CO-TEACHING USING THE LEARNING STATIONS MODEL

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NYC RBE-RN
PURPOSE, PROCESS, PAYOFF

PURPOSE: To assist co-teachers to understand the benefits of engaging ELLs in learning stations.

PROCESS: Partner, Small and Whole Group

PAYOFF: Participants will be able to develop a minimum of one learning station for the content area that they teach.
1. Setting the stage (morning session)
   - The co-teaching relationship
   - Each Teachers role and responsibilities (ENL, Content Area)
   - Co-teaching Pre-planning Framework

2. Engaging ELLs in learning stations
   - Definition of learning stations
   - The rationale for learning stations
   - Developing learning station procedures and activities
   - Developing content and language objectives for the stations
   - Homogeneous and Heterogeneous groupings
   - Instructional strategies to engage ELLs

3. Developing a learning station (afternoon session)
   - Overview of the Social Studies Passport as a resource tool to inform planning

4. Share/Reflection/Evaluation
Co-teaching

Discuss the following:
What is co-teaching?
What is the value of co-teaching for students? Teachers?
What are the challenges?

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.**

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Establishing the Foundation for an Authentic Collaborative Relationship

Step 1.

**Whole Group:** What is the value of teachers taking time to get to know each other?

Independently read H.O. #1 (“Beginning Conversations”)

(To Clone or Not to Clone? Anne M. Beninghof)  ASCD  Dec.2015/Jan.2016
Establishing How the Co-teaching Relationship will work
Beginning of the Year:

**Step 2:**

- Use of (H.O. #2) “Collaborative Teaching Responsibilities Checklist”
- 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.*
- Discuss what steps will be taken if the co-teaching arrangement is not working well?
Instructional Co-Planning Framework (H.O. #3)

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 and linguistic demands within the text*
   - *Activities students will be engaged in*
   - *Instructional materials that will be used*

   **Communication Methods:** *Request for Information Template; E-mail; Blog; Wiki*

2. **Collaborative Planning (completed together)**
   
   What are teachers expected to do during the collaborative planning phase?
   
   What are possible communication methods?

3. **Post Planning**
   
   (completed separately)
   
   What are teachers expected to do during the post planning phase?
   
   What are possible communication methods?

Learning Stations

What are learning Stations?
What is the rationale for using them?
What are
  • Skill based stations
  • Previewing texts stations
  • First Day of School stations

Read Article entitled, “Using Stations to Engage Secondary Students: 3 Ways to Incorporate Movement Into Learning” (H.O. #4)

Jigsaw: All read, The Basics (Pg. 1 – Top of Pg. 2)
  Group 1 – Skill Based Stations (Pg. 2)
  Group 2 – Stations for Previewing Texts (Bottom of Pg. 2 -3)
  Group 3 – Stations on the First Day of School (Bottom of Pg. 3-4)
Recap

The goal of learning stations is to provide opportunities for:

- Differentiated instruction
- Collaborative learning
- Collaborative discourse
- Small group instruction
Preparing to Develop Learning Stations

Video Viewing:
https://www.teachingchannel.org/videos/teaching-diverse-learners

Use the Video Viewing Guide – H.O. #5 - Participants will view video and answer one of the four questions. (to be assigned)

1. What did you hear?
2. What did you see?
3. What did you realize?
4. What did you wonder?

Whole Group Share

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Designing an Independent Learning Station

1. Consider the topic or skill on which you would like to focus to set a learning objective.
   
   Example  Students will be able to analyze political cartoons.

2. Develop step by step instructions students can easily follow. Provide instruction in English and the Home Language

   Activity:  Read H.O. # 6 - What would you keep and what would you change?

   **Share out:**  What are the students expected to do?
   
   What does the teacher do to support the work?

3. Consider the language proficiency levels, learning styles and literacy levels of your students.

4. Consider the language objectives and how they will be differentiated for the different proficiency levels. Think about the scaffolds that will be provided (visuals, word bank, graphic organizers, sentence frames, exemplars)

5. Determine how students will be grouped to work collaboratively. (Partners, small group)

6. Consider how you will assess; this can include graphic organizer, worksheet, personal journal, exit slips.

https://www.youtube.com/watch?v=_z2uszDVDg

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Management Procedures for Learning Stations

1. Set norms for working effectively at the stations.

2. To ensure easy rotations
   - *Think about the physical space of your classroom to allow groups to focus on the work, as well as, the resources necessary for completing the task.*
   - Create an interactive chart listing station names, locations and groups (e.g., individual student names, group color, shape, etc.) Refer to the chart during transitions to remind student where to go next and to provide visual support for students. Create a logical order to the rotations to minimize movement.

3. Discuss with students behavioral expectations (e.g., using inside voices, keeping safe bodies, staying focused).

4. *Imagine how the station will function, and what is a realistic expectation for task completion.*

5. *Think about the time frame allotted to determine what is possible.* Allot time for students to practice transitions from one station area to the next before implementation. Transition practice can be used to introduce signals for students to anticipate station rotations (e.g., bell, light switch, clapping, timer).

6. Create a chart with key behavioral expectations and refer to them often. Example.
   - Stay on task.
   - Use 18 inch voices.
   - Ask THREE, then ask ME.
   - Use your map.
   - Use your timer.

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Passport to Social Studies Units K-8

- Published by the Office of Curriculum, Instruction, and Professional Learning
- Central SS team worked with teachers to design the activities and lesson plans that can be adapted and customized to meet your students’ individual needs
- 4-6 units per grade depending to grade level
- 4 sections in each unit
  - The Planning Framework
  - Elements of Quality Social Studies Instruction
  - Sample Lessons, Materials, and Resources
  - Additional Resources

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Independent Practice

READY – SET - GO

Class Profile:  Total number of students 28;
                 14 students – entering/emerging proficiency level;
                 8 transitioning level;
                 6 expanding level

Task:  Working with a partner design two activities for learning stations (one for transitioning students and one for expanding level students) that will be grouped homogeneously. You are beginning a Social Studies or Science unit. Content area teachers will be co-teaching with the ENL teacher. ELLs at the entering and emerging proficiency levels will be provided direct instruction.

Resources:  H.O. #7        (3 Types of Learning Stations)
                 H.O. # 8a. and b.  Station Teaching Planning Guide
                 H.O. # 9        Activity Center Assessment

Time Frame:  30 minutes  Be prepared to share your work

WHOLE GROUP SHARE
The Guiding Documents

New York State
K-8
Social Studies Framework
Sections III and IV:
Sample Lessons, Materials, and Resources

- Unit Plan Overview
- Day by Day Planner
- Lesson Planning
Essential Question: How and why do communities change over time?

Focus Questions:
- How has New York City changed over time?
- What can we learn from a timeline?
- Who lived in New York City during the 1600s before the Dutch and English arrived?
- Who was Henry Hudson?
- How did Dutch settlers influence the development of New York City?
- Why and how did New Amsterdam become New York?
- What are some reasons early settlers immigrated to New York City?
- How did the use of natural resources in New York City change from the 1700s to the 1900s?
- How did New York City homes and buildings change from the 1700s to the 1900s?
- How did New York City transportation change from the 1700s to the 1900s?
- How did New York City jobs and industry change from the 1700s to the 1900s?
- How did New York City technology and communication change from the 1700s to the 1900s?
- How might New York City look in the future?

Connected Academic Vocabulary:
- Timeline
- Island
- Timber
- Natural resources
- Explorer
- Expedition
- Immigration
- Technology
- Population
- Future
- Occupation
- Recycled

Student Outcomes:
- What the student should know and be able to do by the end of the unit:
  - Understand who the early inhabitants (Native Americans, the Dutch, and the English) were.
  - Understand and explain how the Dutch and the English affected the development of New Amsterdam.
  - Understand and explain how Peter Stuyvesant affected the development of New Amsterdam.
  - Analyze timelines to gather information.

Content, Concepts, Understandings, and Skills:
- Describe Henry Hudson.
- Understand and explain the ways in which New York City and its communities changed throughout the 1600s–1900s.
- Understand how New York City has changed over time by exploiting categorization such as population, changing communities, homes and buildings, transportation, jobs, and industry, technology, and communication throughout the 1800s, 1700s, 1800s, and 1900s.
- Examine historical change by using evidence such as charts, photographs, articles, biographies, timelines, and primary sources.
- Apply understandings of how and why New York City has changed to predict what New York City might look like in the future.

Performance Tasks, Formative Assessments, and Extension Activity:
- Create a New York City Over Time Big Book by creating “then and Now” pages for each category studied in the unit (buildings, transportation, population, changing communities, jobs/industry, technology/communication).
- Debate and cite evidence to determine who do you think the most important change in NYC was and why?
- Create a close timeline from the 1600s to today depicting development in the following categories: buildings, transportation, population, changing communities, jobs/industry, technology/communication.
- Formative Assessments:
  - Analyze the present NYC skyline and hypothesize what NYC might have looked like a long time ago, providing reasons why changes took place.
  - Analyze timelines and create an invention timeline to learn how to study historical change.
  - Read excerpts analyzing aspects of Munroe culture, then use these to compose a timeline page for a class book on “Life as a Munroe.”
  - Research Henry Hudson and cite evidence to support an opinion about whether his actions were positive or negative for the development of New York City.
  - Construct a Venn diagram of pre- and post-Stuyvesant New Amsterdam that identifies changes, and use it to draw conclusions about Peter Stuyvesant’s impact on the development and growth of New York City.
  - Using evidenced arguments, debate the question: What was the most significant technological advance in NYC history? Why?

Extension Activity:
- Write a letter to a 1600s, 1700s, 1800s, or 1900s child that talks about what life was like in that era. Then tell the child what changes have taken place in New York City since their time.
## Unit Planning Template

### Essential Question:

#### Focus Questions

#### Connected Academic Vocabulary

#### Student Outcomes

What the student should know and be able to do by the end of the unit:

#### Content, Concepts, Understandings, and Skills

#### Performance Tasks and Formative Assessments
# Day-by-Day Planner

The Day-by-Day Planner provides an overview for the entire length of the unit to support coherence and sequence. It includes a sequence of lessons that reflect the major content, concepts, and skills for this unit. All suggested lessons connect/align to a focus question. In many instances, fully developed lessons (identified by bold font) are provided. Teachers will want the flexibility to adapt these lessons or to create their own. Other suggested lesson topics (identified by italic font) are included. Teachers can develop their own lesson plans to complete the unit.

<table>
<thead>
<tr>
<th>Day</th>
<th>Social Studies Focus Question</th>
<th>Content Understandings</th>
<th>What learning experiences will answer the focus questions?</th>
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</thead>
</table>
| 1   | How has New York City changed over time? | - Changes over time can be examined by using evidence such as maps, population charts, photographs, newspapers, biographies, and other historical artifacts | Pre-assessment (p. 47)  
- Analyze the present-day New York City skyline.  
- Hypothesize what New York looked like long ago, and draw illustrations of it.  
- Compare and contrast the present-day skyline image with the student illustrations, and explain the changes that occurred. |
| 2   | What can we learn from a timeline? | - Changes over time can be described using dates and timelines  
- Changes over time can be examined by using evidence such as maps, population charts, photographs, newspapers, biographies, and other historical artifacts | Timelines Show Change Over Time sample lesson (p. 52)  
- Analyze and explore timelines and other primary resources to learn about how to study and learn about change.  
- Research different inventions and create a classroom “Invention Timeline.” |
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<thead>
<tr>
<th>Day</th>
<th>Social Studies Focus Question</th>
<th>Content Understandings</th>
<th>What learning experiences will answer the focus questions?</th>
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<tbody>
<tr>
<td>3</td>
<td>Who lived in New York City during the 1600s before the Dutch and English arrived?</td>
<td>• New York City in the 1600s was inhabited by various Native American people (the Munsees)</td>
<td>The First Inhabitants of New York City sample lesson (p. 65)</td>
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<td>• Changes over time can be examined by interpreting evidence such as maps, population charts, photographs, newspapers, biographies, artifacts, and other historical materials.</td>
<td>• Research different aspects of the lives of the Munsees.</td>
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<td>• Envision life with the Munsees and illustrate an aspect of their culture.</td>
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<td>• Synthesize information to explain life as a Munsee before and after the Dutch arrived.</td>
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<td>• Begin a class timeline (1600s–present); add images of the Munsees in the 1600s.</td>
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<tr>
<td>4</td>
<td>Who was Henry Hudson?</td>
<td>• Famous explorers arriving in New York City (Henry Hudson)</td>
<td>Henry Hudson sample lesson (p. 73)</td>
</tr>
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<td></td>
<td></td>
<td>• Cause-and-effect relationships that help to explain changes in communities</td>
<td>• Investigate the reasons that explorers had to explore the New World.</td>
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<td></td>
<td>• Research Henry Hudson and analyze his actions to determine whether he had a positive or negative effect on the development of New York City.</td>
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<td>• Analyze, discuss, and add images to the class timeline.</td>
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<td>5</td>
<td>How did Dutch settlers influence the development of New York City?</td>
<td>• The Dutch and English influence in the development of early New Amsterdam</td>
<td>Developing New Amsterdam sample lesson (p. 80)</td>
</tr>
<tr>
<td></td>
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<td>• Cause-and-effect relationships that help to explain changes in communities</td>
<td>• Analyze images of New Amsterdam pre- and post-Peter Stuyvesant.</td>
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<td>• Identify changes that Peter Stuyvesant and the Dutch made.</td>
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<td>• Compare and contrast pre- and post-Stuyvesant images and record observations on a Venn diagram.</td>
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<tr>
<td>Station 1: Teacher A</td>
<td>Station 2: Teacher B</td>
<td>Station 3: Independent</td>
<td>Station 4: Independent</td>
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<td><strong>Goals</strong></td>
<td><strong>R.I. 8.2</strong> Determine two or more central ideas in a text and analyze their development over the course of the text; provide a summary</td>
<td><strong>R.I. 8.3</strong> Analyze how a text makes connections among and distinctions between individual, events and ideas in a text.</td>
<td>Observe movie clip on the <em>Battle of Gettysburg</em> to build schema</td>
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<tr>
<td><strong>Mini Lesson Notes</strong></td>
<td>Build relevant background knowledge (<em>preparing the learner</em>) by reading three documents and answering focus questions for each one.</td>
<td>Invite students to examine photographs, select one photograph to analyze further with student's complete the photograph response sheet. Ask students to work in pairs to complete a caption for selected photograph.</td>
<td>Students will view a movie clip 2X and individually complete Video Viewing Guide while watching the video. They will record answers to the following questions: What do you see? What do you hear? What did you realize? What do you wonder? Share responses with students at the station. Complete guide and leave completed worksheet in learning station’s folder.</td>
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<tr>
<td><strong>Activities</strong></td>
<td>Teacher reads each text aloud (home language translation available) and collaboratively works with students to complete background reading focus chart; Teacher models what should be written in each cell.</td>
<td>Teacher guided Complete Photograph Response Sheet with students. Students work with partners to create a caption for selected photograph.</td>
<td>Students will observe the image carefully and note observations and interpretations of the image. In pairs, they will engage in a discussion and share observations and interpretations.  - What is the title/caption of this image?  - What is important about the family in the middle of the image? List adjectives that describe the emotions portrayed in the image.</td>
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<td>Students will complete Photograph Response Sheet with students. Students work with partners to create a caption for selected photograph.</td>
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Use the sentence frame below: I believe the Battle ______________ was significant because ______________
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<tr>
<td>Time-Rotation</td>
<td>20 minutes</td>
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<td>Differentiation</td>
<td>Maximal Scaffolding: Maximal Scaffolding:</td>
<td>Sentence starters Provide opportunities to first respond in home language and then in English using sentence starters</td>
<td>Sentence response starters Bank of adjectives related to emotions</td>
<td>Sentence frames</td>
<td>Word Bank</td>
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<tr>
<td>Transition Plan</td>
<td>Rotation chart with student names</td>
<td>Review expectations while working independently at stations (i.e. use inside voice, ask three before me, etc)</td>
<td>Procedural directions at each station</td>
<td>Practice transitioning from one station area to the next with signal cue (bell, light switch, timer, etc)</td>
<td>Provide 1-2 minute warning before signal cue for finishing tasks and reorganizing the station for the incoming group</td>
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REFLECTION

Independently reflect on the following:

1. What is your understanding about the use of learning stations as a result of today’s work? What did you learn?

2. What are some actions you will take as a result of what you have learned today?

Whole Group Share
Videos

- https://www.youtube.com/watch?v=_z2usuzDVDg
  Watch this one for setting up the stations with clear directions and expectations for movement.

- https://www.youtube.com/watch?v=_z2usuzDVDg
  Watch this video to see how to set up stations and how to purposefully assign students to them. Although the video is not that good, the list of seven strategies is helpful.

- https://www.youtube.com/watch?v=wxPIyKoWBkE
  Teacher is talking and moving very fast, but you get to see how he divided and assigned the tasks.

- https://www.teachingchannel.org/videos/preparing-students-for-exams
  Use of Math stations

  This has many insights on why it is important to slow down on introducing stations

- https://www.teachingchannel.org/videos/guided-reading-differentiation-system
  This video shows the importance of practicing expectations to ensure classroom management.
Please complete feedback survey.

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