher education for courses they wish to transfer.

In-service credit earned for ESOL courses while employed in another district or prior to the district’s adoption of this add-on program may be applied to the add-on program, provided the component is of equivalent or higher content rigor. Participants must request an official In-Service Transfer Record from the previous employer. The Professional Development Director of the district in which the participant is employed will determine the appropriateness of the completed components and transfer applicable credit.

E. CERTIFICATION OF COMPLETION

For those utilizing Option A, when the student transcript in the electronic Professional Learning Connections indicates successful completion of all add-on endorsement requirements, the district staff development office will prepare the District Verification Form for Completion of an Approved Add-On Program (CT-115) and submit it to the Florida Department of Education.

For those utilizing Option B, upon completion of all program requirements, each participant must submit the following to the district professional development office:

- A completed Request for Verification of Completion form
- The approved and completed Individual Plan of Study form

Upon completion of all program requirements, each participant must submit the following to the district professional development office if Option B or C is utilized:

- A completed Request for Verification of Completion form.
- The approved and completed Panhandle Area Educational Consortium Online Application Form (if PAEC-provided online courses are used).
- Official university transcript for all completed university courses as specified in Options B and C, if applicable.

8. SCHOOL BOARD APPROVAL

In order for the ESOL Add-On Endorsement Program to receive state approval, it must include a statement signed by the district superintendent or his/her designee from each participating member district stating that it has been approved locally and requesting the continued approval of the ESOL Add-On Endorsement Program

**Panhandle Area Educational Consortium Online Course Participation
Form ESOL Courses**

Name of Online Student: _____

District: _____ **School:** _____

Please check a course from the following list:

- ☐ ESOL Methods of Teaching (MT) – Course One (60 hours)
- ☐ ESOL Applied Linguistics (AL) – Course Two (60 hours)
- ☐ ESOL Testing and Evaluation – Course Three (60 hours)
- ☐ ESOL Curriculum and Materials Development – Course Four (60 hours)
- ☐ ESOL Communication and Understanding for ELLs – Course Five (60 hours)
- ☐ ESOL for Category II and IV (60 hours)
- ☐ ESOL for Category III (18 hours)

I understand I have one year from the registration date to complete the ESOL course.
If I do not complete the assignments within the one-year timeframe, I forfeit the course fee and the coursework.

Student Signature

Date

The student named above is registering for the identified ESOL course with my full knowledge.

District ESOL Coordinator/Professional Development Director

Date

If paying by check or cash, please send this completed form, along with payment to: Attention: Accounts Payable - PDC Panhandle Area Educational Consortium 753 West Blvd., Chipley, FL 32428	If paying by credit card, please fax a copy of this form to: Attention: PDC 850-638-6109
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*Advancing Schools and Communities for Student Success
Every Student, Every Day!*

**Part B: ESOL Add-On Endorsement Plan
for Category I Teachers**

Maintain a copy of this the district Professional Development Office.

Required Components	PAEC Online Courses	Completion Date	In-Service Points	Courses (other than PAEC online courses)	Completion Date	In-Service Points
Methods of Teaching ESOL	<i>ESOL Methods of Teaching (MT) – Course One</i>					
Applied Linguistics	<i>ESOL Applied Linguistics (AL) – Course Two</i>					
Testing and Evaluation	<i>ESOL Testing and Evaluation (TE) – Course Three</i>					
Curriculum Materials and Development	<i>ESOL Curriculum Materials and Development (CM) – Course Four</i>					
Communication and Understanding for ELLs	<i>ESOL Communication and Understanding for ELLs (CU) – Course Five</i>					
TOTAL In-service Points Completed						

Required Total Components: 5

Required Total In-service Points: 300

NOTE: Indicate acceptable transfer credit from an institution of higher education and in-service participation by placing course/component name and number, in-service points, and completion date in the appropriate blanks. Attach copies of documentation, e.g., official transcript or In-Service Transfer Record.

Part C: Signatures

I **understand** that, to obtain an add-on endorsement in ESOL I must:

- Hold a valid Florida Professional Educator's Certificate, issued on the basis of a bachelor's degree or higher, and
- Successfully complete the approved add-on program outlined in the Individual Plan of Study. I **have been counseled** and understand the following:
 - Requirements for ESOL Professional Learning based on current teaching assignment.
 - Requirements for adding an endorsement to an existing certificate.
 - Availability of university or college courses that meet certification requirements.

I understand that the district will maintain documentation of my performance and completion. The district will provide, upon request, continuing advisement on matters related to this program

Applicant Signature Date

Principal Date

Professional Development Director Date

Verification of Completion of ESOL Endorsement Program

Participant Name: _____

Date of admission to ESOL Endorsement Program: _____

REQUEST FOR VERIFICATION OF COMPLETION

I request that the district verify my completion of the program for Add-On Endorsement in ESOL.

Attached are: (Place a check by each item attached. Write N/A by items not applicable)

_____ Completed PAEC Online Application Form

_____ In-service Transfer Record for components completed as part of an Approved Add-on Program (This refers to any relevant components approved and completed prior to employment in the current district.)

_____ Official university transcripts for all completed college/university courses relevant to this program

Signature of Candidate

Date

DISTRICT VERIFICATION OF COMPLETION

This candidate has successfully completed the Plan of Study outlined on the attached Individual Plan of Study form for the ESOL Add-On Endorsement.

Signature of Professional Development Director

Date

Notes/Comments (optional)

Copy: participant, principal, staff
development office