



educational service center  
of Central Ohio

# Guidance: Creating Schedules that Effectively Meet the Need of English Learners

Systemic Considerations for Maximizing Instructional Services for ELs

## English Language Development Blocks

- ✓ These can be scheduled as small-group pull-out services (common at the primary level) or designated ELD periods (typically at the secondary level) dedicated to language acquisition instruction and focused on English language proficiency standards
- ✓ These are essential for students with little to no English proficiency in order to teach foundational literacy skills.
- ✓ These benefit the social emotional well-being of students by helping to eliminate the affective filter
- ✓ Creates safe & controlled environments where language skills are nurtured and taught intentionally which allows for clearer data tracking of language acquisition

## Inclusion/Co-Teaching Blocks

- ✓ When a general education teacher and EL teacher align instruction for English learners who are clustered into core content classes alongside English only peers
- ✓ No more than 33-40% of a core class should be ELs
- ✓ Time for teacher co-planning is essential for successful co-teaching and implementation of strategies
- ✓ This provides a space where English proficiency standards are seamlessly integrated with content standards. In this model, the EL teacher focuses on teaching language through content, avoiding the fragmented approach of traveling between numerous classrooms with little to no instructional alignment

## Tiered Service Delivery



### Emerging

ELD blocks provide high-intensity, explicit instruction needed to move from "survival English" to academic literacy. Pairing this with Inclusion Blocks provides the opportunities to bridge foundational literacy into content areas ensuring the immersive experience is not a cognitive overload.



### Progressing

Progressing students are at the point where they are using language to learn content. Daily co-taught classes provide students with authentic English only peer discourse while being expose to high-level rigor. The support of an EL teacher in class helps make the content more accessible through thoughtful planned scaffolding.



### Near Proficient

Students who are very close to exiting EL status need strategic instruction 1 to 2 times a week. This is most effectively done through inclusion but less frequently than Progressing students. EL students can be clustered by proficiency level into different classes where the EL teacher will provide service based on English proficiency needs.

## Did you know???

- ✓ Inclusive models lead to higher graduation rates and faster reclassification rates when done effectively and with adequate instructional support
- ✓ EL-inclusive strategies (like SIOP or Scaffolding) actually improve the performance of all students, including those in Special Education and even "typical" learners who struggle with academic vocabulary

## Conclusion

- ✓ Start building a master schedule by plugging in EL and Special Education minutes first. Otherwise, specialists are often left with impossible overlaps where they are needed in multiple areas at once
- ✓ Intentional scheduling makes servicing EL students more efficient and improves outcomes while maintaining compliance with state and federal requirements