Leading Co-Teaching Conversations between Content and ENL Teachers

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NYC RBE-RN at Fordham University
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Reflection

• What models or protocols do I encourage and/or use in my school to improve teacher practice?

NOTE:
A protocol is a set of step-by-step guidelines that help structure professional conversations or learning experiences to ensure that meeting, planning, or group-collaboration time is used efficiently, purposefully, and productively.

Protocols promote focused, substantive, in-depth conversations about a specific topic, and nurture a culture of collegiality, trust, and mutual appreciation.

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Purpose of Today’s Session

As participants, you will:

- Gain a deeper understanding of Collaborative and Co-Teaching planning.
- Engage in the use of a protocol to promote co-teaching planning and collaboration among teachers - within a Department, a grade or across content areas.

By the end of the session, you will:

- Have a set of resources ready for use in the school.

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To that purpose, we will focus on a protocol adapted from one of the protocols for Looking at Student Work.

* Reproducible copy: Last slide

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AHEAD OF MEETING: Meet with Teachers whose lesson the team will be working on. Learn about unit goals, CCLS and text. Distribute text. Give all time to read it.
# Improving Teacher Practice through Collaborative Text Analysis

**Purpose:** Teachers improve their practice through the collaborative analysis of a text and the writing of an accompanying co-teaching lesson plan (Content and ENL/ESL teachers).

**Participants:** A varied group of teachers, e.g. same/ across grade/s and Department/s, including a Content and an ENL/ESL partner team who seek the input of their colleagues to improve their co-teaching plan.

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### Co-Planning for English Language Learners: Lesson Template

<table>
<thead>
<tr>
<th>Date</th>
<th>Class: ELA/ESL</th>
<th>Collaborative Teachers: Mr. T &amp; Ms. P</th>
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<td>Unit 5 – Short Stories</td>
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<td>STANDARDS ADDRESSED: CCSS, ELA RI 11.12.5</td>
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Adapted from: Collaboration and Co-Teaching for ELA, A. Hanegraaf & M-Dow, p.79 (2015) 
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IMPROVING TEACHER PRACTICE THROUGH COLLABORATIVE TEXT ANALYSIS

PURPOSE: Teachers improve their practice through the collaborative analysis of a text and the writing of an accompanying co-teaching lesson plan (Content and ENL/ESL teachers).

PARTICIPANTS: A varied group of teachers, e.g. same/across grade/s and Department/s, including a Content and an ENL/ESL partner team who seek the input of their colleagues to improve their co-teaching plan.

Co-Planning for English Language Learners: Lesson Template

Date | Class: ELA/ESL | Collaborative Teachers: Mr. T & Ms. P

UNIT:
Unit 5 – Short Stories

STANDARDS ADDRESSED: CCSS, ELA RI 11-12.5

“Students will read a combination of literary and informational texts with the purpose of analyzing and evaluating the effectiveness of the structures that an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.”

TEXT(s) – WRITING RUBRICS – Other Materials
Text: No One Writes to the Colonel by Gabriel Garcia Marquez

Learning Objectives, Content

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Refer to copy in folder

http://studentstt.yolasite.com/resources/No%20One%20Writes%20to%20the%20Colonel%20-%20Gabri.pdf
- Let’s begin the meeting -

**PROCESS:**

1. **LEAD-IN (2 minutes):** Facilitator,
   a. Welcomes everyone, reviews group norms and asks for a volunteer to take notes.
   b. Reviews the purpose of the meeting, i.e. to develop a co-teaching lesson plan and thanks the two Teachers (Focus Partners) for seeking their colleagues’ feedback in the planning of their lesson.
   c. Ensures that everyone has a copy of the text and a copy of the lesson template.

2. **READ for MEANING and ENJOYMENT (10-15 minutes):** Facilitator,
   a. Invites group to re-read the text silently for enjoyment and information.
   b. Engages group in conversation about the text. There is not teaching aim at this point; rather the group talks about the text as good readers, e.g. ‘noticings’, ‘likes’ and ‘dislikes’.
“Hopefully you read this short story to prepare for our meeting. But, just in case, let’s read a summary before opening the conversation about it…

How do you find the story? Why?”
3. BRAINSTORM FOR POSSIBLE CONTENT & LANGUAGE OBJECTIVES (8-10 minutes): Facilitator,
   a. Asks a volunteer to read the standards to be addressed in this lesson, and a volunteer to record ideas on chart paper or whiteboard.
   b. Distributes organizers, or other.
   c. Leads brainstorming: Based on:
      i. What Content Objectives
      ii. What are the language structures that would enable ELL students...

Date | Class: ELA/ESL | Collaborative Teachers: Mr. T & Ms. P
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NOTE: FOR TRAINING PURPOSES*, the facilitator should come prepared with an example to first review and model how to write Content and Language Objectives. (*set aside additional time)

Follow along with your copy in folder

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“The lesson focuses on text structures, so I’ve made copies of templates for the five basic structures to help us identify possible lesson objectives.”

3. BRAINSTORM FOR POSSIBLE CONTENT & LANGUAGE OBJECTIVES (8-10 minutes) : Facilitator,
   a. Asks a volunteer to read the standards to be addressed in this lesson, and a volunteer to record ideas on chart paper or whiteboard.
   b. Distributes organizers, or other materials deemed useful to focus the conversation.
   c. Leads brainstorming: Based on the selected standards and the text, what are the language demands of this text? What are the language objectives that would enable ELL students to achieve your proposed Content objective?
“Let’s focus on two segments:
- The segment about the living room on page 5, and
- The segment about the cockfight on pages 64-66

Read these pages and write possible CONTENT Objectives. Use the templates provided, if necessary.
Take 5 minutes. We will brainstorm right after.”
To begin with, and when comparing it to the kitchen, the living room is wide and large, has ‘four sturdy rockers around a little table with a cover and a plaster cat. In addition, there is an old clock on one of the walls, and on the wall opposite the clock, a picture of a woman.

The living room is located near the kitchen and it probably smells of ground coffee, corn and other odors coming from the kitchen.

One of the characteristics of the living room is that it is a place ‘for an asthmatic to breath’, and therefore, a palace where one feels comfortable.

In addition there is
• a pendulum clock in a carved wooden case
• the picture with ‘a woman dressed in tulle, surrounded by cupids in a boat laden with roses’.

To illustrate how the living room tastes, and would say that, figuratively, the living room ‘tastes’ of ‘old wood’.

It does not apply literally, but figuratively, I think that the living room ‘tastes’ of ‘old wood’.

Based on these notes about the living room (below) and the notes you took after reading the cockfight (next slide)
The cockfight and the colonel
1. Before the fight, the colonel was surprised by the expectations and ‘loud clamor’ coming from the plaza.
2. Not long after, he found himself in the pit and saw his rooster, trembling on his feet.
3. Then, the cockfight began and there was a succession of attacks which did not seem to impress the colonel.
4. At the same time, he saw how his rooster ‘rebuffed every attack, [landing] in exactly the same spot, [and how] his feet were no longer trembling.
5. After that, ‘there was a frenetic explosion of applause and shouting’.
6. Finally, ‘stunned by the applause and the shouts, [the colonel] went into the street with his rooster under his arm’.

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(POSSIBLE) CONTENT OBJECTIVES:

What type of text structure does the author use to reveal the character of the living room?

What type of structure does the author use to tell us about the events during the cockfight?

Note: In this particular book, the author also uses the other text structures to create literary effects, i.e. cause/effect, problem/solution and compare/contrast. Refer to slides at the end of this presentation.

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What type of words reveal the character of the living room? What type of words help the reader follow the sequence of events in the cockfight?....

What are possible LANGUAGE Objectives?

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One of the characteristics of the living room is that it is a place ‘for an asthmatic to breath’, and therefore, a palace where one feels comfortable.

To illustrate how the living room tastes, and would say that, figuratively, the living room ‘tastes’ or ‘old wood’.

It does not apply literally, but figuratively, I think that the living room ‘tastes’ of ‘old wood’.

In addition there is:
- a pendulum clock in a carved wooden case
- the picture with ‘a woman dressed in tulle, surrounded by cupids in a boat laden with roses’.

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(POSSIBLE) LANGUAGE OBJECTIVES:
“I can use sensory words to describe a context.”
“I can put the events in order using appropriate sequence words.”

The cockfight and the colonel
1. Before the fight, ____________________
2. Not long after, he ____________________
3. Then, the cockfight ____________________
4. At the same time, he saw ____________________
5. After that, ‘there was a frenetic explosion of clucking and shouting’.
6. Finally, ____________________

“No One Writes to the Colonel” by Gabriel García Márquez (p.5)
CONTENT OBJECTIVE “I can identify the text structures that the author uses in the story and analyze their literary effects, such as mystery, tension, or surprise”.

LANGUAGE OBJECTIVE “I can identify text structures and use the appropriate words to describe, tell sequence, compare and contrast and/or explain the cause and effect”.

...that was a good discussion. And these are the Objectives we propose:
Mr. T and Ms. P, again thank you for the opportunity to allow us to contribute to your lesson. Now, it is your turn. What is you thinking about the group’s recommendations?

5. RESPONDING TO RECOMMENDATIONS (2-3 minutes): Facilitator,
   a. Invites the Teachers (Focus Partners) to share their notes, their thinking about the recommendations, and how they plan to use them. They thank their colleagues for their input.

6. WRAPPING UP (2-5 minutes): Facilitator,
   a. Requests Teachers (Focus Partners) for next round; group sets the calendar and agenda. Facilitator collects minutes and thanks group for their participation!

Remember that as of the 2nd session, the conversation will begin with a debrief from previous Teachers (Focus Partners) on the outcomes of their lesson and the unforeseen challenges. This debrief informs the ensuing conversation.

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In summary,

As school leaders, we need to provide space and time for collaborative planning BUT equally important, we need to lead and model how to plan together. It is particularly important when implementing a new approach such as the recently mandated co-teaching for ELL students.

By leading a PLC team with the support of a protocol you will promote focused, substantive, and in-depth conversations about co-teaching, while nurturing your school’s culture of collegiality and trust among all teachers.
ADDITIONAL EXAMPLES USING THE OTHER TEXT STRUCTURES

http://studentstt.yolasite.com/resources/No%20One%20Writes%20to%20the%20Colonel%20Gabri.pdf
Description
Describes something

- looks like
- smells like
- feels like
- examples are
- tastes like
- sounds like

Signal Words
- for example
- to begin with
- in addition
- most important
- in front
- about
- has
- also
- such as
- another
- beside
- is
- have
- for instance
- in fact
- to illustrate
- furthermore
- near
- are
- does

(Adapted from Tompkins, 2006)
Sequence
Provides a series or steps

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________

Signal Words
first
on (date)
next
then
second
not long after
at the same time
before
after that
finally

(Adapted from Tompkins, 2006)
Shared by Becky Cox, Valley Center
Problem and Solution

Identifies a problem and a solution to the problem

Problem → Evidence → Possible Solutions → Result(s)

because
since
the problem is
the puzzle is
the dilemma is
the question is

as a consequence
this led to
so that
nevertheless
accordingly
one reason for the problem

if
so
perhaps
possibly

a solution is
solutions are
this resulted in
one answer is
therefore

Adapted with permission from Hailey & Winkler (2005)
Shared by Becky Cox, Valley Center
Cause and Effect
Presents cause and effect relationships

Signal Words

- because
- therefore
- this leads to
- accordingly
- may be due to
- for this reason

- if...then
- since
- so that
- because of
- effects of

- as a result
- consequently
- nevertheless
- in order to
- thus

(Adapted from Tomkins, 2006)
Comparison and Contrast

Compares and contrasts the similarities and differences between two things.

**Contrast**
- different from
- in contrast
- although
- more than
- less than
- instead of
- however

**Compare**
- same as
- alike
- not only...but also
- either...or
- likewise
- similarly
- similar to
- compared with
- as well as
- resemble

**Contrast**
- on the other hand
- on the contrary
- as opposed to
- but not
- while
- unless

(Adapted from Tompkins, 2006)
Problem/Solution:
What is the dilemma of the colonel? How does is it resolved?
Source: “No One Writes to the Colonel” by Gabriel Garcia Márquez (p.13)
‘The **DILEMMA OF** the colonel is that he wants to wear a pair of very old shoes to attend a funeral which is an important event for them.

**AS A CONSEQUENCE,** he protests and tells her he does not want to wear the patent-leather ones because they ‘look like the shoes of an orphan.’

But his wife knows him well. She tells him that they are ‘they are orphans of their son’, **SO** he should have no problem wearing the patent-leather shoes.

**THEREFORE,** she persuaded him and he left the house for the funeral wearing the patent-leather shoes.

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**Problem/Solution:**

What is the dilemma of the colonel? How does it resolved?

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As a consequence, he protests and tells her he does not want to wear the patent-leather ones because they ‘look like the shoes of an orphan.’

But his wife knows him well. She tells him that they are ‘they are orphans of their son’, so he should have no problem wearing the patent-leather shoes.

Therefore, she persuaded him and he left the house for the funeral wearing the patent-leather shoes.

Problem/Solution:
What is the dilemma of the colonel? How does it resolved?

Source: “No One Writes to the Colonel” by Gabriel Garcia Márquez (p.13)
Cause and Effect:

What happens when there are no news?

Source: “No One Writes to the Colonel” by Gabriel Garcia Márquez (p.16-17)

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The effects can be one, two, three or more.

The colonel was anxious because there were no news about the veterans on the newspaper. He was anxious, couldn’t sleep, felt his intestines and cold sweat on his body, thought he had fever.

The church bell startles him and he jumped from the hammock, with his head ‘spinning in concentric circles.’

‘He went out into the patio and headed for the privy’, he squatted on the platform but nothing happened. It was a false alarm.

He then realized that the real problem was his anxiety over the pension and was able to regain his posture of confidence and feel more at peace.

The effects can be one, two, three or more.

Cause and Effect:

What happens when there are no news?

Source: “No One Writes to the Colonel” by Gabriel Garcia Márquez (p.16-17)
The colonel was anxious BECAUSE there were no news about the veterans on the newspaper. He was anxious, couldn’t sleep, felt his intestines and cold sweat on his body, thought he had fever.

The church bell startles him and he jumped from the hammock, with his head ‘spinning in concentric circles.’

‘He went out into the patio and headed for the privy’, he squatted on the platform but nothing happened. It was a false alarm.

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The effects can be one, two, three or more.

Source: “No One Writes to the Colonel” by Gabriel Garcia Márquez (p.16-17)
How are the colonel and his wife alike? How are they different?
How are the colonel and his wife alike? How are they different?

In contrast to the colonel, the wife does not hide the fact that they are very poor, and that he will never get his pension. She is resourceful and instead of dreaming, she looks for ways to sustain themselves, even if she has to make lunch out of dirt. However, the hardships are too much, and at times she feels sad and suffers from terrible asthma attacks.

The colonel and his wife are the same is that not only loved and missed their dead son terribly, but also fight against the government even if they do so in different ways. When compared to real life, both characters resemble people in unfortunate and desperate situations.

On the other hand, the colonel is also frustrated but blames the government for their terrible situation. And while he also suffers terribly he does not act unless his wife pushes him to do so, and in contrast to her others know how to take advantage of him.
(possible) LANGUAGE OBJECTIVES: “I can articulate similarities and differences using appropriate comparing and contrast words”;
Reflections & Implications

Did we accomplish our objectives?

- What did I learn about co-teaching?
- How can the Text Analysis protocol strengthen co-teaching and teacher practice in my school?

I’ll use the protocol to plan with the 6th grade math teacher.

This was very useful. Tomorrow, I will ___.
IMPROVING TEACHER PRACTICE THROUGH COLLABORATIVE TEXT ANALYSIS

PURPOSE: Teachers improve their practice through the collaborative analysis of a text and the writing of an accompanying co-teaching lesson plan (Content and ENL/ESL teachers).

PARTICIPANTS: A varied group of teachers, e.g. same/ across grade/s and Department/s, including a Content and an ENL/ESL partner team who seek the input of their colleagues to improve their co-teaching plan.

PROCESS:
1. LEAD-IN (2 minutes): Facilitator,
   a. Welcomes everyone, reviews group norms and asks for a volunteer to take notes.
   b. Reviews the purpose of the meeting, i.e. to develop a co-teaching lesson plan and thanks the two Teachers (Focus Partners) for seeking their colleagues’ feedback in the planning of their lesson.
   c. Ensures that everyone has a copy of the text and a copy of the lesson template.

2. READ for MEANING and ENJOYMENT (10-15 minutes): Facilitator,
   a. Invites group to re-read the text silently for enjoyment and information.
   b. Engages group in conversation about the text. There is not teaching aim at this point; rather the group talks about the text as good readers, e.g. ‘noticings’, ‘likes’ and ‘dislikes’

3. BRAINSTORM FOR POSSIBLE CONTENT & LANGUAGE OBJECTIVES (8-10 minutes): Facilitator,
   a. Asks a volunteer to read the standards to be addressed in this lesson, and a volunteer to record ideas on chart paper or whiteboard.
   b. Distributes organizers, or other materials deemed useful to focus the conversation.
   c. Leads brainstorming: Based on the selected standards and the text,
      i. What Content Objective/s would you write for this lesson?
      ii. What are the language demands of this text? What are the language objectives that would enable ELL students to achieve your proposed Content objective?

NOTE: FOR TRAINING PURPOSES*, the Facilitator should come prepared with an example to first review and model how to write Content and Language Objectives. ( *set aside additional time)

4. DETERMINING OBJECTIVES & TASKS (8-10 minutes): Facilitator pairs up the Teachers (Focus Partners), and ask the rest of the group to also work in pairs to select /determine One Content and One Language Objective for this lesson. Facilitator,
   a. Asks Teachers (Focus Partners) to be ready to listen to the recommendations and take notes.
   b. Gives 1 minute to pair team to read their Content and Language Objectives aloud to the group, and share their ideas for possible tasks.
   c. Opens the forum for a group conversation on the pros/cons of their proposed objectives as well as specific tasks and scaffolds they would use to ensure all students attain them. (Focus Partners listen)

5. RESPONDING TO RECOMMENDATIONS (2-3 minutes): Facilitator,
   a. Invites the Teachers (Focus Partners) to share their notes, their thinking about the recommendations, and how they plan to use them. They thank their colleagues for their input.

6. WRAPPING UP (2-5 minutes): Facilitator,
   a. Requests Teachers (Focus Partners) for next round; group sets the calendar and agenda.
      Facilitator collects minutes and thanks group for their participation!

Meeting Total Time using this Protocol: 45 minutes - Roser Salavert, Ed.D. NYC RBE-RN@Fordham University