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

NYS/NYC Teacher Institute
October 11, 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
9:00-9:10  Welcome & Greetings  
Eva Garcia, NYS/NYC RBERN Executive Director

9:10-10:30  Challenges and Successes

10:30-10:45  Break

10:45-12:15  Collaboration and Instructional Routines

12:15-1:15  L-U-N-C-H (on your own)

1:15-2:00  Case Study Analysis
2:00- 2:30  Team Work session and Goal setting
2:30-2:45  Take Aways and Reflections
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
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
Professional Identity

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

Try this:
Multiple models of instruction
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
Challenges and Successes

• Instead of ...

• We (or I) I ...
https://padlet.com/ahonigsfeld/Fordham4
How would you finish these sentences?

• Routines are _____________

• Routines for coteachers are _____________

• Routines for ELLs can _____________
GOOD
What is one routine that works for you?
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)
TWO LENSES
Instructional Routines

Collaboration Routines
Collaborative Instructional Cycle

- Co-Plan
- Co-teach
- Co-Assess
- Reflect
All Four Components are Needed

Co-teach
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
Routines for Co-Planning Success

ORGANIZATION

PRE-PLANNING

CO-PLANNING

POST-PLANNING
Yoga Break
Co-Planning

Stacey Taylor and Kathryn Farley,
Elmont High School
Co-Planning Form for Classroom and ESL Instruction

ESL Teacher: ______________ Classroom Teacher: ______________ Grade __________
For the Week of: ________________________________

**Weekly Overview**
What is the focus for the week? What content-area topics will we address?

<table>
<thead>
<tr>
<th></th>
<th>Content-Area Objectives</th>
<th>Teacher/Student Activities</th>
<th>Resources/Materials What materials do we need?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday</strong></td>
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<tr>
<td><strong>Tuesday</strong></td>
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<td><strong>Wednesday</strong></td>
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<tr>
<td><strong>Thursday</strong></td>
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<tr>
<td><strong>Friday</strong></td>
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</table>

## Co-Planning

<table>
<thead>
<tr>
<th>Lesson</th>
<th>General Education Teacher</th>
<th>ESL Teacher</th>
<th>Special Considerations</th>
<th>Coteaching Approach</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening</td>
<td>(introduce the learner, demonstration, &amp; guided practice)</td>
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<tr>
<td>Facilitating</td>
<td>(facilitate collaboration, differentiated tasks, formative assessment)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Closing</td>
<td>(summarize, recap, summative assessment)</td>
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</tbody>
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Adapted from Murawski (2009)
Co-Planning Considerations

• Long-term and short-term planning

• Language-enriched classes
  o SWRL – attention to and opportunities for students speaking, writing, 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 Sheltered Instruction Observation Protocol (SIOP)
  o Gradual Release of Responsibility (Fisher and Frey)
  o Understanding By Design (UBD)
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
Co-Planning Routine: MS Science Team

• Weekly planning
  o Four days of lessons
  o Fridays – review/enrichment (R&E)
Co-Planning Routine

• First tried to plan on Fridays but could not plan for the full five days with high-need students
• Moved co-planning time to Wednesdays and were better able to address the needs of their students
• Used weekend to catch up on planning on their own time
## 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>Laurie</th>
<th>Gretchen</th>
<th>Jessica</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
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<td>X</td>
<td></td>
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<tr>
<td>X</td>
<td>Facilitator</td>
<td></td>
<td>Updater</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>
Coteaching Routines
1. One student group: One lead teacher teaches, one supports with an intentional purpose.

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

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

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

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

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

7. Multiple student groups: Two teachers monitor and teach.
Instructional Routines
Discussion on Academic and Linguistic Demand
Coplanning Considerations

<table>
<thead>
<tr>
<th>Sensory Support</th>
<th>Graphic Support</th>
<th>Interactive Support</th>
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</thead>
<tbody>
<tr>
<td>Real-life objects (realia)</td>
<td>Charts</td>
<td>In pairs or partners</td>
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<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>
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<tr>
<td>Videos &amp; films</td>
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<tr>
<td>Broadcasts</td>
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<td>In the native language</td>
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<tr>
<td>Models &amp; figures</td>
<td></td>
<td>With mentors</td>
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<tr>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
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Case Study Discussions
Case Study Analysis

• Choose a partner and decide if you want to work on the elementary case study that contains first-hand accounts of how a 5th grade ESOL teacher negotiated the use of all seven coteaching models with her partner or the secondary case study that depicts the ESOL teacher’s three different experiences with her three assigned coteachers. Time permitting, you can discuss both case studies:

• As you read the case studies and reflect on the outcomes, ask yourself (1) how the successes and challenges compare to yours, (2) how the teachers in the scenarios can create and sustain an equitable learning environment, (3) what is next for them and for you.
Team Work Session and Goal Setting
Take-Aways and Reflections
OVERCOMING RESISTANCE TO CHANGE

INTELLECTUAL RESISTANCE

EMOTIONAL RESISTANCE

BEHAVIORAL RESISTANCE

By Joel R. DeLuca Ph. D.
Overcoming Resistance

Treat "head" or intellectual resistance as an issue of perspective.
• You have to see something new before you can do something new.

Treat "heart" or emotional resistance as an issue of self-esteem.
• "Saving face" is a critical issue in making change happen.

Treat "feet" or behavioral resistance as an issue of habit.
• Behavioral resistance has both systematic and cultural components, which must be addressed.
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