COPLANNING FOR INTEGRATED ENL

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Special Thanks to
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Molloy College
Rockville Centre, NY
Hungary
Molloy College, 2016-present
Ed.D. Program

Dr. Mark James

EDU 604: Change Leadership for Equity, Advocacy and Excellence

Andrea Honigsfeld & Mark James Poster Presentation | Molloy College Creative Teaching Day 2017

https://www.youtube.com/watch?v=GnuMrACFVE8
WHERE IS MOLLOY?
Special Thanks to Dr. Maria G. Dove
Select Publications to Support Programs for English Learners/Collaboration

- Collaboration and Co-Teaching (2010)
- Coteaching and Other Collaborative Practices in the EFL/ESL Classroom (2012)
- Beyond Core Expectations: A Smarter Framework for Teaching the Not-So-Common Learner (2014)
- Collaboration and Co-Teaching for English Learners (2014)
- ELLs: Co-Teaching and Collaboration (2015)
- ELL Frontiers: Using Technology to Enhance Instruction for English Learners (2016)
- Co-Teaching for English Learners: A Guide to Collaborative Planning, Instruction, Assessment, and Reflection (2017, October)

Editions and Edition dates noted for each publication.
Website

http://integratedENL.weebly.com
INTRODUCTIONS,
PLEASE!
9:10 - 10:45  INTEGRATED ENL-Collaborative Instructional Cycle
10:45 - 10:50  B-R-E-A-K
10:50 - 12:15  INTEGRATED ENL-Co-teaching Models
12:15 - 1:00  L-U-N-C-H
1:00 - 2:40  INTEGRATED ENL-Content and Language Integration
WHAT ARE YOUR QUESTIONS?
PADLET
https://padlet.com/ahonigsfeld/100118
Traditional Programs

- ESOL Teachers
- Pull Out/Stand Alone
- Segregated Population
- ESOL Curriculum: Four Skills Areas
What's in a Word?

Integrated
Integrated, Collaborative Service Delivery

Collaborative Teacher Teams: ESOL & Grade-Level/Content Teachers
Integrated Instructional Services
Integrated Student Population
Integrated Curriculum: Content & Language
With Integrated Instruction:

• ELLs can learn without segregation, alongside their native English-speaking peers

• Class discussions, peer-to-peer interaction, and higher levels of student engagement can be more commonplace
With Integrated Instruction:

• There can be more opportunities for **formative assessment** and ongoing feedback

• **Mini-lessons and interventions** can be incorporated into daily instruction

• Teacher **clarity** can be apparent to all students
Collaborative, Integrated Service Delivery

Instructional  Non-Instructional

Honigsfeld & Dove, 2010
Collaborative, Integrated Service Delivery

**Instructional:**
1. joint planning,
2. curriculum mapping and alignment,
3. parallel teaching,
4. co-developing instructional materials,
5. collaborative assessment of student work,
6. co-teaching.

**Non-instructional:**
1. joint professional development,
2. teacher research,
3. preparing for joint parent-teacher conferences and writing report cards,
4. planning, facilitating, or participating in other extracurricular activities.
Components of an Integrated ENL Program

- Co-Plan
- Reflect
- Co-Instruction
- Co-Assess
COLLABORATION
A menu for supporting ELLs

Starters: Co-Planning

- **Finding materials** - For history or science, the ESOL teacher can locate a short story, non-fiction text or image related to a particular topic, then write up a guide sheet with vocabulary list and comprehension/inference questions.
- **Creating materials** - For social studies or language arts, the ESOL teacher can create graphic organizers and other scaffolding materials.
- **Language objectives** - When doing long-term planning for a unit, the ESOL teacher may be able to suggest a specific language focus area.
- **Pre-reading** - The ESOL teacher can preview a chapter or text to compile a vocabulary list, to highlight any potential language challenges, and plan teaser/sponge questions to access prior knowledge relevant to the text.
- **Assessments** - Plan for a variety of assessments or suggest alternative performance assessments accessible to ELLs.
- **Task analysis** - Mainstream teacher gives a lesson plan (or the instructions for an assignment) to ESOL teacher, who does a task analysis. It’s one way to flag “hard to see” difficulties and determine which supports might need to be created.

Main dishes: Co-Teaching

- **Small group work** - While class is working on projects or research in pair or small groups, teachers divide the groups so each teacher consults with half the students (perfect for debate).
- **Consultant** - While groups are working on a project, they can visit a “mini writing center” in one area of your class to get feedback on their text. Or one teacher sits in the hall, and students come out one by one to re-tell a plot or historical event, or to practice a speech.
- **Vocabulary expert** - While students are working/reading, both teachers circulate and respond to raised hands by giving “instant / impromptu” vocabulary lessons.

Just Desserts: Co-Assessing

- **Co-assessing presentations** - Two teachers use the same rubric to evaluate oral presentations. Can focus on separate criteria or double up and moderate scores.
- **Co-assessing writing** - Two teachers use the same rubric to evaluate a writing sample OR ESOL teacher can assess language (spelling, grammar, mechanics) and the other can evaluate content (organization, ideas, evidence).
- **Writing Process Check-in** - Require students to come to the Writing Center to have their thesis statement checked before they can continue with their essay or research project.
- **Co-creating assessments** - Creating a mix of assessments over the course of a unit/semester that are beyond paper & pencil (i.e., oral presentation, a written work, in-class writing, at-home writing, speeches, etc.)
- **Co-writing rubrics** - Make a rubric, create “models” that meet different levels of the rubric.

adapted from Murawski & Dieker (2004)
Scavenger Hunt
What is Co-Teaching?

• Co-teaching is an instructional delivery approach in which a mainstream teacher and a special service provider share responsibility for planning, delivering, and evaluating instruction for a group of students, some of whom have exceptional needs.

• Instruction occurs within the context of a single classroom and the co-teachers create a classroom community in which all students are valued members.

(Based on Friend, Reising, & Cook, 1993)
CO-TEACHING MODELS

(Honigsfeld & Dove, 2008).

- **MODEL 1**: One Group of Students
  One Lead Teacher and One Teacher "Teaching on Purpose"
- **MODEL 2**: One Group of Students
  Two Teachers Teach Same Content
- **MODEL 3**: One Group of Students
  One Teaches, One Assesses
- **MODEL 4**: Two Groups of Students
  Two Teachers Teach Same Content
- **MODEL 5**: Two Groups of Students
  One Teacher Pre-teaches, One Teacher Teaches Alternative Information
- **MODEL 6**: Two Groups of Students
  One Teacher Re-teaches, One Teacher Teaches Alternative Information
- **MODEL 7**: Multiple Groups
  Two Teachers Monitor/Teach
MODELS
(Honigsfeld & Dove, 2008).

- **MODEL 1:** One Group of Students
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• **MODEL 6**: Two Groups of Students
One Teacher Re-teaches, One Teacher Teaches Alternative Information

• **MODEL 7**: Multiple Groups Two Teachers Monitor/Teach

(Honigsfeld & Dove, 2008).
Varied Co-Teaching Models
Model 1
Model 2
Model 3
Model 4
Model 5
Model 6
Model 7
Co-Teaching

http://www.youtube.com/watch?v=I17ivS3zaKc&list=PLFjdUUJJJB65XR7uc64TxCIDZRkGLpJCRJ
The Piano Guys

http://www.youtube.com/watch?v=0VqTwnAuHws
Musical Metaphor

• Collaboration
• Thinking outside the box
• Practice makes perfect – need time to collaborate and develop a working relationship
• Build momentum – reach new heights when collaborating
• Trust
• Shifting roles—moving around the piano (room)
• Joyful learning—enjoying the experience
• Beautiful music (more sound coming out of the piano)
• Different areas of expertise combined together in harmony
• Great as individuals, even better together
• Different talents
• Equal participation
• Using all their resources
• Reaching a state of flow
• Leverage what already is there
• Good quality
• Passion and commitment
• Multifunctional use of one instrument
Selecting Models For Instruction

- Purpose
- Variation
- Flow
# Video Viewing

<table>
<thead>
<tr>
<th>NOTICINGS</th>
<th>WONDERINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Noticing Image" /></td>
<td><img src="image2.png" alt="Wondering Image" /></td>
</tr>
<tr>
<td>Date:</td>
<td>Time:</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
</tr>
</tbody>
</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)
Differentiation

Rigor

Engagement

Equity

Language Objectives

Varied Teaching Practices

Instructional Strategies

DELIVER
DELIVER Instruction for Integrated ENL Classes
Dove & Honigsfeld (2015)

<table>
<thead>
<tr>
<th>Differentiation</th>
<th>Varied Co-Teaching Models</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>One group: One leads, one teaches on purpose</td>
</tr>
<tr>
<td>◯ Content</td>
<td>One group: Two teach same content</td>
</tr>
<tr>
<td>◯ Process</td>
<td>One group: One teaches, one assesses</td>
</tr>
<tr>
<td>◯ Product</td>
<td>Two groups: Two teach same content</td>
</tr>
<tr>
<td>◯ Curriculum (for <em>Entering &amp; Emerging ELLs</em>)</td>
<td>Two groups: One pre-teaches, one teaches alternative content</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Engagement of Students</th>
<th>Equity and parity established</th>
</tr>
</thead>
<tbody>
<tr>
<td>◯ Speaking</td>
<td>◯ For co-teachers</td>
</tr>
<tr>
<td>◯ Writing</td>
<td>◯ For students</td>
</tr>
<tr>
<td>◯ Reading</td>
<td></td>
</tr>
<tr>
<td>◯ Listening</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language and Content Objectives</th>
<th>Rigor</th>
</tr>
</thead>
<tbody>
<tr>
<td>◯ Both language and content objects are displayed and reviewed</td>
<td>◯ Content</td>
</tr>
<tr>
<td>◯ ELLs understand what they should know &amp; do</td>
<td>◯ Process</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Strategies for ELLs</th>
<th>◯ Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>◯ Visuals</td>
<td></td>
</tr>
<tr>
<td>◯ Realia</td>
<td></td>
</tr>
<tr>
<td>◯ Cognates</td>
<td></td>
</tr>
<tr>
<td>◯ Pacing</td>
<td></td>
</tr>
<tr>
<td>◯ Step-by-step demonstration/modeling</td>
<td></td>
</tr>
<tr>
<td>◯ Guided practice</td>
<td></td>
</tr>
<tr>
<td>◯ Scaffolding</td>
<td></td>
</tr>
<tr>
<td>◯ Use of home language(s)</td>
<td></td>
</tr>
<tr>
<td>◯ Other</td>
<td></td>
</tr>
</tbody>
</table>

Comments:
__________________________________________
__________________________________________
__________________________________________
__________________________________________
Model 1 + 3 - Do Now
HW Check

Model 2 - Review

Model 4 - Word Problem
Diff./Same content (6-7 mins.)

Model 2 - Debrief/Review

Model 7 - (collab team work (levelled))

Model 6 - Helpdesk

Model 2 - Closing activity
Ownership
Instruction

**Supporting**
on one teacher presents, one teacher rotates to individual students; allows for immediate feedback

**Modeling**
one teacher leads, one teacher questions, writes notes, or models

**Tandem**
both teachers lead instruction; scripted or impromptu
**Instruction**

**Paralleling**
both teachers teach the same standard to different groups using different approaches

**Targeting**
both teachers teach groups based on student proficiency
Instruction

Centers
Both teachers engage students during small group and independent practice

Separate Location
ESL teacher teaches ELs in a different setting
A Three-Pronged Approach to Co-Assessment

Assessment of Learning

Language Learners

Assessment as Learning

Assessment for Learning

Margo Gottlieb, 2016
Integrating Language & Content

Access to Grade-Level Concepts

ELLs

Language

Learning a New Language

Content

Learning IN a New Language

Academic Language Skills

Jon Nordmeyer 2010
Discussion on Academic and Linguistic Demand
# Unpacking Features of Academic Language

<table>
<thead>
<tr>
<th>Linguistic Complexity</th>
<th>Content Area</th>
<th>Example</th>
<th>My Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discourse Level</td>
<td>Language Arts</td>
<td>Narratives, Expository Essays, Blogs,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Debates, Poetry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>Word Problems, Explanations, Tables,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graphs, Proofs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>Field Notes, Lab Reports, Arguments,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research, Observations, Instructions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Studies</td>
<td>Timelines, Primary Sources, Debates,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Newspapers, Biographies</td>
<td></td>
</tr>
</tbody>
</table>

| Language Forms &     | Content Area       | Example                                | My Example |
| Conventions          |                    |                                        |            |
| Sentence Level       | Language Arts      | Metaphor (e.g., break a leg)           |            |
|                      | Mathematics        | Logical connectors (e.g., consequently,|            |
|                      |                    | then), Comparative structures (e.g.,  |            |
|                      |                    | greater than)                          |            |
|                      | Science            | Passive voice sentence frames (e.g.,   |            |
|                      |                    | The polio vaccine was discovered by    |            |
|                      |                    | Salk.)                                  |            |
|                      | Social Studies     | Historical present (e.g., in his journal, |            |
|                      |                    | Lewis writes...)                        |            |

| Vocabulary Usage     | Example               | My Example |
| Word/Phrase Level    | Terms associated with a content area: combine, describe, therefore |            |
|                      | Terms associated with a specific content area topic: divisor, least common denominator |            |
|                      | Terms associated with a specific content area topic: ratio, integrals, Pythagorean theorem |            |
## Example Language Features (Adapted from WIDA)

<table>
<thead>
<tr>
<th>Linguistic Complexity Discourse Level</th>
<th>Levels 1–3</th>
<th>Levels 2–4</th>
<th>Levels 3–5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Selection</strong>: We chose the computer.</td>
<td>Selection: We chose the computer.</td>
<td>There are many phones. We selected the smart phone. Some phones are cheaper, but the smart phone can do more. The price was $400 plus tax. It was on sale for 15% off.</td>
<td>We had a choice of buying a tablet or a smart phone. We looked for a good deal. We selected the tablet because it was the best value at the discounted rate. It had a greater percentage off. The price of the tablet, including the 20% discount and sales tax, was $495. The final price of the smart phone was $340 after taking 10% off.</td>
</tr>
<tr>
<td><strong>Price</strong>: It costs $750.</td>
<td>Price: It costs $750.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Discount</strong>: Today it is 15%.</td>
<td>Discount: Today it is 15%.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reason</strong>: The price is cheap.</td>
<td>Reason: The price is cheap.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language Forms &amp; Conventions Sentence Level</th>
<th>Levels 1–3</th>
<th>Levels 2–4</th>
<th>Levels 3–5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>choose</strong> → <strong>chose</strong></td>
<td>cheap → cheaper</td>
<td>The price of the tablet, including the 20% discount and sales tax, was $495. after taking</td>
<td></td>
</tr>
<tr>
<td><strong>cost</strong> → <strong>costs</strong></td>
<td>expensive → more expensive</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Some phones are cheaper, but... on sale 15% off</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary Usage Word/Phrase Level</th>
<th>Levels 1–3</th>
<th>Levels 2–4</th>
<th>Levels 3–5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>costs</strong></td>
<td>costs</td>
<td>plus tax on sale</td>
<td>a good deal best value discounted rate percentage off final price</td>
</tr>
<tr>
<td><strong>discount</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>price</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>cheap/expensive</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Routines for Co-Planning Success

ORGANIZATION

PRE-PLANNING

CO-PLANNING

POST-PLANNING
Yoga Break
Use of Technology for Collaboration
# Co-planning Agreement

<table>
<thead>
<tr>
<th></th>
<th>Classroom Teacher</th>
<th>Language Development Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-planning:</strong></td>
<td>• preview lessons</td>
<td>• preview lessons</td>
</tr>
<tr>
<td>before meetings</td>
<td>• general idea of what the week will look like</td>
<td>• small groups - how that will look</td>
</tr>
<tr>
<td></td>
<td>• writing</td>
<td>• begin document for the week with</td>
</tr>
<tr>
<td><strong>Collaborative planning:</strong></td>
<td>• talk about roles and responsibilities for the lessons</td>
<td>• talk about roles and responsibilities for the lessons</td>
</tr>
<tr>
<td>collaborative meeting</td>
<td>• Looking at models</td>
<td>• Looking at models</td>
</tr>
<tr>
<td></td>
<td>• Staying focused</td>
<td>• Staying focused</td>
</tr>
<tr>
<td><strong>Post planning:</strong></td>
<td>• Reflection (written or verbal)</td>
<td>• Reflection (written or verbal)</td>
</tr>
<tr>
<td>after the meeting, preparing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>for lesson</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mara Barry, Kildeer 96, IL
Co-Teaching Partnership Agreement

Preferred Communication
  - In person-time of day?
  - Email-time of day? After school hours/weekends okay?
  - Texting-time of day? After school hours/weekends okay?
  - Last minute changes

Classroom Non-negotiables
  - Important rules
  - Procedures

Co-Planning
  - How far in advance
  - Type of planning? Unit, monthly, weekly, daily?

Classroom Management
  - Attention signal
  - Bathroom rules
  - Rules for materials
  - Behavior expectations
  - Who provides correct/discipline/consequences

Co-Reflection
  - Preferred format: Written or verbal
  - Preferred time--directly after lesson (in class / outside of class time)

Source: Katie Toppel @Toppel_ELD
Collaborative Goal Setting

Sample Goals:

- This week we will try 2 new co-teaching approaches. (CT)
- This quarter we will work on trying to understand each other’s perspectives more through active listening & clarifying questions. (CT)
- During the 2018-2019 school year, we will use “exit tickets” to assess student learning of daily lesson targets for each unit, provide immediate intervention for students who don’t achieve learning targets and re-assess student learning. (PP)
- By the end of the school year, at least 80% of our students will be reading on grade level (Level J) as measured by the Mclass TRC assessment. (SP)
To become better speakers, writers, readers and listeners, students must... 

- Speak 
- Write 
- Interact 
- Read 
- Listen
THE OPPORTUNITY IS NOWHERE
QUESTIONS
Visit Our Websites
www.coteachingforells.weebly.com
www.integratedenl.weebly.com

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Follow us on Twitter
@AndreaHonigsfel
@MariaGDV dove