Co-Teaching & Collaboration
Problem Solving in the Co-Teaching ENL Special Education Classroom

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NYC RBE-RN at Fordham University
March 2, 2017
The Piano Guys.....
Purpose of Today’s Professional Development:

As participants, you will:

• Gain a deeper understanding of collaborative and co-teaching planning in the context of an ENL special education classroom

• Explore the four components of the ENL co-teaching instructional cycle

• Explore the 7 ENL co-teaching models and how they can enhance differentiation of instruction for ENL students
Quick jot with your table partners:

Why might there be two teachers in a special education setting?
Co-teaching ................

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

Co-Teaching: Basics
When Two Heads Really are Better than One
Two heads are better than one! Why.....?

Content Area teachers
Have had considerable training in areas such as:
• Their field of content, their areas of expertise
• 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.

ENL teachers
Have had considerable training in areas such as:
• 2nd language acquisition, linguistics
• Language pedagogy and methodology
• Culture
• Scaffolding techniques
• Language and Literacy development

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

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The first goal for co-teachers is to pave the way for a successful year by establishing a learning environment that nurtures a sense of community.
Creating an ENL Co-Teaching Program

- Cross-Cultural & Interpersonal Skills
- Bridging & Building Content Knowledge
- Collaborative Practice
- Shared Philosophy of Teaching
- Consistent & Supportive Teaching Behaviors
- Linguistic Adaptations

Honigsfeld, A. & Dove, M. Collaboration and Co-Teaching, 2010
“Sometimes I think the collaborative process would work better without you.”
The role of the **General Education/Content area teacher:**

<table>
<thead>
<tr>
<th>General Educator</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Knowledge, Content Specialist</strong></td>
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<td><strong>Data collection</strong></td>
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The role of the **Special** Education Teacher:

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<th>Special Educator</th>
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<td>Curriculum mapping, unit planning</td>
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<td>Motivation Strategies</td>
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<tr>
<td>Assessments</td>
<td>Knowledge of special needs</td>
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<tr>
<td>Data collection</td>
<td>IEP development &amp; implementation</td>
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<td>Assessments</td>
</tr>
<tr>
<td></td>
<td>Data collection</td>
</tr>
<tr>
<td></td>
<td>Reading interventions</td>
</tr>
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</table>

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Understanding One Another’s Role

Given what you know about the role of the general education and special education teacher, what is the role of the ENL teacher?

How are the roles of content area and ENL teachers the same? Different?

How are the roles of the ENL and special education teachers the same? Different?
## The role of the ENL Teacher:

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<th>ENL Educator</th>
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</table>
General Education Teacher + Special Education teacher + ENL Teacher =

- Understanding of all students
- Enhanced content
- Access to quality curriculum
- Linguistically rich classroom with targeted language objectives
- Growth in each teacher’s depth of knowledge

A win-win-win! All students benefit!
What’s in a name?

Instead of:
Push in, Pull out

Use this instead…..
Integrated, Stand Alone
Components of an Integrated ENL Special Education Classroom

- Co-Plan
- Co-Instruct
- Co-Assess
- Reflect

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Co-planning

Imagine getting on the tandem bike of co-teaching. Who sits in the front and takes the lead? Who takes the backseat?
Instructional Co-Planning Framework

Pre-planning

What will the ENL teacher need to know from the content area or special education 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
What will the content or special education teacher need to know from the ENL teacher?

• Language objectives
• Language functions
• Language forms
• Differentiation for levels of proficiency
• Language Scaffolds
What ENL resources would be beneficial to the Special Education and/or content teacher(s)?

- Bilingual Progressions – Home Language and New Language
- Targets of Measure (ToMS)
- NYSESLAT scores of all four modalities (strengths, pushables)
- Performance level descriptors

Can you think of any others?
Read and discuss page 58: Co-planning: The First Steps

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

Share out.........

Collaborative Planning

Read pages 58-59 of the Tandem Bike article:

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

What are possible communication methods?

Share out ......................

Sharing of information: Email, blog, Wiki, Google docs, other shared platforms.
“The Power of Two” by Marilyn Friend
Co-Teaching in a Special Education classroom

Similarities
Differences
Different foci
<table>
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<tr>
<th>Model</th>
<th>CLASS GROUPING</th>
<th>DESCRIPTION OF TEACHER ROLES</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Whole Class – One Group</td>
<td>One Lead teacher&lt;br&gt;One teacher “teaching on purpose” providing mini-lesson to individuals or small groups</td>
</tr>
<tr>
<td>2</td>
<td>Whole Class – One Group</td>
<td>Teaming: Joint delivery of instruction&lt;br&gt;Two teachers teaching the same content together, sharing lesson&lt;br&gt;Equity of roles</td>
</tr>
<tr>
<td>3</td>
<td>Whole Class – One Group</td>
<td>One lead teacher&lt;br&gt;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&lt;br&gt;Two teachers teach the same content to two separate groups using differentiated strategies</td>
</tr>
<tr>
<td>5</td>
<td>Two Student Groups</td>
<td>Alternative teaching&lt;br&gt;One teacher pre-teaches&lt;br&gt;One teacher presents alternative information&lt;br&gt;Grouping is based on readiness levels</td>
</tr>
<tr>
<td>6</td>
<td>Two Groups of Students</td>
<td>Alternative teaching&lt;br&gt;One teacher re-teaches&lt;br&gt;One teacher teaches alternative information&lt;br&gt;Flexible groups</td>
</tr>
<tr>
<td>7</td>
<td>Station Teacher – Multiple Groups</td>
<td>Station teaching&lt;br&gt;Two teachers monitor/teach/facilitate student work while at stations.&lt;br&gt;Each station is assigned a different task based on student need</td>
</tr>
</tbody>
</table>
7 Models of Co-Teaching Videos

Model #1  One Group, One Lead Teacher, One Teaches on Purpose

Model #2  One Group, Two Teachers Teach the Same Content

Model #3  One Group, One Teaches, One Assesses

Model #4  Two student groups, two teachers teach the same content

Model #5  Two student groups, one teacher pre-teaches, one teaches alternative information

Model #6  Two student groups, one teacher re-teaches, one teacher teaches alternative information

Model #7  Multiple student groups, two teachers monitor and teach
Post-planning …

Read pages 59-60.

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

Are the communication methods similar?

Share out……..
Co-Assessments

- Formative
- Summative
- Progress monitoring
- Performance-based assessment
- Adaptations & modifications to classroom informal assessments
- Project based assessments
- Group presentations

- Quizzes
- End of unit tests/projects
- Co-developed rubrics
- Looking at Student work
- Pre-referral data collection
Co-assessments continued ...

- Co-assessing oral presentations with the same rubric but different criteria
- Co-assessing writing with the same rubric to evaluate a writing task. The content teacher can assess content (organization, ideas, evidence) and the ENL teacher can assess language (spelling, grammar, mechanics).
- Writing process check-ins – use of a writing center (High School)
- Co-creating assessments that are varied
- Co-developing rubrics. Knowledge of the students receptive and expressive language would be important in rubric development.
Shared responsibility in contributing to the writing of an IEP:

- Present level of performance (PLoP) – NYSESLAT scores must be included on all four modalities with brief descriptors as to strength areas, areas of challenge

- Would ENL strategies enhance the writing of the ELA goals?

- Can you think of any other ways to contribute to a student’s IEP?
Reflect........

- Successes
- Challenges
- Continual on-the-spot assessments to continue the movement forward of English language acquisition.

Can you suggest other next steps?
## Co-Teaching Challenges & Possible Solutions

Table discussion using a template:

- **Challenges**
- **Possible solutions**
- **Who is responsible?**
A good co-teaching content resource

http://www.thetimesinplainenglish.com/
Every ending is really just a new beginning!
You are invited to register for the following RBE-RN Conferences at Fordham LC, 12th Fl. 

(Note: Nancy Cloud is in a different location)

**Long Term ELL Institute: Catching and Stopping Long Term ELLs**
Dr. Nancy Cloud     Friday, March 10, 2017     8:30 AM – 3:00 PM     Grs. 3 – 9, ENL & Content Area teachers

140 West 62nd St. McNally Amphitheater

**Going Deeper with Academic Discourse: The Power of Conversational Skills to Support Language**
Dr. Ivannia Soto     Thursday, March 23, 2017     8:30 AM – 3:00 PM

**Tackling Complex Text with English Language Learners**
March 14, 2017 – Grades 9 – 12     March 21, 2017     Grades 1 – 8
Ms. Liz Locatelli, Consultant     8:30 AM – 3:00 PM

Registration information:  nycrbern@fordham.edu  or see flyers on tables.