



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





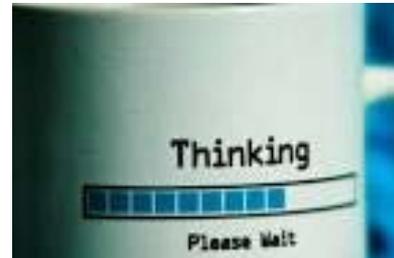
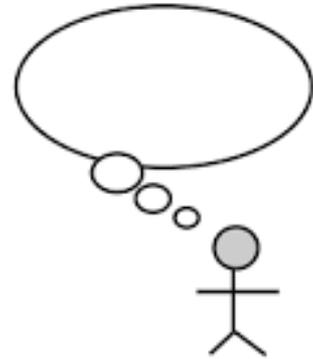
Data Used for Decision Making on If/Where to Co-teach

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

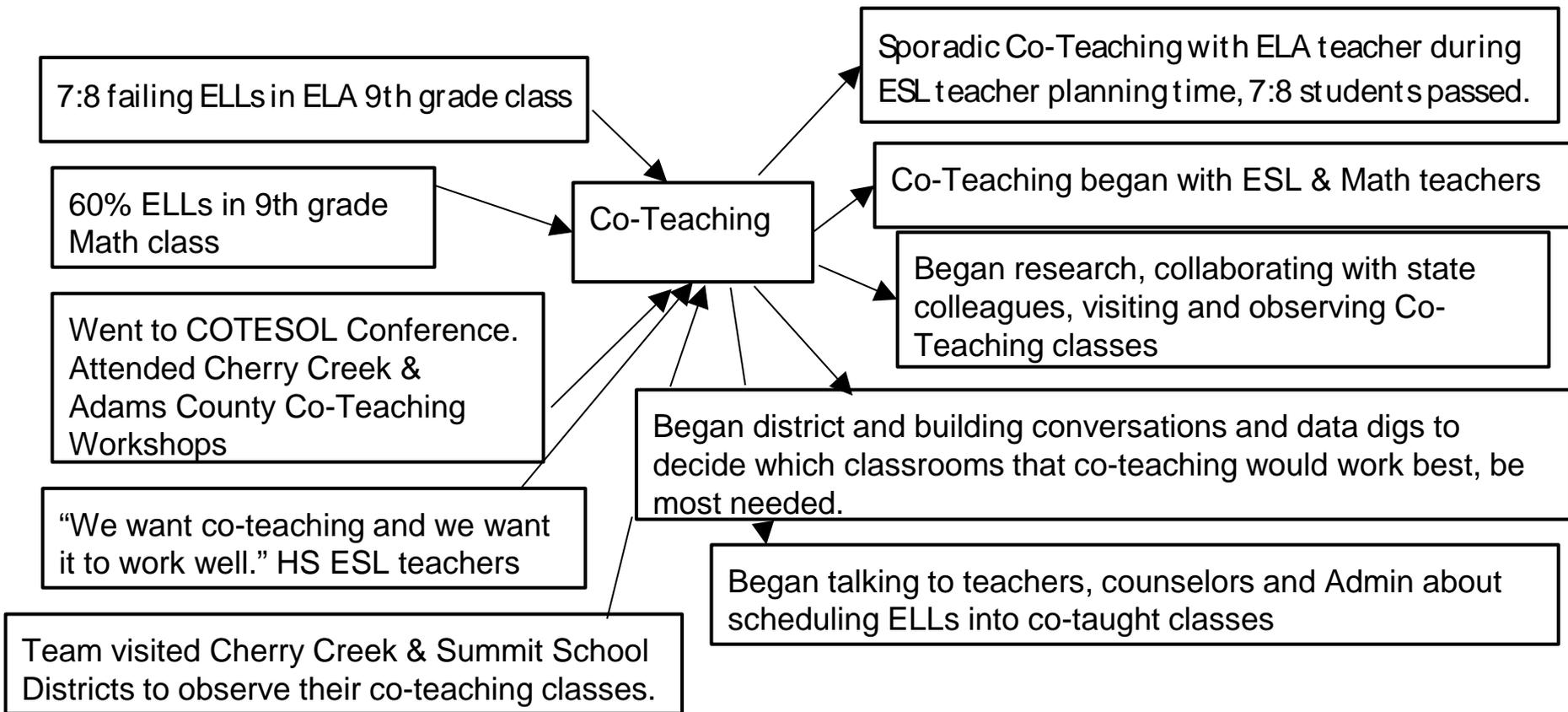
Data Driven Decision-making

Comparative data analysis tool -- important to show if change is needed

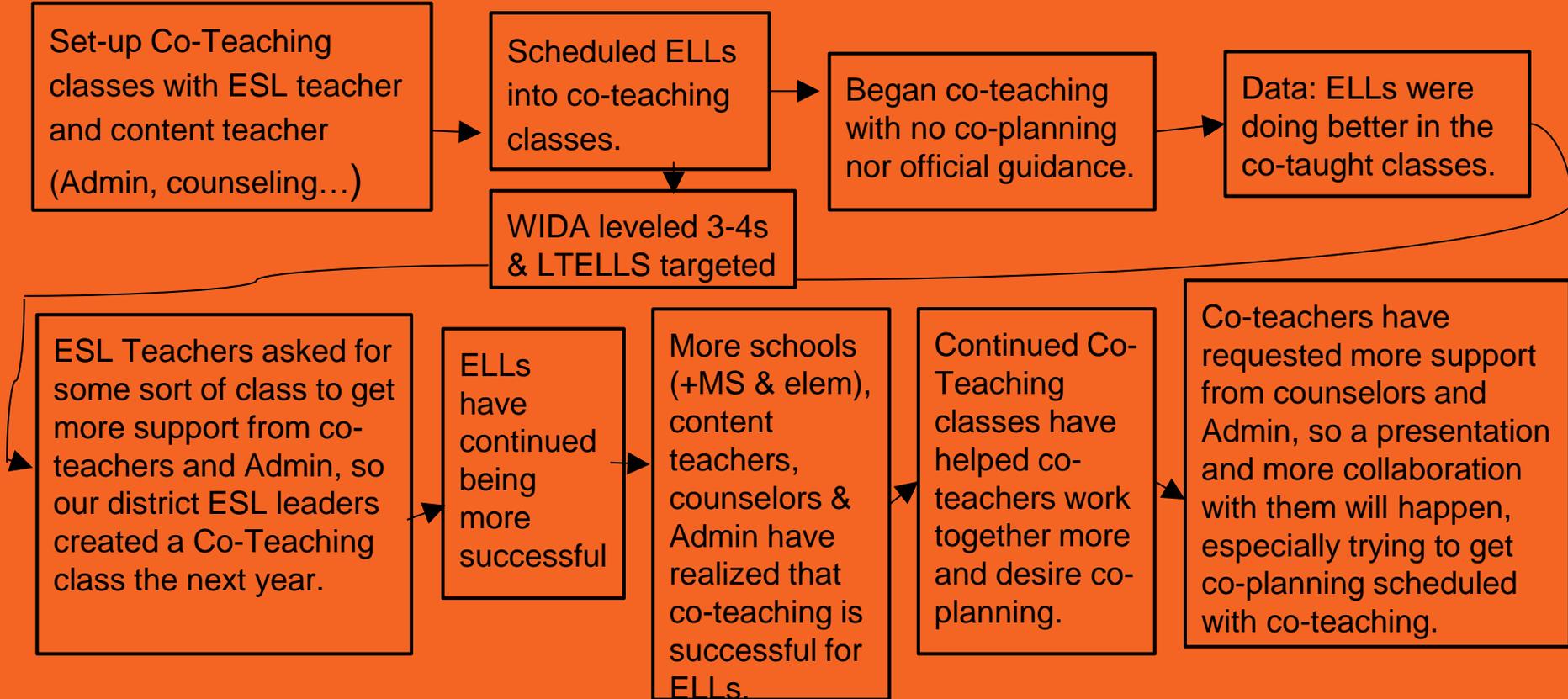
**Examining
multiple aspects
in the planning
and decision-
making process,
through the use
of Thinking Maps**



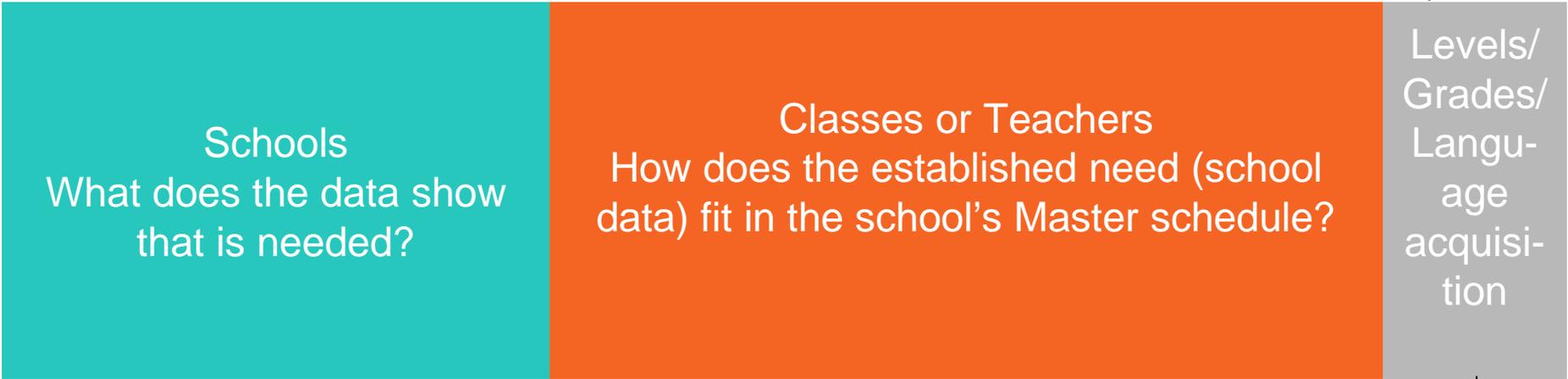
Co-Teaching Decision Organizer #1 {Cause & Effect}



Co-Teaching Decision Organizer #2 {Sequencing}



Co-Teaching Decision Organizer #3 {Categorize/Classify}



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

Decide on what your variables are and list

XYZ xyz xyz

According to your situation

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



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

Beninghof, Anne M., *Co-Teaching That Works: Structures and Strategies for Maximizing Student Learning*, First Edition, Jossey-Bass Publishers, 2012

Bruce Tuckman (1938) is a scientist, consultant and Professor Emeritus of Educational Psychology at [The Ohio State University](http://www.ohio-state.edu). 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](http://www.toolshero.com/organization/tuckman-stages-of-group-development). Van Vliet, V. (2013). *Tuckman stages of group development*. <http://www.toolshero.com/organization/tuckman-stages-of-group-development>

Richard A. Villa, Jacqueline S. Thousand, Ann I. Nevin, *A Guide to Co-Teaching*, Third Edition, Corwin Publishers, 2013.



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