



LILIE, LLC Course

Information

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Title of Course: Co- Teaching and Integrated Service Delivery for the ENL Classroom

Course Description:

This course is designed to meet the needs of the increasing population of ENL students through collaborative co-teaching practices and to satisfy requirements as per the NYS Part 154 regulations. Integrated ENL instruction is latest and most effective way to deliver both ENL and content area instruction. ENL students should be integrated into the general education setting as much as possible in order to keep up with CCSS curriculum demands and to interact with their peers to both acquire content knowledge and appropriate language skills. Integrated ENL has proven to be extremely effective and will best meet the needs of these learners because they have two teachers in the room, they are receiving ENL service/modifications at the same time as the same content instruction as their peers so they can meet the same rigorous demands - in the long run with this method, we will see ENL students on point with their native English-speaking peers.

The key outcome of this course is that participants will learn best co-teaching and collaborative practices in order to best serve the ENL population. There will be clear guidelines to support the role of both teachers in the room and exactly what each should be doing in order to make all students successful. Participants will learn how to implement several co-teaching models within all types of classroom settings along with appropriate and measurable modifications to utilize for optimal performance and success for these students. Additionally, modifications for ENL students will be a priority as participants will learn to implement and share lessons in regards to reading strategies, small group instruction, stations, and collaborative work, etcetera. For a midterm project, participants will choose one of the 7 models of effective co-teaching and create a co-planning document which will outline the roles of both the ELL teacher and the content area teacher. Participants will follow the routines for co-planning success as discussed within the course and the forms provided. Participants will need to plan specific strategies that will be implemented to assist the ELL students and potential difficulty. There will be differentiated assessments planned in order to gauge student understanding and further drive instruction. For a final project, participants will design a complete lesson plan for an integrated ELL classroom with a specific content area, or for an alternative / small group setting. The lesson plan should include all appropriate components of an effective lesson – with a details including the model used for co-teaching, the role of each teacher, the modifications or assistance given to ENL students and the student outcome. Detailed reflections of the lesson will be shared as well.

Overall Course Objective and Expectation(s):

In this course participants will know how to implement and utilize best practices in the integrated ELL classroom in order to obtain maximum student results.

- Participants will examine the theory and practices behind effective co-teaching as it pertains to the ELL population
- Participants will know what integrated services delivery looks like for English Language Learners
- Participants will know the 7 models for effective co-teaching and collaboration in order to achieve optimal student success through correct implementation
- Participants will know how to engage students in both language and content through best co-teaching practices
- Participants will know how to co-plan, co-instruct, co-assess and reflect in the integrated ELL classroom.
- Participants will know how to plan and execute language-enriched lessons in the content areas for ELL students.
- Participants will know how to build rapport and make connections with ELL students and their families

By the end of his course, participants will know that integrated co-teaching is the best model to teach ELL students and how to successfully engage these students in both the language and content.

Participants will know the skills in order to co-plan successfully and execute the lesson collaboratively and effectively. Participants will know the role of each teacher and how the 7 models can be used interchangeably dependent on the desired outcome of the lesson. For a midterm project, participants will choose one of the 7 models of effective co-teaching and create a co-planning document which will outline the roles of both the ELL teacher and the content area teacher. Participants will follow the routines for co-planning success as discussed within the course and the forms provided. Participants will need to plan specific strategies that will be implemented to assist the ELL students and potential difficulty. There will be differentiated assessments planned in order to gauge student understanding and further drive instruction. For a final project, participants will design a complete lesson plan for an integrated ELL classroom with a specific content area, or for an alternative / small group setting. The lesson plan should include all appropriate components of an effective lesson – with a details including the model used for co-teaching, the role of each teacher, the modifications or assistance given to ENL students and the student outcome. Detailed reflections of the lesson will be shared as well.

Course Instructional Materials:

Our online classroom settings or discussion boards require that all participants in LILIE courses log onto their course via the lilieonline.com website with a login name and confidential password. They are required to log on and comment at least six different times per week. Postings that are done all in one day are not accepted and will not count towards the total for the week as it hinders the development of “conversations” and sub topics between participants. At the close of a course, a MINIMUM of 24 professional postings are to be completed by each participant as well as all assigned course work.

Posting to the discussion board functions similar to a “blackboard” system or blog that the entire class can read and comment upon. We have developed an online classroom setting that is easy for teachers to use without having to be an expert in technology and the internet.

The instructor for each course leads the discussion ensuring all requirements are met and that the discussions are both substantial and pertinent to the course.

Instructor Consultation and Interaction:

Real time consultation and instruction is provided through the LILIE, LLC discussion boards for each course/classroom on a daily basis.

Suggested Readings, Websites, Articles & Videos *(subject to change):*

1. Co-teaching and Collaboration for Teachers of ELLs
http://steinhardt.nyu.edu/scmsAdmin/media/users/xr1/CoTeaching/Articles_and_PPTs/2014_Co-Teaching_Coordinators_Networking_June2014.pdf
 2. Co-Teaching to Support ELL's
http://www.ascd.org/publications/educational_leadership/feb16/vol73/num05/Co-Teaching_to_Support_ELLs.aspx
<http://www.ascd.org/publications/educational-leadership/feb16/vol73/num05/The-Teachers-Our-English-Language-Learners-Need.aspx>
 3. ELL Students Face Unique Challenges
[http://www.nea.org/assets/docs/HE/ELL_Policy_Brief_Fall_08_\(2\).pdf](http://www.nea.org/assets/docs/HE/ELL_Policy_Brief_Fall_08_(2).pdf)
 4. Co-Teaching ELL's : Riding a Tandem Bike
http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/co-teaching-ells_riding-a-tandem-bike.pdf
 5. Seven Co-Teaching models
http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/co-teaching-models_1.pdf
 6. Co-planning templates for co-teaching
http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/l.i._rbern_co-teaching_instructional_planning_templates.pdf
 7. Co-teaching 201: How to Support ELL's
http://coteachingforells.weebly.com/uploads/8/0/6/6/8066516/co-teaching-201_.pdf
 8. Collaborating to Plan a CCSS Lesson for ELL's
<https://www.teachingchannel.org/videos/teacher-collaboration-for-ccss-ells-nea>
 9. DELIVER Model for Co-Teaching
http://integratedenl.weebly.com/uploads/8/0/6/6/8066516/deliver_checklist_copy.pdf
 10. Various "Foldable" activities including reading, mathematics and study skills
http://integratedenl.weebly.com/uploads/8/0/6/6/8066516/foldables_copy.pdf
<http://integratedenl.weebly.com/uploads/8/0/6/6/8066516/reading-and-study-skills-foldables.pdf>
http://integratedenl.weebly.com/uploads/8/0/6/6/8066516/math-foldables_copy.pdf
 11. Implementing Graphic Organizers and Visual Aids for ELL students – articles and videos
<https://www.youtube.com/watch?v=8xjaYNKIFTo>
<https://www.youtube.com/watch?v=EgJSTieSi1g>
<http://www.colorincolorado.org/article/using-graphic-organizers-ells>
 12. Modified Guided Reading: Gateway to English as a Second Language Literacy Learning
http://integratedenl.weebly.com/uploads/8/0/6/6/8066516/modified_guided_reading_article.pdf
 13. Guided Reading and Second-Language Learners
http://integratedenl.weebly.com/uploads/8/0/6/6/8066516/guided_reading_and_els.pdf
<http://minds-in-bloom.com/modified-guided-reading-for-ells/>
 14. Teaching in Diverse, Standards-based Classrooms
http://www.ascd.org/publications/books/109011/chapters/Introduction@_Teaching_in_Diverse_Standards-Based_Classrooms.aspx
- Awareness Activities
<http://www.edchange.org/multicultural/activityarch.html>

Proof of Course Completion:

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits contemplated by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructors. These enrollee postings must be made four times each week in separate sessions. Enrollees will be required to submit a detailed log documenting at least 45 hours of course work, including discussion board posts, and will be required to apply information and strategies acquired from the course content to weekly classroom instruction. Attempts to falsify logs or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Week 1

Topic(s):

- Personal introductions
- Review of course objective – how it will be attained, methodology and philosophy of both instructor and participants
- Integrated ELL defined and discussed
- Discuss the needs of ELL students and what is needed for success

Objectives:

- Participants will provide course participants with a personal introduction
- Participants will define and know the term “Integrated ELL”
- Participants will understand the need to have integrated courses for the ELL population
- Participants will identify the needs of the ELL students as well as the demands to keep up with CCSS demands
- Participants will define and understand the role of each teacher in the classroom and their specific responsibilities to all students

Impact on Classroom Instruction:

- Educators will know the struggles and needs of their ELL students
- Educators will know how to help their ELL students become more successful learners

- Educators will know how to help ELL students keep up with CCSS demands by effective co-teaching methods
- Educators will know how to apply integrated service delivery for ELL students
- Educators will understand how co-teaching is unique in the ELL classroom and how it can benefit the students.
- Educators will see the positive success rate of their students by utilizing the integrated/co teaching model.
- Educators will understand the role of each teacher in the integrated classroom

Learner Outcomes:

ENL students will benefit from being in the integrated classroom where they are being streamlined with their peers while also having the ENL assistance. Students benefit academically and socially from effective co-teaching.

Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):

1. Please post an introduction to the class about yourself. Include name, teaching experience, and your personal experience in working with or teaching the ELL population.
2. What are the needs and struggles of our ELL students? Why is it necessary to provide integrated classes?
3. What is your definition of “integrated” classes for ELL students? What is your definition of co-teaching? Is there a difference between the two terms? What does it look like? What do you see as your role in co-teaching and/or integrated service delivery?

Why is Co-teaching or integrated classes different from other models of co-teaching? Why is it unique?



Week II

Topic(s):

- Define co-teaching and integrated service delivery as it pertains to the ELL population
- Know the 7 models of effective co-teaching
- Define the role of both teachers in the classroom
- Design and implement lesson plans including these effective co-teaching models

Objectives:

- Participants will understand the definition of co-teaching and integrated service delivery specifically for ELL students
- Participants will know the 7 models of effective co-teaching and how to implement each
- Participants will design lesson plans around the 7 models of co-teaching based on specific lessons and desired outcomes
- Participants will define the role of each teacher in a specific lesson plan and why each role is necessary for the success of the ELL student.
- Participants will gain an understanding of the role each teachers plays in the success of ELL students

Impact on Classroom Instruction:

- Educators will know specific strategies for co-teaching with ELL students
- Educators will know how to co-plan effectively and know specific roles of each teacher within the classroom
- Educators will understand why each co-teacher needs to have a specific in order to best assist the ELL students
- Educators will implement an effective co-teaching lesson that is co-planned according to the 7 models presented.
- Educators will see the benefits of integrated services for ELL's and share observations.
- Educators will utilize a co-planning document to ensure each teacher has a role in delivering instruction and assistance to all students.

Educators will discuss implementation of specific resources to assist ELL's for example graphic organizers, grouping methods, small group setting, and more.

Learner Outcomes:

Students will see increase in academics by being in a classroom with effective co-teaching being utilized. Several models will be used in order to help all students be successful. ENL students will be alongside peers as far as academics, etc.

Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):

1. What is effective co-teaching in the ELL classroom? How is similar and different from other co-teaching classrooms? What are the defined roles of each teacher in the classroom?
2. Which co-teaching models can you best relate to, or have you previously implemented? Which model do you think is most effective, why or why not? How do these models benefit ELL students?
3. Choose ONE of the effective co-teaching models and design a full lesson plan for your classroom and specific population of students. Utilize the co-planning page to describe the role of each teacher in the classroom and how it affects learner outcome. Explain specific differentiation tolls or resources / assistance that was given to the ELL students. (Midterm)
4. According to article about supporting ELL's – what do they suggest for the most effective co-teaching, specifically with resources that should be provide , and grouping strategies within the integrated classroom? Why should grouping change within the classroom?



Week III

Topic(s):

- Read and reflect upon reading assignments for the week
- Answer specific discussion prompts (see below)
- Read and comment to peer and instructor posts
- Explain reflections on specific weekly elements for integrated ELL
- Identify specific ways to provide visuals and similar modifications for ELL students
- Define co-teaching and teacher roles and responsibilities

Objectives:

- Participants will learn specific strategies to assist ELL students in the content area classes
- Participants will learn to utilize visuals to help ELL students acquire language and content knowledge
- Participants will incorporate graphic organizers into lessons to assist in language development and content knowledge
- Participants will implement effective co-planning strategies to work alongside the content co-teacher

Impact on Classroom Instruction:

- Educators will know how to effectively plan and co-teach in the Integrated ELL classroom
- Educators will craft specific activities designed around the co-teaching template to make all students – both ELL and general education students successful
- Educators will have a strong understanding of the DELIVER method and how to integrate it into planning and teaching technique
- Educators will understand the need for co-teachers to collaborate effectively and the affect it has on student success
- Educators will learn how visual aids and graphic organizers help ELL students to be successful especially with CCSS curriculum
- Educators will learn how to implement various graphic organizers and Foldable activities into a lesson

- Educators will share lesson activities with graphic organizers in order to share ideas, reflect and make suggestions to other course participants.

Learner Outcomes:

Participants will gain success by having the teacher utilize a multitude of activities such as visuals, graphic organizers, etc. Students will learn to make their own visuals and study guides in order to help themselves

Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):

1. Please watch the video in which two co-teachers discuss how they will plan a lesson. What strategies do they use to help ELL's? Is the role of each teacher clear? How do they analyze student work?
2. After reviewing the DELIVER strategy and planning worksheet for effective co-teaching, please indicate a specific method you would implement for each and how it would benefit learner outcome. How do each of these strategies benefit BOTH the ELL student and the general education student?
3. Please review the Foldable activities from the links provided, and share a brief lesson, classroom activity or small group/alternative setting activity that you could implement one of these Foldable activities. Please specify which topic you chose and why it most benefit your population of students.
4. Please review the videos and article about using graphic organizers / visual aids to assist ELL students. How does this help them succeed and why? Please share how you would utilize one of the methods/ideas presented with your students? What would be the role of each co-teacher?



Week IV

Topic(s):

- Read and reflect upon reading assignments for the week
- Answer specific discussion prompts (see below)
- Read and comment to peer and instructor posts
- Explain reflections on specific weekly elements for integrated ELL
- Identify specific ways to provide literacy assistance to ELL students in the content area
- Creating an atmosphere of embracing diversity in the integrated ELL classroom

Objectives:

- Participants will discuss literacy needs for ELL students
- Participants will identify areas of literacy struggles for ELL's
- Participants will learn how literacy affects the ability to learn content knowledge for ELL students
- Participants will learn specific strategies to improve literacy skills within the integrated classroom
- Participants will learn modified reading strategies for ELL students
- Participants will learn to create an atmosphere of embracing diversity in the integrated ELL classroom.

Impact on Classroom Instruction:

- Educators will know why building literacy skills is important for the success of ELL students
- Educators will know how to identify areas of literacy struggles for students and how to implement strategies to help specific issues
- Educators will understand the connection between building literacy skills and being successful within CCSS
- Educators will utilize and implement guided reading activities and lesson in order build literacy skills for ELL students
- Educators will create guided reading activities specifically for their content area/population of students
- Educators will implement diversity and multiculturalism within their lessons and learn how it affects students success
- Educators will create a complete lesson plan integrating a successful co-teaching literary lesson highlighting the specific role of each teacher and how modifications will be made for the ELL student.
- Educators will understand how the integrated ELL classroom benefits ALL learners and their overall success and cultural tolerance

Learner Outcomes:

Students will better literacy skills through integrated and co-teaching methods. Students will be aligned with CCSS standards. Students will be in an inclusive and diverse learning environment. Students will gain respect for all cultures.

Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):

1. What is modified guided reading? Which modification from the article do you think are the most important for your population of students? How would it help them building literacy skills? Using the examples provided – share an idea on how you could implement this into your classroom.

2. Please read the Guided learning articles and choose ONE of the methods explained and design a lesson in which you could implement this same strategy into your classroom. Explain how this will specifically help reading skills for the students and how you will assess the learner outcome.
3. How can we both embrace and promote diversity in our classrooms? Why is this important for ALL students? Please discuss a specific activity from the resources provided and share how you could implement this with your students. How will the students benefit from this activity?
4. For a final project, participants will design a complete lesson plan for an integrated ELL classroom with a specific content area, or for an alternative / small group setting. The lesson plan should include all appropriate components of an effective lesson – with a details including the model used for co-teaching, the role of each teacher, the modifications or assistance given to ENL students and the student outcome. Detailed reflections of the lesson will be shared as well. Course participants should utilize co-teaching models, o-teaching lesson plan format and other resources provided throughout this course to complete this assignment.

Please share reflections on how the integrated ELL classroom relates to the Danielson Framework.
Please share any comment, critiques and suggestions for the course.