

CPELL & North Shore School District #112
Co-teaching & Collaboration for English Learners in the Era of Common Core
Institute facilitated by Dr. Amy J. Heineke

Institute Overview:

This three-session institute is designed to engage English as a Second Language (ESL) and classroom teachers in collaboration to foster inclusive learning environments and effective co-taught instruction for English learners (ELs). The institute will begin with ESL teachers, building foundational knowledge and skills related to the needed inclusive practices and professional collaborations required to support EL learning, development, and achievement in the era of the Common Core Standards (CCS). ESL teachers will engage in ample reflection, self-assessment, and discussion to lay the groundwork for multi-faceted collaboration and preparation for co-teaching with English language arts (ELA) and mathematics co-teachers in the second and third sessions, respectively. All sessions will follow a similar trajectory, with approximately 4.5 hours of active learning and dialog facilitated by CPELL faculty and 2 hours of teacher-directed collaboration and planning time. Because of the small audience size and the constructivist nature of the content focused on co-teaching and collaboration, the sessions will be agenda-driven, rather than power-point-driven, emphasizing teachers' active learning and collaborative work throughout the three days of the CPELL Teacher Institute.

Enduring Understandings:

- Teaching ELs in the era of the CCS requires professional shifts in the role of ESL teachers and the collaborative efforts between ESL teachers and self-contained classroom teachers.
- Co-teachers must purposefully plan collaboration for EL student learning, drawing from various collaborative structures and approaches in inclusive classroom settings.

Essential Questions:

- How can collaboration and co-teaching support EL students' academic language development?
- What does effective collaboration look like between ESL and self-contained classroom teachers?

Knowledge & Skills:

- Describe the instructional shifts in the CCS and the related impacts on ESL teachers and EL students.
- Define the pertinent roles, facets, and approaches to effective co-teaching and collaboration for ELs.
- Collaboratively analyze student work to design co-teaching practices to support student learning.
- Collaboratively plan classroom environments and instruction to support content and language.
- Reflect on collaborative practice to consider effective co-teaching strategies and practices for ELs.

Outline of Sessions:

- Session #1 on December 15: *ESL teachers*
- Session #2 on March 16: *ESL teachers & co-teachers*

Texts & Resources:

- CPELL provides: Honigsfeld, A., & Dove, M. G. (2010). *Collaboration and co-teaching: Strategies for English learners*. Corwin: Thousand Oaks, CA.
- Teachers bring: ACCESS scores & other EL student data, EL student work, curriculum guides & instructional units/materials

Session #1 on December 15: *ESL Teachers*

- 8:15 – 9:00am: Welcome, introduction, & warm-up (Survey, p. 165)
- 9:00 – 10:30am: The Role of the ESL Teacher in the Era of Common Core
 - The Common Core Standards & English learners
 - RWPS: Challenges & opportunities for ELs in CCS instruction
 - Shifts in teaching & learning practices in instruction
 - Direct influences on the teaching & learning of ELs
 - Four corners: Language demands in CCS instruction & assessment
 - Corner #1: English language arts
 - Corner #2: Mathematics
 - Corner #3: Science
 - Corner #4: Social studies
 - The changing role of the ESL resource teacher in CCS
 - Reflection on past, current, and future practice as ESL teachers
 - Gallery walk: Considering roles for ESL teachers in CCS
 - Role #1: Co-teaching academic content
 - Role #2: Collaboration with classroom teachers
 - Role #3: Leading professional development
 - Role #4: Advocacy & leadership for ELs
 - Readings from: <http://www.colorincolorado.org/teaching-ells/role-esl-teachers>
 - Debrief as a whole group to consider challenges and opportunities
- 10:30 – 11:00am: Break & open discussion
- 11:00am – 1:00pm: Co-teaching & Collaboration for ELs
 - Considering your ESL program models: What do you currently do now? (p. 11)
 - Pull-out, pulling ELs into a separate classroom to teach ESL curriculum
 - Pull-out, pulling ELs into a separate classroom to teaching content areas
 - Push-in, pulling ELs aside to designated area to teach ESL curriculum
 - Push-in, pulling ELs aside to designated area to support content teaching
 - Plug-in, supporting teacher's planned differentiation for ELLs
 - Plug-in, collaboratively planning and doing instruction via co-teaching
 - Spectrum activity and discussion: Self-assessment on current collaboration
 - Two rounds: Consider first ELA, and then math collaboration & co-teaching
 - Move around the room to rate current practice using the *4 Cs of Collaboration* (p. 15)
 - Collaborative conversations (talk about students, curriculum, etc.)
 - Collaborative coaching (engage in peer coaching to improve practice)
 - Collaborative curriculum (align learning goals, objectives, materials, etc.)
 - Collaborative craftsmanship (explore methods, pacing, co-planning, etc.)
 - Think of one co-teacher, use the chart on p. 51 to consider each of your strengths offered to a co-teaching partnership (e.g., pedagogical knowledge, content expertise)
 - Return to *Role of ESL Teacher in CCS* discussion:
 - What might support or prohibit these collaborative shifts at your school? (see p. 51)
 - How might you support teachers in recognizing academic language demands?
 - How might you support academic language development in teachers' instructional planning and implementation?
- 1:00 – 3:00pm: Lunch & ESL teacher planning time

Session #2 on March 17th, 2016: Collaborative Sessions with ESL & Classroom Teachers

- Teachers bring: ACCESS scores & other EL data, EL student work, instructional units/materials
- **8:15 – 9:00am: Welcome & introductions**
 - Quick round of introductions of co-teaching teams
 - Overview of the purpose and goals of this session for new participants
 - Reciprocal teaching: ESL teachers explain to co-teachers – *Why co-teaching for ELs?*
 - Norms for collaboration in and out of this session (review Do and Don't list on p. 100)
 - Community building activity to foster collaboration and rapport between co-teachers
- **9:00 – 10:00am: Starting with Students**
 - Teaching the whole student: The multiple dimensions of EL student learning
 - Learning dimensions: Sociocultural, cognitive, linguistic, and academic
 - Classroom and individual templates to document ELs' dimensions
 - Guided practice: Collaborative assessment of student work & data
 - Use templates to analyze student data/work and discuss overall needs of EL students
 - Use holistic student profile to consider the multiple dimensions of student learning.
- **10:00 – 11:30am: Planning Instruction for ELs**
 - Supporting ELs to access academic content & language
 - Key points and considerations regarding co-teaching for ELs with the New Standards
 - Overview of academic language using the WIDA framework and Can-do descriptors
 - Guided practice: Analyzing academic language demands
 - Jigsaw activity to explore discipline-specific language demands
 - Using academic language demands to begin co-planning instruction
- **11:30am – 12:30pm: Break for Lunch**
- **12:30 – 2:00pm: Considering your shared strengths as co-teachers**
 - Collaboratively self-evaluate your individual strengths within the partnership
 - Use chart on p. 51: *What do collaborative teachers have to offer each other?*
 - Rate and discuss your pedagogical knowledge, content expertise, second language acquisition processes, cross-cultural understanding, and interpersonal skills.
 - Use the ratings and discussion to consider your best approaches to co-teaching.
 - Gallery walk of co-teaching models and examples (pp. 74-81)
 - Model #1: One group, one lead teacher, one purpose-based teacher
 - Model #2: One group, two teachers teach same content
 - Model #3: One group, one teachers, one assesses
 - Model #4: Two groups, two teachers teach same content
 - Model #5: Two groups, one teacher pre-teaches, one teacher teaches alternative info
 - Model #6: Two groups, one teacher reteaches, one teacher teaches alternative info
 - Model #7: Multiple groups, two teachers monitor and teach
 - Dialog using student data & curriculum units and the *4 Cs of Collaboration* (p. 15)
 - Collaborative conversations (talk about students, curriculum, etc.)
 - Collaborative coaching (engage in peer coaching to improve practice)
 - Collaborative curriculum (align learning goals, objectives, materials, etc.)
 - Collaborative craftsmanship (explore methods, pacing, co-planning, etc.)
- **2:00 – 3:15pm: Closing, Evaluations, & Co-Teacher Work Time**
 - Use the time to collaboratively plan your co-teaching partnership moving forward