ELDS Standards in Action: Collaboration

Presented by

Bob Measel
ELL Specialist
Office of Instruction,
Assessment, and Curriculum

Pat Morris
ELL Coordinator
Office of Student, Community,
and Academic Supports

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Outline of the day

1. Background on collaborative models of ESL

2. The conceptualization (and mis-conceptualization) of collaboration

3. Key difficulties in implementing effective collaboration

4. Essential elements for more effective collaboration

5. An emerging framework to describe collaborative teaching and "levels" of competence

6. Looking forward

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Defined program models in RI

R.I.G.L. 16-54-2 defines seven English language instructional program models:

- Two-way bilingual education (dual language)

- Maintenance/Developmental bilingual education (late exit)

- Transitional bilingual education (early exit)

- Collaborative instruction

- English as a second language

- Newcomer programs

- Sheltered instruction

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Why a collaborative model of ESL?

- The development of greater collaboration or "partnerships" between ESL and mainstream/content-area teachers has long been advocated in TESOL and WIDA

- Collaboration is essential to enhance the integration of ESL students into the mainstream classroom (Arkoudis, 2007)

- Most English-medium schools around the world have attempted to adopt some form of partnership or collaborative teaching in the last ten to fifteen years

- Collaboration "reduces role differentiation among teachers and specialists, resulting in shared expertise for problem solving that yields multiple solutions to dilemmas about literacy and learning' (Cook and friends, 1995)

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RI strongly recommends the collaborative approach to ESL as opposed to ESL pull-out. If pull-out is the only model in a district, then the district must show how it will meet its obligations under Lau vs. Nichols and Title VI in the remaining classes.
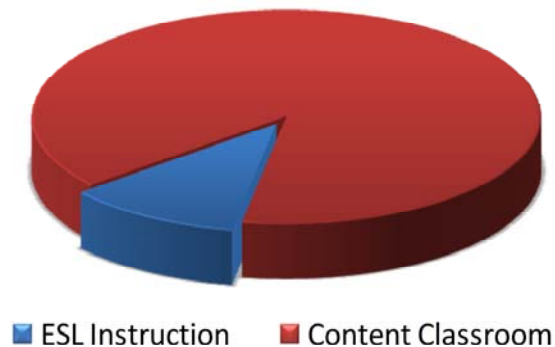
This is just a model to illustrate the need for **ALL** teachers to support ELLs. It is based on a an ESL student receiving 1 hour of ESL instruction in a typical 8-period school day.

Also, federal and state laws and regulations require that ELLs be able to take any classes/courses for which they would otherwise have been able to take – music, art, shop…   other electives… if ESL is taking up a period of the day, then what is it taking the place of? What is it preventing the student from being able to take?

This workshop will focus on how to build, maintain, and evaluate a collaborative model of ESL in a school. It will NOT focus on instructional strategies for the classroom. There are lots of other opportunities for that. It's important to understand the structure and make it work properly or none of the strategies are going to work most effectively in the long run.

Conceptualizations and mis-conceptualizations

"Partnership Teaching … builds on the concept of co-operative teaching (where a language support teacher and class or subject teacher plan together a curriculum and teaching strategies which will take into account the learning needs of all pupils) by linking the work of two teachers, or indeed a whole department/year team or other partners, with plans for curriculum development and staff development across the school" (Bourne, 1997, p.83)

"An active collaborative teaching partnership does not necessarily mean that the two teachers concerned are to carry out team teaching all the time, nor does it mean that the second language learner is expected to share the class tasks all the time"
(Leung & Franson, 1991)

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Collaboration in NOT necessarily co-teaching, although it can involve that.

Collaborative Models: Co-Planning vs. Co-Teaching

Co Planning:
Cooperative planning between the content and ESL teacher is the minimum requirement for a collaborative model of ESL. The ESL teacher does not engage in lesson delivery or assessment directly.

Blended

Co Teaching:
Co-Teaching begins with co-planning but involves both teachers actively engaged in lesson delivery and assessment all of the time.

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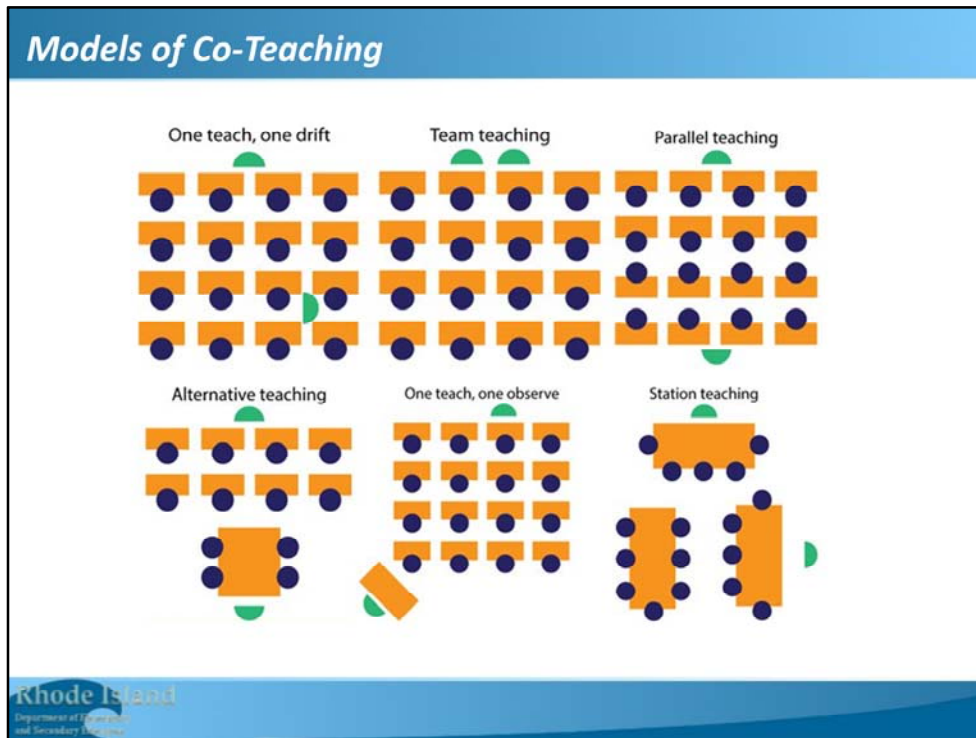
These are some common methods of co-teaching.

How many of you have tried one of these methods? What was your experience?

Models of Co-Teaching

What do you think affects how the collaborative model would be designed in a school?
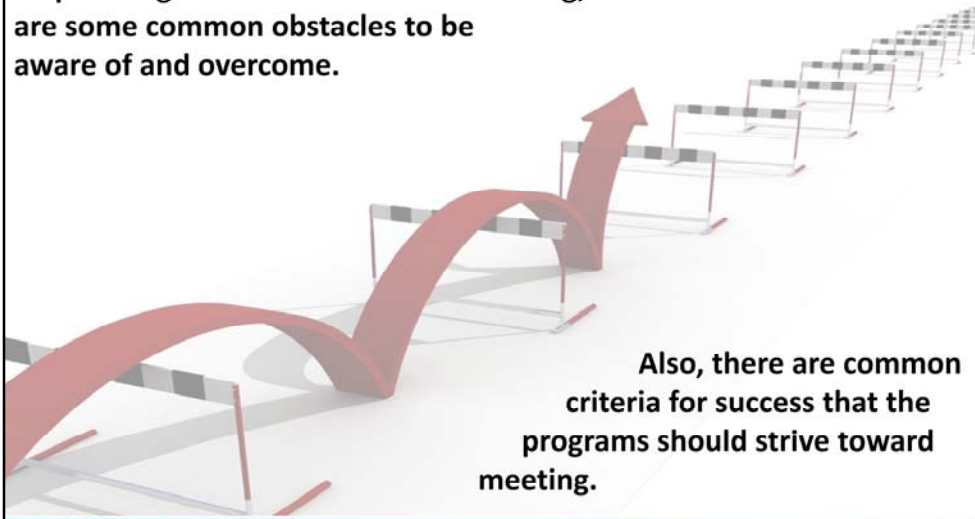
Available resources

Attitudes of teaching staff

Number of ESL teachers

Number of ELLs

Characteristics of ELL population

Attitude of school administration

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Key difficulties in implementing effective collaboration

- Different (often conflicting) interpretations of the task
- "Content" needs given priority over language needs
- Lack of clarity in roles and responsibilities
- Insufficient (and ineffective use of) time for liaison and planning
- Uncertain theoretical basis for the selection and sequencing of language input in a content-oriented curriculum
- Rigid and/or imposed program structures
- Unrealistic expectations (by co-teachers, principals, students and parents) and inadequate support/leadership

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Essential elements for effective collaboration

1. Clear conceptualization of the task
2. Incorporation of an explicit ESL focus into curriculum and assessment planning processes
3. Negotiation of a shared understanding of mainstream and ESL teachers' roles
4. Implementation of common curriculum planning processes
5. Experimentation with diversity as a resource to promote effective learning for <u>all</u> students
6. Development of articulated and flexible pathways for ESL learning support
7. Establishment of systematic mechanisms for monitoring, evaluation and feedback

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Essential elements for effective collaboration

Take out your handout with the 7 elements. You can take notes from the discussion as we move through each element.

You do not need to write down everything from each slide. The presentation will be made available to you after the workshop.

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Essential Element #1

Clear conceptualization of the task

Essential element 1: Clear conceptualization of the task

- The integration of curriculum:
  - content-based ESL teaching and
  - ESL-conscious content teaching

- Intervention, not just inclusion; development, not just differentiation

- Equal authority, responsibility and input

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The major point here is that collaboration is more than just "two is better than one" or "another pair of hands". Too often it is seen this way, but the real benefit in collaboration is differentiation, not just doubling.

Essential Element #3

Negotiation of a shared understanding of ESL and mainstream teachers' roles/responsibilities

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Essential element 3:
Negotiation of a shared understanding of ESL and mainstream teachers' roles/responsibilities

- Particular emphasis needed on significant aspects of <u>ESL</u> development:

  – Cross-cultural communication strategies, including use of L1
  – Informal oral/aural communication, including control of phonological and paralinguistic system
  – Sentence-level grammar
  – Text structures
  – Interpersonal and interactional language functions
  – Learning how to learn in English

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Activity

Working with a partner make a list of the roles and responsibilities of both the ESL and mainstream teachers in a collaborative program on the sheet provided.

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Essential element 3:
Negotiation of a shared understanding of ESL and mainstream teachers' roles/responsibilities

Example 1: Job descriptions

ESL teacher

- Establish and nurture/ foster the collaborative process and maintain effective communication

- Establish clear language focus for unit

Content teacher

- Establish and nurture/ foster the collaborative process and maintain effective communication

- Establish clear language focus for unit

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Essential element 3:
Negotiation of a shared understanding of ESL and mainstream teachers' roles/responsibilities

- *Bring ESL issues to planning meetings and participate in planning and preparation as equals*

- *Participate in planning and preparation as equals*

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Essential element 3:
Negotiation of a shared understanding of ESL and mainstream teachers' roles/responsibilities

- *Negotiate flexible, regular teaching role in classroom*

- *Negotiate responsibilities for classroom overall management/direction of class*

- *Give priority to ESL identified students, but be willing to provide language support to all*

- *Take responsibility for students' overall development in the content area*

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Essential element 3:
Negotiation of a shared understanding of ESL and mainstream teachers' roles/responsibilities

- *Take an active role in monitoring and assessing the language development of all students and contributing to common assessment tasks/processes*

- *Take responsibility for overall assessment and reporting of students' progress in content, but negotiate nature of assessment tasks and language demands*

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Essential element 3:
Negotiation of a shared understanding of ESL and mainstream teachers' roles/responsibilities

- *Identify language demands of content area, develop materials for language support/ participate in text selection*

- *Identify language demands of content area, and contribute to development of additional language support materials*

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Activity

Look at the table of the roles and responsibilities of ESL and "content" teachers.

Talk to a partner.

What areas do you find least problematic?

What areas do you find most problematic?

Why?

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Essential element 3:
Negotiation of a shared understanding of ESL and mainstream teachers' roles/responsibilities

BUT

- Clarifying the roles and responsibilities (of each teacher) solves only **part** of the problem

- Teachers have strong pedagogic beliefs and assumptions about their subject area and what good teaching (and learning) means to them, which are embedded within their sense of professional identity. Thus

  "In negotiating the curriculum with the subject specialist so that language understanding is promoted in the mainstream and students' English language is developed, the ESL teacher has to have a firm understanding of her own subject discipline" (Arkoudis, 2007)

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Example : Common planning conversations leading to development of shared understandings (Arkoudis, 2000)

- *CT: Well, I find that a little bit difficult to accept in that ... you know ... I have a difficulty with the word CONTENT in what you're saying because REALLY content is something you must have an idea about otherwise you wouldn't really be able to structure anything ... I don't think. Now you have to sort of ask yourself what you're trying to teach?*

- *ESL: Yes ...**I have linguistic aims and linguistic content you know** but…*

- *CT: …they sound kind of weak but I know they're not*

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Example : Common planning conversations leading to development of shared understandings (Arkoudis, 2000)

- *ESL:…I think that's a problem sometimes with ESL teachers talking to subject teachers because* **we don't have umm ... a sense of content in quite the same way.** *Like we're a bit indiscriminate in a way. Like to me, it almost doesn't matter what the content is… I mean it does matter. I don't mean that but I mean* **the content is a vehicle whereas for you the content is obviously more primary.** *Is that right?*

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Example : Common planning conversations leading to development of shared understandings (Arkoudis, 2000)

- *ESL: (laughs) It doesn't matter whether ... you know ... that the content that I'm dealing with is what ever topic in Science or is in History or is in whatever ... umm ... I'm still enabled to teach the same linguistic structures and features and FUNCTIONS and umm you know ... it's very easy to adapt to different contents*

- *CT: But if you do a lesson, don't you start out by saying OKAY today is… you don't say **it's adverbs**, you don't say today **it's conjunctions** . **It's quite random which is covered**?*

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Example : Common planning conversations leading to development of shared understandings (Arkoudis, 2000)

- *ESL:== N0 no no. **It's not random at all** umm... but probably you know ... I'd think... of what the particular language functions are, so it's not the structure… it's not adverbs and stuff like that. You wouldn't do that, BUT **you want students to be able to describe or to explain** or to umm ... **justify** or do you know THAT. That would be ... that would probably be … in ESL terms we'd call it a more functional sort of approach and that we would be looking at different **text types** that they would need to use, to understand ... to both understand and to produce… to be able to do that…*

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What kind of dynamic do you see playing out here? Does the ESL teacher have a different idea about her content than the content teacher does? Do they have any commonalities in their thinking? Is this a productive conversation? What purpose does this type of conversation serve?

Essential element 4:
Implementation of common curriculum planning processes

- Research shows that incorporating language objectives into content lessons is challenging (Echevarria & Short, 1999)
  - Content specialists immersed in the discourse of their discipline do not easily recognize language demands of curriculum, let alone language learning needs and opportunities
  - ESL teachers struggle to "cover the content" and easily lose direction and control, need stronger planning focus

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Why not bring both skill sets to bear on combining language and content into teaching?

Essential element 4:
Implementation of common curriculum planning processes

Example: A Common planning framework used in a large K-12 American international school (Hurst & Davison, 2005)

- Used in all subject areas and all levels
- Integrates mainstream and ESL teaching
- Creates curricular space for English language development
- Establishes specific teacher roles and responsibilities
- Provides focus for planning conversations/'on the job' in-service

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This is an example of a common planning framework…. Having a common planning framework enables the difficulties of combining language with content to be handled by both ESL and content teachers working together and at a higher level than the daily lesson, where things can so often lose their broader focus.

Activity

Look at the example lesson planning template.

In pairs, choose a subject area that interests you from the list provided.

Work as a team to develop a mainstream lesson that addresses the needs of ELLs and ensures their access to the content.

You can modify the template in any way that makes the most sense for your team.

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Activity

Hang your lesson plan on the wall when you are done with it.

After you are finished, walk around and look at the lessons developed by other pairs of teachers.

Did you see any ideas/strategies that you could incorporate into your lesson?

Did you see any good ideas that you can use in other lessons?

Did you see any commonalities?

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This is one of the greatest benefits of collaboration – learning from other teachers. Teachers learn more that increases their effectiveness from each other than by any other means!

Activity

Discuss the effectiveness of such planning documents in your own teaching context.

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A quick look at WIDA resources

This is a good point to discuss what resources WIDA provides that can be useful in the co-planning stage of a collaborative model of ESL.

A quick look at WIDA resources

The WIDA ACCESS for ELLs (reports) give teachers information about their ELLs' proficiency levels in the four domains. Without this information, none of the other WIDA tools can be useful and teachers effectively cannot plan instruction or assessment of ELLs.

A quick look at WIDA resources
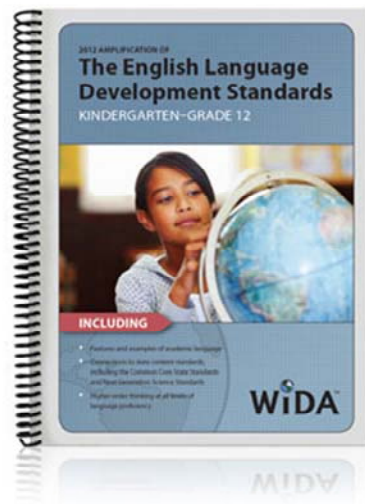
The ELDS provide sample language objectives that teachers can use to develop their own language objectives based on the standards that they are teaching. The ELDS are broken down by grade level, domain, and content area.

A quick look at WIDA resources

The CAN DO Descriptors give teachers an idea about what ELLs can do in the various domains and proficiency levels. They are broken down by grade level cluster. This gives teachers a common understanding that they can use to build lessons and assessments.

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A quick look at WIDA resources

The Features of Academic Language in WIDA's Standards

The Features of Academic Language operate within sociocultural contexts for language use.

	Performance Criteria	Features
Discourse Level	Linguistic Complexity *(Quantity and variety of oral and written text)*	Amount of speech/written text Structure of speech/written text Density of speech/written text Organization and cohesion of ideas Variety of sentence types
Sentence Level	Language Forms and Conventions *(Types, array, and use of language structures)*	Types and variety of grammatical structures Conventions, mechanics, and fluency Match of language forms to purpose/perspective
Word/Phrase Level	Vocabulary Usage *(Specificity of word or phrase choice)*	General, specific, and technical language Multiple meanings of words and phrases Formulaic and idiomatic expressions Nuances and shades of meaning Collocations

The sociocultural contexts for language use involve the interaction between the student and the language environment, encompassing the...

- Register
- Genre/Text type
- Topic
- Task/Situation
- Participants' identities and social roles

WiDA CONSORTIUM

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The Features of Academic Language identify performance criteria and features of language by three levels. This gives teachers a framework for thinking about language when developing lessons and assessments.

Essential element 5:
Experimentation with diversity as a resource to promote effective learning for all students

Research in a range of schools around the world increasingly demonstrates that

- Linguistic and cultural diversity can be exploited as a resource for all learners through the use of jigsaw and information gap activities and structured pair and group work which enhances the negotiation of meaning, conceptual understanding and the development of linguistic and cognitive flexibility
- Slower pace of lessons and greater classroom interaction can enhance academic standards and student engagement
- A stronger, more systematic focus on English language development can benefit native English speakers, often even more than ESL learners

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Essential element 5:
Experimentation with diversity as a resource to promote effective learning for <u>all</u> students

Example: Evaluation of the effects of a "sheltered immersion" partnership model on a large P-12 school (Davison, forthcoming)

- Enhanced teacher-student and classroom interaction
- More effective strategies and activities
- Slightly slower pace
- Increased academic effort
- Higher academic standards (and grades)
- Positive effects on English language development, especially for native English speakers

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This is an example of a program in which the points from the previous slide were put into effect.

Essential Element #6

Development of articulated and flexible pathways for ESL learning

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Essential element 6:
Development of articulated and flexible pathways for ESL learning

Australian research (Cruikshank,1997) suggests

- School-based **flexibility in program organization** is critical

- The best programs employ **a variety of delivery modes** and have **a structure of graded support for ESL students** according to their length of time in Australia and language needs

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Essential Element #7

*Establishment of systematic mechanisms
for monitoring, evaluation and feedback*

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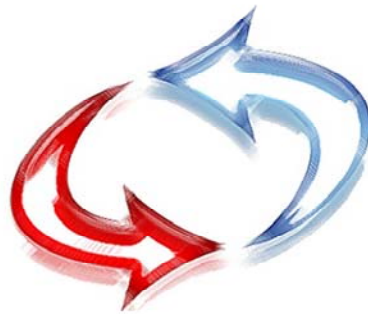
Essential element 7:
Establishment of systematic mechanisms for monitoring, evaluation and feedback

- The establishment of effective collaborative approaches to ESL teaching takes **significant time**, between three to five years

- The most effective schools are those which are **responsive to the changing needs** of students, teachers and parents

- Monitoring, evaluation and feedback mechanisms are **a key determinant of program effectiveness**

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Now we're going to take a look at some defined levels of collaboration

Essential element 7:
Establishment of systematic mechanisms for monitoring, evaluation and feedback

An emerging framework to describe the evolution of collaborative teaching/"levels" of competence (Davison, 2007)

- Purpose:
  - For evaluating collaboration
  - For setting realistic goals for professional development
- Describes **quality of collaboration**, not quality of individuals
- **Five** levels, four distinguishing characteristics (attitude, effort/investment, achievement, expectations of support)

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Here is where we will look at the five levels of collaboration as defined by Davison.

Activity

Look at the following quotes from different ESL (ESL) and primary "mainstream" teachers (CT) who were working together in a large international school, then compare them with the framework for describing levels of collaboration.

Try to match the teacher quotes to the different levels of collaboration, then discuss any implications for your own teaching/school.

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Level 1: Pseudo-compliance or passive resistance

- *Implicit or explicit rejection of collaboration, preference for status quo*
  e.g."Someone more experienced with ESL needs to take my place" (CT3)

- *Little or no real investment of time or understanding*
  e.g."I expected her to tell me 'how' I needed to assist each student and provide me with modified versions of what we planned…instead of giving suggestions, give complete lessons that address specific needs that are seen" (CT3)

- *No positive outcomes (even counter-productive, i.e. entrenching existing negative attitudes)*
  e.g."Too time consuming…schedule not suited to our needs" (CT4)

- *Expectation that "this too will pass"*
  e.g. "It seems obvious now that only classroom teachers with ESL training will feel comfortable in this role" (CT3).

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Level 2: Compliance

- *A positive attitude and expressions of "good intent", efforts made to implement roles and responsibilities but with limited understanding of implications, informing documents seen as external and/or imposed*

  e.g. "It's best for the children" (CT1); "Children learned best being immersed in classroom" (CT6); "All the children benefit from having another person in the room" (CT7).

- *Dealing with challenges and/or conflict in roles is seen as part of the teacher's job, but it is a source of unhappiness, frustration and stress, teachers feel defensive and besieged by conflicting demands*

  e.g. "The job description sheet …needs to be looked at so that all parties know what/where their responsibilities are. Someone needs to ensure roles are followed…Both teachers need to be responsible for planning, assessing and record keeping" (CT1)

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Level 2: Compliance

- *"Achievements" conceptualized as non-intrusive and very concrete (e.g. development of "ESL" worksheets, adaptation of texts)*

  e.g."There didn't appear to be any plans for the individual needs of the ESL learners other than what the classroom teacher did…Individual language needs must be addressed by both teachers" (CT1).

- *Expectation of high degree of practical and teacher-specific external professional development, teacher dependence on external sources of encouragement and reward.*

  e.g."Large blocks of time are needed if proper planning is to take place" (CT1), "There is insufficient planning time" (CT7); "(The school) should provide more training – to all teachers involved (CT3), "More workshops for ESL teachers on best primary practices so that their teaching and understanding is in alignment with ours" (CT 6); " I had too many classes in first semester (6) (ESL2)

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Level 3: Accommodation

- *A positive attitude and willingness to experiment*

  e.g. "There are still many things I need to learn in working with this new model. There have been moments when things worked really well and I got a glimpse of how it can be successful" (ESL1)

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Level 3: Accommodation

- *Achievements conceptualized mainly at level of strategies and techniques*

  e.g."I feel there has been a gap between my expertise as a classroom teacher and the ESL teachers' knowledge…I thought that the ESL teacher would have a repertoire of strategies that would be appropriate for use in the mainstream class but this has not been the case and as I do not have the ESL strategies or understanding of the language structures, I am worried that the students may have missed out on some important skills/

  understandings they need to develop." (CT2); "It was our hope that the ESL teacher would have language strategies to offer and assist in our planning. Unfortunately this is rarely the case" (CT7);

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Level 3: Accommodation

- *Expectation of high degree of program-specific external professional development, teacher dependence on external sources of encouragement but also some signs of intrinsic rewards from developing partnerships*

  e.g."That essential agreements be developed for sharing of responsibilities etc" (CT2), "Recruit classroom teachers who are willing to work with the model and whose teaching styles lend themselves to the model" (ESL1)

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Level 4: Convergence (and some co-option)

- *A very positive attitude, embracing opportunities to learn from peers*
  e.g. "I have enjoyed it and am convinced it is the way to go. I would like to develop an even more successful model and build my own knowledge and skills" (CT2); "I felt included in the program" (ESL3)

- *Efforts made to engage with co-teacher's ideas and initiate dialogue and interaction/experimentation, high degree of respect for other evident, informing documents seen as fluid and subject to negotiation but conflicts still seen as dichotomous and requiring resolution i.e. simplifying alternatives and/or avoiding expression of contradictory views*

  e.g."I always wanted to do more" (ESL 3)

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Level 4: Convergence (and some co-option)

- *Achievements conceptualized in terms of impact on content of lesson, not just delivery, but not always consistently, some co-option of other's ideas/strategies with still limited understanding of rationale and theoretical basis;*

    e.g."The class teachers and I need to work on a more organized plan…this year, with no curriculum to peruse in advance, much of our scaffolding was last minute" (ESL3)

- *Increasing satisfaction from intrinsic rewards of collaboration, increasingly seeking opportunities for peer interaction, growing preference for action research and peer-directed professional development*

    e.g."That class teachers are given PD in ESL strategies (and) immersion teachers given PD in classroom management and other examples of 'best practice' – guided reading, writing process , oral language activities" (CT2)

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Level 5: Creative co-construction

- *A very positive attitude, collaboration normalized and seen as preferred option for ESL teaching; teachers' roles become much more interchangeable, yet more distinct*

  e.g. Teaching a sheltered immersion class has been one of the most successful experiences of my career. I benefited daily from the expertise of the ESL immersion teacher" (CT5)

- *High degree of trust of other evident, responsibilities and areas of expertise continually negotiated, informing documents seen as actively co-constructed and teacher-developed, conflicts in roles seen as inevitable, accepted, even embraced, as a continuing condition which will lead to greater understanding*

  e.g. We are constantly trying different strategies to accommodate the various learning styles of the students in this class" (CT5)

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Level 5: Creative co-construction

- *Achievements seen as impacting across whole curriculum*

  e.g. "While I feel the language needs of the ESL learners are being met...I feel the situation can be improved by nailing down the thematic units ahead of time" (CT5)

- *Normalization of teacher-based PD such as action research and critical reflection, accompanied by extensive reading in area to extend understanding of specific theoretical concepts, possibly some formal study in each other's areas*

  e.g. "There has been insufficient time to plan for the language implications of the content we are teaching; for example, the development of grammatical progressions. This is because we are still developing thematic units the planning of which must precede attention to their language aspects" (CT5)

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Activity

Bridging the gap between ESL and content teachers in schools requires the support and commitment from the various stake-holders involved.

What do you think that

- district/school administrators,
- curriculum leads,
- ESL teachers, and
- content teachers

can do to ensure the success of a collaborative model of ESL?

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Looking forward

The following are some practical recommendations and strategies for the various key stake-holders:

School administrators…

- *Ensure that teaching standards are in place whereby teachers work toward developing expertise in making language accessible for all students in content classrooms;*

- *Budget for in-service programs dedicated to maintaining high standards and to meeting language needs of all students;*

- *Budget for appropriate staffing and class sizes to allow for no more than one-third 'high-needs' students per class;*

- *Communicate goals with community members on an ongoing, consistent basis.*

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Looking forward

Curriculum leaders…

- *Establish action plans for all involved in the curriculum revision process;*

- *Encourage peer coaching and reflection as part of the school culture;*

- *Encourage teachers to evaluate and revise lessons on a daily basis to be able to meet students needs and changing conditions;*

- *Ensure common assessments are an integral part of all curriculum areas;*

- *Encourage teachers to seek out and apply best practices;*

- *Plan with administrators in implementing realistic, applicable, and timely in-service programs to include the basics of second language acquisition, cross-cultural understanding, and best practices;*

- *Utilize the expertise of the faculty in in-service programs without overburdening teachers;*

- *Consider implementing a Language Policy Across the Curriculum*

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Looking forward

Content and ESL teachers…

- *Establish a professional community allowing for genuine ongoing professional dialogue;*
- *Identify and develop a shared purpose;*
- *Establish an agreed protocol and meeting agendas;*
- *Define the language implications for each unit taught;*

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Looking forward

Content and ESL teachers…

- *Collaborate further and come to agreements on…*

  who modifies texts where appropriate?

  who develops supplemental materials?

  who creates text/lecture outlines?

  who gives vocabulary practice?

  where to use native-language texts?

  …and on assessments …

  who modifies tests?

  who selects appropriate reference materials for class?

  who oversees the writing process?

  which learning strategies are taught where?

  where is language development realistically going to be assessed?

  when and how is formal grading to occur (and to what extent can it be postponed)?

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Looking forward

Content and ESL teachers…

- *Consider co-teaching options;*
- *Follow through on agreements based on curriculum analysis—Who teaches what?;*
- *Assess agreed language implications;*
- *Keep data on student achievement to evidence successes;*
- *Communicate with and set out to educate and report to parents on an ongoing, consistent* basis.

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Looking forward

ESL teachers …

- *Communicate student needs;*
- *Realize content teachers are also differentiating for students with high levels of English language proficiency;*
- *Teach students language learning strategies and metacognition;*
- *Teach language systematically and meaningfully within an immersion context;*
- *Support the content teachers' risk-taking;*

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Looking forward

Content teachers …

- *Be willing to modify classroom practice, make appropriate accommodations incorporating best practices;*
- *Differentiate instruction: process and product (assessments);*
- *Use advanced organizers, outlines, etc. for direct instruction;*
- *Use cooperative learning strategies;*
- *Use effective inductive approaches to learning;*
- *Have students identify and apply learning strategies;*
- *Ensure all students can work independently and participate effectively;*
- *Teach language and cultural understandings explicitly where appropriate.*

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*M*oving forward

What are some practical next steps that you can take to implement, further develop, or maintain/enhance a collaborative program in your school?

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"The rewards of bridging the gap between core and ESL classrooms can only benefit ESL learners … ESL teachers used to be anxious about why they were collaborating—it seemed hit and miss, often unfulfilling, lacking follow-through and change. ESL teachers often found themselves caught up with day-to-day crisis management at the expense of much-needed professional dialogues. Now ESL teachers have a purpose and a sense of continuity - curriculum agreements based on solid outcomes. The interdependency of the ISB faculty, from teachers to administrators, has led to positive change. The high standards set by teachers has led to the school explicitly defining and disseminating those standards for the wider school community, giving all teachers a stronger sense of pride in their work and an understanding of what it means to be 'ESL'."

(Donna Hurst, ISB, 2005)

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THANK YOU!

Additional professional development on this topic, as well as others related to ESL, may be arranged by contacting:

Bob Measel
ELL Specialist
Office of Instruction,
Assessment, and Curriculum
Rhode Island Department of Education
255 Westminster Street
Providence, RI 02903

robert.measel@ride.ri.gov
Voice: 401-222-8480
Fax: 401-222-3605

Pat Morris
ELL Specialist
Office of Student, Community, and
Academic Supports
Rhode Island Department of Education
255 Westminster Street
Providence, RI 02903

patricia.morris@ride.ri.gov
Voice: 401-222-8493
Fax: 401-222-3605

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and Secondary Education