Collaborative Co-Teaching: Meeting the Needs of English Language Learners

NYC RBE-RN
PRESENTERS:
ABBY BARUCH
DIANE HOWITT

OCTOBER 20, 2018
UFT ELL CONFERENCE
PURPOSE: To develop and promote collaborative partnerships

PROCESS: Partner and whole group engagement

PAYOFF: Participants will learn how to nurture authentic collaborative relationships and utilize protocols to support effective co-teaching.
AGENDA/GOALS

1. To develop an understanding of the value of collaborative co-teaching.

2. To discuss the key elements in building a working relationship with a colleague.

3. To learn how to establish the foundation for an authentic collaborative relationship
   • First conversations- How to get started
   • Developing a structure for determining each other’s roles and responsibilities
   • Beginning of year co-planning conversations about students

4. How to Develop a Co-Planning Routine
   • Use of Instructional Co-Planning Framework

5. Tools to collaboratively reflect and assess a co-teaching lesson

NYC RBE-RN Fordham University
NYS Units of Study K-8
### CR Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

<table>
<thead>
<tr>
<th>ENGLISH PROFICIENCY LEVEL</th>
<th>ENTERING (Beginning)</th>
<th>EMERGING (Low Intermediate)</th>
<th>TRANSITIONING (Intermediate)</th>
<th>EXPANDING (Advanced)</th>
<th>COMMANDING (Proficient)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENL INSTRUCTIONAL TIME (MINIMUM)</td>
<td>2 units of study \textit{per week} (360 min.)</td>
<td>2 units of study \textit{per week} (360 min.)</td>
<td>1 unit of study \textit{per week} (180 min.)</td>
<td>1 unit of study \textit{per week} (180 min.)</td>
<td>Former ELLs must continue to receive services for an additional two years</td>
</tr>
<tr>
<td>STAND-ALONE ENL</td>
<td>1 unit of study in ENL (180 min.)</td>
<td>.5 unit of study in ENL (90 min.)</td>
<td>.5 unit of study in ENL/ELA (180 min.)</td>
<td>1 unit of study in ENL/ELA or other Core Content Area (180 min.)</td>
<td></td>
</tr>
<tr>
<td>INTEGRATED ENL</td>
<td>1 unit of study in ENL/ELA (180 min.)</td>
<td>1 unit of study in ENL/ELA (180 min.)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>FLEXIBILITY</td>
<td>.5 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/Core Content Area (90 min.)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>360 minutes per week</td>
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<td>180 minutes per week</td>
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<tr>
<th>STAFFING/PERSOENNEL</th>
<th>STAND-ALONE ENL</th>
<th>INTEGRATED ENL – 1 DUALLY CERTIFIED TEACHER</th>
<th>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-12 Certified ESOL teacher</td>
<td>ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications</td>
<td>A certified ESOL teacher and a K-6 certified elementary school teacher</td>
<td>A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)</td>
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</tbody>
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The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a Special Education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.

*Other services that are approved by the NYS Commissioner that monitor and support the student’s language development and academic progress.

Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.

Updated May 6, 2015
NYS Units of Study  9 - 12
CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone, offer home language support.

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<tbody>
<tr>
<td>ENL INSTRUCTIONAL TIME (MINIMUM)</td>
<td>3 units of study per week (540 min.)</td>
<td>2 units of study per week (360 min.)</td>
<td>1 unit of study per week (180 min.)</td>
<td>1 unit of study per week (180 min.)</td>
<td>Former ELLs must continue to receive services for an additional two years</td>
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<td>.5 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/ELA (90 min.)</td>
<td>.5 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/ELA in Core Content Area (90 min.)</td>
<td>.5 unit of study per week of INTEGRATED ENL in ELA/Core Content Area, or other approved Former ELL services for two additional years*</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>540 minutes per week</td>
<td>360 minutes per week</td>
<td>180 minutes per week</td>
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AWARDING CREDITS

| STAND-ALONE ENL | Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study |
| INTEGRATED ENL | Core Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies |

STAFFING/PERSONNEL

| STAND-ALONE ENL | K-12 Certified ESOL Teacher |
| INTEGRATED ENL – 1 DUELLY CERTIFIED TEACHER | ESOL or Content Area (7-12) teacher who holds both certifications |
| INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) | A certified ESOL teacher and a 7-12 certified Content Area teacher |

The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a Special Education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.

*Other services that are approved by the NYS Commissioner that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.
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
Components of an Integrated ENL Program

- Co-Plan
- Co-Instruction
- Co-Assess
- Reflect

Components include:
- Co-Plan
- Reflect
- Co-Instruction
- Co-Assess

The process involves:
1. Co-Plan
2. Reflect
3. Co-Assess
4. Co-Instruction

The cycle continues with Co-Plan.
“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 your role as a content area or classroom teacher?

2. What is your role as an ENL teacher?

3. How are your roles 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 the use of classroom methodologies
- core content standards

Most content area teachers have *not* received *enough* training in ENL.
CO-TEACHING MODELS

- **MODEL 1**: One
  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 1

MODEL 2

MODEL 3
CO-TEACHING MODELS

• 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
Model 1
Model 2
Model 3
Model 4
Model 7
# Video Viewing

<table>
<thead>
<tr>
<th>NOTICINGS</th>
<th>WONDERINGS</th>
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</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image" /></td>
<td><img src="image2.png" alt="Image" /></td>
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</tbody>
</table>
Classroom Virtual Visit

- What do you notice?
- Jot down your observations
### Peer Observation or Coaching Conference Form (Modified Noticing and Wondering)

<table>
<thead>
<tr>
<th>Date:</th>
<th>Time:</th>
<th>Length of time co-teaching:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>What Went Well (Noticings Identified by the Coteachers)</th>
<th>What to Do Differently (Wonderings Identified by the Coteachers)</th>
<th>Teacher Identified Models Used:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Observer Identified Models Used:</td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Planning Time</td>
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<tr>
<td></td>
<td></td>
<td>Length _____  Frequency ____</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Observer/Coach Noticings:</th>
<th>Observer/Coach Wonderings:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Observer/Coach Suggestions:</th>
<th>Coteacher(s) Identified Next Steps/“Take aways”:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Adapted from Villa and Thousand (2014), Dove & Honigsfeld (In Press)
Collaboration and Co-teaching

https://www.youtube.com/watch?v=D7lfQ8oYPBA
Imagine getting on the tandem bike of co-teaching. Who sits in the front and takes the lead? Who takes the backseat?
Key Elements for Building a Trusting Relationship with a Colleague

Handout 1: Read and Talk

What are the Key Components of Trust Building?

- Shared goal setting
- Shared decision making
- Joint risk taking
- Fostering high expectations for each other
- Relying on each other
- Overcoming fear of vulnerability

Source:
Co-Teaching for English Learners- Maria G. Dove; Andrea Honigsfeld

NYC RBE-RN Fordham University
How do you Build and Maintain a Trusting Relationship?

Handout 2:
Skim through pgs. 15 -19
Then…

Foster collaboration skills - 6 C’s
➢ Conversation
➢ Coherence
➢ Collegiality
➢ Conflict
➢ Control
➢ Celebration
Practice Communication Strategies

1. Independently read Table 1.5 pgs. 19-20 H.O. #3

2. Whole group share
   - Which strategy is one you have used in the past?
   - Which strategy is new to you?

3. Model a strategy

4. Work with a partner.
   - Think of a challenge you have had or one you can anticipate
   - Select a strategy for effectively communicating that challenge with your partner.
Routines for Co-Planning Success

ORGANIZATION

PRE-PLANNING

CO-PLANNING

POST-PLANNING
## CO-PLANNING

<table>
<thead>
<tr>
<th>Subject:</th>
<th>Grade:</th>
<th>Standard(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Objective:</td>
<td>Language Objective:</td>
<td>Key Vocabulary: Tier II &amp; Tier III</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Formative &amp; Summative Assessments:</th>
<th>Materials and Resources:</th>
</tr>
</thead>
</table>

### LESSON

<table>
<thead>
<tr>
<th>GENERALEDUCATIONTEACHER</th>
<th>ESL TEACHER</th>
<th>SPECIAL CONSIDERATIONS</th>
<th>COTEACHING APPROACH</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opening:</strong> (engaging the learner, demonstration, &amp; guided practice)</td>
<td></td>
<td></td>
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<tr>
<td><strong>Facilitating</strong> (student collaboration, differentiated tasks, formative assessment)</td>
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<tr>
<td><strong>Closing</strong> (wrap up, recap, summative assessment)</td>
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</tbody>
</table>

- Group of Students

Adapted from Murawski (2009)
# New Language Arts Progressions (ESL/New Language)

## Grade 4: Reading for Information 4

### Common Core Anchor Standard (RL.4):
Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

### Main Academic Demand
Analyze the meaning and impact of word choice.

### Common Core Grade 4 Standard (RI.4.4):
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.

### Grade Level Academic Demand
Determine meaning of academic and domain-specific words and phrases in text.

<table>
<thead>
<tr>
<th>5 Levels of Language Development</th>
<th>Entering (Beginner)</th>
<th>Emerging (Low Intermediate)</th>
<th>Transitioning (High Intermediate)</th>
<th>Expanding (Advanced)</th>
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<tbody>
<tr>
<td><strong>Oracy and Literacy Links</strong></td>
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</tr>
<tr>
<td><strong>Reading-Centered Activity</strong></td>
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</tr>
<tr>
<td>Listen and identify words and phrases in a text and associate them with cognates (if possible), images and/or synonyms, to determine the meaning of academic and domain-specific words in a text.</td>
<td>Listen and identify words and phrases in a text and associate them with cognates (if possible), short definitions, synonyms and/or antonyms, to determine the meaning of academic and domain-specific words and phrases in a text.</td>
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# NEW LANGUAGE ARTS PROGRESSIONS (ESL/New Language)

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<tr>
<th>Common Core Anchor Standard (RI.4): Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.</th>
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<tbody>
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<td><strong>Main Academic Demand</strong></td>
</tr>
<tr>
<td>Analyze Impact of Word Choice</td>
</tr>
<tr>
<td><strong>Grade Level Academic Demand</strong></td>
</tr>
<tr>
<td>Determine Figurative, Connotative and Technical Meanings of Words and Phrases</td>
</tr>
<tr>
<td>Analyze Cumulative Impact of Specific Word Choices on Meaning and Tone</td>
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<td><strong>Listening-Centered Activity:</strong> Organize pretaught words on a semantic web to determine the meanings of figurative, connotative and technical words, as a teacher reads aloud in partnership and/or teacher-led small groups.</td>
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<td><strong>Listening-Centered Activity:</strong> Organize words and phrases independently on a partially completed semantic web to determine the meanings of figurative, connotative and technical words and phrases, as a teacher reads aloud in partnership, small group, and/or whole class settings.</td>
<td><strong>Listening-Centered Activity:</strong> Organize words and phrases independently on a self-created semantic web to determine the meanings of figurative, connotative and technical words and phrases, as a teacher reads aloud in partnership, small group, and/or whole class settings.</td>
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</tr>
<tr>
<td><strong>Reading-Centered Activity:</strong> Organize pretaught words on a three-column chart (Column 1: Specific sentences from the text or texts used that use the same words; Column 2: Meaning of the specific words within the paragraph or texts; Column 3: How does the meaning of the words affect the meaning and tone of the text?) to analyze the cumulative impact of two or more words.</td>
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<td><strong>Reading-Centered Activity:</strong> Organize words and phrases independently on a partially completed three-column chart (Column 1: Specific sentences from the text or texts used that use the same words; Column 2: Meaning of the specific words within the paragraph or texts; Column 3: How does the meaning of the words affect the meaning and tone of the text?) to analyze the cumulative impact of multiple words.</td>
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When acquiring a new language, using grade level texts and appropriate supports, students are able to:

- **In the new and/or the home language.**
- **In the new and, occasionally, in the home language.**
- **In the new language.**
NYS NEW LANGUAGE ARTS PROGRESSIONS

• Grade 4 reading standard 4
• Grade 9 reading standard 4
• Task: Examine one of the language progression templates.
• What do you notice on this template that is relevant and can assist you in this collaborative progress?
• Report out.
Co-Teaching…and Non-Examples

What it is...  What it is not...

• Joint responsibilities  • Taking turns teaching
• Our class  • My kids, your kids
• Co-planning  • You plan– I’ll do
• We teach together  • You teach – I’ll drink
• Share the learning, coffee, mark papers, etc.
  successes, and false
• Share the learning, starts  • No time to plan– anything
  successes, and false goes
• Communication and  • Evaluation (I’ll tell the
  trust  principal)
• Joint problem-solving
DELIVER Instruction for Integrated ENL Classes
Dove & Honigsfeld (2015)

---

Differentiation

☐ Instruction
  ☐ Content ____________
  ☐ Process ____________
  ☐ Product ____________

☐ Curriculum (for Entering & Emerging ELLs)

---

Engagement of Students

☐ Speaking ____________
☐ Writing ____________
☐ Reading ____________
☐ Listening ____________

---

Language and Content Objectives

☐ Both language and content objects are displayed and reviewed
☐ ELLs understand what they should know & do

---

Instructional Strategies for ELLs

☐ Visuals ____________
☐ Realia ____________
☐ Cognates ____________
☐ Pacing ____________
☐ Step-by-step demonstration/modeling

☐ Guided practice__________
☐ Scaffolding__________
☐ Use of home language(s)
☐ Other ________________

---

Varied Co-Teaching Models

☐ One group: One leads, one teaches on purpose
☐ One group: Two teach same content
☐ One group: One teaches, one assesses
☐ Two groups: Two teach same content
☐ Two groups: One pre-teaches, one teaches alternative content
☐ Two groups: One reteaches, one teaches alternative content
☐ Multiple groups: Teachers monitor, facilitate and teach
☐ Other ________________

---

Equity and parity established

☐ For co-teachers

☐ For students

---

Rigor

☐ Content

☐ Process

☐ Product

Comments:


Establishing the Foundation for an Authentic Collaborative Relationship

Step 1: Getting to know each other  H.O. #4

- Beginning Conversations
- Strategies Exchange Card
- Examine both
- Then, complete the Strategies Exchange Card

Have a beginning conversation with your partner using the strategy exchange card (p. 3 of handout 4)

Whole Group: What is the value of teachers taking the time to get to know each other?
Establishing How You Want the Co-Teaching Relationship to Work

Step 2: Beginning of the Year:
1. H.O. #5- “Co-Teaching Preferences and Teaching Personalities”
2. Use of the “Collaborative Teaching Responsibilities Checklist”
3. Discuss
   - How will you share, assess and reflect upon key information in a unit or lesson?
   - What communication platforms will you use? (Refer to hand-out “Use of Technology for Co-Planning”) 
4. What will you do if the co-teaching arrangement is not working well?
   - Discuss and complete the hand-out entitled “Co-Teaching Preferences and Teaching Personalities”

Whole Group Share:
What is the value of using this tool at the beginning of the year?
A Co-Planning Routine

Step 3: Using the Co-Planning Framework to Plan Instruction (throughout the year)

Read H.O. # 6 then discuss the question below.

What will the ENL Teacher need to know from the Content Area or Classroom Teacher?

A. Pre-Planning (completed separately)

a. Topic of the Unit of Study
b. Content Objectives
c. Vocabulary that students will need to know
d. Activities for student engagement
e. Instructional materials that will be used
Use of Technology for Collaboration

- Google Docs
- Chatzy
- Twitter
- Skype
- New Google Hangouts
- Dropbox
B. COLLABORATIVE PLANNING
(completed together)

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

- Teachers negotiate content and language objectives.
- Confirm how to address and evaluate challenging concepts and skills.
- Agree on their roles and responsibilities (refer to co-teaching models).
- Discuss how to configure the class for co-taught lessons.
C. POST-PLANNING
(Completed separately)

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

- Incorporate scaffolded activities
- Differentiate materials and assessments
- Provide alternative resources
- Create learning centers or stations
HOW TO COLLABORATIVELY REFLECT AND ASSESS A CO-TEACHING LESSON TO IMPROVE STUDENT LEARNING

Handout #7

- Use of the Co-teaching Self-Assessment Checklist
  - To reflect on what is going well
  - To determine areas of improvement

- Integrated Teaching for ELLs (I-TELL) Observation Tool
  - Used by coaches and administrators to assess co-teachers
ORGANIZING COLLABORATIVE PLANNING: A THREE STEP APPROACH

1. **Pre-plan**
   - What will the ENL teacher need to know from the content teacher?
     - Unit of study topic
     - Content objectives
     - Content vocabulary needed for subject area proficiency
     - Activities to engage students
     - Instructional material needed
   - What will the content teacher need to know from the ENL teacher?
     - Language objectives
     - Language Functions
     - Language Forms
     - Differentiation for levels of proficiency
     - Language scaffolds
   - What methods of communication can be used for sharing of information
     - Request for Information templates
     - E-mail
     - Blog
     - Phone, Text

2. **Co-plan and share**
   - Teachers plan together after completing pre-planning

3. **Post-plan** (occurs before lesson implementation).
   - Teachers
     - Select co-teaching model
     - Define plans
     - Define roles
Please complete feedback survey.

Thank you!