



There are many approaches to delivering language assistance to English learners (ELs). Under federal law, language assistance programs to educate children who are ELs must be: (1) based on a sound educational theory; (2) adequately supported so that the program has a realistic chance of success; and (3) periodically evaluated and revised, if necessary. In the District of Columbia, five EL program models are commonly used, each of which is considered effective by experts in the field. These models have been designed to meet the varying needs and grade levels of students across English proficiency levels.

Inclusion/collaborative teaching is one type of EL program model for providing a language instruction educational program for EL. Read this brief overview to learn about key features of the Inclusion/collaborative teaching model.

Key Features

In the inclusion/collaborative teaching model, the bilingual/EL teacher and the general education teacher plan and deliver instruction collaboratively within the general education classroom based on students' strengths and needs.

Delivery

Instruction predominantly takes place in the general education classroom, with both professionals present and teaching with parity. On some occasions, students may be taken to a different classroom for instruction (also called "pullout"). In most instances, the teaching team co-teaches to deliver instruction, which can take a variety of forms, including:

- One teaching while one assists;
- Team Teaching;
- Station teaching;
- Reteaching;
- Parallel teaching;
- One leading while one circulates and assesses; and
- Pre-teaching.

Distinctions

Inclusion/collaborative teaching models do not:

- Place ELs in general education classrooms without supports
- Use an EL teacher as an assistant or an aide in the general education classroom



Benefits

- ELs gain meaningful opportunities to access rigorous academic content with appropriate supports, rather than missing academic content by being pulled out for separate instruction.
- ELs may experience a greater sense of belonging by participating in general education classes with support, rather than feeling stigmatized by receiving separate pull-out instruction.
- ELs will experience more interactions with English-speaking peers.

Staffing and Scheduling

When implementing inclusion/collaborative teaching, it is recommended to:

- Coordinate across departments to ensure consistent messaging and joint training on co-teaching implementation;
- Provide joint professional development for co-teaching pairs that includes:
 - A focus on teaching academic content and teaching ELs,
 - Observing effective co-teaching, and
 - Being observed and receiving feedback;
- Create manageable co-teaching schedules and common planning time;
- Avoid stretching ESL teachers to serve larger “caseloads”; and
- Limit the number of co-teaching partners per person to facilitate substantive co-planning, co-teaching, and reflection on students’ learning and how to tailor instruction to their needs.

References and Resources

- Office of the State Superintendent of Education (OSSE)
<https://osse.dc.gov/page/english-learners-els>
- U.S. Department of Education, Office of English Language Acquisition
<https://www2.ed.gov/about/offices/list/oela/resources.html>
- ¡Colorin Colorado! <https://www.colorincolorado.org/>

For question or more information on English language acquisition professional development and technical assistance, please contact Anika Harris at Anika.Harris@dc.gov.