

PREPARING TO SUCCESSFULLY CO-TEACH FOR ENGLISH LANGUAGE
LEARNERS ON THE FIRST DAY OF SCHOOL: A SERIES OF PROFESSIONAL
DEVELOPMENT SESSIONS

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A capstone submitted in partial fulfillment of the requirements for the degree of
Master of Arts in Teaching

Hamline University

St. Paul, Minnesota

May 2019

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Project Goals

The goal of this project is to answer the question *how can teachers be prepared to successfully co-teach for English language learners on the first day of school?* The project is designed as a five-part series of professional development sessions. Each session has different objectives ranging from relationship building to meeting scheduling and norming to WIDA data analysis. The goal is for teachers to create systems that set them up for long term success in addition to doing the necessary work with the lesson plans for the first week of instruction.

Setting and Audience

The setting for this project is a high performing, charter elementary school in South Minneapolis. The school is composed of about 350 students in grades K-4. This student body is about 92% Latinx, 6.5% Black, and 1.5% White. Ninety-five percent of the students qualify for free/reduced lunch. Eighty-one percent of the students are English language learners.

The audience for this project is the general education teachers and the English language development (ELD) teachers that will be co-teaching together. Currently, there are four English language teachers for the five grades. One ELD teacher is exclusively dedicated to kindergarten. This teacher will be co-teaching a reading and writing block with each of the kindergarten teachers. Another ELD teacher is exclusively dedicated to first grade. This teacher will be co-teaching a reading and writing block with each of the first grade teachers. The other ELD teachers have split responsibility for second, third,

and fourth grade. One ELD teacher will co-teach with second and third grade teachers. The other ELD teacher will co-teach with third and fourth grade teachers.

Project Description

Teachers will complete the series of five, sixty minute professional development sessions independently with their co-teacher. Each session has document titled Itinerary which outlines the session's objectives and gives instructions about how to proceed with different activities. These sessions include a lot of choice, so teachers will be presented with the opportunity to choose which activity they believe will be most effective.

The first session is designed to establish strong relationships between co-teachers. The goal is to set a tone for the year that will foster a healthy professional relationship. The second session is designed to introduce the "why" of co-teaching. This session also includes a study of different co-teaching designs. The ultimate goal is for teachers to familiarize themselves with different designs so that they can employ them as they see fit. The third session is designed to create communication systems that will allow co-teaching to occur successfully throughout the year. Teachers will analyze a co-teaching meeting and then design their own pre-work and meeting agenda. The fourth session is designed for teachers to complete their pre-work and their meeting. This will allow them to prepare for the first week of instruction and to reflect on the systems they have created. The fifth session is designed to be entirely the teachers choice. The session provides options such as WIDA data analysis and lesson practice, but ultimately the teachers create their own learning objectives and work to fulfill them. Each session will conclude with a survey designed to assess the efficacy of the session.

Session 1

[Itinerary](#)

[Partner Questionnaire](#)

[Would You Rather](#)

[Educational Questionnaire](#)

[Educational Map](#)

[The Big Five](#)

[Survey](#)

Session 2

[Itinerary](#)

[Jigsaw](#)

[Co-Teaching to Support ELLs \(Beninghof & Leensvart, 2016\)](#)

[The Far Reaching Benefits of Co-Teaching for ELLs \(Ponce, 2017\)](#)

[Design Questions](#)

[Co-Teaching Designs](#)

[Scenarios](#)

[Survey](#)

Session 3

[Itinerary](#)

[Tandem Bike Questions](#)

[Co-Teaching ELLs: Riding a Tandem Bike \(Hongfield & Dove, 2015\)](#)

[Co-Teaching Meeting Questions](#)

[Co-Teaching Meeting Video \(Seth, 2016\)](#)

[Co-Teaching Meeting Construction](#)

[Pre-Work Example 1](#)

[Pre-Work Example 2](#)

[Pre-Work Example 3](#)

[Untitled Document 1 \(Pre-Work\)](#)

[Agenda Example 1](#)

[Agenda Example 2](#)

[Agenda Example 3](#)

[Untitled Document 2 \(Agenda\)](#)

[Survey](#)

Session 4

[Itinerary](#)

[Co-Teaching Designs](#)

[Reflection](#)

[Survey](#)

Session 5

[Itinerary](#)

[Lesson Scrimmage](#)

[WIDA Data Analysis](#)

[Co-Teaching Designs](#)

[Survey](#)

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