Fostering Collaboration

For ESL and General Ed. Teachers
Mrs. Pozo, ESL teacher

- Born in Puerto Rico, raised in various states in the US
- ESL student most of my life
- Graduated Interamerican University of PR 2001
- Masters degree from Texas A&M 2011
- Teaching for 19 years, 11 as a bilingual teacher, 8 as an ESL teacher
Miss Euverard, general edu. teacher

● Grew up in Murfreesboro; moved around a few times in TN

● Graduated from MTSU in 2018 with a bachelor's degree in Elementary Education, certified K-5

● One year in 4th grade & currently in my second year of teaching 4th grade
Benefits of Co-Teaching

Supports:

- Student engagement time and participation
- Instructional options for learning
- Opportunity for inclusive instructional styles
- Collaboration between all educators working with ELs

This podcast is a collaboration between the authors of the book, Co-Teaching for English Learners and the experts from ELLEVATION:

https://ellevationeducation.com/podcast/co-planning-co-teaching-and-collaboration-el-instruction-andrea-honigsfeld-and-maria-g-dove
Essential Elements for Success

- Administration support
- Flexible Schedule
- Willingness Mindset
- Build Relationships
- Available planning time
- Resources: SIOP, Co-Teaching, Planbookedu
CO-TEACHING for English Learners
A Guide to Collaborative Planning, Instruction, Assessment and Reflection
MARIA G. DOVE ANDREA HONIGSFELD

Collaborative Planning

Reflection on Action and in Action

Collaborative Instructional Delivery (Co-Teaching)

Collaborative Assessment of Student Learning
Models 1: One Group, One Leads, One “Teacher” on Purpose

- One teacher leads
- One teacher gives informal short mini-lessons to individuals, pairs, or small groups as needed
- Could be vocabulary, language skills (forms) or comprehension skills (functions).
- Could be preview/review of content
Model 2- One Group: Two teach the Same Content

- Both teachers teach same lesson at once
- One teacher gives big ideas, the other adds examples or details
- ELL teacher can add details with sheltered strategies for comprehension or organizing
Model 3- One group: One teaches, one assesses

- One teacher is running the lesson.
- One teacher roams the room, assessing with rubrics, checklists, observations, anecdotal records
- Which activities bring most engagement or were confusing
- Both teachers review the assessments, plan for instruction with one of the other models
Model 4- Two groups: Two teach same content

- Two heterogeneous groups, ELLs mixed in
- Two identical classes, smaller class size
- Additional opportunities for interaction
- This not ability grouping
Model 5- Two groups: One preteaches, one teaches alternative content

- Two groups, one teacher pre-teaches main topic, one teacher teaches alternative information besides or in addition to main topic
- Based on assessment of previous lesson
- Flexible, temporary grouping
- Well suited for differentiated instruction strategies
- Might need more than two groups
Model 6- Two groups: One reteaches, one teaches alternative content

- Two groups, one teacher re-teaches main topic, one teacher teaches alternative information beside or in addition to main topic
- Based on assessment of previous lesson
- Flexible, temporary grouping
- Well suited for differentiated instruction strategies
- Might need more than two groups
- Similar to Model 5, except for re-teaching, not pre-teaching
Model 7- Multiple groups: Teachers monitor, facilitate and teach

- Homogeneous or heterogeneous groups
- Skills-based instruction
- Students move or teachers move
How does it work?

- ESL pull out for 60 mins
- Push-in for the next 60 mins in Tier 1
- Once students leave for specials, we have a common planning time of 45 mins.
- If we are not able to meet that day due to PLC meetings, we debrief through email, sometimes we text message
- On occasions we meet one day on the weekend as needed
Building background knowledge before they go the general ed classroom.

Students receive ESL direct instruction for 60 mins. before they go to the general ed. classroom. I use the PWIM and drama based instruction strategies to teach the science vocabulary based on content standards.
Video segment one:

- Language and Content Objectives explained (SIOP)
- Picture Word Induction Model: Day 1 labeling the picture
- Talking chips
Video segment two:

• Students watch a Brainpop video
• Word Bank for a fill in the blank as part of their note taking
• Discuss with elbow partners
Video segment three:

Yarn activity

Tickets out
Video segment four: Debriefing of lesson and next steps.
Discuss with elbow partner:

- What did you see you could use in your classroom?
- How would this work at your campus?
- Who can you bring to the table to talk about the resources/support needed for implementing co-teaching models in your school?
Takeaways:

● Must have essential elements for success!
● There are several models you can attempt.
● Benefits for general education classroom.
● Don’t be afraid to try!!!
A Few More Resources:

Planbookedu
Google drive
Drama Based Instruction

https://dbp.theatredance.utexas.edu/teaching-strategies/artifacts