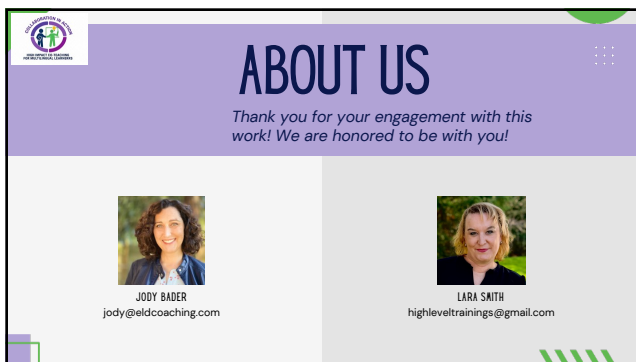
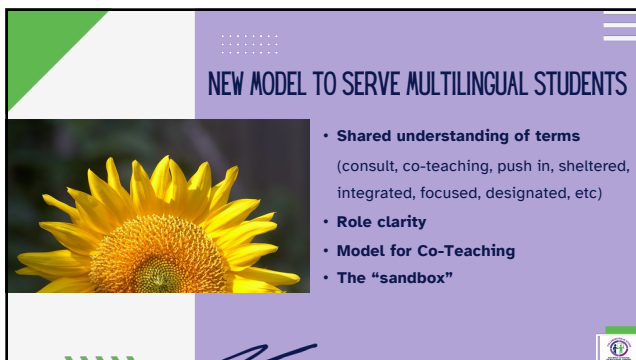


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2



3

Three phase model for collaborative co-teaching that identifies strategic planning, roles of the teacher and specialist, and high leverage strategies to amplify instruction.

1. Activating Action
Key Strategies & Co-planning

2. Scaffolding Action
Key Strategies & Co-teaching

3. Launching Action
Key Strategies & Co-reflection

4

PILLARS FOR COLLABORATIVE CO-PLANNING

5

SHELTERED ENVIRONMENT
(Or at least the willingness to learn and add strategies)

Climate Zone - Tropical Rainforest
Orientation of Axis at the equator

12 hour days and nights
high temperature
Ocean Circulation
mining

• Print-rich environment

- Walls dripping with literacy
- Anchor charts
- Walls as resources - lots of visuals

• Willingness to agree on an "anchor input"


• Students in teams of 4

• Flexible grouping during independent work

• Talking is the norm

- Who is talking the most?


6




COMMON CURRICULUM MAP

Grade level, school, or district

- 4-6 week units of study
 - No more than 6
- Chunk and Link standards
 - As many content areas as possible
- Visual display of timelines



7




TOOLS FOR COLLABORATION

The sandbox is ready! Let's play!

- 7 Norms in play
- Reflection time
- Team accountability for working agreements
- Roles for each member
- Reflect on the Tribes Trail
 - Enjoy the journey



Note: Recommended that ELD specialists serve grade levels (ideally no more than 6 classrooms). Slice horizontally, not vertically.



8

SIX MODELS FOR CO-TEACHING

- 1. One Teach, One Observe:** Co-teachers decide in advance what types of specific observational information to gather during instruction and can agree on a system for gathering the data. Afterward, the teachers should analyze the information together.
- 2. One Teach, One Assist:** One person takes primary role as teacher while the other circulates providing assistance to students as needed.
- 3. Parallel Teaching:** Both teachers cover the same information but they divide the class into two groups and teach simultaneously. (Jigsaw for example)
- 4. Station Teaching:** Teachers divide content and students. Each teacher teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third station could give students an opportunity to work independently.
- 5. Alternative Teaching:** One teacher takes responsibility for the large group, while the other works with a smaller group to meet specialized needs.
- 6. Team Teaching:** Both teachers are delivering the same instruction at the same time. Some teachers refer to this as having one brain in two bodies.

9

ROLES AND RESPONSIBILITIES
CO-TEACHING AND KEY STRATEGIES

PHASE 1 ACTIVATING ACTION	PHASE 2 SCAFFOLDING ACTION	PHASE 3 LAUNCHING ACTION
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ROLES IN PHASE 1: ACTIVATING ACTION
Building Background: 1-2 weeks (depends on needs)

Classroom Teacher (GE) <ul style="list-style-type: none"> Focus and motivate on unit content Provide schema for students Pre-assess knowledge Deliver anchor input (alone or team teaching model) 	ELD Specialist (ELD) <ul style="list-style-type: none"> Pre teach key vocabulary to ELs Provide schema and background Support with anchor input Preview/review anchor input Collect data with Group Frame
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STRATEGIES IN PHASE 1: ACTIVATING ACTION
Building Background: 1-2 weeks (depends on needs)

Classroom Teacher (GE) <ul style="list-style-type: none"> ★ Inquiry Chart • Observation Charts • Vocabulary Routine (CCD) ★ Anchor Input 	ELD Specialist (ELD) <ul style="list-style-type: none"> ★ Picture File Cards (sorts) ★ ELD Review ★ Group Frame (assessment)
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STRATEGIES IN PHASE 2: SCAFFOLDING IN ACTION

Language Practice: 1-2 weeks

The Aztecs migrated south looking for a place to build their city. Aztecs they traveled. They found williams. That country, it's a switch. They leave her. And she runs go to... Chiquitope. Mother has baby. And the son is bad. And they fighting. They kill him and they throw heart to the lake (coming to heart). Chicko grow out of heart. They build house and road.

Possible lessons:

- Subject-Verb agreement
- Articles
- Irregular plural nouns
- Verb tense
- Transition words
- Pronouns

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STRATEGIES IN PHASE 2: SCAFFOLDING IN ACTION

The Aztecs migrated south looking for a place to build their city. The Aztecs left. They traveled with williams. The country was a switch. They left her. They men went to Chiquitope. The switch had a baby. The son was bad. People some fighting the Aztecs. They kill him and they throw heart to the lake. Chicko grow out of the heart. The Aztecs built houses and grow food.

Mother has baby
They kill him and they throw heart to the lake
Chicko grow out of heart
They build house and road

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ROLES IN PHASE 3: LAUNCHING ACTION

Unfolding the Action Plan 1-2 weeks

Classroom Teacher (GE)

- Scaffolding the action plan for all students
- Deliver Action Plan Graphic Organizer
- Celebration of the action plan

ELD Specialist (ELD)

- Support ELs with the language and literacy needed for the action plan - Task Analysis
- Guided or shared groups as needed
- Celebration of the action plan

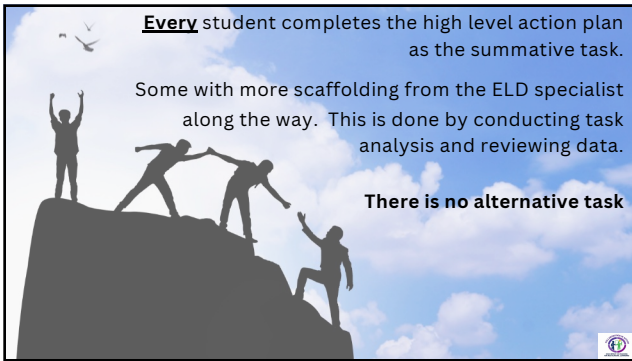
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STRATEGIES IN PHASE 3: LAUNCHING ACTION

Unfolding the Action Plan 1-2 weeks

<p>Classroom Teacher (GE)</p> <ul style="list-style-type: none"> ★ Action Plan <ul style="list-style-type: none"> ○ Graphic Organizer ○ Team Projects ○ Presentations ○ Celebrations 	<p>ELD Specialist (ELD)</p> <ul style="list-style-type: none"> ★ Task Analysis <ul style="list-style-type: none"> ○ Content Skills ○ Language Skills ○ Sub skills ○ ELD Supports
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Every student completes the high level action plan as the summative task.

Some with more scaffolding from the ELD specialist along the way. This is done by conducting task analysis and reviewing data.

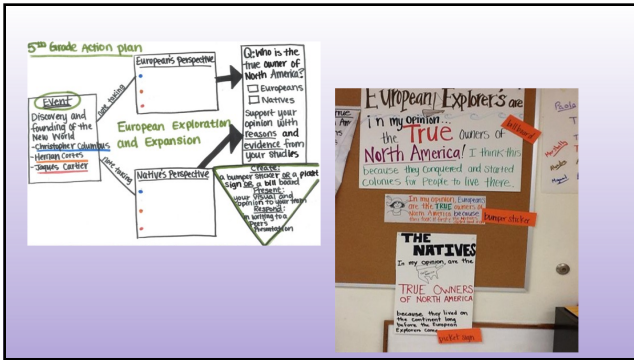
There is no alternative task

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WHAT IS AN ACTION PLAN?

- Culminating **action-oriented** experience where students **DO** something to show their understanding of the content
- Standards-based performance task
- Connected to thematic unit
- Engaging, culturally relevant, and FUN
- Focus on 21st century skills
- Usually involves a celebration moment

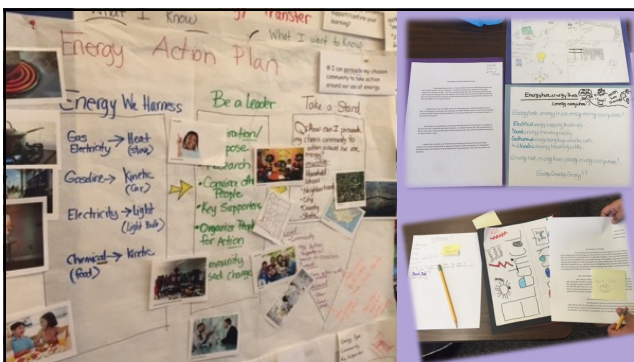
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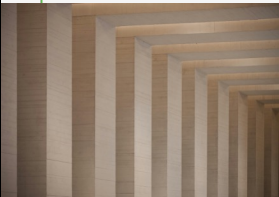


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REFLECTION



Which of the 3 pillars for collaborative teaching does your team already do well?
What would you like to improve?

- Sheltered environments
- Common curriculum map
- Team collaboration tools

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THANKS FOR YOUR FEEDBACK!





COLLABORATION IN ACTION
HIGH IMPACT CO-TEACHING FOR MULTILINGUAL LEARNERS

TEAMS WILL LEARN:

- How to create a safe and supportive environment for all learners
- How to use data to inform instruction
- How to use formative assessment to monitor student learning
- How to use differentiated instruction to meet the needs of all learners
- How to use collaborative teaching strategies to support student learning
- How to use peer feedback to improve instruction
- How to use reflection to improve practice

FOR MORE INFORMATION
www.eldcoaching.com

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