LEADING CO-TEACHING CONVERSATIONS TO PLAN EFFECTIVE ENL/ESL INSTRUCTION

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The integration of ENL/ESL and content area subjects through Co-Teaching is an innovative approach that can successfully address the academic and language needs of English Language Learners.

In this session, we will model how leaders can support this collaborative approach through guided conversations. More specifically, participants will engage in collaborative practices through the use of a protocol designed to support the development of rigorous Co-Teaching lesson plans, particularly for ELA teachers and their ENL/ESL Teaching partners.
As participants, you will:

- Gain a deeper understanding of Collaborative planning among teachers and/or administrators within a department, a grade or across content areas.

- Practice with the **Collaborative Co-Planning protocol**—a protocol designed to promote Co-Teaching planning particularly between ELA and ENL/ESL teachers.

By the end of the session, you will:

- Have a set of resources ready for use in the school.
Why should I use a protocols to improve teacher practice?

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.
This protocol was developed based on one of the protocols for Looking at Student Work.

Let’s review it.
You have a copy in the folder.
**BEFORE THE MEETING**

Meet with the two invited CO-TEACHERS:

- To learn about the basics: Overall Unit Goals, Readings, and Standards, and
- To get a copy of the Lesson Plan and the Text they want the students to read and use.

Distribute the Reading or Text to PLC members prior to the day of the meeting, and encourage them to read it.

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**Co-TEACHING LESSON TEMPLATE (ELA & ENL)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Class:</th>
<th>Grade:</th>
<th>Co-TEACHERS:</th>
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<tbody>
<tr>
<td>UNIT:</td>
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<tr>
<td>STANDARDS ADDRESSED:</td>
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<tr>
<td>READING/ TEXT (s)</td>
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<tr>
<td>LEARNING OBJECTIVES -CONTENT</td>
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<tr>
<td>LEARNING OBJECTIVES -LANGUAGE</td>
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<tr>
<td>TASKS (Rigor and Engagement)</td>
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<tr>
<td>ACOMMODATIONS /MODIFICATIONS</td>
<td></td>
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<td>FORMATIVE/SUMMATIVE ASSESSMENTS</td>
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<tr>
<td>IMPLEMENTATION – ROLE OF CONTENT TEACHER</td>
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<tr>
<td>IMPLEMENTATION – ROLE OF ENL/ESL TEACHER</td>
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<td>Notes</td>
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*Let’s review it. You have a copy in the folder*

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The CONTENT objective tells what students will learn during the lesson. The LANGUAGE objective tells how the students will learn and/or demonstrate their mastery of the lesson by reading, speaking, writing, or listening.

"What are the language demands of the text?"
**Content Objective:** “I can infer the author’s intended meaning of figurative language in a poem”.

**Language Objective:** “Working with a partner, I can give opinions with reasons about the effect of figurative language. I can restate a partner’s response in their own words.

**Language Objective:** Working with a partner, I can give opinions with reasons about the effect of figurative language in a poem using sentence starters and a word bank, e.g. “When the authors say _____ it makes the reader feel____”.
ROLE - PLAYING A CO-TEACHING PLANNING MEETING

1. Invited Co-Teachers: 2 volunteers

2. Lesson Outline & Reading/Text

Co-TEACHING LESSON TEMPLATE (ELA & ENL)

<table>
<thead>
<tr>
<th>Date</th>
<th>Class: ELA/ESL</th>
<th>Grade: 11</th>
<th>Co-TEACHERS: Mr. T &amp; Ms. P</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT:</td>
<td>UNIT 5 – SHORT STORIES</td>
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</tr>
<tr>
<td>STANDARDS ADDRESSED:</td>
<td>CCSS, ELA RI 11-12.5</td>
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“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.”

READING/TEXT (s)
Short Story: No One Writes to the Colonel by Gabriel Garcia Marquez

LEARNING OBJECTIVES - CONTENT

LEARNING OBJECTIVES - LANGUAGE

TASKS (Rigor and Engagement)

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

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COLLABORATIVE CO-PLANNING PROTOCOL

PURPOSE: Support the development of rigorous Co-Teaching lesson plans through the use of a protocol.

PARTICIPANTS: A Professional Learning Community of teachers and/or administrators who share ideas and provide recommendations to two invited CO-TEACHERS who seek their colleagues’ input in the writing of their lesson plan.

PROCESS:

1. OPENING (2 minutes): Facilitator,
   a. Welcomes everyone, reviews group norms and asks for a volunteer to take notes.
   b. Reviews the purpose of the meeting: “Based on your knowledge and experience, provide our invited CO-TEACHERS with recommendations that enable them to develop a relevant and rigorous co-teaching lesson plan.”
   c. Ensures that everyone has a copy of the text to be used in the lesson and a copy of the lesson outline.

2. READING for MEANING and ENJOYMENT (10-15 minutes): Facilitator,
   a. Invites group to re-read the text* silently for enjoyment and information. [*often only specific pages]
   b. Engages group in conversation about the text, their ‘likes’ and ‘dislikes’ (only)
“Hopefully you read this short story before our meeting. But, just in case, I’m giving you about 8 minutes to read the summary, and two particular segments: the segment about the living room on page 5, and the segment about the cockfight on pages 65-66.”

“What do you think about the story? What do you like? Why?”
3. BRAINSTORMING: Possible Recommendations based on Co-Teachers’ request, (8-10 minutes): Facilitator,

a. Asks a volunteer to read/review the standards to be addressed in this lesson and explain in his/her own words the INPUT that the invited Co-Teachers expect to receive from the group, e.g. “Ms. B and Mr. L expect that we will provide them with Content Objectives and Language Objectives that respond to the selected standards”.

b. Distributes organizers, or other materials deemed useful to focus the conversation.
COLLABORATIVE CO-PLANNING PROTOCOL

3. **BRAINSTORMING: Possible Recommendations based on Co-Teachers’ request, (8-10 minutes)**: Facilitator,
   
a. Asks a volunteer to read/review the standards to be addressed in this lesson and explain in his/her own words the INPUT that the invited Co-Teachers expect to receive from the group, e.g. “Ms. B and Mr. L expect that we will provide them with Content Objectives and Language Objectives that respond to the selected standards”.
   
b. Distributes organizers, or other materials deemed useful to focus the conversation.
   
c. Leads brainstorming: Based on Co-Teacher’s request, the selected standards and the text. For example,
      
      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?*

Volunteer takes notes on Chart paper or Smartboard

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Description: Describes something - Modeling with example
Source: “No One Writes to the Colonel” by Gabriel García Márquez (p. 5)

Looks like: 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.

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

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

Feels like: 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.

Examples are: In addition to the examples provided above, 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’.
**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’, and **then** he examined the pit to realize that there were many people, including people from other towns.
6. The colonel took the rooster, and **before**, he even realized it, ‘a new ovation interrupted him’
7. **Finally**, ‘stunned by the applause and the shouts, [the colonel] went into the street with his rooster under his arm’.
### (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?

### (Possible) Content Objectives:

“I can use sensory words to describe a context.”

“I can put the events in order using appropriate sequence words.”
4. DETERMINING OBJECTIVES & TASKS (8-10 minutes): Facilitator

a. Asks the group members to work with a partner to decide on ONE Recommendation, and also think of ONE Task aligned to their recommendation.

   e.g. One Content & One Language Objective with a Task

b. Asks the invited CO-TEACHERS to be ready to listen to the recommendations and take notes.

c. Gives 1 minute to each pair to read their Recommendation, and share their ideas for a possible Task.

d. Leads a large group conversation until they reach consensus on recommendations for objectives and task. All this time, the invited CO-TEACHERS listen and take notes, but do not participate.
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”.

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.
5. RESPONDING TO RECOMMENDATIONS

a. Invites the CO-TEACHERS to share their notes, their thinking about the recommendations, and how they plan to implement them. They thank their colleagues for their input.

6. WRAPPING UP (2-5 minutes): Facilitator,

a. Helps identify next Invited Co-Teachers, and sets meeting date.

b. Reminds the two CO-TEACHERS that they will have an opportunity to share how the lesson went at the beginning of the next meeting.

c. Collects minutes and thanks the group for their participation. Adjourns the meeting.

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?
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.
REFLECTIONS & IMPLICATIONS

Did we accomplish our objectives?

- What did I learn about co-teaching?
- How can the Collaborative Co-Planning 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 willl_________.

Thank you, Roser
Description
Describes something

looks like

tastes like

smells like

sounds like

feels like

examples are

Signal Words
characteristics are also such as another
beside is have

for example to begin with in addition most important in front about has

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

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   if...then   as a result
therefore since consequently
this leads to so that consequently
accordingly because of nevertheless
may be due to effects of in order to
for this reason thus
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)