Co-Teaching and Collaboration for Teachers of ELLs: The Role of Administrators

Eastern Suffolk BOCES

Long Island Regional Bilingual Education Resource Network

Agenda & Objectives

I. Introductions
II. Developing a Common Understanding of Co-Teaching
III. Components of a Successful Co-Teaching Model
IV. Role of the Administrator
V. Common Models of Co-teaching
VI. Confidence-Competence Paradigm of Co-Teaching
VII. Planning & Supporting Teachers

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?

Developing a Common Understanding: General Definition of Co-Teaching

- Two teachers collaborate to deliver instruction.
- Originated in Special Education to address "least restrictive environment"
- 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.

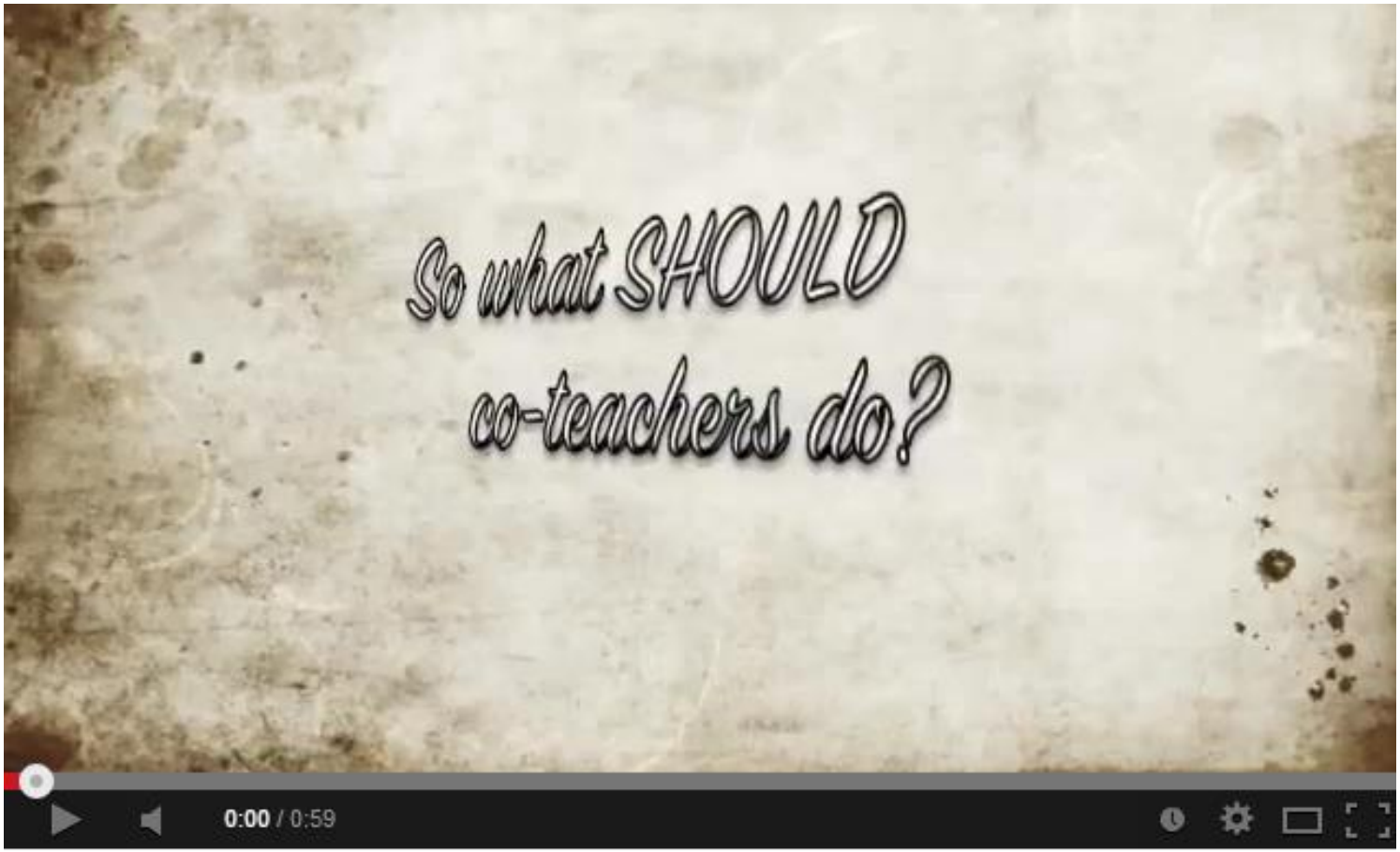
Honigsfeld, A., & Dove, M. (2008). Co-teaching in the ESL classroom. *Delta Kappa Gamma Bulletin*, *74*(2), 8-14. Retrieved from http://www.nystesol.org/region/ArticleStudy_Co-teaching.pdf

Developing a Common Understanding:
Co-teaching in an ENL Program

In ENL programs co-teaching can be characterized as a ***unique collaboration*** between a general education or content teacher and the English as a New 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.***

So, What Should Co-teachers Do?

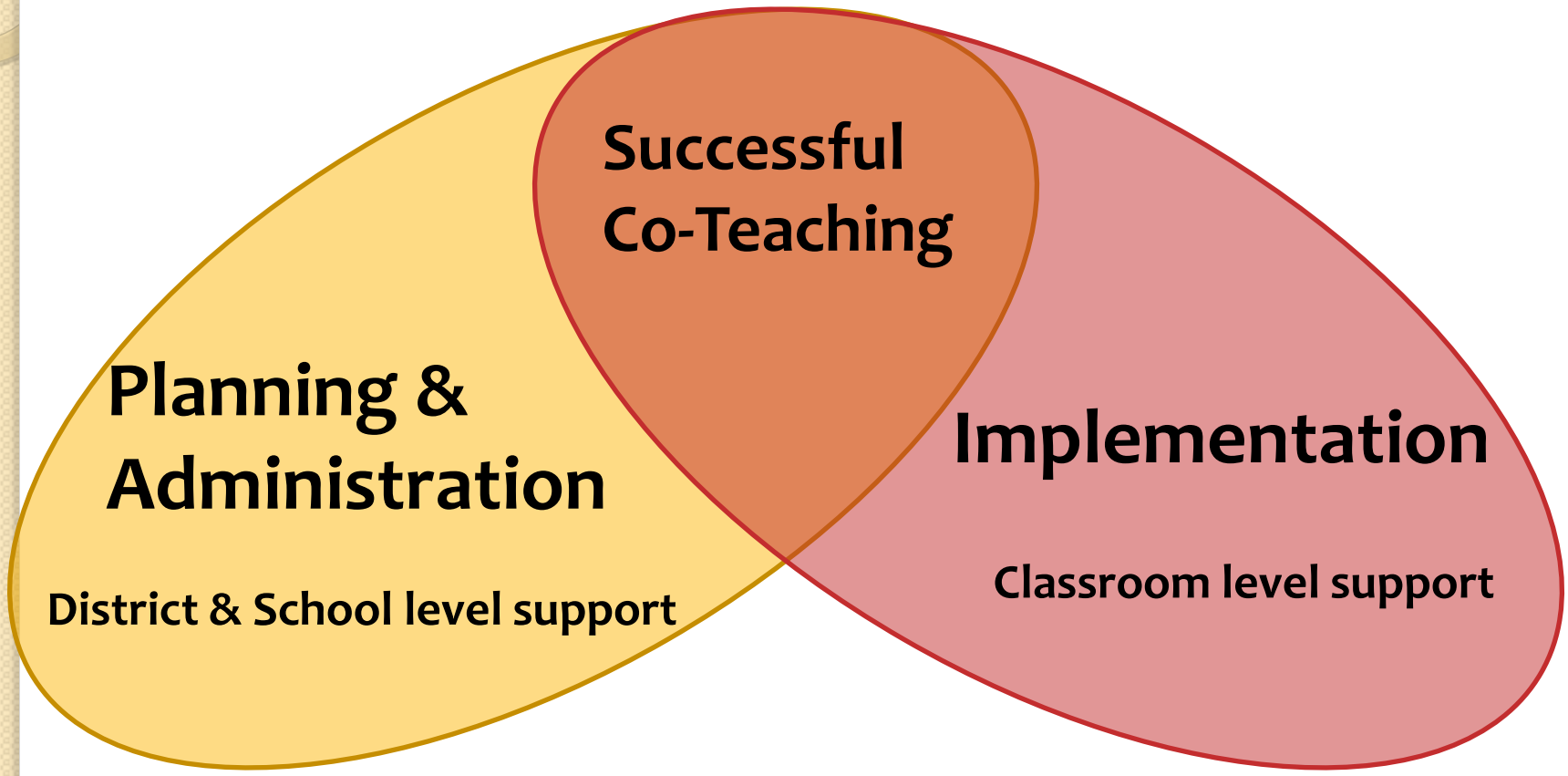


http://www.youtube.com/watch?v=fYYb6Eur3_M

Developing a Common Understanding: 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

Components of a Successful Co-Teaching Model



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*

Martinsen Holt, N. (2004). *Pull-out to collaboration: Becoming an effective ESL co-teacher* (Unpublished master's thesis). Hamline University, Saint Paul, MN.
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Role of the Administrator of a Co-Teaching Model

- Careful selection of partner teachers
- Frequent communication and collaboration with building principals
- Providing appropriate training for ***all*** teachers involved in the model
- Facilitating planning and scheduling
- Providing adequate resources to ensure successful implementation

Hendrickson, D. (2011). *ESL and mainstream co-teaching practices in one elementary school* (Unpublished master's thesis). Hamline University, St. Paul, MN.
Retrieved from: http://www.hamline.edu/WorkArea/DownloadAsset.aspx?id=2147516348

Administrative Challenges

- Identifying the specific needs of each school
- Developing a common understanding with building principals of the goals and expectations of the model
- Offering appropriate support for teachers willing to take on co-teaching challenges
- Establishing a sense of priority for ELL programs and successful implementation of the co-teaching model
- Encouraging teacher leadership roles

These points can be especially challenging when the administrator for ELL programs carries multiple roles/titles and is not continually present in the building.

Dove, M., & Honigsfeld, A. (2010). ESL coteaching and collaboration: Opportunities to develop teacher leadership and enhance student learning. *TESOL Journal*, *1*(1), 3-22. http://dx.doi.org/ 10.5054/tj.2010.214879

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

Martinsen Holt, N. (2004). *Pull-out to collaboration: Becoming an effective ESL co-teacher* (Unpublished master's thesis). Hamline University, Saint Paul, MN.
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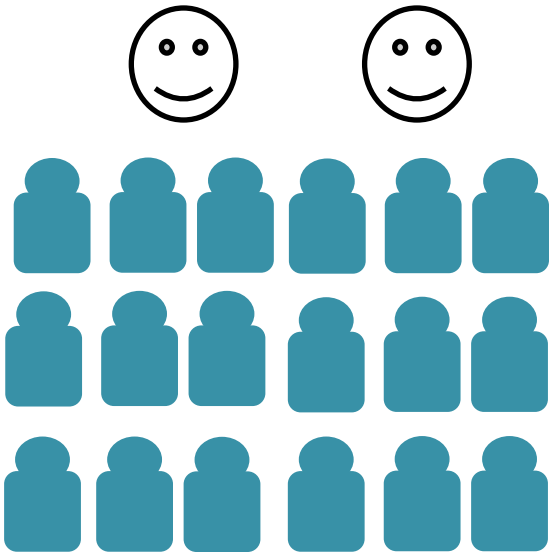
Common Models of Co-Teaching:

Team Teaching

https://www.youtube.com/watch?v=DQxzFWyrJp8

- 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

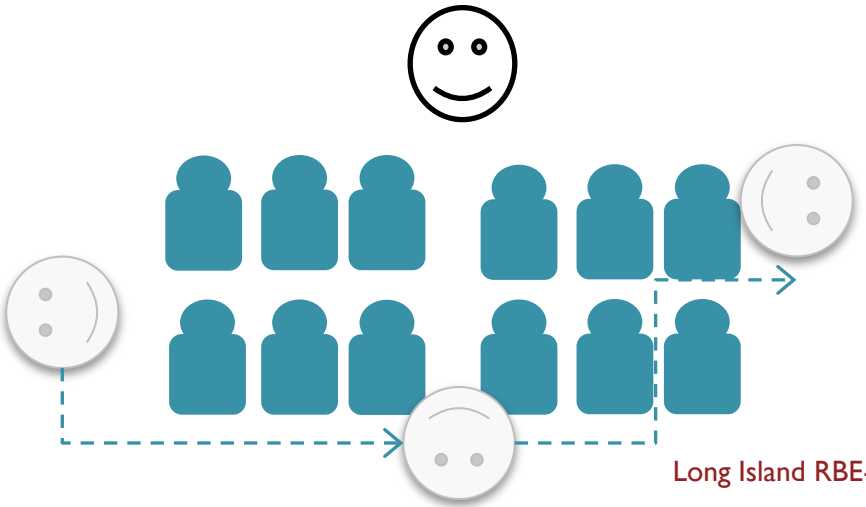
https://www.schooltube.com/video/0a1032b428784dd1af66/Team%20Teaching%20One%20Teach,%20One%20Observe%202

- 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



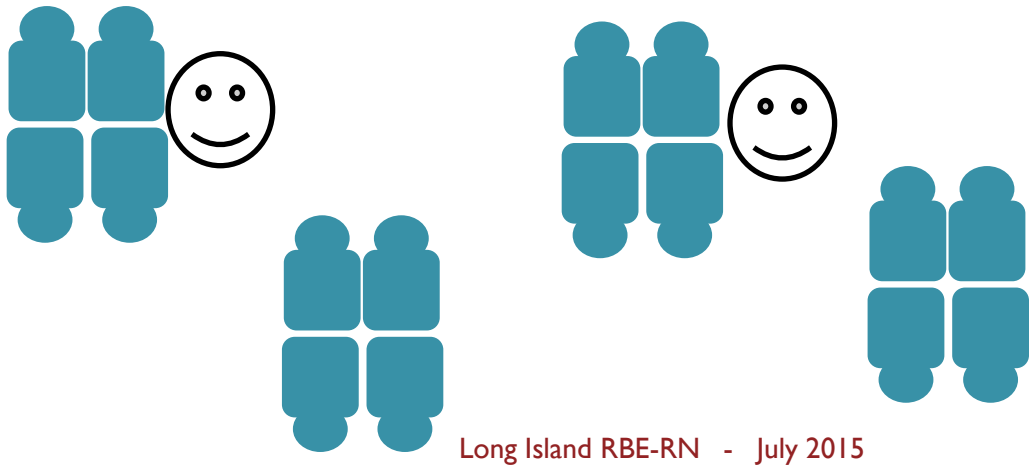
Common Models of Co-Teaching:

Station Teaching *(akin to "Centers")*

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

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

- 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

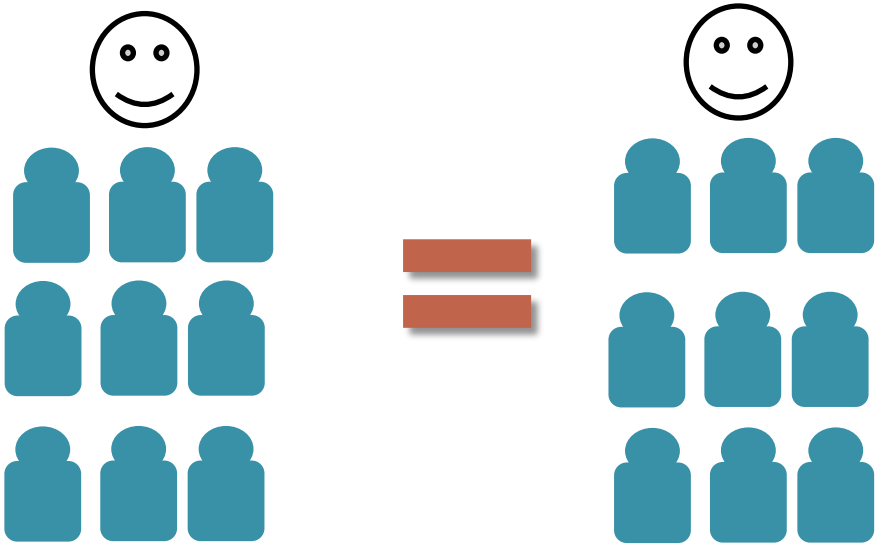
http://www.youtube.com/watch?v=Q-xEPmd72RI&list=PLC48606E839AFCBED&index=8

- 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

- Two (or more) 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

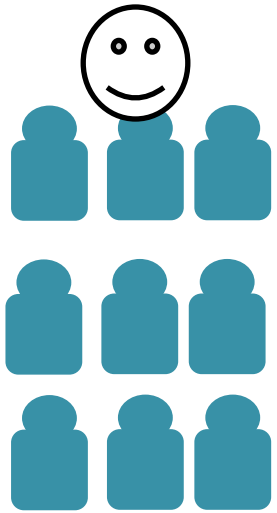


https://www.schooltube.com/video/062778f56bc24d53a365/Parallel%20Teaching

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

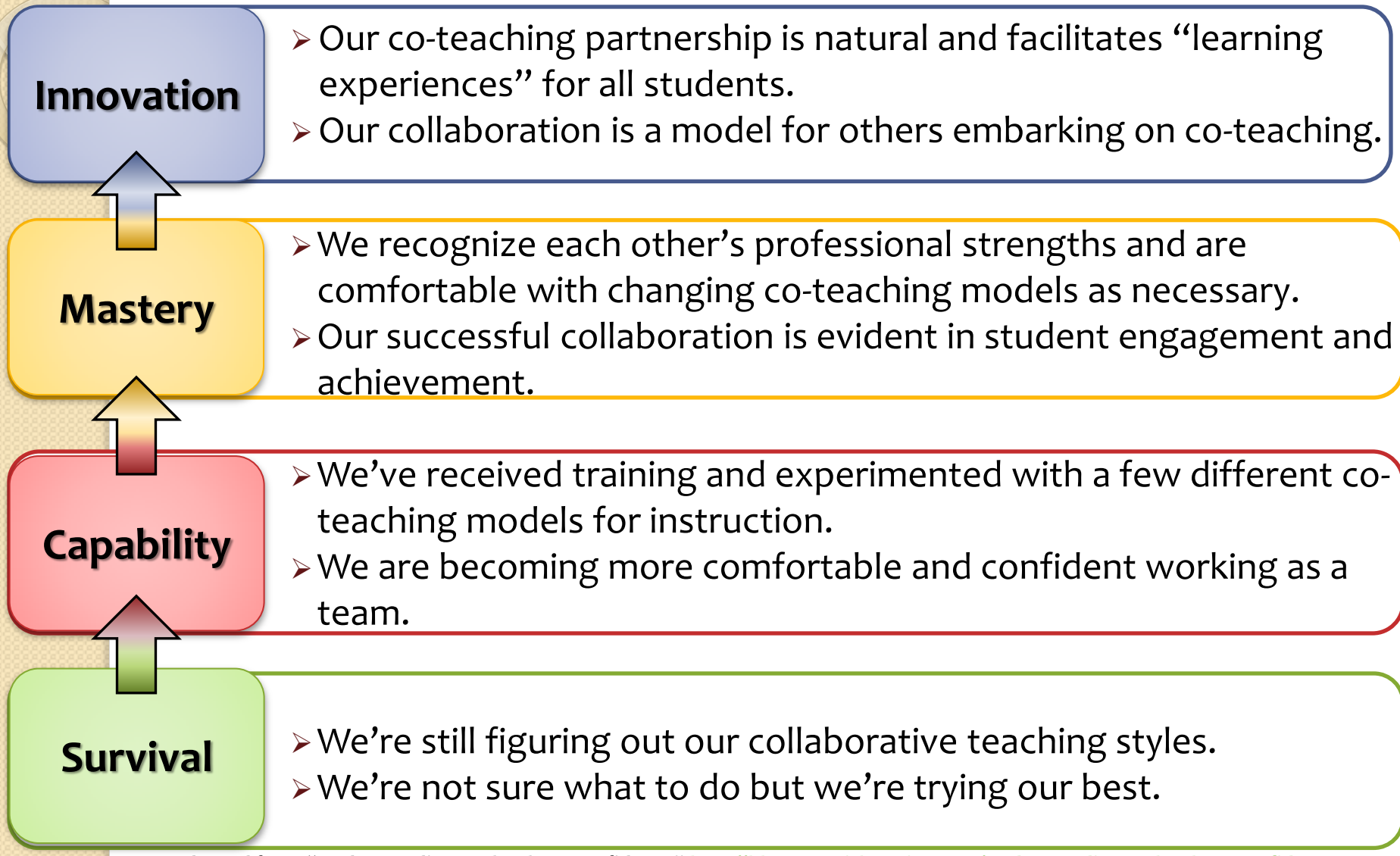
- *One Lead Teacher, One Assisting Teacher*

  (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.

"Confidence-Competence" Paradigm of Co-Teaching



Adapted from "Understanding Technology Confidence" http://blog.atomiclearning.com/understanding-technology-confidence

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

Supporting Teachers' Planning in a Co-Teaching Model

- Expectations for planning and sharing of all resources must be set early and reinforced periodically
- Teachers may have to be guided or coached during the beginning stages of co-teaching
- Each teacher brings knowledge and their own unique instructional style to the partnership
- Uniform planning templates and collaboration logs help set and reinforce expectations

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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Next Steps

- Self Assessment Tools
  - Collaborative Planning Logs

Date	Collaborative Activity	Successes	Challenges

  - Reflective Logs after Instruction

Date	What worked today:	What we could improve:

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

Co-Teaching Reflection Tools (Maryland Learning Links)

- http://marylandlearninglinks.org/1007

References

- Dove, M., & Honigsfeld, A. (2010). ESL coteaching and collaboration: Opportunities to develop teacher leadership and enhance student learning. *TESOL Journal*, *1*(1), 3-22. http://dx.doi.org/ 10.5054/tj.2010.214879
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