Collaboration and Co-Teaching: Strategies to Support English Language Learners

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WIFI Password: poolside
Define the NYS Integrated ENL Service Delivery

Examine co-teaching through a cycle of co-planning, co-instruction, co-assessing, and reflection

Discuss the implementation of various co-teaching models to enhance rigorous, differentiated instruction for ELLs
Watch and analyze co-teaching video clips

Become familiar with various types of instructional and noninstructional collaborative practices

Evaluate select tools for collaboration
Co-taught in New York City

Co-authored articles/chapters on the teaching of ELLs
Co-authored and co-edited several books
Co-present regularly at national conferences
Co-facilitate workshops throughout the United States and beyond

Co-taught in Valley Stream, NY
Publications to Support the Practice of Collaboration and Co-Teaching for ELLs

Collaboration and Co-Teaching
STRATEGIES FOR ENGLISH LEARNERS
Andrea Honigsfeld
Maria G. Dove
2010

Beyond Core Expectations
A Schoolwide Framework for Teaching the Not-So-Common Learner
2014

CoTeaching and Other Collaborative Practices in the EFL/ESL Classroom
Rationales, Research, Reflections, and Recommendations
Edited by Andrea Honigsfeld and Maria G. Dove
2012

Collaboration and Co-Teaching for English Learners
A Leader's Guide
Andrea Honigsfeld
Maria G. Dove
2014
INTRODUCTIONS,
PLEASE!
Why?
Blueprint for ELLs’ Success
• **Principle #1: All teachers are teachers of English Language Learners**
  
  – Bilingual, ESOL, and other content-area teachers must collaborate purposefully and consistently to promote academic achievement in all content areas.
  
  – Use materials and instructional resources that are linguistically, age/grade appropriate, and aligned to the Common Core Learning Standards (CCLS).
• Principle #3: Engage all ELLs in instruction that is grade-appropriate, academically rigorous, and aligned with the NYS CCLS
  – Articulate specific content and language objectives.

• Principle #6: Leverage the expertise of Bilingual, ESOL, and LOTE teachers and support personnel while increasing their professional capacities
  – Create intentional learning opportunities for all teachers to collaborate and design instruction, analyze student work, and develop rigorous lessons.
Revision of CR PART 154

What Is Integrated ENL and How Does It Differ From Previous Program Requirements?

• NYS Part 154 regulations define ENL (English as a New Language) as a research-based program comprised of two components: a content area instructional component in English, and an English language development component.

• Integrated ENL requires either a dually certified teacher or a certified ESOL teacher and a certified content area teacher who co-teach a class.
Strategies for Integrated Services

1. Co-Teaching

ELLs are clustered in one or more classes per grade/content area. Two teachers—one ESOL certified and one childhood/content certified—plan and deliver instruction together in one classroom.
2. One Dually Certified Teacher

ELLs are clustered in one class; one teacher per grade/content area is dually certified and designated to teach ELLs. That teacher is responsible for planning, developing materials, finding resources, and assessing student work in consultation with the ESL teacher.
Strategies for Integrated Services

3. Dually Certified Team

All teachers on a grade or in a content area are dually certified (ESOL and content); ELLs are divided equally into each class. Teachers work as a team to plan instruction, develop materials, share resources, assess student work, and reflect on practices.
# CR Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

<table>
<thead>
<tr>
<th>ENGLISH PROFICIENCY LEVEL</th>
<th>ENTERING (Beginning)</th>
<th>EMERGING (Low Intermediate)</th>
<th>TRANSITIONING (Intermediate)</th>
<th>EXPANDING (Advanced)</th>
<th>COMMANDING (Proficient)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENL INSTRUCTIONAL TIME (MINIMUM)</td>
<td>2 units of study per week (360 min.)</td>
<td>2 units of study per week (360 min.)</td>
<td>1 unit of study per week (180 min.)</td>
<td>1 unit of study per week (180 min.)</td>
<td>Former ELLs must continue to receive services for an additional two years</td>
</tr>
<tr>
<td>STAND-ALONE ENL</td>
<td>1 unit of study in ENL (180 min.)</td>
<td>.5 unit of study in ENL (90 min.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTEGRATED ENL</td>
<td>1 unit of study in ENL/ELA (180 min.)</td>
<td>1 unit of study in ENL/ELA (90 min.)</td>
<td>.5 unit of study in ENL/ELA or other Core Content Area (90 min.)</td>
<td>1 unit of study in ENL/ELA or other Core Content Area (180 min.)</td>
<td>.5 unit of study per week of INTEGRATED ENL in ELA/Core Content Area, or other approved Former ELL services for two additional years*</td>
</tr>
<tr>
<td>FLEXIBILITY</td>
<td>.5 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/Core Content Area (90 min.)</td>
<td>.5 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/Core Content Area (90 min.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>360 minutes per week</td>
<td>360 minutes per week</td>
<td>180 minutes per week</td>
<td>180 minutes per week</td>
<td></td>
</tr>
</tbody>
</table>

### STAFFING/PERSONNEL

**STAND-ALONE ENL**
K-12 Certified ESOL teacher

**INTEGRATED ENL – 1 DUALLY CERTIFIED TEACHER**
ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications

**INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)**
A certified ESOL teacher and a K-6 certified elementary school teacher
A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)

The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a Special Education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.

*Other services that are approved by the NYS Commissioner that monitor and support the student’s language development and academic progress.

Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.

Updated May 6, 2015

[http://www.esboces.org/Page/1244](http://www.esboces.org/Page/1244)  
[http://tinyurl.com/puuy4oc](http://tinyurl.com/puuy4oc)
<table>
<thead>
<tr>
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<th>ENTERING (Beginning)</th>
<th>EMERGING (Low Intermediate)</th>
<th>TRANSITIONING (Intermediate)</th>
<th>EXPANDING (Advanced)</th>
<th>COMMANDING (Proficient)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENL INSTRUCTIONAL TIME (MINIMUM)</td>
<td>3 units of study per week (540 min.)</td>
<td>2 units of study per week (360 min.)</td>
<td>1 unit of study per week (180 min.)</td>
<td>1 unit of study per week (180 min.)</td>
<td>Former ELLs must continue to receive services for an additional two years</td>
</tr>
<tr>
<td>STAND-ALONE ENL</td>
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<td>.5 unit of study in ENL (90 min.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTEGRATED ENL</td>
<td>1 unit of study in ENL/ELA (180 min.)</td>
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<td>.5 unit of study in ENL/Core Content Area (90 min.)</td>
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<td></td>
</tr>
<tr>
<td>FLEXIBILITY</td>
<td>1 unit of study can be STAND-ALONE ENL instruction or INTEGRATED ENL in Core Content Area (180 min.)</td>
<td>.5 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/Core Content Area (90 min.)</td>
<td>.5 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/Core Content Area (90 min.)</td>
<td></td>
<td>.5 unit of study per week of INTEGRATED ENL in ELA/Core Content Area, or other approved Former ELL services for two additional years*</td>
</tr>
<tr>
<td>TOTAL</td>
<td>540 minutes per week</td>
<td>360 minutes per week</td>
<td>180 minutes per week</td>
<td>180 minutes per week</td>
<td></td>
</tr>
</tbody>
</table>

AWARDING CREDITS

| STAND-ALONE ENL | Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study |
| INTEGRATED ENL | Core Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies |

STAFFING/PERSOENNEL

| STAND-ALONE ENL | K-12 Certified ESOL Teacher |
| INTEGRATED ENL – 1 DUALLY CERTIFIED TEACHER | ESOL or Content Area (7-12) teacher who holds both certifications |
| INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) | A certified ESOL teacher and a 7-12 certified Content Area teacher |

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http://www.esboces.org/Page/1244

Updated May 6, 2015
<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>9:00 - 9:20</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>9:20 - 10:00</td>
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<td>LOTE</td>
<td></td>
<td>LOTE</td>
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<tr>
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<td>Reading</td>
<td>Reading</td>
<td>Reading</td>
<td>Reading</td>
<td>Reading</td>
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<tr>
<td>10:40 - 11:20</td>
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</tr>
<tr>
<td>11:20 – 12:00</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
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<tr>
<td>12:00 - 12:15</td>
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<td>12:15 – 12:45</td>
<td>Waterford</td>
<td>Waterford</td>
<td>Waterford</td>
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<tr>
<td>12:45 – 1:00</td>
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</tr>
<tr>
<td>1:00 - 1:50</td>
<td>ESL</td>
<td>ESL</td>
<td>ESL</td>
<td>ESL</td>
<td>ESL</td>
</tr>
<tr>
<td>1:50 - 2:30</td>
<td>Phys Ed</td>
<td>Art</td>
<td>Music</td>
<td>Phys Ed</td>
<td>Library</td>
</tr>
<tr>
<td>2:30 - 3:05</td>
<td>ESL</td>
<td>ESL</td>
<td>ESL</td>
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<tr>
<td>3:10 - 3:30</td>
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</tbody>
</table>
Integrated Service Delivery for ELLs

Based on Friend and SPPS
A Paradigm Shift
Routines for Co-Planning Success

ORGANIZATION

PRE-PLANNING

CO-PLANNING

POST-PLANNING
Routines for Co-Planning Success

ORGANIZATION
- Choose a co-planning platform
- Have available to each co-teacher: curriculum guide/map, scope and sequence, pacing guide, modules, texts, standards, and so on.

PRE-PLANNING
- Preview upcoming content; explore needed academic language
- Identify
  - Possible content or language objectives
  - Difficult concepts and skills
  - Possible individual/group resources and activities
Routines for Co-Planning Success

CO-PLANNING
Using your agreed upon platform, identify and finalize the following:

– Content and language objectives
– Difficult concepts and skills
– Practice activities
– Formative and summative assessments
– Co-teaching variations
– Roles and responsibilities
– Needed materials
Routines for Co-Planning Success

POST-PLANNING
From your agreed upon roles and responsibilities:

– Complete lesson planning
– Gather and prepare needed materials
Use of Technology for Collaboration

- Google Docs
- Trello
- Twitter
- Skype™
- New Google Hangouts
- Dropbox
Co-Planning

Stacey Taylor and Kathryn Farley, Elmont High School
Co-Planning Form for Classroom and ESL Instruction

ESL Teacher: ______________ Classroom Teacher: ______________ Grade __________
For the Week of: ____________________________________________________________________

**Weekly Overview**
What is the focus for the week? What content-area topics will we address?

<table>
<thead>
<tr>
<th>Content-Area Objectives</th>
<th>Teacher/Student Activities</th>
<th>Resources/Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Objectives</td>
<td></td>
<td>What will each teacher do? What will students do?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
</tr>
</tbody>
</table>

In-Depth Co-Planning

Questions to address (Murawski, 2009):

What standards will we address?

What is the lesson objective and how will we know if it is met?

How comfortable do we feel about the content and language demands of the lesson?

What questions will students be able to ask and answer?

What Tier II and Tier III vocabulary will students need to know?

What materials do we need and who will gather them?

What will we do to open the lesson (engaging the learner, demonstrating, guided practice)?

What will we do to facilitate the lesson (student collaboration, differentiated tasks, formative assessment)?

How will we close the lesson (wrap up, recap, summative assessment)?

Which co-teaching approaches will we use to open, facilitate, and close the lesson?

How much time will each part of the lesson take?

Who will be differentiating which part of the lesson?

How will we know that the lesson was effective?
## CO-PLANNING

<table>
<thead>
<tr>
<th>Subject:</th>
<th>Grade:</th>
<th>Standard(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Objective:</td>
<td>Language Objective:</td>
<td>Key Vocabulary: Tier II &amp; Tier III</td>
</tr>
</tbody>
</table>

### Formative & Summative Assessments:

### Materials and Resources:

<table>
<thead>
<tr>
<th>LESSON</th>
<th>GENERAL EDUCATION TEACHER</th>
<th>ESL TEACHER</th>
<th>SPECIAL CONSIDERATIONS</th>
<th>COTΕΑCHING APPROACH</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening: (Engage the learner, demonstration, &amp; guided practice)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilitating (collaboration, differentiated tasks, formative assessment)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Closing (Wrap-Up, recap, summative assessment)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- One Teach—One On Purpose
- Two Teach Same Content (1 group)
- One Teach, One Assess
- Two Teach Same Content (2 groups)
- Pre-Teach—Teach
- Re-Teach—Teach
- Multiple groups

Adapted from Murawska (2009)
Go-To *Low* Prep Strategies: Instructional Routines

- **Opening the lesson**
  - A-Z charts
  - Stand up, hand up, pair up
  - Four corners
  - KWL charts
  - Pre-assessment strategies

- **Facilitating the lesson**
  - Student groupings – multiple groups
  - Sentence frames/starters
  - Key vocabulary/Word Walls
  - One pagers/graphic organizers
  - Alternative materials

- **Closing the lesson**
  - Student groupings – one group
  - Recap, refine, reinforce new information, skills, and strategies
  - Post assessment Strategies -
Co-Planning Considerations

- **Long-term and short-term planning**
- **Language-enriched classes**
  - SWRL – attention to and opportunities for students speaking, writing, reading, and listening in every lesson
  - Academic language study at three levels:
    - Word level
    - Sentence level
    - Text level
- **Frameworks for planning**
  - Sheltered Instruction Observation Protocol (SIOP)
  - Gradual Release of Responsibility (Fisher and Frey)
  - Understanding By Design (UBD)
MODELS
(Honigsfeld & Dove, 2008).

• MODEL 1: One Group of Students
  One Lead Teacher and One Teacher "Teaching on Purpose"

• MODEL 2: One Group of Students
  Two Teachers Teach Same Content

• MODEL 3: One Group of Students
  One Teaches, One Assesses

• MODEL 4: Two Groups of Students
  Two Teachers Teach Same Content

• MODEL 5: Two Groups of Students
  One Teacher Pre-teaches, One Teacher Teaches Alternative Information

• MODEL 6: Two Groups of Students
  One Teacher Re-teaches, One Teacher Teaches Alternative Information

• MODEL 7: Multiple Groups
  Two Teachers Monitor/Teach
Model 1: One Group: One Lead Teacher and One Teacher "Teaching on Purpose"
Model 2: One Group: Two Teachers Teach
Same Content
Model 3: One Group: One Teaches, One Assesses
Model 4: Two Groups: Two Teachers Teach Same Content
Model 5: Two Groups: One Teacher Preteaches, One Teacher Teaches Alternative Information

A,B,C ≠ D,E,F
Model 6: Two Groups: One Teacher Re-teaches, One Teacher Teaches Alternative Information

\[
\begin{align*}
A,B,C & \neq & D,E,F
\end{align*}
\]
Model 7: Multiple Groups: Two Teachers Monitor/Teach
Roles and Responsibilities of Collaborative Teachers

- The leader
- The supporter
- The techie
- The scribe
- The illustrator
- The evaluator

- Other roles

Other roles
Instructional Roles (Adapted from E. Choi)

**Supporter**
one teacher presents, one teacher rotates to individual students; allows for immediate feedback

**Modeler**
one teacher leads, one teacher questions, writes notes, or models

**Back-mapper**
both teachers teach groups based on student proficiency
### Taking a Closer Look . . .

**Model 1: One Lead Teacher, One Teaching on Purpose**

<table>
<thead>
<tr>
<th>WHAT LEAD TEACHER DOES . . .</th>
<th>WHAT ON PURPOSE TEACHER DOES . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Introduce new information</td>
<td>• Clarify information</td>
</tr>
<tr>
<td>• Share a PowerPoint</td>
<td>• Check students’ understanding,</td>
</tr>
<tr>
<td>presentation</td>
<td>and monitor students’ ability</td>
</tr>
<tr>
<td>• Demonstrate or model a</td>
<td>to follow instructions</td>
</tr>
<tr>
<td>strategy or skill</td>
<td>• Provide immediate one-on-one</td>
</tr>
<tr>
<td>• Give a detailed explanation</td>
<td>instruction and feedback.</td>
</tr>
<tr>
<td>of an activity</td>
<td>• Give short, focused mini lessons</td>
</tr>
<tr>
<td>• Provide the step-by-step</td>
<td>• Follow-up on a previous lesson</td>
</tr>
<tr>
<td>directions for collaborative</td>
<td>• Keep a written log of information</td>
</tr>
<tr>
<td>or individual student</td>
<td>• Monitor the pacing of the lesson</td>
</tr>
<tr>
<td>learning</td>
<td>• Play ‘devil’s advocate’ – asking the</td>
</tr>
<tr>
<td></td>
<td>lead teacher questions when</td>
</tr>
<tr>
<td></td>
<td>students seem not to understand</td>
</tr>
<tr>
<td></td>
<td>• Offer students scaffolded</td>
</tr>
<tr>
<td></td>
<td>instructional strategies</td>
</tr>
</tbody>
</table>
## Strategies for Model 1

<table>
<thead>
<tr>
<th>LOW PREP</th>
<th>PRO PREP</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Graphic organizers</td>
<td>• Partially completed graphic organizers</td>
</tr>
<tr>
<td>• Teacher as scribe</td>
<td>• Visuals</td>
</tr>
<tr>
<td>• Scaffolded speech</td>
<td>• Realia</td>
</tr>
<tr>
<td>• Increased wait time</td>
<td>• Manipulatives</td>
</tr>
<tr>
<td>• Turn and talk</td>
<td>• One Pager</td>
</tr>
<tr>
<td>• Stop and jot</td>
<td></td>
</tr>
</tbody>
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- **Graphic organizers**
- **Teacher as scribe**
- **Scaffolded speech**
- **Increased wait time**
- **Turn and talk**
- **Stop and jot**
- **Partially completed graphic organizers**
- **Visuals**
- **Realia**
- **Manipulatives**
- **One Pager**
<table>
<thead>
<tr>
<th>When one teacher . . .</th>
<th>The other teacher . . .</th>
<th>Possible strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Will Integrated ENL Work?
SPPS places ELLs in classrooms with their native-English speaking peers with differentiated instruction and home language support from a collaborative team

- general classroom teacher,
- an ESL teacher,
- and bilingual staff members.

These educators pool their knowledge and resources to deliver highly tailored instruction for ELLs “without the children even knowing it” (p. 27).

**Results?** The achievement gap between ELLs and native-English speakers has closed significantly.
The TEAE (Test of Emerging Academic English) is Minnesota’s exam to measure the ability of children in grades 3-12 to read and write in English. These raw scores estimate the amount of English a student has learned.

SPPS ELLs in every grade level have outperformed the rest of the state’s ELLs for each of the last six years.
Cherry Creek AYP results

- 100% of elementary schools that implemented co-teaching with a high degree of fidelity (75-80% on the co-teaching rubric indicators) met their AYP targets for the ELL subgroup in 2010
Target #1

% Making Progress

AMAO Target (60%)

Denver: 54.82%
Aurora: 54.36%
Jeffco: 49.99%
Adams 12: 51.56%
Greeley: 47.75%
Cherry Creek: 60.57%
Westminster 50: 46.44%
St-Vrain: 51.88%
Adams 14: 53.48%
Boulder: 60.87%
Target #2

% Attaining Proficiency

AMAO Target (25%)

<table>
<thead>
<tr>
<th>District</th>
<th>% Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denver</td>
<td>18.56%</td>
</tr>
<tr>
<td>Aurora</td>
<td>15.34%</td>
</tr>
<tr>
<td>Jeffco</td>
<td>20.28%</td>
</tr>
<tr>
<td>Adams 12</td>
<td>22.12%</td>
</tr>
<tr>
<td>Greeley</td>
<td>17.41%</td>
</tr>
<tr>
<td>Cherry Creek</td>
<td>30.47%</td>
</tr>
<tr>
<td>Westminster 50</td>
<td>14.11%</td>
</tr>
<tr>
<td>St. Vrain</td>
<td>13.24%</td>
</tr>
<tr>
<td>Adams 14</td>
<td>25.83%</td>
</tr>
<tr>
<td>Boulder</td>
<td>22.68%</td>
</tr>
</tbody>
</table>
Target #3

% AYP ELL Targets Met

AMAO Target (100%)

- Denver: 64.71%
- Aurora: 76.47%
- Jeffco: 82.35%
- Adams 12: 82.35%
- Greeley: 88.24%
- Cherry Creek: 100.00%
- Westminster 50: 76.47%
- St-Vrain: 76.47%
- Adams 14: 64.71%
- Boulder: 88.24%

 TEAMWORK
Success Stories: Byron Booker
Knoxville, TN

• Biology
  – 1 semester
  – 83% passing rate

• Chemistry
  – Year long course
  – 1 Chemistry credit/ 1 elective credit
  – 83% passing rate

• U.S. History
  – 3 semesters
  – 90% passing rate
  – 80% EOC proficiency rating

• Algebra I
  – 2 semesters
  – 82% passing rate
West Gate is a high functioning Professional Learning Community (PLC) where we...

- Focus on learning for students and staff
- Collaborate to achieve common goals and have clarity about what we teach
- Meet each child’s needs
- Focus on results - use and share data
- Seek continuous improvement
The Results

- Demonstrated statistically significant improvement in both reading and math Standards of Learning (SOL) from 2012-13 to 2013-14
- Fully Accredited (met benchmarks for English, Math, Science and History)
- Met all Federal Annual Measurable Objectives and Higher Expectations (formerly a Title I Focus School)
- Median Student Growth Percentiles of 80 in math and 52.5 in reading
“I SEE” Strategy

**I** = Illustrate: What image(s) come to mind when you see the words CO-ASSESSMENT?

**S** = State in one simple sentence what CO-ASSESSMENT means. Use your own words.

**E** = Elaborate on what you have just stated. Give details about the practice.

**E** = Examples. Add examples from your own practice.
Three Processes for Examining Student Work
Co-Assessing Student Work

PROTOCOL FOR SAMPLING STUDENT WORK

1. Academic Language and Linguistic Development
2. Disciplinary or Content-Based Academic Needs
3. Cultural Experiences or Challenges
4. Social-Emotional Aspects of Learning
ELL Student Work

Example #1

I used to make my own little pens now, which are awesome! There are really cool ones! There are real hundred dollars. I'm trying to pace my little hobby because you get to make is now very fun for me.
My favorite restaurant is Red Lobster with the big lobster picture. But I can't stand waiting long with the black singer. It goes off when your table is ready. The front of Red Lobster has a tank with lobsters. When you get settled they ask you what you want to drink. Then they come back with the drink and biscuits. While you're waiting you look around. You want to eat? I always get a Caesar salad, chicken or shrimp Alfredo with my biscuit and coke cola. And a side of snowy crab legs with butter. I used to go there every 2 weeks with my dad. It's always crowded at night. Last time I went I saw a man get a big lobster. They gave you a bib. It looked so so good I can't wait to go back.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td></td>
</tr>
<tr>
<td>Sequence of information is difficult to follow.</td>
<td>Reader has difficulty following work because student jumps around.</td>
</tr>
<tr>
<td><strong>Content Knowledge</strong></td>
<td></td>
</tr>
<tr>
<td>Student does not have grasp of information; student cannot answer questions about subject.</td>
<td>Student is uncomfortable with content and is able to demonstrate basic concepts.</td>
</tr>
<tr>
<td><strong>Grammar and Spelling</strong></td>
<td></td>
</tr>
<tr>
<td>Work has four or more spelling errors and/or grammatical errors.</td>
<td>Presentation has three misspellings and/or grammatical errors.</td>
</tr>
<tr>
<td><strong>Neatness</strong></td>
<td></td>
</tr>
<tr>
<td>Work is illegible.</td>
<td>Work has three or four areas that are sloppy.</td>
</tr>
<tr>
<td><strong>References</strong></td>
<td></td>
</tr>
<tr>
<td>Work displays no references.</td>
<td>Work does not have the appropriate number of required references.</td>
</tr>
</tbody>
</table>

**Total** 14
ELL Student Work

Example #2
firstly my family saw a bat
then the habitable exoplanet went...
Next, highly conflict crazy
Next, my brother garden a bird. His name is but.
and I got my third trip, too.
Co-Teaching Self-Assessment Checklist

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>In Our Co-Teaching Partnership</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>We decide which co-teaching model we are going to use in a lesson based on the benefits to the students.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>We share ideas, information, and materials.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>We identify each other’s resources and talents.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>We are aware of what our co-teacher(s) is (are) doing even when we are not directly in one another’s presence.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>We share responsibility for deciding what to teach.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>We agree on the curriculum standards that will be addressed in a lesson.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>We share responsibility for deciding how to teach.</td>
</tr>
</tbody>
</table>
Peer Support: 2 + 2 Feedback
## Peer Support 2 + 2

<table>
<thead>
<tr>
<th>Compliments</th>
<th>Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I appreciate your willingness to . . .”</td>
<td>“The students need our help to . . .”</td>
</tr>
<tr>
<td>“I appreciated when you . . .”</td>
<td>“Do you think the kids might get distracted if . . .?”</td>
</tr>
<tr>
<td>The students really benefitted from . . .”</td>
<td>Based on this experience, the students would benefit if we planned more completely “</td>
</tr>
<tr>
<td>“I noticed how engaged the students were when . . .”</td>
<td>“I think . . . had a hard time with this concept. Next time we might consider . . .”</td>
</tr>
<tr>
<td>I appreciate your expertise in . . . – I am going to try that!”</td>
<td>I am wondering how we can both limit distractions so that all of our students stay engaged”</td>
</tr>
<tr>
<td>“This is not my strength – can you teach me how to do that?”</td>
<td></td>
</tr>
<tr>
<td>“I love the way we . . .”</td>
<td></td>
</tr>
</tbody>
</table>

**ERASE THE WORD “BUT” – it erases the compliment!**
Evaluation Survey: Collaboration and Co-Teaching for ELLs

- Leadership and Collaboration
- Teacher Collaboration
- Shared Values for the Education of ELLs
- School Support for Teacher Collaboration
- Shared School Practices
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