

CREATING DISTRICT-WIDE CO-TEACHING PRIORITIES

Station 1: How do you build institutional priorities around co-planning and co-teaching?

Phase 1

Foundation & Vision

- Convened Advisory Committee (teachers, administrators, ML families)
- Presented data: ML enrollment, academic achievement, graduation rates, WIDA growth, etc
- Reviewed research on instructional practices for MLs
- Examined legal guidance on program models that support learning without discrimination
- Executive Director of MTSS & Superintendent collaborate closely to support and roll out work

Engage ML Specialists

- Used monthly ML Collaboration meetings to teach specialists about new classes, who they serve, and how co-teaching fits
- Professional learning shared about research on language learning through content
- Offered optional co-teaching book clubs for those ready to dive in

Phase 2

Disseminate to Leadership

- Quarterly Principal-ML Collaboration meetings to explain new program model
- Drop-in sessions for counselors, registrars, and other support staff
- Worked with Cabinet to embed inclusive instruction into district priorities
- Highlighted co-teaching at year-end Summit to comprehensive PD Plan document

Phase 3

Implementation Support

- ML team led district-wide SIOP instruction showing how language can be taught in content
- Targeted ML teachers and small pool of secondary content teachers initially, then expanded
- Continued offering co-teaching training
- Offered flexible co-teaching pilot framework to schools ready to participate

Phase 4

Measure, Learn & Expand

- Created a SIOP and CEL5d aligned walk-through tool for Principals and Instructional Coaches
- Collected data on student performance, class enrollment, teacher and student feedback
- Follow-up meetings with ML Specialists and Principals to report challenges, successes, and support needs
- Used momentum from positive data to expand to more schools
- Provided direct intervention/support to schools not yet on board

Phase 5



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