St. Louis Co-Teach ELL Regional Initiative

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View the presentation handout at:  https://goo.gl/cY8jMd
Today’s Agenda:

1. Overview of the St. Louis Co-Teach ELLs Regional Initiative
2. Voices from the Field
3. Getting Organized for Co-teaching for ELLs
Parking Lot

Please use the note papers to record your questions and email address. We will review and answer them at the end or in a follow up email.
OR email Debra at: dcole@edplus.org

Fred interpreted the word compact as a verb, not as an adjective.
Introducing the St. Louis Co-teach for ELLs Regional Initiative
Co-Teach ELLs 2016-2017 Cohort

12 districts,

32 schools,

52 teams,

97 teachers!
NEW this year ... the *St. Louis Co-Teach ELLs Regional Collaborative*

14 regional trainers who ...
- Meet before each session to develop content, slides, activities, etc.
- Sign up to facilitate sessions
- Coach and consult in their own districts
- Host visiting teams informally
- Collaborate to improve this professional development opportunity for everyone
### Step #1 Train

| Session #1 | 1. Co-Teach ELL: 7 Approaches and Co-Teaching Partnership  
<table>
<thead>
<tr>
<th></th>
<th>2. Mapping the CAN DOs / Student Portraits</th>
</tr>
</thead>
</table>
| Session #2 | 1. A Closer Look @ **One Student Group** approaches  
|           | 2. Missouri (WIDA) English Language Development 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**  
<table>
<thead>
<tr>
<th></th>
<th>2. Writing and Assessing Language Objectives</th>
</tr>
</thead>
</table>
| Session #4 | **1. Field Trips**  
|           | 2. ELL Engagement & Differentiation Strategies  
|           | 3. Lesson Design |
Step #2  Co-Planning & Coaching

Co-Teach ELLs Lesson Agenda / Observation
Date: 11-1-16

Content Objective:
Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane.
Find and position pairs of integers on a coordinate plane.
MP7, MP8,

I underlined the key vocabulary that [I think!] all students need to understand. These might be items that students keep a running log of throughout the unit, semester, or even school year as a “Math Word Bank.”

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Co-teaching Approach</th>
<th>Classroom Teacher: Drilling</th>
<th>Specialist: Lytle</th>
<th>Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning: (Uses include: Opening; Warm Up; Review; Anticipatory Set)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Time:</td>
<td></td>
<td>9:10 – What do you know about coordinate planes?</td>
<td>Supports</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>5 students volunteers to answer</td>
<td>Materials</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Several use complete sentences. p. 86</td>
<td>Adaptations</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>on computer group</td>
<td>Accommodations</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Your shoulder partner as long as you are at a “1”</td>
<td>Student-specific needs*</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Student choice to work in groups</td>
<td>Pre / Formative / Summative Assessment</td>
<td></td>
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</tbody>
</table>
Step #4  Visit and Host

“All four of us agreed that we were thoroughly impressed with this class. These kindergarteners have clearly been practicing independent writing. It was amazing to see the stamina that these students possessed. ... the author’s chair of sharing and complimenting was just as impressive.”

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<table>
<thead>
<tr>
<th>Two or more co-teaching models are used:</th>
<th>Students in one group, teachers work together:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• One leads, one teaches on purpose</td>
<td>• Two teach same content</td>
</tr>
<tr>
<td>• Two teach same content</td>
<td>• One teaches, one assesses</td>
</tr>
<tr>
<td>Students in two groups, teachers work separately:</td>
<td>Two teach the same content – whole group.</td>
</tr>
<tr>
<td>• Two teach same content</td>
<td>• One pre-teaches, one teaches alternative</td>
</tr>
<tr>
<td>• One teaches, one assesses</td>
<td>• One reteaches, one teaches alternative</td>
</tr>
<tr>
<td>Students in multiple groups:</td>
<td>Students conducting experiment in small groups – both teachers monitoring and assisting all groups.</td>
</tr>
<tr>
<td>• Teachers monitor, facilitate and teach</td>
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</table>
Co-teaching for ELLs: Rationale & Models
Components of an Integrated ENL Program

- Co-Plan
- Reflect
- Co-Instruction
- Co-Assess
MODELS
(Honigsfeld & 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
MODELS
(Honigsfeld & Dove, 2008).

• 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
Voices from the field

St. Louis Public Schools - Alla Gonzalez Del Castillo
alla.gonzalezdelcastillo@slps.org

Confluence Academy, South City - Robert Greenhaw
Robert.Greenhaw@confluenceacademy.org

Mehlville School District - Jacqui Schilling
jschilling@mehlville.schooldistrict.net
Saint Louis Public Schools

**Background**

2,700 ELLs (12% of district)

- 53 countries, 46 languages
- 18 Co-teaching teams (37 Teachers)
- Going into 4th year of implementation
- Rationale - students, teachers, data
Saint Louis Public Schools

- Co-teaching is one of the district’s instructional models
- Co-Teaching is part of the district’s strategic plan
- PD sessions offered multiple times
- Coaching and data tracking
- Professional Development is extended to administrators
Saint Louis Public Schools

- Gradually building capacity
- Planning meetings to identify potential co-teaching partners and cluster students for next year
  - ELL teachers
  - Principals
  - Other school leaders
## Co-Teaching Plan
### 2017-2018
**Saint Louis Public Schools**
**ESOL Bilingual Migrant Program**

### ELLs at School Name

<table>
<thead>
<tr>
<th>Grade Level 2016-2017</th>
<th>Proficiency in English (ACCESS Literacy)</th>
<th>SLPS ELL Services Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Level 1</td>
<td>Level 2</td>
</tr>
<tr>
<td>KG</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 grade</td>
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<tr>
<td>2 grade</td>
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<td>3 grade</td>
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<td>4 grade</td>
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<tr>
<td>5 grade</td>
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### Co-Teaching Capacity at School Name

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*Coaching will be provided to support continued partnerships, co-teaching training will be provided to support new partnerships*

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Handout, p.10 - 13 [https://goo.gl/cY8jMd](https://goo.gl/cY8jMd)
# ELL Clustering Recommendations (Honigsfeld & Dove, 2015)

<table>
<thead>
<tr>
<th>Less than 30% of ELLs</th>
<th>Between 30% and 50% of ELLs</th>
<th>More than 50% of ELLs</th>
</tr>
</thead>
</table>
| Cluster in 1 or 2 classrooms | • Cluster in 1 or 2 classrooms  
  • Do not exceed more than 50% of ELLs in 1 class | • Distribute ELLs among all classrooms  
  • Cluster by need/language proficiency level |

## ELL Expertise of Classroom Teachers at *School name*

<table>
<thead>
<tr>
<th>Teacher Name</th>
<th>ESOL Certified</th>
<th>SIOP Trained</th>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Classroom Co-Teacher</th>
<th>ELL Co-Teacher</th>
<th>Continued Partnership or New Partnership</th>
</tr>
</thead>
<tbody>
<tr>
<td>KG</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1 grade</td>
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<tr>
<td>2 grade</td>
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<td></td>
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<tr>
<td>3 grade</td>
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<td></td>
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<tr>
<td>4 grade</td>
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<td></td>
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<tr>
<td>5 grade</td>
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Saint Louis Public Schools

“We wholeheartedly support the co-teaching model. As the enrollment number of ESOL students continues to increase at our school, co-teaching allows us to serve a larger number of students than pull-out, without the stigma of pull-out and without students missing content.”

Ruth Juhlin, ESOL Teacher & Abigail Cook, ELA teacher
Busch Middle School
Confluence Academy South City

**Background**
Kindergarten - 8th grade
800+ students
260+ ELL students receiving services
93% are Spanish Speaking
5 ESOL teacher/Classroom teacher Co-Teaching teams
-3rd year of implementation
Confluence Academy - South City

- Why it’s the best model for us
- How it changed our program
  - pushing-in vs. Co-teaching
- Importance of Co-planning
- Best practices combined with Co-teaching models
- Our hope for this school year
Mehlville School District

Background

- Kindergarten-12th grade
- 1,000+ ELL students receiving services
- Over 30 languages
- 15 ELL teachers co-teaching with multiple classroom teachers at all levels
- 2nd year of implementation
Mehlville School District

Co-teaching
- Administration
- Professional Development
- Volunteer partnerships
- Clustering
- Common plan time once a week
- Sharing “best practices” with grade level team and ELL team

Student Voice
Getting Organized to Co-teach for ELLs:

➔ Contract/Commitment
➔ Lesson Agenda/Co-planning weekly
➔ I-TELL
➔ Spring Planning/Clustering
Working Agreements

1. **Attend** each training session with your co-teacher
2. **Co-plan** weekly - Sign the contract
3. **Schedule observations** - 1 each semester
4. **Host observers** - Once in the spring
5. **Read and prepare** for training sessions
6. **Post** to the Moodle - at least one post per chapter - Prizes each month!

[Handout, p.1](https://goo.gl/cY8jMd)
So can it be co-teaching if you can't co-plan?

NO. Co-planning is a challenge that must be overcome before you have successes in the classroom. Emails and attachments are a start to overcoming the challenge, but they must come far ahead of the class time so that there is time for comments, adjustments, and revision.

-Jessica B., 8th grade ELL teacher
## Weekly Co-Teaching Lesson Plan

<table>
<thead>
<tr>
<th>Co-Teaching Weekly Lesson Plan</th>
<th>Class-</th>
<th>Week of:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday</strong> - Content Objective:</td>
<td></td>
<td>Language Objective:</td>
</tr>
<tr>
<td>Co-Teaching Approach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Teach, 1 teach on purpose/assess</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 teach 1 group - Team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 teach 2 = groups - Parallel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 teach 2 groups/ pre-teach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 teach 2 groups/re-teach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 teach - multiple groups/ Station</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher:</td>
<td></td>
<td>Specialist:</td>
</tr>
<tr>
<td>Assessment:</td>
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</tbody>
</table>

Handout, p.2-3  [https://goo.gl/cY8jMd](https://goo.gl/cY8jMd)
Consult - Visit - Host

Co-Teach ELLs Lesson Agenda

Date:  Grade / Subject  School / District

Content Objective:

Language Objective:

Handout, p.4 https://goo.gl/cY8jMd
I-TELL
(Integrated Teaching for ELLs)
Observation Tool

Handout, p.5 https://goo.gl/cY8jMd
Recommended “Dos and Don’ts” for Clustering & Student Placement
So here are the things we do...

- **Train** - Four face-to-sessions
- **Reflect** - monthly (weekly or daily!)
- **Consult/Coach** - each semester
- **Study & Engage** - monthly online
- **Visit & Observe** - informally whenever possible & formally during Session 4
Here are some of the reasons we co-teach for ELLs:

- Reduce fragmentation and stigma
- Inherent flexibility
- Support for teachers
- Meeting the Missouri (WIDA) ELD Standards
- Tapping teacher and specialist expertise
What will YOU do? When? Next?

Train?
Reflect and Co-Plan?
Consult/Coach?
Study & Engage?
Visit & Observe?

View the presentation handout at:
https://goo.gl/zLSIJt