INTEGRATED CO-TEACHING[1] IN THE ENGLISH AS A NEW LANGUAGE CLASSROOM

Created for the Office of Bilingual Education and World Languages (OBEWL) at the New York State Education Department (NYSED) and the New York State Language Regional Bilingual Education Resource Network (RBERN)

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TOPIC BRIEF FIVE (5)

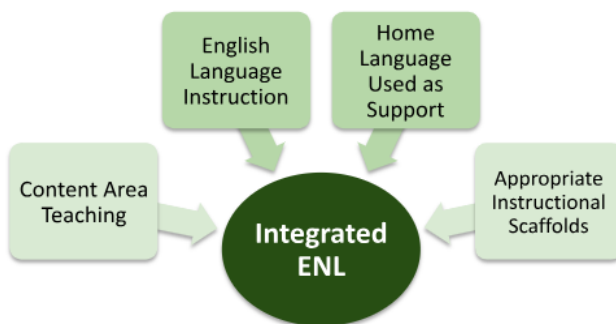### Administration of Integrated English as a New Language (ENL): The Role of School Administrators

Instructional Delivery Through Co-Teaching

Administrators play an essential role in organizing, implementing, supporting, and evaluating Integrated ENL programs and their guiding principle for success—the implementation of the collaborative instructional cycle, which includes co-planning, co-teaching, co-assessment, and reflection. These are the key non-negotiable practices that make programs for English Language Learners (ELLs) in New York State thrive. School leaders are charged with establishing and shaping ENL programs that meet New York State Education Department (NYSED) directives as indicated in Commissioner's Regulations Part 154. They must put into action what are often detailed and complex plans for the implementation, support, and ongoing improvement of English as a New Language (ENL) programs. School leaders best develop these programs by understanding the tenets of Integrated ENL and through ongoing collaboration with faculty, parents, students, and the community. Working together, they can best identify how to equitably build students' English language proficiency alongside content knowledge and skills, develop the tools and conditions needed to meet intended program goals and establish methods for the periodic evaluation of how ENL programs support ELLs' academic, linguistic, and social-emotional growth.

What is Integrated ENL?

The NYSED Office of Bilingual Education and World Languages describes Integrated ENL as classes in which "students receive core content area and English language development instruction, including the use of the home/primary language as support and appropriate ELL instructional support to enrich comprehension."

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[1] For the purposes of this document, the term "co-teaching" refers to team-taught Integrated English as a New Language (ENL) classes and should not be confused with other co-teaching models such as special education co-teaching.
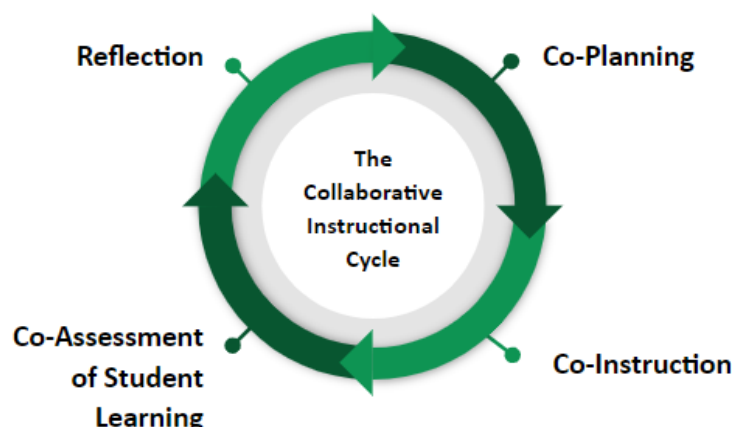
Integrated ENL incorporates:

- <u>Content area teaching</u> that is age- and grade-appropriate, rigorous, and standards-driven
- <u>English language instruction</u> that explicitly teaches academic forms of speaking, writing, interacting, reading, and listening; general and subject-specific vocabulary and concepts; grammatical structures; and the academic language needed across all content areas
- <u>Home language support</u> that can be provided to students by a teacher, an aide, a peer, technology (e.g., translation apps), and/or print materials so that all students can understand content-area lessons
- <u>Appropriate instructional scaffolds</u> in the form of research-based strategies and techniques that support both access to rigorous, grade-level instruction and also the development of English language proficiency

How do you implement an Integrated ENL program?

What to do …	How to do it …
Be informed	[NYSED Commissioner's Regulations (CR) Part 154](#) [Blueprint for ELL/ML Success](#) [Culturally Responsive- Sustaining Education Framework (CR-SE)](#)
Set a clear vision and mission for the success of ELLs	- Develop a vision and mission for Integrated ENL with all stakeholders in the school community - Establish measurable goals for the success of ELLs and the ways to achieve them
Foster teacher buy-in	- Explain how teaching may change as a result of building integrated and culturally proficient practices - Provide teachers opportunities for open discussion and shared decision making
Build a positive school culture	- Work together to learn why Integrated ENL is a valuable instructional practice and foster integrated learning opportunities for all students to thrive - Listen to teachers' concerns and provide them with the support they need
Support teacher collaboration	- Foster belief in and support for collaboration between and among faculty - Facilitate collaboration through regularly scheduled team meetings
Attend to programming and scheduling	Adhere to best practices for delivering high-quality integrated instruction for ELLs

	● Collaborate with your ENL teachers to support programming and scheduling of Integrated ENL
Consider ELLs placement in classes	● Consider clustering ELLs in fewer classes, whenever appropriate, to enhance scheduling of Integrated ENL ● Consider ELLs' access to teachers and peers who might speak their home language
Provide professional learning	● Affirm that all faculty are teachers of ELLs ● Provide appropriate, sustained professional learning for all teachers to meet the needs of the ELL student population
Promote and sustain the collaborative instructional cycle	● Advocate for all teachers to employ the use of co-planning, co-instruction, co-assessment, and individual as well as group reflection practices ● Provide time for co-planning in the schedules of teachers of Integrated ENL, when possible

How do you support the collaborative instructional cycle?

The four components of the collaborative instructional cycle are simple to remember, yet they provide a comprehensive framework for Integrated ENL programs and co-teaching in support of ELLs. The following is an overview of each component as well as guidance on how administrators can best promote, support, and sustain their use.

Co-Planning

Beyond a doubt, co-planning is the most critical part of the collaborative instructional cycle. Without co-planning, there is certainly no co-teaching and no genuine Integrated ENL. The success of any integrated English language development program depends on the collective expertise of both language and content-area specialists. And teachers cannot co-deliver instruction unless they plan together to design lessons that address the learning needs of all students.

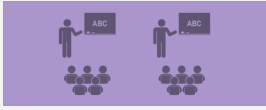Administrators can support the practice of co-planning by:
- Providing <u>regularly scheduled co-planning time</u> for teaching teams
- Working with teacher teams to set <u>agendas, routines, and protocols</u> for their co-planning meetings
- Offering <u>targeted professional development</u> for co-teachers such as coaching or mentoring
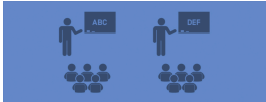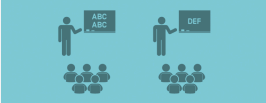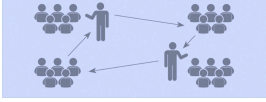- Fostering <u>high expectations</u> for team success

Co-Teaching

Integrated ENL programs can be implemented via co-teaching—the collaborative delivery of instruction in one classroom by two or more teachers. In co-taught classes, content instruction is integrated with the objectives set for the development of students' English language proficiency. Together, teacher teams are responsible for joint planning, instruction, and assessment of student progress. Co-teaching supports equitable opportunity for students, reduces incidents of segregation, promotes students' sense of belonging, and eliminates the practice of ELLs needing to leave general education classes in order to learn English.

School leaders can strengthen co-teaching for Integrated ENL programs by:
- Carefully considering <u>how teachers are paired</u> for co-teaching
- Hiring <u>sufficient ENL specialists</u> (i.e., ESOL-certified teachers) to make co-teaching feasible
- Providing <u>time for teacher teams</u> to develop working relationships, plan instruction, assess students' progress, and reflect on their collaboration
- Promoting an <u>equitable balance for decision-making</u> among teacher teams
- Advocating for the use of a <u>variety of co-teaching models</u> to deliver instruction

Models	Descriptions
	One Group: One Leads, One Teaches "On Purpose" Students remain together—one teacher leads the lesson and other teacher supports instruction
	One Group: Two Teach the Same Content Two teachers work side-by-side to instruct the whole class together
	One Group: One Teaches, One Assesses One teacher leads while the other gathers data on individual or groups of students
	Two Groups: Two Teach the Same Content Students are divided with each teacher working with one of the groups

	Two Groups: One Pre-teaches, One Teaches Alternative Information Students in small groups develop background knowledge and basic as well as academic vocabulary
	Two Groups: One Reteaches, One Teaches Alternative Information Students in small groups are retaught information and skills
	Multiple Groups: Two Monitor and Teach Students are divided into three or more groups with each teacher taking different roles and responsibilities

Co-Assessment

Co-assessment opportunities provide teaching teams with the time to discuss not only what should be assessed but also how to best determine the learning of ELLs from the data gathered from both formative and summative assessments. It allows teacher teams to devise assessments together, review how they will be evaluated, analyze the data, and reflect on the information each assessment piece offers. Frequently, co-assessment occurs in conjunction with co-planning.

Administrators can support teacher teams to conduct co-assessment by:
- Discussing and establishing a shared understanding about assessment measures for ELLs
- Promoting the use of a variety of assessment tasks so all students can demonstrate their learning
- Guiding teachers to use assessment data to plan effective lessons and differentiate instruction
- Collaboratively establishing guidelines for grading ELLs

Reflection

All teachers, and in particular those who are co-teaching, need to set aside time to reflect on their individual and collective teaching practices and their effects on student learning. Additionally, co-teachers must consider if they are meeting the goals set for the teaching partnership. Developing a routine for regular, ongoing reflection, instead of leaving it to happen by chance, can support teaching teams to consider issues, share their understandings, constructively problem solve, and move forward with a plan of action.

School leaders can support reflective practices by:
- Providing time for co-teaching teams to strengthen their partnership and build a shared competency about working with ELLs
- Offering professional development on strategies for reflective practice
- Modeling being a reflective leader by considering the different values and points of view of faculty

How do you evaluate an Integrated ENL program?

Evaluation offers school leaders a critical guide to program improvement. In order to continually develop, support, and sustain a successful Integrated ENL program, it is necessary to have ongoing evaluation protocols in place to determine program quality and its effectiveness in supporting the learning of ELLs. Considering the complex nature of Integrated ENL, many program components that need to be examined in order to address student needs include, but not limited to, setting priorities; reviewing faculty assignments, teaching teams, and caseloads; and securing appropriate time, space, resources, and materials to make the program thrive.

The following is a three-step protocol for evaluating Integrated ENL programs based on information obtained in the The English Learner Tool Kit (2017), which offers valuable tools and resources for programs that support ELLs.

1. <u>Select multiple data points beyond state standardized assessments</u> and language proficiency tests (i.e., NYSITELL; NYSESLAT) to determine the effectiveness of Integrated ENL such as: progress in grade-level, content-area and ENL classes; ENL program exit rates; graduation/drop-out rates, participation in Pre-K, gifted and talented, and advanced placement programs; attendance and suspension rates; teacher observations and opinions of the Integrated ENL program; and parental feedback.
2. <u>Analyze the data collected and review the results</u> collaboratively with faculty and other school leaders to determine if program goals are being met. Consider program successes and identify areas of concern. Determine which factors contributed to success as well as why program expectations might not have been met.
3. <u>Collaboratively plan Integrated ENL program modifications and implement changes.</u> Identify necessary changes, as well as the action steps needed, and determine who will be responsible for making those changes. Consider what professional learning might be provided to implement improvement plans.
4. <u>Consider using checklists and other tools</u> to examine the components of ENL programs, integrated ENL classes and lessons, and co-teaching teams.

The following is an example of the types of tools school leaders use to evaluate components of an Integrated ENL Program:

<table>
<tr><td colspan="6">**Evaluation Survey**
Collaboration and Co Teaching for ELLs

Directions: Use the following statements to identify the successes and challenges of co teaching or collaboration activities in your school. Circle a number from 1 to 5 for each statement (1 strongly disagree, 2 somewhat disagree, 3 neither agree nor disagree, 4 somewhat agree, 5 strongly agree).</td></tr>
<tr><td colspan="6">**Leadership and Collaboration**</td></tr>
<tr><td>District and building administrators value teacher collaboration.</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr>
<tr><td>Building administrators encourage and support collaboration efforts between English as a New Language (ENL) instructors and other specialists.</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr>
<tr><td>Professional development is provided to train teachers in collaborative planning and decision-making.</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr>
<tr><td>Teachers are provided with scheduled time to collaborate with other teachers.</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr>
<tr><td>Teacher recommendations derived through collaboration are given serious consideration.</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr>
<tr><td colspan="6">**Teacher Collaboration**</td></tr>
<tr><td>ENL and general education teachers maintain ongoing conversations about the teaching and learning of ELLs.</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr>
<tr><td>Teams of faculty members along with others in the school community work together to identify and solve ELLs' learning difficulties.</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr>
<tr><td>ENL and general-education teachers converse across grade levels and content areas to promote understanding of ELLs and to share teaching strategies.</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr>
<tr><td>Teachers experiment with new ideas they learned through teacher collaboration in their classrooms.</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr>
<tr><td>Teachers collaborate with each other after school hours.</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr>
</table>

Shared Values for the Education of ELLs

The school community together has established and communicated a common vision for the education of ELLs.	1	2	3	4	5
ELL student learning is understood to be the responsibility of all teachers.	1	2	3	4	5
Formal and informal communication practices for the benefit of ELLs have been established between faculty and staff members.	1	2	3	4	5
Parents/families of ELLs and other community members have had formal opportunities to share their ideas and concerns about the education of ELLs.	1	2	3	4	5
Teachers have had input in the decision-making process for the education of ELLs.	1	2	3	4	5

School Support for Teacher Collaboration

All teachers and staff members are perceived as valuable members of the school community.	1	2	3	4	5
Adequate time is provided for teachers and staff to meet and to participate in discussions regarding ELLs.	1	2	3	4	5
Discussion protocols have been established to make optimum use of collaborative meeting time.	1	2	3	4	5
Teachers serve on committees to select new teachers, administrators, and other staff members.	1	2	3	4	5
Extracurricular activities are planned for faculty and staff to promote camaraderie and reduce isolation.	1	2	3	4	5

Shared School Practices

Faculty and staff both individually and collectively reflect upon their practices with ELLs.	1	2	3	4	5
Teachers are able to determine their own professional- development needs with regard to ELLs.	1	2	3	4	5
Parents of ELLs are offered workshops on a regular basis throughout the school year.	1	2	3	4	5

Administrators participate in professional development activities along with teachers.	1	2	3	4	5
Regularly scheduled collaborative team meetings are conducted by teachers to benefit the instruction of ELLs.	1	2	3	4	5

Adapted from Roberts, S. M., & Pruitt, E. Z., (2009). *Schools as professional learning communities: Collaborative activities and strategies for professional development*. Thousand Oaks, CA: Corwin.

Resources

Blueprint for ELL/ML Success

http://www.nysed.gov/common/nysed/files/nys-blueprint-for-ell-success.pdf

Culturally Responsive- Sustaining Education (CR-SE)

http://www.nysed.gov/crs

New York State Commissioner's Regulations (CR) PART 154

http://www.nysed.gov/bilingual-ed/regulations-concerning-english-language-learners-and-multilingual-learners

Units of Study Tables for ENL and Bilingual Education

http://www.nysed.gov/bilingual-ed/units-study-tables-english-new-language-enl-and-bilingual-education-programs

References

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