

SECTION 4: COMPREHENSIVE PROGRAM REQUIREMENTS AND STUDENT INSTRUCTION

14) Instructional Models

In addition to using ESOL strategies, which are required for use by teachers who have ELLs, indicate the instructional model(s) or approach(es) implemented in the district to ensure comprehensible instruction. Descriptions for each of these appear on page 50 of the 2008-2009 English Language Learner Database and Program Handbook, <http://www.fldoe.org/aala/pdf/08-09ELLDatabaseProg-handbook.pdf>.
(Check all that apply)

- Sheltered English Language Arts
- Sheltered Core/Basic Subject Areas
- Mainstream-Inclusion English Language Arts
- Mainstream-Inclusion Core/Basic Subject Areas
- One-Way Development Bilingual Education
- Dual Language (Two-Way Developmental Bilingual Education)

14a) Describe how the instructional models are implemented in your district. Description should include the procedures that have been implemented to locally monitor fidelity of implementation for each instructional model at the school.

In schools with ESOL self-contained classes (Sheltered English), ELLs are grouped by grade levels and receive comprehensible instruction from teachers in language arts through ESOL. Bilingual teachers or paraprofessionals provide native language support. Other subject area instruction is provided by a teacher using native language support and/or with the assistance of a bilingual paraprofessional. Students are mainstreamed in classes such as art, music, and physical education. Basic Program using ESOL Strategies (Inclusion) is another approach used to provide comprehensible instruction to ELLs. 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. Native Language Instruction in Content Area (Dual Language Program) is an approach offered at two elementary schools. The Dual Language program provides native English speakers and native Spanish-speaking students with integrated academic instruction delivered in English and Spanish. ELLs receive comprehensible instruction through ESOL instructional strategies. Language skills are developed through the content areas (i.e. language arts, math, science, social studies).

Regardless of the approach implemented, ELLs receive instruction which is comprehensible, equal and comparable in amount, scope, sequence and quality to the instruction provided to English proficient students. Instruction is aligned with the appropriate Sunshine State Standards, benchmarks and course descriptions. Textbooks and other instructional materials used with ELLs are the same as those used with non-ELLs in the same grade. 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 audiovisuals, and through grade book notations. All teachers of ELLs document the ESOL strategies used for each lesson in their plan book.

14b) As an attachment to this document, please list each school in your district and the instructional model(s) used in each. Please use Microsoft Word or Microsoft Excel to format the information. See Attachment

14c) Describe the process that has been implemented to verify that instruction provided to ELLs throughout the district is equal in amount, sequence, quality, and scope to that provided to non-ELLs.

To ensure that instruction provided to ELLs is equal in amount, sequence and scope, the school principal and guidance department staff or designee, take appropriate steps in the placement of ELLs. Programmatic assessment and academic placement reviews are documented on the ELLSEP folder at time of entry, prior to placement into the ESOL program. District ESOL administrators and ESOL Resource Teachers are available to 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. Information addressing instruction of ELLs is also provided through scheduled ESOL contact meetings and trainings. All information is available on the department website at www.broward.k12.fl.us/esol. On-going classroom visitations and walk-throughs are conducted by school administrators.

Program goals and objectives for ELLs are the same as the program goals and objectives for all students. They must meet the Sunshine 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. This is accomplished by following the curricula frameworks and by the utilization of the following materials:

- Grade level State/District adopted materials
- District-recommended supplementary ESOL materials
- State adopted Language Arts ESOL textbooks
- Content area textbooks in the student's native language may be used
- Implementation of ESOL Strategies (students are assessed and monitored on an ongoing basis).
- Developmental Language Arts through ESOL Instructional Frameworks

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/reading 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.

14d) Describe the method implemented throughout the district for use by instructional personnel to document the use of ESOL instructional strategies and the school level monitoring process used to verify the delivery of comprehensible instruction.

ELLs receive instruction using ESOL Instructional Strategies. School site administrators are responsible for monitoring the implementation and documentation of ESOL strategies by the classroom teacher. Evidence is obtained during classroom observations, evaluations, and classroom walk-throughs. Review of documentation in lesson plans, evidence of appropriate use of materials and audiovisuals, and review of grade book notations. All teachers of ELLs document the ESOL strategies used for each lesson in their plan book using the codes from the District's ESOL Instructional Strategies Matrix.

The following are some of the approaches used by teachers to ensure that comprehensible instruction is provided for the ELL student:

- 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 student.

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

14e) Indicate the title of the person(s) responsible for ensuring that all ELLs are provided with comprehensible instruction in your district. *(Check all that apply)*

- Region Administrator(s)
- District Administrator(s)
- School Level Administrator(s)
- Other (Specify) ESOL Contact/Designee and ESOL Resource Teacher

14f) Indicate the progress monitoring tools that are being used to ensure all ELLs are mastering the grade level academic content standards and benchmarks, and the English Language Proficiency standards. *(Check all that apply)*

- Student Portfolios
- FCAT Practice Tests
- Other Criterion Reference Test (Specify) _____
- Native Language Assessment (Specify) _____
- FCAT
- Other (Specify) _____

15) Student Progression

Have the district's standards and procedures for promotion, placement, and retention of ELLs been incorporated into the district's Student Progression Plan?

Yes No

If yes, indicate where in the Student Progression Plan these are described.
www.broward.k12.fl.us/sbbcpolicies/docs/p6000.1pdf

15a) Describe the district's Good Cause Policy (ies) and how these are implemented in your district when ELLs who have been enrolled in an approved ESOL program for 2 years or less are exempted from mandatory retention.

The district's Good Cause options are described in detail in School Board Policy 6000.1. Go to www.broward.k12.fl.us/sbbcpolicies/docs/p6000.1pdf. ELLs who have had less than 2 years of instruction in an ESOL program are exempt from mandatory retention. Retention requires the recommendation of an ELL Committee.

15b) Describe what role the ELL Committee has in the decision to recommend the retention or promotion of any ELL.

When an ELL student is considered for retention, an individual ELL Committee is convened to evaluate the student's educational progress. ELL Committee members assist in reviewing the student's current educational needs. If retention is in the best interest of the child, the ELL Committee ensures that the decision to retain a ELL student is not "solely based" on a student's lack of English language proficiency. The ELL committee must also analyze all available academic information and determine the most appropriate educational placement. ELL Committee decisions are documented in the ELLSEP folder under ELL Committee recommendations. ELL Committee members sign and date the folder for documentation purposes. Go to www.broward.k12.fl.us/sbbcpolicies/docs/p6000.1pdf.

15c) Describe the procedures that have been implemented to notify parents of ELLs regarding retention or promotion decisions.

The parents are invited to attend the meeting of the ELL Committee with a translated letter of invitation. Schools keep a record of parent contacts in the ELLSEP folder. The school principal takes whatever action is necessary to ensure that the parents understand the proceedings of the meeting, which may include arranging for an interpreter through the Multicultural, ESOL and Program Services Department for parents whose home language is other than English.