

Collaboration and Co-Teaching Strategies for Teachers

Maria G. Dove, EdD
mdove@molloy.edu

Molloy College
Rockville Centre, NY

*Special thanks to
Dr. Andrea Honigsfeld*

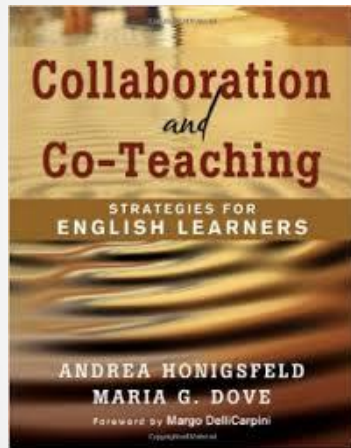


About the Presenter

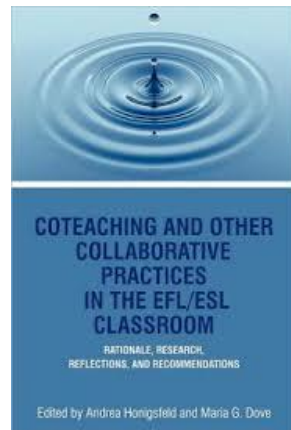
- Co-taught English learners in a K-6 public school in Valley Stream, NY
- Associate Professor at Molloy College in the Division of Education's TESOL program
- Co-authored books, book chapters, and articles on the teaching of culturally and linguistically diverse learners
- Published research findings on the practice of collaboration and co-teaching
- Present frequently at national, state, and local conferences
- Facilitate workshops on the teaching of English learners throughout the United States



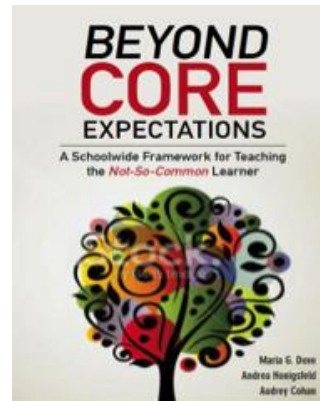
Publications to Support Integrated ENL Programs for English Learners



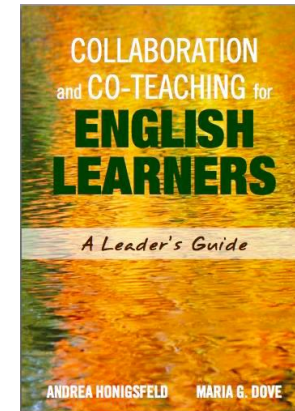
2010



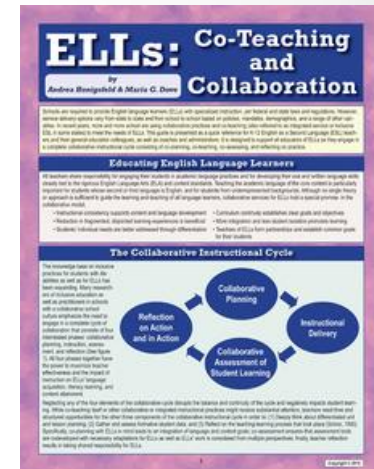
2012



2014



2014



2015

Website

Integrated English as a New Language



Add text

HOME

POWERPOINT PRESENTATIONS

NYS LINKS

English as a New Language (ENL) in New York State

NYS CR Part 154 regulations define ENL (English as a New Language), formerly known as ESL, as a research-based program comprised of two components: a content area instructional component in English, and an English language development component.

Integrated ENL requires either a dually certified teacher or a certified ESOL teacher and a certified content area teacher who **co-teach** a class.



NYSUT Fact Sheet: Amendments to Commissioner's Regulations Part 154: Services for English Language Learners

Amendments to CR Part 154

NYSUT Fact Sheet: Debunking the Myths of English Language Learners

ELL Myths

Fact Sheet: NYS Requirements for Bilingual Education and English as a New Language Programs

Bilingual and ENL Programs in NYS

NYS Bilingual Common Core Initiative: EngageNY.Org

Common Core Initiative

CO-TEACHING MODELS (Honigsfeld & Dove, 2010)

Andrea Honigsfeld and Maria Dove (2010) Seven Coteaching Models

Model Type	Illustration	Description	Examples
One student group: One lead teacher and another teacher teaching on purpose		The mainstream and ESL teachers take turns assuming the lead role. One leads while the other provides minilessons to individuals or small groups in order to preteach or clarify a concept or skill.	While the mainstream teacher introduces the mathematical conventions for reducing fractions, the ESL teacher clarifies the meanings of numerator and denominator, and helps students understand the concept of equal fractions with visually depicted fractions and math manipulatives.
One student group: Two teachers teach the same content		Both teachers direct a whole-class lesson and work cooperatively to teach the same lesson at the same time.	The teachers collaboratively agree on content and language objectives for a lesson on the rock cycle. The mainstream teacher focuses on the content goals of the three main classes of rock and how they are formed. The ESL specialist supports students' linguistic development through the matching language objectives that target key concept vocabulary; adjectives describing the colors, shapes, textures, and sizes of rocks; and the passive voice.

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

INTRODUCTIONS, PLEASE!



AGENDA

- Explore integrated ENL service delivery
- Analyze the the four components of the collaborative instructional cycle: co-planning, co-teaching, co-assessing, and reflection



WHO?

How?

WHAT?

WHERE?

WHY?

?

WHAT ARE YOUR QUESTIONS?

PADLET

<https://padlet.com/mdove3/longisland>



FIST to FIVE ASSESSMENT

- FIST No clue
- 1 Heard about it
- 2 Read about it
- 3 Working on implementing
- 4 Give me a test!
- 5 I can teach it!



Please read the following:

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>

With Integrated Instruction:



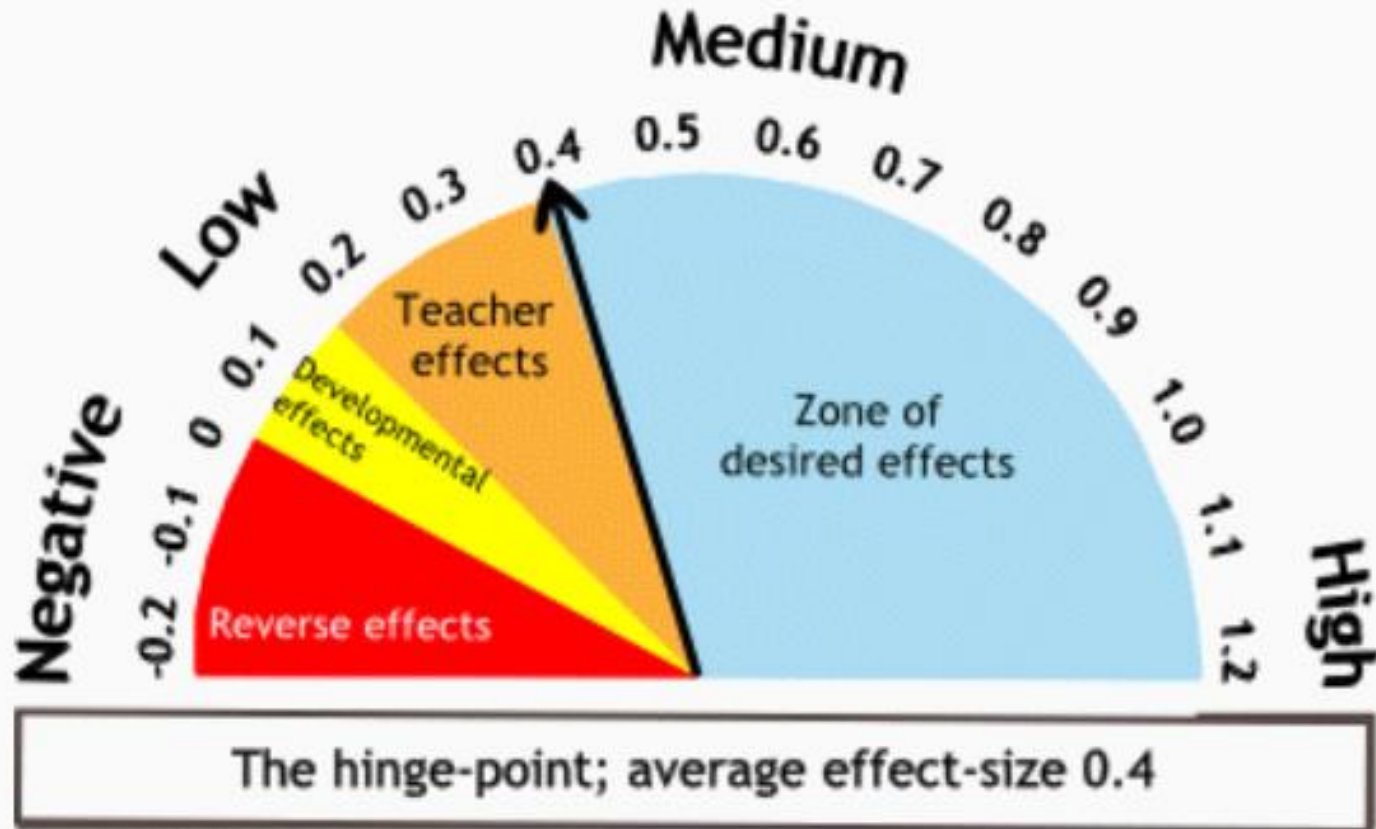
- ELLs can learn without segregation, alongside their native English-speaking peers
- Class discussions, **peer-to-peer interaction**, and higher levels of **student engagement** can be more commonplace

With Integrated Instruction:

- There can be more opportunities for **formative assessment** and **ongoing feedback**
- **Mini-lessons** and **interventions** can be incorporated into daily instruction
- Teacher **clarity** can be apparent to **all students**

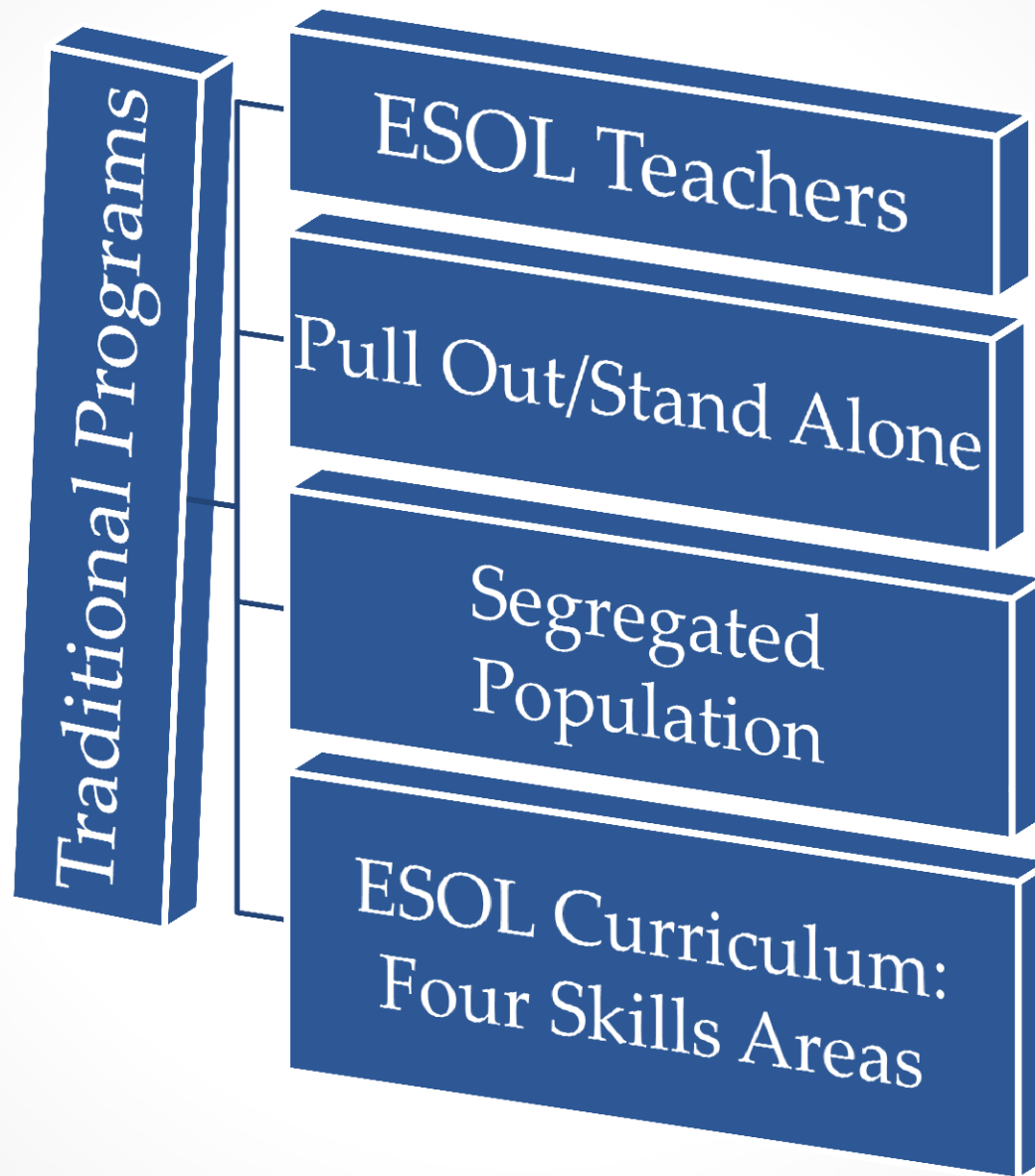


John Hattie's Visible Learning (2012)



Hattie (2015) on Collaborative Expertise:

- ... the greatest influence on student progression in learning is having highly expert, inspired, and passionate **teachers and school leaders working together** to maximize the effect of their teaching on all students in their care.
- There is a major role for school leaders: to **harness the expertise** in their schools and to lead successful transformations.
- There is also a role for the system: to **provide the support**, time, and resources for this to happen.
- Putting all three of these (teachers, leaders, system) together gets at the **heart of collaborative expertise**.



What's in a Word?

Integrated



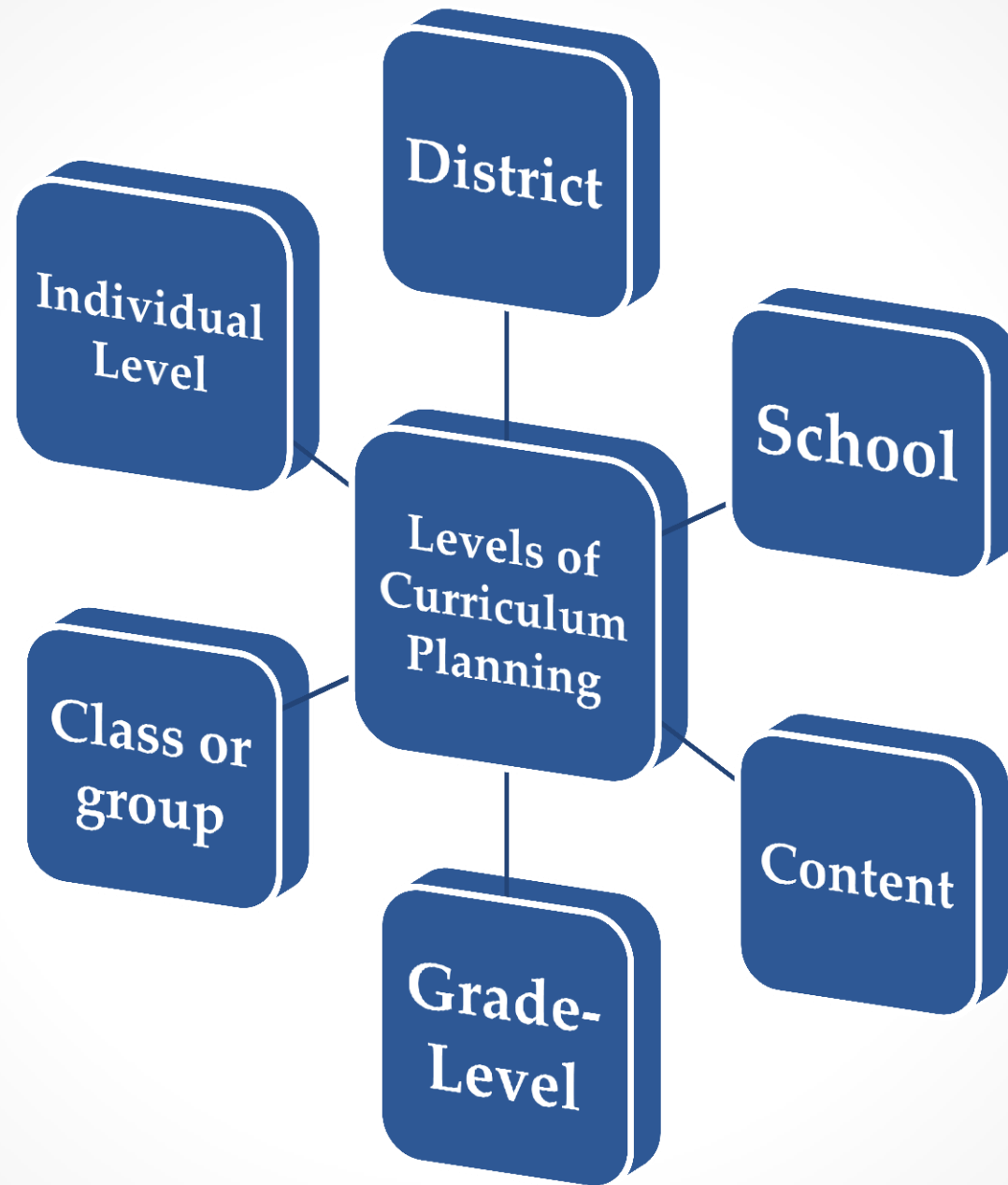
Integrated, Collaborative Service Delivery

**Collaborative Teacher Teams: ESOL &
Grade-Level/Content Teachers**

Integrated Instructional Services

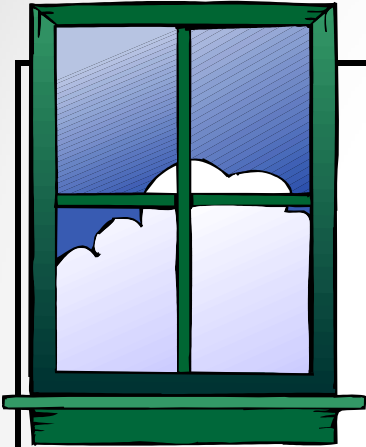
Integrated Student Population

**Integrated Curriculum: Content &
Language**



Video Viewing

Windows and Mirrors

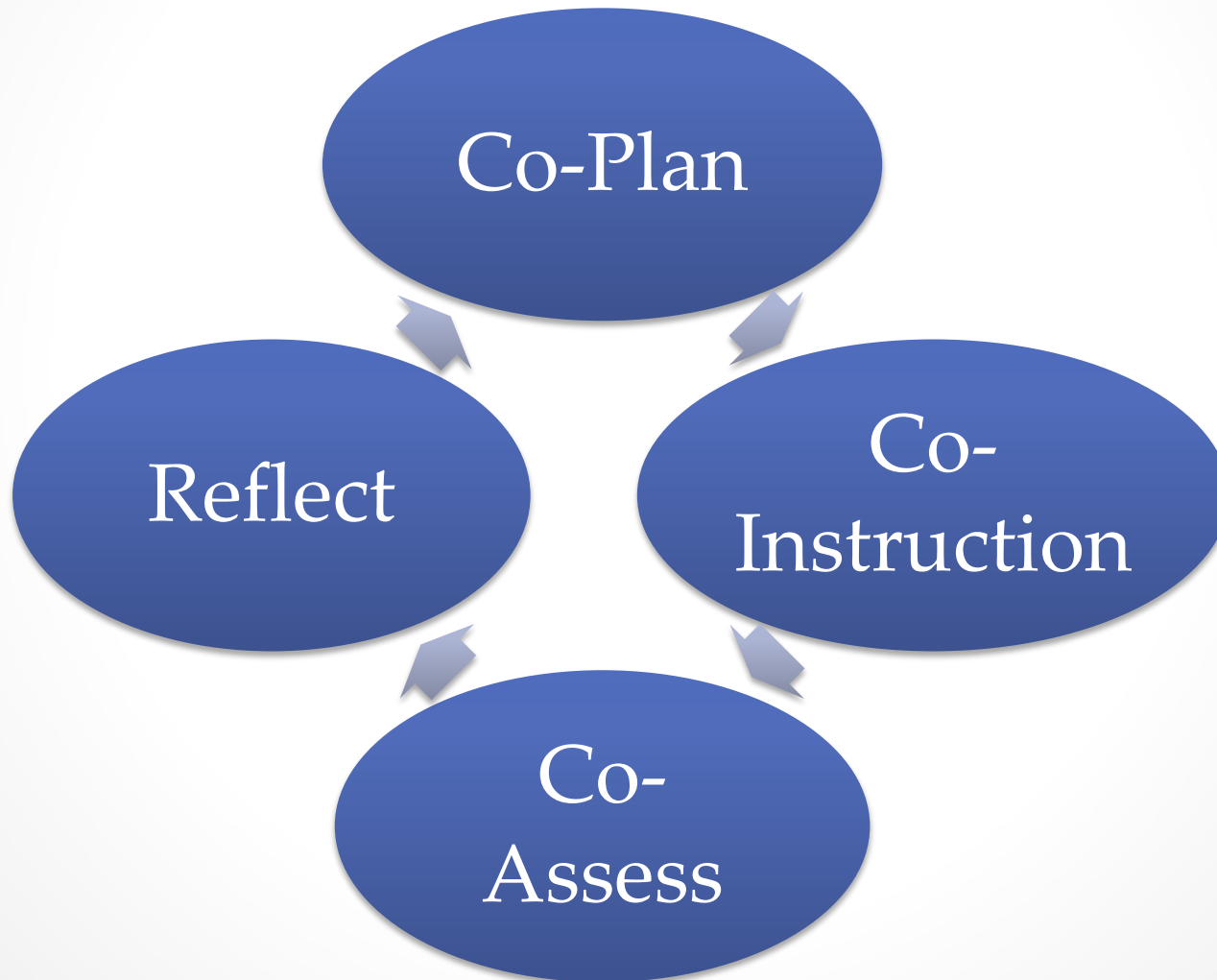


Insights



Reflections

Components of an Integrated ENL Program



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



Google
Docs



chatzy



twitter



skype™



New Google Hangouts



Dropbox

Curriculum Map Sample

CURRICULUM MAP- HIGH SCHOOL BEGINNING ESL

	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
Content	<p>1. "About Me" -Where are you from -Who are you, your family and friends -What do you enjoy doing, eating?</p> <p>2. Grammar -to be (present) -Expressions I am from, I speak, I like</p> <p>3. Vocabulary -Home vocabulary -School vocabulary -Culture (Food, customs)</p>	<p>1. Dictionary skills -Vocabulary Essential Dictionary, vocabulary -Symbol to: phonetics, vowels Consonants</p> <p>2. Spectrum 1 Unit 1 -Grammar present; to be -Contractions -Questions w/are -Alphabet -Greetings, intro, spelling of names -Phonetics- consonant and vowels</p>	<p>1. Spectrum I Unit 2 Grammar: Present to be: -yes/no questions -and short answers with Numbers: 0-10 -Form: I'd like... -Formulation use of do -Vocabulary -inquiring about people, phone #'s -Thanks, I'm -Requesting change</p>	<p>1. Spectrum 1 Unit 3 -Grammar: Present to be: -Information, questions -Statements -Yes/No -Holiday exploration -Short answers -Plural of names -Formulaic use of do -Numbers 11-100 -Possessive of Names -Vocabulary: -cities, countries, addresses, social greetings, politeness w/ goodbye</p>	<p>Spectrum I Unit 4 Grammar: Formulaic use of third person -Simple present in statements -Articles a and an -Plurals or nouns -Simple present w/you and I -Statements -Questions -Short answers -Prepositions in, on and at Vocabulary -Occupations -Personal information</p>	<p>Spectrum I Unit 5 Grammar: Prepositions of place Ordinal numbers 1st - 10th Possessive of names Imperative Adverbs of location Vocabulary -Neighborhood locations and directions</p>	<p>1. Spectrum I Unit 6 Grammar: Ordinal Numbers 11th - 31st Formulaic use of was, were w/ born Simple present: -affirmative statements -irregular verbs Third person singular pronunciation -questions -Negative statements -Short answers -Formula Could I... -Terminology for family relatives -Vocabulary: -Birthdays, Family, Language and Nationalities</p>	<p>Spectrum I Unit 7 Grammar: Formula May I...? Formula I'll... Object Pronouns Formulaic use of Future w/going to Expressions of future time Vocabulary: -Business calls -Leisure time</p>	<p>Spectrum 1 Unit 8 Grammar: Demonstrative pronouns that and those, in, on, under and behind Possessive adjectives There is The past of be Vocabulary: -Clothing -Personal belongings -Color Compliments</p>	<p>Regents Skills Finals Review</p>
Skills	<p>A. Talk about Native Country B. Talk about Home, Family and school C. Talk about Sports/hobbies</p>	<p>A. Understand dictionary terminology and use of dictionaries as a source. B. Listen for spelling C. Listen to Information of short Statements D. Utilize correct Pronunciation Recognize ??? Tense/vowels</p>	<p>-Listen for a phone number -Listen to ??? of questions -Read a short ??? -Write an opinion about the telephone</p>	<p>-Listen for addresses -Listen to a radio ad -Listen to the introduction of statements and questions -Read a letter -Write a short friendly letter -Holiday celebrations in the USA</p>	<p>-Listen for information about?? -Listen to consonant reduction and blending in do you, is he, and is she -Read a short newspaper article on jobs -Write about jobs</p>	<p>-Listen for directions -Listen to the pronunciations of possessives of names -Read a page from a tour guide -Write directions for a walking tour</p>	<p>-Listen for dates -Listen to consonant reduction blending in what does/he/she...? -Read an Ad -Write a paragraph about self</p>	<p>-Listen for names, days and telephone numbers in phone conversations -Listen for consonant reduction w/ pronouns -Read a short article -Write a phone message</p>	<p>-Listen to descriptions of clothing and personal belongings -Listen to the intonation of information questions -Read a short newspaper article -Write an opinion about TV</p>	
Assessment	<p>-Essay -Conversation -Oral presentation</p>	<p>-Conversation -Quizzes -Tests -Word selection -Dictionary usage -Game</p>	<p>-Role Play -Quizzes -Tests -Oral Presentation</p>	<p>-Quizzes -Tests -Socials -Holiday cards</p>	<p>-Quizzes -Tests -Story writing</p>	<p>-Quizzes -Tests -Role Play</p>	<p>-Quizzes -Tests -Role Play -Essay</p>	<p>-Quizzes -Tests -Role Play</p>	<p>-Quizzes -Tests -Role Play -Essay</p>	<p>-Quizzes -Tests -Essay -Listening exercises</p>

<u>CO-PLANNING</u>					
Subject:		Grade:		Standard(s):	
Content Objective:		Language Objective:		Key Vocabulary: Tier II & Tier III	
Formative & Summative Assessments:				Materials and Resources:	
LESSON	GENERAL EDUCATION TEACHER	ESL TEACHER	SPECIAL CONSIDERATIONS	COTEACHING APPROACH	TIME
Opening: <i>(engaging the learner, demonstration, & guided practice)</i>				☐ One Teach—One On Purpose ☐ Two Teach Same Content (1 group) ☐ One Teach, One Assess ☐ Two Teach Same Content (2 groups) ☐ Pre-Teach--Teach ☐ Re-Teach--Teach ☐ Multiple groups	
Facilitating <i>(students collaboration, differentiated tasks, formative assessment)</i>				☐ One Teach—One On Purpose ☐ Two Teach Same Content (1 group) ☐ One Teach, One Assess ☐ Two Teach Same Content (2 groups) ☐ Pre-Teach--Teach ☐ Re-Teach--Teach ☐ Multiple groups	
Closing <i>(wrap up, recap, summative assessment)</i>				☐ One Teach—One On Purpose ☐ Two Teach Same Content (1 group) ☐ One Teach, One Assess ☐ Two Teach Same Content (2 groups) ☐ Pre-Teach--Teach ☐ Re-Teach--Teach ☐ Multiple groups	

Adapted from ~~Murawski~~ (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?

	<i>Content-Area Objectives</i> <i>Language Objectives</i> What are we going to teach?	<i>Teacher/Student Activities</i> What will each teacher do? What will students do?	<i>Resources/Materials</i> What materials do we need?
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Reprinted from Honigsfeld, A., & Dove, M. G. (2010). *Collaboration and co-teaching: Strategies for English learners*. Thousand Oaks, CA: Corwin. (p. 98)

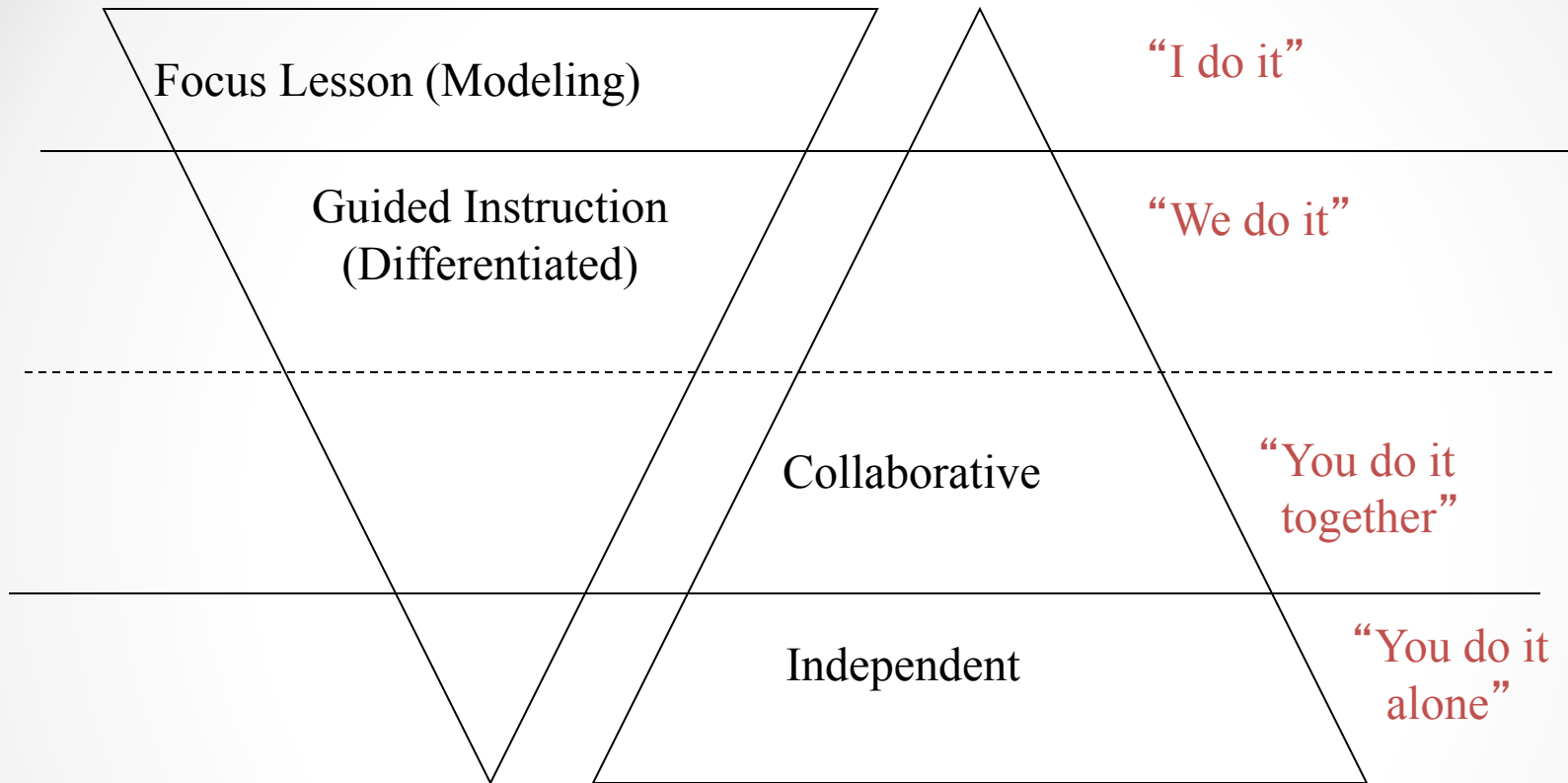
Routines for Co-Planning Success

PRE-PLANNING

- Preview upcoming content; explore needed academic language
- Identify
 - Possible content or language objectives
 - Difficult concepts and skills
 - Possible individual/group resources and activities



TEACHER RESPONSIBILITY



STUDENT RESPONSIBILITY

The Gradual Release of Responsibility

Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: ASCD

Part-Day Co-teaching Schedule for Specific Content: Literacy

ESL Co-Teaching General Schedule for Basic Literacy: Grades K-3					
	Monday	Tuesday	Wednesday	Thursday	Friday
Class Activity I	Introduce new word wall words	Reader's Workshop	Word Wall Activity	Writer's Workshop	Word Wall Activity
Timeframe	40 minutes	40 minutes	30 minutes	40 minutes	30 minutes
Co-Teaching Model	One Group: One Lead Teacher and One Teacher <i>Teaching on Purpose</i>	Multiple Groups: Two Teachers Monitor/ Teach	One Group: One Lead Teacher and One Teacher <i>Teaching on Purpose</i>	Multiple Groups: Two Teachers Monitor/ Teach	Two Groups: One Teacher Re-teaches, One Teaches Alternative Information
Class Activity II	Shared Reading	Guided Reading	Writer's Workshop	Guided Reading	Reader's Workshop
Timeframe	30 minutes	30 minutes	40 minutes	30 minutes	40 minutes
Co-teaching Model	Two Groups: Two Teachers Teach the Same Content	Multiple Groups: Two Teachers Monitor/ Teach	Multiple Groups: Two Teachers Monitor/ Teach	Multiple Groups: Two Teachers Monitor/ Teach	Multiple Groups: Two Teachers Monitor/ Teach
Class	Debriefing				

Routines for Co-Planning Success

CO-PLANNING

Using your agreed upon platform, identify and finalize the following:

- Content and language objectives
- Difficult concepts and skills
- Differentiation of instruction
- Practice activities
- Formative and summative assessments
- Co-teaching variations
- Roles and responsibilities
- Needed materials



Differentiated Instruction

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



Differentiating *the Content*

GLOBAL MEDIA PERSPECTIVES
STUDENT READING

SOUTH ASIA PROGRAM
INDIA'S RISE IN THE GLOBAL ECONOMY

India's Rise in the Global Economy

Student Reading

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 continues 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.

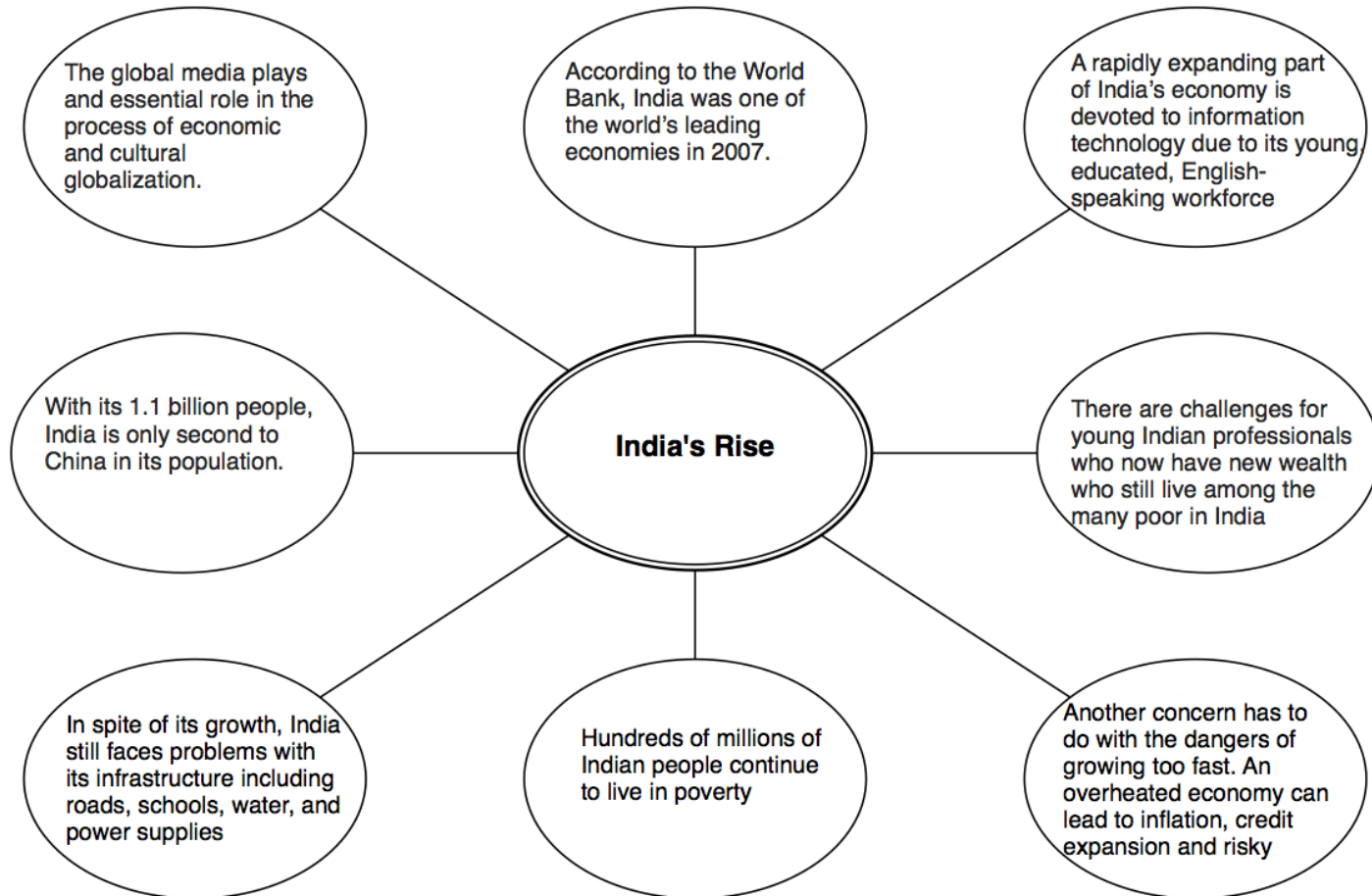
Despite increased prosperity for India's growing middle and upper classes, hundreds of millions of Indian people continue to live in poverty. The World Bank estimated that in 2004/2005 one-

Differentiating *the Content*

The Global Economy

Name: _____

Date: _____



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.

Differentiated Content and Language Targets

(Gottlieb & Ernst-Slavit (2014))

Content Target	Differentiated Content Objectives
All students will solve and explain mathematical problems involving fractional parts	<p>Students with conceptual understanding will:</p> <ul style="list-style-type: none">• Represent fractions with creative examples• Do mental math when multiplying fractions <p>Students challenged by concepts/skills will:</p> <ul style="list-style-type: none">• Represent fractions relying on physical models• Construct multiple fractions using realia or manipulatives
Language Target	Differentiated Language Objectives
All students will describe and compare the use of fractions in a variety of situations	<p>Transitioning ELLs will:</p> <ul style="list-style-type: none">• Use descriptive words to identify fractions• Use comparative terms (greater than ; smallest common denominator) to identify fractions <p>Entering & Emerging ELLs will:</p> <ul style="list-style-type: none">• 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



Yoga Break



Routines for Co-Planning Success

ORGANIZATION



PRE-PLANNING



CO-PLANNING



POST-PLANNING



How do ESOL
teachers begin to
support ELLs in the
co-taught class?

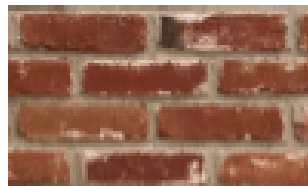


WIDA Features of Academic Language



Discourse

Amount of speech/written text
Structure of speech/written text
Density of speech/written text
Organization and cohesion of ideas (thinking)
Variety of sentence types



Sentence

Types and variety of grammatical structures
Conventions, mechanics, and fluency
Match of language forms to purpose/
perspective



**Word/
Phrase**

General, specific, and technical language
Multiple meanings of words and phrases
Formulaic and idiomatic expressions; collocations
Nuances and shades of meaning

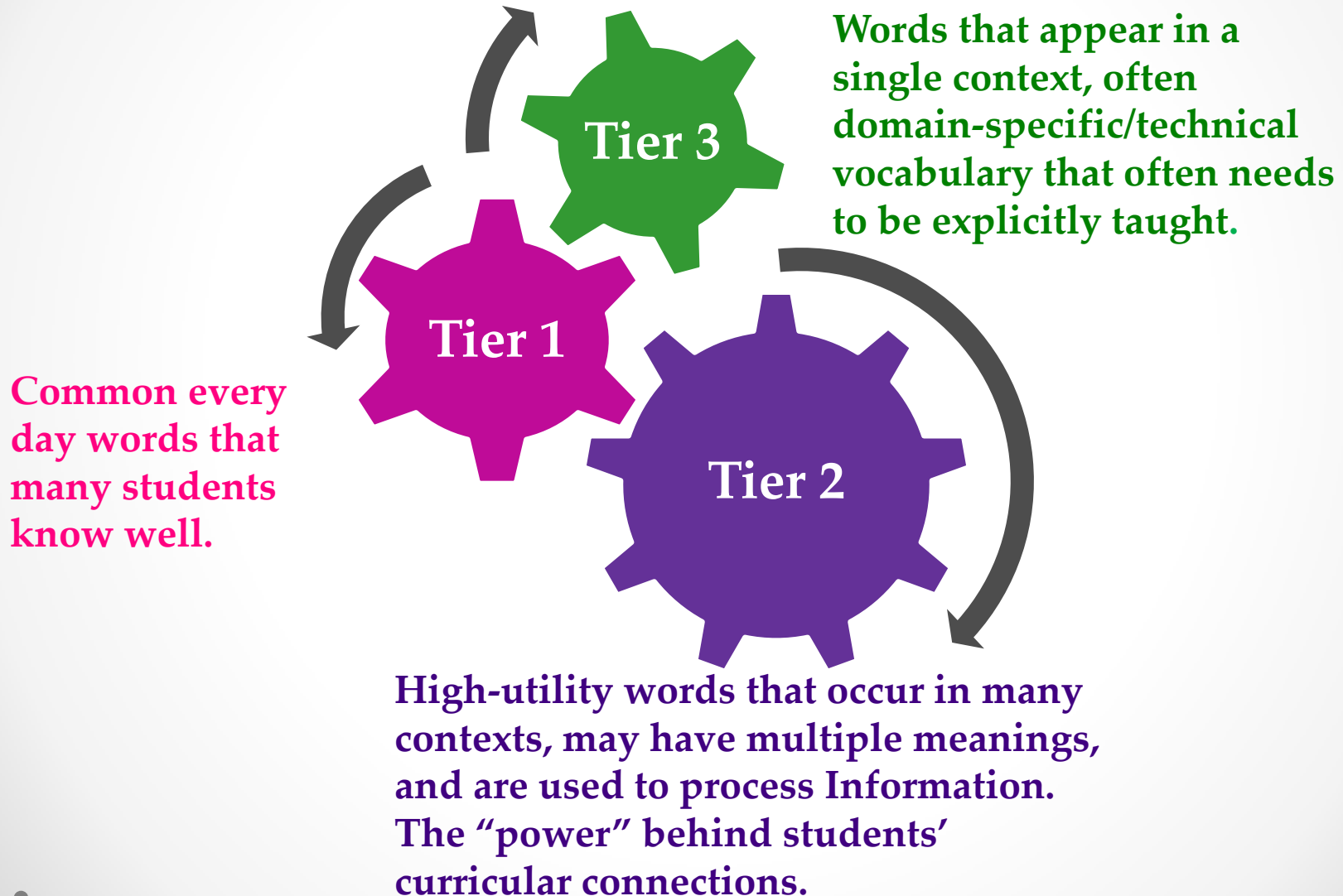
The Great Depression

<http://www.history.com/topics/great-depression>



The Great Depression (1929-39) was the deepest and longest-lasting economic downturn in the history of the Western industrialized world. In the United States, the Great Depression began soon after the stock market crash of October 1929, which sent Wall Street into a panic and wiped out millions of investors . . . By 1933, when the Great Depression reached its nadir, some 13 to 15 million Americans were unemployed and nearly half of the country's banks had failed. Though the relief and reform measures put into place by President Franklin D. Roosevelt helped lessen the worst effects of the Great Depression in the 1930s, the economy would not fully turn around until after 1939, when World War II kicked American industry into high gear.

Which words do I teach?



Sentence Dissection

Sentence: The Great Depression was the deepest and longest-lasting economic downturn in the history of the Western industrialized world.

The Great Depression (1929-39)	<i>What does 'depression' mean here? Why are capital letters used? When did this take place? How are dates abbreviated?</i>
was the deepest	<i>Why is the word 'was' used in this phrase? What does 'deep' mean here? What is the significance of the -est ending?</i>
and longest-lasting	<i>What does 'long' mean? What is its meaning in this phrase? Why is the -est ending used here? What does it mean when something is 'lasting'? What was 'longest-lasting'? Why is a hyphen used?</i>
economic downturn	<i>What does economic mean? Consider the two words that comprise 'downturn' – what is their significance? What is the 'economic downturn' referring to here?</i>
in the history (of)	<i>What does this phrase mean?</i>
of the Western industrialized world.	<i>What does Western refer to here? Why is it capitalized? Break down the word industrialized. What is the significance of the -ized ending?</i>

THE GREAT DEPRESSION



Alabama family, 1938 Photo by Walter Evans

- 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

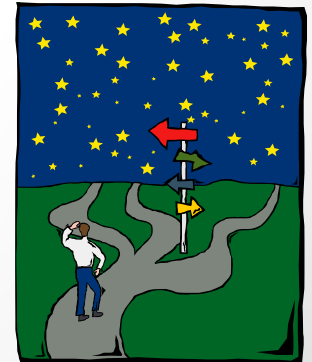


Imagine getting on the tandem bike of co-teaching. **Who sits in the front and takes the lead?** Who takes the backseat?

MODELS

(Honigsfeld & Dove, 2008).

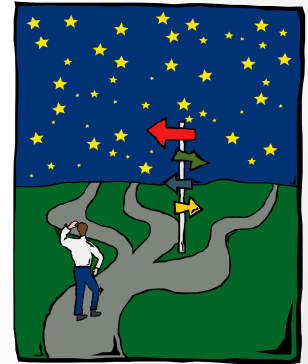
- **MODEL 1: One Group of Students**
One Lead Teacher and One Teacher
"Teaching on Purpose"
- **MODEL 2: One Group of Students**
Two Teachers Teach Same Content
- **MODEL 3: One Group of Students**
One Teaches, One Assesses



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



Video Viewing

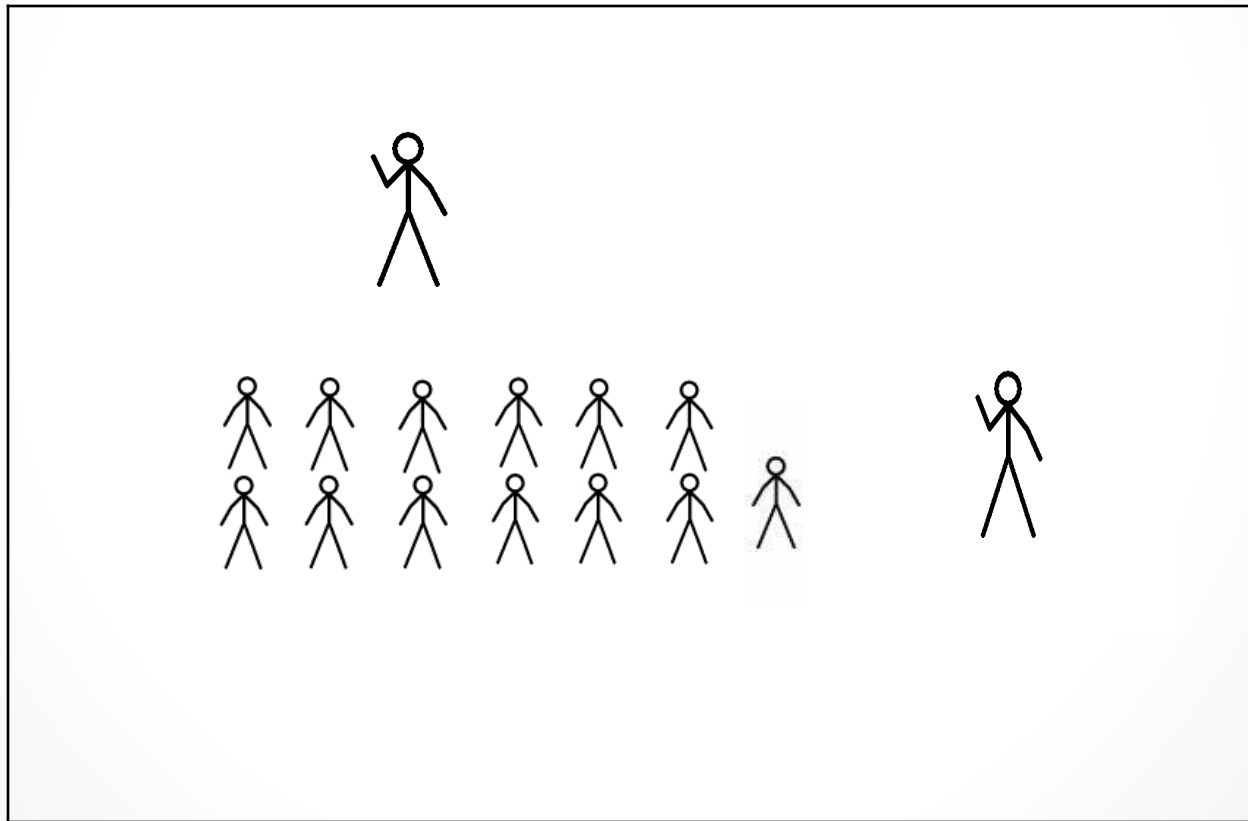
NOTICINGS



WONDERINGS

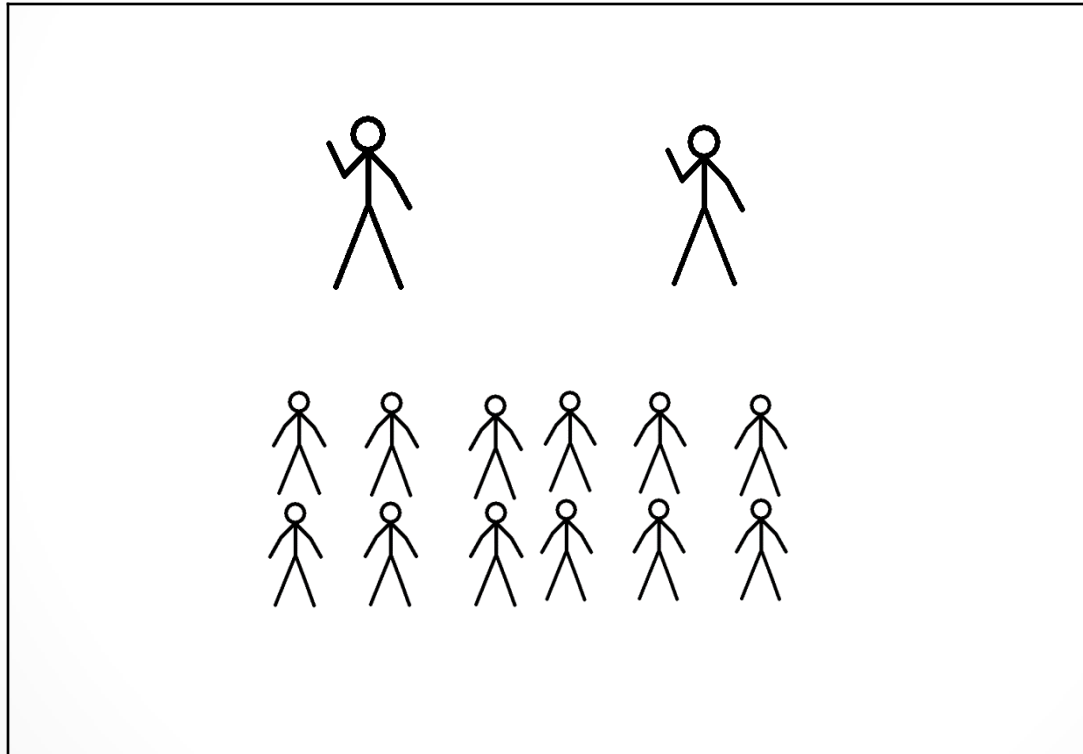


Model 1: One Group: One Lead Teacher and One Teacher "Teaching on Purpose"

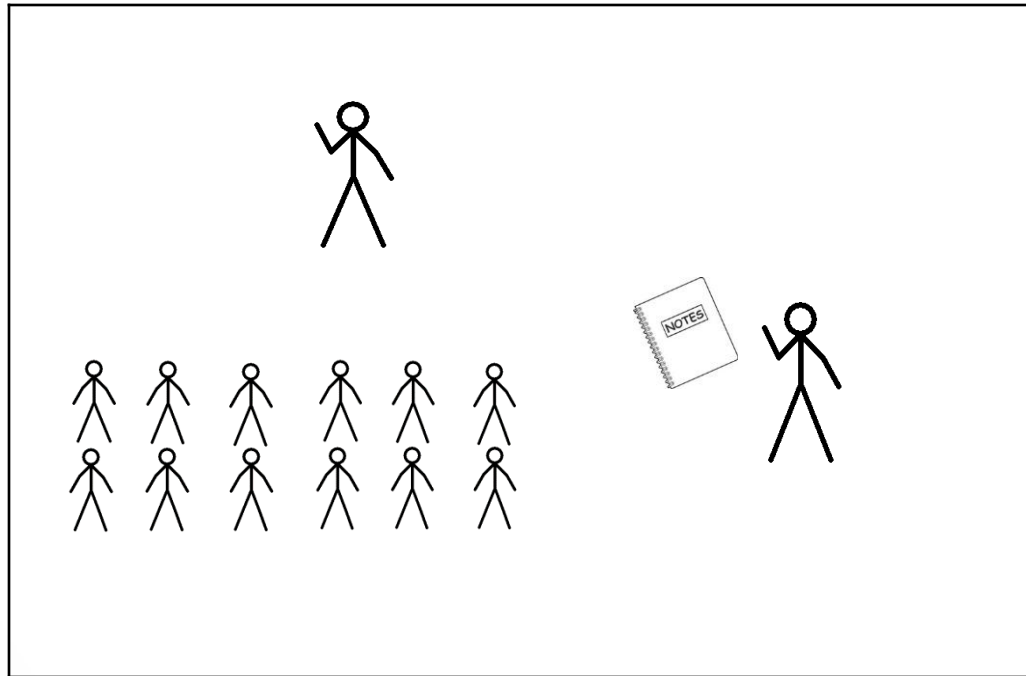


Model 2: One Group: Two Teachers Teach

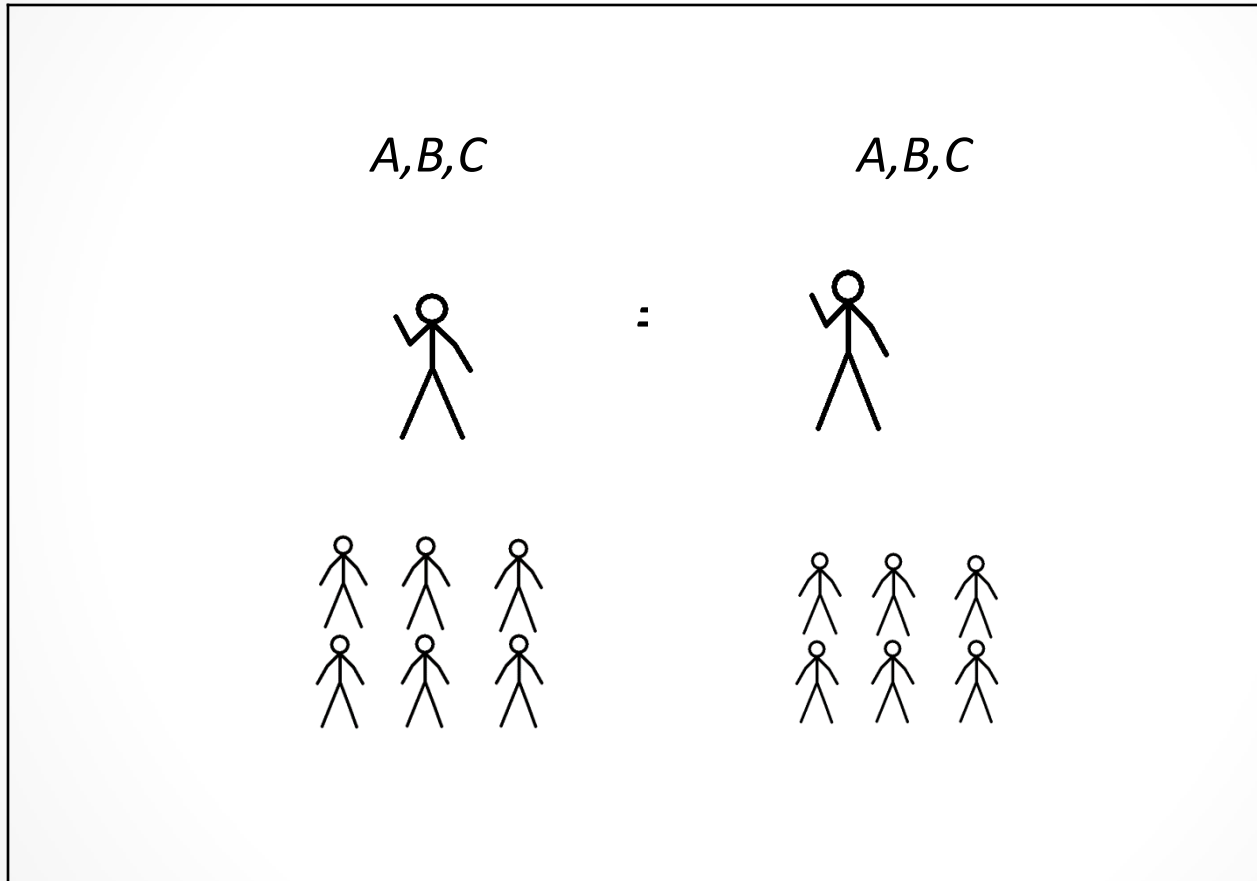
Same Content



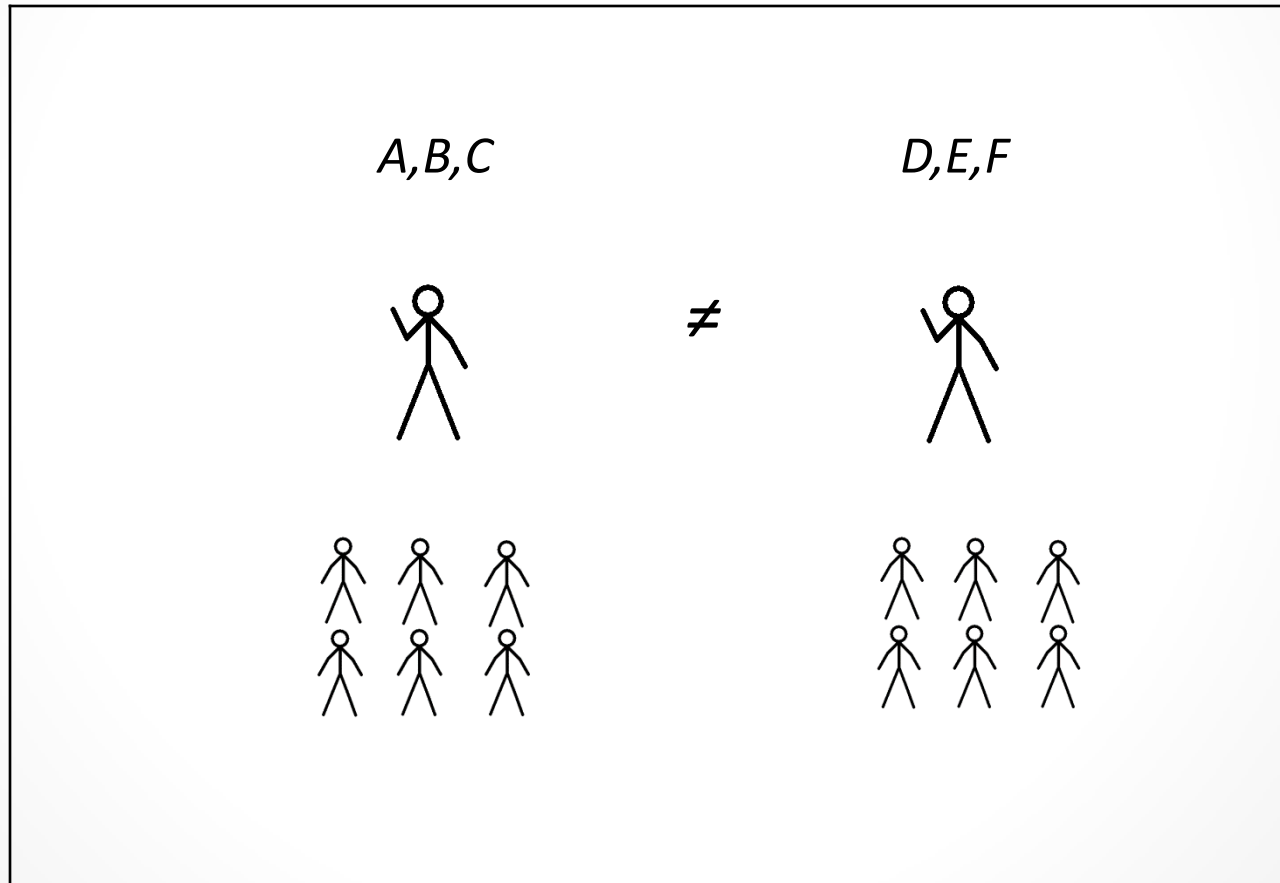
Model 3: One Group: One Teaches, One Assesses



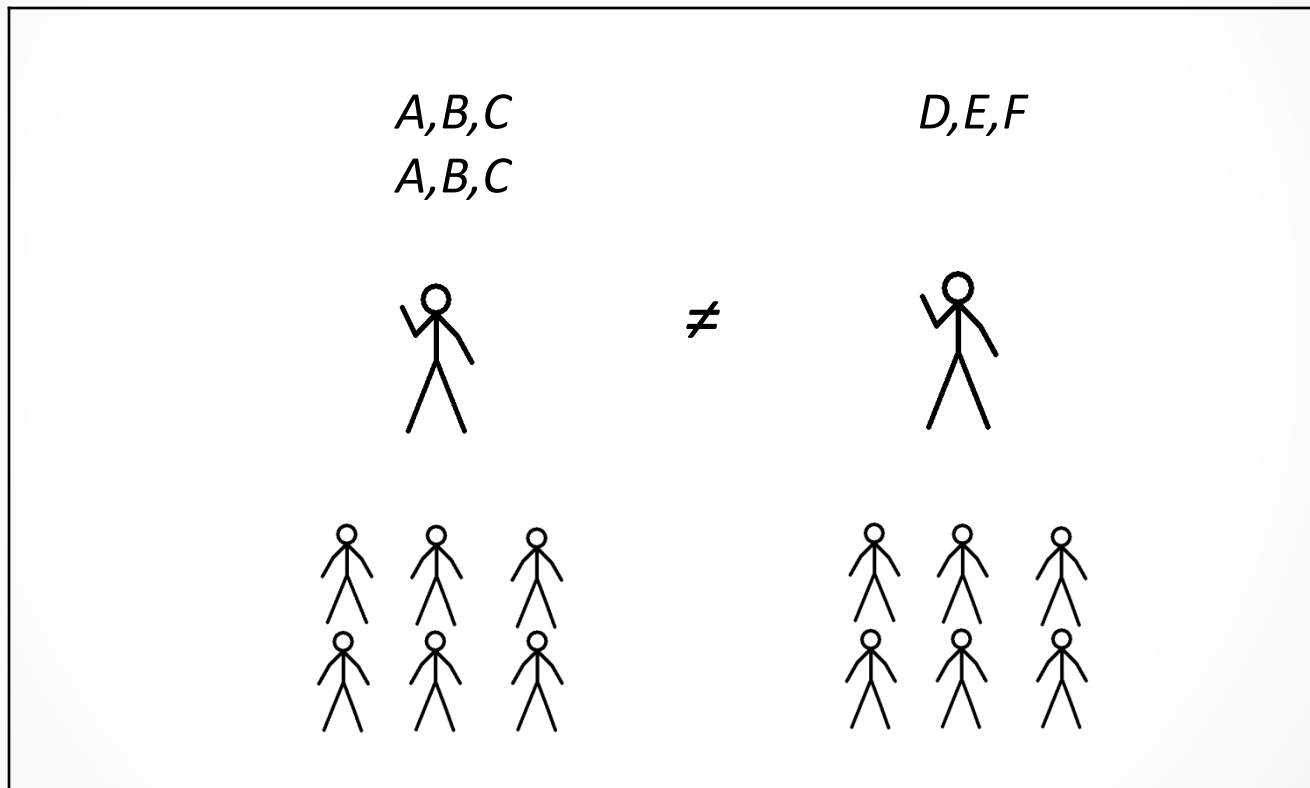
Model 4: Two Groups: Two Teachers Teach Same Content



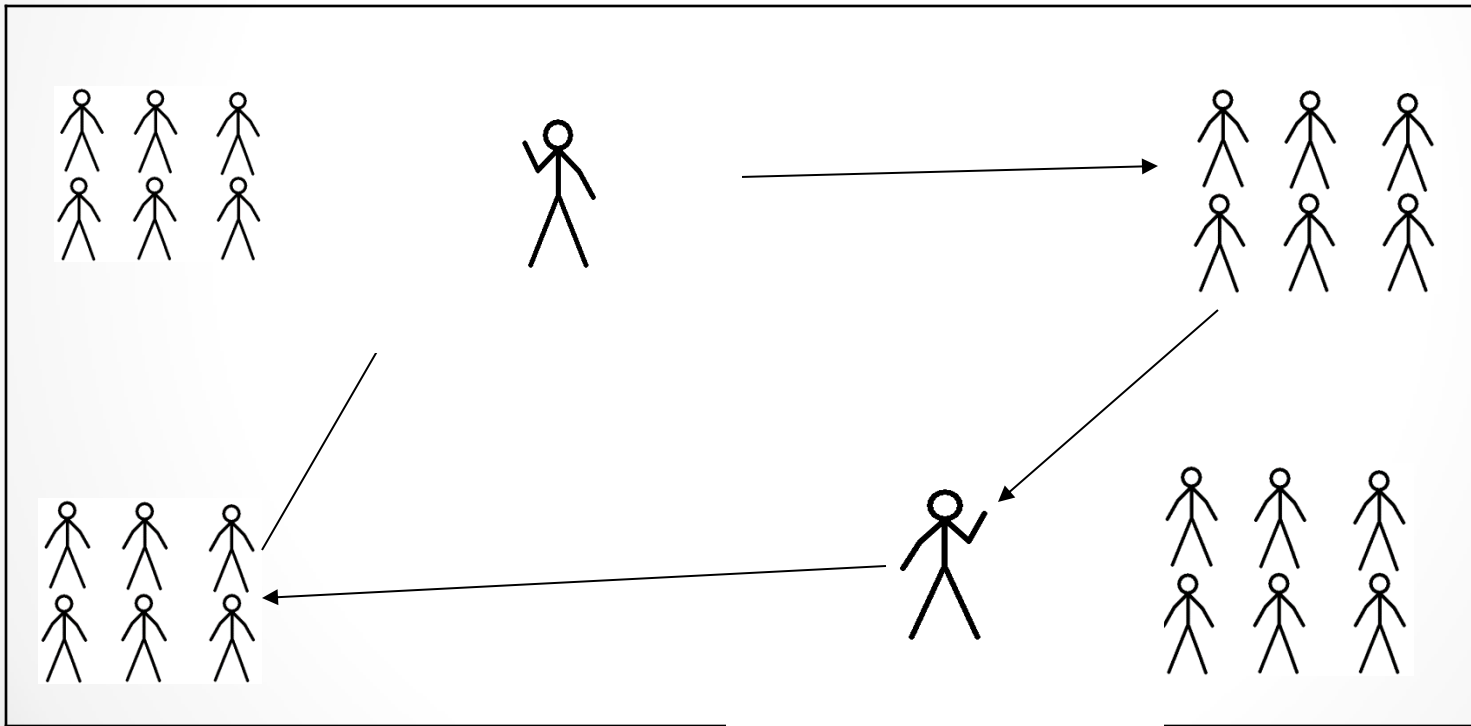
Model 5: Two Groups: One Teacher Preteaches, One Teacher Teaches Alternative Information



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



Model 7: Multiple Groups: Two Teachers Monitor/Teach



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



