

Collaborating to Meet Common Core Standards: ESL and General Education Content Teachers Working Together

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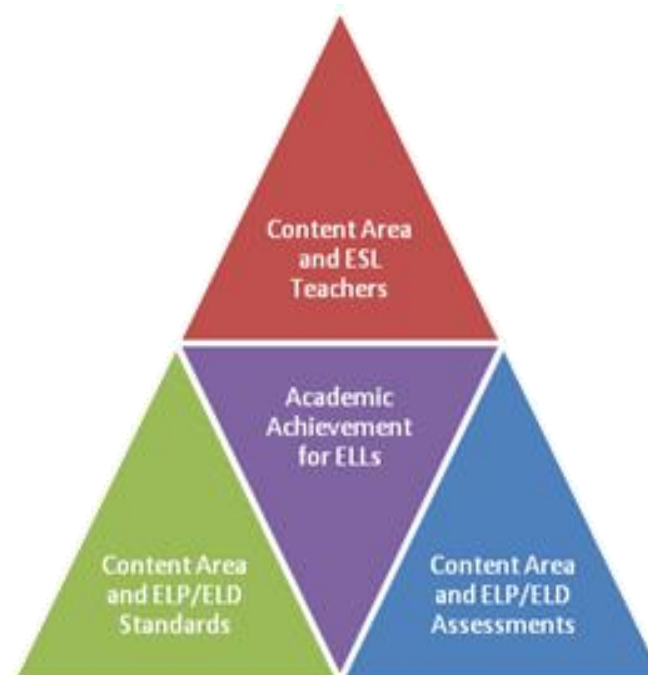
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Session Topics

- Opportunities and challenges related to CCSS collaboration for ELLs
- Tools to develop collaboration
- Role of the ESL teacher in CCSS
- Advocating for ESL teachers in implementing CCSS
- Question and Answer
- Resources

Systems Approach to ELL Academic Achievement



Opportunities Related to CCSS Collaboration for ELLs

- All teachers must
 - Teach academic language and challenging content simultaneously
 - Be skilled with new strategies that they can use with ELLs
- Collaboration – a key step in the process of general education teachers learning strategies from ESL teachers

Challenges in CCSS Collaboration

- Teacher preparation
- Heterogeneity of teaching contexts
- Shifting role of the ESL teacher
- Structure for collaboration to occur



ELL Achievement with CCSS



Reconceptualizing Collaboration in the CCSS

- ESL teachers must
 - Be involved in decisions that affect ELLs
 - Be seen in a new role
 - Advocate for their students and their place at the table
- General education teachers must
 - Share responsibility for teaching ELLs
 - Be open to collaborating with ESL teachers

Instructional Collaboration Suggestions for the CCSS

- Joint planning
- Curriculum mapping and alignment
- Parallel teaching
- Co-developing instructional materials
- Collaborative assessment of student work
- Co-teaching

Non-instructional Collaborative Activities for the CCSS

- Joint professional development teacher research
- Preparing for joint parent-teacher conferences
- Writing report cards



Sample Tools to Foster Collaboration in the CCSS

- ELL Advocacy and Collaboration Self-Assessment
- ESL/Content Teacher Collaboration Checklist
- Planning for CCSS-Based Instruction*

*Shown later

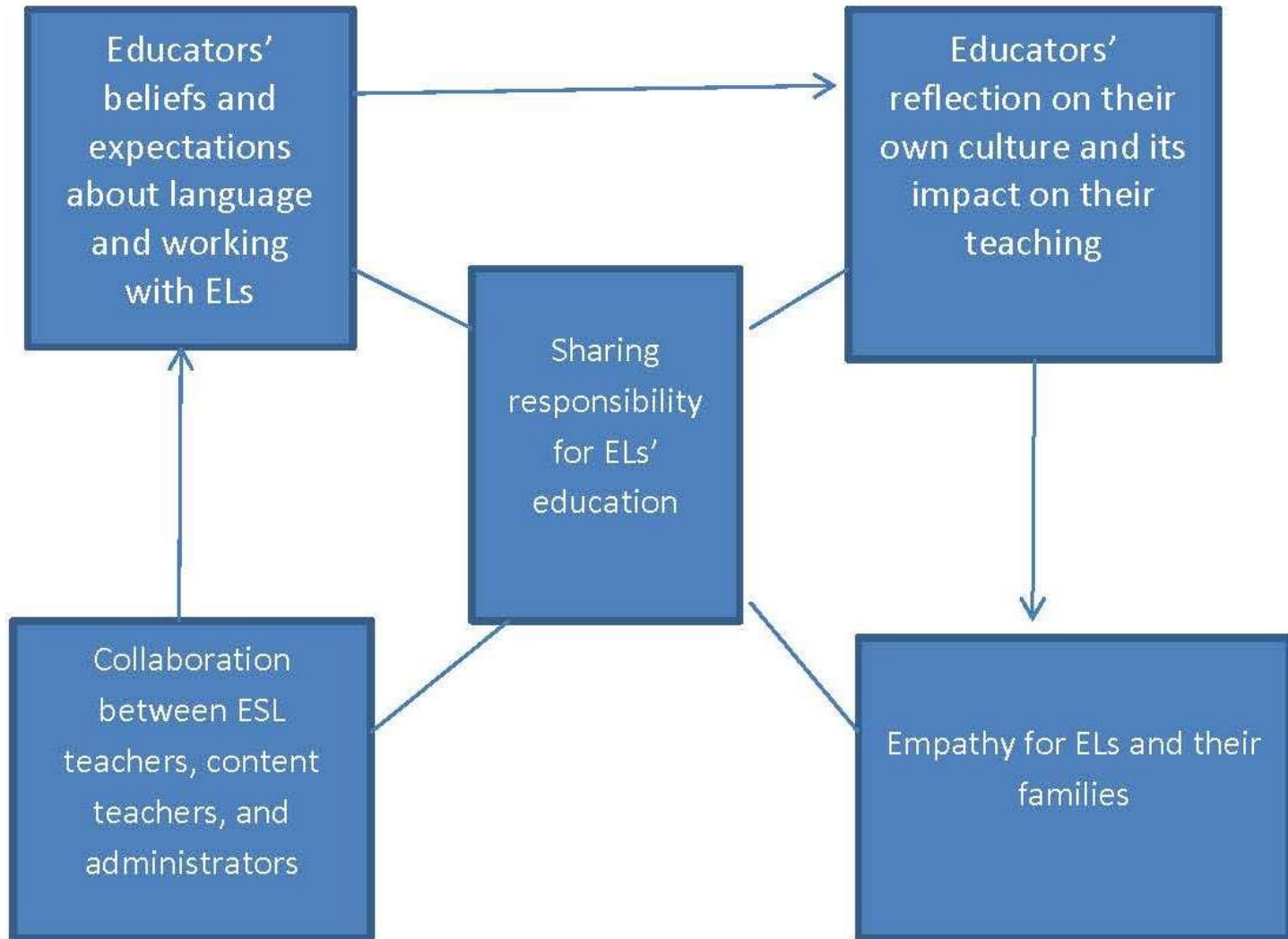
ELL Advocacy and Collaboration Self-Assessment

CCSS EL Advocacy and Collaboration Self-Assessment	Rarely	Sometimes	Always	What do I / Could I do?
Advocacy Elements				
Does our school clearly articulate and communicate a vision for and commitment to educating all ELs effectively in classrooms?				
Does our school ensure that legal and educationally sound procedures are followed when identifying and placing ELs in appropriate educational settings?				
Does our school provide ample opportunities for ELs to interact with fluent speakers of English in order for them to acquire academic language and to support the acculturation of these students into the school and society while maintaining their first language and culture?				
Does our school provide all educators with access to data (e.g., grades, observations, curriculum-based assessments, formative assessments, records and test scores) related to ELs' academic achievement and English language development?				
Do teacher evaluations use relevant performance indicators in a performance-based evaluation system that is inclusive of ELs?				
Does the school utilize strategies that help ELs develop supportive relationships with other students and general education teachers?				
Do ELs in our schools have opportunities to engage in extracurricular programs? If not, how can administrators redesign extracurricular offerings to ensure that ELs have access to them?				
Does the school's language support program effectively address ELs' linguistic and cultural strengths as well as needs?				
Does the district achieve and sustain a 100 percent graduation rate with ELs?				
Do the school's services, policies, and practices take into account the cultural, linguistic and experiential backgrounds of all students and their families?				
Does the school provide all ELs with access to a challenging, high-quality and developmentally appropriate curriculum aligned to CCSS and WIDA standards within and across content areas?				
Does the school utilize a variety of valid and reliable measures to assess EL student learning progress and inform instruction? Does the school offer ELs the appropriate informal and formal assessment accommodations they need to demonstrate their learning?				

ESL/Content Teacher Collaboration Checklist

Area of EL Support	ESL Teacher Support Needed	Comments
Knowledge of second language acquisition	Yes / No	
Teaching academic vocabulary to ELs	Yes / No	
Planning lessons for ELs at different levels of English Language Proficiency	Yes / No	
Teaching academic language to ELs	Yes / No	
Teaching reading to ELs	Yes / No	
Teaching writing to ELs	Yes / No	
Creating content and language objectives for ELs	Yes / No	
Understanding and using English language proficiency scores to design instruction for ELs	Yes / No	
Designing formative assessment for ELs	Yes / No	
Understanding federal and state policy for ELs	Yes / No	
Communicating with families of ELs to increase parental involvement	Yes / No	
Providing ELs access to community resources	Yes / No	
Understanding and incorporating ELs' culture in instruction	Yes / No	
Creating a safe classroom environment for ELs	Yes / No	
Other areas (describe)	Yes / No	

Sharing the Responsibility and Joy



Role of the ESL Teacher in Collaboration - Quotes

- “I collaborate with the ELA teacher on a daily basis to make sure instruction is modified and comprehensible.”
- “I am the advocate who “goes to bat” for the ELLs with their content teachers.”
- “I prepare (ELLs) for what may come in their general education classrooms and give them tools to become more successful in the general education classroom.”

Role of the ESL teacher in CCSS

- TESOL International Association convening: February 2013
- 3 guiding questions
 - What are ESL teachers' current roles in implementing the CCSS for ELs?
 - What should ESL teachers' most effective roles be so that ELs achieve with the CCSS?
 - What are the most promising strategies to support ESL teachers as they teach the CCSS?

ESL Teachers' Current Roles in Implementing the CCSS for ELLs

- Varying roles and status of ESL teachers
- Lack of recognition and uniformity in TESOL field
- Content area teacher preparation
- ESL teachers' degree of involvement in policy
- Importance of academic language
- Expertise of ESL educators

A Vision for ESL Teachers' Most Effective Roles to Foster ELs' Achievement with the CCSS

- Need to redefine ESL teachers' roles
- ESL teachers as experts, advocates, and consultants
- Role of the principal or administrator

Promising Strategies to Support ESL Teachers as They Work with the CCSS

- Building ESL teachers' voices in policy
- Teacher training
- Professional development
- Framework for CCSS instruction of ELs
- Models for CCSS instruction of ELs

Advocating for ELLs in Implementing CCSS

- Framework :
 - Knowing ELLs
 - Planning for CCSS-based instruction
 - Designing effective instruction for ELLs
 - Teaching academic language
 - Creating content and language objectives
 - Creating assessment tools

Knowing ELLs

Background variable	Strengths Student Brings	What Teacher Could Do To Build on Strengths	Possible Challenges	What Teacher Could Do To Address Challenges
Language(s) spoken				
Proficiency in each language				
Educational background				
Cultural background				
Family situation				
Personal interests				
Resiliency				

Planning for CCSS-Based Instruction

CCSS EL Lesson Planning Element	Often	Sometimes	Rarely
1. Write language and content objectives for your lessons?			
2. Deliberately group your ELs so they can work with non-ELs, ELs from different language backgrounds, and ELs from similar language backgrounds as appropriate?			
3. Use supplementary materials that support the content objectives and contextualize learning for ELs (e.g., pictures, visuals, video clips, translated texts, adapted texts, etc.)?			
4. Learn about ELs' culture, prior knowledge, and experiences and link content to these factors?			
5. Emphasize academic English vocabulary by combining the teaching of academic vocabulary and the teaching of content?			
6. Increase ELs' comprehensibility of spoken English by using a rate of speech appropriate for students' English proficiency level and support comprehensibility of speech through also using visuals and writing?			
7. Adapt content, including texts, assignments, and assessments appropriate for the students' English proficiency levels?			
8. Regularly incorporate classroom activities that provide opportunities for students to practice and apply new language and content knowledge in English?			
9. Provide frequent opportunities for students to demonstrate their mastery of English language and content in English?			
10. Include all four domains (reading, writing, speaking & listening) in simultaneous instruction of language and content?			

Effective Instruction: Materials for ELLs

- **Criteria**
 - Near grade level
 - At proficiency level
 - Support acquisition of language and content
- **Areas for collaboration**
 - What content teachers can offer
 - What ESL teachers can offer

Teaching Academic Language: Text Analysis Tool

Sociocultural Context	Discourse Complexity
Grammar and Syntax	Academic Vocabulary

Question and Answer



Resources

- blog.colorincolorado.org
- Editorial Projects in Education (2013). Findings from a national survey of teacher perspectives on the Common Core. Retrieved from http://www.edweek.org/media/epe_survey_teacher_perspectives_common_core_2013.pdf
- Honigsfeld, A., & Dove, M. (2010). *Collaboration and co-teaching: Strategies for English learners*. Thousand Oaks, CA: Corwin Press.
- Honigsfeld, A., & Dove, M. (2013). *Common Core for the not-so-common learner*. Thousand Oaks, CA: Corwin Press.
- Raise Your Voice on Behalf of English Learners: The English Learners and Common Core Advocacy Toolkit
<http://www.californianstogether.org/reports/>
- Staehr Fenner, D. & Segota, J. (2012). *Standards that impact English language learners*. Washington, DC: Colorín Colorado. Retrieved from <http://www.colorincolorado.org/article/50848/#authors>
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