Program Matrix - ESOL Standards
Elementary Education (DOE Code 494)
University of Florida
Spring 2021

ESOL		EME 4401 Integrating Technology in the Elementary Curriculum	LAE 3005 Children's Literature	LAE 4314 Language Arts for Diverse Learners	MAE 4310 Teaching Mathematics in the Inclusive Elementary Classroom	RED XXXX Teaching Word Identification and Fluency in Elementary Reading	RED XXXX Teaching Language and Meaning Construction in Elementary Reading	SCE 4310 Elementary Science Methods for the Inclusive Classroom	SDS 3430 Family and Community Involvement in Education	SSE 4312 Social Studies for Diverse Learners	TSL 3520 ESOL Foundations: Language and Culture in Elementary Classrooms	TSL 4100 ESOL Curriculum, Methods and Assessment
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												
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.		X					X	X	X	X	X
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.							X	X	X		
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.		X					X	X	X	X	X
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.		X					X	X	X		
1.1.e	Understand and apply knowledge about home/school connections to build partnerships with ELLs' families (e.g., Parent Leadership Councils (PLC).								X	X		X
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.											X
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.						X				X	
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.					X	X				X	X
2.1.c	Demonstrate knowledge of rhetorical and discourse structures as applied to second language and literacy learning.											X
2.1.d	Demonstrate proficiency in English and model for ELLs the use of appropriate forms of English for different purposes.					X	X					X
2.1.e	Identify similarities and differences between English and other languages reflected in the ELL student population.										X	

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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.										X	
2.2.b Recognize the importance of ELLs' home languages and language varieties, and build on these skills as a foundation for learning English.		X	X			X				X	X
2.2.c Understand and apply knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs' learning of English.		X					X			X	
2.2.d Understand and apply knowledge of the role of individual learner variables in the process of learning English as a second language.										X	
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											
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.							X				X
2.3.b Demonstrate understanding of similarities and differences between L1 (home language) and L2 (second language) literacy development.			X		X	X					X
2.3.c Demonstrate understanding of how L1 literacy influences L2 literacy development and apply this to support ELLs' learning.			X			X					X
2.3.d Understand and apply knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs' L2 literacy development in English.							X				X
2.3.e Understand and apply knowledge of how principles of phonology, morphology, syntax, semantics, and discourse affect L2 reading and writing development.							X				X
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											
Performance Indicators											
3.1.a Demonstrate knowledge of L2 teaching methods in their historical context.										X	
3.1.b Demonstrate awareness of current research relevant to best practices in second language and literacy instruction.										X	X
3.1.c Demonstrate knowledge of the evolution of laws and policy in the ESL profession, including program models for ELL instruction.										X	

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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											
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.							X				X
3.2.b Develop ELLs' L2 listening skills for a variety of academic and social purposes.							X				X
3.2.c Develop ELLs' L2 speaking skills for a variety of academic and social purposes.							X				X
3.2.d Provide standards-based instruction that builds upon ELLs' oral English to support learning to read and write in English.							X				X
3.2.e Provide standards-based reading instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels.			X				X				X
3.2.f Provide standards-based writing instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels.							X				X
3.2.g Develop ELLs' writing through a range of activities, from sentence formation to expository writing.			X								X
3.2.h Collaborate with stakeholders to advocate for ELLs' equitable access to academic instruction (through traditional resources and instructional technology).											X
3.2.i Use appropriate listening, speaking, reading, and writing activities in teaching ELLs from diverse backgrounds and at varying English proficiency levels.										X	X
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.							X			X	X
3.2.k Provide instruction that integrates listening, speaking, reading, and writing for ELLs of diverse backgrounds and varying English proficiency levels.											X
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.	X	X					X	X	X		X
3.3.b Use a variety of materials and other resources, including L1 resources, for ELLs to develop language and content-area skills.	X	X					X	X	X		X
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.	X	X					X		X		X

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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											
Performance Indicators											
4.1.a Plan for integrated standards-based ESOL and language sensitive content instruction.				X			X				X
4.1.b Create supportive, accepting, student-centered classroom environments.		X	X						X	X	
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.			X	X		X	X	X	X	X	X
4.1.d Plan learning tasks for particular needs of students with limited formal schooling (LFS).				X					X		X
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.					X						X
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.	X	X					X	X	X		X
4.2.b Select and adapt a variety of materials and other resources including L1 resources, appropriate to ELLs' developing English language and literacy.	X	X	X				X	X	X		X
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.	X	X					X		X		X

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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.										X	
5.1.b Identify a variety of assessment procedures appropriate for ELLs of diverse backgrounds and at varying English proficiency levels.							X			X	X
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.										X	
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.							X			X	X
5.1.e Distinguish among ELLs' language differences, giftedness, and special education needs.											X
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.										X	
5.2.b Identify and use a variety of assessment procedures for ELLs of diverse backgrounds and varying English proficiency levels.									X	X	X
5.2.c Use multiple sources of information to assess ELLs' language and literacy skills and communicative competence.					X				X	X	X

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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											
Performance Indicators											
5.3.a Use performance-based assessment tools and tasks that measure ELLs' progress in English language and literacy development.						X					X
5.3.b Understand and use criterion-referenced assessments appropriately with ELLs from diverse backgrounds and at varying English proficiency levels.						X					X
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.							X		X		X
5.3.d Prepare ELLs to use self- and peer-assessment techniques, when appropriate.											X
5.3.e Assist ELL's in developing necessary test-taking skills.											X
5.3.f Assess ELLs' language and literacy development in classroom settings using a variety of authentic assessments, e.g., portfolios, checklists, and rubrics.			X								X