

Co-Teaching for ELLs School-based Agreement

As a school community, we agree to work together to:

- establish collaborative teams
- strategically cluster ELLs into co-taught classrooms
- create a school schedule/ESOL teacher schedule conducive to co-teaching
- secure co-planning times (1 period of face-to-face co-planning for every 5 periods of co-teaching)
- provide substitutes during co-teaching professional development so teams can attend together
- support collaborative teams with resources

(See Honigsfeld and Dove, 2015 *Collaboration and Co-Teaching for ELs: A Leader's Guide*, p. 93-103)

School Administrator signature Date

Mainstream teacher signature Date

ELL teacher signature Date

As co-teachers, we pledge to:

- Co-plan face-to-face on _____ from ____ to ____.
(Day(s) of the week) (start time) (stop time)

We understand that we will each have planning responsibilities prior to and following the face-to-face co-planning time each week.

- Co-teach on _____ from ____ to ____.
(Day(s) of the week) (start time) (stop time)

We will hold this co-teaching time as a priority and schedule other duties around this.

- Review this agreement on _____, and make adjustments as necessary. We will communicate any changes to this agreement in a timely manner with our building administrator and other stakeholders in our school.

Co-Teaching Weekly Lesson Plan	Class-	Week of:
Monday- Content Objective:		Language Objective:
Co-Teaching Approach 1 Teach, 1 teach on purpose/assess 2 teach 1 group - Team 2 teach 2 = groups - Parallel 2 teach 2 groups/ pre-teach 2 teach 2 groups/re-teach 2 teach - multiple groups/ Station	Classroom Teacher:	Specialist:
Materials- Supports- Assessment-		
Tuesday- Content Objective:		Language Objective:
Co-Teaching Approach 1 Teach, 1 teach on purpose/assess 2 teach 1 group - Team 2 teach 2 = groups - Parallel 2 teach 2 groups/ pre-teach 2 teach 2 groups/re-teach 2 teach - multiple groups/ Station	Classroom Teacher:	Specialist:
Materials- Supports- Assessment-		
Wednesday- Content Objective:		Language Objective:
Co-Teaching Approach 1 Teach, 1 teach on purpose/assess 2 teach 1 group - Team 2 teach 2 = groups - Parallel 2 teach 2 groups/ pre-teach 2 teach 2 groups/re-teach 2 teach - multiple groups/ Station	Classroom Teacher:	Specialist:
Materials- Supports- Assessments-		
Thursday-		
Content Objective-		
Language Objective-		
Co-Teaching Approach	Classroom Teacher:	Specialist:

1 Teach, 1 teach on purpose/assess 2 teach 1 group - Team 2 teach 2 = groups - Parallel 2 teach 2 groups/ pre-teach 2 teach 2 groups/re-teach 2 teach - multiple groups/ Station		
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Materials-

Supports-

Assessments-

Friday-

Content Objective-

Language Objective-

Co-Teaching Approach 1 Teach, 1 teach on purpose/assess 2 teach 1 group - Team 2 teach 2 = groups - Parallel 2 teach 2 groups/ pre-teach 2 teach 2 groups/re-teach 2 teach - multiple groups/ Station	Classroom Teacher:	Specialist:
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Materials-

Supports-

Assessments-

Co-Teach ELLs Lesson Agenda			Grade / Subject	School / District
Date:				
Content Objective			Language Objective:	
Lesson	Co-teaching Approach	Classroom Teacher:	Specialist:	Considerations
Beginning: (may include: Opening; Warm Up; Review; Anticipatory Set) Time: _____	<input type="checkbox"/> 1 Teach, 1 Teach on Purpose <input type="checkbox"/> 1 Teach, 1 Assess <input type="checkbox"/> Team / Complimentary <input type="checkbox"/> Parallel <input type="checkbox"/> 1 Teach Alternative, 1 PreTeach <input type="checkbox"/> 1 Teach Alternative, 1 ReTeach <input type="checkbox"/> Station / Multiple Group			<input type="checkbox"/> Supports <input type="checkbox"/> Materials <input type="checkbox"/> Adaptations <input type="checkbox"/> Accommodations <input type="checkbox"/> Student-specific needs* <input type="checkbox"/> Pre /Formative /Summative Assessment
Middle: (may include: Instruction; Checking for Understanding; Independent or Group Practice) Time: _____	<input type="checkbox"/> 1 Teach, 1 Teach on Purpose <input type="checkbox"/> 1 Teach, 1 Assess <input type="checkbox"/> Team / Complimentary <input type="checkbox"/> Parallel <input type="checkbox"/> 1 Teach Alternative, 1 PreTeach <input type="checkbox"/> 1 Teach Alternative, 1 ReTeach <input type="checkbox"/> Station / Multiple Group			<input type="checkbox"/> Supports <input type="checkbox"/> Materials <input type="checkbox"/> Adaptations <input type="checkbox"/> Accommodations <input type="checkbox"/> Student-specific needs* <input type="checkbox"/> Formative /Summative Assessment
End: (may include: Closing, Assessments, Extension of the Lesson) Time: _____	<input type="checkbox"/> 1 Teach, 1 Teach on Purpose <input type="checkbox"/> 1 Teach, 1 Assess <input type="checkbox"/> Team / Complimentary <input type="checkbox"/> Parallel <input type="checkbox"/> 1 Teach Alternative, 1 PreTeach <input type="checkbox"/> 1 Teach Alternative, 1 ReTeach <input type="checkbox"/> Station / Station / Multiple Group			<input type="checkbox"/> Supports <input type="checkbox"/> Materials <input type="checkbox"/> Adaptations <input type="checkbox"/> Accommodations <input type="checkbox"/> Student-specific needs* <input type="checkbox"/> Post / Formative /Summative Assessment

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I-TELL (Integrated Teaching for ELLs) Observation Tool

Co-Teachers: School/District:	Date: Grade/Class:	No	Emerging Evidence	Adequate Evidence	Exceptional Evidence	Observers: Documentation/ Comments:
Co-teachers collaboratively plan and develop instructional materials for the lesson						
Equity between the co-teachers is established from the onset of the lesson and maintained throughout the lesson						
Language and content objectives and addressed by both						
Teaching roles and responsibilities are shared						
<p>Two or more co-teaching models are used:</p> <p>Students in one group, teachers work together:</p> <ul style="list-style-type: none"> ● One lead teacher, another teacher teaching on purpose ● Two teachers teach the same content ● One teacher teaches, one assesses <p>Students in two groups, teachers work separately:</p> <ul style="list-style-type: none"> ● Two teach same content ● One pre-teaches, one teaches alternative information ● One reteaches, one teaches alternative information <p>Students in multiple groups:</p> <ul style="list-style-type: none"> ● Two teachers monitor, facilitate and teach 						
Students are grouped purposefully in meaningful ways throughout						
Co-teachers interact with students and each other in ways that enhance student learning						
Co-teachers are familiar with and respond to the learning needs of all the students						
Co-teachers implement appropriate differentiated strategies for teaching academic language and content						
Co-teachers demonstrate respect and collegiality for each other throughout the lesson						
Co-teachers apply appropriate visual, graphic, linguistic and interpersonal scaffolds						
Co-teachers establish high levels of engagement and ensure all four language skills to be integrated: listening, speaking, reading, and writing						
Co-teachers collaboratively conduct formative and summative assessments						

Honigsfeld, A., & Dove, M. (2015). *Collaboration and Co-Teaching for English Learners: A Leader's Guide*. Thousand Oaks, CA: Corwin

Student Placement For Coteaching: Recommended Do's and Don'ts

Do cluster ELLs into classrooms where the classroom teacher has or will have intense professional development related to the inclusion, instruction, and assessment of ELLs. Ideally, the classroom teacher should have both content/classroom and ELL certification.

Do keep the classroom with the ELL cluster smaller than other classrooms (90%) at the beginning of the year to make room for new ELL enrollees who arrive after the school year begins. Train building registrars to refer students who indicate the influence of a language other than English to the grade level team to consider placement of the student into the ELL clustered classroom first.

Do assign the ELL specialist to coteach with one, two, or three classroom teachers (at the most). Facilitate (require?) coteachers to plan together for at least one plan period per five co-taught periods each week.

Don't place too many ELLs in the cluster classroom – including high proficiency and monitored ELLs. In schools where **less than 50% of the students are ELL**, no more than 50% of the students in the classroom should be ELL, MY1, or MY2. If the total number of ELLs at a grade level (including higher proficiency, MY1 and MY2) exceeds 50% of the class, consider these options:

- Option 1: Cluster the higher proficiency (5.0+ overall) and MY1 and MY2 ELLs into another classroom where the classroom teacher has or will have intense (24 hours annually) professional development related to the inclusion, instruction, and assessment of ELLs. In addition, the classroom teacher with the “extra” ELL cluster should co-plan with the ELL teacher and co-teaching classroom teacher every week for at least 30 minutes.
NOTE: Below average (for the school) non-ELLs, or non-ELLs with specific learning disabilities can effectively be included in the second ELL cluster classroom so long as no more the 50% of the class are “special students”, (ie. ELL, including MY1 and MY2 + below average for the school + displaying challenging behavior + identified with a specific learning disability = no more than 50%.)
- Option 2: Disperse the higher proficiency and MY1 and MY2 students (or Kindergarten with W-APT scores of 28, 29, 30) evenly among all classrooms at the grade level where all the classroom teachers have or will have intense professional development related to the inclusion, instruction, and assessment of ELLs.

Don't place non-ELL students in the co-taught ELL cluster classroom students who are or have:

- Academically below average (for the school)
- Below average fully transitioned ELL (ie. **previously** ELL, MY1, or MY2)
- Documented challenging behavior
- Identified or suspected specific learning disabilities

One important exception to this guideline is when, if in following this guideline, another classroom would end up with more than 50% academically below average (for the school), challenging behavior, or students with disabilities.


Rationale: Including ELL students in co-taught classrooms is meant to provide meaningful access to:

- Highly qualified content teachers
- Grade level content area instruction
- Opportunities to participate with their average and above native-English speaking peers

Classrooms with more than 50% of “special needs” students (ie. challenging behavior, below average academics, ELL status, etc.) can be less effective in meeting the expected outcomes for ELLs in co-taught classrooms, especially when classroom teachers and ELL teachers have insufficient training or time to collaborate.

Step 1: Establish YOUR Rationale

Using our list to get started, brainstorm reasons from your context. Once you have your list, role-play a conversation with various stakeholders in your context. Then schedule the conversations and build a team to get started.

	<ul style="list-style-type: none">• Reduce fragmentation and stigma• Inherent flexibility• Support for teachers• Meeting the Missouri (WIDA) ELD Standards• Tapping teacher and specialist expertise
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Why do you think co-teaching for ELLs is a good idea? **Fill the page** with images & words to represent your ideas.

What will you do to begin/improve a collaborative ELL Program in your context? When? Next?

Train? Here are our training topics:

Session #1: 1. Co-Teach ELL: 7 Approaches and Co-Teaching Partnership 2. Mapping the CAN DOs / Student Portraits
Session #2: 1. A Closer Look @ One Student Group approaches 2. Missouri (WIDA) ELD Standards
Ongoing: o Consulting/Coaching o Online book discussions
CO-TEACH ELL INSTITUTE: More than Just Co-Teaching with Andrea Honigsfeld
Session #3 1. A Closer Look @ Two Student Groups & Multiple Groups 2. Writing and Assessing Language Objectives
Session #4 1. Field Trips 2. ELL Engagement & Differentiation Strategies 3. Co-Teaching Lesson Design


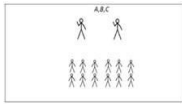

Reflect?

Consult/Coach?

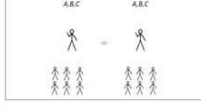
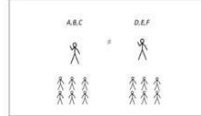
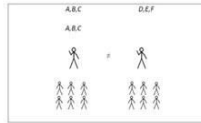
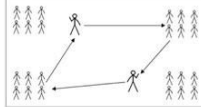
Study & Engage?

Visit & Observe?

Andrea Honigsfeld and Maria Dove (2010) Seven Coteaching Models

Model Type	Illustration	Description	Examples
One student group: One lead teacher and another teacher teaching on purpose		The mainstream and ESL teachers take turns assuming the lead role. One leads while the other provides minilessons to individuals or small groups in order to preteach or clarify a concept or skill.	While the mainstream teacher introduces the mathematical conventions for reducing fractions, the ESL teacher clarifies the meanings of numerator and denominator, and helps students understand the concept of equal fractions with visually depicted fractions and math manipulatives.
One student group: Two teachers teach the same content		Both teachers direct a whole-class lesson and work cooperatively to teach the same lesson at the same time.	The teachers collaboratively agree on content and language objectives for a lesson on the rock cycle. The mainstream teacher focuses on the content goals of the three main classes of rock and how they are formed. The ESL specialist supports students' linguistic development through the matching language objectives that target key concept vocabulary; adjectives describing the colors, shapes, textures, and sizes of rocks; and the passive voice.
One student group: One teacher teaches, one assesses		Two teachers are engaged in conducting the same lesson; one teacher takes the lead, and the other circulates throughout the room and assesses targeted students through observations, checklists, and anecdotal records.	While the fourth-grade classroom teacher leads a review and practice lesson on two-digit subtraction, the ESL specialist circulates throughout the room, observing and informally assessing how the ELLs and possibly other at-risk students are mastering the new content.

For more information please see: www.coteachingforells.weebly.com 1

Two student groups: Two teachers teach the same content		Students are divided into two learning groups; the teachers engage in parallel teaching, presenting the same content using differentiated learning strategies.	In a middle school technology class, the topic of bridges and their associated forces are explored. One group works at the computer stations conducting research and creating a PowerPoint presentation while the other engages in labeling and matching activities using line drawings.
Two student groups: One teacher preteaches, one teaches alternative information		Teachers assign students to one of two groups based on their readiness levels related to a designated topic or skill. Students who have limited prior knowledge of the target content or skill are grouped together to receive instruction to bridge the gap in their background knowledge.	One teacher preteaches the format and sequence of a lab report while reviewing the components of the scientific method. The other group compares inductive and deductive reasoning as related to the logical reasoning behind the scientific method.
Two student groups: One teacher reteaches, one teaches alternative information		Flexible grouping provides students at various proficiency levels with the support they need for specific content; student group composition changes as needed.	In an upper elementary cotaught English language arts class, one teacher revisits the effective use of transitions in expository writing with one group of students. The other teacher examines nonfiction mentor texts that include obvious as well as subtle transition words.
Multiple student groups: Two teachers monitor and teach		Multiple groupings allow both teachers to monitor and facilitate student work while targeting selected students with assistance for their particular learning needs.	Teachers collaboratively set up several learning stations in a high school social studies class. Students at each station are assigned a different authentic document from the Cold War with a matching, differentiated, and scaffolded activity sheet.

Saint Louis Public Schools

ESOL Bilingual Migrant Program

ELL Clustering Recommendations (Honigsfeld & Dove, 2015)

Less than 30% of ELLs	Between 30% and 50% of ELLs	More than 50% of ELLs
Cluster in 1 or 2 classrooms	<ul style="list-style-type: none"> Cluster in 1 or 2 classrooms Do not exceed more than 50% of ELLs in 1 class 	<ul style="list-style-type: none"> Distribute ELLs among all classrooms Cluster by need/language proficiency level

ELL Expertise of Classroom Teachers at *School name*

Teacher Name	ESOL Certified	SIOP Trained

ELL Clustering and Tentative Co-Teaching Partnerships for 2017-2018

Grade Level	Classroom Co-Teacher	ELL Co-Teacher	Continued Partnership or New Partnership
KG			
1 grade			
2 grade			
3 grade			
4 grade			
5 grade			

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ELL Expertise of Content Teachers at *School name*

Teacher Name	ESOL Certified	SIOP Trained

ELL Clustering and Tentative Co-Teaching Partnerships for 2017-2018

Grade Level/Content Area	Content Co-Teacher	ELL Co-Teacher	Continued Partnership or New Partnership