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School of Professional Studies  
Continental USA Campuses  
Universidad del Este, Universidad Metropolitana, and Universidad del Turabo**

**Addendum for Florida Education Modules**

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**TABLE OF CONTENTS**

	<b>PAGE</b>
<b>FLORIDA EDUCATOR ACCOMPLISHED PRACTICES .....</b>	<b>3</b>
<b>FLORIDA TEACHER STANDARDS FOR ESOL ENDORSEMENT 2010 .....</b>	<b>6</b>
<b>READING ENDORSEMENT COMPETENCIES 2011 .....</b>	<b>12</b>
<b>TESOL PERFORMANCE STANDARDS .....</b>	<b>21</b>
<b>INTRODUCTION TO THE COMMON CORE STATE STANDARDS.....</b>	<b>23</b>
<b>APPLICATION OF COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE LEARNERS.....</b>	<b>24</b>

## FLORIDA EDUCATOR ACCOMPLISHED PRACTICES (FEAPs)

### 6A-5.065 The Florida Educator Accomplished Practices.

#### (1) Purpose and Foundational Principles.

(a) Purpose. The Educator Accomplished Practices are set forth in rule as Florida's core standards for effective educators. The Accomplished Practices form the foundation for the state's teacher preparation programs, educator certification requirements and school district instructional personnel appraisal systems.

(b) Foundational Principles. The Accomplished Practices are based upon and further describe three (3) essential principles:

1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.
2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.
3. The effective educator exemplifies the standards of the profession.

(2) The Educator Accomplished Practices. Each effective educator applies the foundational principles through six (6) Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

#### (a) Quality of Instruction.

1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:
  - a. Aligns instruction with state-adopted standards at the appropriate level of rigor;
  - b. Sequences lessons and concepts to ensure coherence and required prior knowledge;
  - c. Designs instruction for students to achieve mastery;
  - d. Selects appropriate formative assessments to monitor learning;
  - e. Uses diagnostic student data to plan lessons; and
  - f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

- a. Organizes, allocates, and manages the resources of time, space, and attention;
- b. Manages individual and class behaviors through a well-planned management system;
- c. Conveys high expectations to all students;
- d. Respects students' cultural linguistic and family background;
- e. Models clear, acceptable oral and written communication skills;
- f. Maintains a climate of openness, inquiry, fairness and support;
- g. Integrates current information and communication technologies;
- h. Adapts the learning environment to accommodate the differing needs and diversity of students; and
- i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

- a. Deliver engaging and challenging lessons;
- b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
- c. Identify gaps in students' subject matter knowledge;
- d. Modify instruction to respond to preconceptions or misconceptions;
- e. Relate and integrate the subject matter with other disciplines and life experiences;
- f. Employ higher-order questioning techniques;
- g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
- h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;
- i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and
- j. Utilize student feedback to monitor instructional needs and to adjust instruction.

4. Assessment. The effective educator consistently:

- a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;
- b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
- c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
- d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
- e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and
- f. Applies technology to organize and integrate assessment information.

(b) Continuous Improvement, Responsibility and Ethics.

1. Continuous Professional Improvement. The effective educator consistently:

- a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;
- b. Examines and uses data-informed research to improve instruction and student achievement;
- c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;
- d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
- e. Engages in targeted professional growth opportunities and reflective practices; and

f. Implements knowledge and skills learned in professional development in the teaching and learning process.

2. Professional Responsibility and Ethical Conduct. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C., and fulfills the expected obligations to students, the public and the education profession.

*Rulemaking Authority 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. History—New 7-2-98, Amended 2-13-11.*

Retrieved from:

<https://www.flrules.org/gateway/ruleNo.asp?id=6A-5.065>

For additional information, go to:

<http://www.fldoe.org/profdev/FEAPs/>

## **FLORIDA TEACHER STANDARDS FOR ESOL ENDORSEMENT 2010**

### **Domain 1: Culture (Cross-Cultural Communications)**

#### **Standard 1: Culture as a Factor in ELLs' Learning**

Teachers will know and apply understanding of theories related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds. Teachers will identify and understand the nature and role of culture, cultural groups, and individual cultural identities.

#### **Performance Indicators**

1.1. a. Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning of ELLs, from diverse backgrounds and at varying English proficiency levels.

1.1.b. Understand and apply knowledge of concepts of cultural competence, particularly knowledge about how cultural identities affect learning and academic progress for students from diverse backgrounds and at varying English proficiency levels.

1.1.c. Use a range of resources in learning about the cultural experiences of ELLs and their families to guide curriculum development and instruction.

1.1. d. Understand and apply knowledge about the effects of racism, stereotyping, and discrimination in teaching and learning of ELLs from diverse backgrounds and at varying English proficiency levels.

1.1.e. Understand and apply knowledge about home/school connections to build partnerships with ELLs' families (e.g., Parent Leadership Councils (PLC)).

1.1.f. Understand and apply knowledge about concepts related to the interrelationship between language and culture for students from diverse backgrounds and at varying English proficiency levels.

## **Domain 2: Language and Literacy (Applied Linguistics)**

### **Standard 1: Language as a System**

Teachers will demonstrate understanding of language as a system, including phonology, morphology, syntax, semantics and pragmatics; support ELLs' acquisition of English in order to learn and to read, write, and communicate orally in English.

#### **Performance Indicators**

- 2.1.a. Demonstrate knowledge of the components of language and understanding of language as an integrative and communicative system.
- 2.1.b. Apply knowledge of phonology (the sound system), morphology (the structure of words), syntax (phrase and sentence structure), semantics (word/sentence meaning), and pragmatics (the effect of context on language) to support ELLs' development of listening, speaking, reading, and writing (including spelling) skills in English.
- 2.1.c. Demonstrate knowledge of rhetorical and discourse structures as applied to second language and literacy learning.
- 2.1.d. Demonstrate proficiency in English and model for ELLs the use of appropriate forms of English for different purposes.
- 2.1.e. Identify similarities and differences between English and other languages reflected in the ELL student population.

**Standard 2: Language Acquisition and Development** Teachers will understand and apply theories and research on second language acquisition and development to support ELLs' learning.

#### **Performance Indicators**

- 2.2.a. Demonstrate understanding of current and past theories and research in second language acquisition and bilingualism as applied to ELLs from diverse backgrounds and at varying English proficiency levels.
- 2.2.b. Recognize the importance of ELLs' home languages and language varieties, and build on these skills as a foundation for learning English.
- 2.2.c. Understand and apply knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs' learning of English.
- 2.2.d. Understand and apply knowledge of the role of individual learner variables in the process of learning English as a second language.

**Standard 3: Second Language Literacy Development** Teachers will demonstrate an understanding of the components of literacy, and will understand and apply theories of second language literacy development to support ELLs' learning.

**Performance Indicators**

- 2.3.a. Understand and apply current theories of second language reading and writing development for ELLs from diverse backgrounds and at varying English proficiency levels.
- 2.3.b. Demonstrate understanding of similarities and differences between L1 (home language) and L2 (second language) literacy development.
- 2.3. c. Demonstrate understanding of how L1 literacy influences L2 literacy development and apply this to support ELLs' learning.
- 2.3.d. Understand and apply knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs' L2 literacy development in English.
- 2.3.e. Understand and apply knowledge of how principles of phonology, morphology, syntax, semantics, and discourse affect L2 reading and writing development.

**Domain 3: Methods of Teaching English to Speakers of Other Languages (ESOL)**

**Standard 1: ESL/ESOL Research and History** Teachers will demonstrate knowledge of history, public policy, research and current practices in the field of ESL/ESOL teaching and apply this knowledge to improve teaching and learning for ELLs.

**Performance Indicators**

- 3.1.a. Demonstrate knowledge of L2 teaching methods in their historical context.
- 3.1.b. Demonstrate awareness of current research relevant to best practices in second language and literacy instruction.
- 3.1.c. Demonstrate knowledge of the evolution of laws and policy in the ESL profession, including program models for ELL instruction.

**Standard 2: Standards-Based ESL and Content Instruction** Teachers will know, manage, and implement a variety of teaching strategies and techniques for developing and integrating ELLs' English listening, speaking, reading, and writing skills. The teacher will support ELLs' access to the core curriculum by teaching language through academic content.

**Performance Indicators**

- 3.2. a. Organize learning around standards-based content and language learning objectives for students from diverse backgrounds and at varying English proficiency levels.
- 3.2.b. Develop ELLs' L2 listening skills for a variety of academic and social purposes.
- 3.2.c. Develop ELLs' L2 speaking skills for a variety of academic and social purposes.
- 3.2.d. Provide standards-based instruction that builds upon ELLs' oral English to support learning to read and write in English.
- 3.2.e. Provide standards-based reading instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels.
- 3.2.f. Provide standards-based writing instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels.

- 3.2. g. Develop ELLs' writing through a range of activities, from sentence formation to expository writing.
- 3.2. h. Collaborate with stakeholders to advocate for ELLs' equitable access to academic instruction (through traditional resources and instructional technology).
- 3.2.i. Use appropriate listening, speaking, reading, and writing activities in teaching ELLs from diverse backgrounds and at varying English proficiency levels.
- 3.2.j. Incorporate activities, tasks, and assignments that develop authentic uses of the second language and literacy to assist ELLs in learning academic vocabulary and content-area material.
- 3.2. k. Provide instruction that integrates listening, speaking, reading, and writing for ELLs of diverse backgrounds and varying English proficiency levels.

### **Standard 3: Effective Use of Resources and Technologies**

Teachers will be familiar with and be able to select, adapt and use a wide range of standards-based materials, resources, and technologies.

#### **Performance Indicators**

- 3.3.a. Use culturally responsive/sensitive, age-appropriate and linguistically accessible materials for ELLs of diverse backgrounds and varying English proficiency levels.
- 3.3.b. Use a variety of materials and other resources, including L1 resources, for ELLs to develop language and content-area skills.
- 3.3.c. Use technological resources (e.g., Web, software, computers, and related media) to enhance language and content-area instruction for ELLs of diverse backgrounds and varying English proficiency levels.

### **Domain 4: ESOL Curriculum and Materials Development**

**Standard 1: Planning for Standards-Based Instruction of ELLs** Teachers will know, understand, and apply concepts, research, best practices, and evidenced-based strategies to plan classroom instruction in a supportive learning environment for ELLs. The teacher will plan for multilevel classrooms with learners from diverse backgrounds using a standards-based ESOL curriculum.

#### **Performance Indicators**

- 4.1.a. Plan for integrated standards-based ESOL and language sensitive content instruction.
- 4.1.b. Create supportive, accepting, student-centered classroom environments.
- 4.1.c. Plan differentiated learning experiences based on assessment of students' English and L1 proficiency and integrating ELLs' cultural background knowledge, learning styles, and prior formal educational experiences.
- 4.1.d. Plan learning tasks for particular needs of students with limited formal schooling (LFS).
- 4.1.e. Plan for instruction that embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups to successfully meet English language and literacy learning objectives.

**Standard 2: Instructional Resources and Technology** Teachers will know, select, and adapt a wide range of standards-based materials, resources, and technologies.

**Performance Indicators**

4.2.a. Select and adapt culturally responsive/sensitive, age-appropriate, and linguistically accessible materials.

4.2.b. Select and adapt a variety of materials and other resources including L1 resources, appropriate to ELLs' developing English language and literacy.

4.2.c. Select technological resources (e.g., Web, software, computers, and related media) to enhance instruction for ELLs of diverse backgrounds and at varying English proficiency levels.

**Domain 5: Assessment (ESOL Testing and Evaluation)**

**Standard 1: Assessment Issues for ELLs** Teachers will understand and apply knowledge of assessment issues as they affect the learning of ELLs from diverse backgrounds and at varying English proficiency levels. Examples include cultural and linguistic bias; testing in two languages; sociopolitical and psychological factors; special education testing and assessing giftedness; the importance of standards; the difference between formative and summative assessment; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests). Teachers will also understand issues around accountability. This includes the implications of standardized assessment as opposed to performance-based assessments, and issues of accommodations in formal testing situations.

**Performance Indicators**

5.1.a. Demonstrate an understanding of the purposes of assessment as they relate to ELLs of diverse backgrounds and at varying English proficiency levels.

5.1.b. Identify a variety of assessment procedures appropriate for ELLs of diverse backgrounds and at varying English proficiency levels.

5.1.c. Demonstrate an understanding of appropriate and valid language and literacy assessments for ELLs of diverse backgrounds and at varying English proficiency levels.

5.1.d. Demonstrate understanding of the advantages and limitations of assessments, including the array of accommodations allowed for ELLs of diverse backgrounds and at varying English proficiency levels.

5.1.e. Distinguish among ELLs' language differences, giftedness, and special education needs.

**Standard 2: Language Proficiency Assessment** Teachers will appropriately use and interpret a variety of language proficiency assessment instruments to meet district, state, and federal guidelines, and to inform their instruction. Teachers will understand their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels. Teachers will articulate the appropriateness of ELL assessments to stakeholders.

**Performance Indicators**

5.2.a. Understand and implement district, state, and federal requirements for identification, reclassification, and exit of ELLs from language support programs, including requirements of the LULAC Consent Decree.

5.2.b. Identify and use a variety of assessment procedures for ELLs of diverse backgrounds and varying English proficiency levels.

5.2.c. Use multiple sources of information to assess ELLs' language and literacy skills and communicative competence.

**Standard 3: Classroom-Based Assessment for ELLs**

Teachers will identify, develop, and use a variety of standards- and performance-based, formative and summative assessment tools and techniques to inform instruction and assess student learning. Teachers will understand their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels. Teachers will articulate the appropriateness of ELL assessments to stakeholders.

**Performance Indicators**

5.3.a. Use performance-based assessment tools and tasks that measure ELLs' progress in English language and literacy development.

5.3.b. Understand and use criterion-referenced assessments appropriately with ELLs from diverse backgrounds and at varying English proficiency levels.

5.3.c. Use various tools and techniques to assess content-area learning (e.g., math, science, social studies) for ELLs at varying levels of English language and literacy development.

5.3.d. Prepare ELLs to use self- and peer-assessment techniques, when appropriate.

5.3.e. Assist ELLs in developing necessary test-taking skills.

5.3. f. Assess ELLs' language and literacy development in classroom settings using a variety of authentic assessments, e.g., portfolios, checklists, and rubrics.

Retrieved from:

<http://www.fldoe.org/aala/pdf/ApprovedTeacherStandards.pdf>

## **READING ENDORSEMENT COMPETENCIES 2011**

**Guiding Principle:** Teachers will understand and teach reading as an ongoing strategic process resulting in students comprehending diverse text. Teachers will understand how writing, listening, and speaking support the teaching of reading, and how family involvement supports student achievement in reading. Teachers will understand that all students have instructional needs and apply the systematic problem solving process: use data to accurately identify a problem, analyze the problem to determine why it is occurring, design and implement instruction/interventions, and evaluate the effectiveness of instruction/interventions. Teachers will understand that the problem solving process is recursive and ongoing, utilized for effective instructional decision making.

### **Competency 1: Foundations of Reading Instruction – 60 In-service Hours**

Teachers will develop substantive understanding of six components of reading as a process: comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary.

The total inventory of Performance Indicators (A-G) satisfies Competency 1.

#### **Performance Indicator A: Comprehension**

1.A.1 Understand that building oral and written language facilitates comprehension.

1.A.2 Understand the importance of learning syntax, semantics, pragmatics, vocabulary, and text structures required for comprehension of formal written language of school, often called “academic language.”

1.A.3 Understand the impact of text upon reading comprehension (e.g., genre, readability, coherence, text structure, and text complexity).

1.A.4 Understand how the interaction of reader characteristics, motivation, purpose of reading, and text elements impacts comprehension and student engagement.

1.A.5 Identify cognitive targets (e.g., locate/recall; integrate/interpret; critique/evaluate) and the role of cognitive development in the construction of meaning of literary and informational texts.

1.A.6 Understand reading as a process of constructing meaning from a wide variety of print and digital texts and for a variety of purposes.

1.A.7 Understand the reading demands posed by domain specific texts.

1.A.8 Understand that effective comprehension processes rely on well developed language, strong inference making, background knowledge, comprehension monitoring and self-correcting.

1.A.9 Understand how English language learners’ linguistic and cultural background will influence their comprehension.

1.A.10 Understand the role of formal and informal assessment of comprehension in making instructional decisions to meet individual student needs.

#### **Performance Indicator B: Oral Language**

- 1.B.1 Understand how the students' development of phonology, syntax, semantics, and pragmatics relates to comprehending written language.
- 1.B.2 Understand the differences between social and academic language.
- 1.B.3 Understand that writing enhances the development of oral language.
- 1.B.4 Understand that the variation in students' oral language exposure and development requires differentiated instruction.
- 1.B.5 Recognize the importance of English language learners home languages, and their significance for learning to read English.
- 1.B.6 Understand the role of formal and informal oral language assessment to make instructional decisions to meet individual student needs.

### **Performance Indicator C: Phonological Awareness**

- 1.C.1 Understand phonology as it relates to language development and reading achievement (e.g., phonological processing, phonemic awareness skills, phonemic analysis and synthesis).
- 1.C.2 Recognize the phonological continuum beginning with sensitivity to large and concrete units of sound (i.e., words & syllables) and progressing to small and abstract units of sound (onset-rimes and phonemes).
- 1.C.3 Understand that writing, in conjunction with phonological awareness, enhances reading development.
- 1.C.4 Distinguish both phonological and phonemic differences in language and their applications in written and oral discourse patterns (e.g., language & dialect differences).
- 1.C.5 Understand how similarities and differences in sound production between English and other languages affect English language learners' reading development in English.
- 1.C.6 Understand the role of formal and informal phonological awareness assessment to make instructional decisions to meet individual student needs.

### **Performance Indicator D: Phonics**

- 1.D.1 Understand that phonological units (words, syllables, onset-rimes, and phonemes) map onto orthographic units (words, rimes, letters) in alphabetic languages.
- 1.D.2 Understand sound-spelling patterns and phonics (grapheme-phoneme correspondence rules).
- 1.D.3 Understand structural analysis of words.
- 1.D.4 Understand that both oral language and writing can be used to enhance phonics instruction.
- 1.D.5 Understand the role of formal and informal phonics assessment to make instructional decisions to meet individual student needs.

**Performance Indicator E: Fluency**

- 1.E.1 Understand that the components of reading fluency are accuracy, expression, and rate which impact reading endurance and comprehension.
- 1.E.2 Understand that effective readers demonstrate flexibility by adjusting their reading rate to accommodate the kinds of texts they are reading in order to facilitate comprehension.
- 1.E.3 Understand the relationships among fluency, word recognition, and comprehension.
- 1.E.4 Understand that both oral language and writing enhance fluency instruction.
- 1.E.5 Understand the role of formal and informal fluency assessment to make instructional decisions to meet individual student needs.

**Performance Indicator F: Vocabulary**

- 1.F.1 Understand the goal of receptive and expressive vocabulary instruction is the application of a student's understanding of word meanings to multiple oral and written contexts.
- 1.F.2 Understand morphology as it relates to vocabulary development (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis).
- 1.F.3 Identify principles of semantics as they relate to vocabulary development (e.g., antonyms, synonyms, figurative language, etc.).
- 1.F.4 Understand the domain specific vocabulary demands of academic language.
- 1.F.5 Understand that writing can be used to enhance vocabulary instruction.
- 1.F.6 Understand the role of formal and informal vocabulary assessment to make instructional decisions to meet individual student needs.

**Performance Indicator G: Integration of the Reading Components**

- 1.G.1 Identify language characteristics related to social and academic language.
- 1.G.2 Identify phonemic, semantic, and syntactic variability between English and other languages.
- 1.G.3 Understand the interdependence between each of the reading components and their effect upon reading as a process for native speakers of English and English language learners.
- 1.G.4 Understand the impact of oral language, writing, and an information intensive environment upon reading development.
- 1. G.5 Understand the importance of comprehension monitoring and self correcting to increase reading proficiency.
- 1.G.6 Understand the role of formal and informal reading assessment to make instructional decisions to meet individual student needs.

**Competency 2: Application of Research-Based Instructional Practices -- 60 In-service Hours**

Teachers will scaffold student learning by applying the principles of research-based reading instruction and integrating the six components of reading. Teachers will engage in the systematic problem solving process.

The total inventory of Performance Indicators (A-G) satisfies Competency 2.

### **Performance Indicator A: Comprehension**

- 2.A.1 Apply intentional, explicit, and systematic instructional practices for scaffolding development of higher order thinking, comprehension skills, comprehension monitoring and self-correcting (e.g., reciprocal teaching, “think aloud,” etc.).
- 2.A.2 Use both oral language and writing experiences to enhance comprehension.
- 2.A.3 Apply appropriate instructional practices determined by the student’s strengths and needs, text structure, and the reading demands of domain specific text.
- 2.A.4 Provide opportunities for student extended text discussion to enhance comprehension, promote motivation and student engagement.
- 2.A.5 Select narrative or informational print or digital texts that are appropriate to the comprehension instruction to be provided.
- 2.A.6 Provide comprehension instruction that supports students’ ability to read multiple print and digital texts and to synthesize information within, across and beyond those texts.
- 2.A.7 Scaffold discussions to facilitate the comprehension of text and higher order thinking skills for students with varying English proficiency levels.
- 2.A.8 Model a variety of strategic activities students can use to foster comprehension monitoring and self correcting.
- 2.A.9 Recognize, describe, and incorporate appropriate comprehension assessments to guide instruction.

### **Performance Indicator B: Oral Language**

- 2.B.1 Apply intentional, explicit, and systematic instructional practices for scaffolding development of oral/aural language skills (e.g., language experience approach, Socratic questioning).
- 2.B.2 Create an environment where students practice appropriate social and academic language to discuss diverse texts.
- 2.B.3 Recognize and apply an English language learner’s home language proficiency as a foundation and strength to support the development of oral language in English.
- 2.B.4 Use writing experiences to enhance oral language (e.g., interactive writing, student to teacher sentence dictation).
- 2.B.5 Recognize, describe, and incorporate appropriate oral language assessments to guide instruction.

### **Performance Indicator C: Phonological Awareness**

2.C.1 Apply intentional, explicit, systematic instructional practices to scaffold development of phonological awareness. (e.g., blending and segmenting syllables, onset-rimes, and phonemes).

2.C.2 Provide opportunities for students to use oral/aural language to enhance phonological awareness (e.g., rhyming and alliteration).

2.C.3 Understand and apply knowledge of how variations in phonology across languages affect English language learners' reading and writing development.

2.C.4 Use writing experiences, in conjunction with phonological instruction, to enhance reading achievement (e.g., Elkonin boxes or magnetic letters, individual response whiteboards).

2.C.5 Recognize, describe, and incorporate appropriate phonological awareness assessments to guide instruction.

### **Performance Indicator D: Phonics**

2.D.1 Apply intentional, explicit, systematic instructional practices for scaffolding phonics development on a continuum from the individual phoneme-grapheme level through the multi-syllabic word level.

2.D.2 Recognize and apply an English language learner's home language as a foundation and strength to support the development of phonics in English.

2.D.3 Use oral/aural language and writing experiences to enhance phonics instruction (e.g., sentence strip words, phrases, and pocket charts).

2.D.4 Recognize, describe, and incorporate appropriate phonics assessments to guide instruction.

### **Performance Indicator E: Fluency**

2.E.1 Apply intentional, explicit, systematic instructional practices to scaffold accuracy, expression, rate, and reading endurance (e.g., paired reading, repeated reading, echo reading, reader's theater, etc.).

2.E.2 Use oral/aural language and writing experiences to enhance fluency (e.g., poetry charts, song lyrics).

2.E.3 Recognize, describe, and incorporate appropriate fluency assessments to guide instruction.

### **Performance Indicator F: Vocabulary**

2.F.1 Apply intentional, explicit, systematic instructional practices to scaffold vocabulary and concept development (e.g., shared reading, semantic mapping, etc.).

2.F.2 Provide for continual integration, repetition, and meaningful use of domain specific vocabulary to address the demands of academic language.

2.F.3 Incorporate vocabulary instruction through analogies (e.g., cognates, Greek and Latin roots).

2.F.4 Provide an environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary.

2.F.5 Incorporate instructional practices that develop authentic uses of English to assist English language learners in learning academic vocabulary and content.

2.F.6 Use oral/aural language and writing experiences to enhance vocabulary (e.g., interactive word walls, word sorts, word charts for secondary).

2.F.7 Use multiple methods of vocabulary instruction (e.g. multiple contexts, examples and non-examples, elaborations, etc.).

2.F.8 Recognize, describe, and incorporate appropriate vocabulary assessments to guide instruction.

### **Performance Indicator G: Integration of the Reading Components**

2.G.1 Apply comprehensive instructional practices, including writing experiences that integrate the reading components.

2.G.2 Identify instructional practices to develop students' metacognitive skills in reading (e.g., text coding such as INSERT, two column notes).

2.G.3 Use resources and research-based practices that create information intensive environments (e.g., diverse classroom libraries, inquiry reading).

2.G.4 Use research-based guidelines for selecting literature and domain specific print and digital text appropriate to students' age, interests and reading proficiency (e.g., young adult literature, informational texts).

2.G.5 Demonstrate understanding of similarities and differences between home language and second language reading development.

2.G.6 Triangulate data from appropriate reading assessments to guide instruction.

### **Competency 3: Foundations of Assessment -- 60 In-service hours**

Teachers will understand how to select and administer appropriate assessments and analyze data to inform reading instruction to meet the needs of all students. Teachers will engage in the systematic problem solving process.

### **Performance Indicators**

3.1 Understand and apply measurement concepts and characteristics of reading assessments.

3.2 Understand the purposes of various informal assessments (e.g., informal reading inventories, analyzing writing samples) including an emphasis on matching reader to text.

- 3.3 Understand the purpose of various formal assessments including the differences between norm-referenced and criterion-referenced assessments and how to interpret data reports.
- 3.4 Understand the meaning of test reliability, validity, and standard error of measurement and describe major types of derived scores from standardized tests.
- 3.5 Demonstrate knowledge of the characteristics, administration, and interpretation of both quantitative and qualitative instructional assessments (to include each of the following: screening, progress monitoring, diagnosis and outcome measures).
- 3.6 Analyze data to identify trends that indicate adequate progress in student reading development.
- 3.7 Understand how to use data within a systematic problem solving process to differentiate instruction, intensify intervention and meet the needs of all students. (e.g., grouping practices, appropriate curriculum materials).
- 3.8 Identify appropriate criteria for selecting materials to include in portfolios for monitoring student progress over time.
- 3.9 Identify interpretive issues that may arise when assessments in English are used to measure reading proficiency in English language learners.
- 3.10 Identify appropriate assessments and accommodations for monitoring reading progress of all students.
- 3.11 Identify and implement appropriate and allowable accommodations as specified in the Individual Education Plan or 504 Plan when assessing students with disabilities in the area of reading.

#### **Competency 4: Foundations and Applications of Differentiated Instruction -- 60 In-service hours**

Teachers will have a broad knowledge of students from differing profiles in order to understand and apply research-based instructional practices by differentiating process, product, and context. Teachers will engage in the systematic problem solving process.

#### **Performance Indicators**

- 4.1 Understand and apply knowledge of socio-cultural, socio-political and psychological variables to differentiate reading instruction for all students.
- 4.2 Understand the stages of English language acquisition for English language learners and differentiate reading instruction for students at different levels of English language proficiency.
- 4.3 Understand and apply current theories of second language acquisition to differentiate instruction for English language learners of diverse backgrounds and various levels of prior education.
- 4.4 Identify factors impeding student reading development in each of the reading components or the integration of these components.
- 4.5 Recognize how characteristics of both language and cognitive development impact reading proficiency.

- 4.6 Recognize the characteristics of proficient readers to more effectively differentiate instruction.
- 4.7 Compare language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities.
- 4.8 Select and use developmentally appropriate materials that address sociocultural and linguistic differences.
- 4.9 Plan for instruction that utilizes increasingly complex print and digital text, embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups.
- 4.10 Differentiate reading instruction for English language learners with various levels of first language literacy.
- 4.11 Scaffold instruction for students having difficulty in each of the components of reading.
- 4.12 Implement a classroom level plan for monitoring student reading progress and differentiating instruction.
- 4.13 Monitor student progress and use data to differentiate instruction for all students.
- 4.14 Implement research-based practices in comprehension, oral language, phonological awareness, phonics, fluency and vocabulary to differentiate instruction for all students.
- 4.15 Implement research-based instructional practices for developing students' higher order thinking.
- 4.16 Implement research-based instructional practices for developing students' ability to read critically.
- 4.17 Implement research-based instructional practices using writing to develop students' comprehension of text.
- 4.18 Implement appropriate and allowable instructional accommodations as specified in the Individual Education Plan or 504 Plan when differentiating instruction for students with disabilities.
- 4.19 Modify assessment and instruction for students with significant cognitive disabilities while maintaining high expectations for achievement that reflect appropriate levels of access to general education instruction.

### **Competency 5: Demonstration of Accomplishment -- 60 In-service Hours**

Teachers will, through a culminating practicum, demonstrate knowledge of the components of reading, as well as assessments and data analysis, to implement a comprehensive research-based reading plan of instruction for all students. Teachers will engage in the systematic problem solving process.

### **Performance Indicators**

- 5.1 Use assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase in student learning.
- 5.2 Demonstrate research-based instructional practices for facilitating reading comprehension.

- 5.3 Demonstrate research-based instructional practices for developing oral/aural language development.
- 5.4 Demonstrate research-based instructional practices for developing students' phonological awareness.
- 5.5 Demonstrate research-based instructional practices for developing phonics skills and word recognition.
- 5.6 Demonstrate research-based instructional practices for developing reading fluency and reading endurance.
- 5.7 Demonstrate research-based instructional practices for developing both academic and domain specific vocabulary.
- 5.8 Demonstrate research-based instructional practices to facilitate students' monitoring and self correcting in reading.
- 5.9 Demonstrate research-based comprehension instructional practices for developing students' higher order thinking to enhance comprehension.
- 5.10 Demonstrate research-based instructional practices for developing students' ability to read critically.
- 5.11 Demonstrate differentiation of instruction for all students utilizing increasingly complex print and digital text.
- 5.12 Demonstrate skill in assessment and instruction with English language learners from diverse backgrounds and at varying English proficiency levels.
- 5.13 Create an information intensive environment that includes print and digital text.
- 5.14 Use a variety of instructional practices to motivate and engage students in reading.
- 5.15 Demonstrate intentional, explicit, systematic writing instruction as it relates to the ability to read written language.

Retrieved from:

<http://www.justreadflorida.com/docs/Reading-Endorsement-Competencies.pdf>

For additional information, go to:

<http://www.justreadflorida.com/endorsement/>

**Bureau of Student Achievement through Language Acquisition**  
**Teachers of English for Speakers of Other Languages**

## **Performance Standards**

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The ESOL teacher is able to:

1. Conduct ESOL programs within the parameters, goals, and stipulations of the Florida Consent Decree.
2. Recognize the major differences and similarities among the different cultural groups in the United States.
3. Identify, expose, and reexamine cultural stereotypes relating to LEP/ELL and non-LEP/ELL students.
4. Use knowledge of the cultural characteristics of Florida's LEP/ELL population to enhance instruction.
5. Determine and use appropriate instructional methods and strategies for individuals and groups, using knowledge of first and second language acquisition processes.
6. Apply current and effective ESOL teaching methodologies in planning and delivering instruction to LEP/ELL students.
7. Locate and acquire relevant resources in ESOL methodologies.
8. Select and develop appropriate ESOL content according to student levels of proficiency in listening, speaking, reading, and writing, taking into account: (1) basic interpersonal communicative skills (BICS), and (2) cognitive academic language proficiency skills (CALPS) as they apply to the ESOL curriculum.
9. Develop experiential and interactive literacy activities for LEP/ELL students, using current information on linguistic and cognitive processes.
10. Analyze student language and determine appropriate instructional strategies, using knowledge of phonology, morphology, syntax semantics, and discourse.
11. Apply essential strategies for developing and integrating the four language skills of listening composition, oral communication, reading, and writing.
12. Apply content-based ESOL approaches to instruction.
13. Evaluate, design and employ instructional methods and techniques appropriate to learners' socialization and communication needs, based on knowledge of language as a social phenomenon.
14. Plan and evaluate instructional outcomes, recognizing the effects of race, gender, ethnicity, socioeconomic status, and religion on the results.
15. Evaluate, select, and employ appropriate instructional materials, media, and technology for ESOL at elementary, middle, and high school levels.
16. Design and implement effective unit plans and daily lesson plans, which meet the needs of ESOL students within the context of the regular classroom.
17. Evaluate, adapt and employ appropriate instructional materials, media, and technology for ESOL in the content areas at elementary, middle and high school levels.
18. Create a positive classroom environment to accommodate the various learning styles and cultural backgrounds of students.

19. Consider current trends and issues related to the testing of linguistic and culturally diverse students when using testing instruments and techniques.
20. Administer tests and interpret test results, applying basic measurement concepts.
21. Use formal and alternative methods of assessment/evaluation of LEP/ELL students, including measurement of language, literacy and academic content metacognition.
22. Develop and implement strategies for using school, neighborhood, and home resources in the ESOL curriculum.
23. Identify major attitudes of local target groups toward school, teachers, discipline, and education in general that may lead to misinterpretation by school personnel; reduce cross-cultural barriers between students, parents, and the school setting.
24. Develop, implement, and evaluate instructional programs in ESOL, based on current trends in research and practice.
25. Recognize indicators of learning disabilities, especially hearing and language impairment, and limited English proficiency.

Retrieved from:

<http://www.fldoe.org/aala/perstand.asp>

## Introduction to the Common Core State Standards (CCSS)

**June 2, 2010**

The Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA Center) are pleased to present the final Kindergarten-12 Common Core State Standards documents that our organizations have produced on behalf of 48 states, two territories, and the District of Columbia. These English language arts and mathematics standards represent a set of expectations for student knowledge and skills that high school graduates need to master to succeed in college and careers.

To develop these standards, CCSSO and the NGA Center worked with representatives from participating states, a wide range of educators, content experts, researchers, national organizations, and community groups. These final standards reflect the invaluable feedback from the general public, teachers, parents, business leaders, states, and content area experts and are informed by the standards of other high performing nations.

You will notice that the college- and career-readiness standards have been incorporated into the K-12 standards, as was promised in the March 10, 2010 draft. The criteria that we used to develop the college- and career-readiness standards, as well as these K-12 standards are:

- Aligned with college and work expectations;
- Include rigorous content *and* application of knowledge through high-order skills;
- Build upon strengths and lessons of current state standards;
- Informed by top-performing countries, so that all students are prepared to succeed in our global economy and society; and,
- Evidence and/or research-based.

The following link provides more information about the [criteria](#) and [considerations](#) for standards development. The standards development process has incorporated the best practices and research from across the nation and the world. While we have used all available research to shape these documents, we recognize that there is more to be learned about the most essential knowledge for student success. As new research is conducted and we evaluate the implementation of the common core standards, we plan to revise the standards on a set review cycle.

Our organizations would like to thank our advisory group, which provides advice and guidance on this initiative. Additional thanks are also given to the writers of the standards, who devoted countless weekends and late nights to ensuring that the standards meet the high expectations for rigor and clarity.

Retrieved from:

<http://www.corestandards.org/assets/ccssi-introduction.pdf>

For additional information, go to:

<http://www.corestandards.org/the-standards/download-the-standards>

## **Application of Common Core State Standards for English Language Learners**

The National Governors Association Center for Best Practices and the Council of Chief State School Officers strongly believe that all students should be held to the same high expectations outlined in the Common Core State Standards. This includes students who are English language learners (ELLs).

However, these students may require additional time, appropriate instructional support, and aligned assessments as they acquire both English language proficiency and content area knowledge.

ELLs are a heterogeneous group with differences in ethnic background, first language, socioeconomic status, quality of prior schooling, and levels of English language proficiency. Effectively educating these students requires diagnosing each student instructionally, adjusting instruction accordingly, and closely monitoring student progress. For example, ELLs who are literate in a first language that shares cognates with English can apply first-language vocabulary knowledge when reading in English; likewise ELLs with high levels of schooling can often bring to bear conceptual knowledge developed in their first language when reading in English. However, ELLs with limited or interrupted schooling will need to acquire background knowledge prerequisite to educational tasks at hand. Additionally, the development of native like proficiency in English takes many years and will not be achieved by all ELLs especially if they start schooling in the US in the later grades. Teachers should recognize that it is possible to achieve the standards for reading and literature, writing & research, language development and speaking & listening without manifesting native-like control of conventions and vocabulary.

### **English Language Arts**

The Common Core State Standards for English language arts (ELA) articulate rigorous grade-level expectations in the areas of speaking, listening, reading, and writing to prepare all students to be college and career ready, including English language learners. Second-language learners also will benefit from instruction about how to negotiate situations outside of those settings so they are able to participate on equal footing with native speakers in all aspects of social, economic, and civic endeavors.

ELLs bring with them many resources that enhance their education and can serve as resources for schools and society. Many ELLs have first language and literacy knowledge and skills that boost their acquisition of language and literacy in a second language; additionally, they bring an array of talents and cultural practices and perspectives that enrich our schools and society. Teachers must build on this enormous reservoir of talent and provide those students who need it with additional time and appropriate instructional support. This includes language proficiency standards that teachers can use in conjunction with the ELA standards to assist ELLs in becoming proficient and literate in English. To help ELLs meet high academic standards in language arts it is essential that they have access to:

Teachers and personnel at the school and district levels who are well prepared and qualified to support ELLs while taking advantage of the many strengths and skills they bring to the classroom;

- Literacy-rich school environments where students are immersed in a variety of language experiences;
- Instruction that develops foundational skills in English and enables ELLs to participate fully in grade-level coursework;
- Coursework that prepares ELLs for postsecondary education or the workplace, yet is made comprehensible for students learning content in a second language (through specific pedagogical techniques and additional resources);
- Opportunities for classroom discourse and interaction that are well-designed to enable ELLs to develop communicative strengths in language arts;
- Ongoing assessment and feedback to guide learning; and
- Speakers of English who know the language well enough to provide ELLs with models and support.

**Mathematics** ELLs are capable of participating in mathematical discussions as they learn English. Mathematics instruction for ELL students should draw on multiple resources and modes available in classrooms—such as objects, drawings, inscriptions, and gestures—as well as home languages and mathematical experiences outside of school. Mathematics instruction for ELLs should address mathematical discourse and academic language. This instruction involves much more than vocabulary lessons.

Language is a resource for learning mathematics; it is not only a tool for communicating, but also a tool for thinking and reasoning mathematically. All languages and language varieties (e.g., different dialects, home or everyday ways of talking, vernacular, slang) provide resources for mathematical thinking, reasoning, and communicating.

Regular and active participation in the classroom—not only reading and listening but also discussing, explaining, writing, representing, and presenting—is critical to the success of ELLs in mathematics.

Research has shown that ELLs can produce explanations, presentations, etc. and participate in classroom discussions *as they are learning English*.

ELLs, like English-speaking students, require regular access to teaching practices that are most effective for improving student achievement. Mathematical tasks should be kept at high cognitive demand; teachers and students should attend explicitly to concepts; and students should wrestle with important mathematics.

Overall, research suggests that:

- Language switching can be swift, highly automatic, and facilitate rather than inhibit solving word problems in the second language, as long as the student’s language proficiency is sufficient for understanding the text of the word problem;
- Instruction should ensure that students understand the text of word problems before they attempt to solve them;
- Instruction should include a focus on “mathematical discourse” and “academic language” because these are important for ELLs. Although it is critical that
- students who are learning English have opportunities to communicate mathematically, this is not primarily a matter of learning vocabulary. Students learn to participate in mathematical reasoning, not by learning vocabulary, but by making conjectures, presenting explanations, and/or constructing arguments; and
- while vocabulary instruction is important, it is not sufficient for supporting mathematical communication. Furthermore, vocabulary drill and practice are not the most effective

instructional practices for learning vocabulary. Research has demonstrated that vocabulary learning occurs most successfully through instructional environments that are language-rich, actively involve students in using language, require that students both understand spoken or written words and also express that understanding orally and in writing, and require students to use words in multiple ways over extended periods of time. To develop written and oral communication skills, students need to participate in negotiating meaning for mathematical situations and in mathematical practices that require output from students.

Retrieved from:

<http://www.corestandards.org/assets/application-for-english-learners.pdf>