

CO-TEACHING FOR ELLS (Grades 9-12)

**New York State Statewide Language RBE-RN
at New York University**

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SESSION OBJECTIVES

- Participants will understand the amended CR Part 154 Units of Study charts for grades 9-12
- Participants will learn about Co-Teaching Models for ELLs
- Participants will learn how to foster collaborations that support the teaching of ELLs

BLUEPRINT FOR ENGLISH LANGUAGE LEARNERS' (ELLS') SUCCESS

- Turn and Talk

**What do you know about the
Blueprint for ELLs' Success?**

PRINCIPLES OF THE BLUEPRINT FOR ELLS' SUCCESS

Principle 1: All teachers are teachers of ELLS and need to plan accordingly by:

- Designing and delivering instruction that is culturally and linguistically appropriate
- Providing integrated language and content instruction to support language development
- Collaborating with school support personnel and community-based human resources in order to address the multiple needs of ELLs.

COMMISSIONER'S REGULATION PART 154

- The Commissioner's Regulation Part 154 (CR Part 154), amended in 2014, are the NYSED regulations that govern services for ELLs which districts and school must follow.
- Our discussion will focus on the amended CR Part 154 as they relate to English as a New Language (ENL) Co-Teaching program requirements, instructional planning and implementation.

WHO IS AN ENGLISH LANGUAGE LEARNER (ELL)?

- Students who, by reason of foreign birth or ancestry,
 - Speak or understand a language other than English
 - Speak or understand little or no English
 - Require support in order to become proficient in English and are identified pursuant to CR Part 154-2.3

ELL SUBPOPULATIONS

Newcomers	Students who have been in NYS schools for three years or less and have been identified as ELLs.
Developing ELLs	Students who have received ELL services for 4 to 6 years.
Long-Term ELLs	Students who have received at least six years of ELL services in New York City schools and continue to require these services because they have not met the Commanding level on the NYSESLAT.
ELLs/Students With Disabilities (SWDs)	ELLs served by an IEP. An IEP team determines a student's eligibility for special education services and the language in which special education services are delivered.
Students with Interrupted/ Inconsistent Formal Education (SIFE)	ELLs who have entered a school in the US after second grade; have had at least two years less schooling than their peers; function at least two years below expected grade level in reading and mathematics; and may be pre-literate in their first language.
Former ELLs	Students who have successfully reached proficiency level on the NYSESLAT and exited out of ELL status. Although these students do not require ESL services the school must provide support services to support language development and academic progress for two years after they exit ELL status.

ENGLISH PROFICIENCY LEVELS

- The following table represents the new English proficiency levels and descriptions for each level

English Proficiency Levels	Descriptions
Entering (Beginning)	A student at this level has great dependence on supports and structures to advance academic language skills and has not met the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts.
Emerging (Low Intermediate)	A student at this level has some dependence on supports and structures to advance academic language skills and has not yet met the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts.
Transitioning (Intermediate)	A student at this level shows some independence in advancing academic language skills but has yet to demonstrate English language proficiency in a variety of academic contexts.
Expanding (Advanced)	A student at this level shows great independence in advancing academic language skills and is approaching the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts.
Commanding (Proficient)	A student at this level is designated as a Former ELL, and entitled to receive two years of continued ELL services. A student at this level has met the linguistic demands necessary to demonstrate proficiency in a variety of academic contexts.

WHAT LANGUAGE MODELS ARE OFFERED TO ELLS AS PER THE AMENDED CR PART 154?

- The amended CR Part 154 regulations define ENL as a research-based English language development program comprised of two components:
 - **Stand-Alone ENL** – students receive English Language Development in order to acquire the English language needed for success in core content areas **taught by a certified ESOL teacher**
 - AND/OR**
 - **Integrated ENL** – students receive core content area and English language development instruction which includes home language supports and appropriate ELL scaffolds. The Integrated ENL is taught by **either a dually certified teacher (ESOL and content area) or by a certified ESOL teacher and a certified content area teacher**

ENL UNITS OF STUDY (9-12)

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	<i>3 units of study per week (540 min.)</i>	<i>2 units of study per week (360 min.)</i>	<i>1 unit of study per week (180 min.)</i>	<i>1 unit of study per week (180 min.)</i>	<i>Former ELLs must continue to receive services for an additional two years</i>
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Core Content Area (90 min.)	1 unit of study in ENL/Core Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Core Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Core Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Core Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Core Content Area, <i>or</i> other approved Former ELL services for two additional years*
TOTAL	<i>540 minutes per week</i>	<i>360 minutes per week</i>	<i>180 minutes per week</i>	<i>180 minutes per week</i>	

See Flexibility Below

See Flexibility Below

UNITS OF STUDY CHANGES

- Stand-Alone -
- Integrated -
- Flexibility -

	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)
	<i>2 units of study per week</i> (360 min.)	<i>1 unit of study per week</i> (180 min.)
	.5 unit of study in ENL (90 min.)	
	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Core Content Area (90 min.)
	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Core Content Area (90 min.)	.5 unit of study can be STAND- ALONE ENL <i>or</i> INTEGRATED ENL/Core Content Area (90 min.)
	<i>360 minutes per week</i>	<i>180 minutes per week</i>

UNITS OF STUDY CHANGES (Continued)

- ELLs at the new Commanding level (formerly the Proficient level) must receive services for an additional two years.
 - The new Units of Study indicate that these services must be in the Flexibility model.

COMMANDING (Proficient)
<i>Former ELLs must continue to receive services for an additional two years</i>
.5 unit of study per week of INTEGRATED ENL in ELA/Core Content Area, <u>or</u> other approved Former ELL services for two additional years*

- Flexibility -

ENL IN TRANSITIONAL BILINGUAL EDUCATION (TBE) PROGRAMS (9-12)

CR Part 154-2 (9-12) Transitional Bilingual Education Program

ENGLISH PROFICIENCY LEVEL		ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
LANGUAGE ARTS	STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			Former ELLs must continue to receive services for an additional two years
	INTEGRATED ENL / ELA	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Core Content Area (180 min.)	
	FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction or INTEGRATED ENL in Core Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Core Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Core Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Core Content Area, <i>or</i> other approved Former ELL services for two additional years*
	TOTAL ENL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
	HOME LANGUAGE ARTS	1 HLA Course	1 HLA Course	1 HLA Course	1 HLA Course	
BILINGUAL INSTRUCTION	BILINGUAL CONTENT AREA SUBJECTS	Minimum of 2	Minimum of 2	Minimum of 1	Minimum of 1	
AWARDING CREDITS	STAND-ALONE ENL	Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study			HOME LANGUAGE ARTS Language Other Than English (LOTE) credit is awarded upon passing each corresponding HLA 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			BILINGUAL CONTENT AREA Core Content area credit is awarded upon passing each corresponding Bilingual Content Area subject	
STAFFING/ PERSONNEL	BILINGUAL EDUCATION PROGRAM	<ul style="list-style-type: none"> (9-12) <u>Bilingual Content Area</u> teacher with a bilingual extension. [HLA must be taught by a certified Language Other Than English (LOTE) teacher.] 			ENGLISH AS A NEW LANGUAGE PROGRAM <ul style="list-style-type: none"> (9-12) <u>Stand-alone</u> ESOL certified teacher (9-12) <u>Integrated ENL</u> can be taught by an ESOL teacher with Content Area certification or two individually certified teachers. 	
<p>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.</p> <p>*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress.</p>						

Core Content Area shall mean ELA, Math, Science, and Social Studies

AWARDING HIGH SCHOOL CREDITS

- CR Part 154-2.3(h)(2) outlines the grades 9-12 Units and Credits of Study of Stand-Alone and Integrated ENL classes
 - Stand-Alone ENL leads to an ELL earning elective credit upon passing each corresponding unit of study
 - Integrated ENL in each content area leads to an ELL earning content area credit upon passing each corresponding ENL unit of study in either ELA, Math, Science, or Social Studies

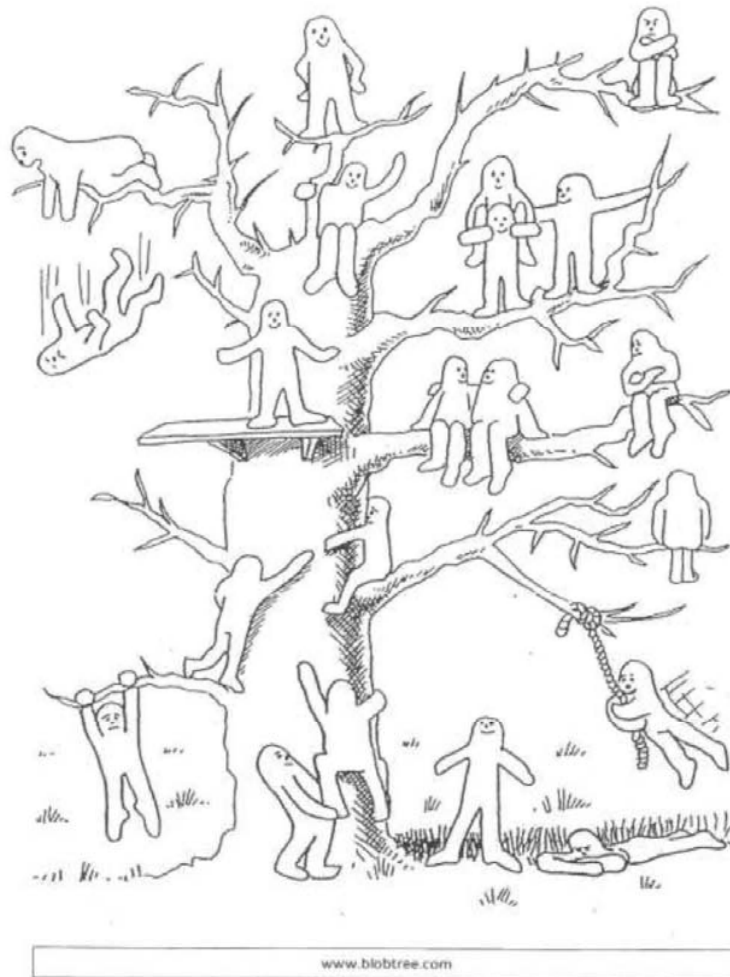
TURN AND TALK

Given the demographics of the diversity of the ELL population in New York State and the mandates to service them in an inclusive setting, why do you think a Co-Teaching model for ELLs makes sense?

RATIONALE FOR SUPPORTING CO-TEACHING

- ELLs are in all classrooms
- A single ELL specialist or an isolated ENL program cannot adequately address the needs of ELLs
- Students who are removed from the general education setting
 - Do not develop a sense of belonging
 - Fall behind in missed content area instruction
- A more collaborative, inclusive approach to working with ELLs is essential to academic, social and emotional success

- Reflect on teacher practices for ELLs in your school using this picture? Turn and talk to your partner.



CO-TEACHING QUICK WRITE

What is your definition of co-teaching?	What do you see as your role in co-teaching?
What does co-teaching look like ?	What does co-teaching not look like?

Co-teaching

DEFINITION OF CO-TEACHING IN AN INTEGRATED ENL PROGRAM

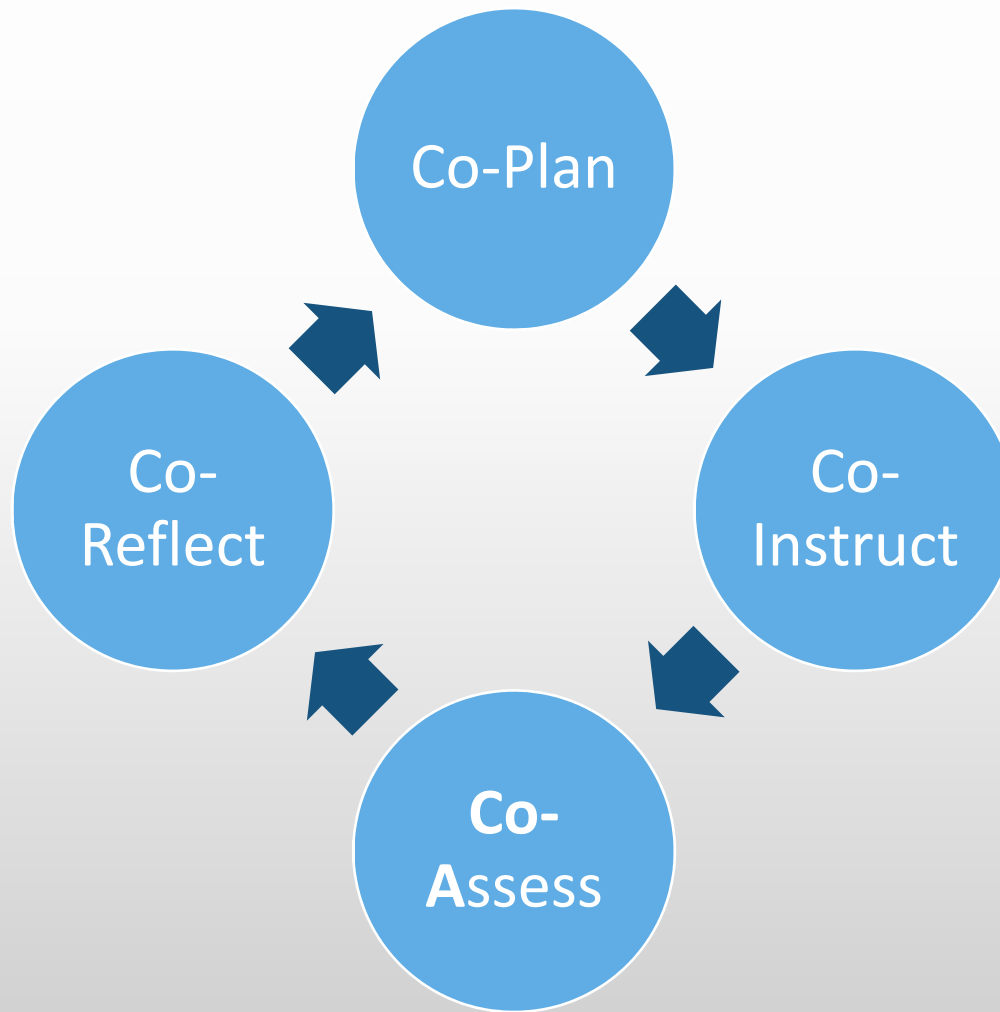
- In an Integrated ENL program, co-teaching can be characterized as a unique collaboration between a content area teacher and an ENL teacher on all of the teaching responsibilities for all of the students assigned to a classroom to:
 - Co-Plan,
 - Co-Instruct
 - Co-Assess
 - Co-Reflect
- The two teachers work together creatively to accommodate the language proficiencies, cultural diversity and educational backgrounds of the students

Co-Teaching Models

- **Model 1** - One group: Two teachers (one lead teacher, one teacher “teaching on purpose”)
- **Model 2** - One group: Two teachers teach the same content
- **Model 3** - One group: Two teachers (one teaches, one assesses)
- **Model 4** - Two heterogeneous groups: Two teachers teach the same content
- **Model 5** - Two groups: Two teachers: (one teacher pre teaches, one teacher teaches alternate information)
- **Model 6** - Two groups: Two teachers (one teacher reteaches, one teacher teaches alternative information)
- **Model 7** - Multi group: Heterogeneous or Homogeneous, two teachers monitor and teach

- Source: Honigsfeld & Dove, 2009

COMPONENTS OF A COLLABORATIVE INSTRUCTIONAL APPROACH FOR ELLS



CO-PLAN

Co-Planning Framework

- Phase 1: Pre-Planning (co-teachers do this individually)
 - Review forthcoming curriculum
 - Select necessary language and content to address
 - Identify the background knowledge students will need
 - Devise possible language or content objectives
 - Begin to determine resources, materials, and learning tasks

CO-PLAN (Continued)

- Phase 2: Collaborative Planning (co-teachers do this together). Co-teachers:
 - Come prepared to finalize the different aspects of their lesson
 - Negotiate content and language objectives
 - Confirm how they will address and evaluate challenging concepts and skills
 - Agree on their roles and responsibilities
 - Discuss how to configure the class for co-taught lessons

CO-PLAN (Continued)

- Phase 3: Post-Planning (completed separately)
 - After establishing objectives, materials, roles, and responsibilities, each teacher completes:
 - Various lesson-planning tasks, such as scaffolding activities
 - Differentiating materials and assessments
 - Find alternative resources
 - Create learning centers or stations, etc.

USING TECHNOLOGY TO COMMUNICATE



Google docs



Trello



Tango



FaceTime



WhatsApp

CO-INSTRUCT

Provide students access to grade level curriculum without altering the standards by:

- Addressing the gaps of the students on their background knowledge
- Differentiating essential material
- Identifying strategies for scaffolding the learning experience
- Planning flexible grouping learning tasks
- Teaching academic vocabulary by selecting a differentiation strategy
- Identifying meaningful ideas on text
- Modelling a concept, strategy, or writing form
- Preparing guiding questions at different levels of difficulty
- Preparing guided reading activities for enrichment

CO-ASSESS

Collaborative assessment needs to be addressed from the students' and teachers' perspectives:

- For students:
 - content academic attainment and language development
- For teachers:
 - Understand their own, as well as their colleague's teaching

CO-REFLECT

- Turn and Talk

When 2 teachers Co-Teach, what would you reflect on and what would your post-planning look like?

CO-REFLECT

- Collectively decide what collaborative practices each teacher wishes to initiate, develop, continue or discontinue as evidenced by student's outcomes
 - Review a lesson plan and determine how it might be adapted for co-taught lessons
 - Look at student work and analyze the impact that a recently taught skill had on student learning

WHAT CAN ADMINISTRATORS DO TO CREATE SUCCESSFUL CO-TEACHING PARTNERSHIPS?

- Provide professional development on co-teaching for ELLs
- Ask teachers to consider finding their own partners and volunteering
- Give teachers the parameters of the classes and grades that will be co-taught
- If Administrators need to form the co-teaching pairs, have the staff complete a survey on hopes, attitudes, responsibilities and expectations regarding co-teaching
- Provide resources to these teams to maximize their chances of success

ADMINISTRATORS' ROLE TO SUPPORT A VISION OF SUCCESSFUL CO-TEACHING

- Everyone involved in the scheduling process needs to understand the key criteria for creating a co-teaching environment
- Build in planning time for co-teachers by creating common planning periods
- Supervise and evaluate strategically

ADMINISTRATORS' ROLE IN ENCOURAGING TEACHER COLLABORATIONS

• How to encourage teacher collaborations

- Adjust school schedules to devise common planning time.
- Schedule special days every week for an advisory day, freeing these teachers to plan together
- Modify the school schedule, extending the school day 15 minutes a day to allow for one day of co-planning.
- Schedule per-session money for teachers to co-plan at lunchtime or after school
- Provide incentives to teachers that agreed to work together (i.e., a small reference library, laptop, etc.)
- Organize collegial circles
- Encourage peer observations
- Create collaborative research inquiry team
- Create interdisciplinary department meetings

CO-TEACHING IS NOT . . .

Using an ESL teacher as a floater for only ELL students

Putting two teachers together and asking them to work together with no common planning time

One teacher entering another teacher's classroom without the power to influence instruction and taking a passive role

Having qualified ESL teachers walk into a content area classroom and seeing the lesson for the first time without any input

Replacing Stand-Alone Beginner ELLs' instruction model with Co-Teaching

QUESTIONS AND ANSWERS



RESOURCES

- *Collaboration and Co-Teaching Strategies for ELLs*. Retrieved from coteachingforells.weebly.com
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Resources (Continued)

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- Scherer, M. (2015). Co-Teaching: Making It Work: What we Didn't Know When We Co-Taught. *Educational Leadership*, Volume 73 (No. 4), pp.56-60

Thank you...

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