

District Policies for Collaborative Instructional Models: Tensions of Implementaton

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QR code for this presentation



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Today's Presenters

- Amanda Kibler (OSU Professor of Education)
- Martha Sandstead (Oregon Department of Education)
- Sara Wiger (WestEd)
- Sarah Howard (OSU Doctoral Student)

Many thanks to Martha Castellón Palacios (WestEd), Co-Principal Investigator and collaborator on this project!



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Who Is Here Today?

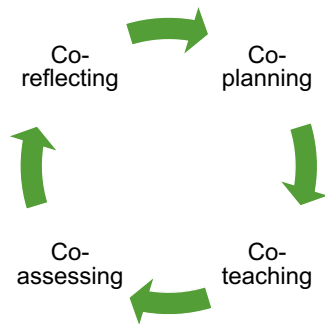
Content teachers (or general ed teachers)
ESL teachers/language specialists
Teacher leaders or instructional coaches
School administrators
District administrators
State administrators
Teachers educators and professional developers (pre-service or in-service)
Researchers
Others?



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Conceptualizing “Collaborative Practices”

The Collaborative Instructional Cycle:



Honigsfeld & Dove, 2019

What Makes it a Community of Practice (Wenger, 1998):

- Do collaborating teachers see EL-classified students’ success as a *shared responsibility*? (joint enterprise)
- Is collaborating teachers’ work *coordinated and collaborative*? (mutual engagement)
- Do collaborating teachers have *shared/common instructional approaches and professional practices*? (shared repertoires)

Kibler et al., 2022

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Our Overall Study Explores:

- How districts organize and assess collaborative practices
- How collaborative practices vary, and how characteristics of settings relate to that variation
- The extent to which collaborative practices reflect shared responsibility through coordinated work that draws from shared instructional approaches and professional practices
- The successes and challenges collaborating teachers and/or administrators experience in implementing co-teaching and collaboration

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Instructional Models We Have Studied

Collaborative practices among licensed ESL and content teachers found in programs that integrate language and content instruction through:

- Co-teaching
- Consulting
- Dual-endorsed teachers*

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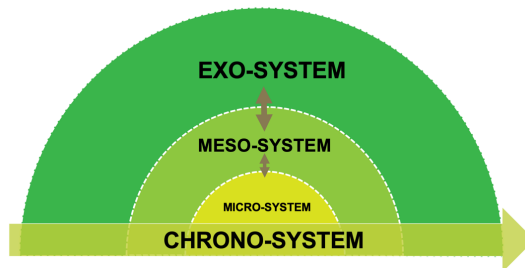
Educators We Studied

- District administrators and TOSAs
- School/building administrators
- Language specialists (ESL teachers)
- Content teachers

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The Issues We'll Address Today

- What are the impacts of district-level policies and guidance at the school level? In other words, as schools respond to and navigate the policies/guidance, what are the tensions of implementation?



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Study Data

Three Case Studies:

- Mountain View SD: Long-standing co-teaching model (2022-2023)
- Woodside SD: New district-wide implementation of co-teaching model (2022-2023)
- Deerfield SD: New district-wide implementation of co-teaching model (2021-2022)

Interviews:

- 33 with district and school administrators/leaders; 28 with teachers (ESL and content)

Day-long shadowing with fieldnotes:

- 10 teachers (2-4 per district)

District policy and guidance documents

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Why explore this topic?

- **How policy implementation can help collaboration:**
 - Provide “a clear framework with a real commitment to material and intellectual resources, as well as the necessary time and space to support teachers’ dialogue and critical reflection” (McClure & Cahnman-Taylor, 2010, p. 123)
- **What makes this so challenging?:**
 - District-wide models entail some level of top-down decision-making, but those processes can disempower teachers (Dávila et al., 2017)
 - Limitations in organizational capacity and resources can prevent leaders’ intentions from being implemented (Umansky et al., 2020)

Key District Policies

- Instructional Model (consulting, co-teaching, dual-endorsed teacher)
- Student Clustering and Placement
- Content Area, Scheduling, & Pairing
- Time Designated for Co-planning

Instructional Model:

- proficiency-based student placements within/across options

- included some additional pull-out ELD/newcomer classes

Policy	Mountain View (long-standing)	Woodside (newer; with extra staffing)	Deerfield (newer; with current staffing)
Co-teaching	X	X	X
Consulting		X	X
Dual-endorsed			X

Implementation	Mountain View	Woodside	Deerfield
Co-teaching	██████████	██████████	██████
Consulting		████	██████████
Dual-endorsed			██████

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Instructional Model: *Tensions*

Intentional leeway in newer and less funded programs led to:

- less use of district administrators' preferred option (co-teaching)
- more burden on language specialists for implementation

Serving recently-arrived students in all districts: school-level requests for more separate services

Policy	Mountain View (long-standing)	Woodside (newer; with extra staffing)	Deerfield (newer; with current staffing)
Co-teaching	X	X	X
Consulting		X	X
Dual-endorsed			X

Implementation	Mountain View	Woodside	Deerfield
Co-teaching	██████████	██████████	██████
Consulting		████	██████████
Dual-endorsed			██████

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Student Clustering and Placement

Policy	Mountain View	Woodside	Deerfield
Clustering	40% or fewer	50% or fewer	50% or fewer
Placement procedures	<ul style="list-style-type: none"> • ELP scores • EL teacher decisions 	<ul style="list-style-type: none"> • ELP scores, prior placement 	<ul style="list-style-type: none"> • ELP & reading scores • EL teacher decisions

Implementation	Mountain View	Woodside	Deerfield
Clustering	<i>Attempts to stay <40%; held seats open</i>	<i>Attempts to stay <50%; held seats open</i>	<i>Attempts to stay <50%; held seats open</i>
Placement procedures	<ul style="list-style-type: none"> • ELP scores • EL teacher decisions 	<ul style="list-style-type: none"> • ELP scores, prior placement • <i>Placement meetings</i> 	<ul style="list-style-type: none"> • ELP & reading scores • EL teacher decisions

Student Clustering and Placement: *Tensions*

Clustering:

- Trade-offs between peer integration and teachers' collaboration time and staffing capacity
- Clustering can follow students into non-co-taught classes throughout the rest of the day

Placement:

- Assessments used for decision-making because scarce resources require compromise

Content Area, Scheduling, & Pairing

<i>Policy</i>	Mountain View	Woodside	Deerfield
Content Area	Preference for <i>not</i> ELA	Preference for ELA	ELA required
Scheduling	Funded & hired teachers; admin schedule training	Funded teachers; admin schedule guidance	Funded teachers; admin schedule guidance
Pairing	none	none	none

<i>Implementation</i>	Mountain View	Woodside	Deerfield
Content Area	Mostly not ELA	Mostly ELA	All ELA
Scheduling	~2-4 collaborating teachers each	~1-4 collaborating teachers each	~2-8 collaborating teachers each
Pairing	Strategic & proactive	Strategic	Strategic when possible



Teacher Content Area, Scheduling, & Pairing: *Tensions*

- Content Area
 - Language specialists likely to thrive in areas of expertise, but multiple content areas add to systemic complexity
- Scheduling (Assignment to Collaborating Teachers)
 - Leeway allows for local/demographic differences but leads to workload differences *within* districts and even schools
- Pairing
 - Always more “optional” for content teachers
 - With an expectation all content teachers will participate, trade-offs in selecting the “less willing”



Designated Co-Planning

<i>Policy</i>	<i>Mountain View</i>	<i>Woodside</i>	<i>Deerfield</i>
Planning	Required 45 min/week	Suggested shared prep; extended contract pay offered	Suggested shared prep; extended contract pay offered
<i>Implementation</i>	<i>Mountain View</i>	<i>Woodside</i>	<i>Deerfield</i>
Planning	45 min/week, using flexible options if no shared prep	Variation in shared prep (0-90 minutes/day)	Relatively rare shared prep
	Teachers often willing to find additional times	Teachers sometimes willing to find additional times	Teachers rarely willing to find additional times

Designated Co-Planning: *Tensions*

- Designated co-planning during shared prep time may not always be feasible, regardless of school administrator buy-in or skill
- “Expecting” collaboration outside of designated times can be difficult

Key Take-aways (1 of 3)

1. Resource Limitations:

- Scarce resources require compromise
- Additional school-level requests for recently-arrived students
- Feasibility of designated co-planning during shared prep time

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Key Take-aways (2 of 3)

2. Trade-offs

- Trade-offs between peer integration and teachers' collaboration time
- Pairing always more "optional" for content teachers, but even with an expectation all content teachers will participate, trade-offs in selecting the "less willing"

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Key Take-aways (3 of 3)

3. Tensions of flexibility

- Intentional leeway led to:
 - less use of district administrators' preferred option (co-teaching)
 - more burden on language specialists
- Scheduling leeway allows for local/demographic differences: leads to workload differences *within* districts & schools
- Language specialists likely to thrive in areas of content expertise, but multiple content areas add to systemic complexity
- “Expecting” collaboration outside of designated times can be difficult

Implications for District Leaders

- (1) Prepare school leaders and teachers for the logistics and impacts of district policies around collaboration;
- (2) Support school leaders and (all) teachers in having direct conversations about tensions and trade-offs, with an emphasis on students and key values;
- (3) Carefully consider the relationship between leeway and consistency, and how that might change over time;
- (4) Treat designated co-planning time as foundational.

Quick Check-In (Pairs/Small Groups)

How do these ideas resonate with your setting and situation?

Based on your role/position, what is your biggest take-away or learning?

What is one question related to this research that you have?

How much time do we have?



Thank you!

Questions?

Thank You!

For more information, please contact:



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www.elrdcenter.wested.org

What's next? – Number group discussion

You will now have a chance to discuss what you have learned in this session with the other members of your number group.

Please report to the following rooms to share your ideas:

Pioneer Room • Groups 1–7
Room 2047 • Groups 8–14
Room 2039 • Groups 15–21
Room 2035 • Groups 22–28
Room 2029 • Groups 29–35