PLANNING WITH CO-TEACHING IN MIND

PRESENTERS:
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ABBY BARUCH
SARA MARTINEZ

“TOGETHER EVERYONE ACHIEVES MORE”
June 30, 2016
NYC RBE-RN
PURPOSE, PROCESS, PAYOFF

PURPOSE: To understand the value of co-teaching and jointly plan instruction for English Language Learners.

PROCESS: Partner and Whole Group

PAYOFF: Participants will have a developing understanding of how to collaboratively plan and deliver effective instruction for ELLs.
Agenda

1. What is Co-teaching? What are the benefits of co-teaching?
2. What are the key elements to building a trusting working relationship with a colleague?
   - Understanding the role of the ENL, Content Area, Classroom teacher
3. Establishing the foundation for an authentic collaborative relationship
   - Beginning conversations – to get to know each other; students
   - Use of the Collaborative Teaching Responsibilities Checklist – establishing roles and responsibilities
4. Use of an instructional co-planning framework
5. Give it a Go! - Together plan one lesson
6. Share/Reflection/Evaluation

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Co-teaching

Think – Pair – Share:
Discuss the following:
What is co-teaching?
What is the value of co-teaching for students? Teachers?
What are the challenges?
Whole group share

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“Co-teaching is a partnering of two teachers with different areas of expertise to provide more comprehensive, effective instruction to students”

(To Clone or Not to Clone? Anne M. Beninghof)

Understanding One Another’s Role

1. What is your role as a content area or classroom teacher?
2. What is your role as an ENL teacher?
3. How are your roles different? Similar?
Two Heads are Better Than One
WHY?

ENL Teachers

ENL teachers have had considerable training in areas such as:
- second language acquisition, linguistics
- language pedagogy and methodology
- culture
- scaffolding techniques
- language and literacy development.

Most ENL teachers do not have extensive knowledge of content areas.

Content Area Teachers

Content area teachers have had considerable training in areas such as:
- their field of concentration.
- knowledge and developed skills in classroom methodologies
- knowledge of the use of classroom management techniques

Most content area teachers have not received enough training in ENL.
Establishing the Foundation for an Authentic Collaborative Relationship

Step 1: Getting to know each other

- Discuss with your partner -
  - What are your interests?
  - What do you consider your areas of strength or expertise?
  - What are you presently studying and developing expertise in?

Whole Group: What is the value of teachers taking time to get to know each other?

(To Clone or Not to Clone? Anne M. Beninghof)
Step 2: Establishing how you want the co-teaching relationship to work

Beginning of the Year:

1. Discuss and complete the hand-out entitled, “Collaborative Teaching Responsibilities Checklist”

2. Discuss how key information about a unit or lesson will be shared, assessed, reflected upon.

   For example, one to one meetings, use of an established protocol, template for sharing info, technology platform.

3. What will you do if the co-teaching arrangement is not working well?

(To Clone or Not to Clone? Anne M. Beninghof)

Think and Jot

Independently Reflect:
What have you learned about co-teaching thus far?

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Instructional Co-Planning Framework

1. Pre-Planning (completed separately)

What will the ENL Teacher need to know from the Content Area or Classroom Teacher:

- **Topic of the Unit of Study**
- **Content Objectives**
- **Vocabulary that students will need to know**
- **Activities students will be engaged in**
- **Instructional materials that will be used**

**Communication Methods:** Request for Information Template; E-mail; Blog; Wiki

**T & T:** Refer to Hand-out entitled, “Co-Teaching ELLs: Riding a Tandem Bike” – Read and discuss pg. 58 (Co-Planning: The First Step)

What does each teacher do during the pre-planning phase?

**Quick Share**

2. Collaborative Planning (completed together)

Read pg. 59 (Collaborative Planning)

What are teachers expected to do during the collaborative planning phase?

What are possible communication methods?

Quick Share

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<table>
<thead>
<tr>
<th>MODEL</th>
<th>CLASS GROUPING</th>
<th>DESCRIPTION OF TEACHER ROLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>WHOLE CLASS</td>
<td>ONE LEAD TEACHER ONE TEACHER “TEACHING ON PURPOSE” PROVIDING MINI-LESSON TO INDIVIDUALS OR SMALL GROUPS</td>
</tr>
<tr>
<td>2</td>
<td>WHOLE CLASS</td>
<td>TEAMING: JOINT DELIVERY OF INSTRUCTION TWO TEACHERS TEACHING THE SAME CONTENT TOGETHER, SHARING LESSON EQUITY OF ROLES</td>
</tr>
<tr>
<td>3</td>
<td>WHOLE CLASS</td>
<td>ONE LEAD TEACHER ONE TEACHER ASSESSES: CIRCULATES AND COLLECTS INFORMATION (ASSESSES) THROUGH OBSERVATION, CHECK LISTS, ANECDOTALS</td>
</tr>
<tr>
<td>4</td>
<td>TWO GROUPS OF STUDENTS</td>
<td>PARALLEL TEACHING TWO TEACHERS TEACH THE SAME CONTENT TO TWO SEPARATE GROUPS USING DIFFERENTIATED STRATEGIES</td>
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<tr>
<td>5</td>
<td>TWO STUDENT GROUPS</td>
<td>ALTERNATIVE TEACHING ONE TEACHER PRE-TEACHES ONE TEACHER PRESENTS ALTERNATIVE INFORMATION GROUPING IS BASED ON READINESS LEVELS</td>
</tr>
<tr>
<td>6</td>
<td>TWO GROUPS OF STUDENTS</td>
<td>ALTERNATIVE TEACHING ONE TEACHER RE-TEACHES ONE TEACHER TEACHES ALTERNATIVE INFORMATION FLEXIBLE GROUPS</td>
</tr>
<tr>
<td>7</td>
<td>STATION TEACHING MULTIPLE GROUPS</td>
<td>STATION TEACHING TWO TEACHERS MONITOR/TEACH/FACILITATE STUDENT WORK WHILE AT STATIONS. EACH STATION IS ASSIGNED A DIFFERENT TASK BASED ON STUDENT NEED</td>
</tr>
</tbody>
</table>
Videos

One Teacher, One Teacher Teaching on Purpose
- https://www.youtube.com/embed/AeUa_cdaC6w?list=PLCDsTyftAA2D_bul_Rti5phLZ1DdFsAMc

Teaming
- https://www.youtube.com/embed/MVeFjRdSH3c?list=PLCDsTyftAA2D_bul_Rti5phLZ1DdFsAMc

One Teacher, One Teacher Assesses, Observes
- https://www.youtube.com/watch?v=S3AK33YOZfE&index=3&list=PLCDsTyftAA2D_bul_Rti5phLZ1DdFsAMc

Parallel Teaching
- https://www.youtube.com/embed/gLi4LiUopwY?list=PLCDsTyftAA2D_bul_Rti5phLZ1DdFsAMc

Alternative Teaching
- https://www.youtube.com/embed/fr-S5CGDXBQ?list=PLCDsTyftAA2D_bul_Rti5phLZ1DdFsAMc

Station Teaching
- https://www.youtube.com/embed/hrprg1r7kSs?list=PLCDsTyftAA2D_bul_Rti5phLZ1DdFsAMc
3. Post Planning (completed separately)

Read pg. 59 – 60

What are teachers expected to do during the post planning phase?
What are possible communication methods?
Quick Share
Information/Resources you will need to collaboratively plan a lesson during this session

Class Profiles

- **3rd grade** class consists of 25 students.
  - Fifteen (15) of these students are English Language Learners (ELLs).
  - The number of students by proficiency levels is as follows:
    - Five (5) Emerging
    - Five (5) Transitioning
    - Five (5) Expanding.
  - The Home language of these students is Spanish.
  - Ten (10) students are English proficient.

- **8th grade** class consists of 20 students.
  - Ten (10) of these students are English Language Learners (ELLs).
  - The number of students by proficiency levels is as follows:
    - Three (3) Emerging
    - Three (3) Transitioning
    - Four (4) Expanding
  - Home language of these students is Spanish.
  - Ten (10) students are English proficient.
## Literacy and Content Standards

### Designing the First Flying Machine: Grade 8

**Reading Standard (R.I. 8.5):**

Describe how a text presents information:
- Sequentially
- Comparatively
- Causally

**Social Studies Standard**

Chronological Reasoning:
- Articulate how events are related chronologically
- Explain the ways in which earlier ideas and events influence subsequent ideas and events

### The First Greenmarket in New York City: Grade 3

**Reading Standard (R.I.5):**

Craft and Structure: Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

**Social Studies Standard**

Students will examine how each selected world community has adapted to and/or modified its environment to meet its needs.
# NEW LANGUAGE ARTS PROGRESSIONS (ESL/New Language)

<table>
<thead>
<tr>
<th>Grade 8: Reading for Information 5</th>
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<tbody>
<tr>
<td><strong>Main Academic Demand</strong></td>
</tr>
<tr>
<td><strong>Grade Level Academic Demand</strong></td>
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</tbody>
</table>

### Common Core Anchor Standard (RL.8.5):
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole.

### Common Core Grade 8 Standard (RL.8.5):
Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

<table>
<thead>
<tr>
<th>5 Levels of Language Development</th>
<th>Entering (Beginner)</th>
<th>Emerging (Low Intermediate)</th>
<th>Transitioning (High Intermediate)</th>
<th>Expanding (Advanced)</th>
<th>Commanding (Proficient)</th>
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<tbody>
<tr>
<td><strong>Oracy and Literacy Links</strong></td>
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<tr>
<td><strong>Listening-Centered Activity:</strong></td>
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<tr>
<td>Listening-Centered Activity: Organize prepositional words and phrases on a paragraph structure graphic organizer to determine the structure of a specific paragraph, as text is read in partnership and/or teacher-led small groups.</td>
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<tr>
<td>Listening-Centered Activity: Organize prepositional words and phrases on a matrix to identify how particular sentences develop key concepts.</td>
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<td>Listening-Centered Activity: Organize prepositional words and phrases on a partially completed matrix to identify how particular sentences develop key concepts.</td>
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<tr>
<td>in the new language.</td>
<td>in the new language.</td>
<td>in the new and occasionally, in the home language.</td>
<td>in the new language.</td>
<td>in the new language.</td>
<td></td>
</tr>
</tbody>
</table>

**Draft**

**NLAP Reading for Information (RI)**

**RI.5: RI.8.5**

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1
# NEW LANGUAGE ARTS PROGRESSIONS (ESL/New Language)  

### Grade 3: Reading for Information

| Common Core Anchor Standard (RL.5): Analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole. | **MAIN ACADEMIC DEMAND** 
Analyze the Relationship of Linguistic and Text Structures |
| --- | --- |
| **Common Core Grade 3 Standard (RL.3.5): Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.** | **GRADE LEVEL ACADEMIC DEMAND** 
Use Text Features and Search Tools to Locate Information Efficiently |

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</table>

**When acquiring a new language, using grade level texts and appropriate supports, students are able to:**

### RECEPTIVE

<table>
<thead>
<tr>
<th>Oracy and Literacy Links</th>
<th>Listening-Centered Activity: Organize prearranged words and phrases on a matrix to identity and connect text features and information relevant to the topic, as text is read aloud in partnership and/or teacher-led small groups.</th>
<th>Listening-Centered Activity: Organize prearranged words and phrases on a matrix to identity and connect text features and information relevant to the topic, as text is read aloud in partnership and/or small groups.</th>
<th>Listening-Centered Activity: Organize prearranged words and phrases on a partially-completed matrix to identity and connect text features and information relevant to the topic, as text is read aloud in partnership, small group and/or whole class settings.</th>
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</thead>
</table>

| Reading-Centered Activity: Organize prearranged words and phrases on a double column graphic organizer to identity and connect search tools with information relevant to the topic. | Reading-Centered Activity: Organize prearranged words and phrases on a double column graphic organizer to identity and connect search tools with information relevant to the topic. | Reading-Centered Activity: Organize prearranged words and phrases on a partially-completed double column graphic organizer to identity and connect search tools with information relevant to the topic. | Reading-Centered Activity: Organize prearranged words and phrases on a partially-completed double column graphic organizer to identity and connect search tools with information relevant to the topic. | Reading-Centered Activity: Organize prearranged words and phrases on a partially-completed double column graphic organizer to identity and connect search tools with information relevant to the topic. |
| --- | --- | --- | --- | --- | --- |

in the new and/or the home language.  
in the new and/or the home language.  
in the new and/or the home language.  
in the new and/or the home language.  
in the new and/or the home language. 

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**Draft**  
**NLAP Reading for Information (RI)**  
**RI.5: RI.3.5**

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CCLS: A Strong Emphasis on Academic Vocabulary

◦ ENL teachers bring a deep, often untapped level of expertise in teaching academic language that can be leveraged across their schools and districts.

◦ ENL teachers can consult with content area teachers and assist them to analyze the academic language demands of their content areas, offering them advice on how to design lessons that teach academic language and rigorous content simultaneously with SWRL. (Ex. The SIOP Model)
Decide on Content and Language Objectives

*Content objectives* identify what students will
- learn
- be able to do

*Language objectives* are the *how* of the lesson

An effectively written language objective:
- Stems from the linguistic demands of a standards-based lesson task
- Specifies target vocabulary necessary to complete the task/activity
- Emphasizes development of expressive language skills, speaking and writing, without neglecting listening and reading.
- Uses active verbs to name functions/purposes for using language in a specific student task.

(Kate Kinsella, and Tonya Ward Singer 2011)
Why Should We Use Language Objectives?

- Supports acquisition of language
- Accelerates content learning across disciplines
- Serves as an entry point for student engagement
- Provides accurate language models
- Provides targeted practice for less proficient students
- Provides enrichment activities for more advanced students

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Language objectives encompass:

- **Academic vocabulary/key vocabulary** - content specific, associated with the topic

- **Language function** – the language purpose or thinking process that students are expected to master
  - **For example:** Define, describe, classify, explain, compare, summarize, etc.

- **Language structures/forms:** the grammatical structure of words or sentences
  - **For example:** Sentence structure, grammar, syntax, etc.
  - **All aspects of writing** (sentence, paragraph, essay, narrative, expository, etc.)
How to write a Language Objective

1. Students will (Function: active verb phrase) using (language target).
   Students will describe a character’s emotions using precise adjectives.

   OR

2. Students will use (language target) to (function; active verb phrase).
   Students will use precise adjectives to describe a character’s emotions

(Kate Kinsella, and Tonya Ward Singer 2011)
## WRITING CONTENT AND LANGUAGE OBJECTIVES

<table>
<thead>
<tr>
<th>VERBS FOR CONTENT OBJECTIVES</th>
<th>VERBS FOR LANGUAGE OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KNOWLEDGE</strong></td>
<td><strong>LISTENING</strong></td>
</tr>
<tr>
<td>LIST, IDENTIFY, LOCATE, MEMORIZE, REVIEW, LABEL, DESCRIBE, DEFINE, NAME, MATCH</td>
<td>TELL, ROLL PLAY, IDENTIFY, LISTEN, RECOGNIZE, POINT, SHOW, FOLLOW DIRECTIONS</td>
</tr>
<tr>
<td><strong>COMPREHENSION</strong></td>
<td><strong>SPEAKING</strong></td>
</tr>
<tr>
<td>RECALL, REPRODUCE, SUMMARIZE, EXPLAIN, DEMONSTRATE, TRANSLATE, REPHRASE</td>
<td>NAME, DISCUSS, REPHRASE, ASK, ANSWER, PREDICT, SAY STEPS IN A PROCESS, PRONOUNCE, REPEAT,</td>
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<td></td>
<td>RESPOND, STATE, SUMMARIZE, EXPLAIN, TELL, USE</td>
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<tr>
<td><strong>APPLICATION</strong></td>
<td><strong>READING</strong></td>
</tr>
<tr>
<td>PREDICT, COMPARE CONTRAST, SOLVE CLASSIFY, CATEGORIZE, SHOW, APPLY, MAKE OR BUILD A REPLICA</td>
<td>PREVIEW, READ ALOUD, FIND SPECIFIC INFORMATION, IDENTIFY, SKIM, EXPLORE</td>
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<tr>
<td><strong>SYNTHESIS</strong></td>
<td><strong>WRITING</strong></td>
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<tr>
<td>BUILD A MODEL, COMBINE, COMPILE, COMPOSE, CONSTRUCT, CREATE, DESIGN, ELABORATE, TEST,</td>
<td>LIST, SUMMARIZE, ASK AND ANSWER QUESTIONS, CREATE SENTENCES, STATE AND JUSTIFY OPINIONS,</td>
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<tr>
<td>INFER, PREDICT, HYPOTHESIZE, INVENT, DESIGN</td>
<td>WRITE, CONTRAST, CLASSIFY, RECORD</td>
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<tr>
<td><strong>EVALUATION</strong></td>
<td><strong>VOCABULARY DEVELOPMENT</strong></td>
</tr>
<tr>
<td>CHOOSE, DECIDE, RECOMMEND, SELECT, JUSTIFY, DEFEND, SUPPORT</td>
<td>DEFINE ISOLATED WORDS IN CONTEXT, DEFINE WORDS IN CONTEXT, FIND WORDS AND CONSTRUCT MEANING</td>
</tr>
</tbody>
</table>

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SOURCE: ECHEVARRIA, VOGT, SHORT
## CO-PLANNING ROLES AND RESPONSIBILITIES

<table>
<thead>
<tr>
<th>QUESTIONS TO THINK ABOUT…</th>
<th>ROLE OF THE CONTENT TEACHER</th>
<th>ROLE OF THE ENL TEACHER</th>
<th>SHARED</th>
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</thead>
<tbody>
<tr>
<td>What standard will be addressed?</td>
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<tr>
<td>What is the lesson’s content objective?</td>
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<td>What are the lesson’s language objectives?</td>
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<td>What are the language demands in the content selection?</td>
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<td>What co-teaching model will be used?</td>
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<td>What vocabulary will be introduced?</td>
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<tr>
<td>What questions will be asked?</td>
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<td>What materials will be needed?</td>
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<td>How will students be motivated and engaged in the lesson?</td>
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<td>What activities will students be engaged in during the lesson? (SWRL)</td>
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<td>What kind of guided practice will be needed?</td>
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<td>How will tasks be differentiated?</td>
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<td>How will you check for understanding?</td>
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<tr>
<td>CONTENT OBJECTIVE:</td>
<td>LANGUAGE OBJECTIVES</td>
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</table>

**KEY VOCABULARY:**

**SUPPLEMENTARY MATERIALS:**

**BUILDING BACKGROUND**
- LINKS TO EXPERIENCE
- LINKS TO LEARNING

**STRATEGIES/SCAFFOLDS:**
- ENTERING
- EMERGING
- TRANSITIONING
- EXPANDING

**ACTIVITIES**

**REVIEW AND ASSESSMENT**
# CO-TEACHING LESSON PLAN TEMPLATE

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Co-teaching Approach/Model</th>
<th>Period</th>
<th>Content Teacher</th>
<th>ENL Teacher</th>
<th>Strategies/Scaffolds</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning:</strong>&lt;br&gt;(may include: Opening; Warm Up; Review; Anticipatory Set)</td>
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<td><strong>Middle:</strong>&lt;br&gt;(Instruction; Checking for Understanding; Independent or Group Practice)</td>
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<tr>
<td><strong>End:</strong>&lt;br&gt;(Summary, Exit Slips, other Assessments)</td>
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</tbody>
</table>

Adapted by NYC RBE-RN at Fordham University
Give it a Go!

**Task:**

Your mission:
Should you accept it....

is to work collaboratively to plan a social studies lesson for the 3rd or 8th grade that you will be co-teaching. Be prepared to share out your lesson.

Time Frame: 20-25 minutes

Resources Provided: Task directions, Articles, Standards, Class Profile, Request for Information template, Language Objectives Packet, BCCI, Lesson Planning templates

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COLLABORATIVE LESSON PLANNING

DIRECTIONS:

◦ Work with a partner (1 content and 1 ENL) to plan a lesson.
◦ Select a lesson plan template that you will use.
◦ Select an article, (either 3rd or 8th grade) standard,
◦ Use the “Co-Planning Roles and Responsibilities” template to help you decide who will be responsible for what.
◦ Use the resources and information provided, i.e. class profile, standards, BCCI, language objectives hand-outs to help you plan your lesson.
◦ Determine how you will deliver instruction. Select a co-teaching model.
◦ Lessons should include
  one specific content and language objective
  scaffolds
  assessments
  reflection time
◦ Consider how you will be following up (templates, post-its, phone, technology: texts, google docs.. etc.)
REFLECTION

Independently reflect on the following:
1. What were the advantages of collaborative planning with a partner?
2. What did notice were challenges?
3. What are some actions you will take as a result of what you have learned today?

Whole Group Share
Please complete feedback survey.

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smartinez37@fordham.edu