

<p><b>What would we see if co-teachers are using a <u>peer teaching</u> model?</b></p>	<p><b>Both teachers facilitate cooperative learning structures....students work together, both teachers guide, intentionally assess and assist.</b></p>
<p><b>Which co teaching model requires the most co planning and preparation?</b></p>	<p><b><u>Team Teaching</u>- both teachers assume the responsibility of taking on the instructional lead</b></p>
<p><b>In what ways do you do encourage students to interact – with each other, with the material, with you and with themselves/ their own learning?</b></p>	

<p><b>Interaction is an important aspect of teaching for ELLs (and all kids!)</b></p> <p><b>The 4 features of Interaction (as related to sheltered instruction) are:</b></p>	<ol style="list-style-type: none"> <li><b>1. Frequent opportunities for interaction</b></li> <li><b>2. Variety of grouping configurations</b></li> <li><b>3. Sufficient wait time</b></li> <li><b>4. Clarify concepts in L1 (language one)</b></li> </ol>
<p><b>Why might you use <u>support teaching</u>?</b></p>	<p><b>To be able to assess students and the results of strategies, to become familiar with the classroom setting.</b></p>
<p><b>If one teacher is leading instruction, what are some things the other teacher could be doing? (small moves toward co-teaching)</b></p>	<ul style="list-style-type: none"> <li><b>• Assess students' understanding, engagement, language use</b></li> <li><b>• Re-teach or pre-teach with a small group</b></li> <li><b>• Record, take notes, repeat or clarify difficult concepts and words</b></li> </ul>
<p><b>What experiences do you have with co-teaching or collaboration?</b></p>	

<p>How might you use the <u>station teaching</u> model?</p>	
<p>How might collaborating teachers communicate or strengthen their partnership?</p>	<ul style="list-style-type: none"> <li>• <b>Choose supporting topics/ objectives</b></li> <li>• <b>Pre/ re teach each others' concepts</b></li> <li>• <b>Email, update forms, blog, so forth</b></li> <li>• <b>Jointly create units with complementary language and content standards</b></li> <li>• <b>Participate in supportive PLCs. . . gather and use student data to prompt instructional decisions!</b></li> </ul>
<p><b>Truth or Myth: English language learners would best be served in separate ESL programs until they are proficient enough to be placed in rigorous academic programs</b></p>	<p><b>Myth.</b> A traditional approach to servicing English language learners has been one whereby they were to learn enough English to be able to enter mainstream classrooms (i.e. a sequential model of language acquisition and then academic achievement).</p> <p>Since research showed that this approach led to students falling behind academically, a current approach focuses on supporting English language learners to acquire language and achieve academically at the same time (i.e. a simultaneous model).</p>

<p><b>What are some benefits of ELLs or SPED students being served in the mainstream setting (through collaboration)?</b></p>	<ul style="list-style-type: none"> <li>• Aligns their academic experience (language is best learned when it is connected, meaningful and in-context)</li> <li>• “dual-layered curriculum” Students learn and practice language skills in connection with their entire day</li> <li>• We learn from each other- sharing strategies and strengthening students’ learning experiences</li> <li>•</li> </ul>
<p><b>What web tools could coteachers use to communicate and document their journey, plans, and reflections?</b></p>	<p>Create and share a googledoc, use online sticky notes, use the shared drive at school, post on twitter, use a back-channel such as ‘todaysmeet’ or Yammer....</p>
<p><b>Have you heard of the two types of language objectives? Can you name or describe them?</b></p>	<p><b><u>Content-obligatory language objectives</u> HAVE to be taught to access the curriculum</b>  <b><u>Content-compatible language objectives</u> are needed for language acquisition, but can be taught anytime</b></p>