SECTION 4

COMPREHENSIVE PROGRAM REQUIREMENTS AND STUDENT INSTRUCTION

SECTION 4

COMPREHENSIVE PROGRAM REQUIREMENTS AND STUDENT INSTRUCTION

ESOL Program Delivery Models

Broward County Public Schools offers ELLs instructional services through the following types of instructional delivery models:

- **ESOL Sheltered-Instruction Classes**
- **Basic Mainstream Instruction**

In both of these instructional delivery models, the instruction provided to ELLs must be equal in amount, scope, sequence and quality to the instruction provided to non-ELLs at the same grade level. Instruction is supported through the use of ESOL instructional strategies. In addition, the curriculum, textbooks and other instructional materials used by ELLs must be comparable to those used by their non-ELL counterparts.

These two types of instructional delivery models are implemented through the following placement options:

1. Sheltered Instruction

Sheltered Instruction (K-12) refers to the instrucional delivery where only ELLS fom 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 qalified 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 failitates 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 differentited by language proficiency in a sheltered (self-contained) classroom. In grades 6-8, students are cluster by grade level and sheltered instruction is differentiated by English language profiiency. In gades 9-12, students are clustered by sheltered instruction (content area) classes and instruction is differentiated by English language proficiency.

2. Basic Mainstream Instruction

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 no-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
- 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

Instructional Approaches

The META *Consent Decree* (1990) does not prescribe any particular instructional approach or model as the principal vehicle for instruction. However, the Consent Decree does require that understandable instruction must always be provided. The instruction must be comprehensible, equal and comparable in amount, scope, sequence and quality to that provided to English proficient students.

Regardless of which instructional approach is implemented, ELLs must receive course or grade level curriculum, which is aligned with the appropriate benchmarks in the Sunshine State Standards and to the course descriptions. Textbooks and other instructional materials used with ELLs must be the same or comparable to those used with non-ELLs in the same grade.

Sheltered Instruction - Elementary

In schools with ESOL sheltered classes, ELLs (A1-B1) are grouped by grade levels and receive comprehensible instruction from teachers in the area of language arts through ESOL and in all subject areas. Bilingual teachers or paraprofessionals provide native language support. Students are mainstreamed for electives such as art, music, and physical education (see Chart A).

Sheltered Instruction - Middle

In schools with ESOL sheltered classes, ELLs must receive instruction in *Language Arts through ESOL 1, 2* and *3*. *M/J Developmental Language Arts ESOL-Reading* is an elective course, in lieu of Intensive Reading, which could be used multiple times and provides ELLs with additional listening/speaking/reading and writing skills.

Other subject area instruction may be provided in a sheltered setting by a bilingual teacher providing native language support and/or with the assistance of a bilingual paraprofessional. Students must be mainstreamed in classes such as art, music, and physical education (see Charts B & D).
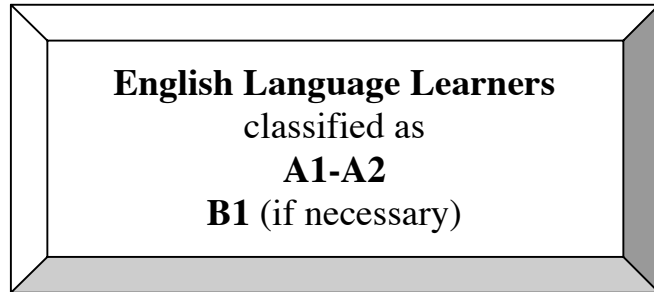
Sheltered Instruction - High

In schools with ESOL sheltered classes, ELLs must take *English through ESOL I, II, III* and *IV* courses to meet graduation requirements for English. These courses also meet Florida Academic Scholars Program requirements for language arts and provide students with appropriate composition and literature instruction.

Developmental Language Arts ESOL-Reading is an elective course, in lieu of Intensive Reading, which can be taken multiple times and provides ELLs with additional listening/speaking/reading and writing skills.

Other subject area instruction may be provided in a sheltered setting by a bilingual teacher using native language support and/or with the assistance of a bilingual paraprofessional. Students must be mainstreamed in classes such as art, music, and physical education (see Charts C & D).

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 sheltered instruction 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 basic mainstream using differentiated instruction and identified curriculum. Clustering students is strongly recommended.

English Language Learners
classified as
B1-B2-C1
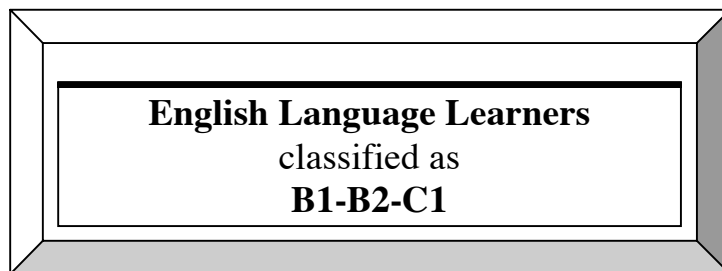
Students may receive instruction in the basic mainstream model using differentiated instruction **or** in a sheltered instruction model using identified curriculum and materials.
(School-based decision)

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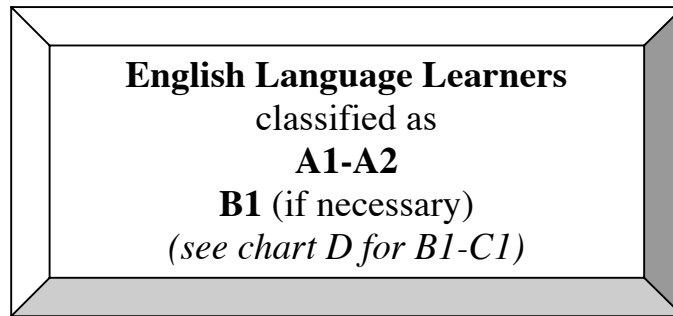
Schools that have fewer than 22 ELLs who meet the criteria of A1-A2 language classification and have level 1 or 2 on the FCAT Reading, or no FCAT scores, must receive **Intensive Reading** through programs listed in the **K-12 Comprehensive Reading Plan**. Clustering students is strongly recommended.

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 strongly 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 strongly 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 ESOL-Reading** using identified curriculum and materials. Class size should be limited to 22 students per section. Grade levels can be combined.

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 strongly 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 strongly 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 sheltered instruction 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 sheltered instruction 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.

Basic Mainstream Instruction - Elementary, Middle, and High School

In schools that do not offer sheltered ESOL classes, ELLs must receive instruction through the basic mainstream.

Basic mainstream using ESOL strategies is one of the delivery models which ensure comprehensible instruction for ELLs. School site administrators are responsible for monitoring the implementation of ESOL strategies by the classroom teacher. Evidence can be observed during classroom visits, through lesson plans, through use of materials and audio-visuals, and through grade book notations. All teachers of ELLs **MUST** document the ESOL strategies used for each lesson in their plan book.

Students are scheduled in academic courses based on their previous schooling as documented by their school records/transcripts and programmatic assessments. In addition, teachers evaluate students' content area knowledge on an ongoing basis and recommend appropriate class placement. These also include honors, advanced placement, and dual enrollment courses. Guidance department staff provides ELLs with information on courses needed based on their post-secondary career plans.

Instructional Support
As per Section IV of the *META Consent Decree*, ELLs in ESOL basic subject area classrooms shall have access to an aide or teacher, proficient in their languages, in addition to a trained ESOL subject area teacher, when the school has at least 15 students speaking the same native language. These aides or teachers are trained to assist in ESOL basic subject area instruction.

Home Language Assistance
Principals or their designees should monitor the number of students by language background in their schools using demographic information from the State Database (TERMS) *A03* panel.
When fifteen or more students of the same language background are identified in the school, the principal or designee **must** ensure that a teacher or paraprofessional proficient in that language is **dedicated and available** to assist ELLs in the classroom *(LULAC et al vs. School Board of Education Consent Decree).*

Teachers who are bilingual and trained in the use of ESOL strategies should deliver instruction in English and provide assistance in the student's native language as needed.

Bilingual paraprofessionals should assist students through the use of the following:

> ➢ working in small groups
> ➢ translating information
> ➢ interpreting test questions and homework assignments as appropriate
> ➢ helping students comprehend textbooks and other written materials.

Schools with large populations of ELLs should also provide home language assistance through other bilingual school personnel, including registrars, clerks, guidance counselors, ESOL Program staff, and other school support staff.

In addition, schools **must** provide bilingual dictionaries and may provide resource materials in students' home languages such as computer software, videos, audiotapes, and library books to facilitate content area knowledge development while English is being learned. These resources may be placed in the school's media center. For a suggested list of bilingual dictionaries, visit our department website at www.broward.k12.fl.us/esol/Eng/ESOL/index.html

Instructional Model Codes

The courses (listed in the Course Code Directory) and the instructional strategy codes and course flags must be used to document that appropriate services are provided to ELLs.

The instructional model code indicates the type of instruction an ELL receives in each course (language arts, math, science, social studies, and computer literacy). This code must be entered in the data element of the Student Course Schedule Format (*A10* Schedule Detail).

The following chart describes the instructional model codes that must be used, based on the ELL code of the student to provide ELLs comprehensible instruction.

ELL Status Code A03 Panel (TERMS)	Instructional Codes (flags) A10 Detail (TERMS)	Instructional Model and Courses
LF	Z	
LZ	Z	
LY	E	Sheltered (Self-Contained) English
LY	S	Sheltered (Self-Contained) Core/Basic Subject Areas
LY	I	Mainstream (Inclusion) English
LY	C	Mainstream (Inclusion) Core Basic Subject Areas
ZZ	Z	

Instructional model codes for LY students MUST be provided for each eligible weighted FTE course the student is enrolled in and reported under the student course schedule format, regardless of funding source or program placement.

ESOL Program Instructional Delivery Chart

The required elements for ESOL sheltered classes and Basic Program using ESOL strategies are presented in the following chart.

SUGGESTED ELEMENTS FOR INSTRUCTIONAL DELIVERY IMPLEMENTATION

ESOL Sheltered CLASSES	BASIC PROGRAM USING ESOL STRATEGIES
• Sufficient ELL enrollment	• Insufficient ELL enrollment to provide self-contained classes
• Teacher selection is based on ESOL endorsement, experience, sensitivity to ELLs needs, and willingness to make content comprehensible.	• Teacher selection is based on ESOL endorsement, experience, sensitivity to ELLs needs, and willingness to make content comprehensible.
• Consideration of ELLs language classifications (A1 - C1) and language and academic needs.	• Consideration of ELLs language classifications (A1 - C1) and language and academic needs.
• Consideration of ELLs educational background (literate vs. pre-literate) for program placement	• Consideration of ELLs educational background (literate vs. pre-literate) for program placement.
• Utilization of the following materials: 1. Grade Level State/District adopted materials 2. District-recommended supplementary ESOL materials 3. State adopted Language Arts ESOL textbooks 4. Content area textbooks in the student's native language. 5. Implementation of ESOL Strategies	• Utilization of the following materials: 1. Grade Level State/District adopted materials 2. District-recommended supplementary ESOL materials 3. Implementation of ESOL Strategies
As per the 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, who is dedicated and available, to assist in ESOL basic subject area instruction.	
• Guidance counselors who provide individual and group counseling to meet the students' affective needs	• Guidance counselors who provide individual and group counseling to meet the students' affective needs
• Grade and age - appropriate curriculum	• Grade and age - appropriate curriculum
• Equal access to all categorical/educational programs (i.e., Title I, DOP, ESE, Gifted, Magnet, Dual Enrollment, etc.)	• Equal access to all categorical/educational programs (i.e., Title I, DOP, ESE, Gifted, Magnet, Dual Enrollment, etc.)

ESOL Weighted FTE Funding

The FEFP Program number for English for Speakers of Other Languages (ESOL) KG-12 is 130. Section 1003.56, F.S., only permits ESOL weighted FTE funding in Basic ESOL (Language Arts/English) using ESOL strategies, ESOL electives, and ESOL or home language instruction in math, science, social studies, and computer literacy. For a complete list of *Courses eligible for ESOL Weighted FTE* refer to Appendix I.

Implementation of the K-12 Comprehensive Reading Plan (Found in BEEP under Teaching Resources)

In compliance with the policy and guidance developed by the Just Read, Florida! Office for district implementation of the Florida Education Finance Program (FEFP) Reading Allocation, the district has developed a Comprehensive Reading Plan for all students in grades K-12. This plan addresses the requirement that students who are reading below grade level or who score a level 1 or 2 on FCAT in Reading should be enrolled in intensive reading. As required by Section 1003.56, F.S., ELLs are to be provided with comprehensible instruction that is equal in amount, sequence and scope as that provided to non-ELLs. Therefore, the following guidelines should guide schools in determining the appropriate placement for ELLs not reading on grade level in English.

ELLs in **elementary grades** who meet the criteria for Intensive Reading must receive additional support in addition to grade-level instruction in Reading/Language Arts. This instruction will incorporate a language development focus, including instruction in the acquisition of listening, speaking, reading and writing in English.

Developmental Language Arts ESOL-Reading (6-12) is a course designed for ELLs who are non-English speaking and/or at the beginning level of English language proficiency and score a level 1 or 2 on FCAT Reading. 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. This course is in lieu of intensive reading; therefore, it must follow guidelines set forth in the district K-12 Comprehensive Reading Plan. 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.

Middle School Example	M/J Developmental Language Arts ESOL-Reading Course Number: 1002181
High School Example	Developmental Language Arts ESOL-Reading Course Number: 1002381

Instructional Framework for Developmental Language Arts through ESOL

The goal of the Middle and High School *Instructional Framework for Developmental Language Arts through ESOL* is to address the needs of the English language learner and to incorporate the development of Reading, Writing, Listening and Speaking instruction as an integrated curriculum. The delivery of effective instruction in the Developmental Language Arts ESOL-Reading course will employ ESOL strategies in order to support students as they embark on learning the subject content. This course, in conjunction with the *Instructional Framework,* will enable students to receive instruction at their linguistic levels and, as proficiency develops, the amount and complexity of their language use will increase.

The *Instructional Framework* consists of:
- Refer to www.broward.k12.fl.us/esol under Best Practices to print the Instructional Framework.

English Language Proficiency Standards

The English Language Proficiency Sunshine State Standards have been aligned by grade level and English language proficiency levels. This document provides sample performance indicators to make academic content comprehensible to ELLs and illustrates how ELLs may demonstrate benchmark achievement at different language proficiency levels. Refer to www.broward.k12.fl.us/esol and link to Best Practices to print these standards for the appropriate grade level.

Equal Access to All Areas and Instructional Levels

The school principal and guidance department staff take appropriate steps in the placement of ELLs into the core academic subjects. In cooperation with the faculty, they verify the student's level of learning in each of the grade level appropriate courses. Testing, parent/guardian and student interviews, as well as review of records and programmatic assessment are used by schools for the verification process. District ESOL Administrators and ESOL Instructional Facilitators assist schools in ensuring that ELLs are appropriately assigned to grade and class level, with special attention to the placement of ELLs in honors, college preparatory, and advanced placement courses.

Program goals and objectives for ELLs in the basic subject areas of social studies, science, mathematics, and computer literacy are the same as the program, goals and objectives for all students. They must meet the Sunshine State Standards and Common Core State Standards established by the Florida Department of Education. The content of the curriculum for ELLs in each of the basic subject areas is the same in scope, sequence and quality as the instruction provided to non-ELLs. Instructional delivery, not content, is modified to meet the needs of ELLs. Teachers of social studies, science, mathematics and computer literacy are certified in their assigned subject areas and receive appropriate ESOL training, as required by the state, when ELLs are enrolled in their classes. Teachers of language arts and elementary grades are also certified in their areas and are required by the state to obtain the ESOL Endorsement, which is added to their Florida State Teaching Certificate.

A *Summary of Best Practices in ESOL Program Implementation* has been included for further reference. It summarizes successful practices that can be implemented in the schools.

Comprehensible Instruction

In accordance with Florida law, ELLs are entitled to comprehensible instruction through a curriculum that is equal in scope and sequence to the curriculum provided to non-ELLs. The method of program delivery, whether as an ESOL Sheltered or Basic Mainstream provides comprehensible instruction to ELLs through the use of ESOL instructional strategies, appropriate supplemental materials, and native language assistance from bilingual teachers and/or paraprofessionals. A list of translated *Vocabulary for School System Personnel* has been included as Appendix K.

The following are some of the approaches used to ensure that comprehensible instruction is provided for the ELLs:

- teacher/paraprofessional-student interaction is in both languages when possible;
- the curriculum is structured so that prior knowledge is considered;
- methods and materials used in the program reflect second language acquisition strategies and needs;
- all subject matter is introduced in English, using ESOL instructional strategies, in a way that can be understood by the ELL; bilingual dictionaries are used to support instruction.

It is the responsibility of the teacher to ensure that the student understands the instruction being provided.

ESOL Instructional Strategies

ESOL instructional strategies are crucial to the development of academic and oral language skills of ELLs. Through the use of these strategies instruction is modified and made comprehensible, providing students with cognitive practice to improve processing and production of the content material. The teacher of ELLs uses a variety of symbolic and concrete referents to illustrate meaning.

Students performing at the beginning level of English proficiency require learning activities which are higher in context and lower in cognitive demand. A lot of contextual support in the form of realia, visuals, hands-on activities, lab experiments and many others is needed, not only to instruct the students, but also to assess and monitor their progress.

As the students acquire more academic language, the learning activities should require "higher" cognitive skills and less contextual support until finally the ELL is able to master activities which are abstract in nature without contextual support. Mastering this kind of "academic language" is much more difficult than mastering "conversational language" and it takes much longer. Cummins' Quadrants illustrate how the degree of context and degree of cognitive demand can be arranged to characterize language and learning activities for ELLs.

The instruction provided to the student is made comprehensible by the use of ESOL strategies, supplemental materials and bilingual assistance. This will facilitate accurate and fair grading of student progress.

In addition to adapting the instruction according to the student's level of English proficiency, teachers must also be aware of the student's prior knowledge of the topic being taught.

Beginner ELLs **with** academic skills in their native language will require activities high in context, so they can transfer these academic skills when performing activities which require high levels of cognitive skills.

Beginner ELLs with **little or no previous schooling in their native language**, and without prior knowledge of the topic being taught, face additional challenges. Teachers will need to instruct these students with strategies that are high in contextual support and build the necessary background knowledge.

In order to assist teachers with the required documentation of ESOL Instructional Strategies, the Multicultural, ESOL and Program Services Department, in a joint effort with the Broward County Teachers Union, has developed an *ESOL Instructional Strategies Matrix* and *Addendum* to assist in this documentation (see Appendix L). This instrument has been approved by the Bureau of Student Achievement through Language Acquisition (SALA) of the Florida Department of Education and is aligned to Marzano's High Yield Strategies.

Note: **SALA states that having the list of ESOL instructional strategies in the plan book is not sufficient documentation.** For example, if a teacher is using Total Physical Response (TPR) as a strategy, the corresponding code (A-1) must be documented in the teacher's plan book **for that lesson**.

Lesson Plans

Teachers must plan lessons that incorporate language development by:

- offering many opportunities for students to listen, speak, read and write;
- using cooperative activities;
- creating an environment where students are engaged in meaningful, comprehensive, and useful language activities;
- aligning the lessons with Sunshine State Standards and documenting benchmarks as required by the state;
- focusing on critical thinking and problem-solving skills;
- providing opportunities for active participation in the learning process

Teachers must document the implementation of ESOL instructional strategies for each lesson in the plan book by using the appropriate codes from the *ESOL Instructional Strategies Matrix* (see Appendix L).

Accommodations offered to ELLs during most statewide assessments are part of the *ESOL Instructional Strategies Matrix*. These include the following: A-5 Flexible Setting, A-6 Flexible Timing, A-4 Flexible Scheduling, A-2 Limited Assistance in the Heritage Language, A-1 Bilingual Dictionaries. **These accommodations must be used during regular classroom instruction throughout the year as appropriate to ELLs needs.**

ESOL Instructional Materials
The ESOL Program develops ELLs' English language skills while maintaining the students' academic progress in content area instruction. Content area teachers employ a variety of teaching strategies identified for second language learners to convey skills and concepts to ELLs. Teachers use appropriate materials to make the essential content information understandable to ELLs and differentiate instruction to meet their needs. Teachers must ensure that students in sheltered ESOL content classes receive instruction that is comparable in amount, scope, sequence and quality to the instruction received by non-ELLs. This is accomplished by following the curricula frameworks and standards for their subject areas. Schools are responsible for ordering ESOL and content area materials for ELLs. For a list of Suggested Supplementary Materials, refer to *www.broward.k12.fl.us/esol*.

ELL Grading Guidelines
Grading ELLs can take some adjustment because teachers must separate the students' content area knowledge from their knowledge of English. Therefore, teachers should assess what students know and can do rather than their ability to express this in English.

When grading and reporting the progress of ELLs, the following are some of the factors that should be considered:

- The student's level of English proficiency may affect his or her ability to communicate content knowledge.
- Previous educational background, including native language literacy level, impact current functioning.
- The *Florida META Consent Decree* requires that teachers provide comprehensible instruction to ELLs.
- A variety of assessments, including alternative assessment techniques, such as mapping, webbing, illustrations, diagrams, portfolios, projects and teacher observations can be accepted in lieu of the more traditional language-based assessments used with non-ELLs. Most alternative assessments take place in relaxed settings with flexible time limits.
- Grading should be a "combination of process and product" for all students. Grades should reflect a variety of performances, such as participation, projects, portfolios, and oral explanations. Using only "product criteria" for grading would not recognize some of the students for their effort, and for the things that they do well, which are an equally legitimate and relevant part of the criteria for grading them.

The following are specific guidelines for teachers to follow when grading ELLs:

- Explain grading criteria and expectations to students and provide them with samples of student work meeting these performance expectations.
- Modify the curriculum by reducing the language demands of instruction, without compromising the content of instruction.
- Provide comprehensible instruction to ELLs. This can be accomplished through the use of *ESOL instructional strategies*, alternative assessments, supplementary materials and native language assistance.
- Document the use of *ESOL Instructional Strategies* and alternative assessment in the teacher plan book (see Appendix L).
- Document other modifications, accommodations and parent contacts made for each ELL.
- In elementary schools, ELLs must be identified as such on the report card by checking "Receiving ESOL Services" under the appropriate marking period.
- Parents of ELLs must be informed that grading reflects the academic achievement of their child based on a modified curriculum and use of ESOL instructional strategies. This must be documented in the comment section of the report card, on interim reports, and/or on parent conference forms.
- Parent must always be notified if their child is working below grade level.
- For promotion/retention of ELLs, refer to *School Board Policy 6000.1.*

The grading of ELLs must be based on the knowledge and skills that the students are able to demonstrate when the appropriate curriculum, materials, modifications, and instructional strategies are implemented by the teacher.

Promotion and Retention of ELLs

The School Board of Broward County has revised Policy 6000.1 Student Progression Plan in order to align the policy with current state and local requirements. This policy includes areas such as: Promotion criteria, Alternative promotion criteria: Good Cause, Student Retention and Reporting Student Progress. Refer to this policy and its corresponding Procedural Manual for additional information. All retentions must be taken to an ELL committee and documented in the *ELLSEP Folder*.

Response to Intervention (RtI)

Overview
Response to Intervention (RtI) is defined as "the change in behavior or performance as a function of an intervention (Gresham, 1991). RtI is implemented as a leveled or tiered approach to instructional delivery that includes interventions of increasingly higher intensity, based on a student's need. Assessment data provide the evidence of student learning, and based on this information, decisions are made about the most appropriate instruction, including interventions, that will help a student learn. The delivery model is one of tiered interventions for both academic and behavior problems. Academically, the vast majority of students (75-80%) are served in Tier 1 with the district's core

curriculum. Behaviorally, the vast majority of students (75-80%) are served with Tier 1 universal interventions, a small percentage (10-15%) are served in Tier 2 with strategic interventions and a very small percentage (5%) are served in Tier 3 with comprehensive and intensive small group or individualized interventions.

What Does RtI Add to Collaborative Problem Solving (CPS)?
While CPS provides the basic infrastructure for intervention planning and implementation, RtI adds three essential components. These components are: (1) *a tiered system of intervention delivery* that becomes progressively more intensive in relation to the student's identified problem(s); (2) use of *evidence-based interventions* that are research based and supported by a proven "track record" of effectiveness with the student's identified problem(s); and (3) systematic *progress monitoring* of interventions to evaluate their effectiveness.

A Tiered System of Intervention Delivery
RtI is constructed around a 3-tiered model of intervention delivery **Tier 1** is called "universal" because the methods used at this level are what all students receive. **Tier 2: Strategic/Targeted.** At Tier 2, at-risk students who are struggling with either academics are identified and provided with interventions targeted to their specific needs. As noted above, these interventions are supplemental to Tier 1 strategies and are generally delivered in a small group format. How are such students identified? A combination of existing methods may be used to accomplish this task. For academic subject areas, screening strategies such as benchmark testing, use of the FAIR, DAR results, DIBELS results, etc. should be routinely used to identify students who are struggling with academic content. When the record of screenings demonstrates a consistent pattern of performance that is below age or grade-level expectations, consideration should be given to whether or not the student would benefit from Tier 2 interventions. Decisions about whether to try Tier 2 interventions, and what strategies should be used, are made by the CPS team at the school. **Tier 3: Intensive.** Students who continue to make insufficient progress toward age or grade-level standards with Tier 2 interventions are identified and selected for Tier 3 interventions. The progress monitoring data from Tier 2 interventions allow the CPS team to make this determination. If progress monitoring indicates that the student is not closing the "performance gap" (e.g., is not making sufficient progress toward the pre-defined goal or standard) with Tier 2 methods, then Tier 3 strategies should be tried. The essential change from Tier 2 to Tier 3 is one of "intensity"—that is, a change in *frequency* of intervention (e.g., from 3 days/week to 5 days/week), *duration* of intervention (from 30 minutes/session to 45 minutes/session), *method* of intervention (e.g., from group counseling for problems with anger management to a PBIP along with individual counseling), or a combination of some or all of these increases in intensity of intervention delivery.

RtI FOR ENGLISH LANGUAGE LEARNERS
In implementing RtI approaches with ELLs, a significant challenge is determining students' knowledge and skills in their first language and then understanding their performance in their second language (English). RtI has the potential to affect positive change for ELLs by requiring the use of research-based practices based on individual children's specific needs. All ELLs, however, need culturally and linguistically appropriate instruction, no matter the educational setting. In other words, instruction

and interventions must consider a student's cultural background and experiences as well as their linguistic proficiency (in both English and the native language) in order for instruction to be *appropriate.*

Q: How can I tell the difference between a reading "disability" and reading difficulties in ELLs?
A: ELLs need explicit, intensive instruction to support their word reading skills, whether they have a reading disability or not. If they respond to this instruction (Tier 1, Tier 2), the difficulties that they are having are not due to a "disability". The majority of ELLs develop word-reading skills that are equally as accurate and fluent as their classmates, without any significant delays. However, these same children often have low English vocabulary knowledge and reading comprehension skills.

Q: What skills must educators have to effectively implement RtI for ELLs?
A: Personnel need to know about the development of oral language, early literacy, students' home language, contextual considerations, and the cultural background of students.

Q: How is progress monitoring effectively implemented with ELLs?
A: Monitor ELLs' progress as frequently as the other students. Consider students' accents and pronunciations when scoring English measures and provide appropriate interpretations when words are mispronounced. Do not penalize students for dialect features. When making comparisons to the peer group, the appropriate reference group is other ELLs with similar language classifications and background characteristics, *not* same-age peers in the classroom from the dominant culture.

Q: How is Tier 1 instruction effectively implemented for ELLs?
A: Do not wait for English oral language to meet grade-level expectations before providing reading instruction. Provide instruction in early reading while also providing support for English oral language development. Integrate academic language into core instruction across subject areas.

Q: How is Tier 2 intervention effectively implemented for ELLs?
A: Do not wait for English oral language to improve before providing supplemental reading intervention to students who demonstrate weak reading skill or have evident reading difficulties in English.

Q: How is Tier 3 intervention effectively implemented for ELLs?
A: This level of intervention needs to be provided by a teacher (or other professional) with a strong background in literacy and an understanding of the educational needs of ELLs. Strategies and instructional routines such as repetitive language, modeling, time to practice and discuss reading, and systematic and explicit instruction are beneficial with ELLs who have reading difficulties.

Web Sources and Resources
Language Level Classifications and Descriptions
http://www.broward.k12.fl.us/esol/Eng/ESOL/PDF/Handbook/Appendices

ESOL Instructional Strategies Matrix
http://www.broward.k12.fl.us/esol/Eng/ESOL/PDF/Handbook/Appendices

Description of Supplementary Materials
http://www.broward.k12.fl.us/esol/Eng/What's%20New/PDF/DescSuppESOLElem
Materials

National Center on Response to Intervention
http://www.rti4success.org/

Florida's Response to Intervention
http://www.fldoe.org/Schools/florida-reponse-to-intervention.asp

Florida Center for Reading Research
http://www.fcrr.org/

RtI Network
http://www.rtinetwork.org/Learn/Diversity/ar/EnglishLanguage

The National Center for Culturally Responsive Educational Systems (NCCRESt)
www.nccrest.org/Briefs/Framework_for_RTI.pdf

*Source: RtI Action Network. "Response to Intervention in Reading for English Language
Learners." Retrieved from*
http://www.rtinetwork.org/Learn/Diversity/ar/EnglishLanguage

Q & A **Section 4: Comprehensive Program Requirement and Student Instruction**

Q: **What is sheltered instruction?**
A: Sheltered instruction refers to the instructional delivery model in which only ELLs from different language backgrounds are grouped together to receive instruction by highly qualified teachers.

Q: **Where can intensive Reading Programs for ELLs who are Level 1 or 2 in reading, or who have no FCAT scores, be found?**
A: The list of programs can be found in the K–12 Comprehensive Reading Plan, found in BEEP under Teaching Resources. These programs are on the Struggling Readers Chart.

Q: **Are schools required to provide assistance in the home language?**
A: According to Section IV of the Florida Consent Decree, ELLs in ESOL basic subject area classrooms **shall** have access to an aide or teacher, proficient in their language, **in addition** to the subject area teacher, when the school has at least 15 students speaking the same native language.

Q: **Is it sufficient documentation of instructional differentiation for ELLs, if a teacher includes the ESOL Instructional Matrix in their teacher plan-book?**
A: No. For each lesson, the corresponding code for each strategy must be documented in the teacher's lesson plan.