

# **The Co-Teaching Model: Building Capacity among co-teachers to address the affective and cognitive domains of ELLs**

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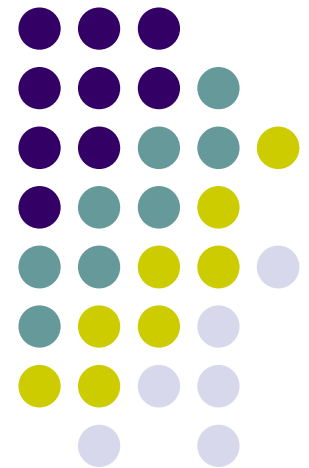
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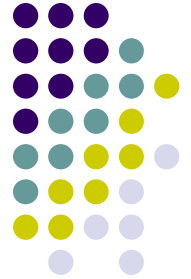
Michael Imondi

Director of English Language Arts

September 28, 2015



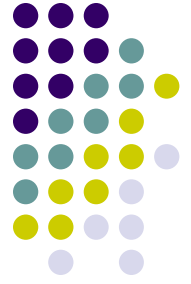
# Our Journey: The Michael and Francesco Show



**Michael and I are gearing up to team-teach another PD**

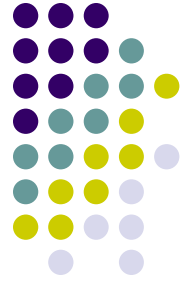


*"Paul and I are gearing up to team-teach another course."*



# Our Journey.....

- Carving out time
- Goals
- Style
- Building Capacity
- Negotiating
- Co-teaching model
- Execution
- Reflection



# Agenda

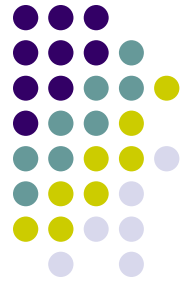
- Introduction
- Goals
- Language Acquisition
- Regulations
- Videos and Texts
- Best Practices
- Lesson Planning

# Goals

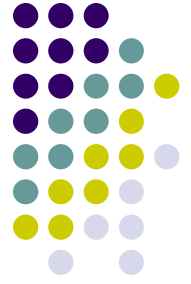


- Realities of English Language Learners
- Dispel myths and stereotypes
- Provide teachers with instructional tools to engage our ELLs
- Provide teachers with an understanding of second language acquisition
- NYS and Federal Laws
- Create a stronger and more united community
- Ensure that all students succeed!
- Foster Communication, Collaboration, Critical Thinking and Creativity

# Sentence Stems/Language Frames to guide our discussions



- Something I agree with....
- Something that puzzles me....
- Something I am reminded of when I read/view/hear....
- A new idea....
- Something I disagree with....
- Something I want to talk with others about more....



# Terms to Know

- **ELL:** English Language Learner (Student)
- **MLL:** Multi-Language/Lingual Learners
- **LEP:** Limited English Proficiency (Student)
- **ESL:** English as a Second Language (Program)
- **ENL:** English as a New Language (Program)
- **L1:** First or Home Language
- **L2:** Second or New Language/English Language
- **NYSITELL:** New York State Identification Test for English Language Learners
- **NYSESLAT:** New York State English as a Second Language Achievement Test
- **HLQ:** Home Language Questionnaire

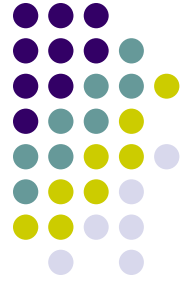
# Quiz Time!



- According to research, students in ESL-only programs, with no schooling in their native language, take 7-10 years to reach grade level norms.

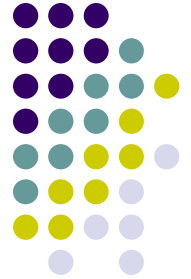


# You can do it!



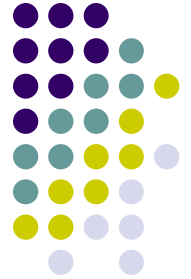
- Second language learners will acquire academic English faster if their parents speak English at home.

# It's EASY!



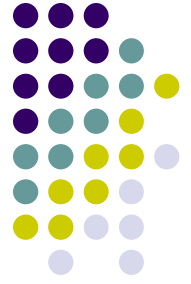
- Cognitive and academic development in native language has an important and positive effect on second language acquisition.

# Last Question!



- Older generations of immigrants learned without all the special language programs that immigrant children receive now. It was "sink or swim" and they did just fine!

# Delta Airlines Flight # 173



- The family is moving
- Pack your bags
- Say goodbye to family, friends and all that you know!
- Fasten seatbelt!
- Take-off!





# You are now a student in Japan



- Arrive to class on time
- Teacher enters classroom: Please stand and bow
- Listen to your teacher; avoid direct eye contact
- Take notes
- Read the handouts
- Take ALL assessments
- Do the homework
- Repeat daily!

# Follow along....



# So, how did you feel?

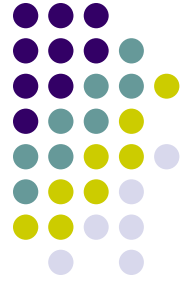


- Turn to a partner and share your experience of being a student in a Japanese speaking classroom





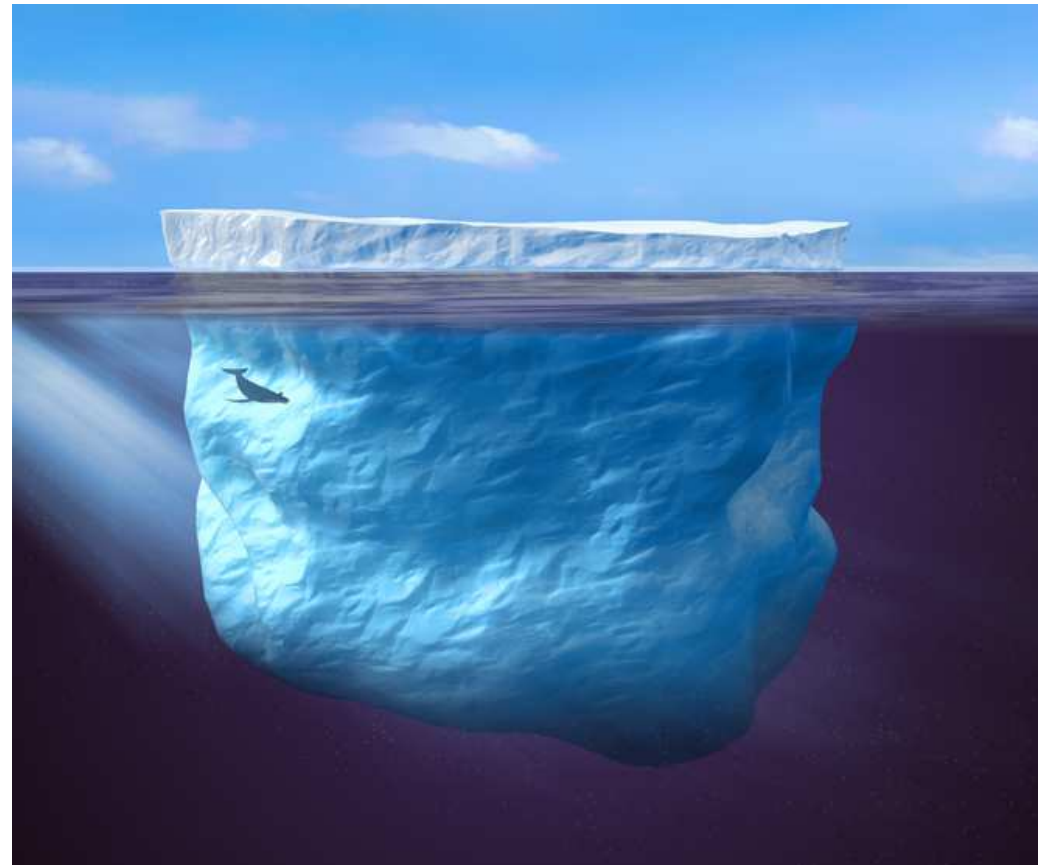
# He/She does speak English, but.....



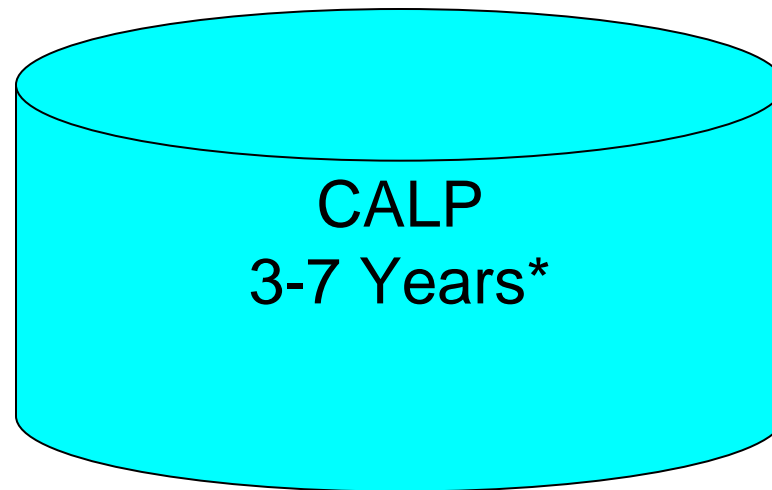
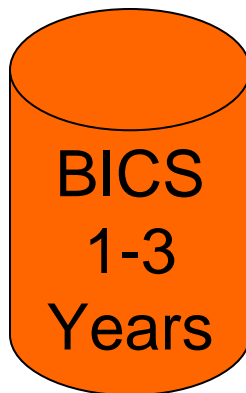
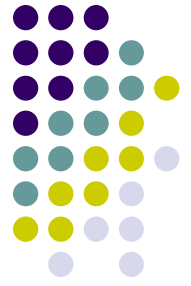
- **BICS:**
  - Basic Interpersonal Communication Skills
  - (English used in the hallway, store, with friends, etc.)
- **CALP:**
  - Cognitive Academic Language Proficiency
  - (Academic English required in the classroom to discuss concepts such as democracy, theories, art, etc.)



# The Iceberg Theory: He/She speaks English!



# Does the research below change your thinking?

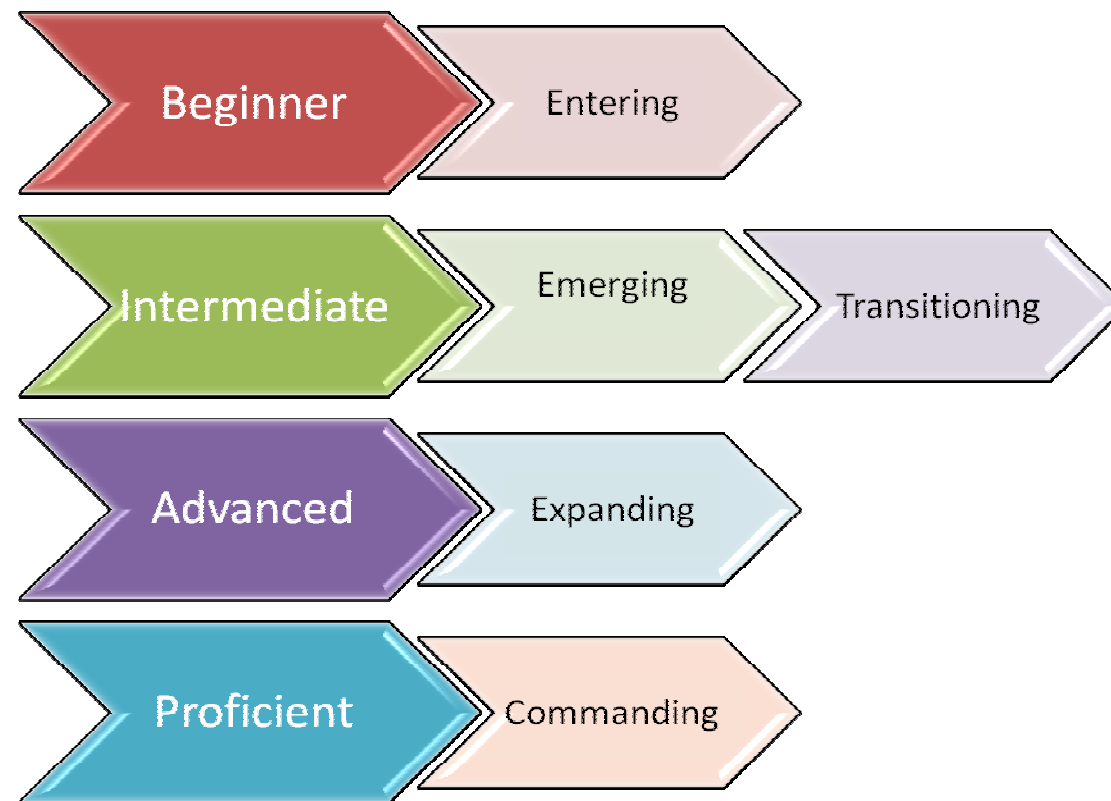
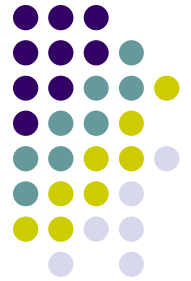


# Types of ELLs

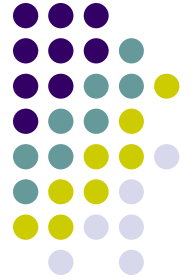


- Student is not literate
  - Interrupted schooling (SIFE)
- Student is literate
  - Below grade level
- Student on or above grade level

# The 5 Levels of Proficiency



# ENL/ELA 9-12



<i>Proficiency</i>	<i>Stand Alone ENL</i>	<i>Integrated ENL</i>	<i>Period(s)</i>
Entering	1 or 2	1 ELA (must) or 2 ELA or 1 ELA with 1 content area, including ENL	3 Periods
Emerging	½ or 1	1 ELA (must) + ½ ELA or ½ content area, including ENL	2 Periods
Transitioning	½	½ ELA (must)	1 Period
Expanding	NA	1 ELA or other content area	1 Period
Commanding	NA	½ content area “or other such services that monitor and support their language development and academic progress”	½ Period

# ENL/ELA K-8



<i>Proficiency</i>	<i>Stand Alone ENL</i>	<i>Integrated ENL</i>	<i>Time</i>
Entering	1 (36 min)	1 ELA (36 min)	72 min
Emerging	$\frac{1}{2}$ (18 min)	1 ELA + $\frac{1}{2}$ ELA or other content area, including ENL (36 min + 18 min)	72 min
Transitioning	$\frac{1}{2}$ (18 min)	$\frac{1}{2}$ ELA (18 min)	36 min
Expanding	NA	1 ELA or other content area (36 min)	36 min
Commanding	NA	$\frac{1}{2}$ ELA or other content area “or other such services that monitor and support their language development and academic progress” (18 min)	18 min

# Essential Questions



- Why co-teaching?
- What is the co-teaching model?
- How is co-teaching delivered?
- What are the benefits?
- When is pull-out or small group instruction beneficial to ELLs?

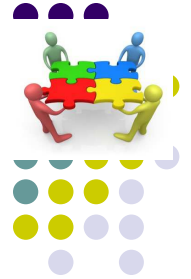


# What is co-teaching?

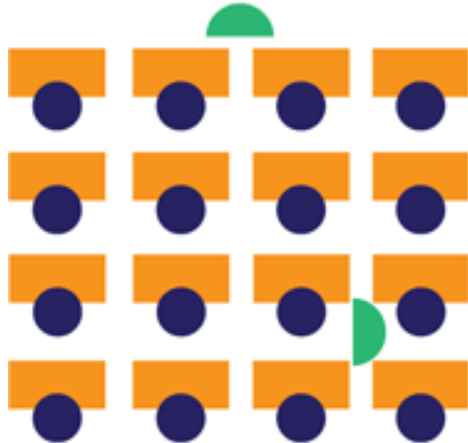
Two master teachers, each with a specialized skill set, partnering to deliver instruction that meets the needs of all learners in a particular classroom setting.



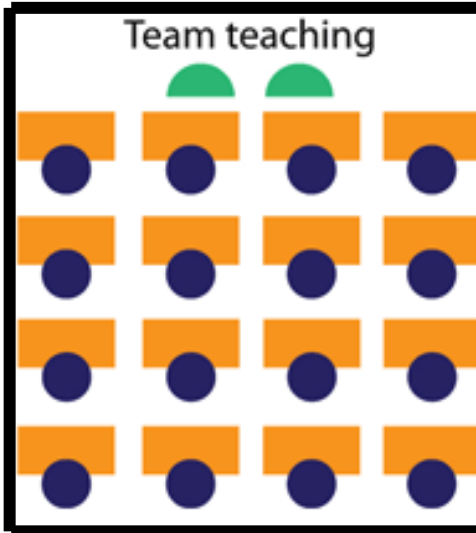
# Co-Teaching Models



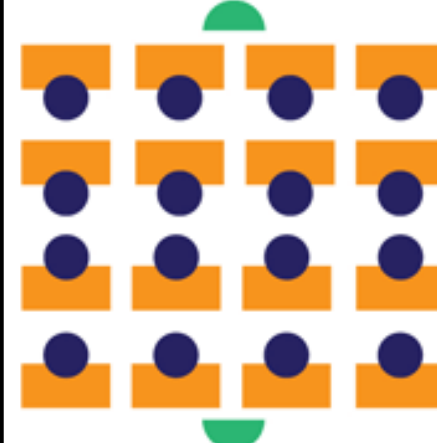
One teach, one drift



Team teaching



Parallel teaching



Alternative teaching



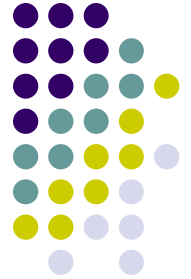
One teach, one observe



Station teaching



# Mirror, mirror...



# **Pt. 154 Regulations are beginning to mirror Pt. 200 Regulations: Least Restrictive Environment**

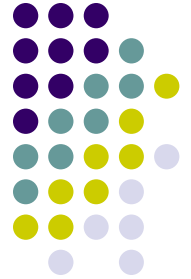


- (1) provide the special education needed
- (2) be educated with other students who do not have disabilities to the maximum extent appropriate

# Integrated Co-teaching - Roles



- **General Education Teacher**
  - Content expert
  - Plans core instruction
  - Ensures alignment with grade level colleagues
  - Differentiates instruction
- **Special Education Teacher**
  - Strategy expert
  - Ensures IEP is implemented
  - Adapts materials & curriculum
  - Provides modifications and accommodations
  - Delivers specially designed instruction and/or supports



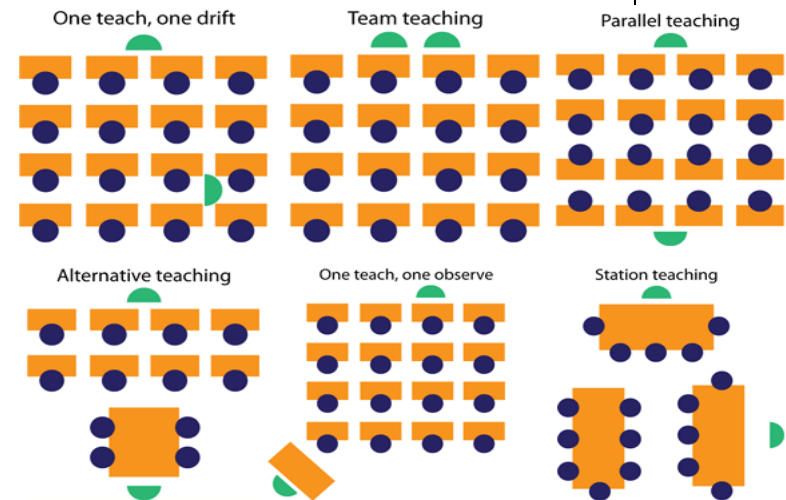
What determines which co-teaching model you and your partner will use?



# When might you choose to use..



- One teach, one drift..
- Team teaching..
- Parallel teaching..
- Alternative teaching..
- One teach, one observe..
- Station teaching..



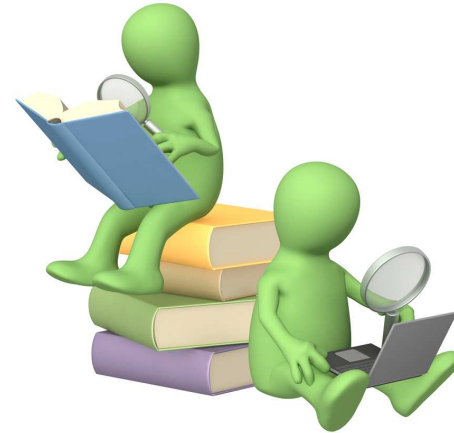




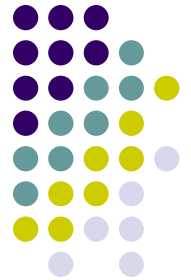
# Text: *Are your clothes made in sweatshops?*



- Audience
- Goals
- Co-teaching model
- 20 minutes to brainstorm and share-out a skeleton of a plan and possible activities
- Group think-aloud on the process and lesson-plans



# Preparing Learners: Activating prior knowledge



Preparing Learners: Activating Prior Knowledge

Grades 6-8 / ELA / ELL

CCSS: ELA.SL.7.1c ELA.SL.8.1c

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**Civil Rights**

"This is a hoax, sham, and fraud"

"How that will destroy the right of Property." Privi

"With this assassin's and a in of the"

"I am raising nothing to do with changing a law that destroys the labor's priority systems"

Anger

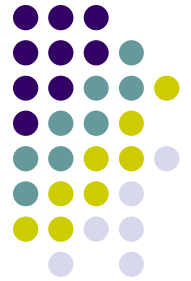
Creed

ELA for ELL: A Six-Part Video Series

0:00:00 | 0:05:40



# Interacting with Complex Texts: Scaffolding Reading



Interacting with Complex Texts: Scaffolding Re...

Grades 6-8 / ELA / ELL

CCSS: ELA.RI.7.2 ELA.RI.7.4 ELA.RI.8.2

Like 76

ELA for ELL:  
A Six-Part  
Video Series

0:00:00 | 0:08:51

A video player interface showing a student's hands writing in a spiral notebook. The student is wearing a blue wristband. The notebook has a grid pattern and some text. The video player includes a progress bar, a play button, and a volume icon. The video title is "Interacting with Complex Texts: Scaffolding Re..." and it is for Grades 6-8 / ELA / ELL. The video is part of a series called "ELA for ELL: A Six-Part Video Series". The video has 76 likes and is shared on various social media platforms.





# Extending Understanding: Vocabulary Development



Extending Understanding: Vocabulary Develop...

Grades 6-8 / ELA / ELL

CCSS: ELA.RI.7.6 ELA.RI.8.6

Like 148

f t p </>

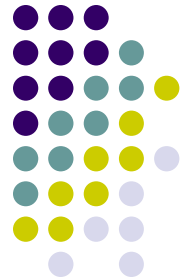
A video player interface showing a classroom scene. Two students are in the foreground, focused on their work. The student on the left is a young man with dark hair, wearing a dark blue shirt, holding a yellow pencil. The student on the right is a young woman with dark hair, wearing a yellow headband and a dark blue hoodie, looking down at her work. In the background, another student is visible, wearing a denim vest over a white shirt. A large grey play button is centered over the video. A red speech bubble in the bottom right corner of the video frame contains the text "ELA for ELL: A Six-Part Video Series". The video player controls at the bottom show a progress bar, a timestamp of 0:00:00 / 0:09:11, and icons for volume and full screen.

ELA for ELL:  
A Six-Part  
Video Series

0:00:00 | 0:09:11



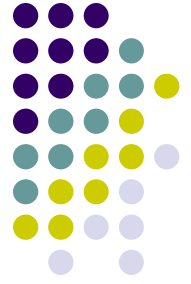




# Video: Spencer Kagan

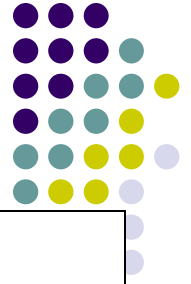
## Structures for Teach Less, Learn More

Function	Selected Structures
Set	Mix-Pair-Share Single RoundRobin Continuous RoundRobin
Processing	RallyRobin Timed Pair Share RoundRobin
Teambuilding	Team Interview Three-Step Interview
Classbuilding	Corners Similarity Groups
Peer Tutoring	Team Pair Solo Numbered Heads Together Jigsaw Sage-N-Scribe
Authentic Assessment	RallyTable Instant Star Show Me One Stray
Review	Pairs Compare AllWrite RoundRobin Trade-a-Problem Stir-the-Class
Closure	RallyTable Dueling Flipcharts Mix-Music-Meet Give One, Get One



# The Danger of Peer to Peer Comparison



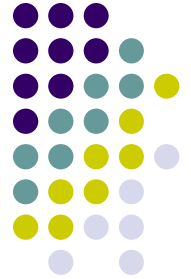


### **Entering Profile: Student 1**

- Rich literacy in L1
- Reads & writes in L1
- Reads for pleasure
- No gaps in schooling
- Transferring L1 content into English
- Self-advocate
- Metacognitive of own learning
- CALP in L1

### **Entering Profile: Student 2**

- Low SES
- Gaps in formal education
- Gaps in content in L1
- Does not have literacy in L1
- No CALP in L1
- May seem unmotivated, shy, reserved etc



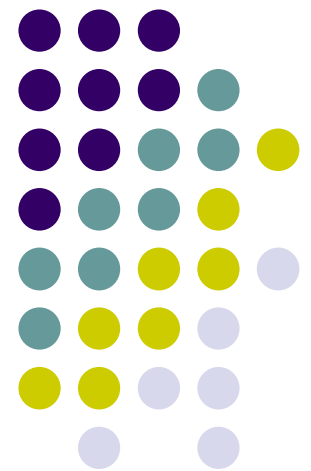
# Growth for Student 1 and Student 2 will look different

But, how do you ensure both  
make gains?

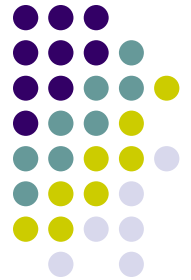
# It's your turn....

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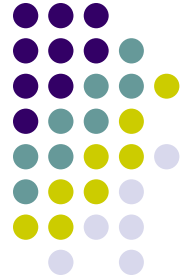
Be creative, but keep in mind....



# Instructional Shifts in ELA



Shift 1	Balancing Informational & Literary Text	Students read a true balance of informational and literary texts.
Shift 2	Knowledge in the Disciplines	Students build knowledge about the world (domains/ content areas) through TEXT rather than the teacher or activities
Shift 3	Staircase of Complexity	Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading.
Shift 4	Text-based Answers	Students engage in rich and rigorous evidence based conversations about text.
Shift 5	Writing from Sources	Writing emphasizes use of evidence from sources to inform or make an argument.
Shift 6	Academic Vocabulary	Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.



# Language Functions

- Compare and contrast
- Persuasion
- Asking questions
- Expressing likes and dislikes
- Cause and effect
- Summarizing
- Sequencing
- Predicting
- Agreeing/disagreeing
- Greeting people/introductions



### Tier 3 Words: Domain-Specific Words

- ☪ words that appear in specific domains or fields of study
- ☪ words that are found in the glossary or bolded in text books
- ☪ e.g.: filibuster, homologoumena, photosynthesis, ...

### Tier 2 Words: General Academic Words

- ☪ words that appear in various texts such as informational, technical, and literary
- ☪ words found more frequently in written text (than everyday talking)
- ☪ can have multiple meanings, or specific nuance (such as chortle instead of giggle)
- ☪ e.g.: dignify, flounder, gaggle, steadfast, ...

### Tier 1 Words: Basic Words

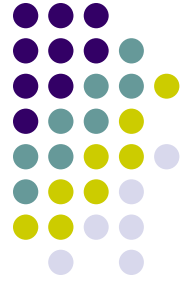
- ☪ high frequency words (sight words)
- ☪ words used in everyday talking
- ☪ typically do *not* have multiple meanings
- ☪ e.g.: dog, cat, girl, boy, blue, green, jump, run, sing, talk, ...



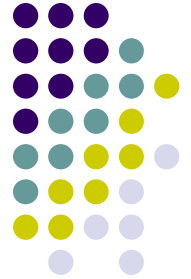
Photo © Some rights reserved by [highteaforalice](#)



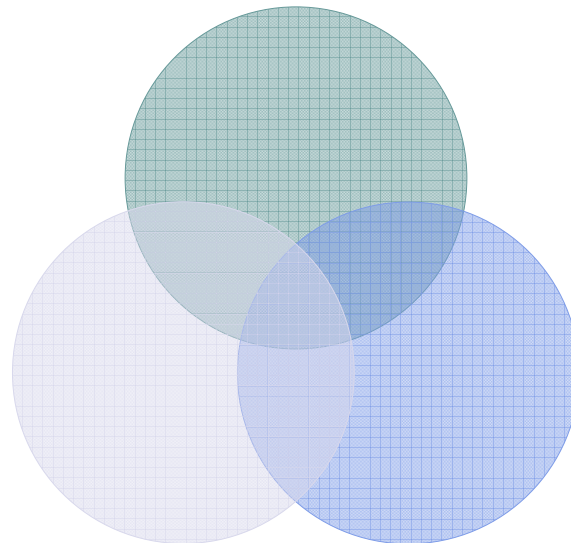
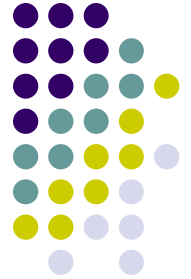
# The Story of Background Knowledge: Creatures and Features and Skunks



# Robert Frost: Nothing Gold Can Stay



# Graphic Organizers



# Focused Questions





# Collaboration

- Select a reading from your next unit
- Prepare a lesson
  - Student Profile
  - Co-teaching model
  - Differentiation
  - Scaffolding
  - Background
- Present to colleagues



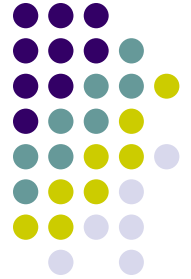


# Give yourselves permission to..



- Decide which co-teaching model to use
- Decide when to do small group instruction and separate ELLs to work on specific goals
- Which readings/materials are appropriate
- Provide differentiation and scaffolding, without providing too much of a crutch
- Figure out how best to grade the student
- Reduce homework and workload, but ensure the goals are met

# Exit Ticket



- Something I agree with....
- Something that puzzles me....
- Something I am reminded of when I read/view/hear....
- A new idea....
- Something I disagree with....
- Something I want to talk with others about more....



# Questions?

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You know where to find us!

