

Poll #1

I am a/an...

- a. teacher/practitioner
- b. school/district administrator
- c. student services staff (e.g., counselors, psychologists, parent liaisons, etc.)
- d. Office of English Language Acquisition (OELA) grantee
- e. other (please type your response in chat)





Office of English Language Acquisition



Teacher Collaboration: Aligning Content and Language Instruction

U.S. Department of Education | September 9, 2020



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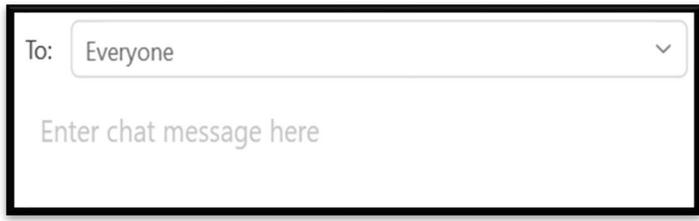
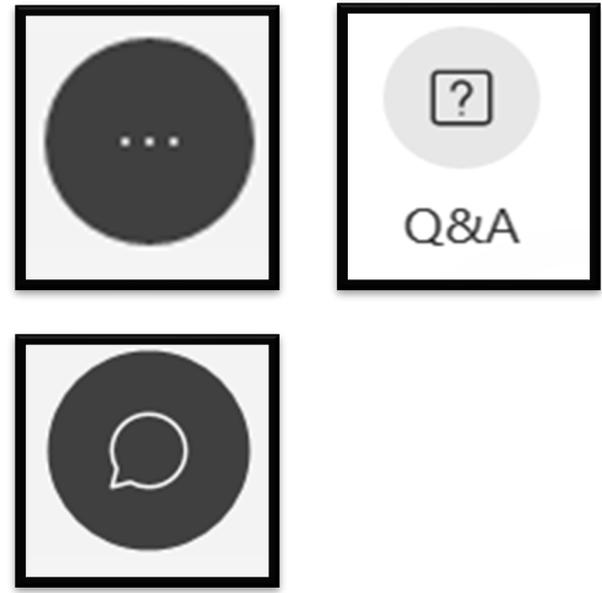
ELTeacherCollaboration



OELA

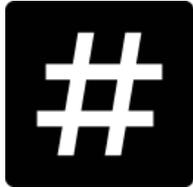
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Agenda



- The policy context for teacher collaboration (OELA)
- Research overview of language and content integration
- Key practices focused on integration of language and content in What Works Clearinghouse (WWC) practice guide and a National Academies of Science, Engineering, and Medicine report (NASEM)
- Promising practices for teacher collaboration in the current context
- Voices from the Field
- Q & A

The Policy Context for Teacher Collaboration



- In Title III of the ESEA as amended by the ESSA, several provisions relevant to English learners (ELs) moved from Title III to Title I Part A of the ESEA.
- These changes have necessitated collaboration across programs at the federal, state, and district levels.

<https://www.ed.gov/essa>

The Policy Context for Teacher Collaboration (Cont.)



- State-level activity funds can be used for professional development to include the improvement of teaching skills to meet the needs of ELs. (ESEA Section 3111(b)(2))
- SEAs can use Title III State-level funds for professional development to assist personnel in meeting certification and licensing requirements for teaching ELs; or to provide professional development to improve teaching skills to meet the diverse needs of ELs, including how to implement effective programs and curricula to teach ELs.
- The professional development provided by either the State or an LEA need not be limited to teachers who exclusively teach ELs but may be provided to all teachers who have ELs in their classrooms, to enable them to teach those ELs more effectively. (ESEA Section 3111(b)(2)(B), 3115(c)(2))

The Policy Context for Teacher Collaboration (Cont.)



LEAs must use Title III funds to provide effective professional development for teachers and principals of ELs that is:

- Designed to improve the instruction and assessment of ELs;
- Designed to enhance the ability of teachers and principals to understand and implement curricula, assessment measures and practices, and instructional strategies for ELs;
- Effective in increasing children’s English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of teachers of ELs; and
- Of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in the classroom. This does not include one-day or short-term events, unless as part of a teacher’s comprehensive professional development plan that is based on a needs assessment. (ESEA Section 3115(c)(2))

The ESEA requires LEAs to use their Title III funds to provide and implement effective activities and strategies that enhance or supplement LIEPs for ELs. This may include strategies that serve to coordinate and align related programs. (ESEA Section 3115(c)(1), (3) – see also the ESEA definition of ‘PD’ in 8101(42))

The Policy Context for Teacher Collaboration (Cont.)

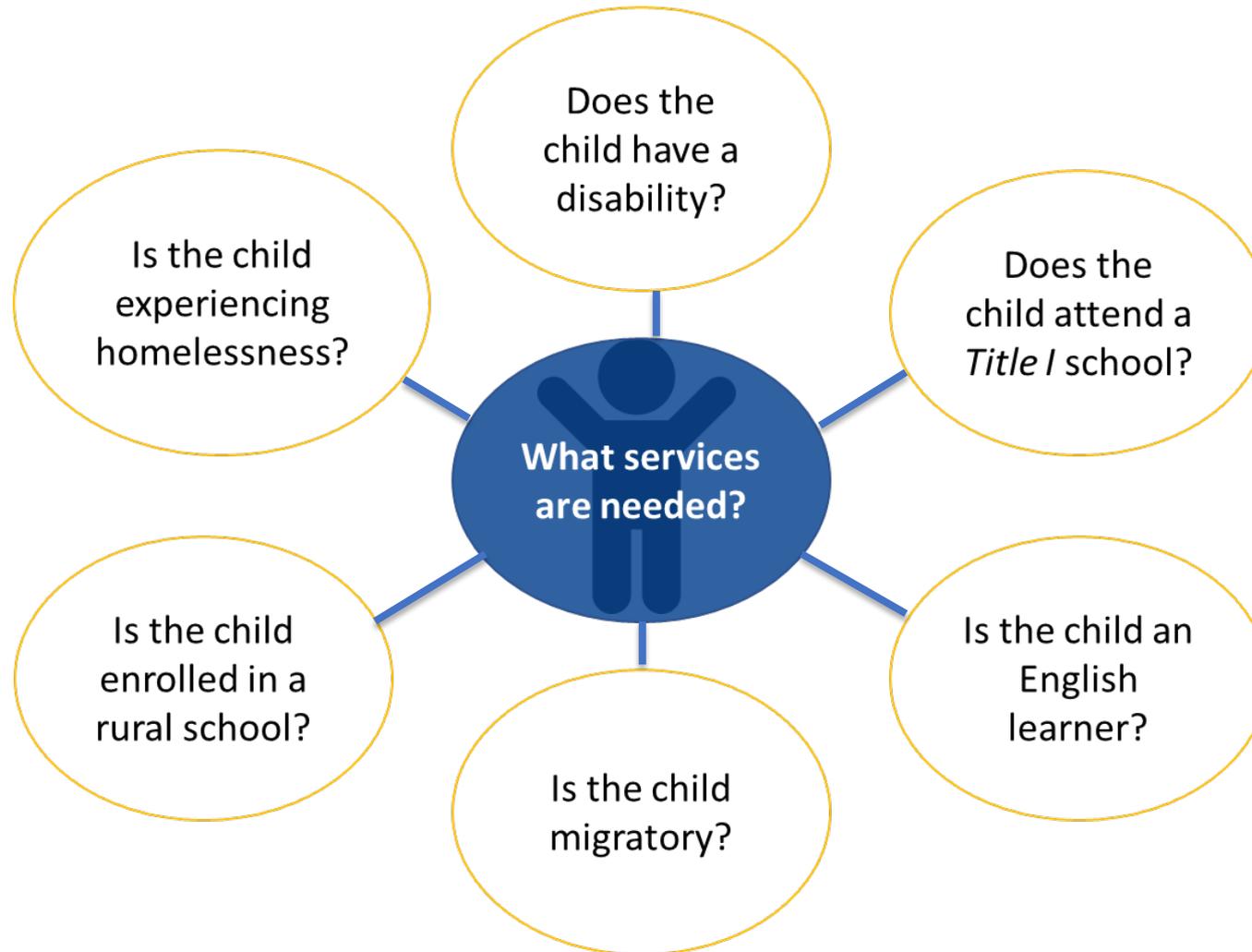


- Title VI and the EEOA require LEAs to provide the personnel and resources necessary to effectively implement their chosen language assistance program.
- Access to effective educators is critical for supporting ELs; research has shown that teacher effectiveness is strongly correlated with student success.
- Teacher qualifications are not dictated by ESEA; they are determined by states. However, it is crucial to the success of ELs that teachers are trained on how to support both ELs' English language development and their mastery of academic content knowledge.

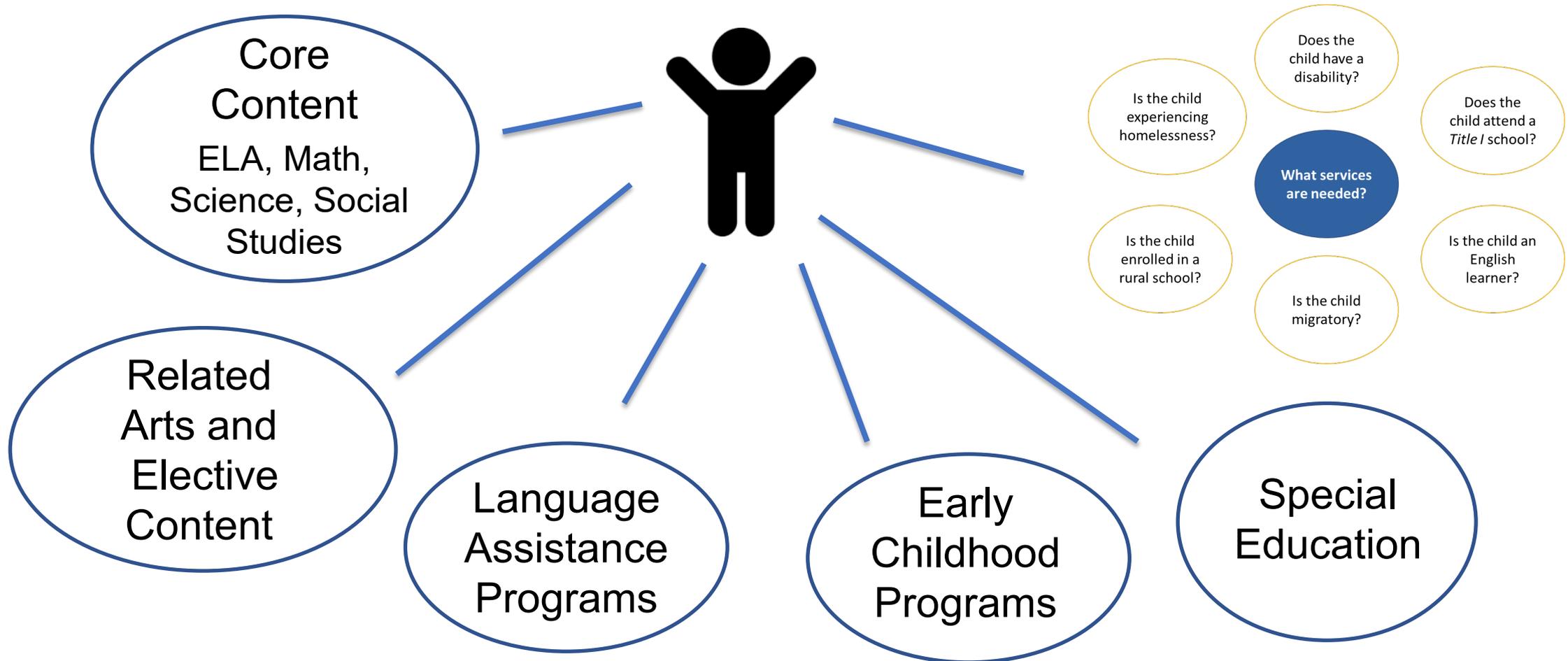
<https://www2.ed.gov/policy/elsec/leg/essa/essatitleiiiiguidenglishlearners10219.pdf>



Intersection of Federal Programs



Intersection of School Programs



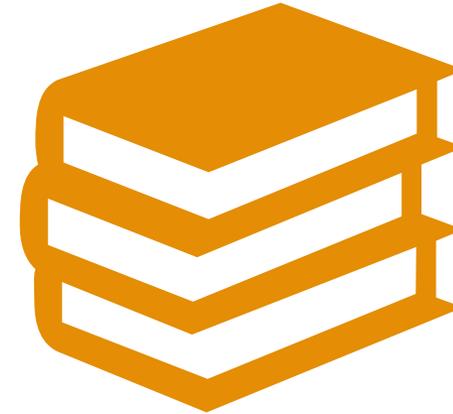
Collaborating to Support English Learners (ELs)

Integration of language acquisition and content development for ELs: A research overview

Terminology



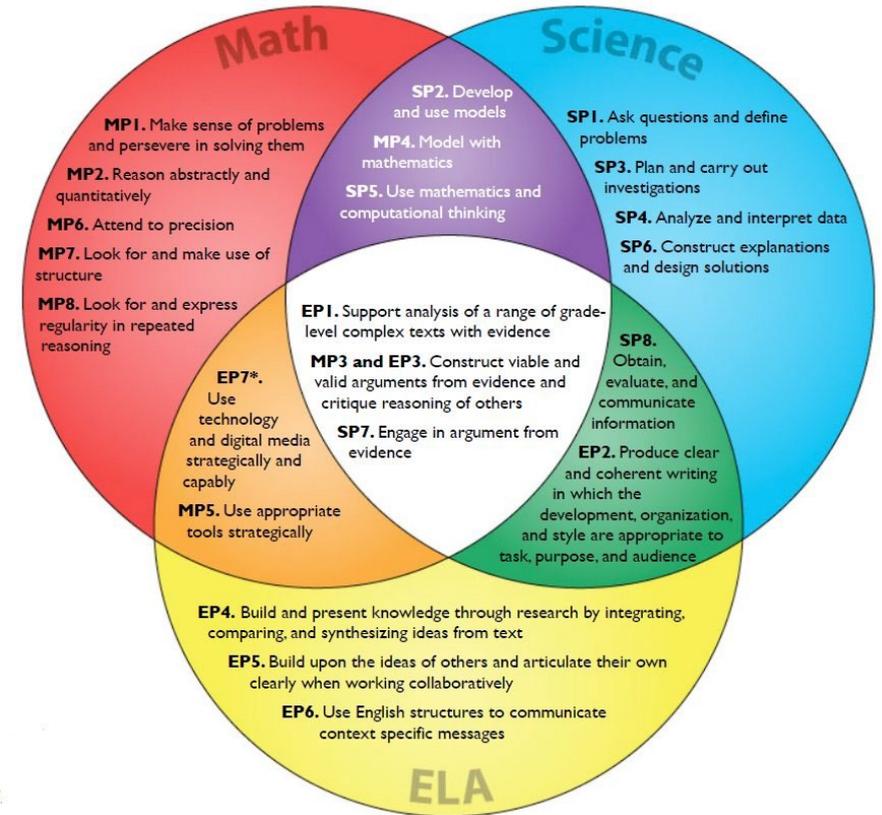
EL teachers/teachers of English
learners



General education or content
teachers

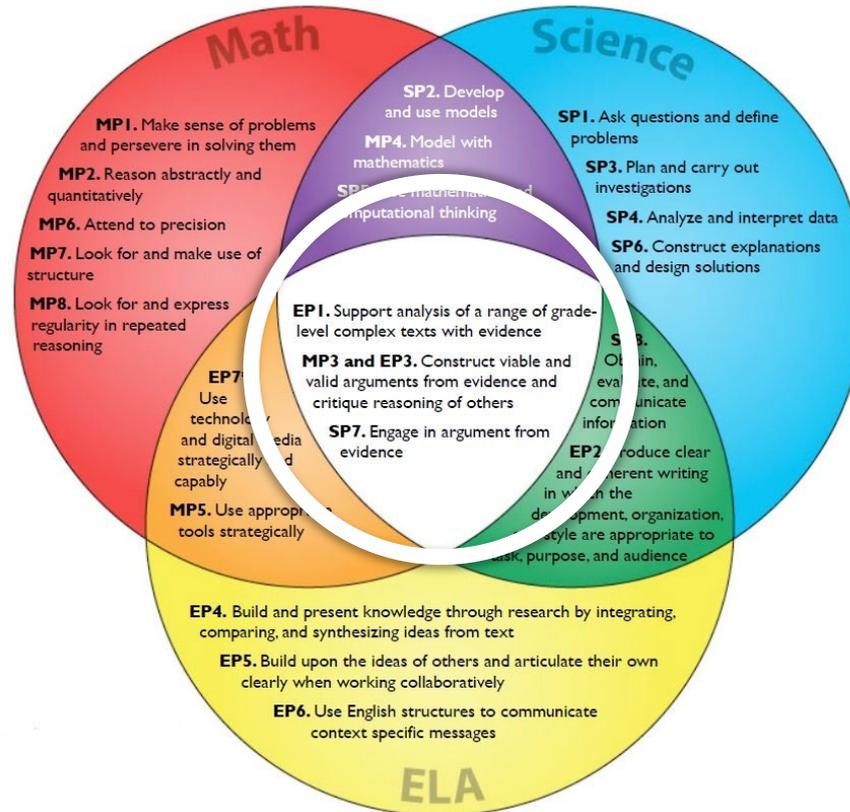
The importance of language for content standards

Implementation of Common Core State Standards brought attention to the importance of language in developing content understanding and the opportunities for integrating language and content.



Source: Cheuk, T. (2013). [Relationships and convergences among the mathematics, science, and ELA practices](#). Refined version of diagram created by the Understanding Language Initiative for ELP Standards. Palo Alto, CA: Stanford University.

The importance of language for content standards



Source: Cheuk, T. (2013). [Relationships and convergences among the mathematics, science, and ELA practices](#). Refined version of diagram created by the Understanding Language Initiative for ELP Standards. Palo Alto, CA: Stanford University.

Teacher preparation

28 states provide for specific qualifications or preservice and inservice training for *general education teachers*.

39 states provide for training, professional development, teaching standards, certification, or endorsements for *EL-specific teachers*.

Source:

<https://www.ecs.org/50-state-comparison-english-learner-policies/>

Ballantyne, K. G., Sanderman, A. R., & Levy, J. (2008). Educating English language learners: Building teacher capacity (Roundtable Report). *National Clearinghouse for English Language Acquisition & Language Instruction Educational Programs*.

Faltis, C. J., & Valdés, G. (2016). Preparing teachers for teaching in and advocating for linguistically diverse classrooms: A vade mecum for teacher educators. *Handbook of research on teaching*, 549–592.

Does your state require additional certification or endorsement for teachers who work with ELs?

- a. Yes, my state requires certification or an endorsement for ALL teachers who serve ELs.
- b. Yes, my state requires a certification or endorsement but ONLY for teachers who are EL specialists/teachers.
- c. No, my state does not have any certification or endorsement requirements for teachers working with ELs.
- d. I am not sure.



Teacher collaboration

When teachers within schools and districts collaborate, there is an opportunity to learn from each other.

Source:

Hopkins, M., Lowenhaupt, R., & Sweet, T. M. (2015). Organizing English learner instruction in new immigrant destinations: District infrastructure and subject-specific school practice. *American Educational Research Journal*, 52(3), 408–439.

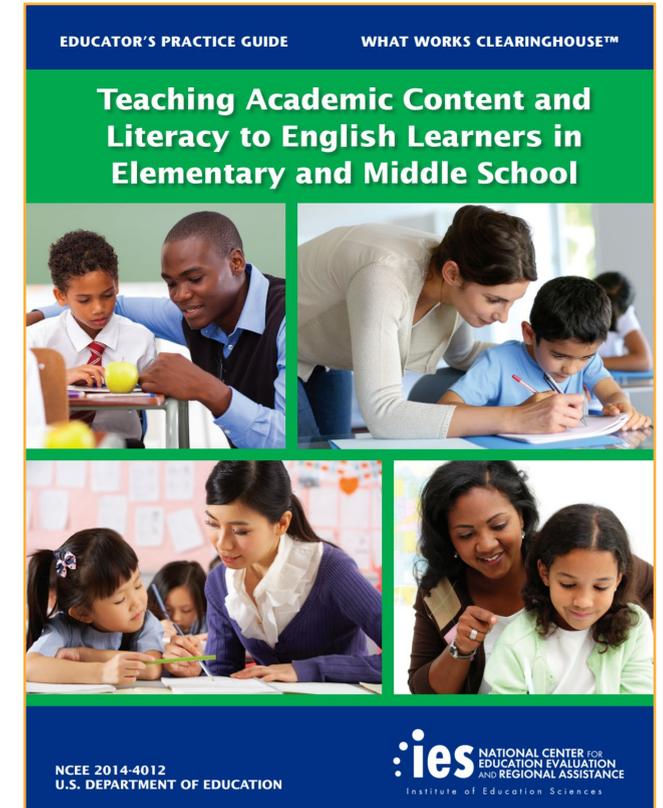
Sun, M., Penuel, W. R., Frank, K. A., Gallagher, H. A., & Youngs, P. (2013). Shaping professional development to promote the diffusion of instructional expertise among teachers. *Educational Evaluation and Policy Analysis*, 35(3), 344–369.



Research on practices to support language and content development

[Teaching Academic Content and Literacy to English Learners in Elementary and Middle School](#), 2014

[Promoting the Educational Success of Children and Youth Learning English](#), 2017



Practices related to the integration of language and content

Practice	WWC Practice Guide	NASEM
Integrate oral and written language instruction into content area teaching.	X	X
Provide ELs access to grade-level core courses at the secondary level.		X
Provide regular, structured opportunities to develop written language skills.	X	X
Support comprehension and writing related to core content.		X
Provide visual and verbal supports to make core content comprehensible.	X	X
Provide regular peer-assisted learning opportunities.	X	X

Promising practices for integrating language and content for ELs

System-level practices

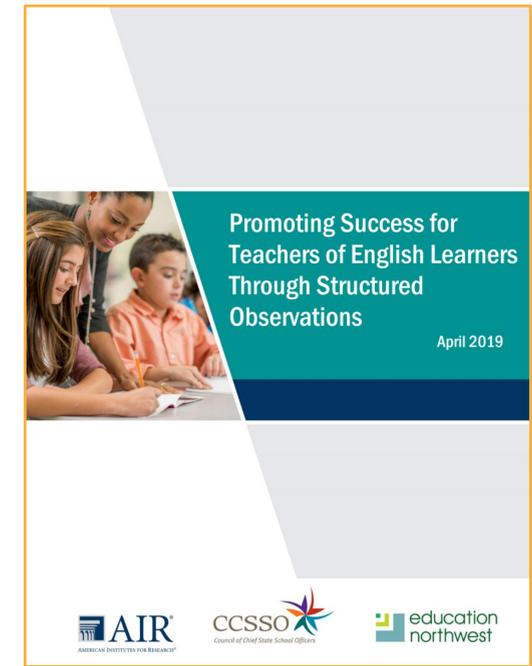
- Shared responsibility and goals for serving ELs among all teachers.
- Shared planning time among EL and content teachers.
- Shared responsibility for engaging families of all students.

Shared responsibility and goals for serving ELs among all teachers

Promoting Success for Teachers of English Learners Through Structured Observations

In a distance learning or hybrid context:

- Ensure that both EL specialists and content teachers interact with ELs through varied modes.
- Develop goals and support for all teachers related to language development.



Source: August, D., & Blackburn, T. (2019). *Promoting success for teachers of English learners through structured observations*. Council of Chief State School Officers.

Shared planning time among EL and content/general education teachers

When teachers engage in curriculum mapping and instructional planning with colleagues, they have an opportunity for sustained, job embedded professional learning.

In a distance learning or hybrid context:

- Leverage the flexibility of virtual meetings to encourage collaboration for EL teachers and content/general education teachers.

Source: Martin-Beltran, Melinda, and Megan Madigan Peercy. (2014). Collaboration to teach English language learners: Opportunities for shared teacher learning. *Teachers and Teaching*, 20(6) 721–737.

Shared responsibility for engaging families of all students

Family liaisons can provide an important bridge between school and family and provide linguistically and culturally appropriate support for families.

In a distance learning or hybrid context:

- Prioritize family engagement as a foundation for distance learning.
- Leverage multilingual staff, family liaisons, and technology platforms for communication and family engagement.
- Provide district and schoolwide supports and resources to support families.



Teacher-level practices

- Coplanning of lessons that integrate language and content goals.
- Coteaching/parallel teaching with the use of evidence-based instructional practices.
- Collaboration on formative assessment of student language and content development.

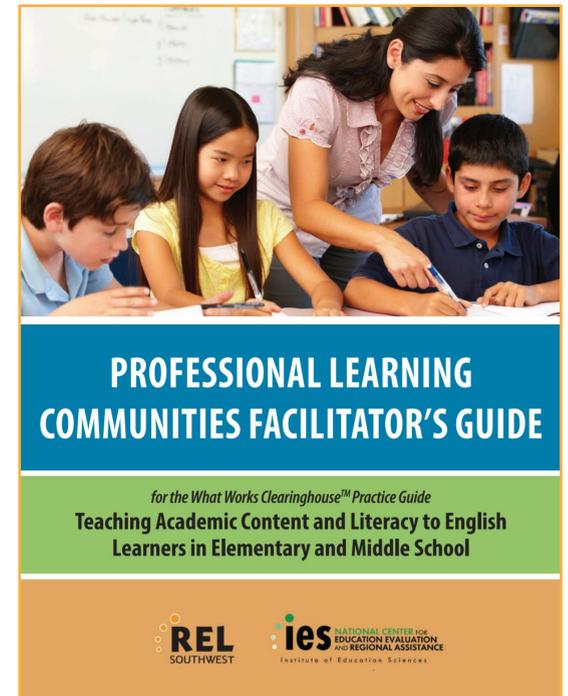
Source: Dove, M., & Honigsfeld, A. (2010). ESL coteaching and collaboration: Opportunities to develop teacher leadership and enhance student learning. *TESOL journal*, 1(1), 3-22.

Coplanning of lessons that integrate language and content goals

Professional Learning Communities Facilitator Guide

In a distance learning or hybrid context:

- Identify language demands, challenges, and opportunities in digital platforms.



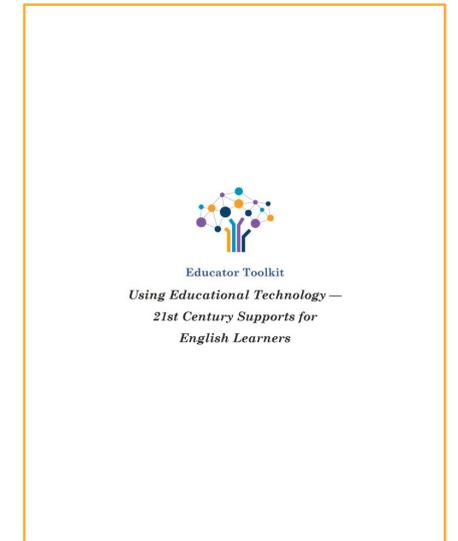
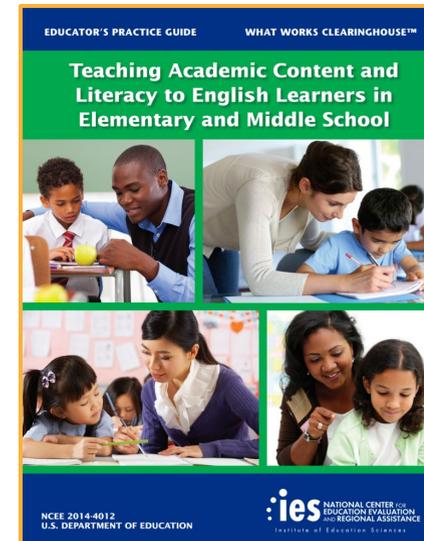
Source: Pawan, F., & Orloff, J. H. (2011). Sustaining collaboration: English-as-a-second-language, and content-area teachers. *Teaching and Teacher Education*, 27(2), 463–471.

Co-teaching/parallel teaching with the use of evidence-based instructional practices

<https://tech.ed.gov/edtech-english-learner-toolkits/educators/>

In a distance learning or hybrid context:

- Consider and select instructional delivery mode and tools based on learning goals.

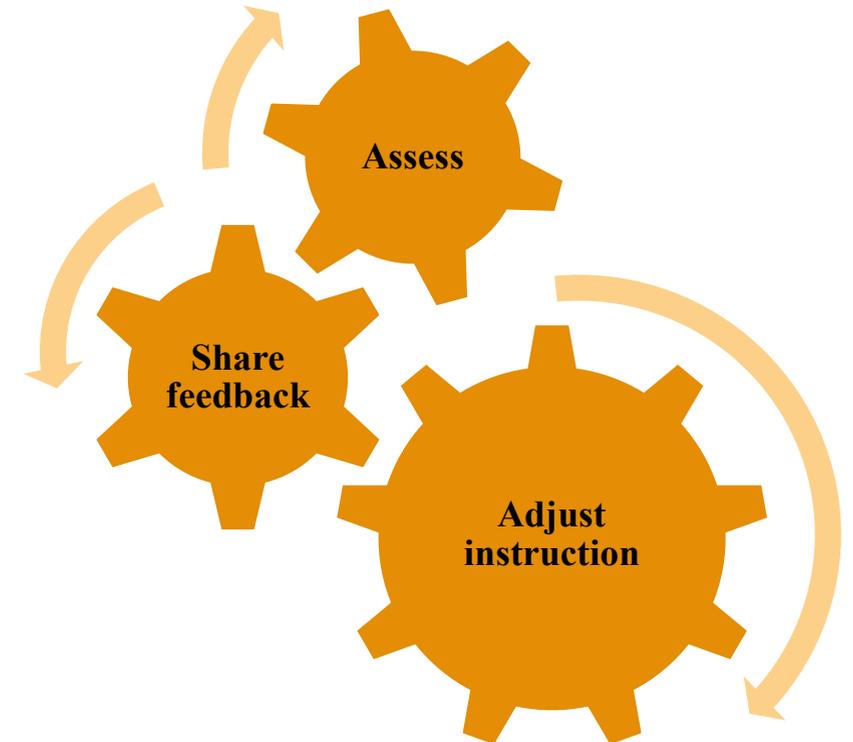


Source: York-Barr, J., Ghere, G., & Sommers, J. (2007). Collaborative teaching to increase ELL student learning: A three-year urban elementary case study. *Journal of Education for Students Placed at Risk*, 12(3), 301–335.

Collaboration on formative assessment of student language and content development

In a distance learning or hybrid context:

- Provide multiple ways for students to participate and demonstrate language and content understanding.



Voices from the field



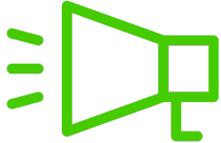
Meet our presenters from Hot Springs SD, Arkansas



Melissa Bratton
*District ESOL
Coordinator
Hot Springs SD*



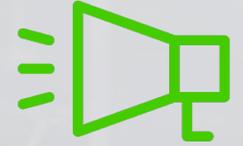
Jennifer Bradley
*ESOL Facilitator
Hot Springs SD*



- 29th largest district in the state
- Location: Tourist City, Central AR
- Student enrollment: 3,579
- English learner students: 348 students
- Languages spoken: 14
- ELs: 98% Spanish speakers
- Six schools serving PK-12
- 255 classroom teachers

Source: [NCES Common Core of Data](#), HISD [website](#)

Implementing System-level Practices to Support Teacher Collaboration for English Learners



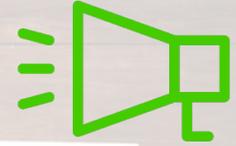
Buy-in: ESOL program goals are in alignment with district initiatives

Framework for incorporating language and content: Intentional Planning, PLC, Guiding Coalitions

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Collaboration Opportunities

Implementing Classroom Practices to Support Teacher Collaboration for English Learners



- Mindset: All teachers are language teachers
- Professional development
- Logistical supports
 - Faculty planning time for collaboration
 - Student scheduling for English language development and sheltered courses

=

Collaboration Opportunities

Reach out to REL Southwest

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Resources: New NCELA Webpage

NEW: Ensuring Continuity Of Learning And Operations

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The Office of English Language Acquisition (OELA), knows how important it is that districts and schools have access to resources that recognize the unique learning profiles and needs of English learners in order to facilitate their education during unplanned school closures.

These resources are intended for school personnel and institutions of higher education to improve distance learning and the support of English learners and their families during school closures. All resources are free. Additional resources will be added, please check back periodically. To submit resources for consideration, please complete the Remote Learning Resources Submission Form below.

<https://ncela.ed.gov/new-ensuring-continuity-learning-and-operations>

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Q & A



Upcoming OELA Events



- OELA Webinar Series: **Hispanic Language Heritage**



- Webinar 1: **Retention of Heritage Culture and Language(s)** – September 17 @ 4pm ET
- Webinar 2: **Language Assets for Career Preparedness** – September 24 @ 4pm ET

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