



INTEGRATED CO-TEACHING¹ 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 EIGHT (8)

Understanding Culturally Responsive Sustaining Education (CR SE)

Culturally responsive teaching provides an avenue for an inclusive school environment for all students. In particular, it can create equitable learning opportunities for multilingual learners (MLs) and English language learners (ELLs) to thrive with rigorous, grade-appropriate curricula. Culturally responsive teaching supports the idea that MLs and ELLs bring with them an abundance of assets born of their varied cultural and linguistic backgrounds and experiences, and it is these assets that are acknowledged and valued by educators as strengths.

MLs and ELLs especially benefit from culturally responsive sustaining education (CR-SE) practices. They not only provide culturally and academically rich environments but also diverse and integrated curricula that include the perspectives of individuals with varied racial, ethnic, and linguistic backgrounds as well as the voices of historically marginalized people. CR-SE promotes strategies that tap into students' prior knowledge, build students' self-efficacy, enhance class discussion, incorporate self-reflection, and increase student engagement, all factors that have very positive effects on learning outcomes (Hattie, 2021).

What Are CR-SE Practices?

CR-SE promotes the concepts of equity, diversity, and inclusion to ensure all students have a sense of belonging in their school communities. CR-SE practices can offer the much-needed framework to shift schools to become more culturally proficient. To this end, school leaders must "continuously ask, "Who is being well served, and who is left out or harmed by the policies and practices of the organization?" (NAESP, 2018, p. 9).

The New York State Education Department (2018) has developed guidance for the CR-SE framework to support educators in designing student-centered learning by establishing four principles for its implementation. The following summary chart identifies each of these principles and their respective implications for school leaders.

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.

Principles of CR-SE	Implications: What Do You Need To Know And Do?
Create and Sustain A Welcoming and Affirming Environment	<ul style="list-style-type: none"> • Conduct periodic reviews of school policies by collaborating with all stakeholders and assess school climate using a variety of measures • Commit to communicating with families through multiple means and using interpretation services to ensure family engagement • Establish and maintain a visibly multilingual and multicultural environment
Develop and Maintain High Expectations and Rigorous Instruction	<ul style="list-style-type: none"> • Support challenging learning environments that are academically rigorous • Consider and discuss implicit bias with faculty and staff and how such bias can impact expectations for the achievement of diverse learners • Provide coaching for teachers to deliver high-quality instruction for diverse learners and strengthen the achievement of all students
Design Inclusive Curriculum and Assessment	<ul style="list-style-type: none"> • Develop and integrate instructional resources concerning cultural pluralism; ensure that diverse perspectives are presented • Collaboratively audit curricula resources and materials to determine if they represent and value students' cultures • Promote the development of various assessment practices that allow diverse students to demonstrate their learning
Promote Ongoing Professional Learning	<ul style="list-style-type: none"> • Create professional learning communities to build teacher capacity and develop an understanding of diverse student identities • Provide professional learning opportunities for faculty and staff about CR-SE practices • Support collaborative instructional planning and curriculum mapping and alignment

Why Are CR-SE Practices Important For Integrated Co-Teaching?

CR-SE practices provide an important framework for co-teaching for ELLs because they help to ensure equitable access to general education curricula in integrated English as a New Language (ENL) classes. By incorporating the tenets of the CR-SE Framework, ELLs can be prepared to become independent learners through the use of rigorous curricula that are grade and age-appropriate while considering students' levels of language proficiency.

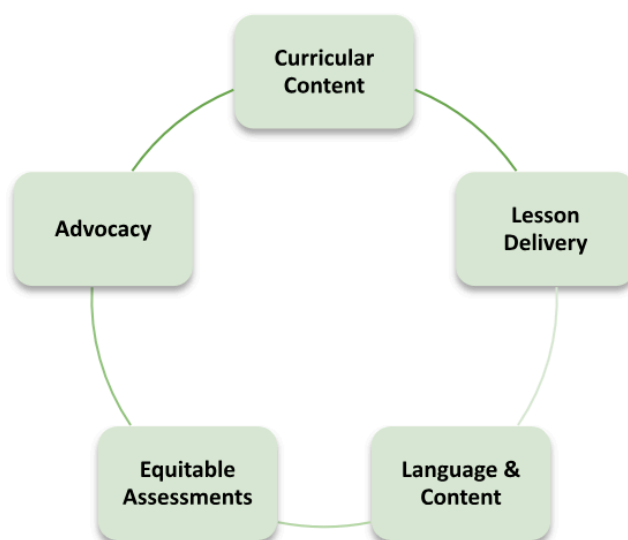
The CR-SE framework promotes multiple expressions of diversity that should be regarded as assets for teaching and learning (NYSED, 2018). It advances the shift away from the use of subject matter, texts, resources, and materials that offer mainly White, Euro-centric perspectives, or merely “token representation of Black and Brown people through add-on curricula that celebrate heroes and holidays, such as heritage months” (Honigsfeld et al, 2021, p. 39). It advocates for student-centered learning that

affirms racial and cultural identities, supports students to connect across cultures, and contributes to students' abilities to think critically in order to be actively engaged in the learning process (NYSED, 2018).

CR-SE practices support ELLs in integrated co-taught classes because they connect students' varied cultural, linguistic, and authentic life experiences with what they are learning in school. All students benefit from consistent opportunities to make connections with what they are learning in order to comprehend and internalize what is being taught. For this reason, students need to connect what they already know or do with what they are learning. When students' cultural norms, beliefs, interests, and ideals are reflected in the curriculum, there is more of a chance for learning to stick.

Reshaping The Curriculum With CR-SE In Mind

To reshape the curriculum with the CR-SE framework in mind, consider the following five key elements for examining and aligning how instruction and learning are developed for the sake of ELLs (Honigsfeld et al, 2021).



Curricular content – what we teach. Lead the charge to examine curricula to ensure that any roadblocks to achievement for ELLs are determined and removed. With faculty, consider how to develop culturally responsive instruction that includes various cultural perspectives, champions the voices of those who have been traditionally marginalized, and values multilingual learning environments.

Lesson delivery – how we teach. Support teachers to recognize and affirm the skills and talents of ELLs and to uncover and deliver instruction that provides all students with access to and active engagement with core curricula. Begin by instituting the following five practices for the success of ELLs: (a) ensuring teacher clarity to make lessons comprehensible, (b) activating prior knowledge and building background at the onset of a lesson, (c) integrating academic language and literacy in all core curricula subjects, (d)

using questioning techniques to promote critical thinking, and (e) creating meaningful opportunities for student collaboration to foster oral communication and negotiate meaning.

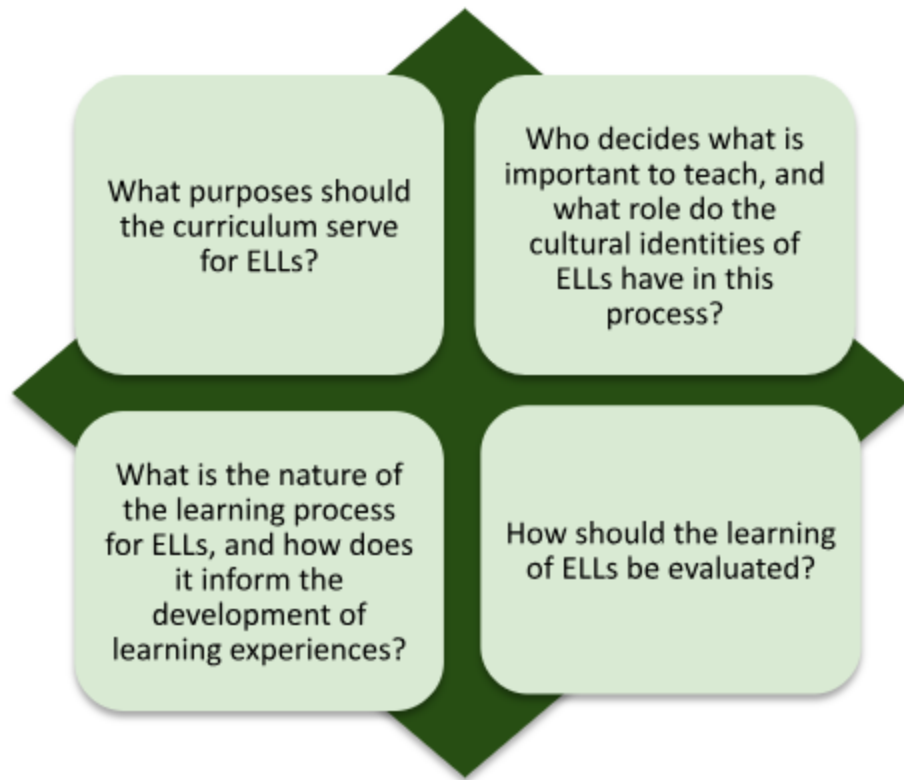
Language and content integration. Ensure ELLs receive effective instruction by directly integrating the teaching of language and literacy skills alongside content instruction in the curriculum. Support teachers to develop written curricula that include the use of strategies and techniques to scaffold content material for ELLs as well as develop their language and literacy skills. All curricula should provide an array of ideas that support the development of the four language domains—speaking, writing, reading, and listening.

Equitable assessment measures. Promote educational equity for ELLs by examining assessment practices to obtain accurate information about student learning. “Utilize student data points and assessment measures that reflect learning spaces, modalities, and demonstration of proficiency that go beyond metrics traditionally associated with standardized testing” (NYSED, 2018, p. 28). Advocate for the use of assessment strategies that will yield information about the development of the whole child. Consider how teachers can collaboratively develop assessments with ELLs in mind.

Advocacy. Foster a shared vision of change and promote ways in which faculty can engage in professional learning through webinars, book studies, in-person workshops, professional conferences, and so on, to identify, address, and reflect the diversity of ELLs. Conduct an equity audit of the curriculum to ensure the tenets of the CR-SE Framework are aligned. Ensure ELLs have equitable access to the instruction and support that all students receive. Model a belief in CR-SE for all teachers and stakeholders. Create a school culture in which culturally responsive-sustaining education is valued.

Conducting a Curriculum Audit

A curriculum audit can be a part of an overall action plan for change to support ELLs who are in integrated, co-taught ENL programs. To begin aligning the curriculum with the CR-SE Framework in mind, consider the program’s overall beliefs and purpose and how it addresses the needs of ELLs. Consider the four questions on the figure below, adapted from the work of Sleeter and Carmona (2017), to examine the curriculum in consideration of ELLs.



Implementing of the CR-SE Framework In Integrated Co-Teaching

According to Michael Fullan (2016), “effective change processes shape and reshape good ideas, as they build capacity and ownership among participants” (p. 41). However, good ideas can fall short when there is no buy-in from faculty or clear guidance for an overall plan of action. The Buildership Model (Jackson, 2022) is an approach for implementing change to increase student success. It supports school leaders to focus on and accomplish set goals. The four parts of the model have been adapted for the implementation of the CR-SE Framework in Integrated ENL Co-Teaching as follows:

Step #1: Clarify Your Purpose

Consider what your vision and mission are for your ELLs and communicate your ideas clearly to faculty and staff to foster teacher understanding. Be able to identify why the CR-SE Framework should be a vital part of the core values of your school. Emphasize the importance of using the CR-SE Framework in Integrated Co-Teaching for ELLs.

Step #2: Grow Your People

In order to get faculty to commit to the process of implementing the CR-SE Framework, support them in developing the appropriate knowledge and skills to achieve the mission. Offer teachers support through professional learning opportunities, guide them with feedback through their successes and missteps, and create a collaborative, supportive school culture where ELLs can thrive.

Step#3: Chart Your Pathway

Establish the way for a clear plan of action for CR-SE implementation. Identify any impediments to your overall vision and mission. Collaboratively determine the steps that need to be taken including who will be involved, the resources, materials, and training that is necessary, how to best leverage your in-house experts, and knowing when you will need additional support.

Step#4: Execute Your Plan

Engage faculty in implementing and periodically reviewing or assessing the plan. Approach this phase with confidence and excitement. Listen carefully to what teachers have to say. Be prepared to make adjustments.

Resources

Understanding Culturally Responsive Teaching

<https://www.newamerica.org/education-policy/reports/culturally-responsive-teaching/understanding-culturally-responsive-teaching/>

A Framework for Culturally Responsive Teaching

<https://www.ascd.org/el/articles/a-framework-for-culturally-responsive-teaching>

Curriculum Audit

<https://www.ascd.org/el/articles/which-curriculum-audit-is-best-for-your-school>

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