



Collaborative Instruction and The Reflective Teaching Process

Creating inclusive instruction for English learners



How many years does it take to acquire interpersonal/conversational language (BICS)?



How many years does it take to acquire academic language (CALP)?

Poll

What is collaboration?

“Collaboration is based on cooperativeness, learning from errors, seeking feedback about progress and enjoying venturing into the “pit of not knowing” together with expert help that provides safety nets and, ultimately, ways out of the pit. Creative collaboration involves bringing together two or more seemingly unrelated ideas, and this highlights again the importance of having safe and trusting places to explore ideas, to make and to learn from errors and to use expertise to maximize successful learning” (Honigsfeld & Dove, 2019, p.27).

Benefits of collaboration: The numbers

- “Other research analyzing two years of data on more than 9,000 teachers in 336 Miami-Dade County public schools showed that schools with better-quality collaboration—meaning teachers reported that their collaboration in instructional teams was both “extensive” and “helpful”—had higher student achievement gains in math and reading.” (Matthew Ronfeldt, Susanna Owens Farmer, Kiel McQueen and Jason A. Grissom, 2015)
- “For example, a case study of elementary schools in a large Midwestern school district found that schools with higher levels of teacher collaboration “for school improvement” were associated with higher student achievement on math and reading tests. This held true even when controlling for student demographics, school size, proportion of low-income and minority students and other factors.” (Yvonne L. Goddard, Roger D. Goddard and Megan Tschannen-Moran, 2007)
- “Analysis of nearly a decade of data from schools in an urban North Carolina district, one of the largest in the country, showed that teachers achieved greater increases in their students’ standardized test scores in schools with supportive professional environments—especially those with more peer collaboration and a positive school culture—than did teachers in schools with less supportive professional environments.” (Matthew A. Kraft and John P. Papay, 2014)

Benefits of collaboration for English learners: The numbers

- The gap in reading achievement between the district's ELL and non-ELL students fell from 13 to 6 percentage points; in math the gap fell from 6.7 to 2.7. (Pardini, 2006)
- “ELs in St. Paul Public Schools have made steady gains on all standardized tests administered in the state in closing the achievement gap between EL and non-EL students” (Dove & Honigsfeld, 2018)
- “For English language learners (ELLs), communication with native English speakers allows the authentic use of language, including exposure to and practice with more complex vocabulary and linguistic structures. Students can become full classroom participants and have more opportunities as members of the school community. ELLs are also exposed to a wider range of instructional alternatives than they would be in a pullout program. Furthermore, students see the connections between English instruction and mainstream academic content.” (Patricia Hoffman and Anne Dahlman, 2007)



CHALLENGE

AnswerGarden:

What are some of your biggest concerns and challenges regarding ELs?

What are your top 2?

Administrators' biggest challenges for linguistically diverse students

- How do you develop shared ownership of English learners?
- How do we ensure we do not limit or decrease expectations for EL students?
- How can we organizationally structure a large program when we cannot consistently hire qualified teachers?

(Honigsfeld & Dove, 2019, p. 59)

What do collaborative teachers have to offer each other?

1. Pedagogical knowledge
2. Content expertise
3. Second language acquisition processes
4. Cross-cultural understanding
5. Interpersonal skills

(Honigsfeld & Dove, 2019, p. 57-58)

Benefits from teacher collaboration

- More differentiated instruction
- More varied instructional materials and resources
- More carefully crafted lessons
- More authentic and meaningful assessments that are adapted to the needs of students who are struggling or at risk
- More appropriate instructional adaptations for students who are struggling or at risk
- More coordinated interventions (RTI programs)
- More focus on linguistic needs
- More focus on their academic need (pre-teaching necessary skills)
- More understanding of social behaviors and cultural needs

(Honigsfeld & Dove, 2019, p. 21-26)

Collaborative Instruction Includes...

- Content and language are integrated.
- Content and EL teachers plan, deliver, and prepare assessments together.
- Teachers engage in frequent, continuous, and concrete talk about instruction.
- Teachers observe and provide feedback about their instruction.
- All students feel they belong to the class and school community. There is no "my/your" students.

(Honigsfeld & Dove, 2019)

Defining the Roles...

ELLs Belong to All of Us: The Role of ESOL Specialists in Collaboration

This video showcases a 5th-grade team planning a science lesson about the difference between vascular and non-vascular plants. ESOL specialist Katy Padilla plays a key role in advocating for ELLs throughout the lesson planning process and sharing her strategies for engaging and supporting students.

Collaboration Conversations	Collaborative Coaching
<p><i>Talk about</i></p> <ul style="list-style-type: none"> • Students' needs • Students' lives • Curriculum • Instruction • Teachers' own struggles • Teachers' own successes • What matters to you, the teacher 	<p><i>Engage in peer coaching to improve</i></p> <ul style="list-style-type: none"> • Lesson planning • Lesson delivery • Unit design • Use of supplementary materials • Adapted content • Modified instruction • Assessment
Collaborative Curriculum	Collaborative Craftsmanship
<p><i>Align</i></p> <ul style="list-style-type: none"> • Lesson objectives (language objectives and content objectives) • Unit goals • Curriculum maps • Supplementary materials • Resources • Adapted texts and material 	<p><i>Explore</i></p> <ul style="list-style-type: none"> • ELs' background knowledge • ELs' prior learning • Peer coaching • Planning instruction collaboratively or in the context of co-teaching • Effective methods for aligning curriculum and objectives • Using time more effectively • Making the most of collaborative efforts <p style="text-align: right;">(Honigsfeld & Dove, 2019)</p>

The Four Cs of Collaboration

Teacher Isolation and Individual Autonomy vs. Inclusive Pedagogy

- Obstructs collaboration
- Limits the expertise of content/grade-level and EL teachers
- Recognizes the knowledge and skills of all students
- Responds to the needs of all students
- Facilitates lesson planning, delivery, and assessment

What is your school's culture?

School culture survey

- What was one thing you learned that your school culture does well and one thing that you would like to work on?

What should a collaborative school culture look like for ELs?

(Honigsfeld & Dove, 2019, p. 63-64)

Features of a Collaborative School Culture		
Feature	What It Is	What It Means for ELs
Shared vision and mission	Clearly agreed-on desired outcomes, shared values, and goals that focus on all students characterize the vision.	A culturally responsive school in which ELs are not marginalized is the result.
Curriculum alignment	Through curriculum mapping and coordinated development programs, coherence is established.	Curriculum changes and modifications consider ELs' linguistic and academic needs. ELs are meaningfully included in general education curriculum learning.
Shared instructional practices	Planning, implementation, and assessment practices are coordinated among all faculty.	Differentiated instruction is designed and implemented with ELs in mind.
Ongoing shared professional development	Individual teacher learning is integrated into collaborative efforts to enhance all teachers' practice.	All faculty interacting with ELs understand and implement research-based methods for instructing and interacting with ELs.
Student-centered approach	Instructional focus is on the needs of the learner; students develop their own understanding through active learning techniques.	ELs are able to build background knowledge and complete self-selected projects at their own level of linguistic ability.

The EL Reflective Teaching Rubric

Planning Domain

Teaching Domain

Assessment Domain

Reflection Domain

Administrators' roles in the EL coaching process

- Messaging
- Mind-set and school culture
- Collaboration
- Organization



Questions

