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Teaching English language learners, referred to as emergent multilingual students here, is a complex endeavor including ESL and bilingual teachers, content teachers, and paraeducators, among others, for example special education teachers and reading specialists, to name a few. As a result, the Illinois State Board of Education's (ISBE) guidance for the development of ESL and bilingual education stresses that "intentional and consistent collaboration between all teachers and school personnel serving English learners is a vital component to all effective English learner programs" (ISBE, 2016b). To achieve this level of concerted collaboration within ESL education, ISBE's guidance suggests that educators utilize technology to remove barriers to collaboration and to increase the potential to crowdsource expertise. A 2016 report titled *The Collaboration Imperative* (ISBE, 2016a), written by ESL and bilingual education experts to advise the Illinois State Superintendent of Education, singles out ineffective collaboration among teachers and other stakeholders as a significant challenge to educating emergent multilingual students. To increase the effectiveness of instruction for emergent multilingual students, the ISBE report recommends the creation of digital communities of practice to increase quality collaboration at the district level. This paper provides an example of tools that can be used to increase not only collaboration but also the effectiveness of the role of paraeducators in educating emergent multilingual students.

Electronic collaboration has become a significant part of national and state mandates to improve overall teaching and learning in secondary schools. The U.S. Department of Education Office of Educational Technology (OET) emphasizes that teaching is a "team activity," in which educators create online learning spaces with colleagues in their schools (OET, 2010, p. viii), and further suggests that it should be a goal to participate in "online communities of practice" (OET, 2011, p. 36). Based upon the recommendations of this report, the following goals were developed to lead the current project:

1. To create a framework for educators to adopt an increased understanding of teaching emergent multilingual students as an activity system.

2. To create tools that facilitate digital communities of practice to increase effective collaboration between ESL teachers, content teachers, and paraeducators.
3. To develop and share concrete tools, based on the aforementioned framework, that increase the level of trust between ESL educators and mainstream content teachers.

The goal of this project is to provide a framework in which collaboration among educators as well as an increased use of technology can be proactively facilitated. The specific tools, Jumpstart and Electronic Performance Log, are uniquely relevant to teachers of emergent multilingual students because they provide a tangible example of collaboration tools easily accepted and customized by these professionals as their own. The purpose being to share the digital tools created to facilitate collaboration among educators of emergent multilingual learners within the context of a two-year professional development project for high school paraeducators.

The following sections include a brief review of pertinent literature and the theoretical context of activity theory, which serves as the basis of our work. We then share our experience providing professional development in a secondary school. We describe our extensive engagement in the context, which enabled us to deeply reflect on our own experiences providing professional development and prompted the development of digital learning tools for ESL educator collaboration. Finally, the newly developed digital tools are detailed, and example scenarios demonstrate how they could be used.

Rationale for the Pedagogical Approach

The Jumpstart Tool and the Electronic Performance Log were developed as a complementary digital tool for ESL educator collaboration. The resource was developed within the context of a U.S. Department of Education, Office of English Language Acquisition, National Professional Development grant, called the ESL STEM Success grant [T365Z110270]. The grant goal was to improve educational outcomes of emergent multilingual students in STEM subjects by addressing key stakeholders at four different levels: paraeducators, teachers, administrators, and teacher educators. The project took place in an urban high school district consisting of 4,726 students, 6% of whom were classified as emergent multilinguals (ISBE, 2018). In 2012, the district's municipality conducted a study of the languages spoken within its local schools, finding that 92 languages were represented and 53% of students spoke a language other than English at home. The state of Illinois requires bilingual programs in schools with 20 or more students who speak the same language. The high school stakeholders shared that they grappled with how best to meet this requirement in a school with multilingual adolescents from widely diverse backgrounds. For example, despite their best efforts, administrators had great difficulty finding, licensed educators that could teach in both Assyrian and English.

Large-scale immigration has created communities, such as the previously referenced high school, that can be described as "super-diverse" (Vertovec, 2007). That is, as explained by Vertovec (2007), one characterized by diverse cultures, countries of origin, and languages among other factors. Martín-Rojo (2013) has noted that super-diversity can become a rationale for practices that promote monolingualism rather than promote bilingualism as was the case in the district in which we conducted our work. Within such contexts, school districts often rely on paraeducators to meet the needs of linguistically and culturally diverse youth (Wenger et al., 2004). The district

aimed to meet the needs of emergent multilingual students by hiring paraeducators who speak the same languages as the students and having them provide support in the students' languages. Paraeducators can be uniquely qualified to understand and support students from diverse linguistic and cultural backgrounds (Monzó & Rueda, 2001). However, in contrast to this expectation, researchers have also reported issues related to respect and trust between teachers and paraeducators (Chopra et al., 2004).

These challenges need to be explored further to create and provide alternative tools for facilitating collaboration and developing learning contexts that assist administrators in facilitating fruitful connections between educators and paraeducators. Also, it is important to address power differentials between teachers and paraeducators and to capitalize on the knowledge and strengths both groups bring to educating emergent multilingual students. Jumpstart and the Electronic Performance Log are substantial tools that can alleviate these challenges, with the potential to open doors to new possibilities for educating emergent multilingual students.

Literature Review

It is widely accepted that traditional, face-to-face collaboration positively impacts student learning. The positive effects of in-person collaboration are documented, for example, in fourth grade math and science achievement (Goddard, Goddard, & Tschannen-Moran, 2007) and fourth and fifth grade math achievement (Leana, 2011) in large urban districts where significant improvements were seen. Furthermore, a U.S. Department of Education Practice Guide (Herman et al., 2008) cites teacher collaboration as an approach that has contributed to the impressive turnaround of 35 underperforming schools.

However, the lack of well-planned collaboration often creates learning environments that are ineffective in promoting language development. A detailed analysis of literacy instruction in two bilingual programs at an elementary school revealed that teachers had great difficulty coordinating instruction due to the children's complicated, disjointed schedules (McCarthey, García, López-Velásquez, Lin, & Guo, 2004). Every day, the children interacted with more than one teacher, each of whom had different expectations (McCarthey et al., 2004). McCarthey et al. (2004) also found that the children in their study had limited opportunities to explore linguistic and cultural issues due to the lack of coordination. Research in high school settings also describes challenges to collaboration. Martin's (2008) study of collaboration in a large, urban high school described the difficulty of collaboration due, in part, to divisions within academic departments (Talbert, McLaughlin, & Rowan, 1993). Martin (2008) showed that collaboration increased when meeting space was available for teachers with similar schedules, who taught similar content areas.

Another issue that can complicate collaboration relates to perceptions of knowledge and power. ESL and bilingual teachers may be viewed as language specialists with little to offer to general and mainstream content area teachers, resulting in an unwillingness to learn from each other (Edstam, 2001). As Valdés (2004) points out, these groups of teachers may have very different conceptualizations of what constitutes academic language, which can make collaboration difficult. These issues were further explored in research by Arkoudis (2006) who highlighted the

complexity that may arise due to power differentials in collaboration between ESL and classroom teachers. Although, O'Byrne (2001) presented an example of successful collaboration between high school English teachers and ESL teachers that resulted in the co-creation of shared goals among ESL and English teachers.

To combat issues of planning and departmentalization, teachers and administrators may decide to implement digital tools to more easily facilitate collaboration. However, it is vital to keep in mind that developing a framework and digital tools does not necessarily mean that they will be widely used (Kreijns, Kirschner, & Jochems, 2003; Najafi & Clarke, 2008). For example, Lee, Leary, Sellers, and Recker (2014) found that teachers did not use the collaboration tools if they felt they had other resources to rely on that did not necessitate collaboration. Furthermore, it is essential that resource developers address potential skepticism of yet another initiative (Najafi & Clarke, 2008). For collaboration tools to be successful and sustainable, there needs to be initial buy-in (Burnham, 2015; Lee, Leary, Sellers, & Recker, 2014), and the purpose of the tools needs to grow out of a "negotiated need" according to Najafi & Clarke (2008, p. 258).

Digital tools are increasingly being deployed to facilitate collaboration in secondary education. Such tools elevate the level of collaboration possible, which highlights the potential they have to enhance teacher effectiveness. As part of the widespread optimism for electronic collaboration, standards developed by the International Society for Technology in Education (ISTE) maintain that effective teachers "collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation" (ISTE, 2012). Scholars have provided some evidence for the promise of digital collaboration. For example, research has documented that educators can benefit from electronic collaboration because of its potential to encourage the sharing of lesson plans and teaching materials (Al-Shareef & Al-Qarni, 2016), to provide opportunities for professional discourse and problem-solving (Al-Shareef & Al-Qarni, 2016; Duncan-Howell, 2009), and to facilitate interaction to create knowledge about teaching (Puvaneswary, Hazita, Thang, & Pramela, 2012). To summarize, effective collaboration has been found to encourage sharing and problem solving, facilitate interaction, break down divisions, create shared goals, reduce power differentials, create buy-in, and result in negotiated needs. These seven characteristics form the foundation of our goal to develop electronic collaboration tools for emergent multilingual students. Based on the literature discussed above, we believe that effective collaboration is operationalized as two-way communication that facilitates sharing and meaningful interaction from all stakeholders involved in educating emergent multilingual students. This approach to collaboration is the foundation of the tools discussed in this article. It is focused on student learning and the development of new knowledge achieved through purposeful interaction (Ashenden, 2014; Clement & Vandenberghe, 2000; Grossman, Wineburg & Woolworth, 2001; Martin, 2008).

Theoretical Framework

The concepts and digital tools discussed in this article are intended to give individual teachers, or groups of teachers, a framework in which to create collaborative relationships. From a sociocultural perspective (Vygotsky, 1978), effective collaboration among educators involves "the *collaborative* construction of knowledge and the *transformation* of shared practice, rather than the *transmission* of knowledge and the *dissemination* of good practice" (Seo, 2014).

Cultural historical activity theory allows for the view that ESL teaching and learning are activities that occur within "activity systems" of educators rather than as individual cognitive processes. This perspective moves away from a myopic focus on individual actors and opens one's eyes to the kaleidoscope of actors and issues involved in educating emergent multilingual students. Engeström (1993) offered the following perspective regarding Activity Theory:

> When a strong factor is "injected" into one of the components (of an "activity setting") and it thus requires a new quality, pressing secondary contradictions appear between that component and some other components of the system. For example, when new types of patients begin to enter a medical activity system, the doctors' material and conceptual tools for diagnosis and treatment may become inadequate. (p. 85).

Figure 1, below, shows how digital tools can function as part of an ecology of language and content learning for emergent multilingual students. The "activity system" is comprised of five interconnected components: subject, rules, community, division of labor, and purpose and objective. Presenting the components as a triangle demonstrates that each item is reliant upon the other.

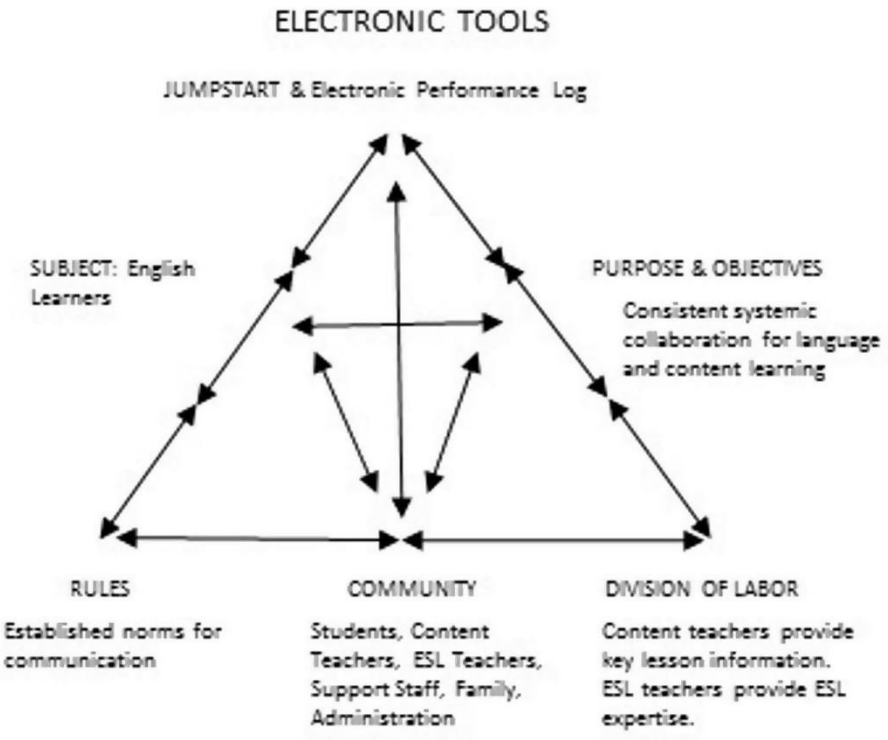

Figure 1. Using activity theory to understanding electronic tools

Professional Development Program for Paraeducators

The goal that drove the professional development program in the high school was to increase the capacity of high school paraeducators to use their linguistic and cultural knowledge in their work with emergent multilingual students. Since the work was funded by a grant, we were able to visit the school on a regular basis for two years. Because of our extensive engagement in the school, we were able to take a reflective perspective on our own experiences in the school. In this section, we present what we learned from our reflections on our own roles as university faculty, and the professional development program we provided for paraeducators.

Our initial plan was to go to the high school in the role of "university expert" providing professional development about second language acquisition. However, we soon realized that this path had to change. As Cook (2009) explains it, outside "experts" must detach themselves from the rigid concepts with which they enter a system. Cook's recommendation helped us understand that we had to learn how the activity system really functioned and modify our approach over time. In doing so, we were able to create a framework for tools that worked within that system.

Training sessions with paraeducators were conducted and informal surveys completed about what they felt they needed to help them do their jobs. Structured group discussions were also held as well as informal interactions with teachers and paraeducators providing opportunities to observe both groups of educators and how they interfaced. Over the course of a year, observations aided our understandings about how insiders at the school perceived the work of paraeducators and what facilitated or hindered collaboration among teachers.

We learned that paraeducators worked with emergent multilingual students in an ESL learning center. Subject area teachers and paraeducators both viewed the center as a place for students learning English to go to for help and, for the most part, there was very little interaction between the ESL learning center and teachers throughout the school. This highlights that the two activity systems, the ESL center and the subject matter departments, did not overlap in the division of labor. Using activity theory highlights that this division of labor discouraged sharing and interaction and created a divide between faculty and paraeducators, which led to a lack of overall understanding while exacerbating power differentials.

Three meetings with a group of paraeducators acted as a forum to share what had been observed about the learning environment and to facilitate a dialogue with paraeducators about how to use that knowledge in teaching English learners. The forums helped us to better understand the conceptual and tangible tools that could increase the role of paraeducators' in-depth knowledge of students and their languages and cultures.

Digital Collaboration Tools: The Jumpstart Tool and Electronic Performance Log

One of the outcomes of the collaboration within the high school was the development of two tools intended to create a systematic process for gathering information (Jumpstart Tool) and sharing information (the Electronic Performance Log). The systemic process is presented in Figure 2.

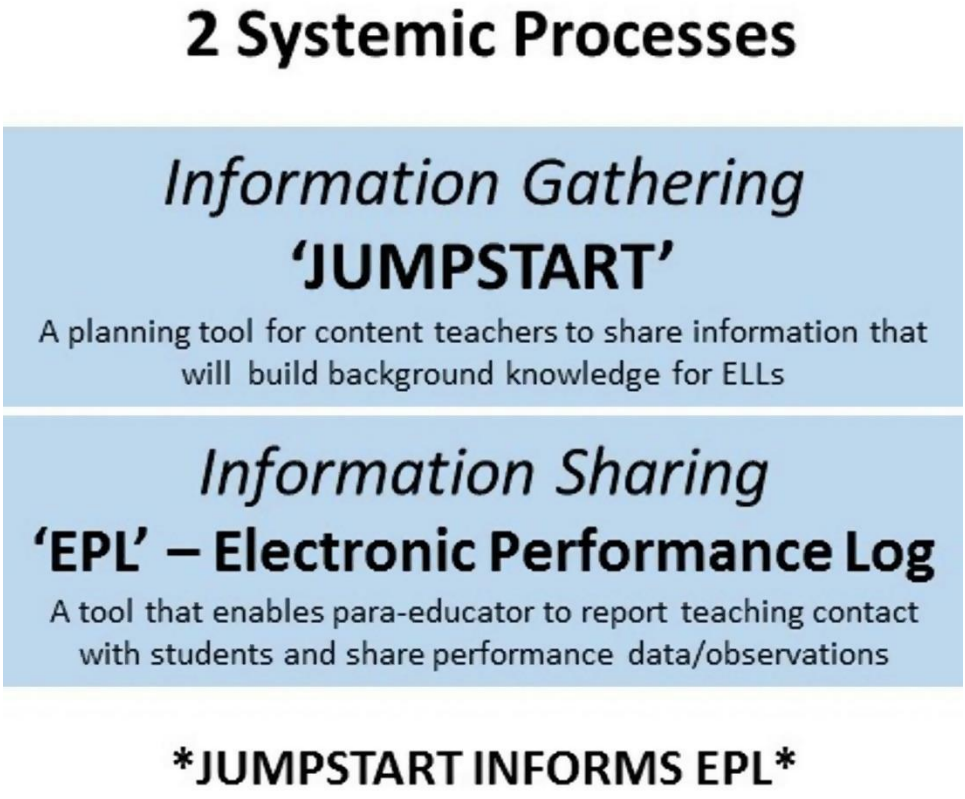

Figure 2. Systemic processes: Jumpstart and Electronic Performance Log

Jumpstart Tool

The Jumpstart Tool (Appendix A) is used for teachers to relay important concepts and vocabulary (build background knowledge) that English learners need to know before instruction begins, in order to be successful with a specific unit of study. Some examples might include Biology: *Invertebrates;* Math: *Finding the area of an irregular shape*; History: *The Great Northern Migration;* Geography: *Rainforests of South America*. The tool provides a framework for preview-view-review (Freeman & Freeman, 2009; Mercuri, 2015) in which students discuss concepts in their first language with a paraeducator (preview), and then engage with the concepts and vocabulary in English during instruction (view) with the content teacher who uses visuals and other sheltering techniques to support comprehension and interaction. After previewing and viewing the content and language, learners then have opportunities to check comprehension (review) that can be provided by further discussion and clarification about the concepts in their first language, if desired.

Teachers can also use the tool to communicate language functions (e.g., defining concepts, giving details); questions to facilitate discussion and personal connections to themes; reading strategies (e.g., predicting, questioning); vocabulary instruction (e.g., grouping by themes, morphology); and possible misunderstandings, as well as other information. Both paraeducators

who know students' languages and those who do not can interact with students using the additional language functions, questions, reading strategies, and vocabulary strategies.

We are aware that a biology teacher who was proficient in Hindi and English skillfully facilitated students in drawing on their languages, even though she did not speak their languages. One of the practices she employed was a "translation sheet" in which she asked students to keep a list of scientific terms in English as well as their home languages. She then worked with the students to create a word wall of scientific vocabulary in different languages (e.g., Arabic). Teachers can use the Jumpstart tool to communicate key vocabulary to students and paraeducators to create structure outside the classroom that supports the work of the classroom.

Because of the flexibility afforded by the Jumpstart Tool, it is possible for the following supportive scaffolds to take place:

- **Monolingual English Teachers** would complete the Jumpstart Tool in English with the key vocabulary that students need to participate in during an upcoming lesson. Before instruction, multilingual paraeducators would discuss the vocabulary with students in their languages, and practice discussing the concepts and vocabulary in English.
- **Bilingual Teachers** would complete the Jumpstart Tool in the students' home language with guidance for making connections between what the student knows about the topic and words used to discuss the topic in their home language and English (e.g., cognates, syntactic structures, funds of knowledge). These strategies recognize students' multilingual identities in which languages are intertwined, a concept referred to as translanguaging (García, 2009). Using students' translanguaging practices in instruction taps into a common underlying processing system allowing students to draw on knowledge they have encoded in both their home language and English, and develop proficiency in both languages (Cummins, 2001).

Electronic Performance Log

The Electronic Performance Log (EPL) is the second part of this two-way collaboration program. This tool enables paraeducators and other school personnel to communicate with each other about how a specific student is progressing in understanding the language and content material that has been provided.

Angela Ashenden posted on her blog (2014), "in order to collaborate, I almost certainly need to communicate with other people in some way, though just by communicating I am not necessarily collaborating." She further concluded that the key to collaboration is not the *tools* that are used, but the *purpose* behind their use. What are you trying to achieve? What are you communicating about? What goals underlie the need to collaborate?

In the case of the Jumpstart Tool, the answers to these questions might look like this: *What are you trying to achieve?* Increased academic achievement and understanding for ELL students in the content areas. *What are you communicating about?* Academic/Content information needed for success. *What goals underlie the need to collaborate?* Closing the opportunity gap for emergent multilinguals and increase the four-year graduation rate. Teachers and paraeducators

need to understand the answers to those important questions if adoption and successful use are to be implemented. The EPL provides a framework to share and use this important information (Appendix B). The EPL is based on ideas Rehman (2013) offers that show the difference between communication and collaboration and how they are connected and interdependent.

Appendix B shows an example of what an EPL could look like using Google Forms. The form includes background information on the student and language used during the session. In addition, we recommend that the student's English language proficiency level; the format of the session (one-on-one, small group); focus (homework, project, test prep, writing vocabulary, etc.); and subject area (e.g. math, science, social studies, etc.) be included. One paraeducator has utilized handwritten notes in a notebook to mediate communication with a content teacher, which impacted the norms of communication, the vocabulary provided, and languages used for the emergent multilingual students they taught. Using the concepts of cultural historical activity theory, if the tool used to mediate interaction is changed from a handwritten notebook to an electronic tool, it will impact the activity system as a whole. Within the framework of activity theory, in the context of the professional development project, Google Docs was utilized as an additional tool that mediated collaboration among community members (ESL teachers, content teachers, and paraeducators). This impacted the established norms of communication and division of labor by broadening the number of educators who had had access to the tool.

Communication-Collaboration Grid

Rehman (2013) contends that communication and collaboration need to be interlinked. As seen in the diagram below (Figure 3), communication is recognized by specific characteristics. It can be delivered in a one-way or two-way manner and casual or purposeful in intent. However, only *two-way communication with a purpose or specific objective can be considered collaboration.* These elements can be explained further: In One-Way communication, information is delivered without any expectation of a response. Two-Way communication happens when interactive dialogue is generated between two parties. Casual communication occurs when a specific objective is not the focus. Purposeful communication is characterized when specific objectives are the main point.

When applying this model to education, examples of the various types of communication might look like this:

- **Two-Way, Casual (Small Talk or Gossip)**: Two or more teachers conversing in the teachers' lounge: Teacher 1- "I'm really excited for Spring Break. What are your plans?" Teacher 2- "We're going skiing in Colorado. My family is very excited!"
- **Two-Way, Purposeful (Collaboration):** Two or more educators meeting to discuss and together plan a program that would promote tolerance for students of diversity. Teacher 1- "I've heard that *You Are Me and I Am You* is a great program to teach tolerance." Teacher 2- " I have a friend who is a teacher and she says it spans grades K–8." Teacher 3- "Let's check it out. I can order some examination copies." Teachers 1&2- "Thanks, let's get together after we get the copies." (specific educational objectives are addressed)
- **One-Way, Casual**: Principal to Assistant Principal, "Let me tell you what happed to me on the way to school this morning!"

- **One-Way Purposeful:** Principal relating change to a group of ESL teachers: " The standards for the ACCESS 2.0 test have changed this year. These are the new requirements." Or information presented in a school newsletter, digital or paper. (specific educational objectives are addressed)

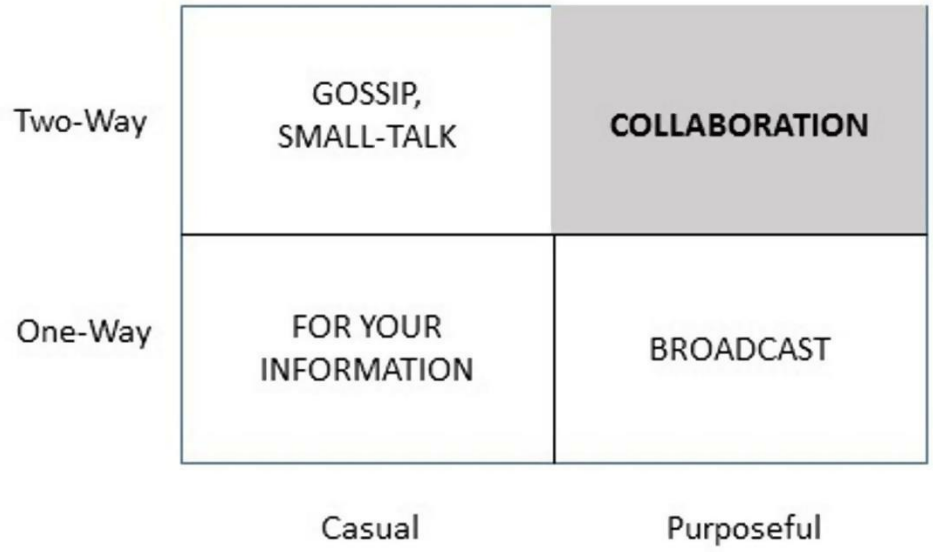

Figure 3. Communication-Collaboration Grid

What do the tools look like in action?

The following is an example of how Jumpstart and EPL can be used in a typical school:

> **Step 1:** Mr. Jones is planning to begin a unit on the Civil War. He decides to fill out a Jumpstart for specific topics that will be covered. He begins with *Reasons for the Civil War.* After he has entered pertinent information on the Jumpstart form, he emails the ESL teacher and paraeducator that the information is available and requests that they provid**e** support and build background knowledge for the emergent multilingual pupils in his class.
>
> **Step 2:** After introducing the information the ESL paraeducator/ ESL teacher, completes an EPL form informing Mr. Jones regarding the successes and/or challenges the students have with the information.
>
> **Step 3:** Mr. Jones can then adapt and give support to students based upon this information.

An integral part of activity theory is the aspect of tools. In the case of teacher collaboration, the Jumpstart and the EPL serve as complementary digital tools and effective elements to fulfill this need.

They serve as a vehicle by which collaboration can be implemented by one individual or numerous individuals throughout the system. In addition, these electronic tools enhance, support, and transform the division of labor, including roles, tasks, and responsibilities.

Consider the following scenarios regarding activity theory and the division of labor. How does mediation change in each circumstance? What responsibilities does each participant assume or not assume? Some of these situations may strike a familiar note:

Scenario 1

Content Teacher to ESL teacher or paraeducator:

> *Content Teacher* (stops the ESL teacher/paraeducator in the hall): "Hi Mrs. Shaya. Can you work with Layla on the skeletal system? She's having problems grasping some of the concepts. We're having a quiz in two days. Thanks."
>
> *Mrs. Shaya:* "Sure, I'll be happy to help. Send her to the tutoring session today."

Discussion of scenario 1: The content teacher gives the ESL teacher/paraeducator a task: to work with a student regarding a specific topic. No further information is offered, and mediation ends. The responsibility then falls upon the paraeducator who attempts to complete the task. Little collaborative effort is evident.

Scenario 2

> *Layla (an ESL student) frantically comes into the ESL class*: "Mrs. Shaya, we have a test on skeletons next week and I need help!
>
> *Mrs. Shaya* (the ESL teacher): "What don't you understand?"
>
> *Layla:* "Everything! Here's my book. What's a skeleton?"
>
> *Mrs. Shaya*: "Okay, let's get started."

Discussion of scenario 2: The student requests help with a certain topic and the ESL teacher/paraeducator attempts to help. The content teacher does not play a role. Therefore, mediation and collaboration between the content teacher and ESL teacher/paraeducator is nonexistent. The intercession and role of responsibility occurs between the student and ESL teacher/paraeducator.

Scenario 3

> *Content teacher sends Jumpstart email to ESL teacher or paraeducator:* "Hello Mrs. Shaya, Layla needs additional support understanding the skeletal system. See the information on the Jumpstart form that I completed for this topic. Please review the various items on the form: vocabulary, text references, major ideas, and skills and correct

any misunderstandings she may encounter. We have a quiz next week and I want her to do well. Use the EPL (Electronic Performance Log) to let me know how she is doing or if you have any concerns. Thank you."

Mrs. Shaya's response in an email: "We will work through the Jumpstart sheet this week. I will send you an Electronic Performance Log to inform you of her progress or any concerns we may encounter."

Discussion of scenario 3: The content teacher gives the ESL teacher/paraeducator a task but also the information needed to complete that task successfully. The ESL paraeducator/teacher, in turn, attempts to complete the task and collaborates with the teacher throughout the process using the tools, Jumpstart and Electronic Performance Log. Responsibilities and mediation are expanded and this changes to a two-way collaborative process.

Conclusion

Although the initial tools were developed to support collaboration between ESL paraeducator tutors and STEM content teachers, additional uses soon began to surface. During several presentations at national and international conferences, attendees suggested numerous applications and benefits that apply to the Jumpstart and EPL tools. The following ideas are examples of these extensions:

- Implement "from the ground up" by teachers and professional learning communities. One teacher can begin the implementation. Implementation doesn't have to originate at the administrative level.
- Foster a close working relationship/partnership between teachers and support staff. The development of a close working relationship between a high school science teacher and a bilingual paraeducator was observed. These individuals continued to enhance their partnership.
- Promote effective collaboration between Special Education and mainstream teachers. Both tools, Jumpstart and EPL, can be used to support special education students as well. Jumpstart can be used to pre-teach and build academic knowledge, skills, and processes, as well as identify and address any misunderstandings. All stakeholders are informed.
- Utilize information from both tools that can be used to support IEPs.
- Stimulate collaboration between Special Education teachers and paraeducators. Teachers can use Jumpstart to convey to paraeducators and tutors content information, skills, processes that need to be addressed and how to address it.
- Serve as s resource for parents. Parents can use the Jumpstart tool as a source of information regarding what their child is studying in various classes and supports parents who wish to provide assistance for learning at home.
- Use Jumpstart as a review tool or study guide for students who are preparing to take a test or quiz.
- Inform *individualized* instruction. EPL informs the mainstream content teacher or ESL teacher of successes and roadblocks that occur for a given student. This allows the teacher to adapt plans and teach to each student's needs.

- Save time by using Jumpstart negating the need for the teacher to spend time explaining to the tutor or paraeducator content, skills, or process that need to be addressed over time.
- Aid in translanguaging, which can utilize a mixture of the students' native language and English.
- Use EPL as a reporting and professional accountability tool that tutors and paraeducators can use to convey how the session time was spent.
- Use Jumpstart to lower the affective filter and give students a sense of confidence when interacting and performing in mainstream classrooms.
- Aid in interdisciplinary team planning. Various departments can share the Jumpstart tool to promote and plan for integrated learning.
- Use as a vehicle to promote interdistrict networking between schools.
- Use Jumpstart on individual teacher's website or department website to be viewed by students and parents.
- Use Jumpstart as transformative and flexible (i.e., identify and include additional items, as needed.
- Deliver through various technology platforms. Google Docs, Google Classroom, websites, APP.
- Use EPL as a reporting tool and record of student performance and behavior that can be used by counselors, administrators, and school personnel.
- Use both EPL and Jumpstart to help build relationships between the collaborators.

The following are paraphrases of comments we have heard from paraeducators and teachers who planned with and implemented the Jumpstart and EPL tools:

> *Paraeducator:* We need communication with teachers; we all need to be on the same page.
>
> *Content teacher* This affects my classroom directly. The Jumpstart tool can be molded to any classroom. This is spot on!
>
> *Teacher:* She (the paraeducator tutor) is the bridge between me and my students. We're all interconnected. It's like a web.

The co-construction and implementation of the Jumpstart Tool and Electronic Performance Log is one example of how collaboration can result in tools to positively impact how educators work with emergent multilingual students in a school district. We hope that the description of our experience as university faculty providing professional development for paraeducators, the collaboration tools we developed in that context, and the information provided about cultural historical activity theory can inspire other educators to consider how to encourage and support collaboration in their own contexts.

Margaret Bouchard has been active in the field of education for over twenty-five years. During that time, she has served as a reading specialist, ESL support teacher, university professor, and Human Rights Commissioner. Margaret is also the author of two ESL resource books, ESL Smart! and Comprehension Strategies for English Language Learners.

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Appendix A: Jumpstart Tool

JUMPSTART for ELLs - Teacher Planning Tool

Topic:	Class:	Date/s:
Main Content Understandings: Possible Misunderstandings:		
Text Readings: Key Vocabulary:		
Skills & Processes:		
Review:		
Other:		

JUMPSTART for ELLs - Teacher Planning Tool

Topic:	Class:	Date/s:
Invertebrates	Biology. Ms. Patel	

Main Content Understandings:

To analyze symmetry and coverings of invertebrates

Possible Misunderstandings:

- Technical terms (e.g., echinoderm, exoskeleton)
- Descriptions of coverings (e.g., prickly, smooth)

Text Readings:

Key Vocabulary:

invertebrate	bilateral	asymmetrical	parasite
vertebrate	radial	omnivore	onidarian
tentacles	segmented	mollusks	hermaphrodite
prickly	exoskeleton	smooth	

Skills & Processes:

- Discuss what students know about the topic, what they want to learn about the topic, and what questions they have. Have students take notes using sentence starters and then discuss them (I know...; I want to learn more about...; I wonder..)
- Translation sheet: Translate words and use words in a sentence.

Review:

- Discussion: Have students write notes about what they learned and what questions they still have. Have students use sentence starters and then discuss them (I learned...; I still want to know...; I still don't understand...; I have a question about..)
- Word sort: Sort words into categories.
- Draw pictures to illustrate concepts.

Appendix B: Electronic Performance Log

Tutor Work Documentation

* Required

Date *

Month | Day | 2018

Student's First Name *

Student's Last Name *

ID Number*

Language Used *

- [ ] Arabic
- [ ] Assyrian
- [ ] English
- [ ] Russian
- [ ] Spanish
- [ ] Urdu
- [ ] Other
- [ ] Other
- [ ] Other