



Department of World Languages & MLL Programs
Adult Education Building – International Welcome Center

To: Principals, all grade levels

From: Paul Spence, Coordinator for World Languages and Multilingual Programs
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Thru: Dr. Kevin Hasinger, Executive Director of Secondary Education

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Re: Smart Grouping ESOL Eligible Multilingual Learners for the Co-Teaching Model

The Department of World Languages and Multilingual Learner Programs has outlined the procedures necessary to schedule academic programs and services for ESOL Eligible MLs. These procedures ensure compliance with the Federal Office of Civil Rights (OCR), Title III legislation, and equitable and excellent services to our ESOL Eligible Multilingual learners (MLs). Please review, share with your staff and faculty. The South Carolina Department of Education (SCDE) allows the following Program Service Delivery Models:

- Consultative
 - **Co-teaching** (Push-in is no longer standard best instructional practice)
 - Sheltered Content
 - Pull-out
- R1 ESOL Programs encourage collaboration in content area instruction and English acquisition and literacy through co-teaching.
 - **Co-teaching** prescribes an environment where content teachers and ESOL teachers teach together to grow *academic* English language for all students.
 - Co-teaching and/or strategic collaboration depends on intentional scheduling (Smart Grouping) of MLs at all stages of scheduling: master schedule development, teacher assignments, and student scheduling. **This subgroup requires *priority scheduling at all stages of the process.***
 - **Smart Grouping** is the practice of strategically scheduling content courses: For example, identify the ESOL eligible MLs with proficiency below 3.9 and place them into the same content classes with best-suited teachers (content area teacher and MLL teacher in a co-teaching environment). The charts below illustrate other possible smart grouping scenarios for K-12 students.

Implementing Co-teaching

- The effectiveness of the co-teaching model relies on the co-planning expectations established and scheduled by administration. Co-teaching depends on administrative initiative and support. ESOL program effectiveness (and federal accountability) requires collaboration between ESOL and content teachers acting as equal partners who serve ALL students.
- Multilingual Learners are a federally designated subgroup with direct implications to school accountability (i.e. SCDE Report Cards). ESOL accountability numbers are positively impacted when the *whole school* works systematically to integrate language learning with content learning.
- ESOL eligible MLs in all classes receive accommodations as defined by the Multilingual Education Team (MET) and the Individual Language Acquisition Plan (ILAP).
- The WL and ESOL Department provides schools with data regarding the English proficiency and instructional needs of their MLs as well as lists of teachers working through the department to become ESOL certified.
- Per SCDE guidelines, the primary English language instruction for MLs takes place in the content classroom with English-only peers.
- School and class schedules are a primary source of documented compliance. SCDE must see evidence that ESOL teachers and content teachers are collaborating through strategically developed schedules.
- Smart grouping maximizes teacher collaboration and collective efficacy. Richland One places ESOL teachers strategically to facilitate the English language development of MLs. Smart grouping reduces the number of teachers and classrooms with which an ESOL teacher must work.
- Co-teaching relies on planned and structured co-planning which schools need to plan for when creating schedules.
- Co-teaching relies on quality training and professional development. The ESOL Program is available to meet this need with faculty.
- Leave space in smart-grouped classes for newcomer MLs to enter throughout the year at any grade level. **Do not** place ALL MLs (1.0 – 6.0 or Ms) in their own content classes, separate from English-only students for more than 50% of a day.
- The US Department of Education (USDE) and OCR have published the following guidance regarding smart grouping and avoiding segregation, “EL programs may not segregate students based on national origin or EL status unless there is a program related, educational justification for doing so... The degree of segregation should be necessary to achieve the stated goals of the program and required by each student’s level of English language proficiency (ELP) and his or her time and progress in the EL program.” ([USDE English Learner Toolkit](#), Chapter 5: [Creating an Inclusive Environment and Avoiding Unnecessary Segregation](#))

Multilingual Program Values

MLs are everyone’s kids.

Collaboration is essential for their success.

Focusing on their assets will set them up for success.

Elementary School

Smart Grouping				
First	Last	Grade	Engl Prof	ELA Teacher
Jairo	M.	4	1.4	Reaves & Arias (ESOL)
Dang	H.	4	3.6	
Samuel	R.	4	2.7	
Esmeralda	A.	4	1.9	
Claudia	G.	4	2.0	

NOT Smart Grouping				
First	Last	Grade	Engl Prof	ELA Teacher
Jairo	M.	4	1.4	Miller
Dang	H.	4	3.6	Reaves
Samuel	R.	4	2.7	White
Esmeralda	A.	4	1.9	Stokes
Claudia	G.	4	2.0	White

Secondary School

Smart Grouping					
First	Last	Grade	Engl Prof	ELA Teacher	Block/Period
Rawan	A.	7	3.4	White & Arias (ESOL)	1 st
Rigoberto	J.	7	2.6		
Irina	K.	7	1.0		
Paw She	H.	7	2.3		
Justyn	R.	7	3.1		

NOT Smart Grouping					
First	Last	Grade	Engl Prof	ELA Teacher	Block/Period
Rawan	A.	7	3.4	Miller	1 st
Rigoberto	J.	7	2.6	Javert	1 st
Irina	K.	7	1.0	White	3 rd
Paw She	H.	7	2.3	Stokes	4 th
Justyn	R.	7	3.1	White	1 st

ESOL students receive services based on their English proficiency and the following guidelines:

English Proficiency	ML Program Service Delivery Model
1.0 – 2.9 Entering and Emerging	Co-teaching and pull-out
3.0 – 3.8 Developing	Co-teaching (and possibly pull-out, depending on other data and group size)
3.9 – 6.0 Expanding to Bridging	Sheltered Content or Consultative, (co-teaching , depending on other data and group size)