

Welcome! We will begin shortly.



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Advocacy to Make Co- Teaching More Systemic and Sustainable



All attendees are muted upon entry.
If you can see the slide and hear the music, then you are all set.

Agenda

- NYS TESOL Advocacy
- Panel Introductions
- Moderated panel questions
- Questions
- Wrap up

NYS TESOL Advocacy Leadership Team

JPB Gerald

VP Advocacy



Susan Lafond

Federal Advocacy Coordinator



Lisa Friscia

Statewide Advocacy



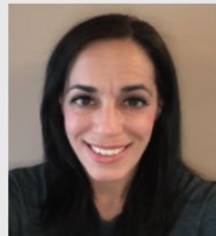
Jasmine Byrd

Statewide Advocacy



Christine Passarelli

Statewide Advocacy



For more information or if you would like to join, please email vpadvocacy@nystesol.org

Today's Panelists:



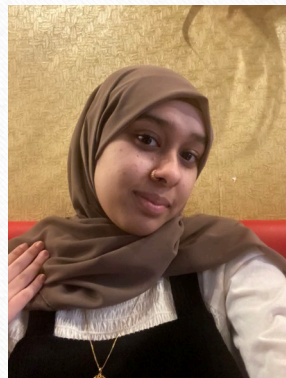
Monica Baker & Tammy
Nethercott, Webutuck CSD



Christine Passarelli & Elissa
Ventura, PS 22, Staten Island



Lisa Friscia & Gina Gonnella,
PS 39, Staten Island



Maimuna Fardous,
student NYC



Susan Lafond, NYSUT
moderator

NYSED Briefs on Integrated Co-teaching

Created by Maria Dove and Andrea Honingsfeld

INTEGRATED CO-TEACHING¹ IN THE ENGLISH AS A NEW LANGUAGE CLASSROOM

Created for the New York State Education Department and the New York State Language Bilingual Educational Resource Network by Maria Dove, Ed.D. and Andrea Honingsfeld, Ed.D.

Topic Brief #2:

Co-Teaching in an Integrated English as a New Language (ENL) Classroom

What it is. Co-teaching in an integrated ENL class consists of a certified English to Speakers of Other Languages (ESOL) teacher and a certified K-5 classroom teacher or 6-12 content area teacher (English language arts, math, science, or social studies) co-delivering instruction with the intention of meeting both content and English language and literacy development goals simultaneously. The co-teachers select language and content goals, align appropriate standards, develop whole class and small group learning activities, plan for appropriate scaffolds and supports to be in place, and assess both language and content goals for all students collaboratively (See more on this in *Topic Brief #3: The Collaborative Instructional Cycle*).

What it is not. Co-teaching is not an opportunity for a grade-level or content-area teacher to have a teaching assistant or helper in the class. It is not one teacher providing instruction while the other teacher roams around the room. Co-teaching is not each teacher taking turns with one teaching while the other looks on. It is not the job of the ESOL teacher to be a one-on-one tutor, translate core content materials, push-in and pull aside only the Multilingual Learners (MLs) and English Language Learners (ELLs), or instruct MLs and ELLs in any other form of skill-based or content-based learning that is not fully aligned to grade-appropriate core content standards and curricula. There is no co-teaching unless lessons are collaboratively planned and implemented, and student learning is jointly assessed.

In sum, co-teaching is a collaborative delivery of co-planned instruction also utilizing collaboratively reviewed assessment data. Table 1 summarizes what co-teaching is and what it is not.

Table 1: What Co-Teaching Is and What Co-Teaching Is Not

Co-teaching is . . .	Co-teaching is not . . .
Both teachers planning for the lesson that is co-delivered	One teacher planning the lesson, the other walking in and attempting to co-deliver the lesson One teacher planning, the other teacher assisting
Both teachers teaching all the students in the room	My students vs. your students My job vs. your job My responsibility vs. your responsibility

¹For the purposes of this document, the term "co-teaching" refers to lessons taught in integrated English as a New Language (ENL) classrooms.

Brief 1 Integrated Co-Teaching in the ENL Classroom

Brief 2 Co-Teaching in an Integrated English as a New Language Class

Brief 3 The Collaborative Instructional Cycle

Brief 4 Seven Models of Co-Teaching



2021-2022

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