

English to Speakers of Other Languages (ESOL) INSTRUCTIONAL PROGRAM

Program Goals

The goal of the ESOL program is to address the needs of the whole child, to provide language acquisition as quickly as possible, and to foster a teacher/parent/student cooperative approach to learning and teaching. This program fosters an environment where individual differences and learning preferences are given their rightful place.

Full Time Equivalency (FTE) Reporting

What is a segment?

The FTE Users Guide describes a segment as one-sixth of the instructional day.

- Grades K-3 = 225 minutes a week; per day = 45 minute segments
- Grades 4-5 = 250 minutes a week; per day = 50 minute segments
- Grades 6-12 = 270 minutes a week; per day = 55 minute segments

Instructional Models

•Push-In/Inclusion

Inclusion programs offer English Language Learners (ELLs) language instruction in the same classroom with the rest of their peers. An additional certified teacher or instructional aide may offer in-classroom assistance to the students with special needs or disabilities. The students never leave the classroom while receiving specialized instruction that meets their needs. The total amount of time the ESOL teacher spends with the ELLs in the class may vary.

•Pull –Out Model

Students spend a portion of the school day in a mainstream classroom, but are pulled out for part of each day to receive small-group instruction in English as a Second Language (ESL).

•SIOP Model

The Sheltered Instruction Observation Protocol (SIOP) Model is a research-based, instructional model. The SIOP Model consists of eight interrelated components: lesson preparation, building background, comprehensible

input, strategies, interaction, practice/application, lesson delivery, and review/assessment. Using instructional strategies connected to each of these components, teachers are able to design and deliver lessons that attend to the academic and linguistic needs of ELLs.

•Cluster Center

Students are transported to locations where they receive English instruction. In Atlanta Public Schools the English Language Center (ELC) serves as our Cluster Center. It is designed for eligible K-5 students who are new to the United States and the district. The ELC serves ELLs identified as beginners in the development of English language proficiency as well as students with limited or interrupted education and minimal literacy skills in the primary language.

Assessment

ACCESS for ELLs

Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs)[™]. It is a large-scale test that addresses the English language development standards that form the core of the WIDA (World-Class Instructional Design and Assessment) Consortium's approach to instructing and testing ELLs. These standards incorporate a set of model performance indicators that describe the expectations educators have of ELLs at four different grade level clusters and in five content areas.

W-APT Assessment

The WIDA Consortium has created a comprehensive assessment system anchored in the WIDA English Language Proficiency (ELP) Standards. The W-APT (WIDA ACCESS Placement Test) has three purposes:

- To identify students who may be candidates for ESL and/or bilingual services;
- To determine the academic English language proficiency level of new student or a student new to the United States school system in order to determine appropriate levels and amounts of instructional services; and
- To accurately assign students identified as ELLs to one of the three tiers for ACCESS for ELLs.