Collaboration and Co-teaching: What Every Educator Needs to Know

Thirty-Eighth Annual Statewide Conference for Teachers of Linguistically
and Culturally Diverse Students

Keynote on December 9, 2014

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Resources

Collaboration and Coteaching Research Articles, Presentations, other resources
http://coteachingforells.weebly.com
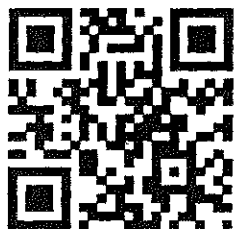
Corwin Books

http://www.corwin.com/authors/645426

Video clips:
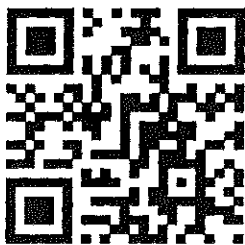
Keynote and Panel Discussion at The New School, NY
Featuring *Co-Teaching and Other Collaborative Practices
in The EFL/ESL Classroom: Rationale, Research,
Reflections, and Recommendations*, discuss local and
international collaborative teaching projects

Seven Coteaching Models
Bellevue School District ESL and general education
teachers demonstrate seven coteaching models in this
training video program. Special thanks to Heidi
LaMare, Supervisor of Programs for Bilingual Student
Services
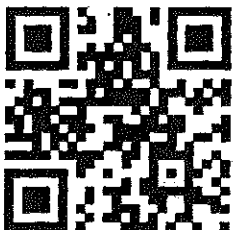
Coteaching
Self-Directed, Online Module brought to you by the
ELMS project (Educating Language Minority Students)
Please contact Dr. N. Eleni Pappamihiel, Professor/TESL
Program Coordinator, UNCW for permission to further
distribute or use.

COLLABORATION

A menu for supporting ELLs

Starters: Co-Planning

- **Finding materials** - For history or science, the ESOL teacher can locate a short story, non-fiction text or image related to a particular topic, then write up a guide sheet with vocabulary list and comprehension/inference questions
- **Creating materials-** For social studies or language arts, the ESOL teacher can create graphic organizers and other scaffolding materials
- **Language objectives** - When doing long-term planning for a unit, the ESOL teacher may be able to suggest a specific language focus area
- **Pre-reading** - The ESOL teacher can preview a chapter or text to compile a vocabulary list, to highlight any potential language challenges, and plan teaser/sponge questions to access prior knowledge relevant to the text
- **Assessments-** plan for a variety of assessments or suggest alternative performance assessments accessible to ELLs
- **Task analysis-** Mainstream teacher gives a lesson plan (or the instructions for an assignment) to ESOL teacher, who does a task analysis. It's one way to flag "hard to see" difficulties and determine which supports might need to be created.

Main dishes: Co-Teaching

- **Small group work** - While class is working on projects or research in pair or small groups, teachers divide the groups so each teacher consults with half the students (perfect for debate)
- **Consultant** - While groups are working on a project, they can visit a "mini writing center" in one area of your class to get feedback on their text. Or one teacher sits in the hall, and students come out one by one to re-tell a plot or historical event, or to practice a speech.
- **Vocabulary expert-** while students are working/reading, both teachers circulate and respond to raised hands by giving "instant / impromptu" vocabulary lessons

Just Desserts: Co-Assessing

- **Co-assessing presentations** - Two teachers use the same rubric to evaluate oral presentations. Can focus on separate criteria or double up and moderate scores
- **Co-assessing writing-** Two teachers use the same rubric to evaluate a writing sample OR ESOL teacher can assess language (spelling, grammar, mechanics) and the other can evaluate content (organization, ideas, evidence).
- **Writing Process Check-in** - require students to come to the Writing Center to have their thesis statement checked before they can continue with their essay or research project
- **Co-creating assessments-** creating a mix of assessments over the course of a unit/semester that are beyond paper & pencil (ie- one oral presentation, a written work, in-class writing, at-home writing, speeches, etc.)
- **Co-writing rubrics-** make a rubric, create "models" that meet different levels of the rubric

What's cooking?

Side Dishes: On the spot collaboration

While one teacher is lecturing/explaining...
...the other teacher can be taking notes on the board/LCD

While one teacher is giving instructions orally...
...the other teacher can be modeling instructions or writing them on the board

While one teacher is handing out papers...
...the other teacher can be clarifying feedback or giving a new task

While one teacher is facilitating a silent activity...
...the other teacher can be reading aloud with a small group in another space

Adapted from Murowski & Dieker (2004)

Mulazzi, F., & Nordmeyer, J. (2012). Coteaching as professional development. In A. Honigsfeld and M. G. Dove (Eds.) *Coteaching and other collaborative practices in the EFL/ESL classroom: Rationale, research, reflections, and recommendations.* Charlotte, NC: Information Age Publishing.

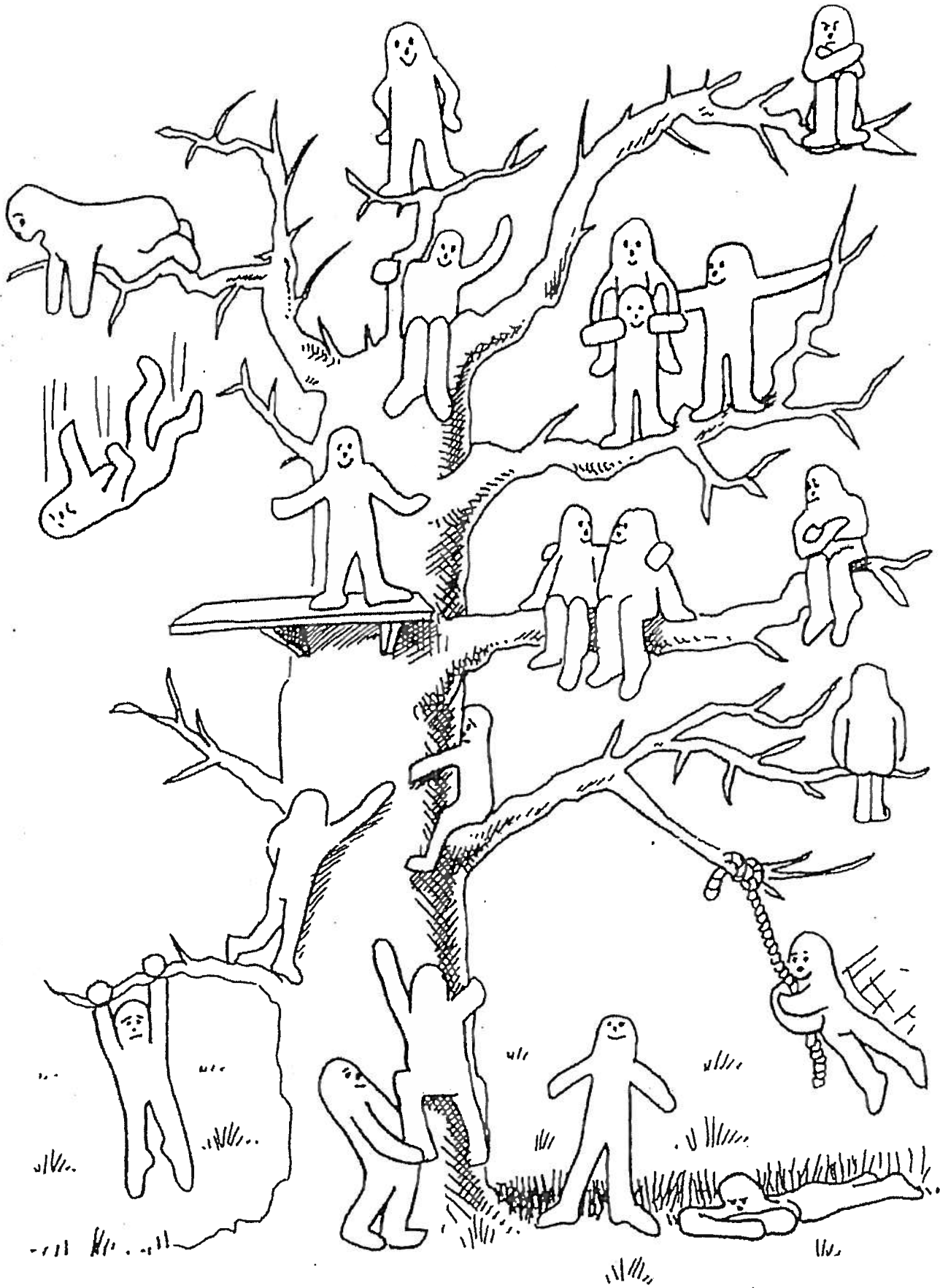# Coteaching Models and Effective Implementation Strategies
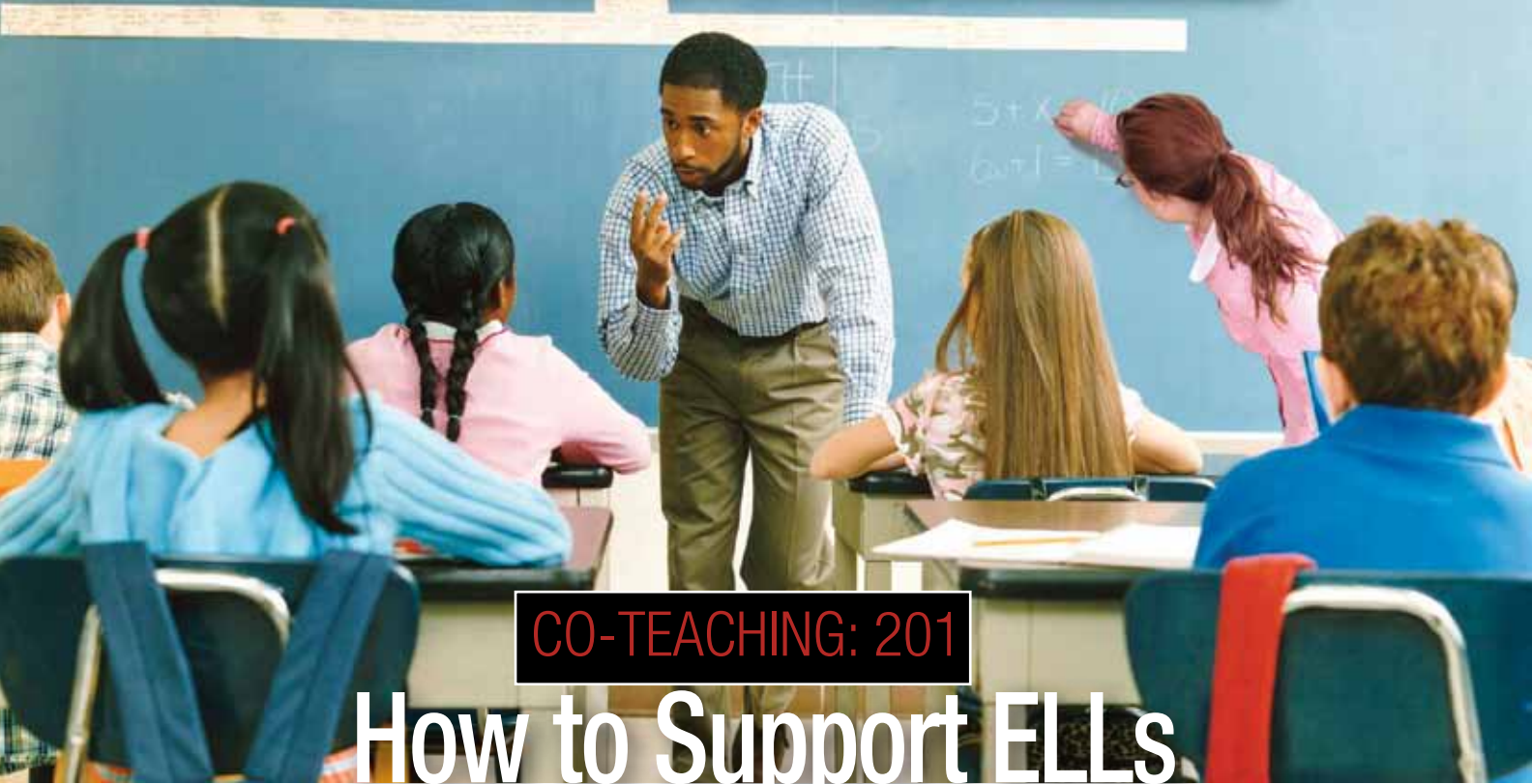## Dr. Andrea Honigsfeld
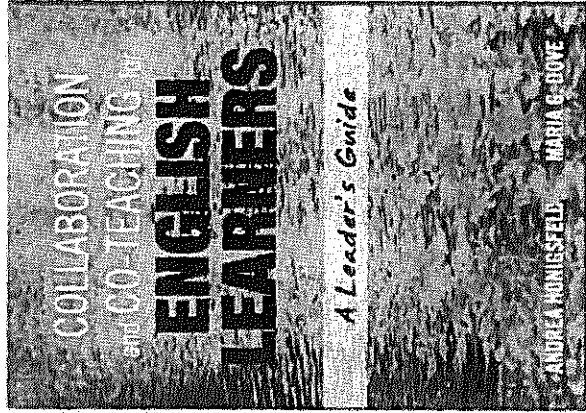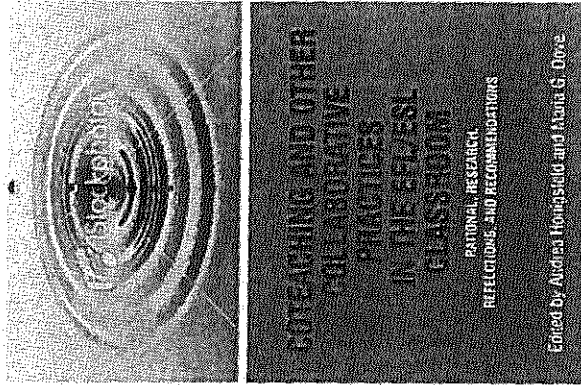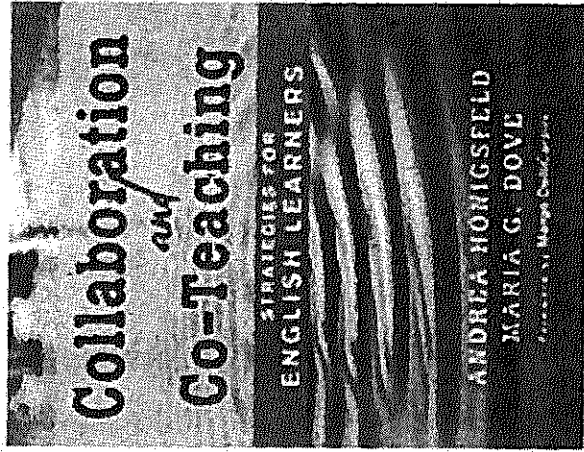
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How to Support ELLs

By Andrea Honigsfeld and Maria Dove

Many general education classroom teachers and English as a Second Language (ESL) specialists find themselves sharing classroom space as well as responsibilities for planning instruction, teaching**,** and assessing English Language Learners (ELLs). This service delivery model may be called push-in, team teaching, inclusion, or co-teaching for ESL. Emerging literature on collaborative teaching practices to support ELLs (Pardini 2006; Zehr 2006), and personal experiences as ESL co-teachers and professional developers, have led us to devise guidelines to jump-start co-taught lessons (Honigsfeld and Dove, in press).

Start with What You Know Best. Think of your favorite, most successful lessons, activities, and tasks that have worked in a one-teacher classroom. Try them in a co-taught setting.

Identify Objectives. Identify grade-appropriate, content-based objectives for each lesson. Add a language objective for ELLs.

Andrea Honigsfeld, Associate Dean, Division of Education at Molloy College, is a Fulbright scholar and the recipient of the 2007 New York State "Outstanding ESL Educator of the Year" award. *Maria Dove,* an Assistant Professor at Molloy College, is currently pursuing an advanced degree in the Instructional Leadership Doctoral Program at St. John's University.

Begin Together. Start the lesson together in front of the class to establish your equal roles in the eyes of students. All students are your shared students.

Grouping. Consider group configurations for the next part of the lesson. Start with two or three homogenous groups before moving to heterogeneous groups. In groupings of *two*, each teacher stays with his or her group for a set period of time, working in a parallel teaching mode and using differentiated instructional techniques.

Group A: Current and former ELLs and other learners who need extra support, scaffolding, pre-teaching, or re-teaching of target concepts or skills. The ESL group focuses on language and content needed to reach mainstream goals.

Group B: More proficient, native speakers.

For *three* groups, Teacher 1 takes Group A, Teacher 2 takes Group B, and members of Group C work independently. Teachers then rotate to a new group after a specified time.

Group A: ELLs

Group B: Learners who need extra support

Group C: Students who can work on advanced tasks independently

Start with one of the above groupings and then later experiment with others. When you are

ready to progress, try groups at 4–5 monitored learning centers.

Closing Lesson. In the last section of the lesson, review the lesson and assess student learning with the entire class.

- Take turns asking review questions or giving brief, informal assessment tasks, such as True/False statements with nonverbal responses (thumbs up, thumbs down).
- Play a closure game, such as Wonder Ball, where a soft ball is tossed to a student when it's his or her turn to finish a sentence starter—"I wonder…" or "Today I learned…" (Echevarria et al. 2008).
- Ask groups of students to take turns sharing ideas and products, outcomes of learning, projects, or worksheet answers.
- Do an exit activity. For example, students respond to one of several summary questions on their "tickets-to-leave" (slips of paper or index cards). Either teacher collects the "tickets" for assessment purposes.

Reflecting. Reflect daily (individually or together). Keep a simple 2+2 log (as illustrated here) to note what worked well and what could be done differently (Allen and LeBlanc 2005).

Date	Two things that worked	Two things to work on
2/15	Circle of knowledge - trees Wonder Ball!	transitioning to centers exit activity took too long

Forget-Me-Nots. Experiment as you create your unique set of co-teaching routines. Bring your individual talents forward. If you sing, introduce the topic through songs. Artistic? Illustrate key concepts while your co-teacher explains them.

Ask colleagues who have co-taught in inclusive or ESL settings for many years to share their favorite techniques. Visit them when they co-plan a lesson and co-teach.

Above all, take risks and be spontaneous! Co-teaching should be planned but does not have to be scripted. Show your enthusiasm about being with the whole class and working with each other. Your students will benefit greatly by
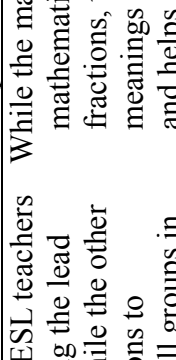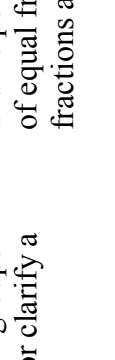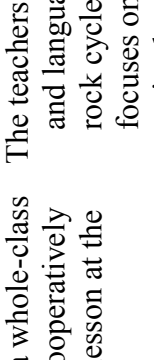
Quick Tips for Starting Together

- Use a graphic organizer or other visual aid as an overview or to introduce a concept.
- Role-play—take advantage of the fact that two teacher models are available.
- Read aloud (Teacher 1) and think aloud (Teacher 2), commenting on what Teacher 1 read.
- Alternate your roles: One teacher introduces information; the other teacher clarifies, illustrates, writes out key words, shows related pictures or realia, or asks questions of key points.
- Teach a rhyme, use poetry or finger plays, sing, play music, or involve everyone in a game.
- Take turns speaking (learn to take signals from each other).

your collaborative efforts. Enjoy the co-teaching experience and make the most of it. 🍎
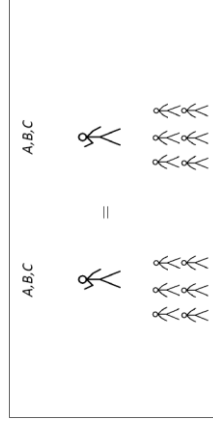
References
Allen, D. W., and A. C. LeBlanc. 2005. *Collaborative peer coaching that improves instruction: The 2 + 2 performance appraisal model*. Thousand Oaks, CA: Corwin Press.
Echevarria, J., M. Vogt, and D. J. Short. 2008. *Making content comprehensible for English learners: The SIOP model,* 3rd ed. Boston: Pearson/Allyn and Bacon.
Honigsfeld, A., and M. Dove. In press. Collaboration and *co-teaching: Strategies for English learners.* Thousand Oaks, CA: Corwin Press.
Pardini, P. 2006. In one voice: Mainstream and ELL teachers work side-by-side in the classroom teaching language through content. *Journal of Staff Development* 27(4): 20–25.
Zehr, M. A. 2006. Team-teaching helps close the language gap. *Education Week* 26(14): 26–29.

Andrea Honigsfeld and Maria Dove (2010) Seven Coteaching Models

Model Type	Illustration	Description	Examples
One student group: One lead teacher and another teacher teaching on purpose		The mainstream and ESL teachers take turns assuming the lead role. One leads while the other provides minilessons to individuals or small groups in order to preteach or clarify a concept or skill.	While the mainstream teacher introduces the mathematical conventions for reducing fractions, the ESL teacher clarifies the meanings of numerator and denominator, and helps students understand the concept of equal fractions with visually depicted fractions and math manipulatives.
One student group: Two teachers teach the same content		Both teachers direct a whole-class lesson and work cooperatively to teach the same lesson at the same time.	The teachers collaboratively agree on content and language objectives for a lesson on the rock cycle. The mainstream teacher focuses on the content goals of the three main classes of rock and how they are formed. The ESL specialist supports students' linguistic development through the matching language objectives that target key concept vocabulary; adjectives describing the colors, shapes, textures, and sizes of rocks; and the passive voice.
One student group: One teacher teaches, one assesses		Two teachers are engaged in conducting the same lesson; one teacher takes the lead, and the other circulates throughout the room and assesses targeted students through observations, checklists, and anecdotal records.	While the fourth-grade classroom teacher leads a review and practice lesson on two-digit subtraction, the ESL specialist circulates throughout the room, observing and informally assessing how the ELLs and possibly other at-risk students are mastering the new content.

Andrea Honigsfeld and Maria Dove (2010) Seven Coteaching Models

Two student groups: Two teachers teach the same content

Students are divided into two learning groups; the teachers engage in parallel teaching, presenting the same content using differentiated learning strategies.
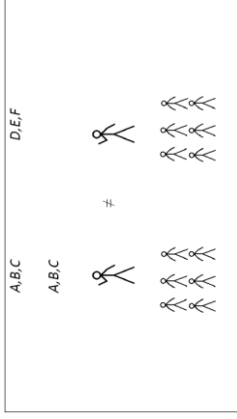
In a middle school technology class, the topic of bridges and their associated forces are explored. One group works at the computer stations conducting research and creating a PowerPoint presentation while the other engages in labeling and matching activities using line drawings.

Two student groups: One teacher preteaches, one teaches alternative information
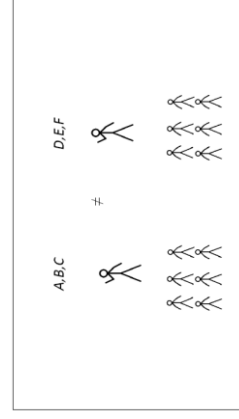

Teachers assign students to one of two groups based on their readiness levels related to a designated topic or skill. Students who have limited prior knowledge of the target content or skill are grouped together to receive instruction to bridge the gap in their background knowledge.

One teacher preteaches the format and sequence of a lab report while reviewing the components of the scientific method. The other group compares inductive and deductive reasoning as related to the logical reasoning behind the scientific method.

Two student groups: One teacher reteaches, one teaches alternative information

Flexible grouping provides students at various proficiency levels with the support they need for specific content; student group composition changes as needed.

In an upper elementary cotaught English language arts class, one teacher revisits the effective use of transitions in expository writing with one group of students. The other teacher examines nonfiction mentor texts that include obvious as well as subtle transition words.

Multiple student groups: Two teachers monitor and teach
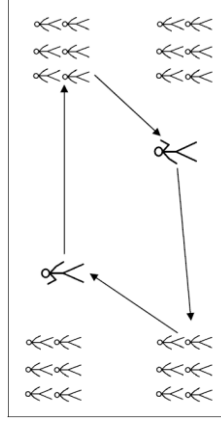
Multiple groupings allow both teachers to monitor and facilitate student work while targeting selected students with assistance for their particular learning needs.

Teachers collaboratively set up several learning stations in a high school social studies class. Students at each station are assigned a different authentic document from the Cold War with a matching, differentiated, and scaffolded activity sheet.