

Together is Better Implementation in 3 SDP Schools

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INTRO

- The District is piloting an initiative for co-teaching English Learners in three schools
- The 2018-19 school year is the first year of a two year implementation evaluation

METHODS

1. Teacher surveys and interviews
2. Observations of needs assessment process

RESULTS

Initial School Needs

School	Context	Initial Needs
School A	Small school, just above average proportion of diverse ELs	Transition push-in closer to co-teaching
School B	Medium school, average proportion of homogenous ELs	Additional support for existing co-teaching model
School C	Large school, large proportion of diverse ELs	Develop teacher buy-in for push-in and co-teaching

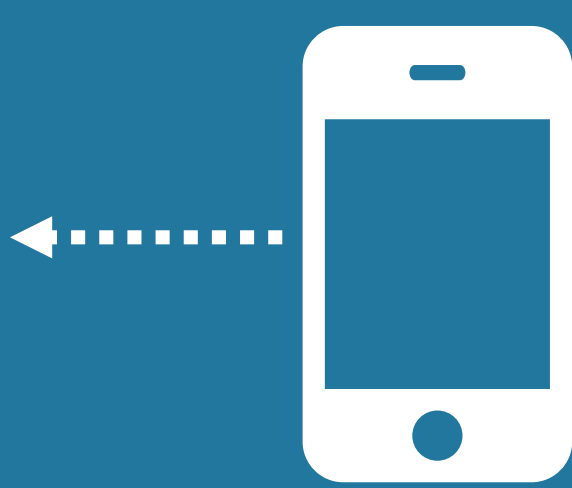
Common challenges include:

1. Lack of common planning time
2. Staffing ratios and turnover
3. Teacher partnerships

DISCUSSION

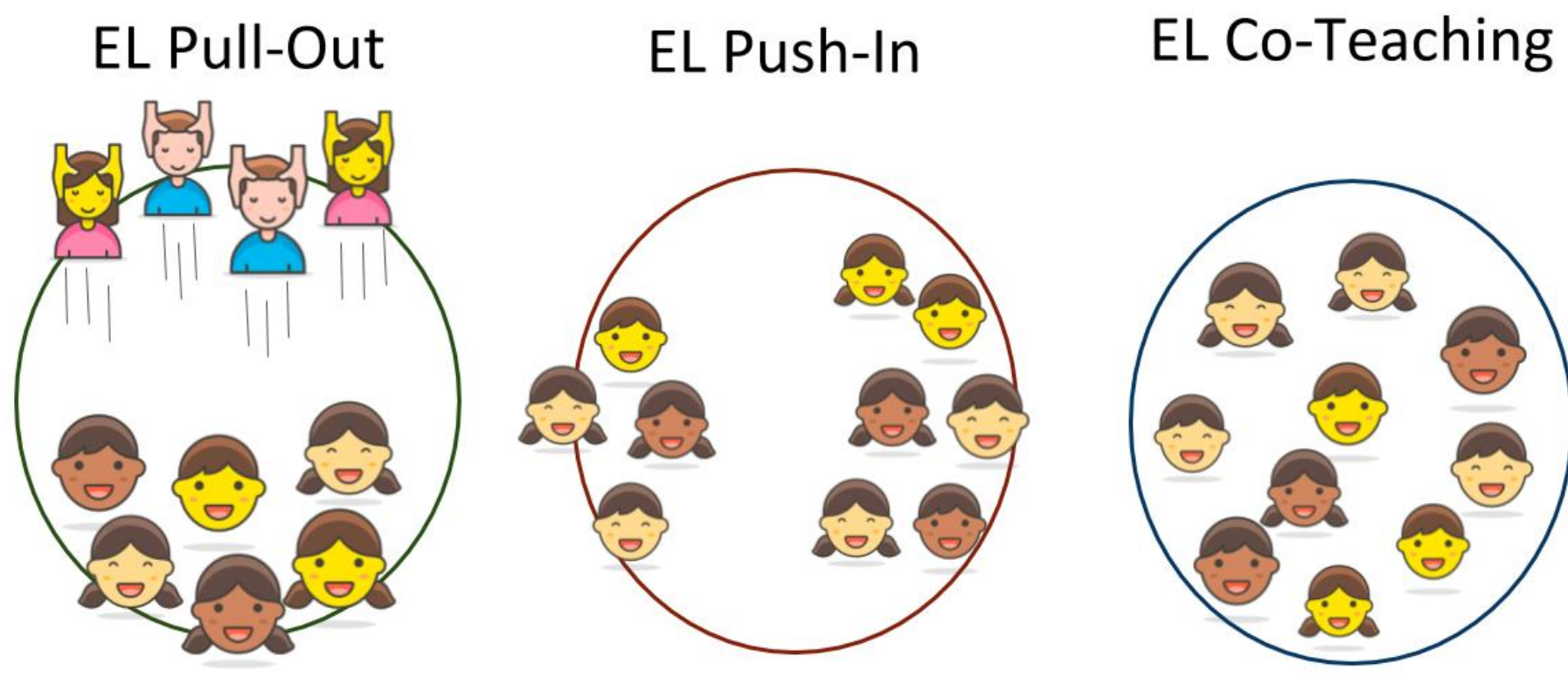
- Factors other than school size and EL population affect the implementation of an EL co-teaching model

Teachers at 3 schools implementing Together is Better (a co-teaching model for supporting English Learners) face common implementation challenges related to staffing and planning time.



Take a picture for more information.

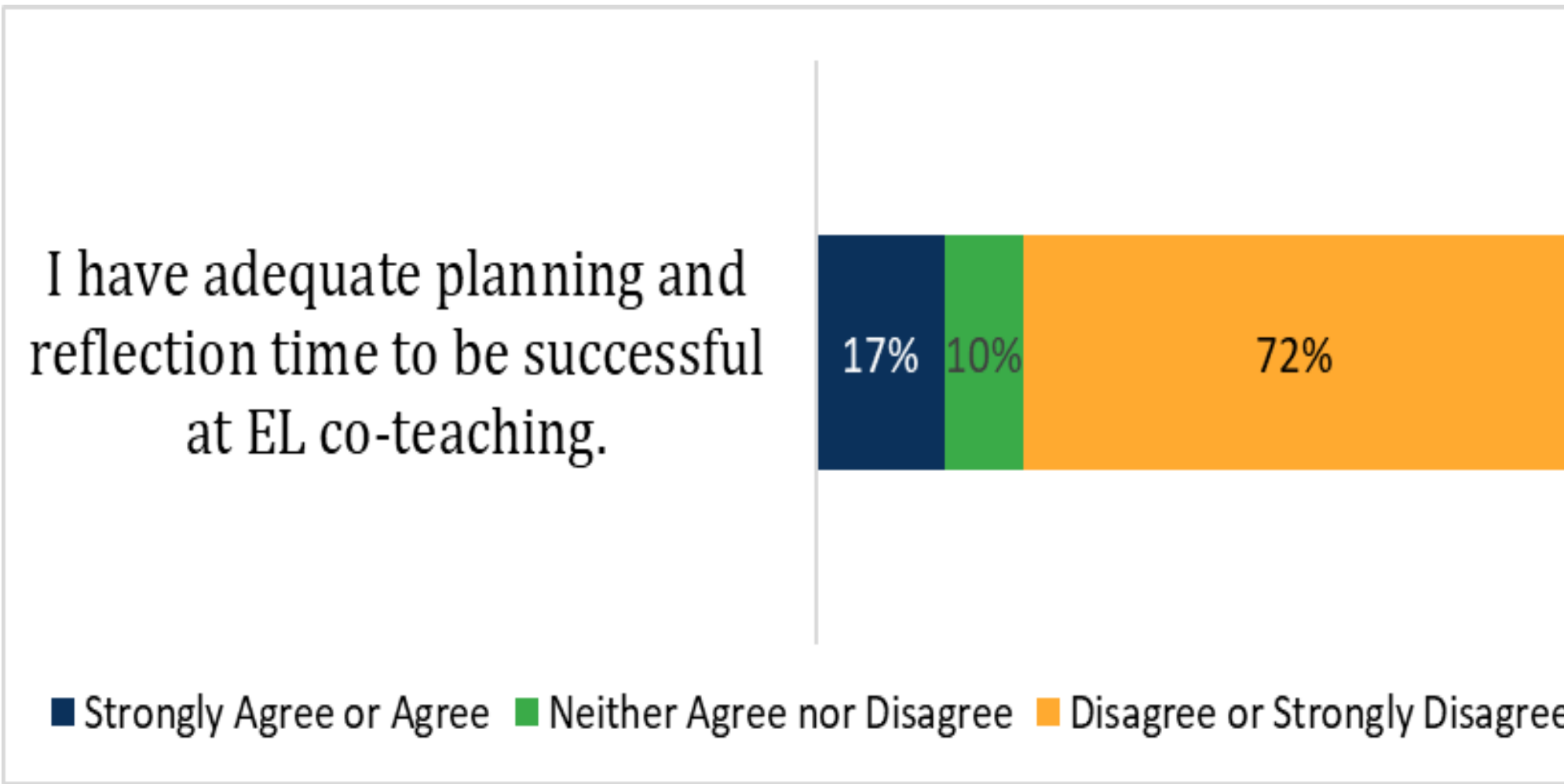
Models of EL instruction



Staffing Ratios

School	ESOL Teachers	Classroom Teachers
A	2	5
B	4	4
C	8	11

Mid-Year Survey Results



Next Steps:

- Post-Survey of teacher practices and attitudes
- Collection of data around changes to instructional practice, using co-teaching rubric
- Principal interviews
- Student outcome data: ACCESS scores and literacy data