Albemarle County Public Schools ESOL Program

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 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 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.

HIGH SCHOOL ESOL INSTRUCTIONAL GUIDELINES & STAFFING FORMULA
Albemarle County Public Schools International & ESOL Program

**Level 1**
Ratio 1:15

- 2 credits of ESOL I (double-blocked).
- 1 credit of ESOL Sheltered Instruction Social Studies
- 1 credit of ESOL or Sheltered Instruction Science
- 1 or 2 credits of math (depending on math experience in native language, students may be placed in a math course with collaborative support or in an ESOL Math Review course.)
- 1 credit in PE I & PE II or a collaborative health I course.
- 1 credit in native language instruction\(^1\) or an elective if native language instruction is not possible.
- 1 credit in an additional elective for students who do not need double-blocked math.
- Extensive family outreach, extended learning time in extracurricular programming, and graduation planning.
- Level 1 students with sufficient schooling in their native language may be mixed with Level 2 students in ESOL II as part of their ESOL instruction if not enough sections of other ESOL courses are available. Students with interrupted formal schooling (SIFE), however, should only be in ESOL I courses if possible.
- Level 1 students should have a blend of opportunities to work on their language development with other emergent bilingual students in classes specifically for them and opportunities to participate in heterogeneous classes and build relationships with their native-English speaking peers.

**Level 2**
Ratio 1:20

- 2 credits in ESOL II (scheduled concurrently with ESOL I to allow for mid-year transitions).
- 1-2 credits in a sheltered instruction\(^2\) language arts course.

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\(^1\) Research supports native language instruction in programming for adolescent immigrant students whenever possible, as reinforcement in the native language supports faster English acquisition.
• 1-2 credits in a sheltered instruction math course.
• 1 credit in a sheltered science or social studies course.
• 1 credit in native language instruction or an elective.
• 1 credit in PE and/or collaborative health courses.
• ESOL teachers may collab in a math course or in one block of a double blocked LA course, depending on student need.
• Extensive family outreach, extended learning time in extracurricular programming, and graduation planning. Some students may be eligible for CATEC if it aligns with their personal and career goals.
• Administration determine in the master schedule which courses will be sheltered and cluster emergent bilingual students in these classes. Teachers of these courses should have interest and experience in working with emergent bilingual students.

**Level 3**
Ratio 1:40
• 1 credit of ESOL III.
• 1 credit of ESOL Study Skills\(^3\), if needed.
• 1 credit of sheltered instruction language arts.
• 1 credit of math.
• 1 credit of sheltered history.
• 1 credit of sheltered science.

**Level 4**
Ratio 1:60
• 1 credit of ESOL Study Skills, if needed\(^4\).
• 1 credit of language arts.
• 1 credit of math.
• 1 credit of history.
• 1 credit of science.
• Other credits as needed.
• ESOL teachers will monitor the progress of these students and collaboratively construct graduation plans with them during the ESOL teachers’ mentorship time.

**Level 5**
Ratio 1:60
• 1 credit of ESOL Study Skills, if needed.
• Other credits as needed

\(^2\) 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 opportunities for oral language development in lessons.

\(^3\) Not all Level 3 students may require the study skills block. Placement in this course should be predicated on the student being able to attain other graduation requirements, and the progress at which the student is learning English.

\(^4\) When making the determination as to whether Level 4 students should take the study skills course, teachers and guidance counselors should consider the rate at which a student has learned English, e.g. a student at Level 4 who has been in the U.S. for two years will probably not need the support, but a Level 4 student who has been in the U.S. for 8 years will likely need added support.
Level 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 emergent bilingual students to make progress toward grade level standards.
- All ESOL teachers will have caseloads of students to monitor and mentor.
- Teachers will create and follow-up on graduation and learning plans for all ESOL students.
- Teachers will monitor progress every two weeks and communicate with guidance and classroom teachers about students who are struggling.
- Teachers will also advocate for students who are doing well, seeking to place them in the gifted program, honors level classes, and other opportunities.
- Students who are struggling will receive additional counseling and/or other support.

Level 6:3
Ratio 1:100

- These students will be part of ESOL teacher caseloads.
- Most of these students will require no assistance, but some historically have had trouble meeting graduation requirements. ESOL teachers will identify these students and work with guidance to support them.
- This work will occur during ESOL teachers’ mentorship period.
### SAMPLE NEWCOMER SCHEDULE

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### SAMPLE ESOL 2 SCHEDULE

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