



Principals' Training Center
PTCnet Survey

Topic EAL provision in Elementary schools

Query

1. What is the ratio of EAL students to EAL teachers in your: Elementary, Middle and Upper school?
2. How is the EAL teaching time allocated in: Elementary, Middle and Upper school?
3. Do you charge an additional fee for EAL support? If yes then what is this fee for?
4. Which EAL program model do you have at your school?

(a)None

(b) Separate EAL unit where EAL students are not integrated into the mainstream class.

(c) EAL students are immersed in the mainstream class for the majority of the day with occasional pull out by an EAL teacher.

(d) EAL students are immersed in the mainstream class with a combination of in class support by an EAL teacher and regular pull out by an EAL teacher.

Date November 2011

Query Submitted and collated by Tony Mobbs, Curriculum Coordinator, International School of Prague

Total number of responses 16

Individual responses

School	1/ What is the ratio of	2/ How is the EAL	3/ Do you charge an	4/ Which EAL program
--------	-------------------------	-------------------	---------------------	----------------------





Principals' Training Center
PTCnet Survey

	EAL students to EAL teachers in your: Elementary, Middle and Upper school?	teaching time allocated in: Elementary, Middle and Upper school?	additional fee for EAL support? If yes then what is this fee for?	model do you have at your school?
AISHague	2 EAL teachers for grades PK-4 (typically 20 students/teacher)	2 EAL teachers fro grades 5-8 (typically 15-20 students to 1 teacher) No EAL in the HS level, although we are studying this this year.	No additional fees	c/ Yes d/ some depending on the EAL teacher
International School of Paris	Elementary 2 for 210 students as Pre-primary does not get EAL support. In Secondary 2 for 299 as IB Diploma students no longer have in-class support of that kind.	Allocated according to needs, mostly in class	We feel it is not an extra service but the core of what we do	Mostly in-class
International School of Aruba	19 students total, 1 teacher	225 minutes for ES, MS, and HS each	No fee	C - Pull Out during World Languages block
International School of Nice	None	Separate EAL unit where EAL students are not integrated into the mainstream class		EAL students are immersed in the mainstream class with a combination of in class support by an EAL teacher and regular pull out by an EAL teacher.





Principals' Training Center
PTCnet Survey

Shanghai American School	2 EAL teachers service about 75 students	Pull-out 40 minutes per day, push-in as schedule allows	A one time fee upon admission of about 1200.00 USD for additional services	Pull-out, push-in and monitor identified by the WIDA
IS Luxemburg	Approx 1:4 for beginner students and for the continuing students they are serviced within the classroom with the classroom teacher which gives a maximum in the class of 1:10 but with focus groups of about 1:5	Beginner students get 12x40 mins in 6 out of 7 days (we have a 7-day cycle). Continuing students get 6x40 minutes over 7 days.	No	Total inclusion for all students except beginners who work in a pull-out model for 2 x 40 minutes per day over 6:7 days. In both settings they receive specialised EAL support.
ISKL ES	The ratio in the ES at ISKL is 22 per teacher (15 receiving direct support and 7 indirect support (These are advanced students who need monitoring and individual help as needed. This ratio is by default and may change from year to year but it will not vary by more than a few students	It's a pretty complicated schedule: Each teacher has 2 to 2.5 hours of in-class LA support each day. They also have flex groups (the time with each teacher/group varies). Teachers in Grades 4 and 5 also support SS and Science classes	A one -time fee is charged the first year a child enters the program. It's general fee to help offset the cost of the program.	In-class collaborative support with pull out for students who need extra support.





Principals' Training Center
PTCnet Survey

<p>American International School of Lusaka</p>	<p>We only deal with beginners as there's only 1 esol teacher in elementary with 12, soon to be 14, students receiving pull-out from a population of approx 220, currently only a 60% teacher in middle/high. We don't cover seniors and, theoretically, do not take beginners in 9th and 10th grades,</p>	<p>Both teachers construct their own schedules - no time for in-class support this year in elementary but some maybe done in middle/high. In elementary i try to place the lower grades as early in the day as possible with upper elementary later. Each group gets between 3 and 3 and a half hours a week in the context of 4 or 5 x 45 minute lessons. We do not take kids out of french or any other specialist subject in elementary although in middle/high esol lessons happen in french/spanish time,</p>	<p>No - that should be a thing of the past! There's no justification for an extra charge,</p>	<p>It's a sheltered immersion programme with basic literacy ,plus a little language support for ibo pyp units of inquiry in kg to 2nd grade which form a large part of each grade's curriculum, and more support for the units in the upper elementary grades.see attached elementary parent handbook</p>
<p>ISKL MS</p>	<p>We have one teacher per grade level and in each grade level, about 15-20 students receive services (inclusion and one pull out class- English for Academic Purposes-EAP)</p>	<p>EAP is an 80 minute period every other day. The majority of contact is in inclusion</p>	<p>Unfortunately yes. It is a one time fee- about \$4000. I'd love to get rid of this as I believe it's unethical. We don't charge for Learning Resource or even a big ticket program like band.</p>	<p>(d) EAL students are immersed in the mainstream class with a combination of in class support by an EAL teacher and regular pull out by an EAL teacher.</p>
<p>Qatar Academy</p>	<p>It would be hard to</p>	<p>We use a push-in model,</p>	<p>No extra fee</p>	<p>We use a push-in model,</p>





Principals' Training Center
PTCnet Survey

	<p>calculate a ratio. In Primary, almost all classroom teachers and many single-subject teachers are certified for ESL in the Mainstream or its early years equivalent. In addition, we have a large team of EAL and language specialists who support teachers and students. In Senior, most teachers have GLAD training, and again are supported by specialists.</p> <p>ESL/EAL teacher per every two grade levels in elementary. 1 ESL/EAL coordinator for middle and upper school (we are looking to grow this program).</p>	<p>so there are no fixed teaching times for EAL; we pull students out on an individual basis as needed, but as infrequently as possible.</p> <p>In the elementary setting time is allocated for EAL teachers to push into the classrooms 2 times every week with about 5 extra periods for more intensive pull-out instruction. In the middle and upper school we are working on teacher training and planning. This year the EAL coordinator is working specifically with English grades 6 and 7 teachers.</p>		<p>with ESL in the Mainstream in Primary and GLAD in Senior.</p> <p>I would need more information to answer this question. In the middle and upper levels we are working on differentiating instruction and promoting teaching literacy strategies in all subjects so all students can benefit.</p>
<p>TEDAIS Tiangin</p>	<p>About 80% of whole school population is non-native-English. Half of those would be considered academically fluent. In Elementary 20%</p>	<p>Primary and MS beginners, low intermediate have up to 20 periods a week of language support, MS & HS have 3 periods a week</p>	<p>No</p>	<p>K immersed with in class support G1, G2 are immersed with pull out and in class G3 - G5 separate classes during LA, SS, Sc but</p>





Principals' Training Center
PTCnet Survey

	<p>beginner EAL receive support from 2 full time teachers with various kinds of support/differentiation within mainstream classes for the remainder. Middle 20% beginner to upper intermediate with 2 full time teachers. Remainder participate in Critical reading writing program with 1 full time ESL teacher to work with those who need it. Upper Very few students who are less than upper intermediate level. Every grade level has a critical reading and writing program to help those who need it - staffed by mainstream English teachers</p>	<p>of critical reading and writing</p>		<p>immersed for math and specialties G6 - G8 separate classes for beginners-low intermediate during LA,SS, Sc but immersed for math and specialties G6-G12 critical reading and writing classes for everyone, streamed by language ability</p>
<p>Elementary and Middle School sections of Yokohama International School</p>	<p>EAL support starts from grade 3 upwards. One EAL teacher covers grades 3 to 6. There are around 6 to 7 EAL</p>	<p>In ES, we pull-out students during the Japanese block which meets 4 periods a week. Additionally, the EAL</p>	<p>No</p>	<p>We use the collaborative and co-teaching model in the ES. The EAL teacher is included in the weekly planning for the UoI. The</p>





Principals' Training Center *PTCnet Survey*

	<p>students in a pull-out program. In the Middle School, there are currently 9 students in grade 6. In the upper school, one EAL teacher covers grades 7 to 10. There are around 9 students on average in each grade level. However, the numbers vary year to year.</p>	<p>teacher co-teaches in each grade 3, 4, and 5 classroom once a week. This is a total of 8 classes. In MS and HS, we have an allocated period blocked against Modern Languages. The classes in grade 6 meet 3 times a week; in grade 7, 4 times a week; from grades 8 to 10, 5 times a week.</p>		<p>EAL pull-out lessons work on skills that will help students cope academically. The materials are leveled and if possible consider the unit of inquiry topic. However, this is not always the case. The collaborative lessons are tailored so students can build language skills to successfully perform a summative assessment. When co-teaching once a week, the EAL and mainstream teacher focus on a language skill by using text that is about the Unit of Inquiry. The reasoning behind this is: if it's new to EAL students and new to the whole class as well, then teaching together would be the best approach. It removes the stigma of EAL students sitting in a corner with a support teacher. In other words, it is an inclusive approach.</p>
--	---	---	--	--





Principals' Training Center
PTCnet Survey

				<p>The biggest benefit to the school is that it is professional development in action. The collaboration between teachers help add to their repertoire of instructional strategies not only in teaching EAL students but for the whole class as well.In the MS/HS, EAL is a program on its own following the MYP Language B assessment criteria for planning, assessing, marking and grading. At the moment, collaboration with mainstream teachers focus on certain subjects that use language "heavily" such as Humanities.</p>
<p>American International School of Budapest</p>	<p>Elementary We currently have 5 full time teachers working with 85 children officially in the EAL program in grades 1-5. This does not include monitor students.</p>	<p>Beginners receive 5 periods a week (a period is 40 minutes long) Complete beginners in most elementary grades receive 8 periods a week (for half a year)</p>	<p>No</p>	<p>(d) fits most closely with what we do at AISB in elementary. EAL students are immersed in the mainstream class with a combination of in-class</p>





Principals' Training Center
PTCnet Survey

	<p>Middle School We have 2 full-time EAL qualified teachers and 24 students receiving direct services.</p> <p>Upper School We have .6 full-time EAL qualified teacher teaching pull-out classes. The position is split between 2 HS English teachers . Seventeen students currently receive direct (pull-out) EAL services in grades 9 and 10. There are an additional 53 students on the EAL monitor list. The EAL teachers routinely check the academic progress of these students</p>	<p>Intermediate students receive 4 periods a week.</p> <p>Beginner/ elementary students receive up to 16 periods a week of pull-out, usually from the Humanities class. Intermediate students receive 5 periods a week of pull-out.</p> <p>Grade 9 and 10 EAL students receive 200 minutes of pull-out instruction per week. The EAL pull-out teachers liaise with core subject teachers to support their curriculum units and jointly articulate how best to help the EAL students meet the required standards.</p>	<p>No</p> <p>No</p>	<p>support by an EAL teacher and regular pull-out by an EAL teacher.</p> <p>EAL students are immersed in the mainstream class with a combination of in-class support by an EAL teacher and regular pull-out by an EAL teacher</p> <p>EAL students are immersed in the mainstream class taught where possible by a subject specialist teacher with EAL training. They are supported through a pull-out class which aims to scaffold student learning and develop the academic language and competencies needed to be successful in the mainstream classes</p>
--	--	--	---------------------	--



Principals' Training Center
PTCnet Survey

	<p>and meet with them as necessary during lunchtimes or after school to give extra help if required. For EAL students in grade 11 and 12 taking IB classes, there is a support class for reading in the IB content area. This class is run by 2 mainstream teachers and 2 interns. Supporting EAL students is considered a shared responsibility for all faculty. It should be noted that in the HS English Department, 4 of the 6 teachers have specific preparation in the teaching of EAL. The vision is to gradually expand this number.</p>			
<p>AISWarsaw</p>	<p>Approximately 10:1 in ms & hs though that is a guide only, it all depends on the severity of needs of the individuals.</p>	<p>We do a push in model at every opportunity we get though we have one pull out time for kids in ms and also some pull out time in</p>	<p>No extra charge</p>	<p>(c) EAL students are immersed in the mainstream class for the majority of the day with occasional pull out by an</p>





Principals' Training Center
PTCnet Survey

		es.		EAL teacher.
Anglo-American School of Sofia	ESL student in the elementary : 40 of 232 = 17.24 %	ES teachers : 26 – 28 period per week . 40 minutes a period.	No	ES Mainly pull out with push in currently at K-1.
International School Rotterdam	The ratio of EAL teachers to students. One full time EAL teacher (25 % coordinating EAL and Mother Tongue program), two part time teachers in elementary: 30% and 80 % and one high school teacher 20%.. Students: 32 in Elementary, 14 in Middle School, 5 in High School	<p>High School: 1 course, Total percentage: 20</p> <p>HS EAL EAL history content course for students in grades 9/10. Students attend instead of mainstream history course.</p> <p>Middle School: 2 courses and push in support, Total percentage 60</p> <p>EAL Immersion one mixed grade level 6-8 Beginning English course for students new to the school with beginning or little English. Class is 4 hours a week. Students attend instead of English Literature course.</p>	Students are not charged for EAL services. However, we recommend after school tutoring for beginners.	In our EAL program students are immersed in the mainstream class for the majority of the day with occasional pull out or in class support from an EAL teacher.



Principals' Training Center
PTCnet Survey

		<p>Students in this class receive Pass/Fail grading in all content classes. EAL teacher helps Middle School teachers make accommodations for ELLs or pushes in when requested by the content area teacher. Currently 5 students.</p> <p>Middle School EAL One EAL course for grade levels 6-8 of all English proficiency levels . Students attend instead of foreign language. Class in 4 hours a week. Currently 14 students.</p> <p>Elementary: 3 teachers, Total percentage: 145</p> <p>Kindergarten EAL: pull-out EAL for 2, 30 minute sessions weekly. EAL students attend this instead of Dutch Currently 6 students. First Grade EAL: pull- out EAL for s 2 , 45 minute</p>		
--	--	--	--	--





Principals' Training Center
PTCnet Survey

		<p>sessions weekly. EAL students attend instead of Dutch. In addition, 2 other 45 minute sessions either push-in or pull out for lower ELP students. Currently 6 students.</p> <p>Second Grade EAL; pull-out EAL 2 45 minute sessions instead of Dutch, 2 other pullouts for 45 minutes during Literacy block. Currently 5 students.</p> <p>Third Grade EAL: pull out for EAL 2 45 minute sessions instead of Dutch/French and push-in 2.5 hours. Currently 8 students.</p> <p>Fourth Grade EAL: pull-out for EAL 3, 45 minute sessions instead of Dutch/French and push in 2 hours. Currently 4 students.</p> <p>Fifth Grade EAL: pull-out for EAL 2, 45 minutes sessions instead of Dutch/French and push in</p>		
--	--	--	--	--





Principals' Training Center
PTCnet Survey

		<p>1.5 hours. Currently 3 students. Extra Support: Lower ELP level for grades 3-5, 2 45 minute sessions. Extra Support: Intermediate ELP level for grades 3-5, 2 45 minute sessions.</p> <p>Not all ELLs receive the same amount of support- lower levels get more time- and higher level ELLs may just get push in support or pull out for 30 mins. In the past, all ELLs in grades 1-5 have received 4- 45 minute sessions weekly. We have increased this due to 3 staff members available for Elementary EAL classes instead of two and more students with greater language support needs.</p>		
--	--	---	--	--