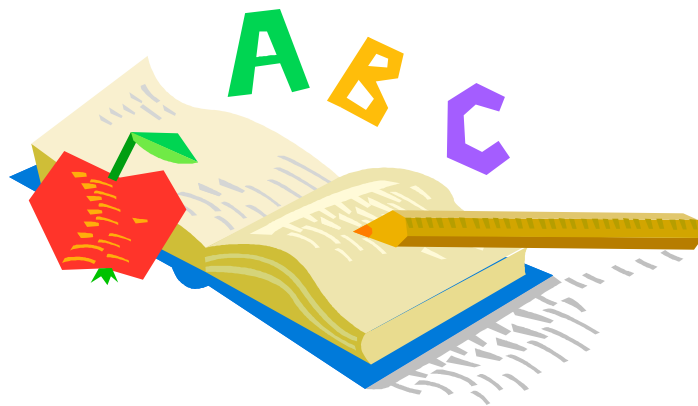# K-12 ESOL Program
for Broward County Public Schools

K-12 ESOL Program for Broward County Public Schools

Introduction
Broward County Public Schools, the sixth largest school district in the United States, is charged with the opportunity and challenge of providing effective and comprehensible instruction to the growing number of English Language Learners (ELLs). Our task is to instruct ELLs so that they gain both proficiency in English and mastery of the Sunshine State Standards. Studies have shown that successful programs for ELLs must include curriculum and instruction that recognizes the diversity and complexity of these students. The programs must be comprehensive and allow for students to build their reading, writing, listening, and speaking skills in English. When schools enroll ELLs, the implications are immense and require significant changes to program structure, belief systems, and behaviors. These studies also show that many ELLs would profit from a better fit between their instructional needs and the instructional environment in order to prevent learning difficulties. A focus on the learner-environment fit requires consideration of individual and school-level factors that influence ELLs' abilities in the content areas. Incorporating specific practices described in the K-12 ESOL Program will benefit ELLs.

Effective Program Model
Research by Jim Cummins (1981) shows a distinction between two types of language that ELLs need to acquire: Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). This research has shown that the average student can develop conversational fluency within two to five years. Most ELLs require 4 to 7 years of instruction to reach the average academic performance of native English speakers (Collier, 1987). Developing fluency in a second language depends on many variables. There is no single approach, strategy, or program that will always meet the needs of every student in the classroom. However, according to *Academic Literacy Instruction for Adolescents: A Guidance Document from the Center on Instruction* instructional decisions to assist with the development of academic language should consider questions such as these:

- How long has the student been receiving formal instruction in English?
- What are the student's specific areas of difficulty or weakness?
- Does the student have difficulties in most academic areas?
- Has the student ever received supplemental or targeted instruction in the areas of difficulty or weakness?
- How different is the student's native language alphabet from that of English?
- Does the student display specific strengths related to achievement in the area(s) where he or she is experiencing difficulty?

According to *A National Study of School Effectiveness for Language Minority Students' Long-Term Academic Achievement*, the following major factors influence the success of programs for English language learners:

- The potential quality of the type of program for ELLs. This refers to the power of a program's features to influence student achievement.
- The realized quality of the type of program for ELLs. This is the degree of full implementation of a program in terms of administrative support; teacher skills and training to deliver the full instructional effect of the program; and the degree to which the program is evaluated.
- The breadth of program focus. This refers to the instructional focus on the linguistic, cognitive, and academic development of levels of English in a supportive school environment.
- The quality of the school's instructional environment. This refers to the degree to which the school includes parental engagement, supports the instructional program, and supports second language development without the loss of primary language.
- The quality of instructional time. This is the degree to which instructional time is used effectively so that students receive comprehensible instruction for an instructionally optimum time period.

An effective ESOL program for ELLs must contain the following essential components:

The K-12 ESOL program for BCPS will consist of the following types of instruction:

Sheltered Instruction (K-12) refers to the instructional delivery where only ELLs from different language backgrounds are grouped together to receive instruction in content subject classes, such as Science, Social Studies, Math and English/Language Arts by highly qualified teachers.

Students are "sheltered" in the sense that they do not compete with fluent speakers of English. Teachers adjust the level of instruction to ensure that students understand the grade level curriculum. This type of instruction enables ELLs to become proficient in

English and facilitates the acquisition of academic language necessary to succeed in content area classrooms.

Delivery models will vary by grade levels. In grades K-5, students are clustered by grade level and instruction is differentiated by language proficiency in a sheltered (self-contained) classroom. In grades 6-8, students are clustered by grade level and sheltered instruction is differentiated by English language proficiency. In grades 9-12, students are clustered by sheltered instruction (content area) classes and instruction is differentiated by English language proficiency.

Basic Mainstream Instruction (K-12) is implemented in schools with an insufficient ELL enrollment to provide sheltered instruction. In this model ELLs receive instruction with ESOL strategies in classrooms with non-ELLs. This model requires careful planning and ongoing support from a highly qualified teacher, to ensure that the needs of the ELLs and non-ELLs are met simultaneously and equitably. Implementation of this model will vary for the grade levels. Schools should cluster students strategically in order to maximize instruction and resources available.

Clustering is:
- Developing consistent school-wide guidelines for student placement (according to language classification/proficiency, and/or academic needs) in order to strengthen instructional services
- NOT segregation—students in clustered classrooms have equal access to all instructional resources
- An all school effort—staff must understand the rationale and system for student placement so that new students are placed appropriately

Benefits of Clustering:
  For Students:
- Equal access to all instructional options
- More instructional time and support provided by school staff
- More bilingual support provided by bilingual paraprofessional/teacher
- Social and emotional support from peers who are themselves learning English
- Instruction provided by a mainstream teacher trained to work with ELLs
- Access to additional materials that are appropriate for ELLs (manipulatives, visual supports, range of leveled books, etc.)
- Better differentiation of instruction—it is harder to overlook a large group of students when planning for instruction
  For Teachers:
- Increased opportunities to collaborate with and learn from other teachers
- More professional development opportunities
- Opportunities to work in small groups for focusing instruction
- Access to more materials for differentiation of the instruction

Developmental Language Arts through ESOL (6-12) is a course designed for ELLs who are non-English speaking and/or at the beginning level of English language proficiency

(A1-A2) and score a level 1 or 2 on FCAT Reading or have no FCAT Reading Score. Listening, speaking, reading, and writing are made comprehensible through instruction in English using strategies and techniques appropriate to their level of English proficiency and reading ability. English language development is strongly emphasized and incorporated into reading and writing instruction. Literacy programs that provide instructional support of oral language development in English, aligned with high-quality literacy instruction are the most successful (August & Shanahan, 2006, p. 4). **This course is in lieu of Intensive Reading therefore it must follow guidelines set forth in the district K-12 Comprehensive Reading Plan.** Students may not be enrolled in both Intensive Reading and Developmental Language Arts through ESOL. The Middle and High School Placement Charts in the K-12 Comprehensive Reading Plan are very specific as to the time that students must be enrolled in Intensive Reading courses. Highly qualified teachers instructing this course must have a Reading and ESOL Endorsement or Certification.

Professional Development
Sheltered Instruction Observation Protocol (SIOP): A proven, research-based model of instruction specifically designed to meet the needs of ELLs is the *Sheltered Instruction Observation Protocol (SIOP). SIOP* provides teachers with an observation instrument that also serves as a tool for planning, implementing, and reflecting on lesson delivery. This model gives teachers a structure for how to teach what students need to learn in terms of both the language skills in English and the specific content students need to learn, along with their grade-level English speaking peers. *SIOP* is an approach that stresses student engagement through activities that utilize content and language knowledge. Ongoing assessment and specific feedback are provided to students, enabling teachers to adjust instruction and ensure achievement of objectives. Professional development will be offered for teachers by the district via face-to-face sessions and online coursework. District ESOL staff are assigned as facilitators to assist schools with effective implementation of *SIOP*.

Building Blocks for Teaching English Language Learners: Elementary teachers and Reading Coaches participate in a 3-day professional development opportunity that assists teachers in integrating listening, speaking, reading, and writing skills into the instruction. The workshop focuses on teaching reading comprehension strategies, vocabulary development, building and activating background knowledge, assessment for ELLs, and the effective use of Marzano's instructional strategies coupled with the ESOL instructional strategies. Participants receive a professional book that contains practical information on teaching reading to culturally and linguistically diverse students who enter the classroom with a broad range of experiences.

Developmental Language Arts through ESOL: Secondary teachers and Reading Coaches participate in a 3-day professional development opportunity offered to assist them in the delivery of instruction for the Developmental Language Arts through ESOL course. At this workshop, participants receive an overview of the supplementary materials purchased by the ESOL Department. A yearlong Instructional Framework is disseminated and participants have an opportunity to plan lessons and learn about

effective ESOL strategies for ELLs. Participants also receive a professional book, *Meeting the Needs of Second Language Learners: An Educator's Guide*, to enhance their knowledge and understanding when meeting the needs of English language learners.

Accountability of Student Academic Program & Monitoring of Program Implementation
Guidance Counselors, Reading Coaches, and/or Curriculum Specialists are responsible of participating in the ELL programmatic assessment to ensure that the ELLs are appropriately scheduled in courses that will meet their academic and linguistic needs. For more information regarding Programmatic Assessment refer to the *Multicultural, ESOL and Program Services Department Handbook at www.broward.k12.fl.us/esol*.

Classroom teachers evaluate student performance by monitoring classroom grades, progress reports and report cards throughout the year to identify ELLs' supplementary needs and most effective instructional delivery strategies. To monitor student's progress, teachers may use report cards, test scores, classroom performance, Comprehensive English Language Learning Assessment (CELLA) test scores and any other document that reflects student achievement. The school's ESOL contact is responsible of ensuring that the monitoring process has been completed as required.

Principals are held accountable and monitored by their respective Area/District Administration through regular visitations. Additional support and guidance with forms/checklists and classroom observations to monitor effective use of ESOL strategies and appropriate implementation of instructional program models are provided by the ESOL Program Executive Director or designee. Any area of concern is brought to the attention of the school's principal and district ESOL staff for discussion and enhancement planning to ensure compliance with No Child Left Behind.

The School Leadership Team can access additional support for the plan through the ESOL CAB Conference and Broward Enterprise Education Portal (BEEP).

For specific guidelines of the Broward County ESOL program concerning compliance, such as entry/exit and grading of students, refer to the *Multicultural, ESOL and Program Services Department Handbook* found at www.broward.k12.fl.us/esol.

The following is a list of other pertinent documents supporting the K-12 ESOL Program Plan also available at www.broward.k12.fl.us/esol.
- *ESOL Instructional Strategies Matrix*
- *Developmental Language Arts through ESOL Instructional Frameworks (6-12)*
- *Language Arts Standards with English Language Proficiency Standards (K-12)*
- *Suggested Supplementary Materials (K-12)*
- *Suggested Bilingual Dictionaries*
- *Reading Activities for Parents and ELLs*
- *Guidelines for Exceptional Student Education and English Language Learners (PreK-12)*
- *Department Handbook*

Summary Matrix of Program Models (Adapted from DeCerbo, 2000)

Model	Research-Based Definition	Benefits	Actions for Implementation
Sheltered Instruction/ESOL Designed for K-12 schools with a high ELL population.	ELLs from different language backgrounds are grouped together to receive instruction in the content area subject classes by a highly qualified teacher.	Acquisition of basic linguistic skills of the English language. Instruction is adapted to the students' level of English proficiency to ensure learning of grade level curriculum. Students are not served in a pullout program for ESOL instruction.	A process must be in place to monitor progress in linguistic and academic grade level skills so students may be transitioned into mainstream classes. Monitoring of appropriate placement. Mixing grades is not allowed under the Florida META Consent Decree for ELLs unless the course in an elective.
Basic Mainstream Instruction with ESOL Strategies Designed for K-12 schools with a low ELL population.	ELLs are in the same class as non-ELLs. Instruction of linguistic and academic skills is developed in English by a highly qualified teacher using ESOL strategies.	Equal access to resources as provided to non-ELLs.	A process must be in place to ensure that ELLs are not left behind in acquiring the English language and learning grade level knowledge for academic performance. Modification of the curriculum needs to be implemented to ensure comprehensible instruction of ELLs. Teachers must have ongoing support to work with ELLs and non-ELLs simultaneously. Planning and monitoring must be an ongoing process.
ESOL Course Developmental Language Arts through ESOL at the secondary level.	Intensive Reading instruction for the development of listening, speaking, reading, and writing skills for ELLs is taught by a highly qualified teacher.	Acquisition of basic linguistic skills of the English language and language arts standards before being labeled a struggling reader.	Classroom instructional practices of ELLs must be monitored. Ongoing training on instructional practices for ELLs. ESOL class schedules must be monitored to ensure parity with the scope and sequence provided to non-ELLs. Curriculum: Instructional Frameworks Teachers must be ESOL and Reading Endorsed/Certified

Factors to Consider When Determining Program Model

School Demographics	School Resources	Professional Development	Consent Decree
• Number of ELLs • Number of languages represented • Levels of English proficiency in grade level • Student's educational background	• Number of highly qualified teachers needed for implementation • Access to grade level curriculum & materials • Technology • Parental Involvement • Para/Bilingual Support	• ESOL training and appropriate certification • Parent training • SIOP training • Developmental Language Arts through ESOL training • Elementary Building Blocks training	• Compliance with META Consent Decree for implementation of instructional practices for ELLs

Elementary School ESOL Program *Chart A*

English Language Learners
classified as
A1-A2
B1 (if necessary)

Schools that have 18 or more K-3rd ELLs, or 22 or more 4th-5th grade ELLs, classified as A1-A2, in the same grade level must provide instruction through a Sheltered Instruction Program using identified curriculum and materials.

Schools that have fewer than 18 K-3rd ELLs, or fewer than 22 4th-5th grade ELLs, classified as A1-A2, in the same grade level must provide instruction in the basic mainstream using differentiated instruction and identified curriculum. Clustering students is recommended.

English Language Learners
classified as
B1-B2-C1

Students may receive instruction in the basic mainstream using differentiated instruction **or** in a Sheltered Instruction Program using identified curriculum and materials.
(School-based decision)

Per META Consent Decree, schools with at least 15 students speaking the same native language shall provide at least one aide or teacher, proficient in the same language, and trained to assist in ESOL basic subject area instruction.

Middle School ESOL Program *Chart B*
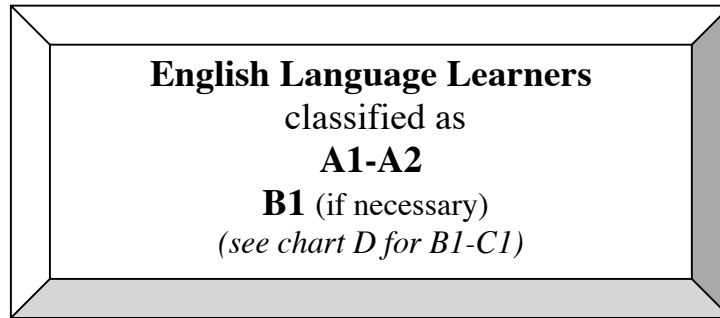
English Language Learners
classified as
A1-A2
B1 (if necessary)
(see chart D for B1-C1)

Middle Schools that have 22 or more ELLs, classified as A1-A2, in the same grade level, must provide **M/J Language Arts through ESOL 1-3** using identified curriculum and materials.

Middle Schools that have fewer than 22 ELLs, classified as A1-A2, in the same grade level, must provide **M/J Language Arts 1-3** in the basic mainstream using differentiated instruction and identified curriculum. Clustering students is recommended.

Schools that have 22 or more ELLs who meet the criteria of A1-A2 language classification and have level 1 or 2 on the FCAT Reading, or no FCAT scores, must receive **Intensive Reading** through **M/J Developmental Language Arts through ESOL** using identified curriculum and materials. Class size should be limited to 22 students per section.

Schools that have fewer than 22 ELLs who meet the criteria of A1-A2 language classification and have level 1 or 2 on the FCAT Reading, or no FCAT scores, must receive **Intensive Reading** through programs listed in the **K-12 Comprehensive Reading Plan**. Clustering students is recommended.

Middle Schools that have 22 or more ELLs classified as A1-A2, must provide **sheltered instruction** in the **Content Area** using identified curriculum and materials.

Middle Schools that have fewer than 22 ELLs classified as A1-A2, must provide **basic mainstream instruction** in the **Content Area** using differentiated instruction and identified curriculum. Clustering students is recommended.

Per META Consent Decree, schools with at least 15 students speaking the same native language shall provide at least one aide or teacher proficient, in the same language, and trained to assist in ESOL basic subject area instruction.

High School ESOL Program *Chart C*

English Language Learners
classified as
A1-A2
B1 (if necessary)
(see chart D for B1-C1)

High Schools that have 25 or more ELLs, classified as A1-A2, in the same grade level, must provide **English through ESOL I-IV** using identified curriculum and materials.

High Schools that have fewer than 25 ELLs, classified as A1-A2, in the same grade level, must provide **English I-IV** in the basic mainstream using differentiated instruction and identified curriculum. Clustering students is recommended.

Schools that have 22 or more ELLs who meet the criteria of A1-A2 language classification and have level 1 or 2 on the FCAT Reading, or no FCAT scores, must receive **Intensive Reading** through **Developmental Language Arts through ESOL** using identified curriculum and materials. Class size should be limited to 22 students per section.
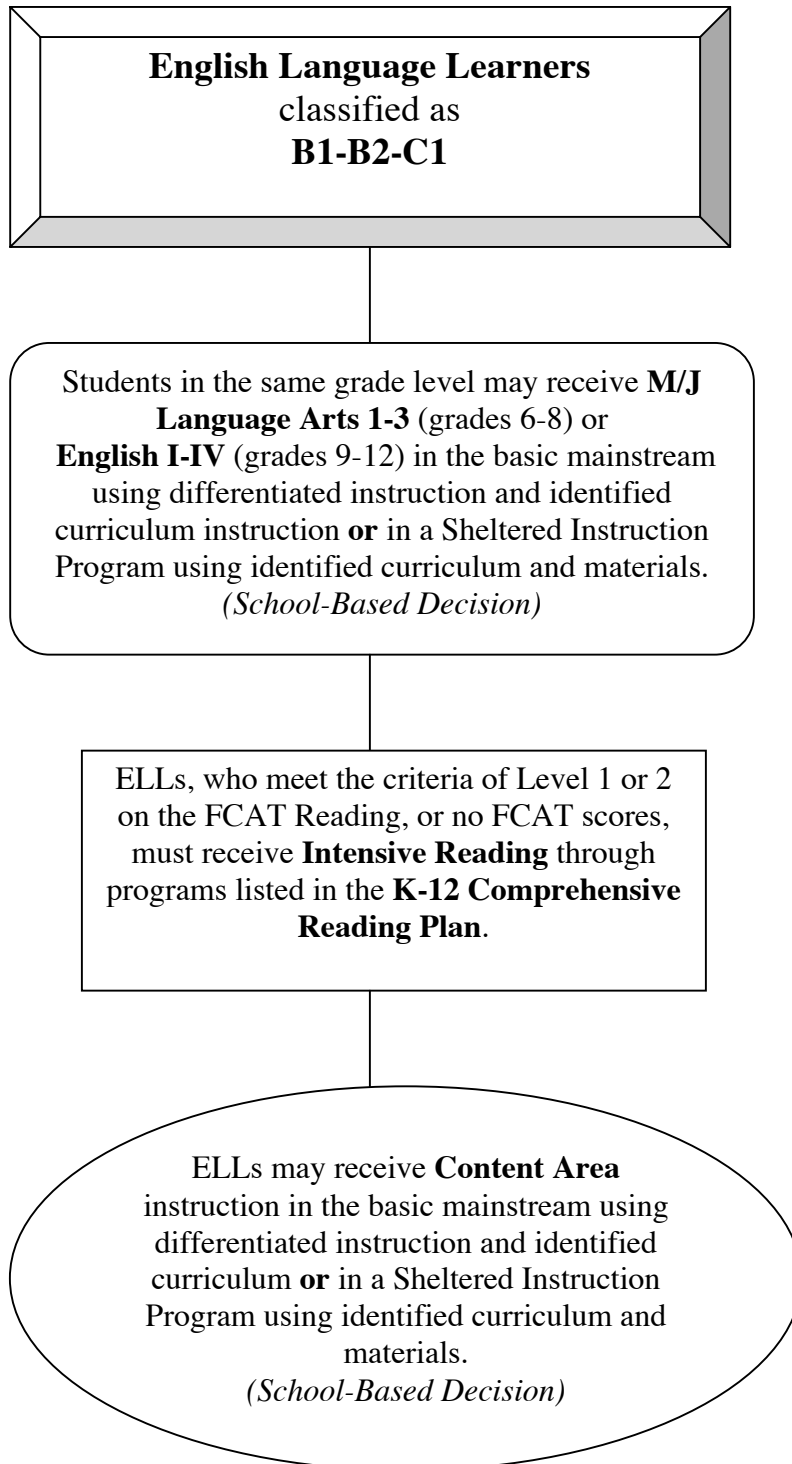
Schools that have fewer than 22 ELLs who meet the criteria of A1-A2 language classification and have level 1 or 2 on the FCAT Reading, or no FCAT scores, must receive **Intensive Reading** through programs listed in the **K-12 Comprehensive Reading Plan**. Clustering students is recommended.

High Schools that have 25 or more ELLs classified as A1-A2, must provide **sheltered instruction** in the **Content Area** using identified curriculum and materials.

High Schools that have fewer than 25 ELLs classified as A1-A2, must provide **basic mainstream instruction** in the **Content Area** using differentiated instruction and identified curriculum. Clustering students is recommended.

Per META Consent Decree, schools with at least 15 students speaking the same native language shall provide at least one aide or teacher proficient, in the same language, and trained to assist in ESOL basic subject area instruction.

Middle & High School ESOL Program *Chart D*

English Language Learners
classified as
B1-B2-C1

Students in the same grade level may receive **M/J Language Arts 1-3** (grades 6-8) or **English I-IV** (grades 9-12) in the basic mainstream using differentiated instruction and identified curriculum instruction **or** in a Sheltered Instruction Program using identified curriculum and materials.
(School-Based Decision)

ELLs, who meet the criteria of Level 1 or 2 on the FCAT Reading, or no FCAT scores, must receive **Intensive Reading** through programs listed in the **K-12 Comprehensive Reading Plan**.

ELLs may receive **Content Area** instruction in the basic mainstream using differentiated instruction and identified curriculum **or** in a Sheltered Instruction Program using identified curriculum and materials.
(School-Based Decision)

Per META Consent Decree, schools with at least 15 students speaking the same native language shall provide at least one aide or teacher proficient, in the same language, and trained to assist in ESOL basic subject area instruction.

Supplementary Materials for Elementary Schools *Chart E*

Elementary ESOL
Sheltered Instruction & Basic Mainstream Instruction

K-2 **Rigby** *English In My Pocket**	**K-5** **Oxford University Press** *Let's Go Series** Levels: Let's Begin-6
3-5 **Hampton-Brown** *Reading Basics**	**K-5** **Rigby** *Newcomer Kits** Levels: I-III
K-5 **McMillan/McGraw Hill** *Treasure Chest*	**K-5** **Rigby** *InStep Readers** Levels: A-T
K-2 and 3-5 **Northpoint Horizon** *Content Area Vocabulary Systems (CAVS)* *for Math and Science**	**K-5** **McGraw-Hill** *Content Essentials for Science**
K-5 **Sundance** *ESOL Resource Library Custom* *Collection**	**Grade 5** **Millmark** *Civics Module**
K-5 **Baird, Guerra Associates** *Radius Bundle** -Literacy -ELL -Reading -Civics	

- The core-reading program is McMillan/McGraw Hill *Florida Treasures* and/or *Harcourt Trophies*.
- The supplemental materials mentioned above are to be implemented as part of differentiated instruction for ELLs accompanied by the FDOE *English Language Proficiency Standards* available at www.broward.k12.fl.us/esol

*Materials purchased by the Multicultural, ESOL and Program Services Department. They have been distributed to schools beginning in the 2006-2007 school year to the present time. Teachers have received professional development to implement with fidelity.

Supplementary Materials for Secondary Schools *Chart F*

Developmental Language Arts
through ESOL Course

Middle Schools	High Schools
Heinle *Visions Series** Levels: Basic, A, B, & C	**Pearson** *Shining Star Series** Levels: Intro, A, B, & C
Heinle *Facts & Figures**	**Pearson AGS Globe** *Be A Better Reader** Level: Starting Out & A
Heinle *Picture Dictionary** Level: Beginning Workbook	**Sundance BC** *Illustrated Classics Library Set**
Heinle *Illustrated Classics Library Set**	**Pearson** *Focus on Grammar** Levels 1, 2, & 3
Heinle *Grammar Practice Book** Levels: A, B, & C	**Oxford University Press** *The Oxford Picture Dictionary**
Heinle *Step-by-Step Writing 1,2,and 3**	**Baird, Guerra Associates** *ESOL Graphic Novel Bundle 9-12**
Baird, Guerra Associates *Developmental Vocabulary Bundle+* *Radius Machines 6-8**	

*Materials purchased by the Multicultural, ESOL and Program Services Department and distributed to schools beginning in the 2006-2007 school year to the present time. Teachers have received professional development to implement with fidelity.

Suggested Supplementary Materials for K-12 Content Area *Chart G*

Content Area in a Sheltered Instruction Program

6-12 **Great Source** *Access* World History 6-8* American History 6-8* Mathematics 6-8* Newcomers 6-12*	K-2 and 3-5 **Northpoint Horizon** *Content Area Vocabulary Systems (CAVS)* *for Math and Science**
K-5 **McGraw-Hill** ***Content Essentials for Science***	6-12 **AGS Globe*** Social Studies 9-12* *Economics 2005 Edition* Science/Life Skills 9-12* *Biology Cycles of Life 2006 Edition* Mathematics 9-12* *Pre-Algebra 2004 Edition* *Basic Math Skills 2004 Edition*
K-8 **Benchmark Education** *English Explorers* Social Studies Science	**6-8** **Thomson Learning** *Gateway to Science* Science 6-8*

SIOP, as described on page 3, allows for teacher usage of current materials or any of the suggested supplementary materials. Schools can purchase the suggested supplementary materials to enhance and make content comprehensible for ELLs. *Materials purchased by the Multicultural, ESOL and Program Services Department and distributed to schools beginning in the 2008-2009 school year to the present time.*

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