Leadership Support For Integrated ENL Programs

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Molloy College

Special Thanks to Maria G. Dove, EdD
The Piano Guys

http://www.youtube.com/watch?v=0VqTwnAuHws
www.blobtree.com
Publications to Support Integrated ENL Programs for English Learners

Collaboration and Co-Teaching
Strategies for English Learners
Andrea Honigsfeld, Maria G. Dove

Coteaching and Other Collaborative Practices in the EFL/ESL Classroom
Editor: Andrea Honigsfeld and Maria G. Dove

Beyond Core Expectations
A Schoolwide Framework for Teaching the Not-So-Common Learner

Collaboration and Co-Teaching for ENGLISH LEARNERS
A Leader’s Guide
Andrea Honigsfeld, Maria G. Dove

ELLs: Co-Teaching and Collaboration

2010
2012
2014
2014
2015
INTRODUCTIONS, PLEASE!
1. Distinguish integrated ENL and co-teaching
2. Explore the rationale behind the integrated ENL service delivery
3. Analyze the four components of the integrated, collaborative instructional cycle: co-planning, co-teaching, co-assessing, and reflection
4. Review and critique 7 co-teaching models through video clips
5. Discuss the implementation of the Integrated ENL within a comprehensive schoolwide framework to enhance equity, and accessible instruction for ELLs
6. Q&A
WHAT ARE YOUR QUESTIONS?
The nuts and bolts of an Integrated ENL Program
Book Tour
Scavenger Hunt: Find one of each

- A proverb
- A vignette
- A figure
- Table or chart
- A critical piece of information
- A key resource
- A research tidbit
Serving English Learners
Laws, Policies, and Regulations
## CR Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone, offer home language support.

<table>
<thead>
<tr>
<th>ENGLISH PROFICIENCY LEVEL</th>
<th>ENTERING (Beginning)</th>
<th>EMERGING (Low Intermediate)</th>
<th>TRANSITIONING (Intermediate)</th>
<th>EXPANDING (Advanced)</th>
<th>COMMANDING (Proficient)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENL INSTRUCTIONAL TIME (MINIMUM)</td>
<td>2 units of study per week (360 min.)</td>
<td>2 units of study per week (360 min.)</td>
<td>1 unit of study per week (180 min.)</td>
<td>1 unit of study per week (180 min.)</td>
<td>Former ELLs must continue to receive services for an additional two years</td>
</tr>
<tr>
<td>STAND-ALONE ENL</td>
<td>1 unit of study in ENL (180 min.)</td>
<td>.5 unit of study in ENL (90 min.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTEGRATED ENL</td>
<td>1 unit of study in ENL/ELA (180 min.)</td>
<td>1 unit of study in ENL/ELA (90 min.)</td>
<td>.5 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/Core Content Area (90 min.)</td>
<td>1 unit of study in ENL/ELA or other Core Content Area (180 min.)</td>
<td>.5 unit of study per week of INTEGRATED ENL in ELA/Core Content Area, or other approved Former ELL services for two additional years*</td>
</tr>
<tr>
<td>FLEXIBILITY</td>
<td>.5 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/Core Content Area (90 min.)</td>
<td>.5 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/Core Content Area (90 min.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>360 minutes per week</td>
<td>360 minutes per week</td>
<td>180 minutes per week</td>
<td>180 minutes per week</td>
<td></td>
</tr>
</tbody>
</table>

### STAFFING/PERSONNEL

<table>
<thead>
<tr>
<th>STAND-ALONE ENL</th>
<th>INTEGRATED ENL – 1 DUALLY CERTIFIED TEACHER</th>
<th>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-12 Certified ESOL teacher</td>
<td>ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications</td>
<td>A certified ESOL teacher and a K-6 certified elementary school teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)</td>
</tr>
</tbody>
</table>

The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a Special Education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.

*Other services that are approved by the NYS Commissioner that monitor and support the student’s language development and academic progress.

Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.

Updated May 6, 2015
## CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone, offer home language support.

<table>
<thead>
<tr>
<th>ENGLISH PROFICIENCY LEVEL</th>
<th>ENTERING (Beginning)</th>
<th>EMERGING (Low Intermediate)</th>
<th>TRANSITIONING (Intermediate)</th>
<th>EXPANDING (Advanced)</th>
<th>COMMANDING (Proficient)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENL INSTRUCTIONAL TIME (MINIMUM)</td>
<td>3 units of study per week (540 min.)</td>
<td>2 units of study per week (360 min.)</td>
<td>1 unit of study per week (180 min.)</td>
<td>1 unit of study per week (180 min.)</td>
<td>Former ELLs must continue to receive services for an additional two years*</td>
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<td></td>
<td>.5 unit of study per week of INTEGRATED ENL in ELA/Core Content Area, or other approved Former ELL services for two additional years*</td>
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<td>TOTAL</td>
<td>540 minutes per week</td>
<td>360 minutes per week</td>
<td>180 minutes per week</td>
<td>180 minutes per week</td>
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<table>
<thead>
<tr>
<th>AWARDING CREDITS</th>
<th>STAND-ALONE ENL</th>
<th>INTEGRATED ENL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study</td>
<td>Core Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies</td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>STAFFING/PERSONNEL</th>
<th>STAND-ALONE ENL</th>
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<td>A certified ESOL teacher and a 7-12 certified Content Area teacher</td>
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Updated May 6, 2015
Traditional Programs

- ESOL Teachers
- Pull Out/Stand Alone
- Segregated Population
- ESOL Curriculum: Four Skills Areas
What’s in a Word?

Integrated
Integrated, Collaborative Service Delivery

- Collaborative Teacher Teams: ESOL & Grade-Level/Content Teachers
- Integrated Instructional Services
- Integrated Student Population
- Integrated Curriculum: Content & Language
What Teachers Ask for:

- Common planning time
- Consistency of teacher assignment
- Joint professional development
- Resources to share
- Reduced class size to accommodate new arrivals
- Larger classroom space
- Others:
Prerequisite Skills

What prerequisite skills should co-teachers have in each of the three identified domains?

How are they going to develop the necessary personal, pedagogical, and discipline-specific skills?
How do you get teacher buy in for collaborative practices and co-teaching for ELs?
http://www.youtube.com/watch?v=ZyAde4nIlm8
John Hattie’s Visible Learning (2012)

The hinge-point; average effect-size 0.4
Hattie (2015) on Collaborative Expertise:

• ... the greatest influence on student progression in learning is having highly expert, inspired, and passionate teachers and school leaders working together to maximize the effect of their teaching on all students in their care.

• There is a major role for school leaders: to harness the expertise in their schools and to lead successful transformations.

• There is also a role for the system: to provide the support, time, and resources for this to happen.

• Putting all three of these (teachers, leaders, system) together gets at the heart of collaborative expertise.
How do leaders support teachers to develop and implement rigorous curriculum for the sake of ELLs?
Collaborative Practices to Support All Students

Collaborative, inclusive, and integrated service-delivery practices are the best way to serve students who are English language learners.

Welcome to the collaboration age! or so announced Edutopia lead author Grace Rubenstein (n.d.) in a recent article. She not only designated the current era to be recognized for its dire need for collaboration but also coined a new term to describe the students in the contemporary classrooms: the “collaboration generation.” She pondered how schools teach them, how they learn, and what resources are needed to support them and concluded that the future depends on people’s collaborative agility.

Why Collaboration?
Principal face a tangled web of accountability for several reasons: NCLB shifted the focus of programs for English language learners (ELLs). Success is no longer viewed with the single lens of meeting English proficiency, but rather with a magnifying glass to ensure that students “will meet the same challenging state academic content and student academic achievement standards as all children are expected to meet” (NCLB, 2001, §3102[2]). With the advent of the Common Core State Standards (CCSS, see www.corestandards.org), school leaders must not only guide their faculty and staff members to meet a new framework of standards-based instruction but must also interpret how to meet those standards with ELLs.
Opportunities for Instructional Collaboration

- Joint planning
- Curriculum mapping and alignment
- Parallel teaching
- Co-developing instructional material
- Collaborative assessment of student work
- Co-teaching
- Joint professional learning
## Curriculum for English Learners

<table>
<thead>
<tr>
<th>Adaptation</th>
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<tbody>
<tr>
<td>• Accommodations</td>
</tr>
<tr>
<td>• Modifications</td>
</tr>
</tbody>
</table>
## Curriculum for English Learners

<table>
<thead>
<tr>
<th>Adaptation</th>
<th>Acceleration</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Accommodations</td>
<td>• Backmapping/Forward-mapping</td>
</tr>
<tr>
<td>• Modifications</td>
<td>• Background knowledge and contextualization</td>
</tr>
<tr>
<td></td>
<td>• Essential skill building</td>
</tr>
</tbody>
</table>
Components of an Integrated ENL Program

- Co-Plan
- Co-Instruction
- Co-Assess
- Reflect
Routines for Co-Planning Success

ORGANIZATION

PRE-PLANNING

CO-PLANNING

POST-PLANNING
Co-Planning

Stacey Taylor and Kathryn Farley
Elmont High School
Imagine getting on the tandem bike of co-teaching. **Who sits in the front and takes the lead? Who takes the backseat?**
Co-Planning Form for Classroom and ESL Instruction

ESL Teacher: _______________ Classroom Teacher: _______________ Grade __________
For the Week of: _____________________________________________________________

**Weekly Overview**
What is the focus for the week? What content-area topics will we address?

<table>
<thead>
<tr>
<th>Content-Area Objectives</th>
<th>Teacher/Student Activities</th>
<th>Resources/Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Objectives</td>
<td>What will each teacher do? What will students do?</td>
<td>What materials do we need?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Monday</th>
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<tbody>
<tr>
<td>Tuesday</td>
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<tr>
<td>Friday</td>
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</tr>
</tbody>
</table>

## CO-PLANNING

<table>
<thead>
<tr>
<th>Subject:</th>
<th>Grade:</th>
<th>Standard(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Objective:</td>
<td>Language Objective:</td>
<td>Key Vocabulary: Tier II &amp; Tier III</td>
</tr>
</tbody>
</table>

### Formative & Summative Assessments:

### Materials and Resources:

<table>
<thead>
<tr>
<th>LESSON</th>
<th>GENERAL EDUCATION TEACHER</th>
<th>ESL TEACHER</th>
<th>SPECIAL CONSIDERATIONS</th>
<th>COTEACHING APPROACH</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening:</td>
<td>(introduce the learner, demonstration, &amp; guided practice)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilitating:</td>
<td>(facilitate collaboration, differentiated tasks, formative assessment)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Closing:</td>
<td>(wrap-up, recap, summative assessment)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- One Teach—One On Purpose
- Two Teach Same Content (1 group)
- One Teach, One Assess
- Two Teach Same Content (2 groups)
- Pre-Teach—Teach
- Re-Teach—Teach
- Multiple groups

Adapted from Murawski (2009)
Co-Planning

• **Long-term and short-term planning**

• **Language-enriched classes**
  o SWRL – attention to and opportunities for students speaking, writing, reading, and listening in every lesson
  o Academic language study at three levels:
    o Word level
    o Sentence level
    o Text level

• **Frameworks for planning**
  o Sheltered Instruction Observation Protocol (SIOP)
  o Gradual Release of Responsibility (Fisher and Frey)
  o Understanding By Design (UBD)
MODELS

(Honigsfeld & Dove, 2008).

• **MODEL 1:** One Group of Students
  One Lead Teacher and One Teacher
  "Teaching on Purpose"

• **MODEL 2:** One Group of Students
  Two Teachers Teach Same Content

• **MODEL 3:** One Group of Students
  One Teaches, One Assesses
MODEL 1

MODEL 2

MODEL 3
MODELS

(Honigsfeld & Dove, 2008).

• **MODEL 4:** Two Groups of Students
  Two Teachers Teach Same Content

• **MODEL 5:** Two Groups of Students
  One Teacher Pre-teaches, One
  Teacher Teaches Alternative
  Information

• **MODEL 6:** Two Groups of Students
  One Teacher Re-teaches, One
  Teacher Teaches Alternative
  Information

• **MODEL 7:** Multiple Groups Two
  Teachers Monitor/Teach
Stand-Alone Classes for ELs
### Co-assessment and Scaffolding

Co-assessment is a pedagogical approach that involves the collaboration between educators and students to enhance learning outcomes. Scaffolding, on the other hand, is the strategic support given to students to facilitate their intellectual development, particularly in complex tasks.

#### Articles of Confederation and Constitution

<table>
<thead>
<tr>
<th>Similarities</th>
<th>Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Type of document</td>
<td>1. C - three branches</td>
</tr>
<tr>
<td>C - legal, sovereign governments</td>
<td>Congress, president and judicial</td>
</tr>
<tr>
<td>AC - just Congress.</td>
<td></td>
</tr>
<tr>
<td>2. Independence Documents: Neither gives power to</td>
<td>2. Amendment</td>
</tr>
<tr>
<td>也没有</td>
<td>C - 3/4 majority</td>
</tr>
<tr>
<td>AC - All states</td>
<td>AG - 1/2 majority</td>
</tr>
<tr>
<td>3. Created by the democratic process</td>
<td>3. Federalism</td>
</tr>
<tr>
<td></td>
<td>C - 2/3 majority</td>
</tr>
<tr>
<td></td>
<td>AG - 2/3 majority</td>
</tr>
<tr>
<td>4. Taxes</td>
<td>C - Congress has power to pass</td>
</tr>
<tr>
<td></td>
<td>AC - States give money voluntarily</td>
</tr>
</tbody>
</table>

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**Michael Maschio, Angela Torquinio, Rockville Centre, NY**
Co-Assessment

1. Formative
2. Summative
3. Progress Monitoring
4. Performance-Based Assessment
5. Adaptations and Modifications to Traditional Assessments
6. Quizzes
7. End-Of-Unit Tests/Projects
8. Co-Developed Rubrics
9. Looking at Student Work – SWELL
10. Pre-Referral Data Collection
Reflection
Self-Assessment and Coaching Tools

- I-TELL
- DELIVER
Leadership Support

Considering offering support for the practice of an integrated service delivery for ELs through:

• Humble Inquiry
• Joint-Problem Solving via Professional Learning Communities
• Fearless Advocacy
Humble Inquiry
Craig Gfeller led West Gate Elementary School from one of the lower-performing schools to earning *Prince William County School of Excellence* status in just two years.

He fostered a team approach that enabled teachers to help students master required subjects at the same time most were working to learn English as their second language.

Test scores rose dramatically, earning West Gate and Gfeller widespread recognition and a visit from Virginia’s Governor.
Joint-Problem Solving
<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30-7:45</td>
<td>Kildeer</td>
<td>Kildeer</td>
<td>Kildeer</td>
<td>Kildeer</td>
<td>Kildeer</td>
</tr>
<tr>
<td>7:45-8:00</td>
<td>Plan w L. Holmes</td>
<td>Plan w K. Magee</td>
<td>Plan w L. Emde</td>
<td>Plan w C. Keller</td>
<td>Plan w Amy &amp; Brad</td>
</tr>
<tr>
<td>8:00-8:15</td>
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<tr>
<td>8:15-8:30</td>
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<tr>
<td>8:30-8:45</td>
<td>Grade 4 Lit Meeting K</td>
<td>Grade 4, K. Magee, Shared Reading</td>
<td>Grade 2 Intervention</td>
<td>Grade 2 Intervention</td>
<td>Grade 2 Intervention</td>
</tr>
<tr>
<td>8:45-9:00</td>
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</tr>
<tr>
<td>9:00-9:15</td>
<td>Grade 5 D. Neidermeyer, Math</td>
<td>9-9:30 Travel to CM</td>
<td>Grade 2, L. Emde Shared Reading</td>
<td>Grade 2, C. Keller Shared Reading</td>
<td>Grade 2, L. Emde Shared Reading</td>
</tr>
<tr>
<td>9:15-9:30</td>
<td>Grade 2, C. Keller Guided Reading</td>
<td></td>
<td>Grade 2, V. Masse Intervention</td>
<td>Grade 2, C. Keller Writing</td>
<td>Grade 2, L. Emde Writing</td>
</tr>
<tr>
<td>9:45-10:00</td>
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<tr>
<td>10:00-10:15</td>
<td>Grade 2, L. Emde Writing</td>
<td>Plan</td>
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<td>10:15-10:30</td>
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<tr>
<td>10:30-10:45</td>
<td>Grade 4, L. Holmes Reading</td>
<td>Grade 5 Lit Meeting CM</td>
<td>Plan w V. Masse</td>
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<tr>
<td>10:45-11:00</td>
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<td>11:00-11:15</td>
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<td>Plan w Stef</td>
<td>Grade 4, L. Holmes Literacy</td>
<td>Grade 4, L. Holmes Literacy</td>
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<tr>
<td>11:15-11:30</td>
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<tr>
<td>11:30-11:45</td>
<td>11:45-12:45 Lunch/Travel to CM</td>
<td>Plan w Katie</td>
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<td>11:45-12:00</td>
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<td>12:15-12:30</td>
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<tr>
<td>12:30-12:45</td>
<td>Grade 2, L. Emde, Math</td>
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</tr>
<tr>
<td>12:45-1:00</td>
<td>Grade 4, K. Magee SEL</td>
<td>Grade 4, K. Magee Shared Reading</td>
<td>Grade 4, K. Magee Shared Reading</td>
<td>Grade 4, K. Magee Shared Reading</td>
<td>Grade 4, K. Magee Shared Reading</td>
</tr>
<tr>
<td>1:00-1:15</td>
<td>Grade 5, D. Neidermeyer, Literacy</td>
<td>Grade 2 Lit Meeting K</td>
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<tr>
<td>1:15-1:30</td>
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<tr>
<td>1:30-1:45</td>
<td>ELST CM</td>
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<td>1:45-2:00</td>
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<td>2:00-2:15</td>
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<td>2:15-2:30</td>
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<td>3:00-3:15</td>
<td>Plan</td>
<td>Zone 3 Dismissal</td>
<td>Plan w D. Niedermeyer</td>
<td>Plan w L. Fix</td>
<td>Plan w Stef/Jackie</td>
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Fearless Advocacy
The *New* Three Rs

Inspired by Rigor/Relevance Framework, the International Center for Leadership in Education

- Rigor
- Relevance
- Research
QTEL

• Sustain academic rigor
• High expectations
• Metaprocesses
• Quality interactions
• Sustained language focus
• Quality curriculum
Collaboration and Co-Teaching: Strategies for English Learners

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