Guidance for Sheltered English Immersion (SEI) Programs - Appendices

January 2019

Contents

[Appendix A: Spotlight on Collaboration and Co-Teaching 3](#_Toc128844343)

[1: Using the Collaboration Tool Designed for Massachusetts Teachers of ELs 3](#_Toc128844344)

[2: Strategies for Collaboration and Co-Teaching 3](#_Toc128844345)

[3: Dig Deeper 4](#_Toc128844346)

[4: Scenario 5](#_Toc128844347)

[Appendix B: Scenarios - Examples of Districts and Schools Implementing a SEI Program 9](#_Toc128844348)

[Introduction to SEI Scenarios 9](#_Toc128844349)

[Scenario 1: New Student Intake Process 10](#_Toc128844350)

[Scenario 2: District-Level Strategic Plan with SEI Improvement 14](#_Toc128844351)

[Scenario 3: Ninth-grader English Learner Guidance Session 19](#_Toc128844352)

[Scenario 4: SEI Scheduling, High-Incidence Elementary 22](#_Toc128844353)

[Scenario 5: SEI Scheduling, Low-Incidence High School 25](#_Toc128844354)

[Scenario 6: Family Engagement at the School Level 28](#_Toc128844355)

[Scenario 7: SEI Content Area and ESL Teacher Collaboration 32](#_Toc128844356)

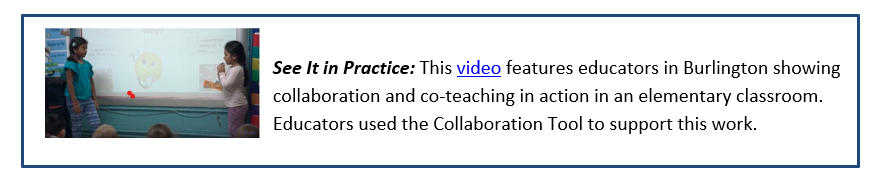
[Appendix C: References 36](#_Toc128844357)

# **Appendix A: Spotlight on Collaboration and Co-Teaching**

## 1: Using the Collaboration Tool Designed for Massachusetts Teachers of ELs

The [**Collaboration Tool**](https://wida.wisc.edu/sites/default/files/Website/State%20Pages/Massachusetts/MA_Collaboration_Tool.pdf)is a multi-layered, multi-purpose tool designed to help curriculum writers operationalize [WIDA Standards](https://wida.wisc.edu/teach/standards) in conjunction with the Massachusetts Curriculum [Frameworks](http://www.doe.mass.edu/frameworks/). The goal of the Collaboration Tool is to support curricular planning with the intentional, simultaneous development of language and the analytical practices embedded in the Frameworks. It highlights the need for collaboration between language and content educators and helps teachers prioritize and strategically plan around key uses of academic language in the context of key academic practices common across content area Frameworks. The Collaboration Tool and related processes are planning resources that, among other uses, can help educators prepare to create clear, standards-based language learning goals for developing curricula using the ESL unit template. For more information, please visit the [Massachusetts Next Generation ESL: Project page](http://www.doe.mass.edu/ele/instruction/).

The [Interactive Guide](https://wida.wisc.edu/sites/default/files/Website/State%20Pages/Massachusetts/MA_Collaboration_Tool_GUIDE.pdf) to the Collaboration Tool will walk you through how the Collaboration Tool can be used in curriculum development, starting with Focus Language Goals.



## 

## 2: Strategies for Collaboration and Co-Teaching

Andrea Honigsfeld and Maria Dove’s website [Collaboration and Co-Teaching: Strategies for English Learners](http://coteachingforells.weebly.com) compiles resources around instructional collaborative activities and co-teaching models. The website contains short downloadable articles, videos, and a blog. A sampling of additional resources include:

***Key Collaborative Practices***

| * Joint Planning | * Co-developing instructional materials |
| --- | --- |
| * Curriculum mapping and alignment | * Collaborative assessment of student work |
| * Parallel teaching | * Co-teaching |

***Co-Teaching Models***

1. One student group: One lead teacher and another teacher teaching on purpose
2. One student group: Two teachers teach the same content
3. One student group: One teacher teaches, one assesses
4. Two student groups: Two teachers teach the same content
5. Two student groups: One teacher pre-teaches, one teaches alternative information
6. Two student groups: One teacher reteaches, one teachers alternative information
7. Multiple student groups: Two teachers monitor and teach

## 3: Dig Deeper

* Dove, M. & Honingsfeld, M. (2017) Co-Teaching for English Learners: A Guide to Collaborative Planning, Instruction, Assessment, and Reflection. Thousand Oaks, CA: Corwin.
* Dove, M. & Honingsfeld, M. (2012). [Collaborative Practices to Support All Students](http://coteachingforells.weebly.com/uploads/8/0/6/6/8066516/collaborative_practices_to_support_all_studentss.pdf). *Principal Leadership*, *12*(6), 40-44.This article presents seven English as a second language (ESL) co-teaching models and explores other possibilities of collaboration between general education classroom teachers, content area teachers, and ESL specialists in the K‐12 context.
* Dove, M., & Honigsfeld, A. (2010). [ESL Co-teaching and Collaboration: Opportunities to Develop Teacher Leadership and Enhance Student Learning](http://coteachingforells.weebly.com/uploads/8/0/6/6/8066516/2010_tj_dove_honigsfield_copy.pdf)
* Dove, M., & Honigsfeld, A (2008). [Co-teaching in the ESL Classroom](http://coteachingforells.weebly.com/uploads/8/0/6/6/8066516/2008_dkg_article_co-teaching_copy.pdf). *Delta Kappa Gamma Bulletin*, *74*(2), 8. The authors explore the transferability of co-teaching models and techniques from the field of Special Education to that of Teaching English to Speakers of Other Languages (TESOL).
* Education Resource Strategies (2017) [School Scheduling Tools](https://www.erstrategies.org/tap/school_scheduling_tools).
* Kusuma-Powell, O., & Powell, W. [Co-Teaching: Making It Work](http://www.nextfrontierinclusion.org/wp-content/uploads/2015/12/Co-Teaching-Making-It-Work.pdf). Education Leadership December 2015/January 2016, Vol. 73 No. 4. Alexandria, VA: ASCD.
* Rettigg, M. [Elementary School Scheduling: Enhancing Instruction for Student Achievement](http://www.state.nj.us/education/AchieveNJ/teams/strat11/JMUElementaryschoolscheduling.pdf). School Scheduling Associates.
* Rosenberg, D., Daigneau, R., & Galvez, M. (2018).[Finding Time for Collaborative Planning](https://www.erstrategies.org/cms/files/3876-finding-time-for-collaborative-planning.pdf).This article provides detailed descriptions and examples of six strategies for finding sufficient time for collaboration.
  + **Back-to-back:** Stacking two blocks of planning time together
  + **Banking time:** Reducing planning time on a few days to increase time on another day
  + **Beginning and End of Day:** Reorganizing time that teachers have at the beginning and end of the day into more planning time
  + **Recess and Lunch:** Scheduling noninstructional blocks like recess and lunch next to planning time, and cover those activities with other adults
  + **Larger Specials:** Creating larger specials classes so that fewer specials classes can cover more core teachers’ time
  + **Enrichment Periods:** Creating enrichment or intervention periods, covered by other adults, to allow teachers to plan
* State of New Jersey Department of Education. [Collaborative Teams Toolkit](http://www.state.nj.us/education/AchieveNJ/teams/). (2015).

## 4: Scenario

*The following scenario highlights practices and approaches presented in the Department’s Guidance for Sheltered English Immersion Programs. Given the great diversity of Massachusetts districts and their community characteristics, we can realistically expect that there will also be diverse approaches to SEI Program implementation.*

*We do not intend for the scenario to represent full implementation of all ideas proposed in the Guidance, but rather present them as snapshots of what districts and schools can do to put into practice recommendations from the Guidance. As such, we have based the scenario on a mix of what is currently happening in districts in Massachusetts, other states, and national trends in effective English learner education. We also hope that the scenario serve to model and inspire practitioners throughout Massachusetts to plan, act, document, and iterate their own cycles of learning.*

**Scenario: SEI Content Area and ESL Teacher Collaboration**

**Setting: Elementary School, Mid-incidence**

The push towards more teacher collaboration at District E. began with educators at a couple of elementary schools. Small clusters of general education teachers began experimenting with ESL teachers, co-teaching in classes that integrated English learners (ELs) at WIDA levels 2-4[[1]](#footnote-1) as well as proficient English speakers. The ESL and content teachers co-taught during the general education classroom using a variety of arrangements, while the ESL teachers continued to meet with ELs at different times for ESL. Previous professional development led to these early experiments aimed at promoting language development alongside content learning. Sheltered content area teachers referenced strategies and best practices learned in [SEI Endorsement](http://www.doe.mass.edu/retell/) courses as requiring regular, intentional opportunities to collaborate with other teachers working with ELs, such as ESL and special education teachers. Similarly, ESL teachers attending Next Generation ESL professional development brought back ideas for using resources such as the [Collaboration Tool](https://wida.wisc.edu/sites/default/files/Website/State%20Pages/Massachusetts/MA_Collaboration_Tool.pdf) to plan instruction with general education and special education teachers. Together they used the Tool to develop district-based ESL curricula that prepared students to become proficient in English while also engaging with language needed to successfully engage with content area standards.

In response, principals at Elementary U. and R. Elementary supported teacher efforts by realigning schedules so ESL and general education teachers at one or two grade levels could teach together during one English Language Arts period of the day. At their annual evaluations, these teachers could point to [ACCESS 2.0](http://www.doe.mass.edu/mcas/access/) and English Language Arts (ELA) test scores to show EL student improvement, but they reported needing more time to co-plan lessons and access additional professional development on co-teaching to maximize learning time. Early that summer, at the annual Principals’ Retreat, several other principals echoed similar sentiments among teachers in the district.

Conversations at the retreat led to additional discussions with the ELA and English Learner Education Curriculum Directors, who supported the idea of focusing teacher professional development the following year on collaborative practices for co-teaching in these areas at the elementary level. They considered this an opportunity to pilot the initiative, learn about the process, and potentially move towards scaling it to include middle and high school teachers in a year’s time.

Principals began by gathering information from their teachers about ways to modify the schedule to include common teaching and planning time. By the end of the summer a couple of elementary schools had committed to trying out a new schedule that would stack planning times on Thursdays to allow for a double common planning time for co-teaching ELA and ESL teachers and having paraprofessionals cover recess and lunch to offset lost planning time on Fridays.[[2]](#footnote-2) The schools modified schedules so ESL teachers could co-teach with at least one ELA teacher. Because the schools did not have enough ESL teachers to assign one per grade, this meant prioritizing co-planning opportunities at grades with the largest number of ELs. For example, at Elementary U. the largest number of ELs the following school year were in Kindergarten and second grade. Thus, the school modified the schedule so that the second-grade teacher and one of the ESL teachers would co-teach during the ELA period and share planning periods. The ESL teacher kept her separate time for ESL with second graders at another time of the day. Based on these considerations, Elementary U. planned the schedule for second grade as follows:

*Figure X: Elementary U. Modified Second Grade Schedule*

| **50 min periods** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| --- | --- | --- | --- | --- | --- |
| 8:15 – 9:05 | Math | Math | Math | Math | Math |
| 9:05 – 9:55 | Math | Math | Math | Math | Math |
| 9:55 – 10: 45 | ELA/R  (Co-teaching) | ELA/R  (Co-teaching) | ELA/R  (Co-teaching) | ELA/R  (Co-teaching) | ELA/R  (Co-teaching) |
| 10:45 – 11:35 | ELA/R Centers or  ESL (ELs) | ELA/R Centers or  ESL (ELs) | ELA/R Centers or  ESL (ELs) | ELA/R Centers or  ESL (ELs) | ELA/R Centers or  ESL (ELs) |
| 11:35 – 12:10 | Recess & Lunch | | | | |
| 12:10 – 1:00 | Intervention | Intervention | Intervention | Intervention | Intervention |
| 1:00 – 1:50 | Specials/Plan | Specials/Plan | Specials/Plan | Specials/Plan | Science/Social Studies |
| 1:50 – 2:40 | Science | Open Circle | Social Studies | Open Circle |

Curriculum directors also reached out to teachers with co-teaching experience to invite them to co-plan and deliver professional development that could serve as a foundation for other interested teachers.

After some research, the school leadership team decided to offer a two-day fall institute focused on co-teaching and other collaborative practices for ESL and ELA teachers at the beginning of the next school year.

The workshops would provide opportunities for additional teachers to learn about effective co-teaching models; co-planning protocols; the Massachusetts [Collaboration Tool](https://wida.wisc.edu/sites/default/files/Website/State%20Pages/Massachusetts/MA_Collaboration_Tool.pdf); ways to review, analyze and assess student work for language and content learning; methods for analyzing tasks and activities in the current ELA and ESL curricula to identify embedded language functions and demands; best practices for reflecting on delivered lessons; and time to develop some co-taught lessons for the next school year.[[3]](#footnote-3) The institute was open to any interested teacher across the district with hopes of gathering additional support for collaboration in other schools. Teachers who had committed to co-teaching the following year would also gather throughout the year during quarterly professional development days to reflect and share their learning, discuss recurring issues, and strategize ways to address student work and progress.

If these early steps prove to be successful, several other elementary schools will begin adopting similar formats. Principals, teachers and curriculum directors anticipate needing to reevaluate and revise the plan in the future, but acknowledge that this is a place to start. Curriculum directors would like to scale it up to the middle and high schools in the district eventually, adapting the model to fit the different structure of secondary schools.

# **Appendix B: Scenarios - Examples of Districts and Schools Implementing a SEI Program**

## Introduction to SEI Scenarios

The following scenarios highlight practices and approaches presented in the Massachusetts Guidance for Sheltered English Immersion (SEI) Programs. Given the great diversity of Massachusetts districts and their community characteristics, we can realistically expect that there will also be diverse approaches to SEI program implementation.

We do not intend for the scenarios to represent full implementation of all ideas proposed in the Guidance, but rather present them as snapshots of what districts and schools can do to put into practice recommendations from the Guidance. As such, we have based the scenarios on a mix of what is currently happening in districts in Massachusetts, other states, and national trends in effective English learner education.[[4]](#footnote-4) We also hope that the scenarios serve to model and inspire practitioners throughout Massachusetts to plan, act, document, and iterate their own cycles of learning.

## Scenario 1: New Student Intake Process

**Setting: Mid-Incidence Middle School**

Lida dreaded the move to a new district. When her mother said they were moving to a new city because of a job opportunity, all Lida could think about was the friends she would leave behind. She was also anxious about trying to fit into a new middle school, with new students and teachers to impress. Yet, the first meeting at District X offices pleasantly surprised her.

An interpreter and the district’s Parent Coordinator met with Lida and her mother to go over what they needed to do, which meant Lida did not have to translate important school information to her mother. The Parent Coordinator, who is trained to administer the Home Language Survey, [[5]](#footnote-5) helped Lida and her mother fill it out. Lida’s mother noted they spoke a language other than English at home, so the conversation moved on to a discussion of her daughter’s English language proficiency. Lida’s mother shared a file from Lida’s former school with the Parent Coordinator. The file had information about her grades, but also about Lida’s English learner status.

Connecting to the information shared by Lida’s mother as well as to Lida’s previous official school records, the Parent Coordinator began discussing implications of her school file. Because Lida was moving in from another state that did not use the same English Language Proficiency Assessment as the ones used in her new district (which uses [ACCESS 2.0](http://www.doe.mass.edu/mcas/access/)), the Parent Coordinator suggested that she take a language screener to help staff and teachers at her new school make the best possible instructional decisions for Lida. She assured them that the screener would only serve as an initial way of determining Lida’s English language proficiency level, and that her teachers would spend more time determining exactly what types of supports and language development assistance Lida would need once they had a chance to analyze her performance in class. Lida’s mother agreed this made sense, although Lida was nervous. The Parent Coordinator called in the English Learner Education Program Coordinator to administer the language screener and reassured her this test would not affect her grades.

After the screener, the Parent Coordinator explained the type of language programs Lida could participate in to help her reach proficiency in English and progress academically at the same time. Lida was happy to learn her neighborhood school had a strong Sheltered English Immersion program with sheltered content area and ESL classes for other students learning English like her, as well as after-school clubs and even a girls’ volleyball team she could join. They exchanged contact information with the interpreter and made an appointment to visit Lida’s new school. Then they discussed other requirements for enrollment, going over Lida’s previous transcripts and district forms that included information about immunization requirements, and signing up for the parent information system.

The Parent Coordinator followed a district-created check list to make sure Lida and her family would be made aware of the different ways the district could support Lida’s arrival, including going over the free lunch form. The interpreter helped Lida and her mother complete as much as they could, then offered help in the future as needed. Finally, they discussed local community resources highlighted in several pamphlets and flyers. Lida was happy to see the handouts were translated in her mother’s language.

Later that day Lida and her mother were happy to see the district interpreter waiting for them at School Y’s front office. There were welcoming signs in more languages than Lida had ever seen, and the office staff were very friendly. They met first with the interpreter and Mrs. AP., the Assistant Principal, who shared more details about the school’s language program and ideas for Lida’s schedule. Mrs. AP. went over Lida’s language screener results, which suggested Lida was at WIDA level 3[[6]](#footnote-6). Mrs. AP went over what this meant, and then explained how she recommended that Lida participate in ESL classes with other Developing ELs, and in sheltered content area courses with 7th grade ELs and proficient English speakers. Lida would also be enrolled in music, art, and physical education courses with her 7th grade classmates. Next Mrs. AP highlighted content area and language assessments and how Lida’s progress would be evaluated each year by a group of her teachers. Mrs. AP assured Lida’s mother would receive information about Lida’s progress and whether Lida needed additional language support.

Finally, Mrs. AP explained other options Lida and her mother had when it came to programs for helping Lida become proficient in English. She explained how they could decide to opt-out of English as a Second Language classes if they thought Lida did not need extra language-focused classes to become proficient in English. She also discussed how Lida’s mother could submit a request with other parents to start a new English Language Education program in the district. Mrs. AP shared contact information for the district’s English Learner Parental Advisory Council (ELPAC) as a group that Lida’s mother could contact to discuss these matters further.

Then Mrs. AP asked for Lida and her mother’s input into the schedule. Lida’s mother thought this was a good opportunity to help plan Lida’s education. She had never had a say in her daughter’s schedule before, but this made her feel like the school wanted to hear what she thought. By the end of the conversation, Lida was assigned the following schedule:

| **Day 🡪** | **A** | **B** | **C** | **D** | **E** | **F** |
| --- | --- | --- | --- | --- | --- | --- |
| **Homeroom**  8:15-8:24 | | | | | | |
| **Period 1**  8:30 – 9:15 | Math | History | Math | History | Math | History |
| **Period 2**  9:20 – 10:05 | Math | Science | Math | Science | Math | Science |
| **Period 3**  10:10 – 10:50 | Physical Education | Art | Music | Physical Education | Art | Music |
| **Period 4**  10:55 – 11: 40 | ELA/  Reading | ELA/  Reading | ELA/  Reading | ELA/  Reading | ELA/  Reading | ELA/  Reading |
| **Period 5**  11:45 – 12:30 | ESL | ESL | ESL | ESL | ESL | ESL |
| **Lunch/Recess**  12:35 – 1:15 | | | | | | |
| **Period 6**  1:20 -2:05 | Science | Math | Science | Math | Science | Math |
| **Period 7**  2:10- 2:55 | History | Math | History | Math | History | Math |

Once the schedule was set, they followed Mrs. AP. and the interpreter to Mr. GC.’s office for the next meeting. He introduced himself as the guidance counselor and talked about a few of the after school and extracurricular opportunities at the school. He also talked about how homerooms were organized so small groups of students had a staff or teacher advisor who could help them get used to the school, ensure they were successful in class, and help them deal with any issues that could come up. To get to know Lida better, he asked questions about her cultural, linguistic, and academic background and filled out the school’s New Student Survey. He explained how he would share this information with Lida’s teachers to help them get prepared for her arrival.

Mr. GC. also went over Parent and Teacher Association events for the school year and upcoming times when Lida’s mother could participate in activities to help her connect with what was going on in the school. For example, there was a Family Math night coming up in a couple of weeks, the next parent teacher conference in a month, and a Literacy and Technology afternoon bash at the end of the semester where students presented projects from the afterschool enrichment program to parents and other community members. Mr. GC. highlighted how Lida’s mom could also volunteer to join the district’s [ELPAC](https://www.doe.mass.edu/ele/guidance/default.html)[[7]](#footnote-7). Throughout these conversations Lida’s mother was able to ask questions throughout thanks to the interpreter, which made her feel more comfortable with the transition.

To wrap up the visit, Mr. GC. took them on a tour of the school showing them where 7th grade courses were located, going over teachers’ names and pictures posted on each door, and introducing students during passing period. He also showed Lida where she could find the nurse, the bathrooms, the gymnasium, auditorium, and the main and guidance offices. Finally, Mr. GC. spent some time making sure that Lida knew how to open lockers before taking them to the cafeteria and going over the lunch process. They ended up back in the office completing additional forms and paperwork including school enrollment forms, volleyball team sign ups, and transportation options with the help of the interpreter. Once all was completed, the group agreed that Lida would start school the next day. Mr. GC. would share Lida’s information with her teachers and staff that afternoon to make sure they were ready for her first day of school. Mr. GC. asked Lida if she wanted him to arrange for another student who spoke her first language to be her peer mentor for the first few weeks. Lida told him she felt confident she would be able to figure things out on her own, but she would like to meet some of the students in her new school. Lida and her mother left the school excited and ready to start a new chapter.

Related Resources:

* For a list of policies and procedures districts are expected to have regarding initial identification of English learners in Massachusetts, please refer to Department’s [ELE Tiered Focused Monitoring System](http://www.doe.mass.edu/ele/cpr/) and [Guidance on English Learner Education Services and Programming](http://www.doe.mass.edu/ele/guidance/).
* For additional guidance and resources on identifying English learners, see the U.S. Department of Education English Learner Toolkit [Chapter 1: Tools and Resources for Identifying All English Learners](https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap1.pdf).

## Scenario 2: District-Level Strategic Plan with SEI Improvement

**Setting: Urban District**

District M. is an urban district that serves a large population of students learning English. About 24% of its students are English learners (ELs) and another 40% are students whose first language is not English. Historically, the district has developed a Sheltered English Immersion (SEI) program as the foundation for language instruction for most ELs. The SEI program includes sheltered content instruction (SCI) and English as a Second Language (ESL) components and is implemented at all schools that serve ELs. In addition, the district has developed program components for recently arrived ELs (newcomers) and students with limited or interrupted formal education (SLIFE) at a middle school and one of its high schools. The district has also established four Parent Information and Resource Centers that serve as hubs connecting schools, families, and community resources.

In recent years leadership have reaffirmed the district’s mission of ensuring the success of all its students. The new district strategic plan calls for a re-envisioning of district programs and curricula to maximize academic achievement. As part of the planning process, the district’s leadership team analyzed district-wide data in partnership with district supervisors, school leaders, the district’s English Learner Parent Advisory Council (ELPAC), the local teachers’ association, and student leader representatives. For the better part of a year the superintendent and leadership teams conducted school walkthroughs, classroom visits, as well as teacher, parent, and student surveys and focus groups. The strategic planning committee also analyzed disaggregated student language and content assessment data, graduation rates, academic performance of students with disabilities, and other measures of success.[[8]](#footnote-8)

When it came to the district’s English Language Education program, several trends emerged from this comprehensive look at the district’s performance. For example, it was clear that the district needed to pay greater attention to instruction for ELs and improve engagement with their families. Data also suggested that all students, especially those who seemed to be struggling the most academically, would benefit from additional instruction to master the type of academic language and discourse required for success in school[[9]](#footnote-9). The planning process and emerging trends led to the development of several district-wide strategic initiatives to improve academic language development for all students, engagement of ELs’ parents and families, as well as increased support and collaboration opportunities for sheltered content area and ESL teachers.[[10]](#footnote-10)

To make the new plan a reality, leaders also examined existing structures that could be leveraged to accomplish goals as well as additional opportunities to be pursued. For example, to work on parent engagement, the Family and Parent Engagement Office worked with the English Learner Education Director and the District M.’s ELPAC to develop new strategies and activities for parent engagement to be included in the district’s Title III grant. It also researched and applied for a competitive federal grant to increase activities for parents and summer school for ELs. The Family and Parent Engagement Office also worked with ESL teachers and the English Learner Education Director to establish a plan for streamlining processes related to English learner initial intake, identification, and assessment at Parent Resource Centers. Finally, cultural proficiency workshops were scheduled for front office staff at key district, school, and Parent Resource Centers.

Regarding instruction, content area and ESL district curriculum coordinators collaborated on a plan of action to engage both sheltered content area, ESL and special education teachers, as well as support specialists (such as the Reading Specialist). Team efforts led to the development of instructional supports for ELs and other students that are directly tied to the district’s current general curriculum. For example, teacher teams developed academic language flip books that could be used in sheltered content area, special education, and ESL classrooms to support both core content learning and language development. This resource integrated specific disciplinary academic language vocabulary, grammatical forms, and discourse structures related to district curricula for different grade levels. Many teachers and specialists found these flip books helpful for promoting disciplinary academic language learning for native and proficient English-speaking students as well as ELs.

District coordinators also zeroed in on specific instructional practices to support teaching and learning of academic language and discourse that all teachers could commit to implementing regardless of grade level or content area taught. These included specific teacher and student moves to promote accountable talk and academic conversations, direct instruction on disciplinary language features (vocabulary, grammar, and discourse features), and regular formative assessment activities followed by analysis of student learning data to fine-tune instruction. Coaching and professional development opportunities for the following two years focused on key instructional practices to support teaching and learning of academic language and discourse. These key instructional practices were adopted district-wide and were integrated into principal classroom walkthroughs and educator evaluation protocols. They were also the focus of professional learning communities (PLCs) in each school.

To support greater teacher collaboration beyond PLCs, principals were tasked with developing scheduling plans that ensured opportunities for sheltered content area, special education, and ESL teachers to collaborate. Elementary school principals worked with teacher association leaders to develop a new schedule. Negotiations settled on a schedule with shorter periods and individual planning periods Monday through Thursday to accommodate a larger block of collaborative time on Friday afternoons while students participate in enrichment activities with specialists (art, music, and physical education teachers). Middle schools developed a shared grade-level common planning period once a week during one of the previously individual planning times.

The focus of each week’s common planning period varied across months to focus on specific instructional topics such as improving academic conversations, analyzing student achievement data, reflecting on practices applied, and/or coordinating better connections between sheltered content area and ESL curriculum. At the high schools, early release professional development days were tailored to provide alternating times between disciplinary teams across grades and PLC time focused on student achievement data for specific student subgroups (e.g., students with disabilities, newcomer English learners, long-term English learners, etc.).

Although the plan is at the initial stages of development and implementation, the process and proposed initiatives have helped energize educators across the district to focus on improvements that benefit all students, including English learners. Commenting on what has happened so far, several teachers and parents have expressed their enthusiasm for strategic directions that have taken into consideration their voices and concerns, student needs, and current assets to promote district-wide improvement.

**Related Resources:**

* Resources for promoting academic conversations and other effective language and literacy practices with ELs in content area and ESL classrooms:
  + Teaching Channel’s [Video Playlist: Engaging ELLs in Academic Conversations](https://www.teachingchannel.org/blog/2014/10/24/engaging-english-language-learners-in-conversations-ousd/)
  + Videos, tools and best practices from [JeffZiwers.org](http://jeffzwiers.org/)
  + Zwiers, J.; Crawford, M. (2011) Academic Conversations: Classroom Talk That Fosters Critical Thinking and Content Understandings. Portland: Stenhouse Publishers.
  + Zwiers, J., O’Hara, S.; Pritchard, R. (2011) Common Core Standards in Diverse Classrooms: Essential Practices for Developing Academic Language and Disciplinary Literacy. Portland: Stenhouse Publishers.
  + Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., Gersten, R., Haymond, K., Kieffer, M. J., Linan-Thompson, S., & Newman-Gonchar, R. (2014). [Teaching academic content and literacy to English learners in elementary and middle school](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/english_learners_pg_040114.pdf) (NCEE 2014-4012). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education.
  + Gersten, R., Baker, S.K., Shanahan, T., Linan-Thompson, S., Collins, P., & Scarcella, R. (2007). [Effective Literacy and English Language Instruction for English Learners in the Elementary Grades: A Practice Guide](https://files.eric.ed.gov/fulltext/ED497258.pdf) (NCEE 2007-4011). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.
  + Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). [Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf) (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.
  + Michaels, S., O’Connor, M.C., & Resnick, L.B. (2007). [Deliberative discourse idealized and realized: Accountable Talk® in the classroom and in civic life](https://eric.ed.gov/?id=EJ797081). Studies in Philosophy and Education 27, 283 – 297.
  + Michaels, S., O’Connor, M.C., Williams Hall, M. & Resnick, L.B. (2013). [Accountable Talk ® Sourcebook: For Classroom Conversation that Works](https://nsiexchange.org/wp-content/uploads/2019/02/AT-SOURCEBOOK2016-1-23-19.pdf). Institute for Learning, University of Pittsburg.
  + National Academies of Sciences, Engineering, and Medicine. (2017). [Promoting the Educational Success of Children and Youth Learning English: Promising Futures](https://doi.org/10.17226/24677). Washington, DC: The National Academies Press.
* Professional Learning Community resources:
  + DuFour, R. (2006). Learning by doing: A handbook for professional learning communities at work. Bloomington, Ind: Solution Tree.
  + Kushnir, G. (Dec 6, 2011). [10 Steps to Creating a PLC Culture](http://www.allthingsplc.info/blog/view/155/10-steps-to-creating-a-plc-culture). Blog post in *All Things PLC*, April 2017.
* Resources for structuring data analysis and data-informed conversations and related actions:
  + [Data Wise Initiative](https://datawise.gse.harvard.edu/about), Harvard Graduate School of Education.
  + Boudett, K. P., & City, E. A. (2014). Meeting wise: Making the most of collaborative time for educators.
  + Boudett, K. P., City, E. A., & Murnane, R. J. (2005). Data wise: A step-by-step guide to using assessment results to improve teaching and learning. Cambridge, MA: Harvard Education Press.
  + Boudett, K.; City, E.A.; Russell, M. K. (2014) Key Elements of Observing Practice: A Data Wise DVD and Facilitator’s Guide. Cambridge, MA: Harvard Education Press.
  + Boudett, K. P., & Steele, J. L. (2007). Data wise in action: Stories of schools using data to improve teaching and learning. Cambridge, MA: Harvard Education Press.
* WIDA (March 2017): [Focus on ELLs with Disabilities: Providing Access to Complex Language](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=2ahUKEwjRl4Gz04TgAhWpdd8KHXyyCesQFjAAegQIChAC&url=https%3A%2F%2Fwida.wisc.edu%2Fsites%2Fdefault%2Ffiles%2Fresource%2FFocusOn-Providing-ELLs-with-Disabilities-Access-to-Complex-Language.pdf&usg=AOvVaw02PBw2cpY_EkkrxhU7nm5H).

## Scenario 3: Ninth-grader English Learner Guidance Session

**Setting: Low-incidence high school**

When Zhiyi first met with his new high school guidance counselor, Mrs. D., he was very anxious. He was worried that his test scores and grades were not good enough to make it through high school. Even worse, his father had managed to take off work to come with him.

Mrs. D. was very enthusiastic. She began by introducing herself very slowly, not realizing Zhiyi’s father could understand most of what she was saying in English. After introductions, she asked Zhiyi and his dad to talk about what Zhiyi may be interested in. Zhiyi’s dad talked most of the time, telling Mrs. D. how he hoped his son would do well in high school and go on to college to become a doctor. He also talked about how Zhiyi had learned a lot in just one year in the United States and how he thought he would have plenty of time to catch up in four years. Zhiyi liked science but thought his English was not good enough to enroll in many science classes. And yet he didn’t want to disappoint his father. He nodded and agreed with what his father was saying most of the time, afraid to bring up how much help he thought he still needed with his English and how he wanted to take as many art classes as possible because he loved drawing.

Mrs. D. carried on, talking about graduation requirements and opportunities at School J, based on what she had just heard and Zhiyi’s middle school academic file. She talked about the school’s Advanced Placement courses in Biology as well as Anatomy and Physiology, the number of credits in English, Math, Social Studies, and Physical Education he would need to graduate, and state tests Zhiyi would need to pass to graduate. To Zhiyi’s surprise, Mrs. D. also brought up the school’s great art program, mentioning how Zhiyi’s file had recommendations from his 8th grade art teacher saying Zhiyi was a great visual artist and should enroll in art classes throughout high school. She shared a document with graduation requirements, apologizing for not having a copy in Chinese, but said she had talked to the principal about getting a translation ready by the time the school year started. Then she brought up Zhiyi’s language proficiency level, mentioning how the middle school Language Assessment Team had recommended that Zhiyi continue taking ESL classes in high school given his Beginning English language proficiency level (WIDA Level 1).[[11]](#footnote-11) Zhiyi’s father responded by asking whether these courses would hold his son back, telling Mrs. D. he would rather Zhiyi take science classes that would help him get to college.

Zhiyi was nervous, but quickly relaxed once he heard Mrs. D. explain how the ESL courses were aligned with the English curriculum and would count towards graduation. She also discussed how Zhiyi’s schedule throughout high school would include enough credits to help him graduate and attend college. Mrs. D. also talked about how she would ensure to schedule Zhiyi with specific content area teachers who were trained to teach in a way that could help Zhiyi become proficient in English and learn academic subjects at the same time.

Finally, she brought up additional courses and supports Zhiyi would receive to help him develop his language skills in the next couple of years so he could participate in Advanced Placement science courses or specialized Art electives in 11th and 12th grade. Beyond the ESL classes, School J. offered a period called EL Academic Study where Zhiyi could go to get extra help from the ESL teacher and other selected EL Student Aides who volunteered to be peer mentors and tutors for extra credit.

Zhiyi was relieved to see that his father seemed satisfied with the options presented, and Mrs. D. must have thought so too because she then moved on to create a schedule for Zhiyi’s freshman year. Based on their conversation and his academic file, she suggested he meet with Mrs. E. for ESL, and take World History, Algebra I, Biology, Art 1- Majors, Ninth-Grade English, Health and Wellness, and ESL Academic Study– a course that provides additional English language instruction and support for ELs with their ESL and content courses. [[12]](#footnote-12) She explained how, if they agreed with this schedule, she would place Zhiyi with Mr. O. for Algebra 1, Mr. N. for World History, and Mrs. P. for Biology, because they were [SEI-endorsed](http://www.doe.mass.edu/retell/) and highly skilled in helping ELs develop their English along with academic content. She mentioned that although all the teachers in the school had received training for providing quality instruction to English learners, these specific teachers were known for their interest and expertise in this area. They had spent time collaborating with Mrs. E., the ESL teacher, to improve their lessons and had been successful in helping other English learners become better in their disciplines by improving their English. In the end, Zhiyi’s first semester 9th grade schedule was set as follows:

| **Period** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| --- | --- | --- | --- | --- | --- |
| 7:10 – 7:25 | Advisory | | | | |
| 1  7:30 – 8:20 | English | English | English | English | English |
| 2  8:25 – 9:15 | Algebra I | Algebra I | Algebra I | Algebra I | Algebra I |
| 3  9:20 – 10:10 | World History | World History | World History | World History | World History |
| 4  10:15 – 11:05 | Biology | Biology | Biology | Biology | Biology |
| 5A | Lunch  (Group A)  11:10 – 11:40 | Art 1- Majors  11:10 – 12:00 | Lunch  (Group A)  11:10 – 11:40 | Art 1- Majors  11:10 – 12:00 | Lunch  (Group A)  11:10 – 11:40 |
| 5B | Art 1- Majors  11:40 – 12:30 | Lunch  (Group A)  12 – 12:30 | Art 1- Majors  11:40 – 12:30 | Lunch  (Group A)  12 – 12:30 | Art 1- Majors  11:40 – 12:30 |
| 6  12:35 – 1:25 | ESL 1-2 | ESL 1-2 | ESL 1-2 | ESL 1-2 | ESL 1-2 |
| 7  1:30 – 2:20 | Lifetime Wellness | EL Academic Study | Lifetime Wellness | EL Academic Study | Lifetime Wellness |

*Figure X: Zhiyi’s Schedule*

Next, they talked about course registration steps, getting school supplies, the first day of school, and other details. Zhiyi was happy with his schedule and was glad his dad seemed content too. By the end of the conversation he looked forward to starting a new year along some of his friends who were probably also going to be in his ESL class.

## Scenario 4: SEI Scheduling, High-Incidence Elementary

**Setting: Elementary, High-Incidence District**

The Sheltered English Program (SEI) program at School C includes English as a Second Language (ESL), and sheltered content instruction (SCI), for all ELs. Principal K and her leadership team work collaboratively with grade-level teams and ESL teachers to develop a schedule that considers the specific number of English learners (ELs) in the school and their English language proficiency levels each summer. This year 58% of the students at School C are ELs, cutting across all grades and language proficiency levels. In addition, the first language of about 73% of the students is not English. With their population in mind, School C educators designed a master schedule that capitalized on staffing resources (3 ESL teachers, 3 specialists, special education teachers, and a cadre of SEI-endorsed core content general education teachers) as well as research-based practices such as common planning time and inclusive special education practices.

After much discussion and strategizing, each day was structured to provide nine 45-minute periods that include:

* 135 minutes for literacy development in grades K-3,
* 90 minutes for literacy development in grades 4-5, and
* 90-min blocks for math at each grade.

ESL teachers provide focused language instruction in both self-contained classrooms (WIDA levels 1-3[[13]](#footnote-13)) and co-teaching (WIDA levels 4-5) during part or the whole literacy block. The rest of the day, ELs participate in the remainder of the literacy block (grades K-2), math, social studies, science, and specials with their grade-level peers in general education classrooms. Special education teachers typically participate in Language Arts/Reading classrooms, but at times have also pushed into self-contained ESL classrooms based on the number of EL students with disabilities at the school. The schedule also allows for 45 minutes of common grade-level planning time each day, and an additional 40 minutes of common planning time for subject-specific; general education, special education and ESL; and/or grade-level teams at the end of each day. This last period of the day is considered an enrichment period for all students and is implemented by specialist teachers and the guidance counselor in partnership with the city’s Boys and Girls Club to allow teachers to have time for collaboration. The chart below provides a basic outline of the master schedule (not including specials rotations):

*Figure X: Elementary Master Schedule*

|  | **K** | **1** | **2** | **3** | **4** | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| **8– 8:15** | Morning Duty | | | | | |
| **8:15 – 9** | ELA/R 1 | ELA/R 1 | ELA/R 1 | Plan/Specials | Soc. Stud. (SS) | Science |
| **9-9:45** | ELA/R 2 | ELA/R 2 | ELA/R 2 | Sci/SS | Science (Sci) | Plan/  Specials |
| **9:45-10:30** | ELA/R 3 | ELA/R 3 | ELA/R 3 | Math 1 | Plan/  Specials | Social Studies |
| **10:30-11:15** | Lunch/  Recess | Recess/  Lunch | Sci/SS | Math 2 | Math 1 | ELA/R 1 |
| **11:15-12** | Plan/  Specials | Sci/SS | Lunch/  Recess | Recess/  Lunch | Math 2 | ELA/R 2 |
| **12- 12:45** | Math 1 | Math 1 | Math 1 | ELA/R 1 | Lunch/  Recess | Recess/  Lunch |
| **12:45-1:30** | Math 2 | Math 2 | Plan/Specials | ELA/R 2 | ELA/R 1 | Math 1 |
| **1:30-2:15** | Sci/SS | Plan/specials | Math 2 | ELA/R 3 | ELA/R 2 | Math 2 |
| **2:15-2:55** | Enrich/Plan | | | | | |
| **2:55 – 3:05** | Dismissal | | | | | |

*Figure XX: ESL Teacher Schedules*

|  | **ESL Teacher 1** | **ESL Teacher 2** | **ESL Teacher 3** |
| --- | --- | --- | --- |
| **8 – 8:15** | Morning Duty | | |
| **8:15 – 9:20** | K Beginner & Emerging (Self- Contained) | K Developing  (Self-Contained) | K Expanding & Bridging  (Co-teaching) |
| **9:25 – 10:30** | 1-2nd Beginner & Emerging  (Self-Contained) | 1-2nd Developing  (Self-Contained) | 1-2nd Expanding & Bridging (Co-teaching) |
| **10:30-11:15** | Lunch | 5th Beginner & Emerging  (Self-contained) | 5th Developing  (Self-contained) |
| **11:15-12** | 1st Grade Sci/SS  (Co-teaching) |
| **12- 12:45** | Plan | Lunch | Lunch |
| **12:45-2:15** | 3-4th Beginner & Emerging  (Self-Contained) | 3-4th Dev (Self-cont.) | 3-4th Developing, Expanding & Bridging (Co-teaching) |
| Plan | Plan |
| **2:15-2:55** | Enrich/Plan | | |
| **2:55 – 3:05** | Dismissal | | |

The specific arrangement of courses changes each year based on student needs (for example, this year there were few ELs at WIDA levels 3-5) 3rd and 4th graders. However, the school has made a commitment to provide self-contained ESL for ELs at the earliest English language proficiency levels and explore push-in and co-teaching arrangements for students at WIDA levels 4-5). This allows for the development and improvement of ESL and SCI curricula that are connected to each other and aligned to appropriate state standards ([MA Curriculum Frameworks](http://www.doe.mass.edu/frameworks/) and [WIDA English Language Development Standards](https://wida.wisc.edu/teach/standards)).

Principal K continuously provides professional development opportunities and additional curricular resources to support collaborative instructional methods for English Language Development. Teachers also spend a good amount of time during their common planning time on fine-tuning curriculum, reviewing student progress data, sharing promising instructional practices and expertise, choosing instructional materials, or engaging in common professional development. Educators at School C acknowledge the schedule is far for perfect, and worry about how changes in enrollment, staffing, and district funding may impact the foundation laid so far. Nevertheless, for now, they believe this is a step in the right direction for providing quality instruction to all their students, including ELs.

**Related Resources:**

* Scheduling resources for establishing collaborative time for teachers:
  + Rosenberg, D., Daigneau, R., & Galvez, M. (2018) [Finding Time for Collaborative Planning](https://www.erstrategies.org/tap/finding_time_for_collaborative_planning). Education Resource Strategies.
  + Education Resource Strategies (2017) [School Scheduling Tools](https://www.erstrategies.org/tap/school_scheduling_tools).
  + Rettigg, M. [Elementary School Scheduling: Enhancing Instruction for Student Achievement](http://www.state.nj.us/education/AchieveNJ/teams/strat11/JMUElementaryschoolscheduling.pdf). School Scheduling Associates.
  + State of New Jersey Department of Education. [Collaborative Teams Toolkit](http://www.state.nj.us/education/AchieveNJ/teams/) (Strategy 1.1 Time For Collaboration)
* Extended school day research and resources:
  + Jones, C. (2014) [Beyond the Bell: Options for Increased Learning Time](http://www.massbudget.org/reports/pdf/Increased%20Learning%20Time.pdf) and [Issue in Brief: Increased Learning Time Summary](http://expandingopportunity.org/reports/IncreasedLearningTime_Summary.pdf). MA Budget and Policy Center & Rennie Center for Education Research and Policy.

## Scenario 5: SEI Scheduling, Low-Incidence High School

**Setting: Low-incidence high school**

Historically, School J. has only had between 5 and 10 English learners (ELs) at a time. The district only has about 25 ELs across all schools and grades. Many of the ELs who enroll in School J. come from the local middle school with some English language proficiency, but often students new to the country enroll at the high school with minimal or no English language skills. Because of the low EL enrollment, the district only counts with two full-time ESL teachers, one of which is also the English Language Learner Program Coordinator, and a part-time administrative assistant. Most content teachers at School J. are [SEI-endorsed](http://www.doe.mass.edu/retell/), and those who are not yet will be by the end of the school year. Regarding curriculum, the district’s secondary ESL teacher and School J.’s English content area teachers have developed credit-bearing ESL courses aligned to the MA ELA Curriculum Frameworks that are aligned to the English Language Arts curriculum for ELs at different proficiency levels.

School J.’s situation presents several staffing and scheduling challenges, especially when it comes to developing a schedule and ESL curriculum that allows the ESL teachers to provide sufficient dedicated language instructional time to all ELs in ways that are appropriate for their grade and language proficiency levels. For School J. this means sharing the ESL teacher with the local middle school and adapting ESL schedules to fit the specific number of ELs and their language proficiency levels each year. This academic year there are 7 ELs at School J.: two students at WIDA level[[14]](#footnote-14) 1 (grades 9 and 10), one student at WIDA level 2 (grade 9), three students at WIDA level 3 (grades 10, and 11), and one at WIDA level 4 (grade 10).

Therefore, this year Mrs. E., the ESL teacher, comes in the afternoon during which she offers an ESL 1-2 class the level 1-2 students, one ESL 3 class for level 3 students, and an EL Academic Study where she provides additional language support to all ELs. The curriculum for this course varies each year depending on the content area courses ELs at School J. are enrolled in. Each unit is developed in collaboration with content area teachers to incorporate key uses of academic language and specific content area disciplinary topics and academic practices. Mrs. E. and content area teachers with ELs in their courses meet at the beginning of the year and quarterly to plan for this course. In addition, the high school schedule for Mrs. E. and other content area teachers with ELs are coordinated so they have opportunities to meet during their planning times at least bi-weekly. During this time content area teachers and Mrs. E. discuss EL student work, analyze upcoming tasks and texts to ensure they are providing appropriate support for language demands, and plan modifications or accommodations for future lessons as needed.

*Figure X: Mrs. E’s High School Schedule*

|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| --- | --- | --- | --- | --- | --- |
| 8:00 – 10:30 | Teaching at N Middle School | | | | |
| 10:30 – 10:55 | Travel | | | | |
| 10:55 – 11:35 | Lunch | | | | |
| 11:40 – 12:30 | ESL 3 | ESL 3 | ESL 3 | ESL 3 | ESL 3 |
| 12:35 – 1:25 | ESL 1-2 | ESL 1-2 | ESL 1-2 | ESL 1-2 | ESL 1-2 |
| 1:30 – 2:20 | EL Academic Study  (Group 1) | EL Academic Study  (Group 2) | Joint plan with content teachers of ELs (rotating) | EL Academic Study  (Group 2) | PLC |
| 2:20 – 3:20 | Individual Plan | Individual Plan | Individual Plan | Individual Plan | Individual Plan |

School J. has also implemented other support structures to help ELs succeed. The school has also organized a cadre of peer mentors who can serve as aides for ELs in content area courses and the EL Academic Study period. These are typically proficient English speakers in grades 11 and 12 who apply for the position to Mrs. E. and then sign up for an ESL Aide course as part of their schedule. To promote greater coordination and collaboration between Mrs. E. and content area teachers with ELs in their classes, Principal J. has grouped Mrs. E. with these content area teachers together during Friday’s Professional Learning Communities (PLCs). The specific teachers in this EL PLC varies each year depending on the student population, but teachers report this common time has helped them discuss student progress and performance data, fine-tune curriculum, address relevant issues that may arise, and coordinate instruction more effectively than when they simply participated in department-based PLCs. Content area teachers still have opportunities for common time with other teachers in their discipline during department meetings and their own planning time. ELs at School J. are assigned to one guidance counselor who has participated in professional development for culturally-responsive counseling practices, has experience working with ELs applying for college, and regularly collaborates with guidance counselors in other districts to implement best practices for supporting ELs acculturation and development in U.S. schools. Finally, the English Learner Education (ELE) Coordinator for the district serves as the parent liaison for the high school and middle school, which has helped connect teachers with their EL parents and families to the schools. In this role, the ELE Coordinator helps address any academic, social or cultural issues that may arise during the school year.

This constellation of services is useful in supporting the variety of ELs needs. For example, when incoming 9th grader Zhiyi came with his father for his high school interview, the guidance counselor was able to discuss with them graduation requirements, available program components and course offerings, and support services tailored to his English language proficiency level. After inquiring on Zhiyi’s and his father’s aspirations, the counselor was able to develop a schedule and general plan for how Zhiyi could progress towards graduation by leveraging the expertise of content area teachers, the high school ESL teacher, and other supports such as peer mentoring and an extra period of English language and content support.

In the end, Zhiyi’s weekly schedule included Mrs. E.’s ESL 1-2 class, World History, Algebra I, Biology, Art 1- Majors, Ninth-Grade English, Health and Wellness, and EL Academic Study – a course that provides additional English language instruction and support for ELs with their ESL and content courses[[15]](#footnote-15).

*Figure XX: Zhiyi’s Schedule*

| **Period** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| --- | --- | --- | --- | --- | --- |
| 7:10 – 7:25 | Advisory | | | | |
| 1  7:30 – 8:20 | English | English | English | English | English |
| 2  8:25 – 9:15 | Algebra I | Algebra I | Algebra I | Algebra I | Algebra I |
| 3  9:20 – 10:10 | World History | World History | World History | World History | World History |
| 4  10:15 – 11:05 | Biology | Biology | Biology | Biology | Biology |
| 5A | Lunch  (Group A)  11:10 – 11:40 | Art 1- Majors  11:10 – 12:00 | Lunch  (Group A)  11:10 – 11:40 | Art 1- Majors  11:10 – 12:00 | Lunch  (Group A)  11:10 – 11:40 |
| 5B | Art 1- Majors  11:40 – 12:30 | Lunch  (Group A)  12 – 12:30 | Art 1- Majors  11:40 – 12:30 | Lunch  (Group A)  12 – 12:30 | Art 1- Majors  11:40 – 12:30 |
| 6  12:35 – 1:25 | ESL 1-2 | ESL 1-2 | ESL 1-2 | ESL 1-2 | ESL 1-2 |
| 7  1:30 – 2:20 | Lifetime Wellness | EL Academic Study | Lifetime Wellness | EL Academic Study | Lifetime Wellness |

**Related Resources:**

* For an example of what the conversation between the student, Zhiyi, his father, and the guidance counselor, see SEI Scenario 2.
* For more information about high schools that comprehensively and effectively address the needs of English Learners, see Castellón, M., Cheuk, T., Greene, R., Mercado-Garcia, D., Santos, M., Skarin, R. & Zerkel, L. (2015). [Schools to Learn From: How Six High Schools Graduate English Language Learners College and Career Ready](https://ncela.ed.gov/resources/report-six-schools-to-learn-from-how-six-high-schools-graduate-english-language-learners). Prepared for the Carnegie Corporation of New York.
* Scheduling resources for establishing collaborative time for teachers:
  + Rosenberg, D., Daigneau, R., & Galvez, M. (2018) [Finding Time for Collaborative Planning](https://www.erstrategies.org/tap/finding_time_for_collaborative_planning). Education Resource Strategies.
  + Education Resource Strategies (2017) [School Scheduling Tools](https://www.erstrategies.org/tap/school_scheduling_tools).
  + State of New Jersey Department of Education. [Collaborative Teams Toolkit](http://www.state.nj.us/education/AchieveNJ/teams/) (Strategy 1.1 Time For Collaboration).

## Scenario 6: Family Engagement at the School Level

**Setting: Low-incidence Elementary School**

Principal H has been working with teachers, staff, and parents to increase parent engagement at D Elementary. The process started a couple of summers ago, when the school leadership team, grade level team leaders, and parents met to discuss the school’s improvement plan. Most participants recognized the need for better communication and joint decision-making, as well as community engagement. The need was greater when it came to families of English learners (ELs), who were not much involved in the school at the time. When discussing this issue, participants agreed there were several barriers to overcome to welcome ELs and their families to the school. D Elementary serves only a few ELs and shares an ESL teacher with two other elementary schools in the district. Language barriers and lack of human and instructional resources made it difficult for individual teachers to maintain effective two-way communication with EL parents and families. To respond to these issues the team resolved to research effective family involvement practices across the state and the country, with a focus on specific strategies for EL families.

Throughout the following two years this group of school leaders, teachers, and parents met to share and discuss ideas. The group recruited parents of ELs to join so discussions and initiatives would include voices from the population the school intended to serve. Eventually the school adopted three goals to serve as the core components for their efforts, drawing from the group’s work. These were to 1) focus on academic success by helping families learn ways to support their children learning, 2) help families improve their understanding of ways to advocate for their child and participate in school decision-making in the Massachusetts context, and 3) increase families’ awareness of school and community resources and how to access them. [[16]](#footnote-16) After choosing these core components, Principal H and this team developed a Family Engagement Plan that included specific activities to carry out and achieve established goals.

For example, to promote academic success teachers and parents chose to revamp parent-teacher conferences. They began networking with other district ESL teachers and parent liaisons. As part of this change, parent teacher conferences would focus on more than just discussing student’s grades. Teachers committed to discussing how to navigate specific school systems such as accessing grades online, managing the school information system, and other resources. Although most parents had heard about these topics when first enrolling students in school, teachers and parents agreed that refreshers during the year were helpful in engaging parents.

Secondly, the school began offering parent nights for the entire school to promote early literacy and math learning. Teachers partnered with parents, the librarian, and community interpreters to run the parent nights, inviting all families and sending text reminders and notices in home languages to parents of ELs.

All scheduled meetings followed an adopted protocol to build a team atmosphere between parents and teachers, such as introductory team building activities, teaching a specific skill parents can use at home to support academic and language development, sharing student data related to the specific skill being taught, and finishing up with take home activities parents can implement to support the skill introduced and increase family engagement in student learning.[[17]](#footnote-17) Teachers also integrate ideas for how parents of English learners can support first language development and usage through routines at home such as telling stories, having siblings and parents read together, holding expanded conversations about school topics, vocabulary, and concepts in teacher’s bi-weekly newsletters, and writing family books.[[18]](#footnote-18)

To help families improve their understanding of school processes and become better advocates, back to school orientation was redeveloped. Instead of meeting with just individual teachers, the school began differentiating the program for new and returning parents, and offering specific sessions on topics for specific populations, such as supporting the learning of ELs, students with disabilities, and gifted and talented students. These sessions were organized so that parents could choose several topics to explore. Along with the sessions, parents had time to meet individual teachers, which helped both parents and teachers gain deeper knowledge of matters specifically related to each student. For instance, orientation sessions focused on ELs included interpreters and time for parents and guardians to share their sociocultural background including family histories, reasons for coming to the United States, as well as children and parents’ previous educational experiences with teachers and one another.[[19]](#footnote-19)

In addition, the school promoted greater EL parent involvement in decision-making by recruiting additional members for the D Elementary Parent Teacher Association (PTA) in collaboration with the district’s English Learner Parent Advisory Council (ELPAC). Principal H and Mrs. W, the guidance counselor, reached out to a couple of ELPAC members, including parents of ELs, as well as members of the immigrant community to recruit new PTA members from the community of EL families. They also worked to secure interpreters for PTA meetings at D Elementary.

As a foundation to all these initiatives, Principal H and his team of teachers, staff, and parents have improved two-way communication using a variety of techniques. For example, EL parents seem to respond better to texts than to mailings, phone calls or emails. Several school documents, including grade reports, have been translated to preferred home languages and are used by teachers every quarter. The principal’s monthly newsletter is also being translated by community members from local and state organizations who speak the home languages of EL families such as the [Brazilian Worker Center](http://www.braziliancenter.org/), the [Massachusetts Latino Chamber of Commerce](https://www.echispanicmedia.com/hispanic-chambers-organizations/massachusetts-latino-chamber-commerce/), and the [Chinese American Association of Lexington](http://caal-ma.org/).

In the coming years Principal H hopes to promote additional engagement with other community organizations serving immigrant families, provide leadership training for interested parents, and cultural competency training for his teachers and staff to continue strengthening parent involvement.

**Related Resources:**

* [Massachusetts Guidance for English Learner Parent Advisory Councils](http://www.doe.mass.edu/ele/guidance/)
* [WIDA’s Family Engagement page](https://wida.wisc.edu/teach/learners/engagement) (With resources available in English and Spanish)
* Kugler, E. G. (2009). [Partnering with Parents to Support Immigrant and Refugee Children at School](https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/chap5.pdf). Center for Health and Health Care in Schools, School of Public Health and Health Services, The George Washington University, Washington, DC.
* Harvard Family Research Project (2010). [Parent–Teacher Conference Tip Sheets for Principals, Teachers, and Parents](https://archive.globalfrp.org/publications-resources/browse-our-publications/parent-teacher-conference-tip-sheets-for-principals-teachers-and-parents). Harvard Graduate School of Education. (Resource available in English and Spanish)
  + Adult Learning Resource Center. (2002). [A Guide to Your Children's Schools: A Parent Handbook](http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1200). Des Plaines, IL: Adult Learning Resource Center.
  + Schmidt, S. (2005). [Raising Children in a New Country: A Toolkit for Working with Newcomer Parents](https://brycs.org/wp-content/uploads/2018/08/raisingchildreninanewcountry_web.pdf).
* Resources from Colorín Colorado:
  + Breiseth, L., Robertson, K. & Lafond, S. (2011). [A Guide for Engaging ELL Families: Twenty Strategies for School Leaders](http://www.colorincolorado.org/guide/guide-engaging-ell-families-twenty-strategies-school-leaders). Colorín Colorado.
  + [Creating Programs for Language Minority Families](http://www.colorincolorado.org/article/creating-programs-language-minority-families-0). Excerpted from: Mulhern, M., Rodriguez-Brown, F., & Shanahan, T. (Summer, 1994). Family Literacy for Language Minority Families: Issues for Program Implementation. NCBE Program Information Guide Series, Number 17. National Clearinghouse for Bilingual Education.
* Resources from the [Global Research Family Project](https://globalfrp.org/):
  + [Formula for Success: Engaging Families in Early Math Learning](https://globalfrp.org/content/download/83/561/file/Early+Math+FINE.pdf) (2017)
  + [Seven Research-Based Ways Families Promote Early Literacy](https://globalfrp.org/Articles/Seven-Research-Based-Ways-Families-Promote-Early-Literacy) (2018) (resource available in English and Spanish)
* Southwest Educational Development Laboratory (SEDL) and the U.S. Department of Education. (2013). [Partners in Education: A Dual Capacity-Building Framework for Family–School Partnerships](https://www2.ed.gov/documents/family-community/partners-education.pdf).
* U.S. Department of Education, Office of Innovation and Improvement. (2007). [Engaging Parents in Education: Lessons from Five Parental Information and Resource Centers](https://files.eric.ed.gov/fulltext/ED498407.pdf).
* Weiss, H. B., Caspe, M., Lopez, M. E. & McWilliams, L. (2016) [IDEABOOK: Libraries for Families](https://www.packard.org/wp-content/uploads/2017/05/IdeaBook.pdf). Cambridge, MA: Harvard Family Research Project.

## Scenario 7: SEI Content Area and ESL Teacher Collaboration

**Setting: Elementary School, Mid-incidence**

The push towards more teacher collaboration at District E. began with educators at a couple of elementary schools. Small clusters of general education teachers began experimenting with ESL teachers, co-teaching in classes that integrated English learners (ELs) at WIDA levels 2-4[[20]](#footnote-20) as well as proficient English speakers. Teachers co-taught using a variety of arrangements during the general education classroom, while ESL teachers continued to meet with ELs at different times for ESL. These early experiments aimed at promoting language development alongside content learning were a result of previous professional development. Sheltered content area teachers referenced strategies and best practices learned in [SEI Endorsement](http://www.doe.mass.edu/retell/) courses as requiring regular, intentional opportunities to collaborate with other teachers working with ELs, such as ESL and special education teachers. Similarly, ESL teachers attending Next Generation ESL professional development had brought back ideas for using resources such as the [Collaboration Tool](https://wida.wisc.edu/sites/default/files/Website/State%20Pages/Massachusetts/MA_Collaboration_Tool.pdf) to plan instruction with general education and special education teachers. Together they used the Tool to develop district-based ESL curricula that prepared students to become proficient in English while also engaging with language needed to successfully access and engage with content area standards.

In response, principals at Elementary U. and R. Elementary supported teacher efforts by realigning schedules so ESL and general education teachers at one or two grade levels could teach together during one English Language Arts period of the day. At their annual evaluations these teachers could point to [ACCESS 2.0](http://www.doe.mass.edu/mcas/access/) and English Language Arts (ELA) test scores to show EL student improvement but reported needing more time to co-plan lessons and additional professional development on co-teaching to maximize learning time. Early that summer, at the annual Principals Retreat, several other principals echoed similar sentiments among other teachers in the district. Conversations at the retreat led to additional discussions with the ELA and English Learner Education Curriculum Directors, who supported the idea of focusing teacher professional development the following year on collaborative practices for co-teaching in these areas at the elementary level. They considered this an opportunity to pilot the initiative, learn about the process, and potentially move towards scaling it to include middle and high school teachers in a year’s time.

Principals began by gathering information from their teachers about ways to modify the schedule to include common teaching and planning time. By the end of the summer a couple elementary schools had committed to trying out a new schedule that would stack planning times on Thursdays to allow for a double common planning time for co-teaching ELA and ESL teachers and having paraprofessionals cover recess and lunch to offset lost planning time on Fridays.[[21]](#footnote-21) ESL teachers’ schedules were modified so they could co-teach with at least one ELA teacher.

Because the schools did not have enough ESL teachers to assign one per grade, this meant prioritizing co-planning opportunities at grades with the largest number of ELs. For example, at Elementary U. the largest number of ELs the following school year were in Kindergarten and second grade. Thus, the schedule was modified so that the second-grade teacher and one of the ESL teachers would co-teach during the ELA period and share planning periods. The ESL teacher kept her separate time for ESL with second graders at another time of the day. Based on these decisions, schedule for second grade at Elementary U. was planned as follows:

*Figure X: Elementary U. Modified Second Grade Schedule*

| **50 min periods** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| --- | --- | --- | --- | --- | --- |
| 8:15 – 9:05 | Math | Math | Math | Math | Math |
| 9:05 – 9:55 | Math | Math | Math | Math | Math |
| 9:55 – 10: 45 | ELA/R  (Co-teaching) | ELA/R  (Co-teaching) | ELA/R  (Co-teaching) | ELA/R  (Co-teaching) | ELA/R  (Co-teaching) |
| 10:45 – 11:35 | ELA/R Centers or  ESL (ELs) | ELA/R Centers or  ESL (ELs) | ELA/R Centers or  ESL (ELs) | ELA/R Centers or  ESL (ELs) | ELA/R Centers or  ESL (ELs) |
| 11:35 – 12:10 | Recess & Lunch | | | | |
| 12:10 – 1:00 | Intervention | Intervention | Intervention | Intervention | Intervention |
| 1:00 – 1:50 | Specials/Plan | Specials/Plan | Specials/Plan | Specials/Plan | Science/Social Studies |
| 1:50 – 2:40 | Science | Open Circle | Social Studies | Open Circle |

Curriculum Directors also reached out to teachers with co-teaching experience about professional development topics they would be interested in and that could serve as a foundation for other interested teachers. After some research, it was decided to offer a two-day fall institute focused on co-teaching and other collaboration practices for ESL and ELA teachers at the beginning of the following school year. The workshops would provide opportunities to learn about effective co-teaching models, co-planning protocols and tools such as the MA ESE Collaboration Tool, ways to review, analyze and assess student work for language and content learning, methods for analyzing tasks and activities in the current ELA and ESL curricula to identify embedded language functions and demands, best practices for reflecting on delivered lessons, and time to develop some co-taught lessons for the beginning of the school year.[[22]](#footnote-22) The institute would be open to any interested teacher across the district with hopes of gathering additional support for collaboration in other schools. Teachers who had committed to co-teaching the following year would also gather throughout the year during quarterly professional development days to reflect and share their learning, discuss recurring issues, and strategize ways to address student work and progress.

If these early steps are successful, several other elementary schools will begin adopting similar formats. Principals, teachers and curriculum directors anticipate needing to reevaluate and revise the plan in future but acknowledge this is a place to start. Curriculum directors would like to eventually scale it up to the middle and high schools in the district, adapting the model to fit the different structure of secondary schools.

**Related Resources:**

* Boyle, A., Stein, L. & Kistner, A. (September 2017). [Supporting English Learners and Students with Disabilities: Strategies from Turnaround Schools in Massachusetts](https://www.air.org/resource/brief/supporting-english-learners-and-students-disabilities-strategies-turnaround-schools). Prepared by the American Institutes for Research for the Prepared for the Massachusetts Department of Elementary and Secondary Education Office of District and School Turnaround.
* For ideas on how to organize resources to support collaborative professional learning, see Hawley Miles, K., Rosenberg, D. & Quist Green, G. (2017). [Igniting the Learning Engine: How school systems accelerate teacher effectiveness and student growth through Connected Professional Learning](https://www.erstrategies.org/cms/files/3560-igniting-the-learning-engine.pdf). Education Resource Strategies.
* For a sample video showcasing collaboration and co-teaching between an ELA and an ESL to support ELs in MA, see [MA DESE ESL Model Curriculum Unit: Using the Collaboration Tool to Develop ESL Curriculum](https://www.youtube.com/watch?v=a7UUhx4tS1Q&feature=youtu.be).
* Dove, M. & Honingsfeld, M. (2017) Co-Teaching for English Learners: A Guide to Collaborative Planning, Instruction, Assessment, and Reflection. Thousand Oaks, CA: Corwin.
* State of New Jersey Department of Education. [Collaborative Teams Toolkit](http://www.state.nj.us/education/AchieveNJ/teams/).

# **Appendix C: References**

Abedi, J. (2008). Classification system for English language learners: Issues and recommendations. *Educational Measurement: Issues and Practice, 27*(3), 17-31.

AIR (2014). National center on safe supportive learning environments [Website]. Retrieved from: <https://www.air.org/centers/national-center-safe-supportive-learning-environments-ncssle>

Adams, M., & Bell, L. A. (Eds.). (2016). *Teaching for Diversity and Social Justice* (3 edition). New York: Routledge.

Alvarez, L., Ananda, S., Walqui, A., Sato, E., & Rabinowitz, S. (2014). *Focusing formative assessment on the needs of English language learners.* San Francsico: WestEd.

Amsler, S. (2013). Critical Pedagogy, Critical Theory, Critical Hope. In S. Cowden & G. Singh (Eds.), *Acts of Knowing: Critical Pedagogy in, Against and Beyond the University* (1 edition). New York: Bloomsbury Academic.

Anderson, N. (2002). *The role of metacognition in second language teaching and learning.* ERIC Digest. Retrieved from ERIC database. (ED465659)

Anstrom, K., DiCerbo, P., Butler, F., Katz, A., Millet, J., & Rivera, C. (2010). A review of the literature on academic English: Implications for K–12 English Language Learners. The George Washington University Center for Equity and Excellence in Education.

Anyon, J. (n.d.). Social Class and the Hidden Curriculum of Work. Retrieved March 27, 2017, from <http://www1.udel.edu/educ/whitson/897s05/files/hiddencurriculum.htm>

Arizona State Board of Education. (2014, Revised). Structured English Immersion Models of the Arizona English Language Learners Task Force. Retrieved May 8, 2017, from <http://www.azed.gov/oelas/structured-english-immersion-models/>

Attendance works: Advancing student success by reducing chronic absence [Website]. (2014). Retrieved from: http://www.attendanceworks.org

Bailey, A.L., & Carroll, P.E. (2015). Assessment of English language learners in the era of new academic content standards. *Review of Research in Education, 39,* 253-294.

Bailey, A., Butler, F. A., LaFramenta, C., Ong, C., & others. (2004). Towards the Characterization of Academic Language in Upper Elementary Science Classrooms. CSE Report 621. *US Department of Education*. Retrieved from <http://eric.ed.gov/?id=ED483387>

Bailey, A. L. (n.d.). The Language Demands of School: Putting Academic English to the Test. Retrieved August 20, 2016, from <https://people.ucsc.edu/~ktellez/bailey.pdf>

Bailey, A. L., & Huang, B. H. (2011). Do current English language development/proficiency standards reflect the English needed for success in school? *Language Testing*, *28*(3), 343–365. <https://doi.org/10.1177/0265532211404187>

Barnett, B. G., Basom, M. R., Yerkes, D. M., & Norris, C. J. (2000). Cohorts in educational leadership preparation programs: Benefits, difficulties, and the potential for developing school leaders. *Educational Administration Quarterly, 36*(2), 255-282.

Biesta, Girt. (2014). Making Pedagogy Public. In J. Burdick (Ed.), *Problematizing public pedagogy*. New York: Routledge.

Birman, B. F., Desimone, L., Porter, A. C., & Garet, M. S. (2000). Designing professional development that works. *Educational Leadership, 57,* 28-33.

Black, P., & Wiliam,D. (1998). Assessment and classroom learning. *Educational Assessment: Principles, Policy and Practice, 5*(1), 7–74.

Blair, A. (2016). Academic uses of language (re)defined: A case of emergent bilinguals engaging in languages and literacies in and outside of school. *Linguistics and Education*, *35*, 109–119. <https://doi.org/10.1016/j.linged.2016.07.003>

Bolivar, J. M., & Chrispeels, J. H. (2010). Enhancing parent leadership through building social and intellectual capital. *American Educational Research Journal, 48*(1), 4–38

Bransford, J., Brown, A., & Cocking, R. (Eds.). (2000). *How people learn: Brain, mind, experience, and school.* Washington, DC: National Academy Press.

Brisk, M. E. (2012). Young Bilingual Writers’ Control of Grammatical Person in Different Genres. *The Elementary School Journal*, *112*(3), 445–468. <https://doi.org/10.1086/663733>

Brisk, M. E. (2014). *Engaging Students in Academic Literacies: Genre-based Pedagogy for K-5 Classrooms* (1 edition). Routledge.

Brookhart, S. M. (2003). Developing measurement theory for classrooms assessment purposes and uses. *Educational Measurement: Issues and Practice, 22*(4), 5–12.

Bryk, A. S., Sebring, P. B., Allensworth, E., Luppescu, S., & Easton, J. Q. (2010). *Organizing schools for improvement: Lessons from Chicago.* Chicago: University of Chicago Press.

Bryk, A. S., Gomez, L., Grunow, A., & LeMahieu, P. (2015). *Learning to improve: How America’s schools can get better at getting better.* Cambridge, MA: Harvard Eduational Publishing.

Bunch, Kibler & Pimentel (2012). *Realizing opportunities for English language learners in the Common Core English language arts and disciplinary literacy standards.* Stanford University: Understanding Language Initiative.

Bunch, G. C. (2013). Pedagogical Language Knowledge: Preparing Mainstream Teachers for English Learners in the New Standards Era. *Review of Research in Education*, *37*(1), 298–341. <https://doi.org/10.3102/0091732X12461772>

Bunch, George C. (2012, November 24). Guidelines for ELA Instructional Materials Development. Stanford, CA: Stanford University, Understanding Language Initiative.

Bunch, George C. (n.d.). What are the language demands for English language arts in the Common Core State Standards?

Bunch, George C., Pimentel, S., Walqui, A., Stack, L., & Castellon, M. (2012, December). *English Language Learners and the Common Core State Standards in English Language Arts and Disciplinary Literacy: An Instructional Exemplar*. Presented at the Understanding Language.

Bunch, George C., Walqui, A., & Pearson, P. D. (2014). Complex Text and New Common Standards in the United States: Pedagogical Implications for English Learners. *TESOL Quarterly*, *48*(3), 533–559. <https://doi.org/10.1002/tesq.175>

Carnock, J. T. (2016). From Blueprint to Building: Lifting the Torch for Multilingual Students in New York State. *New America*. Retrieved from <https://eric.ed.gov/?id=ED570872>

Caspe, M., Lopez, M. E., Chu, A., & Weiss, H. B. (2011). *Teaching the teachers: Preparing educators to engage families for student achievement* [Issue Brief]. Cambridge, MA: Harvard.

Celic, C., & Seltzer, K. (2011). Translanguaging: A CUNY-NYSIEB guide for educators. *New York, NY: The Graduate Center*. Retrieved from <http://externalaffairs.ucoz.com/_ld/0/3_FINAL-Translang.pdf>

Cheuk, T. (2012). Relationships and convergences found in the Common Core State Standards in Mathematics (practices), Common Core State Standards in ELA/Literacy (student portraits), and a Framework for K-12 Science Education (science & engineering practices). *Unpublished Manuscript. Stanford, CA: Stanford University, Understanding Language Initiative*.

Cheuk, T. (2013). Relationships and convergences among the mathematics, science, and ELA practices. Stanford, CA: Stanford University, Understanding Language Initiative.

Codd, J. A. (1988). The construction and deconstruction of educational policy documents. *Journal of Education Policy*, *3*(3), 235–247. <https://doi.org/10.1080/0268093880030303>

Collier, V.P. & Thomas, W.P. (2004). The astounding effectiveness of dual language education for all. *NABE Journal of Research and Practice.* *2*(1), 1-20.

Colorado Department of Education. (2016). *ELD Program Rubric DISTRICT-LEVEL*. Colorado.

Colorado Department of Education, & Escamilla, K. (2016). Guidebook on Designing, Delivering and Evaluating Services for English Learners. Denver, CO: CDE.

Commonwealth of Massachusetts. Chapter 69: Powers and Duties of the Department of Elementary and Secondary Education, Pub. L. No. General Laws, Part I, Title XII, Chapter 69. Retrieved from <https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter69>

Contreras, R., & Valverde, L. (1994). The Impact of Brown on the Education of Latinos. *The Journal of Negro Education*, *63*(3), 470–481. Retrieved from <http://www.latinamericanstudies.org/latinos/brown.pdf>

Cook, H. G., & Linquanti, R. (2015). *Strengthening policies and practices for the initial classification of English learners: Insights from a national working session.* Washington DC: Council of Chief State School Officers. Retrieved from: https://eric.ed.gov/?id=ED565758

Cordasco, F. (1969). The Bilingual Education Act. *The Phi Delta Kappan*, *51*(2). Retrieved from <http://www.jstor.org/stable/20372531>

Council of Chief State School Officers. (2012). *Framework for English language proficiency development standards corresponding to the Common Core State Standards and the Next Generation Science Standards.* Washington, DC: CCSSO.

Council of the Great City Schools. (2014). A framework for raising expectations and instructional rigor for English language learners. Washington, DC: Author.

Curriculum Frameworks and Instructional Resources Division. (2015, July). English Language Arts/English Language Development Framework for California Public Schools. California Department of Education (CDE). Retrieved from <http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>

Custodio, B. (2011). *How to design and implement a newcomer program.* New York: Pearson.

Darling-Hammond, L., Wei, R.C., Andree, A., Richardson, N., and Orphanos, S. (2009). *Professional learning in the learning profession: A status report on teacher development in the United States and abroad.* National Staff Development Council, Stanford University. Retrived from: http://learningforward.org/docs/pdf/nsdcstudy2009.pdf

Darling-Hammond, L., Wilhoit, G., & Pittenger, L. (2014). *Accountability for college and career readiness: Developing a new paradigm.* Stanford, CA: Stanford Center for Opportunity Policy in Education.

DeArmond, M., Shaw, K. L., & Wright, P. M. (2009). Zooming in and zooming out: Rethinking school district human resources management. In D. Goldhaber & J. G. Hannaway (Eds.), *Creating a new teaching profession* (pp. 53-80). Washington, DC: Urban Institute Press.

Denzin, N. K. (2009). Critical Pedagogy and Democratic Life or a Radical Democratic Pedagogy. *Cultural Studies <=> Critical Methodologies*, *9*(3), 379–397. <https://doi.org/10.1177/1532708609332607>

Deussen, T., Roccograndi, A., Hanita, M., Autio, E., & Rodriguez-Mojica. (n.d.). THE IMPACT OF PROJECT GLAD ON FIFTH-GRADE LITERACY (Handout). Retrieved from <http://educationnorthwest.org/sites/default/files/events/resources/impact-of-project-glad-handout-508.pdf>

Deussen, T., Roccograndi, A., Hanita, M., Autio, E., Rodriguez-Mojica, C., & Rodriguez, C. (n.d.). THE IMPACT OF PROJECT GLAD ON FIFTH-GRADE LITERACY: SHELTERED INSTRUCTION AND ENGLISH LEARNERS IN THE MAINSTREAM CLASSROOM. Retrieved from <https://educationnorthwest.org/sites/default/files/events/resources/impact-of-project-glad-paper-508.pdf>

Dewey, J. (1897). My Pedagogic Creed. *School Journal*, *54*, 77–80. Retrieved from <http://dewey.pragmatism.org/creed.htm>

Diem, S., Young, M. D., Welton, A. D., Mansfield, K. C., & Lee, P.-L. (2014). The intellectual landscape of critical policy analysis. *International Journal of Qualitative Studies in Education*, *27*(9), 1068–1090. <https://doi.org/10.1080/09518398.2014.916007>

Doing and Talking Math and Science. (n.d.). Retrieved April 3, 2017, from <http://stem4els.wceruw.org/index.html>

Elmore, R. F. (2002). *Bridging the gap between standards and achievement.* Cambridge, MA: Albert Shanker Institute.

Elmore, R.F. (2004). *School Reform from the Inside Out: Policy, Practice, and Performance*. Cambridge, MA: Harvard Education Press.

Faulkner-Bond, M., Waring, S., Forte, E., Crenshaw, R. L., Tindle, K., & Belknap, B. (2012). Language Instruction Educational Programs (LIEPs): A Review of the Foundational Literature. *Office of Planning, Evaluation and Policy Development, US Department of Education*. Retrieved from <http://eric.ed.gov/?id=ED531981>

Fischman, G. E., & McLaren, P. (2005). Rethinking critical pedagogy and the Gramscian and Freirean legacies: From organic to committed intellectuals or critical pedagogy, commitment, and praxis. *Cultural Studies? Critical Methodologies*, *5*(4), 425–446. Retrieved from <http://journals.sagepub.com/doi/abs/10.1177/1532708605279701>

Fixsen, D. L., Blase, K. A., Naoom, S. F., & Wallace, F. (2009). Core implementation components. *Research on Social Work Practice*, *19*(5), 531–540.

Flores, N. (2015, October 1). Is it time for a moratorium on academic language? Retrieved August 22, 2016, from <https://educationallinguist.wordpress.com/2015/10/01/is-it-time-for-a-moratorium-on-academic-language/>

Flowerdew, J. (2013). *Discourse in English language education*. London: Routledge.

Francis, D.J., Rivera, M., Lesauz, N., Kieffer, M., & Rivera, H. (2006). *Research-based recommendations for serving adolescent newcomers.* Houston: Center on Instruction.

Freebody, P. (2008). Critical literacy education: On living with “innocent language.” In *Encyclopedia of language and education* (pp. 520–531). Springer. Retrieved from <http://link.springer.com/10.1007/978-0-387-30424-3_39>

Freire, P. (2000). *Pedagogy of the Oppressed, 30th Anniversary Edition*. (M. B. Ramos & D. Macedo, Trans.) (30th Anniversary edition). New York: Bloomsbury Academic.

Frey, N., Fisher, D., & Rothenberg, C. (2008). *Content-area conversations: How to plan discussion-based lessons for diverse language learners.* Alexandria, VA: ASCD.

Gándara, P., & Rumberger, R. W. (2009). Immigration, language, and education: How does language policy structure opportunity. *Teachers College Record*, *111*(3), 750–782. Retrieved from <https://eric.ed.gov/?id=EJ829127>

Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., & Yoon, K. S. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal, 38,* 915-945.

Genesee, F., Lindholm-Leary, K., Saunders, B., & Christian, D. (2006). *Educating English Language Learners: A Synthesis of Research Evidence*. New York: Cambridge University Press.

George C. Bunch, Kibler, A. K., & Pimentel, S. (2013). Realizing Opportunities for ELLs in the Common Core English Language Arts and Disciplinary Literacy Standards | Understanding Language. Presented at the American Educational Research Association Annual Meeting, Stanford, CA: Stanford University, Understanding Language Initiative. Retrieved from <http://ell.stanford.edu/publication/realizing-opportunities-ells-common-core-english-language-arts-and-disciplinary-literacy>

Gibbons, P. (2009). *English Learners, Academic Literacy, and Thinking: Learning in the Challenge Zone*. Portsmouth, NH:

Gold, N., & Maxwell-Jolly, J. (2006). *The high schools we need for English learners.* Santa Barbara, CA: University of California Linguistic Minority Research Institute. Available from http://www.docstore.com/docs/76489566/ The-High-Schools-English-Learners-Need

Goldenberg, C. (2013). Unlocking the research on English Learners: What we know—and don’t yet know—about effective instruction. *American Educator, 37*(2), 4-11, 38.

Gottlieb, M. (2013). *Essential actions: A handbook for implementing WIDA’s Framework for English Language Development Standards.* WIDA Consortium.

Grabe, W., & Stoller, F. (2002). *Teaching and researching reading: Applied linguistics in action*. New York: Longman.

Guarino, C., Santibanez, L., & Daley, G. (2006). Teacher recruitment and retention: A review of the recent empirical literature. *Review of Educational Research, 72*(2), 173–208.

Guskey, T. R., & Yoon, K. S. (2009). What works in professional development? *Phi Delta Kappan*, *90*(7), 495–500.

Guskey, T. R. (1999). Apply time with wisdom. *Journal of Staff Development, 20,* 10-15.

Hamayan, E., Marler, B. Sanchez-Lopez, C. & Damico, J. (2013). *Special education considerations for English language learners: Delivering a continuum of services* (2nd ed.). Philadelphia: Caslon.

Hackman, H. W. (2005). Five Essential Components for Social Justice Education. *Equity & Excellence in Education*, *38*(2), 103–109. <https://doi.org/10.1080/10665680590935034>

Hakuta, K., Butler, Y., & Witt, D. (2000). How long does it take English learners to attain proficiency. *University of California Linguistic Minority Research Institute*. Retrieved from <https://escholarship.org/uc/item/13w7m06g.pdf>

Handley, K., & Williams, L. (2011). Copying to learning: Using exemplars to engage students with assessment criteria and feedback. *Assessment & Evaluation in Higher Education, 36*(1), 95–108.

Hantzopoulos, M. (2011). Institutionalizing critical peace education in public schools: A case for comprehensive implementation. *Journal of Peace Education*, *8*(3), 225–242. <https://doi.org/10.1080/17400201.2011.621364>

Hargreaves, A., & Fink, H. (2006). *Sustainable leadership.* San Francisco, CA: Jossey-Bass.

Hargreaves, A. & Fullan, M. (2012). *Professional capital: Transforming teaching in every school*. New York, NY: Teachers College Press.

Harman, R. (2016). Disrupting Normative Discourses: Critical Systemic Functional Linguistics Praxis.

Hatch, M. J., & Cunliffe, A. L. (2013). *Organization Theory: Modern, Symbolic, and Postmodern Perspectives* (3 edition). Oxford, United Kingdom: Oxford University Press.

Heath, S.B., 1983. W*ays with words: Language, life and work in communities and classroom.* Cambridge, MA: Cambridge University Press.

Hendry, G., Armstrong, S., & Bromberger, N., (2012). Implementing standards based assessment effectively: Incorporating discussion of exemplars into classroom teaching. *Assessment & Evaluation in Higher Education, 37*(2), 149–161.

Heritage, M. (2010). *Formative assessment and next-generation assessment systems: Are we losing an opportunity?* Paper prepared for the Council of Chief State School Officers. Los Angeles, CA: UCLA National Center for Research on Evaluation, Standards, and Student Testing (CRESST).

Heritage, M. (2013). *Formative assessment in practice: A process of inquiry and action*. Cambridge, MA: Harvard Education Press.

Heritage, M., Linquanti, R., & Walqui, A. (2013). Formative Assessment As Contingent Teaching and Learning. Presented at the AERA, Stanford, CA: Stanford University, Understanding Language Initiative. Retrieved from http://ell.stanford.edu/content/formative-assessment-contingent-teaching-and-learning-aera-2013

Heritage, M., Walqui, A., & Linquanti, R. (2013). *Formative assessment as contingent teaching and learning: Perspectives on assessment* as *and* for *language learning in the content areas.* Retrieved from: http://ell.stanford.edu/content/formative-assessment-contingent-teaching-and-learning-aera-2013

Heritage, M., Walqui, A., & Linquanti, R. (2015). *English language learners and the new standards: Developing language, content knowledge, and analytical practices in the classroom.* Cambridge, MA: Harvard Education Press.

Herman, J. (2013). *Formative assessment for next generation science standards: A proposed model.* Princeton: Educational Testing Service K-12 Center.

Herman, J. L., Osmundson, E., & Dietel, R. (2010). *Benchmark assessments for improved learning* (AACC Policy Brief). Los Angeles, CA: University of California.

Hess, F. M., & Kelly, A. P. (2005). *Learning to lead? What gets taught in principal preparation programs.* Cambridge, MA: Harvard University, Kennedy School of Government.

Hill, M. S. (1995). Educational leadership cohort models: Changing the talk to change the walk. *Planning and Changing, 26*(3/4), 179-189.

Honigsfeld, A., & Dove, M. G. (2010). *Collaboration and Co-Teaching: Strategies for English Learners* (1 edition). Thousand Oaks, Calif: Corwin.

Hooks, bell. (1994). *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge.

Hopkins, M., Thompson, K., Linquanti, R., Hakuta, K., & August, D. (2013). Fully accounting for English learner performance: A key issue in ESEA reauthorization. *Educational Researcher, 42*(2), 101-108*.*

Horwitz, A. R., Uro, G., Price-Baugh, R., Simon, C., Uzzell, R., Lewis, S., & Casserly, M. (2009). *Succeeding with English language learners: Lessons learned from the great city schools.* Washington, DC: Council of the Great City Schools.

Hull, G.A. & Moje, E.B. (2012). *What is the development of literacy the development of?* Stanford University: Understanding Language Initiative.

Hulstijn, J. H., Ellis, R., & Eskildsen, S. W. (2015). Orders and Sequences in the Acquisition of L2 Morphosyntax, 40 Years On: An Introduction to the Special Issue: Acquisition Orders and Sequences in L2. *Language Learning*, *65*(1), 1–5. <https://doi.org/10.1111/lang.12097>

Illinois State Board of Education. (2016, August 23). Framing Services for English Learners in Illinois.

Institute of Education Services. (2014). *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School*. U.S. Department of Education. Retrieved from <https://ies.ed.gov/ncee/wwc/PracticeGuide/19>

Jerald, C. (2007). *Keeping kids in school: What research tells us about preventing dropouts.* Center for Public Education.

Jeyaraj, J. J., & Harland, T. (2016). Teaching with critical pedagogy in ELT: the problems of indoctrination and risk. *Pedagogy, Culture & Society*, *24*(4), 587–598. <https://doi.org/10.1080/14681366.2016.1196722>

Kareva, V. (2013). Using the SIOP Model for Effective Content Teaching with Second and Foreign Language Learners. *Journal of Education and Training Studies*, *1*(2). <https://doi.org/10.11114/jets.v1i2.173>

Karlsson, A. E. (2015). Implementation of WIDA Standards: A Cross-Case Analysis of Twelve Public School Districts in Minnesota. Retrieved from <http://digitalcommons.hamline.edu/hse_all/210/>

Kibler, A. K., & Valdés, G. (2016). Conceptualizing Language Learners: Socioinstitutional Mechanisms and their Consequences. *The Modern Language Journal*, *100*(S1), 96–116. <https://doi.org/10.1111/modl.12310>

Kramsch, C. (2014). Teaching Foreign Languages in an Era of Globalization: Introduction: Teaching Foreign Languages. *The Modern Language Journal*, *98*(1), 296–311. <https://doi.org/10.1111/j.1540-4781.2014.12057.x>

Kubota, R. (2004). Critical Multiculturalism and Second Language Education. In B. Norton & K. Toohey (Eds.), *Crtitical Pedagogies and Language Learning*. New York, NY: Cambridge University Press.

Ladson-Billings, G. (2006). From the achievement gap to the education debt: Understanding achievement in US schools. *Educational Researcher*, *35*(7), 3–12. Retrieved from <http://edr.sagepub.com/content/35/7/3.short>

Ladson-Billings, G. (2014). Race, research, and urban education. In R. Milner & K. Lomotey (Eds.), *Handbook of Urban Education.* New York, NY: Routledge.

Landmark Court Rulings Regarding English Language Learners | Colorín Colorado. (n.d.). Retrieved September 29, 2016, from <http://www.colorincolorado.org/article/landmark-court-rulings-regarding-english-language-learners>

Lantolf, J. (n.d.). Sociocultural theory and the dialectics of learner autonomy/agency. Retrieved August 23, 2016, from <https://www.researchgate.net/publication/261796410_Sociocultural_theory_and_the_dialectics_of_learner_autonomyagency>

Lantolf, J., Thorne, S. L., & Poehner, M. E. (2015). Sociocultural Theory and Second Language Development. In *Theories in Second Language Acquisition: An Introduction* (2nd ed., pp. 207–226). New York, NY: Routledge.

Larsen-Freeman, D. (2007). Reflecting on the cognitive–social debate in second language acquisition. *The Modern Language Journal*, *91*(s1), 773–787. Retrieved from <http://onlinelibrary.wiley.com/doi/10.1111/j.1540-4781.2007.00668.x/full>

Larsen-Freeman, D. (2012). Chaos science and SLA.fk.pdf. In *The Encyclopedia of Applied Linguistics*. Blackwell Publishing Ltd.

Larsen-Freeman, D. (2015). Saying what we mean: Making a case for ‘language acquisition’ to become ‘language development’. *Language Teaching, 48*, 491-505.

Lawrence, J. F., White, C., & Snow, C. E. (n.d.). The National Center for Research on the Educational Achievement and Teaching of English Language Learners A research program funded by the Institute of Education Sciences, US Department of Education.

Lee, O. (2013). Oral Discourse in Teaching and Learning Science in Relation to the Next Generation Science Standards. In *National Research Council Conference on “Literacy for Science in the CCSS and NGSS*. Retrieved from <http://sites.nationalacademies.org/cs/groups/dbassesite/documents/webpage/dbasse_087087.pdf>

Lee, V. S. (2012). What is inquiry-guided learning? *New Directions for Teaching and Learning, 2012*(129), 5-14.

Leithwood, K., Jantzi, D., & Coffin, G. (1995). *Preparing school leaders: What works.* Toronto, Canada: Ontario Institute for Studies in Education.

Lindholm-Leary, K. (2012). Success and challenges in dual language education. *Theory into Practice, 51*(4), 256-262.

Linquanti, R. (2001). *The redesignation dilemma: Challenges and choices in fostering meaningful accountability for English learners. Policy Report 2001-1*. Santa Barbara: University of California Linguistic Minority Research Institute.

Linquanti, R. (2011). Strengthening assessment for English learner success: How can the promise of the common core state standards and innovative assessment systems be realized? In D. Plank and J. Norton (Eds.), *The road ahead for state assessments* (pp. 13-25). Palo Alto, CA & Cambridge, MA: Policy Analysis for California Education and Rennie Center for Education Research & Policy.

Linquanti, R. (2014). *Supporting formative assessment for deeper learning: A primer for policymakers.* Washington, DC: Council of Chief State School Officers. Retrieved from: http://www.ccsso.org/Documents/Supporting%20Formative%20Assessment%20for%20Deeper%20Learning.pdf

Linquanti, R., & Bailey, A.L. (2014*). Reprising the home language survey: Summary of a national working session on policies, practices, and tools for identifying potential English learners.* Washington DC: Council of Chief State School Officers.

Linquanti, R., & Cook, G. (2013). *Toward a “common definition of English learner”: Guidance for states and state assessment consortia in defining and addressing policy and technical issues and options.* Washington DC: Council of Chief State School Officers.

Linquanti, R., & Cook, G. (2015). *Re-examining reclassification: Guidance from a national working session on policies and practices for exiting students from English learner status.* Washington DC: Council of Chief State School Officers.

Linquanti, R. & Hakuta, K. (2012). *How next-generation standards and assessments can foster success for California’s English language learners.* PACE Policy Brief 12-1. Retrieved from: <http://www.wested.org/online_pubs/resource1264.pdf>

Llosa, L., Kieffer, M. J., & Lee, O. (2016). *How Can Educational Systems Better Serve English Learners? Integrate Language and Content Instruction, Attend to Individual Needs Beyond Classification, and Measure Progress Meaningfully*. Retrieved from <https://pdfs.semanticscholar.org/a4f3/8f582f8cf0e118eb583d6647227ba9bb9fe5.pdf>

Long, M. H. (1996). The role of linguistic environment in second language acquisition. In W. C. Ritchie & T. K. Bhatia (Eds.), *Handbook of second language acquisition* (pp. 413–468). San Diego, CA: Academic Press.

Long, M. H. (Ed.). (2011). *The handbook of language teaching* (3. print.). Malden, Mass.: Wiley-Blackwell.

Lum v. Rice, 275 U.S. 78 (1927). (n.d.). Retrieved December 10, 2016, from <http://caselaw.findlaw.com/us-supreme-court/275/78.html>

MacDonald, R., Boals, T., Castro, M., Cook, H.G., Lundberg, T., and White, P. (2015). *Formative Language Assessment for English Learners: A four step process.* Portsmouth, N.H.: Heinemann.

Mackey, A. (1999). Input, interaction, and second language development: An empirical study of question formation in ESL. *Studies in Second Language Acquisition, 21,* 557–587.

Mahboob, A. (2015). Language, literacy, education, and empowerment: a tribute to Ruqaiya Hasan. *Journal of World Languages*, *2*(2–3), 144–155. <https://doi.org/10.1080/21698252.2016.1191140>

Mapp, Karen L., and Kuttner, Paul J. (2013). *Partners in education: A dual capacity-building framework for family–school partnerships.* SEDL. Retrieved from: <http://www.sedl.org/pubs/framework/>

Markos, A. (2016). Using Sheltered Instruction to Support English Learners. Retrieved from <http://www.cal.org/siop/pdfs/briefs/using-sheltered-instruction-to-support-english-learners.pdf>

Markow, D., & Pieters, A. (2009). *The MetLife survey of the American teacher: Collaborating for student success.* New York, NY: MetLife.

Massachusetts Department of Elementary and Secondary Education. (2015). *Guidance on English Learner Education Services and Programming*. Malden, MA: ESE. Retrieved from https://www.doe.mass.edu/ele/guidance/services-programming.docx

Massachusetts Department of Elementary and Secondary Education. (2016a). *Guidance for Defining and Implementing Two-Way Immersion and Transitional Bilingual Education Programs*. Malden, MA: ESE. Retrieved from https://www.doe.mass.edu/ele/programs/tbe.docx

Massachusetts Department of Elementary and Secondary Education. (2016b). *Massachusetts Students with Limited or Interrupted Formal Education (SLIFE) Definition and Guidance*. Malden, MA: ESE. Retrieved from https://www.doe.mass.edu/ele/slife/guidance.docx

Massachusetts Department of Elementary and Secondary Education. (2016d, July 31). Rethinking Equity and Teaching for English Language Learners (RETELL) - Massachusetts Department of Elementary and Secondary Education. Retrieved October 22, 2016, from <http://www.doe.mass.edu/retell/>

Massachusetts General Laws Chapter 71A (2004). Retrieved from <https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71A/Section4>

McCaffrey, D. F., Lockwood, J. R., Koretz, D. M., & Hamilton, L. S. (2003). *Evaluating value-added models for teacher accountability*. Santa Monica, CA: RAND Corporation. Retrieved from: <http://www.rand.org/pubs/monographs/2004/RAND_MG158.pdf>

Mitra, D. (2009). Student voice and student roles in education policy and policy reform. In G. Sykes, B. Schnieider, & D. Plank (Eds.), *Handbook of Education Policy Research*. New York, NY: Routledge.

Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into practice*, *31*(2), 132-141.

Morales, A., & Hansen, W.E. (2005). Language brokering: An integrative review of the literature. *Hispanic Journal of Behavioral Sciences, 27*(4), 471-503.

Moschkovich, J. (2012). *Mathematics, the Common Core, and language: Recommendations for mathematics instruction for ELs aligned with the Common Core.* Stanford University: Understanding Language Initiative.

Nadeau, A., Commins, N. L., & Miramontes, O. B. (2011). *Restructuring Schools for Linguistic Diversity* (2nd edition). New York: Teachers College Press.

National Center for Education Statistics. (n.d.). Fast Facts: English Language Learners. Retrieved August 22, 2016, from <https://nces.ed.gov/fastfacts/display.asp?id=96>

National family and community engagement framework toolkit. (2015).

National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). Application of Common Core State Standards for English language learners.

National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). Key Shifts in English Language Arts. Retrieved September 27, 2016, from <https://www.isbe.net/Documents/core_standards_release.pdf>

National Governors Association Center for Best Practices & Council of Chief State School Officers. (2012). Supplemental Information for Appendix A.

National Literacy Panel on Language-Minority Children and Youth (U.S.). (2006). *Developing Literacy in Second-language Learners: Report of the National Literacy Panel on Language Minority Children and Youth*. (D. August Ed, T. Shanahan Ed, & L. Shanahan, Eds.). Lawrence Erlbaum. Retrieved from <https://eric.ed.gov/?id=ED556105>

Neri, R., Lozano, M., Chang, S., & Herman, J. (2016). High-Leverage Principles of Effective Instruction for English Learners. The Center on Standards & Assessment Implementation, WestEd, & CRESST. Retrieved from <http://www.csai-online.org/resources/high-leverage-principles-effective-instruction-english-learners>

NGSS Lead States. (2013). Next Generation Science Standards, Appendix F – Science and engineering practices in the NGSS. Retrieved from: <http://www.nextgenscience.org/next-generation-science-standards>

Norton, B., & Toohey, K. (Eds.). (2004). *Critical Pedagogies and Language Learning*. New York, NY: Cambridge University Press.

Office of Civil Rights. (1991, September 27). Policy Update on Schools’ Obligations Toward National Origin Minority Students With Limited-English Proficiency (LEP students) [Policy Guidance]. Retrieved December 11, 2016, from <http://www2.ed.gov/about/offices/list/ocr/docs/lau1991.html>

Oliveira, L. C. de. (2016). A Language-Based Approach to Content Instruction (LACI) for English Language Learners: Examples from Two Elementary Teachers. *International Multilingual Research Journal*, *10*(3), 217–231. <https://doi.org/10.1080/19313152.2016.1185911>

Oliveira, L. de, & Iddings, J. (2014). *Genre Pedagogy Across the Curriculum: Theory and Application in U.S. Classrooms and Contexts*. Sheffield, UK ; Bristol, CT: Equinox Publishing.

Olsen, L. (2014). *Meeting the unique needs of Long Term English Language Learners.* Washington, DC: National Education Association.

Orellana, M.F. (2009). *Translating childhoods: Immigrant youth, language and culture.*  New Brunswick, NJ: Rutgers University Press.

Orfield, G., & Lee, C. (2005). Why segregation matters: Poverty and educational inequality. Retrieved from <http://escholarship.org/uc/item/4xr8z4wb.pdf>

Ortega, L., & Iberri-Shea, G. (2005). Longitudinal Research in Second Language Acquisition: Recent trends and future directions. *Annual Review of Applied Linguistics*, *25*, 26–45.

Paredes, M. (2010). Academic parent-teacher teams: Reogranizing parent-teacher conferences around data. [*FINE Newsletter,* Volume II, Issue 3] Retrieved from: http://www.hfrp.org/publications-resources/browse-our-publications/academic-parent-teacher-teams-reorganizing-parent-teacher-conferences-around-data

Parents as partners in student achievement [Article]. (2013). Retrieved from: http://www.wested.org/resources/parents-as-partners-in-student-achievement/

Parrish, T. B., Merickel, A. , Perez, M., Linquanti, R., Socias, M., and Spain, A. (2006). *Effects of the implementation of Proposition 227 on the education of English learners, K-12*. Sacramento, CA: American Institutes for Research and WestEd.

Patel, L. (2015). *Decolonizing Educational Research: From Ownership to Answerability*. New York: Routledge.

Patrikakou, E. N., Weissberg, R. P., Redding, S. & Walberg, H. J. (2005). School-family partnerships: Enhancing the academic, social, and emotional learning of children. In E. N. Patrikakou, R. P. Weissberg, S. Redding & H. J. Walberg, (Eds.), *School-family partnerships for children’s success* (pp. 1–17). New York: Teacher College Press.

Perie, M., Marion, S., Gong, B., & Wurtzel, J. (2007). *The role of interim assessment in a comprehensive system: A policy brief.* Aspen, CO: The Aspen Institute.

Perie, M., Marion, S., Gong, B. (2009). Moving toward a comprehensive assessment system: A framework for considering interim assessments. *Educational Measurement: Issues and Practice, 28*(3), 5-13.

Pienemann, M. (2015). An Outline of Processability Theory and Its Relationship to Other Approaches to SLA: An Outline of Processability Theory. *Language Learning*, *65*(1), 123–151. <https://doi.org/10.1111/lang.12095>

Pinar, W. (2004). *What is curriculum theory?* Mahwah, N.J: L. Erlbaum Associates. Retrieved from <http://www.khuisf.ac.ir/DorsaPax/userfiles/file/motaleat/0805848274.pdf>

Plyler v. Doe 457 U.S. 202 (1982). (n.d.). Retrieved December 12, 2016, from <https://supreme.justia.com/cases/federal/us/457/202/case.html>

Quinn, H., Lee, O. & Valdes, G. (2012). *Language demands and opportunities in relation to Next Generation Science Standards for English language learners: What teachers need to know.* Stanford University: Understanding Language Initiative.

Quin, J. (2009). Growing social justice educators: a pedagogical framework for Social Justice Education. *Intercultural Education*, *20*(2), 109–125. <https://doi.org/10.1080/14675980902922192>

Razfar, A., Licón Khisty, L., & Chval, K. (2011). Re-Mediating Second Language Acquisition: A Sociocultural Perspective for Language Development. *Mind, Culture, and Activity*, *18*(3), 195–215. <https://doi.org/10.1080/10749030903494427>

Ready, D. D. (2010). Socioeconomic disadvantage, school attendance, and early cognitive development: The differential effects of school exposure. *Sociology of Education, 83*(4), 271-286.

Rhim, L. M., & Redding, S. (Eds). (2014). *The state role in turnaround: Emerging best practices*. San Francisco, CA: WestEd.

Rivkin, S. G., Hanushek, E. A., & Kain, J. F. (2005). Teachers, schools, and academic achievement. *Econometrica, 73*(2), 417-458.

Rodela, K. (2015). How are parents of ELLs/EB’s seen by schools and “parent education” programs? In G. Valdés, K. Menken, & M. Castro (Eds.), *Common Core and ELLs/Emergent Bilinguals: A Guide for All Educators*. Philadelphia, PA: Caslon.

Rowan, B., Correnti, R., & Miller, R. (2002). What large-scale survey research tells us about teacher effects on student achievement: Insights from the Prospects Study of Elementary Schols. *The Teachers College Record, 104*(8), 1525–1567.

Sadler, D. R. (2010). Beyond feedback: Developing student capability in complex appraisal. *Assessment & Evaluation in Higher Education, 35*(5), 535–550.

Sahlberg, P. (2016). The Global Education Reform Movement and Its Impact on Schooling. In *The Global Education Policy Handbook*.

Saunders, W., Goldenberg, C., & Marcelletti, D. (2013). English Language Development: Guidelines for Instruction. *American Educator*, *37*(2), 13. Retrieved from <http://eric.ed.gov/?id=EJ1014023>

Saunders, W. M., & Marcelletti, D. J. (2013). The gap ghat can’t go away: The catch-22 of reclassification in monitoring the progress of English learners. *Educational Evaluation and Policy Analysis, (35)*2, 139–156.

Schleppegrell, M. (2004). *The language of schooling: A functional linguistics perspective*. Mahwah, NJ: Lawrence Erlbaum Associates.

Schools to Learn From EXTENDED Executive Summary Final Feb 2017.pdf. (n.d.).

Scribner, J. P., & Donaldson, J. F. (2001). The dynamics of group learning in a cohort: From nonlearning to transformative learning. *Educational Administration Quarterly, 37,* 605-636.

Shahakyan, N., & Cook, G. (2014). *WIDA Research Report 2014: Examining District-level Growth Using Access For Ells*. Madison, WI: Wisconsin Center for Education Research.

Short, D. J., & Boyson, B. A. (2012). *Helping newcomer students succeed in secondary schools and beyond.* Washington, DC: Center for Applied Linguistics.

Short, D. & Fitzsimmons, S. (2007). *Double the work: Challenges and solutions to acquiring language and academic literacy for adolescent English language learners – A report to Carnegie Corporation of New York.* Washington, DC: Alliance for Excellent Education.

Stephens, C., & Johnson, D. C. (2015). “Good Teaching for All Students?”: Sheltered Instruction Programming in Washington State Language Policy. *Language and Education*, *29*(1), 31–45. <https://doi.org/10.1080/09500782.2014.924965>

Tandon, M., Viesca, K. M., Hueston, C., & Milbourn, T. (2017). Perceptions of linguistically responsive teaching in teacher candidates/novice teachers. *Bilingual Research Journal*, 1–15. <https://doi.org/10.1080/15235882.2017.1304464>

Tarone, E. (2015). Second Language Acquisition in Applied Linguistics: 1925–2015 and beyond. *Applied Linguistics*, *36*(4), 444–453. <https://doi.org/10.1093/applin/amv035>

Taylor. (1997). Doing policy analysis. In *Educational Policy and the Politics of Change*. London: Routledge.

Teaching Science to English Language Learners: What do the NGSS Tell Us? | Colorín Colorado. (n.d.). Retrieved November 23, 2016, from <http://www.colorincolorado.org/blog/teaching-science-english-language-learners-what-do-ngss-tell-us>

TESOL International Association. (2013). Implementing the Common Core for English Learners: The changing role of the ESL teacher. Alexandra, VA: Author.

The State Education Department / The University of the State of New York. (2014). Blueprint for English Language Learners (ELLs) Success (2014). Office of Bilingual Education and Foreign Language Studies. Retrieved from <http://www.nysed.gov/common/nysed/files/blueprint-for-ell-success.pdf>

Understanding Language [Website]. (2012). Retrieved from: http://ell.stanford.edu/about

Van Lier, L. & Walqui, A. (2012). *Language and the Common Core State Standards.* Stanford University: Understanding Language Initiative.

The United States Department of Justice. (n.d.). Title VI Of The 1964 Civil Rights Act. Retrieved December 11, 2016, from <https://www.dol.gov/agencies/oasam/regulatory/statutes/title-vi-civil-rights-act-of-1964>

Thomas, W. P., & Collier, V. P. (2002). *A national study of school effectiveness for language minority students’ long-term academic achievement.* Santa Cruz, CA: Center for Research on Education, Diversity, and Excellence, University of California-Santa Cru.

Tilley-Lubbs, G. A., & Kreye, B. C. (2013). Collaboration for Authentic Preservice Teacher Experiences: Mathematics and English as a Second Language. *International Journal of Teaching and Learning in Higher Education*, *25*(3), 316–323. Retrieved from <http://eric.ed.gov/?id=EJ1029142>

Tomasello, M. (2000). First steps toward a usage-based theory of language acquisition. *Cognitive Linguistics*, *11*(1/2), 61–82.

Tomasello, M. (2012). The usage-based theory of language acquisition. *Theory and Practice in Language Studies*, *2*(2), 411. Retrieved from <http://search.proquest.com/openview/66fd6dfe36e2bc18058944864a433a33/1?pq-origsite=gscholar>

Turkan, S., De Oliveira, L. C., Lee, O., & Phelps, G. (2014). Proposing a knowledge base for teaching academic content to English language learners: Disciplinary linguistic knowledge. *Teachers College Record*, *116*(3), 1–30. Retrieved from <https://www.researchgate.net/profile/Sultan_Turkan/publication/258510857_Proposing_a_Knowledge_Base_for_Teaching_Academic_Content_to_English_Language_Learners_Disciplinary_Linguistic_Knowledge/links/00b495363c4c477fe9000000.pdf>

Uccelli, P. (2012, April). Background Information: The AL-e. Strategic Education Research Partnership.

Understanding Language. (2013). [Key Principles for ELL Instruction](https://ul.stanford.edu/resource/key-principles-ell-instruction).

U.S. Department of Education. (2005, December 19). Title III - Language Instruction for Limited English Proficient and Immigrant Students [Laws]. Retrieved from <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-legislation-table-contents/title-iii-part-a/>

U.S. Department of Education. (1999, last updated 2015). Programs for English Learners: Resource Materials for Planning and Self-Assessments. Retrieved June 06, 2017 from <https://www2.ed.gov/about/offices/list/ocr/ell/index.html>

U.S. Department of Education. (2013). *English Language Learners intervention report: Sheltered Instruction Observation Protocol® (SIOP®)*. Institute of Education Sciences, What Works Clearinghouse. Retrieved from <https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_siop_022013.pdf>

U.S. Department of Education. (2015a, October 6). English Learner Tool Kit (OELA) [Pamphlets; Reference Materials]. Retrieved September 27, 2016, from <http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html>

U.S. Department of Education. (2015b, October 15). Developing ELL Programs: Introduction [Websites]. Retrieved September 29, 2016, from <http://www2.ed.gov/about/offices/list/ocr/ell/programeval.html>

U.S. Department of Education. (2015c, October 15). Developing ELL Programs: Lau v. Nichols [Letters (Correspondence); Policy Guidance]. Retrieved from <http://www2.ed.gov/about/offices/list/ocr/ell/lau.html>

U.S. Department of Education. (2015d, October 15). Developing ELL Programs: OCR Memorandum [Letters (Correspondence); Policy Guidance]. Retrieved from <http://www2.ed.gov/about/offices/list/ocr/ell/september27.html>

U.S. Department of Education. (2015e, October 15). Policy Update on Schools’ Obligations Toward National Origin Minority Students With Limited-English Proficiency (LEP students) [Policy Guidance]. Retrieved September 29, 2016, from <http://www2.ed.gov/about/offices/list/ocr/docs/lau1991.html>

U.S. Department of Education. (2016, September 23). Non-Regulatory Guidance: English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA). U.S. Department of Education.

U.S. Department of Education. (n.d.). Newcomer Toolkit.

Using-sheltered-instruction-to-support-english-learners.pdf. (n.d.). Retrieved from <http://www.cal.org/siop/pdfs/briefs/using-sheltered-instruction-to-support-english-learners.pdf>

Valdés, G., Kibler, A., & Walqui, A. (2014). Changes in the expertise of ESL professionals: Knowledge and action in an era of new standards. *Alexandria, VA: TESOL International Association*. Retrieved from <http://web.stanford.edu/~sjwiles/elpa21/module2/module2/resources/ChangesInTheExpertiseOfESLProfessionals.pdf>

Valentino, R. A., & Reardon, S. F. (2015). Effectiveness of four instructional programs designed to serve English learners: Variation by ethnicity and initial English proficiency. *Educational Evaluation and Policy Analysis*, *37*(4), 612–637. Retrieved from <http://journals.sagepub.com/doi/abs/10.3102/0162373715573310>

Vandergrift, L., & Goh, C. C. (2012). *Teaching and learning second language listening: Metacognition in action*. New York: Routledge.

Verdorfer, A. P., & Weber, W. G. (2016). Examining the link between organizational democracy and employees’ moral development. *Journal of Moral Education*, *45*(1), 59–73. <https://doi.org/10.1080/03057240.2015.1136600>

Voight, A., Austin, G., & Hanson, T. (2013). *A climate for academic success: How school climate distinguishes schools that are beating the achievement odds (Full Report).* San Francisco: WestEd.

Vygotsky, L. S. (1986). *Thought and language* (A. Kozulin, trans.). Cambridge, MA: M.I.T. Press.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes.* Cambridge, MA: Harvard University Press.

Walqui, A. (2000). *Access and engagement: Program design and instructional approaches for immigrant students in secondary school.* Washington, DC: Center for Applied Linguistics.

Walqui, A. (2002). Scaffolding instruction for English language learners: A conceptual framework. *The International Journal of Bilingual Education and Bilingualism, 9*(2), 159–180.

Walqui, A. (2006). Scaffolding instruction for English language learners: A conceptual framework. *International Journal of Bilingual Education and Bilingualism*, *9*(2), 159–180. Retrieved from <http://www.tandfonline.com/doi/abs/10.1080/13670050608668639>

Walqui, A. (2010). The growth of teacher expertise for teaching English language learners: A socioculturally-based professional development model. In T. Lucas (Ed.) *Teacher preparation for linguistically diverse classrooms.* Oxford, UK: Taylor & Francis.

Walqui, A. & Heritage, M. (2012). *Instruction for diverse groups of English language learners*. Stanford University: Understanding Language Initiative. Retrieved August 9, 2012 from <http://ell.stanford.edu/papers>

Walqui, A., & van Lier, L. (2010). *Scaffolding the academic success of adolescent English language learners: A pedagogy* of promise. San Francisco: WestEd.

Warren, M. R. (2014). Transforming public education: The need for an educational justice movement. *New England Journal of Public Policy*, *26*(1), 11. Retrieved from <http://scholarworks.umb.edu/nejpp/vol26/iss1/11/>

Watson-Gegeo, K. A. (2004). Mind, Language, and Epistemology: Toward a Language Socialization Paradigm for SLA. *The Modern Language Journal*, *88*(3), 331–350. <https://doi.org/10.1111/j.0026-7902.2004.00233.x>

WestEd. (2015). English Language Learners Need New Pedagogy to Meet the Latest Standards. Retrieved from <https://www.wested.org/wested-bulletin/insights-impact/english-language-learners-need-new-pedagogy-to-meet-the-latest-standards/>

What the Research Says About Effective Strategies for ELL Students | Colorín Colorado. (n.d.). Retrieved October 22, 2016, from <http://www.colorincolorado.org/article/what-research-says-about-effective-strategies-ell-students>

WIDA ELD Standards. (2012). *2012 Amplification of the English language development standards, kindergarten—grade 12.* Board of Regents for the University of Wisconsin System, on behalf of the WIDA Consortium. Retrieved from: <https://www.wida.us/standards/eld.aspx>

WIDA. (2012a). *2012 Amplification of the English Language Development Standards: Kindergarten–grade 12*. Madison, WI: Wisconsin Center for Education Research.

WIDA. (2012b). *WIDA English Development (ELD) Standards*. Madison, WI: Wisconsin Center for Education Research. Retrieved from <https://www.wida.us/standards/eld.aspx>

WIDA. (2013). *WIDA Focus on English Language Arts*. Madison, WI: WIDA Consortium.

WIDA. (2016). *WIDA: CAN DO Descriptors by grade level cluster; download for PreK-K, Grades 1-2, 3-5, 6-8, or 9-12*. Madison, WI: Wisconsin Center for Education Research. Retrieved from <https://www.wida.us/standards/CAN_DOs/>

Wiggins, G. P., & McTighe, J. (2005). *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development.

Williams, T., Hakuta, K., & Haertel, E. (2007). *Similar English learner students, different results: Why do some schools do better? A follow-up analysis based on a large-scale survey of California elementary schools serving low- income and EL students*. Mountain View, CA: EdSource.

Sowa World Bank. (2011). Education Sector Strategy 2020. World Bank.

Wright, S. P., Horn, S. P., & Sanders, W. L. (1997). Teacher and classroom context effects on student achievement: Implications for teacher evaluation. *Journal of Personnel Evaluation in Education 11*(1), 57–67.

Working Group on ELL Policy. (2011). *Improving educational outcomes for English language learners: Recommendations for the reauthorization of the Elementary and Secondary Education Act: Questions and answers.* Stanford, CA: Author. Retrieved from: http://ellpolicy.org/wp-content/uploads/QA.pdf.

Yaffe, D. (n.d.). Breaking school language barriers. *District Administration Magazine*. Retrieved from <https://www.districtadministration.com/article/breaking-school-language-barriers>

Yoon, K. S., Duncan, T., Lee, S. W.-Y., Scarloss, B., & Shapley, K. L. (2007). *Reviewing the Evidence on How Teacher Professional Development Affects Student Achievement. Issues & Answers. REL 2007-No. 033*. Regional Educational Laboratory Southwest.

Zacarian, D. (2011). *Transforming Schools for English Learners: A Comprehensive Framework for School Leaders* (1 edition). Thousand Oaks, Calif: Corwin.

Zacarian, D. (2012a). *Mastering Academic Language: A Framework for Supporting Student Achievement* (1 edition). Thousand Oaks: Corwin.

Zacarian, D. (2012b). Serving English Learners: Laws, Policies, and Regulations. *Colorin Colorado*. Retrieved from <http://www.colorincolorado.org/sites/default/files/Policy_Guide_Final.pdf>

Zhang, X., & Lantolf, J. P. (2015). Natural or Artificial: Is the Route of L2 Development Teachable?: Natural or Artificial. *Language Learning*, *65*(1), 152–180. <https://doi.org/10.1111/lang.12094>

Zwiers, J. (2008). *Building academic language: Essential practices for content classrooms, grades 5-12.* San Francisco: Jossey-Bass.

1. “WIDA level” refers to the student’s English Proficiency Level as measured by the annual ACCESS test. [↑](#footnote-ref-1)
2. Adapted from Rosenberg, D., Daigneau, R., & Galvez, M. (2018) [Finding Time for Collaborative Planning](https://www.erstrategies.org/tap/finding_time_for_collaborative_planning). Education Resource Strategies. (Strategy #1, Sample Elementary schedule, p. 5) [↑](#footnote-ref-2)
3. Santos, M., Darling-Hammond, L. & Cheuk, T. [Teacher Development to Support English Language Learners in the Context of Common Core State Standards](https://achieve.lausd.net/cms/lib08/CA01000043/Centricity/Domain/173/TeacherPDforELLsCCSS_Santos_Darling-Hammond_Cheuk.pdf). Understanding Language Initiative, Stanford University School of Education. [↑](#footnote-ref-3)
4. For educators and leaders interested in more comprehensive examples of current school-level comprehensive structures and practices supporting English learners (ELs), see Castellón, M., Cheuk, T., Greene, R., Mercado-Garcia, D., Santos, M., Skarin, R. & Zerkel, L. (2015). [Schools to Learn From: How Six High Schools Graduate English Language Learners College and Career Ready.](https://ncela.ed.gov/resources/report-six-schools-to-learn-from-how-six-high-schools-graduate-english-language-learners) [↑](#footnote-ref-4)
5. Home Language Surveys translated to 28 languages are available at http://www.doe.mass.edu/ele/resources/communications.htmlhttp://www.doe.mass.edu/ele/resources/communications.html [↑](#footnote-ref-5)
6. “WIDA level” refers to the student’s English Proficiency Level: Level 1 – Emerging, Level 2 – Beginning, Level 3 – Developing, Level 4 – Expanding, Level 5 – Bridging, and Level 6 – Reaching. [↑](#footnote-ref-6)
7. ELPACs may be have slightly different names depending on the district. For sample parent advisory councils focused on English Learner needs in Massachusetts, see Boston Public Schools’ [District English Learner Parent Advisory Council](https://www.bostonpublicschools.org/Page/6584) – DELPAC, Framingham Public Schools’ [Bilingual Parent Advisory Committee](https://www.framingham.k12.ma.us/Page/1204) – BPAC, and Wellesley Public Schools’ [English Learner Parent Advisory Council](https://wellesleyps.org/english-learner-parent-advisory-council/) – WPS-EL-PAC.

   Please see also the Board of Elementary and Secondary Education’s [Parent and Community Education and Involvement Advisory Council](http://www.doe.mass.edu/bese/councils/pcei.html). This council advises the Commissioner and Board of Education on matters pertaining to the development of parent and community engagement in education. [↑](#footnote-ref-7)
8. For a sample district-level comprehensive plan illustrating this type of data analysis and strategic planning process, see Clark County School District’s (Las Vegas, Nevada) [2016 Master Plan for English Language Learner Success.](https://www.leg.state.nv.us/App/NELIS/REL/80th2019/ExhibitDocument/OpenExhibitDocument?exhibitId=36105&fileDownloadName=0214_ruii.pdf) [↑](#footnote-ref-8)
9. Schleppegrell, M. (2004) The Language of Schooling. Mahwah, NJ: Lawrence Erlbaum; Snow, C.E. (2010) Academic Language and the Challenge of Reading for Learning about Science. *Science* 23 Apr 2010: Vol. 328, Issue 5977, pp. 450-452. DOI: 10.1126/science.1182597; Snow, C.E.; Uccelli, P. (2009) [The Challenge of Academic Language](https://dash.harvard.edu/bitstream/handle/1/11654980/Snow_Uccelli_2009.pdf?sequence=1). Snow, C. E., & Uccelli, P. (2009). [The challenge of academic language](https://dash.harvard.edu/bitstream/handle/1/11654980/Snow_Uccelli_2009.pdf?sequence=1). In Olson, D. R., & N. Torrance (Eds.). The Cambridge Handbook of Literacy (pp. 112-133). Cambridge: Cambridge University Press. [↑](#footnote-ref-9)
10. For sample district goals that incorporate some of the elements mentioned here, see Newton Public Schools’ (Newton, MA) [System-wide Goals 2017-2018](https://www.newton.k12.ma.us/cms/lib/MA01907692/Centricity/Domain/51/Systemwide%20Goals%202017-18_Final.pdf). [↑](#footnote-ref-10)
11. “WIDA level” refers to the student’s English Proficiency Level: Level 1 – Emerging, Level 2 – Beginning, Level 3 – Developing, Level 4 – Expanding, Level 5 – Bridging, and Level 6 – Reaching. [↑](#footnote-ref-11)
12. This ESL Academic Study Period is modeled after a course offered at Newton South High School – Newton Public Schools, as described in their [2018-2019 Program of Studies](https://www.newton.k12.ma.us/cms/lib/MA01907692/Centricity/domain/735/school%20information/NSHS%20Program%20of%20Studies%202018-019.pdf) (p.22). [↑](#footnote-ref-12)
13. “WIDA level” refers to the student’s English Proficiency Level: Level 1 – Emerging, Level 2 – Beginning, Level 3 – Developing, Level 4 – Expanding, Level 5 – Bridging, and Level 6 – Reaching. [↑](#footnote-ref-13)
14. WIDA level” refers to the student’s English Proficiency Level: Level 1 – Emerging, Level 2 – Beginning, Level 3 – Developing, Level 4 – Expanding, Level 5 – Bridging, and Level 6 – Reaching. [↑](#footnote-ref-14)
15. The EL Academic Study Period is modeled after an English Language Learning course offered at Newton South High School (Newton Public Schools, Newton MA) as described in their [2018-2019 Program of Studies](https://www.newton.k12.ma.us/cms/lib/MA01907692/Centricity/domain/735/school%20information/NSHS%20Program%20of%20Studies%202018-019.pdf) (p.22). [↑](#footnote-ref-15)
16. U.S. Department of Education, Office of English Language Acquisition. (2016). [Newcomer Tool Kit](https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/index.html). Washington, DC:

    Author (Chapter 5: Establishing Partnerships with Families). [↑](#footnote-ref-16)
17. Hass, E., Paredes, M., Espinosa, L. & Packham, M. (August 17 2015). [Structuring Meaningful Home-School Partnerships with Families of Young English Learner (EL) Students](https://www.wested.org/resources/structuring-meaningful-home-school-partnerships-with-families-of-young-english-learner-students/). Webinar Presentation. WestEd and the English Learner Alliance at Regional Educational Laboratory West (REL West) at WestEd. [↑](#footnote-ref-17)
18. Hass, E., Paredes, M., Espinosa, L. & Packham, M. (September 30 2015). [Building Capacity for School Success in Families of Young English Learner (EL) Students](https://www.wested.org/resources/building-capacity-for-school-success-in-families-of-young-english-learner-students/). Webinar Presentation. WestEd and the English Learner Alliance at Regional Educational Laboratory West (REL West) at WestEd. [↑](#footnote-ref-18)
19. Shanahan, T., Mulhern, M., & Rodriguez-Brown, F. (1995). Project FLAME: Lessons Learned from a Family Literacy Program for Linguistic Minority Families. The Reading Teacher. Vol. 48, No. 7, Family Literacy (Apr. 1995), pp. 586-593. [↑](#footnote-ref-19)
20. “WIDA level” refers to the student’s English Proficiency Level: Level 1 – Emerging, Level 2 – Beginning, Level 3 – Developing, Level 4 – Expanding, Level 5 – Bridging, and Level 6 – Reaching. [↑](#footnote-ref-20)
21. Adapted from Rosenberg, D., Daigneau, R., & Galvez, M. (2018) [Finding Time for Collaborative Planning](https://www.erstrategies.org/tap/finding_time_for_collaborative_planning). Education Resource Strategies. (Strategy #1, Sample Elementary schedule, p. 5) [↑](#footnote-ref-21)
22. Santos, M., Darling-Hammond, L. & Cheuk, T. [Teacher Development to Support English Language Learners in the Context of Common Core State Standards](https://achieve.lausd.net/cms/lib08/CA01000043/Centricity/Domain/173/TeacherPDforELLsCCSS_Santos_Darling-Hammond_Cheuk.pdf). Understanding Language Initiative, Stanford University School of Education. [↑](#footnote-ref-22)