

Memorandum

To: LEP Coordinators & ESL Program Administrators
From: North Carolina Department of Public Instruction Title III Program Staff
Date: April 6, 2009
Re: **Clarification of Co-Teaching** as an approved method of a language instructional program

Description of ESL Co-Teaching

Formerly frequently misidentified as ESL inclusion; Inclusion is not an approved language instructional model

Co-Teaching A model in which both the ESL teacher and regular classroom teacher share equal responsibility or co-ownership of the classroom. The ESL teacher teaches whole class as does the regular classroom teacher at regular intervals.

Elements of Co-Teaching

- The ESL teacher co-teaches [with equal responsibility] with the mainstream teacher to ensure that LEP students receive appropriate instruction (utilizing the WIDA standards and the NCSCOS) in the mainstream classroom.
- LEP students are thoughtfully and purposely placed with mainstream teachers who agree to the co-teaching model.
- Co-teaching class times are purposefully scheduled so that ESL teachers are scheduled for the same time.
- Planning time is purposefully scheduled for mainstream and ESL teachers to prepare for co-teaching delivery.
- Co-teaching is most appropriate for intermediate level LEP students. If newcomer ESL students are placed in the co-teaching classroom, they will also need quality ESL instruction.
- Generally, an ESL teacher will work with no more than three mainstream teachers. This allows the ESL teacher to both plan with the mainstream teachers and still lead small group ESL pull-out classes.

Resources must be maximized so that LEP students receive the best possible services. Co-teaching requires a significant time commitment for planning and teaching. Given current resources, it is impossible to provide all ESL instructional services in this manner. Lower level LEP students require intensive language instruction in a focused ESL class. ESL teaching shall utilize the WIDA NC ELP Standards and selected objectives from local content area scope and sequence guides in order to better prepare students for mainstream classroom activities.

Practices that ARE NOT Co-Teaching:

- LEP students are randomly placed into various classes with little thought as to language ability or teacher preparedness for the co-teaching model.
- The ESL teacher visits the LEP students in these classes on a regular basis but has no responsibility for co-teaching or co-planning. *The ESL teacher helps individual students or small groups of LEP students in the back of the classroom.
- The ESL teacher works in more than four mainstream classrooms.
- There is little or no time for ESL and mainstream teachers to plan together to facilitate joint lesson delivery, so the ESL teacher works more as a classroom assistant than as an ESL teacher.
- All LEP students receive only co-teaching ESL services, regardless of language proficiency level.
- Lower level LEP students do not receive the necessary pull-out instruction.

* **Tutoring is not a language instructional program type. However, it is an activity that may be used to enhance (not replace) ESL instruction.**