# **Guidance for Sheltered English Immersion Program: Scenarios**

# Examples of Districts and Schools Implementing a SEI Program

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# **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.[[1]](#footnote-1) 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, [[2]](#footnote-2) 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[[3]](#footnote-3). 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](http://www.doe.mass.edu/ell/guidance/elpac.docx)[[4]](#footnote-4). 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 Identification, Assessment, Placement, and Reclassification of English Language Learners](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.[[5]](#footnote-5)

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[[6]](#footnote-6). 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.[[7]](#footnote-7)

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](http://einstein.pslc.cs.cmu.edu/research/wiki/images/9/9d/2007_Deliberative_Discourse.pdf). 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. 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).[[8]](#footnote-8) 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. [[9]](#footnote-9) 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  |
| 17:30 – 8:20 | English | English | English | English | English |
| 28:25 – 9:15 | Algebra I | Algebra I | Algebra I | Algebra I | Algebra I |
| 39:20 – 10:10 | World History | World History | World History | World History | World History |
| 410:15 – 11:05 | Biology | Biology | Biology | Biology | Biology |
| 5A | Lunch (Group A)11:10 – 11:40 | Art 1- Majors11:10 – 12:00 | Lunch (Group A)11:10 – 11:40 | Art 1- Majors11:10 – 12:00 | Lunch (Group A)11:10 – 11:40 |
| 5B | Art 1- Majors11:40 – 12:30 | Lunch (Group A)12 – 12:30 | Art 1- Majors11:40 – 12:30 | Lunch (Group A)12 – 12:30 | Art 1- Majors11:40 – 12:30 |
| 612:35 – 1:25  | ESL 1-2 | ESL 1-2 | ESL 1-2 | ESL 1-2 | ESL 1-2 |
| 71:30 – 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[[10]](#footnote-10)) 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[[11]](#footnote-11) 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[[12]](#footnote-12).

*Figure XX: Zhiyi’s Schedule*

| **Period** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| --- | --- | --- | --- | --- | --- |
| 7:10 – 7:25 | Advisory  |
| 17:30 – 8:20 | English | English | English | English | English |
| 28:25 – 9:15 | Algebra I | Algebra I | Algebra I | Algebra I | Algebra I |
| 39:20 – 10:10 | World History | World History | World History | World History | World History |
| 410:15 – 11:05 | Biology | Biology | Biology | Biology | Biology |
| 5A | Lunch (Group A)11:10 – 11:40 | Art 1- Majors11:10 – 12:00 | Lunch (Group A)11:10 – 11:40 | Art 1- Majors11:10 – 12:00 | Lunch (Group A)11:10 – 11:40 |
| 5B | Art 1- Majors11:40 – 12:30 | Lunch (Group A)12 – 12:30 | Art 1- Majors11:40 – 12:30 | Lunch (Group A)12 – 12:30 | Art 1- Majors11:40 – 12:30 |
| 612:35 – 1:25  | ESL 1-2 | ESL 1-2 | ESL 1-2 | ESL 1-2 | ESL 1-2 |
| 71:30 – 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](http://ell.stanford.edu/sites/default/files/Schools%20to%20Learn%20From%20.pdf). 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. [[13]](#footnote-13) 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.[[14]](#footnote-14) 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.[[15]](#footnote-15)

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.[[16]](#footnote-16)

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](http://www.malcc.com/), 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)
* For a description of sample family nights at Lawrence Family Development Charter School (Lawrence, MA) see [Academy Holds Last Family Night for K-1](http://lfdcs.org/index.php?option=com_content&view=article&id=193:academy-holds-first-of-three-ell-family-nights&catid=8:general-academics).
* Kugler, E. G. (2009). [Partnering with Parents to Support Immigrant and Refugee Children at School](http://www.lacgc.org/pdf/PartneringSupportImmigrantChildren.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://globalfrp.org/Articles/Parent-Teacher-Conference-Tip-Sheets-For-Principals-Teachers-and-Parents). Harvard Graduate School of Education. (Resource available in English and Spanish)
* Resources from Bridging Refugee Youth and Children’s Center [Clearinghouse](http://www.brycs.org/clearinghouse/search_resources.cfm):
	+ 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](http://www.brycs.org/documents/upload/RaisingChildren-Handbook.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%2BMath%2BFINE.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://www2.ed.gov/admins/comm/parents/parentinvolve/index.html).
* 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[[17]](#footnote-17) 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.[[18]](#footnote-18) 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 orESL (ELs) | ELA/R Centers orESL (ELs) | ELA/R Centers orESL (ELs) | ELA/R Centers orESL (ELs) | ELA/R Centers orESL (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.[[19]](#footnote-19) 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/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).
* Protocols, templates, and other resources for co-planning and co-teaching from [Academy for Urban School Leadership (AUSD) Special Education](https://sites.google.com/a/auslchicago.org/specialeducation/co-teaching), including:
	+ Co-teaching Checklist
	+ Co-teaching Expectations
	+ Co-teaching Observation Guide and Debriefing Guide
* Resources for co-teaching and collaboration:
	+ Co-Teaching: Making it Work. Education Leadership December 2015/January 2016, Vol. 73 No. 4. Alexandria, VA: ASCD.
	+ 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/).
1. 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](http://ell.stanford.edu/sites/default/files/Schools%20to%20Learn%20From%20.pdf). [↑](#footnote-ref-1)
2. 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-2)
3. “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-3)
4. 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-4)
5. 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](http://ell.ccsd.net/wp-content/uploads/2016/06/ELL-Master-Plan-FINAL.pdf). [↑](#footnote-ref-5)
6. 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-6)
7. 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-7)
8. “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-8)
9. 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-9)
10. “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-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. 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-12)
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