

Teacher Collaboration to Support English Language Learners

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KDP eChapter Webinar



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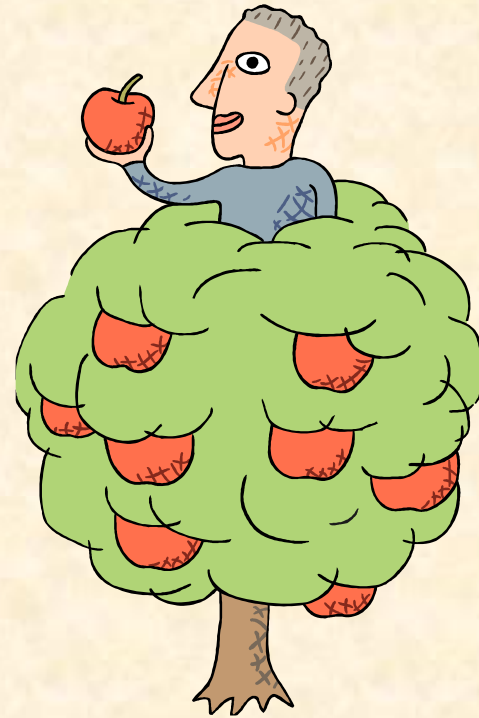
Our Collaborations

- Maria: Co-taught in VS 30
- Andrea: Co-taught in NYC
- Collaborated through Molloy TESOL program
- Co-authored several articles
- Co-authored a Corwin Press book
- Co-presented at national conferences numerous times
- Co-editing a new book on collaboration
- Co-facilitated K-12 workshops on Long Island, NYS, and beyond
- Co-present this Webinar for you!



George Bernard Shaw

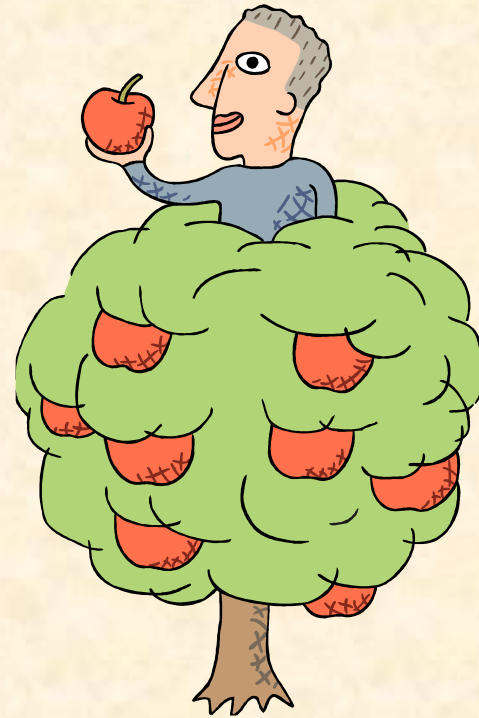
`If you have an apple
and I have an apple
and we exchange
these apples, then
you and I will still
each have one apple.



George Bernard Shaw

'If you have an apple
and I have an apple
and we exchange
these apples, then
you and I will still
each have one apple.

But if you have an
idea and I have an
idea and we
exchange these
ideas, then each of
us will have two
ideas.'

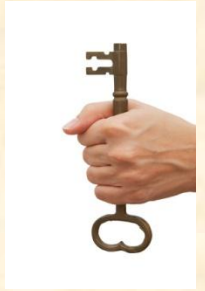


Agenda

1. Key ideas
2. Challenges teachers face
3. Types of collaboration
4. Instructional and noninstructional collaborative practices to enhance differentiated instruction for ELLs
5. Promising practices as a result of teacher collaboration for ELLs



Key Questions



1. What types of collaboration yield the most effective instruction to meet the academic and language development needs of ELLs?
2. How do teachers successfully implement various instructional and noninstructional collaborative practices to enhance differentiated instruction for ELLs?
3. What promising practices are emerging as a result of teacher collaboration for ELLs?

LEP

- Limited English Proficient
- Language Enriched Pupil



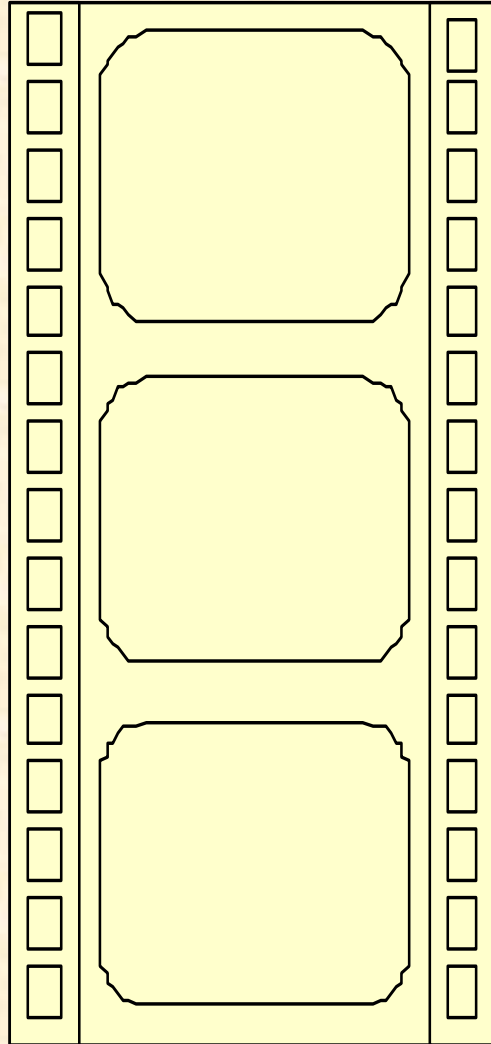
Which one is it?

Who will truly belong?

Maslow's Hierarchy of Needs

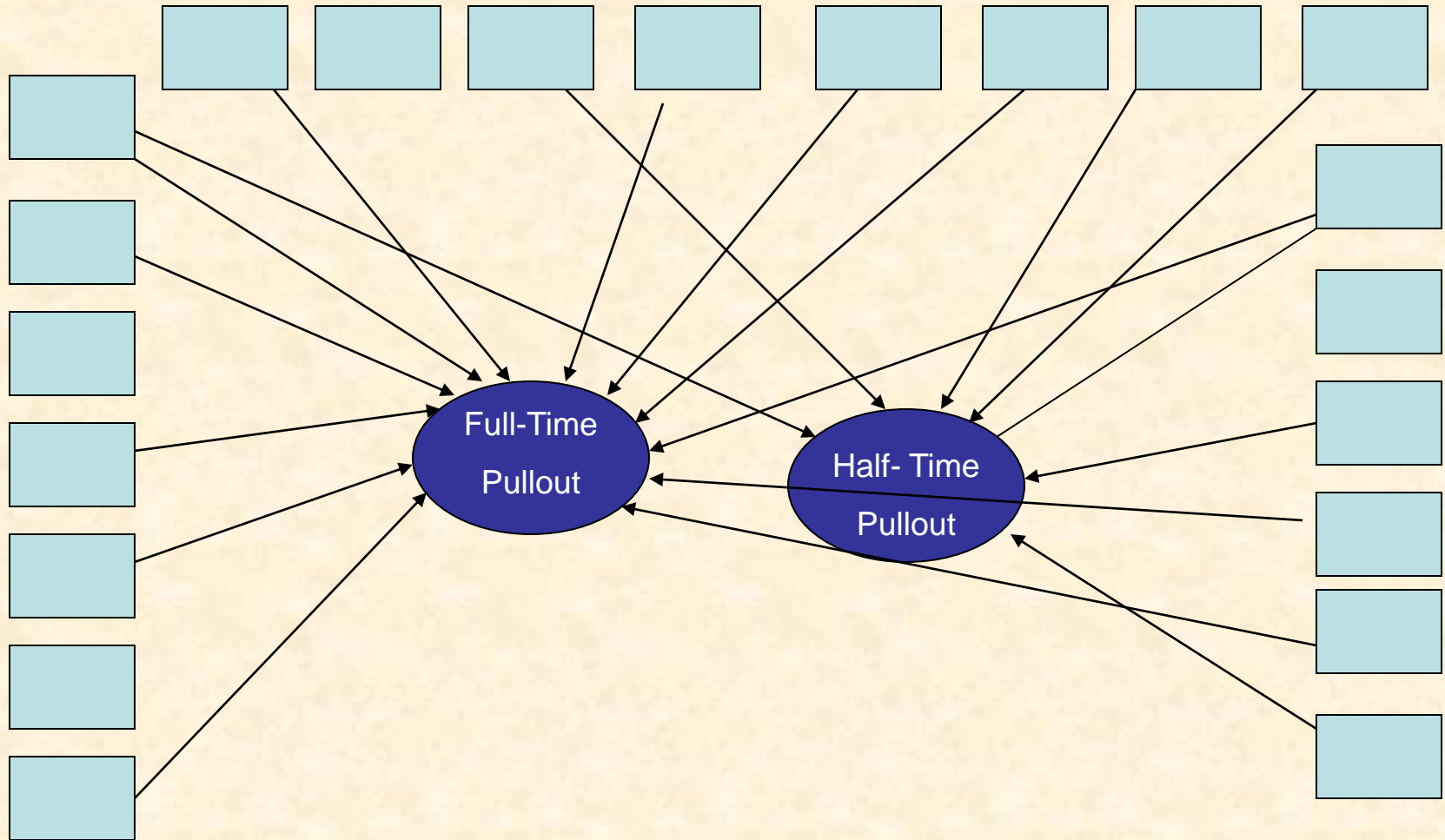


What Does the ESL Program in Your District Look Like?

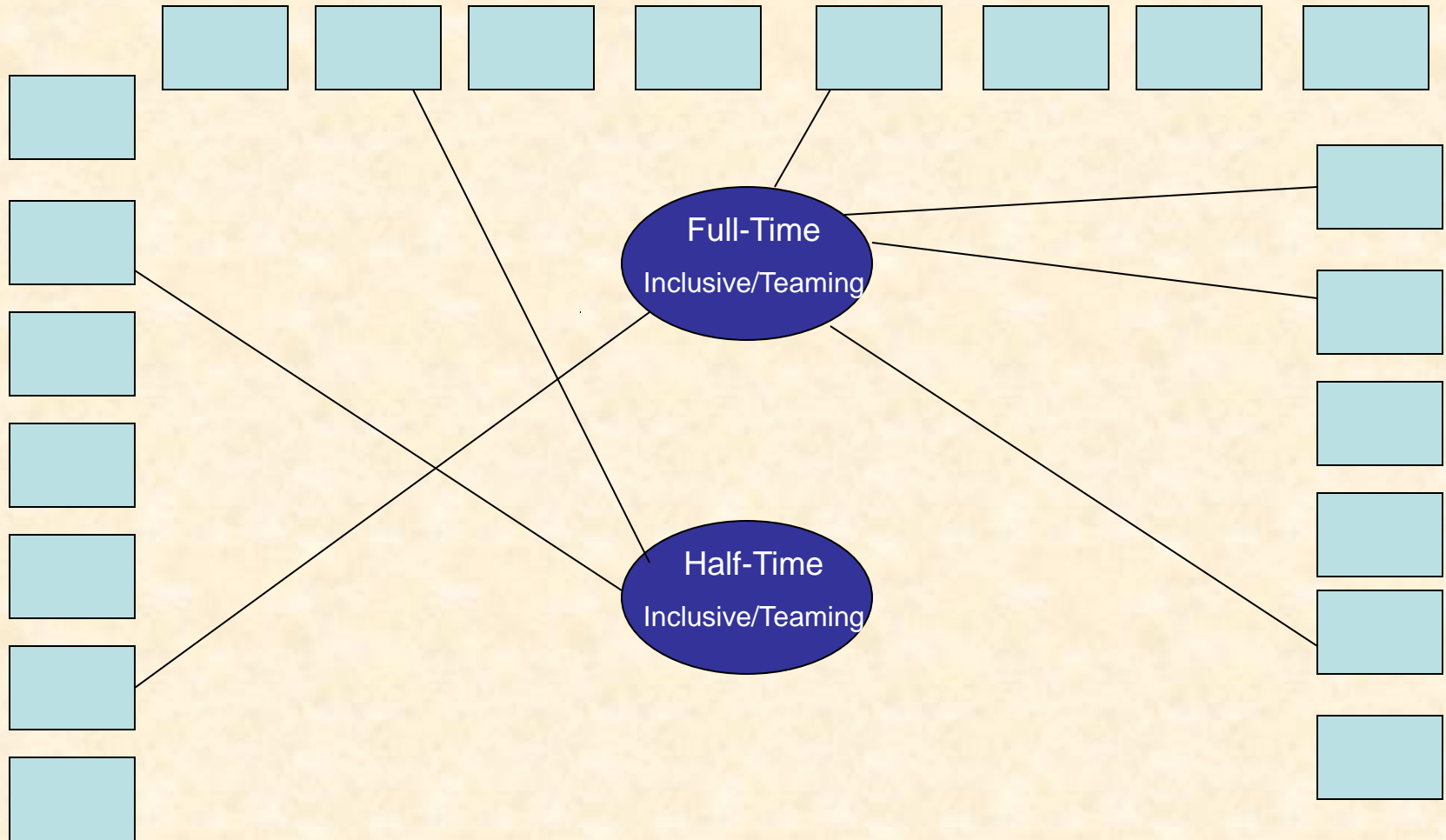


	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 - 9:20					
9:20 - 10:00		LOTE		LOTE	
10:00 - 10:40	Reading	Reading	Reading	Reading	Reading
10:40 - 11:20					
11:20 - 12:00	Lunch	Lunch	Lunch	Lunch	Lunch
12:00 - 12:15					
12:15 - 12:45	Waterford	Waterford	Waterford	Waterford	Waterford
12:45 - 1:00					
1:00 - 1:50	ESL	ESL	ESL	ESL	ESL
1:50- 2:30	Phys Ed	Art	Music	Phys Ed	Library
2:30 - 3:05	ESL	ESL	ESL	ESL	ESL
3:10 - 3:30					

ELL Model: Before (Theoharis 2007)



ELL Model: After (Theoharis, 2007)

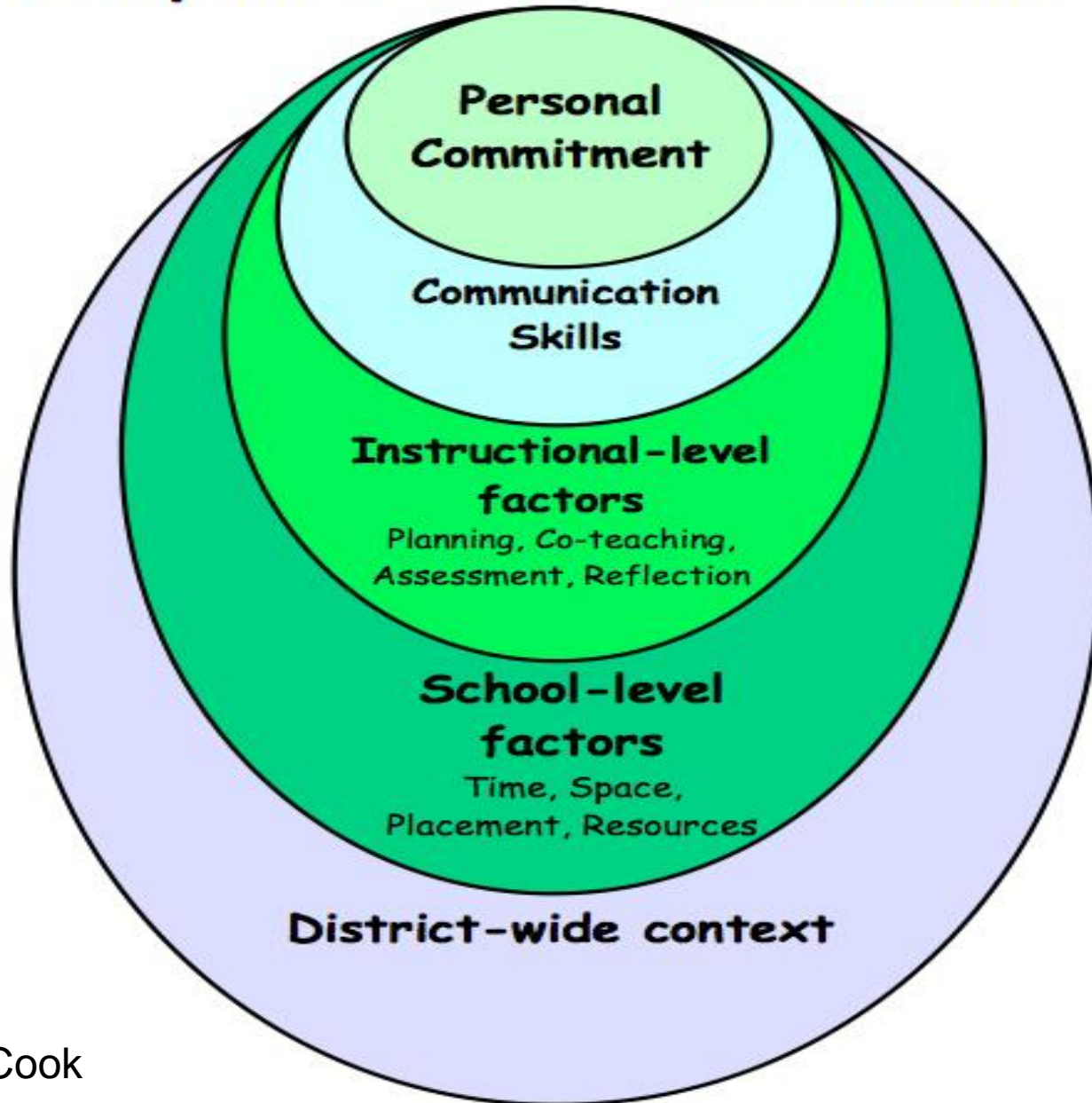


Teacher Collaboration

- “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 and Cook 1992)



Components of Collaboration



Teacher Isolation Replaced with Relationships



If teachers have more opportunity to interact socially, they build friendships.

If teachers have more opportunity to interact professionally, they build partnerships.

Questions



Collaboration

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graph TD; A[Collaboration] --> B[Instructional]; A --> C[Non-Instructional]
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Instructional

Non-Instructional

Collaborative Instructional Activities

- (1) Joint planning
- (2) Curriculum mapping and alignment
- (3) Co-developing instructional materials
- (4) Parallel teaching
- (5) Collaborative assessment of student work
- (6) Co-teaching



Collaborative Planning: What to Do and How to Do it?

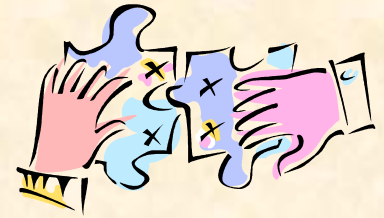
- Recognize the *BIG* picture
- Start small
- Begin simple dialogue among teachers
- Choose one teacher with whom you could collaborate and co-teach
- Think *outside the box*



Bird's Eye View of the Curriculum

September	Key Ideas (Content Goals)	Most Challenging Concepts (Language Goals)
Week 1		
Week 2		
Week 3		
Week 4		

Co-Teaching



- Co-teaching is an instructional delivery approach in which a general education and a special service provider (ESL, SPED, Gifted and Talented, Remedial Math or Reading specialist) share responsibility for planning, delivering, and evaluating instruction for a group of students, some of whom have unique instructional needs.

Co-Teaching

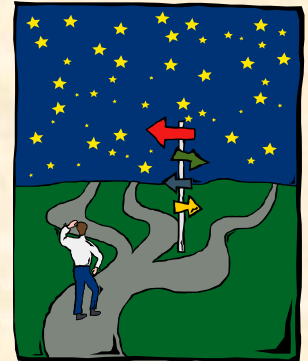
The instruction occurs within the context of a single classroom and the cooperating teachers create a shared classroom community in which all students are valued members. Co-teachers develop and implement innovative teaching strategies that would not be possible if only one teacher were present.



MODELS

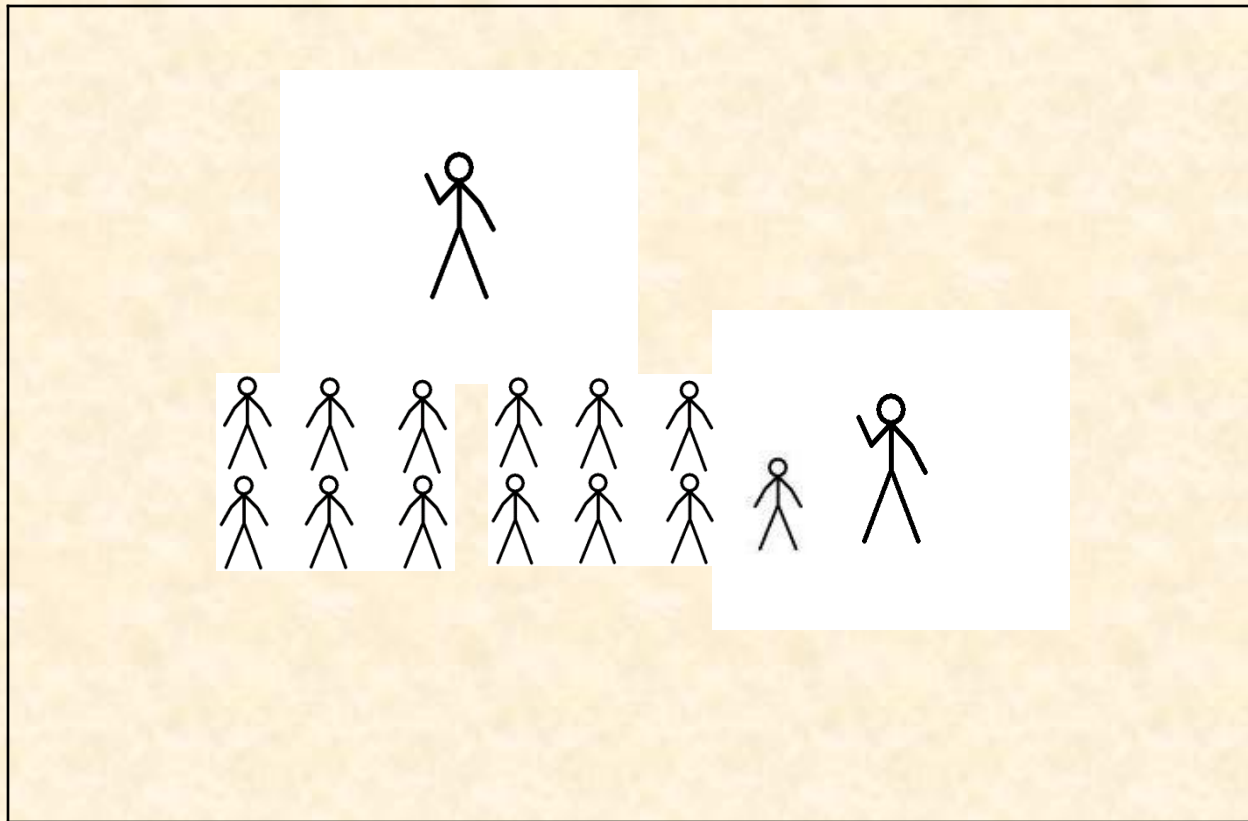
(Vaugh, Schumm, and Arguelles 1997; Honigsfeld and Dove 2008).

- **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



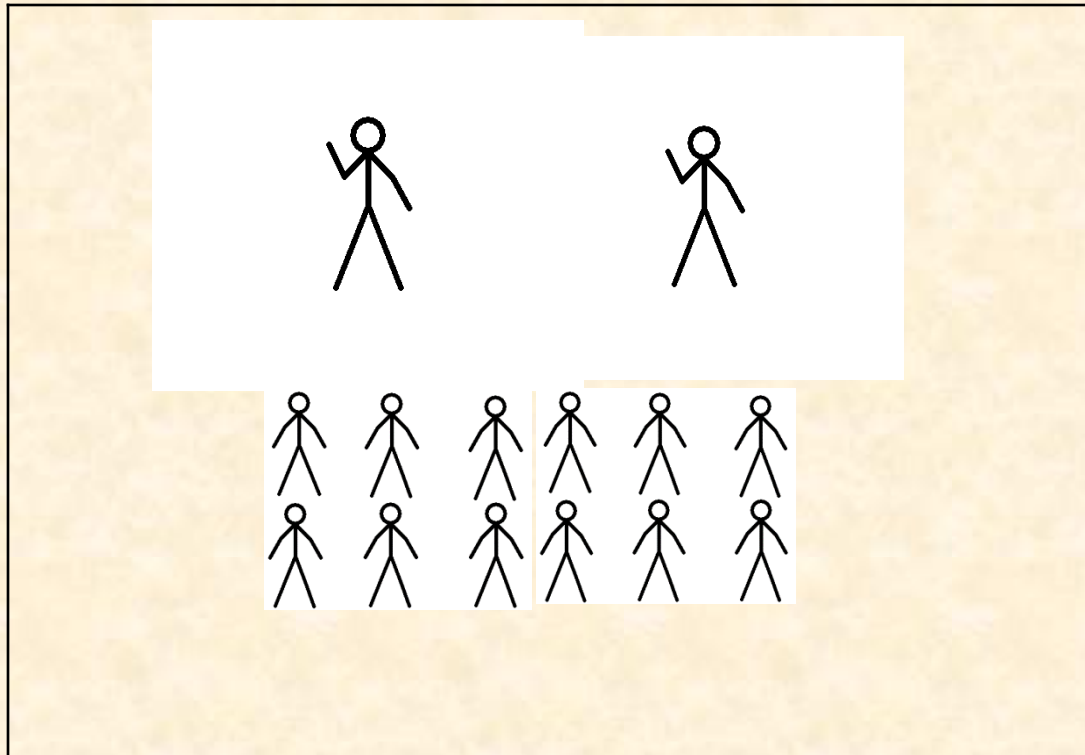
Model 1

One Group: One Lead Teacher and One Teacher "Teaching on Purpose"



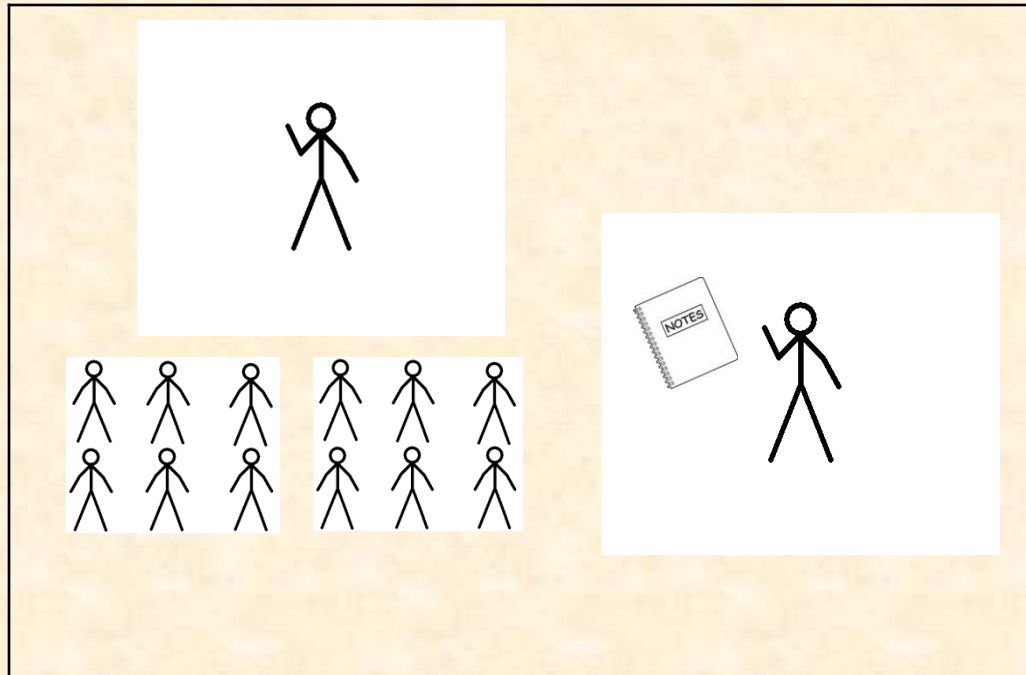
Model 2

One Group: Two Teachers Teach Same Content



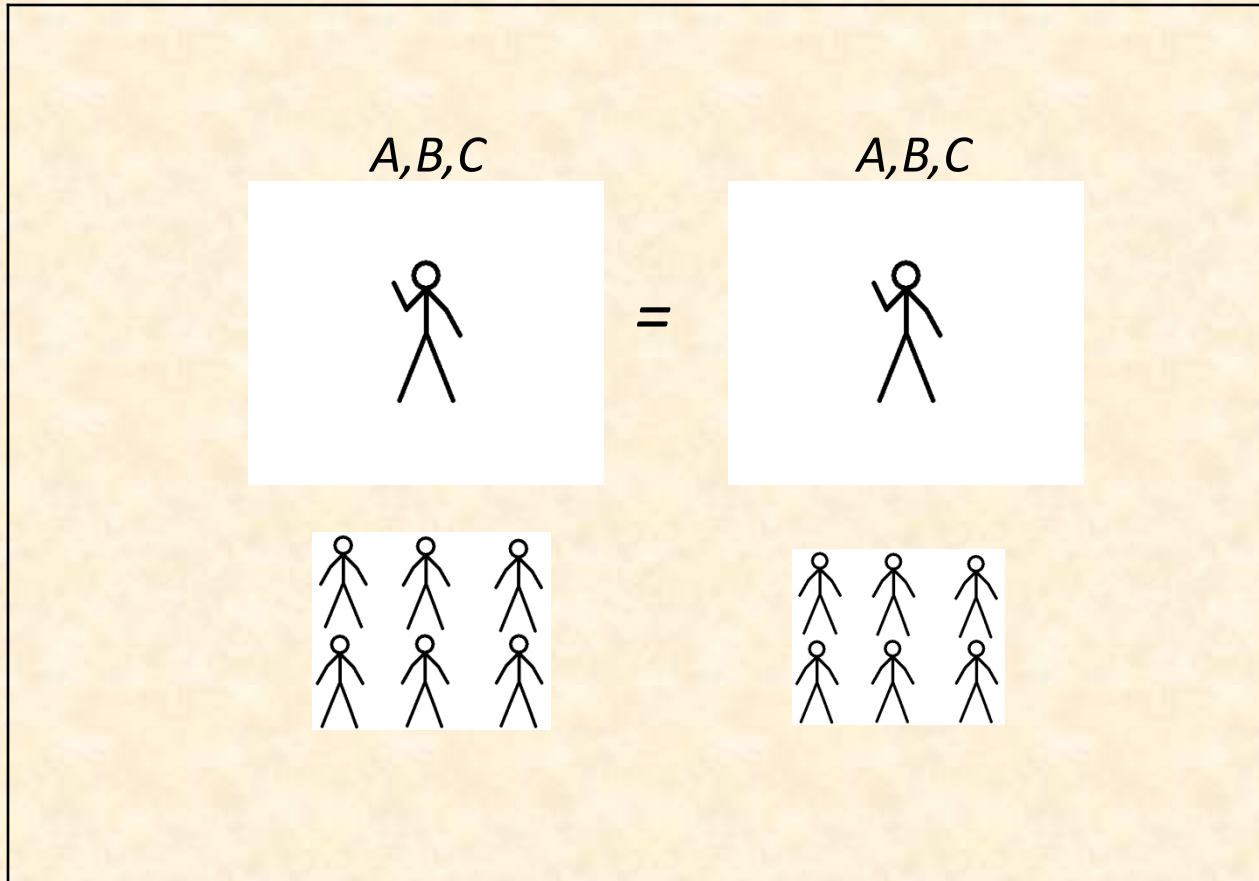
Model 3

One Group: One Teaches, One Assesses



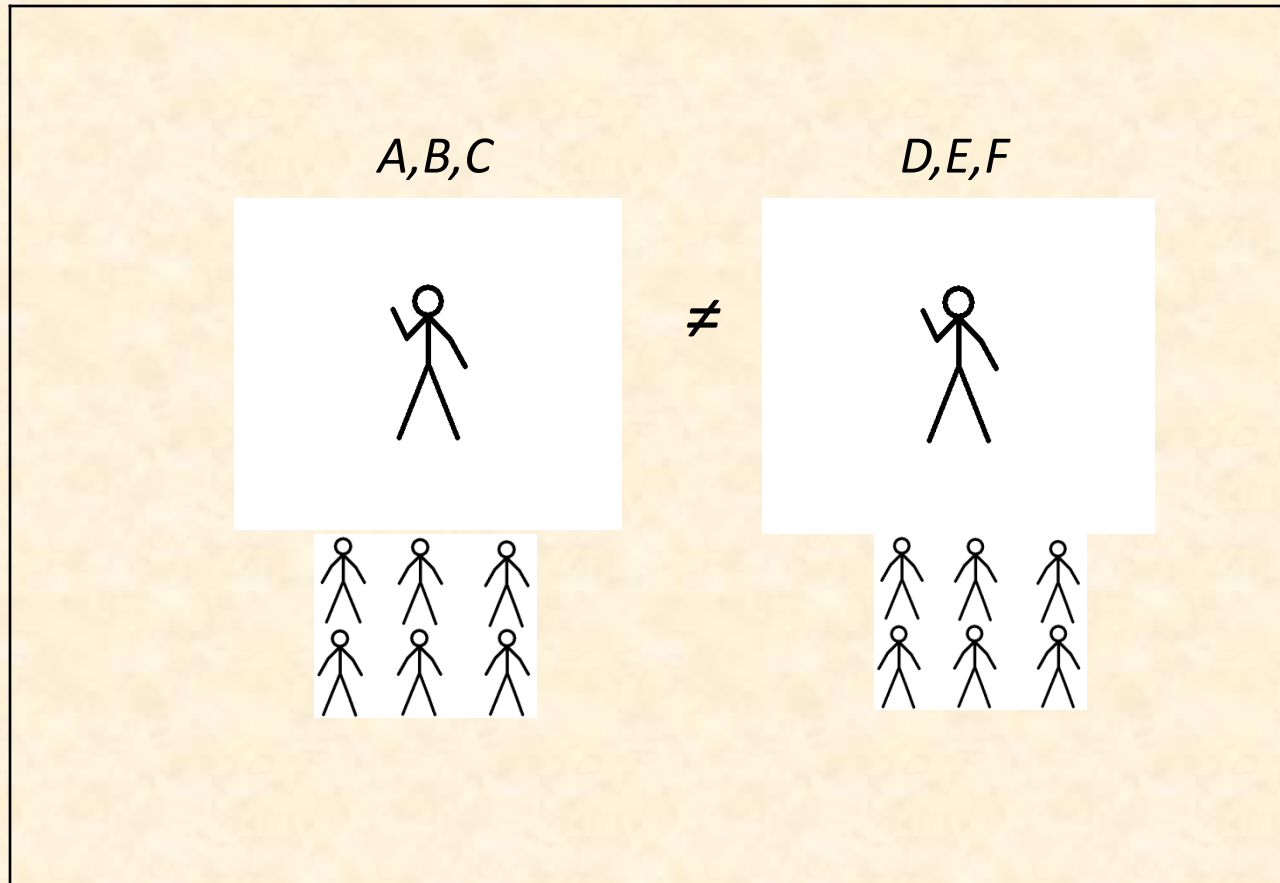
Model 4

Two Groups: Two Teachers Teach Same Content



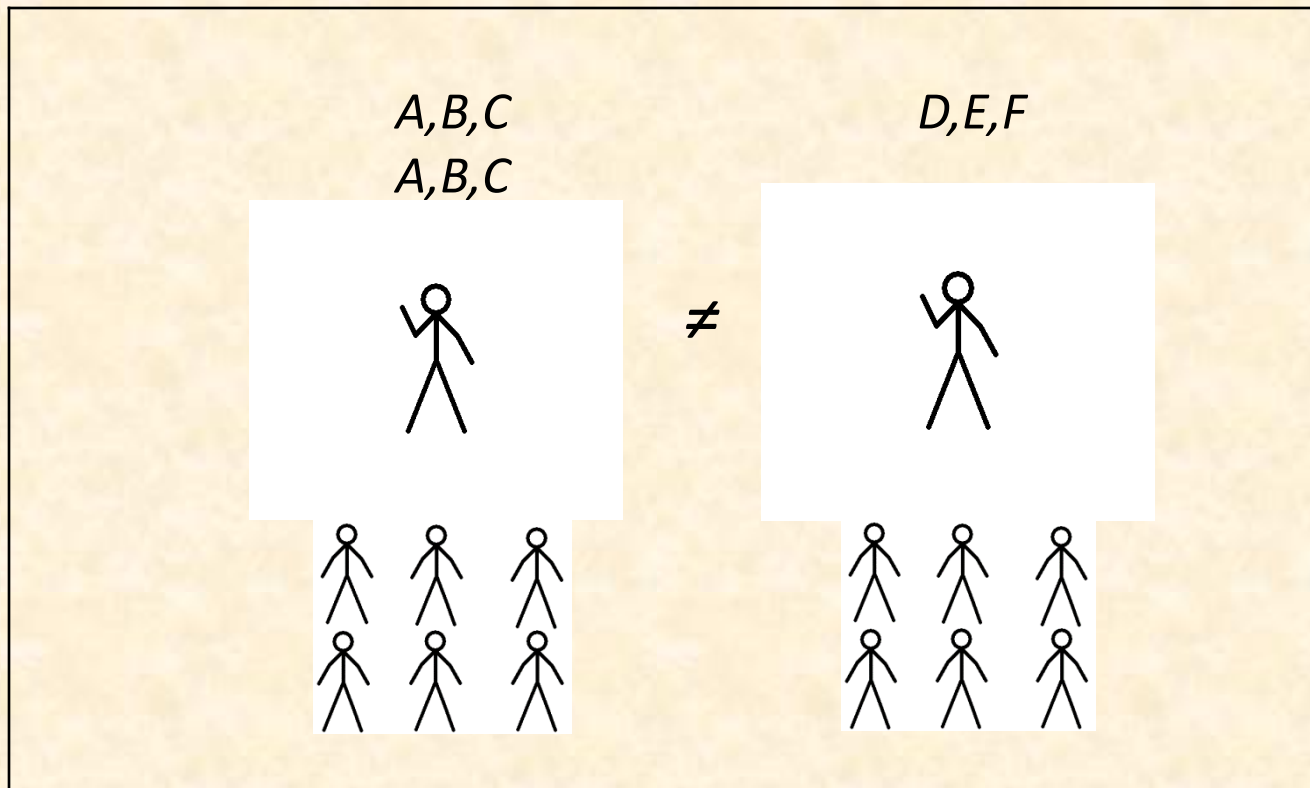
Model 5

Two Groups: One Teacher Pre-Teaches, One Teacher Teaches Alternative Information



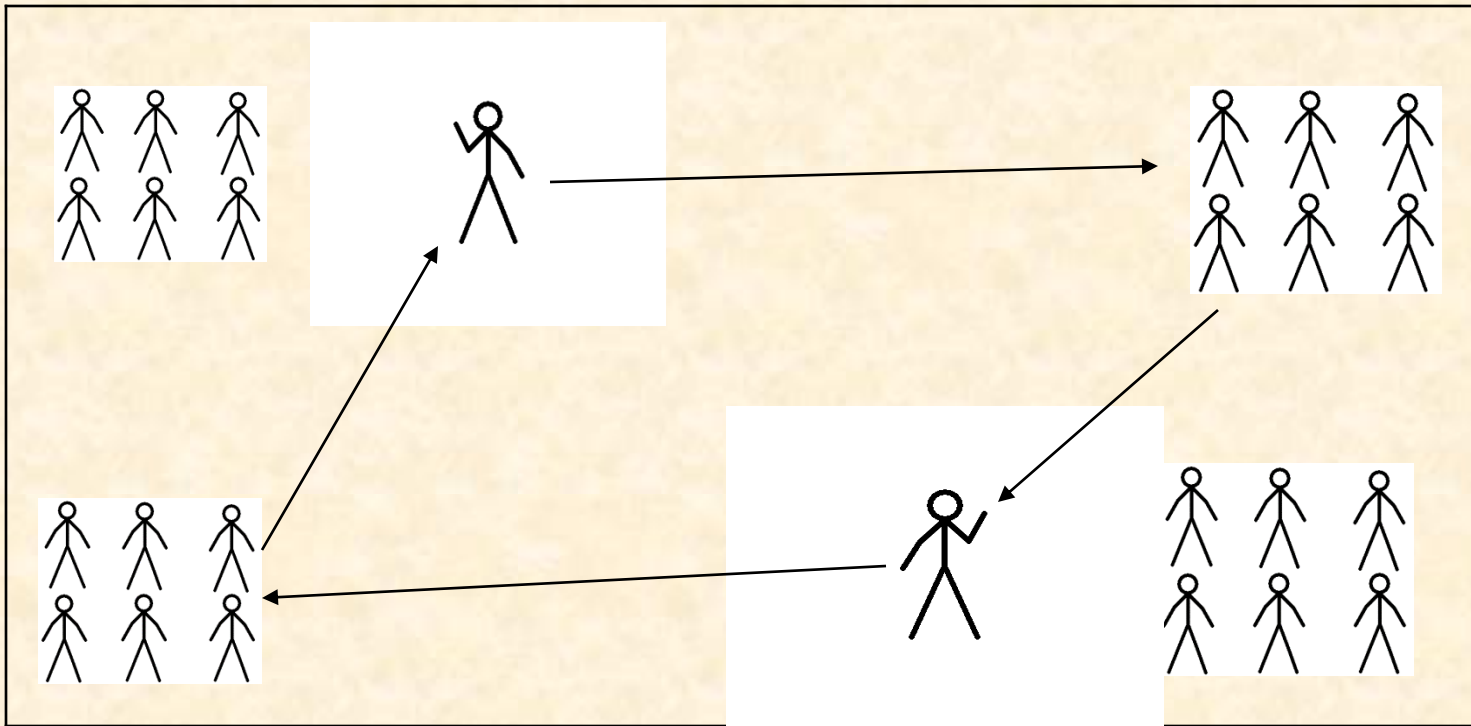
Model 6

Two Groups: One Teacher Re-Teaches, One Teacher Teaches Alternative Information



Model 7

Multiple Groups: Two Teachers Monitor/Teach



Collaborative Non-Instructional Activities

- Joint professional development
- Collaborative teacher research
- Preparing for joint parent-teacher conferences
- Writing report cards
- Planning, facilitating, or participating in other extracurricular activities



Questions?

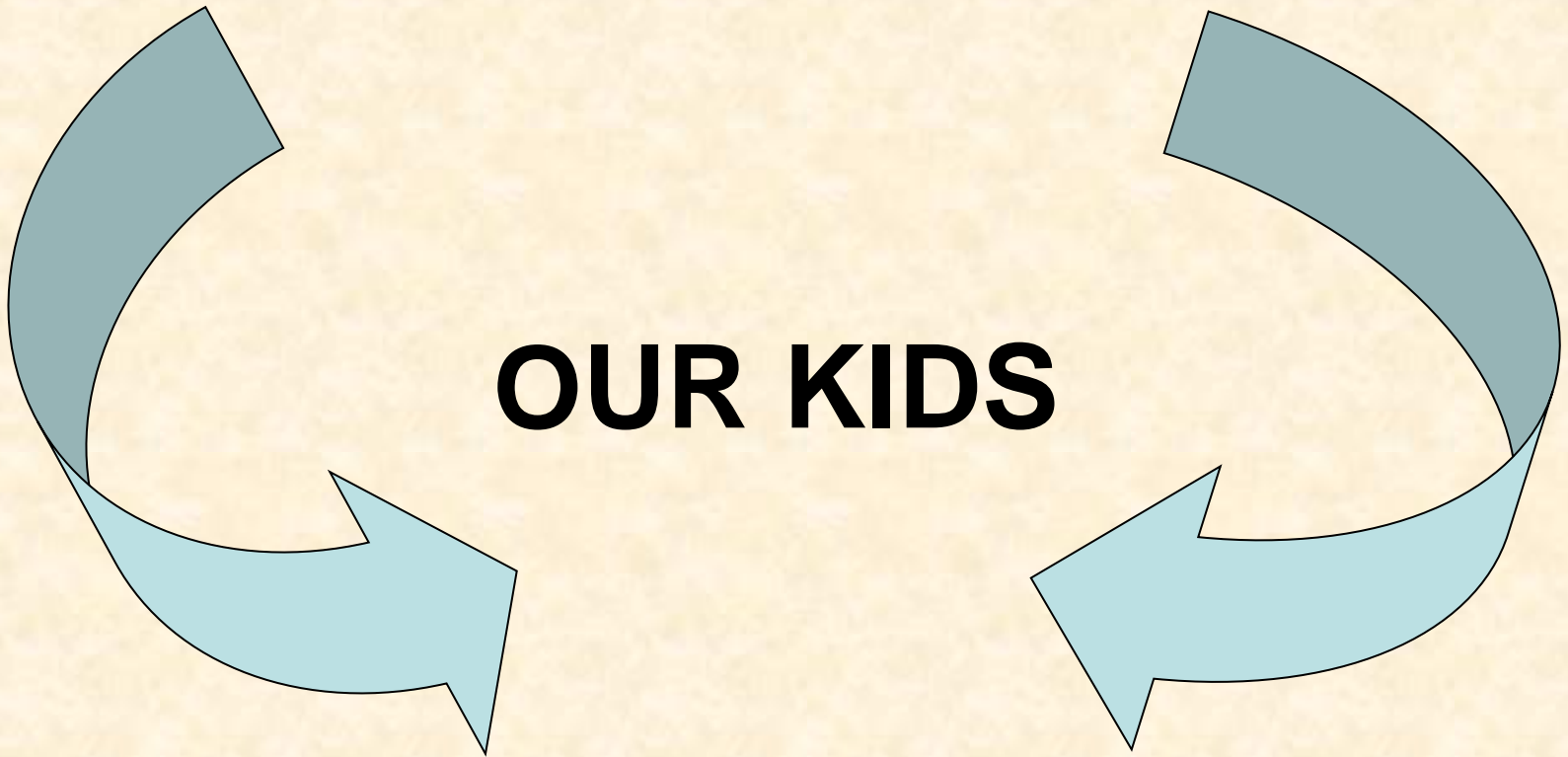


Collaborative Practices

MY KIDS

YOUR KIDS

OUR KIDS



Promising Outcomes for ELLs

- More focus on linguistic needs: Instruction at students' level of language proficiency
- More focus on their academic needs: Preteaching necessary skills for understanding
- Greater understanding of their school behaviors and sociocultural needs
- More empathy from all teachers



Promising Outcomes for General Education Students

- More differentiated instruction due to collaborative teacher planning
- More use of varied instructional materials and resources
- More appropriate instructional adaptations and modifications for struggling or at-risk students
- More balanced social/emotional development due to enhanced awareness of bilingual classmates' needs



Promising Outcomes for Teachers

Teacher collaboration is a vehicle for on-going, site-based professional development through:

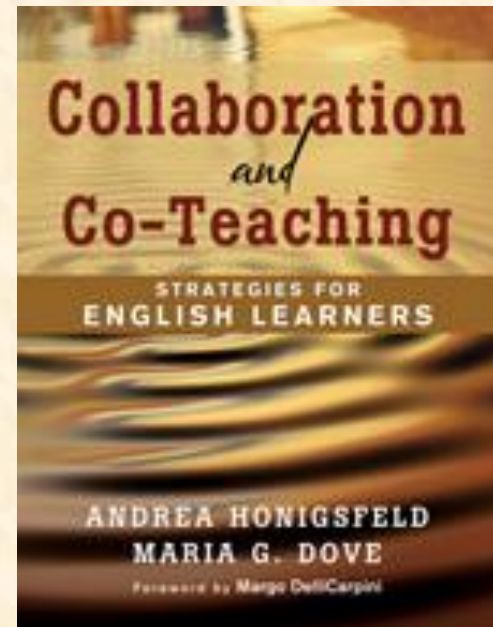
- Mentoring (for novice teachers),
- Peer coaching (for mid-career teachers)
- Establishing teacher leadership roles (for more experienced teachers).



THE OPPORTUNITY IS NOW HERE

Features of Collaborative Schools

- Shared Vision and Mission
- Curriculum Alignment
- Shared Instructional Practices
- Student-Centered Approach
- Ongoing Shared Professional Development

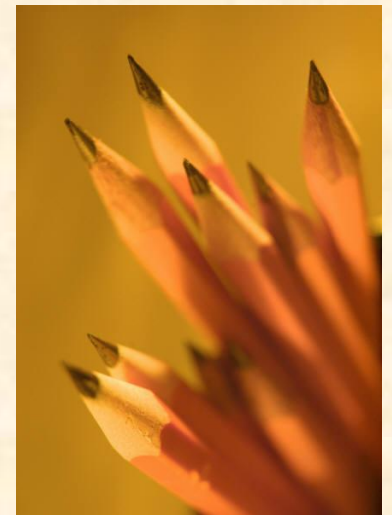


Articles on Collaboration and Co-Teaching

www.tesolmedia.com/docs/TJ/firstissue/04_TJ_DoveHonigsfield.pdf

<http://idiom.nystesol.org/articles/vol38-04.html>

Also see posted accompanying materials.



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