

Help! How to Effectively Collaborate with My Busy Colleagues to Support English Learner Instruction

November 10, 2023

La Cosecha Dual Language Conference

Brenda Arellano

Senior Researcher,
REL Southwest

Diana Torres

Technical Assistance
Consultant,
REL Southwest

Suzanne Nguyen-Wisneski

Executive Director,
Rio Rancho Public Schools

Meet the presenters



Brenda Arellano, Ph.D.

*Senior Researcher,
REL Southwest*



Diana Torres, M.A.

*Technical Assistance
Consultant,
REL Southwest*



Suzanne Nguyen-Wisneski

*Executive Director of
Federal, Bilingual, and
Native American Programs,
Rio Rancho Public Schools*

Agenda

- Welcome and introductions
- Simulation activity on listening domain
- Collaboration Framework overview
- Collaboration Framework application
- Resources overview
- Q&A and closing



We will have a short stakeholder feedback survey at the end of the session.

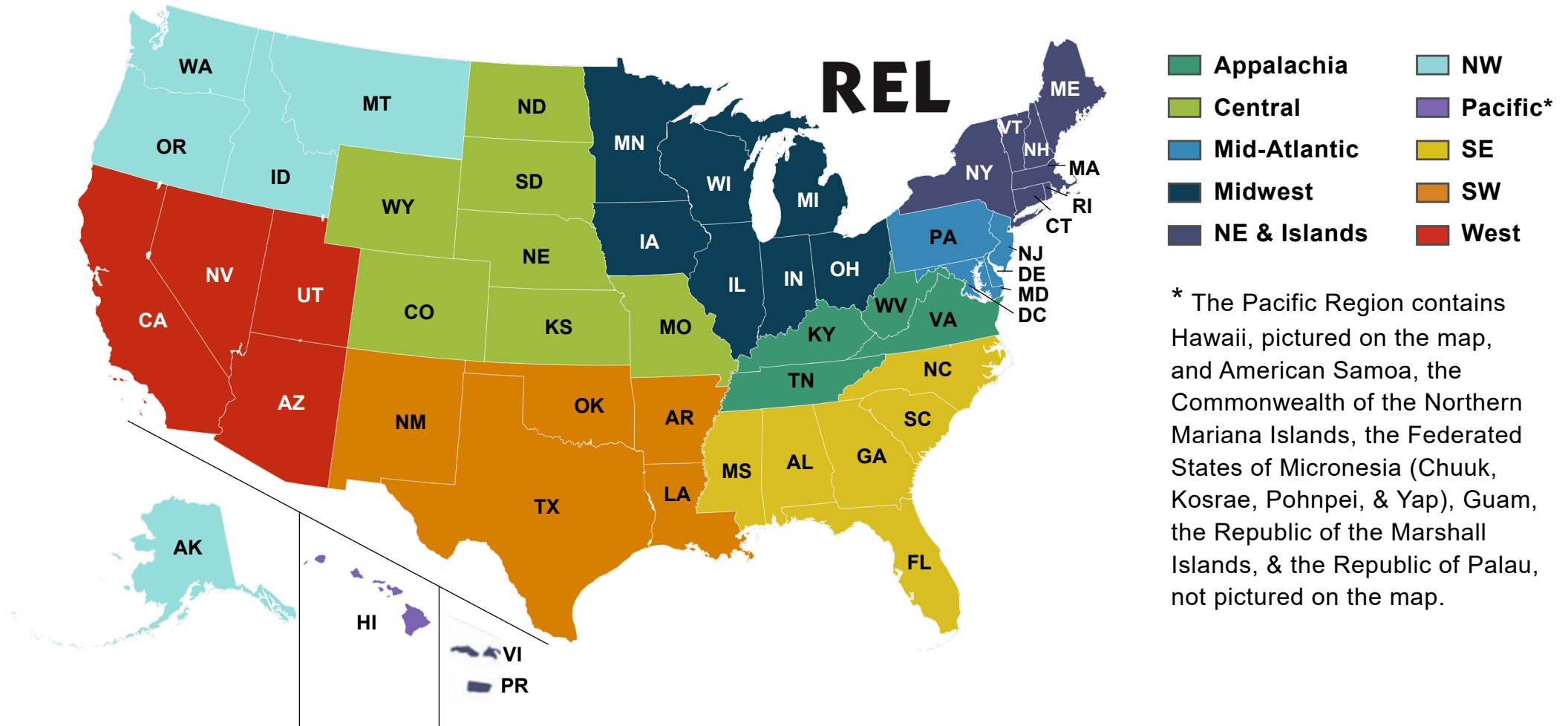
Goals for today's session



Share evidence-based approaches to teacher collaboration that can be used to improve instruction for English learner students served in dual-language programs.

Support teachers in creating a network to share resources on teacher collaboration that can be implemented in all schools.

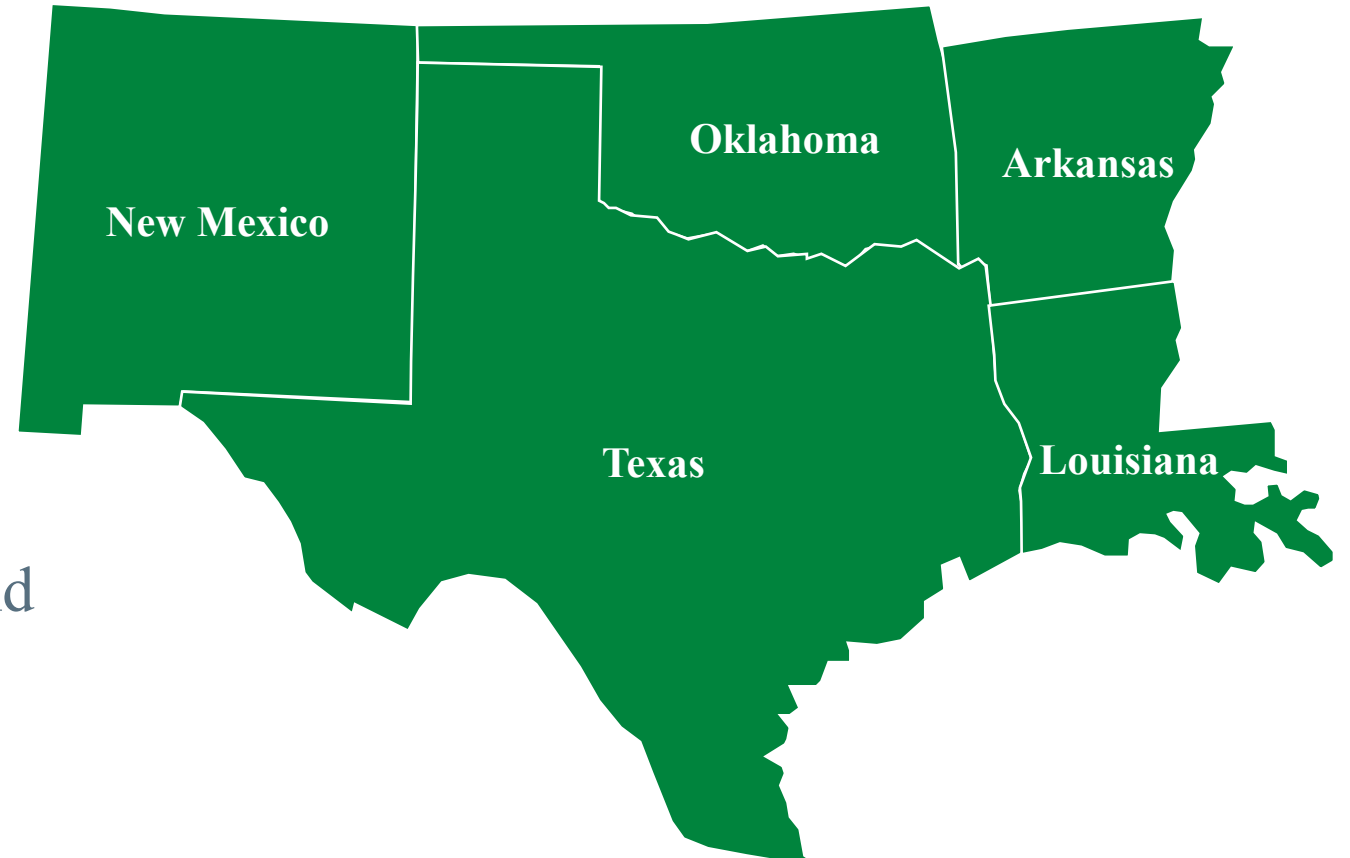
Regional Educational Laboratories



How does REL Southwest do this work?

REL Southwest works with state education agencies, districts, and other partners to develop and apply research evidence to **meaningfully improve student outcomes**.

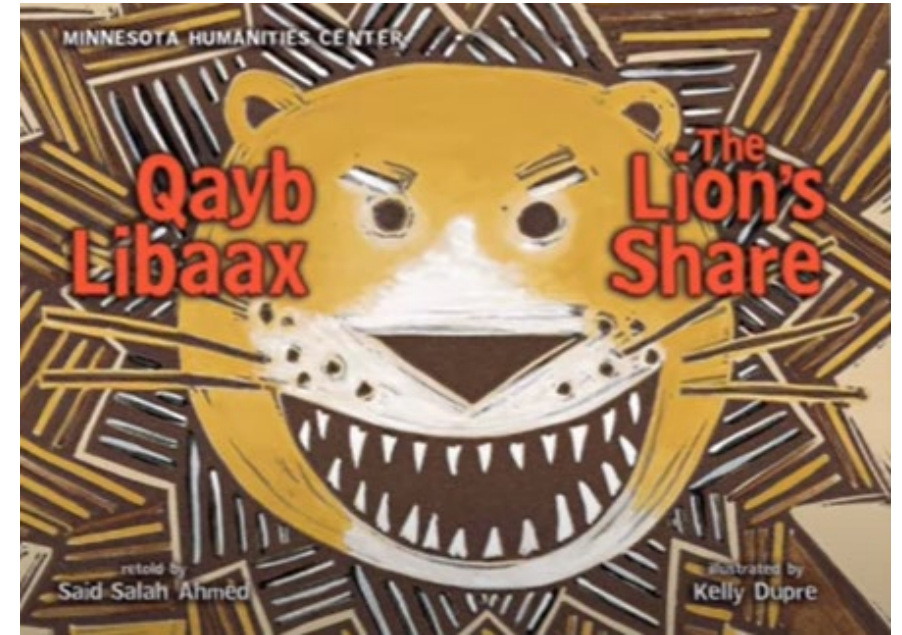
REL Southwest supports **five** collaborative research partnerships to address the regional needs, priorities, and interests of five states: **Arkansas, Louisiana, New Mexico, Oklahoma, and Texas**.



Simulation activity on listening domain

Simulation activity – listening domain

- We will listen to a story twice:
 - First round audio only
 - Second round video with audio
- Participants will write what they comprehend as they listen to the story on their double bubble sheets.
- After participants listen to the story twice, they will discuss the following prompts in small groups:
 - What implications does this have for your teaching?
 - What is one change that you could make to your instruction to make it more accessible for ELs?



Collaboration Framework overview

A collaborative approach to supporting English learner student instruction

A collaboration framework was developed based on research around promising ways to provide opportunities for teachers of English learner students to collaborate, share expertise, and build capacity.

Rio Rancho Public Schools (RRPS) in New Mexico piloted a teacher collaboration project in 2020/21 with the Southwest English Learners (SWEL) Research Partnership.

Reflections from RRPS participants on the teacher collaboration pilot



A word cloud containing the following words: partnerships, developing, exciting, promising, gratifying, and reflective. The words are arranged in a cluster, with 'partnerships' at the top, 'developing' in the middle, 'exciting' on the left, 'promising' and 'gratifying' on the right, and 'reflective' at the bottom.

Teacher Collaborative Framework activity

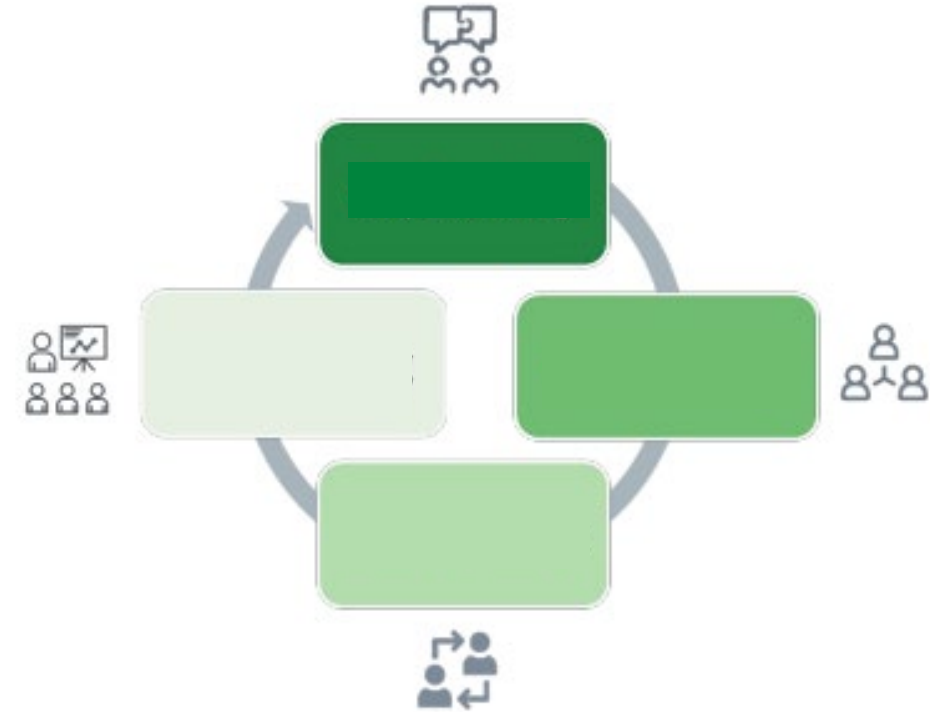
- Participants will break into small groups.
 - Select one chart paper that is posted.
- The goal is for each group to build the framework by pasting each title in the correct order.
- To encourage collaboration please use the following sentence frames:

I think the cycle begins with _____ because _____.

Next, I think the second step is _____ because _____.

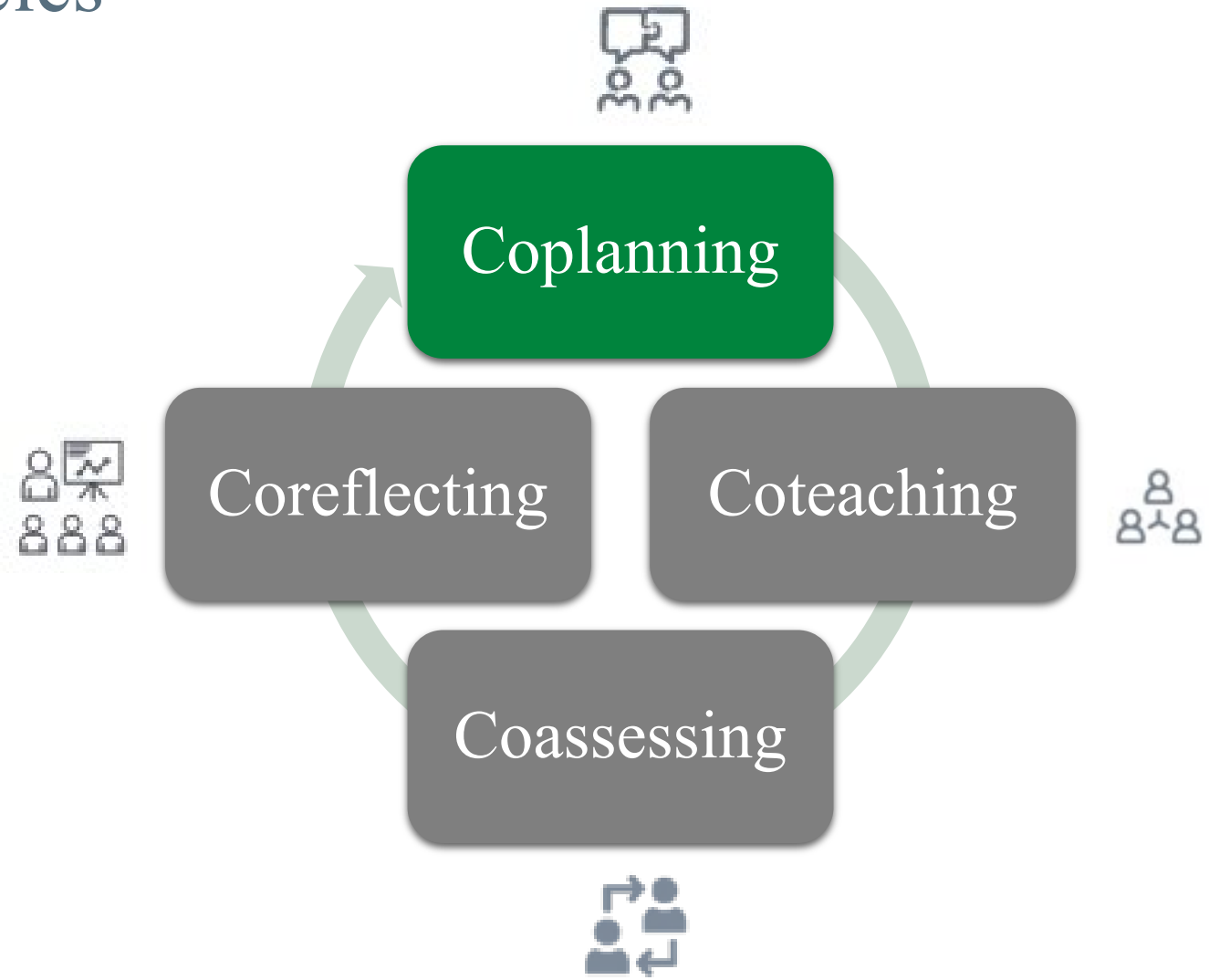
The third step I think would be _____ because _____.

To bring it all together I think it ends with _____ because _____.



Teacher collaboration cycles

1. Coplanning
2. Coteaching
3. Coassessing
4. Coreflecting



Collaboration Framework and application

Collaboration application

Following the script found in the collaborative framework (p.10), participants will practice different aspects of collaboration such as:

- Identifying language and content goals
- Brainstorming instructional resources
- Developing lessons and materials for students

Collaborative Framework to Support English Learner Students

About This Guide

This guide details a collaborative framework to support English learner student instruction. It was developed as a resource as part of the Southwest English Learners (SWEL) Research Partnership under Regional Educational Laboratory (REL) Southwest, a contract funded by the U.S. Department of Education's Institute of Education Sciences. The resource is based on research around the best ways to provide opportunities for teachers of English learner students to collaborate, share expertise, and build capacity for implementing instructional strategies and integrating language and content across lessons.

How to Use the Guide

This guide is structured for practitioners as a framework to guide teams in collaborating across English language development specialists and content teachers to focus on supporting English learner student instruction. The guide is not particular to a grade range or content area. It focuses on structural, and process features of collaboration, implementation of collaboration through a cycle, and optional templates that can assist in planning and implementation.

Approach to Supporting English Learner Student Instruction

To achieve academically, English learner students must develop language while also learning content (National Academies of Sciences (NASEM), 2017; Baker et al., 2014). Many teachers across the country, however, report a greater need for training on how best to serve English learner students. Within schools, staff have an opportunity to improve understanding and capacity to serve English learner students by collaborating on planning, instruction, and assessment. Multiple education research studies have supported the notion that when teachers of English learner students have opportunities to work together, they share expertise and build capacity for delivering instruction that integrates language and content (Babinski et al., 2018; Hopkins et al., 2015; Sun et al., 2013).



Collaboration

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Modeling time

- Pair up and select who will be the ESL teacher and who will be the content teacher.
- Based on your assigned role, talk through the ESL and content teacher dialogue.
- Add in your reflection experiences into Menti poll about this activity.
- We will come back together and discuss.

Modeling Opportunity: Example Script to Demonstrate Implementation

The following scripts are examples of ways in which the collaborative framework has been incorporated into different aspects of teacher collaboration around identifying language and content goals, reviewing instructional resources together, developing lessons and materials for students, or discussing methods for distributing instructional aims among participants.

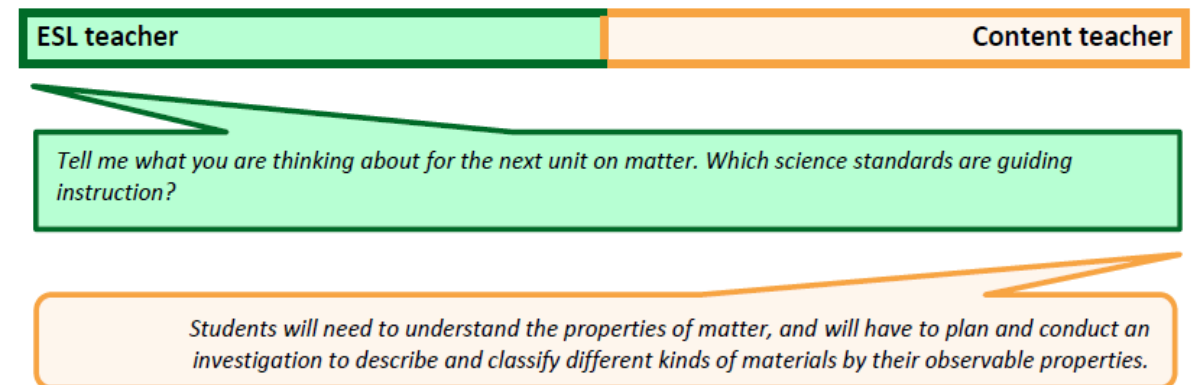
Context: An early elementary content teacher is developing a science lesson with an English as a second language (ESL) specialist for students who are levels 1, 2, and 3 in WIDA proficiency (figure 3).

Figure 3. WIDA English language proficiency levels



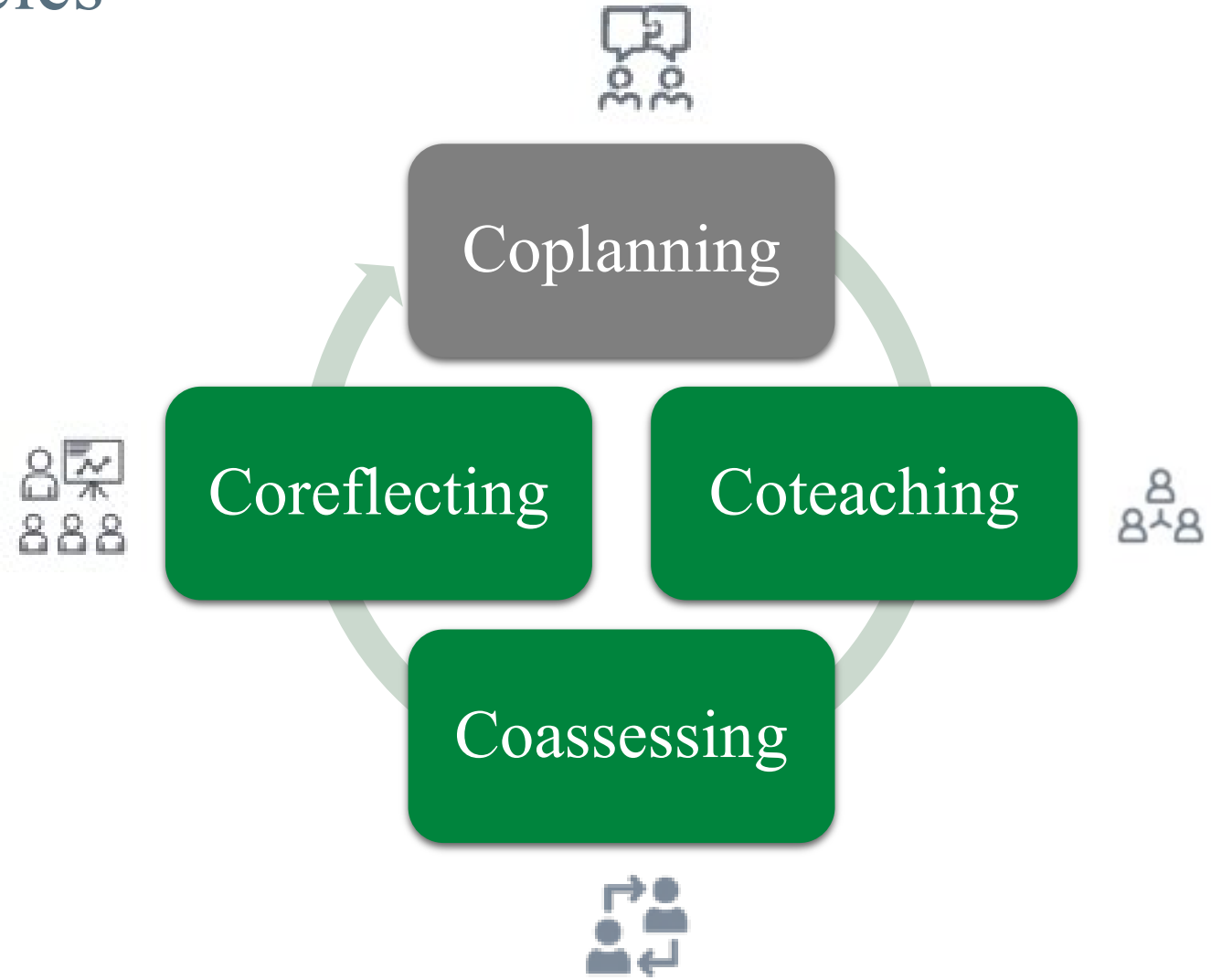
Source: WIDA, 2021.

Identify language and content goals for common students



Teacher collaboration cycles

1. Coplanning
2. Coteaching
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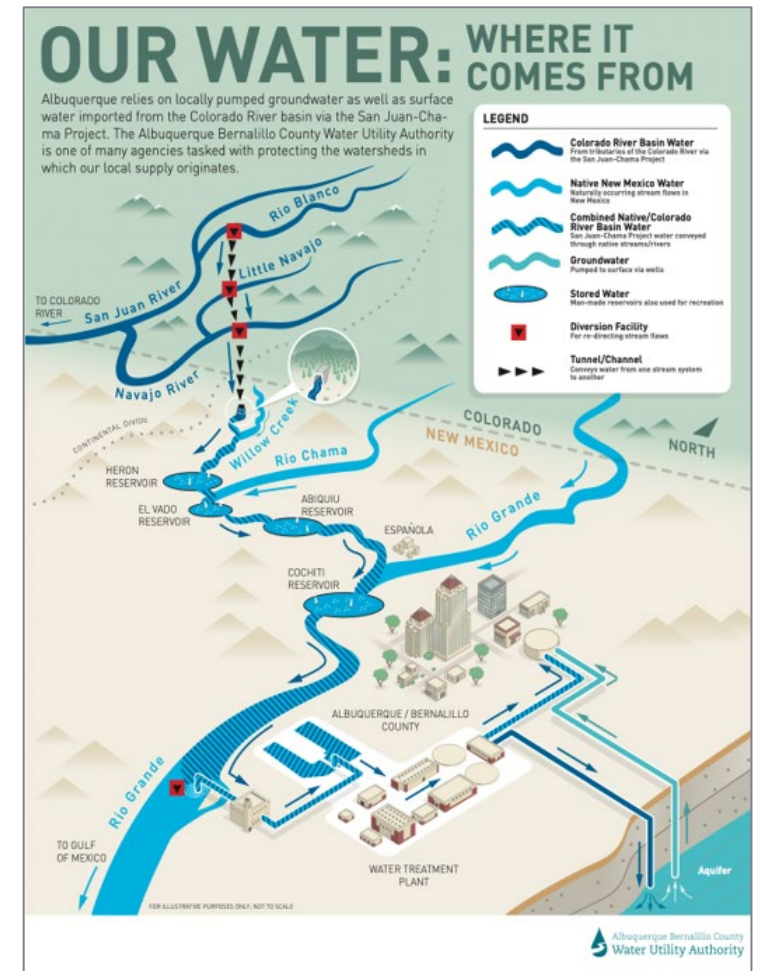


Model unit: Water rights in New Mexico—understanding and advocating for equitable access

Big Idea: Students will explore the various factors that have led to water scarcity in New Mexico and how this water scarcity impacts the state's diverse communities.

Culminating Tasks:

- Independently write an informational essay that explains the factors that lead to water scarcity in the students' community, and how water scarcity is affecting the students' & their community's well-being.
- Collaboratively create a Student's Water Bill of Rights.



Application continued: Water rights in New Mexico: Understanding and advocating for equitable access

Instructions: Turn to your same partner and adapt the collaboration process with this example unit. Pick **one area** for collaboration:

- What kinds of instruction and language goals you would identify for this unit for English learner students?
- How would you develop lessons and materials to support English learners?



Major physiographic and hydrologic features of the Middle Rio Grande Basin.

Opportunity for support to apply this framework: *Write to Succeed*

Teachers of students in Grades 4 – 8 in New Mexico are invited to join our *Write to Succeed* study and receive no-cost professional learning in 2024–25.



Scaffolded writing instruction across content areas



Evidence-based literacy practices for your curriculum



Language and cultural supports for English learner students



Teacher collaboration and coach support

Resources overview

Resources Overview



Collaborative Framework to Support English Learner Students

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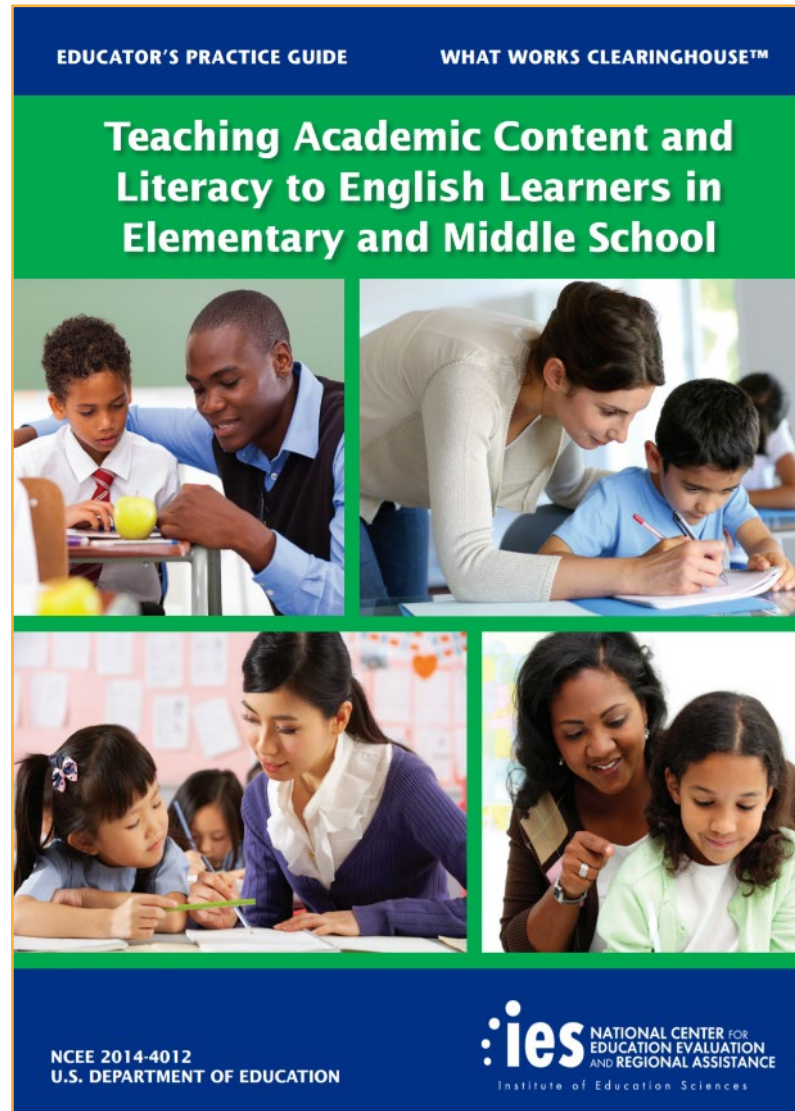


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Resources Overview



Vocabulary Tutorial Modules:

- Module 1: Selecting Vocabulary
- Module 2: Direct Instruction
- Module 3: Word-Learning Strategies

Q&A and closing

Questions?



Interested?
Sign up here for more information on Write to Succeed and future
professional learning opportunities



Tell us what you thought!

Please complete the feedback survey.

Thank you! Connect with us



Email

Brenda Arellano:

barellano@air.org

Diana Torres

dtorres@air.org



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