TEACHER LEADERSHIP FOR SCHOOL-WIDE ENGLISH LEARNING

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DEDICATION

This book is dedicated to Ann Mabbott, Dutch-Indonesian refugee to the United States and professor emeritus of the Second Language Teaching and Learning Program in the School of Education at Hamline University. Thank you for setting an example for how we can mobilize systems that support our newest neighbors. Your career laid the foundation for the ELM Project and this book. We are forever appreciative of your expertise and your mentorship.

INTRODUCTION

Maggie and Cindy are birds that live at the Iguazu Falls bird sanctuary in Brazil. They are a lesbian macaw couple who were born in captivity and have been adopting rollaway eggs from other macaw couples for the duration of their 14-year relationship. The conservationists explain that despite their attempts to avoid teaching the macaws Portuguese, the birds repeatedly squawk "ARARÁ!" throughout the day. *Arará* means *macaw* in Portuguese. Because they heard it so often in their lives, they assumed it was the sound that macaws should make. As a result, they cannot be released to the wild; they would not be safe because of their lack of proficiency in macaw. (In their natural habitat, macaws can respond with hostility to those who are not fluent in the local dialect.)

For those who are reading this book, you know that language matters. Language is the vehicle through which we express our identity, opinions, needs, and wants to others. Without it, we are as vulnerable as Maggie and Cindy. We see this in the lives and hear this in the stories of the newcomers in our communities. We are currently living in the greatest global refugee crisis in history. Each day, 44,400 people are forced to leave their homes, resulting in 68.5 million displaced people worldwide (United Nations High Commissioner for Refugees, 2018). Unfortunately, we seldom acknowledge the critical role that educators play in the resettlement process or how

language is intricately woven into the experiences and identities of immigrants and refugees.

HOW SWEL CAME TO BE

Think about the English learners (ELs) in one of your classes. What percentage of each day do they spend with a trained English as a second language (ESL) teacher—one who has studied second language acquisition and language teaching? Depending on where you live, answers to this question will vary drastically, given that states vary in their credential requirements for teachers and that some areas are experiencing teacher shortages, which may result in hiring teachers with less formal training. For many, it is a small percentage of time. Professor emerita and cofounder of the English Learners in the Mainstream (ELM) Project at Hamline University Ann Mabbott shares, "It gradually dawned on me that preparing excellent ESL teachers was not enough. All teachers, regardless of their discipline, need to be prepared to meet the linguistic and cultural needs of their immigrant and refugee students." We know that the majority of the time that ELs spend in school is spent with general education (non-ESL) teachers. For this reason, we can no longer continue to produce ESL teachers who aspire to only work with ELs as direct service providers. ESL teachers also need to be equipped to be language experts and instructional coaches for their general education colleagues. Failing to respond to this need is failing our ELs. They deserve enriching curriculum and instruction *throughout* the day, not just for the short period that they work with an ESL teacher. If your child received 25 minutes of comprehensible input during a school day, you would be appalled. When it comes to general education teachers serving ELs, the most significant equity issues facing ELs today include negative teacher dispositions, limited teacher knowledge, and missing teacher skills.

In 2014, Minnesota teachers and legislators combined forces to draft what would become the most comprehensive piece of EL legislation in the nation. Authored by Congressman Carlos Mariani and Senator Patricia Torres Ray, the Minnesota Learning English for Academic Proficiency and Success (LEAPS) Act put in statute an increased emphasis on EL support in schools. Legislation included provisions in early childhood, elementary,

secondary, adult, and teacher education intended to support the academic success of Minnesota's EL population (Minnesota Department of Education, n.d.). As the state with more refugees per capita than any other in the country (Lutheran Social Service, 2019), Minnesota has become a leader for education models, services, and policy in EL education. It is for this reason that many were quick to take action when this legislation was not implemented in the way that its proponents had expected.

Under the Minnesota LEAPs Act, all preservice teachers must learn about research-based practices for ELs in teacher preparation coursework. Additionally, all practicing teachers must demonstrate professional development (PD) in the area of working with ELs in order to qualify for licensure renewal. Minnesota teachers are generally relicensed every 5 years (Education Minnesota, n.d.). Unfortunately, the implementation of this policy was far from its proponents' intent. At the time that the law was enacted, Minnesota teachers were asked only to write a reflective statement on their experience working with ELs. Though proponents of the legislation were glad to have the responsibility for serving ELs legally shared by all teachers, the application of this statute did not represent the spirit in which it was written. The task of writing a reflective statement does not sufficiently demonstrate that teachers have engaged in professional learning around promising practices for ELs, much less changed their practices to support EL academic development.

As former Minnesota ESL teachers and advocates for our state's ELs, we were crestfallen as the legislation that we rallied so arduously for resulted in a surface-level task that held little promise for transformed teacher practice. For this reason, when the U.S. Department of Education notified institutions of teacher education that the Office of English Language Acquisition would offer National Professional Development grants to improve the educational experience of ELs, we decided to apply. We dreamed up what we thought teacher PD *should* look like: It should be teacher led, immediately relevant, contextualized, and continual. It should not rely on outside experts. One of us (Michelle Benegas) and Ann Mabbott, professor emeritus, were the authors of the grant. We spent 2 months dreaming and toiling over what such a model would look like. With our combined 30 years of experience

training general education teachers to work with ELs, we infused our knowledge and passion into what would become the ELM Project.[1]

Over the course of the (5-year) grant, the ELM Project will train more than 350 ESL teachers who will launch the ELM Project integration on-site in their schools. All ELM Coaches—ESL teachers who are trained by the ELM Project—agree to coach up to 10 general education teacher colleagues and deliver at least 6 hours of targeted PD. As of December 2019, 200 ELM coaches have been trained and more than 450 general education teachers have worked one-on-one with an ELM coach in order to differentiate instruction for ELs. Although there are few studies that examine cross-content-area peer instructional coaching, the ELM Project is based on vetted models of instructional coaching (Knight, 2007; Aguilar, 2013), where ELM coaches train their colleagues to incorporate academic language instruction across the school day. ELM coaches are given the tools needed to implement the ELM Model of Teacher Leadership and Peer Coaching. These tools are open sourced and can be accessed on the ELM Project website (www.tinyurl.com/elmproject).

You may notice a shift from ELM to SWEL (school-wide English learning) in this text. While the SWEL model is informed by the ELM Project, the ELM Project is a federally funded grant initiative that is intended only to support implementation in Minnesota schools from 2016–2021. The SWEL model expands upon what was learned in the implementation of the ELM Project and offers a guide for others who wish to implement a similar teacher leadership model in their schools.

TERMS

The field of English language teaching is complicated when it comes to terms. Across states, systems, and spaces, we use different terms to refer to our profession, our students, and our colleagues. Though we appreciate the healthy debate over the propriety of these terms, we hope that you can transfer the concepts in this book to your context, even if our naming differs from yours. The terms used in this text are as follows:

English learner (EL): A student who is learning English while learning academic content.

ESL teacher: A practicing teacher who has received a state-endorsed license or credential to teach English as a second language and who is employed in a capacity to serve English learners.

General education teacher: A practicing teacher who has received a state-endorsed license or credential to teach *any area other than* English as a second language.

Educator: A practicing teacher, instructor, educational assistant, or school employee who serves English learners in an educational capacity.

Peer coach: A practicing English as a second language teacher who supports general education colleagues by observing their instruction and providing feedback, strategies, and resources.

Coachee: A practicing general education teacher who is coached by a peer coach.

Note: An undergirding premise of the book is that all teachers are teachers of ELs. For this reason, we do not use the term EL teacher. *The specialization of ESL teachers lies not in the population that they serve, but in their knowledge of the discipline of English language instruction.*

DISCLAIMERS

1. The authors of this book acknowledge the tension behind the concept of academic language. In many ways, suggesting that there is one right way for people to project themselves academically is problematic. There are certainly systems of White supremacy and cultural elitism at play that cannot be denied (see, e.g., Baker-Bell, 2020; Flores & Rosa, 2015; Rosa & Flores, 2017). On the other hand, academic language is a tool for social capital—a currency that allows for social mobility. The SWEL model promotes a) providing ELs with the linguistic tools needed for social mobility outside of school and b) legitimizing multilingualism and multidialectalism in academic and professional spaces.

2. The SWEL model is designed to transform general education teacher practice. It takes complex theories and linguistic structures and makes

them accessible to teachers who do not have a background in linguistics, pedagogical grammar, or second language acquisition theory.

OVERVIEW OF THE BOOK

This book is designed to facilitate reproducing SWEL at any school that serves ELs, whether they make up the majority of the student body or are a smaller group within the school. By capitalizing on the expertise that is *already* in the building, schools can transform the educational experience of ELs throughout the school day. SWEL is the product of the work of many teacher leaders in the field. In Chapter 2, you will see excerpts from Madeline Benson's (2019) master's thesis on the roles and identities of ESL teacher leaders. Madeline is a first-grade teacher who previously worked as an ESL teacher. In Chapter 6, we present Amna Kiran's English Learner Profile—a tool that she developed and continues to use for ELs in her district. In Chapter 8, we share an adapted version of ESL teacher Stephanie DeFrance Schmidt and school principal Catherine Rich's action plan. This plan was thoughtfully curated to respond to the needs of their school's EL population. In addition, woven throughout the book, you will see sections called "Voices From the Field." These are quotes from actual ESL teachers and peer coaches who are enacting the SWEL approach in their schools.

The SWEL model is a school-wide system for EL support throughout the school day. We acknowledge that many of the strategies and approaches presented in this book will benefit a variety of learners, not just ELs. However, given the long-standing opportunity gap that our ELs experience (U.S. Department of Education, n.d.), it is critical that we respond to their specific needs with urgency. All students are academic language learners, and academic language learners benefit from explicit attention to language. For this reason, the focus of this guide is on ensuring that all educators have preparation to better serve ELs, with the caveat that these practices benefit all learners.

We have arrived at the materials in this book after years of working in both K–12 schools and teacher preparation programs within the higher education context. Despite our many years in the field, we recognize that our experiences are not universal. We both identify as native-English-speaking,

cisgender, White women from the Midwestern United States. We acknowledge that the privilege we have may influence our perspectives, and we work continuously to better understand our positionality and how it influences and impacts our work as teachers and advocates of ELs.

This book is intended for a variety of audiences:

1. Preservice ESL teachers who are preparing for the leadership roles of professional development delivery and peer coaching that may be part of their future positions

2. In-service ESL teachers who would benefit from a guide for professional development delivery as well as tools for peer coaching

3. School administrators (e.g., principals or assistant principals) who are interested in improving the EL learning experience through a distributed leadership model

4. District administrators who are interested in designing school systems that position ESL teachers as language experts and teacher trainers as well as direct service providers

This book is organized in four parts. It can be read sequentially or in an order that best suits the reader's needs. The following provides an overview of the three parts of the book.

Part A. Foundations in Building School-Wide Systems to Teach Academic Language Across the School Day

This section presents an overview and the conceptual frameworks underpinning the SWEL model. We recommend that all who are interested in the model read Chapter 1, "The Need for a School-Wide English Learning Model." This chapter substantiates the need for teacher leadership and provides a comprehensive program design for academic language learning. Chapter 2, "Teacher Professionalism, Distributed Leadership, and Peer Coaching," presents how distributed leadership is well suited to support ESL teacher leaders. We highly recommend that those in administrative positions focus on this chapter. Chapter 3, "The SWEL Model of Academic Language Instruction" takes the complex domains of language (semantics, morphology, phonology, syntax, and pragmatics) and makes them accessible to a general education teacher audience. This chapter is most critical for anyone who is tasked with teaching content while attending to language or with training colleagues to teach content while attending to language.

Part B. Application of Teacher Professional Development of Dispositions, Knowledge, and Skills: Professional Development Plans

This part of the book provides ready-to-use PD plans for SWEL coaches to use with their general education colleagues. The plans in these three chapters are recommended for anyone tasked with providing PD to general education colleagues about the needs of ELs. They are all designed to be refined for local contexts, and we encourage those who facilitate any of the PD activities included in this book to consider how they might personalize them to ensure their relevance to the ELs in a given school or region.

Chapter 4, "Teacher Dispositions Needed to Effectively and Respectfully Serve English Learners," delineates six critical dispositions. Teacher dispositions are the beliefs or mindset that teachers have toward working with ELs; activities in Chapter 4 are centered on teacher mindset. Chapter 5, "Teacher Knowledge Needed to Effectively and Respectfully Serve English Learners," presents six key areas of knowledge. Teacher knowledge is defined as mastery of the content area of instruction. The PD plans in Chapter 5 are based on discrete areas of knowledge that will serve educators of ELs. In these PD plans, readers learn new concepts about the multifaceted experience of the EL. Chapter 6, "Teacher Skills Needed to Effectively and Respectfully Serve English Learners," provides six skill areas that are critical for all educators of ELs. Teacher skills are defined as pedagogy. In this chapter, readers hone skills that enhance ELs' experience in their classrooms.

Part C. Application of Peer Coaching Using a Directed, Cyclical Approach

This section offers a how-to for peer instructional coaching. Chapter 7, "Setting up Teachers for Success" presents a variety of tools that coaches can use, such as the coaching cycle and the academic language teacher observation. This chapter is recommended for anyone who is planning to engage in peer instructional coaching on serving ELs. It is also useful for administrators to identify how these systems might complement existing systems in districts and schools.

Part D. Putting SWEL to Work in Your School: Setting the Stage With Intentional Planning

This part of the book will be of interest to anyone planning to implement a continuous and sustainable ESL teacher leadership program in their district or school. Chapter 8, "Drafting an Annual SWEL Action Plan," guides readers through the process of writing a targeted action plan that is informed by the needs of the school community and guided by SMART goals (Doran, 1981). Finally, Chapter 9, "The Cyclical Nature of the SWEL Model," offers key considerations for implementation so that SWEL can serve as a sustainable approach to continuous improvement for ELs.

HOW TO USE THIS BOOK

How you use this book depends entirely on your context and position within your school. As mentioned earlier, the book can be read sequentially or in an order that best suits your needs. Regardless of how you approach the SWEL model, *Teacher Leadership for School-Wide English Learning* is a practical guide for implementation, and navigating the many resources it provides is easy.

Chapters 1–3 introduce the foundations and principles on which the SWEL model is based. Chapters 4–6 provide a wealth of PD plans centered around the teacher dispositions, knowledge, and skills needed to effectively enact SWEL. Each PD plan is easy to find:

> This "PD Plan" icon indicates the beginning of a PD plan, each complete with objectives, time needed to complete the activity, materials and resources, preparation required, and step-by-step instructions to carry out the plan.

Chapters 7–9 provide detailed and practical steps and resources for making sure the SWEL model is well planned, successfully implemented, and continuously improving—as all professional development should be.

All online resources can be found on the companion site for this book, www.tesol.org/swel-leadership

Be sure to also take advantage of the Resources Index, which lists the many resources—handouts, articles, websites, and videos, among others—referred to in this book. All of these resources can be also be found on the companion site for this book, www.tesol.org/swel-leadership.

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[1] The ELM Project was developed under a grant from the U.S. Department of Education. However, the ELM Project materials do not necessarily represent the policy of the Department of Education and are not endorsed by the Federal Government.

Foundations in Building School-Wide Systems to Teach Academic Language Across the School Day

THE NEED FOR A SCHOOL-WIDE ENGLISH LEARNING MODEL

Before my colleague and I became involved in ELM [English Learners in the Mainstream Project], we had great difficulty getting a time slot for delivering professional development to our co-workers. Being a part of the ELM team gave us regular opportunities to select, create, and present relevant staff development as well as to make positive one-on-one connections with general education teachers. Through that process, we became regular go-to people for our school, a new identity that we fully embrace!

—ESL Coach

WHY ACADEMIC LANGUAGE IS AN EQUITY ISSUE

Academic language is a register, or series of registers, that needs to be explicitly taught and learned. Zwiers (2008) provides the following definition: "Academic language is the set of words, grammar, and organizational strategies used to describe complex ideas, higher order

thinking processes, and abstract concepts" (p. 20). We cannot cognitively process concepts that we do not have words for.

In light of the impact of language on cognitive processes, language also has significant societal implications—and not just for English learners (ELs). For these reasons, attending to academic language instruction may be the most important equity initiative that a school can take up. Halliday & Hasan (1989) explain,

> Language is a political institution: those who are wise in its ways, capable of using it to shape and serve important personal and social goals, will be the ones who are "empowered" (to use a fashionable word): able, that is, not merely to participate effectively in the world, but able also to act upon it, in the sense that they can strive for significant social change. (p. x)

We are sized up by the language that we use in all social environments. Our language gives us access to relationships, employment, housing, and healthcare. If we think of language as a critical tool for survival and social mobility, it is hard to argue *against* a need for explicit language instruction.

"All teachers are language teachers" has become a cliché in the English language teaching field. For English as a second language (ESL) teachers, it is a stark reminder that our responsibility is more than direct service for ELs. For general education teachers, it can be read as a hopeful plea and call to action or a dismal reality check for those who have not considered that aspect of their role. Whether or not teachers identify as language teachers, they *are* language teachers by default, because language is the vehicle through which they deliver instruction. So, the question for all teachers is not, "Do you want to be a language teacher?" It is "What kind of language teacher do you want to be?"

Who Academic Language Is For

The following is a story from Michelle Benegas, coauthor of this book:

> *It was November, the time had recently changed, and I noticed that it was dark outside as I put a frozen lasagna in the oven for dinner. I had no energy for anything more complicated. My kids sat transfixed in front of the TV, tired after a long day of school. It was 6 pm and I was exhausted and ready to go to bed. If you live in a cold climate, you can likely relate to this easing in to human hibernation that happens in late fall. As my husband was taking off his coat,*

the doorbell rang. I cocked my head. Apologetically, he said "It's the insurance salesman. Sorry. I forgot to tell you that he was coming tonight."

The salesman handed me multicolored folders and spread papers across our dining room table, making himself comfortable for a long stay. **Would you like GAP insurance? A floater policy? If this 1914 house burned to the ground they would want to replace it with a sheetrock box, you don't want a sheetrock box, do you ma'am?** *I struggled to stay engaged in the conversation. I understood a fraction of the words that he was using. I wanted to ask him to leave but I knew that I couldn't because we needed insurance. It was in our best interest to get a comprehensive and economical plan.* **"Blah Blah** *liability,* **blah blah** *act of god,* **blah blah** *slight increase in premium … "* *Lasagna smells wafted through the air. I wondered what my kids were watching on TV. As my frustration increased, my understanding of his words decreased. We ate cold lasagna at 8 pm and everyone went straight to bed. I haven't talked to an insurance salesperson since.*

This is an everyday example of an exchange between someone who holds information that is vital to another person when the information is not entirely comprehensible to that other person. We are all able to tell stories like these. In these situations, we are often humbled, embarrassed, and frustrated. If we are secure enough in what we do know, we may find humor in our language blunders. This is not the case for many of our students.

Let's let go of the idea that academic language is for some, not all. Explicit academic language instruction is for *all students*, but it has a particularly critical implication for nonnative speakers of English, speakers of the many varieties of English, and struggling readers (Buly & Valencia, 2002; Edmonds et al., 2009; Nation & Snowling, 2004). If we have the expectation that our students talk and write like scientists, historians, and mathematicians, it is our responsibility to teach them to do so rather than assume that they will understand, or somehow infer from mere exposure, how to use those structures and content-specific words.

Four Types of English Learners

Because ESL services are linked to school funding and school funding is linked to policy, it is important that policymakers recognize that differing student backgrounds result in differing needs when it comes to language instruction. For this reason, it is important that we look carefully at four different types of ELs served in our schools.

Highly Literate Newcomers: Students who have received the same amount and quality of formal education as their peers, but need to learn English.

Students With Limited or Interrupted Formal Education: Sometimes referred to as "SLIFE," students who immigrate at an older age who have interruptions in their education. These students are often, but not always, refugees. Students with limited or interrupted formal education meet at least three of the following five requirements:

1. Comes from a home where the language usually spoken is other than English, or who usually speaks a language other than English.
2. Enters school after Grade 6.
3. Has at least 2 fewer years of schooling than their peers.
4. Functions at least 2 years below expected grade level in reading and mathematics.
5. May be preliterate in their native language.

(Minnesota Department of Education & Midwest Comprehensive Center, 2016)

Recently Arrived English Learners: ELs who have been enrolled in U.S. schools for fewer than 12 months (Minnesota Department of Education, 2017).

Long-Term English Learners: Students who have been in the country for more than 6 years, but who are not progressing toward English proficiency and whose academic progress is hindered by limited English proficiency. Many long-term ELs (sometimes referred to as LTELs) are children of immigrants but are not immigrants themselves, and they are most often in the middle and secondary grades.

The preceding identifiers are intended for schools and teachers to consider how they are meeting the needs of each group that they serve. In conducting a school needs analysis and drafting an action plan (see Chapter 9), you must know the varied types of ELs that your school serves.

APPROACHES TO LANGUAGE TEACHING

When you hear the term *grammar school*, what images do you conjure? If you are from the United States, you likely imagined a school from a bygone era, in which students trod to a one-room schoolhouse toting books tied with a string. We know that early U.S. schooling placed high value on grammar, but allocated time specifically for English grammar is seldom seen in our classrooms today. There have been many iterations of language teaching since the days of grammar school. One thing is for sure—we are still unable to agree on the best way to teach language. The following is a brief overview of six models of language instruction used in the United States.

- **Grammar-Translation Method:** This method is rooted in Latin instructional approaches dating back to the 16th century. Central to this method are explicit grammar instruction, memorization of grammatical rules, and translations from one language to another. It remained a predominant approach to language instruction through the late 1800s and early 1900s. Despite having no theoretical basis, it is still used in classrooms today.

- **Audiolingual Method:** At the onset of World War II, early proponents of this method noticed the defense advantages to having multilingual citizens. Rooted in behaviorism, the belief was that language could best be learned through memorization and repetition. Many people still remember tape players, headphones, and repeated speech drills in language labs. This method proved successful in training learners to memorize dialogues, but it fell short in preparing learners to interact in authentic situations.

- **The Natural Approach:** In an effort to enhance the natural process of learning language, Krashen and Terrell (1983) developed the natural approach. This approach puts attention on communication, rather than grammar, with the intent of language acquisition, rather than language learning.[1] They suggest that language be scaffolded and that students learn in a low-stress environment. However, critics of the approach say that while its attention to access is appropriate, it lacks focus when it comes to application, and it fails to address language structure (the

grammatical systems in language). The natural approach remained popular throughout the 1980s and 1990s in the United States.

- **The Communicative Approach:** This approach is based on the theory of communicative language teaching, which has an explicit focus on meaningful communication. Beginning in the 1980s and still popular in a variety of educational settings, the communicative approach promotes use of authentic texts and focuses on meaning rather than form. In a communicative classroom, the teacher is the facilitator of conversation and serves as a language model for students. Critics note that because the model prioritizes function (the purpose of the language that we use to communicate) over structure, critical gaps in formal language can persist.

- **Content-Based Instruction (CBI):** Founded on communicative language theory principles, CBI is the predominant continuum of approaches in ESL instruction today. It allows for the focus on form found in the grammar-translation method as well as the focus on meaning found in the audiolingual method, the natural approach, and communicative language teaching. In CBI, teachers anticipate what language students will need in order to engage in and make sense of the already planned content (Brinton et al., 1989). In CBI, content drives language.

- **Functionalism:** With many similarities to CBI, a functionalist approach is focused on the functions of language that are immediately needed, such as daily tasks and content-area lessons. With learners focused on function, rather than form, they can engage in authentic conversation with peers and stay on track with content learning.

Figure 1 shows how the pendulum has shifted from form-focused approaches to communication-focused approaches to where we are today—function-focused approaches to language instruction.

Form Focused	Function Focused	Communication Focused
Grammar Translation Method	Functionalism	Natural Approach
Audiolingual Method	Content-Based Instruction	Communicative Approach
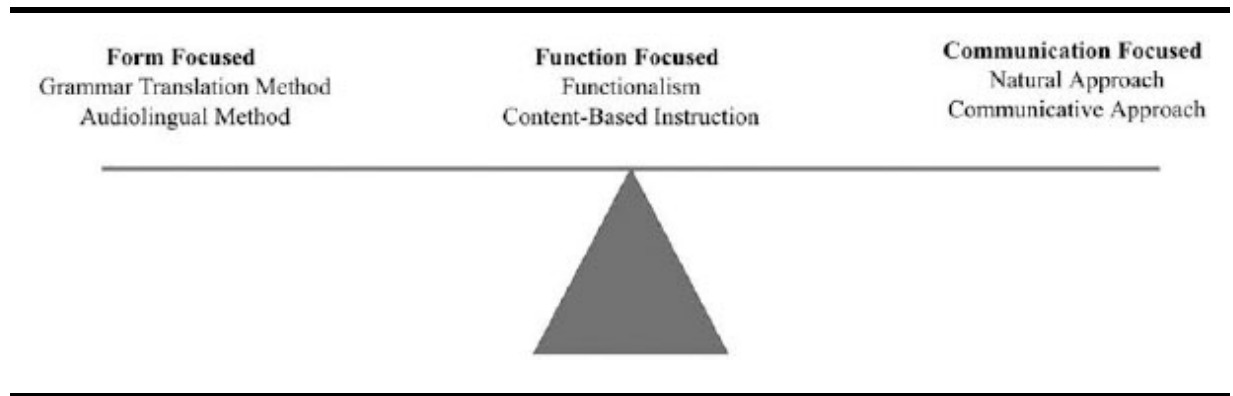
FIGURE 1. U.S. methods and approaches to language education.

A functional approach to language instruction is based on the idea that language should be taught in context. In the field of ESL, this may mean that ESL teachers work alongside general education teachers to infuse explicit language instruction into the curriculum; however, coteaching and coplanning models do not exist everywhere. Regardless, teaching the language that the context requires is widely accepted as the most effective way to help students acquire academic language. Because ESL teachers cannot always be involved in the planning and delivery of content-area lessons, there is a need for all teachers to know how to teach language through content.

Though there is a general consensus about CBI and functionalism as the leading approaches to language instruction for ELs, there are a variety of program models used in schools. Known by many names, they are often referred to as "push-in" and "pull-out" models. These names refer to where a language learner is in relation to general education students. We would like to suggest that the ESL teacher has a critical role both when the learner is *in* and *apart from* the general education setting.

COMPREHENSIVE PROGRAM DESIGN: A DIRECT/INDIRECT SERVICE MODEL FOR SCHOOL-WIDE ENGLISH LEARNING

ESL teachers are masters of their craft. It's easy to see why ELs often feel so at home with the ESL teacher. ESL teachers understand the complexity of language and the role of culture in learning. We applaud these master educators for the gains that they are able to make with their students.

However, the fraction of time that ELs spend with an ESL teacher is small compared to the time that they spend in a general education classroom. It is time for yet another evolution in the field of ESL, as much more can be done to tend to the forest if teachers can briefly step away from tending their own trees.

As the field of ESL has evolved over time, so has the role of the ESL teacher. It is no longer sufficient for an ESL teacher to serve *only* as a direct service provider to ELs. They are now asked to serve as coteachers, resource teachers, professional development (PD) facilitators, site-based experts, and teacher coaches. Our newcomers deserve a more comprehensive approach to learning language and content simultaneously. Students need to learn and use language in context.

The SWEL model for designing system-wide services for ELs considers that schools support ELs in three ways. Consider Figure 2.

Indirect Service

Explicit, targeted academic language instruction in all mainstream lessons.

Differentiated Service

Explicit, targeted academic language support in the mainstream classroom or while using mainstream content.

Direct Service

Explicit, targeted academic language support independent of mainstream content.
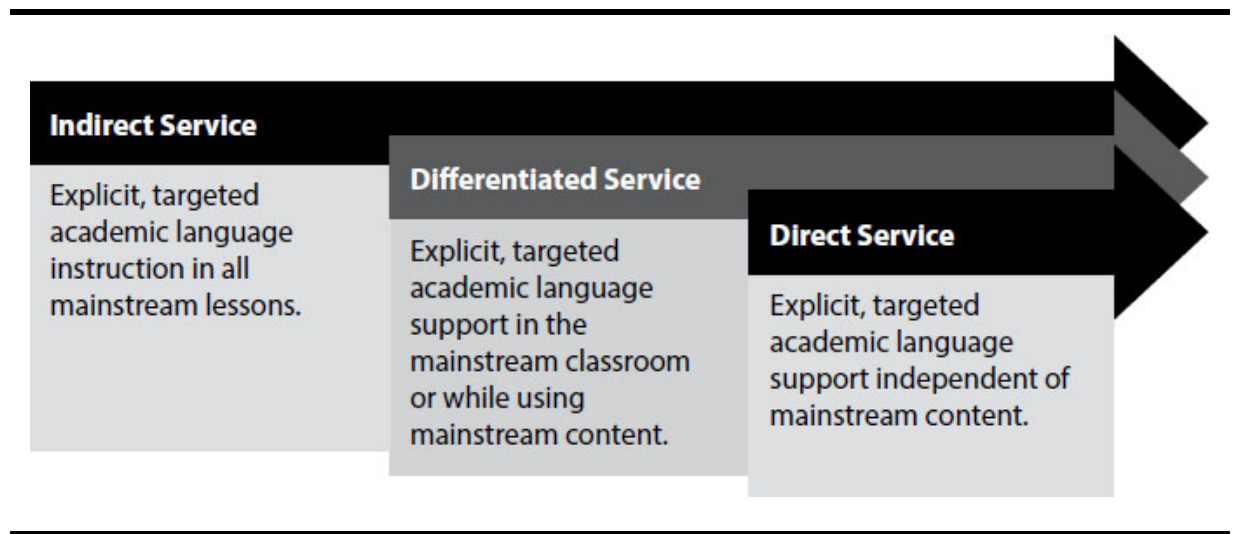
FIGURE 2. Direct/indirect service model for school-wide English learning.

For a school to adequately serve ELs, all of the elements shown in Figure 2 need to be integrated into the school day. It's important for teachers and administrators to examine how they are attending to each of these three areas. It's also critical to consider what teachers feel prepared to do and where students spend the majority of their time. Commonly, ESL teachers report feeling most prepared to offer direct service, somewhat prepared to offer differentiated service, and minimally prepared to provide indirect service. Unfortunately, the inverse is true when it comes to the amount of

time that ELs spend in each setting. They often spend the smallest amount of their school day in direct service, second to differentiated service, with the majority of their time in a general education setting that could be supported through indirect service. It is critical that ESL teachers feel prepared to move beyond serving ELs through direct service models (e.g., pull-out and sheltered content) and differentiated service models (e.g., coteaching) toward an indirect service teacher leadership model that includes peer coaching, serving as a resource teacher, and delivery of targeted PD.

New to TESOL International Association's *Standards for Initial TESOL Pre-K–12 Teacher Preparation Programs* (2019) is the requirement that ESL teachers be prepared to be school-based instructional leaders. Under this new standard, ESL teacher candidates in TESOL-accredited institutions will learn about adult learning theory and approaches to teacher PD. The field of English language teaching is moving from a direct service–only model to a direct/indirect service model. To be clear, a direct/indirect service model includes both providing direct instruction to ELs and providing support to colleagues so that ELs are appropriately supported in their academic language growth in the general education context. The model does not favor indirect over direct instruction, but rather recognizes that ESL teachers can do both with a reimagining of how an ESL teacher spends their day and by putting the right structures, such as scheduling time for peer coaching, in place. This book serves as a guide for preservice and in-service teachers who will assume the role and identity of the ESL teacher leader, or SWEL coach.

CONCEPTUAL FRAMEWORKS: DISTRIBUTED LEADERSHIP AND TEACHER SKILLS, KNOWLEDGE, AND DISPOSITIONS

Consider the following sports analogy as it relates to the way that PD is usually conducted in the field of education, where outside experts are hired with the intent of improving teacher practice.

> Imagine going to the finest basketball camp in the world and being explained the perfect technique for the jump shot. You will receive instruction from an expert coach on how to complete every element

of the jump shot; however, you will not be in a gym. Not only will you be outside of a gym, but you will have no ball to practice with and there will not be a hoop in sight. The hope is that you take the techniques you learned in isolation, and then on your own time, incorporate them in to your regular practice. Tough sell! (Ferlazzo, 2018)

For many teachers, the basketball camp metaphor hits close to home. Beyond university-based teacher education, teacher PD often lacks the context and practicality needed for it to transform practice. Intensive one-size-fits-all workshops remain the most common platform for continuing education in the English language teaching field. Though cost-effective, many educators report that this model fails to move the needle in their practice (Baum & Krulwich, 2016; Ferlazzo, 2018). The SWEL approach responds to the shortcomings of the sit-and-get PD model not only by increasing the frequency of the intervention, but also by offering an opportunity for active learning, application of new strategies, and the constructive feedback needed to improve practice (Barshay, 2018). Through harnessing the capacity of teachers' existing expertise, schools can experience transformative building-wide instructional growth without spending more money than is already being spent on outside consultants. The SWEL model is personalized, relevant, engaging, intentional, continual, and cost-effective. The conceptual frameworks that inform the SWEL model are 1) distributed leadership and 2) teacher skills, knowledge and dispositions. The following sections explain these frameworks.

Distributed Leadership: Shared Responsibility for Professional Learning

The first conceptual framework that underpins the SWEL model is distributed leadership. As described by Spillane (2005), distributed leadership focuses on an interactive leadership practice that involves not just leaders, but also followers and the context. In this model, leadership is the responsibility of many rather than a few, which is why it is sometimes referred to as shared or democratic leadership (Spillane, 2005). In such organizations, there are multiple leaders who may or may not have formal leadership titles and roles. The SWEL model is well supported by such a

practice, although it can exist without a conscious embrace of distributed leadership, as many existing partners in this work have proven.

In many ways, leadership is and has always been an inherent part of teaching in a K–12 classroom. This is demonstrated by the fact that teachers are responsible for planning at both the macro and micro levels, keeping in mind the overall scope and sequence of a given unit of study while also considering where students are headed next. Teachers also need to pivot when those plans require readjustment, a skill that effective leaders rely on when things do not go as planned. Further, strong relationships play a critical role in the students' and the school's success, which means that teachers need to demonstrate leadership skills, such as team building and drawing on the individual strengths of students. As a result, it stands to reason that many teachers who run successful classrooms also have the potential to become strong administrative and instructional leaders.

In 2014, the Teach to Lead Initiative was announced by then U.S. Secretary of Education Arne Duncan at the National Board for Professional Teaching Standards Teaching and Learning Conference (Duncan, 2014). Teach to Lead is a teacher leadership initiative undertaken in partnership by the U.S. Department of Education, the National Education Association, and the National Board for Professional Teaching Standards. It was designed to advance efforts to develop more teachers into leaders, recognizing that there are ways to do this without requiring teachers to give up classroom teaching altogether. Duncan emphasized that providing opportunities for teacher leadership would give voice to the instructional experts who are too often left out of the conversation. The secretary of education was not alone in his efforts to cultivate teacher leaders; in 2014 the National Education Association partnered with the National Board for Professional Teaching Standards and the Center for Teaching Quality to create the Teacher Leadership Initiative (National Education Association, 2018) and the National Association of Secondary School Principals' 2017 position statement called for increased opportunities for teacher leadership (2017).

It should go without saying that for a teacher to take on leadership responsibilities, structural changes to support that work are essential if the work is going to be effective. Clearly, teachers need to know what is expected of them as teacher leaders, which requires a job description and frequent

interaction with school administrators. Teacher leaders also need time to do their work, which can mean some changes in scheduling procedures. Perhaps most important, teachers need agency to make decisions based on their professional expertise. All of these supports, among others, point to the rationale for intentionally implementing the practice of distributed leadership.

Distributed, or shared, leadership is a model that allocates responsibility for various organizational goals and duties based on the staff's areas of expertise. In the past, school principals served as administrators—taking care of the budget, personnel, and scheduling, for example—as well as instructional mentors. They served as the building expert on instructional practices, often evaluating teacher effectiveness in the process. Today, there are far more administrative duties to cover, district initiatives to launch and monitor, and specialty areas in teaching for which principals have little to no training. A practice of distributed leadership is a means by which to share these responsibilities in a team made up of the principal, teachers, and others in the school community. In some schools, parents and students are also included in the leadership team.

Distributed leadership is uniquely supportive of the SWEL coaching model (see Figure 3). It asks that principals work closely with their EL teaching staff so that those teachers have the ability to share their knowledge about language learning with the entire school staff and that they have the structural supports to do so effectively while also teaching students. Depending on the school, this support can take a variety of forms.

FIGURE 3. SWEL coaching leadership foundations.

Perhaps some SWEL coaches will have an extra prep hour during the school day, which is spent working on SWEL teacher leadership responsibilities. In other schools, it may be one day of the week when the SWEL coach does not work directly with students but instead serves as a peer coach, modeling instructional strategies, coplanning, and meeting with general education teachers to support their work with ELs. Regardless of the support method for the SWEL coaches in their teacher leadership work, it is incredibly helpful when the driving leadership practice in the school is based on distributed leadership, which ensures that

- all voices are heard,
- asking probing questions in order to learn and improve is the norm,
- decision-making is a group process, and
- clear and focused goals drive the work (Burgess & Bates, 2009).

Fostering Dispositions, Imparting Knowledge, and Developing Skills

The second conceptual framework that underpins the SWEL model is that of teacher dispositions, knowledge, and skills (DKS). King and Newmann (2000) posit that "to be effective, professional development should address three dimensions of school capacity—educators' knowledge, skills, and

dispositions" (p. 578). The SWEL model focuses on these three areas for general education teacher learning and defines them as follows:

Dispositions: The Council for the Accreditation of Educator Preparation defines teacher dispositions as "the habits of professional action and moral commitments that underlie an educator's performance" (2019).

Knowledge: Teacher knowledge is defined as an understanding of the facts and concepts of the of the content area of instruction.

Skills: Teacher skills are defined as the ability to apply pedagogical knowledge in the classroom (e.g., connecting standards to learning targets, designing effective assessments, setting up a developmentally appropriate classroom).

All three components are equally essential for teacher preparedness to best serve ELs (see Figure 4). The DKS framework is evident in the PD plans in Chapters 4, 5, and 6, as well as the coaching foundations in Chapter 7.
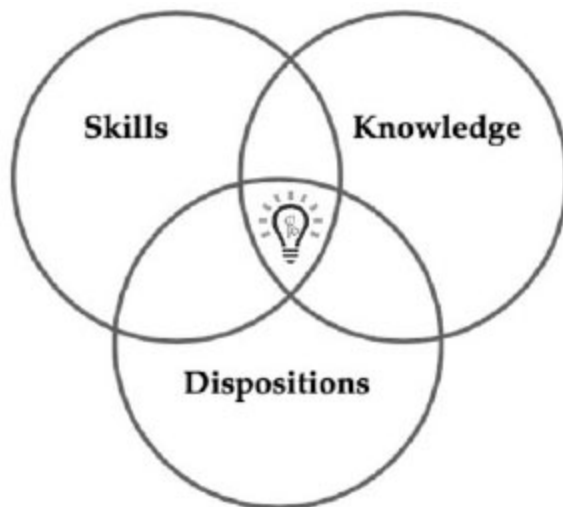
FIGURE 4. School-wide English learning: A model for teacher learning.

Because opportunities for teacher learning can often be lopsided (overly focusing on dispositions but not attending to skills, for example), this book prepares SWEL coaches to design a school-wide implementation model that attends to all three areas of teacher learning.

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[1] Krashen argues that language acquisition and language learning are discrete skills that cannot transfer from one environment to another. He considers language acquisition to happen unconsciously, as a result of exposure to language, and learning to happen purposefully, with a focus on form.

TEACHER PROFESSIONALISM, DISTRIBUTED LEADERSHIP, AND PEER COACHING

Bee was excited to begin his third year of teaching English as a second language (ESL) at River Middle School. The first 2 years had been challenging but fulfilling, and he was beginning to feel at home in the school and in his role. Two weeks before staff returned to the building in August, Bee received an email from the school's principal asking him to deliver an hour of professional development to the entire staff on how to work more effectively with English learners (ELs). Given a retirement and other staffing changes, Bee was the most senior teacher on the ESL team in the building. He was open to this new opportunity to share what he had spent so much time studying in his teacher preparation program, but he had no idea where to begin or what to cover with only 60 minutes to present.

Many of you reading this book can relate to Bee's situation. It is no longer exceptional for ESL teachers to be site-based deliverers of professional development (PD) for their colleagues. In many cases, these new job responsibilities conflict with what ESL teachers may have imagined when they decided to go into the field, given that people who choose a teaching profession in the K–12 environment generally expect to be working with children rather than adults. Even for the many ESL teachers

who are excited about taking on the responsibility, it is extremely rare that a K–12 ESL teacher preparation program builds background knowledge on adult learning principles and techniques for PD design and delivery in their curricula. That leaves many in-service ESL teachers trying to figure out how to do this in the moment and starting from scratch rather than building on a base of understanding or resources. The school-wide English learning (SWEL) peer coaching model is designed to address this gap in training for ESL teachers.

THE EVOLUTION OF ESL TEACHING AS A PROFESSION

How would you react if

- your dentist said, "I'm no expert in teeth, but it seems to me that you should get a root canal."
- your accountant said, "I'm no expert in the tax code, but I think that you're okay to skip deductions this year."
- your surgeon said, "I'm no expert in medicine, but I don't think that you need a biopsy."
- your auto mechanic said. "I'm no expert in cars, but you might consider getting a new transmission."

These scenarios are hard to imagine because they are highly unlikely to take place. However, in the field of education, professionals often doubt their own expertise. Though educators may see this as a sign of humility among colleagues, it is problematic from the perspective of other stakeholders.

Take, for example, policymakers. If teachers do not position themselves as experts in the field, their input will not be considered when it comes to federal and state law-making, as well as district and school policy-making. When policies are made without teacher input, students suffer because it is teachers who have firsthand knowledge of the day-to-day experiences of students, which makes their input invaluable. Another example, and one that is most critical, is that of our students. When you consult with a dentist, accountant, surgeon, or mechanic, you do so because your health, livelihood, or mobility is compromised. The stakes are high. The same is true

for ELs and their families. Many have made great sacrifices to get to where they are, and they know that English proficiency is essential to academic and personal success. Expertise, of course, is relative, and even the most expert among us still has plenty to learn. However, if the ESL teacher does not position themself as a leader in language teaching, no one will. It is time that our profession break free from failing to own our expertise in the name of egalitarianism. Our students cannot afford it.

Relative to teaching in general, ESL is a recent addition to the teaching profession and its definition has continued to vary across the United States since the field emerged after the landmark 1974 Lau v. Nichols case, which ruled that not providing language instruction to nonnative English speakers in public schools was a violation of the 1964 Civil Rights Act.

In some states, such as Minnesota, a K–12 ESL license is required to teach in public school districts. Other states, such as Texas, do not have a standalone ESL teaching license and instead offer an ESL endorsement that serves as an add-on to another licensure area.

Despite variations across the country, many issues that ESL teachers face are similar regardless of geography:

> **The evolving understanding of the role that ESL teachers play in a school:** The field has never been static when it comes to a definition of an ESL teacher's job, perhaps in many ways because the knowledge base on how second languages are learned and the best methods for instruction are still debated by linguists and other scholars in the field. Further evolution in the field is pushed by research that demonstrates that not all ELs are the same and that first language literacy, in particular, plays an enormous role in the acquisition of academic English.

> **Changing demographics:** According to the U.S. Department of Education (n.d.), districts that already had ELs enrolled in their schools during the 2009–2010 academic year experienced an increase in EL numbers over the next 5 years. As a result, EL numbers grew in more than half of the states. Keeping up with these rapid changes while also trying to surmise the best method of

language instruction poses real-time challenges across all regions of the country.

Program delivery and limited resources: Finally, the dilemma over program delivery overlaid by limited resources for serving students stands as a challenge for many school districts. Though there is a legal obligation to provide language instruction to ELs, there is a great deal of flexibility in the ways in which these laws can be enacted through programming for students. This allows local entities to make instructional decisions based on the needs of their setting, but it also results in tremendous variety and inconsistency in how ELs are served.

Today, more and more institutions are recognizing that the experience Bee had in the vignette at the beginning of this chapter is far from uncommon. TESOL International Association, in their 2014 professional paper entitled *Changes in the Expertise of ESL Professionals: Knowledge and Action in an Era of New Standards* (Valdés, Kibler, & Walqui), addressed the need for ESL preservice teachers to be trained in EL advocacy through the sharing of their expertise with colleagues. This, in turn, has pushed the profession to meet the needs of ELs in ways that support the students across the school day, not just during their brief direct instruction period provided by a licensed or certified ESL teacher. This TESOL professional paper addresses providing PD for content teachers and explicitly names this as a reconceptualization of language instruction. The message is underscored by the 2019 TESOL Pre-K–12 teacher preparation standards, which say that preservice teacher licensure candidates need to "demonstrate knowledge of effective collaboration strategies in order to plan ways to serve as a resource for ELL instruction, support educators and school staff, and advocate for ELLs" (p. 11).

Time has demonstrated the need to discover new ways to leverage ESL teacher expertise to support and advocate for students across the school day. As teacher preparation programs work to redesign their curricula to better reflect new professional obligations related to collaboration, providing PD, and serving as a resident consultant or mentor within a given school, in-service teachers are also rethinking the ways in which they serve ELs. The SWEL peer coaching model is one way in which in-service ESL teachers can

reconfigure their roles within the school and help to ensure that all teachers have the capacity to provide instruction that serves the academic language learning needs of ELs.

VOICES FROM THE FIELD

It's just really elevated EL teachers in each building in our district. This is happening at the same time in our district as a district-level committee has been drafting an EL vision. I think ESL peer coaching has definitely contributed to elevating the needs of ELs across our district. The superintendent is now looking at the EL teacher and saying, "How can we tap this person's expertise?" I think that has definitely happened at my building and that some of the other elementary schools that I've heard from the other SWEL coaches. Personally, it's felt like I had this half of my role where I'm an EL teacher and half where I'm an instructional coach. So it felt like this beautiful integration where I can go to work and have one mission … It felt very integrative and good. *(ESL coach)*

DISTRIBUTED LEADERSHIP AS A FOUNDATION FOR PEER COACHING THROUGH SWEL

Reconceptualizing the role of ESL teachers inevitably means reconceptualizing traditional school leadership structures and methods for completing the myriad tasks that are associated with leading a school. A reconceived model works to build a collaborative culture of colearning that utilizes the talents of all professionals in the school. Filtered through the lens of Spillane's (2005) definition of distributed leadership practice, where all stakeholders in a school play a role in leadership, not only do ESL teachers need to reimagine their roles, but all members of a school's leadership, staff, and community must reconsider the ways in which they do their work. If ESL teachers are going to be instrumental to instructional coaching and development of their teacher colleagues at the school level (which is a job that has traditionally been filled by administrators such as principals and assistant principals), then the overarching leadership practice of the school will likely need to evolve to accommodate these changes.

In the first chapter, we introduced the SWEL Coaching Leadership Foundations (Figure 3), which is built on the definition of distributed leadership described by Spillane (2005). Distributed leadership is a practice that can help to provide a supportive framework for the work of peer

coaching and PD facilitation that an ESL teacher provides to colleagues. In essence, distributed leadership allows for all members of a team or organization to take up leadership work based on their various areas of expertise. It stands to reason, with so few administrators who also have degrees related to second language acquisition or instruction, that leadership be shared with the ESL teachers in order to support the instruction of ELs.

Of course, distributed leadership does not happen magically—it needs to be established with intention. Paramount to distributed leadership practice is a common understanding of the purpose for sharing leadership roles among a school's staff.

SWEL COACHING LEADERSHIP FOUNDATIONS

The Risks and Rewards of Distributed Leadership

There are some risks, along with rewards, to establishing a practice of distributed leadership, including slower decision-making processes because of the inherent need to build consensus. This means that more voices contribute to decision-making in a school building, and though it takes time to bring these voices together and find agreeable solutions, it can also lead to greater buy-in from the entire school staff. This, in turn, has tremendous potential to build a culture of trust and collaboration, where shared professional learning is the norm rather than the exception. As it relates to implementing the SWEL model, including the voices of not just the ESL teachers and administrators, but also the general education teachers and EL families, will help to ensure that all parties with a stake in the work will have a chance to participate in the implementation.

Distributed leadership systems also ask teachers to step forward and acknowledge their expertise, which is essential to sharing that knowledge with colleagues. Historically, teachers have operated in a strongly egalitarian system, where stepping forward to share unique or specialized knowledge may be seen as stepping out of line. This can result in resistance from colleagues or even social ostracizing of the teacher who is serving as the expert, if their colleagues deem them one of "them" instead of one of "us." This is why setting up the system of distributed leadership must be done with a great deal of intent and attention to building a culture that supports

coleading and embraces teacher expertise. If this is to happen effectively, school leaders, particularly principals, are linchpins (Menken & Solorza, 2015). Along with district-level administration, principals can support SWEL coaches by helping to

- ensure that the entire staff understands the role they play in serving ELs,
- carve out time in a way that allows SWEL coaches to manage both their direct and indirect services to students, and
- support PD facilitation related to second language acquisition.

That said, ESL teachers also have agency when it comes to initiating change in their schools, which is discussed in the next section.

Though the work to cultivate a practice of distributed leadership may seem Herculean to some, the effort is worthwhile in myriad ways. First, distributing leadership helps to spread responsibility across a number of capable stakeholders, making the school leader's work more manageable and efficient. Second, distributing some of the leadership duties to teachers helps to create a cohesive culture of collaboration and shared professional learning. Many ESL teachers have been asked to coteach with general education colleagues, for example, and a system that distributes leadership can help to ensure that the ESL teacher plays an essential role in the instructional design and delivery rather than simply serving as a tutor or observer in the back of the content-area classroom. In fact, ESL teachers often experience marginalization and isolation, and distributed leadership practices provide a systematic approach to solving this issue (Brooks, Adams, & Morita-Mullaney, 2010). Lastly, these practices also help to create an environment where silos between content areas are broken down so that ideas for effective instruction, such as inquiry-based teaching methods in a science classroom, can be experimented with in other contexts.

VOICES FROM THE FIELD

I feel like it changed my perspective on my role in the professional community. I would find yself a lot more likely to seek out resources and be looking up more current research online. Questions would come up in my staff meetings or y coaching conversations, and I'd be like, "You know, I'm not sure what the research says about

The Role of Teacher Agency in Teacher Leadership

Though administrators are instrumental in establishing a practice of distributed leadership that supports ESL teacher leaders working as peer coaches, teachers also have some sway in the roles they play, including ESL teachers. In fact, distributed leadership practices can be initiated by teachers who work closely in grade-level and department teams, even if the overarching leadership model in the school is more traditional. We are frequently impressed by the creative ways in which the ESL teachers we work with have been able to establish themselves as instructional leaders without a deliberate or systematic shift toward a more distributed practice on the school or district level.

One such ESL teacher who, like so many others, builds her teaching schedule at the beginning of the school year, argued successfully for an additional prep hour 1 day a week. During this time, she works one-on-one with her general education colleagues to plan for ELs, models lessons, observes, and conducts peer coaching conversations. Though the principal in her building was not resistant to this work, it did not occur to her that this would be a worthwhile way for an ESL teacher to spend a portion of the school day. In this case, and many others like it, the ESL teacher harnessed her agency to advocate for herself and her students. We acknowledge that not all ESL teachers work in environments that allow for this degree of professional agency. A teacher leadership model like SWEL may not be successful in more rigid environments, and this does not reflect a shortcoming of the teacher.

Peer Coaching: A Nonevaluative Method of Teacher Professional Development

Most teachers have been observed. Beginning in a teacher preparation program, teachers are expected to have supervisors and/or mentors observe their teaching as a means of both support and evaluation of effectiveness. In

fact, it is not unlikely that teachers associate observations with evaluation, as it has been a key component of deciding whether a teacher is successful in their efforts to help students progress academically and deserving of tenure where that is an option.

It is important to clarify that the SWEL model is a relatively new way of thinking about coaching and mentoring, in particular because it is a means of sharing professional knowledge through dialogue and modeling in order to support ELs, rather than a means of measuring a teacher's effectiveness. The SWEL model acknowledges that the vast majority of teachers in areas other than teaching ESL did not have coursework on second language acquisition or working with ELs in their teacher preparation programs. The SWEL coach, using the SWEL Support Tool (Appendix A) as a driver of reciprocal peer-coaching conversations, shares in the learning with their colleagues. The reciprocity comes in the form of shared knowledge, as the general education teacher being coached also shares their content-area expertise with the SWEL coach. Ultimately, the SWEL model of coaching is very different from what many teachers know to be part of the observation cycle of their work. This means that, with the support of school leadership, it must be clear to the entire staff that the SWEL model is both nonevaluative and a means of shared professional knowledge.

The SWEL model of coaching is based on a set of key principles that acknowledge unique qualities of nonevaluative peer coaching. We draw on the work of instructional coaching scholars such Knight (2007) and Aguilar (2013), as well as Garmston and Wellman's (2009) norms of collaboration, while simultaneously acknowledging that SWEL coaches do not have the same responsibilities that a full-time instructional coach does. As such, the principles on which the SWEL model of coaching is built are the following:

1. Parity
2. Shared learning
3. Presuming positive intentions
4. Asking questions
5. Goal-driven decision-making

Each of these principles should be explicitly stated and agreed upon between the SWEL coach and coachee. This will ensure clarity of roles and common

expectations of the collaborative coaching work.

SWEL Coaching Principle 1: Parity

In order to set the stage for positive and collaborative interactions, it should be established from the outset that the SWEL coaching model is one that is based on a professional peer relationship rather than one that results in awards or consequences. Parity is at the heart of the model, addressing the problem of ESL teacher marginalization (Brooks, Adams, & Morita-Mullaney, 2010) by having teachers take up a new way to share their expertise. Both the SWEL coach and the coachee benefit from explicit recognition that one person is not more knowledgeable than the other. Rather, the relationship provides an opportunity to share different areas of expertise.

SWEL Coaching Principle 2: Shared Learning

The SWEL model is specifically focused on positioning ESL teachers to be coaches to their general education colleagues. Therefore, it is inevitable, and essential, that SWEL coaches come away from this work with new ways of teaching because of the experiences they have observing other professionals and engaging in thoughtful discussion around teaching practices. For this reason, shared learning is a foundational principle in the SWEL model and one that acknowledges that every teacher is simultaneously an expert and learner.

SWEL Coaching Principle 3: Presuming Positive Intentions

Drawn from the work of Garmston and Wellman (2009), the SWEL model is based on a common willingness to see the intent of everything said and heard as coming from a place of good intention. In other words, teachers enacting the SWEL model give each other the benefit of the doubt. Both the SWEL coach and the coachee benefit greatly from consciously adopting this mindset. It is not uncommon to feel defensive when discussing growth areas for a lesson or unit plan that required a tremendous amount of work to plan, prepare for, and execute; however, changes in teaching practice to benefit students requires such conversations. By normalizing the idea that

intentions are generally positive and about the work rather than the person, teachers can make the most of these discussions to evolve teaching practices that most effectively reach students.

SWEL Coaching Principle 4: Asking Questions

In the SWEL model, goal setting is derived from the conversations between teachers. The ability of the SWEL coach to ask probing questions is essential to creating a strong, measurable goal that is meaningful to the teacher being coached. In turn, the coachee can utilize question asking to draw from the language teaching expertise of the SWEL coach. This reciprocity of question asking is essential to the shared learning that occurs between SWEL coach and coachee.

SWEL Coaching Principle 5: Goal-Driven Decision-Making

Part and parcel to the principle of asking questions is the fact that SWEL coaching should be driven by concrete, measurable goals set in collaboration with the coachee. It is likely that the SWEL coach will have many ideas for ways in which the coachee could make the general education curriculum more accessible to ELs, but the ultimate choice should lie with the coachee. Giving choice and agency to the coachee will help to ensure that the goal is meaningful and, more importantly, accomplished.

Now that we have established the leadership and coaching principles on which the SWEL model is based, it is also critical that we attend to the ways in which the model itself addresses language learning in the general education classroom.

The 6 Principles for Exemplary Teaching of English Learners®: SWEL Coaches

SWEL aligns with TESOL's 6 Principles for Exemplary Teaching of English Learners. See how SWEL coaches can support general education teachers to effectively and respectfully teach ELs:

Know your learners.

- SWEL coaches support general education teachers in getting to know their ELs through using EL student profiles that focus on language development across modalities, funds of knowledge, home language skills, and social-emotional development.

Create conditions for language learning.

- SWEL coaches support general education teachers in their efforts to create a classroom environment that recognizes and utilizes multilingualism.
- SWEL coaches support general education teachers in designing lessons that provide ELs frequent opportunities for academic oral interaction that is connected to the content students are reading, listening to, and writing about.
- SWEL coaches support general education teachers to provide visible representations of language whenever possible.

Design high-quality lessons for language development.

- SWEL coaches support general education teachers in writing academic language objectives (ALOs) that attend to word-level language features, such as phonology (how words sound), morphology (word parts), and semantics (what words mean/vocabulary).
- SWEL coaches support general education teachers in writing ALOs that attend to sentence-level language features of syntax.
- SWEL coaches support general education teachers in writing ALOs that attend to discourse-level language features of text type genre and pragmatics (genre in action).
- SWEL coaches provide guidance and serve as a professional resource on scaffolding and differentiating content materials for ELs.

Adapt lesson delivery as needed.

- SWEL coaches support general education teachers in adapting lessons for ELs based on noticing areas of English language development need.

- SWEL coaches support general education teachers in adapting lessons for ELs based on forecasting areas in need of explicit language instruction in text, task, and tests (any assessment).

Monitor and assess student language development.

- SWEL coaches work with general education teachers to design lessons that are based on ELs' language development.
- SWEL coaches support general education teachers in developing linguistically appropriate assessments of content knowledge.

Engage and collaborate within a community of practice.

- SWEL coaches work alongside general education teachers in an ongoing, iterative relationship that is mutually beneficial to both professionals.
- SWEL coaches contribute their expertise in teacher communities of practice across content areas and grade levels.
- SWEL coaches deliver professional development to colleagues that responds to the needs of the ELs in the school community.

NEW ROLES AND EXPECTATIONS FOR TEACHER LEADERS

Finding the Time: Making Room for SWEL Coaching in a Busy Schedule

The evolving role of ESL teachers also means reenvisioning the ways in which ESL teachers spend their time within a given school day. It is not surprising that enacting distributed leadership as a teacher leader through providing PD and instructional support to colleagues requires dedicated time to fulfill these responsibilities. In fact, many of our colleagues respond initially by asking how they are ever going to find the time to be a teacher leader. We use Wenner and Campbell's (2017) definition of the teacher leadership, which is: "teachers who maintain PreK–12 classroom-based teaching responsibilities while also taking on leadership responsibilities outside of the classroom" (p. 140). Clearly, these added responsibilities also

need to be accounted for in the teacher's schedule in order to provide the time and space required to carry out the duties successfully. In other words, implementing the SWEL model does not mean finding more time, but rather reconfiguring how existing time is being used.

Having dedicated time for being a teacher leader may require that the principal or team of people who create the master schedule for the school year make it clear to everyone in the building how that time is going to be used. This goes back to the egalitarian culture that can exist among teachers. If the way that time is meant to be spent by the teacher is not widely understood, then there may be resistance to the efforts made by a teacher who is perceived to spend less time with students and more time with administrators. Also, time to fulfill the duties of a teacher leader, such as PD delivery, will help to ensure that the benefits of having an on-site expert can ultimately be measured by the ways in which teachers support ELs in the general education classrooms.

Sample schedules for ESL teacher leaders can be seen in Table 1 (elementary school) and Table 2 (secondary school). Bear in mind that there are many ways to configure a SWEL coach's schedule, so these are just two of many potential options. Of course, creating this kind of schedule will require input from the principal or administrative team and the ESL teacher.

It is worth repeating that the sample schedules represented in Tables 1 and 2 are just two of many possible variations. The idea here is that teachers who work as teacher leaders through peer coaching and PD delivery are given dedicated chunks of time in the school day to fulfill these responsibilities while also maintaining responsibilities as the teacher of record during the remaining portion of the school day. How this dedicated time might be spent is discussed in the following section, but suffice it to say that making sure there is specific time carved out in the school day to do this work is essential. It is also critical that everyone in the school understands the roles and responsibilities of the ESL teacher leader and that the principal is willing to create a leadership system that allows for both support and autonomy of the ESL teacher's work.

TABLE 1. Elementary SWEL Coach: Sample Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 am–8:45 am	Peer Coaching	Peer Coaching	Peer Coaching	Peer Coaching	Peer Coaching
8:45 am–10:15 am	3rd grade EL	3rd grade EL	3rd grade EL	3rd grade EL	3rd grade EL
10:15 am–10:45 pm	Rotating pull-out groups: 3rd grade EL	Rotating pull-out groups: 2nd grade EL	Rotating pull-out groups: 3rd grade EL	Rotating pull-out groups: 2nd grade EL	Peer coaching prep and conversations
10:45 am–12:00 pm	2nd grade EL	2nd grade EL	2nd grade EL	2nd grade EL	2nd grade EL
12:00 pm–12:50 pm	Lunch and prep with 2nd grade team	Lunch and prep	Lunch and prep with 3rd grade team	Lunch and prep	Lunch and prep with 4th grade team
12:50 pm–1:30 pm	4th grade EL	4th grade EL	4th grade EL	4th grade EL	4th grade EL
1:30 pm–2:00 pm	Newcomer group: 2nd, 3rd, and 4th grades	Newcomer group: 2nd, 3rd, and 4th grades	Newcomer group: 2nd, 3rd, and 4th grades	Newcomer group: 2nd, 3rd, and 4th grades	Newcomer group: 2nd, 3rd, and 4th grades
2:00 pm–2:45 pm	Peer coaching	Peer coaching	Peer coaching	Peer coaching	Peer coaching
2:45 pm–3:00 pm	3rd grade EL	2nd grade EL	4th grade EL	3rd grade EL	2nd grade EL

ELA = English language arts, PD = professional development

TABLE 2. Secondary SWEL Coach: Sample Rotating Block Schedule

Time	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
8:15 am–9:30 am	Newcomer ELA class: 9th and 10th grades	9th grade World History I, Section 1	9th grade ELA, Section 1	Peer Coaching	9th grade ELA, Section 2	9th grade ELA, Section 3
9:30 am–10:45 am	Prep	Prep	Prep	Prep	Prep	Prep
10:45 am–11:15 am	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
11:15 am–12:30 pm	9th grade ELA, Section 1	Peer Coaching	Newcomer ELA class: 11th and 12th grades	9th grade World History I, Section 2	Newcomer ELA class: 9th and 10th grades	9th grade World History I, Section 1
12:30 pm–1:45 pm	Newcomer ELA Class: 11th and 12th grades	9th grade World History I, Section 2	9th grade ELA, Section 2	9th grade ELA, Section 3	9th grade ELA, Section 1	Peer Coaching
1:45 pm–3:20 pm	PD Prep and Peer Coaching	PD Prep and Peer Coaching	PD Prep and Peer Coaching	PD Prep and Peer Coaching	PD Prep and Peer Coaching	PD Prep and Peer Coaching

ELA = English language arts, PD = professional development

ESL Teacher Identity: From Glorified Tutor to Site-Based Expert

If you are an ESL teacher reading this book, you have likely experienced deprofessionalization in some capacity. Perhaps you were relegated to the role of building substitute, asked to make copies for a colleague, or treated like a glorified tutor. Findings from Froemming's (2015) research on perceptions of ESL teachers' roles within school communities indicate that general education teachers seldom understand the role and expertise of ESL teachers. As a result, they are often regarded as support staff, rather than language experts. Not only is this tremendously frustrating for professionals in the field, it also results in a significant equity issue for some of our most vulnerable learners, as they are not always provided robust language support in school.

As much as SWEL is a model for improved services for ELs, it is also a teacher empowerment plan. As SWEL coaches experience teacher leadership opportunities, they become more confident supporting and coaching their colleagues. They identify as language experts, PD facilitators, curricular collaborators, and peer instructional coaches. One coach shared,

> I struggled with that identity a lot when I first came into the field because I felt like as an ESL teacher people did not understand the role or there was [*sic*] so many misconceptions about the role. Like *Oh, you're a reading teacher*. No. *You're homework helper.* No, not that either. *Oh you're here to do whatever I need you to do*. Not that either. I teach language! (Benson, 2019, p. 80)

Benson's (2019) findings suggest that "exposure to the practices that support language learning provides general education teachers and administrators a lens into the daily roles and expectations of ESL teachers" (p. 85). The increased visibility of the role and expertise of ESL teachers through ESL teacher leadership has benefits across the school community and results in an increased sense of professionalism among ESL teachers.

VOICES FROM THE FIELD

Turning the Ship: The Evolving Role of ESL Teachers

As of January 2020, the SWEL teacher leadership model has been successfully implemented in more than 105 schools and has seen great success. Of note is the impact that the initiative has had on ESL teacher role and identity. Coaches affirm that working with general education teachers in a collaborative way has given their colleagues new insight into what they do. They shared that this reimagined professional relationship increased their opportunities to collaborate and offer support to general education teachers. One noted, "I feel more empowered as a teacher to provide informal support to teachers outside of my [SWEL] partnerships" (Benson, 2019, p. 69). Another teacher noted that even some colleagues that did not participate in coaching were impacted by a "ripple effect." After hearing of transformational PD and coaching that their colleagues received, they more frequently sought out the ESL teacher for support and asked to be coached in the following year.

VOICES FROM THE FIELD

I feel like at our school, we became more of a resource for the teachers that don't normally meet with ESL teachers, which I thought was really important to happen because what happened in our school was ESL teachers were assigned to work with the ELA teachers. So we pushed in during [English language arts] and we were seen a lot as teachers' support for guided reading. By opening up and meeting with the middle school science teacher, the middle school social studies teacher, or meeting with the math teacher.... I even worked with the reading interventionist ... and I felt like there were other teachers coming to us and asking "What can we do for our students?" …

Ninety-six percent of our population is already ELs, so it was really important that they were reaching out and using us as resources. I would say of everything that was probably the biggest accomplishment or biggest positive change that happened, because that's what we wanted to be and that's not what we were seen as before. *(ESL coach)*

Increased collaboration among general education and ESL colleagues manifests in strategy sharing, soliciting feedback on instructional approaches, as well as celebrating the successes of an EL. This is in line with the findings of Knight (2007) and Tolbert (2015), who attest that among the benefits of peer coaching is the resulting increased collaboration among teachers. Though ESL teachers often hesitate to take time previously allocated to direct instruction of students and redirect it to peer coaching, they found that the end-product (continuous attention to academic language throughout the school day) was more impactful on EL achievement than pulling them out of class for direct instruction via small group work.

VOICES FROM THE FIELD

Before I was teaching in this position, I was coaching in a different state and I felt like I constantly got professional development and I was constantly growing. Then when I got to the building where I am teaching, I was learning but I was in a little silo. I know it sounds terrible. I missed that [connection] and then I felt like getting together with other SWEL coaches and talking about other schools, and I did that and I felt like I was growing more professionally. It feels nice to have a professional community again where I feel like I am growing. *(ESL coach)*

PEER COACHING AS TEACHER LEADERSHIP

Teacher leadership and instructional coaching are defined differently, depending on the context. For some schools, teacher leadership is an unfamiliar term and coaching is an already used term that has a very setting-specific definition; this can make it difficult to use the term *coach* without confusing the existing coaching program. In terms of teacher leadership, which can take many shapes, there is no single, agreed-upon definition. In essence, "teacher leadership is an idea that emphasizes that teachers hold an important and central position within the schools" (York-Barr & Duke, 2004). A system of distributed leadership allows a school to leverage the central position that teachers hold (Spillane, 2005; Brooks, Adams, & Morita-Mullaney, 2010).

As previously stated, we base our work on Wenner and Campbell's 2017 definition of teacher leadership and consider SWEL coaches as teacher

leaders who work collaboratively with their colleagues to support instructional practices that serve to improve educational outcomes for academic language learners. In the case of SWEL coaches, the area of expertise is in second language acquisition and pedagogy, and the leadership role they play is to share that knowledge with other teachers during part of the school day through PD delivery and one-on-one peer coaching. For many of the ESL teachers we have trained, the PD delivery actually takes place in after-school staff or professional learning community meetings, during the opening weeks of school, and on the days when students are not in the building. We have found that the majority of ESL teachers deliver PD to their whole staff, even if they are only providing one-on-one peer coaching to a handful of their colleagues.

The term *coach* can be complicated because of the number of schools that hire full-time instructional coaches, often with a focus on core content areas like math and literacy. Such instructional coaches often play a role in the evaluation of teachers and teacher quality, so it is also important to state that SWEL coaches are in no way evaluative in their work. Instead, SWEL coaches engage in professional dialogue (Knight, 2007) to address skill, knowledge, and dispositional gaps that were not addressed in preservice teacher programs or that require attention in order to better meet the needs of students.

Knight (2007) frames dialogic coaching as coaching in which there is a strong partnership between the two participants, rather than a true expert-apprentice relationship. Clearly, general education teacher colleagues have much to share with ESL teachers, so parity should exist between the two in a way that might not exist were one strictly the expert and the other a complete novice. Engaging in conversation is the means by which each teacher shares their knowledge and gains insights from the other. This conversation is intended to be ongoing and responsive to the students being taught, so it might look very different from teacher to teacher or classroom to classroom. Ultimately, the goal is colearning among colleagues to ensure that ELs are successful as they learn both content and the English language simultaneously.

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THE SWEL MODEL OF ACADEMIC LANGUAGE INSTRUCTION

"Academic language is the set of words, grammar, and organizational strategies used to describe complex ideas, higher order thinking processes, and abstract concepts."

—Zwiers, *Building Academic Language* (2008)

Attention to academic language is integral to teaching across the content areas. For students to achieve academic success, they must write and speak like scientists, historians, journalists, and mathematicians. Language educators know that this does not come naturally. Supporting teachers with planning for academic language is a critical role for the school-wide English learning (SWEL) coach.

Central to all good instruction is good planning. There are a variety of factors involved in designing lessons that advance students' academic language. The following is a step-by-step approach to helping general education teachers plan lessons that will level the linguistic playing field for

all learners. It is recommended that your coachee identify an upcoming unit prior to beginning the academic language planning stage.

> *Note: Planning for, instructing, and assessing academic language is difficult. Most SWEL coaches report challenges in this area. Expect there to be a learning curve with your colleagues. Start with what is familiar and provide encouragement along the way. The work of preparing all teachers to consider academic language in curriculum and instruction is a long-range endeavor. It will not happen overnight.*

NOTICING AND FORECASTING: A GUIDE FOR ACADEMIC LANGUAGE PREPLANNING

Prior to thinking about academic language objectives (ALOs), teachers need to consider *which* academic language to teach. Think about this like a doctor's appointment. Your doctor will look over your vitals and identify any areas of concern as well as discuss preventive and/or planful measures that you can take considering life stages that are to come. With guidance from a SWEL coach, teachers can do the same and develop the skills to look beyond the content words that are listed in bold or in word banks. They can notice areas for growth and forecast areas that can benefit from added attention early on. Noticing and forecasting is a framework to walk general education teachers through the areas of greatest linguistic need with a particular group of students in a particular academic context.

Noticing Language Needs

Teachers are mixed-methods researchers who collect quantitative (assessment scores) and qualitative (observations, conversations) data and make data-informed instructional decisions every day. Noticing is a structured way to think about how to collect qualitative data in order to teach students in linguistically appropriate ways.

Noticing is a reflective exercise. Teachers should ask themselves, "What do I notice about my students' language that needs attention? What language have they mastered? Where are there areas for growth?" Most often, teachers notice gaps in students' productive language because they can hear or read

the error or oversimplification. Table 1 shows examples of noticing language needs.

TABLE 1. Examples of Noticing Student Language Needs

Level of Language	Examples of Noticing
Word-Level Semantics	a. Students overuse general use words like *very*, *thing*, and *stuff*. b. Students misuse vocabulary words (e.g., "When I pulley the rope, the bucket goes up").
Word-Level Phonology	a. Student writes "110" when the teacher says "one-tenth." b. Student pronounces the *t* in words like *revolution* and *explanation* with hard /s/ sounds rather than /sh/ sounds.
Word-Level Morphology	a. Student tells you that he "unapproves" of a decision. b. Student writes that the chapter was "insultive."
Sentence-Level Syntax	a. Student tells another student that "they going to lunch." b. Student consistently begins sentences with a subject and verb.
Discourse-Level Text Type	a. Student writes an autobiography using third person and does not create paragraphs with topic sentences. b. Student develops a presentation, and the slides include long paragraphs of descriptive text.

Following a discussion about student language that the general education teacher notices, the coach can guide the teacher toward writing, integrating, and assessing ALOs that are tailored to their students' needs.

Forecasting Language Needs: Text, Task, and Test

Unlike noticing, forecasting is a forward-thinking exercise. Teachers should ask themselves, "What language do students need to successfully engage with the content?" When a medical doctor wants to better understand what is happening inside a patient's body, they may call for a scan. There are different types of scans that illuminate different systems in the body in an effort to identify specific areas that need attention. Forecasting is a lot like a medical scan. In the following sections, we discuss the three types of language scans that a teacher can conduct to plan for academic language. They can forecast text, task, and test at the word, sentence, and discourse levels.

Forecasting Text[1]

Throughout this book, the word *text* will refer to any body of language, written or spoken, that is being used as a focal point for instruction. Linguists refer to forecasting text as *text analysis.* When planning for a lesson, it is critical that teachers consider the text that students will engage with and any areas in which they may need additional language support. Teachers can look at selections of text or consider oral language production that would meet the lesson objective and scan them for new or difficult language.

Word-Level Text Scanning. A word-level scan may help the teacher identify vocabulary words that they will need to teach early in the lesson. The following is an example of a selection of text that has been scanned at the word level. The teacher identified and bolded words that may be new to students.

Even though they fl ,**bats** do not have **feathers**. Instead, they have **fur** like many other **mammals**. Bats do not have actual **wings**, either. Most bats come out only at night, although some may fly t sunset.

In the example, the teacher has identified words that stand out as content specific and those which may not be part of students' daily lexicon. These words will be considered for ALOs prior to and while engaging with this text.

Sentence-Level Text Scanning. During a sentence-level scan, the teacher should look for any structural areas that they anticipate will be difficult for ELs. The following is an example of the same selection of text that has been scanned at the sentence level. The teacher identified and bolded structural areas that may be new to students.

Even though they fl , bats do not have feathers. **Instead**, they have fur like many other mammals. Bats do **not** have actual wings, **either.** Most bats come out only at night, **although** some may fly t sunset.

In this example, the teacher identified a variety of areas of syntax that need to be understood to engage with this text. In this case, it would be helpful for the SWEL coach to help their colleague, the coachee, to prioritize which language to teach first. Unlike vocabulary, all of the bold terms cannot be taught together. Rather, individual structures should be explicitly taught independently with separate ALOs. For example, the teacher could write an ALO about how to contrast two or more things using conjunctions like *instead*, *although*, and *even though*. During another lesson, the teacher could write an ALO about how to negate (make something negative) using *not* and *either*. Each content-area lesson should focus on *no more* than one grammar point.

Discourse-Level Text Scanning. During a discourse-level scan, the teacher is looking to identify language norms of a particular text type. They are *not* searching for individual words; rather, they are identifying distinguishing aspects.

Bats are important creatures that many people misunderstand. First, some people think they are birds, but they are not. Even though they fl , bats do not have feathers. Instead, they have fur like many other mammals. Bats do not have actual wings, either.

Second, bats are nocturnal. Most bats come out only at night, although some may fly at sunset. Because they are awake at night, they sleep during the day.

Finally, some people believe that bats are dirty and scary. Actually, they are very clean and groom themselves frequently. They are also very helpful to people because they eat mosquitos. They do not suck people's blood!

The preceding example shows a longer piece of text with some notable markers of its text type. The teacher may notice that this text begins with a thesis and that the thesis is supported by the organized paragraphs below it. Also, transition words are used and facts are backed up with contextual explanations. These are all characteristics of a descriptive text. A discourse-level ALO would focus on students recognizing the language norms of a

descriptive text and modeling those language norms in their own production of a descriptive text.

Forecasting Task

When teachers prepare an activity as a part of a lesson, it is important that they consider the language that will be needed for students to engage in the activity. They must question any assumptions that they have about their students' language to ensure that the activity is accessible to all. Central to forecasting task is identifying the language function that students will be expected to carry out. Table 2 shows examples of how a teacher might forecast a task (function words in bold).

TABLE 2. Examples of Forecasting Task

Content Objective/Learning Target	Language Needed to Engage in Activity
After reading Chapter 11 from *Where the Red Fern Grows*, students will **retell** what happened after Little Ann fell through the ice into the river.	Word Level • *Yelped*, *collapsed*, *gave way*, *frigid*, *sibling*, *shock* Sentence Level • Sequential language: *First*, *second*, *third*, *next*, *after* • Irregular past tense verbs like *fell*, *cried*, *broke* Discourse Level • Multiple paragraph narrative structure
Students will **predict** what will happen to different sized pieces of clay when they are placed in a beaker of water.	Word Level • *Disintegrate*, *beaker*, *porous*, *waterproof*, *insert* • Prefi es (morphemes) such as *pre–*, and suffixes (morphemes) such as *–ion* Sentence Level • Clauses: *I think that*, *I predict that* • If-then statements • Future tense: *will* and *going to* Discourse Level • Science lab narrative
Students will **explain** value in mathematical sentences, such as "15 > 4," "9 < 12," and "10 =	Word Level

10."	• *Value*, *equivalent*, *compare*, *contrast* • *–er* and *–est* suffixes (morphemes)
	Sentence Level • Comparative language: *greater than*, *less than*, *equal to* • Synonyms: *greater than*, *bigger than*, *more than*, *less than*, *smaller than*, *fewer than*, *equal to*, *same as*
	Discourse Level • Math talks

The activities in Table 2 have clear function words (in bold). For those functions that are also linguistic in nature, such as *explain* and *retell*, the same function can be used in the ALO. SWEL coaches should be sure to clarify the difference between a *cognitive* function and a *language* function. A language function requires that language be used to carry out the task. A cognitive function does not. For example, function words like *solve*, *find*, *categorize*, and *demonstrate* may be carried out using only cognition. If no language is needed to carry out the function, it cannot be used for an ALO.

Forecasting Test

In addition to considering the language of a text and task, teachers must also consider language when they develop assessments (formative and summative). Forecasting test can be the most difficult of the three types of forecasting because it involves a comprehensive look at the language taught, and the stakes are high for students. However, if both the content and language objectives are aligned with instructional standards and assessments in a given lesson or unit plan, this will be a more straightforward exercise.

Avoiding Unintentional Language Assessment. The first question that teachers should ask themselves is, "Are students familiar with the language used in this assessment?" If the answer is no, they should closely examine the assessment to remove or rework any items that prevent students from demonstrating content knowledge as a result of language constraints. This may involve reconsidering any evaluative items that teachers know students

are unfamiliar with or language they have not explicitly taught. Consider the following sample assessments:

1. *Health (9th Grade)*: Has technology improved or worsened the childhood experience? Justify your claim with evidence.

2. *Social Studies (5th Grade)*: How would you have felt had you experienced something similar to Anne Frank?

3. *English Language Arts (6th Grade)*: After reading the article, write a 2-page script for a short play about global warming.

The first question implies word-level knowledge of the terms *justify*, *claim*, and *evidence*. If these terms have not been explicitly taught, the student may be unable to satisfactorily answer the question, even with content-area knowledge. In this case, the teacher can either a) preteach the necessary vocabulary or b) reword the end of the question so that it has more simple language. (E.g., "Explain your opinion with examples.") The second question implies sentence-level knowledge of the perfect conditional, which may be an unnecessarily complicated verb tense for the question. If this tense was not taught, the structure of the question should be simplified so that all students are able to demonstrate mastery of the content. (E.g., "How do you think Anne Frank felt?") Doing so will not lessen the quality of the assessment and will likely yield a more accurate measure of student knowledge. Finally, the third item cannot be completed without knowledge of the structure of a script. If a student is unfamiliar with this text type, they will be unable to complete the task. This, of course, indicates that teachers need to survey student background knowledge and preteach where there are gaps in understanding Alternatively, the teacher can choose a more familiar text type for the assignment. (E.g., "Write a two-page essay about global warming.")

Designing Assessments for Targeted Language Instruction. The second question that teachers should ask themselves is, "Am I assessing the language that I taught?" If the answer is no, they should consider adding items that assess *language* knowledge alongside *content* knowledge. Word-level assessments tend to be quite common, as teachers often test students on vocabulary words. Discourse-level assessments are also quite common, as many units scaffold up to a culminating summative assessment. Sentence-

level assessments are not nearly as common, however. If a particular area of grammar is taught, it should also be assessed within the context of the lesson. This can be as simple as adding a rubric item that focuses on the structures that were taught so that students know that they will be accountable to language, as well as content.

Forecasting test is an important place for SWEL coaches to come into play. We want all students to have equitable opportunities to engage with content and succeed. Teachers can show coaches assessments that they are planning to use and together they can cross-check any language that the assessment evaluates with the language that has been taught.

The following example shows that it is not only K–12 teachers that are responsible for noticing and forecasting. See how a university nursing department sought to make their program more equitable by soliciting the expertise of a site-based language expert.

In the undergraduate nursing program, it became clear that we needed to solve our multiple-choice testing problem. Our ESL nursing students were struggling to pass multiple-choice exams, and to pass the nursing licensure exam. Most of the ESL students were high performers in clinical and lab and could verbally explain their knowledge of nursing but could not demonstrate their knowledge on our multiple-choice exams. We enlisted an applied linguist at our university who oversaw our ESL program. We sent her a few exams and then she met with us and explained how she rewrote the exam questions. She taught the nursing faculty how to write test items that focused on clarity and linguistic simplicity, which reduced the reading load of test items while maintaining the questions' content and integrity.

—Susan Ellen Campbell, Professor Emeritus, Saint Catherine University

LEARNING HOW TO "BUILD" ACADEMIC LANGUAGE

VOICES FROM THE FIELD

We saw a need in our school—many teachers know what a language objective is, but they don't know why it's important, so there is not a lot of "buy in." We sought to bring that important aspect of language objectives to life and really dig deep into the core of language objectives, how to pull out academic language, and make sure it aligned in the classroom. *(ESL coach)*

The first task in coaching a general education colleague is to ask how they currently teach academic language. Often, they will respond with how they attend to vocabulary instruction by pointing to word walls, word banks, and the bold words in textbooks. Perhaps they have items in the classroom labeled in English or the students' home languages. Teachers who are already providing these visuals have taken a critical step toward recognizing their role in student language learning. This is a great platform to honor the work that they are doing with academic language *and* guide them toward expanding their thinking about what academic language is.

Building on Dutro and Moran's (2003) framework of bricks and mortar and Zwiers's (2008) work on academic language, the SWEL model breaks academic language down into bricks, mortar, and buildings. This visual (Table 3) is particularly helpful when working with general education teachers as it illustrates the complexity of the levels of academic language in a way that resonates across content areas.

When breaking academic language down into these levels, the SWEL coach can ask teachers to consider "What happens if we only teach bricks?" They may discuss how memorized lists of words can often fail to transfer to academic conversations or writing. When asked, "What happens if we only teach mortar?," some recall experiences in world language classes when they memorized verb conjugations but were never able to apply those conjugations to actual discourse. Lastly, when asked "What happens if we only teach buildings?," teachers may reflect on a common occurrence in English language arts, in which students learn about different text types, like a five-paragraph essay, but do not have the word- or sentence-level skills to successfully re-create them.

TABLE 3. SWEL Levels of Academic Language

	Word	**Sentence**	**Discourse**
Metaphor	Bricks	Mortar	Building
Definitio	Bricks are word-level items like **vocabulary specific o the content, phonemes** (sounds of letter combinations), or **word parts** (e.g., prefi es and suffixes).	Mortar words and phrases are the **general utility vocabulary** required for constructing sentences and paragraphs to engage in discussions using academic English.	The building is the combination of bricks and mortar to form a **text type**.
Elements of Language	**Phonology** (word sounds), **morphology** (word parts), or **semantics** (word meaning; vocabulary)	**Syntax:** how words fit together	**Text type** and **pragmatics** (language norms of a text type)
Examples	*Science*: volcano, tsunami, earthquake *Math*: addition, subtraction, multiplication *Social Studies*: amendment, constitution *Language Arts*: omniscient, alliteration	*Connecting Words*: for example, however, although, whereas *Phrases with prepositions*: think about, improve on, in addition to *Comparatives*: Greater than, less than, equal to, as big as	*Science*: lab reports *Math*: structure of a math problem, structure of a math proof, oral report of how a problem is solved (see math talks at www.mathtalks.net/teachers.html) *Social Studies*: formal debate, history report, news article *Language Arts*: letter, narrative, screenplay, autobiography

Based on Dutro & Moran, 2003; Zwiers, 2008.

A critical role of a SWEL coach is to teach general education teachers how to scaffold levels of academic language *across* lessons and units of study. This book provides a roadmap for preparing general education teachers to write, integrate, and assess ALOs at the brick, mortar, and building levels.

WRITING LEVELED ACADEMIC LANGUAGE OBJECTIVES

It must first be stated that coaching general education colleagues to write ALOs should come after significant background in planning for academic language instruction through noticing and forecasting as well as an understanding that the level of academic language has been established. Writing strong ALOs is difficult and will require patience and a slow pace. We recommend that you start with what is familiar (in many cases this is vocabulary) and move on from there.

ALOs are used to guide the language instruction required for students to master the content objective (also called the learning target) and, ultimately, the standard that guides the lesson or unit plan. An ALO is content based, and it stems from noticing and forecasting. It should be tailored to a specific language level.

Functions: The Foundation for Academic Language

Writing content and language objectives that are function driven ensures that 1) students are required to use higher order thinking skills, and 2) lesson activities and assessments reflect the language that is required to master the content material. It is critical that SWEL coaches engage with general education teachers in a way that *supports* their content instruction, rather than competes with it. In other words, it is important for SWEL coaches to convey the symbiotic nature of content and language instruction.

For many teachers, this means beginning with discussions about what students need to *do* with the language that they are required to use. Are they going to compare two concepts, things, or events? Do they need to justify an opinion or position in a debate? Most teachers are familiar with Bloom's Taxonomy (1956), so this is a solid starting place for moving into discussions on language functions and the importance of identifying how the language that teachers want students to produce is utilized in a given lesson or unit plan.

When identifying a function, the teacher must first consider if it is a language function or a cognitive function. Some words, like *solve*, *find*, and *understand* can be used as cognitive functions without a linguistic aspect. It is also important that the teacher not confuse function words with modalities (reading, speaking, listening, writing). Modalities should be incorporated into every lesson and are too broad to be used as functions. Here are some examples of language functions:

Language Function Examples

explain

justify

retell

infer

summarize

predict

compare

describe

synthesize

The same function word may appear in both the content objective and the language objective. See Appendix B, Building Leveled Academic Language Objectives for a more comprehensive list of language functions. (Appendix B is available for download on the companion website for this book, www.tesol.org/swel-leadership; also see Activity 2 under "Educators Can Plan for Academic Language Instruction" in Chapter 6.)

Assessing Academic Language Needs for Content-Area Instruction

Prior to deciding on a focal level of academic language for an ALO, it is important to conduct an inventory of the language demands in a particular lesson. See the following form, Academic Language Demands Inventory (also available for download on the companion site for this book, www.tesol.org/swel-leadership).

ACADEMIC LANGUAGE DEMANDS INVENTORY

1. **Identify Your Content Objective(s):**
2. **Language Function(s):** What are you asking students to do with language? (e.g., analyze, compare/contrast, explain, interpret, argue, persuade, categorize, describe, predict, question, retell, summarize, justify with evidence)
3. **Content Vocabulary:** What key vocabulary (word level; "the bricks") do you need to introduce/review with students? Which word parts

could be pretaught? Which sounds are difficult for students to pronounce?
4. **Syntax:** What syntax (sentence level; "the mortar") is present in the materials that you are going to teach?
5. **Discourse:** What text type (discourse level; "the building") will students need to produce?

This inventory can be used to decide which levels and areas of academic language are in need of explicit attention.

Language Supports

At this early stage, teachers should consider possible language supports that could assist learners to meet the ALO. Language supports are defined as "scaffolds, representations, and instructional strategies that teachers intentionally provide to help learners understand and use the language they need to learn within disciplines" (Indiana University, n.d.). Following is a list of sample language supports.

SAMPLE LANGUAGE SUPPORTS

- Word wall
- Labeling pictures, graphics, or items in the classroom
- Working with a partner/in a small group
- Internet
- Picture or word dictionary
- Anchor charts
- Sentence frames
- Think alouds
- Teacher modeling
- Venn diagram

- Sample text
- Modeling tasks
- Guided notes

Note that not all supports are language supports. For example, a multiplication chart or mathematical formulas could offer content-area support to learners but they do not offer language support. When considering how to support language learning in a lesson, consider tools that develop language use and understanding.

VOICES FROM THE FIELD

One thing that was pretty apparent through multiple professional development sessions and coaching interactions is how much the teachers in my building equated what English learning is and what ELs need with vocabulary … You kind of saw a gradual shift away from just "they need to learn these words" … Moving from just the word level to the sentence level and the discourse level has been a pretty big deal. *(ESL coach)*

Word-Level Academic Language Objectives

Most word-level ALOs focus on semantics (word meaning), but others focus on morphology (word parts) and phonology (word sounds). Use the Planning for Word-Level Academic Language Guide (available as Appendix C on the companion site for this book, www.tesol.org/swel-leadership) and the academic language video lecture (also on the companion site) to coach your colleague through the process of writing an ALO at the word level.

PLANNING FOR WORD-LEVEL ACADEMIC LANGUAGE GUIDE

Step 1: Name the Content Objective/Learning Target
Step 2: Decide Which Academic Language to Teach **Noticing**: What do I notice about my students' language that needs attention? Choose one area: *Phonology*: *Morphology*:

Semantics:

Forecasting: What word-level language do students need to have to successfully engage with the content?

Text:

Task:

Test:

Step 3: Choose a Function

The function drives the academic language objective. A function is how language is used to carry out cognitive processes (such as those described in Bloom's Taxonomy, 1956). This language needs to be explicitly taught. (E.g., *describe*, *explain*, *retell*)

Step 4: Identify Language Supports

Identify a tool that will assist in developing language use and understanding.

Step 5: Decide on the Level of Academic Language

Word Level (Bricks): Check the area that you will focus on at the word level and provide content-based examples of that area.

Phonology (word sounds)   ☐ ex:_____

Semantics (word meaning)   ☐ ex:_____

Morphology (word parts)   ☐ ex:_____

Step 6: Write an Academic Language Objective

Word-Level Sentence Frame: Fill in all sections based on the preceding information.

I can _____ [function] using _____ [vocabulary, or phonological/morphological topic], such as _____ [examples of language structure], with the support of _____ [support(s)].

Sample Word-Level Academic Language Objectives

Semantics: I can <u>explain</u> how bats are different from other mammals using <u>vocabulary</u> such as *<u>herbivore</u>, <u>frugivore</u>,* and *<u>insectivore</u>* with the support of <u>sentence frames</u>.

> Phonology: I can <u>explain</u> how bats are different from other mammals using <u>correct stress for words</u>, like <u>*herbivore*, *frugivore*, and *insectivore*</u>, with the support of <u>an audio recording</u>.
>
> Morphology: I can <u>explain</u> how bats are different from other mammals using <u>the suffix *–ivore*</u> for words like <u>*herbivore*, *frugivore*, and *insectivore*</u> with the support of <u>flashcards</u>.

Sentence-Level Academic Language Objectives

Sentence-level ALOs focus on syntax (also called grammar, structure, or form). After planning for academic language, use the Planning for Sentence-Level Academic Language Guide (available as Appendix D on the companion site for this book, www.tesol.org/swel-leadership) and the academic language video lecture (also on the companion site) to coach your colleague through the process of writing an ALO at the sentence level.

PLANNING FOR SENTENCE-LEVEL ACADEMIC LANGUAGE GUIDE

Step 1: Name the Content Objective/Learning Target
Step 2: Decide Which Academic Language to Teach **Noticing:** What do I notice about my students' language structure that needs attention? **Forecasting:** What sentence-level language do students need to have to successfully engage with the content? *Text*: *Task*: *Test*:
Step 3: Choose a Function The function drives the academic language objective. A function is how language is used to carry out cognitive processes (such as those described in Bloom's Taxonomy, 1956). This language needs to be explicitly taught.
Step 4: Identify Language Supports Identify a tool that will assist in developing language use and understanding.
Step 5: Decide on the Level of Academic Language **Sentence Level (Mortar):** Provide the area of syntax that you will focus on in this lesson. Include examples of this type of language from the context.

Syntax:
Examples:

Step 6: Write an Academic Language Objective
Word-Level Sentence Frame: Fill in all sections based on the preceding information.
I can _____ [function] using _____ [language structure/syntax], such as _____ [examples of language structure], with the support of _____ [support(s)].

> **Sample Sentence-Level Academic Language Objectives**
>
> I can <u>summarize</u> how bats contribute to pollination using <u>ordinal numbers</u>, such as *<u>first</u>*, *<u>second</u>*, and *<u>third</u>*, with the support of <u>a word wall</u>.
>
> I can <u>compare</u> per capita consumption of India and Canada using <u>comparative language</u>, such as *<u>greater than</u>*, *<u>less than</u>*, and *as _____ as*, with the support of sample sentences.
>
> I can <u>compare</u> the experiences of immigrants and refugees using <u>past tense verbs with the –ed ending</u>, such as *<u>lived</u>*, *<u>traveled</u>*, and *<u>walked</u>*, with the support of <u>a regular past tense verb list and a T-Chart</u>.

Discourse-Level Academic Language Objectives

Discourse-level ALOs focus on text type and pragmatics. After planning for academic language, use the Planning for Discourse-Level Academic Language Guide (available as Appendix E on the companion site for this book, www.tesol.org/swel-leadership) and the academic language video lecture (also on the companion site) to coach your colleague through the process of writing an ALO at the discourse level.

DISCOURSE-LEVEL ACADEMIC LANGUAGE OBJECTIVE GUIDE

Step 1: Name the Content Objective
Step 2: Decide Which Academic Language to Teach
Noticing: What do I notice about my students' language that needs attention, given this text type?
Forecasting: What discourse-level language do students need to have to successfully engage with the content?

Text:

Task:

Test:

Step 3: Choose a Function
The function drives the academic language objective. A function is how language is used to carry out cognitive processes (such as those described in Bloom's Taxonomy, 1956). This language needs to be explicitly taught.

Step 4: Identify Supports
Identify a tool that will assist in developing language use and understanding.

Step 5: Decide on the Level of Academic Language

Discourse Level (Building): Provide the text type that you will focus on in this lesson (e.g., lab report, persuasive essay, opinion editorial, debate, interview).

Discourse:

Step 6: Write an Academic Language Objective

Discourse-Level Sentence Frame: Fill in all sections based on the preceding information.

I can _____ [function] in _____ [text type] structure, with the support of _____ [support(s)].

Sample Discourse-Level Academic Language Objectives

I can <u>describe</u> density in a <u>science lab report</u> with the support of my <u>Cornell Notes</u>.

I can <u>describe</u> how bats disperse seeds in <u>an organized oral presentation</u> with the support of <u>a cycle diagram</u>.

I can <u>compare</u> per capita consumption patterns with classmates in <u>a group discussion</u> with the support of <u>a bank of sentence starters</u>.

Writing ALOs is challenging for most teachers. It requires looking at content through a new lens. It is normal for this process to take some time. Once teachers become versed in writing ALOs, they will find that the

process is iterative. New ALOs will be needed for new course content and new student populations. The following section explains further the cyclical nature of planning for content-based language instruction.

VOICES FROM THE FIELD

We believe these [language objectives] are areas classroom teachers at our school struggle with. We recognize that language objectives are not the end-all-be-all of providing access to ELs, but it is a start and really gets teachers thinking about how to best support their students' language development. *(ESL coach)*

THE CYCLICAL NATURE OF TEXT TYPE–FOCUSED LANGUAGE INSTRUCTION

A challenge working as a SWEL coach is identifying where teachers should start with language instruction. In practice, integration of language instruction is part of a cyclical process. It is difficult to identify a discrete starting place. Figure 1 illustrates the ongoing and multidimensional nature of the SWEL teaching and learning cycle.
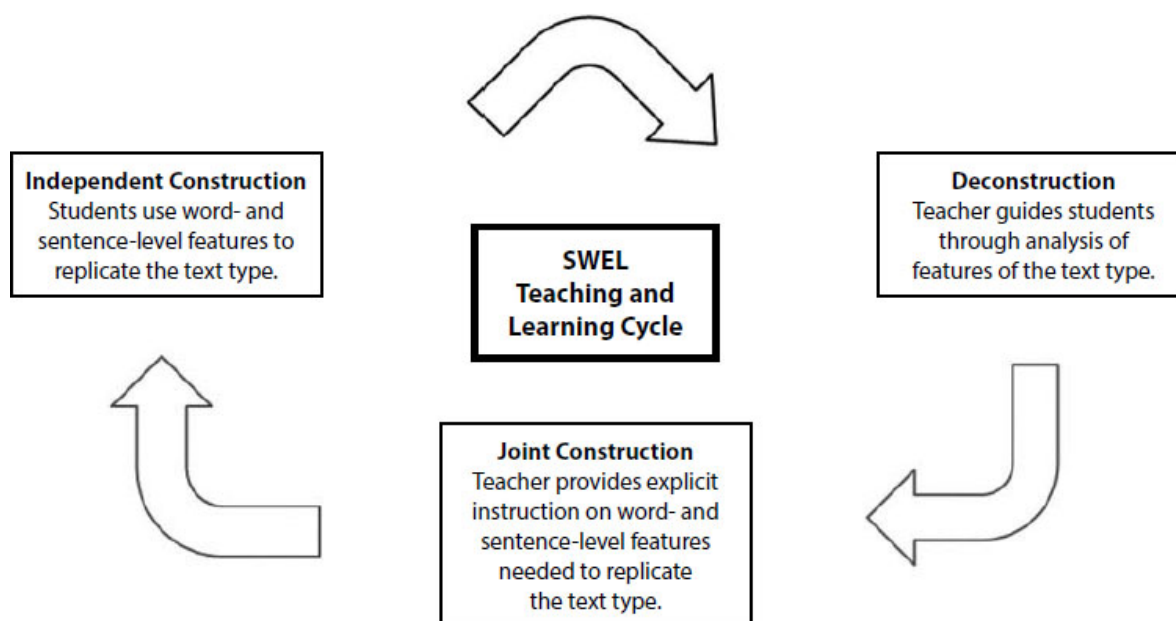
FIGURE 1. SWEL teaching and learning cycle. (Based on the teaching and learning cycle from North South Wales Department of School Education, 1992)

The SWEL teaching and learning cycle demonstrates the nature of content-based language instruction that is focused on text type. It allows for practice with word- and sentence-level features in a given text type. Though it is critical that the teacher begin by explicitly presenting the text type and end with independent student construction of the text type, what happens in the middle is flexible. Word- and sentence-level features can be taught in the order that makes the most sense, given the context and the student population.

VOICES FROM THE FIELD

One of the big things that we've focused on is how to integrate sentence frames into different content areas and how to use that to have intentional student-to-student talk … [My colleagues] expressed some excitement about their success with that and the student learning that took place. They would bring these supports into a lesson and they would notice more student participation. But the students were also responding to them in a more positive way, like saying, "that was a good lesson," so feeling that reinforcement in their own perception and in the feedback they're receiving really opened them up to try other things. *(ESL coach)*

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[1] All text excerpts in this section are from Minnesota Comprehensive Assessments—Series II, Reading Item Sample, Grade 4, Minnesota Department of Education (n.d.).

Application of Teacher Professional Development of Dispositions, Knowledge, and Skills:

Professional Development Plans

TEACHER DISPOSITIONS NEEDED TO EFFECTIVELY AND RESPECTFULLY SERVE ENGLISH LEARNERS

Sharon was one of the founders of Great Plains School, a K–8 school in the upper Midwest of the United States. She is an expert in the International Baccalaureate® model that the school uses and has trained other teachers in the model. Over 24 years of teaching at the school, she developed much of the curriculum for the lower school, which includes kindergarten through fifth grades. Her lessons are organized, scaffolded, and in line with the mission of the school. Over the better part of Sharon's career, the student body at Great Plains included socioeconomic diversity, but very little racial, linguistic, and cultural diversity. This changed after a large software company built its headquarters in town and a high number of families from China, India, and Bangladesh started enrolling their children at Great Plains. Given the past successes students had using the school's curriculum, Sharon has become increasingly frustrated by the fact that these new students do not experience the same successes and has concluded that they must not have strong family support like the other students in the school. These frustrations, which she has not felt before, lead her to consider early retirement, which she discusses frequently in the staff room with colleagues.

positive disposition toward working with English learners (ELs) is an essential characteristic in any teacher. Dispositions are perhaps the most difficult of the three areas necessary for serving students effectively (the other two being knowledge and skills) because they involve beliefs, mindset, and identity. For some adults, these areas are less malleable and concrete than others. Though there are a variety of teacher dispositions that are essential for working effectively and respectfully with ELs, this chapter focuses on the following six critical teacher dispositions:

1. Educators empathize with circumstances related to immigration.
2. Educators are culturally sensitive and sustaining.
3. Educators believe that marginalization and oppression affect the educational experiences of English learners.
4. Educators support their students' home language development.
5. Educators recognize the challenges of learning English and content simultaneously.
6. Educators are committed to ongoing professional development.

This chapter provides examples of how school-wide English learning (SWEL) model coaches can support educators to develop the six critical dispositions needed to work effectively and respectfully with ELs, with professional development (PD) plans attending to each disposition. Under each of the six dispositions, you will find engaging activities that you can use when implementing PD with your colleagues.

> For additional videos and resources that highlight ways to address and cultivate dispositions for working with ELs in the general education classroom, and for easy access to all of the resources used in these activities, see the companion site for this book, www.tesol.org/swel-leadership.

The PD plans are divided into parts that can be done as a whole or in segments over time, depending on the needs of the school context. Given the iterative nature of this work, it is also possible that the base components of a given PD activity have potential for a given school, but the details need to be tweaked to meet the needs of a specific school community. Teachers

are experts at making these types of changes, and we encourage it. It is also worth noting that, with some small changes to the objective and focus, activities from the knowledge and skills chapters may also be used to address teacher dispositions.

EDUCATORS EMPATHIZE WITH CIRCUMSTANCES RELATED TO IMMIGRATION

Currently, we are experiencing the greatest global refugee crisis in history. As a result of conflict, persecution, violence, or human rights violations, 70.8 million individuals worldwide were forcibly displaced by the end of 2018 and one in every 108 people around the world is either a refugee, internally displaced, or an asylum-seeker (United Nations High Commissioner for Refugees, n.d.). Given this context, all educators are likely to work with immigrant students and their families at some point in their careers. Immigrants are in urban, suburban, and rural settings, where they enrich the communities socially and economically. Unfortunately, immigrants are not always warmly welcomed into communities, and this experience can have a traumatic impact on them. Unpleasant or offensive receptions compound trauma, particularly for those who left their countries of origin because of fear, war, poverty, or persecution.

Whenever choosing PD activities, it is critical to consider the needs of the communities that your school serves and to remind participants that, while the geopolitical conditions that influenced immigration may be similar within a given group of people, not all of your families will have the same experiences. There is tremendous diversity within the subgroup of students who fall into the EL category, so this must be emphasized during any PD work on the subject. For example, not all immigrants are undocumented and not all immigrants experience trauma. The following activities are focused on how SWEL coaches can foster positive dispositions in their general education colleagues around immigrant and refugee families, as well as build a factual understanding of the immigrant experience and an appreciation for the individual ways in which immigration is experienced by ELs and their families.

🔆 1. Immigration Myth-Reality Activity

Objective	Participants will analyze common myths and realities related to immigration in order to develop a better understanding of the factual information related to those myths.
Time to Complete	1 hour (10 minutes for small group discussions; 5 minutes per small group for large group presentation)
Materials and Resources	• Article: "Ten Myths About Immigration" (Teaching Tolerance Staff, 2011; available at www.tolerance.org/magazine/spring-2011/ten-myths-about-immigration) • Immigration Myth Cards (available on the companion site for this book, www.tesol.org/swel-leadership)
Preparation	Make front-and-back copies of the immigration myth cards. For each card, the myth should be on one side and the corresponding reality on the other. We recommend printing these cards in bright and different colors of paper. They can be standard printer paper, card stock, or laminated paper for reuse. You will print a total of 10 cards.

Directions

1. Depending on the size of your group, give each participant a card or divide the participants into 10 small groups.

2. Provide enough time for each person or small group to read the front and back sides of their assigned card.

3. After a few minutes, ask them to stand up and hold their card with the myth facing outward. Then, they walk around the room, engage in

conversations with colleagues or another small group, and insert the myth into their conversation, using the discussion questions on the back of the myth cards as prompts, if needed. The person holding the card is tasked with combating the myth as naturally as possible with the information on the "reality" side of the card. Continue for approximately 10 minutes or until all participants have discussed all myths. Participants should keep the same card for the duration of the exercise.

4. When finished with the walk-around, ask each individual or small group to return to their seats and go around the room sharing the myth and the reality of that myth with the whole group. This will ensure that all participants are able to learn about each myth.

2. Immigration Trauma Simulation[1]

This activity can be difficult for some participants. We recommend the following trigger warning prior to starting the activity:

TRIGGER WARNING: *This is a trauma simulation and can be very difficult, particularly for those who have experienced traumatic loss. We ask that you participate in the activity to the best of your ability. If at any point you are unable to continue participating in the activity, please feel free to move to the back of the room or step outside. You can rejoin the group when the simulation is completed.*

Objective	Participants will develop a deeper understanding of the emotional effects of trauma.
Time to Complete	30 minutes
Materials and Resources	• 1 sheet of paper for each participant • Immigration Trauma Simulation Guide (available on the companion site for this book, www.tesol.org/swel-leadership, and printed in the Directions)
Preparation	None

Directions

Use the following list as a guide to facilitate the simulation, but do not share it with participants. This activity is intended to build empathy for those who have lost loved ones and belongings as a result of tragedy. It is often emotional for participants and can make them very uncomfortable.

Read each of the items on the following list. Repeat each one once and give participants a few minutes to complete each task.

1. On a piece of paper, make three columns.
2. In the first column, write the names of five people that you love and adore (pets can be included).
3. In the second column, write five things or objects that you love and adore—items with special meaning to you.
4. Share your list with your neighbor.
5. Cross off one item on each side. That person and thing are no longer in your life.
6. In the third column, write how it felt to cross that person and thing off your list.
7. Cross off another person and thing. Write another feeling.
8. Notice in your body where you are feeling what you are feeling.
9. Cross off number three. Discuss in your groups the feelings that you have written down.
10. Cross off one more person and one more thing. Write another feeling if you have one. Sit quietly and honor how you are feeling. Where/how do you feel that?
11. Cross the last person and thing off. Write down your feelings, unfiltered. You don't have to share.

Discussion Questions

1. How are the experiences of our students similar or different from this simulation?

2. What is the value of teachers understanding the physical effects of trauma?

3. How does this activity help you to gain perspective on some students you have taught?

4. What implications might students' traumatic experiences have for our instruction?

EDUCATORS ARE CULTURALLY SENSITIVE AND SUSTAINING

Who we are culturally is so inherent to our sense of self that it is sometimes difficult to discern what is part of our personality and what is part of our cultural norms and practices. For students whose culture is not represented in schools—in the curricular materials, the posters on the walls, the language(s) spoken in the hallways, and the adults in charge of teaching and leading, among other ways—it can feel as if they do not belong or cannot succeed. It is the job of the adults in the school to ensure that all aspects of the school environment are both culturally sensitive and sustaining. Culturally sensitive spaces are ones that recognize that different cultures exist and that no one culture is better than or superior to another. Culturally sustaining schools are ones that recognize, value, and weave all cultures into the fabric of schooling (Paris & Alim, 2017). Drawing on the work of Ladson-Billings (1995) by honoring the rich experience and knowledge that ELs bring to their classrooms, educators aim to build not only culturally sensitive, but also culturally sustaining learning communities.

🔅 1. I Didn't Know …

Objective	Participants will reflect on situations in which their lack of familiarity with a given culture created misunderstanding or confused communication.
Time to Complete	1 hour
Materials and	• Video: "Confessions: New Teacher of

Resources	Newcomers: Michelle Benegas at TEDxUMN" (Benegas, 2014; www.youtube.com/watch?v=t1gcinsjuZE) • Handout: "I didn't know" Think, Pair, Share (available on the companion site for this book, www.tesol.org/swel-leadership) • Laptop/computer, projector, screen, speakers
Preparation	Preview the TEDx Talk and consider how you would respond to these prompts. If preferred, print reflection sheets for Share #1 and Share #2. Alternatively, you could prepare a presentation slide with the prompts for each of the two sharing activities and have participants write their reflections on a piece of notebook paper.

Directions

Prior to watching the TEDx Talk, ask participants to engage in the following think, pair, share prompts. (The full handout is available for download on the companion site for this book, www.tesol.org/swel-leadership.)

Think, Pair, Share Prompts #1
A time when I was limited by my language or knowledge about a subject (e.g., when I filed my taxes, when I learned about a medical diagnosis, when I was at the auto mechanic):

How I felt:

How I reacted:

How the "knower" responded to my lack of understanding:

Think, Pair, Share Prompts #2
After watching the clip from Benegas's (2014) TEDx talk, please fill in the blanks with examples of "not knowing" from your teaching experience. Include how you felt and how you reacted in each situation. When it is time to share, include anecdotes about how you learned these lessons.

I didn't know…

I didn't know…

I didn't know…

2. Making Sure Each Child Is Known

Objective	Teachers can access, collect, and analyze qualitative and quantitative EL data from multiple sources to inform instruction.
Time to Complete	1 hour
Materials and Resources	• Video: "Making Sure Each Child Is Known" (Edutopia, 2017; youtu.be/xjZx0VdmgkE) • Butcher or poster paper, tape, markers, student lists • Laptop/computer, projector, screen, speakers
Preparation	• Gather student and/or class lists, create posters or digital spreadsheets with every student's name (ELs or all students). • Optional: Create a presentation slide with discussion questions.

Directions

1. *Think, Pair, Share:* Open the activity by asking participants to consider why they think it is important for students to feel connected to at least one adult in the school. If time permits, ask several pairs to share out their ideas.

2. Show the video "Making Sure Each Child Is Known" (Edutopia, 2017), which models the activity they will be doing.

3. Choose **one** of the following options:

   a. Create premade grade or class-level lists of students.

b. Have educators work in groups (by grade level, content-area team, a combination of those two groups, or in another small grouping that is logical and places teachers who have a common group of students on their class lists), and they can create student lists on poster paper for hanging. This is a good option if your prep time is limited, but it will also require that you give more time for the activity.

4. Ask the participants to work in small groups to create charts. Have them list their students, place their initials next to students they know, and write one thing about that student that is an asset they bring to the classroom.

Chart Sample

Student Name	I Know This Student Well.	Student Asset
Jose	AOS, MB	A good friend to other kids.

5. Once a group is finished going through the list, identify the students who are not known. Designate one participant who will take the initiative during the first week of school to find out one or more asset(s) that the student brings to school.

6. As a whole group, debrief by asking one or more of the following questions or coming up with your own original debrief questions:

a. How did this activity help to inform your understanding of the students we will be working with this school year?

b. How might framing students through the lens of the assets they bring to the school shape the way you approach your classes this year?

7. Hang the posters in a common space used only by adults in the school (e.g., the teachers' lounge or conference room in the main office) so that the charts can be revisited to ensure that each student is known by an adult and has assets identified.

EDUCATORS BELIEVE THAT MARGINALIZATION AND OPPRESSION AFFECT THE EDUCATIONAL EXPERIENCES OF ENGLISH LEARNERS

Despite our best efforts to isolate schools from some of the more negative influences of the outside world and given our obligation to make schools a safe space for all students, it is imperative that we work to deepen our understanding of how systems of privilege and oppression play out in the ways that ELs interact with and experience schooling. By systems of privilege, we are referring to the often unseen or unnamed ways in which the systems with which we interact every day grant advantages to one group of people over another, whether those people ask for these advantages or not. Often, privilege is difficult to discern because it is perceived as simply "how things are." For example, school vacations are often scheduled so that they fall during the holidays that are celebrated by the majority religion or culture. Like a fish, we do not necessarily see the water—it's just there. By design, systems of privilege create systems of oppression, where one or many groups of people are denied advantages because of their identity or identities. These systems are at play in the lives and education of our students, and we would be negligent to ignore them.

The work of learning about systems of privilege and oppression for the purpose of using them to inform our instructional decisions, with the ultimate aim of changing them to remodel inequitable systems, is ongoing and should be attended to throughout our careers. The following activities are designed to begin that work for those who are new to considering the relationship between privilege and oppression and to build on the work that others have already done to help better understand the roles privilege and oppression play in our own lives and the lives of our students. Though the activities are not exhaustive, they each provide unique ways to shine a light on structures that are otherwise difficult to see—or, in other words, to become fish that are aware of the water in which we swim.

1. Critical Incidents in Immigrant Education

| Objective | Participants will analyze incidents in which cultural blind spots may affect a teacher's |

	understanding of student behaviors and examine potential responses.
Time to Complete	90 minutes
Materials and Resources	Handouts (available on the companion site for this book, www.tesol.org/swel-leadership): • Critical Incidents in Immigrant Education Activity • Critical Incidents in Immigrant Education Activity Teacher Trainer Guide
Preparation	• Make copies of Part I of the handout and cut it into strips so that each slip of paper has one critical incident on it and make individual copies of Part II. • Optional: Prepare a presentation slide with discussion questions for Part III.

Introduction to the Activity; Background to Share With Participants

There is no single definition for the concept of a cultural blind spot. For the purposes of this activity, we define a cultural blind spot as an area in which someone is unfamiliar with the lived experience of another person because of a lack of exposure. We all have cultural blind spots of one kind or another. Keep in mind that one of the many jobs of a teacher is to be an advocate for each and every student, but that is difficult to do without reflection on our own cultural blind spots, areas for learning and growth, and consideration of what an advocate for all students does.

The following activity, in full, is available for download on the companion site for this book, www.tesol.org/swel-leadership.

Directions

Part I

1. Divide the large group into small groups of three to four people.

2. Have small groups select one critical incident (slip of paper), discuss the incident, and then craft a response to the prompt. Each of these incidents has been chosen because they can or did really happen.

3. If time allows or some groups finish sooner than others, have small groups exchange slips of paper and discuss their new incident.

CRITICAL INCIDENTS

1. You have planned an immigration unit that has been received really well by your fi th grade students. As part of this unit, students are writing about the immigrant stories of their families. One of your highest achievers announces to the class that his mom came here from Mexico led by a man named "Coyote," and that she had to hide in the back of a van. **What might be happening here? What are your reasons for thinking this? What are some other possible interpretations? How might you respond? Why would you respond this way?**

2. After a new state law was passed, your district is now collecting information on the citizenship status of your students. Your immigrant students, regardless of their legal status, have stopped coming to school**. What might be happening here? What are your reasons for thinking this? Are there other possible interpretations? If so, what might they be? How might you respond? Why would you respond this way**?

Part II

1. Have participants, individually, write three critical incidents that they have experienced. Explain that a critical incident should be a time in which their own blind spots prevented them from understanding their students' experiences. Instruct them to leave the final questions (What might be happening here? How might you respond?) blank because their colleagues will be tasked with answering them.

2. Collect all of the critical incidents that were written by participants. Randomly distribute them to the group. Have each participant read over the incidents and spend 15–20 minutes writing a response.

3. When the time is up, ask participants to find the author of the critical incidents and compare their interpretation and reaction with that of the teacher that experienced it.

Part III

Conclude with a discussion using the following prompts:

1. What surprised you about your blind spots?

2. How can a blind spot result in implicit bias?

3. Though blind spots and implicit bias can never be entirely eliminated, how can educators work together toward providing an equitable education for all students?

2. My Name Is Not

Objective	Participants self-reflect on the significance of their names as well as negative perceptions that others may have of them.
Time to Complete	30 minutes
Materials and Resources	None
Preparation	Optional: Create a presentation slide with or put directions on the board for the three parts of this activity, listed under Part II.

Directions

Part I

1. Ask participants to consider a name that others have called them or might call them that they dislike. It could be a negative descriptor, like "fat lady" or "stupid kid," or it could be a neutral descriptor but one that narrows their identity, like "immigrant" or "young man."

2. Next, ask them to consider their own name (any part of their name is fine) and what it means to them. They could think about the heritage behind their name, stories related to their name, the pronunciation of their name, or how their name makes them feel.

Part II

Ask participants to introduce themselves in small groups or a large group using the following sentence starters:

My name is not _____.

My name is _____.

My name reminds me of _____.

For example: *My name is not refugee. My name is Aminah. My name reminds me of my grandmother who used to take care of me when I was a baby. Her name was also Aminah.* This community-building activity serves as a nice icebreaker or warm-up activity, even in groups of colleagues who have known each other for a significant amount of time.

EDUCATORS SUPPORT THEIR STUDENTS' HOME LANGUAGE DEVELOPMENT

It is well known that students' home language skills greatly influence the development of new languages. In our experience, this fact has felt counterintuitive to both teachers who are unfamiliar with research on language acquisition and even well-intentioned parents of ELs, who push their children to use English to the exclusion of the home language because they think they will confuse their children if they encourage first language proficiency. Knowing that language and culture are strongly related to one another, it makes sense that attending to home language can help to cultivate and sustain a student's cultural identity, not to mention enrich the classroom environment. The activities below are designed to bring attention to both the role of home language development in light of its relationship to culture, as well provide ways in which educators can allow for and even encourage the use of home language in the classroom, regardless of their own knowledge or proficiency in that language.

1. I Can't Speak My Mother Tongue

Objective	Participants consider the impact of home

	language proficiency on student identity and experience.
Time to Complete	1 hour

Materials and Resources	• Article: "Getting to Know Your ELLs: Six Steps for Success" (Breiseth, n.d.; www.colorincolorado.org/article/getting-know-your-ells-six-steps-success)
	• Handout: Getting to Know the ELs in Your Classroom (available on the companion site for this book, www.tesol.org/swel-leadership)
	• Videos:
	  — "I CAN'T SPEAK MY MOTHER TONGUE (Music Video) - Fung Bros ft. Dough-Boy" (Fung Bros, 2016; www.youtube.com/watch?v=6IuZyPv0mO0)
	  — Optional: "What to Do First in the ELL Classroom" (Prentice Jimenez, n.d.; www.colorincolorado.org/classroom-video/what-do-first-ell-classroom)
	• Access to a computer, the internet, speakers, projector

Preparation	• Make hard copies or share digital copies of the article, "Getting to Know Your ELLs: Six Steps for Success" and the Getting to Know the ELs in Your Classroom handout. • Cue up the video. • Optional: Prepare presentation slides with discussion questions, student class lists.

Directions

Part I

1. Begin by asking the group if a language other than English was spoken in their home when they were growing up or if their parents grew up in a home where a language other than English was spoken. Ask them to turn to the person next to them to share what that language was and if they are able to speak, read, or write it.

2. Show the music video. When finished, ask the group to divide into groups of three to four and discuss at least two of the following questions:

   a. What are the reasons students would not learn their mother tongue?

   b. What are ways we can allow ELs to bring home language into the classroom?

   c. How do you think that home language proficiency impacts students' sense of identity? What does this video tell us about what our students want/need?

   d. What does this say about the dichotomy of the world they live in?

   e. How can we, as their teachers, support ELs' linguistic and cultural backgrounds?

Part II

1. Share the Getting to Know the ELs in your Classroom handout, in either hard or digital copy, with each teacher in the group. The handout can be adjusted to make it appropriate for a specific school setting.

Getting to Know the ELs in Your Classroom

Directions: After reading the Colorín Colorado article, fill out the following chart in order to make sure that you have key background information on the EL students in your classroom.

Student Name	Where was my student born?	What brought my student and/or my student's family here?	What should I know about my student's family?	What language(s) does my student speak?	What kind of schooling has my student had?	What are my students' interests?

2. Working in grade-level teams or small groups composed of teachers who work with a similar or the same group of ELs (e.g., third grade teachers or the math department), fill out the chart with all of the ELs in a given grade or class. It can be useful to have class lists available if this activity is being conducted during opening week or before school begins. Participants should be encouraged to use each other, and especially the ESL teachers, as resources to complete each column in the table.

Part III

Bring the group back together and ask them to reflect on, as a whole group, the following questions:

1. How will knowing this information on your ELs' linguistic background help you better understand their work in your classroom?

2. What else do you need to know about your ELs to attend to their home language learning?

3. What resources might you find in order to attend to your ELs' home language in the classroom?

2. Crafting School Language Policies

Objective	Participants craft school language policies that are aligned with their school values.
Time to Complete	1 hour
Materials and Resources	• Video: "Importance of Students' Home Languages (First Languages)" (PeelSchools, 2017; www.youtube.com/watch?v=a1J-ftbFaMc) • Handout: Crafting School Language Policies (available on the companion site for this book, www.tesol.org/swel-leadership) • Access to a computer, the internet, speakers, projector • Optional article: "Classrooms Need to Reflect the Different Home Languages of Students" (Blackley, 2019; www.weareteachers.com/many-different-home-languages)
Preparation	• Make hard copies or share digital copies of the Crafting School Language Policies handout. • Cue up the video.

Directions

Part I

1. Begin by asking the group to free-write and share responses to the following questions:

   a. Have you or a relative experienced language loss of or exclusion from a family language?

   b. If so, how did you or the family member experience this? If not, how would you imagine this experience feels?

2. Show the video. When finished, ask the group to divide into groups of three to four and discuss the following questions:

   a. What are some strategies presented in the video to support and maintain home language?

   b. How does your school currently work to preserve the home languages of students?

   c. How does your school collaborate with families to preserve home languages?

1. Distribute copies of the Crafting School Language Policies handout. Ask participants to fill out the first page of the document independently.

2. After all participants have filled out the first page, ask them to share their responses in groups of three or four.

3. On the second page of the guide, have each group collaboratively write five language policies for the school. When finished, ask a group representative to write their five policies on the board.

4. Cross off duplicates for any policies that appear more than once.

5. Ask participants to mark their top five policies with an X on the board.

6. Erase all policies but those five with the highest number of Xs. Transfer them to a new document and disseminate. Refer to these policies often.

EDUCATORS RECOGNIZE THE CHALLENGES OF LEARNING ENGLISH AND CONTENT SIMULTANEOUSLY

ELs in Pre-K–12 schools, unless they are in a bilingual program that focuses on their home language, are doing double-duty when it comes to learning. Not only are they learning the content-area materials and being measured against state and national standards, they are doing so at the same time they are learning the language in which all of the content material is being taught. This greatly increases the cognitive load for ELs as compared to most of their English-proficient peers and means that they are likely under even greater pressure than most students.

It is easy to forget what it feels like to learn a new language once proficiency in that language has been achieved, especially if the language was acquired as a child and over the course of a lifetime. The activities in this section aim to demonstrate the complexity of language learning and, in some cases, the English language in particular. Without having to use a language other than English, each activity sheds light on the ways in which unfamiliar language creates increased cognitive demand. Educators who

participate in these activities may come to realize that English is simply one of many vehicles with which to deliver content and that even the most proficient English speaker can struggle with the English language.

1. Vowel Sort[1] (Parrish, 2017)

Objective	Participants will develop a deeper understanding of the complexity of English vowel sounds and spelling.
Time to Complete	1 hour
Materials and Resources	Available on the companion site for this book (www.tesol.org/swel-leadership): • Vowel Sort Cards • Vowel Sort Answer Key
Preparation	• Print the cards and the answer key. Each group of 3–5 participants will need 1 set of word cards and 1 answer key. • Cut out the vowel sort cards. Put each set of words together in a clear plastic bag and pair with an answer key. • Optional: Prepare a presentation slide with the discussion questions from Part III.

Directions

Part I

1. Divide participants into groups of three to five. They will need a large, flat surface to do this activity, so they should work at a table or on the floor.

2. Give each group one set of word cards. Instruct all participants to organize the words on the cards into groups of words that have the same vowel sound. Ask them to raise their hands when they believe that they have put all the words into the correct groups. Typically, groups need about 8–12 minutes to sort the cards. They include vowel groups like the following:

   red

   white

   tur<u>quoise</u>

   meant

   height

   boys

   said

   kite

   noise

   friend

   light

   foil

   many

   eye

   toys

Part II

Distribute the answer key to groups that have finished sorting. They may give themselves 1 point for each category that has all words included and no additional words. Note how many points each group has and announce the winner.

Part III

Ask participants to discuss the following questions in their small groups:

1. How did you experience this activity?

2. How were you able to determine which words belonged in which category?

3. Do you believe that your ELs would have been able to use the same skills that you used to group the words? Why or why not?

4. Knowing that English spelling is very difficult, what scaffolds can you create for ELs so that they are able to demonstrate mastery of content?

5. Knowing that English pronunciation is very difficult, what scaffolds, considerations, and accommodations can you create for ELs so that they are able to demonstrate mastery of content?

2. Communication Simulation[2]

This activity is an excellent ice-breaker for the start of a session at the beginning of the day.

Objective	Participants will experience a dialogue simulation in which their need to focus on language is greater than their need to focus on content (what they want to say).
Time to Complete	1 hour
Materials and Resources	• Image: My Morning Routine (McGuire, n.d.; available at pixabay.com/photos/woman-hair-drying-girl-female-586185. Use an alternate visual if you choose a different prompt) • Computer, projector, screen
Preparation	• Prepare picture prompt on a presentation slide.

| | • Optional: Prepare a presentation slide with (or write on the board) discussion questions from Part II. |

Directions

Part I

1. Ask all participants to divide into partners, assigning one person the role of Partner A and the other Partner B. In the case of an odd number, one group can have two Partner As. Give the following instructions:

> This activity will happen in two parts. For the first part, Partner A will be given a task. For the second part, Partner B will be given a task. Do not move on until instructed to do so.

Project the My Morning Routine Image:

Image Source: McGuire, R. (n.d.). Woman drying hair. pixabay.com/photos/woman -hair-drying-girl-female-586185

2. Let participants know that they will have 3 minutes to complete this task. Set a timer, if possible. You can also adjust the time to 2 minutes for each partner if you have less time or want to have more time for

Part II. Ask Partner A to describe their typical morning routine for a work day. Partner B's only job is to listen.

3. After 3 minutes have passed, quiet the group and tell them that they will also have 3 minutes for the next task. Partner B will now take a turn describing their morning routine. However, when Partner B is talking, they may not use any words containing the letter *R, whether at the beginning, middle, or end of the word*. Emphasize that Partner A should just listen.

Part II

1. Lead a reflection on the experience using the following prompts:

   a. Partner As: How did you experience this activity? What did you feel when you were talking? What did you feel when you were listening?

   b. Partner Bs: How did you experience this activity? What did you feel when you were talking? What did you feel when you were listening?

   c. This was a simulation in which some had to think about language more than content. What connections can you make between this activity and the ELs in your classes?

2. You will want to elicit responses that help participants to draw links between what ELs might be experiencing in the content-area classroom. Typical responses from people who were Partner B include, "I knew more than I could say," and "it was exhausting." These are opportunities to make connections to possible feelings that ELs have at school.

EDUCATORS ARE COMMITTED TO ONGOING PROFESSIONAL DEVELOPMENT

The Greek philosopher Heraclitus wisely said that "change is the only constant in life," perhaps in spite of our best efforts to avoid it. To that end, change is also a constant in education, given that we have yet to "perfect" or arrive at a fail-proof way of educating all students. This means that a preservice teacher education program is simply the beginning of any teacher's professional learning journey. By entering the profession, teachers are essentially committing to lifelong learning because new dispositional frames, educational theories, and pedagogies are constantly being explored. Classrooms are the testing grounds for these developments, which means that they are, in a sense, laboratories for innovation and need teachers who embody the spirit of a social scientist and inventor. After all, what better place is there for lifelong learning than a school? The following activities provide concrete ways to attend to teacher dispositions.

1. Uncovering Education Myths

Objective	Participants will recognize some of the ways in which practices that were once deemed effective have changed over time.
Time to Complete	40 minutes
Materials and Resources	• Handout: Uncovering Education Myths (available on the companion site for this book, www.tesol.org/swel-leadership) • Optional: timer or watch to keep track of speed dating rounds
Preparation	• Make hard copies or share digital copies of the handout. • Set up the room so that there is space for movement. • Optional: Create a presentation slide or write the discussion questions from Part III on the board.

Directions

Part I

1. Hand out or share digital copies of the Uncovering Education Myths handout, which includes five practices that are no longer considered accurate and two blank spaces for additional myths to be added.

We used to believe …	Now we believe …
1. More homework equals more learning.	
2. Students just need exposure to texts in order to learn how to read.	

2. Ask each participant to fill out the right-hand column of the form to complete the statement, "Now we believe …" for each of the debunked educational practices listed in the left-hand column.

3. Ask each participant to write one or two debunked practices in the blank rows in the left-hand column, and write what we now believe about those practices in the corresponding right-hand columns. Some may have trouble coming up with ideas, so feel free to give prompts and/or let participants know that they can leave it blank and save it for later.

Part II

Tell the participants that they are going to participate in seven 2-minute rounds of speed dating. The directions for speed dating are as follows:

1. Have everyone find a partner.

2. When everyone has a partner (or one group of three if there's an odd number), ask them to discuss the Debunked Practice #1 and their thoughts on what we believe today. Set the timer for 2 minutes.

3. After 2 minutes pass, call the group back to attention and tell them to find a new partner. Ask them to discuss the Debunked Practice #2 and their thoughts on what we believe about it today. Set the timer for 2 minutes. Continue like this through #5, always encouraging people to talk to someone new with each speed dating switch.

4. After the speed dating Round 5, tell the group that they are now going to exchange what they wrote for their own debunked practice or belief. Set the timer for 2 minutes and allow discussion for #6 and #7. For those who struggled to come up with one or two debunked practices, prompt the partners to discuss what has changed since they started teaching and why those changes were made.

Part III

Once done with all seven rounds of speed dating, ask participants to return to their original seats and debrief with the following discussion questions:

1. What do all of the debunked practices have in common?

2. What makes an educational practice go from accepted to debunked?

3. Why is it important to stay informed as a teacher?

4. What implications does this have for your own professional learning?

2. Know Better, Do Better

Objective	Participants understand that new learning leads to change.
Time to Complete	30–60 minutes
Materials and Resources	Know Better, Do Better Conversation Cards (available on the companion site for this book, www.tesol.org/swel-leadership)
Preparation	Print out a conversation cards sheet for each group of educators. We recommend 3–4 people in each group. Cut all 8 cards and put decks on tables.

Directions

This activity is based on Maya Angelou's famous quote, "I did then what I knew how to do. Now that I know better, I do better" (Winfrey, 2011). Teacher participants will engage in conversation about the ways in which the knowledge base of a variety of professions, including education, has evolved over time.

Part I

1. Ask each table group to discuss the prompts on the four cards with print. They are unrealistic examples of outdated knowledge from a variety of professions, such as the following:

> You just learned that your blurred vision is due to an issue that will require surgery on both of your eyes. Your doctor explains that he was trained in the early 1990s and doesn't keep up with modern medical practices but assures you that all will go well.

2. After reading each card, the group should discuss:

    a. What has changed in this professional knowledge base?

    b. What impact could an out-of-date knowledge base have in this scenario?

    c. What would you recommend in this circumstance?

    d. Why is it important for each of these professionals to stay current in their knowledge?

Part II

1. Ask participants to choose a blank card and write a similar unrealistic scenario from the field of education. If they have a specialization in a particular content area or approach, encourage them to pull from that area.

2. After they have finished, ask them to complete the same exercise with the new cards. After reading each card, the group should discuss:

   a. What has changed in this professional knowledge base?

   b. What impact could an out-of-date knowledge base have in this scenario?

   c. What would you recommend in this circumstance?

   d. Why is PD important in the field of education?

   e. How do you seek out opportunities for PD?

VOICES FROM THE FIELD

Teachers at my building are asking how to support ELs in their classes and giving a lot of positive feedback after the professional development sessions. Teachers told me that they looked forward to the EL professional development sessions and started using strategies in their classrooms right away. Giving EL teachers the space to offer professional development in our building gave us a lot more agency in our school, and helped [the content-area teachers] realize the urgency of the language need after looking at the data together. *(ESL coach)*

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[1] Based on York (2015).

[1] Adapted from "Bringing the Applied Alive in an Online MA TESOL Program" [Conference session], by B. Parrish, 2017, March 21–24, TESOL International Convention, Seattle, WA, United States. Adapted with permission.

[2] Based on Newton (2017).

TEACHER KNOWLEDGE NEEDED TO EFFECTIVELY AND RESPECTFULLY SERVE ENGLISH LEARNERS

Marcus has been teaching high school algebra for 5 years in a rural school that has seen a significant influx of migrant families from Latin America in recent years. Marcus is thrilled to welcome this new population to the community. In fact, he frequently attends community meetings and advocates for the families of his students. His students love him. In his time at Chapman High, he has fine-tuned his curriculum and it's become such a well-oiled machine that he has not needed to change it for the last 2 years. English learners (ELs) express that they are embarrassed to tell him that they do not understand his lessons because they know that his heart is in the right place. Marcus has the disposition to work with ELs and the skills to develop curriculum, but not the knowledge needed to craft culturally and linguistically responsive lessons.

In many ways, Marcus is perfectly positioned to meet the needs of ELs in his math classroom. His enthusiasm for working with ELs and his ability to write and teach his own curriculum means that his professional development (PD) needs fit neatly within the frame of building background in language acquisition and developing a base of knowledge related to how ELs experience schooling. This learning can be done through hands-on and engaging PD activities. This chapter focuses on the following six knowledge frames for educators:

1. Educators know about second language acquisition and approaches to teaching language through content.
2. Educators know about approaches to supporting first language literacy.
3. Educators know about the theories of cultural relevance and sustainability.
4. Educators know who immigrants are and how immigration happens.
5. Educators know systems of oppression and how they affect the educational experiences of English learners.
6. Educators know approaches to English learner advocacy and the legal requirements for adequately serving English learners.

Each section in this chapter provides PD activities that will help to cultivate these knowledge areas for general education teachers or for those who have not completed coursework that focused on second language teaching and learning. You will notice that all of the activities in this section begin with a task that asks teacher participants to read an informational text or watch an informational video. To build a knowledge base, it is critical that educators seek out ways to learn from other experts in the field. Like all of the PD activities provided in this book, adaptations can and should be made in order to best meet the needs of a specific staff and school setting. Where appropriate, we have included suggestions for adaptation or modification. It is also worth noting that, with some small changes to the objective and focus, activities from the dispositions and skills chapters may also be used to address teacher knowledge.

For additional videos and resources that highlight ways to address and cultivate knowledge for working with ELs in the general education classroom, and for easy access to all of the resources used in these activities, see the companion site for this book, www.tesol.org/swel-leadership.

EDUCATORS KNOW ABOUT SECOND LANGUAGE ACQUISITION AND APPROACHES TO TEACHING LANGUAGE THROUGH CONTENT

For those of us who are monolingual English speakers, we have likely experienced what it is like to study or learn a language other than the one we speak in our homes. Whether this was a one-class-per-day requirement or enrollment in a dual immersion bilingual program during the K–12 schooling experience (or something else entirely), most people who completed their secondary education have had at least a smattering of exposure to second language learning, if for no other reason than world language credits were required for graduation. It would be remiss not to mention that such schooling is done within the security of being part of the linguistic majority, where leaving the world language classroom places you back into spaces where your home language is commonly used. Regardless, these experiences can serve as the groundwork for understanding how it feels to be working in an unfamiliar language.

Even with experience in language learning, few people outside of linguists, ESL teachers, and world language teachers have given much attention to what the process of learning a second language is like. What is happening in the brain? What comes first or most easily? What are some challenges in language learning? Going even further, how many of us have thought about what that experience would have been like if our math or science classes were taught entirely in a new language and our grade depended on our ability to both comprehend and perform in the content area *through* the second language? The following activities are designed to help educators better understand the second language learning process by connecting it to their own learning experiences.

1. The Five Stages of Second Language Acquisition

Objective	Participants will learn the five stages of second language acquisition and consider their classroom applications.
Time to Complete	1 hour
Materials and Resources	• Video: "Stages of Second Language Acquisition: ESL, ELL, LEP & Bilingual" (Teachings in Education, 2016; www.youtube.com/watch?v=Hk7_lBaFC5w&feature=youtu.be) • Handout: Five Stages of SLA Activity Sheet (available on the companion site for this book, www.tesol.org/swel-leadership) • Large enough open space to form a circle of participants standing • Laptop/computer, projector, screen, speakers
Preparation	Make copies of the handout for all participants (back-to-back and stapled).

Directions

Part I

1. Tell participants that they will be learning about the five stages of second language acquisition (SLA). Distribute the Five Stages of SLA Activity Sheet and ask participants to take notes in the gray spaces of each sheet while watching the "Stages of Second Language Acquisition" video.

2. Show the video.

3. Once participants have finished watching the video, provide additional time for them to reflect on the questions relating to their experience at each stage. They can write their reflection in the space provided on the activity sheet.

Part II

1. For this activity, called "Inside-Outside Circle," the participants will discuss the responses that they just wrote down. They can bring their notes with them or speak from memory.

2. Divide the group in half. Instruct half of the group to stand up and form a circle, facing outward. Instruct the second half to form another circle around them, facing inward. Each person on the inside of the circle should face another person on the outside of the circle.

3. Inform the participants they will be discussing prompts with the person across from them (both listen and share). After each prompt, the outside circle will rotate one space clockwise. Provide the following prompts with 1–4 minutes of talk time per question, depending on the needs of the group.

   a. Share your personal experience with the silent period stage of second language acquisition.

   b. Share your personal experience with the early production stage of second language acquisition.

   c. Share your personal experience with the speech emergence stage of second language acquisition.

   d. Share your personal experience with the intermediate fluency stage of second language acquisition.

   e. Share your personal experience with the advanced fluency stage of second language acquisition.

   f. Share your experience teaching a student in the silent period stage of second language acquisition.

   g. Share your experience teaching a student in the early production stage of second language acquisition.

   h. Share your experience teaching a student in the speech emergence stage of second language acquisition.

   i. Share your experience teaching a student in the intermediate fluency stage of second language acquisition.

   j. Share your experience teaching a student in the advanced fluency stage of second language acquisition.

Part III

Ask participants to discuss the following questions in small groups or as a large group:

1. How did you experience each stage of second language acquisition? Were some stages more frustrating than others? More exciting or interesting? Why?

2. Consider your ELs. Who is at each of these stages? How do you know?

3. Why does each stage take longer than the last? What implications does this have for teaching and assessing ELs?

2. Content Area Language Challenge

Objective	Participants will demonstrate their knowledge of ways to scaffold content area materials for multiple F
Time to Complete	1 hour

Materials and Resources	• Handouts:
	  — ELD Matrix of Grammatical Forms
	    (Dutro, Prestridge & Herrick, 2007;
	    www.elachieve.org/images/ela/symposium/1s3_seceld_distillinglanguage_post/seceld_tab211_
	  — Vitamin D Passage
	    (available on the companion site for this book, www.tesol.org/swel-leadership, and printed in P:
	  — Content Area Language Challenge Sheet
	    (available on the companion site for this book)
	• A textbook or piece of text that is used in general education classroom instruction (this should refle
	  by the participants)
	• Optional: poster board

Preparation	• Ask participants to bring a text from a subject or one of the subjects they teach. • Print the Vitamin D Passage on half-sheets of paper and write it on the board or post on poster pape can see it. • Print or share the digital copy of the Content Area Language Challenge sheet. • Prepare the guiding questions in Part II so that they can be posted during work time.

Directions

Part I

1. As participants arrive, hand them a half-sheet with the Vitamin D passage printed on it. In addition, post the passage on a board, poster paper, or other type of screen so that all participants can see it:

   > It turns out that people who live in northern climates may not get enough vitamin D because the sun is not strong during the long winter months. Sometimes referred to as the sunshine vitamin, our bodies create vitamin D when we are **exposed** to the sun, and it is important for keeping our bones strong. In fact, vitamin D helps our bodies make use of the calcium that we get in foods like cow's milk, cheese, yogurt, salmon, and beans. **Rickets** is a disease that can be caused by not getting enough vitamin D. Not getting enough sun is one possible reason why a person might not be getting enough vitamin D. An additional reason for having a vitamin D **deficiency** includes not **consuming** enough vitamin D rich foods. For people who live in northern climates with extended winters and short daylight hours, it may be necessary to take a vitamin D **supplement**. (WebMD, n.d.; Spritzler, 2018)

2. Ask participants to stand up and find a partner. They should bring their slip of paper and a writing utensil with them. When everyone has a partner, ask them to discuss the following question:

   > *How would you teach the words that are bolded?*

3. After about 3 minutes, ask the participants to find a new partner. When ready, give them the following question prompt:

   > *Now that you have discussed how to teach the words that are bolded, what do you notice about the ways that the sentences are structured and the text is put together?*

   > You may invite the participants to jot down notes on their pieces of paper.

4. After about 4 minutes, ask the participants to find another new partner. When ready, give them the following question prompt:

   > *Assuming this is a grade-level appropriate text, what might you need to teach in order to ensure comprehension for ELs of all levels?*

5. After about 4 minutes, call the group back together.

Part II

1. Ask the participants to return to their seats. Share out key takeaways from the activity in Part I (approximately 5 minutes).

2. When finished, share or hand out hard copies of the "ELD Matrix of Grammatical Forms," which participants may refer to if they are unsure of which structures are developmentally appropriate for each language level. Tell the participants that they are going to examine their own curriculum materials, either individually or in small groups, and analyze their text, looking for ways to make it accessible for EL students at Levels 1 (beginning), 2 (early intermediate), 3 (intermediate), and 4 (early advanced). They should fill out the Content Area Language Challenge sheet to document their analysis. It may be worth encouraging participants to consider using this activity to analyze the text for an upcoming lesson so that they can put their work to use sooner rather than later.

3. On the board or other screen, post the following guiding questions that individuals or small groups should consider while working:

   - Which words, including but not limited to the bolded vocabulary words, might be new to ELs at Levels 1, 2, 3, and 4?

   - What syntax or sentence structures might be new to or require explicit instruction for ELs at Levels 1, 2, 3, and 4?

   - What resources do you need in order to make the text more accessible to ELs at Levels 1, 2, 3, and 4 (e.g., picture cards, sentence starters, sentence stems, outlines, first language translations)?

4. Provide enough work time for the participants to fill out most or all of the Content Area Language Challenge sheet, approximately 30 minutes. Float around the room and provide assistance where needed, ask probing questions, and track the progress being made by individuals or small groups.

Part III

Call the whole group back together and debrief using the following discussion questions:

- Describe how this exercise may have influenced or changed the way you understand the text you brought today.
- How did you decide to scaffold your text for ELs who are working at Levels 1 and 2?
- How did you decide to scaffold your text for ELs who are working at Levels 3 and 4?
- What are some of the key takeaways from this exercise in terms of understanding the language demands of the texts that you use in your teaching?

EDUCATORS KNOW ABOUT APPROACHES TO SUPPORTING FIRST LANGUAGE LITERACY

Recognizing the importance of home language maintenance and cultivation is a disposition that we hope all educators embody. Believing in the importance of supporting first language development and literacy, however, is very different from knowing why and how to do it. Experts in language learning know that literacy in second language leverages the literacy skills in the home language and expedites the learning process for most students. We learn the act of reading once and then apply those skills to other languages in which we learn to read and write. This work of learning about the act of reading is much more efficient in the home language, which is why first language literacy is so valuable to our ELs. Of course, this is just one of many examples of why first language literacy has such positive benefits. The following activities are designed to help general education teachers or those without EL training better understand the role of home language use, cultivation, and learning.

💡 1. Translanguaging Activity

This activity stands alone or can be expanded beginning with Part II of the "Making Space for Translanguaging"
activity in Chapter 6.

Objective	Participants will learn new techniques for embedding home language use within classroom lessons and units of instruction.
Time to Complete	1 hour

Materials and Resources	• Guide: Translanguaging: A CUNY-NYSIEB Guide for Educators (Celic & Seltzer, 2013; www.cuny-nysieb.org/wp-content/uploads/2016/04/Translanguaging-Guide-March-2013.pdf)
	• Videos:
	  — "04 Andy Brown Translanguaging A multilingual Learning" (CUNY-NYSIEB, 2017; www.youtube.com/watch?v=O6DBPbDT_GE)
	  — "Session 5: Classroom Examples" (CUNY-NYSIEB, 2016; www.youtube.com/watch?v=b6z1u1ivIWY&t=78s)
	• Computer, projector, screen, speakers
	• Optional: If using digital copies of the translanguaging guide, all participants will need to have access to a device that has online access, such as a laptop or tablet.
	• Optional: If using Part III of this activity, participants should be asked to bring a copy of a lesson plan.

Preparation	• Download the translanguaging guide and share with the participants. • Cue up both videos. • Create a poster for Part III, if completing. • Optional: Create presentation slides with directions and URLs for the translanguaging guide (you can also create a free QR code through a number of websites instead of listing the entire URL).

Directions

Part I

1. Tell the participants that you will be doing a jigsaw reading and ask them to open the translanguaging guide that you shared. Number off the participants as either Group 1 or 2. Have Group 1 read pages 1–6 and Group 2 read pages 7–12.

2. Fast readers or early finishers can read the section for the alternate group or look through the remainder of the guide, which includes a large number of classroom activities for translanguaging.

3. When everyone is finished reading their assigned section, ask all of the members assigned to Group 1 to find a partner from Group 2. If you have an odd number of participants, have one group of three participants work as a small group instead of a pair. Each pair should take turns summarizing their assigned section of the translanguaging guide. This will take approximately 10 minutes. Those who finish early can browse the activities section of the guide.

Part II

1. Bring the group back together after all of the pairs have finished sharing in the jigsaw activity. Tell the participants that you are going to show them an example of what translanguaging looks like in practice, first from the planning perspective and then from the classroom perspective. Show the "Session 5: Classroom Examples" video.

2. Ask the participants to do a 2-minute turn-and-talk to discuss the following questions:

   a. How would this planning work in your teaching, whether or not you have a coteacher?

   b. How would this kind of planning for use of home language affect your students?

3. After the turn-and-talk, show the "04 Andy Brown Translanguaging A multilingual Learning" video.

4. When finished, ask participants to turn-and-talk using the following reflection questions:

   a. How does Andy Brown encourage students to use their home language in the classroom?

   b. What do you feel you would need to do to engage in the kind of translanguaging instruction that Andy Brown uses?

5. After the second turn-and-talk, debrief with the whole group by asking participants to share out some of their key takeaways.

Part III

1. Divide the participants into small groups based on grade level or content area taught (e.g., second grade or science) and ask them to walk through the activities for translanguaging in the translanguaging guide, pages 13–193, with attention focused on those activities that apply to the contexts and age levels in which they teach. Have them write a list or mark the activities that they would like to try with their students.

2. After giving the group 15–20 minutes to look through the activities in the guide, ask them to take out the lesson plan they brought to the PD session. Working together and sharing resources, have the participants find places in their lesson plans where they might consider adding one or more activities from the translanguaging guide that would leverage their ELs' home languages.

3. Facilitators can circulate the room, offering ideas and suggestions to those who might be stuck or want to talk through their own ideas with an ESL teacher.

4. Call the group back together and tell them that you will be hanging a poster paper in the staff lounge or other teacher-dedicated space with a translanguaging chart that includes the following:

   a. Student name: You may decide not to include student names on the chart.

   b. Translanguaging activity used: They should include the name of the activity used and the page number from the translanguaging guide, if possible.

   c. Glows: What went well when the activity was used.

   d. Grows: What could be improved or what the teacher will change the next time the activity is used.
   An example of a possible response is shown in Figure 1.

Name	Translanguaging Activity Used	Glows: Things That Went Well	Grows: Areas for Improvement
Amy	multilingual collaborative work, p. 62	The students were really excited to do their research in their home language so that they could present in English later. I let them search the internet for resources in Somali and they were totally engaged with what they found.	Some of the students were confused by the directions I gave them and thought that they were going to have to do the presentation in Somali, too. They were worried that the other students wouldn't understand. Next time, I will write the directions on the board so that they get directions orally and in writing.

FIGURE 1. Example translanguaging activity chart.

5. Over the course of a specified period of time (e.g., 6 weeks), encourage teachers to take a few minutes to jot down notes on the chart so that others can learn from their experience using translanguaging. It may be beneficial to include one of your own experiences with a translanguaging activity to model how to use the chart. You can leave the poster up for as long as it is relevant and useful. In schools launching equity or literacy initiatives, among others, this work may be incorporated into the larger initiative and become part of a school year–long focus.

2. Benefits of Bilingualism

Objective	Participants will understand the cultural, social, and cognitive benefits of bilingualism and multilingualism.
Time to Complete	45 minutes
Materials and Resources	• Articles: — "Why Bilinguals Are Smarter"

	(Bhattacharjee, 2012; www.nytimes.com/2012/03/18/opinion/sunday/the-benefits-of-bilingualism.html)
	— "MIT Scientists Prove Adults Learn Language to Fluency Nearly as Well as Children" (Chacon, 2018; medium.com/@chacon/mit-scientists-prove-adults-learn-language-to-fluency-nearly-as-well-as-children-1de888d1d45f)
	— "Bilingualism: What Happens in the Brain?" (Hewings-Martin, 2017; www.medicalnewstoday.com/articles/319642.php)
	• Infographic: 10 Amazing Benefits of Being Bilingual (Bilingual Kidspot, 2017; bilingualkidspot.com/2017/05/23/benefits-of-being-bilingual)
	• Poster paper, markers
Preparation	• Print or electronically share the materials and resources with participants.
	• Prepare poster paper by writing a prompt at the top of each (see Part II for prompts)

Directions

Part I

1. Divide the participants into four groups by numbering off one through four. Explain that this is a jigsaw reading activity. Each person will be assigned to the following reading based on their group number:

   Group 1: "Why Bilinguals Are Smarter" (Bhattacharjee, 2012)

   Group 2: "MIT Scientists Prove Adults Learn Language to Fluency Nearly as Well as Children" (Chacon, 2018)

   Group 3: 10 Amazing Benefits of Being Bilingual infographic (Bilingual Kidspot, 2017)

   Group 4: "Bilingualism: What Happens in the Brain?" (Hewings-Martin, 2017)

2. Once all of the participants are assigned to a group, give them approximately 5–10 minutes to read and reflect silently on their assigned article. About halfway through, check in and ask how many more minutes they need by show of fingers. Use this check to gauge how much additional time to give them.

3. When everyone has had a chance to read their assigned article, reconfigure the participants into groups with one person from each of the four groups. (An optional midpoint step would be to have all of the people in the same group get together and discuss the key takeaways from their assigned article before dividing into groups of four.)

4. Give each person in the new groups of four 3 minutes to present highlights from their article and 2 minutes to answer questions from the group, for a total of approximately 20 minutes. Feel free to adjust this timing as needed.

Part II

1. After everyone has had a chance to discuss and learn from one another during the jigsaw activity, ask the participants to do a gallery walk and write their responses to the prompts on the posters that are hung around the room. They should plan to respond to all of the questions that are posted. Poster prompts can include the following questions, but feel free to come up with questions that might be a better fit for the group.

   - What was new or unfamiliar in the articles about bilingualism?
   - What was something you already knew about bilingualism?
   - What benefits exist for bilingual or multilingual brains?
   - What can you do to help your students better understand the benefits of bilingualism?
   - What can you do to help the parents and guardians of your students better understand the benefits of bilingualism?

2. When it looks like most people have responded to all of the prompts, give them a 1-minute warning. Once the minute has passed, ask them to move around the room silently and read all of their colleagues' responses to each of the prompts. They do not need to do this in any particular order and can add to the posters if they think of something new.

3. Once sufficient time has been given for the silent gallery walk, call the group back together and ask for volunteers to share out key implications for their teaching.

EDUCATORS KNOW ABOUT THE THEORIES OF CULTURAL RELEVANCE AND SUSTAINABILITY

In Chapter 4, we discussed the critical need for educators to be culturally sensitive and sustaining, but that requires knowledge of the reasoning behind these practices. There are many outstanding books dedicated to the topic, and one way to diffuse this knowledge across the staff is to lead a book study, perhaps in professional learning community groups, so that teachers are able to distill, through discussion and group reflection, the ways in which the knowledge applies to their classrooms.

Following are two additional activities that help to provide background knowledge to teachers on theories of cultural relevance and sustainability so that they can begin to examine their practices and decide where there is room for growth in their work toward building culturally sensitive and sustaining classrooms.

1. Funds of Knowledge: Reflection and Planning

Objective	Participants will reflect on how their curriculum integrates and attends to the background knowledge of all students.
Time to Complete	1 hour

Materials and Resources	• Video: Funds of Knowledge
	  (Administration for Children & Families, 2015;
	  www.youtube.com/watch?v=aWS0YBpGkkE)
	• Handouts (available on the companion site for this book,
	  www.tesol.org/swel-leadership)
	  — Funds of Knowledge Activity Sheet
	  — Funds of Knowledge Plan
	• Laptop/computer, projector, screen, speakers

Preparation	• Make hard copies of the Funds of Knowledge Activity Sheet and hard copies (or share digital copies) of the Funds of Knowledge Plan. • Create a presentation slide with question prompts for Parts I and II.

Directions

Part I

1. Show Luis Moll's brief video lecture ("Funds of Knowledge"; Administration for Children & Families, 2015) and share the definition of funds of knowledge:

   "… to refer to the historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being."

   —Moll, Amanti, Neff, & González (2005)

2. Then, ask the teacher participants to engage in a discussion based on the following prompts:

   Consider a current or former student and reflect on how you brought their funds of knowledge—or their unique knowledge and expertise—into your curriculum. How did you learn of this student's fund of knowledge? Did you incorporate it into your curriculum? Your instruction? If so, how did you do this and what was the result? If not, what could you do in the future to ensure that this student's funds of knowledge are integrated into the curriculum?

3. As participants ask themselves these questions, they should jot down their thoughts on the Funds of Knowledge Activity Sheet.

Student's Fund of Knowledge	How I Learned About This Fund of Knowledge	Ideas for Integrating This Fund of Knowledge Into Instruction

Part II

Use the Funds of Knowledge Plan handout to create a plan for how you will learn more about students' funds of knowledge. The plan should include the following:

1. In one page, summarize how you will learn more about your students' Funds of Knowledge.

2. State your goals(s): What would you like to see happen over the year as it relates to funds of knowledge and your classroom/teaching? Be specific.

3. Outline the process involved. What steps do you have to take to reach your goal? Include these steps in a timeline with tentative dates.

2. Windows and Mirrors Lesson Check

Objective	Participants will consider how to design lessons that are culturally relevant to all of their students.
Time to Complete	30–60 minutes (*NOTE: Teacher participants will need 30–60 minutes to read article prior to the activity*)
Materials and Resources	• Article: "Curriculum as Window and Mirror" (Style, 1996; nationalseedproject.org/images/documents/Curriculum_As_Window_and_Mirror.pdf) • Handout: Windows and Mirrors Activity Sheet (available on the companion site for this book, www.tesol.org/swel-leadership) • Blue and green Post-it notes (or other coordinated colors), blue and green markers (or other coordinated colors), poster paper • Optional: computer/laptop, screen, projector
Preparation	• Ask all participants to read the article and consider implications in your school setting. • Prepare Windows and Mirrors Activity Sheets to distribute to participants (hard copies or digital). • Ask participants to bring a lesson plan for a class that they are going to teach within the next month. • Optional: Prepare a presentation slide with (or write on the board) discussion question prompts from Part I and Part IV.

Directions

Part I

Provide the following definitions in both writing and orally as a way to model teaching that uses multiple modalities:

Curriculum as window: Classroom and instructional materials that allow students to see the world around and beyond themselves (Bishop, 1990).

Curriculum as mirror: Classroom and instructional materials in which the students see themselves reflected (Bishop, 1990).

Ask participants to break into small or table groups and engage in discussion using the following questions:

1. "Curriculum as Window and Mirror" (Style) was originally written in 1988. What concepts from the article still feel relevant in the present day? How so?

2. What concepts from the article feel irrelevant in the present day? Why?

Part II

1. Draw windows in green marker and mirrors in blue marker on poster paper and place them around the room.

2. Ask participants to use the green Post-it notes to jot down times in which they provided their students windows in their curriculum and blue Post-it notes for times in which they provided their students mirrors in their curriculum. Participants may also be prompted to consider how a window for one student may actually be a mirror for another, which can be noted on the Post-it notes. They should then place these notes on the corresponding poster papers around the room.

3. Finally, participants can do a gallery walk of the posters, reading what each participant has shared and reflecting on how it might inform their teaching and/or work with ELs.

Part III

1. Ask teachers to take out the lesson plans that they brought. Hand out the Windows and Mirrors Activity Sheet.

2. Ask each teacher to draw a grid (or prepare a handout with a blank grid and enough spaces for each student in a given class) and write the name of each student in class in small print at the top of each box in the grid (see example of grid).

Windows and Mirrors																	
Student Names																	
Windows																	
Mirrors																	

3. Finally, ask participants to consider the lesson plan that they prepared and write an example of a curricular window and mirror that the lesson provides for each student in the class.

Part IV

1. Ask the participants to find a partner to discuss how the lesson plan they chose provides curricular windows and mirrors for their students and share the following discussion questions:

   a. What takeaways do you have from completing Part III of this activity?

   b. Do you see new opportunities for providing more windows or mirrors in your lessons?

   c. How does this inform your choices for instructional materials and teaching activities?

2. Optional: Have the partners share out one key takeaway from the activity with the whole group.

EDUCATORS KNOW WHO IMMIGRANTS ARE AND HOW IMMIGRATION HAPPENS

There is a great deal to know about immigrants. There are complex laws, region-specific circumstances, and factors like secondary migration (when an immigrant moves to a second or new location within the same country in which they reside) to understand. For example, one part of the country might have a large population of first language Portuguese speakers from Brazil while another part of the country might have very few Portuguese speakers, but the largest Somali-speaking population in the country. The circumstances of the two immigrant groups in this example are very different and the circumstances of immigration *within* each of those groups are also varied. This is why it is important for educators to know who immigrants are in their communities and, at least generally, how it was they arrived. This background knowledge will help to provide a baseline understanding of the kind of prior school experiences the ELs in their classroom, as well as the ELs' families, may or may not have had. It will also provide a baseline knowledge of the stories that their students and families bring to the classroom.

The activities in this section are just the tip of the iceberg when it comes to building knowledge on immigration and *it cannot be overstated that facilitators of any activity related to immigration need to be clear that what one immigrant experiences may be very different from what another experiences, even for immigrants from the same country, language group, or region of the world*. The first activity, which attends to the trauma that some students or their families may have experienced as refugees fleeing their homelands, is one such case where it is critical to begin the activity noting that it should not be assumed that all immigrants have experienced trauma. With that said upfront, teachers will benefit greatly from understanding how trauma might play out in the classroom.

1. The Neurological Impacts of Trauma: Hand Model of the Brain

A note from Chris Homiak, author of the "Hand Model of the Brain" video (2018) used in this activity:

> *Trauma-informed education is connected to all content, to your way of being and the systems of your school. If offered in isolation, a "lesson" like this brain video can cause additional harm. This video should be offered in the context of anti-oppression equity analysis, which impacts everything from curricular choices to classroom agreements/expectations to "discipline" systems, and in conjunction with balanced lessons about brain chemistry and structural trauma.*

We encourage you to read more about trauma and the effects it has on the brain, schooling, and the lives of people who are survivors of traumatic experiences. For scholarly articles on trauma as it relates to immigrants, you may consider the following:

- Putnam, F. W. (2006). The impact of trauma on child development. *Juvenile and Family Court Journal, 57*(1), 1–11. https://doi.org/10.1111/j.1755-6988.2006.tb00110.x

- van Der Kolk, B. A. (2005). Developmental trauma disorder: Toward a rational diagnosis for children with complex trauma histories. *Psychiatric Annals, 35*(5), 401–408. https://doi.org/10.3928/00485713-20050501-06

- Vaughn, M. G., Salas-Wright, C. P., Huang, J., Qian, Z., Terzis, L. D., & Helton, J. J. (2017). Adverse childhood experiences among immigrants to the United States. *Journal of Interpersonal Violence, 32*(10), 1543–1564. https://doi.org/10.1177/0886260515589568

A plethora of resources can also be found through The National Childhood Traumatic Stress Network (www.nctsn.org). It is worth noting that the resources on their website are also available in Spanish.
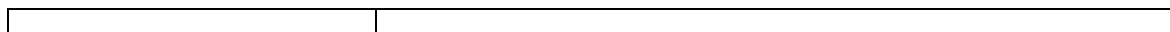
Objective	Participants will identify the parts of the brain that react to traumatic experiences, triggers, and memories.
Time to Complete	20 minutes
Materials and Resources	• Video: "Hand Model of the Brain" (Homiak, 2018; www.youtube.com/watch?v=8Tn62r1K-0M) • Laptop/computer, projector, screen, speakers
Preparation	Cue video and either prepare a presentation slide with the discussion questions or provide table tents with printed versions of the discussion questions.

Directions

1. Ask participants to stand to watch the video. In this video, North Kansas City ESL teacher Chris Homiak demonstrates Siegel's hand model of the brain. Participants should follow along with the video.

2. Divide into pairs or small groups of three to four people. Discuss the following questions. Recommended time for discussion is 15–20 minutes, with an optional 5 minutes for small groups to share out in the larger group at the end.

   • Share an example of a student going into the fight mode of lizard brain. How does this impact the student's ability to learn?

   • Share an example of a student going into the flight mode of lizard brain. How does this impact the student's ability to learn?

   • Share an example of a student going into the freeze mode of lizard brain. How does this impact the student's ability to learn?

   • After a student has "flipped their lid," what are some ways that you can bring them back into their wizard brain?

   • Share an example of a time when you witnessed the same student functioning in both the lizard and wizard brains. What implications does this have for teaching?

2. History of Immigration to the United States

Objective	Participants know how geopolitical circumstances have shifted immigration over time in the United States.
Time to Complete	45 minutes
Materials and Resources	• Video: "Animated Map Shows History of Immigration to the US" (*Business Insider*, 2017; www.youtube.com/watch?v=Fe79i1mu-mc) • Computer, screen, projector, time keeper (watch, phone, etc.) • Optional: speakers
Preparation	• Cue up video of the animated map. • Optional: Write or create a presentation slide with the think, pair, share prompt. • Optional: Write on the board or create a presentation slide deck with prompts for each concentric circle rotation.

Directions

Part I

Think, Pair, Share: Ask participants to find a partner, think about, and then discuss the following question: *The immigration issues we face today have never been experienced in U.S. history.* Decide how much time to dedicate to this opening activity based on the amount of time you have for the PD session.

Part II

1. Watch the video of *Business Insider's* animated map that shows the history of immigration to the United States.

2. Ask the participants to number off to form two groups.

3. Concentric Circles/Inside-Outside Circles Discussion Activity: Ask the participants in Group 1 to form a circle facing outward. Then have the participants in Group 2 form a circle facing inward, around the circle made by the participants in Group 1. This should form two concentric circles where each person from Group 1 is facing a partner from Group 2.

4. Tell the two groups that they are going to share their family's immigration story, noting that you may have some participants who are Native American and do not have a history of immigration in their family. If that is the case, they can participate by telling a family story that feels relevant, such as moving from one place to another within the country. Each person in the pair will have 2 or 3 minutes (depending on how much time you have) to share their story. Using a timer, cue Partner 1 to begin. After a designated amount of time, cue Partner 2 to begin.

5. Now ask the interior circle to rotate one person to their left. The participants in the outer circle should remain where they are. For this rotation, ask the participants to share what is similar and what is different from their family's immigration story when compared to the ELs they teach.

6. Ask the interior circle to rotate one person to their left for a final time. For this discussion, ask them to share one thing from the video that they already knew about immigration and one thing that was unfamiliar. An alternative to this discussion question is to ask them to consider the common themes of immigration over time (e.g., war and poverty).

Part III

Ask participants to return to their seats and debrief as a whole group using the following questions or create questions that feel more relevant to your school site.

- Why is knowing about immigration important for educators?
- What implications does this knowledge have for our teaching?

EDUCATORS KNOW SYSTEMS OF OPPRESSION AND HOW THEY AFFECT THE EDUCATIONAL EXPERIENCES OF ENGLISH LEARNERS

As discussed in Chapter 4, providing an education for all students that is founded on principles of equity and an understanding that the classroom is not free of outside influences depends on educators' knowledge of the systems of oppression that are at play in society as well as the history of those oppressive systems. Given the interplay between teacher dispositions, knowledge, and skills, *knowing* about these systems can have a tremendous impact on a teacher's dispositions and their development of culturally relevant and sustaining pedagogies. The PD activities in this section are designed to bridge the space between dispositions and knowledge, with an aim to making sure we are aware of ways that the cultural contexts in which we live impact our work as teachers.

1. What I Should Have Said: Calling Out and Calling In

This activity can be difficult for some participants. We recommend the following trigger warning prior to starting the activity:

> TRIGGER WARNING: *This activity attends to bigotry and bias and requires participants to perform acts of bigotry and bias. This activity may cause discomfort for participants. Judgment is encouraged about the appropriateness of this activity for a given group.*

Objective	Participants will recall personal experiences with bias and develop possible "calling in" responses to those situations to practice advocating for students.
Time to Complete	60–90 minutes
Materials and Resources	• Video: "Standing Up: What Is Calling in vs. Calling Out?" (PROJECT ROCKIT, 2018; www.youtube.com/watch?v=zYX2CHFT4EM) • Handout: What I Should Have Said (available on the companion site for this book, www.tesol.org/swel-leadership) • Laptop/computer, projector, screen, speakers, a device or paper for free-writing
Preparation	• Make hard copies or share digital copies of the handout. • Set up the room so that all participants can see the performances. • Either make handouts with definitions of *calling out* and *calling in* or prepare a presentation slide to show all participants when giving background on the activity. • Optional: Make a presentation slide with the discussion questions from Part IV of the activity.

Background

A critical role of an educator is to be an advocate. However, many feel unprepared for this role. We have all experienced moments in which we encountered bias and did not respond in a way we would have liked. This full activity can be found on the What I Should Have Said handout.

Directions

Part I

1. Show the video to teacher participants and share the following definitions (adapted from Rodriguez-Cayro, 2018):

    Calling out: Publicly giving feedback to someone about their potentially problematic, biased, and/or oppressive behavior; performative in nature.

    Calling in: Talking with someone privately about their problematic, biased and/or oppressive behavior. Considered less reactionary than "calling out."

2. Hand out the What I Should Have Said handout and ask participants to independently free-write about a time in which they encountered bias in a personal (non-work) setting. The handout contains the following prompts:

    - Describe the context. Where were you? Who was there? When did this happen?
    - What happened?
    - How did you respond?
    - How could you have "called out" the person enacting bias or oppression?
    - How could you have "called in" the person enacting bias or oppression?

Part II

Ask participants to form groups of four to five. In their groups, they will do the following:

1. Discuss the experience that they wrote about.

2. Choose one of the experiences to act out.

3. Create a short performance with a narrator and actors. The performance will have four parts: 1) the event, 2) What I said, 3) a reenactment of the event in which the main character "calls out" the offender, and 4) a reenactment of the event in which the main character "calls in" the offender.

Part III

Each group will perform all four acts of their skit in front of the larger group. Each will be followed by a discussion using the following prompt:

Which of the three endings would have been most likely to end in positive change?

Part IV

First, ask each small group from the performances to discuss the following questions (also found on the handout). When finished, pose the questions to the large group as a debriefing exercise.

1. What is the rationale for "calling out"? What is the result of "calling out"?

2. What is the rationale for "calling in"? What is the result of "calling in"?

3. How can we decide when to do which?

4. How can we overcome the tendency to remain silent?

5. What impact does this have on our students?

2. Understanding Privilege

Objective	Participants know that privilege plays a role in the schooling experiences their students have.
Time to Complete	60–90 minutes
Materials and Resources	• Videos: — "Students Learn a Powerful Lesson About Privilege" (BuzzFeedVideo, 2014; www.youtube.com/watch?v=2KlmvmuxzYE) — "What Is Privilege?" (As/Is, 2015; www.youtube.com/watch?time_continue=239&v=hD5f8GuNuGQ) — "Why Does Privilege Make People So Angry? | Decoded | MTV News" (MTV Decoded, 2016; www.youtube.com/watch?time_continue=146&v=qeYpvV3eRhY) • Handout: Understanding Privilege: Reflection (available on the companion site for this book, www.tesol.org/swel-leadership) • Computer, screen, projector, speakers
Preparation	• Cue up the videos. • Make hard copies or share digital copies of the reflection handout. • Write on the board or prepare a presentation slide with a list of the lesson plan components for Part II.

Directions

Part I

1. Pass out or share the reflection handout and tell the group that you will be watching three short videos. These videos provide different ways to understand privilege and how it plays a role in our lives and the lives of our students. They are also student appropriate and might be used for a lesson in the classroom. After each video, everyone will be asked to pause to reflect, write, and share.

2. Show the first video. When finished, give the group 3 minutes to quietly reflect and write on their reflection handouts.

3. After enough time has passed for everyone to jot down some thoughts, ask them to turn to a partner and discuss their reflections, as well as how they or another teacher might be able to use the video in their classroom. Repeat this process with the remaining two videos, asking the participants to discuss with a new partner after each reflection time.

Part II

Divide the participants into three groups. Assign each group one of the three videos and ask them to write a lesson plan on privilege that uses the assigned video as an anchor for the activities. You can ask the group to use a common lesson plan format that is used in the school or they can use a template of their own choosing. Ask the three groups to include most or all of the following:

1. State or national standard from an appropriate content area (this topic can be addressed across most content areas with the appropriate adjustments and activities)

2. A content objective

3. An academic language objective (if teachers have been trained to create academic language objectives)

4. An activities sequence

5. A formative assessment

EDUCATORS KNOW APPROACHES TO ENGLISH LEARNER ADVOCACY AND THE LEGAL REQUIREMENTS FOR ADEQUATELY SERVING ENGLISH LEARNERS

Going into the profession already knowing the legal requirements for serving ELs is imperative to ensuring that schools continue and even improve their support for ELs.

However, many practicing teachers graduate from their teacher preparation programs without this background knowledge. For this reason, we need to ensure there are PD opportunities for those teachers to learn what they are legally obligated to provide in terms of language learning support, how to advocate for students, and how to engage with families of ELs. The activities in this section offer some ways to develop this knowledge, either as a refresher for more recent teacher preparation graduates or as an introduction for those teachers who were not afforded the opportunity to take courses related to ELs. Many of these activities can be refined to include only one part of the activities listed or tailored to best meet the needs of the local context. We encourage this.

🔆 1. English Learner Family Engagement

Objective	Participants will consider the needs of EL families in their school community and develop a school event or process that will serve those needs.
Time to Complete	1–2 hours
Materials and Resources	• Article: "ABCs of Family Engagement: Key Considerations for Building Relationships With Families and Strengthening Family Engagement Practices" (Mancilla, Blair, & Cuéllar, n.d.; wida.wisc.edu/sites/default/files/resource/ABCs-Family-Engagement.pdf) • Example Family Gathering Plan: An Evening With ESL Parents: A Framework for an Orientation Program (Catina, 2007; http://cnx.org/content/m14693/latest) • Optional: chart paper
Preparation	• Share the "ABCs of Family Engagement" article or print hard copies. • Write discussion questions on the board or create a presentation slide. • Pass out sticky notes. • Optional: Create a shared Google document for Part III.

Directions

Part I

1. Ask participants what they think EL families need to know about the school and community. Write their answers on chart paper (if you want to save the answers for future reference, this is a helpful choice) or on the board.

2. Once you have established a thoughtful list of responses, have the participants number off into groups of three using letters A, B, and C. Once everyone has an assigned letter, ask them to read the corresponding section in the "ABCs of Family Engagement" (Mancilla, Blair, & Cuéllar, n.d.) article. This will take about 5 minutes, and you may invite people who finish early to read other sections in the article.

3. After everyone has read their assigned section, ask the expert groups to meet by designating a space in the room for all of the As, another for all of the Bs, and a third for all of the Cs. Ask the expert groups to discuss the following questions:

   - What are four key takeaways from our assigned section that most apply to our school setting that need to be shared with the other groups?
   - Given our specific setting, is there anything else we should add?

4. Give the expert groups 5–7 minutes to meet and come up with the key points to share with the people who read different sections.

5. When finished, divide the group into triads (or groups of six, if you have a very large group) that include at least one person from each of the three expert groups. Give the new small groups time to share out the key takeaways from their assigned section, discussing, reflecting, and asking questions as they go.

Part II

1. Plan a family gathering for the families of your ELs. This can be done in small groups that consist of grade-level or department teams or as a large group for a single event that will happen at some point during the course of the school year. You may also want to have three or four small groups plan separate family nights that will take place during the school year.

2. Divide the group in the appropriate way for your setting. Once they have gathered together, ask them to assign a notetaker to capture the details of the plan. Have them address the following in their plan:

   - Objective and purpose of the event
   - Location of the event
   - Invitation list
   - Recruitment for attendance plan (e.g., phone calls home from a bilingual staff member)
   - Transportation plan, if needed
   - Translation plan, if needed
   - Agenda for the event

3. Encourage participants to use resources acquired online, in person, through expert staff members, and so on. Remind participants that they can review the Rice University example family gathering plan, "An Evening With ESL Parents" (Catina, 2007), for ideas.

4. After enough time has been given to plan an event, gather the groups back together and share highlights from their plans with the whole group.

Part III

Schedule the family gathering and hold, as planned. Be sure to set a time to debrief soon after the event takes place so that the following questions can be addressed:

1. Describe three key successes.
2. Describe three changes that you will make for the next family gathering.
3. Describe how you will follow up with families and assign these tasks to specific people.

2. What Does the Law Say About Serving English Learners?

Objective	Participants will know the laws that direct the ways in which schools are obligated to serve ELs.
Time to Complete	1 hour
Materials and Resources	• Online resources for each group (see Table 1) • Handout: Influential Court Cases: Summaries (available on the companion site for this book, www.tesol.org/swel-leadership) • Optional: laptops or tablets for all participants
Preparation	• Make hard copies of the court case summary sheet or share it digitally. • Write on the board or prepare a presentation slide with the discussion questions from Part III.

Directions

Part I

1. Divide the participants into three small groups in a way that feels appropriate for the setting (e.g., by numbering off or by grade level taught).

2. Tell the groups that they will be looking closely at court cases that are directly related to how schools are legally obligated to meet the needs of ELs. Each group will put together a 3-minute presentation on their assigned case to present to the whole group.

3. To get the groups started, assign them each a case and share the resources from Table 1, but encourage them to search for additional and useful resources on their assigned legal decision. Give the groups 15–20 minutes to put together their presentations, checking in after 12 minutes to see how far along each group is in the process.

TABLE 1. Court Cases Related to English Learners: Online Resources

Influe tial Court Decision	Resources
Guey Heung Lee v. Johnson, 1971	**Wikipedia Entry** https://en.wikipedia.org/wiki/Guey_Heung_Lee_v._Johnson **Opinion (FindLaw)** https://caselaw.findlaw.com/us-supreme-court/404/1215.html
Lau v. Nichols, 1974	**Summary (PBS)** https://www-tc.pbs.org/beyondbrown/brownpdfs/launichols.pdf **Supreme Court Ruling (Google Scholar)** https://scholar.google.com/scholar_case?case=5046768322576386473&hl=en&as_sdt=6&as_vis=1&oi=scholarr **Video (Colorín Colorado** https://www.youtube.com/watch?v=iYH_Cj9aRUM
Plyler v. Doe, 1982	**Summary of Ruling (United States Courts)** https://www.uscourts.gov/educational-resources/educational-activities/access-education-rule-law **Fact Sheet (American Immigration Council)** https://www.americanimmigrationcouncil.org/research/plyler-v-doe-public-education-immigrant-students **Video (Colorín Colorado)** https://www.youtube.com/watch?v=cSutYJ9mvuk

Part II

1. Distribute the court case summary handout or share it digitally with all participants. Give the group a few minutes to fill in the notes section for their assigned group.

2. When finished, have the groups take turns presenting their assigned case, going in chronological order to show how each case leads to the next.

3. When finished, each participant should have a sheet with notes on how each case creates the legal framework for serving ELs in schools.

Part III

As a whole group, discuss the following questions:

- How does this information align with what you already know about serving ELs?

- How is our school meeting these requirements?

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TEACHER SKILLS NEEDED TO EFFECTIVELY AND RESPECTFULLY SERVE ENGLISH LEARNERS

Jean is a career changer. She shares that she left her job as an engineer because it was not fulfilling. She recently completed a fast-track teacher licensure program and is thrilled to have a new position as a science specialist in an urban elementary school that serves 42% English learners (ELs). She is thoughtful, empathetic, and sensitive to her students' needs. Being fresh out of school, she is also knowledgeable about second language acquisition theories and schooling models for ELs because her program included a dedicated class for this. However, she is frustrated. Jean's lessons seldom go as planned and she struggles with classroom management. Her ELs score poorly in assessments and students complain that "science is boring." Jean has the disposition to work with ELs as well as the content knowledge, but she needs to build her skills in order to be an effective teacher of ELs.

We have established that all teachers *are* language teachers and it's clear that Jean is keeping language learning in her sights as she thinks about the needs of her students. Given that all teachers are tasked with teaching language in context, Jean would benefit greatly

from the support of a school-wide English learning (SWEL) coach to help her identify areas in which she is already attending to language and ways in which she can provide more explicit instruction, which will likely help to create lessons that are more engaging for students. Working with a SWEL coach will also help Jean to meet her students' language learning needs, and planning for language levels will ensure that Jean's lessons are interesting to the students, in large part because the content will be accessible.

This chapter focuses on the following five critical skills for educators:

1. Educators can plan for academic language instruction.
2. Educators can teach and assess academic language.
3. Educators can differentiate for English learners.
4. Educators can support first language literacy.
5. Educators can enact culturally relevant practices.
6. Educators can advocate for immigrant families.

The activities in this chapter are designed to help general education teachers hone their practical skills so that they are able to teach content and language simultaneously, as well as support ELs as whole learners. You will note that every activity attends to a skill that teachers need to develop to effectively and respectfully serve ELs. As in previous chapters, it is also worth noting that, with some small changes to the objective and focus, activities from the dispositions and knowledge chapters may also be used to address teacher skills. We also encourage you to refine these activities to best meet the needs of your school setting.

For additional videos and resources that highlight ways to address and cultivate skills for working with ELs in the general education classroom, and for easy access to all of the resources used in these activities, see the companion site for this book, www.tesol.org/swel-leadership.

EDUCATORS CAN PLAN FOR ACADEMIC LANGUAGE INSTRUCTION

Our experience working with both preservice and in-service teachers underscores the call for explicit attention to academic language learning

across the entire school day in all content areas. It has become clear that, without systematic and habitual attention to language learning, content learning priorities often overshadow the areas where academic language attention is needed, even in classrooms that are cotaught with English as a second language (ESL) teachers. Of course, this is self-defeating because the vehicle for teaching content is academic language. For this reason, PD that helps teachers to learn new pedagogies related to academic language instruction is key to creating school-wide focus on and continuous attention to the double duty that ELs are responsible for as they learn content and language simultaneously. The activities in this section attend to the need to plan for the instruction of academic language by making explicit the language learning needs that our own automaticity or proficiency in English often prevents us from seeing.

VOICES FROM THE FIELD

Teachers now have a sense that language development isn't outside their realm of understanding … A lot of the teachers that I have interacted with had initial ideas about what it means to provide oral language activities or written language development in the classroom. They felt like it was going to be an overwhelming thing and overtake everything that they were going to be doing. Once they started to see that it could be integrated into their current instruction in such a way that it not only benefi ed the ELs but also benefi ed most of the other students, particularly the struggling students, that was the moment that they seemed to say, "Oh I actually want to do this on a regular basis as opposed to just learning about it" … So it's kind of like that light bulb. This is common sense when you start to integrate it in the curriculum. *(ESL coach)*

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1. Professional Discourse Challenge[1]

Objective	Participants will gain clarity on the discourse level of language (also known as text type) by describing an image using the language of a particular profession.
Time to Complete	30 minutes
Materials and	• Image: History of Immigration Photo

Resources	(images.app.goo.gl/himhxdq5TPaba3az8) • Profession Cards (available on the companion site for this book, www.tesol.org/swel-leadership) • Small plastic or paper bags for card sets • Paper or devices for writing
Preparation	Print and cut out the profession cards. Brightly colored paper is best. If you plan to use them many times, laminate them for reuse.

Directions

Part I

1. Arrange participants in groups of four to six. Hand out the profession cards so that each participant has one. Ask them not to share their profession with anyone.

2. Tell participants that they will be required to write about an image you will show them from the perspective of the profession noted on the card. It can be useful to give an example, such as "If I am an artist, I might write about color saturation and sepia treatments." They will have 5 minutes, and they can use any resources that they have at their disposal. Internet searches are permitted and encouraged.

Part II

1. Show the image. The image and professions can be changed to reflect your school or community. This image was chosen because of its relevance to the topic of immigration. You may choose a visual that includes the school mascot or a scene from your community. Be sure to change professions on the profession cards accordingly. The key to finding an alternate picture is that there needs to be a great deal of detail in the photo or painting. Be sure to check usage rights.

2. Give participants 5 minutes to write about the image using the language that a professional from the discipline on their profession card would use.

"Mulberry Street, New York City." Detroit Publishing Company, 1900. In the public domain.

Part III

1. Ask participants to read what they have written aloud to their group. After each person has read what they wrote, ask the group to guess what profession they thought it was.

2. Once everyone has had a chance to read, return to the large group and discuss the following questions:

   - How did you decide what and how to write about the image?
   - What did you identify as language norms of the discipline that you had?
   - We know that students are often unaware of the language norms of text types that we take for granted.
     - What are some examples of text types that you ask your students to produce or interact with?
     - What are some language norms in those text types?
     - How could you teach those norms explicitly?

2. Building Leveled Academic Language Objectives

Objective	Participants will modify existing lesson plans so that they include relevant academic language objectives.
Time to Complete	60–90 minutes
Materials and Resources	• Building Leveled Academic Language Objectives tool (Appendix B, available on the companion site for this book, www.tesol.org/swel-leadership) • Timer or watch
Preparation	• Print hard copies or share a digital copy of Appendix B.

	• Ask teacher participants to come to this session with a lesson plan that they have previously taught. There is no required format for the lesson plan and it does not need to be detailed. • Become very familiar with the Building Leveled Academic Language Objectives tool in order to efficiently assist participants as they create their own leveled objectives.

Directions

Part I

1. Using the lesson plan that participants have brought to the session, ask them to fill out Sections A and B of the Building Leveled Academic Language Objectives tool.

   a. Identify your **content objective(s)**

   b. **Language Function(s):** What are you asking students to do with language? (e.g., analyze, compare/contrast, explain, interpret, argue, persuade, categorize, describe, predict, question, retell, summarize, justify with evidence)

2. Before moving on, review the levels of academic language with teacher participants using the video lecture.

3. After showing the video, have them discuss Sections C, D, and E with a partner and fill in those sections for their specific lesson plan. Refer to the Building Leveled Academic Language Objectives Tool for a chart that shows each of the academic language functions, along with examples of language, supports, and sample ALOs at each of the three levels of academic language.

   a. **Content Vocabulary:** What key vocabulary (word level—"the bricks") do you need to introduce/review with students? How will you engage students with that vocabulary in the lesson? How is this vocabulary being introduced, developed, or reviewed in this lesson?

   b. **Syntax:** What syntax (sentence level—"the mortar") is present in the materials that you are going to teach?

   c. **Discourse:** What text type (discourse level—"the building") will students need to produce?

4. Finally, ask them to use the sentence frames and examples to write three academic language objectives (ALOs) that could be used in this lesson or a subsequent lesson (e.g., not all lessons attend to the discourse level). They will need to have one ALO at the word level, one at the sentence level, and one at the discourse level. Of course, in practice you would not have three ALOs for a single lesson plan.

However, it is important to see how language can be taught at three levels for a given content area.

1. ALO Speed Dating! Ask teacher participants to stand up, walk toward another side of the room, and find a colleague with whom to share their content objective (learning target) and their newly created word-level ALO. Set your timer so that they have 4 minutes per partner.

2. Partners should be listening closely to make sure that the ALO has all of the required components. You may invite participants to edit their ALOs if needed.

3. When the 4 minutes have passed, announce that they should find a new partner and share their content objective (learning target) and sentence-level ALO. Partners should be listening to make sure that the ALO has all of the required components.

4. Repeat this process for a final round of speed dating, focusing on sharing out the content objective (learning target) and the discourse-level ALO.

EDUCATORS CAN TEACH AND ASSESS ACADEMIC LANGUAGE

In keeping with the belief that all teachers are language teachers, it stands to reason that teachers would also need skills related to teaching and assessing academic language. Teaching academic language can be viewed through a variety of lenses and might be addressed through scaffolding techniques, such as providing additional visuals, giving students structured opportunities for academic discussions, and breaking down activities into explicit steps, to name just a few.

Assessing academic language growth has the same breadth in terms of skills, but it is imperative that general education teachers continually check their assessments to ensure that they are not inadvertently assessing language that is unfamiliar or has not been explicitly taught. To help build teacher understanding of the ways that assessments can sometimes be a test of language rather than content, it can be useful to re-create experiences that are similar to those of ELs in the general education classroom. The following PD activities aim to do just that. They help teachers to answer such

questions as, "What does it feel like to listen in a second language?" and "What does it feel like to be assessed in a second language?"

1. Listening in a Second Language: A Shock Language Experience

Objective	Participants know how to create supports for students that help to ensure comprehension when listening in English.
Time to Complete	30 minutes
Materials and Resources	• Worksheet: Venn Diagram Listening Activity (available on the companion site for this book, www.tesol.org/swel-leadership) • Video: "Said Salah Ahmed: The Lion's Share in Somali" (MN Original, 2012; www.youtube.com/watch?v=f7EHQRd7JJI) • Laptop/computer, projector, screen, speakers
Preparation	• Cue up the video. • Make hard copies or share digital copies of the Venn diagram.

	• Optional: Write the discussion questions on the board or a presentation slide.

Directions

1. Tell the group that language is conveyed through the four modalities: reading, writing, listening, and speaking. These modalities are either receptive (reading and listening) or productive (speaking and writing). These modalities are reflected in the ways that ELs are assessed and can be found in the WIDA ACCESS, ELPA, or equivalent language assessment scores. Tell the participants that they are going to go through a simulation activity that helps to demonstrate what it might mean to listen in an unfamiliar language.

2. Pass out or share a digital copy of the Venn Diagram Listening Activity and tell the group that they are going to listen to the same story twice. The first time, they are just going to focus on listening. Ask the students to write down what they comprehend about the story they are hearing in the circle on the left-hand side of the Venn diagram.

3. *Turn off the projector screen* and play a minute or more of the Somali folktale. After turning off the audio from the video, give students a minute or so to finish jotting down their notes, recognizing that many will have nothing to write if they are unfamiliar with the Somali language. You may also invite them to write down how it *felt* to listen to the story without the visuals.

4. Cue the video at the beginning and *turn the projector back on*. This time, show the visuals of the story reader and the story book. Play the same amount of the Somali folktale that you did the first time. Ask the students to write down what they comprehend about the story they are hearing and seeing in the circle on the right-hand side of the Venn diagram.

5. When finished listening and viewing the second round of the Somali folktale, give the participants a couple of minutes to fill in the overlapping portions of the Venn diagram with their thoughts on what was similar about the two experiences.

6. Divide into small groups and discuss the following prompts:

a. Describe what you already do in your teaching to support student listening comprehension.

b. Describe what you might add to your instruction in order to support student listening comprehension.

2. Plargs: Assessing Content-Area Learning

Objective	Participants will know how to write assessment questions that address content without inadvertently assessing language knowledge.
Time to Complete	45 minutes
Materials and Resources	Available on the companion site for this book (www.tesol.org/swel-leadership): • Handout: Plargs Quiz • Plargs Quiz Answer Key • Plargs Vocabulary Cards
Preparation	• Make paper copies of the Plargs quiz. • Print and cut out the vocabulary words. • Optional: Write the discussion questions from Part IV on the board or create a presentation slide. • Optional: For Part V, ask teachers to bring a quiz, short assessment, or rubric that they use in their teaching.

Directions

Part I

1. Distribute paper copies of the Plargs quiz. Everyone should have their own copy for completing. Tell participants that this is a quiz and must be worked on independently because it will count toward their grade in the professional development (PD) session.

2. While participants are completing the Plargs quiz, remind them that their work needs to be done independently and silently: Cheating is against the rules. If they ask about a word, you can prompt them to sound it out or use the context clues. After about 4 minutes (or before it looks like everyone is finished), give a 1-minute warning and ask them to turn their quizzes over when the minute has passed. Participants should feel some pressure to work independently and do so in a hurry because of time limitations. Facilitators should take into consideration the frustration levels of the group and be careful not to let the group get too frustrated.

PLARGS

Plargs are important traptors that many jarbles misunderstand. First, some jarbles think they are floptan , but they are not. Even though they splog, plargs do not have talalas. Instead, they have chotnas like many other ligariths. Plargs do not have actual trammas, either.

Second, plargs are nochips. Most plargs come out only at norla, although some may splog at morgena. Because they are barl at norla, they underbarl during the norlana.

Finally, some jarbles believe that plargs are fliptan and emb. Actually, they are very uddle and koff themsel es frequently. They are also very helpful to jarbles because they eat skeys. They do not elry jarble's blog!

1. Plargs are important traptors because
   a. Plargs are nochips.
   b. Plargs splog.
   c. Plargs eat skeys.

Part II

Ask the participants to find a partner and share answers to the Plargs quiz with each other, checking their work and discussing their answers as they go. When finished, prompt the pairs to spend 2–4 minutes reflecting on how it felt to read the passage and answer the questions.

Part III

Call the group back together and share the Plargs vocabulary cards. Go through each word and ask participants if they have any knowledge of the word or experience with the word, and how they say the word in their home language.

Part IV

Divide the participants into small groups of three to four. Share the following discussion questions and give the groups 5–8 minutes to discuss (or more if time allows).

- What would have changed about the experience taking the quiz if the vocabulary had been pretaught?

- What role did the visuals on the vocabulary cards play in your understanding of the words?

- What implications does this have for your lesson planning, teaching, and assessment in terms of how you ensure that ELs are fully comprehending the content you teach?

Part V

1. Ask participants to take out the assessment or rubric sample that they brought with them to the PD session. Working in the same groups they were in for Part IV, have the participants take turns analyzing their assessments or rubrics for the following:

   - Are there any areas in the assessment that inadvertently test language that is unfamiliar or has not been explicitly taught? If so, what can be changed in instruction or changed in the assessment to ensure that what is assessed was also taught?

   - Are there any places in the assessment where students might be able to respond correctly without actually comprehending the content, in the same way that many were able to answer the questions on the Plargs quiz correctly without actually knowing what the passage was about? If so, what might need to be changed in the assessment?

2. Provide enough time for this activity so that all of the participants in the small group are able to take a turn sharing and discussing the assessment they brought.

3. When finished, bring the group back together and ask each group to share out some key takeaways from the session and how they might use what they learned to inform their instruction and assessment.

EDUCATORS CAN DIFFERENTIATE FOR ENGLISH LEARNERS

Most teachers are familiar with the concept of differentiation, but we still hear from many that it feels like writing a separate lesson plan for each student. When practiced as intended, differentiation might take a little extra time on the front end, but it is actually just a matter of adding some variety to a lesson. Like many teaching skills, the more it is practiced, the more efficient the process of differentiating lessons and unit plans becomes. The following activities are meant to provide some foundational information for how to differentiate for ELs based on what they are able to do at a given

language development level and where they are aiming to go based on the next level. As always, readers should feel free to refine these PD activities so that they best meet the needs of the local context.

Note: The WIDA resources used in this section are open-source and available publicly. They serve as an excellent way to establish an understanding of the meaning behind language levels in the four modalities (reading, writing, listening, and speaking). If you are in a state that is not affiliated with WIDA, you may want to adjust this activity to reflect the language assessment used in your state.

VOICES FROM THE FIELD

[My colleagues] have talked about seeing students more engaged and more able to participate. In my coaching, we focus on academic discussions; specificall , the oral language piece … The teachers really felt strongly that a lot of students, particularly ELs, gained confiden e. When they gained that confiden e, they were more willing to engage. A lot of teachers previously would do activities like turn-and-talks and a lot of our ELs would just not participate or just sit there silently when they're supposed to be speaking.

The teachers felt like after designing some of these more in-depth activities and some assessments related to those activities, that the students were able to engage more in oral discussions with them and help them access the content so much more. And so they really saw those students growing in confiden e becoming leaders and their content knowledge increased. *(ESL coach)*

🔆 1. Using WIDA Can Do Descriptors to Make Content Accessible

Objective	Participants will be able to articulate what an EL at a given language level is generally able to do in each of the four domains and identify ways in which to push ELs to the next level.
Time to Complete	90 minutes
Materials and Resources	• Handout: Modality Audit

	(available on the companion site for this book, www.tesol.org/swel-leadership) • Grade-level appropriate WIDA Can Do Descriptors (WIDA Consortium, 2016a; wida.wisc.edu/teach/can-do/descriptors) • Video: "WIDA Can Do Philosophy" (WIDA Consortium, 2019; wida.wisc.edu/resources/can-do-philosophy-video) • Student/class lists • Laptop/computer, projector, screen, speakers
Preparation	• Make hard copies or share digital copies of the Modality Audit handout. • Create or share EL student lists that include their assessed language levels in each of the four domains. • Optional: Write the discussion questions from Part IV on the board or prepare a presentation slide.

Directions

Part I

Begin this activity by asking teachers to fill out the modality audit handout (either on paper or digitally) for a recent lesson they taught:

MODALITY AUDIT

Consider the last class that you taught that was not a test or student presentation day. From the students' perspective, estimate how much time they spend in each of the four modalities:

Input:
Listening _____
Reading _____

Output:
Speaking _____
Writing _____

Ask the participants to set their modality audit aside and tell them that you will return to it later.

Part II

1. Show the "WIDA Can Do Philosophy" video.

2. Divide the teachers into small groups based on grade level or content area taught, or divide the list of ELs in a given grade level into a small group of teachers. Ask the ESL teacher(s) to serve as a small group support by floating around the room.

   a. Have each teacher download the appropriate grade level Can Do Descriptors document from WIDA's website.

   b. In small groups, discuss the following:

      - What is familiar?

      - What is new?

      - How can you use the Can Do Descriptors to inform instruction throughout the school year?

Part III

Ask the groups to look at the assessed language levels of the ELs on their assigned lists and compare them to the Can Do Descriptors for the given language levels *and the next level up.* Emphasize that we should be looking for ways in which to move students to the next language level. Have each group fill out a chart paper with three columns: the students' names, their assessed language levels, and activity ideas for differentiating.

DIFFERENTIATION IDEA CHART EXAMPLE

Student Name	Language Level	Ideas for Differentiating
Ahmed A.	Reading: 2.8 Writing: 2.1 Listening: 4.2 Speaking: 1.7	• Create academic discussion starters and sentence frames for pair and small group discussions and writing assignments. • Ahmed's mom is bilingual and biliterate in Somali and English, so enlist her to help with writing and reading assignments in both languages. • Create more opportunities for academic talk in the classroom. • Assign audio books for homework (in English and Somali, when possible) so that Ahmed can listen to a reading assignment before it is assigned to the whole class to read. He should listen firs , while looking at the text, and then read without the audio support.

Part IV

Bring the whole group back together. Ask the teachers to take their modality audit sheet out again and to turn and talk about their breakdown for each modality using the following discussion prompts:

- Given what you know about language levels in the four modalities and differentiation, would you make any changes to this lesson in the future? If so, what changes would you make?

- How does examining your ELs' language assessment data help you make instructional decisions?

VOICES FROM THE FIELD

A lot of the teachers who I worked with said that these were things that were not covered in their teacher training program—which may have been 5 years ago or may have been 25 years ago. They felt like it was really helpful for them to learn some concrete strategies related to those different areas. *(ESL coach)*

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2. WIDA Can Do Name Charts

Objective	Teachers can access, collect, and analyze qualitative and quantitative EL data from multiple sources to inform instruction.
Time to Complete	45 minutes
Materials and Resources	• Video: "WIDA Can Do Philosophy" (WIDA Consortium, 2019; wida.wisc.edu/resources/can-do-philosophy-video) • Grade-level appropriate WIDA Can Do Descriptors (WIDA Consortium, 2016a; wida.wisc.edu/teach/can-do/descriptors) • Grade-level appropriate WIDA Can Do Name Charts

	(WIDA Consortium, 2016b; wida.wisc.edu/teach/can-do/descriptors) • Student/class lists • Laptop/computer, projector, screen, speakers • Notecards
Preparation	• Cue up the "WIDA Can Do Philosophy" video, if using. • Make hard copies or share digital copies of the WIDA Can Do Name Chart. • Print or share student language level assessment data, such as WIDA ACCESS scores (composite score and all four modalities).

Directions

Part I

1. Show the "WIDA Can Do Philosophy" video.

   Note: If you already used this video during the "Using WIDA Can Do Descriptors to Make Content Accessible" activity, you do not need to show it again unless you think it would be useful.

2. Afterwards, divide the teachers into small groups based on grade level or content area taught. Ask the ESL teacher(s) to serve as a small group support by floating around the room.

3. Using a blank Can Do Name Chart and a commonly used source for student language assessment data (please ensure that general education teachers will also have the ability to use the source), model the ways in which a teacher can transpose individual student data into the name chart. If a digital platform for student data is unavailable, you may need to print hard copies of student language levels on assessments such as the WIDA ACCESS.

4. Think aloud what it means for a student to have a given score in a given modality and how that might inform instruction. For example, you could say, "Now that I know Maria has an ACCESS score of 4.5 in listening and a 2.2 in speaking, I realize that I am going to need to create opportunities for her to practice using academic English orally."

1. Have each group work to place students who they teach or students from their classroom on the grade-level appropriate Can Do Name Chart.

2. When all ELs are placed on the Can Do Name Charts, ask teachers to discuss what this information might tell them about instruction. Facilitators and/or ESL teachers can float to the various groups to help support the teachers' processing of this information.

3. Bring the whole group back together. Have each teacher fill out an exit ticket on a notecard to share how this activity will inform their instruction, then ask each small group to share one key takeaway from this exercise. When finished, collect the exit tickets in order to assess what may need to be addressed in future PD sessions.

EDUCATORS CAN SUPPORT FIRST LANGUAGE LITERACY

Understanding why we need to support first language literacy is key to teacher knowledge for working with ELs. Believing that it is important to support first language literacy is a disposition we want to see in all teachers, but particularly those who have ELs in their classrooms. Understanding *how* to support first language literacy is a skill that requires most teachers, or at least those who are not proficient in the first languages of all of the ELs they teach, to give up some control. It can be very uncomfortable for people who identify as "knowers of things" to not understand everything that is being said or written. It takes time, practice, exposure, and a lot of self-reflection to cultivate these skills. The activities in this section are designed to help build the skills to support first language literacy by giving teachers a chance to practice in a safe and controlled environment.

1. Making Space for Translanguaging

This activity stands alone or can be used to expand the "Translanguaging Activity" activity in *. If you have already used the "Translanguaging*

Activity" PD plan, you can begin with Part II of this plan.

Objective	Teachers can reflect on the use of a translanguaging strategy in practice.
Time to Complete	45 minutes (*NOTE: Teacher participants will need 1–2 weeks between Part I and Part II to use the strategies in practice.*)
Materials and Resources	• Guide: Translanguaging: A CUNY-NYSIEB Guide for Educators (Celic & Seltzer, 2013; www.cuny-nysieb.org/wp-content/uploads/2016/04/Translanguaging-Guide-March-2013.pdf) • Computer, projector, screen, speakers • Poster paper • Optional: If using digital copies of the translanguaging guide, all participants will need to have access to a device that has online access, such as a laptop or tablet.
Preparation	• Ask teacher participants to bring a lesson plan that they will teach in the next 2 weeks. They should be advised to choose a lesson that is heavy in productive language (speaking and/or writing) in which they would like to infuse opportunities to use first language. • Make hard copies or share digital copies of the translanguaging guide.

Directions

Part I

1. Divide the participants into small groups based on grade level or content area taught and ask them to walk through the activities in the translanguaging guide, pages 13–193, with attention focused on those activities that apply to the contexts and age levels in which they teach, as well as activities that would complement the lesson they brought.

2. After giving the group 15–20 minutes to look through the activities in the guide, ask the participants to find places in their lesson plans where they might consider adding one or more activities from the translanguaging guide that would leverage their ELs' home languages. Facilitators can circulate the room, offering ideas and suggestions to those who might be stuck or want to talk through their own ideas with an ESL teacher.

3. Finally, ask each teacher participant to choose at least one strategy that they plan to implement in the next 2 weeks. Call the group back together and tell them that you will be hanging a poster paper in the staff lounge or other teacher-dedicated space with a translanguaging chart that includes the following (this can also be achieved with Google docs or similar):

   a. Student name: You may decide not to include student names on the chart.

   b. Translanguaging activity used: They should include the name of the activity used and the page number from the translanguaging guide, if possible.

   c. Glows: What went well when the activity was used.

   d. Grows: What could be improved or what the teacher will change the next time the activity is used.

An example of a possible response is shown in Figure 1.

Name	Translanguaging Activity Used	Glows: Things That Went Well	Grows: Areas for Improvement
Amy	multilingual collaborative work, p. 62	The students were really excited to do their research in their home language so that they could present in English later. I let them search the internet for resources in Somali and they were totally engaged with what they found.	Some of the students were confused by the directions I gave and thought that they were going to have to do the presentation in Somali, too. They were worried that the other students wouldn't understand. Next time, I will write the directions on the board so that they get directions orally and in writing.

FIGURE 1. Example translanguaging activity chart.

You may decide that adding student names is optional. It may be beneficial to include one of your own experiences with a translanguaging activity to model how to use the chart. You can leave the poster up for as long as it is relevant and useful.

Part II

At your next staff meeting, bring this poster or shared document and look for themes in the glow and grow categories. Discuss the following questions:

1. Were any of the strategies used by more than one teacher? If so, which ones?

2. What themes do you notice in the "glow" category? What were some common successes in integrating translanguaging strategies throughout the school?

3. What themes do you notice in the "grow" category? What were some common challenges in integrating translanguaging strategies throughout the school?

4. What are your key takeaways from the group experience?

2. The Benefits of Multilingualism

Objective	Participants will create classroom posters that highlight the benefits of bilingualism.
Time to Complete	1 hour
Materials and Resources	• Article: "Dispelling the Myth of 'English Only': Understanding the Importance of the First Language in Second Language Learning" (Billings & Walqui, n.d.; www.nysed.gov/common/nysed/files/dispelling_myth_rev-2.pdf) • Poster paper, art supplies (e.g., markers, bulletin board borders, stickers)
Preparation	• Make hard copies or share digital copies of the article. • Set up poster paper and art supply materials at tables or in a convenient location so that participants can access them.

Directions

Part I

1. Ask everyone to stand up. Tell the group that they are going to be spending time thinking about the benefits of knowing more than one language.

2. Ask the participants who speak more than one language to sit down. Once those people are seated, ask the participants whose parents speak more than one language to sit down. Follow this by asking people whose grandparents speak/spoke more than one language to sit down and then those whose great-grandparents spoke more than one language to sit down.

3. At this point, nearly everyone in the room will be sitting. For those who are standing, you can invite them to sit down and point out that, even for those who are monolingual, it is typical for most people to have a family history of bilingualism or multilingualism.

4. Hand out the article, or ask participants to open digital copies, and tell them that they are going to read the article quietly to themselves. Provide enough time for each participant to get through the article. You may also assign the reading of this article ahead of time; however, this can result in a variety of completion rates, so we have found it easiest to provide time to read during the PD session itself.

5. When everyone is finished reading, divide the participants into groups of three to four based on the grade levels that they teach and ask them to discuss the following questions:

   - How would you explain the cognitive benefits of multilingualism to your students?
   - How would you explain the social-emotional benefits of multilingualism to your students?
   - How would you explain the academic benefits of multilingualism to your students?

6. As the groups are discussing, have one person take notes on a piece of poster paper with three rows and two columns. The language should be aimed at the age of the students taught by the participants in each group:

Cognitive benefits of multilingualis	
Social-emotional benefits of multilingualis	
Academic benefits of multilingualis	

Part II

1. Once each of the small groups has sufficiently discussed and filled out their poster paper, have them post their brainstorms on the wall for everyone to see.

2. Tell the participants that they are going to create posters for their classrooms that highlight the benefits of bilingualism. Distribute another piece of poster paper to everyone and tell them that they can choose from the various supplies and draw from the ideas generated in the small-group discussions. Provide enough time for people to create their posters or come very close to finishing. This will help to ensure that the posters are used in the classrooms and reduce the amount of time that teachers need to work on them outside of the time provided for PD.

Part III

Bring everyone back together and ask them to take turns sharing their posters with the whole group. If the whole group is very large, smaller groups can be created for sharing.

EDUCATORS CAN ENACT CULTURALLY RELEVANT PRACTICES

Most educators today would agree that the best way to effectively and respectfully teach students from diverse backgrounds is to design culturally relevant lessons. However, many educators report that PD about the topic of culturally relevant practice tends to dive deep into knowledge (the theory of culturally relevant practice) and dispositions (the mindset needed to enact it), but few attend to the skills needed to design lessons and engage with learners in culturally relevant ways. This section presents two activities that provide concrete frameworks for developing culturally relevant practices. Some of these activities are designed to be completed over time, so it is worthwhile to consider how they might be woven into the PD framework for the school year.

1. English Learner Profile

This activity has six parts. After Part I, the parts can be done in any order. It can take time to fill out an English Learner Profile (ELP), so it is helpful to scaffold it over time.

Objective	Teachers can access, collect, and analyze qualitative and quantitative EL data from multiple sources to inform instruction.
Time to Complete	1 hour to get started, then ongoing
Materials and Resources	• Handouts (available on the companion site for this book, www.tesol.org/swel-leadership): — English Learner Profile Template (Kiran, 2018a) — Sample English Learner Profile (Kiran, 2018b) • Class lists (by class and/or grade level), EL language assessment scores, laptops or tablets for each participant • A copy of the language level definitions used in your state
Preparation	• Make hard copies or share digital copies of EL student lists, student language assessment scores, language level definitions, and the Sample English Learner Profile. • Share digital copies of the English Learner Profile Template. • Ask participants to bring a laptop or tablet.

Directions

Part I

1. Divide the group of teacher participants into grade levels. Distribute names of ELs in the grade to all teacher participants to avoid duplication. This may vary by setting.

2. Ask the participants to open the digital copy of the ELP template.

3. Ask the teacher participants to create a new ELP file for each of the ELs on their lists and fill in the Student Information, Home Information, and ESL Teacher Contact sections. If they do not have all of the information requested, they can leave areas blank and fill them in at a later date. In the event that participants have a very large number of ELs in their classes, they can choose to focus on a smaller number of ELs, perhaps even focusing only on the ELs who are new to the school community.

4. Upload a student photo to the top of the ELP.

Part II

Ask the teacher participants to fill out the Cultural Background and Assets sections of the ELP. Cultural Background information can feature any cultural practices or perspectives that would be helpful to teachers. An example of this might be religious holidays observed by the student and family. Assets are funds of knowledge that students bring with them to school. An example of an asset would be the ability to play a musical instrument or carpentry skills. Allow teachers time to get to know their ELs so that they are able to include adequate detail.

Part III

Ask the teacher participants to fill out the section titled "Language Proficiency Levels" using the appropriate student language assessment data. When finished, participants should fill out the language level definitions that reflect the levels of each student in the section on the ELP form titled "WIDA Can Do Descriptors." You may also choose to use an alternate set of standards or descriptors, depending on the kind of language assessment used in your region. See the Sample English Learner Profile to see how this is done.

Part IV

1. Ask teacher participants to develop three to five long-term goals for each EL. This can be done in conversation with an ESL teacher and should be based on needed areas for growth based on student data. Include recommendations in the Recommendations section to help the EL achieve these goals.

2. Ask teacher participants to develop three to five short-term goals for each EL. This can be done in conversation with an ESL teacher and should be based on areas for growth determined from student data. Include recommendations in the Recommendations section to help the EL achieve these goals.

Part V

Consult with the ESL teacher to fill out the following sections: Classroom Modifications and Accommodations, Modifications and Accommodations for Assessment, Helpful Strategies, and Resources.

Part VI

It is likely that a single PD session will not provide enough time for an ELP form to be filled out for every EL in the school. As such, it is useful to store the ELP forms on a shared drive or server so that they can be accessed by all teachers and completed over time. When the time you have allotted for this session is near the end, provide 10 minutes for the following whole group debrief discussion. Alternatively, you could have small groups discuss.

1. Filling out an ELP form for every EL in the school is a time-consuming task, but one that can be built upon year after year. How do you see this information as beneficial to your teaching in the near term?

2. How do you see the ELP form as beneficial in the long term?

3. Describe one or two things that you learned today about an EL you teach.

Be sure to consider how you will complete the ELP forms, who will "own" them, how you will follow up this PD session, and how the staff will utilize the ELP forms going forward.

2. Mirrors in the Classroom

This PD activity is a natural follow-up to the Windows and Mirrors Lesson Check activity in Chapter 5.

Objective	Participants will gather classroom resources that reflect the cultural and linguistic diversity of the students they teach.
Time to Complete	1 hour
Materials and Resources	• List of the cultural and linguistic groups represented by ELs in the school • Notecards, poster paper, markers • Computer, screen, projector
Preparation	Create a spreadsheet (using tabs) with the cultural and linguistic groups represented in the

| | student body at the school. Google docs or sheets work really well for this, but any format that allows multiple people to access and write in the same document will work. |

Directions

Part I

1. Remind the participants that it is important for students to "see" themselves in the curricula and tell them that they are going to do an activity together to develop a comprehensive resource bank for the cultural and linguistic groups represented in the EL student population. (Note that you could expand this activity to include an even broader group of students.)

2. Number off the participant group to create as many groups as you have cultural and linguistic groups represented in your school. For example, if you have a Google sheet with tabs for Somali language and culture, Hmong language and culture, Ojibwe language and culture, Karen language and culture, and Oromo language and culture, then you would divide the larger group into five small groups. Ask the groups to find a place to sit together.

3. Assign each group to one of the cultural and/or linguistic groups. Tell them that they are going to spend time working together to add resources to the corresponding tab on the spreadsheet. They should add items such as

   - book titles that reflect the students' languages and cultures;
   - online resources, such as informative articles about the language structures (e.g., order of subject-verb-object or direction of text);
   - links to audio books in first language; and
   - any other useful information.

   The small groups should use their professional judgment to vet the quality, validity, and integrity of the materials and resources they find.

Part II

Once sufficient time has been given for the small groups to generate a list of five or more resources, have the groups take turns sharing two or three of the best resources they found with the whole group. This can be done as a presentation with the document projected. Participants will also have a copy and can follow along on their laptops or tablets, asking questions when they have them.

Part III

1. Invite the group to continue adding to this document over time. Hand out notecards to each participant and ask them to jot down responses to the following:

   - What was useful about creating this bank of resources?
   - What else do you want or need to know about providing mirrors for your students?

2. Collect the notecards as exit tickets and use them to inform future PD presentations and/or to add additional information to the shared resource bank.

EDUCATORS CAN ADVOCATE FOR IMMIGRANT FAMILIES

Perhaps the skill that educators feel least prepared to enact is advocacy, although educators frequently advocate for their students whether it's systematic and intentional or not. In the case of serving ELs, it is a particularly critical skill. ELs experience widening opportunity gaps and they and their families often lack the resources and infrastructure to self-advocate in ways that other student groups and their families do. The following activities prepare educators to advocate for ELs and their education through writing opinion editorials and lobbying. The local context will play a significant role in shaping how these activities are realized.

VOICES FROM THE FIELD

We have a large population of students who have experienced trauma. Our students often come from families who have immigrated and are dealing with the challenges of citizenship. I feel that understanding the emotional impacts of events on students, we can better meet their academic needs. *(ESL coach)*

1. Opinion Editorial (Op-Ed) How-To

Objective	Teachers can identify a problem that impacts ELs and write an opinion editorial to inform the public on the issue.
Time to Complete	30 minutes, then ongoing (*NOTE: Participants will need 1–2 weeks between Parts II and III*)
Materials and Resources	Participants will need to bring a device and have internet access.
Preparation	Optional: Write discussion prompts from Part III on the board or create a presentation slide.

Directions

Part I

Lead teacher participants in a group discussion around the question: "What are some issues that impact ELs?" Share the following list to get them started. Encourage teacher participants to include issues that are local and impact their EL populations.

- Unavailability of assessments in home language
- Need for more cultural events and celebrations in schools
- Teacher training needed for how to address racism
- Teacher training needed in trauma-informed practice
- Accommodations needed for Muslim students (prayer and fasting)
- Increased availability of interpreters for phone calls and meetings
- Opportunities to support home language development
- Issues related to Deferred Action for Childhood Arrivals (DACA)
- Student access to healthcare, including dental care and mental health resources
- Students experiencing food insecurity
- Need for training all teachers to teach ELs

Part II

Explain to the teacher participants that they will be tasked with writing an opinion editorial advocating on behalf of ELs. They can choose one of the topics previously identified, they can choose a new topic, or they can choose to respond to an existing article. They will share this op-ed with their colleagues. They may also choose to send it to a local or national newspaper, but that is dependent on their comfort level. In the op-ed, they should introduce themselves, including their credentials, experience, and place of employment. They should also include at least one reference to the benefits of bilingualism and one anecdote from their professional experience.

Part III

Bring teacher participants together to share their op-eds with each other. In pairs, have them exchange op-eds and discuss the following questions:

- How did you experience writing this op-ed?

- Where would you send this if you were to submit it for publication?

- What do you hope to achieve with this op-ed?

They can change partners and have this conversation with a new partner as time allows.

2. White Papers for Mock Legislative Meetings

This activity prepares participants to lobby policymakers. It could be used in a meeting with a legislator or any policymaker. We know policymakers in our greater community to be legislators. Policymakers in a school are people who make decisions relating to the school community. This could be a superintendent, principal, or EL lead teacher, for example. This activity can be done on three separate days or in one long session and is ideally for 12–24 participants.

Objective	Teachers can draft white papers that make issues impacting ELs clear to policymakers and lobby policymakers on behalf of their ELs.
Time to Complete	1–2 hours
Materials and Resources	• Handout: Issues That Impact ELs (available on the companion site for this book, www.tesol.org/swel-leadership) • Participants will need to bring a device and have internet access. • Notecards
Preparation	• Make hard copies or share digital copies of the handout.

	• For the lobbying simulation, you will need a large empty space in which participants can stand in two lines, facing each other.

Directions

Part I

1. Let participants know that Parts 1 and 2 of the activity are preparation for a speed dating lobbying experience.

2. Ask them to use the Issues That Impact ELs handout to brainstorm a list of issues that impact ELs and their education. At the end of the document, they will be asked to choose three focal issues. They should work on this independently.

Part II

This portion of the PD can be assigned as work between sessions, if that is preferable. If completing in person, the group will need 45 minutes to an hour in order to create their white paper drafts.

Participants will draft white papers on each of the three issues that they identified. A white paper is a document that provides information on a particular issue. They will finish with one to three separate white papers using the following format:

- Title: Identified issue
- Talking point: One sentence that highlights the issue. Be sure to use language that is understandable to someone outside of the field.
- Anecdote: Support this talking point with a brief story (two to three paragraphs) that illustrates the issue.
- Ask: Clarify whether you are asking for funding or policy change. Clearly state what you are requesting to resolve by addressing this issue.

Part III

If Part II was completed in a separate PD session, be sure to remind participants that they should bring their white paper drafts for Part III.

1. This activity can be done sitting or standing.

   a. If you prefer to have the group standing, organize them in two rows. Each participant should turn to face someone in the row opposite them for their first lobbying session.

   b. If you prefer to have the group sitting, arrange desks or tables in one long row. Participants will sit across from each other.

2. Explain to the group that for the first round, all of the participants on Side A will be policymakers and all of the participants on Side B will be lobbyists. Explain that the row of policymakers will be allies and adversaries (ally, adversary, ally, adversary, all the way down the row). Allies will show genuine interest and support for the issue and adversaries will challenge the issue and/or their ability to resolve it.

3. Lobbyists will take out their first white paper draft. Their task will be to make a compelling case to the policymaker by presenting all of the information on the white paper without reading directly from it. Before sharing their issue, it will be important that the lobbyists professionally greet (handshake or otherwise) the policymakers and introduce themselves, including sharing their educational background and position in the school community.

   NOTE: Each lobbying session will be only 4 minutes. Actual legislative lobbying often happens in hallways and under time constraints, so it is important to develop the skill of clearly and efficiently presenting an issue and a proposed solution.

4. Before the first pairs begin, ask the participants who are acting as lobbyists to tell the participants acting as policymakers who they are (senator, governor, school board member, head of the PTO, etc.). Alternatively, you could assign these positions to them. Set a timer for 4 minutes. When you say "Go," participants should get started. Circulate the room. Feel free to show participants the timer as you walk around

so that they can budget their time. When the timer goes off, remind lobbyists to thank their policymakers.

5. After completing the first round, ask lobbyists to move one spot to the right and pull out their second white paper draft (or use the same draft if they only wrote one). *In practice, lobbyists are the ones that move from policymaker to policymaker, not the other way around.* Lobbyists should tell policymakers who they are before they get started. For Round 2, policymakers should keep the same role of "ally" or "adversary." In Round 3, lobbyists will rotate once more and policymakers should take on the role of their choice (ally or adversary).

6. After the lobbyists have shared three times with three policymakers, let participants know that Side A is now made up of lobbyists and Side B is made up of policymakers. Lobbyists will now rotate to the left. They will complete the same cycle three times with these new roles until all participants have had three opportunities to be a lobbyist and three opportunities to be a policymaker.

Part IV

When finished with the rotations, call the group back together and provide an exit ticket notecard to each person. Ask them to answer the following questions on their cards before leaving.

1. What is one strength you have when it comes to lobbying or convincing someone of your position on an issue?

2. What is one area for growth you have when it comes to lobbying or convincing someone of your position on an issue?

3. What else would you like to learn about advocating for ELs?

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[1] Based on Newton, 2017

Application of Peer Coaching Using a Directed, Cyclical Approach

SETTING UP TEACHERS FOR SUCCESS

I t is wise to always keep the end in mind when working on an initiative that is meant to turn the ship or alter the ways in which we conceptualize and actualize the work that we do. In the case of English as a second language (ESL) teachers working as teacher leaders through peer coaching and professional development (PD) delivery, the end goal is ultimately about English learners (ELs). Given that instructional practices, from planning to assessing, are tremendously influential to student success, peer coaching and ongoing, continuous, on-site PD are the means by which we are working to meet that ultimate goal. Making these changes thoughtfully requires us to be intentional in everything we do to cultivate teaching practices—the desired dispositions, knowledge, and skills that are addressed in Chapters 4, 5, and 6 —that attend to the academic and social needs of ELs.

This chapter presents two tools that are meant to support the structural shifts that the school-wide English learning (SWEL) model asks teachers to make. The tools are designed to provide clarity around those practices deemed effective for ELs and structures for organizing the work. Most important, they are nonevaluative in nature and are set up to drive

professional dialogue forward rather than serve as checklists or documentation for what teachers are and are not doing. For the ESL teachers serving as peer coaches, they are tools that give purpose and structure to coaching conversations. For the general education teachers who are participating in peer coaching, the tools shed light on expectations and serve as references for planning, instruction, and assessment.

Before sharing the tools to support teacher success, we introduce the coaching cycle that can be used for ESL peer coaches. Like all of the resources in this book, we encourage you to make professional decisions around what will work for your specific setting. We will provide some examples of ways to tailor the coaching cycle and provide some ideas for how you might do this. As experts in your field, your professional judgment is an important part of making sure that general education teachers are able to get the most out of your support. Simultaneously, building a colearning environment will surely help to expand your own teaching practice.

THE SWEL PEER COACHING CYCLE

As previously mentioned, there is no prescribed timeline for the SWEL peer coaching cycle. Rather, it is often more a matter of systemic structures, such as the availability of time to complete the process, than a matter of any set deadlines for completion. For instance, an ESL peer coach who has a full prep period dedicated to peer coaching and PD delivery may be able to complete two or three peer coaching cycles with a given general education colleague over the course of a school year. However, an ESL peer coach who uses their only prep period to support three general education coteachers will likely only complete one peer coaching cycle per teacher over the course of the academic year. This section of the book offers a step-by-step guide through the SWEL peer coaching cycle.

Once the ESL peer coaches have identified the general education teacher or teachers that they will be working with one-on-one or in small groups (professional learning communities have been useful for this), they can begin the seven-step SWEL peer coaching cycle (see Figure 1). Each step can be interpreted in a way that best suits a school or even an individual teacher.

Set Instructional Goals

This cycle begins with a coaching conversation in which the general education teacher being coached (the coachee) sets a goal. Ideally, these conversations are held in person because it is much easier to read communication cues this way. If the ESL peer coach and the coachee have the same work or preparation time during the school day, this might be a good time for goal setting and coaching conversations. Some teachers like to set up meetings either before or after school, while others meet online, which allows them to have face-to-face interaction.

Of course, there are instances where the coachees are unsure where they want to focus their efforts; in these cases, the coach should conduct an initial observation using the academic language teacher observation form, or SWEL Support Tool (Appendix A, described in detail later in this chapter): Note in Figure 1 the circular arrow between setting instructional goals and the precoaching observation, indicating that either step can be used as a jumping off point for goal setting. It may be useful to offer the order in which to begin as a choice to coachees.

As discussed in Chapter 2, key peer coaching principles for observation discussions were derived from the work of Knight (2011), Garmston and Wellman (2016), and Aguilar (2013), and they were informed by our own experiences working with in-service ESL teacher leaders. These principles include the following:

1. Parity

2. Shared learning

3. Presuming positive intentions

4. Asking questions

5. Goal-driven decision making

Following these five principles will help to ensure that the coaching conversations and relationship get off to a positive start and may even be helpful in setting a baseline of expectations for a new type of relationship between colleagues who have been working together for many years. We encourage ESL peer coaches to explicitly share these principles with the general education teachers they work with so that everyone is aware of and agrees to adhere to them.
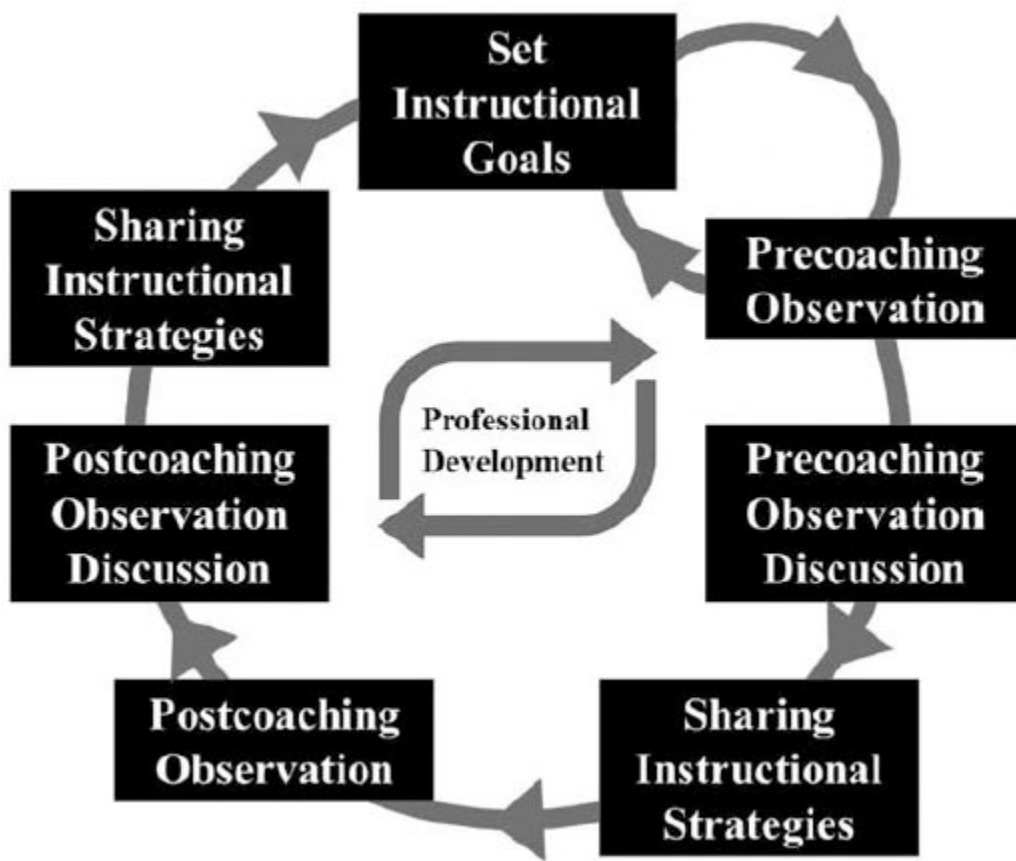
FIGURE 1. The school-wide English learning model coaching cycle.

Finally, this part of the coaching cycle is an important time to ask your general education colleague 1) how they currently attend to academic language in their instruction, and 2) what challenges they have when it comes to meeting ELs' needs. Though there might be other practices that you have noticed about the teacher's work with ELs, you should write those down in your notes (Appendix A, Section E) for another time and focus during this initial goal-setting conversation on what the teacher has identified as an area for growth.

Precoaching Observation

With the SWEL Support Tool, the precoaching observation can serve as a baseline to show growth and change in instructional practices as well as serve as a peer coaching conversation outline. It is not evaluative, but rather provides a road map for productive discussions around how to support ELs

in the general education classroom. You can also use video to conduct this observation, because it creates opportunities for coachee to conduct a self-observation using the same SWEL Support Tool and can be revisited individually or as a coaching pair. Additionally, a single video can be used for multiple purposes, such as the ESL peer coaching observations, principal walkthroughs, and demonstrations for PD sessions. For the purposes of the coaching cycle, however, the ESL peer coach will either be focusing closely on practices related to the coachee's instructional goal or, if the coachee has asked for help setting goals, looking for opportunities to help establish an instructional goal.

VOICES FROM THE FIELD

Observing classroom teachers connected us with the immediate needs of our fellow teachers. We were able to know their strengths and areas of improvement. This guided our school-wide staff development—an advantage an off campus consultant might not have. *(ESL coach)*

Precoaching Observation Discussion

Continuing to use the five principles for peer coaching conversations, ESL peer coaches should strive to find a time shortly after the initial precoaching observation so that the experience and notes stay fresh in everyone's mind. This does not mean that the meeting needs to take place immediately after the observation, which is often difficult or impossible to schedule because of teaching obligations. Instead, finding a time to meet within a week will allow for some reflection and help to ensure that the details have not been forgotten. Of course, using video can also relieve some of the pressure for scheduling a precoaching observation conversation and creating detailed notes.

Key considerations for the precoaching observation discussion include the following:

- Ask questions. Let the coachee drive the discussion. This will set a reflective tone for the conversation.

- What did you learn from observing that you might add to your own teaching? We all appreciate recognition for the skills we have.
- What went really well?
- What do you want to work on related to the instructional goal? Asking your coachees to refer back to their instructional goals and reflect on them is a natural entry into a discussion that focuses on ways to work toward the goal.

This conversation is an opportunity to revisit the instructional goal that was set at the beginning of the coaching cycle or work together to create a focus goal if that has not been done yet. Whichever situation you find yourself in, leading with questions is usually a good strategy for conducting this conversation. Ask questions like, "What went well in the lesson?," "If you teach this lesson again, what will you change?," and "What did you notice about the ELs' engagement during this lesson?" Each of these questions allow the general education teacher (who was in the somewhat uncomfortable role of being observed by a peer) to control the direction of the discussion. In the end, the precoaching observation discussion is an important opportunity for the coach and coachee to think about the successes of the lesson and where there are opportunities for improvement based on the goal that was set in the first meeting.

Sharing Instructional Strategies

After the precoaching observation discussion, the ESL peer coach works to gather resources for the general education teacher to use to meet their instructional goal. The coach provides those resources to the teacher or points their colleague toward readings that address second language acquisition pedagogy or even theory, if that fits the situation. Coachees usually appreciate activities and articles with relevant teaching ideas; when time is short, it can be useful to have someone gather and share specific teaching resources and strategies to experiment with in lesson plans. Likewise, providing information on the research that justifies the use of such strategies and how to use them will help to build knowledge and skills that support ELs. Some ideas for resources might be lesson plans, books, articles, websites, and activities for the classroom. These resources can be shared all

at once during a meeting or more slowly over time between observations. This is also a time for the ESL peer coach to invite the coachee to coplan and observe the ESL teacher's own teaching, where the ESL teacher might model instructional strategies directly tied to the coachee's goal and explain why they were used.

If the coach is struggling to think of resources to share, the following work more generally across a number of audiences and can be a good start for this portion of the coaching cycle.

- Coplanning for academic language objectives (ALOs)
- Scaffolding language demands of text
- Developing language level–appropriate questions
- Embedding graphic organizers and other learning strategies into instruction (not just as a worksheet)
- Tips for increasing academic oral language use

Though this is not nearly an exhaustive list, it does give some concrete and productive ways in which to begin the pedagogy and strategy sharing until the ESL peer coach gets more comfortable in the teacher leadership role.

Postcoaching Observation

Whether it's at the end of a term or near the end of the school year, scheduling a postcoaching observation to see how the general education teacher has attended to the instructional goal they set is an important part of the coaching cycle. In this phase, the ESL peer coach should use the established instructional goal as a guidepost for the observation. The ESL peer coach will look for the same instructional actions that were focused on during the initial observation. Of course, the idea here is that the coach will see positive changes in the teaching since the coaching pair started working together toward the goal. During the observation, the ESL peer coach should look for new instructional strategies in use and how ELs are responding to the instruction, as compared to the first observation.

Postcoaching Observation Discussion

Much like the discussion that takes place after the first observation, the postcoaching observation discussion should be driven by questions that allow for reflection on practice. The following questions are designed to elicit a thoughtful conversation about professional practice as it relates to serving ELs and the instructional goal that was set.

- Do you believe that you have met your instructional goal?
- If yes, what did you do differently that helped you meet this goal?
- If not, what will you try next time to help you meet your goal?
- What did you learn about your students in this process?
- What did you learn about yourself?
- What will you do differently in the future?
- Would you like to continue working on this goal?

The final question in this list indicates how the cycle will continue. Some teachers may feel that they want to keep refining their instructional practices related to the goal they originally set, which was the case for a number of the teachers working with the EL peer coaches we have trained. Others may be ready to move on to a new goal and start the coaching cycle anew. Finally, there may be a need to move on to peer coaching with a new set of teachers, so the coaching cycle with this individual teacher might be put on pause to begin working with another colleague.

Sharing Instructional Strategies

Regardless of how the coaching cycle does or does not continue, sharing instructional strategies is another way in which the ESL teacher can continue to serve as a PD facilitator to general education teacher colleagues. In addition to facilitating PD sessions that address dispositions, skills, and knowledge, such as those provided in Chapters 4, 5, and 6, an ESL peer coach may want to look for books, articles, and lesson plans or activities that are related to or expand on the original goal. This might involve sharing teaching videos or modeling a new teaching strategy during coteaching. There are myriad ways in which the sharing of dispositions, knowledge, and skills for working with ELs can continue both formally and informally. Chances are, teachers are already doing this in quick conversations in the

hallways and lunchroom. The coaching cycle simply adds some structure to an otherwise typical way for teachers to share ideas. ESL peer coaching is designed to be ongoing in nature and provide opportunities for reciprocity. The final stage of the coaching cycle exemplifies this.

Professional Development

Centered in the SWEL peer coaching cycle is PD. Delivering ongoing, relevant, site-based PD to general education colleagues (such as the sample PD plans presented in Chapters 4, 5, and 6) is critical to transforming instruction for ELs throughout the school day. Professional development sessions are frequently offered to the entire staff and are tailored to the needs of the greater school community while peer coaching is a one-one-one experience that is focused on the goals of an individual teacher.

THE SWEL LESSON PLAN INVENTORY

The SWEL Lesson Plan Inventory (Appendix F) can be used in multiple ways. Regardless of how it is used, ESL peer coaches should take the time to walk through it with their coachees so that each criterion on the list makes sense to the general education teachers. Given that much of the list attends to writing academic language objectives at the word, sentence, and discourse levels, it also means that this topic should be addressed either in PD session(s), one-on-one peer coaching sessions, or both. Some ESL peer coaches wait until later in the school year to introduce the inventory so that the peer coaching relationship has some roots and coachees are ready to tackle it in their planning. The ESL peer coach must use their professional discretion and knowledge of the teaching context to decide exactly when the introduction of this tool is appropriate.

The SWEL Lesson Plan Inventory, available on the companion site for this book (www.tesol.org/swel-leadership), is intended to help general education teachers strengthen their lesson plan so that all learners improve their academic English while mastering critical content knowledge. It includes the following criteria:

- The lesson plan has a clear content objective (learning target).

- The lesson has an area of academic language to focus on in this lesson through

    — noticing students' areas of language needs and/or

    — forecasting areas of language need in lesson text, tasks, or tests.

- The lesson plan has a clear academic language objective (ALO).
- The ALO begins with a function (what students will be doing with language) that supports the content objective.
- The ALO ends with a support (a tool to support students with the language that you are teaching).
- ALO focal area:

    — If the ALO is at the word level, there is a focal area of phonology (how words sound), morphology (parts of words), or semantics (vocabulary). At least three examples are included.

    — If the ALO is at the sentence level, there is a focal area of syntax (grammar, how words fit together). At least three examples are included.

    — If the ALO is at the discourse level, there is a named text type.

- The lesson plan includes instructional strategies and activities aimed at learning the language of the ALO.
- The lesson plan includes an assessment (formative or summative) of the language of the ALO.

The first way in which the lesson plan inventory can be used is as a resource for coplanning between the ESL and general education teachers. For those ESL teachers who are already working in coteaching structures, the introduction of the inventory is relatively seamless; the ESL teacher can take the lead on using the inventory for planning collaborative lessons and encourage the general education teacher to use it for planning the rest of the instructional day when coteaching is not taking place. In this situation, the ESL peer coach can model how to use the lesson plan inventory. This might take the form of thinking out loud once a complete draft of the lesson or unit plan is done. An ESL teacher coach might say something like, "Now that we're done with the lesson plan draft, I'm going to walk through the

lesson plan inventory to make sure that we've included components that will help to make the content more accessible to ELs." If components of the checklist are missing from the plan, then the ESL peer coach can talk through areas where changes can be made and what those changes would do to help ensure ELs' participation in the lesson.

A second way to use the lesson plan inventory is to share it with teachers at the end of a PD session that addresses language levels or writing academic language objectives. Rather than simply share it out with general education teachers, it is a worthwhile exercise to go through each item on the checklist and include time for participants to ask questions and get feedback on how they can incorporate the checklist into their regular planning routine. If your school uses a common lesson plan template, then consider getting permission from administrators to add the inventory, or a link to it, to the end of the template. In schools where lesson plans are not standardized, a laminated copy of the checklist that can be kept in a planning book (for those who use paper) or a shared digital copy might be an effective way to get teachers to add the checklist to their planning routine. For ESL peer coaches with dedicated time in their schedules for coaching, the checklist can be introduced in a PD session and then addressed in one-on-one coaching sessions.

Regardless of when it is used—and each ESL peer coach should use their professional judgment to decide how that will be—the lesson plan inventory is meant to serve as a reminder to include language instruction in all content-area lessons throughout the school day and across all content areas. It is not intended to be exhaustive, and once the items are consistently attended to or become automatic for general education teachers, it no longer needs to be used.

THE SWEL SUPPORT TOOL: ACADEMIC LANGUAGE TEACHER OBSERVATION FORM

Though the SWEL Support Tool looks like an observation form in many ways, it is also designed to be a nonevaluative way to structure ESL peer coaching with general education teachers and measure change in instructional practice from one use to the next, if desired. Dialogic or professional conversation focuses on the relationship that exists between

two teachers with different areas of expertise, and the SWEL Support Tool provides a baseline for where instructional practices are and a roadmap for where they could go. This section presents the SWEL Support Tool in its entirety and breaks down each of its components. You can download the full SWEL Support Tool, which is editable, on the companion site for this book (www.tesol.org/swel-leadership).

APPENDIX A

SWEL SUPPORT TOOL

Academic Language Teacher Observation Form

School: _____ Date: _____

Coach: _____ Teacher/Coachee Initials: _____

- ❑ Precoaching/support data collection in this classroom
- ❑ Postcoaching/support data collection in this classroom
- ❑ Additional data collection (between or beyond pre- and post-) in this classroom

A. STUDENTS

Total # of students in the classroom: _____

English learners in the classroom:

EL student (name or pseudonym)	Receptive Language Levels		Productive Language Levels	
	Listening	Reading	Speaking	Writing

If you would like additional space for writing notes, please download this document from the companion website for this book (www.tesol.org/swel-leadership). You should be able to then add more writing space using your return key in each of the note-taking boxes.

B. LESSON PLAN OBJECTIVES

Learning Target or Content Objective:

C. ACADEMIC LANGUAGE OBJECTIVES

Directions: Choose the appropriate language level below and fill out the box accordingly. You only need to fill out one of the three boxes: word level, sentence level, OR discourse level. See the Building Leveled Academic Language Objectives document (Appendix B, available at www.tesol.org/swel-leadership) for academic language objective sentence frames and examples.

Word-Level Academic Language Objective: *(check all that apply)*

❏ Language Objective: Word level (vocabulary, morphology, and/or phonology)
    ❏ Includes a function
    ❏ Includes vocabulary or phonological/morphological topic
    ❏ Includes examples of the language
    ❏ Includes supports

Please write the word-level academic language objective here:

OR

Sentence-Level Academic Language Objective: *(check all that apply)*

❏ Language Objective: Sentence level (grammar and/or syntax)
    ❏ Includes a function
    ❏ Includes language structure/syntax
    ❏ Includes examples of the language structure
    ❏ Includes supports

Please write the sentence-level academic language objective here:

OR

Discourse-Level Academic Language Objective: *(check all that app...)*

❏ Language Structure: Discourse level (text type)
    ❏ Includes a function
    ❏ Includes a text type
    ❏ Includes supports

Please write the discourse-level academic language objective he...

D. STUDENT AWARENESS OF LANGUAGE LEARNING (METALINGUISTIC AWARENESS)
(check all that apply)

❏ Academic language objective is derived from the content objective/learning target
❏ Academic language objective is written for students to see
❏ Academic language objective is read out loud for students to hear

E. MULTIMODAL INSTRUCTION

❏ All students have the opportunity to:
    ❏ write
    ❏ listen
    ❏ read
    ❏ speak: student to teacher
    ❏ speak: student-to-student *(check one)*
        ❏ No opportunities provided for student-to-student interaction
        ❏ 1–2 opportunities for student-to-student interaction
        ❏ 3–4 opportunities for student-to-student interaction
        ❏ 5 or more opportunities for student-to-student interaction
❏ The teacher: *(check all that apply)*
    ❏ presents information/instructions orally and in writing
    ❏ reinforces oral language with written cues and/or written material on the board
    ❏ presents visual representations of academic concepts (e.g., pictures, charts, graphs, maps, diagrams, props, realia)
    ❏ uses gestures, facial expressions, and/or actions to demonstrate meaning
    ❏ models and/or guides instructional concepts
    ❏ provides dictionaries and/or other word resources available in home language **and** English

Observation Notes:

F. COACHING CONVERSATIONS

The following are a number of optional topics for coaching conversations.

- Is the work hands-on?
- Is the work meaningful/culturally relevant to students?
- Are students engaged throughout the lesson?
- Are all students engaged when the teacher provides opportunities to speak?
- Does the classroom offer a print-rich environment with words relevant to the current topic of instruction?
- Is the room organized so that students know what to focus on during instruction (e.g., clutter-free)?
- What are some additional communication techniques you can incorporate (e.g., inflection of voice, facial expressions, gestures, facing the students when speaking)?
- How can we ensure that the students understand the language that the teacher uses while also challenging their language learning?
- How can we activate prior knowledge for English learners?
- How can we evaluate and build background knowledge for students?
- How can we develop classroom-based assessments that measure mastery of academic language objectives?
- What should be understood about the various language levels represented in the classroom?
- How can we develop classroom-based assessments that measure the intended content knowledge rather than language knowledge?

Coaching Conversation Notes:

*This tool is based on "Collaborative Program Evaluation That Leads to Program Change" [Conference session], by A. S. Mabbott, D. Kramer, & C. Lundgren, 2009, May 28–30, International Conference on Language Teacher Education, Washington, DC.

For teachers who would like to collect data related to change in practices and growth, the opening section of the SWEL Support Tool captures where the general education teacher is in the peer coaching cycle, which is described earlier in this chapter (see Figure 1). In a nonevaluative, peer coaching relationship, this section would be explained and explicitly understood by the general education teacher who is participating in the peer coaching. The SWEL Support Tool can also be used by general education teachers to observe the ESL peer coach, who would then be able to model the instructional strategies highlighted in the SWEL Support Tool. Alternatively, any teacher who has ELs in their classroom can use the SWEL Support Tool to self-evaluate, perhaps filling it out while watching a recording of their own teaching.

VOICES FROM THE FIELD

After our preobservation, I worked with the two other SWEL coaches and we looked at areas of weakness in all of the observations. We tried to compile some of those together to decide if they were areas that would be helpful for the all-staff professional development sessions. We also looked at the student population and thought about what they are lacking right now from their teachers. What could we give them more of? Are strategies being used effectively or do they need to be changed a little bit? With all of those pieces, we tried to figu e out what could we teach or expand on that's already there. That's what we found by looking at the [SWEL Support Tool forms]. *(ESL coach)*

A. Students: Who Is in the Classroom?

The first section of the SWEL Support Tool provides background on the students in the room. This is useful for a number of reasons. As ESL peer coaching and general education teachers walk through the data that was collected with this tool, having student data readily available will help to make suggestions more concrete. It also helps to point toward the kind of scaffolding and differentiation strategies, in which an ESL peer coach is well versed, that would be useful for the specific group of students being taught. The SWEL Support Tool includes a place for naming specific students and listing their assessed language levels in each modality. In our experience, there are times when the general education teacher is not aware of these

assessed language levels or what they indicate. In these situations, it is worthwhile to fold a description of these levels into the pre- and postcoaching observation conversations.

Understanding the number of ELs as a percentage of the total classroom population is also useful as teachers work together to decide on strategies that are best suited for the environment. For example, in classes where 80% of the students are ELs and the vast majority of those students fall within the intermediate to advanced English levels, it makes sense to aim instruction at those levels and focus differentiation strategies on those who do not fall within that middle range (including monolingual English students). In classrooms with fewer than 5% ELs, station work or small group instruction might be the better way to tailor the lesson to meet their needs.

VOICES FROM THE FIELD

We sat down together with the [SWEL Support Tool] and looked for areas where teachers wanted to improve and make goals. From there on, most of the year naturally came from that goal. For example, the kindergarten teacher really had a lot of knowledge of teaching ELs but she looked more deeply at the students and said "You know a lot of the ELs don't talk and it's so hard to get them to talk. How can we get them to do that?" So we made oral sentence starters. The fi th-grade teacher was similar because a lot of times her ELs couldn't produce responses in writing to their reading. So, we would make sentence frames and display them around the room to make more visuals. With another teacher, she and I were teaching fourth grade writing together in the middle of the year and she was like, "You know they're doing great in writing but they are really struggling in math." So, we switched over to math … We started talking about math, thinking out loud, and having discussions about numbers and making real-world scenarios for the kids through math because that's sometimes disconnected … *(ESL coach)*

B. Lesson Plan Objectives: Content and Language

As mentioned in previous chapters, academic language objectives are borne out of the content objectives for a given lesson or unit plan. They may go by a variety of names, such as objective, learning target, learning focus, or learning goal. For our purposes, we use the terms *content objectives* and *academic language objectives* (ALOs). Regardless of what they're called, most school settings require objectives for every lesson, and it is fairly typical to see those objectives posted in the form of "I can" statements on the board, in

a presentation slide, or somewhere that is visible to the students. Because of the relationship between content objectives and ALOs, the SWEL Support Tool provides a space for the content objective (Part B of the form).

C. Academic Language Objectives

Following the content objective is an area to note one of three ALOs, either at the word-, sentence-, or text type–level (Part C). Because it is seldom realistic to both teach and assess more than one ALO in a given lesson, the SWEL Support Tool is set up in such a way that the ESL peer coach who is using this tool would only fill out the ALO at the language level that is targeted in the instruction. For example, if a science lesson is teaching students about density, the SWEL Support Tool would record the following at the discourse level and leave blank the word- and sentence-level areas on the SWEL Support Tool: *I can describe density in a science lab report with the support of Cornell Notes and an outline.*

Discourse-Level Academic Language Objective: *(check all that apply)*

☑ Language Structure: Discourse level (text type)

    ☑ Includes a function

    ☑ Includes a text type

    ☑ Includes supports

Please write the discourse-level academic language objective here:

    I can describe density in a science lab report with the support of Cornell Notes and an outline.

It is worth noting that, in many cases, ESL peer coaches who are working with general education teachers to gather data on growth may not list an ALO for the precoaching observation or the first step in the coaching cycle. This is very common and not a cause for alarm or shame for not attending to the needs of ELs. Writing ALOs takes a great deal of practice and is a relatively new process in ESL teaching. In fact, neither of us learned how to do this in our teacher preparation programs. Instead, we learned how to write ALOs over a number of years and through a number of processes that

evolved over time. For that reason, it is important for the ESL peer coach to reassure the general education teacher (and possibly themselves!) that including ALOs in every lesson plan is a process that takes time, consultation with an ESL teacher, and a lot of practice.

D. Student Awareness of Language Learning

The more we can help students to be aware of their own learning, the better. It can help to increase student self-efficacy (Bandura, 1978), or their belief that they are capable of learning academic language, and give students a sense of ownership of their learning. Section D of the SWEL Support Tool builds on the prior section related to ALOs. It asks the teacher who is filling out the form, in most cases the ESL peer coach, to analyze the content objective and ALO to see that they are related to one another and congruent.

For example, if a fifth-grade general education teacher is working on a unit about the Titanic in which students are expected to write a five-paragraph editorial article as the summative assessment, then it would make sense that a given lesson in that unit attends to the discourse-level language learning related to editorials. However, if the ALO in the same lesson on the Titanic addresses generic or unrelated sight word recognition that may or may not be present in the readings for the lesson, then the first box in this section would not be checked.

The second two boxes go even further toward ensuring that students are consciously attending to their own language learning. In other words, the teacher is providing opportunities for students to develop their metalinguistic awareness, or their ability to think about their language learning. Check the second box if the ALO is written somewhere in the class-

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D. STUDENT AWARENESS OF LANGUAGE LEARNING (METALINGUISTIC AWARENESS) *(check all that apply)*

❏ Academic language objective is derived from the content objective/learning target

❏ Academic language objective is written for students to see

❏ Academic language objective is read out loud for students to hear

room where students can easily see and refer to it. Check the third box if the ALO is read aloud to the students or if it is read chorally by the students. If a general education teacher does not attend to any of these components of the SWEL Support Tool, they may serve as a good starting point for goal setting and peer coaching once ALOs have been introduced.

E. Multimodal Instruction

In Chapters 4 through 6, the four language domains were addressed in a number of PD activities. To become proficient in a language, students need to demonstrate sufficient skills in all four domains, including the receptive domains of reading and listening and productive domains of writing and speaking. Of course, there can be tremendous variety in a single ELs' language levels in each of the four domains, and this should be made clear to general education teachers who have not completed coursework or PD in language acquisition. It will help these educators to better understand why a given EL can "sound fluent" in English but still qualify for ESL support, to name just one of many potential misperceptions related to ELs.

Multimodal instruction, or attending to all four domains of language in teaching, is essential to working toward language proficiency. Section E of the SWEL Support Tool addresses the many ways in which teachers ensure that students have opportunities to not just read and listen, modalities which tend to be more heavily focused on in the typical classroom, but also write and speak. This is why the box under speaking is drawn out in a number of ways. It is also a nod toward potential PD and peer coaching work if it is observed that ELs rarely speak in class, much less have academic conversations about the content being taught.

Though the SWEL Support Tool is not exhaustive in what it covers as far as pedagogies for ELs, it provides both a glimpse at what is happening in a classroom in terms of making content accessible for ELs, as well as where changes can be made.

E. MULTIMODAL INSTRUCTION

❏ All students have the opportunity to:

- ❏ write
- ❏ listen
- ❏ read
    - ❏ speak: student to teacher
    - ❏ speak: student-to-student *(check one)*
        - ❏ No opportunities provided for student-to-student interaction
        - ❏ 1–2 opportunities for student-to-student interaction
        - ❏ 3–4 opportunities for student-to-student interaction
        - ❏ 5 or more opportunities for student-to-student interaction
- ❏ The teacher: *(check all that apply)*
    - ❏ presents information/instructions orally and in writing
    - ❏ reinforces oral language with written cues and/or written material on the board
    - ❏ presents visual representations of academic concepts (e.g., pictures, charts, graphs, maps, diagrams, props, realia)
    - ❏ uses gestures, facial expressions, and/or actions to demonstrate meaning
    - ❏ models and/or guides instructional concepts
    - ❏ provides dictionaries and/or other word resources available in home language **and** English

F. Coaching Conversations

The SWEL Support Tool indicates a number of topics that the ESL peer coach could take up with general education teachers, both in one-on-one peer coaching and in PD delivery. In addition, the SWEL Support Tool includes a number of additional topics that address instructional techniques that are typically used by ESL teachers but may not be part of regular practice for general education teachers. For those who struggle to come up with a goal for the coaching cycle, these coaching conversation tips also provide ideas for focus areas.

The SWEL Support Tool supports ESL peer coaches to ensure meaningful coaching conversations, provides a means by which to measure growth and change, and adds a nonevaluative structure to the work of ESL teacher leadership.

F. COACHING CONVERSATIONS

The following are a number of optional topics for coaching conversations.

- Is the work hands-on?
- Is the work meaningful/culturally relevant to students?
- Are students engaged throughout the lesson?
- Are all students engaged when the teacher provides opportunities to speak?
- Does the classroom offer a print-rich environment with words relevant to the current topic of instruction?
- Is the room organized so that students know what to focus on during instruction (e.g., clutter-free)?
- What are some additional communication techniques you can incorporate (e.g., infle tion of voice, facial expressions, gestures, facing the students when speaking)?
- How can we ensure that the students understand the language that the teacher uses while also challenging their language learning?
- How can we activate prior knowledge for English learners?
- How can we evaluate and build background knowledge for students?
- How can we develop classroom-based assessments that measure mastery of academic language objectives?
- What should be understood about the various language levels represented in the classroom?
- How can we develop classroom-based assessments that measure the intended content knowledge rather than language knowledge?

VOICES FROM THE FIELD

There was a lot of teacher learning around specific strategies for EL engagement and also ways to assess things that are perhaps more difficult o assess, like student conversation or student oral language. *(ESL coach)*

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Putting SWEL to Work in Your School: Setting the Stage With Intentional Planning

DRAFTING AN ANNUAL SWEL ACTION PLAN

C ritical to the success of any initiative is good planning. Just like when we teach, going in without a plan is risky business and often means that we have murky objectives or leave meeting the standards for student learning to chance. The same applies for delivering professional development (PD) and peer coaching—without a plan, the chances of meeting the ultimate goal of increasing EL student achievement through consistent attention to language learning are haphazard, at best.

With an aim to be as well planned as possible so that goals related to instructional change are achieved, this chapter presents the SWEL Action Plan (Appendix G) and a step-by-step guide that includes a rationale, how-to, and sample text for each section.

Name:
School email address:
School:
District (if applicable):

School-Wide English Learning (SWEL) Action Plan

Needs Analysis
Explain: 1) A description of the English learner language backgrounds, language levels, and types of English learners (highly literate newcomers, long-term English learners, students with limited or interrupted formal education); 2) the unique needs of your English learner populations; and 3) the challenges that your general education teacher colleagues encounter.

Goal Setting
State SMART (specific, measurable, achievable, relevant, time-bound) goals. What would you like to see happen or change in general education teacher practices over the academic year?

SWEL Implementation Steps
What do you need to do to get started? How will you recruit participants? What professional development topics will you cover, and when will you deliver them? How many classroom visits will you make, and when will you do them? When and how will coaching conversations happen?

Supports
Identify who you anticipate will be in support of SWEL at your school. How might you capitalize on their support? In addition, identify any systems, policies, or norms that will support SWEL implementation at your school over the next year.

Concerns and Obstacles
Identify any concerns or obstacles that you anticipate might present themselves over the coming year. How might you overcome and/or work around them?

Resources
Consider professional development content and coaching tools presented in the book, Teacher Leadership for School-Wide English Learning. What resources do you have to support SWEL implementation at your school? What resources do you still need?

To-Do Timeline
What do you need to do to launch SWEL in your school? Include items like recruitment, administrator approval of your action plan, preparing for professional development, allocating space for professional development, and scheduling classroom visits and coaching conversations. Identify tentative dates when you will carry out each of the items on your to-do list.

Administrator Approval

Signature: _____ Date: _____

NEEDS ANALYSIS

At the onset of the action plan, it is important to clearly spell out the school context and its needs. The needs analysis is the "driver of the action plan" and provides the foundation on which all other components of the action plan are built. It is important to know the home languages of students, as well as their language levels and learner type. This matters because action plans will be tailored to the populations being served. For example, in a school with a high population of long-term English learners, staff may have a goal to better understand why students are not progressing in English language development. Alternatively, in a school with a high number of students with limited or interrupted formal education, the teachers may place more importance on the role of home language literacy or approaches to language instruction when first language literacy is not in place.

For this section, you will need to respond to three prompts:

1. A description of the English learner language backgrounds, language levels, and types of English learners (highly literate newcomers, long-term English learners, students with limited or interrupted formal education)

2. The unique needs of your English learner populations

3. The challenges that your general education teacher colleagues encounter

1. Learner Backgrounds

You may need to access a variety of resources in order to get all of this information. State and district data can be a good source for some of what you will need. Some teachers include graphics, such as pie charts, to display student data, which can be useful when sharing the plan with administrators or other teachers. If data on subpopulations of ELs are unknown, you can estimate based on your knowledge of the student population. This is also an appropriate place to list language levels, such as WIDA or other composite standardized language test scores, and home languages as they are listed on student intake forms. See Sample Text A for an example of the first section of the Needs Analysis. The team of teachers that developed this action plan used a variety of data points to analyze the needs of the EL population.

SAMPLE TEXT A. NEEDS ANALYSIS PROMPT 1

(Adapted from Defrance Schmidt & Rich, 2019)

1) Tracy Lake
Tracy Lake Elementary contains the following two programs: the Hmong Dual Immersion Program (taught in Hmong) and the Hmong Studies program (taught in English). Demographically, 87.9% of our students are Asian, 5.0% Latino, 3.8% Black, 2.3% Biracial/Multiracial, and 0.9% White. A large majority of our students (80.5%) qualify for free and reduced lunch.

Description of ELs at Tracy Lake
A majority of our students (70%) are ELs, with a greater percentage of ELs in the primary grades as a result of students exiting services. Our students' primary home languages include Hmong, Karen, and Spanish. We also have students who speak Kiswahili, Nepali, Burmese, Sudanese Arabic, Somali, and Oromo. We have a Language Academy (LA) program, which provides targeted support for students in our classrooms who are newly arrived in the United States. However, with recent demographic changes based on U.S. immigration/refugee policy, we currently have far fewer students who qualify for the LA program. Although our LA students are too young to qualify as students with limited or interrupted formal education (SLIFE) under state law, many of the newcomer students in our intermediate grades have had interrupted school and some have never been in school before. Currently, in Grades 3–5, we have three newcomers, two of whom have literacy in Arabic and are similar to highly literate newcomers, whereas the additional student is similar to a SLIFE.

Most of our ELs have been attending Tracy Lake or other U.S. schools since kindergarten. Many of our students are Generation 1.5 or second-generation students. In the past, LA students were often a primary focus for EL and classroom teachers. With fewer LA students, we are shifting to focusing more on students at language Levels 3–5 to help them move toward proficiency. A majority of our students are at Levels 3 and 4, and we notice students often plateau at these levels. We hope to provide service that will allow students to exit services by fifth grade, before students become long-term English learners.

WIDA LEVELS BASED ON ACCESS SCORES
Level 1: 7.4% (27)
Level 2: 20.9% (74)
Level 3: 43.1% (154)
Level 4: 24.2 (87)
Level 5: 3.8% (14)

Tracy Lake has long focused on PD designed to support classroom teachers in teaching ELs in the general education. Because Tracy Lake has worked to have EL strategies embedded in our PD work, our school outperforms the state and district in our average target toward their growth goals in English:

State Progress Toward English Language Proficiency	Tracy Lake	District	State
Progress Toward Growth Target	81.6% (367 Students)	63%	67%
Met Growth Target	62.9%	43.6%	48.5%

2. Learner Needs

The second prompt under the Needs Analysis is "Explain the unique needs of your English learner populations." This can be answered in a variety of ways. It is important to consider the concerns that you and your colleagues have about areas in which ELs are not making adequate progress. The team of teachers that developed the following Sample Text B considered the populations that they serve and their concerns about long-term English learners (LTELs) as well as a need to focus more on productive modalities.

Unique English Learner Needs at Tracy Lake

Our growth scores are promising and reflective of our deep work. However, until 100% of students meet their growth targets, we need to continue to refine our practice. In addition, we have students who are on-track to becoming long-term English learners (LTELs). Last year, 47 students had 6 years of ESL service and will be considered LTELs if they do not exit by the end of sixth grade. We had 34 students who showed a loss in their ACCESS scores.

At Tracy Lake, 49 students were proficient on last year's ACCESS test. Our productive modalities (writing and speaking) show the most need for improvement. Our students need more focused instruction on writing, including targeted support in meeting grade-level standards.

- In Grades 2–5, only one student scored at Levels 5 or 6.
- In Grade 1, nine students were at Levels 5 and 6 in writing.
- In kindergarten, 12 students were at Levels 5 and 6.
- In speaking: Only one student from Grades 2–5 was at Levels 5–6, one Grade 1 student was at Level 5, and 12 kindergartners were Level 5+.
- When our students exit services, they often still have a score of 3.5 or 4.0 on writing.

As we adapt to new demographics with fewer newcomers, it is a good time to refocus on intermediate and advanced ELs to move them toward proficiency.

3. Educator Challenges

The third prompt under the Needs Analysis is "Explain the challenges that your general education teacher colleagues encounter." Similar to the last prompt, this will depend greatly on the populations that you serve and the context in which you work. It is important to consider where your colleagues are and where they need to be when it comes to adequately serving ELs. One consideration to keep in mind is any kind of demographic shift that has occurred in the EL population. Also, note that focusing on instruction for a particular modality, such as reading, may have proven fruitful in the past, but student data might indicate that another modality now needs more attention.

Classroom Teacher Challenges

One challenge our general education teachers face is having classrooms that are composed primarily of language learners. With a limited number of peers proficient in academic English,

it is necessary to proactively teach academic English: the skills of academic conversations and writing. We have had a focus on developing oral language through student use of cooperative routines (think, pair, share; think, write, share; partner practice; etc.) We have noticed, however, that the conversations do not always go as deep as we'd like. Students struggle to maintain the conversations. Teachers provide sentence frames, and students are adept at using them. However, the students rely on them, and are often constrained by them. For these reasons, we are embarking on a school-wide book study of *Academic Conversations* by Jeff Zweirs.

In order to deepen the level of language being used in class, content teachers still need practice in analyzing grade-level text (spoken and written) at the word, sentence, and discourse levels. The discourse level is especially an area we could focus more on. Analyzing the language that is needed to meet content standards and then teaching that language would help raise the rigor of our students' academic language. A systematic way to attend to this analysis and support is by writing academic language objectives (ALOs). This also allows teachers to clearly articulate to students what they are expected to do and how they can do it. Having written ALOs will help teachers provide specific, actionable student feedback to help students advance in English as they meet grade-level standards.

This example highlights the intentional work that the teachers at Tracy Lake have already done to improve their ELs' language, and it narrows in on a focus for the coming year. Being specific about what your general education colleagues know and where they need to be is critical to the success of EL peer coaching and helps you to maintain a focus on the topics that you feel are most relevant to be addressed.

GOAL SETTING

Central to the success of any initiative is a clear goal to drive the work forward. SWEL coaches are asked to write a SMART goal (Doran, 1981). If you can answer "yes" to each of the following questions, you have a SMART goal.

Specific: Have you identified a specific area for improvement?

Measurable: Have you included a way to measure progress toward meeting the goal?

Achievable: Is your goal doable given the time and resources at your school?

Relevant: Is your goal relevant to student needs and staff skills?

Time-bound: Have you identified a clear end date by which the goal will be met?

The SMART method helps to build boundaries around a goal so that it can serve as a high-level focus for your work. Defining each of the components of your SMART goal—specific, measurable, achievable, relevant, and time-bound—help to set up a structure that creates accountability for meeting the goal and provides the groundwork for the next goal that is set. Generally, a single SMART goal should suffice for a school year, but it is possible to have two or three SMART goals, depending on the circumstances.

In Sample Text D, notice how the team of teachers considered the needs analysis as well as supporting initiatives when writing this sample SMART goal.

SAMPLE TEXT D. GOAL SETTING

By the end of the academic year, 90% of the teachers observed will demonstrate proficiency in writing academic language objectives at the word, sentence, or discourse level with a specific focus on academic conversations.

SWEL IMPLEMENTATION STEPS

Once the goal has been established, it's important to identify the steps that you will need to take to set up your action plan for success. Consider what you will need to do to achieve your SMART goal.

SWEL implementation requires you to consider questions such as the following:

- What do you need to get started?
- How will you recruit participants?
- What PD topics will you cover and when will you deliver them?
- How many classroom visits will you make and when will you do them?
- When and how will coaching conversations happen?

SAMPLE TEXT E. IMPLEMENTATION STEPS

Initial	• Meeting with administrators, including principal,

Planning	assistant principal, and district administrator for ESL programs • Writing Action Plan and sharing with key stakeholders from the administration and ESL teams
Recruitment	• Recruiting each coachee during the opening week before students arrive • Following up with teachers who expressed interest • Finalizing list of teachers for one-on-one peer coaching
Professional Development	6 hours of PD: Whole staff 3 hours whole-staff during staff meetings 3 hours during job-embedded PD rotation Topics • **Scaffolding for ACCESS SCORES by Domains:** how to find ACCESS scores (share with specialists), what they mean, our growth, key uses, can dos, reviewing how to scaffold levels in academic conversations (Staff Meeting, 1 hr) • **Bricks, Mortar, and Buildings:** analyzing language at the word, sentence, and discourse level. Language needed to meet content objectives through academic conversations and writing. Fancy grammar terms not required! (Staff Meeting, 1 hr) • **Beyond Sentence Frames:** Analyzing and teaching the language needed for academic conversations (Staff Meeting, 1 hr) • **Demystifying Language Objectives:** Writing academic language objectives (add specialists to this rotation using SWEL coach's sub). Teachers practice writing language standards for upcoming units. (Job-Embedded PD Rotation, 1.5 hrs) • **Assessing Students' Language Through Academic Conversations:** Backward build up and starting with the type of discourse needed in the discipline to

	develop engaging formative assessments in the content areas. Draws on recent assessment training (specialists will attend; Job-Embedded PD Rotation, 1.5 hrs)
Visits	<u>Classroom Visits</u> • using sub release time (district fund) • During dedicated peer coaching planning time • During coteaching using the one-teach/one-observe method
Coaching	<u>Teacher Recruitment</u> • One-on-ones with potential recruits • 5-minute presentation at staff meeting (second year) <u>Schedule</u> • 1 day per week for coaching (195 minutes coaching, 160 minutes PD planning) • Coaching day will be Mondays (day of job-embedded PD) • Sub release days as needed for classroom visits (using district budget)

SUPPORTS

As discussed in Chapter 6, it is considerably easier to do the work of ESL teacher leadership under a distributed leadership model and with support from structures that are put in place to support the work of ESL teacher leaders. If there are already structures in place for staff meetings or PD, how could you capitalize on those structures to make SWEL coaching work? The more you can leverage existing structures, such as professional learning community (PLC) meeting times or predetermined PD days, the easier it will be to implement a nonevaluative ESL peer coaching model. However, if structures need to be put in place to make the work feasible, such as arranging for common planning time for peer coaching conversations, you

will need to consider what changes need to be made, who has the authority to make these changes, and how all stakeholders affected by these changes can be included in the decision-making process. Here are some supports that facilitate the model in schools:

- Dedicated time for delivering PD
- Dedicated time for meeting with colleagues as a peer coach
- Common planning time
- Leadership responsibilities written into ESL teacher job description
- Ongoing administrator support (district and building)
- Existing structures for PD delivery, like monthly early release days
- Support among colleagues in the building

The support section of the action plan is a place to name the people and structures that already exist and will help to make the ESL teacher leadership work more feasible. The action plan includes the following prompt:

> Identify who you anticipate will be in support of the SWEL Project at your school. How might you capitalize on their support? In addition, identify any systems, policies, or norms that will support SWEL implementation at your school over the next year.

These prompts provide an opportunity to reflect on the people and ways in which supports already exist. See Sample Texts F and G for some examples of how some action plans we have received name supports.

SAMPLE TEXT F: SUPPORTS EXAMPLE 1

1. Support Staff

    a. ESL teacher on special assignment (TOSA) and EL supervisor

    b. Principal and assistant principal

    c. Classroom teachers will allow an EL coach to enter and observe in the classroom; they will also participate in staff development and coaching sessions; there are several staff members already

> involved in equity work and the equity work fits well with the SWEL program.
>
> 2. Systems, Policies, and Norms That Align With the SWEL Project
>
>   a. Literacy walkthroughs: Learning target focus
>
>   b. New math curriculum: Learning target and language around word problems
>
>   c. Media directors and coteaching

SAMPLE TEXT G: SUPPORTS EXAMPLE 2

> - District EL coordinator
> - Elementary EL coach
> - District SWEL coach cohort
> - Principal
>
> **Initiatives and systems at the school that will support SWEL**
>
> - Professional learning communities s & WIN (What I Need)
> - National Urban Alliance (NUA)
> - Restorative practices
> - Lucy Calkins writing

Like the two examples in Sample Texts F and G, the SWEL coach at Tracy Lake included a list of people who supported their work, including both ESL colleagues and administrators, as well as the structural supports that they leveraged to make the SWEL coaching work at the school.

CONCERNS AND OBSTACLES

It is wise and realistic to plan ahead for obstacles because even the most successful initiatives eventually encounter some sort of resistance or

systemic snag as they are being implemented. The concerns and obstacles that present themselves at each setting will be unique: While the staff at one school may resist because they suffer from "initiative fatigue" due to too many competing priorities, another school might be enthusiastic about the concept but struggle because they are short staffed and still trying to fill open positions. Still others might find it difficult to prioritize this work because they feel that the focus needs to be squarely on reading or math, because ESL initiatives are perceived as focusing on some students rather than all students. Whatever the case may be in your setting, naming and reflecting on the potential concerns and obstacles can be helpful in coming up with ways to address or, in some cases, work around them. See Example Text H for the concerns and obstacles named at Tracy Lake.

SAMPLE TEXT H. CONCERNS AND OBSTACLES

Time Management

Time management will be a challenge. It will be a challenge to balance time between teaching (80%) and coaching (20%). It will also be a challenge to balance coaching time between planning PDs and time spent coaching. In order to overcome this challenge, I will maintain my organizational notebook system, spreadsheet detail schedule/plan overview, and Google calendar. I will have a full day per week to dedicate to coaching, which will help me to focus on SWEL coaching and allow me to be available during educators' preparation periods and time allotted for PD planning.

Coachee Ownership

Teachers will have more ownership in the process if the coaching is optional, grass-roots, and teacher-led. I used one-to-one teacher-to-teacher recruitment conversations to draw upon teachers' "self-interest" to increase ownership. All identified coachees have expressed excitement to join SWEL.

My Coaching Skills

I have received training through SWEL. I will attend Cognitive Coaching training through my district. I will continue to read articles about coaching and reflect on my own practice. I will ask my coachees

for feedback. I will reflect with other SWEL coaches through district cohort meetings. I will also reflect with other SWEL coaches.

RESOURCES

Consider the resources that you have gathered in reading this book as well as resources that already exist in your school professional community to facilitate the process of launching a peer coaching model in your school. What resources do you have to support the SWEL implementation at your school? What resources do you still need?

As you'll notice in Sample Text I, resources can be gathered from a variety of sources.

SAMPLE TEXT I. RESOURCES

❏ SWEL Coaching Cycle

❏ Coaching articles

❏ Reflective Practice Tool and training (based on York-Barr, Sommers, William, Ghere, Gail, & Montie's book and trainings)*

❏ *Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understanding*, by Zwiers & Crawford+

❏ *The K-3 Guide to Academic Conversations: Practices, Scaffolds, and Activities*, by Zwiers & Hamerla^

❏ Math and science resources

❏ Language/standards integration (from district website)

❏ WIDA Assessment Training

*https://eric.ed.gov/?id=ED456572
+www.stenhouse.com/content/academic-conversations
^us.corwin.com/en-us/nam/the-k-3-guide-to-academic-conversations/book251602

TO-DO TIMELINE

At this point, you are ready to create a to-do list and a timeline to get started! Be sure to schedule your precoaching observation before any PD and coaching has taken place. Consider now what you need to do to launch SWEL in your school. Include items like recruitment, administrator approval of your action plan, preparing for PD, allocating space for PD, and scheduling classroom visits and coaching conversations. Be sure to identify tentative dates when you will carry out each of the items listed. See Sample Text J for an example timeline.

SAMPLE TEXT J. TO-DO TIMELINE

May–July

❏ Find out where SWEL PD fits into overall school PD plan

❏ Revise action plan

❏ Get administrator approval for action plan

❏ Give recruitment presentation to whole staff with building administration

❏ Follow-up with potential coachees

❏ Schedule PD dates and put on master calendar for the upcoming school year

August–September

❏ Meet with coachees (educators interested in peer coaching)

❏ Precoaching observations of coachees

October–November

❏ All-staff PD Session #1

❏ PD small-group session in PLC

❏ Resource sharing with coachees

December–January

❏ Resource sharing with coachees

❑ PD small-group session in PLC

❑ Additional observations as needed

February–March

❑ All-staff PD Session #2

❑ PD small-group session in PLC

❑ Resource sharing with coachees

April–May

❑ Postcoaching observation of coachees

❑ All-staff PD Session #3 (include highlights and areas of growth from implementation over the past year)

❑ Based on findings from this year, begin the process of writing an action plan for the next academic year

Sample Text J is only one of many possible variations of how the work of peer coaching and PD delivery might look. Be sure to keep in mind existing structures and schedules when drafting your timeline, taking advantage of existing systems as often as possible and being strategic in how you lobby for new structures.

ADMINISTRATOR APPROVAL

The final step in drafting the action plan is to get administrator approval. If this is your very first SWEL project and cycle, we recommend sharing with your administrator that you are hoping to enact SWEL in your school and suggesting that they read the first two chapters of this book. With that background, when you present your action plan to your administrator as a *draft,* they will be prepared. Explain that it is a work in progress, and seek input. Administrator buy-in is a critical factor in the success of the SWEL model in any school. By sharing your action plan as a draft, you are not only allowing for input from the school administrator(s), but also ensuring that they are fully informed and on-board with the work before it begins. It is also a great way to enlist their support and get a valuable perspective, which

is typically informed by the macro-level factors at play, on making the work of peer coaching part of the overall school system rather than a short-term initiative.

References

DeFrance Schmidt, S., & Rich, C. (2019). *School action plan.* Unpublished document.

Doran, G. T. (1981). There's a S.M.A.R.T. way to write management's goals and objectives. *Management Review*, *70*(11), 35–36.

THE CYCLICAL NATURE OF THE SWEL MODEL

At the beginning of this book, we asked you to consider how much time your English learners (ELs) spend with credentialed ESL teachers. For most, the amount of time is minimal. Given the existing opportunity gaps for ELs in our schools and for ELs in our society, as well as the tremendous untapped potential currently represented by EL populations, it is incumbent upon us to consider ways in which to level the playing field. Providing a continuous and consistent learning environment for ELs in every classroom with every teacher by leveraging ESL teacher expertise is one approach to closing those gaps. The true beauty of this approach lies not in its first year of implementation, but in its ability to adapt to the needs of ELs and their teachers from year to year, across the adoption of new standards, and within the framework of each state's policies.

Most industries have some form of quality assurance. From software to healthcare, it is a common practice to collect data on processes that are not working and make improvements based on that data. The school-wide English learning (SWEL) model is a continuous improvement, data-driven model that relies on schools annually identifying areas for growth in

instruction for ELs and developing strategies to make improvements. Our students deserve this, and English as a second language (ESL) teachers have the expertise to make this happen. When ESL teachers take on the role of teacher leaders, ELs immediately benefit from a continual source of site-based quality assurance. Additionally, the model is cost-effective and capitalizes on expertise that is already present in almost every school. The cyclical nature of the SWEL model serves as a mechanism for schools to do better when they know they can and should.

TURNING A SHIP: CHANGING SYSTEMS TAKES TIME AND COLLABORATION

Know that shifting the culture of a school is a slow-moving process. Initiatives that are implemented slowly and strategically tend to have a greater likelihood of lasting than those that are thrown together haphazardly. If SWEL is slow to roll out in your school, do not worry. We like to say, "Start with the friendlies," meaning start SWEL with colleagues that are interested and already on board. This approach will result in a more trusting dynamic than a forced partnership and will be seen by your peers as collaborative, instead of hierarchical. Of course, the goal is to shift the culture of the school to one where the ESL teacher is recognized as a site-based expert in academic language instruction and a peer coach who has valuable knowledge to share about how to best meet the needs of ELs. But this will not happen overnight. Building relationships and rapport takes time.

VOICES FROM THE FIELD

There were a lot of small changes for our building [since implementing the SWEL peer coaching model], but I think the biggest thing for me was that there was a transformation of the mindset around ELs. It got our teachers, our admin, and everyone to realize that it's not an extra thing to serve our ELs, but it can be integrated into so much that they're already doing. That was a huge eye-opening piece for them … They asked, "How can I implement it into what I'm already doing and how do I make it relevant for these kids?" …

Seeing that transformation was kind of amazing, because even in the math department, which everyone thought, "Okay, well how much language is there in that!," they were like, "Oh my God there are all these things that I can be doing that

Teachers know how to design lessons that are engaging and stimulating for their students. What we often forget is that teachers *also* need to be engaged and stimulated. A site-based community of practice (Lave & Wenger, 1991) is one way for teachers to experience continual and relevant learning. If we can move beyond the egalitarian culture of teaching that insists that no one knows more than anyone else and consider that we all have *different* knowledge bases and we can all benefit when we are willing to learn from each other, students will be the ultimate beneficiaries. We all enjoy knowing that the things we know are helpful to others. When we feel like we have nothing worthwhile to share with others, we become stagnant—and low morale is sure to follow.

VOICES FROM THE FIELD

The professional development sessions were very well received, and it was great to see teachers working collaboratively (in grade-level teams/grade cluster professional learning communities) to bolster their language supports in lesson and unit plans. *(ESL coach)*

The reading teacher asked me for help with her language objectives, so one day we sat down together and discussed the language she expected from her small groups of students for each type of lesson she has. (She had a cycle of different skills she worked on with students, rotating the focus of the lesson so that students worked on slightly different learning targets each day of the week.) Our session helped her not only articulate the language objectives she had for the different focuses of the lessons, but it helped her think through how she could help students meet those objectives. *(ESL coach)*

In my second observations, there were some teachers who had grown immensely. They were the ones who showed up to each professional development session, asked questions, and really made sure to implement these skills in the classroom. *(ESL coach)*

It is worthwhile to consider teacher growth and job satisfaction, but neither is important without improving EL achievement. Though the SWEL

model is not designed to collect student data, many coaches have chosen to do so, and anecdotal evidence tells us that they are seeing more accessible instruction and gains in learning for ELs.

GETTING STARTED: KEY CONSIDERATIONS FOR IMPLEMENTATION

Before you launch the SWEL model in your school, it is helpful to learn from other SWEL coaches' challenges and successes. We recommend treating this section like a checklist to ensure that you are off to a strong start.

- ❏ **Garner Administrator Buy-In**: This one is #1 on the list for a reason. Without building-level support, a building-wide initiative cannot succeed.

- ❏ **Plan Ahead:** A great time to plan for the SWEL model in your school is the year *before* implementation. Last-minute initiatives run the risk of contributing to teacher initiative fatigue and can get lost in the flurry of other priorities.

- ❏ **Recruit! Recruit! Recruit!**: In the year prior to implementation, give a brief presentation to your staff about what you are planning to achieve (a sample template for this presentation can be found on the companion site for this book, www.tesol.org/swel-leadership) so that teachers can plan ahead.

- ❏ **Start With the Friendlies:** It's better to start small, with enthusiastic partners, than to start big, with teachers who are not on board with the initiative.

- ❏ **Make Sure That Your Goal is SMART**: Is it specific, measurable, achievable, relevant, and time-bound? A solid SMART goal is critical to the direction and success of the initiative.

- ❏ **Fold Into Existing Structures**: Do you already have a professional learning community model at your school? Professional development Tuesdays? Cognitive Coaching training offered by the district? If so, fold SWEL *into* these structures, rather than *on top of* them. Convince your colleagues that this is not just one more thing.

❑ **Advocate for Coaching Time**: Discuss with your administrator when coaching will happen. Coaches who allocate clear blocks of time report more success in the initiative. In some schools, this is a simple scheduling issue. In others, this may necessitate advocating for release time. Successful SWEL coaches work with no release time, while others have up to 50% release time to support their general education colleagues. There is no magic formula. Just be sure to plan ahead.

❑ **Commit to Continued Learning:** Accept that you will not be an expert at adult learning theory from the onset. Andragogy is different from pedagogy. Give yourself some slack and seek out opportunities for professional development in areas such as coaching, professional development delivery, public speaking, and teacher leadership.

If you can check off all of the items on this list, you will be well positioned for a strong implementation of the SWEL model in your school.

VOICES FROM THE FIELD

I can see my ELs are having an easier time of transferring knowledge from one space to another and they have made significa t gains in that. If their classroom teachers are incorporating these pieces into their content learning, when they get separate language instruction whether or not it's on the same topic, they're able to see that there is a connection as opposed to what has typically happened. Typically, they are siloed and they do language development, but it doesn't really relate to what they're doing in their classroom content areas or vice versa. *(ESL coach)*

Watching general education teachers utilize the information which I provided through the SWEL program was very rewarding. The curricula that general education teachers were presenting to students was made more accessible as well as adding a language focus [to go with every] content focus. *(ESL coach)*

MEASURING PROGRESS AND ADJUSTING AS NEEDED

During the first year and all subsequent years of implementation, it will be critical to have a plan in place to measure progress toward your SMART goal. Many SWEL coaches connect with other SWEL coaches for support and to share progress. Taking an inventory of progress toward meeting your goal can also be an important touchpoint in the event that adjustments need

to be made. Maybe you still have not been able to do precoaching observations (though you'd planned to do so months ago) or you gave an all-staff training that was poorly attended. Keeping tabs on your progress and sharing this information with your school administrator can be an important strategy for success. We also recommend planning to present progress toward the goal to the whole staff at the end of the school year. This is a good time to give a recruitment presentation for the following academic year as well.

Toward the end of your first year of implementation, consider the following questions:

- What are some "glows" in SWEL implementation this year? (What is going well?)
- What are some "grows" in SWEL implementation this year? (What needs work?)
- What would I do differently to set up our school for success prior to the start of the school year next year?
- What are some areas in which our school's ELs still need more support?

Use these questions to guide drafting an action plan for each subsequent year. Continuation action plan writing is not as laborious as initial action plan writing because many of the components remain constant. The primary area for consideration is the SMART goal. Your response to the final question ("What are some areas in which our school's ELs still need more support?") should point you in a helpful direction. Remember: You will not solve *all* issues with one action plan, in one year. Focus your attention on one area that is particularly critical to the well-being and success of your ELs. You can also shift your focus in subsequent years. Narrow, clear, and achievable goals are more likely to succeed than broad, generalized goals.

MOVING FROM INITIATIVE TO SYSTEMIC STRUCTURE: MAKING SWEL PART OF "HOW THINGS ARE DONE"

All students, including ELs, deserve schools that continually seek to serve them better. ELs bring linguistic and cultural assets to our school communities that would not exist otherwise. Starting with a foundation of a site-based ESL teacher leader, the SWEL model provides schools with an opportunity to ensure that ELs experience continuous instruction with explicit attention to academic language development throughout the school day. Though initially, ESL teachers and school administrators may hesitate to take time out of the ESL teachers' day and reallocate it to peer coaching, experienced SWEL coaches report that this time is well spent and results in a greater benefit to ELs.

A fellow education professor and colleague shared, "If you want to work in school improvement, you'll need to travel. No one will acknowledge your expertise unless you are at least 90 miles away." Unfortunately, this rings true all too often in the field of education. ESL teachers are applied linguists—experts in second language acquisition and content-based instruction. However, ESL teacher knowledge is frequently an untapped resource. By disrupting the egalitarian culture of teaching and promoting a distributed leadership model in which *all* teachers acknowledge and share their respective areas of expertise, our learners can be better served. Denying teacher expertise is not an act of humility, but a disadvantage to our students' learning.

Let's own our professionalism. Our students deserve it.

Reference

Lave & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge University Press.

APPENDIXES

All appendixes, editable, are available for download on the companion site for this book: www.tesol.org/swel-leadership

APPENDIX A

SWEL SUPPORT TOOL
Academic Language Teacher Observation Form

School: _____ Date: _____

Coach: _____ Teacher/Coachee Initials: _____

❑ Precoaching/support data collection in this classroom

❑ Postcoaching/support data collection in this classroom

❑ Additional data collection (between or beyond pre- and post-) in this classroom

A. STUDENTS

Total # of students in the classroom: _____

English learners in the classroom:

EL student (name or pseudonym)	Receptive Language Levels		Productive Language Levels	
	Listening	Reading	Speaking	Writing

If you would like additional space for writing notes, please download this document from the companion website for this book (www.tesol.org/swel-leadership). You should be able to then add more writing space using your return key in each of the note-taking boxes.

B. LESSON PLAN OBJECTIVES

Learning Target or Content Objective:

C. ACADEMIC LANGUAGE OBJECTIVES

*Directions: Choose the appropriate language level below and fill out the ox accordingly. You only need to fill out one of the three boxes: word level, sentence level, **OR** discourse level. See the Building Leveled Academic Language Objectives document (Appendix B, available at www.tesol.org/swel-leadership) for academic language objective sentence frames and examples.*

Word-Level Academic Language Objective: *(check all that apply)*

❑ Language Objective: Word level (vocabulary, morphology, and/or phonology)

    ❑ Includes a function

    ❑ Includes vocabulary or phonological/morphological topic

    ❑ Includes examples of the language

    ❑ Includes supports

<u>Please write the word-level academic language objective here:</u>

OR

Sentence-Level Academic Language Objective: *(check all that apply)*

❑ Language Objective: Sentence level (grammar and/or syntax)

    ❑ Includes a function

    ❑ Includes language structure/syntax

    ❑ Includes examples of the language structure

    ❑ Includes supports

<u>Please write the sentence-level academic language objective here:</u>

OR

Discourse-Level Academic Language Objective: *(check all that apply)*

❑ Language Structure: Discourse level (text type)

❏ Includes a function

❏ Includes a text type

❏ Includes supports

Please write the discourse-level academic language objective here:

D. STUDENT AWARENESS OF LANGUAGE LEARNING (METALINGUISTIC AWARENESS) *(check all that apply)*

❏ Academic language objective is derived from the content objective/learning target

❏ Academic language objective is written for students to see

❏ Academic language objective is read out loud for students to hear

E. MULTIMODAL INSTRUCTION

❏ All students have the opportunity to:

    ❏ write

    ❏ listen

    ❏ read

    ❏ speak: student to teacher

    ❏ speak: student-to-student *(check one)*

        ❏ No opportunities provided for student-to-student interaction

        ❏ 1–2 opportunities for student-to-student interaction

        ❏ 3–4 opportunities for student-to-student interaction

        ❏ 5 or more opportunities for student-to-student interaction

❏ The teacher: *(check all that apply)*

    ❏ presents information/instructions orally and in writing

    ❏ reinforces oral language with written cues and/or written material on the board

    ❏ presents visual representations of academic concepts (e.g., pictures, charts, graphs, maps, diagrams, props, realia)

    ❏ uses gestures, facial expressions, and/or actions to demonstrate meaning

    ❏ models and/or guides instructional concepts

    ❏ provides dictionaries and/or other word resources available in home language **and** English

Observation Notes:

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F. COACHING CONVERSATIONS

The following are a number of optional topics for coaching conversations.

- Is the work hands-on?
- Is the work meaningful/culturally relevant to students?
- Are students engaged throughout the lesson?
- Are all students engaged when the teacher provides opportunities to speak?
- Does the classroom offer a print-rich environment with words relevant to the current topic of instruction?
- Is the room organized so that students know what to focus on during instruction (e.g., clutter-free)?
- What are some additional communication techniques you can incorporate (e.g., infle tion of voice, facial expressions, gestures, facing the students when speaking)?
- How can we ensure that the students understand the language that the teacher uses while also challenging their language learning?
- How can we activate prior knowledge for English learners?
- How can we evaluate and build background knowledge for students?
- How can we develop classroom-based assessments that measure mastery of academic language objectives?
- What should be understood about the various language levels represented in the classroom?
- How can we develop classroom-based assessments that measure the intended content knowledge rather than language knowledge?

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Coaching Conversation Notes:


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Note: This tool is based on "Collaborative Program Evaluation That Leads to Program Change" [Conference session], by A. S. Mabbott, D. Kramer, & C. Lundgren, 2009, May 28–30, International Conference on Language Teacher Education, Washington, DC.

APPENDIX B

Building Leveled Academic Language Objectives (ALOs)
The School-Wide English Learning (SWEL) Model

Academic language objectives (ALOs) are used to guide the language instruction required for students to master the content objective and, ultimately, the standard that guides the lesson or unit plan. *An ALO does not need to be written for each of the three levels in a single lesson.* Rather, use the following steps to figu e out what language your students will need to learn and/or to demonstrate their mastery of the lesson through reading, speaking, writing, and/or listening activities. The academic language video lecture that accompanies this document can be found on the companion website for *Teacher Leadership for School-Wide English Learning*.

Before writing an ALO, it's important that you think through the following: What language do you notice in your lesson materials and what language do your students need to be taught?

A. Identify your **content objective(s)**:
B. **Language function(s):** What are you asking students to do with language? (e.g., analyze, compare/contrast, explain, interpret, argue, persuade, categorize, describe, predict, question, retell, summarize, justify with evidence; see Academic Language Objective chart)
C. **Content vocabulary:** What key vocabulary (word level—"the bricks") do you need to introduce/review with students? How will you engage students with that vocabulary in the lesson? How is this vocabulary being introduced, developed, or reviewed in this lesson?
D. **Syntax:** What syntax (sentence level—"the mortar") is present in the materials that you are going to teach?
E. **Discourse:** What text type or genre (discourse level—"the building") will students need to produce?

Academic Language Objective Levels: Choose one of the three sentence frames to write your academic language objective.

Word Level

I can _____ [function] using _____ [vocabulary, or phonological/morphological topic], such as _____ [examples of language], with the support of _____ [support(s)].

Word level phonological (sounds) and morphological (parts of words) examples: fi teen vs. fi ty (stress), affixes and word roots

Sentence/Syntax Level

I can _____ [function] using _____ [language structure/syntax], such as _____ [examples of language structure], with the support of _____ [support(s)].

Sentence level examples: ordinal numbers, adjectives, past tense *–ed*, connecting words, language of comparison

Discourse Level

I can _____ [function] in _____ [language genres], with the support of _____ [support(s)].

Discourse level examples of genres: science lab report, fi e-paragraph essay, iambic pentameter poetry, business letter, mathematical proof, formal debate, persuasive essay structure.

The following Academic Language Objectives chart shows each of the academic language functions, along with examples of language, supports, and sample ALOs at each of the three levels of academic language. Academic language function words in bold are used by the edTPA teacher assessment system (www.edtpa.com).

Academic Language Function	Examples of Language	Examples of Supports	Academic Language Objective Examples
Classify Related functions: arrange, organize, **categorize**, **construct**, create, generate, **summarize**, arrange, group	*Word level:* Content vocabulary ("bricks," or words in bold)	Tree Map Hierarchical Organizer Pictograph Word bank	*Elementary/Secondary Math [word level]* I can classify different types of shapes using content vocabulary, such as *circle, square, rectangle,* and *oval,* with the support of a word bank and pictures.
	Sentence/syntax level: Descriptors Adjectives		*Elementary/Secondary Math [sentence level]* I can classify different types of shapes using descriptive adjectives, such as *three-sided, symmetrical, equal, and parallel,* with the support of a categorizing graphic organizer.
	Discourse level: Three-sentence paragraph, Math talks		*Elementary/Secondary Math [discourse level]* I can classify different types of shapes in math talks with the support of manipulatives and first language knowledge.
Compare/Contrast Related functions: **Describe** (similarities and differences), distinguish, **identify**, recognize, separate, differentiate	*Word level:* Content vocabulary ("bricks," or words in bold)	Double Bubble Map Bridge Map Venn Diagram Semantic Structures Analysis T-Chart Fact-Opinion Charts	*Secondary Social Studies [word level]* I can compare the experiences of immigrants and refugees using past tense verbs with the –ed ending, such as *lived, traveled,* and *walked,* with the support of a regular past tense verb list and a T-Chart.
	Sentence/syntax level: However, but, as well as, on the other hand, not only . . . but also, either . . . or, while, although, unless, similarly, yet, compared to, similar to, different from, and yet, as opposed to, alternatively, apart from, by contrast, contrary to that, conversely, in spite of this, nevertheless, nonetheless, notwithstanding, regardless, some . . . , but others, still, then again, by the same token, correspondingly, likewise, too		*Secondary Social Studies [sentence level]* I can compare the experiences of immigrants and refugees using the language of comparison, such as *diffe ent from, similar to,* and *similarly,* with the support of a Venn Diagram and a T-Chart.
	Discourse level: Reports, explanations (essays), academic discussions		*Secondary Social Studies [discourse level]* I can compare the experiences of immigrants and refugees in a report on the Somali diaspora with the support of a Venn Diagram, an essay outline, and a T-Chart.

Academic Language Function	Examples of Language	Examples of Supports	Academic Language Objective Examples
Order Related functions: **Categorize**, organize, develop, discover, complete, process, outline, **retell**, order	*Word level:* Content vocabulary ("bricks," or words in bold)	Flow Map Cycle Graph Flow Chart Timeline Outlines	*Elementary Science [word level]* I can order the steps of the butterfly lifecycle using the numbering suffixes –st and –th, such as fir/st , four/th/, fif th/, and six/th/, with the support of a timeline and a number line.
	Sentence/syntax level: First, second, third . . . ; next; before; after; afterwards; later on; time; not long after; now; as; when; immediately; preceding; initially; meanwhile; following; until; soon; today; as		*Elementary Science [sentence level]* I can order the steps of the butterfly lifecycle using sequencing words, such as initially, later on, following, and finall , with the support of an outline.
	Discourse level: Procedural paragraph or essay, written or oral directions, explanations, recipes		*Elementary Science [discourse level]* I can order the steps of the butterfly life cycle in a procedural three-paragraph essay with the support of a graphic organizer.
Infer Related functions: **Predict**, extrapolate, restate, represent, **summarize**, reconstruct, **synthesize**, derive, deduce, **explain**, create, **construct**	*Word level:* Content vocabulary ("bricks," or words in bold)	Multifl w Map T-Chart	*Elementary/Secondary Social Studies [word level]* I can infer from the evidence presented in multiple texts using academic vocabulary, such as conclusion, synthesis, analysis, and interpretation, with the support of a word bank and an anchor chart.
	Sentence/syntax level: Future tense (use of will), if . . . not, if . . . then (conditional connectors), descriptive verbs adjectives		*Elementary/Secondary Social Studies [sentence level]* I can infer from the evidence presented in multiple texts using connectives, such as is caused by, so that, and additionally, with the support of the connective anchor chart and a bubble map.
	Discourse level: Explanations (written and oral), persuasive arguments (written and oral), advocacy letter, speech or debate		*Elementary/Secondary Social Studies [discourse level]* I can infer from the evidence presented in multiple texts in a formal academic debate structure with the support of note cards and a debate partner.

Academic Language Function	Examples of Language	Examples of Supports	Academic Language Objective Examples
Locate Related functions: Defin , seek information, count, **identify**, indicate, match, name, point, recall, recite, reproduce, repeat, state, select, record	*Word level:* Content vocabulary ("bricks," or words in bold)	Circle Map Attribute Diagram Web SQ3R Concept Definitio Map Outlines Cornell Note-Taking	*Secondary English Language Arts [word level]* I can locate supporting details in *The House on Mango Street* using the correct final soun in words, such as *cracked, needed, decided, worked, and closed*, with the support of word charts and sound symbol notations.
	Sentence/syntax level: To be, action verbs, prepositions		*Secondary English Language Arts [sentence level]* I can locate supporting details in *The House on Mango Street* using dialogue verbs, such as *said, replied*, and *remarked*, with the support of Post-it notes and Cornell Notes.
	Discourse level: Informational articles, scientific reports, newspaper articles, textbooks		*Secondary English Language Arts [discourse level]* I can locate supporting details in *The House on Mango Street* with my understanding of the narrative structure with the support of Post-it notes and an outline.
Describe Related functions: Inform, **explain**, **identify**, report, **retell**, recount, reorder, represent, depict, paraphrase, **summarize**, conclude, convert, prepare, transform, translate, prepare, generalize, extrapolate	*Word level:* Content vocabulary ("bricks," or words in bold)	Circle Map Bubble Map Web SQ3R Concept Definitio Map Outlines Cornell Note-Taking	*Secondary Science [word level]* I can describe density using suffixes that change adjectives into nouns, such as *–ity (density, applicability)* and *–ness (thickness)*, with the support of my lab partner and an anchor chart.
	Sentence/syntax level: Adjective use; descriptive language; superlatives/comparatives; _____said; the book says; firs , second, next, . . . ; according to		*Secondary Science [sentence level]* I can describe the density of H2O in different stages of the water cycle using comparative and superlative structures, such as *dense, denser*, and *the densest* with the support of my Cornell Notes.
	Discourse level: Lab report, academic presentation, slideshow presentation, narrative essay, biography, autobiography, journal entry		*Secondary Science [sentence level]* I can describe density in a science lab report with the support of my Cornell Notes and an outline.

Academic Language Function	Examples of Language	Examples of Supports	Academic Language Objective Examples
Analyze Related functions: calculate, **interpret**, classify, **categorize**, classify, **predict**, deduce, differentiate, **examine**, discriminate, distinguish, group, illustrate, **infer**, order, recognize, relate, transform	*Word level:* Content vocabulary ("bricks," or words in bold)	Brace Map Multifl w Map Flow Map Tree Map Circle Map Fishbone Organizers for Main Idea/Supporting Details	*Secondary English Language Arts [word level]* I can analyze the motivations of two or more characters in *Of Mice and Men* using suffixes that change verbs into nouns, such as *–tion* (intention, discrimination), *–ment* (disagreement), *and –sion* (decision, discussion) with the support of word building cards.
	Sentence/syntax level: Is a part of, is related to, to be, same, different, similarities, differences, the common traits, to, so that, nevertheless, thus, accordingly, if . . . then (conditional connectors), makes, causes, because, creates, results in, due to, on account of, therefore		*Secondary English Language Arts [sentence level]* I can analyze the motivations of two or more characters in *Of Mice and Men* using contrasting words, such as *either/or, neither/nor, yet*, and *however*, with the support of a fishbone organizer.
	Discourse level: Academic essay, speech, academic classroom discussion, written explanation, descriptive essay, science article		*Secondary English Language Arts [discourse level]* I can analyze the motivations of two or more characters in *Of Mice and Men* in a personal letter to a book character with the support of an informal letter format graphic organizer.
Justify Related functions: **argue**, persuade, discriminate, **prove**, deduce, document, support, **question**, validate, verify, debate, **construct, persuade**	*Word level:* Content vocabulary ("bricks," or words in bold)	Circle Map Tree Map Opposing Forces Chart Prediction Tree	*Elementary Social Studies [word level]* I can justify my position on how to create more jobs using stress on the correct syllable in key content vocabulary, such as *employment, economy*, and *benefit* , with the support of a key vocabulary word bank with symbols to mark stress.
	Sentence/syntax level: I think, according to, for example, in fact, most important, if . . . not, if. . . . then, I believe, because, since, based upon, one should (must, will), understand, on the contrary, need to, therefore, from my point of view		*Elementary Social Studies [sentence level]* I can justify my position on how to create more jobs using opinion statements, such as *I think . . . , I believe . . .* , and *My point of view is that . . .* , with the support of an opposing forces chart.
	Discourse level: Editorials/opinions letters, debates (oral and written), scientific a ticles and lab reports		*Elementary Social Studies [discourse level]* I can justify my position on how to create more jobs in an editorial submission to the local newspaper with the support of a small group and a graphic organizer.

Academic Language Function	Examples of Language	Examples of Supports	Academic Language Objective Examples
Synthesize Related functions: Arrange, **categorize**, combine, compile, compose, **construct**, create, deduce, **explain**, formulate, generalize, generate, integrate, modify, organize, prepare, plan, produce, propose, rearrange, reconstruct, relate, reorganize, revise, **summarize**	*Word level:* Content vocabulary ("bricks," or words in bold)	Circle Map Webs Thinking Stems	*Elementary English Language Arts [word level]* I can synthesize information from a *Time for Kids* article using academic content vocabulary, such as *analysis*, *study*, and *overview*, with the support of a partner and a highlighted text.
	Sentence/syntax level: Conjunctions, in other words, that is to say, to put it differently		*Elementary English Language Arts [sentence level]* I can synthesize information from a *Time for Kids* article using connecting phrases, such as *in other words, to put it diffe ently*, and *that is to say*, with the support of a bubble map.
	Discourse level: Scientific a ticle, informative paragraph, biographical essay, structured academic classroom discussion		*Elementary English Language Arts [discourse level]* I can synthesize information from a *Time for Kids* article in a fi e-sentence paragraph with the support of a graphic organizer and an academic content vocabulary word list.
Evaluate Related functions: Appraise, **argue**, assess, **compare**, conclude, consider, **contrast**, criticize, critique, decide, **describe**, determine, discriminate, distinguish, grade, judge, **justify**, recommend, validate, verify, test, support, rate, rank, measure, **interpret**, relate, **identify**, **explain**, indicate, confi m	*Word level:* Content vocabulary ("bricks," or words in bold)	Double Bubble Map Multifl w Map Cause-Effect Chain Opposing Forces Chart	*Elementary Social Studies [word level]* I can evaluate why cities are located where they are using the *–tion* suffi in content vocabulary, such as in *position*, *elevation*, and *location*, with the support of a word part cards and a partner.
	Sentence/syntax level: I think, according to, for example, in fact, most important, for instance, for example, specificall		*Elementary Social Studies [sentence level]* I can evaluate why cities are located where they are using location words (prepositions), such as *next to*, *near*, *toward*, and *to the north/south*, with the support of an anchor chart and a map.
	Discourse level: Descriptive narrative, reports, academic classroom discussions, writing about or discussing philosophical questions		*Elementary Social Studies [discourse level]* I can evaluate why cities are located where they are in a structured academic discussion with the support of sentence starters and a partner.

This document was inspired by S. Clyne, 2006 (www.colorincolorado.org/sites/default/files/cademic-Language-Function.pdf)

APPENDIX C

Planning for Word-Level Academic Language Guide

Most word-level academic language objectives (ALOs) focus on semantics (word meaning), but others focus on morphology (word parts) and phonology (word sounds). Use this guide and the academic language video lecture (available on the *Teacher Leadership for School-Wide English Learning* companion website, www.tesol.org/swel-leadership) to guide your colleague through the process of writing an ALO at the word level.

Step 1: Name the Content Objective/Learning Target

Step 2: Decide Which Academic Language to Teach
Noticing: What do I notice about my students' language that needs attention? Choose one area:

Phonology:

Morphology:

Semantics:

Forecasting: What word-level language do students need to have to successfully engage with the content?

Text:

Task:

Test:

Step 3: Choose a Function
The function drives the academic language objective. A function is how language is used to carry out cognitive processes (such as those described in Bloom's Taxonomy, 1956). This language needs to be explicitly taught (e.g., *describe*, *explain*, *retell*).

Step 4: Identify Language Supports
Identify a tool that will assist in developing language use and understanding.

Sample Language Supports

- Word wall
- Labeling pictures, graphics, or items in the classroom
- Working with a partner/in a small group
- Internet

- Picture or word dictionary
- Anchor charts
- Sentence frames
- Think alouds
- Teacher modeling
- Venn diagram
- Sample text
- Modeling tasks
- Guided notes

Step 5: Decide on the Level of Academic Language
Word Level (Bricks): Check the area that you will focus on at the word level and provide content-based examples of that area.

Phonology (word sounds)   ☐ ex:_____

Semantics (word meaning)   ☐ ex:_____

Morphology (word parts)   ☐ ex:_____

Step 6: Write an Academic Language Objective
Word-Level Sentence Frame: Fill in all sections based on the preceding information.

I can _____ [function] using _____ [vocabulary, or phonological/morphological topic], such as _____ [examples of language structure], with the support of _____ [support(s)].

Sample Word-Level Academic Language Objectives

Semantics: I can explain how bats are different from other mammals using vocabulary such as *herbivore*, *frugivore*, and *insectivore* with the support of sentence frames.

Phonology: I can explain how bats are different from other mammals using correct stress for words, like *herbivore*, *frugivore*, and *insectivore*, with the support of an audio recording.

Morphology: I can explain how bats are different from other mammals using the suffi –*ivore* for words like *herbivore*, *frugivore*, and *insectivore* with the support of flashca ds.

Reference

Bloom, B. S. (1956). *Taxonomy of educational objectives, Handbook I: The cognitive domain*. David McKay.

APPENDIX D

Planning for Sentence-Level Academic Language Guide

Sentence-level academic language objectives (ALOs) focus on syntax (also called grammar, structure, or form). Use this guide and the academic language video lecture (available on the *Teacher Leadership for School-Wide English Learning* companion website, www.tesol.org/swel-leadership) to guide your colleague through the process of writing an ALO at the word level.

Step 1: Name the Content Objective/Learning Target
Step 2: Decide Which Academic Language to Teach **Noticing:** What do I notice about my students' language structure that needs attention? **Forecasting:** What sentence-level language do students need to have to successfully engage with the content? *Text*: *Task*: *Test*:
Step 3: Choose a Function The function drives the academic language objective. A function is how language is used to carry out cognitive processes (such as those described in Bloom's Taxonomy, 1956). This language needs to be explicitly taught.
Step 4: Identify Language Supports Identify a tool that will assist in developing language use and understanding. *Sample Language Supports* • Word wall • Labeling pictures, graphics, or items in the classroom • Working with a partner/in a small group • Internet • Picture or word dictionary • Anchor charts • Sentence frames • Think alouds • Teacher modeling

- Venn diagram
- Sample text
- Modeling tasks
- Guided notes

Step 5: Decide on the Level of Academic Language Sentence Level (Mortar): Provide the area of syntax that you will focus on in this lesson. Include examples of this type of language from the context. **Syntax:** **Examples:**
Step 6: Write an Academic Language Objective **Word-Level Sentence Frame:** Fill in all sections based on the preceding information. I can _____ [function] using _____ [language structure/syntax], such as _____ [examples of language structure], with the support of _____ [support(s)].

Sample Sentence-Level Academic Language Objectives

I can <u>summarize</u> how bats contribute to pollination using <u>ordinal numbers</u>, such as *<u>first</u>*, *<u>second</u><u>, and *third*</u>, with the support of a word wall.

I can compare per capita consumption of India and Canada using <u>comparative language</u>, such as *<u>greater than</u><u>, *less than*, and *as   as*</u>, with the support of <u>sample sentences</u>.

I can compare the experiences of immigrants and refugees using past tense verbs with the –ed ending, such as *<u>lived</u><u>, *traveled*, and *walked*</u>, with the support of a <u>regular past tense verb list and a T-Chart</u>.

Reference

Bloom, B. S. (1956). *Taxonomy of educational objectives, Handbook I: The cognitive domain*. David McKay.

APPENDIX E

Planning for Discourse-Level Academic Language Guide

Discourse-level academic language objectives (ALOs) focus on text type and pragmatics. Use this guide in tandem with Chapter 3 from *Teacher Leadership for School-Wide English Learning* and the academic language video lecture (available on the book's companion website, www.tesol.org/swel-leadership) to guide your colleague through the process of writing an ALO at the discourse level.

Step 1: Name the Content Objective
Step 2: Decide Which Academic Language to Teach **Noticing:** What do I notice about my students' language that needs attention, given this text type? **Forecasting:** What discourse-level language do students need to have to successfully engage with the content? *Text*: *Task*: *Test*:
Step 3: Choose a Function The function drives the academic language objective. A function is how language is used to carry out cognitive processes (such as those described in Bloom's Taxonomy, 1956). This language needs to be explicitly taught.
Step 4: Identify Supports Identify a tool that will assist in developing language use and understanding. *Sample Language Supports* • Word wall • Labeling pictures, graphics, or items in the classroom • Working with a partner/in a small group • Internet • Picture or word dictionary • Anchor charts • Sentence frames • Think alouds • Teacher modeling

- Venn diagram
- Sample text
- Modeling tasks
- Guided notes

Step 5: Decide on the Level of Academic Language
Discourse Level (Building): Provide the text type that you will focus on in this lesson (e.g., lab report, persuasive essay, opinion editorial, debate, interview).

Discourse:

Step 6: Write an Academic Language Objective
Discourse-Level Sentence Frame: Fill in all sections based on the preceding information.

I can _____ [function] in _____ [text type] structure, with the support of _____ [support(s)].

Sample Discourse-Level Academic Language Objectives
I can <u>describe</u> density in a <u>science lab re port</u> with the support of my <u>Cornell Notes</u>.

I can <u>describe</u> how bats disperse seeds in <u>an organized oral presentation</u> with the support of <u>a cycle diagram</u>.

I can <u>compare</u> per capita consumption patterns with classmates in <u>a group discussion</u> with the support of <u>a bank of sentence starters</u>.

Reference

Bloom, B. S. (1956). *Taxonomy of educational objectives, Handbook I: The cognitive domain*. David McKay.

APPENDIX F

The SWEL Lesson Plan Inventory

Is your lesson linguistically appropriate for your student population?

Use this inventory to strengthen your lesson plan so that all learners improve their academic English while mastering critical content knowledge. Check the boxes that are true for your lesson plan.

Note: This inventory is for planning purposes only, does not take the place of a lesson plan, and is not an evaluative tool for instruction. This inventory is focused on language and assumes that cultural relevance is already attended to.

- ❏ Lesson plan has a clear content objective (learning target).
- ❏ The lesson has an area of academic language to focus on in this lesson through
    - ❏ a) noticing students' areas of language needs and/or
    - ❏ b) forecasting areas of language need in lesson text, tasks, or tests.
- ❏ The lesson plan has a clear academic language objective (ALO).
- ❏ The ALO begins with a function (what students will be doing with language) that supports the content objective.
- ❏ The ALO ends with a support (a tool to support students with the language that you are teaching).
- ❏ ALO focal area:
    - ❏ a) If the ALO is at the word level, there is a focal area of phonology (how words sound), morphology (parts of words), or semantics (vocabulary). At least three examples are included.
    - ❏ b) If the ALO is at the sentence level, there is a focal area of syntax (grammar, how words fit together). At least three examples are included.
    - ❏ c) If the ALO is at the discourse level, there is a named text type.
- ❏ The lesson plan includes instructional strategies and activities aimed at learning the language of the ALO.
- ❏ The lesson plan includes an assessment (formative or summative) of the language of the ALO.

APPENDIX G

School-Wide English Learning (SWEL) Action Plan

Name:

School email address:

School:

District (if applicable):

Needs Analysis Explain: 1) A description of the English learner language backgrounds, language levels, and types of English learners (highly literate newcomers, long-term English learners, students with limited or interrupted formal education); 2) the unique needs of your English learner populations; and 3) the challenges that your general education teacher colleagues encounter.
Goal Setting State SMART (specifi , measurable, achievable, relevant, time-bound) goals. What would you like to see happen or change in general education teacher practices over the academic year?
SWEL Implementation Steps What do you need to get started? How will you recruit participants? What professional development topics will you cover, and when will you deliver them? How many classroom visits will you make, and when will you do them? When and how will coaching conversations happen?
Supports Identify who you anticipate will be in support of SWEL at your school. How might you capitalize on their support? In addition, identify any systems, policies, or norms that will support SWEL implementation at your school over the next year.
Concerns and Obstacles Identify any concerns or obstacles that you anticipate might present themselves over the coming year. How might you overcome and/or work around them?
Resources Consider professional development content and coaching tools presented in the book, *Teacher Leadership for School-Wide English Learning*. What resources do you have to

support SWEL implementation at your school? What resources do you still need?

To-Do Timeline

What do you need to do to launch SWEL in your school? Include items like recruitment, administrator approval of your action plan, preparing for professional development, allocating space for professional development, and scheduling classroom visits and coaching conversations. Identify tentative dates when you will carry out each of the items on your to-do list.

Administrator Approval

Signature: _____ Date: _____