Albemarle County Public Schools ESOL Program

ESOL support in Albemarle County consists mostly of Tier I differentiation in the mainstream classroom, though newcomer students may receive pull-out support in place of some classroom instruction. Students struggling relative to other ESOL students may receive Tier II support - targeted instruction above and beyond the typical language curriculum.

The guidelines below provide a baseline for designing programming for emergent bilingual students. Administrators and teachers may alter these to meet the unique needs of their school’s population. In schools where there are few emergent bilingual students, for example, times in these guidelines may not be attainable, as they are based on group sizes of 3-5. Groups in these schools will be smaller and students will get more one-on-one or very small group instruction. All instruction should focus on meeting and exceeding the WIDA English Language Development standards as well as Virginia Standards of Learning and use students’ background knowledge in their native language as assets for acquiring English. These standards should also guide instruction provided by classroom teachers who work with emergent bilingual students. The ratios provided are not exact ratios of teachers to students but rather a starting point for considering staffing needs to support students at different levels of language proficiency.

KINDERGARTEN ESOL INSTRUCTIONAL GUIDELINES

**Level 1**
Ratio 1:30
- Around 2.5 hours of ESOL-teacher-supported literacy instruction per week focused on basic literacy skills and oral language development. This support should build on students’ capacities in their native languages.
- Emphasis on phonological awareness and oral language skills that allow the student to participate without difficulty in classroom routines.
- If possible, the ESOL teacher builds a native language literacy profile for each student to share with other personnel to inform progress benchmarks and instructional strategies.
- ESOL teachers work with classroom teachers to promote family engagement in native language literacy support at home, using the ACPS interpretation system.
- Small group size for these students shouldn’t exceed 5.
- Students should be placed in a class with Tier I language differentiation such as sheltered instruction.

**Level 2**
Ratio 1:60
- Around 1.5 hours of ESOL-teacher-supported literacy instruction (push-in) per week focused on basic literacy skills and oral language development.
- Not all Level 2 students will need this support. Participation should be determined by performance on phonological awareness (PA) screens, e.g. PALs English and/or Español. Native

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1 e.g. students with strong literacy in their native language will not need as extensive instruction in basic phonics; teachers who know the child’s native language can teach children explicitly how to transfer literacy skills from their native language to English.

2 Sheltered Instruction refers to a heterogeneous (ESOL and non ESOL) class, where ESOL students are clustered and taught by a teacher with experience in teaching language and content simultaneously by focusing on key vocabulary and creating regular opportunities for language development across all domains in lessons.
language PA screens may be used in the first weeks of school to determine participation. English screens may be used after the first quarter.

- Small group size for these students shouldn’t exceed 5.
- Classroom teachers should use Tier I language differentiation such as sheltered instruction.

**Level 3**

Ratio 1:100

- These students tend to be well-prepared to participate fully in a differentiated Tier I classroom.
- Classroom teachers should use Tier I language differentiation, such as sheltered instruction.
- ESOL teachers should regularly check-in with classroom teachers on students’ progress to support the development of language goals and to determine if additional support is needed.

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**1st GRADE ESOL INSTRUCTIONAL GUIDELINES**

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**Refugee**³ & **SIFE**⁴ Students (Level 1)

Ratio 1:20

- Around 60 minutes per day of ESOL teacher instruction focused on basic literacy skills, oral language development, and social adjustment to school in the U.S. This support should build on students’ capacities in their native languages.
- Collaboration with families to promote literacy practices in the native language at home and meet with families at least twice throughout the school year to discuss social adjustment. Collaboration should include home visits when possible.
- Progress monitoring in phonological awareness, oral language skills, and social adjustment.
- In collaboration with the IRC, ESOL teachers will build a native language literacy and background report to share with other school personnel to inform progress benchmarks and instructional strategies.
- Small group size for these students shouldn’t exceed 5.
- Placement in a sheltered instruction class.

**Level 1**

Ratio 1:30

- Around 2.5 hours of ESOL-teacher-supported literacy instruction per week focused on basic literacy skills and oral language development.
- This support should build on students’ capacities in their native languages.
- Emphasis on phonological awareness and oral language skills that allow the student to participate without difficulty in classroom routines.
- ESOL teachers build a native language literacy profile that they can share with other personnel to inform progress benchmarks and instructional strategies.
- ESOL teachers should work with classroom teachers to promote family engagement in native language literacy support at home. This family collaboration should include home visits when possible.
- Small group size for these students shouldn’t exceed 5.
- Students should be placed in a class using elements of sheltered instruction.

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³ Students placed in ACPS by the International Rescue Committee (IRC)
⁴ Students with interrupted formal education.
Level 2
Ratio 1:45
- Clustering in a sheltered instruction course with collaborative ESOL support that focuses on literacy development. It is important for students to be clustered to facilitate common planning between the ESOL and classroom teacher.
- Level 2 students in first grade who continue to struggle with basic phonemic and phonological awareness should be provided Tier II literacy support available through ESOL or non-ESOL staff, e.g. Title I. Students who need this will typically show large differences between their oral language and literacy scores on the Kindergarten WIDA results.

Levels 3-6:1
Ratio 1:80
- The ESOL teacher will serve in a coaching role with classroom teachers to monitor student progress and provide support in designing lessons that scaffold emergent bilingual students to make progress toward grade level standards.
- In addition to professional learning community discussions, teachers may progress monitor using attendance, formal assessments, report cards, teacher reports, and data in EXCEED.
- The ESOL teacher will coordinate additional support for students who are struggling.
- Level 3 students in 1st grade should be placed in sheltered classrooms when possible.

2nd & 3rd GRADE ESOL INSTRUCTIONAL GUIDELINES
Albemarle County Public Schools ESOL Program

Refugee & SIFE Students (Level 1)
Ratio 1:20
- 60 minutes per day of ESOL instruction focused on basic literacy skills, oral language development, and social adjustment to school in the U.S. This support should build on students’ capacities in their native languages.
- Collaboration with families to promote literacy practices in the native language at home and meet with families at least two times throughout the school year to discuss social adjustment. Collaboration should include home visits when possible.
- Progress monitoring in phonological awareness, oral language skills, and social adjustment that allows the student to participate without difficulty in classroom routines.
- In collaboration with the IRC, ESOL teachers build a native language literacy and background report to share with other personnel to inform progress benchmarks and instructional strategies.
- Small group size for these students shouldn’t exceed 5.
- Placement in a sheltered instruction class.

Levels 1 & 2
Ratio 1:30
- Around 2.5 hours of ESOL-teacher-led instruction per week focused on basic literacy skills and language development across all four domains. This support should build on students’ capacities in their native languages, e.g. students with strong literacy in their native language will not need as extensive instruction in basic phonics; teachers fluent in the child’s native language can teach children explicitly how to transfer literacy skills from their native language to English.
- Teachers work with students’ families to promote literacy practices in the native language at home and meet with families at least three times throughout the school year.
• Administrators cluster students with classroom teachers whose instruction supports second language development and who can use a student’s native language to facilitate adaptation to school culture when possible.
• ESOL teachers build a native language literacy profile that they can share with other personnel to inform progress benchmarks and instructional strategies.
• Small group size for these students shouldn’t exceed 5.
• Placement in a sheltered instruction class.
• Level 1 students who are recently arrived in 2nd and 3rd grade may qualify for temporary tutoring from the ESOL department.

**Level 3**  
**Ratio 1:45**
• Administrators cluster students in a sheltered instruction course with collaborative ESOL support. It is important for students to be clustered to facilitate common planning between the ESOL and classroom teacher.
• Level 3 students who continue to struggle with basic phonemic and phonological awareness should be provided Tier II literacy support available through non-ESOL staff. Students who need this will typically show large differences between their oral language and literacy scores on the WIDA ACCESS test.

**Levels 4-6:2**  
**Ratio 1:80**
• The ESOL teacher will serve in a coaching role with classroom teachers to monitor student progress and provide support in designing lessons that scaffold emergent bilingual students to make progress toward grade level standards.
• In addition to professional learning community discussions, teachers may progress monitor using attendance, formal assessments, report cards, teacher reports, and data in EXCEED.
• The ESOL teacher will coordinate additional support for students who are struggling.
• Level 4 students in 2nd–3rd grade should be placed in sheltered classrooms whenever possible.

**4th & 5th GRADE ESOL INSTRUCTIONAL GUIDELINES & STAFFING FORMULA**  
**Albemarle County Public Schools ESOL Program**

**Refugee & SIFE Students (Level 1)**  
**Ratio 1:20**
• Around 60 minutes per day of ESOL-teacher-led instruction focused on basic literacy skills, oral language development, and social adjustment to school in the U.S. This support should build on students’ capacities in their native languages.
• Collaboration with families to promote literacy practices in the native language at home and meet with families at least two times throughout the school year to discuss social adjustment. Collaboration should include home visits when possible.
• Progress monitoring in phonological awareness, oral language skills, and social adjustment that allows the student to participate without difficulty in classroom routines.
• In collaboration with the IRC, ESOL teachers build a native language literacy and background report to share with school personnel to inform progress benchmarks and instructional strategies.
• Small group size for these students shouldn’t exceed 5.
• Placement in a sheltered instruction class.
Levels 1, 2, & 3
Ratio 1:35
- Around 2.5 hours per week of ESOL-teacher-led instruction focused on basic literacy skills and academic language development.
- Administrators cluster students with classroom teachers whose instruction supports second language development and who can use a student’s native language to facilitate adaptation to school culture when possible.
- ESOL teachers build a native language literacy profile for each student that they can share with other personnel in the school to inform progress benchmarks and instructional strategies.
- Small group size for these students shouldn’t exceed 5.
- Placement in a sheltered instruction class.
- Level 1 students in 4th and 5th grade who have recently arrived may be offered supplemental tutoring support.

Levels 4 & 5
Ratio 1:45
- Administrators cluster students in a sheltered instruction course with collaborative ESOL support. It is important for students to be clustered to facilitate common planning between the ESOL and classroom teachers.

Levels 6:1-6:2
Ratio 1:80
- The ESOL teacher will serve in a coaching role with classroom teachers to monitor student progress and provide support in designing lessons that scaffold bilingual students to meet and exceed grade level standards.
- In addition to professional learning community discussions, teachers may progress monitor using attendance, formal assessments, report cards, teacher reports, and data in EXCEED.
- The ESOL teacher will coordinate additional support for students who are struggling.