Integrated Services for ELLs through Collaborative and Coteaching Strategies

Andrea Honigsfeld, EdD
ahonigsfeld@molloy.edu

Special Thanks to
Maria G. Dove, EdD
mdove@molloy.edu

Molloy College
Rockville Centre, NY
What Strategies Did I Use?

- Modeling (show not just tell)
- Visual input (not comprehensible verbal input)
- Adjusted tone
- Adjusted speech
- TPR (Total Physical Response)
- Step by step = demonstrating the process
- Repetition
- Chunking
- Cognate (papir = paper)
- Realia
Publications to Support Integrated ENL Programs for English Learners

- Collaboration and Co-Teaching
  - 2010
- CoTeaching and Other Collaborative Practices in the EFL/ESL Classroom
  - 2012
- Beyond Core Expectations: A Schoolwide Framework for Teaching the Not-So-Common Learner
  - 2014
- Collaboration and Co-Teaching for English Learners: A Leader's Guide
  - 2014
- ELLs: Co-Teaching and Collaboration
  - 2015
9:00- 10:45  The Collaborative Instructional Cycle

10:45-10:50  BREAK

10:50-12:20  Seven Models of Coteaching for Differentiated Instruction and Content and Language Integration

12:20- 1:00  LUNCH

1:05-2:05  Collaborative Action Planning, Problem Solving, and Reflection
Planificación del programas para los estudiantes bilingües

La elección del programa más adecuado para los estudiantes bilingües dependerá de una serie de factores que varían según la escuela, el distrito y el estado, como por ejemplo el número de estudiantes del idioma inglés que tiene y sus antecedentes educativos.

http://www.colorincolorado.org/es/apoyo-escolar-para-los-estudiantes-bilingues
What Strategies Did You Use?

- Knowledge of another language
- Heterogeneous groups and peer support
- Reading aloud
- Cognates
- Prior knowledge
- Exposure to the language
- Chunking breaking it down
- Using content clues
- Looking for a picture
- Looking for familiar words
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
Collaborative, Integrated Service Delivery

Instructional

Non-Instructional

Honigsfeld & Dove, 2010
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.
WHY?
Components of an Integrated ENL Program

- Co-Plan
- Co-Instruction
- Co-Assess
- Reflect
Routines for Co-Planning Success

ORGANIZATION

PRE-PLANNING

CO-PLANNING

POST-PLANNING
Routines for Co-Planning Success

ORGANIZATION

• Choose a co-planning platform
• Have available to each co-teacher: curriculum guide/map, scope and sequence, pacing guide, modules, texts, standards, and so on.
Use of Technology for Collaboration
## 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>

<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: (introduce the learner, demonstration, &amp; guided practice)</td>
<td></td>
<td></td>
<td></td>
<td>One Teach—One On Purpose</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Two Teach Same Content (1 group)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>One Teach, One Assess</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Two Teach Same Content (2 groups)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pre-Teach—Teach</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Re-Teach—Teach</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Multiple groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilitating (in-depth collaboration, differentiated tasks, formative assessment)</td>
<td></td>
<td></td>
<td></td>
<td>One Teach—One On Purpose</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Two Teach Same Content (1 group)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>One Teach, One Assess</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Two Teach Same Content (2 groups)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pre-Teach—Teach</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Re-Teach—Teach</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Multiple groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Closing (wrap up, recap, summative assessment)</td>
<td></td>
<td></td>
<td></td>
<td>One Teach—One On Purpose</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Two Teach Same Content (1 group)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>One Teach, One Assess</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Two Teach Same Content (2 groups)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pre-Teach—Teach</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Re-Teach—Teach</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Multiple groups</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adapted from Murawska (2009)
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>Content-Area Objectives</th>
<th>Teacher/Student Activities</th>
<th>Resources/Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Objectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are we going to</td>
<td>What will each teacher</td>
<td>What materials do</td>
</tr>
<tr>
<td>teach?</td>
<td>do?</td>
<td>we need?</td>
</tr>
</tbody>
</table>

Monday

Tuesday

Wednesday

Thursday

Friday

Differentiated Instruction

**Content.** The content is your mandated curriculum—what students are supposed to learn.
Differentiating the Content

India’s Rise in the Global Economy

Why Study Global Media Perspectives?
The global media play an essential role in the process of economic and cultural globalization. Today people in India can view commentary from the United States by viewing Fox News Network or The Colbert Report while people in the United States view Indian perspectives by connecting to the The Times of India homepage or by viewing a video made by a young person from India. Whenever we read a webpage, watch a YouTube video, glance at a magazine cover or listen to a podcast we are taking in messages about the world. These mediated messages are constructed for particular purposes, they come from a point of view, and they use certain techniques to influence the viewer, reader or listener. Our ability to make good choices depends on our ability to critically analyze and evaluate the media messages we receive.

India’s Economic Rise
With 1.1 billion people, India is second only to China in population. In the years since its independence from Great Britain in 1947 India has maintained democracy while reducing poverty by more than half. According to the World Bank, India was among the world’s leading economies in 2007, with an economic growth rate averaging 8% over the previous three years. For many economists this recent rapid growth has been completely unexpected and its continuation remains unpredictable.

Although a majority of Indian people continue to work in agriculture, a rapidly expanding sector of the economy is devoted to information technology, telecommunications, and pharmaceuticals. It is this sector in particular that has sparked India’s recent prosperity. With a young, educated and English-speaking workforce, India has taken the lead in providing overseas services to U.S. companies. Outsourcing is the term used to refer to the multinational business practice of subcontracting certain jobs and services overseas. In India’s case the outsourcing industry includes customer service support, such as handling credit card problems and troubleshooting computers, and business support, like collecting debts and conducting customer satisfaction surveys.

One of the consequences of India’s rapid growth is the rise of a class of young business professionals who benefit from the economic boom. As the documents in this lesson make clear, there are different perspectives within the Indian media about the challenges and responsibilities of this sudden new wealth. Some young Indian professionals are able to pay for lavish lifestyles while others choose to volunteer their time with the many local grassroots efforts to deal with lingering poverty in India’s rural areas and poorer states.

Concerns for a Thriving Economy
In spite of the good news of a vital and growing economy some observers have expressed concerns about the challenges that India continues to face. These include the problem of an aging infrastructure, or the basic systems an economy needs in order to function, such as roads, schools, and water and power supplies. Indian businesses have many orders from the rest of the world for manufactured goods, but if the supply trucks can’t travel on well-maintained roads then the goods cannot get to the port of export on time and business suffers.

Despite increased prosperity for India’s growing middle and upper classes, hundreds of millions of Indian people continue to live in poverty. The World Bank estimated that in 2004/2005 one-
Differentiating the Content

The Global Economy

Name: __________________________  Date: __________________________

1. The global media plays and essential role in the process of economic and cultural globalization.

2. According to the World Bank, India was one of the world's leading economies in 2007.

3. A rapidly expanding part of India's economy is devoted to information technology due to its young, educated, English-speaking workforce.

4. India's population is 1.1 billion people, making it only second to China.

5. In spite of its growth, India still faces problems with its infrastructure including roads, schools, water, and power supplies.

6. Hundreds of millions of Indian people continue to live in poverty.

7. There are challenges for young Indian professionals who now have new wealth who still live among the many poor in India.

8. Another concern has to do with the dangers of growing too fast. An overheated economy can lead to inflation, credit expansion, and risky investments.

India's Rise

Copyright ©2015 WorksheetWorks.com
Differentiated Instruction

**Process.** Process means the way in which your students learn the content.
Differentiating the Process

Lecture

Group Work
Differentiated Instruction

Product. Product refers to the way in which your students prove they learned the content.
Differentiating the Product

Options for demonstrating student learning:
• Writing a letter, song, poem;
• Creating artwork;
• Making a video;
• Sharing a performance;
• Working alone or as a team.

Guidelines, expectations, and/or a rubric for each type of product must be developed.
DELIVER
### Differentiated Content and Language Targets

*(Gottlieb & Ernst-Slavit (2014))*

<table>
<thead>
<tr>
<th>Content Target</th>
<th>Differentiated Content Objectives</th>
</tr>
</thead>
</table>
| All students will solve and explain mathematical problems involving fractional parts | Students with conceptual understanding will:  
  - Represent fractions with creative examples  
  - Do mental math when multiplying fractions  
Students challenged by concepts/skills will:  
  - Represent fractions relying on physical models  
  - Construct multiple fractions using realia or manipulatives |

<table>
<thead>
<tr>
<th>Language Target</th>
<th>Differentiated Language Objectives</th>
</tr>
</thead>
</table>
| All students will describe and compare the use of fractions in a variety of situations | Transitioning ELLs will:  
  - Use descriptive words to identify fractions  
  - Use comparative terms (greater than; smallest common denominator) to identify fractions  
Entering & Emerging ELLs will:  
  - Reproduce words from math word wall to identify fractions  
  - Distinguish between greater than and less than to compare fractions |
Routines for Co-Planning Success

POST-PLANNING
From your agreed upon roles and responsibilities:

- Complete lesson planning
- Gather and prepare needed materials
Routines for Co-Planning Success

ORGANIZATION

PRE-PLANNING

CO-PLANNING

POST-PLANNING
Imagine getting on the tandem bike of co-teaching. Who sits in the front and takes the lead? Who takes the backseat?
<table>
<thead>
<tr>
<th>Sensory Support</th>
<th>Graphic Support</th>
<th>Interactive Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Real-life objects (realia)</td>
<td>Charts</td>
<td>In pairs or partners</td>
</tr>
<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>
</tr>
<tr>
<td>Videos &amp; films</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Broadcasts</td>
<td></td>
<td>In the native language</td>
</tr>
<tr>
<td>Models &amp; figures</td>
<td>Other:________________</td>
<td>With mentors</td>
</tr>
<tr>
<td>Other:________________</td>
<td>Other:________________</td>
<td>Other:________________</td>
</tr>
<tr>
<td>Discourse</td>
<td>Sentence</td>
<td>Word/Phrase</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>---------------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Amount of speech/written text</td>
<td>Types and variety of grammatical structures</td>
<td>General, specific, and technical language</td>
</tr>
<tr>
<td>Structure of speech/written text</td>
<td>Conventions, mechanics, and fluency</td>
<td>Multiple meanings of words and phrases</td>
</tr>
<tr>
<td>Density of speech/written text</td>
<td>Match of language forms to purpose/perspective</td>
<td>Formulaic and idiomatic expressions; collocations</td>
</tr>
<tr>
<td>Organization and cohesion of ideas (thinking)</td>
<td></td>
<td>Nuances and shades of meaning</td>
</tr>
</tbody>
</table>
Which words do I teach?

**Tier 1**
- Common everyday words that many students know well.

**Tier 2**
- High-utility words that occur in many contexts, may have multiple meanings, and are used to process information. The “power” behind students’ curricular connections.

**Tier 3**
- Words that appear in a single context, often domain-specific/technical vocabulary that often needs to be explicitly taught.
A Critical Question

Could you offer three compelling reasons why immigrants come to the United States today?
A Critical Question

Could you offer three compelling reasons why immigrants come to the United States today?

One compelling reason why immigrants come to the US today is ________.
Another compelling reason for immigration to the US is ____________.
The most compelling reason why people immigrate to the US is ______________.
THE GREAT DEPRESSION

- The Stock Market crash signaled the beginning of the Great Depression.
- The Great Depression is generally defined as the period from 1929 – 1940 in which the economy plummeted and unemployment skyrocketed.
- The crash alone did not cause the Great Depression, but it hastened its arrival.

Alabama family, 1938 Photo by Walter Evans
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
MODELS

(Honigsfeld & Dove, 2008).

• **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: One Group: One Lead Teacher and One Teacher "Teaching on Purpose"
Model 2: One Group: Two Teachers Teach

Same Content
Model 3: One Group: One Teaches, One Assesses
Model 4: Two Groups: Two Teachers Teach Same Content
Model 5: Two Groups: One Teacher Preteaches, One Teacher Teaches Alternative Information

A, B, C ≠ D, E, F
Model 6: Two Groups: One Teacher Re-teaches, One Teacher Teaches Alternative Information

A,B,C ≠ D,E,F
Model 7: Multiple Groups: Two Teachers Monitor/Teach
Ownership
**Instruction**

**Supporting**
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
Co-Assessment

1. Formative
2. Summative
3. Progress Monitoring
4. Performance-Based Assessment
5. Adaptations and Modifications to Traditional Assessments
6. Quizzes
7. End-Of-Unit Tests/Projects
8. Co-Developed Rubrics
9. Looking at Student Work – SWELL
10. Pre-Referral Data Collection
Reflection
Co-Teaching... and Non-Examples

What it is... What it is Not...
Co-Teaching... and Non-Examples

What it is…
- Joint responsibilities
- Our class
- Co-planning
- We teach together
- Share the learning, successes, and false starts
- Communication and trust
- Joint problem-solving

What it is Not…
Co-Teaching... and Non-Examples

What it is...
- Joint responsibilities
- Our class
- Co-planning
- We teach together
- Share the learning, successes, and false starts
- Communication and trust
- Joint problem-solving

What it is Not...
- Taking turns teaching
- My kids, your kids
- You plan– I’ll do
- You teach – I’ll drink coffee, mark papers, etc.
- No time to plan– anything goes
- Evaluation (I’ll tell the principal)
YET

http://www.youtube.com/watch?v=ZyAde4nIlm8
Table Talk
Action Planning

SMART GOALS
Specific
Measurable
Attainable
Results-based
Time-bound
Visit Our Websites
www.coteachingforells.weebly.com
www.integratedenl.weebly.com

JOIN US ON FACEBOOK!

Follow us on Twitter
@AndreaHonigsfel
@MariaGDove