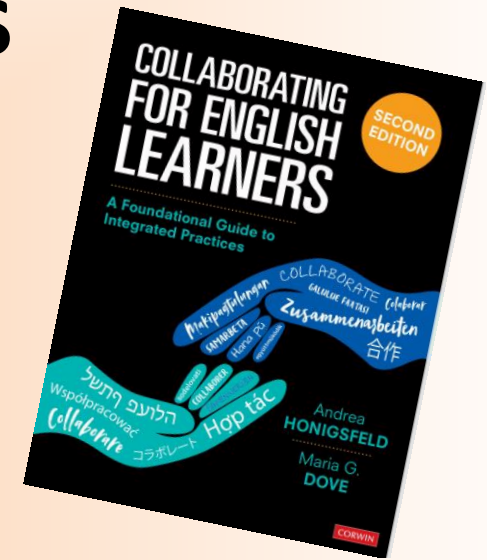
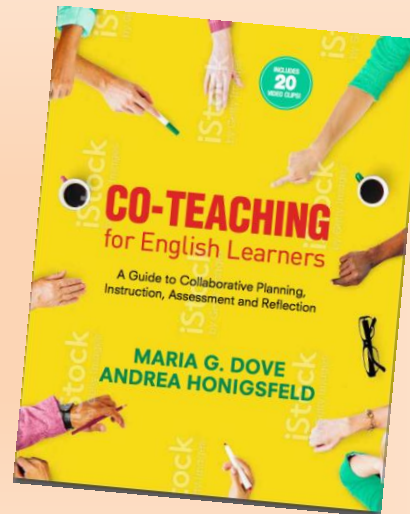
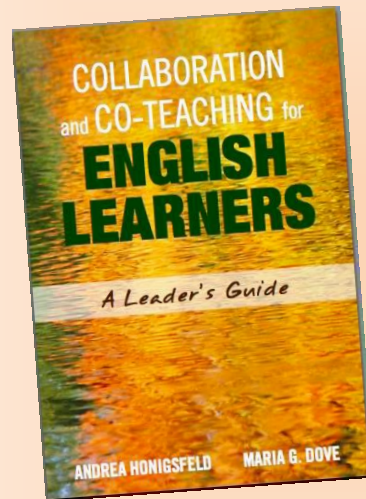
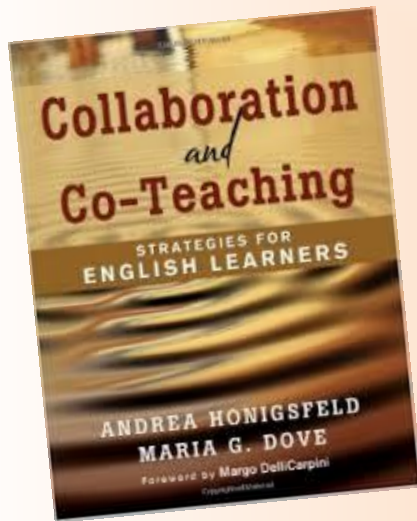


# Collaborative and Co-Teaching Practices for the Sake of English Learners



**Andrea Honigsfeld, Ed.D.**

**Special Thanks to Maria G. Dove, Ed.D.**

Molloy College

Rockville Centre, NY

# Debrecen University → Kossuth High School



Maria Oldal: My First Coteacher as  
A Fellow Student Teacher



# PS 68, Queens, NYC DOE 1996 ☺



**Molloy College, 2016-present  
Ed.D. Program**

**Dr. Mark James**

**EDU 604: Change  
Leadership for Equity,  
Advocacy and Excellence**



Andrea Honigsfeld & Mark James Poster Presentation | Molloy College Creative Teaching Day 2017



<https://www.youtube.com/watch?v=GnuMrACFVE8>



Molloy  
College



Rockville Centre, NY



# Agenda

- Define collaboration
- Explore the collaborative instructional cycle and determine steps for implementation
- Identify and evaluate co-teaching models
- Develop an action plan for implementing co-teaching in your context



# *21<sup>st</sup> Century Skills: 4 C's*

- ✓ *Critical Thinking*
- ✓ *Communication*
- ✓ *Collaboration*
- ✓ *Creativity*



# English Learner Tool Kit (US DOE, 2015, 2017)

A key recommendation:

## CREATING AN INCLUSIVE ENVIRONMENT FOR AND AVOIDING THE UNNECESSARY SEGREGATION OF ENGLISH LEARNERS

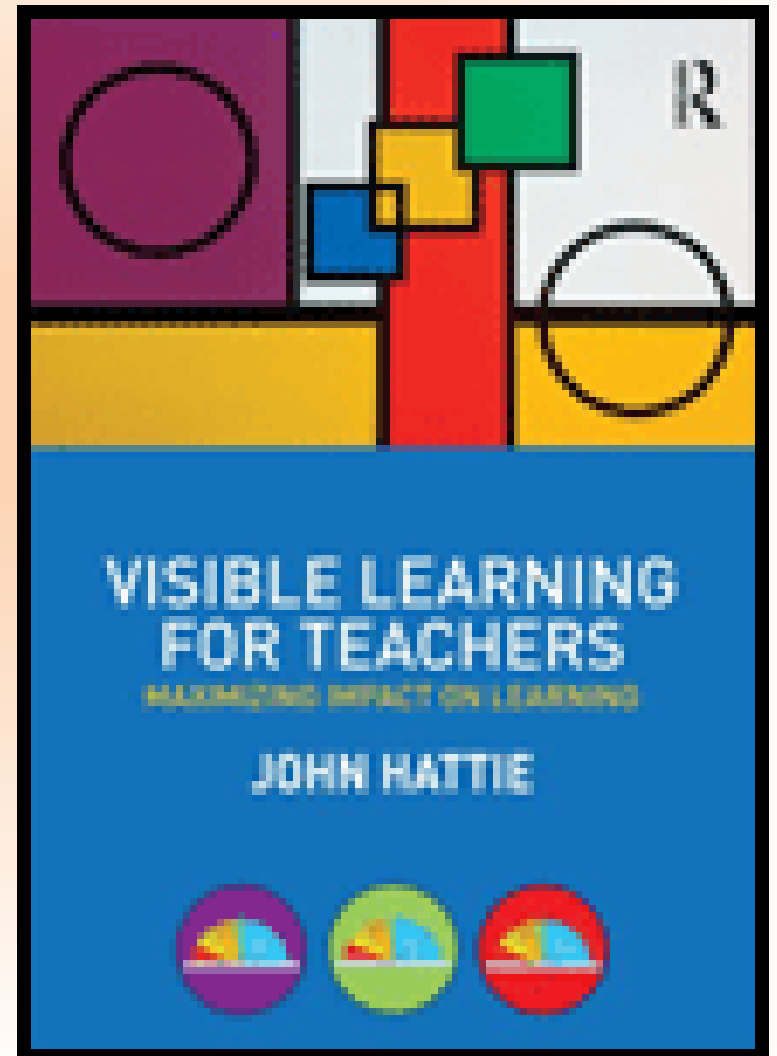
### KEY POINTS

- LEAs must limit the segregation of ELs to the extent necessary to reach the stated goals of an educationally sound and effective program.
- LEAs should not keep ELs in segregated EL programs (or “EL-only” classes) for periods longer or shorter than required by each student’s level of English proficiency, time and progress in the EL program, and the stated goals of the EL program.
- While ELs may receive intensive English language instruction or bilingual services in separate classes, it would rarely be justifiable to segregate ELs from their non-EL peers in subjects like physical education, art, music, or other activity periods outside of classroom instruction.





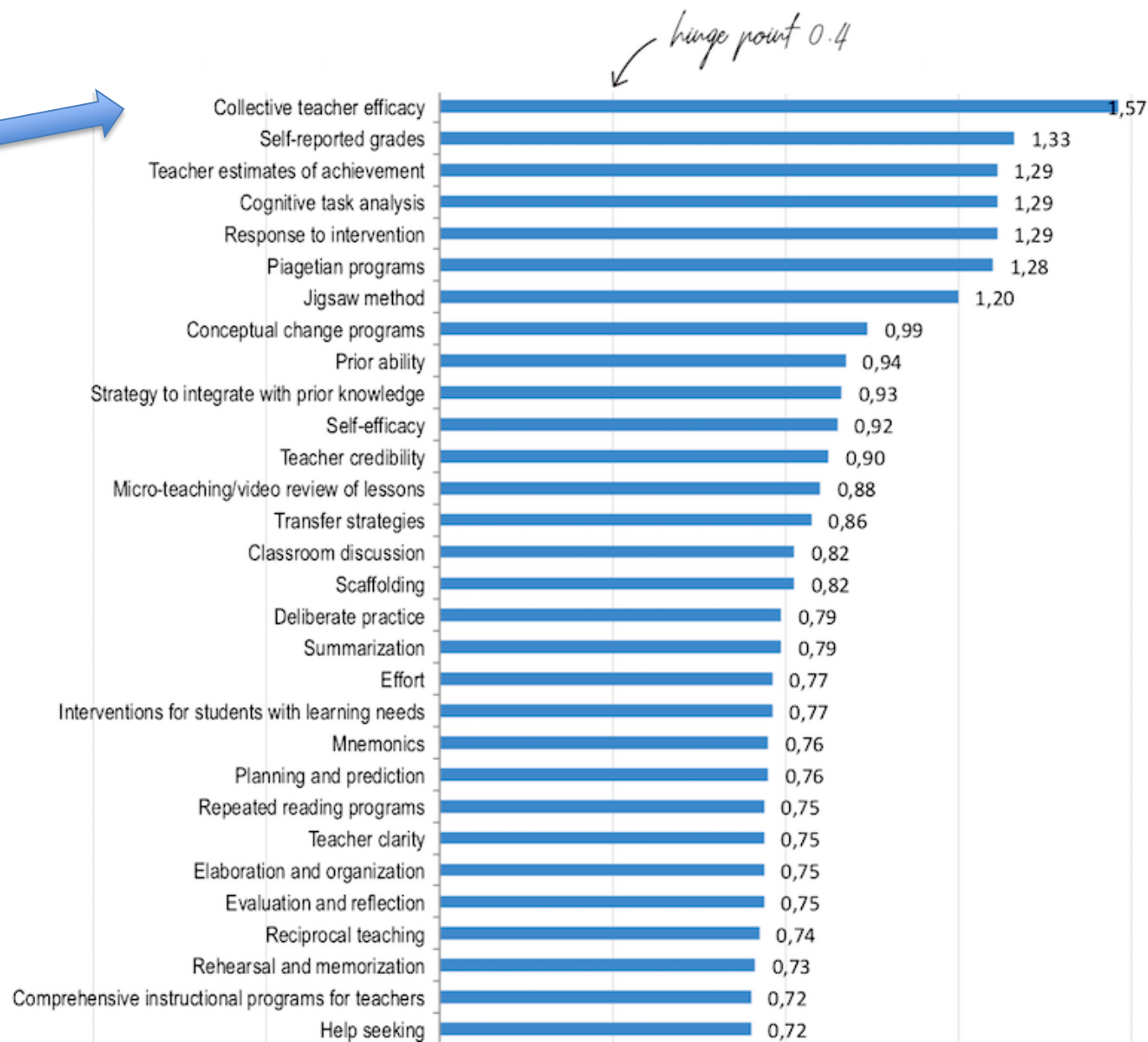
# Visible Learning



# Hattie's 2018 updated list of factors related to student achievement: 252 influences and effect sizes (Cohen's d)

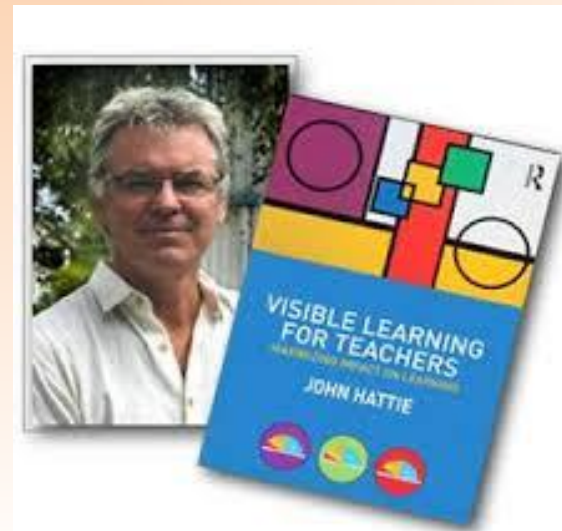
Source: J. Hattie (December 2017) [visiblelearningplus.com](http://visiblelearningplus.com)

Diagram: S. Waack (2018) [visible-learning.org](http://visible-learning.org)



## Hattie (2015) on Collaborative Expertise:

- ... the greatest influence on student progression in learning is having highly expert, inspired, and passionate **teachers and school leaders working together** to maximize the effect of their teaching on all students in their care.



## Hattie (2015) on Collaborative Expertise:

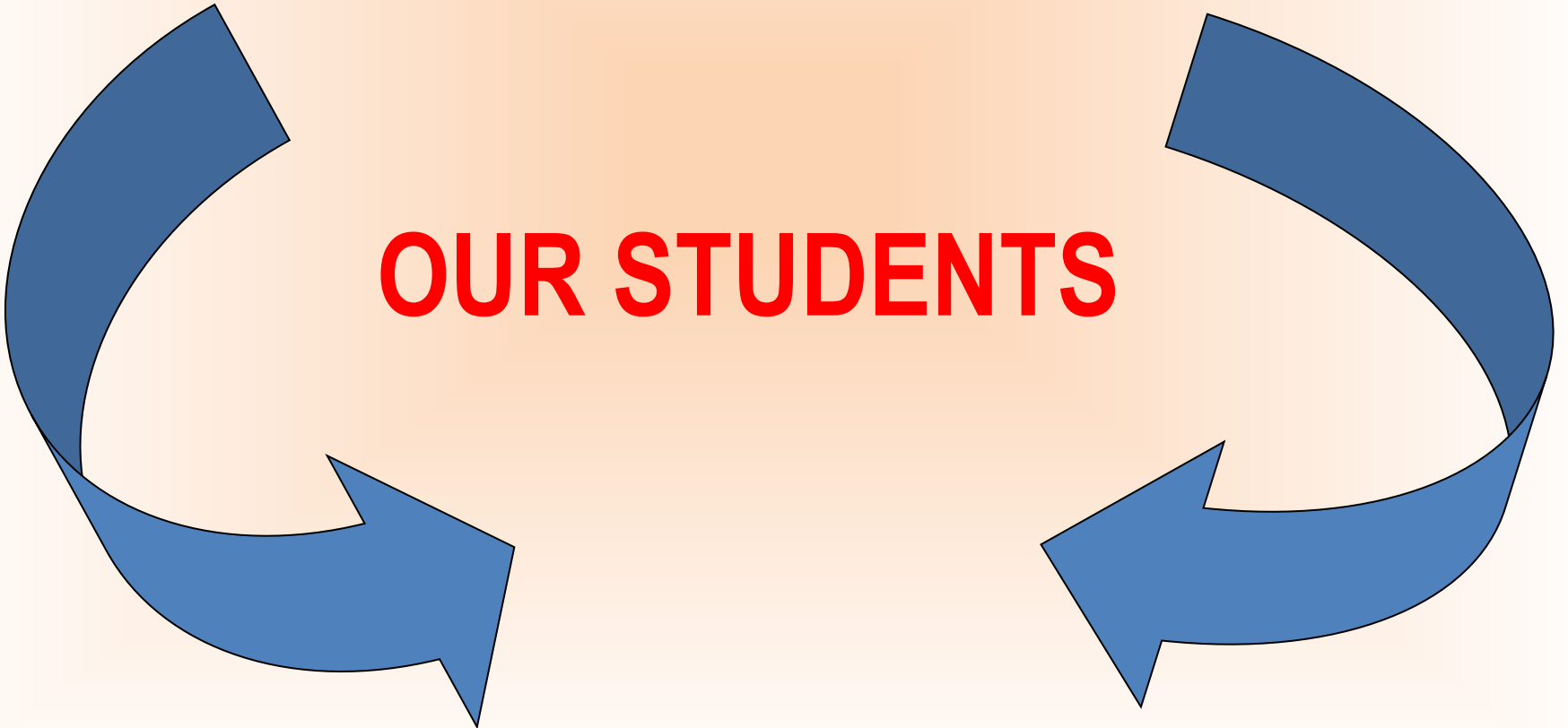
- There is a major role for school leaders: to **harness the expertise** in their schools and to lead successful transformations.
- There is also a role for the system: to **provide the support**, time, and resources for this to happen.
- Putting all three of these (educators, leaders, system) together gets at the **heart of collaborative expertise**.



**MY STUDENTS**

**YOUR STUDENTS**

**OUR STUDENTS**





*Thanks to Patchogue-  
Medford Schools*

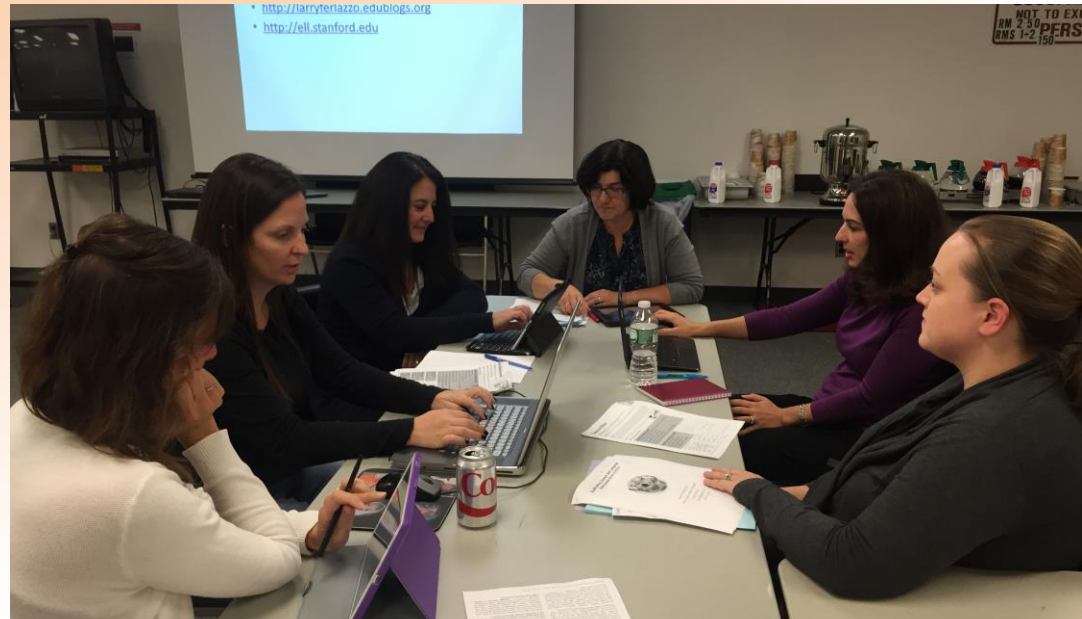
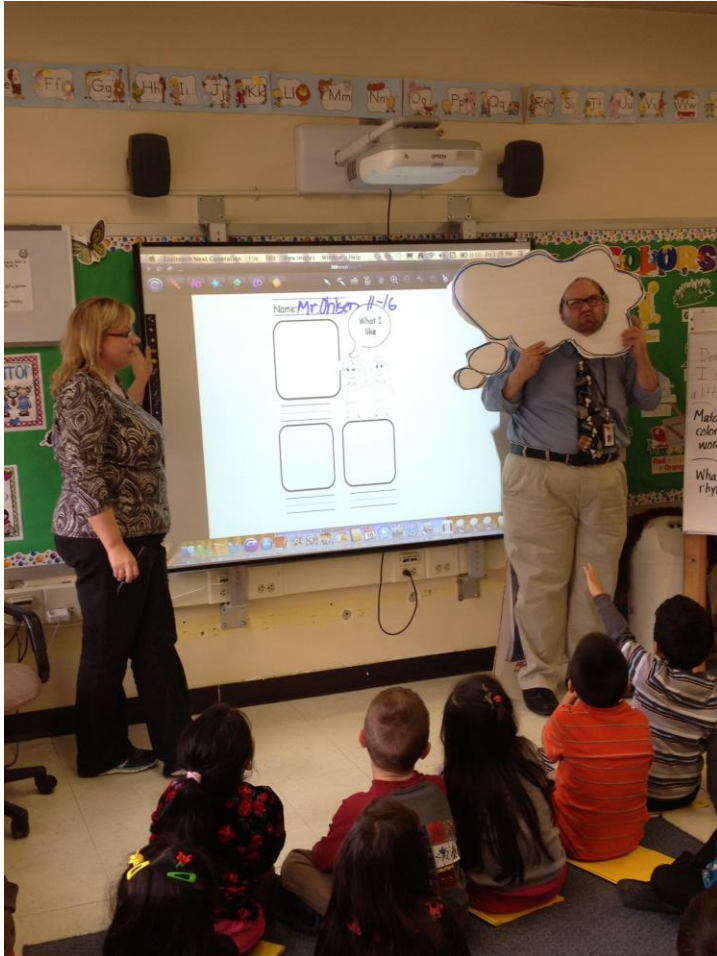


**MY JOB**

**YOUR JOB**

**OUR JOB**



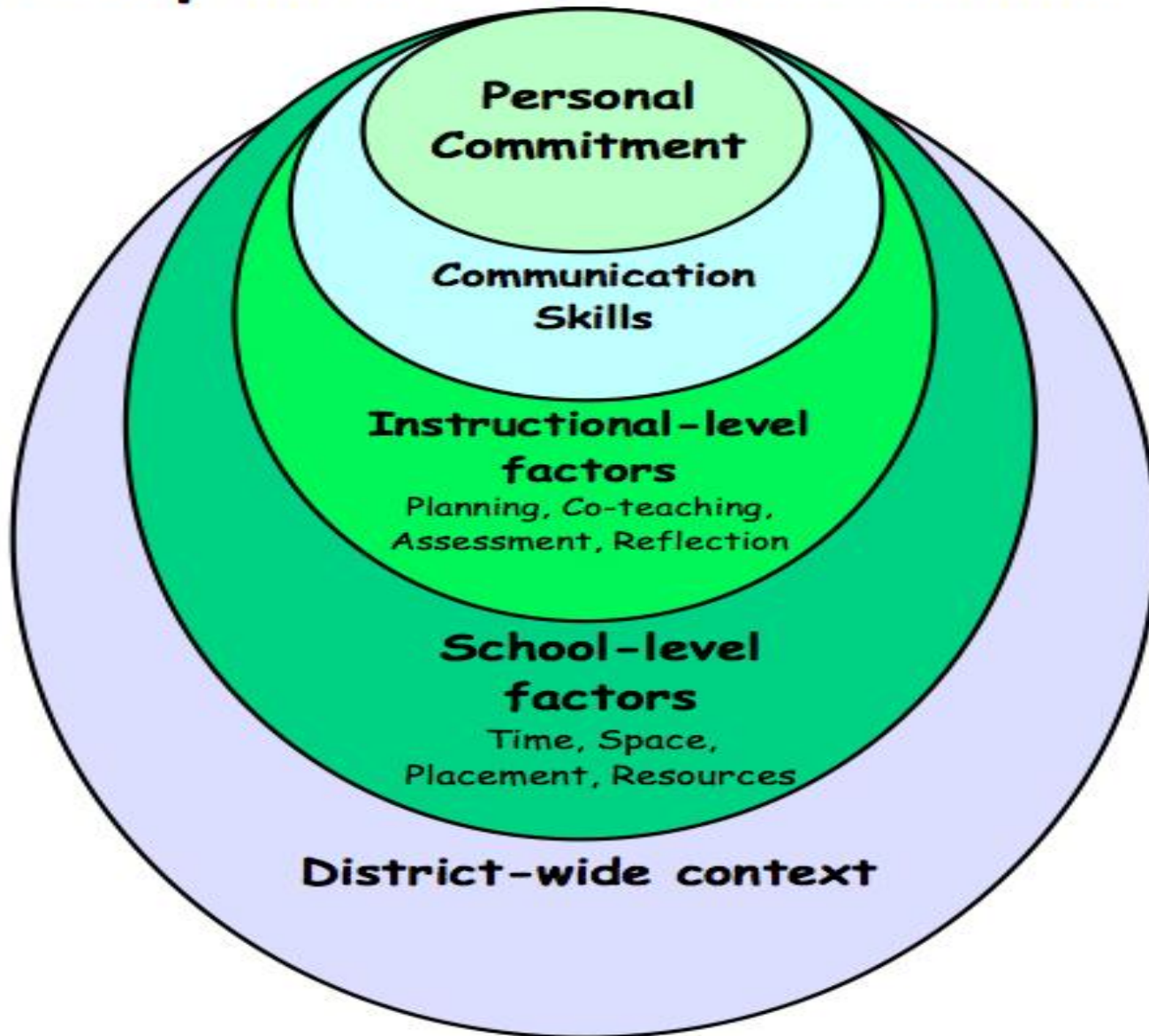


# Teacher Collaboration



“Working together in a supportive and mutually beneficial relationship; a style for direct interaction between at least two coequal partners voluntarily engaged in shared decision making as they work toward a common goal” (Friend & Cook, 1992).

# Components of Collaboration



Friend & Cook (2003)

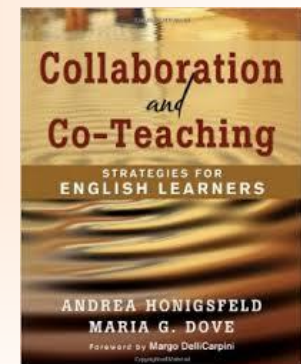
# Collaborative Practices to Support All Students

Collaborative, inclusive, and integrated service-delivery practices are the best way to serve students who are English language learners.

**W**elcome to the collaboration age! or so announced *Edutopia* lead author Grace Rubenstein (n.d.) in a recent article. She not only designated the current era to be recognized for its dire need for collaboration but also coined a new term to describe the students in the contemporary classrooms: the “collaboration generation.” She pondered how schools teach them, how they learn, and what resources are needed to support them and concluded that the future depends on people’s collaborative agility.

## Why Collaboration?

Principals face a tangled web of accountability for several reasons: NCLB shifted the focus of programs for English language learners (ELLs). Success is no longer viewed with the single lens of meeting English proficiency, but rather with a magnifying glass to ensure that students “will meet the same challenging state academic content and student academic achievement standards as all children are expected to meet” (NCLB, 2001, §3102[2]). With the advent of the Common Core State Standards (CCSS, see [www.corestandards.org](http://www.corestandards.org)), school leaders must not only guide their faculty and staff members to meet a new framework of standards-based instruction but must also interpret how to meet those standards with ELLs.



# Collaborative, Integrated Service Delivery

**Instructional**


**Non-Instructional**



Honigsfeld & Dove, 2010

# TWO LENSES





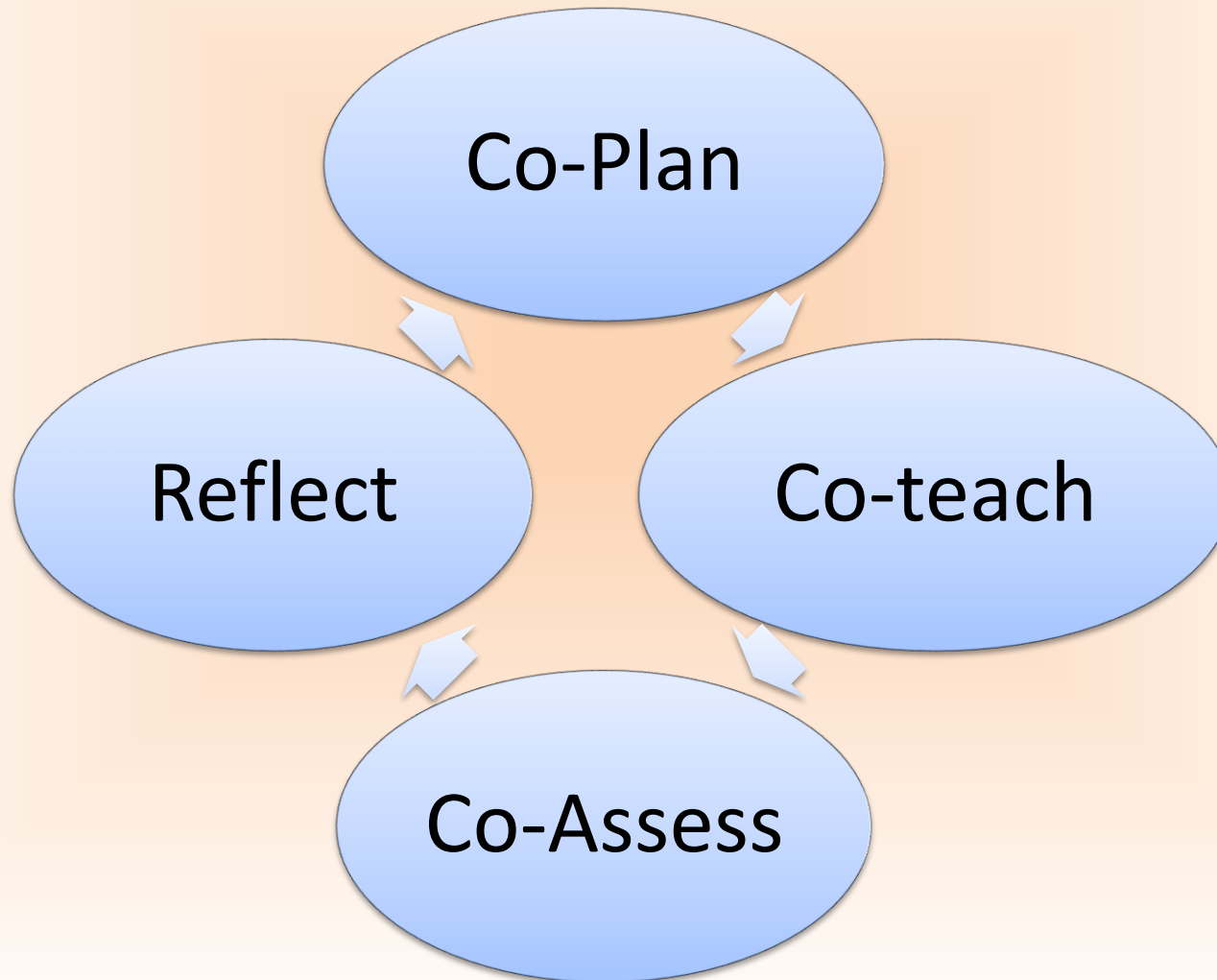
**Instructional  
Strategies**



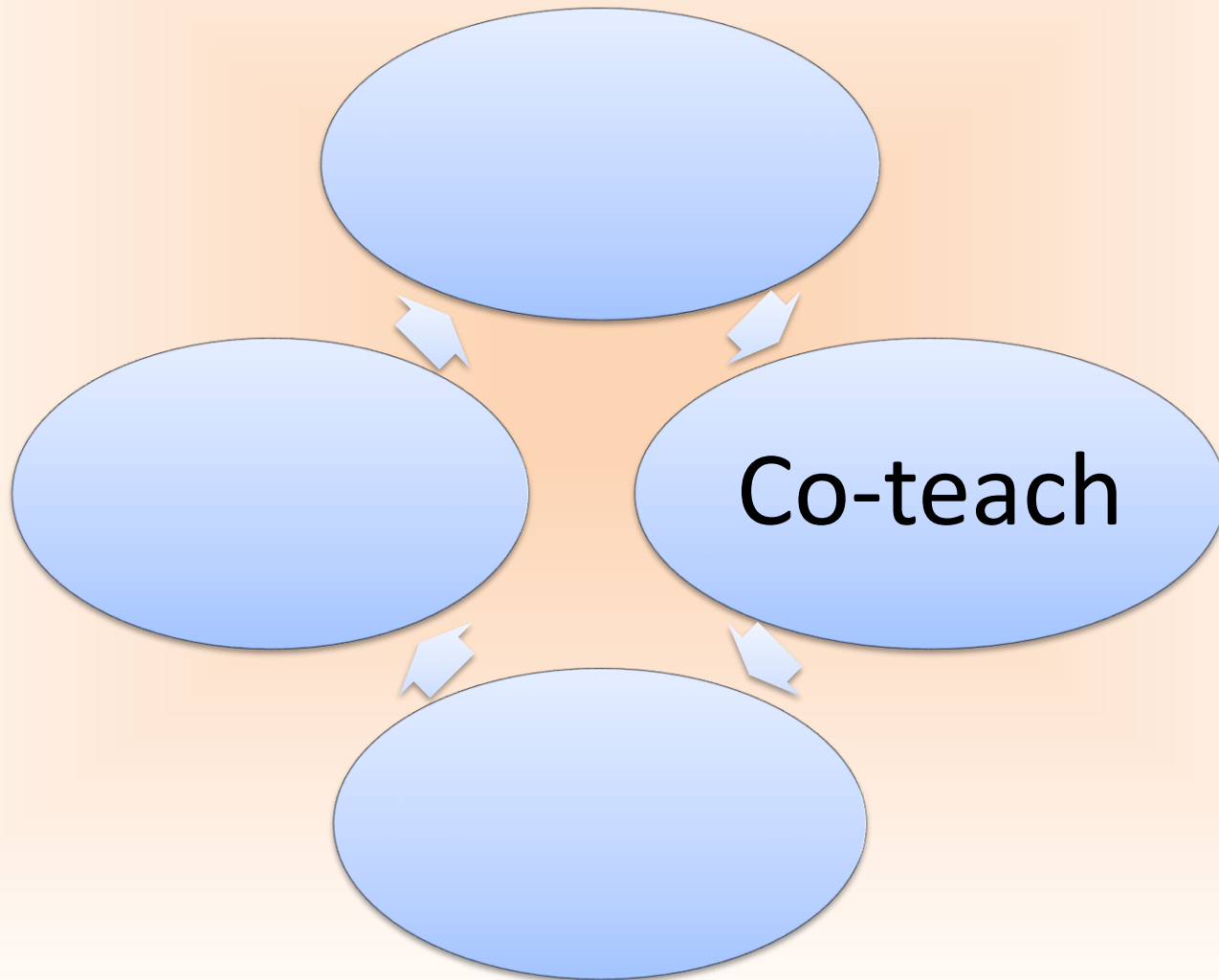
**Collaboration  
Strategies**



# Collaborative Instructional Cycle



# All Four Components are Needed



# Routines for Co-Planning Success

## ORGANIZATION



## PRE-PLANNING



## CO-PLANNING



## POST-PLANNING



# Yoga Break



# Co-Planning

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

**Photosynthesis Literacy**

Directions: Use the reading to help fill in the tables below and answer the questions.

Photosynthesis Definition	Where does this occur in the cell?	What is needed? <i>Reactants</i>	What is produced? <i>Products</i>

- Write the equation for photosynthesis below.
- Circle the reactants and square the products in the chemical reaction above.
- What controls this reaction? *Identify the molecule that controls the rate of this reaction.*
- True or False - Photosynthesis occurs only in autotrophic organisms. Explain your answer: *the*
- How do leaves contribute to this process of photosynthesis?
- How is glucose used by the plant after it is produced? *Why is glucose important for the plant? like you*
- How is this process also helpful to heterotrophs such as animals? *Why photosynthesis*

1. Using the envelope of descriptions, match the descriptions with each word or phrase below.

Picture	Word/Phrase	Definition
	Autotroph	organism that can make food for itself
	Heterotroph	
	Chloroplast	
	Stoma	
	Guard cell	
	Carbon dioxide and water	
	Glucose and oxygen	

1. Using the envelope of descriptions, match the descriptions with each word or phrase below.

Picture	Word/Phrase	Definition
	Autotroph	
	Heterotroph	
	Chloroplast	
	Stoma	
	Guard cell	
	Carbon dioxide and water	
	Glucose and oxygen	

Stacey Taylor and Kathryn Farley,  
Elmont High School

# Co-planning Agreement

	<u>Classroom Teacher</u>	<u>Language Development Coach</u>
<u>Pre-planning:</u> before meetings	<ul style="list-style-type: none"> <li>● preview lessons</li> <li>● general idea of what the week will look like</li> <li>● writing</li> </ul>	<ul style="list-style-type: none"> <li>● preview lessons</li> <li>● small groups - how that will look</li> <li>● begin document for the week with</li> </ul>
<u>Collaborative planning:</u> collaborative meeting	<ul style="list-style-type: none"> <li>● talk about roles and responsibilities for the lessons</li> <li>● Looking at models</li> <li>● Staying focused</li> </ul>	<ul style="list-style-type: none"> <li>● talk about roles and responsibilities for the lessons</li> <li>● Looking at models</li> <li>● Staying focused</li> </ul>
<u>Post planning:</u> after the meeting, preparing for lesson	<ul style="list-style-type: none"> <li>● Reflection (written or verbal)</li> </ul>	<ul style="list-style-type: none"> <li>● Reflection (written or verbal)</li> </ul>

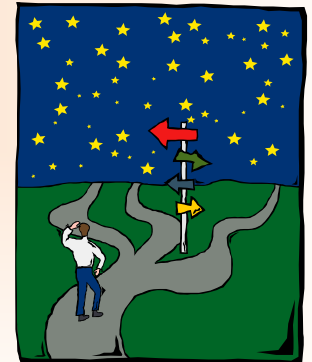


Mara Barry,  
Kildeer 96, IL

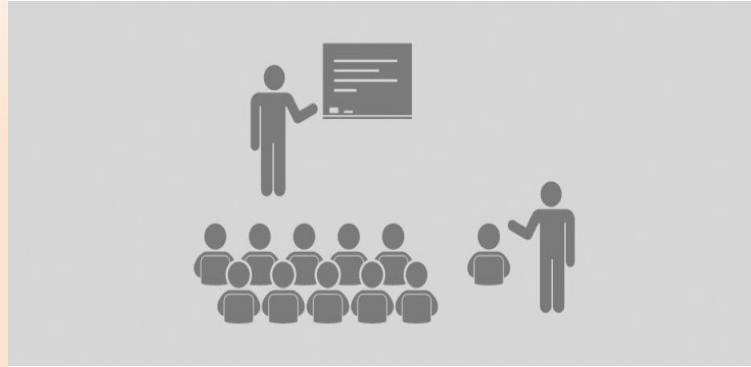
# MODELS

(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**



# ***Co-Teaching Models***



**Model 1**



**Model 2**



**Model 3**

Image Credit: New America

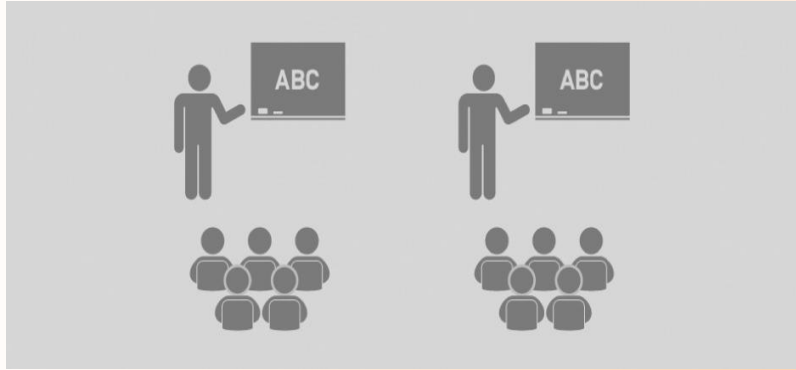
# MODELS

(Honigsfeld & Dove, 2008).

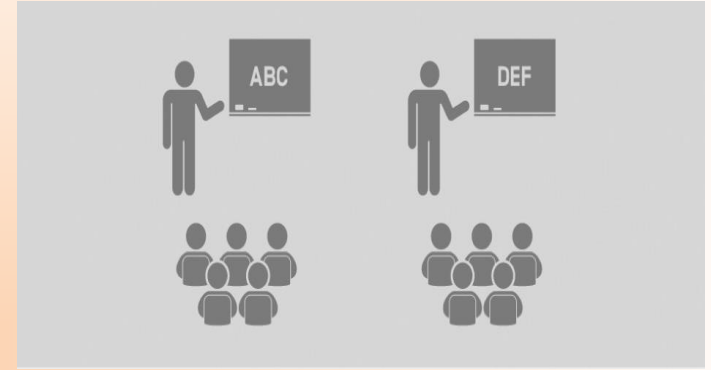
- **MODEL 4: Two Groups of Students  
Two Teachers Teach Same Content**
- **MODEL 5: Two Groups of Students  
One Teacher Pre-teaches, One  
Teacher Teaches Alternative  
Information**
- **MODEL 6: Two Groups of Students  
One Teacher Re-teaches, One  
Teacher Teaches Alternative  
Information**
- **MODEL 7: Multiple Groups Two  
Teachers Monitor/Teach**



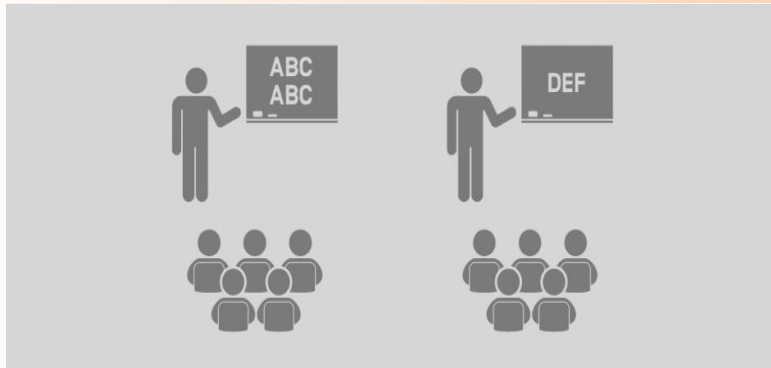
# ***Co-Teaching Models***



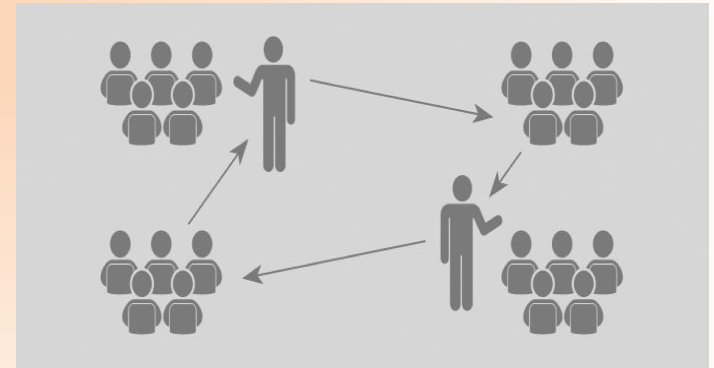
**Model 4**



**Model 5**



**Model 6**



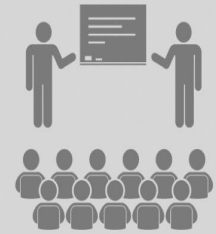
**Model 7**

Image Credit: New America

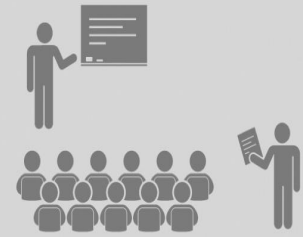
# Model 1



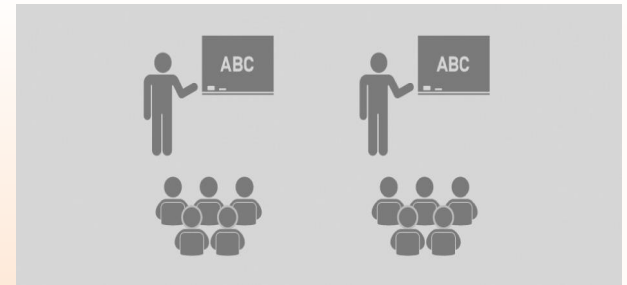
# Model 2



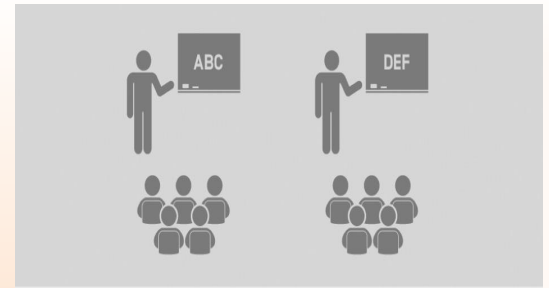
# Model 3



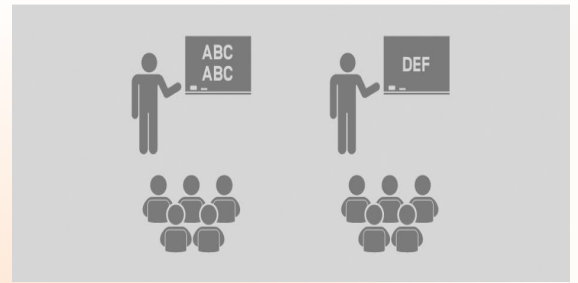
# Model 4



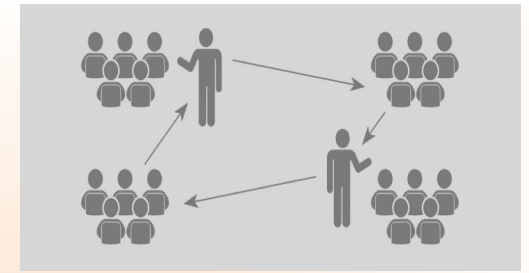
# Model 5



# Model 6



# Model 7



Model 1 + (3) - Do Now  
HW Check

---

Model 2 - Review

---

Model (4) - Word Problem  
Diff./Same content (6-7 mins.)

---

Model 2 - Debrief/Review

---

Model 7 - Collab team work  
(levelled)

---

Model (6) - Helpdesk

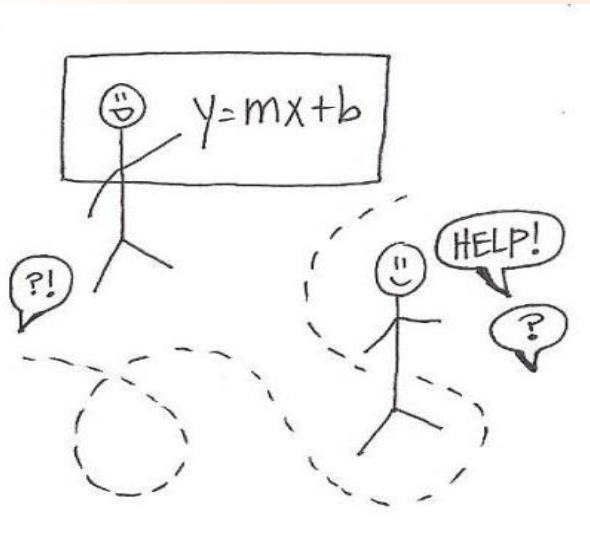
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Model 2 - Closing activity

# *Ownership*

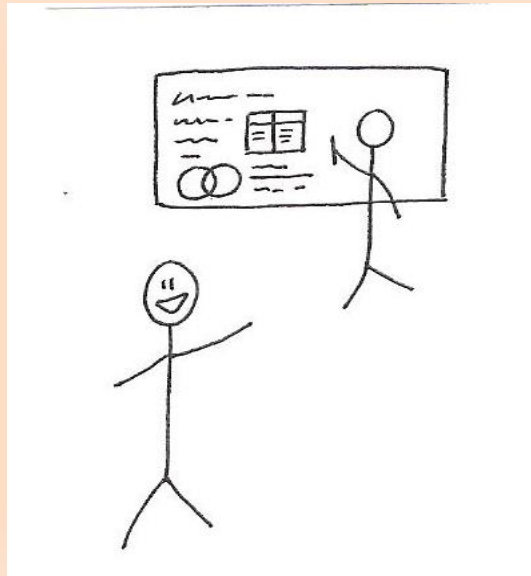


# Instruction



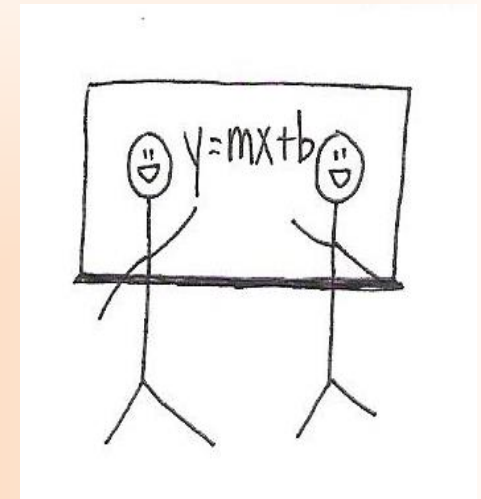
## Supporting

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



## Modeling

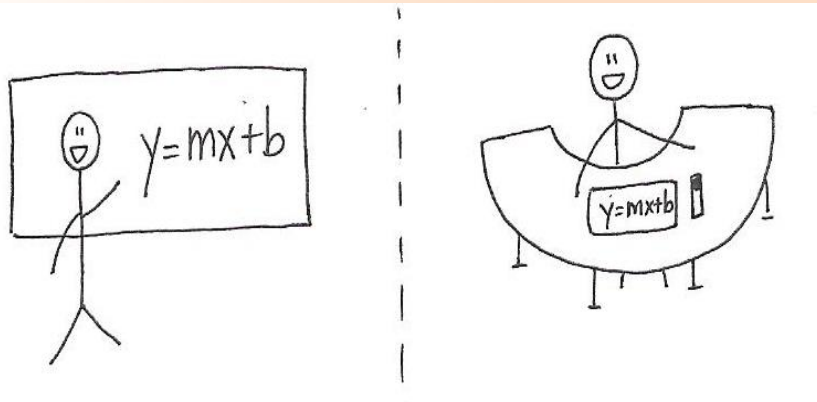
one teacher leads, one teacher questions, writes notes, or models



## Tandem

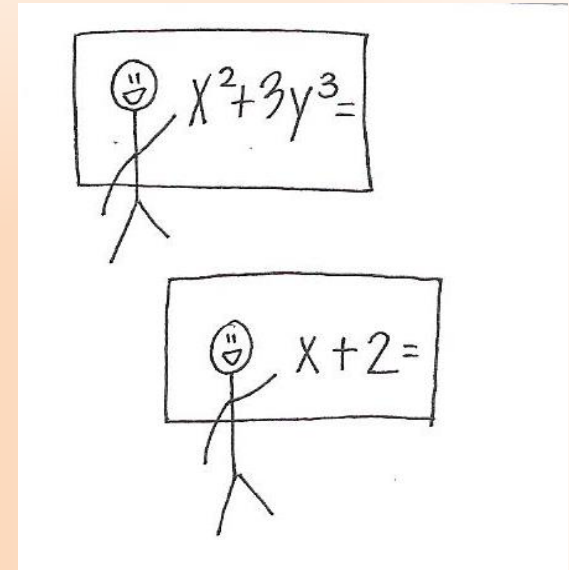
both teachers lead instruction; scripted or impromptu

# Instruction



## Paralleling

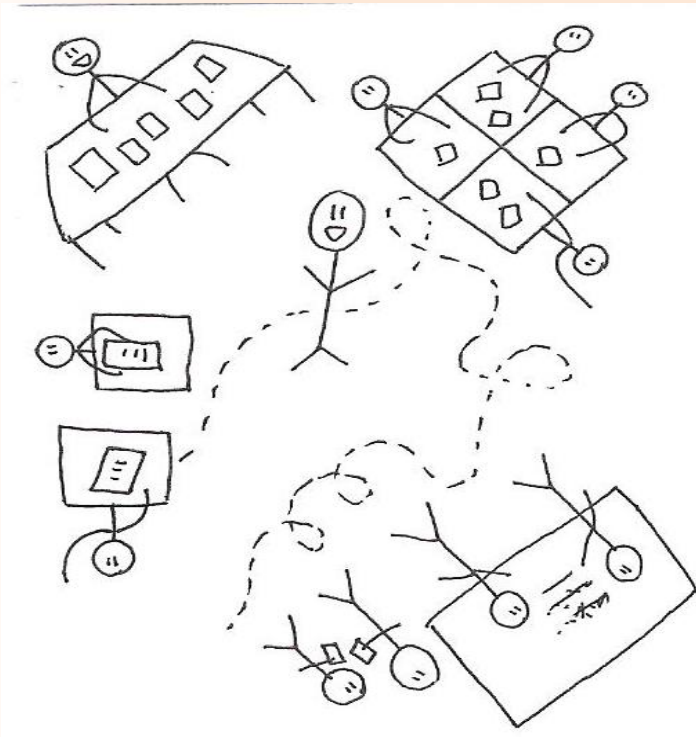
both teachers teach the same standard to different groups using different approaches



## Targeting

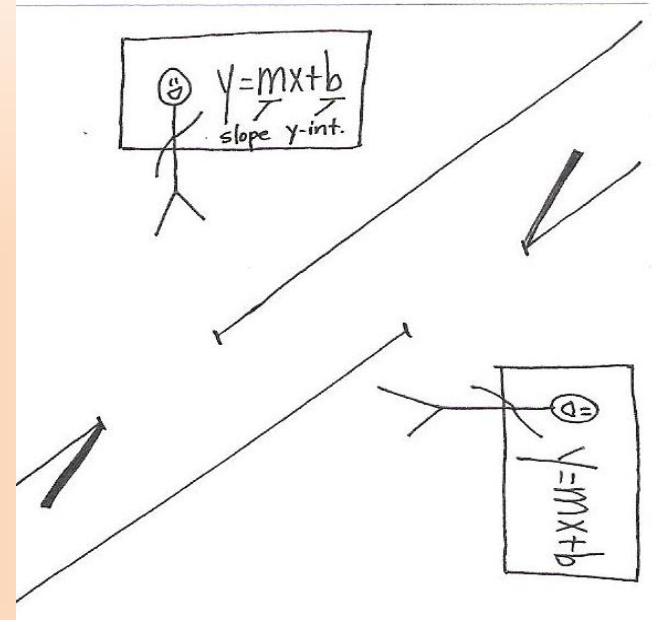
both teachers teach groups based on student proficiency

# Instruction



## Centers

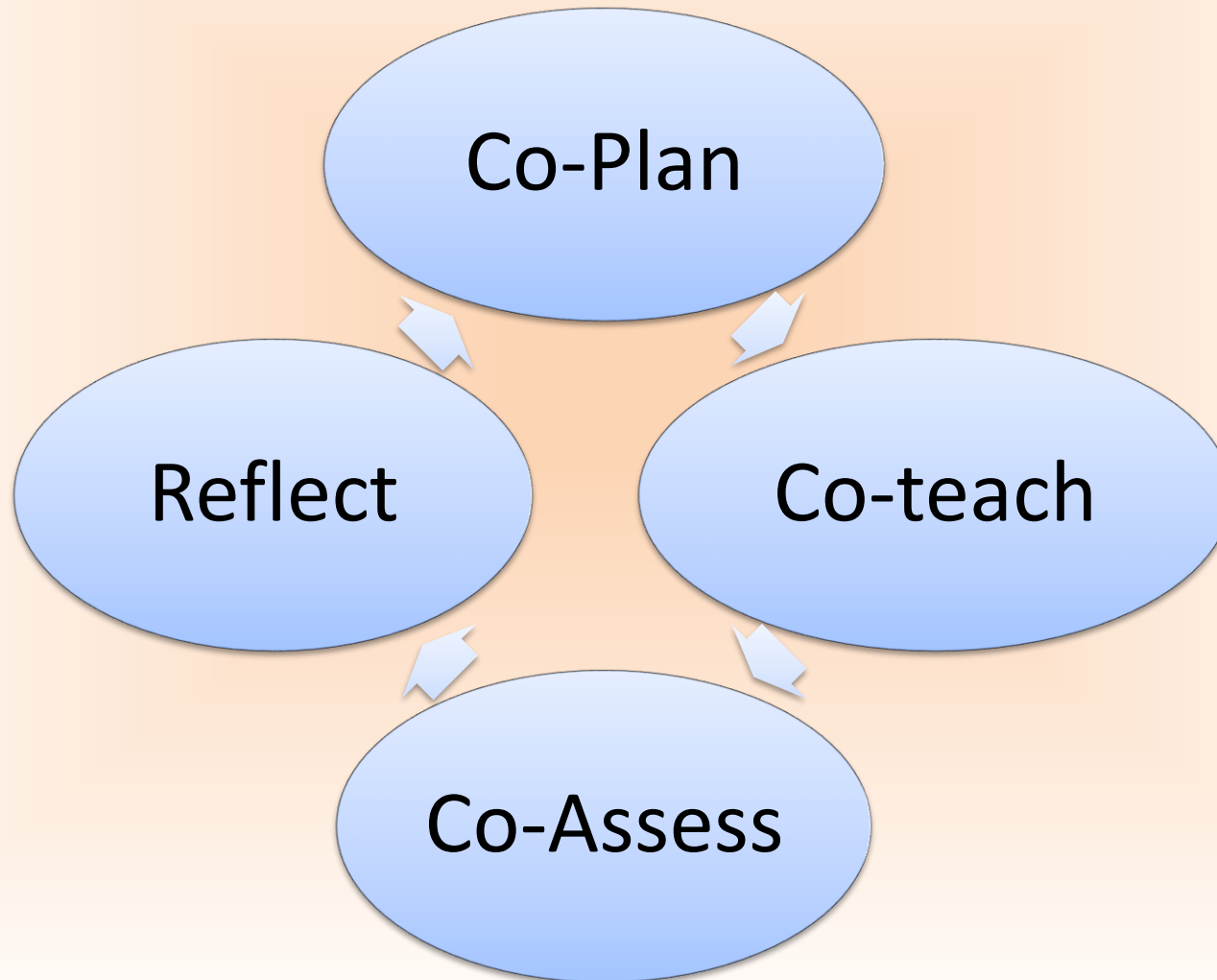
Both teachers engage students during small group and independent practice



## Separate Location

ESL teacher teaches ELs in a different setting

# Collaborative Instructional Cycle



# PRIORITIES

1.

2.

3.



# Action Planning

- Start doing...
- Stop doing...
- Keep doing...

**THE OPPORTUNITY IS NOWHERE**



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<http://integratedenl.weebly.com>

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