Co-Teaching for English Learners

3 Semester Hours
of Graduate Credit

About Corwin Advance

Corwin Advance courses are created from popular Corwin books in direct consultation with our author experts. Each course features learning and skills you can transfer to your classroom immediately, using video from classrooms showing strategies in action, along with interviews with authors, teachers, and students. All Corwin Advance courses are designed to support teacher license renewal and professional growth with the goal of improving outcomes for all students.

Accessing the Course

To access your course you will need an Internet-connected device such as a computer, tablet, or mobile phone. Courses run within the following web browsers:

- Chrome
- Firefox (Extended Releases are not supported)
- Internet Explorer 11 (Windows only)
- Edge (Windows only)
- Safari 10 and 11 (Macintosh only)

For the best experience please ensure that your browser is up to date.

Login

1. Go to https://corwin.instructure.com
2. Login with the email address and password you used to purchase the course.
3. If you don't remember the password you created, simply click Forgot Password? to reset it.

Materials

All required readings and videos are included in the course as digital files, including content from:

Dove, M., & Honigsfeld, A. (2018). *Co-teaching for English learners: A guide to collaborative planning, instruction, assessment, and reflection*. Thousand Oaks, CA: Corwin.

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Course Description

When general education teachers and EL specialists co-plan and co-deliver instruction in the classroom, nonnative speakers achieve greater success. In this course, you will learn practical, classroom-tested strategies for collaborating throughout the instruction cycle and discover effective classroom configurations to propel student learning. The techniques in this course offer something for everyone, whether you are new to co-teaching or looking to improve your practice.

Course Objectives

By the end of this course, you will be able to

- explore the entire collaborative instruction cycle and see what excellent co-teaching looks like;
- engage in seven classroom models with detailed descriptions and analyses as well as a review of advantages and challenges of each model's implementation;
- understand how successful partnerships unfold and learn how to clarify each teacher's role using self-assessment tools;
- learn classroom-tested, high-yield strategies for the entire instructional cycle, covering co-planning, co-instruction, co-assessment, and reflection; and
- gain insights from the most current research, practical examples, and real-life accounts from co-teaching veterans to understand various entry points and incorporate collaborative practices in your classroom.

Course Outline

This course is self-paced. However, if you are taking this course for graduate credit, please be aware of the due date of the final assignment, as this must be met in order to receive credit.

Key Dates

Many students find the courses most rewarding if they work through at a steady pace, setting aside dedicated time to take the course. Completing one module per week is a common goal.

Module 1	Collaboration Is a Must	3.5 hrs
	After completing this module, you will be able to • develop an understanding of the importance of the instructional cycle, including co-planning, co-teaching, and co-assessment; and • identify what meaningful collaboration looks like.	Typical time to complete
Read A	Collaboration Is a Must	
Watch A	The Student Benefits of Teacher Collaboration	
Read B	The Collaborative Instructional Cycle	
Watch B	Teacher Commitment	
Read C	Inspiration From the Field	
Watch C	Supporting Teachers	
Examine	Co-Teaching ELLs	
Analyze and Create	Collaborative Practices	
Discuss	Successful Teacher Collaborations	
Dialogue	What Does Collaboration Look Like?	
Quiz	Collaboration Is a Must	Graded
Reflect	Collaboration Is a Must	
Update Your Portfolio	Collaboration Is a Must	

	Module 2 Co-Planning		
Module 2	**Co-Planning** After completing this module, you will be able to • identify the principles and strategies necessary to build successful co-planning partnerships, and • examine how co-planning fits into the instructional process.		**3.5 hrs** Typical time to complete
Read A	Cooperative Teaching and Planning	
Watch A	The Importance of Collaborative Planning	
Read B	Co-Planning Inspiration From the Field	
Watch B	Collaborative Planning Tips	
Check Your Knowledge	Successes and Challenges of Co-Teaching	Submit for Feedback
Reflect and Create	Co-Teaching Interest Survey	
Discuss	Unit Planning	
Dialogue	Planning Process Phases	
Quiz	Co-Planning	Graded
Project	Co-Planning Templates	Submit for Grading
Reflect	Overcoming Challenges	
Update Your Portfolio	Co-Planning	

Module 3	**Model 1—One Group: One Leads, One "Teaches on Purpose"** After completing this module, you will be able to: • describe the differences between the role of the lead teacher and the role of the supporting teacher in this model, and • discuss the advantages and challenges of using the Model 1 configuration as an example of a co-teaching practice.		**3.5 hrs** Typical time to complete
Focus	Teacher Responsibility	
Read	Model 1—One Group	
Watch	Co-Teaching Reflections for Model 1	
Analyze or Reflect	Advantages and Challenges	
Discuss	Co-Teachers Supporting Each Other	
Explore	Successful Implementation	
Quiz	Model 1—One Group: One Leads, One "Teaches on Purpose"	Graded
Reflect	Model 1—One Group: One Leads, One "Teaches on Purpose"	
Update Your Portfolio	Model 1—One Group: One Leads, One "Teaches on Purpose"	

Module 4	**Model 2—One Group: Two Teach the Same Content** After completing this module, you will be able to: • evaluate the principles and methods of two teachers leading instruction and how to implement this model as a co-teaching practice, and • discuss the advantages and challenges of using the Model 2 configuration as an example of a co-teaching practice.		**3.5 hrs** Typical time to complete
Focus	Working Together	
Read	Model 2—One Group	
Watch	Model 2—One Group, Two Teach the Same Content	
Analyze or Reflect	Using Model 2	
Discuss	Roles and Responsibilities	
Dialogue	Ask Experienced Educators	

Quiz	Model 2—One Group: Two Teach the Same Content	Graded
Reflect	Model 2—One Group: Two Teach the Same Content	
Update Your Portfolio	Model 2—One Group: Two Teach the Same Content	

Module 5

Model 3—One Group: One Teaches, One Assesses

After completing this module, you will be able to:
- identify the role of the teacher delivering the instruction,
- understand the role of the teacher who is responsible for data collection, and
- discuss the advantages and challenges of using the Model 3 configuration as an example of a co-teaching practice.

3.5 hrs
Typical time to complete

Focus	Assessing Students in a Co-Teaching Environment	Submit for Feedback
Read	Model 3—One Group: One Teaches, One Assesses	
Watch	Model 3—One Group: One Teaches, One Assesses	
Examine	Sample Lesson Segments	
Analyze and Create	Advantages and Challenges	
Discuss	Challenges of the Dual Focus	
Explore	Monitoring Progress	
Quiz	Model 3—One Group: One Teaches, One Assesses	Graded
Project	Model 3—One Group: One Teaches, One Assesses	Submit for Grading
Reflect	Model 3—One Group: One Teaches, One Assesses	
Update Your Portfolio	Model 3—One Group: One Teaches, One Assesses	

Module 6

Model 4—Two Groups: Two Teach Same Content

After completing this module, you will be able to:
- understand why and how to divide the class into two groups in order to teach the same content employing different grouping strategies, and
- discuss the advantages and challenges of using the Model 4 configuration as an example of a co-teaching practice.

3.5 hrs
Typical time to complete

Read	Model 4—Two Groups: Two Teach the Same Content	
Watch	Model 4: Two Teach the Same Content	
Check Your Knowledge	Co-Teaching Reflections	Submit for Feedback
Analyze and Create	Make a Plan	
Discuss	Planning and Pacing	
Explore	Resources	
Quiz	Model 4—Two Groups: Two Teach Same Content	Graded
Reflect	Model 4—Two Groups: Two Teach Same Content	
Update Your Portfolio	Model 4—Two Groups: Two Teach Same Content	

Module 7

Model 5—Two Groups: One Preteaches, One Teaches Alternative Information

After completing this module, you will be able to
- describe the purpose and roles of the teacher who is preteaching and building background knowledge,
- select the various ways in which the teacher providing alternative information can enrich instruction for students without going ahead in the curriculum, and
- discuss the advantages and potential challenges of using Model 5 as a co-teaching practice.

3.5 hrs
Typical time to complete

Read	Model 5—Two Groups: One Preteaches, One Teaches Alternative Information	
Watch	Two Groups: One Preteaches, One Teaches Alternative Information	
Examine	Culturally Responsive Strategies for English Learners	
Analyze, Create, and Reflect	Anticipation Guides	
Discuss	Preteaching Strategies	
Dialogue	A Discussion About Preteaching	
Quiz	Model 5—Two Groups: One Preteaches, One Teaches Alternative Information	Graded
Reflect	Model 5—Two Groups: One Preteaches, One Teaches Alternative Information	
Update Your Portfolio	Model 5—Two Groups: One Preteaches, One Teaches Alternative Information	

Module 8

Model 6—Two Groups: One Reteaches, One Teaches Alternative Information

After completing this module, you will be able to
- identify the purpose and roles of the teacher who is reteaching and explain how to provide additional meaningful opportunities for students to learn language and content;
- describe and evaluate the strategies and supplemental resources used by the teacher providing alternative information, including enrichment; and
- discuss the advantages and potential challenges of using Model 6 as a co-teaching practice.

3.5 hrs
Typical time to complete

Read	Model 6—Two Groups: One Reteaches, One Teaches Alternative Information	
Watch	One Reteaches, One Teaches Alternative Information	
Check Your Knowledge	Reflections	Submit for Feedback
Analyze and Create	Using Model 6	
Discuss	Challenges	
Explore	Universal Design for Learning	
Quiz	Model 6—Two Groups: One Reteaches, One Teaches Alternative Information	Graded
Reflect	Model 6—Two Groups: One Reteaches, One Teaches Alternative Information	
Update Your Portfolio	Model 6—Two Groups: One Reteaches, One Teaches Alternative Information	

Module 9

Model 7—Multiple Groups: Two Monitor/Teach

After completing this module, you will be able to:
- identify the responsibilities of each teacher in various student-grouping types,
- apply different grouping strategies in relation to student-directed learning and collaboration, and
- discuss the advantages and potential challenges of using Model 7 as a co-teaching practice.

3.5 hrs
Typical time to complete

Read	Model 7—Multiple Groups: Two Monitor/Teach	
Watch	Multiple Groups: Two Monitor/Teach	
Analyze and Create	Grouping Strategies	
Discuss	Independent Groups	
Dialogue	Which Would Work for You?	
Quiz	Model 7—Multiple Groups: Two Monitor/Teach	Graded
Project	Model 7—Multiple Groups: Two Monitor/Teach	Submit for Grading
Reflect	Model 7—Multiple Groups: Two Monitor/Teach	
Update Your Portfolio	Model 7—Multiple Groups: Two Monitor/Teach	

Module 10

Collaborative Assessment

After completing this module, you will be able to:
- describe the building blocks of the collaborative assessment process, and
- discuss what collaborative assessment should look like in a co-taught classroom.

3.5 hrs
Typical time to complete

Focus	Collaborative Instructional Cycle	Submit for Feedback
Read	Collaborative Assessment	
Watch	Collaborative Assessment	
Examine	Embedding Informative Assessment Data Into Coaching Cycles	
Check Your Knowledge	Co-Teaching Reflections	Submit for Feedback
Reflect and Create	Assessing Students	
Discuss	Evaluating the Assessments	
Explore	Student Data	
Quiz	Collaborative Assessment	Graded
Reflect	Collaborative Assessment	
Update Your Portfolio	Collaborative Assessment	

Module 11	Reflection: Closing the Collaborative Instructional Cycle . . . and Starting a New One		
	After completing this module, you will be able to: • recognize the importance of reflection as it applies to co-teaching and acquire skills and strategies to reflect with co-teaching partners, and • understand how to use the information you gained in your reflection to move forward in the instructional process.	**3.5 hrs** Typical time to complete	
Read	Reflection: Closing the Collaborative Instructional Cycle . . . and Starting a New One		
Watch A	Closing the Collaborative Instructional Cycle		
Watch B	The Collaborative Instructional Cycle		
Examine	Instructional Environments		
Analyze and Create	Professional Dialogue		
Discuss	Structures and Routines		
Dialogue	Tools		
Quiz	Reflection: Closing the Collaborative Instructional Cycle . . . and Starting a New One	Graded	
Reflect	Reflection: Closing the Collaborative Instructional Cycle . . . and Starting a New One		
Update Your Portfolio	Reflection: Closing the Collaborative Instructional Cycle . . . and Starting a New One		

	Course Capstone		
Final Project	Co-Teaching for English Learners	Submit for Grading	
Final Exam	Co-Teaching for English Learners	Graded	
Final Reflect	Co-Teaching for English Learners		
Update Your Portfolio	Co-Teaching for English Learners		

InTASC Standards Alignment

Our courses have been aligned to the InTASC Model Core Teaching Standards that outline what all teachers across all content and grade levels should know and be able to do to be effective in today's learning contexts. You can also view alignment to other popular frameworks here.

Standard	Covered in Modules
Standard 1: Learner Development	3–10
Standard 2: Learning Differences	3–9
Standard 3: Learning Environments	2, 11
Standard 4: Content Knowledge	3–9
Standard 6: Assessment	5, 10
Standard 7: Planning for Instruction	1, 2, 11
Standard 8: Instructional Strategies	1, 2, 11
Standard 9: Professional Learning and Ethical Practice	1, 2, 11
Standard 10: Leadership and Collaboration	1, 2, 11

Grading Policy

Letter Grade	% Grade
A-	94–100
A-	90–93
B+	87–89
B	84–86
B-	80–83
C+	77–79
C	74–76
C-	70–73
D*	65–69
F*	0–64

Component	Percentage of Final Grade
Final Project	40%
Final Exam	20%
Module Projects	30%
Module Quizzes	10%

*Students earning a D grade or below will not be eligible to receive a Certificate of Completion or graduate credit.

Assignment Resubmission Policy

Students receiving a non-passing grade in the course have one opportunity to re-submit a project assignment to improve their grade. To resubmit an assignment please work directly with your course facilitator; you have seven days from completion of the course to resubmit the assignment.

Standards of Academic Integrity

Corwin Advance maintains high standards of academic integrity related to student academic performance in our courses. When enrolling in a Corwin Advance course you do so with the understanding and agreement to produce your own work, to submit assignments that you completed yourself, and to take quizzes and exams without the assistance of others. Course facilitators will enforce our Standards of Academic Integrity Policy and will report to Corwin all suspected violations. Read the full Standards of Academic Integrity Policy at the Corwin Advance Academic Integrity web page.

University Graduate Credit & Transcript

If you select a course that is eligible for graduate credit, that credit will be awarded upon successful completion of the course by the university you select upon purchase. Upon successful completion Corwin will communicate your final grade to the university and you will be directed to the university to register and access your transcript. This could take 2–3 weeks depending on the university, though you will receive a Corwin Certificate of Completion upon completion of the course. For more details on Corwin Advance university partners visit our web page, or if you have questions, contact advancesupport@corwin.com.