
Carol Nuber: ELL Facilitator
Jean McMahan: ELL Teacher
Introductions

Parking Lot
Objectives

* Effectively collaborate with general educators in an elementary setting.

* Effectively collaborate with content area teachers in the middle school/high school setting.

* Effectively collaborate with other EL teachers.
What Is Collaboration?

Partner Activity

Word Art Activity

https://wordart.com/
Why Collaboration?
Research Based


*Brookfield, S. (2017) Becoming a Critically Reflective Teacher


Benefits of Collaboration

*Regularly Exchange Ideas with Colleagues (Example)

*Align content curriculum and standards to ELL language proficiency levels.

*Learn to adapt their curriculum to bridge the gap ELLs have in their prior knowledge.

*Modify lessons in varied ways that also benefit other students at risk in the class.

*Develop a better understanding of the unique linguistic, cultural, and academic needs of ELLs.

*Reduce ELLs’ tendency to become invisible or voiceless.

*Focus both on content and language goals.
How to Begin Collaborating?
Develop Positive Relationships

* Administration
* Individual Teachers
What Do You Want This to Look Like?

Interest Inventory

Preplanning
Collaboration Models in Co Teaching

By: Andrea Honigsfeld and Maria G. Dove
Figure 4.3 What Does Model 1 Look Like?

One Group: One Lead Teacher and One Teacher "Teaching on Purpose"
One Group: Two Teachers Teach Same Content

\[ A, B, C \]
One Group: One Teaches, One Assesses
Two Groups: Two Teachers Teach Same Content

A, B, C

= 

A, B, C
Figure 4.7 What Does Model 5 Look Like?

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

\[ A, B, C \quad \neq \quad A, B, C \]
Two Groups: One Teacher Reteaches, One Teacher Teaches Alternative Information

A,B,C

A,B,C

D,E,F

*
Multiple Groups: Two Teachers Monitor and Teach
Effective Co-Planning Needs Escrow

To maximize the effective: build your ESCROW

 Establish and stick to set meeting times.

 Start by discussing big ideas and setting essential learning goals.

 Concentrate on areas of special difficulty for ELLs: scaffold learning, adapt content, modify assignments, and differentiate tasks.

 Review previous lessons based on student performance data.

 Overcome the need to always be in control.

 Work toward common understanding of ELLs’ needs.
Key to Co Teaching:

Sacred Planning Time!

What do you do when there is no time?
Idea #1

Communicate through email, texting, Google Hangouts, etc.

Be open to communicate as much as possible.
Idea #2

Start with sharing ILP and connecting with standards.
IDEA #3: WIDA CAN DO

The Can Do Descriptors can be used to help teachers with lesson planning and understanding the level of the EL student.
### Levels of Language Proficiency

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<td>4 Expanding</td>
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<td>Identifying the main topic of texts.</td>
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<td>5 Bridging</td>
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<td>Identifying who is telling the story at various points in texts.</td>
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<td>6 Reaching</td>
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The WIDA Can Do Descriptors, Key Uses Edition provides examples of academic language use for specific communicative purposes. These purposes, referred to as Key Uses, were identified based on reviews of literature and a language analysis of college and career readiness standards.
Idea #4:

SIOP Training

Put language objectives in lessons.
Language Goals

## Language Goals Planning Matrix

Instructions: Determine the language function(s) and language structure(s) the ELL will need to participate in the lesson.

**Language goals for (lesson or lesson series):**

<table>
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<th>STEP 1: LANGUAGE FUNCTION</th>
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<td>What is the purpose of communication in this lesson?</td>
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<td>What does the learner have to accomplish with the language?</td>
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<td>Examples: to name, to describe, to classify, to compare, to explain, to predict, to infer, to suggest, to evaluate, to request, to invite, to apologize</td>
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<th>STEP 2: LANGUAGE STRUCTURE</th>
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<td>1. Sentence starters: What is the phrasing needed? What is an appropriate close sentence frame?</td>
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<td>Examples:</td>
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<td>This is a _____</td>
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<tr>
<td>The _____ lives in _____</td>
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<tr>
<td>I believe _____ is going to _____ because _____</td>
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| 2. Key words: What are some important vocabulary words or phrases? |
| Examples: |
| Content vocabulary for objects, places, measurements, time |
| Prepositions, adjectives |
| Connectors (although, as soon as, On the day that) |

| 3. Mini-lesson on using grammar in an authentic context |
| Examples: |
| Command form of verb |
| Simple future for prediction (_____ is going to + verb) |
| Word order |
| Idioms |
| Polite tone of voice |
Idea #5:

Discuss subject ideas for content area classrooms.

www.ovec.org

IEP Lesson Plan Handbook
DELIVER For Integrated Instruction of EL

Differentiation

Engagement of the Students

Language and Content Objectives

Instructional Strategies

Varied Co-Teaching Models

Equity and Parity Established

Rigor
Elementary Tips

- Use inclusive language: Our students... We need to....
- Plan with a purpose
- Avoid “What are we doing today?”
- Establish norms in the classroom for learning and behavior
- Emphasize key vocabulary and language skills
- Integrate manipulatives in lessons
- Establish routines
- Reflective journals
- Co-Teaching needs to be equal in sharing responsibilities
- Keep data on student success
Middle/High School Tips

Classroom teachers are specialized and use academic language for their content. Pick out the most important vocabulary.

“Carve out” weekly planning time. Avoid “on the fly”. Include reflection and evaluation.

Forward plan around major events; homecoming, class elections, ball games, etc.

Start small - one teacher, one class, one subject, etc.

Observe other successful co-teachers

Regularly communicate with administration.
Administrative Tips

● Scheduling with a purpose: common planning time, allowing freedom from special school events or duties for planning
● Shared commitment between administration and teachers
● Weekly “carved out” time for teachers to plan
● Administration involved in reflection process
● Allow teachers to voluntarily commit to co-teaching
● Support observations of other co-teachers
Tips For Successful Collaboration

- Communicate with principal
- Start small; one teacher at a time
- Try to obtain lesson plans in advance or an outline of 9 week plans
- Be flexible with communication
- PLAN TOGETHER
- Build trust and grow together
Resources

Collaboration and Co-Teaching
Andrea Honigsfeld and Maria Dove

Co-Teaching for English Learners
Maria Dove and Andrea Honigsfeld

Collaborating For English Learners 2nd Edition
Andrea Honigsfeld and Maria Dove
Questions?
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