Co-Teaching and Collaboration for Teachers of ELLs: The Role of Administrators
Agenda & Objectives

I. Introductions
II. Developing a Common Understanding of Co-Teaching
III. Components of a Successful Co-Teaching Model
IV. Role of the Administrator
V. Common Models of Co-teaching
VI. Confidence-Competence Paradigm of Co-Teaching
VII. Planning & Supporting Teachers
<table>
<thead>
<tr>
<th>What is your <strong>definition</strong> of co-teaching?</th>
<th>What do you see as your <strong>role</strong> in co-teaching?</th>
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<table>
<thead>
<tr>
<th>What does co-teaching <strong>look</strong> like?</th>
<th>What does co-teaching <strong>not</strong> look like?</th>
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Developing a Common Understanding: General Definition of Co-Teaching

- Two teachers collaborate to deliver instruction.
- Originated in Special Education to address “least restrictive environment”
- Many definitions of co-teaching exist depending on:
  - the purpose of the collaboration; and
  - the context of the instruction.
- There is limited information and data available on successful co-teaching models for English Language Learners.

Developing a Common Understanding: Co-teaching in an ENL Program

In ENL programs co-teaching can be characterized as a unique collaboration between a general education or content teacher and the English as a New Language teacher to:

- **co-plan, co-deliver, and individualize** instruction for all students in a class;
- work together **creatively** to accommodate the language proficiencies, cultural diversity and educational backgrounds of the students in the class;
- overcome instructional challenges **constructively**.
So, What Should Co-teachers Do?

http://www.youtube.com/watch?v=fYYb6Eur3_M
Developing a Common Understanding: Co-teaching for ELLs is Not…

- One teacher planning and delivering all instruction
- Just an extra set of hands (a.k.a., the glorified teacher’s aide) in the room
- An ESL teacher only working with ELLs while the general education teacher only works with non-ELLs
- An ESL teacher working with a small group of ELLs apart from general class
- The same as a Special Education “inclusion” class utilizing paraprofessionals
Components of a Successful Co-Teaching Model

Planning & Administration
- District & School level support

Successful Co-Teaching

Implementation
- Classroom level support
Components of a Successful Co-teaching Model – Planning & Administration

• Full administrative support and collaboration at the district and building levels
• Professional Development provided to all teachers and administrators in the model
• Voluntary partnerships supported by administration
• Establishment of common expectations
• Shared accountability for outcomes

Components of a Successful Co-teaching Model - Implementation

- “Sacred” shared planning time
- Shared delivery of instruction
- Mutual responsibility and ownership of class
- **Style of Co-teaching is dynamic, adapting as necessary based on content delivered and student needs**

Role of the Administrator of a Co-Teaching Model

- Careful selection of partner teachers
- Frequent communication and collaboration with building principals
- Providing appropriate training for all teachers involved in the model
- Facilitating planning and scheduling
- Providing adequate resources to ensure successful implementation

Administrative Challenges

- Identifying the specific needs of each school
- Developing a common understanding with building principals of the goals and expectations of the model
- Offering appropriate support for teachers willing to take on co-teaching challenges
- Establishing a sense of priority for ELL programs and successful implementation of the co-teaching model
- Encouraging teacher leadership roles

These points can be especially challenging when the administrator for ELL programs carries multiple roles/titles and is not continually present in the building.

Common Models of Co-Teaching

Whole Class Instruction

- Team Teaching
- One Lead Teacher, One Teacher Assesses
- One Lead Teacher, One “Teaching on Purpose”

Small Group Instruction

- Station Teaching (akin to “Centers” in Elementary classrooms)
- Alternative Teaching
- Parallel Teaching
- Re-Teaching


Common Models of Co-Teaching:

Team Teaching

https://www.youtube.com/watch?v=DQxzFWyrJp8

- One heterogeneous group of students
- Both teachers instruct all students together
- Teachers often “tag-team” content-area instruction
- Requires high levels of planning and mutual trust
Common Models of Co-Teaching:

One Lead Teacher, One Assesses (or observes)

http://www.youtube.com/watch?v=6llQCG8QhBE
https://www.schooltube.com/video/0a1032b428784dd1af66/Team%20Teaching%20One%20Teach,%20One%20Observe%202

- One heterogeneous group of students
- One teacher takes the lead delivering instruction
- Second teacher circulates the room, recording formative assessment data (e.g., checklists, anecdotal records, etc.)
- Second teacher may also take notes on which activities were successful for particular students or caused confusion.
- Teachers may switch roles during the lesson.
Common Models of Co-Teaching:

One Lead Teacher, One “Teaching on Purpose”

- One heterogeneous group of students
- Lead teacher delivers whole class instruction
- Second teacher purposefully provides individualized instruction, mini-lessons or conferences for individuals or small groups
- Teachers switch roles throughout the lesson
Common Models of Co-Teaching:

Station Teaching (akin to “Centers”)

http://www.youtube.com/watch?v=rj9bMITadec
http://www.youtube.com/watch?v=DkY2D-f3JNo

- Two or more groups of students
- Teachers divide the class into smaller groups
- Each teacher delivers a portion of the content to small groups
- Groups rotate and may work on small group assignments or independently between sessions with each teacher
Common Models of Co-Teaching:

Alternative Teaching
http://www.youtube.com/watch?v=Q-xEPmd72RI&list=PLC48606E839AFCBED&index=8

- Two groups of students
- One teacher leads whole group instruction
- Second teacher works with a small group on a pre-identified focus area
- Can help build background knowledge
- May be disruptive or noisy
Common Models of Co-Teaching:

Parallel Teaching

- Two (or more) heterogeneous equal groups of students
- Each teacher instructs one group covering the same content
- Provides additional opportunities for student interaction and monitoring of student learning

https://www.schooltube.com/video/062778f56bc24d53a365/Parallel%20Teaching
Common Models of Co-Teaching:

Re-Teach Teaching

- Two semi-equal groups of students grouped according to their needs
- One teacher reinforces concepts, previously learned skills to students not ready to move on
- Second teacher teaches alternative material or enrichment to those who are ready to move on
- Group assignment is flexible and temporary
Most Effective (but least commonly observed) Model of Co-Teaching

- **Team Teaching**
  - Teacher A & B co-lead instruction
  - Teacher A & B are seen as equals by all students in the class
  - Teacher A & B share the responsibility and have time to plan and develop appropriate materials, supports and scaffolds for ELLs, struggling learners and higher achieving students

*In this model, the teachers are equals and students benefit by having two instructional professionals in the classroom.*
Least Effective (but most commonly observed) Model of Co-Teaching

- **One Lead Teacher, One Assisting Teacher (a.k.a. One Teach, One Drift)**
  - Teacher A always leads the instruction
  - Teacher B circulates and assists students or focuses on assisting a specific group of students

In this model, the teachers are not seen as equals and minimizes the advantage of having two instructional professionals in the classroom.
“Confidence-Competence” Paradigm of Co-Teaching

- **Innovation**
  - Our co-teaching partnership is natural and facilitates “learning experiences” for all students.
  - Our collaboration is a model for others embarking on co-teaching.

- **Mastery**
  - We recognize each other’s professional strengths and are comfortable with changing co-teaching models as necessary.
  - Our successful collaboration is evident in student engagement and achievement.

- **Capability**
  - We’ve received training and experimented with a few different co-teaching models for instruction.
  - We are becoming more comfortable and confident working as a team.

- **Survival**
  - We’re still figuring out our collaborative teaching styles.
  - We’re not sure what to do but we’re trying our best.

Adapted from “Understanding Technology Confidence” [http://blog.atomiclearning.com/understanding-technology-confidence](http://blog.atomiclearning.com/understanding-technology-confidence)
Planning in an Co-Teaching Model for ELLs

- **Shared or common planning time is essential** to the success of the model
- Brief “coincidental” or passing hallway conversations are not adequate for effective collaborative planning
- Collaboration must include sharing:
  - expertise, knowledge and skills
  - equipment and material
  - strategies
  - time
  - physical space
Supporting Teachers’ Planning in a Co-Teaching Model

- Expectations for planning and sharing of all resources must be set early and reinforced periodically.
- Teachers may have to be guided or coached during the beginning stages of co-teaching.
- Each teacher brings knowledge and their own unique instructional style to the partnership.
- Uniform planning templates and collaboration logs help set and reinforce expectations.
<table>
<thead>
<tr>
<th>Day/Date</th>
<th>Content Objective (including CCLS Anchor Standard)</th>
<th>Co-teaching model(s)/technique(s) (Identify specific roles of each teacher)</th>
<th>Materials &amp; learning aids needed. Who is responsible for supplying materials, aids, etc.?</th>
<th>Activities</th>
<th>Evaluation &amp; Assessment Adaptations, Accommodations</th>
<th>Post-Lesson Evaluation and Debrief</th>
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<tr>
<td>Mon.</td>
<td>Content Objective (including CCLS Anchor Standard)</td>
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<td></td>
<td>Language Objective (including CCLS Anchor Standard)</td>
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<td>Tue.</td>
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## Daily Planning Template

### Co-Teaching Daily Lesson Planning Template

<table>
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<tr>
<th>Day/Date</th>
<th>Content Objective (including CCLS Anchor Standard)</th>
<th>Language Objective (including CCLS Anchor Standard)</th>
<th>Co-teaching model(s)/technique(s)</th>
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<thead>
<tr>
<th>Learner Activities (Including Language and Content Accommodations)</th>
<th>Content Teacher Role/Activities</th>
<th>ESL Teacher Role/Activities</th>
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</thead>
<tbody>
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<thead>
<tr>
<th>Assessment/Evaluation (Include Accommodations for Language Proficiencies)</th>
<th>Notes on Individual Students</th>
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Adapted by Long Island RBE-RN from:
Next Steps

- Self Assessment Tools
  - Collaborative Planning Logs
  - Reflective Logs after Instruction

<table>
<thead>
<tr>
<th>Date</th>
<th>Collaborative Activity</th>
<th>Successes</th>
<th>Challenges</th>
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</table>

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<thead>
<tr>
<th>Date</th>
<th>What worked today:</th>
<th>What we could improve:</th>
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Co-teaching exemplars

ESOL Collaborative Team Teaching (High School Social Studies)

*Teachers and students discuss their experiences with co-teaching.*

- Part 1: [https://www.youtube.com/watch?v=DOJSD5MGy4I](https://www.youtube.com/watch?v=DOJSD5MGy4I)
- Part 2: [https://www.youtube.com/watch?v=gvS3_6FZ1As](https://www.youtube.com/watch?v=gvS3_6FZ1As)

Successful Co-teaching: Keys to Team Development (Part 1 of 3) (Brooklyn Preparatory High School)

- Part 1: [https://www.youtube.com/watch?v=r5kxv69N-MY](https://www.youtube.com/watch?v=r5kxv69N-MY)
- Part 2: [https://www.youtube.com/watch?v=xX90BsHCTyk](https://www.youtube.com/watch?v=xX90BsHCTyk)
- Part 3: [https://www.youtube.com/watch?v=jY-rH4iz0UI](https://www.youtube.com/watch?v=jY-rH4iz0UI)

Compilation of Co-teaching models

- [http://www.youtube.com/watch?v=6lIQC8QhBE](http://www.youtube.com/watch?v=6lIQC8QhBE)

Co Teaching for English Language Learners in NYC (Teachers explain their implementation and experiences with the model.)

- [https://www.youtube.com/watch?v=D7IfQ8oYPBA](https://www.youtube.com/watch?v=D7IfQ8oYPBA)

Co-Teaching Reflection Tools (Maryland Learning Links)

- [http://marylandlearninglinks.org/1007](http://marylandlearninglinks.org/1007)
References


