

## **Adapting to ESL Policy Changes in New York State Schools: A Study of Odds-beating Schools**

### **Abstract**

This multiple case study investigated the nature of educators' adaptations to meet ELs' needs and specific adaptations that prepared them for policy changes for English learner (EL) education in New York (NY) state. These policy changes require the use of co-teaching models and mandate enhanced classroom teacher preparation in ESL methods. Six elementary schools where ELs' performance was better than predicted (i.e. odds-beating) based on student assessment data were investigated. Data analyzed include teacher and administrator interviews and focus groups and documentary evidence. Drawing on performance adaptation theory, the analysis revealed that adaptations to meet ELs' needs in these schools were supported by: pre-existing unit-spanning systems of support; positive motivational and affective supports; and task coordination supports.