INTEGRATED CO-TEACHING[1] IN THE ENGLISH AS A NEW LANGUAGE CLASSROOM

Created for the Office of Bilingual Education and World Languages (OBEWL) at the New York State Education Department (NYSED) and the New York State Language Regional Bilingual Education Resource Network (RBERN)

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TOPIC BRIEF SEVEN (7)

Technology Tools to Support Collaborative Planning

Co-planning is a process that supports the consistent, high-quality implementation of standards-aligned language, literacy, and core content curricula while allowing general education teachers and instructional specialists to coordinate and refine their plans for instruction and assessment. Creating the logistical support for collaborative planning must be a top priority. School administrators must consider all the creative ways to provide opportunities for teachers to work together for a sustained amount of time, on a regular basis, with clear goals and agendas in place. For effective teacher collaboration, teachers must be prepared to share:

- Expertise of content, knowledge of literacy and language development, and pedagogical skill
- Instructional resources, technology tools, and supplementary materials that are scaffolded and differentiated
- Instructional strategies that represent research-informed and evidence-based best practices
- Approaches to co-teaching—ways to co-deliver instruction and group students to optimize classroom space for student engagement
- Time, attention, and unwavering support for the practice of collaboration

Tech Tools For Co-Teaching Teams To Foster Collaboration

In order to successfully embark on a joint co-planning venture, teachers need to establish a system in which their team can effectively work together. First and foremost, the team must agree on who will be a part of the planning process, what the team plans to accomplish, and when and where the team will meet—either face-to-face or virtually. Further, the team must also determine each member's expectations, time commitment, roles, and responsibilities. Once these basics are established, additional considerations for organizing the team and using technology tools should be addressed including (but not limited to) the following:

- The selection of a mode for communication—email, text messaging, and so on
- The choice of a platform to co-plan and share documents—e.g., Google Drive, Dropbox, and One-Drive
- The distribution or sharing of course materials— curriculum guide/map, scope and sequence, pacing guide, modules, texts, standards, and so on
- Access to essential technology so that all teachers can connect with available resources
- The creation and/or selection of tools and templates for the planning process

[1] For the purposes of this document, the term "co-teaching" refers to team-taught Integrated English as a New Language (ENL) classes and should not be confused with other co-teaching models such as special education co-teaching.

Technology Tools to Support Collaborative Assessment

Collaborating educators must determine how assessment practices for ELLs will fit into a comprehensive system that spans from daily assessments to collecting benchmark assessment data, and administering summative assessments including the inclusion of ELLs in large-scale, high-stakes assessments. Begin by reflecting and answering the following questions with your co-teacher, while also paying special attention to the role of technology tools for each type of assessment.

Assessment Questions For Co-Teachers To Consider

Daily Formative Assessments

- How do we collect meaningful assessment data?
- How do we use the data to inform instruction?
- How do we provide immediate, useful feedback to students?
- How can we ensure that students are using the feedback provided?

Benchmark Assessments

- How do we monitor student progress and growth?
- What common assessments are we going to develop or select?
- How frequently are we going to collect data?
- In what ways will the benchmark data be used to make short-term and longer-term decisions about ELLs/MLs?

Summative Assessments

- What types of summative assessments are we going to utilize?
- How do we account for variances in student characteristics (prior knowledge or lack thereof; cultural experiences with tests and exams or projects, or lack thereof)?
- How do we ensure fair and equitable summative assessment tasks and measures?

Adding Technology to the Collaborative Assessment Plan

Technology-based tools are ideal for progress monitoring and sharing information about ELLs. When collaborating, teachers have editing rights to a (co-developed) form, and they can have access to the data collected by each team member. Collaborative data collection and analysis help set consistent goals for ELLs as well as support a more integrated approach to serving them.

The following table identifies commonly used assessment practices that yield a range of important data that help improve instruction and student outcomes. Consider the three Ts of assessment practices, which include the tools co-teachers use, the assessment task the students complete, and the technology integrated (Rubin et al., 2022)

Assessment Practices	TOOLS Teachers Use	TASKS Students Complete	TECHnology Integration
Reading comprehension	Checklist or rubric	Reading and responding orally and in writing	Accelerated Reader 360 or Active Learning
Observation	Anecdotal Records	Student-to-student interaction	Google Forms
Quizzes	Multiple Choice or True and False Questions	Select correct answers based on available choices	Kahoot Quizlet Plickers
Student Questions	Student-led inquiries	Generate own questions	Padlet
Presentations	Checklists or rubrics	Student presentation with interactive explorations	Screen-casting tools such as Explain Everything)
Exit cards	Exit cards/slips with prompt/questions	Short responses	Socrative
Projects	Checklist or rubric	Independent or group projects	Schoology
Portfolios	Self-assessment	Work sample collection	E-portfolio

Technology Tools to Support Students' Language and Literacy Development in the Integrated Classes

As a result of the pandemic, and the continual evolution of technology, all students—English learners, multilingual learners, and their English-proficient peers—have experienced significant changes in their personal and academic lives. Technology is now at the core of our daily routines, teaching and learning processes, and social interactions as well. We must continue to harness the benefits of it for our students' academic, linguistic, literacy, and social-emotional growth.

Traditional practices such as explicit teaching of grammar and vocabulary, direct instruction limited to the four domains of listening, speaking, reading, and writing, or focus on language in isolation rather than the language and literacy practices across core content in order to achieve communicative competence in English are no longer sufficient. In this digital age, ELLs are expected to develop proficiency in six modes of communication, such as listening, speaking, reading, writing, viewing, and visually representing. To achieve that with the use of technology, intentionally plan for digital scaffolding.

The narrowest definition of digital scaffolding may refer to the dynamic cues that many word processing programs offer through auto-correct and auto-completion algorithms or the use of digital dictionaries or translation apps. In a much broader sense, “Digital scaffolding accounts for a range of digital resources and tools that strategically support students’ learning” (Honigsfeld & Dove, 2022, p. 221).

Why Is Using Digital Technology an Essential Practice?

Access to digital technology is quickly expanding both in schools and in students’ homes. Digital tools have the power to provide multimodal and multisensory experiences for students as they watch and listen to videos, simulations, or animations; as they take virtual tours of national parks, monuments, and museums; as they use educational apps such as EdPuzzle, Seesaw, Nearpod, and so on to practice skills, students develop proficiency both with the target content and language as well as develop 21st-century technology skills. We must also recognize that most students no longer merely receive and interpret information or develop new skills or enhance them via digital supports, they can take a more active role and also create digital content.

How Does Digital Technology Specifically Relate to ELLs’ Needs?

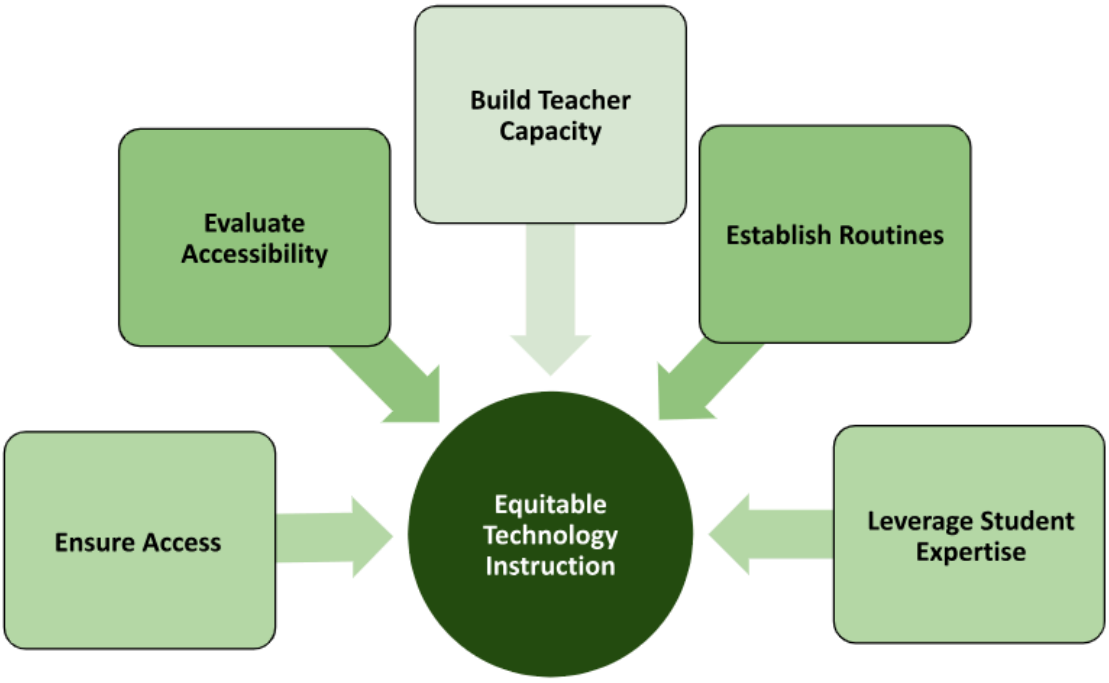
Digital scaffolds may offer the much-needed opportunities for ELLs to have access to new learning by (a) frontloading (pre-teaching or previewing) upcoming lessons, such as in flipped learning; (b) being available in the moment, such as using electronic dictionaries or using apps, such as www.rewordify.com, (c) serving as tools for reviewing or revisiting teacher-recorded or curated materials, and (d) offering enrichment and extended learning opportunities through educational games, such as Kahoot!, BrainPOP ESL, EdPuzzle, and more.

How to Get Started with Digital Scaffolding

When you plan to offer digital scaffolds, your instruction may include the following:

- Multimedia presentations created by the teacher and the students (Padlet, Nearpod)
- Digital recordings (Screencastify, Loom)
- Digital storytelling (Book Creator, Adobe Spark, VoiceThread, Lego Movie Maker, Make Beliefs Comix)
- E-books, blogs, and web-based reading materials (Epic, Newsela, NewsinLevels, Starfall)
- Digital whiteboards (Jamboard, Whiteboard)
- Instructional apps or extensions to digital platforms (Flipgrid, EdPuzzle, Peardeck)
- Web-based learning games (Kahoot, Gimkit)
- Student and parent messaging tools (TalkingPoints, Remind, WhatsApp)
- Adaptive software to practice content skills (Doodle Math, Zern, Prodigy, Mathspace)
- Digital dictionaries or translation apps (Dictionary.com, iTranslate Voice 3, Google Translate, SayHi)

Effective Implementation of Equitable Digital-Age Instruction for Multilingual Learners



The global pandemic caused by COVID -19 was a call to action in so many ways. It caused us to closely examine our pedagogical practices, the deep-rooted inequities in our schools and societies and what role technology may play in education during a crisis and under typical circumstances. Simon Sinek (2020) wisely said in a podcast, "The opportunity is what we will be, not how we will preserve what we had." We invite you to recognize the full potential technology holds when integrated with sound pedagogy and utilized for sustained, authentic, and equitable content, language, and literacy development.

Key equity-focused strategies:

1. Ensure access to devices both in school and at home. Do not simply hand students a Chromebook or laptop, make sure students develop competence using these tools independently.

2. Evaluate accessibility tools that were tested, used, or are needed. All students, not only multilingual learners, should benefit from tools that better help them access the curriculum. Closed captioning, power points with voiceover, electronic highlighters, screen readers, calculators and low-tech math supports, magnification, and text-to-speech options are all amazing.

3. Build teacher capacity to ensure all educators have the necessary technology skills. Offer both ongoing professional learning support and time for teacher collaboration.

4. Establish routines that continue to include technology in the post-pandemic classroom even when students are back in school (teacher- and student-created, recorded multimedia materials, multimodal response system that includes students recording themselves, virtual synchronous and asynchronous interactions such as discussion boards or breakout rooms.

5. Leverage students' newly developed expertise and talents when it comes to not merely using technology and accessing material digitally, but also developing new content.

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