Co-planning & Co-teaching ELLs in General Education Classrooms

A Three-Part Professional Development Series at Western New York Maritime Charter School

By: Alyssa Ostrowski
Welcome

Introduction:
Alyssa Ostrowski; TESOL Master Project at SUNY Brockport

Three Part Professional Development Series;

Part 1: August 29, 2023
Part 2: January 10, 2024
Part 3: June 5, 2024
Part 1

Agenda

I. Introductions
II. Objectives
III. Google Form Activity 1
IV. Current Issues
V. Co-Teaching Overview
VI. 7 Co-Teaching Models
VII. Co-Teaching Pros and Cons
VIII. Co-Planning Necessities
IX. Activity: Think-Pair-Share
X. Strategies
XI. Co-Teaching Weekly Planning
XII. Reflection
Objectives

inform all administrators and educators of the importance of co-teaching and co-planning

implement co-teaching and co-planning methods within the school district
Click [here](#) to fill out the google form with the question listed below. Use your current knowledge to answer the questions.

1. What does co-teaching mean to you?
2. Do you co-plan and co-teach currently?
3. What are some struggles of co-teaching and co-planning?
4. What are the benefits of co-teaching and co-planning?
   - What are important skills you need to co-teach?
5. What is culturally responsive teaching?
6. Have you taken a course or professional development about teaching students from diverse backgrounds?
7. Do you feel like you have adequate knowledge on how to successfully teach English Language Learners?
Current Issue

1. ELL teachers and general education teachers are not provided ample time to plan.
2. Co-planning and co-teaching has not had enough support.
3. ELL teachers are given dual roles which limits their time with students and in classrooms they are seen as secondary teachers.
Co-teaching is derived from the New York State Blueprint for ELL Success (New York State Education Department, 2018) where it states *all* educators are required to teach academic language and content to every student including ELLs so that all students may achieve the highest level of academic success.

**Main Idea:** 2 teachers collaborate to provide curriculum instruction

*You should use a variety of co-teaching models*

**Benefits:** both teachers and students to increase performance

**Concept:** There are 7 models of co-teaching
Support for Co-Teaching Benefits

Collaboration of teachers in delivering lessons is an opportunity to enrich and support the needs of ELLs and it can provide opportunities for teachers to grow through their joint efforts (Peercy et al., 2017).

Students benefit from joint teaching efforts due to higher level of instruction and better student engagement (Villavicencio et al., 2021).
7 Co-Teaching Models (Handout)

Types of Models

**Whole Group**
- Teacher Leads, teacher "Purposefully Teaches"
- Two Teach the Same Content
- One Teaches, One Assesses

**Two Groups**
- Two Teach Same Content to Both Groups
- One Pre-Teaches, One Teaches Alternative Information
- One Re-teaches, One Teaches Alternative Information

**Multiple Groups**
- Two Monitor and Teach (Stations)
Activity 2

Co-Teaching Advantages and Disadvantages

Work in groups of 3-4 to determine advantages and struggles of each method.

Be ready to share in a whole group discussion!
Co-Planning Necessities

- Common planning time
- Support from administration, school boards and district leaders
- Understand that both teachers are experts in education.
- Incorporate home language and culture of ELLs into lessons
** It is important to make explicit time for the staff to meet and discuss their weekly/daily plans (Whiting, 2017).
** Administrators greatly influence their teachers and the school’s culture (Petrón et al., 2019).
Activity 3 (Handout)

Helping ELLs Succeed
Think-pair-share the following questions:

What does it mean to be culturally responsive?

How can we as teachers help ELL students succeed in our schools apart from using strategies?
Building Background
- allow students to share info. in their home language (L1)
- KWL Charts
- Graphic Organizers
- Table of Content Prediction
- Drawing or writing in L1 to share prior knowledge
- Be culturally aware

Building Vocabulary
- Frayer Model
- List-Group-Label
- Word Sorts

Building Comprehension
- Close Reading
- Give Extra Time
- Visual Aids
- Group Work
- Sentence Frames/Starters
- Class Discussions
## Co-Teaching Weekly Planning (Handout)

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Self-Reflection

Reflection allows us to see different perspectives and new concepts (Dang, 2017).

Reflecting can help teachers discover new areas of importance to focus on with their students (Li & Peters, 2016).

Reflecting can benefit teachers during “moments of shared frustration as an opportunity to critically reflect on student learning, regroup, and redirect their efforts” (Peercy et al., 2017, p. 213).
Running Self-Reflection Logs

Self-Reflection Planning Logs

Date: ____

What worked well during the collaboration?

What was a challenge during the collaboration?

Self-Reflection Log for Post Instruction

Date: ____

What worked during the lesson?

What needed improvement during the lesson?
Part 2

Agenda

I. Introductions
II. Jamboard Activity
III. Breakout Groups
IV. Reminders
V. Resolving Solutions
VI. Final words
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**Three Part Professional Development Series;**

**Part 1:** August 29, 2023

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Click the link [here](#) to anonymously answer the following 3 questions:

- What were some consistent struggles you faced while co-teaching and co-planning?
- What are some things that worked while co-teaching and co-planning?
- Were you able to regularly co-plan together? Why or Why not?

Post-questionnaire open discussion to follow
Breakout Groups

In groups of 3-4 create a list of solutions to some of the problems recognized in our discussion/Jamboard activity.
Co-teaching establishes an equal voice for both teachers and equal charge of tasks in planning, classroom management, assessment and professional duties (Gallo-Fox & Scantlebury, 2015).

The resilience of teachers to continue to co-teach and co-plan despite limited time, amongst many other obstacles will still create a positive effect for ELL students (Bauler & Kang, 2020).

Co-teaching can create solutions for “issues and problems, discussing real and ideal forms of practice” (Gallo-Fox & Scantlebury, 2015).
Solutions

After collaborating, we will share some of our solutions
Final Thoughts

- Use your reflection logs daily
- Try different models of co-teaching
- Let your co-teaching be organic and trust each other
- Communication is key
- Administration will be informed of continued problems hindering collaboration and planning.
Agenda

I. Introductions
II. End of Year Group Feedback
III. Whole Group Discussion
IV. Exit Ticket
V. Resources
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End of Year Evaluation

In groups of 3-4 discuss what you as educators need to continue to feel supported in co-teaching and co-planning for next year?
Whole Group Discussion

Let's share what worked and what didn’t work so that we can create an even better start to next year.
Exit Ticket

Please answer the following question on the Exit Slip provided:

Describe your favorite memory from co-teaching this year?
References


Thank You!

Thank you for your time and commitment. It was wonderful to work with you all this year!