Implementation of Co-Teaching for ELLs at the High-School Level

McGuire, Morgan, Valdez
Learning Outcomes:

● Participants will identify data needed for preliminary and ongoing facilitation of effective Co-Teaching.

● Participants will be able to identify and examine multiple aspects in the planning and decision-making process for the implementation of Co-Teaching.

● Participants will be able to identify and understand the dynamics of Co-Teaching partnerships.
What is the number one obstacle to our students’ learning and growing in academic language?
Decision-making to implement a system change...

- Our story
- Growing pains
- Data and Decision making tools
Data Used for Decision Making on If/Where to Co-teach

- Graduation Rates
- Pass/Fail Rates
- GPA
- AMAO
- Credit Completion Needs
- WIDA data
- Other Test Data
- Other?

Comparative data analysis tool -- important to show if change is needed
Examining multiple aspects in the planning and decision-making process, through the use of Thinking Maps
Co-Teaching Decision Organizer #1 {Cause & Effect}

- 7:8 failing ELLs in ELA 9th grade class
- 60% ELLs in 9th grade Math class
- Went to COTESOL Conference. Attended Cherry Creek & Adams County Co-Teaching Workshops
- “We want co-teaching and we want it to work well.” HS ESL teachers
- Team visited Cherry Creek & Summit School Districts to observe their co-teaching classes.
- Sporadic Co-Teaching with ELA teacher during ESL teacher planning time, 7:8 students passed.
- Co-Teaching began with ESL & Math teachers
- Began research, collaborating with state colleagues, visiting and observing Co-Teaching classes
- Began district and building conversations and data digs to decide which classrooms that co-teaching would work best, be most needed.
- Began talking to teachers, counselors and Admin about scheduling ELLs into co-taught classes.
Co-Teaching Decision Organizer #2 {Sequencing}

Set-up Co-Teaching classes with ESL teacher and content teacher (Admin, counseling…)

Scheduled ELLs into co-teaching classes.

Began co-teaching with no co-planning nor official guidance.

Data: ELLs were doing better in the co-taught classes.

WIDA leveled 3-4s & LTELLS targeted

ESL Teachers asked for some sort of class to get more support from co-teachers and Admin, so our district ESL leaders created a Co-Teaching class the next year.

ELLs have continued being more successful

More schools (+MS & elem), content teachers, counselors & Admin have realized that co-teaching is successful for ELLs.

Continued Co-Teaching classes have helped co-teachers work together more and desire co-planning.

Co-teachers have requested more support from counselors and Admin, so a presentation and more collaboration with them will happen, especially trying to get co-planning scheduled with co-teaching.
Co-Teaching Decision Organizer #3 {Categorize/Classify}

Schools
What does the data show that is needed?

List schools, classes, teachers or levels of schools, or ...

Classes or Teachers
How does the established need (school data) fit in the school’s Master schedule?

Decide on what your variables are and list

According to your situation

Levels/Grades/Language acquisition

Xyz xyz xyz
Co-Teaching Models:

- **Supportive** ~ one teacher assumes primary responsibility and the second teacher offers support.
- **Parallel** ~ co-teachers work with different groups in the same room concurrently.
- **Complementary** ~ one teacher augments or assists students while the other teacher instructs.
- **Team** ~ co-teachers share responsibilities equally, and can switch roles.

From Villa, Thousand, and Nevin (2013)
Co-Teaching Stages:

Bruce Tuckman

- Forming
- Storming
- Norming
- Performing
- Adjourning
Identify and understand the dynamics of Co-Teaching partnerships

Theory vs. Reality
Co-Teaching Surveys

● Solicit student & teacher feedback
● Evaluate strengths and weaknesses
● Consider making improvements
Co- Teacher Reflections

We are learning how to meld content standards with language acquisition needs through co-planning, so we have narrowed the gap between them to better serve students.

ELLs grow linguistically and academically.

We stretch ourselves and we really learn from each other.

The relationship is working and we agreed to meet before school starts.

Writing language goals, language objectives, and sentence frames / starters are new to me.

This class has been interesting and it tied everything together for us.

Our students have done very well. More of the students have increased on-task behaviors. Our students interact with us and other students more often and more appropriately. What a fun semester!
Questions?
Works Cited


Bruce Tuckman (1938) is a scientist, consultant and Professor Emeritus of Educational Psychology at The Ohio State University. Bruce Tuckman is also the Founding Director of the Dennis Learning Center and the developer of the Strategies of School Success course at The Ohio State University. He is best known for his five stages of group development theory. Van Vliet, V. (2013). Tuckman stages of group development. http://www.toolshero.com/organization/tuckman-stages-of-group-development


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