HOW TO PLAN AND SUPPORT CO-TEACHERS OF ENGLISH LANGUAGE LEARNERS

PRESENTER:
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“TOGETHER EVERYONE ACHIEVES MORE”
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NYC RBE-RN
PURPOSE, PROCESS, PAYOFF

PURPOSE: To assist leaders to understand the value of co-teaching and support them to effectively develop a plan to support co-teachers.

PROCESS: Partner and Whole Group

PAYOFF: Participants will be able to draft a plan of action to implement in their schools.
Agenda

1. What is Co-teaching? What are the benefits/challenges of co-teaching?
2. An overview of what co-teaching entails
   ◦ establishing the foundation for authentic collaborative relationships amongst teachers
     (Use of beginning conversations checklist; Collaborative Teaching Responsibilities Checklist to establish roles and responsibilities)
   ◦ Understanding the role of the ENL, Content Area, Classroom teacher
   ◦ Use of an instructional co-planning framework
   ◦ Instructional co-teaching models
3. Developing a plan of action to support co-teachers
   ◦ Setting the stage – Teacher buy-in
   ◦ Preparation and implementation
   ◦ Supervising and evaluating co-teachers
   ◦ Building capacity and growing co-teaching practices
4. Share/Reflection/Evaluation
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?
How would you address teacher buy-in and develop a collective purpose?

Whole group share
“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 the role of content area or classroom teachers?
2. What is the role of ENL teachers?
3. How are the roles of content area and ENL teachers the 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 the co-teaching relationship will work

Beginning of the Year:

1. Use of the, “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. Discuss what steps will be taken 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?
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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## CO-TEACHING MODELS

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

https://www.youtube.com/watch?v=iY4CoYLW_fA&index=2&list=PLFjdUUJB65XR7uc64TxCIDZRkGLpJCRJ
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

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Developing a Plan of Action to Support Co-Teachers

Setting the Stage - Obtaining teacher buy-in/collective purpose

◦ What steps would you take to achieve teacher buy-in?

Whole group Share
Preparation

Group Activity:

1. In launching this initiative what would you consider in the selection of teachers?

2. What actions would you take to ensure co-teachers success?

Consider the following:

- Systems and structures
- Resources
- Professional Development

3. Whole group Share


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Strategic Supervision and Evaluation

1. What does your administrative staff understand about co-teaching principles and strategies?

2. In observing a co-teaching lesson what do we
   ◦ Look for
   ◦ Listen for
   ◦ Ask for

3. How will administrators conduct observations?


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Building Capacity and Growing Co-Teaching Practices


- How can you successfully institutionalize co-teaching in your school?

- WHOLE GROUP SHARE
Independently reflect on the following:

1. What is your understanding about co-teaching as a result of today’s work? What did you learn?

2. As school leader, what are some actions you will take as a result of what you have learned today?

Whole Group Share
Please complete feedback survey.
Next PD Session: January 30, 2017 - Co-Teaching Sequel for Teachers

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