



# **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

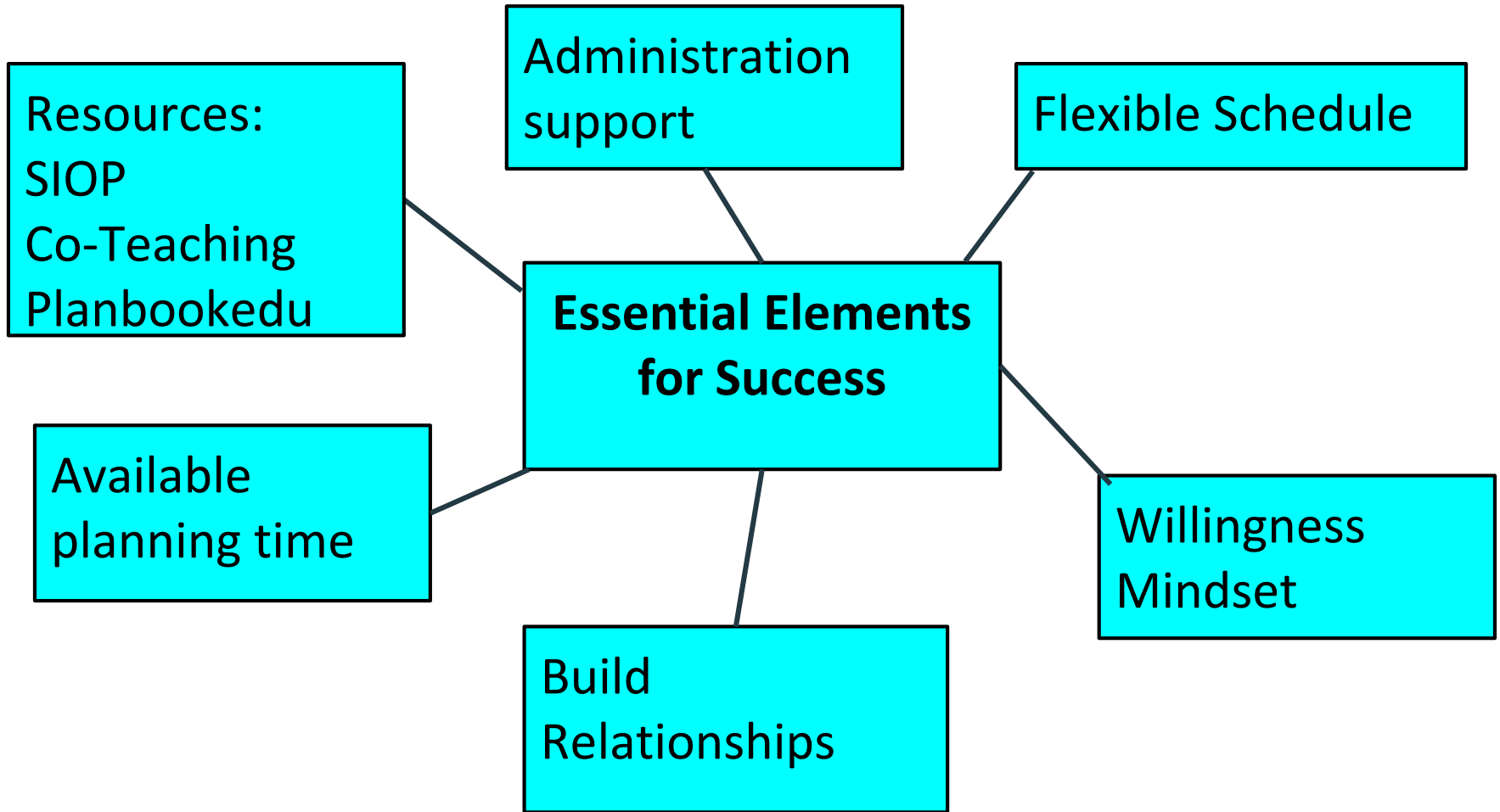
## Supports:

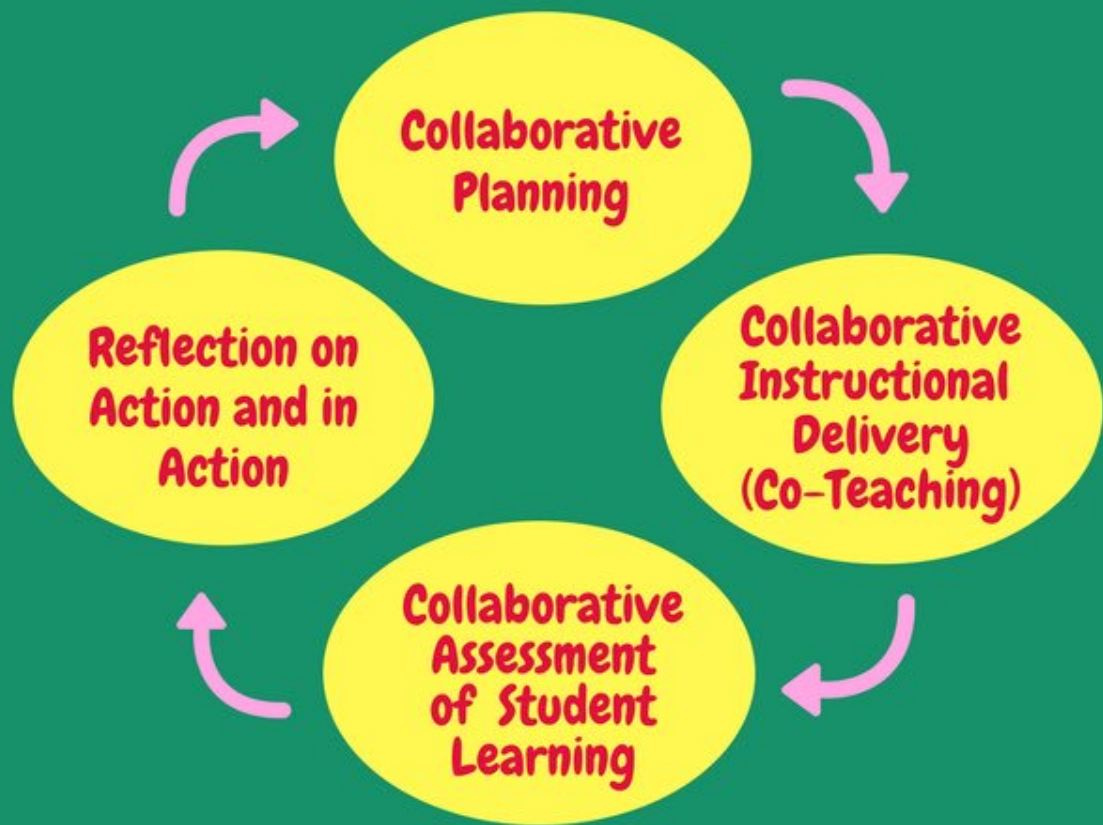
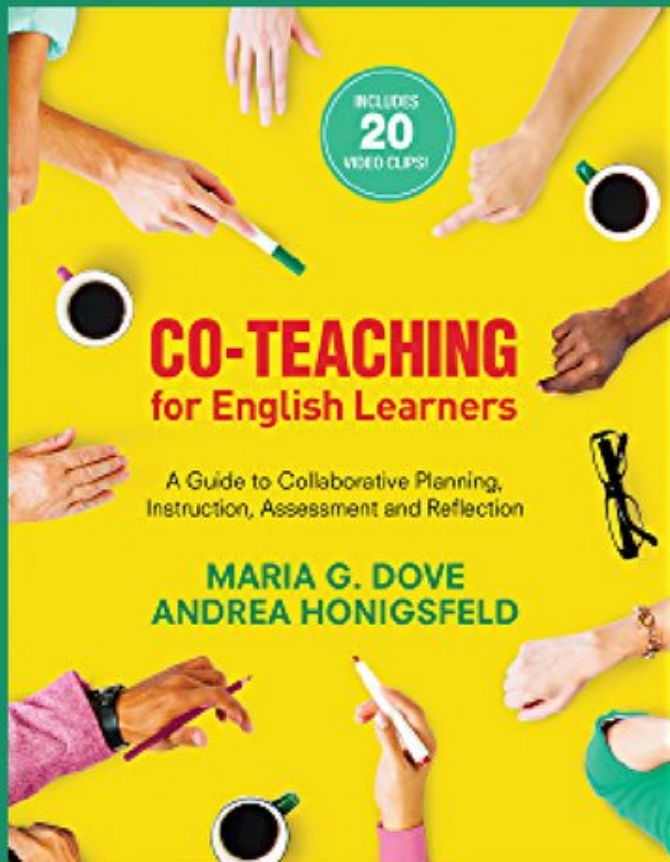
- Student engagement time and participation
- Instructional options for learning
- Opportunity for inclusive instructional styles
- Collaboration between all educators working with ELs



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>





# 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:



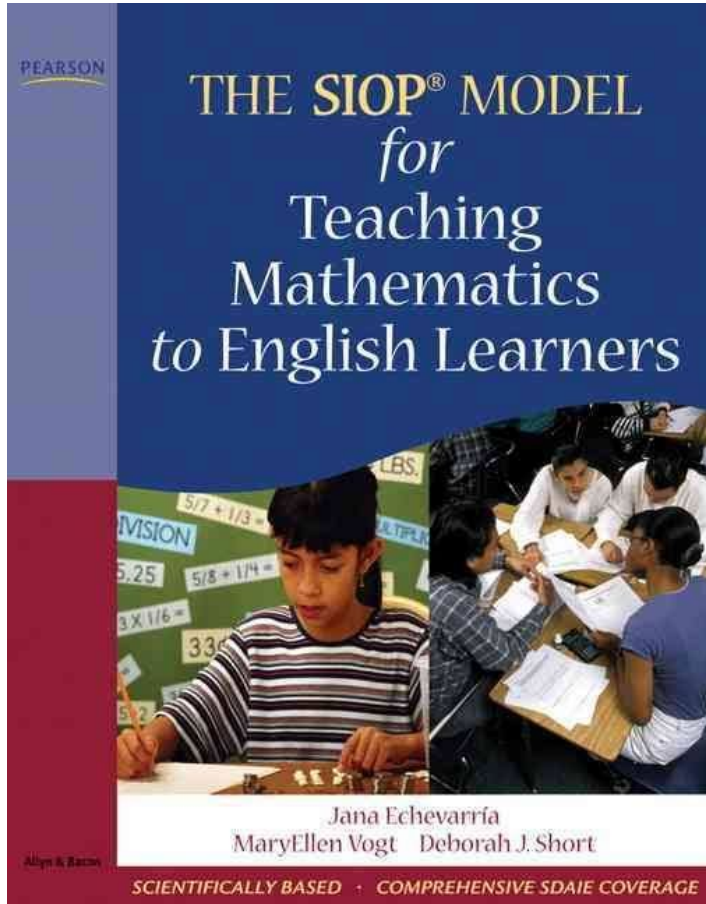
Debriefing of lesson  
and next steps.

# 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>