



Supports for English Language Learners to Maximize Outcomes

Florida Charter School Conference and School Choice Summit
October 14-16, 2025



Agenda

- Overview of Student Achievement through Language Acquisition and School Improvement
- Definition of English Language Learner (ELL)
- Charter School Responsibilities with ELLs
- Florida Teacher Standards for English for Speakers of Other Languages (ESOL) Endorsement
- English Language Development (ELD) Standards Framework
- Group Discussions
- Professional Learning Opportunities

Bureau of Student Achievement through Language Acquisition Overview

- Supports charter schools and districts in serving nearly 370,000 ELLs in Florida;
- Ensures comprehensible instruction through monitoring for compliance with state and federal regulations;
- Provides resources and guidance to facilitate language acquisition and academic achievement;
- Ensures adherence to legal mandates and educational standards to meet the needs of ELLs, including oversight of the Title III, Part A funded grants; and
- Offers leadership and technical assistance for implementing standards, teaching courses and instructional materials in World Languages.

ELL Data

2024-2025 Federal Percent of Points Index (FPPI) as of September 8, 2025 Report by Assessment, Reporting and Accountability

	Non-Charter Schools	Charter Schools
Number of Schools on 2024-2025 FPPI Report	3,059	719
Number and percent of schools with data for at least ten students in the ELL subgroup	81% (2,492 schools)	79% (566 schools)
Number and percent of schools with ELL subgroup of at least 10 students whose performance is below 41% (FPPI) in 2024-2025	10% (251 of 2,492 schools)	13% (76 of 566 schools)
Number and percent of schools with ELL subgroup performance below 41% (FPPI) in 2024-2025 and six consecutive years of low performance	20% (51 of 251 schools)	33% (25 of 76 schools)

Limited English Proficient Overview

- a. An individual who was not born in the United States and whose native language is a language other than English;
- b. An individual who comes from a home environment where a language other than English is spoken in the home; or
- c. An individual who is an American Indian or Alaskan native and who comes from an environment where a language other than English has had a significant impact on his or her level of English language proficiency.

Source: Section 1003.56, Florida Statutes

ELL Data

Survey 2 2022-2023	Survey 2 2023-2024	Survey 2 2024-2025
304,865	337,045	368,068

Source: Know your Data – Advanced Reports

Charter School Responsibilities with ELLs

“English for Speakers of Other Languages: Students at the School who are English Language Learners will be served by English to Speakers of Other Languages (ESOL) certified personnel who will follow the District’s Plan for English Language Learners (ELLs), or an alternate plan that has been approved by the Sponsor. The School shall be invited to attend the District’s ESOL Procedures Training(s) and shall comply with applicable rules and regulations.”

Rule 6A-6.0786, Florida Administrative Code (F.A.C.)
Form IEPC-SC, Section 3(J)



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Florida Teacher Standards for ESOL Endorsement

ESOL Teacher Standards

- Improve teacher preparation
- Increase student achievement
- Promote high-quality learning environment

ESOL Teacher Standards

- Created by Florida educators for Florida students
- Clear and concise for teachers to understand and implement
- Define core expectations for effective practice
- Developed through a rigorous process with multiple public input opportunities

Timeline

October 2024: A memo was sent to call for Florida Teacher Standards for ESOL Endorsement workgroup members.

January – April 2025: Workgroup process was conducted.

February and May 2025: Public comments were received during the two publicly noticed workshops that were held.

May 2025: Public comments were received when the draft standards were posted on the SALA webpage.

June and July 2025: Department staff shared the draft standards at local conferences.

August 20, 2025: Standards were presented to and approved by the Florida State Board of Education.

Strands in the Florida Teacher Standards for ESOL Endorsement

There are five (5) strands, each comprised of standard(s) and performance indicators that further clarify and define the work required to demonstrate mastery of the strand.

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

Florida Teacher Standards for ESOL Endorsement

In the CU strand:

- Standard 1: Learning of Academic Content and Language for ELLs

In the AL strand:

- Standard 1: Language as a System

In the MT strand:

- Standard 1: ESOL Requirements and Practices
- Standard 2: English Language Acquisition and Development
- Standard 3: Standards-Based ESOL and Content Instruction

In the CM strand:

- Standard 1: Planning for Standards-Based Instruction for ELLs
- Standard 2: Effective Use of Resources and Technologies

In the TE strand:

- Standard 1: Key Factors and Considerations in Assessment for ELLs
- Standard 2: Classroom-Based Assessment for ELLs

Coding Scheme

<i>Strand</i> <i>MT.</i>	<i>Standard</i> <i>3.</i>	<i>Performance Indicator</i> <i>4</i>
Methods of Teaching ESOL	Standards-Based ESOL and Content Instruction	Use Florida's English Language Development (ELD) Standards to plan lessons that combine academic content with language objectives.

As charter school leaders, you play a critical role in:

- ensuring teachers use Florida's ELD Standards to integrate language objectives with academic content.
- monitoring lesson plans and classroom instruction for alignment to the ELD Standards.
- supporting teachers by providing professional learning opportunities to implement the ELD standards effectively.



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The English Language Development (ELD) Standards Framework

The ELD Standards Framework

WIDA ELD STANDARDS STATEMENTS conceptual framing of language and content integration

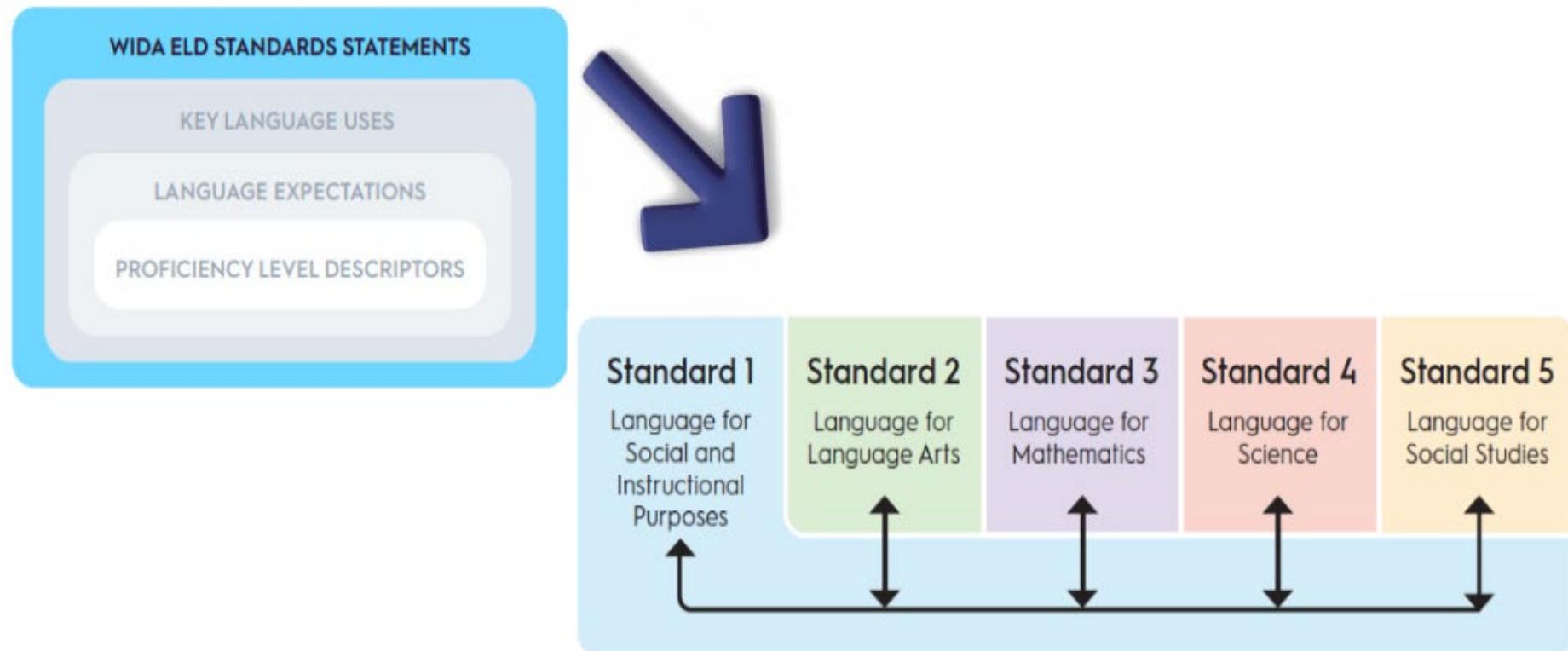
KEY LANGUAGE USES prominent language uses across disciplines

LANGUAGE EXPECTATIONS goals for content-driven language learning

PROFICIENCY LEVEL DESCRIPTORS a continuum of language development across six levels

Source: WIDA English Language Development Standards Framework, 2020 Edition

The ELD Standards Statements



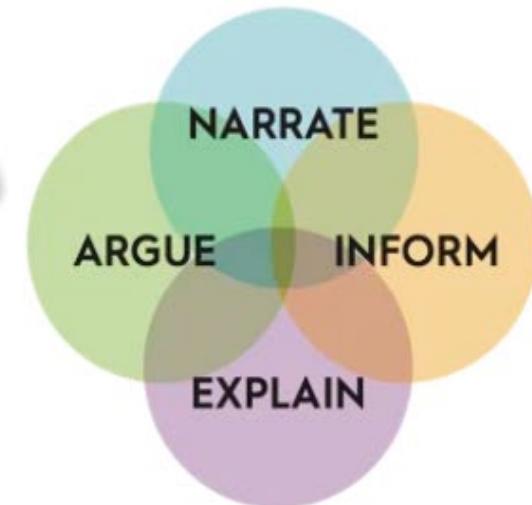
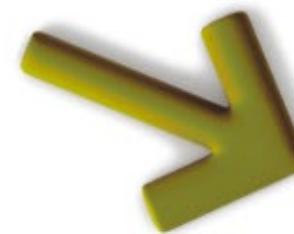
Key Language Uses

WIDA ELD STANDARDS STATEMENTS

KEY LANGUAGE USES

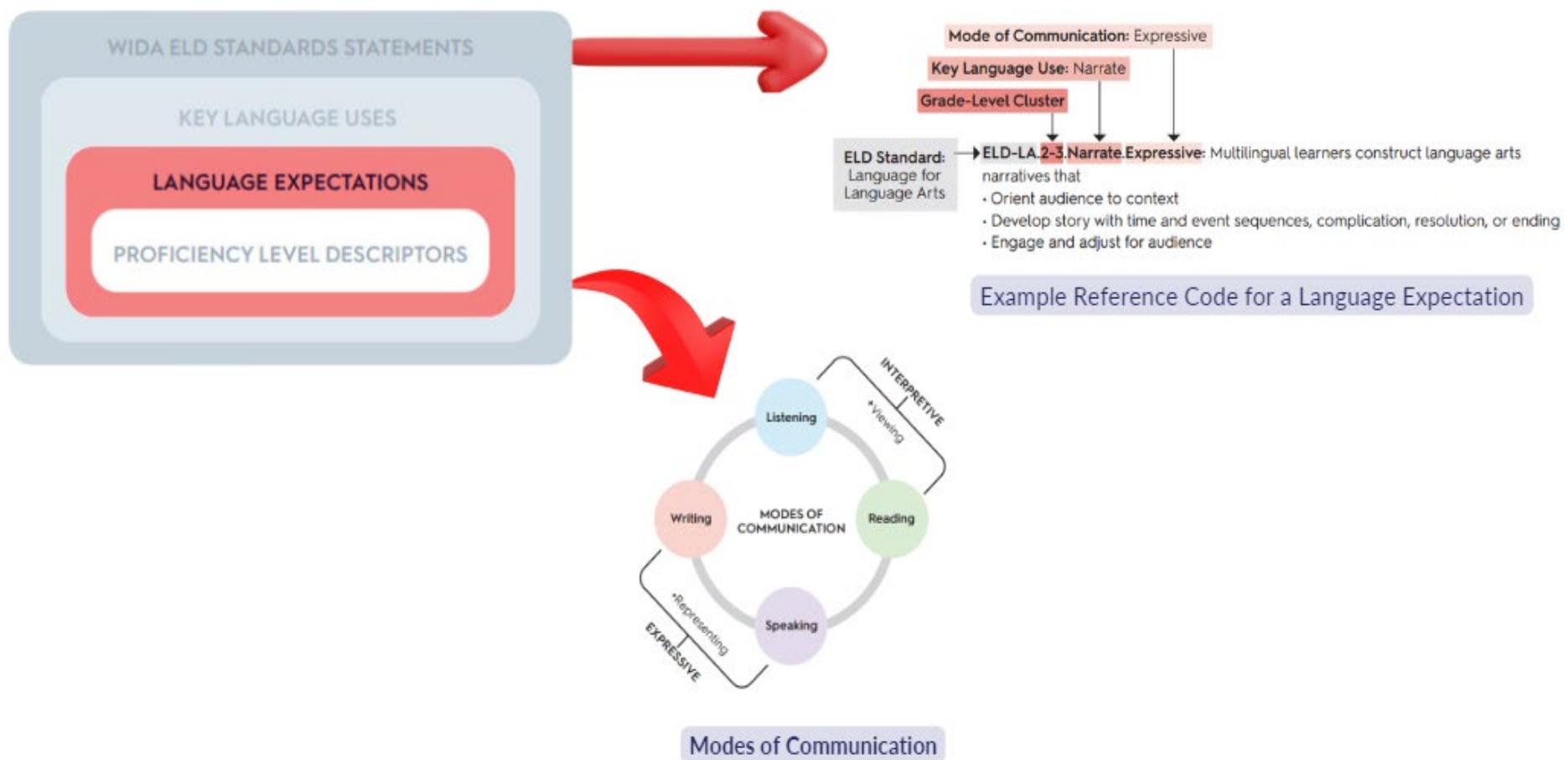
LANGUAGE EXPECTATIONS

PROFICIENCY LEVEL DESCRIPTORS

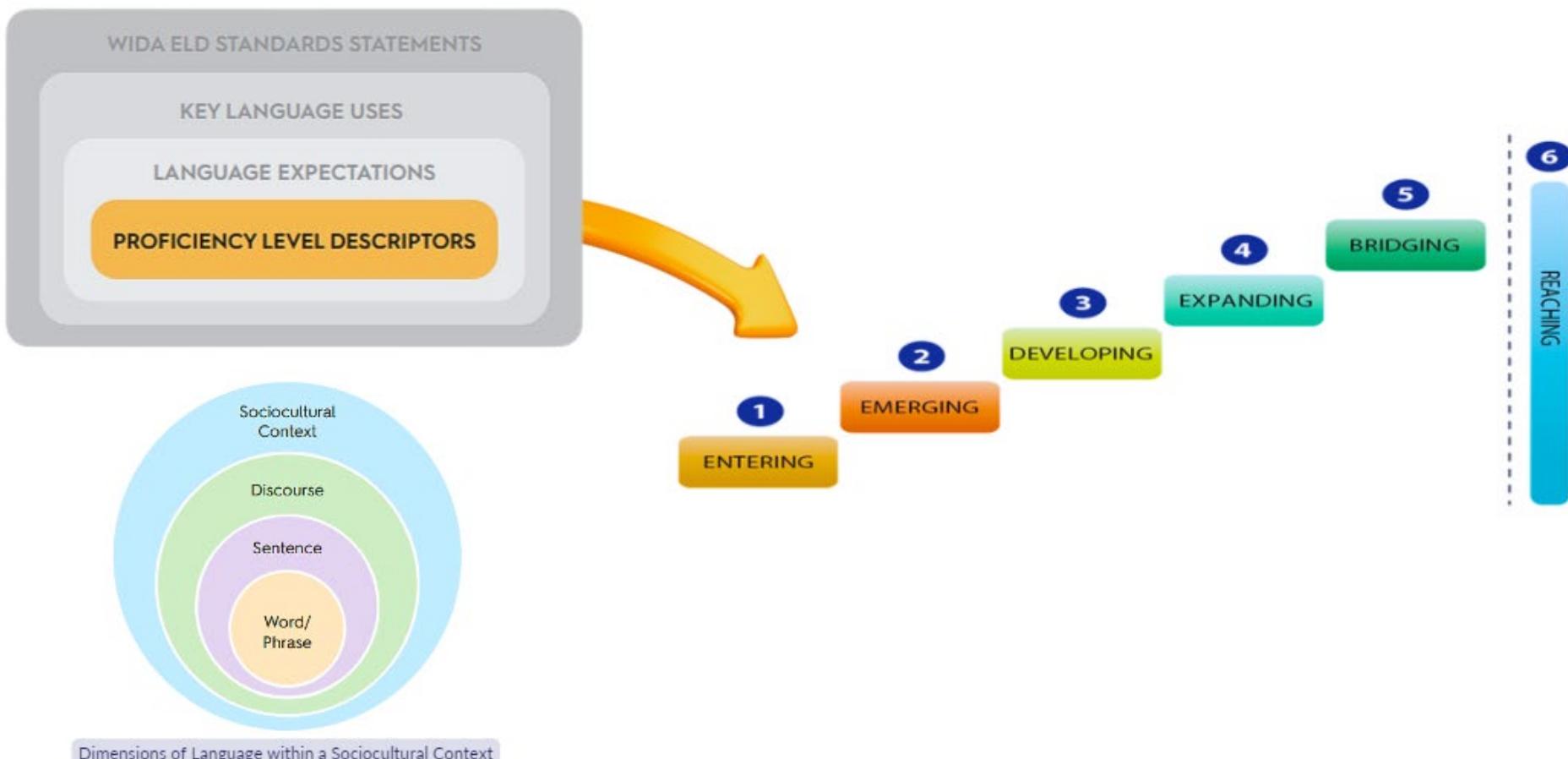


Four Key Language Uses

Language Expectations



Proficiency Level Descriptors



Source: WIDA English Language Development Standards Framework, 2020 Edition

Example

SC.8.L.18.4. Cite evidence that living systems follow the Laws of Conservation of Mass and Energy.

ELD-SC.6-8.Explain. Expressive ELLs will construct scientific explanations that describe valid & reliable evidence.

Prompt: Explain how chemosynthetic bacteria enable organisms to access new matter and energy.

Hydrothermal vents and cold seeps are places where chemical-rich fluids emanate from the seafloor, often providing the energy to sustain lush communities of life in some very harsh environments. Cold seeps and hydrothermal vents differ from one another in the underlying conditions that form and drive them. This has implications for the kinds of animals that are able to survive at each.

On land and near the ocean surface, sunlight provides the energy that allows photosynthetic plants to convert carbon dioxide and water into organic carbon, the fundamental source of nutrients for animals higher up the food chain. Below the photic zone—the sunlit, upper reaches of the ocean—many microbes have evolved chemosynthetic (instead of photosynthetic) processes that create organic matter by using oxygen in seawater to oxidize hydrogen sulfide, methane, and other chemicals present in vent and seep fluids.

Source: Excerpt from "What is Life at Vents and Seeps?"

Language Features

Abstract nouns to introduce concepts, ideas, & technical terms

- **Hydrothermal vents, microbes, organic carbon**

Cohesion to reference ideas and information across text

- **Hydrothermal vents...cold seeps...harsh environments**

- Pronouns such as "this" can refer back to the differences between cold seeps and hydrothermal vents

The use of present simple tense to convey facts and processes

- **Emanate, sustain, differ, form, drive, provide, allow, convert, reach, create**



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Group Discussion

Instructional Strategies

- Is your charter school or network implementing the ELD Standards? If so, how?
- What strategies is your charter school or network currently using to support ELLs?

Participate Time: 5 minutes

Collaborate Time: 5 minutes

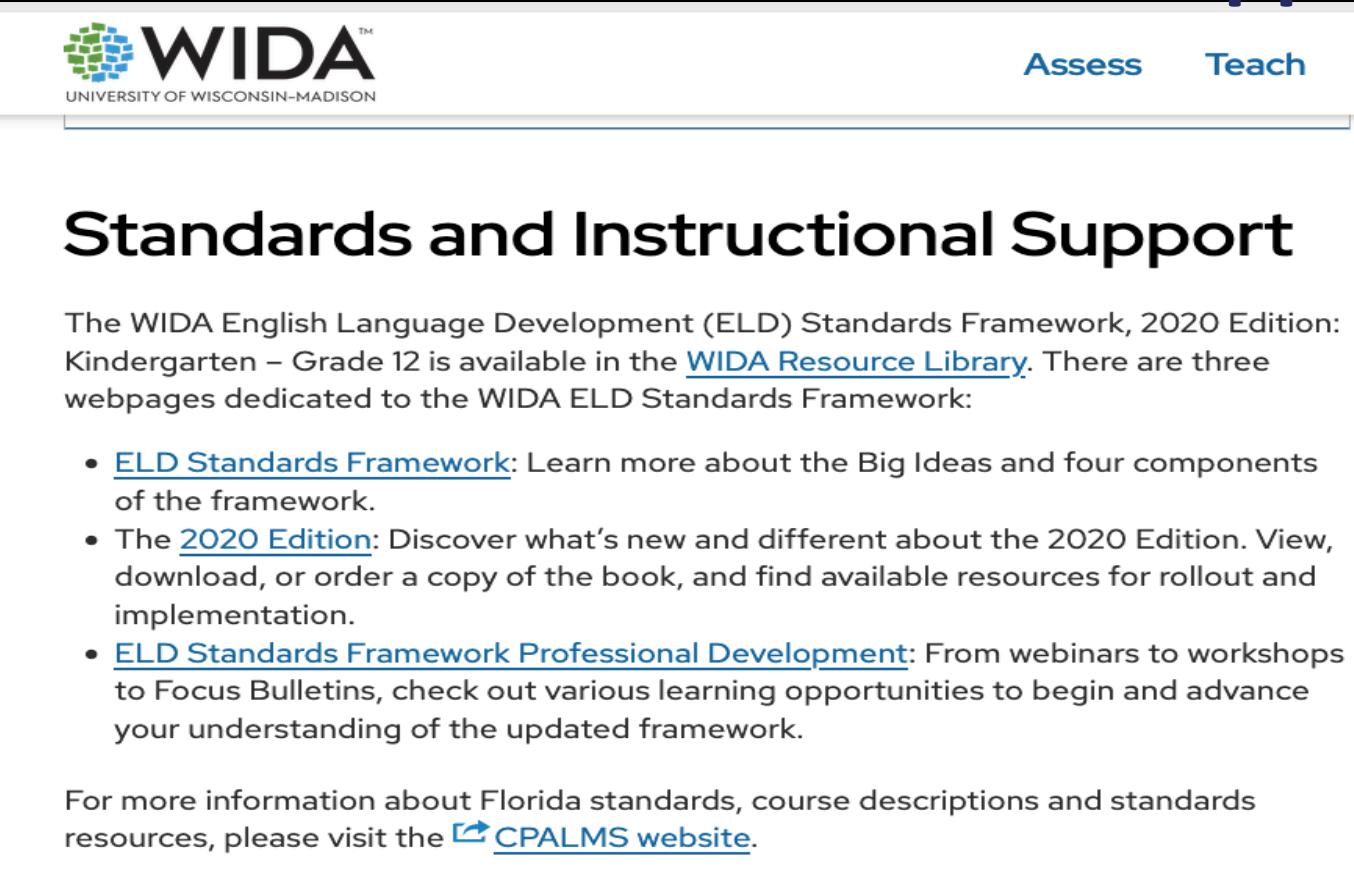
Disseminate Time: 5 minutes



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Professional Learning Opportunities

Florida's WIDA Webpage Standards and Instructional Support



The WIDA English Language Development (ELD) Standards Framework, 2020 Edition: Kindergarten – Grade 12 is available in the [WIDA Resource Library](#). There are three webpages dedicated to the WIDA ELD Standards Framework:

- [ELD Standards Framework](#): Learn more about the Big Ideas and four components of the framework.
- The [2020 Edition](#): Discover what's new and different about the 2020 Edition. View, download, or order a copy of the book, and find available resources for rollout and implementation.
- [ELD Standards Framework Professional Development](#): From webinars to workshops to Focus Bulletins, check out various learning opportunities to begin and advance your understanding of the updated framework.

For more information about Florida standards, course descriptions and standards resources, please visit the [CPALMS website](#).

Visit <https://wida.wisc.edu/about/consortium/fl> to learn more!

WIDA Professional Learning

Facilitated: Live workshops facilitated by a WIDA Professional Learning Specialist. Registration is required to attend workshop.

Self-paced: On-demand, interactive learning opportunities that can be accessed anytime. Educators can contact WIDA Client Services Center at help@wida.us or (866) 276-7735 to request an eLearning account.



2025–2026 WIDA Workshops

For the 2025–2026 school year, WIDA is offering facilitated professional learning opportunities that are available for educators in Florida. Educators can request time to participate in online meetings, webinars, and related activities that are associated with WIDA Workshops by completing the “Dear Principal” letter template. Below is a list of some examples of the virtual and in-person WIDA workshops available for the current school year.

Facilitated Virtual Workshop	Dates/Times	WIDA Facilitator
Planning with the ELD Standards	9/10 & 9/17, 3:00pm-4:30pm ET	Emma Wright
Scaffolding Learning Through Language	9/18 & 9/25, 2:00pm-3:30 pm ET	Lauren Bartholomae
Nurturing Speaking Growth	11/3 & 11/10, 2:00pm-3:30pm ET	Melissa Paton
Exploring WIDA ACCESS for Kindergarten	12/3, 3:00pm-4:30pm ET	Emily Kurth
Expanding Reading Instruction with Multilingual Learners	1/15 & 1/22, 2:00pm-3:30pm ET	Andrea Mercado
When Language and Disability Meet	3/9 & 3/16, 2:00pm-3:30pm ET	Andrea Mercado

Facilitated In-Person Workshop	Location/Date/Time	WIDA Facilitator
Engaging Secondary Newcomers in Content Area Literacy	Manatee, 10/23, 8:30am-3:30pm	Alisa Rhoads
Planning with the ELD Standards	Palm Beach, 2/3, 9:00am-4:00pm	Andrea Mercado
Collaboration Practices and Potentialities	Lee, 2/12, 8:30am-3:30pm	Christina Nelson



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Thank you for participating in today's session!

