Revisiting Co-Teaching, Integrating Core Content and Language Development for ELLs: Effective Instructional and Collaboration Strategies

NYS/NYC Teacher Institute
January 30, 2017
Fordham University
8:30-3:00

Sponsored by:
New York State Office of Bilingual Education and World Languages
New York State/New York City RBE-RN at Fordham University
New York State Language RBE-RN at New York University
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-9:00</td>
<td>Registration/Refreshments/ Curriculum Partner Exhibit-Scharzer Associates Incorporated</td>
</tr>
<tr>
<td>9:00-9:15</td>
<td><strong>Welcome &amp; Greetings</strong>&lt;br&gt;Eva Garcia, NYS/NYC RBERN Executive Director&lt;br&gt;Virginia Roach, Ed.D, Dean Graduate School of Education&lt;br&gt;Anita Vazquez-Batisti, Ph.D., Associate Dean and Coordinator of Center for Educational Partnerships</td>
</tr>
<tr>
<td>9:15-10:00</td>
<td><strong>Update NYS Initiatives</strong>: Lisette Colon-Collins, Associate Commissioner, Office of Bilingual Education and World Languages-New York State Education Department</td>
</tr>
<tr>
<td>10:00-10:45</td>
<td><strong>Shifting Mindsets and Instructional Practices for ELL Success</strong>: Dr. Andrea Honigsfeld</td>
</tr>
<tr>
<td>11:00-12:30</td>
<td><strong>Collaboration and Instructional Routines</strong>: Dr. Andrea Honigsfeld</td>
</tr>
<tr>
<td>12:30-1:15</td>
<td>L-U-N-C-H (on your own)</td>
</tr>
<tr>
<td>1:15-2:00</td>
<td><strong>Panel Presentation and Discussion</strong>: Panelists Dr. Andrea Honigsfeld</td>
</tr>
<tr>
<td>2:00-2:50</td>
<td><strong>Takeaways for Continued Collaboration</strong>: Dr. Andrea Honigsfeld</td>
</tr>
<tr>
<td>2:50-3:00</td>
<td><strong>Evaluations/ Certificates/Distribution of books</strong></td>
</tr>
</tbody>
</table>
What’s in a name?

Instead of:
• Push in; Pull out

Try this:
• Integrated;
  Stand alone
Instead of:

- 4+ partners, no partnership
- Random teacher assignments

Try this:

- Intentional teacher pairing, partnership building
- Forming integrated teacher teams
ELL Placement

Instead of
- ELLs, SWDs, and “struggling” learners all in the same class

Try this:
- Strategic formation of classes
Class Size

Instead of

• Large class size,
• Multiple subgroups of high-needs students

Try this:

• Leave room for new arrivals
## Curriculum for English Learners

<table>
<thead>
<tr>
<th>Adaptation</th>
<th>Acceleration</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Accommodations</td>
<td>• Back-mapping/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>

1. Accommodations
2. Modifications
3. Back-mapping/Forward-mapping
4. Background knowledge and contextualization
5. Essential skill building
Co-Planning

Instead of
• On the fly
• Once in a while
• You plan, I follow

Try this
• Integrated in the school day
• Systemic and sustained
• Team and individual (partners)
• Using technology
Instead of
• ESOL vs. Classroom teacher

Try this:
• Two teachers
Positioning

Instead of
• ESOL teacher: Back of the room

Try this:
• Both teachers: Everywhere
Co-Teaching Models

Instead of
• One or two preferred models, especially ones that require ESOL teacher to merely assist

Try this:
Multiple models of instruction
Language and Literacy Development

Instead of
• Simplify

Try this:
• Amplify
  o Word level
  o Sentence level
  o Discourse level
• Disciplinary Literacy
• SWIRL
Grouping

Instead of
• MY group vs. YOUR group

Try this:
• Assessment-based, flexible grouping
Instead of
• Teachers assess their “own” students only

Try this:
• Co-development of assessment measures
• Co-assessing students
• Monitoring and responding to students’ needs jointly
Mind Set

Instead of
• Preconceived notions
• Deficits-based
• “Can’t do” attitude

Try this:
• Opportunity to grow
• Assets-based
• “Can do” attitude
What are your shifts?

• Instead of ...  
• We (or I) I ...
https://padlet.com/ahonigsfeld/Fordham2
How would you finish these sentences?

- Routines are ____________
- Routines for coteachers are _________
- Routines for ELLs can _____________
Teachers must work together in professional learning communities: to talk about their craft, to reflect upon their practice, to discuss student progress, and to continuously improve their instruction (Fisher, Frey, & Uline, 2013).
Instructional Routines

Collaboration Routines
Collaborative Instructional Cycle

- Co-Plan
- Co-teach
- Co-Assess
- Reflect
Co-Planning

• Long-term and short-term planning

• Language-enriched classes
  o SWIRL – attention to and opportunities for students speaking, writing, interacting, 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 Gradual Release of Responsibility (Fisher and Frey)
  o Understanding By Design (UBD)
  o Universal Design for Learning (UDL)
Co-Planning Timeframes

- Daily
- Weekly
- Monthly
Routines for Co-Planning Success

ORGANIZATION

PRE-PLANNING

CO-PLANNING

POST-PLANNING
30 minutes/week

- 2-3 mins: Calendar Review
- 20-24 mins:
  - Alignment of Curriculum Goals with Language Learning Targets
  - Focus Learning Activity for Each Day
  - Key Instructional Strategies
  - Materials and Resources
- 5-6 mins: Individual Student Needs

Special Thanks to Kildeer CM #96
### Collaborative Planning Agenda & Reflection Log

**Date & Time:** December 7, 2016

**Mark an X next to team members in attendance**  
Assign roles: Facilitator, Timekeeper, Notetaker, Updater

<table>
<thead>
<tr>
<th></th>
<th>Pam</th>
<th></th>
<th>Laurie</th>
<th></th>
<th>Gretchen</th>
<th></th>
<th>Jessica</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td>Facilitator</td>
<td></td>
<td>X</td>
<td>X</td>
<td>Updater</td>
<td></td>
<td>Notetaker</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:15 - 11:30</td>
<td>Make the Agenda</td>
<td>Plan oral language and writing lessons.</td>
</tr>
<tr>
<td>11:30 - 3:00</td>
<td>Planning Time</td>
<td>Planning with oral language development as a priority for writing. Fine tuned planning for December and then planned out January writing units. Discussed different kinds of groupings. Will try strategy groups in one kinder room with the ESL teacher.</td>
</tr>
<tr>
<td>3:00 - 3:15</td>
<td>Reflection</td>
<td>We look at Lucy Calkins for mini-lessons, but still create lessons focusing on oral language development before writing. Feels like we are on the right track. Next time we need to add our ELP and ELA standards as we plan.</td>
</tr>
</tbody>
</table>
1. One student group: One lead teacher teaches, one supports with an intentional purpose.

2. One student group: Two teachers teach the same content.

3. One student group: One teacher teaches, one assesses.

4. Two student groups: Two teachers teach the same content.

5. Two student groups: One teacher preteaches, one teaches alternative information.

6. Two student groups: One teacher reteaches, one teaches alternative information.

7. Multiple student groups: Two teachers monitor and teach.
A Three-Pronged Approach to Co-Assessment

Assessment of Learning

Language Learners

Assessment for Learning

Assessment as Learning

Margo Gottlieb, 2016
## CO-ASSESSMENT

<table>
<thead>
<tr>
<th>AS LEARNING</th>
<th>FOR LEARNING</th>
<th>OF LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>SELF-ASSESSMENT</td>
<td>FORMATIVE</td>
<td>SUMMATIVE</td>
</tr>
<tr>
<td>Successes</td>
<td>Ensure that we embed oral language prior to writing.</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>New Approaches</td>
<td>Start strategy groups. Use conferencing notes to form them.</td>
<td></td>
</tr>
<tr>
<td>Appreciative Comments</td>
<td>Having the time to reflect on our writing lessons, and make When things aren’t working</td>
<td></td>
</tr>
<tr>
<td>Problems need.</td>
<td>Lucy Calkins doesn’t focus on the oral language our EL’s</td>
<td></td>
</tr>
<tr>
<td>Solutions</td>
<td>Always include oral language to scaffold the writing either as part of writer’s workshop, or at another time during the day.</td>
<td></td>
</tr>
</tbody>
</table>

Which of the 4C’s of collaboration were prominent during this collaborative planning time? Collaborative Craftsmanship
Instructional Routines
Integrating Language & Content

Access to Grade-Level Concepts

ELLs

Language

Content

Academic Language Skills

Learning a New Language

Learning IN a New Language

Jon Nordmeyer 2010
Routines for Content and Language Integration

• Scaffolding Lessons Based on Academic and Linguistic Demand

• SWIRL

• Academic Language Routines
<table>
<thead>
<tr>
<th>Sensory Support</th>
<th>Graphic Support</th>
<th>Interactive Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Real-life objects (realia)</td>
<td>Charts</td>
<td>In pairs or partners</td>
</tr>
<tr>
<td>Manipulatives</td>
<td>Number Lines</td>
<td>In triads or small groups</td>
</tr>
<tr>
<td>Pictures &amp; photographs</td>
<td>Tables</td>
<td>In whole group</td>
</tr>
<tr>
<td>Illustrations &amp; diagrams</td>
<td>Graphs</td>
<td>Using cooperative group structures</td>
</tr>
<tr>
<td>Magazines &amp; newspapers</td>
<td>Timelines</td>
<td></td>
</tr>
<tr>
<td>Physical activities</td>
<td>Graphic organizers:</td>
<td>Using the Internet or software programs</td>
</tr>
<tr>
<td>Videos &amp; films</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Broadcasts</td>
<td></td>
<td>In the native language</td>
</tr>
<tr>
<td>Models &amp; figures</td>
<td></td>
<td>With mentors</td>
</tr>
<tr>
<td>Other:</td>
<td>Other:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other:</td>
</tr>
</tbody>
</table>
Supporting Language Functions

Acknowledging ideas:

- My idea is similar to ______
- I agree/disagree with _____ because ________________
- My response to _____ builds upon __________________
- As it has been established by others, _________________
- As previously mentioned, _____ ______________________

Synthesizing:

- The main points expressed in these poems are __________
- The significance of _______ is ________________________
- The notion of _______ can be expressed as _____________
- From my perspective, what these poems mean is __________
SWIRL
To become better speakers, writers, readers and listeners, students must...

- Speak
- Write
- Interact
- Read
- Listen

SWIRL Every day
Academic Language Focus

• Word-level
• Sentence-level
• Text-level
Panel Discussion
DELIVER

- Differentiated instruction
- Engagement of students (SWRL)
- Language and content objectives
- Instructional strategies for ELLs
- Varied co-teaching models
- Equity established for students & teachers
- Rigor in content, process, and/or product

http://integratededenl.weebly.com
## Peer Observation or Coaching Conference Form (Modified Noticing and Wondering)

<table>
<thead>
<tr>
<th>Date:</th>
<th>Time:</th>
<th>Length of time co-teaching:</th>
</tr>
</thead>
</table>

### What Went Well (Noticings Identified by the Coteachers)

### What to Do Differently (Wonderings Identified by the Coteachers)

### Teacher Identified Models Used:

### Observer Identified Models Used:

### Planning Time

<table>
<thead>
<tr>
<th>Length</th>
<th>Frequency</th>
</tr>
</thead>
</table>

### Observer/Coach Noticings:

### Observer/Coach Wonderings:

### Observer/Coach Suggestions:

### Coteacher(s) Identified Next Steps/“Take aways”:

---

Adapted from Villa and Thousand (2014), Dove & Honigsfeld (In Press)
Visit Our Websites
http://coteachingforells.weebly.com
http://integratedenl.weebly.com

JOIN US ON FACEBOOK!

Follow us on Twitter
@AndreaHonigsfel
@MariaGDove