Co-Teaching and Collaboration for Teachers of ELLs

Co-teaching Quick Write

What is your **definition** of co-teaching?

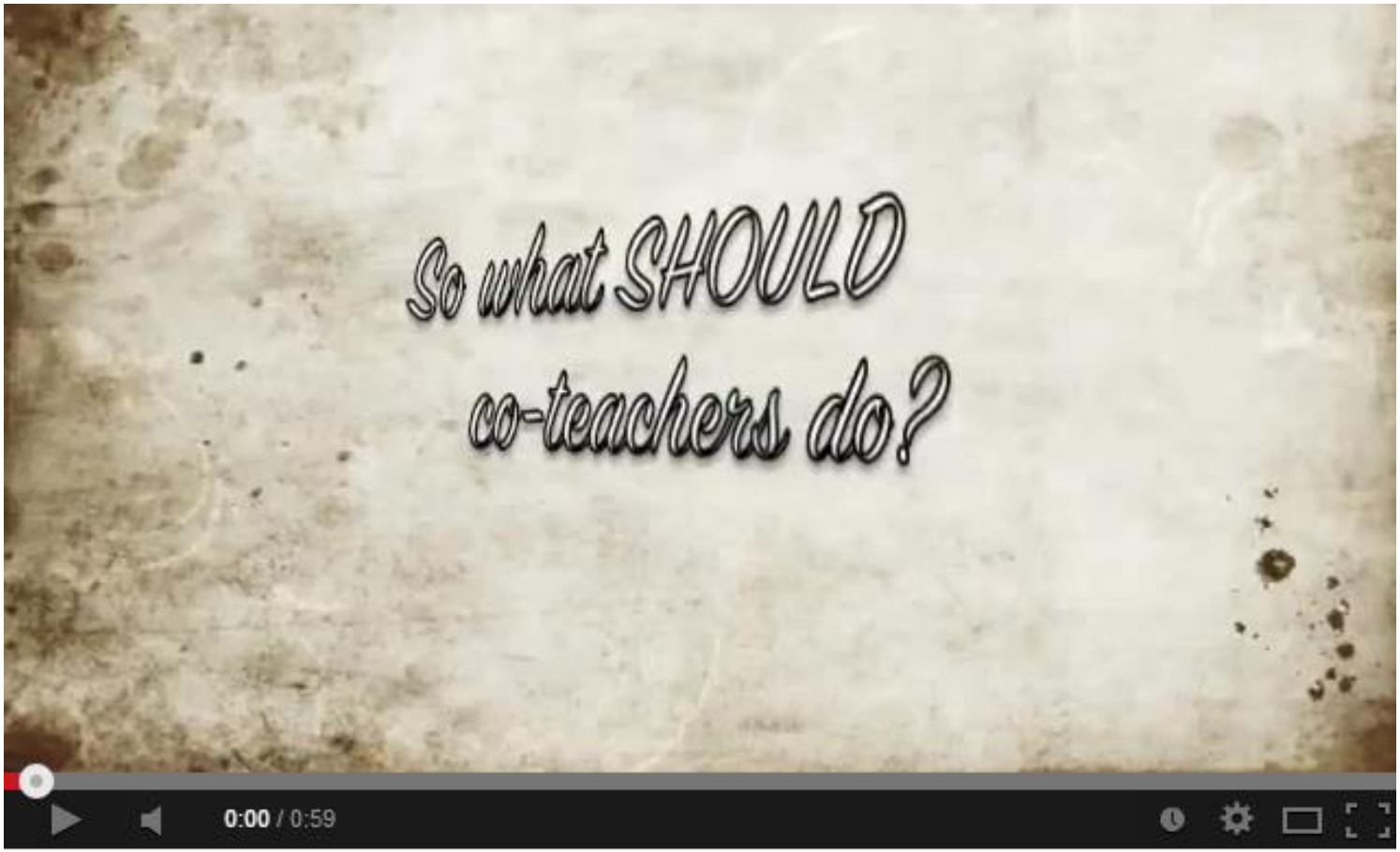
What do you see as your **role** in co-teaching?

Co-teaching

What does co-teaching **look** like?

What does co-teaching **not** look like?

So, What Should Co-teachers Do?



http://www.youtube.com/watch?v=fYYb6Eur3_M

General Definition of Co-Teaching

- Two teachers collaborate to deliver instruction.
- Likely originated to address "least restrictive environment" in Special Education
- Many definitions of co-teaching exist depending on:
  - the purpose of the collaboration; and
  - the context of the instruction.
- There is limited information and data available on successful co-teaching models for English Language Learners.

Honigsfeld, A., & Dove, M. (2008). Co-teaching in the ESL classroom. *Delta Kappa Gamma Bulletin*,*74*(2), 8-14. Retrieved from http://www.nystesol.org/region/ArticleStudy_Co-teaching.pdf

Definition of Co-teaching in an ESL Program

In ESL programs co-teaching can be characterized as a ***unique collaboration*** between a general education or content teacher and the English as a Second Language teacher to:

- ***co-plan, co-deliver, and individualize*** instruction for all students in a class;
- work together ***creatively*** to accommodate the ***language proficiencies, cultural diversity*** and ***educational backgrounds*** of the students in the class;
- overcome instructional challenges ***constructively.***

Co-teaching for ELLs is not…

- One teacher planning and delivering all instruction
- Just an extra set of hands (a.k.a., the glorified teacher's aide) in the room
- An ESL teacher only working with ELLs while the general education teacher only works with non-ELLs
- An ESL teacher working with a small group of ELLs apart from general class
- The same as a Special Education "inclusion" class utilizing paraprofessionals

Four Corners Activity

- *What do Co-Teaching and Motor Vehicles Have in Common?*
  - Work in groups of 3 or 4
  - Discuss the assigned topic
  - Decide who will present the group's findings
  - List characteristics that Co-Teaching and the prompt have in common

Retrieved 1/9/2015 from CT State Education Resource Center: "What do Co-Teaching and Sports Cars Have in Common?" available at: http://goo.gl/o9xRrl

Four Corners Debrief

Co-teaching is like driving a motorcycle.	**Co-teaching is like driving a luxury sedan.**
Co-teaching is like driving a minivan.	**Co-teaching is like driving a sports car.**

Components of a Successful Co-teaching Model – *Planning & Administration*

- Full administrative support and collaboration at the ***district and building levels***
- Professional Development provided to ***all teachers and administrators*** in the model
- ***Voluntary*** partnerships supported by administration
- Establishment of ***common expectations***
- ***Shared accountability*** for outcomes

Martinsen Holt, N. (2004). *Pull-out to collaboration: Becoming an effective ESL co-teacher* (Unpublished master's thesis). Hamline University, Saint Paul, MN.
Retrieved from: http://www.hamline.edu/WorkArea/DownloadAsset.aspx?id=2147490909

Components of a Successful Co-teaching Model - *Implementation*

- "Sacred" shared planning time
- Shared delivery of instruction
- Mutual responsibility and ownership of class
- Style of Co-teaching is dynamic, adapting as necessary based on content delivered and student needs

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Common Models of Co-Teaching

Whole Class Instruction

- Team Teaching
- One Lead Teacher, One Teacher Assesses
- One Lead Teacher, One "Teaching on Purpose"

Small Group Instruction

- Station Teaching (akin to "Centers" in Elementary classrooms)
- Alternative Teaching
- Parallel Teaching
- Re-Teaching

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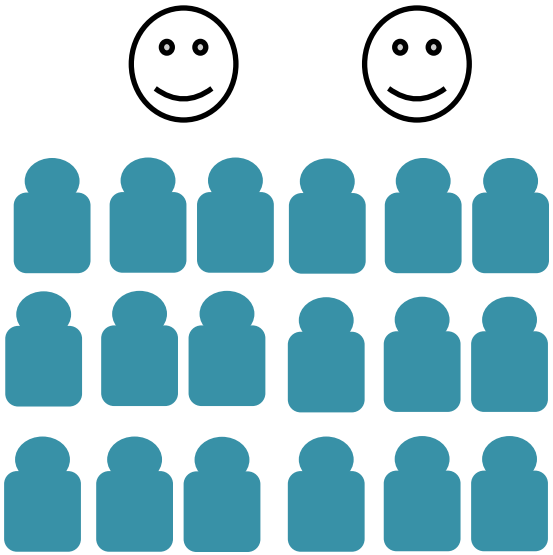
Common Models of Co-Teaching:

Team Teaching

Part 1: https://www.youtube.com/watch?v=DOJSD5MGy4I

Part 2: https://www.youtube.com/watch?v=gvS3_6FZ1As

- One heterogeneous group of students
- Both teachers instruct all students together
- Teachers often "tag-team" content-area instruction
- Requires high levels of planning and mutual trust

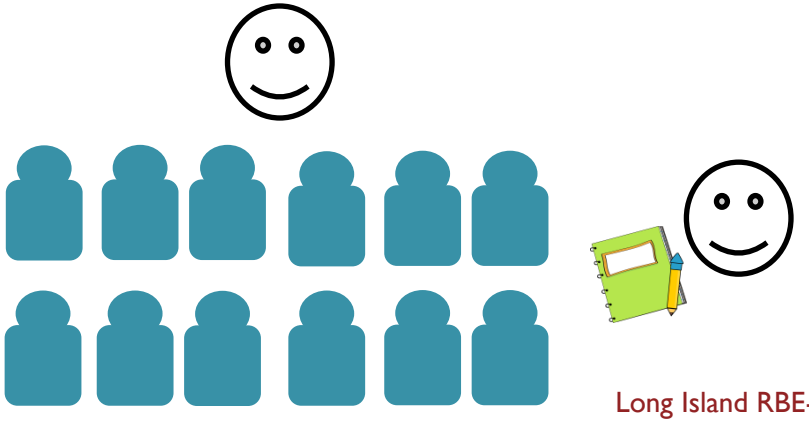


Common Models of Co-Teaching:

One Lead Teacher, One Assesses (or observes)

http://www.youtube.com/watch?v=6llQCG8QhBE

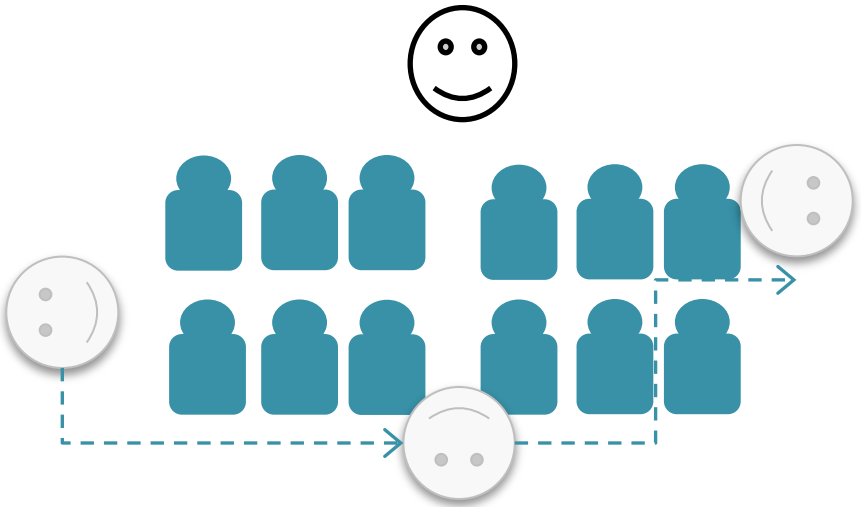
- One heterogeneous group of students
- One teacher takes the lead delivering instruction
- Second teacher circulates the room, recording formative assessment data (e.g., checklists, anecdotal records, etc.)
- Second teacher may also take notes on which activities were successful for particular students or caused confusion.
- Teachers may switch roles during the lesson.



Common Models of Co-Teaching:

One Lead Teacher, One "Teaching on Purpose"

- One heterogeneous group of students
- Lead teacher delivers whole class instruction
- Second teacher purposefully provides individualized instruction, mini-lessons or conferences for individuals or small groups
- Teachers switch roles throughout the lesson



Common Models of Co-Teaching:

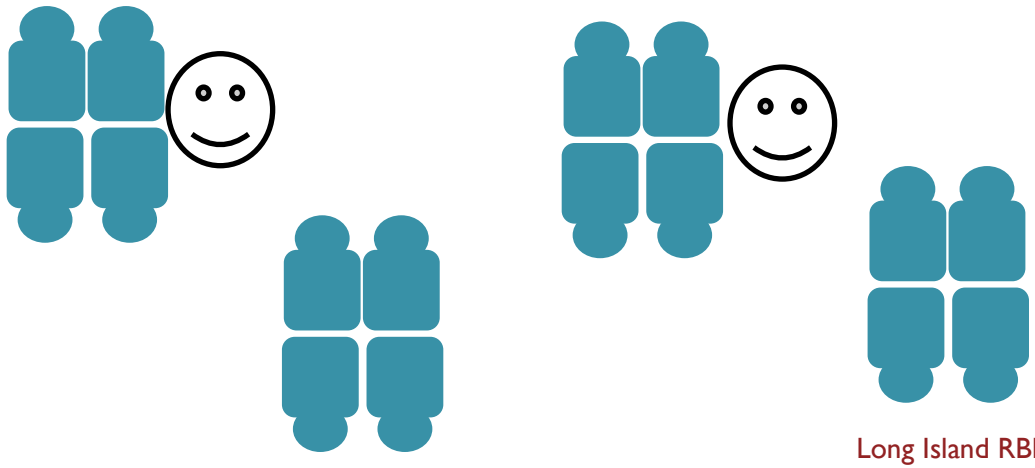
Station Teaching *(akin to "Centers")*

http://www.youtube.com/watch?v=rj9bMITadec

http://www.youtube.com/watch?v=DkY2D-f3JNo

https://www.youtube.com/watch?v=KfFDrSG41As

- Two or more groups of students
- Teachers divide the class into smaller groups
- Each teacher delivers a portion of the content to small groups
- Groups rotate and may work on small group assignments or independently between sessions with each teacher



Common Models of Co-Teaching:

Alternative Teaching

http://www.youtube.com/watch?v=Q-xEPmd72RI&list=PLC48606E839AFCBED&index=8

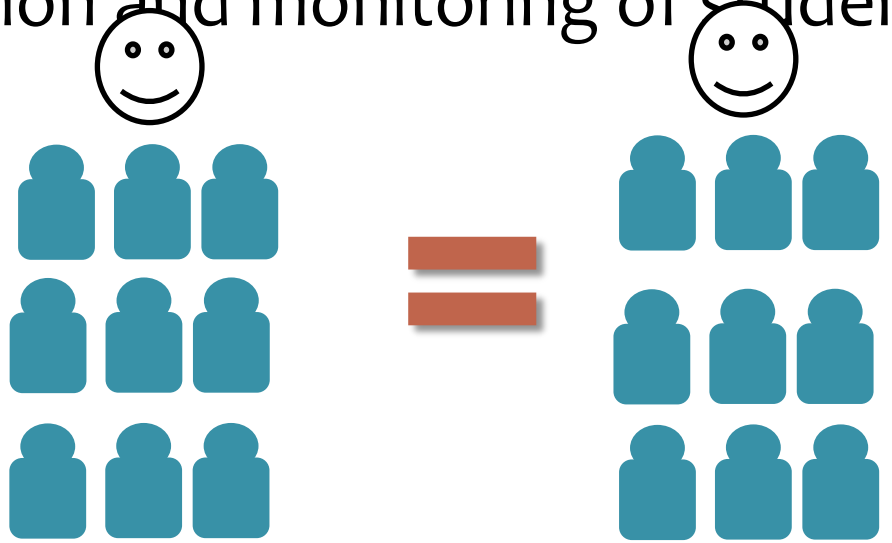
- Two groups of students
- One teacher leads whole group instruction
- Second teacher works with a small group on a pre-identified focus area
- Can help build background knowledge
- May be disruptive or noisy

Common Models of Co-Teaching:

Parallel Teaching

https://www.youtube.com/watch?v=G3vXHrY5Xi0

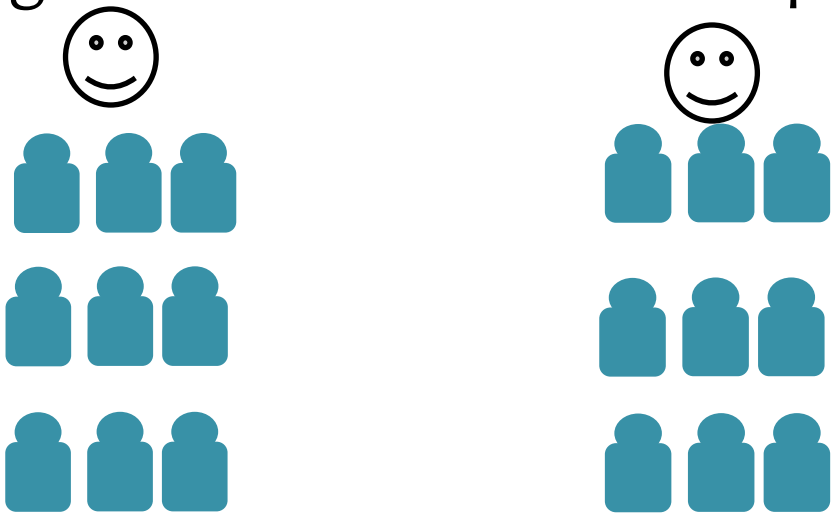
- Two heterogeneous equal groups of students
- Each teacher instructs one group covering the same content
- Provides additional opportunities for student interaction and monitoring of student learning



Common Models of Co-Teaching:

Re-Teach Teaching

- Two semi-equal groups of students grouped according to their needs
- One teacher reinforces concepts, previously learned skills to students not ready to move on
- Second teacher teaches alternative material or enrichment to those who are ready to move on
- Group assignment is flexible and temporary



Most Effective (but least commonly observed) Model of Co-Teaching

- *Team Teaching*
  - Teacher A & B co-lead instruction
  - Teacher A & B are seen as equals by all students in the class
  - Teacher A& B share the responsibility and have time to plan and develop appropriate materials, supports and scaffolds for ELLs, struggling learners and higher achieving students

In this model, the teachers are equals and students benefit by having two instructional professionals in the classroom.

Least Effective (but most commonly observed) Model of Co-Teaching

- *One Lead Teacher, One Assisting Teacher*

  (a.k.a. One Teach, One Drift)

  - Teacher A always leads the instruction
  - Teacher B circulates and assists students or focuses on assisting a specific group of students

In this model, the teachers are not seen as equals and minimizes the advantage of having two instructional professionals in the classroom.

Instructional Styles Within the Various Models

- ***Learning Styles Paradigm*:**
  - Teachers are equal in the design and delivery of instruction
  - Teacher A is responsible for auditory and visual instruction
  - Teacher B is responsible for tactile and kinesthetic instruction
- ***Complementary Paradigm*:**
  - Teacher A delivers content instruction
  - Teacher B delivers instruction in the related skills and language needed to access the content

Video Review and Critique #1

"Coteaching video for ESL conference 0001" https://www.youtube.com/watch?v=DQxzFWyrJp8
Which co-teaching model does this example show?
What co-teaching strategies or techniques worked in this example?
What could be improved?
Were you able to tell which teacher was the ELL specialist and which was the content/general education teacher?

Video Review and Critique #2

"Co Teaching Model:" https://www.youtube.com/watch?v=rj9bMITadec
Which co-teaching model does this example show?
What co-teaching strategies or techniques worked in this example?
What could be improved?
Were you able to tell which teacher was the ELL specialist and which was the content/general education teacher?

Planning in an Co-Teaching Model for ELLs

- ***Shared or common planning time is essential*** to the success of the model
- Brief "coincidental" or passing hallway conversations are not adequate for effective collaborative planning
- Collaboration must include sharing:
  - expertise, knowledge and skills
  - equipment and material
  - strategies
  - time
  - physical space

Planning in a Co-Teaching Model

- Common expectations for planning and sharing of all resources must be set early and reinforced periodically
- Uniform planning templates and collaboration logs help set and reinforce expectations
- Recognize that each teacher brings knowledge and their own unique instructional style to the partnership
- Co-teaching partnerships must be open to self reflection and willing to change their practice.

Weekly Planning Template a.k.a. – The "Big Picture"

Co-Teaching Weekly Planning Template

Day/Date	Content Objective (including CCLS Anchor Standard)	Co-teaching model(s)/technique(s) (Identify specific roles of each teacher)	Materials & learning aids needed. Who is responsible for supplying materials, aids, etc?	Activities	Evaluation & Assessment Adaptations, Accommodations	Post-Lesson Evaluation and Debrief
Mon.	Content Objective (including CCLS Anchor Standard) Language Objective (including CCLS Anchor Standard)					
Tue.	Content Objective (including CCLS Anchor Standard) Language Objective (including CCLS Anchor Standard)					
Wed.	Content Objective (including CCLS Anchor Standard) Language Objective (including CCLS Anchor Standard)					
Thur.	Content Objective (including CCLS Anchor Standard) Language Objective (including CCLS Anchor Standard)					
Fri.	Content Objective (including CCLS Anchor Standard) Language Objective (including CCLS Anchor Standard)					

Adapted by The Long-Island RBE-RN from: "PULL-OUT TO COLLABORATION BECOMING AN EFFECTIVE ESL CO-TEACHER" By Nancy Martinsen Holt http://www.hamline.edu/WorkArea/DownloadAsset.aspx?id=2147490909)

Daily Planning Template

Co-Teaching Daily Lesson Planning Template

Day/Date	Content Objective (including CCLS Anchor Standard)	Language Objective (including CCLS Anchor Standard)	Co-teaching model(s)/technique(s)

Learner Activities (Including Language and Content Accommodations)	Content Teacher Role/Activities	ESL Teacher Role/Activities

Assessment/Evaluation (Include Accommodations for Language Proficiencies)	Notes on Individual Students

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Planning & Implementation Tools:
Collaborative Planning Log

Collaborative Planning Log

Date	Collaborative Activity	Successes	Challenges

Planning & Implementation Tools:
Reflective Log for Self-Assessment

Reflective Log for Self-Assessment after Instruction

Date	What worked today:	What we could improve:

One final thought….

"Co-teaching isn't taking turns; it's teaching together."

- Anne M. Beninghof

www.ideasforeducators.com

Co-teaching exemplars

ESOL Collaborative Team Teaching (High School Social Studies)

Teachers and students discuss their experiences with co-teaching.

- Part 1: https://www.youtube.com/watch?v=DOJSD5MGy4I
- Part 2: https://www.youtube.com/watch?v=gvS3_6FZ1As

Successful Co-teaching: Keys to Team Development (Part 1 of 3) (Brooklyn Preparatory High School)

- Part 1: https://www.youtube.com/watch?v=r5kxv69N-MY
- Part 2: https://www.youtube.com/watch?v=xX90BsHCTyk
- Part 3: https://www.youtube.com/watch?v=jY-rH4iz0UI

Compilation of Co-teaching models

- http://www.youtube.com/watch?v=6llQCG8QhBE

Co Teaching for English Language Learners in NYC
(Teachers explain their implementation and experiences with the model.)

- https://www.youtube.com/watch?v=D7IfQ80YPBA

References

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