Moving on Up with WIDA: Helping Near-Proficient English Learners Reach Full Proficiency

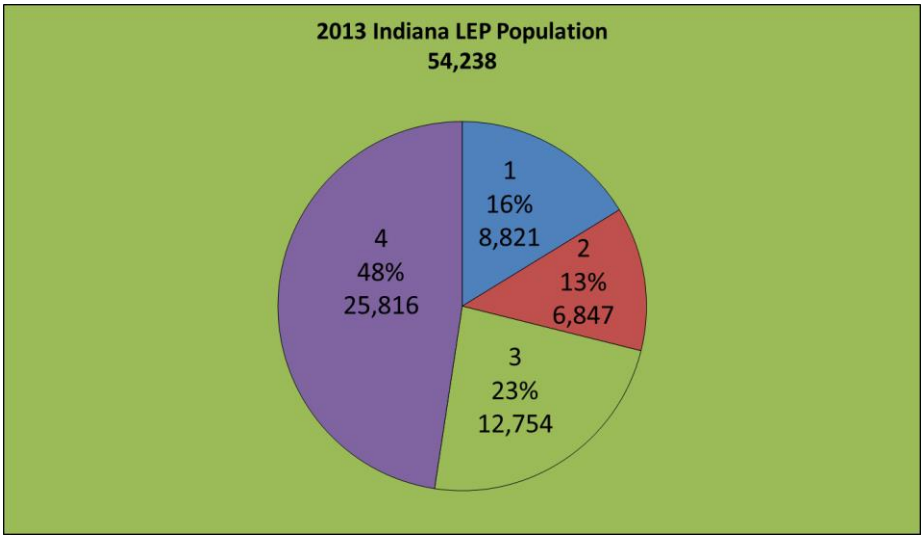
FARIDAH PAWAN,
Indiana University, Bloomington

ANITA SERALATHAN,
Indiana University, Bloomington

Most (48%) of all the English learners (ELs) in the state are at Level 4 or the near proficient level/advanced level. However, there is much consternation that ELs struggle to move to the Fluent English Proficient (FEP) level or Level 5, which is necessary for them to be successful participants in mainstreamed classrooms. Indiana's recent adoption of the World-class Instructional Design and Assessment (WIDA) standards for ELs is timely because of its focus on two central elements critical for the students' progression, namely maintaining language and academic achievement simultaneously and the assumption of shared responsibility of ESL and content area teachers in teaching the students. This article revisits teachers' concerns for Level 4 students and suggests pathways of practice aligned with WIDA's standards for classroom instruction and professional development.

Keywords: WIDA, English language learners, Fluent English Proficient (FEP), mainstream instruction

Introduction: Setting the scene in Indiana



Office of English Learning and Migrant Education, IDOE, 2014

At the Indiana State English Learner Conference in October of 2014, the Indiana Department of Education (IDOE) shared the above chart which demonstrates that most (48%) of all the English learners (ELs) in the state are at Level 4 or the near proficient level/advanced level. However, there is much consternation that ELs struggle to move to the Fluent English Proficient (FEP) level or Level 5, which is necessary for them to be successful participants in mainstreamed classrooms.

As the number of ELs in schools continues to rapidly rise, there has been research that focuses on improving the skills and abilities of lower proficiency students on one end of the spectrum and gifted and talented students on the other end. Research on how to improve instruction for lower proficiency students exists (e.g. Mayville, 2012) as well as research that focuses on gifted and talented students (e.g. Pereira & Gentry, 2013). What is limited in current research, however, is a focus on high proficiency ELs. Research that addresses the instructional needs of students at near proficient levels of English is of particular interest to many teachers, as

advancing their students towards that final stage of proficiency is often found to be a challenging task.

Hence, Indiana's recent adoption of the World-class Instructional Design and Assessment (WIDA) standards for English learners is timely as evidenced by its mission statement:

> WIDA advances academic language development and academic achievement for linguistically diverse students through high quality standards, assessments, research, and professional development for educators. (Gottlieb, 2013)

The statement is centered on maintaining ELs' language and academic achievement simultaneously, and as stated in WIDA's essential action statements, the accomplishment of which can only take place with the assumption of a shared responsibility between English as a New Language (ENL) teachers and content area teachers in instruction. These two elements are central for the near proficient students (Level 4) to progress as they will soon be or are already mainstreamed to compete academically with native English speaking peers and will no longer have institutionalized support from ENL teachers as they are deemed ready to exit the ENL program.

In implementing WIDA, current concerns of teachers need to be revisited and pathways of practice reconsidered. These are identified in this article based on a survey of 15 ENL teachers across central Indiana whose districts were a part of the Tandem Certification Program (TACIT) at Indiana University, Bloomington.

Making connections between language and content

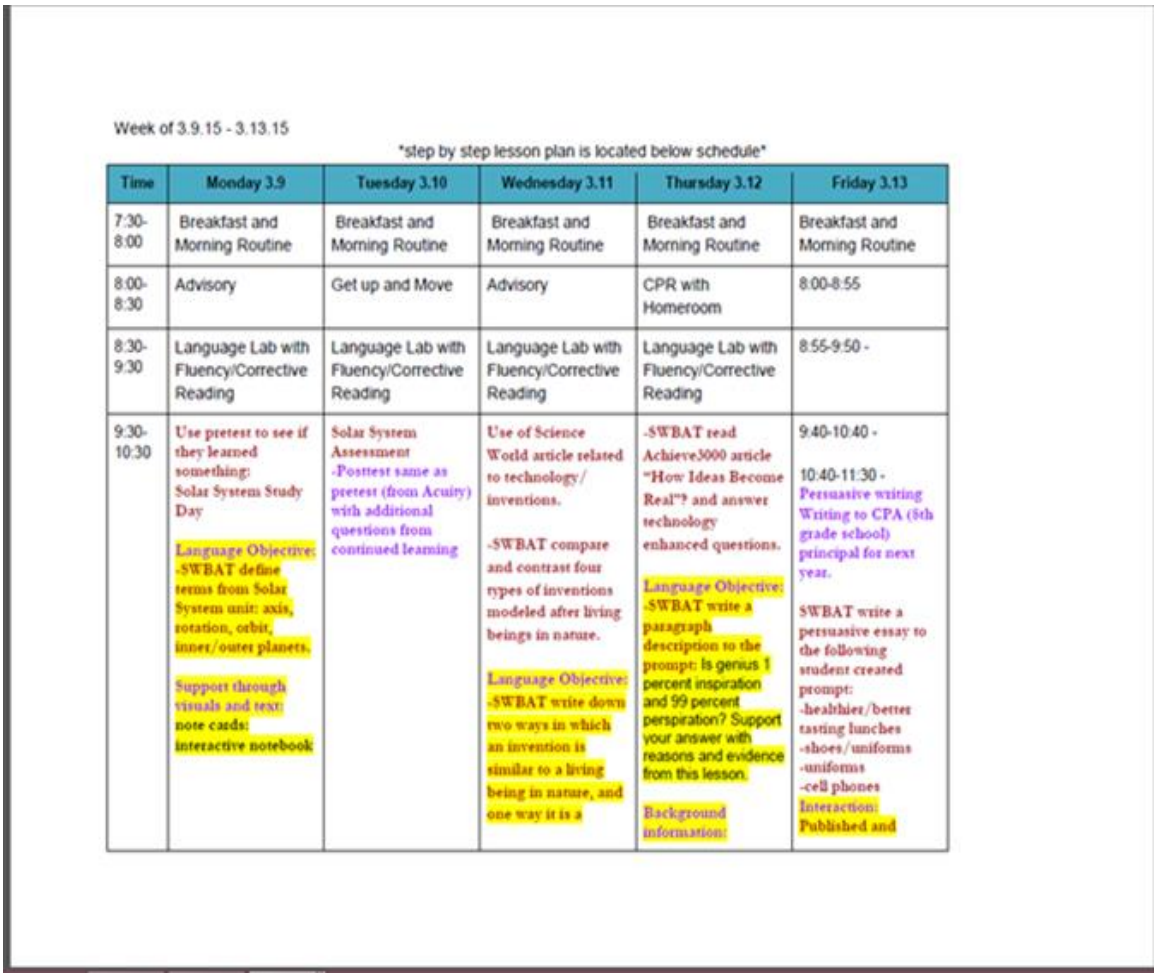
Students at level 4 can navigate social situations well and may appear on the surface to be fluent at times. However, they usually lack specific knowledge of English in academic language, writing, reading in the subject areas and so on.

The juxtaposition of language and content instruction is thus called for to address the situation. The pedagogical positioning and the practices from frameworks such as the Content-Based Language Instruction (CBI) approach (Brinton, Snow & Wesche, 1989), Sheltered Instruction (Echevarria & Graves, 2010) and Cognitive Academic Language Learning Approach (CALLA) (Chamot & O'Malley, 1996) can be referred to for assistance. Within these approaches emphasis is placed on the intersection of two critical elements:

- Content-compatible: The objectives specify what other language skills are compatible with the concept to be taught
- Content obligatory: The objectives specify the language required for students to develop, master and communicate, given content material

The intersection of these two elements could be accomplished through several means, the most immediate of which is incorporating and sustaining content and language objectives throughout a lesson. The lesson plan below (Figure 1), is WIDA-based in demonstrating the incorporation of language and content objectives into lesson planning.

Figure 1: WIDA-based science lesson



Week of 3.9.15 - 3.13.15

step by step lesson plan is located below schedule

Time	Monday 3.9	Tuesday 3.10	Wednesday 3.11	Thursday 3.12	Friday 3.13
7:30-8:00	Breakfast and Morning Routine	Breakfast and Morning Routine	Breakfast and Morning Routine	Breakfast and Morning Routine	Breakfast and Morning Routine
8:00-8:30	Advisory	Get up and Move	Advisory	CPR with Homeroom	8:00-8:55
8:30-9:30	Language Lab with Fluency/Corrective Reading	Language Lab with Fluency/Corrective Reading	Language Lab with Fluency/Corrective Reading	Language Lab with Fluency/Corrective Reading	8:55-9:50 -
9:30-10:30	Use pretest to see if they learned something: Solar System Study Day Language Objective: -SWBAT define terms from Solar System unit: axis, rotation, orbit, inner/outer planets. Support through visuals and text: note cards: interactive notebook	Solar System Assessment -Posttest same as pretest (from Acuity) with additional questions from continued learning	Use of Science World article related to technology/ inventions. -SWBAT compare and contrast four types of inventions modeled after living beings in nature. Language Objective: -SWBAT write down two ways in which an invention is similar to a living being in nature, and one way it is a	-SWBAT read Achieve3000 article "How Ideas Become Real"? and answer technology enhanced questions. Language Objective: -SWBAT write a paragraph description to the prompt: Is genius 1 percent inspiration and 99 percent perspiration? Support your answer with reasons and evidence from this lesson. Background information:	9:40-10:40 - 10:40-11:30 - Persuasive writing Writing to CPA (8th grade school) principal for next year. SWBAT write a persuasive essay to the following student created prompt: -healthier/better tasting lunches -shoes/uniforms -uniforms -cell phones Interaction: Published and

Another immediate means to maintain the connection between language and content is through content compatible and obligatory vocabulary instruction advocated by CBI. The teacher quote below demonstrates the importance of such instruction:

> I follow the LAS Links Proficiency Level Descriptors. Students at level 4 are almost at the same academic level as a Native Language speaker. However, I would say that the language is a minimal barrier for learning [but] for tier II and tier III vocabulary.
>
> (EL teacher, northwestern Indiana, November, 2013)

Tier II and Tier III vocabulary are common core vocabulary designations (National Governors, 2010), with Tier II (content-compatible) being high frequency words that usually appear in print form only and are used by proficient speakers across content areas, and Tier III (content-obligatory) words not frequently used except in content areas and academic contexts. Content compatible words are communicative in nature, enabling students to ask questions, explain understanding and so forth in their content area class. Content compatible are process words and are "how-oriented." Content obligatory words, on the other hand, are "what-oriented" words that are functional for students to gain knowledge of a curricular subject. These are content-specific technical vocabulary, special expressions, syntactical features, and so on that are essential to acquire concepts and demonstrate mastery and learning in the specific subject matter.

CALLA would add the teaching of content-area specific strategies to be included in instruction that connects language and content. This is underscored by the quote below:

> Level 4 students have the ability to participate in class alongside their peers with hardly any problems. They do struggle though with…multi-step tasks…and steps to take to complete a project but make minor errors when speaking or writing that do not impede understanding. Although these subtle struggles seem minor, if teachers and students are not proactive in addressing these areas, their grades will reflect these weaknesses.
>
> (EL teacher, north-western Indiana, November, 2013)

The teacher quote points to the need for content strategy instruction when language instruction is undertaken through content. For example, in teaching science at the macro level, CALLA would suggest the teaching of science problem-solving steps, which focus on asking a question, formulating a hypothesis, collecting and recording data, and answering the question posed. At the micro level, students can be taught strategies to deconstruct academic texts. For example, in

science texts to accompany the lesson seen in Figure 1 above, strategies that entail reading section headings, illustrations, and captions to get an overall picture and the teaching of more specific strategies of recognizing writing patterns in science textbooks are critical for science text comprehension. These include the classification pattern, the process description pattern, the factual statement pattern, the problem solving pattern, the experiment-instruction pattern, the combination pattern and so on. In this regard, students at Level 4 can greatly benefit from utilizing learning strategies from approaches such as CALLA if they are to mirror the abilities already demonstrated by students in Level 5, which according to one teacher are students who "know the thinking process within the subject area."

In making the connection between language and content in ESL instruction, teachers are engaging students in learning language in context as opposed to in isolation, and this ties in with WIDA's Action 4, which is making connections with language and content so that learning is meaningful and relevant (p. 11), and to WIDA's principle of seeing ELL's academic language and academic content language development as processes that are intertwined (Indiana Department of Education, 2014, p. 8). More importantly, in linking language and content, students see learning a language as a means to learn, which in itself can impact motivation. Motivation is key in helping students make that move forward to the next level, and it arises from engaging in something meaningfully and authentically.

Enacting differentiation through "just-in-time" inquiry and self-assessment

> [What] I noticed about many Level 4 students was that they were strong in one or two of the language domains, which boosted their overall/averaged score on the LAS-Links assessment, but still needed much improvement in other domains. More specifically, I noticed that many of the Level 4's I worked with were able to

> effectively communicate orally and/or in written form, while reading and/or listening presented more of a challenge. A recurring discussion I had with my students and their content area teachers involved looking at the breakdown of students' language domain scores, as they were instructive for academic goal setting and lesson planning.
>
> (EL teacher, central Indiana, October, 2013)

The teacher's quote above calls for the differentiation of instruction and converges with WIDA's Action 3. Differentiation is no doubt difficult to achieve but is the essence of effective instruction when teachers are able to address and instruct to the specific needs and abilities of students. In the teacher quote above, it is clear that moving Level 4 students to Level 5 will require teachers to take differentiated actions for individual students.

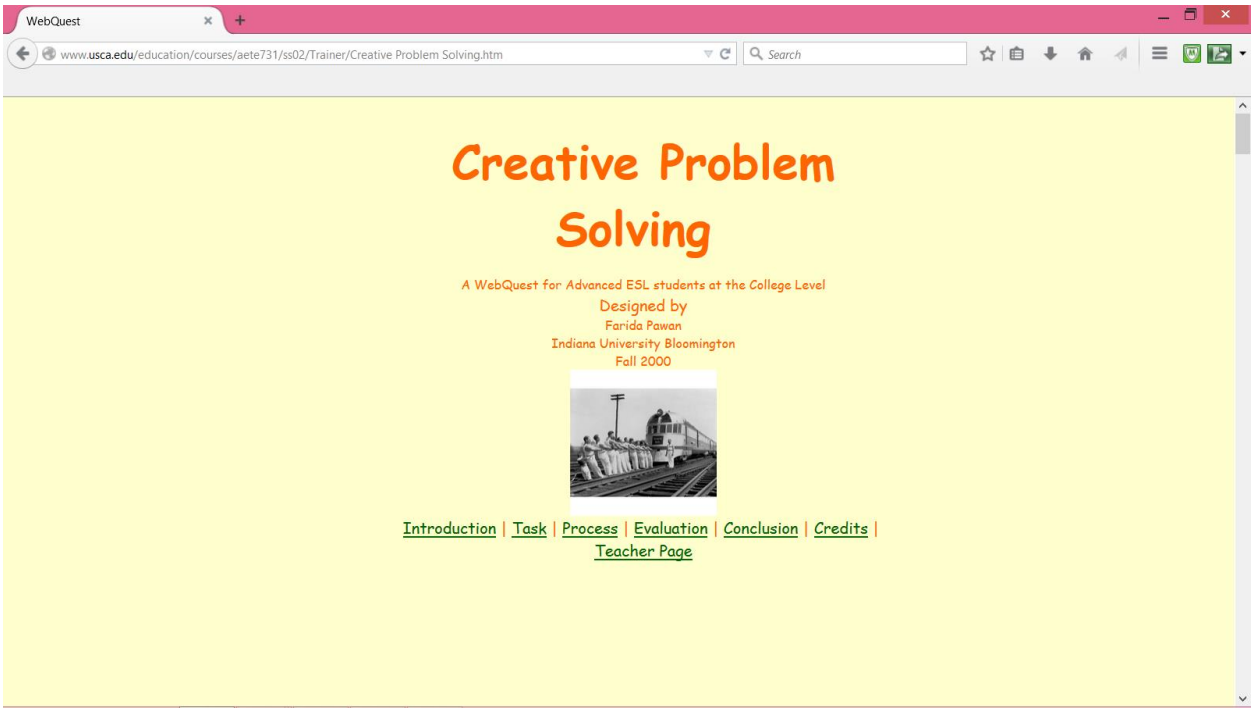
Though it is a challenge, differentiated instruction is assisted by the hyper-mediatized environment currently in place whereby learning is considered horizontal and heterarchical rather than hierarchical, where knowledge is readily available as long as its use can be identified (Pawan & Honeyford, 2007). Differentiated instruction for the purposes of higher-order thinking can be achieved by engaging students in open-ended inquiry and by providing students with "just-in-time" support as they engage in the inquiry. This approach enables students to take ownership by utilizing their strengths and seeking help in their areas of needed improvement, as well as to acquire and use information to undertake the task. One example of inquiry-based lessons is constructivist WebQuest lessons (www.webquests.org). See Figure 2.

Figure 2: WebQuest Lesson Search Page

The lessons always begin with inquiry into ill-defined and open-ended problems (e.g. an investigation into who killed King Tutankhamun). The differentiation in well-designed WebQuest lessons is when teachers create options for students to assume roles that would enable them to solve the problems as well as options in the types of task they want to assume, depending on their abilities and interests. Students' efforts are scaffolded by teachers through the just-in-time rather than just-in-case provision of multi-modal resources for students to use as they work through the problems. Rubrics also assist students in monitoring their progress. The end point for these lessons is not already predetermined, and this opens up opportunities for students to push themselves to the next level. Figure 2 above displays the search page for the website and Figure 3 below is Pawan's (2000) WebQuest, *Alexander's Gordian Knot,* which focuses on familiarizing students with, and having them use, creative problem solving approaches. "Task" is where problems are described, "Process" contains the steps to be taken

and the resources to be used, and the "Evaluation" are where the rubrics can be found. The "Teacher Page" provides information as to how teachers could use and modify the lessons.

Figure 3: Pawan's (2000) WebQuest



The inquiry activities allow for differentiation in instruction, but they work best when students are able to also identify their own abilities and areas where help is needed.

> One of the biggest struggles for Level 4 is getting them…to seek help when they don't understand…Level 5 students are independent…and when they need any help, they speak with confidence in the class.
>
> (EL teacher, north-western Indiana, November, 2013)

In order for students to self-advocate for themselves, Level 4 EL students need to be able to self-assess. Similar to all higher-order thinking skills, this ability needs to be taught; Linguafolio, a self-assessment framework aligned to standardized proficiency levels, could be a template to

follow. Andrea Brandt Melnyk, formerly at IUPUI, has worked on the implementation of LinguaFolio, which provides some structure for learners to self-assess their language growth and development in a systematic, ongoing way, and to document evidence of language performance. See Figure 4.

Figure 4: Linguafolio

The folio consists of students' language learning experiences, learning styles, intercultural encounters, language proficiency, and performance. Students can assess themselves and also keep track of their achievement. The "can-do" statements in the folio that are similar in spirit to that of WIDA's can-do statements provide an opportunity for students to set goals for themselves and assert their expertise while simultaneously self-acknowledging their needed areas of growth. The acquisition of the skill will give students a means to take charge of their own learning and at the same time develop a higher-order thinking skill to meta-evaluate their own performance, a skill targeted in WIDA's Action 8 (Gottlieb, 2013, p. 11).

Using culture as academic scaffolding

> I think one of the biggest disadvantages that level 4's face is that they…still lack an awful lot of background knowledge and especially cultural knowledge and that often comes up through their CALP (Cognitive Academic Language Proficiency) understanding. Think about reading Dante's Inferno or the Scarlet Letter with little to no understanding of Christianity or the bible...while your language might be up to the task, it is untranslatable to you.
>
> (EL teacher, south-central Indiana, November, 2013)

The teacher quote above asserts that cultural/personally-relevant knowledge stands in the way of Level 4 students' progress. This is the case not just for EL students but for others as well. For example, Albrecht (2013) discusses the needs of gifted children and how they need to see themselves culturally and personally in the curriculum, materials, and assignments to stay invested in school. The importance of cultural and personally relevant instruction is reflected in WIDA's Action 1 (utilizing the resources and experiences that ELLs bring to school), Action 3 (using ELL's background knowledge) and Action 7, which involves designing "language teaching and learning with attention to the sociocultural context" (Gottlieb, 2013, p. 11). In other words, students' cultural backgrounds (personal and social) are not only valued but also to be used to support classroom instruction. However, such scaffolding is a goal to be achieved. In Pawan's (2008) study using Virgina Collier's Prism Model (Thomas & Collier, 2002), four types of scaffolding used by teachers for ESL students were identified: linguistic, conceptual, procedural and socio-cultural (see Table 1). However, only 6.3% of the overall scaffolding used by the teachers in the study was cultural in nature.

Table 1: Scaffolding types (Pawan, 2008)

Scaffolding Types						
Linguistic: Simplifying and making the "English" language more accessible	**%**	**Conceptual:** Providing supportive frameworks for meaning providing organizational charts, metaphors etc.	**%**	**Social- Cultural** Mediating and situating students' learning in a social context involving the engagement and support of others (expert and novice, peer and peer) (Social). Also using artifacts, tools and informational sources that are specifically culturally and historically situated within a domain familiar to learners (Cultural)		**%**
▪ Free journaling ▪ Prewriting ▪ Oral presentation of materials ▪ Reading out loud* ▪ Conversational mode in lesson delivery ▪ Written instructions ▪ Simplified language ▪ Slowed pacing* ▪ Direct instruction of form and meaning ▪ Direct instruction of form Vocabulary teaching ▪ Reading instruction		▪ Modeling* ▪ Show instead of explain* ▪ Body language* ▪ Think alouds ▪ Structured step & choices* ▪ Pre-teaching difficult concepts ▪ Frequent practice test sessions ▪ Bookmarking relevant websites ▪ Explicit connections between in class and out of class experiences (life experiences) ▪ Explicit/Transparent expectations ▪ Sourcebooks ▪ Condensed material ▪ Computer s ▪ Realia/Authentic artifacts ▪ Visuals* ▪ Charts ▪ Checklists ▪ Posters ▪ Pictures ▪ Simulation ▪ Experiments ▪ Games		Social ▪ Teacher One-to-One assistance and encouragement* ▪ Pairing ELLs with NS ▪ Combination of individual and group work ▪ Peer-Coaching on assignments ▪ Specific role assignment in small groups	Cultural ▪ Students' prior Knowledge ▪ Literature from students' culture ▪ Students' learning styles ▪ L1 Peer Work ▪ Spanish speaking teacher colleagues for translation and instruction	
Total: 21.6%		**Total: 47.2%**		**Total: 23.4% (Social)**	**Total: 6.3% (Cultural)**	
					Total Postings: 408 (298+110)	

The finding makes a strong statement regarding the importance of supporting teachers' ability to develop, incorporate and use knowledge of their students' cultural background to scaffold instruction. According to Windschitl (2002), "in classrooms where teachers are unaware of students' interests and life experiences, they not only fail to build on local knowledge but essentially offer 'disinvitations' to participate in classroom discourse" (p. 18). Consequently the lack of knowledge and the cultural mismatch between teachers and their ethnically diverse students often leads to the latter's underperformance, a phenomenon well-documented in research. For the trend to be reversed, students' cultural knowledge must be seen as a permanent feature of instruction necessary for building meaningfulness and sense-making through effective scaffolding.

In this regard, to guide the incorporation of cultural scaffolding, Gay's (2000) culturally relevant pedagogy or Ladson-Billing's (1992) or Bank's (2004) culturally responsive teaching is useful. This type of teaching acknowledges cultural heritages, builds bridges between home and school experiences, uses wide varieties of different learning styles, teaches students how to know and praise their own and that of other people's cultures and incorporates multicultural resources and information in instruction. Most importantly, the instruction acknowledges and uses "funds of knowledge" (Moll, Amanti, Neff, & Gonzalez, 1992), which students bring with them to the classroom. For example, Professor Emeritus Eugene Garcia, formerly of Arizona State, used to begin his science lessons in a culturally responsive way by asking students about the folktales they heard at home relating to a particular phenomenon, like the possibility of rain in the forecast. Students gave examples, such as their grandmothers reporting bone aches and so on, and students subsequently spent the rest of the class time uncovering the scientific premises of

the tales. Another example comes from the book project, *Different Worlds*, that Michelle Greene and her middle school ELs in Indiana wrote together. The book consists of stories about the students' difficult journeys to the US. Writing the stories engaged students fully in the writing process as they were both personally and culturally validating. In the context of these experiences , as per the teacher's quote above, perhaps, by them as a background to teaching Dante's Inferno, the poem's central idea of reaching redemption through unthinkable challenges might be better understood,

Continuing the WIDA quest through Professional Development

WIDA's Essential Actions 13-15 refer to the professional development (PD) and teacher education needed for the implementation of WIDA standards. In particular, they call PD programs that support ENL and content area teacher collaboration so that all teachers assume shared responsibilities in EL instruction. For such PDs to be successful, they have to engage both sets of teachers in learning from each other, relevant language and content instructional and assessment approaches toward joint certification in EL instruction. Indiana University has had four such programs including the Interdisciplinary Collaborative Program (ICP), the Tandem Certification of Indiana Teachers (TACIT), the Interdisciplinary Collaboration for Content Area Teachers (ICCATs) and the ESL Professional Communities for Expertise and Leadership Development (EPiC). These programs are effective in providing opportunities for ENL and content area teachers to work together to sustain curriculum cohesion and thus curriculum pressure simultaneously on language and content. An example of such effort is the integrated ENL/content area (Math) curricula, illustrated below in Table 2.

Table 2: Bobbi's and Jeanna's Integrated Curricula (Pawan & Ward, 2007)

UNIT	CAT (Math Lab)	ESL	EVALUATION

What's For Dinner? Restaurant Theme	• Computation of food prices • Computation of sales tax • Computation of tips • Computation of percents • Given X amount of money, what could you buy? How much will sales tax be? How much tip will you need to include? How much money will you have remaining?	• Taking food orders • Ordering food • Naming different foods • Deciding what is at various restaurants • Using real menus to act out restaurant scenes	• Simulation of a restaurant interaction/experience in both skill areas: Math and ESL
Exploring Your City	• Calculate time passage • Decide on movie times • Read schedules for various leisure activities: movies, shows, museums, malls, etc. • Calculate admission prices for the various places they will visit • Calculate elapsed time • Calculate how much money they would make if they worked at the city museum	• Reading schedules • Vocabulary for navigating through the various leisure activities they've chosen • Read work schedules • Students will learn how to "Clock in" and "clock out" • Emphasis on timeliness and work ethic • Emphasize leisure time • Time management	• Plan a 3-event day with appropriate rest time and travel time built in, costs figured, for 2 people. • Plan a typical day working an 8-hour shift. How much money would you make? How much money in taxes would be withheld?
Frankfort Home Makeover	• Calculate square feet in a house • Calculate how much paint is needed to paint the rooms in the house • Calculate how much wallpaper is needed to paper one room in the house • Calculate how much carpet is needed to cover specific rooms in the house • Calculate how much tile is needed for the kitchen and bathroom	• Vocabulary: Name furniture • Learn how to compare prices at different furniture stores • Comparative shop for paint, carpet, tile, etc. • Make phone calls to the gas and electric company to inquire about billing history	• Create a design mat showing a layout of furniture, pictures of furniture, carpet samples, fabric samples, paint samples, wallpaper samples. Calculate how much is needed of each, if the size of the furniture is appropriate, and where it will be located.
You Are What You Eat!	• Grocery store visit • Pricing food for specific recipes • Enlarging recipes • Halve recipes • Making the recipe for the group	• Vocabulary: Naming foods and food groups • Healthy food choices • Comparative shopping using advertisements from the newspaper	• Plan a healthy, well-balanced menu for a week for different sized groups
All Around the World… Travel	• Calculate gas mileage • Calculate miles (distance) • Estimate cost for travel • Decide to take the train, plane or automobile • Exchange cost into pesos or yin	• Discover main attractions from a specific city • Decide on mode of travel • Use the map to create driving directions • Use the internet to find out prices for renting a car, travel, and activities while there.	• Give students "money" to plan a trip. How will they travel? Where will they stay? What will they do? What is their timeline for their trip?

Another requirement for success is for PD programs that simultaneously engage ENL and content area teachers to showcase successful collaboration configurations, such as those provided by Honigsfeld and Dove (2010). Table 3 shows three representative model types out of the seven described by Honigsfeld and Dove's collaboration models. The models describe how ESL and content area teachers work with the same group, two different or multiple groups of ELs. In each of the models, "teachers share not only space but also responsibility for the students" so as to overcome not only the fragmentation of knowledge but also the social isolation that ELs experience that can result from the interruptions of separate service delivery and pull-out instruction (Honigsfeld et al, p. 9).

Table 3: Honigsfeld and Dove's Collaboration Models

Model Type	Description	Examples
One student group: One lead teacher and another teacher teaching on purpose	The mainstream and ESL teachers take turns assuming the lead role. One leads while the other provides mini-lessons to individuals or small groups in order to pre-teach or clarify a concept or skill.	While the mainstream teacher introduces the mathematical conventions for reducing fractions, the ESL teacher clarifies the meanings of numerator and denominator, and helps students understand the concept of equal fractions with visually depicted fractions and math manipulatives.
Two student groups: Two teachers teach the same content	Students are divided into two learning groups; the teachers engage in parallel teaching, presenting the same content using differentiated learning strategies.	In a middle school technology class, the topic of bridges and their associated forces is explored. One group works at the computer stations conducting research and creating a PowerPoint presentation while the other engages in labeling and matching activities using line drawings.

Multiple student groups: Two Teachers monitor and teach	Multiple groupings allow both teachers to monitor and facilitate student work while targeting selected students with assistance for their particular learning needs.	Teachers collaboratively set up several learning stations in a high school social studies class. Students at each station are assigned a different authentic document from the Cold War with a matching, differentiated, and scaffolded activity sheet.

In engaging ENL and content area teachers in collaboration, much research has been dedicated to methods and techniques. PD programs must also have a means to evaluate the collaboration and Davison (2006) provides a useful evaluative framework for such a purpose. Table 4 describes the first and last stages in detail below as examples. The elements in the framework demonstrate that the success and failure of collaboration are based on teacher attitude, effort, perception and expectation of gains, achievement and longevity of collaboration. As Davison points out, the study and the framework that emerged from the study indicate that collaboration is "neither easy nor unproblematic" (p. 472). However, it is effective in addressing the lack of criteria in evaluating collaboration and thus helps us to answer the question as to how and when we know we are undertaking it well and effectively.

Table 4: Davison's (2006) Evaluation framework for teacher collaboration.

Level	Distinguishing characteristics (attitude; effort; achievement; expectations of support)
1. Pseudocompliance or passive resistance	• An implicit or explicit rejection of collaboration and preference for status quo (generally after a short 'attempt'); • little or no real investment of time or understanding by teacher; • no positive outcomes (may have been counter-productive, i.e. entrench existing negative attitudes); • expectation is that 'this too will pass.'
2. Compliance	
3. Accommodation	

4. Convergence (and some co-option)	
5. Creative Co-Construction	• A very positive attitude, collaboration normalized and seen as preferred option for ESL teaching; • teachers' roles become much more interchangeable, yet more distinct, high degree of trust of other evident, responsibilities and areas of expertise continually negotiated, informing documents seen as actively co-constructed and teacher-developed, conflicts in roles seen as inevitable, accepted, even embraced, as a continuing condition which will lead to greater understanding; • achievements demonstrated across whole curriculum; • normalization of teacher-based professional development such as action research and critical reflection, accompanied by extensive reading in area to extend understanding of specific theoretical concepts, possibly some formal study in each other's areas.

Conclusion

All in all, WIDA standards are a timely intervention to address the long standing challenge to move Level 4 students to Level 5. For the standards to take root, expertise has to be drawn from multiple sources, and ENL and content area teacher collaboration is essential. As exemplified by an old Chinese saying: One tree cannot make a forest, one string cannot make music, and one bee cannot make honey.

Acknowledgement

We thank the Indiana teachers who responded to our survey for input. These teachers are undertaking work that makes an immediate and long-term difference in the lives of so many.

ABOUT THE AUTHORS

Faridah Pawan is an associate professor in Literacy, Culture and Language Education, Indiana University, Bloomington. Her areas of research is in language teachers' professional

development through inter-disciplinary teacher collaboration, teachers' sociocultural knowledge and in the pedagogy in online instruction.

Inquiries should be directed to fpawan@indiana.edu

Anita Seralathan is an advanced doctoral student in Literacy, Culture and Language Education, Indiana University, Bloomington. Her area of research is in the professional development of EFL teachers in India. She has taught ESL in California and EFL in Hungary.

Inquiries should be directed to aseralat@indiana.edu

REFERENCES

Albrecht, D. (2013, November). Identifying and teaching high ability English learners: Meeting the needs of an under-identified group. *INTESOL Conference.* Presentation conducted from Indiana University Purdue University Indiana, Indianapolis, IN.

Brinton, D. M., Snow, M. A., & Wesche, M. B. (1989). *Content-based second language Instruction*. Boston: Heinle & Heinle.

Chamot, A. U., & O'Malley, J. M. (1996). The cognitive academic language learning approach: A model for linguistically diverse classrooms. *The Elementary School Journal*, *96*(3), 259-273.

Davison, C. (2006). Collaboration between ESL and content teachers: How do we know when we are doing it right? *International Journal of Bilingual Education and Bilingualism*, *9*(4), 454–475.

Honigsfeld, A., & Dove, M.G. (2010). *Collaboration and co-teaching: Strategies for English learners*. Thousand Oaks, CA: Corwin Press.

Echevarria, J. & Graves, A. (2010). *Sheltered content instruction: Teaching students with diverse*

abilities (4th ed.). Boston: Allyn & Bacon.

Gay, G. (2002). Preparing for culturally responsive teaching. *Journal of Teacher Education, 53*(2), 106-116.

Gottlieb, M. (2013). *Essential actions: A handbook for implementing WIDA's framework for English language development standards.* Madison, WI: Board of Regents of the University of Wisconsin System. Retrieved from https://www.wida.us/get.aspx?id=712

Indiana Department of Education (2014). *Indiana's WIDA Implementation Guide for English Learners.* Indianapolis, IN: Office of English Learning and Migrant Education. Retrieved from http://www.doe.in.gov/sites/default/files/standards/indianas-wida-implementation-guide.pdf

Ladson-Billings, G. (1992). Reading between the lines and beyond the pages: A culturally relevant approach to literacy teaching. *Theory into Practice*, *31*(4), 312-320.

Mayville, H. W. (2012). *Six traits of writing for English language learners: A guide to effective writing instruction for low-proficiency ELLs.* Charlotte, NC: CreateSpace.

Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into Practice*, *31*(2), 132-141.

National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). *Common Core State Standards.* Retrieved from http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

Pawan, F. (2000). *Creative problem solving: A webquest for advanced ESL students at the college level.* Retrieved from http://www.usca.edu/education/courses/aete731/ss02/Trainer/Creative%20Problem%20Solving.htm

Pawan, F. (2008). Content area teachers and scaffolded instruction for English Language Learners. *Teaching and Teacher Education, 24*(6), 1450-1462.

Pawan, F. & Ward, B. (2007). Integrated curriculum development through interdisciplinary collaboration between ESL and content area teachers. In F. Pawan & G. B. Sietmann (Eds.). *For all our students: Collaborative partnerships among ESL and classroom teachers* (pp. 5-30). Alexandria, VA: TESOL.

Pawan, F., & Honeyford, M. (2009). Academic literacy. In R. F. Flippo & D. C. Caverly (Eds.), *Handbook of college reading and study strategy research* (2nd ed., pp. 26-46). New York: Routledge.

Pereira, N., & Gentry, M. (2013). A qualitative inquiry into the experiences of gifted English language learners in midwestern schools. *Journal of Advanced Academics, (24)*3, 164–194.

Pereira, N., & de Oliveira, L. C. (2015). Meeting the linguistic needs of high-potential English language learners: What teachers need to know. *Teaching Exceptional Children*, *47*(4), 208-215.

Thomas, W. P., & Collier, V. P. (2002). A national study of school effectiveness for language minority students' long-term academic achievement. Santa Cruz, CA: Center for Research on Education, Diversity, and Excellence, University of California at Santa Cruz.

Windschitl, M. (2002). Framing constructivism in practice as the negotiation of dilemmas: An analysis of the conceptual, pedagogical, cultural, and political challenges facing teachers. *Review of Educational Research, 72*(2), 131–175.