

ELL Program Road Maps

COLLABORATIVE COTEACHING



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The following educators were collaborative partners throughout this process. Without their expertise, creation of the Beaverton Road Maps would not have been possible.

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Research Foundation

This guide synthesizes several bodies of research to serve as a planning tool for new push-in delivery models for English language development (ELD). The Oregon Department of Education uses the term push-in to define ELD programs that are integrated into the mainstream classroom. The Beaverton School District has chosen a collaborative coteaching model as its method for push-in ELD.

According to Honigsfeld and Dove (2010), “Coteaching involves the distribution of responsibility among people for planning, instruction, and evaluation for classroom instruction and evaluation for a classroom of students.” This is a professional relationship in which the ELD teacher and classroom teacher partner to establish trust, develop and work on communication, share chores, celebrate, work together creatively to overcome the inevitable challenges and problems, and anticipate conflict and handle it in a constructive way. Best practice when using collaborative coteaching is to have an English language learner (ELL) *student ratio of at least 1:3 to 1:2 of the total student population within a building or in individual classrooms*. The table on the next page clarifies the definition of the collaborative coteaching model.

Clarifying the Coteaching Model

What coteaching is not ...	What coteaching is ...
One teacher does all the planning	Both teachers (ELD and mainstream) participate in planning the academic content and the coteaching structure
ELD teacher pulls students into a group that works on language skills unrelated to content	Students practice language learning in an academic context
ELD teacher conducts a daily, regular practice of pulling a group of ELL students aside to preteach content	Students' language needs are addressed within the delivery of content instruction
ELD teacher rotates day to day from one classroom to another	Regular, daily time for coteaching/ELD instruction in each classroom
Teacher specialist is relegated to support status	Expertise of each teacher is valued and shared
ELD teacher tutors ELL students to help them memorize information	Intentional focus on language development
One teacher is responsible for assessing all students	Shared responsibility for assessment

Honigsfeld and Dove (2010) have identified three critical components for successful coteaching implementation:

- Trust between coteaching partners
- Focus on the entire coteaching collaboration cycle, composed of coplanning, coteaching, coassessment of student work, and collaborative reflection
- Leadership support

Given the recent shift in standards, collaborative coteaching fits the mutual responsibility model emphasized in the guiding principles of the ELPA 21 English Language Proficiency Standards (ELP). The foundational literature of the standards states that: “The ELP Standards are designed for collaborative use by English as a second language (ESL)/English language development (ELD) and content area teachers in both English language development and content-based instruction. Explicit recognition that language acquisition takes place across the content areas fosters collaboration among educators and benefits ELLs’ learning experiences” (Council of Chief State School Officers, 2014). This shared responsibility of language development distributes language learning throughout the school day, but also requires a “reformulation” of practice (Heritage, Walqui, & Linqianti, 2015). The shifts inherent in this reformulation of practice are described on the next page.

Shifts in Instructional Practice for ELLs

From ...	To ...
Conceptualizing language in terms of structures or functions	Understanding language as action
Emphasizing discrete structural features of language	Showing how language is purposeful and patterned
Focusing lessons on individual ideas or texts	Planning lesson clusters based on texts that are interconnected by purpose or theme
Conducting activities that preteach content	Conducting activities that scaffold students' development and autonomy as learners
Establishing separate objectives for language and content learning	Establishing objectives that integrate language and content learning
Teaching traditional grammar	Teaching multimodal grammar

Source: Heritage, Walqui, & Linqunti, 2015.

For schools that have significant numbers of ELLs, collaborative coteaching models can *promote the integration emphasized by the shift to new standards*. What is certain is that collaborative coteaching is a dramatic transition from a traditional school day. As a result, teachers will need significant professional learning and ongoing coaching to support this transition.

Guiding Principles

This document is organized into the following seven programmatic strands, based on *Guiding Principles for Dual Language Education* from the Center for Applied Linguistics (Howard, Sugarman, Christian, Lindholm-Leary, & Rogers, 2007):

1. Program Structure
2. Curriculum
3. Instruction
4. Assessment & Accountability
5. Educator Effectiveness & Professional Learning
6. Family & Community
7. Support & Resources

In the pages to follow, each guiding principle will be detailed to provide specific suggestions for best practice. In the accompanying reflective tool, each guiding principle is further supported with reflective questions and an organizer for planning.





Program Structure

Push-in programs are designed for ELLs to receive instruction from an ELD teacher within a mainstream classroom. The main goal of these programs is the development of English, not the student's first language. Push-in ELD can take many forms. The Beaverton School District has chosen to pursue collaborative coteaching as its push-in ELD service model. This model provides ELD services through integrated academic language support that is directly linked to content-area studies. Since ELLs are distributed in mainstream classes, ELD teachers travel to students and provide ELD instruction in collaboration with the mainstream teacher.

Honigsfeld and Dove (2015) emphasize the importance of trust between mainstream and ELD teachers and outline a specific collaborative cycle for coteaching that includes coplanning, coteaching, coassessment of student work, and collaborative reflection. Fundamental to the coteaching model is the partnership between teachers. For collaborative coteaching to work, it must include *adequate and consistent collaborative planning time*. Teachers must be perceived by their students as having the same status, and as such, each must have agency for executive decision making.

Best practice when using collaborative coteaching is to have *an ELL student ratio*

of at least 1:3 to 1:2 of the total student population within a building or in individual classrooms. Andrea Honigsfeld and María Dove offered this advice in conversation with Tim Blackburn on November 10, 2015. This demographic breakdown makes coteaching a financially viable alternative to isolating students in traditional pull-out ELD service. A high concentration of ELLs will produce the FTE required for collaborative coteaching.

Additional recommendations for program structure reiterate the importance of collaborative planning time. In conversation with Lily Wong Fillmore (November 5, 2015), a professor at the University of California Berkeley and an expert in second language learning and teaching, she offered the following observations on the coteaching model:

- In terms of outcomes, coteaching is second only to the dual language model
- Collaborative instructional planning time should be the first priority
- Teachers should teach to the highest level and above
- Teachers must plan for intentional language instruction
- Language needs to be taught in a phrasal context (within sentences)
- Sequential grammar is not effective—it is too artificial

Grade-level considerations

Elementary School

A major benefit of the coteaching model in an elementary setting is the ability to maximize instructional time because ELL students stay in the mainstream classroom for their ELD instruction. The following points are key considerations for implementing a collaborative coteaching model in an elementary school:

- Know and understand the coteaching model before implementation
- Provide regular, dedicated collaboration time for teacher partners
- Incorporate sheltered instructional strategies throughout the day in all content areas
- Consider the following master schedule ideas:
 - Additional minutes provided for newcomer and early proficiency levels through more push-in or pull-out ELD.
 - Grades 4 and 5 might have lower numbers of ELL students as a result of reclassification. This is important to take into account for master scheduling.
 - ELD instruction is provided in the same content area within a grade level so that ELLs have similar language experiences.
 - Consistency is important with ELD instruction. As a result, the master schedule should reflect time for coteaching instruction each day.
 - Teachers within a grade level use a common yearlong curriculum map within the cotaught content area.
 - If one ELL teacher coteaches with multiple teachers within the same grade level, classroom schedules for the cotaught content area must be staggered to allow for coteaching.

Middle School

In a middle school setting, collaborative coteaching integrates ELD instruction into the subject areas in which ELLs need the most support. If ELLs receive integrated ELD instruction, they can participate in other elective courses offered by the school. The bullets below outline key programmatic considerations for coteaching at the middle school level:

- Teachers have dedicated collaborative planning time
- Master schedule allows for ELD teachers to serve all ELLs
- ELLs are in all content area classes
- ELLs have access to all specialties
- ELD is ideally provided in the same content area within a grade level so that ELLs have similar language experiences

High School

Student access to electives is a central benefit of the coteaching model in high school. By integrating ELL services into mainstream classes, ELL students do not miss out on elective classes offered at their high school. As a result, they can maximize the credit opportunities needed for an on-time graduation. Specific considerations of the collaborative coteaching model in high schools include:

- Teachers have dedicated collaborative planning time
- The master schedule allows for ELD teachers to serve all ELLs
- ELLs are in all content-area classes
- ELLs have access to all specials
- ELD is ideally provided in the same content area within a grade level so that ELLs have similar language experiences



Curriculum

Much like the curriculum used in other academic programs, coteaching curriculum must be aligned to state content and language standards. Curriculum development can be a complex process, as the partner teachers must collaboratively plan and negotiate the language and content demands of the subject. The complexity lies in determining appropriate language forms and functions for the content area.

The ELP Standards can serve as a tool for supporting collaborative planning, as the correspondences—a crosswalk between the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and ELP Standards—detail the specific overlap between content and language standards. (Note: These correspondences can be found starting on p. 30 of the ELP Standards document.)

Depending on the content during which the ELD teacher coteaches, the curriculum will vary. However, regardless of specific content, ELD and classroom teachers must intentionally plan what each teacher will do and the specific language forms and functions that will be incorporated into the content.

Curriculum recommendations for collaborative coteaching include:

- Willing collaboration is a central factor in making the most of curricular alignment
 - Curriculum includes both themes and skills that are relevant and immediately applicable for students
 - Culturally responsive teaching practices engage students and help them identify and make connections to the themes during instruction
 - Because the ELP Standards align most directly with the CCSS for Language Arts, it is recommended that coteaching occurs during the literacy block
 - Science and social studies (humanities) could also be considered for collaborative coteaching if the subject is taught daily
- ELD teacher maintains the language learning lens while engaging in coteaching
 - Alignment—both horizontal (grade-level team) and vertical (cross-grade team)—is essential to sound curricular coherence

Grade-level considerations

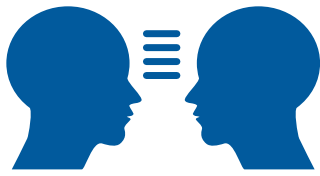
Elementary School

Use regular, structured time to collaboratively plan thematic units that integrate language and content standards.

Middle School and High School

Middle and high school programs might consider the needs of their ELL students in terms of the Oregon Essential Skills. A key benefit of coteaching is the ability to integrate language, literacy, and content study. This is especially beneficial in courses with high-stakes essential skills outcomes, such as high school English language arts. High schools, depending on the need defined by student achievement data, might identify specific areas of need and develop collaborative coteaching as a solution for improved student outcomes.





Instruction

One of the many benefits of collaborative coteaching is the flexibility it affords in instruction. Depending on the focus of the lesson, the two teachers can distribute their effort in a variety of ways. This tailored support is ideal for careful differentiation because it provides dynamic instruction that responds to student need.

Both the mainstream and ELD teacher share responsibility for all students within the classroom. However, they must both ensure that ELLs receive explicit language instruction during the coteaching time.

The table below reflects high-leverage instructional practices for teaching ELLs as recommended by the ELL Research Group during the 2014–2015 school year and outlined in the “Informed Decisions” document. Practices common to both elementary and secondary include:

Assessment	Scaffolding	Language
<ul style="list-style-type: none"> • Set clear goals and objectives • Provide students with informative feedback • Assess learning frequently and reteach when needed 	<ul style="list-style-type: none"> • Use well-designed instruction to strategically scaffold student participation, engagement, and interactions with peers • Differentiate instruction based on English language proficiency • Use pictures (e.g., picture cards), demonstrations, and real-life objects • Use illustrative text and picture books • Use technology, such as Smart Boards, tablets, and computers • Provide information in multiple ways (e.g., gestures, visual cues, technology) 	<ul style="list-style-type: none"> • Emphasize academic, as well as conversational, language in ELD instruction • Use sentence frames to help ELLs talk about content • Use strategies that take into consideration the unique needs of newcomer students • Use home language strategically to support core content instruction

Additional instructional recommendations to be implemented during coteaching include:

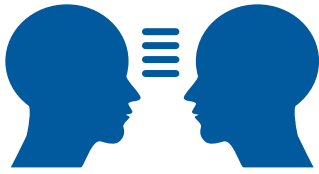
- Emphasize student discourse
- Carefully scaffold tasks and gradually increase the students’ responsibility for their own learning

The instructional structures on the next page detail seven ways to make the most of collaborative coteaching. It is important to note that each depends entirely on careful, deliberate coplanning. The specific structures chosen will be reflective of the content area for instruction.

Types of Coteaching Structures

Structure	Teacher configuration	Description
One group	One lead teacher and one teacher “teaching with purpose”	<ul style="list-style-type: none"> • “Teaching with purpose” is a short minilesson to an individual, pairs, or a small group of students • Mainstream teacher does not always assume lead, nor does ELD teacher for the role of “teaching with purpose” • Follow-up to previous lesson or a check • Extension of previously taught material
One group	Two teachers teach same content	<ul style="list-style-type: none"> • Two teachers direct whole class • Both teachers work cooperatively and “share the stage” • Both teachers teach same lesson at same time
One group	One teaches, one assesses	<ul style="list-style-type: none"> • Two teachers conduct the same lesson • One teacher takes the lead • One teacher circulates the room and assesses targeted students • One teacher observes, using checklists and taking anecdotal records
Two groups	Two teachers teach same content	<ul style="list-style-type: none"> • Students are in two heterogeneous groups • Each teacher works with a group • Students have more opportunities to interact, provide answers, and have teachers provide immediate feedback
Two groups	One teacher preteaches, one teacher teaches alternative information	<ul style="list-style-type: none"> • Teachers assign students to one of two groups based on readiness levels related to topic or skill (homogeneous) • Students with limited prior knowledge of content are grouped • Students with more knowledge are grouped together • Students with limited knowledge are taught to help “bridge the gap”
Two groups	One teacher reteaches, one teacher teaches alternative information	<ul style="list-style-type: none"> • Teachers assign students to one of two groups based on readiness levels related to topic or skill (flexible) • Student assignment is temporary and relates solely to knowledge of skills with a given topic • Groups change as students’ knowledge increases
Multiple groups	Two teachers monitor and teach	<ul style="list-style-type: none"> • Multiple group format is used • Students are in either heterogeneous or homogeneous groups • This is particularly effective in language arts at elementary level • Different groupings and rotating groupings are used during the teaching time

Source: Adapted from Honigsfeld & Dove (2010), pp. 75–81.



Instruction (cont'd)

Grade-level considerations

Elementary School

Recommendations from the ELL Research Group's "Informed Decisions" document that are specific to elementary students:

- Provide students with informative feedback
- Assess learning frequently and reteach when needed
- Use well-designed instruction to strategically scaffold student participation, engagement, and interactions with peers
- Emphasize academic, as well as conversational, language

Middle School and High School

Recommendations from the ELL Research Group's "Informed Decisions" document that are specific to secondary students:

- Model skills, strategies, and procedures
- Use graphic organizers to clarify concepts and organize information
- Maximize use of English during content instruction in sheltered instruction classes; the primary language should be used strategically. For example, the primary language can be used by:
 - Using cognates
 - Providing brief explanations in students' home language
 - Previewing and reviewing lessons in the home language
 - Teaching strategies in the home language
- Provide opportunities for students to practice academic English conversations
- Explicitly teach forms of English while coteaching (e.g., vocabulary, syntax, morphology, functions, and conventions)
- Maximize use of academic English while coteaching and use the primary language strategically
- Provide students with corrective feedback on form, and model the use of correct grammatical forms while coteaching



Assessment & Accountability

Assessment is a foundational component of the feedback loop between teachers and students, as it illustrates what a student knows and is able to do with language, literacy, and content. This is only true if the assessments are aligned to content and language standards. According to Chappuis and colleagues (2012) assessment must have a clear purpose and “in a balanced assessment system, the key players’ formative and summative information needs are identified and assessments are planned to meet their needs.” Teacher partners must carefully coplan assessments to meet content and language standards for the grade level and context.

According to Honigsfeld and Dove (2010), “Collaborative partners and coteachers use ongoing, informal classroom assessment techniques, adapted formal assessment tools, and teacher-created, differentiated standardized-test preparation materials.” In addition, mainstream and ELD teachers need time to work together to analyze and interpret the results of assessments.



Grade-level considerations

Elementary School

Mainstream and ELD teachers must be mindful of the specific standards they assess in both cotaught and codesigned lessons. One way of ensuring that content and language standards are both taught and assessed is to craft *integrated learning targets* that encompass the language, literacy, and content dimensions of mainstream tasks. ELD teachers can focus on assessing language standards (e.g., connecting ELP Standards 8–10 to standards 1–7) as the classroom teacher focuses on content-specific standards.



Educator Effectiveness & Professional Learning

Students in coteaching programs, as in any other classroom model, benefit the most from great teachers and high-quality instruction. Darling-Hammond (2000) found that “the proportion of well-qualified teachers was by far the most important determinant of student achievement at all grade levels” irrespective of the particular need of specific student groups. One important marker of teacher quality is the ability to openly and honestly reflect on one’s practice. Reflection and commitment to professional growth are two key factors that ensure teachers continue to improve over time. To be effective in a coteaching situation, teachers must have a collaborative mindset and be flexible in order to effectively plan and teach together.

Teachers in coteaching partnerships need specific professional learning that addresses the coteaching model. For successful implementation of the coteaching model, schools should consider the following professional practices:

- Establish clear communication between administrators and all teachers regarding rationale for the shift to coteaching
- Provide training regarding types of coteaching structures
- Provide clear examples through videos, site visits, and reading
- Consider teacher relationships and personalities when partnering teachers
- Pay special attention to building and maintaining coteaching relationships
- Provide coteachers with the time and support to determine clear expectations and responsibilities for the partnership

- Provide ongoing, on-site, and district-level support to coteachers for sustained implementation
 - Provide opportunities and support for teachers to engage in difficult but important conversations
- (Murawski & Bernhardt, 2015/2016)

Grade-level considerations

Elementary School

Focused learning walks can extend professional learning and model effective instructional practices. Instructional rounds are an effective professional learning tool, especially when they are focused on particular coteaching structures or particular instructional strategies. Modeling is a core instructional strategy for our classrooms, but it is also a great practice for teachers. In addition, focused professional discussion of contemporary language research will ensure that all staff members understand the ELD process.

Middle School and High School

The considerations noted above are consistent for all teachers, but there are some additional points to consider when implementing coteaching at the secondary level. ELD teachers pushing into core-content classes must collaborate with mainstream colleagues to understand the specific academic language and language forms and functions of the course.





Family & Community

All language programs depend on active support from families and the greater community. The program's vision must reflect the values of the community it serves. It is also critical that families embrace the program's vision. Emerging programs should incorporate parents and the community in the feedback loop as valued stakeholders in each phase of program design. It is critical that families understand the educational impact of collaborative coteaching ELD instruction and how it will benefit their child's long-term academic success.

In order for families and the community to fully embrace the program's vision, the implementation team, along with the entire school staff, must work to educate all stakeholders in the intricacies of language learning. *This mutual understanding of the language development process will encourage families to become program partners.*

Through a school-family partnership, educators can share specific strategies that families can use to support their students' reading, writing, math, and language acquisition at home.

Coteaching models must be clearly communicated to families of ELL students. The coteaching model may be different than other programs families have experienced. It is critical that families are aware that their children are receiving explicit ELD instruction. In addition, families should be made aware of the benefits of the coteaching model, which include:

- Maximized inclusion and integration with peers
- Maximized instructional time
- Increased access to elective courses in middle and high school





Support & Resources

Dedicated time for collaborative planning and student data analysis is vital to the success of collaborative coteaching. As a result, school and district administration will have to be mindful of the funding structures to provide the appropriate amount of full-time employment per student. District administrators might create a funding formula for coteaching to define nonnegotiable criteria for the ratio of students to coteachers.

In addition to staffing considerations, school and district administration will need a long-term plan to fund professional learning, especially as school programs expand. In the beginning stages, professional development might focus on relationship building, offer protocols for tough conversations, and model observations of effective coteaching relationships.

The Welcome Center will work collaboratively with individual school teams to allocate resources to buildings based on a combination of data points to include demographics of the school, ELL population, and the design of the program model chosen for the building. Additional support needed to effectively carry out the program model should be discussed with the Welcome Center staff.



Reflective Tool

This tool is designed to support both the implementation of new ELL programs and existing programs. This document is intended to be used collaboratively with a school-based implementation team comprised of teachers and school leadership, as well as other members of the school community. For grade-specific considerations, please consult the Guiding Principles descriptors on the preceding pages.

As a team, use the guiding questions in the following organizer to facilitate discussion and guide reflection on your school's program of choice to serve ELL students. Through careful analysis and rich discussion, take stock of each program consideration to determine whether it is (1) already in place, (2) not evident, or (3) a potential area to develop. Based on these determinations, the team can use the features under "Next Steps" to plan for short, and midterm solutions, as well as prioritize immediate action items. When planning, teams might consider the SMART Goal framework, delegating tasks as necessary for program success.

Program sustainability. To ensure that the program is healthy in years to come, this guide can serve as a reflective tool to guide an evaluation of your school's ELL program. As your school's implementation team completes its analysis, please consider the following questions:

1. How will the implementation team know when it has reached its program vision?
2. How will the team respond when it has met its program goals?
3. How and when will the implementation team return to this document to execute the plan?

Connections. How do your team's plans connect to other school programs, other district programs, and the school district's vision for the future?





Program Structure Reflective Tool

Program considerations	Guiding questions	Current status		Next steps		
		Already in place	Not evident	Potential areas to develop	Action items	Timeline Interim check-in date Final check-in date
<p>Program Integration</p> <p>The program has a cohesive, shared vision and a set of goals that establish:</p> <ul style="list-style-type: none"> • High expectations for all students • A professional commitment between mainstream and ELD teachers • Commitment to an instructional focus on bilingualism, biliteracy, and multiculturalism 	<ul style="list-style-type: none"> • Does the program integrate the perspectives of all stakeholders (e.g., students, families, community partners, teachers, administrators)? • Does the program establish a clear vision for the ideal collaboration between ELD and mainstream teachers? • Does the program follow best practices for English language development? 					
<p>School Environment</p> <p>The district, school, and community embrace the program and provide:</p> <ul style="list-style-type: none"> • A safe, orderly environment • A warm, caring community • Awareness of the diverse needs of students of different linguistic and cultural backgrounds 	<ul style="list-style-type: none"> • Does the school environment project a collaborative school culture? • Do teacher partners share equal status in the eyes of all school stakeholders? 					
<p>School Leadership</p> <p>The implementation team and school principal lead the program towards its vision and goals.</p> <ul style="list-style-type: none"> • Advocate for the program • Coordinate the program based on planning • Design and facilitate professional learning and promote staff cohesion • Ensure equitable allocation of funds 	<ul style="list-style-type: none"> • Does program leadership respond when implementation veers away from best practice? • Are the program's goals clearly communicated to all stakeholders? • Do the implementation team and school leadership model the collaboration required in a coteaching partnership? 					

Program considerations	Guiding questions	Current status		Next steps		
		Already in place	Not evident	Potential areas to develop	Action items	Interim check-in date
<p>Ongoing Planning</p> <p>With an eye for sustainability, the program guides implementation through careful planning.</p> <ul style="list-style-type: none"> • Goals align with the program's vision • The program articulates vertically through grades and iterates horizontally across grades • Instruction is guided by an evolving scope and sequence that is developmentally, linguistically, and culturally appropriate 	<ul style="list-style-type: none"> • Does the program reflect the values of the school and community, and purpose of the program? • Does the program have a set of short-term and midterm goals to realize its vision? • Does the program account for alignment to state standards and the ELP Standards? 					
<p>Language Development</p> <p>The program is founded on principles that are supported by research and best practice.</p> <ul style="list-style-type: none"> • Principles of second language development • Effective instructional methodologies and classroom practices • Belief in and commitment to second language acquisition theory 	<ul style="list-style-type: none"> • Does best-practice research guide teaching and learning? • Does the program promote the families' language and culture in the school and community? • Do teachers and all program staff understand and apply the principles of second language development? 					
<p>Master Schedule</p> <p>Master schedules for collaborative coteaching must ensure that students receive daily integrated ELD instruction in their mainstream setting. As a result, the master schedule must define coteaching partnerships, allow for regular teacher collaborative time, and provide passing time for ELD teachers between push-in assignments.</p>	<ul style="list-style-type: none"> • Does the master schedule facilitate consistent teacher collaboration? • Does the master schedule allow for flexible grouping based on students' needs? • Does the master schedule allow for consistent coteaching content in a subject area to ensure similar language experiences? 					



Curriculum Reflective Tool

Program considerations	Guiding questions	Current status		Next steps			
		Already in place	Not evident	Potential areas to develop	Action items	Interim check-in date	Timeline Final check-in date
<p>Cultural Relevance Curriculum levers relevant themes and topics as vehicles to engage students in standards-aligned learning.</p> <ul style="list-style-type: none"> Curriculum weaves culturally relevant content with grade-appropriate skills and language standards Unit themes promote connections and cross-cultural exchange 	<ul style="list-style-type: none"> Does the curriculum reflect the values of the student's home community? Does the curriculum offer an authentic, unassuming, perspective of student culture? Does the curriculum incorporate regular opportunities to practice language through academic discourse? 						
<p>Alignment Curriculum provides a plan for student learning aligned horizontally across one grade level and vertically across previous and subsequent grades.</p> <ul style="list-style-type: none"> Curriculum at each grade level details what students must know and be able to do by the end of each grade Each grade's expectations articulate to the next grade level 	<ul style="list-style-type: none"> Does the curriculum align to grade-appropriate content and ELP standards? Does the curriculum account for English language development during the scheduled coteaching time? Do teachers collaboratively design and implement curriculum? Does the curriculum offer opportunities to develop language, literacy, and content knowledge simultaneously? 						

Program considerations	Guiding questions	Current status			Next steps	
		Already in place	Not evident	Potential areas to develop	Action items	Timeline Interim check-in date Final check-in date
<p>Depth Deep curriculum provides opportunities for students to engage concepts, skills, and language associated with rigorous, compelling work in multiple contexts. Deep curriculum encourages connections across contexts, and embeds skills and language development.</p> <ul style="list-style-type: none"> • Provides cooperative learning opportunities to extend critical thinking into collaborative space • Includes appropriate scaffolds and differentiated supports so all students can access rigorous, engaging learning 	<ul style="list-style-type: none"> • Does the curriculum encourage higher order thinking? • Does the curriculum account for diverse learners? • Does the curriculum enrich the student learning experience? • Does the curriculum embed authentic skills and academic language development? • Does the curriculum promote growth mindsets? • Does the curriculum incorporate appropriate scaffolds for students to access deep concepts? 					
<p>Thematic Integration The themes integrate language, content, and analytical practices in culturally relevant units of study.</p> <ul style="list-style-type: none"> • Coherence throughout the year—unit themes complement one another • Cross-curricular coherence—unit themes connect across content and language 	<ul style="list-style-type: none"> • Do the unit themes connect to: <ul style="list-style-type: none"> – Previous learning – Future learning – Other subjects 					



Instruction Reflective Tool

Program considerations	Guiding questions	Current status		Next steps		
		Already in place	Not evident	Potential areas to develop	Action items	Interim check-in date
<p>Integrating Language, Content, & Analytical Practices</p> <p>Collaborative coteaching ELD programs must attend to language development expressed in the English Language Proficiency (ELP) Standards while simultaneously developing the academic language that students need in content-area classes.</p> <ul style="list-style-type: none"> Weave language and literacy into content Create many opportunities for students to use English to negotiate class content 	<ul style="list-style-type: none"> Do teachers foster critical thinking and meaningful student discourse in English? 					
<p>Multimodal Exposure to Academic Language Through Content</p> <p>As a core principle of language development, students must exercise all four modalities (listening, speaking, reading, and writing) as they develop English.</p> <ul style="list-style-type: none"> Teachers weave language development tasks into class content Teachers recognize language structures in English and provide explicit language development instruction 	<ul style="list-style-type: none"> Does the teacher create invitations for students to apprentice themselves in the language, content, and analytical practices specific to the class context? 					
	<ul style="list-style-type: none"> Do teachers create the opportunity for students to engage class content through each of the modalities in English? 					

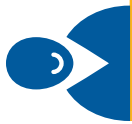
Program considerations	Guiding questions	Current status			Next steps		
		Already in place	Not evident	Potential areas to develop	Action items	Interim check-in date	Timeline Final check-in date
<p>Formative Assessment Ongoing formative assessment creates a feedback loop between teacher and student. Multiple sources of input from students will indicate how to best support students in language, literacy, and content. Formative assessment doesn't have to be formal—careful attention to student output reveals much about the depth of mastery of language, literacy, and content standards.</p>	<ul style="list-style-type: none"> What does student output reveal about what they know and are able to do in English? Do coteachers create multiple opportunities for students to show what they know and are able to do in English? 						
<p>Flexible Grouping & Cooperative Learning Cooperative learning creates the space for students to engage and discuss class content, while exercising academic language in English. Flexible grouping strategies enable teachers to structure groups heterogeneously or homogeneously to support a particular instructional focus.</p> <ul style="list-style-type: none"> Heterogeneous groups leverage student strengths as models in English Teachers might employ homogeneous groups to differentiate language and content skills for particular student groups 	<ul style="list-style-type: none"> Do students engage cooperatively to solve complex problems while exercising academic language structures? Do teachers know about and use various coteaching structures and group students accordingly? Do teachers have a system to flexibly arrange students based on instructional priorities and student needs? Do teachers treat students' cultural, linguistic, and academic experiences as assets for learning? 						
<p>Culturally Responsive Instruction Teachers engage students by designing instruction that integrates students' cultural, linguistic, and academic funds of knowledge.</p>							



Assessment & Accountability Reflective Tool

Program considerations	Guiding questions	Current status		Next steps			
		Already in place	Not evident	Potential areas to develop	Action items	Interim check-in date	Timeline Final check-in date
<p>Monitors Program Effectiveness Assessments, implemented in “consistent and systematic ways,” reveal much about how students negotiate content in English. Assessments must be aligned to language standards and measure growth in language proficiency.</p>	<ul style="list-style-type: none"> In terms of student progress, do teachers and program staff monitor student growth to determine if the program is reaching its goals (e.g., AMAO targets)? 						
<p>Includes Multiple Measures Multiple points of input create a deeper, clearer picture of how students are progressing in language, literacy, and content in English. Multiple assessments of learning standards paint a more accurate picture of what students know and are able to do with language.</p>	<ul style="list-style-type: none"> Does the program embed multiple measures of student progress? 						
<p>Assesses Academic Content & Language How are students progressing in each of the 10 ELP Standards? Schools and ELL program staff should use multiple indicators of growth to determine how students are progressing in their language development.</p>	<ul style="list-style-type: none"> Do assessments measure progress in content standards, literacy, and language development in English? Does the coteaching program assess individual student progress in language, literacy, and content in English? Does the program communicate this information to families? 						

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<p>Data Analysis The school disaggregates student data to understand how to support each student in the collaborative coteaching program. Teams of teachers and administrators analyze formative and summative assessment data to understand how students are performing relative to standards.</p>	<ul style="list-style-type: none"> What do student formative and summative assessment data reveal about students' depth of mastery of the content standards, language, and literacy features? Do teachers and school data teams disaggregate student data to learn more about how ELLs fare in content, language, and literacy? 					
<p>Data Inform Programmatic & Instructional Decisions Teachers follow a formative assessment cycle to inform instructional decisions. Student performance relative to standards supports teachers in planning instruction best suited to their students' needs.</p>	<ul style="list-style-type: none"> How do teachers, administrators, and ELL program staff collaboratively act on conclusions drawn from student data? Are the results used to inform planning and instruction? 					
<p>Assessment Literacy The school commits to building capacity in assessment literacy. Teachers know how to design performance tasks linked to specific language and content standards. The school provides further professional learning to analyze and interpret results and determine how the results can inform future instructional decisions.</p>	<ul style="list-style-type: none"> What types of professional learning will build teacher capacity in assessment literacy? What types of data protocols are in place to collaboratively analyze and interpret student data and reflect on practice? 					



Educator Effectiveness & Professional Learning Reflective Tool

Program considerations	Guiding questions	Current status		Next steps			
		Already in place	Not evident	Potential areas to develop	Action items	Interim check-in date	Timeline Final check-in date
Teacher Certification & Preparation Effective, fully credentialed teachers are trained on English language development pedagogy and high-leverage practices for serving ELLs.	<ul style="list-style-type: none"> Are ELD teachers prepared with a deep understanding of English language development? Are all teachers prepared with effective pedagogy and strategies for serving ELLs? 						
Expertise in Language Development Teachers in ELD programs are experts in developing language while simultaneously teaching content, skills, and literacy in the language of instruction. Given the complexity of this task, teachers must have preparation and continued professional learning. Additionally, ELD teachers have regular opportunities to engage in discussions on how to support ELLs in mainstream classes.	<ul style="list-style-type: none"> Is professional learning in second language development offered and encouraged by the school district? Do teachers collaborate to share best practices in language development? Are language development and coteaching strategies shared school-wide? 						
Professional Learning The collaborative coteaching ELD program establishes priorities for professional learning. Professional learning priorities are developed collaboratively and transparently with staff, and part of the program's commitment to continual improvement.	<ul style="list-style-type: none"> Are there clear priorities for professional learning? What role do coteaching teams have in establishing priorities for professional learning? Does the program incorporate concepts from professional development into professional expectations? 						

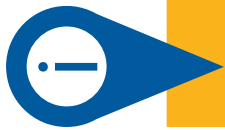
Program considerations	Guiding questions	Current status			Next steps		
		Already in place	Not evident	Potential areas to develop	Action items	Interim check-in date	Timeline Final check-in date
<p>Learning Walks & Professional Reflection Focused learning walks are a core professional learning tool. Rounds of observations are focused through defined instructional lenses with the purpose of exchanging best practice. Learning walks are accepted as a professional norm and as an opportunity for personal and professional growth.</p> <p>Professional Collaboration The program enables, encourages, and expects professional collaboration through teacher partnerships. Coteaching teams are encouraged to share best practices and align curriculum.</p>	<ul style="list-style-type: none"> • What systems are in place to enable learning walks to occur with minimal impact to teaching and learning? • What are the professional expectations of learning walks? • Does the master schedule create the space for professional collaboration? • Is collaboration guided by common professional norms and student-focused protocols? • Does school leadership provide professional learning to guide coteaching partnerships? 						



Family & Community Reflective Tool

Program considerations	Guiding questions	Current status			Next steps	
		Already in place	Not evident	Potential areas to develop	Action items	Timeline Interim check-in date Final check-in date
<p>Home/School Collaboration The school actively communicates the value of English language development through strong connections to family and community partners. The school embodies the values of multiculturalism and projects the importance of multiliteracy, serving as a community center to exchange culture, language, and the value of education.</p>	<ul style="list-style-type: none"> Does the school encourage collaboration with family and community partners? Are families of diverse backgrounds represented on a school or program advisory board (PTA, PTO, PAC)? 					
<p>School Environment The school establishes a welcoming atmosphere for all members of the school community. Each staff person understands their responsibility for projecting the warm, accepting atmosphere that makes families and students feel welcome and supported.</p>	<ul style="list-style-type: none"> Does the school project a welcoming atmosphere to students, families, and community members? Does the atmosphere communicate the school's values? What are the expectations of all staff members to communicate these values and perpetuate the welcoming atmosphere? 					
<p>School-Based Parent/Community Liaisons The school commits a family liaison to communicate the program's vision and foster advocacy for the program. Additionally, the family liaison serves as a critical conduit of information and cultural exchange between home and school.</p>	<ul style="list-style-type: none"> Does the school create a personal bridge between families, the community, and the school? Does the school-family liaison reflect and communicate the values of the school? 					

Program considerations	Guiding questions	Current status		Next steps			
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<p>Communication The school and ELD program projects a clear vision into the community to promote the importance of language development and the value of multiliteracy.</p>	<ul style="list-style-type: none"> Does the program use multiple modes of communication to message its values to the community around the school? 						



Support & Resources Reflective Tool

Program considerations	Guiding questions	Current status		Next steps			
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<p>Equitable Allocation of Resources Given that equality isn't equity—the local school board, district and school staff understand how to distribute resources to equitably fund the coteaching program.</p>	<ul style="list-style-type: none"> Does the school district, local school board, school, and district leadership plan for allocating resources to support ELL students? Does program leadership commit adequate funds to achieve the program's intended outcomes? 						
<p>Human Resources The local school board, school and district leadership have a robust plan for recruiting and retaining highly effective staff members that embrace and reflect the values of the ELD program.</p>	<ul style="list-style-type: none"> Does the school have sufficient FTE to provide explicit ELD instruction to all ELL students every day? Does the district equitably distribute highly qualified teachers where needed? 						

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