

COTEACHING FOR ELLS



Dr. Andrea Honigsfeld

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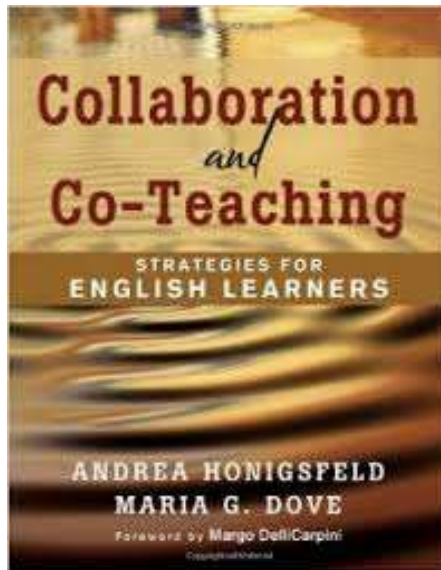
Special Thanks to Dr. Maria G. Dove

The Piano Guys

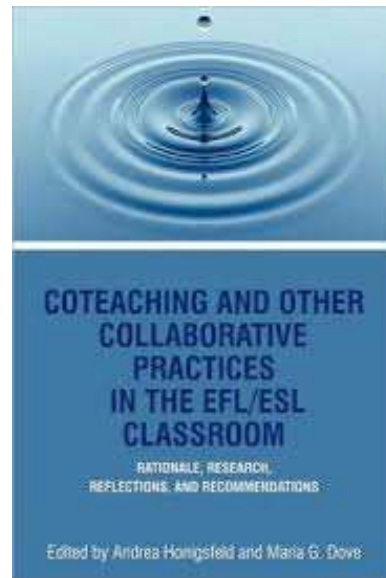
<http://www.youtube.com/watch?v=0VqTwnAuHws>



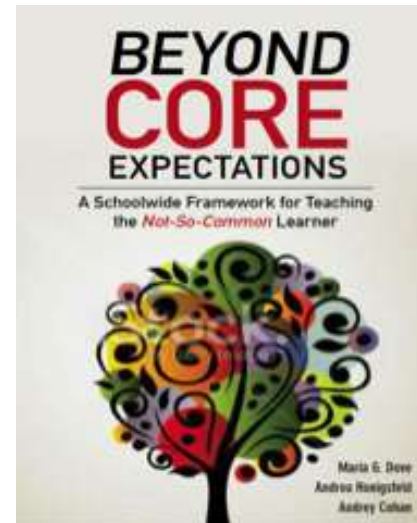
Publications to Support the Practice of Integrated Model Serving ELLs



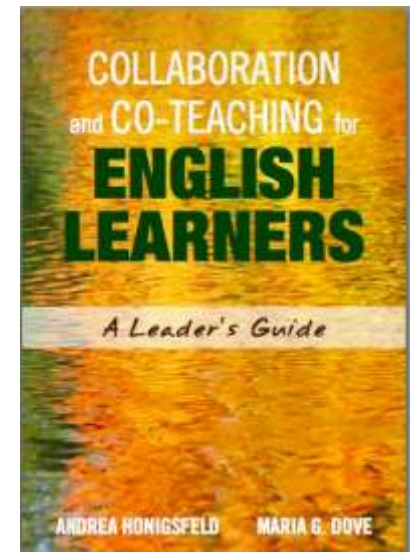
2010



2012



2014



2014

Agenda

AM

- Define integrated ENL and co-teaching
- Explore the rationale behind the integrated ENL service delivery
- Explore the integrated ENL service delivery framework: the four components of the collaborative instructional cycle: co-planning, co-teaching, co-assessing, and reflection)

PM

- Explore 7 co-teaching models
- Watch and analyze co-teaching video clips
- Discuss the implementation of various co-teaching models to enhance differentiation of instruction for ELLs
- Evaluate and adapt select tools for collaboration (co-planning, co-assessing, and reflection)
- Prepare an action plan for 2015-16

www.blobtree.com

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.

WHY?

Richard DuFour



Collaboration Lite

Ingredients: Conviviality, low-risk cooperation, routine issues (may include the following: discipline, homework, recess supervision), orientation around task, schedule-building, committees, procedures, event planning, FD&C yellow #5

Adapted from: *DuFour, R. (2003). 'Collaboration lite' puts student achievement on a starvation diet. Journal of Staff Development, 24, 4, 63-64.*

Nutrition Facts

Serving Size 1 school

Serving Per Container 45

Amount per serving

Calories 0 Calories from fat 0

% Daily Value

Total Fat 0g **0%**

Cholesterol 0g **0%**

Sodium 0g **0%**

Total Carbohydrate 0g **0%**

Protein 0g **0%**

Vitamin L 0%

Vitamin C 0%

Vitamin S 0%

Vitamin R 0%

Vitamin A 0%

Vitamin L = LEARNING

Vitamin C = COMMUNITY

Vitamin S = SYSTEMIC CHANGE

Vitamin R = RELATIONSHIPS

Vitamin A = ACHIEVEMENT GAINS

True Collaboration

Ingredients: Collective accountability for adult and student learning, honest talk about teaching practice, risk-taking, reflection, assessment based on student work and achievement data, systemic support for collaboration (may include the following: time, proximity, embedded in daily routine, specific guidelines)

Adapted from: DuFour, R. (2003).
'Collaboration lite' puts student achievement on a starvation diet. *Journal of Staff Development*, 24, 4, 63-64.

Nutrition Facts

Serving Size 1 school

Serving Per Container 45

Amount per serving

Calories 450 Calories from fat 45

% Daily Value

Total Fat 5g **5%**

Cholesterol 0g **0%**

Sodium **0%**

Total Carbohydrate 15g **20%**

Protein 32g **45%**

Vitamin L 100%

Vitamin C 100%

Vitamin S 100%

Vitamin R 100%

Vitamin A 100%

Vitamin L = LEARNING

Vitamin C = COMMUNITY

Vitamin S = SYSTEMIC CHANGE

Vitamin R = RELATIONSHIPS

Vitamin A = ACHIEVEMENT GAINS

Why An Integrated Model for English Learners Makes Sense

Video removed due to distribution restrictions

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 - 9:20					
9:20 - 10:00		LOTE		LOTE	
10:00 - 10:40	Reading	Reading	Reading	Reading	Reading
10:40 - 11:20					
11:20 - 12:00	Lunch	Lunch	Lunch	Lunch	Lunch
12:00 - 12:15					
12:15 - 12:45	Waterford	Waterford	Waterford	Waterford	Waterford
12:45 - 1:00					
1:00 - 1:50	ESL	ESL	ESL	ESL	ESL
1:50 - 2:30	Phys Ed	Art	Music	Phys Ed	Library
2:30 - 3:05	ESL	ESL	ESL	ESL	ESL
3:10 - 3:30					



The Blueprint: The Vision

<http://usny.nysed.gov/docs/blueprint-for-ell-success.pdf>

Principle #1: **All teachers** are teachers of English Language Learners

- Design and deliver instruction that is culturally and linguistically appropriate for all diverse learners
- **Provide integrated language and content instruction** to support language development through language-focused scaffolds.
- **Bilingual, ESL, and other content-area teachers must collaborate purposefully and consistently to promote academic achievement in all content areas.**
- Use materials and instructional resources that are linguistically, age/grade appropriate, and aligned to the Common Core Learning Standards (CCLS).
- **Collaborate with school support personnel and community-based human resources in order to address the multiple needs of ELLs.**



Principle #2: All school boards and district/school leaders are responsible for ensuring that the academic, linguistic, social, and emotional needs of ELLs are addressed

- Provide high-quality supports, feedback and direction to educators to improve their instructional practice.
- **Provide a safe and inclusive learning environment** that recognizes and respects the languages and cultures of all students.
- Ensure districts and school leaders are trained in meeting the needs of ELLs in order to cultivate a school culture of high expectations.
- Provide high-quality instructional and support services to ELLs with disabilities in alignment with their IEPs and current policies.



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Principle #3: Engage all ELLs in instruction that is grade- appropriate, academically rigorous, and aligned with the NYS CCLS

- Articulate specific content and language objectives.
- Integrate explicit and implicit research-based vocabulary instruction.
- Provide opportunities for students to discuss content and problem-solve with peers.
- Anchor instruction by strategically using research-based practices (e.g., multimedia, visuals, graphic organizers, etc.)
- Provide special education supports, services, accommodations and specially- designed instruction to meet the specific instructional needs of ELLs with disabilities.
- **Design, select, and implement a high-quality curriculum that meets the needs of the NYS CCLS**
- Use academic language and content-area supports to strategically move ELLs along the language development continuum utilizing NYS Bilingual Common Core Progressions



Principle #6: Leverage the expertise of Bilingual, ESL, and LOTE teachers and support personnel while increasing their professional capacities

- Create intentional learning opportunities for all teachers to collaborate and design instruction, analyze student work, and develop rigorous lessons.**
- Provide substantial and sustained opportunities for all teachers to participate in meaningful professional development that addresses the needs of ELLs, including home and new language development.**

CR Part 154: The Law



- **ELL Identification Process and Use of Qualified**
- **Parent Notification, Information and Meetings**
- **Retention of Identification Documents and Review of Records**
- **Student Placement and Due Process**
- **New Bilingual and ELL Program Requirements and Provision of Programs**
- **Development of a Language Proficiency Team (LPT)**
- **Grade Span and Program Continuity**
- **Initial Entry, Reentry and Exit Criteria**
- **Identification and Exit Procedures for ELL Students with Disabilities**
- **Support and Transitional Services**
- **Professional Development**
- **District Planning and Reporting**

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.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
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/ELA (90 min.)	1 unit of study in ENL/ELA or other Core Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Core Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Core Content Area (90 min.)		.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*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
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

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.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <u>per week</u> (540 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
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 <u>or</u> INTEGRATED ENL in Core Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Core Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Core Content Area (90 min.)		.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*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Core Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
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Core Content Area shall mean ELA, Math, Science, and Social Studies.

Updated May 6, 2015

“I SEE” Strategy

I= Illustrate: What does co-teaching look like? What image(s) come to mind?

S= State in one simple sentence what it is. Use your own words.

E= Elaborate on what you have just stated.

E= Examples. Add examples from your own practice.

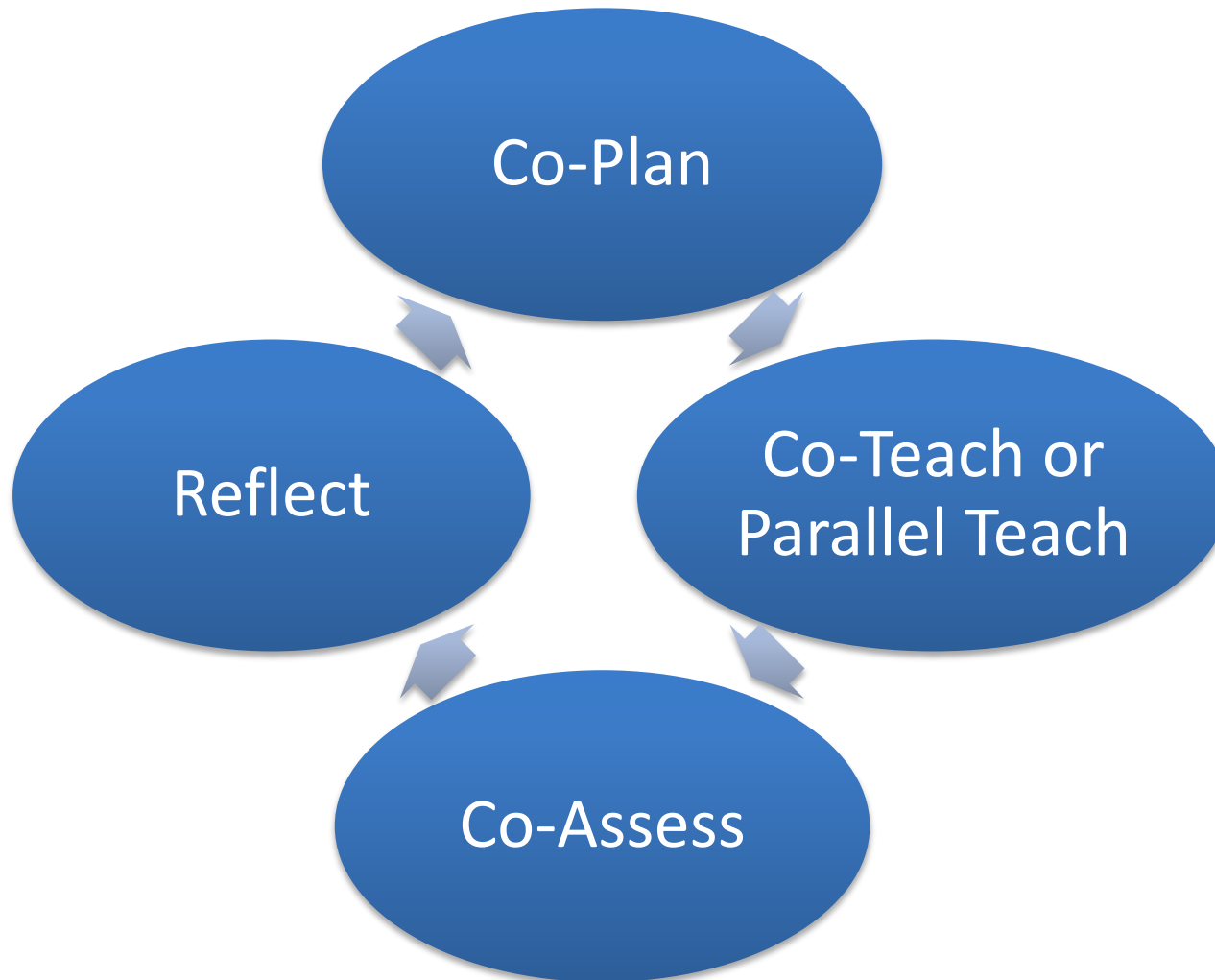


What is Co-Teaching?

- 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).

Components of a Collaborative Instructional Approach for ELLs



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 (ie- one 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



What's cooking?

Side Dishes: On the spot collaboration

While one teacher is lecturing/explaining...
...the other teacher can be taking notes on the board/LCD

While one teacher is giving instructions orally...
...the other teacher can be modeling instructions or writing them on the board

While one teacher is handing out papers...
...the other teacher can be clarifying feedback or giving a new task

While one teacher is facilitating a silent activity...
...the other teacher can be reading aloud with a small group in another space

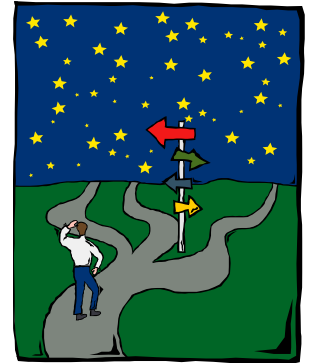
Adapted from Murawski & Dieker (2004)



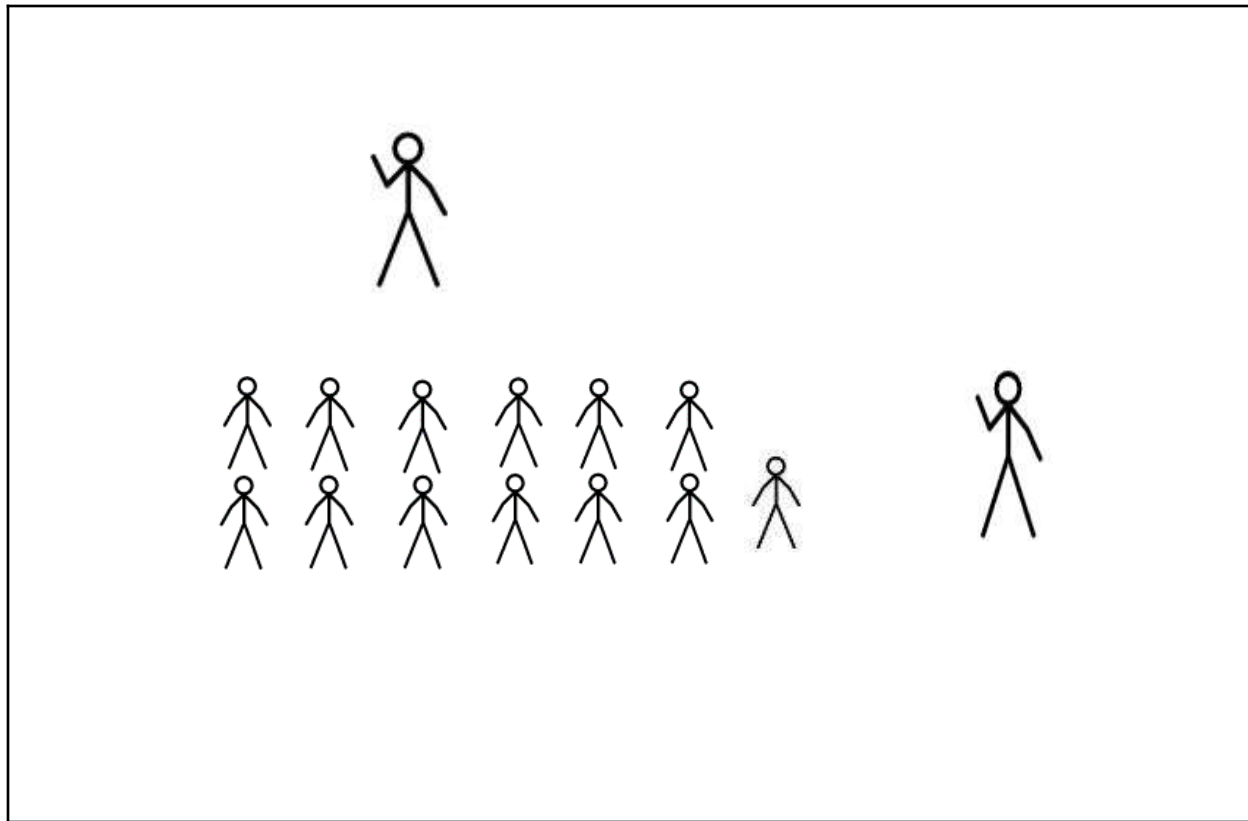
MODELS

(Honigsfeld & Dove, 2008).

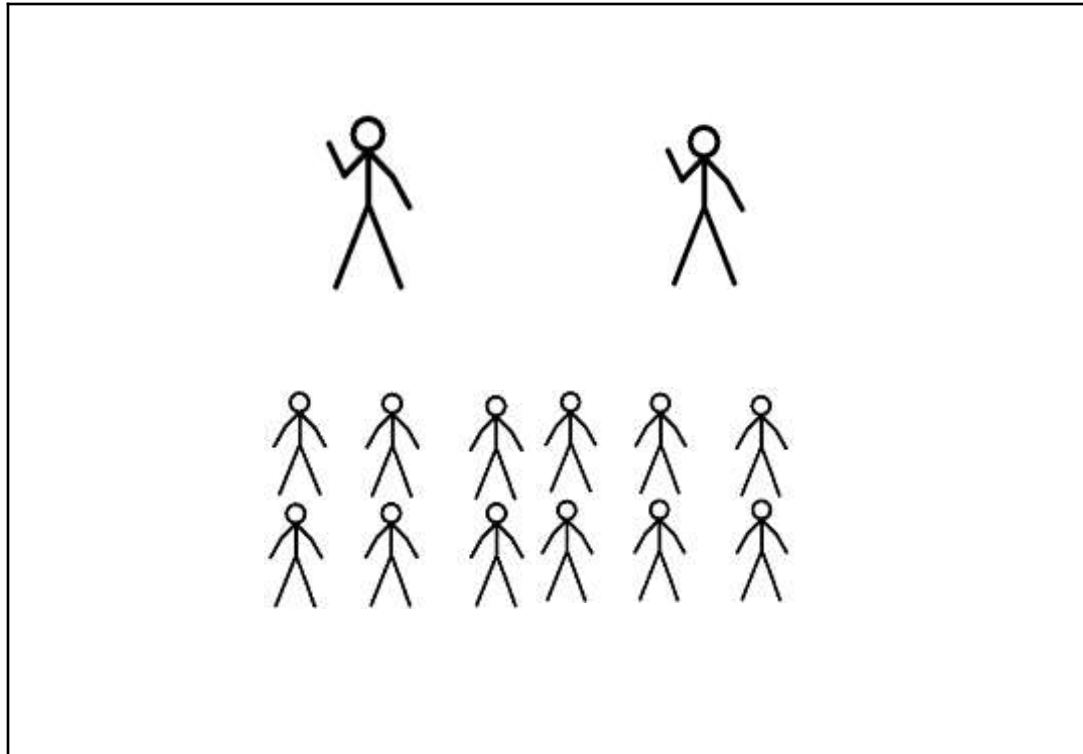
- **MODEL 1: One Group of Students**
One Lead Teacher and One Teacher "Teaching on Purpose"
- **MODEL 2: One Group of Students**
Two Teachers Teach Same Content
- **MODEL 3: One Group of Students**
One Teaches, One Assesses
- **MODEL 4: Two Groups of Students**
Two Teachers Teach Same Content
- **MODEL 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



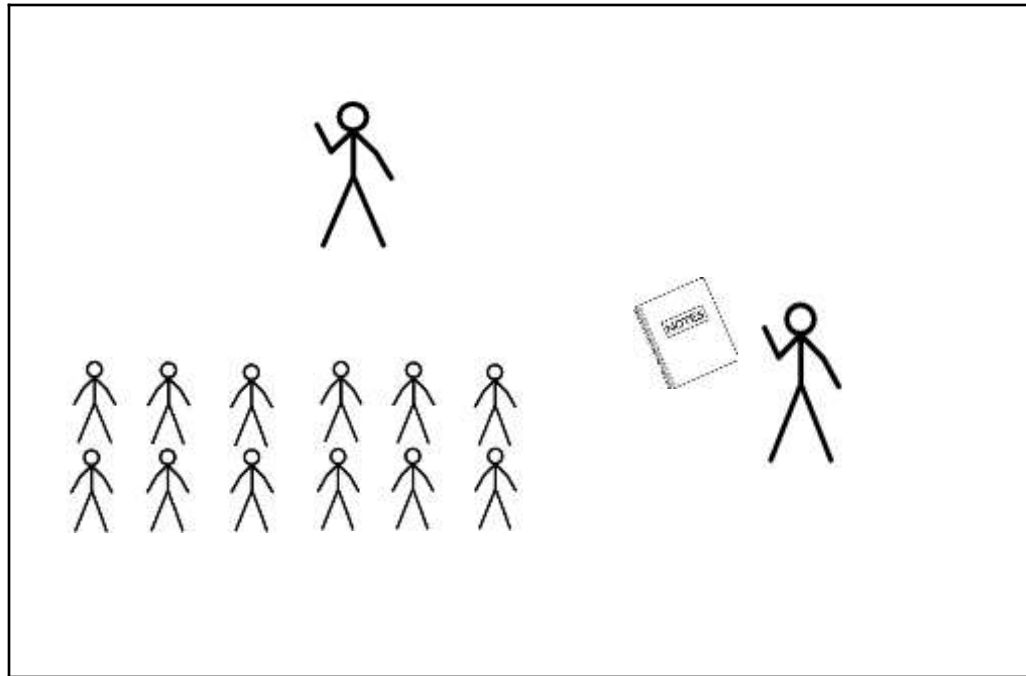
Model 1: One Group: One Lead Teacher and One Teacher "Teaching on Purpose"



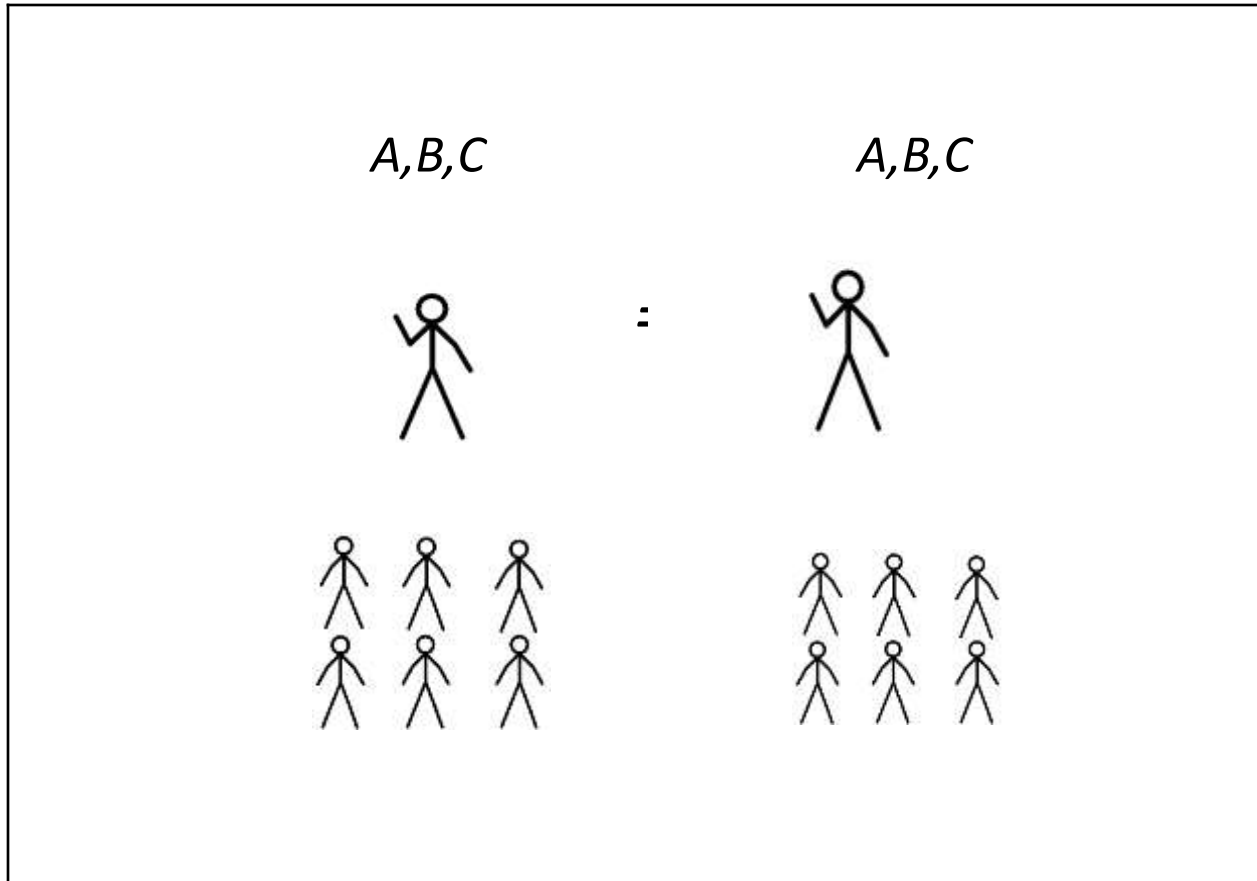
Model 2: One Group: Two Teachers Teach Same Content



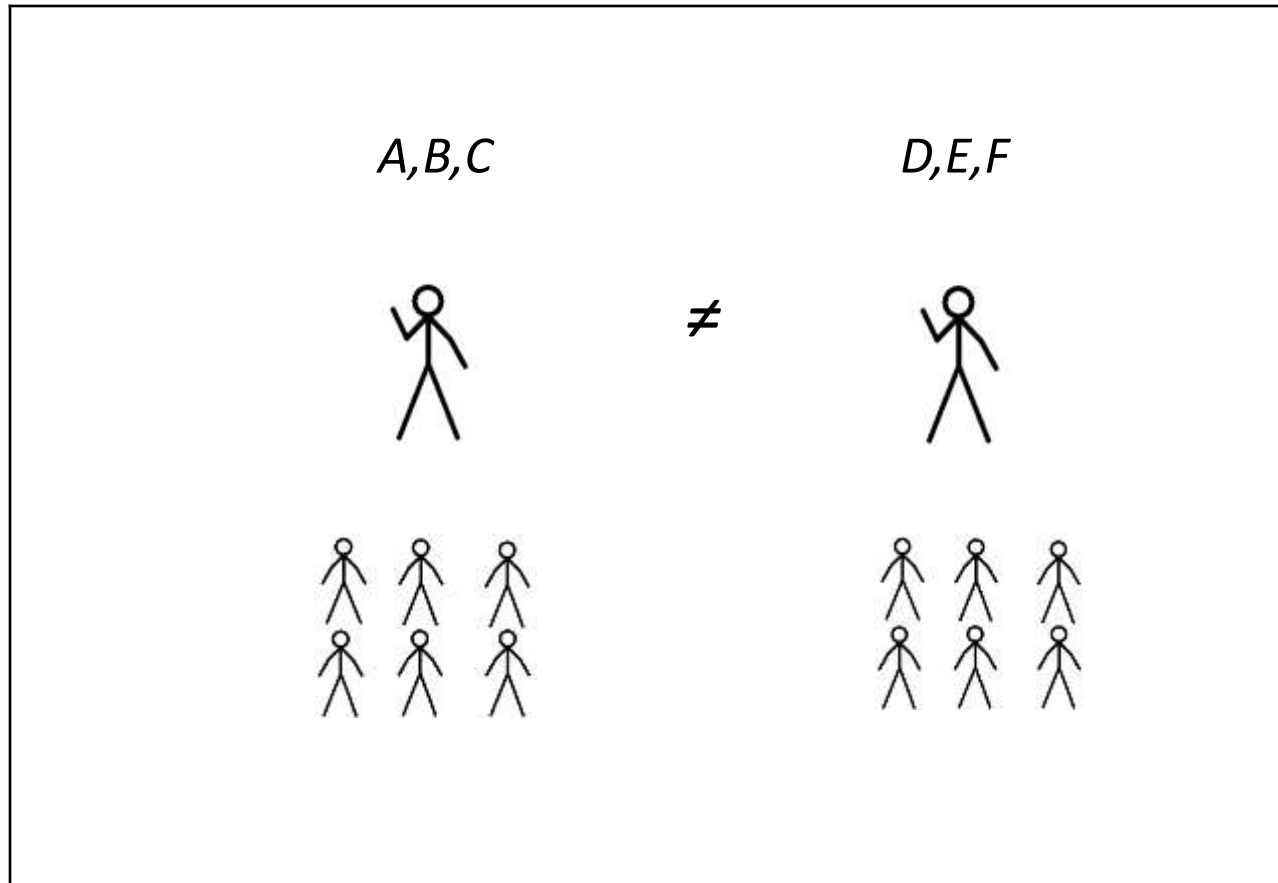
Model 3: One Group: One Teaches, One Assesses



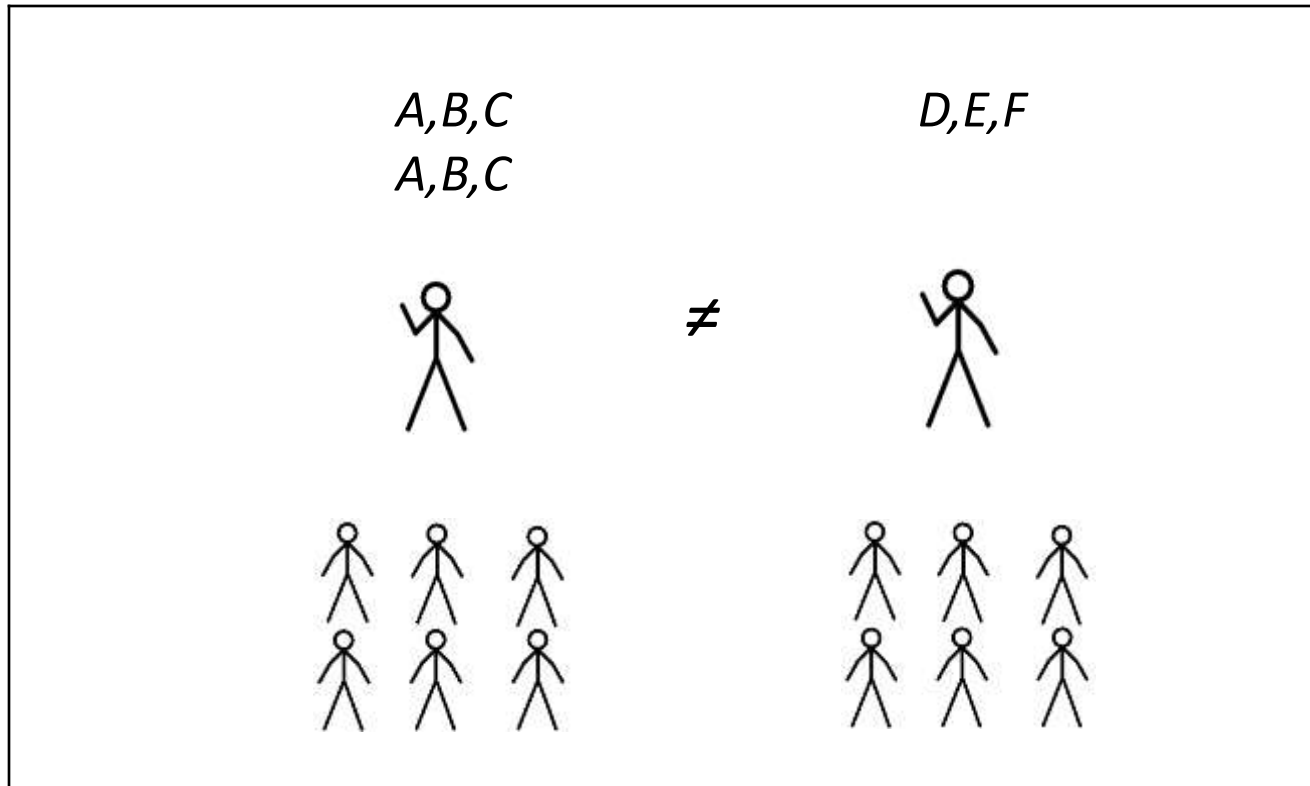
Model 4: Two Groups: Two Teachers Teach Same Content



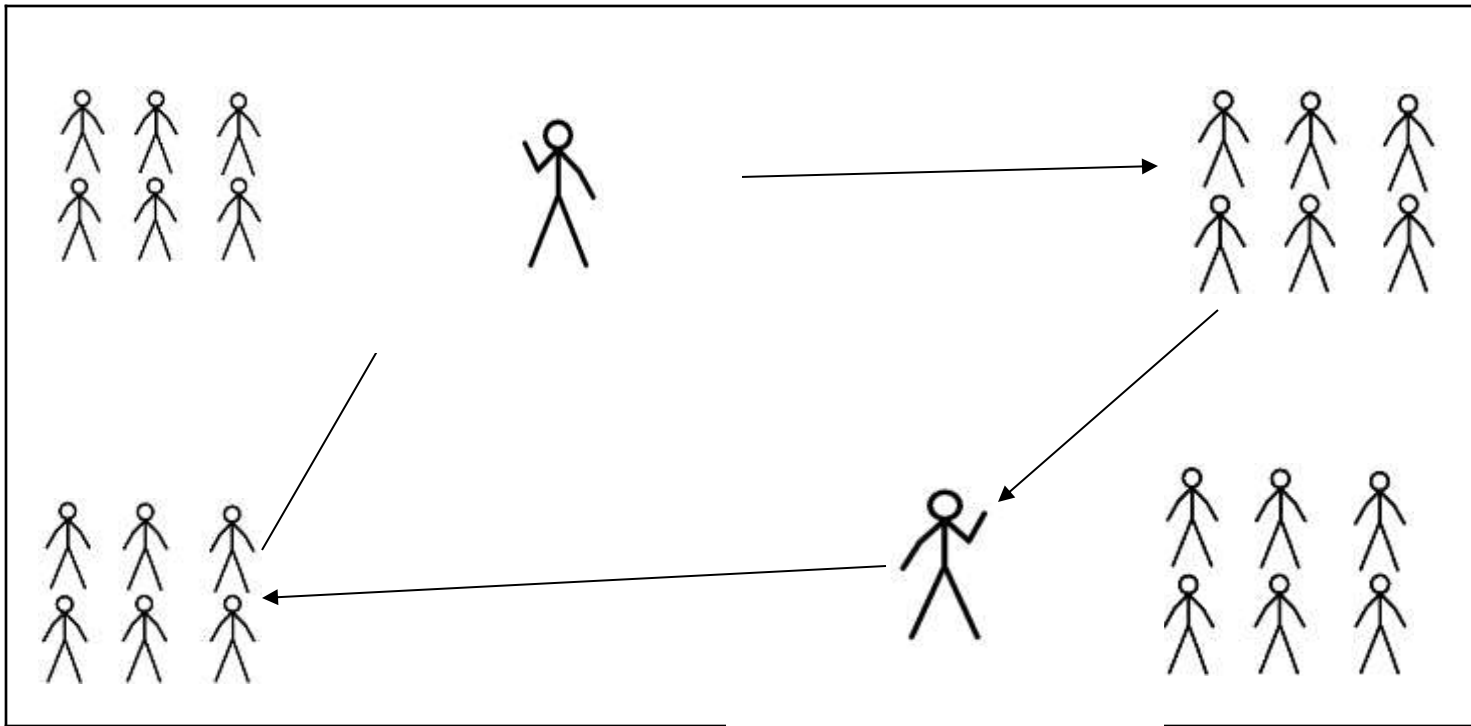
Model 5: Two Groups: One Teacher Preteaches, One Teacher Teaches Alternative Information



Model 6: Two Groups: One Teacher Re-teaches, One Teacher Teaches Alternative Information



Model 7: Multiple Groups: Two Teachers Monitor/Teach



[http://www.youtube.com/watch?v=Il7ivS3zaKc
&list=PLFjdUUJJB65XR7uc64TxCIDZRkGLpJCRJ](http://www.youtube.com/watch?v=Il7ivS3zaKc&list=PLFjdUUJJB65XR7uc64TxCIDZRkGLpJCRJ)

Co-Assessing Student Work

PROTOCOL FOR SAMPLING STUDENT WORK

1. Academic Language and Linguistic Development
2. Disciplinary or Content-Based Academic Needs
3. Cultural Experiences or Challenges
4. Social-Emotional Aspects of Learning



Reflection

Purpose

Assumptions

Context

Strategies

Action Planning



Quote

*If you wish to go fast, go alone
If you wish to go far, go together!*

African proverb

THE OPPORTUNITY IS NOWHERE

JOIN US ON FACEBOOK!



The image shows a Facebook page for the book "Collaboration and Co-Teaching: Strategies for English Learners" by Andrea Honigsfeld and Maria G. Dove. The page features the book cover on the left, which has a gold and brown design with the title in red and black. The right side of the page shows the Facebook interface with a header, a row of five small photos, a "Wall" section with a "Write something..." text box, and a post about the TESOL Academy 2011. The post includes a small image of the book cover and text announcing the event at the University of Virginia.

Collaboration and Co-Teaching: Strategies for English Learners
Book · Edit Info

Wall Collaboration and Co-Teac... · Top Posts ▾

Share: Status Photo Link Video Question

Write something...

Collaboration and Co-Teaching: Strategies for English Learners
Collaboration and Coteaching: Integrated ESL Service Delivery (A-4)
Maria Dove and Andrea Honigsfeld, Workshop Leaders

TESOL Academy 2011
www.tesol.org
The TESOL Academy 2011 will be held at University of Virginia, Northern Virginia Center, Falls Church, Virginia, USA, June 24-25, 2011.

AT OUR WEBSITE AT:

<http://www.coteachingforells.weebly.com>