

FREE!

COLLABORATION

A menu for supporting ELLs

Starters: Co-Planning

- **Finding materials** - For history or science, the ESOL teacher can locate a short story, non-fiction text or image related to a particular topic, then write up a guide sheet with vocabulary list and comprehension/inference questions
- **Creating materials**- For social studies or language arts, the ESOL teacher can create graphic organizers and other scaffolding materials
- **Language objectives** - When doing long-term planning for a unit, the ESOL teacher may be able to suggest a specific language focus area
- **Pre-reading** - The ESOL teacher can preview a chapter or text to compile a vocabulary list, to highlight any potential language challenges, and plan teaser/sponge questions to access prior knowledge relevant to the text
- **Assessments**- plan for a variety of assessments or suggest alternative performance assessments accessible to ELLs
- **Task analysis**- Mainstream teacher gives a lesson plan (or the instructions for an assignment) to ESOL teacher, who does a task analysis. It's one way to flag "hard to see" difficulties and determine which supports might need to be created.

Main dishes: Co-Teaching

- **Small group work** - While class is working on projects or research in pair or small groups, teachers divide the groups so each teacher consults with half the students (perfect for debate)
- **Consultant** - While groups are working on a project, they can visit a "mini writing center" in one area of your class to get feedback on their text. Or one teacher sits in the hall, and students come out one by one to re-tell a plot or historical event, or to practice a speech.
- **Vocabulary expert**- while students are working/reading, both teachers circulate and respond to raised hands by giving "instant / impromptu" vocabulary lessons

Just Desserts: Co-Assessing

- **Co-assessing presentations** - Two teachers use the same rubric to evaluate oral presentations. Can focus on separate criteria or double up and moderate scores
- **Co-assessing writing**- Two teachers use the same rubric to evaluate a writing sample OR ESOL teacher can assess language (spelling, grammar, mechanics) and the other can evaluate content (organization, ideas, evidence).
- **Writing Process Check-in** - require students to come to the Writing Center to have their thesis statement checked before they can continue with their essay or research project
- **Co-creating assessments**- creating a mix of assessments over the course of a unit/semester that are beyond paper & pencil (ie- one oral presentation, a written work, in-class writing, at-home writing, speeches, etc.)
- **Co-writing rubrics**- make a rubric, create "models" that meet different levels of the rubric

Jon Nordmeyer - 2010 - Shanghai American School



What's cooking?

Side Dishes: On the spot collaboration

While one teacher is lecturing/explaining...
...the other teacher can be taking notes on the board/LCD

While one teacher is giving instructions orally...
...the other teacher can be modeling instructions or writing them on the board

While one teacher is handing out papers...
...the other teacher can be clarifying feedback or giving a new task

While one teacher is facilitating a silent activity...
...the other teacher can be reading aloud with a small group in another space

Adapted from Murawski & Dieker (2004)

