

# *Team Up! Speak Up! Fire Up!*



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# About the Presenter

- Former public school ESOL teacher in Valley Stream, NY
- Professor in the School of Education and Human Services, Molloy College
- Published a number of books, chapters, and articles focused on collaborative practices for English learners
- Facilitate workshops throughout the USA (and beyond)



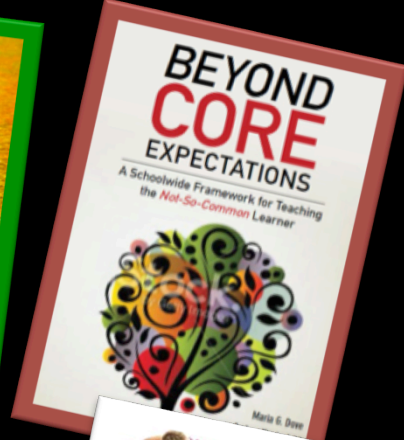
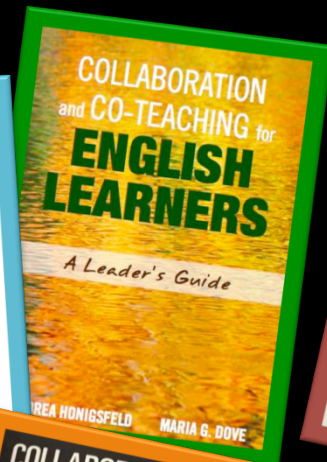
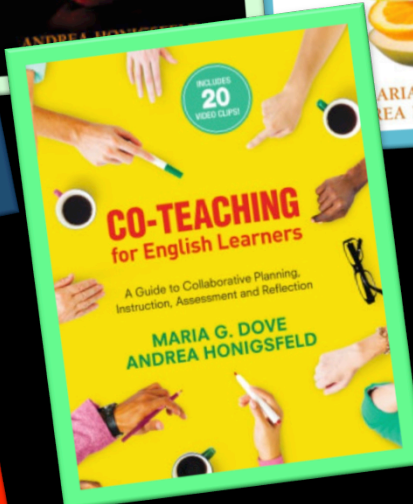
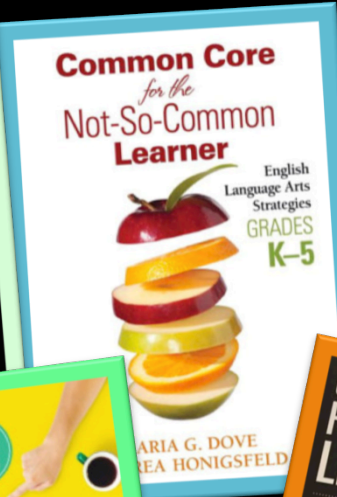
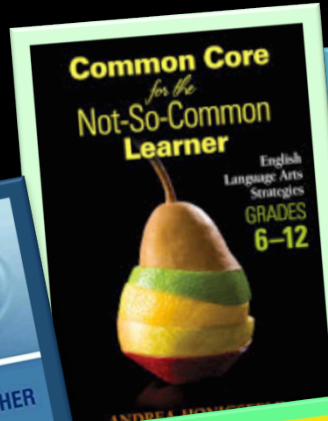
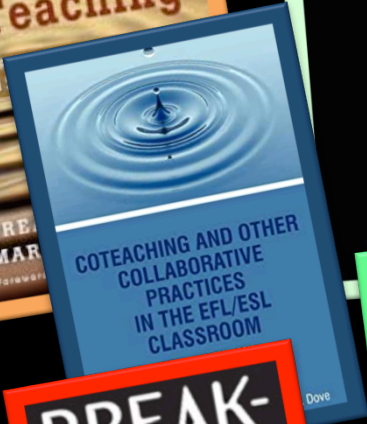
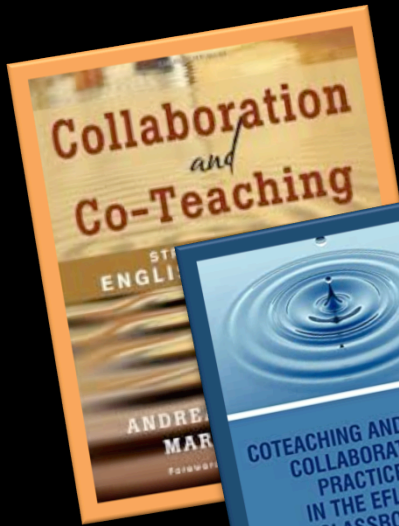


Molloy  
College



Rockville  
Centre,  
NY

# Co-Authored Publications





# *Andrea Honigsfeld & Me*



# *Teaching Teams: Put Your Hands Together*





**ADVOCACY**

**Speak  
Up**



**Fire  
Up**

**Team  
Up**



**COLLABORATION**



**ELs**

**CAPACITY  
BUILDING**



*Team Up!* Collaboration





<https://www.youtube.com/watch?v=LHYt2QeS8FM>

# Travis Sanders



- *Myths of creativity* keep people from collaborating, e.g., the lone genius
- Innovations generally have *many hands involved* in their development
- “Until you believe that **GENIUS** is a *team sport*, you will never give up **control**.”

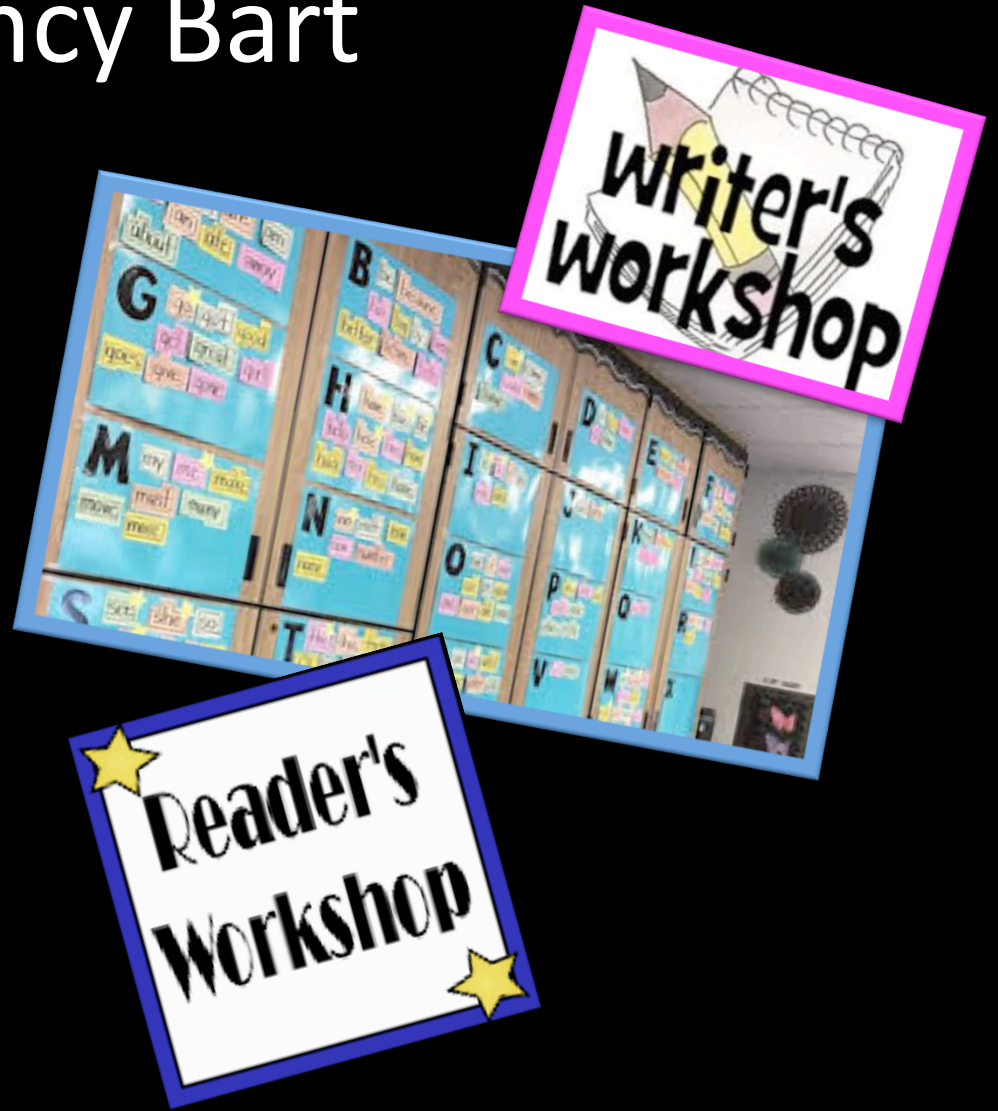
# Shaw Avenue School







# Nancy Bart



*Part-Day Co-teaching Schedule for Specific Content: Literacy*

ESL Co-Teaching General Schedule for Basic Literacy: Grades K-3					
	Monday	Tuesday	Wednesday	Thursday	Friday
Class Activity I	Introduce new word wall words	Reader's Workshop	Word Wall Activity	Writer's Workshop	Word Wall Activity
Timeframe	40 minutes	40 minutes	30 minutes	40 minutes	30 minutes
Co-Teaching Model	One Group: One Lead Teacher and One Teacher <i>Teaching on Purpose</i>	Multiple Groups: Two Teachers Monitor/ Teach	One Group: One Lead Teacher and One Teacher <i>Teaching on Purpose</i>	Multiple Groups: Two Teachers Monitor/ Teach	Two Groups: One Teacher Re-teaches, One Teaches Alternative Information
Class Activity II	Shared Reading	Guided Reading	Writer's Workshop	Guided Reading	Reader's Workshop
Timeframe	30 minutes	30 minutes	40 minutes	30 minutes	40 minutes
Co-teaching Model	Two Groups: Two Teachers Teach the Same Content	Multiple Groups: Two Teachers Monitor/ Teach	Multiple Groups: Two Teachers Monitor/ Teach	Multiple Groups: Two Teachers Monitor/ Teach	Multiple Groups: Two Teachers Monitor/ Teach



## *What Nancy and I Learned Together . . .*


- *Curriculum mapping* is essential
- *Routines* frame the work
- *Trust* builds from capitalizing on each other's strengths



# Joyce Smithok







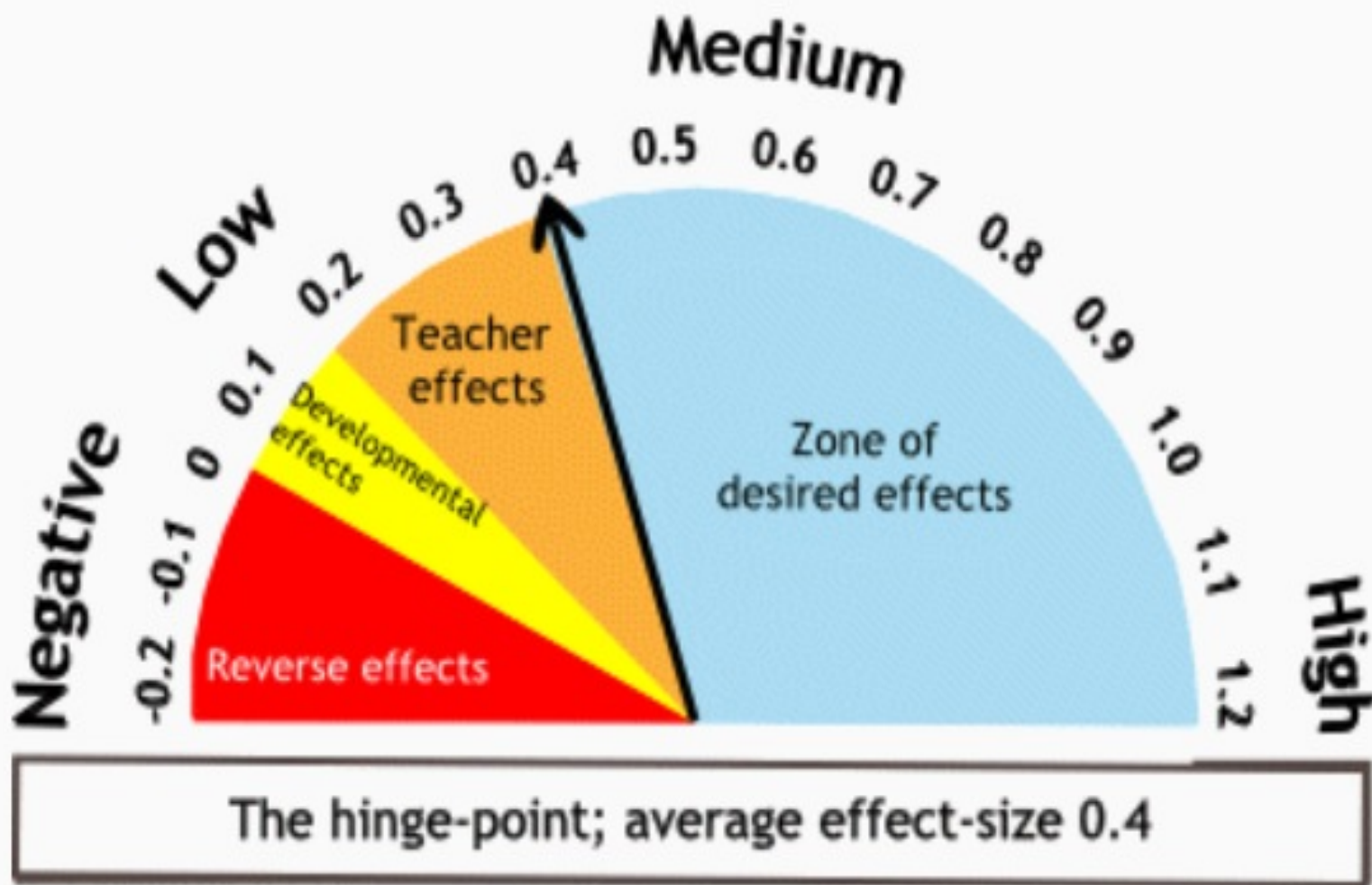
# *Are We SWiRLing Yet?*

- *Speaking*
- *Writing*
- *Interacting*
- *Reading*
- *Listening*

## *What Joyce and I Learned Together . . .*

- You have to ***open your door*** before you can open your minds and hearts
- Risk taking leads to greater success, i.e., student outcomes
- The goal should always be to *SWiRL*

# John Hattie's Visible Learning (2012)



# Hattie (2015) on Collaborative Expertise:

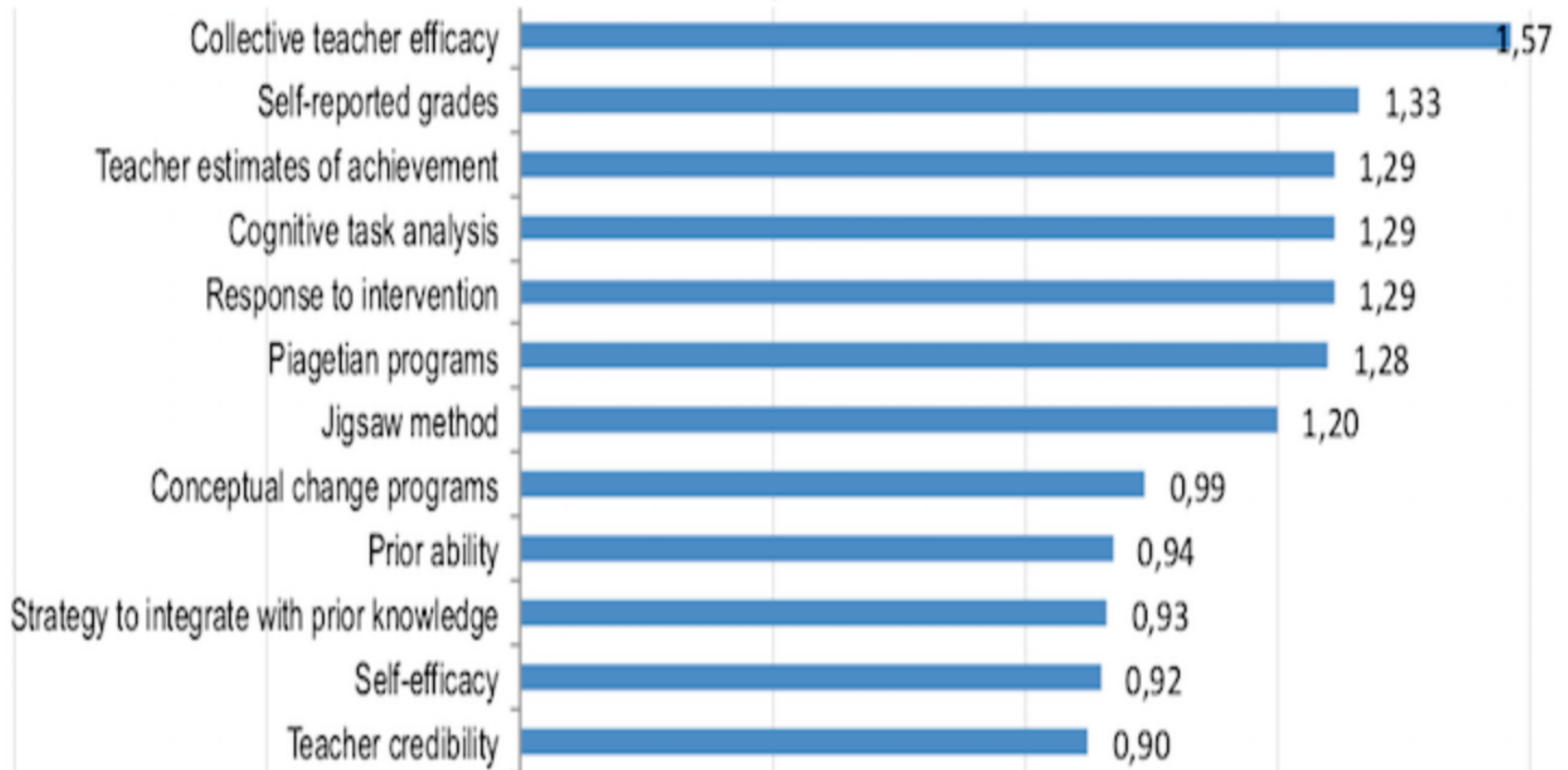
- ... the greatest influence on student progression in learning is having highly expert, inspired, and passionate teachers and school leaders working together to maximize the effect of their teaching on all students in their care.





# Hattie (2018)

*hinge point 0.4*



# Collective Teacher Efficacy

Mean Effect Size	# of Meta Analyses	# of Studies
<b>1.57</b>	<b>1</b>	<b>26</b>

Collective teacher efficacy (CTE) refers to a faculty's **shared belief that through their collective action**, they can positively influence student outcomes, including those who are disengaged and/or disadvantaged.

# Joel Sutherland and Lia Pantanelli, Comsewogue School District



# *What We Learned From Joel and Lia . . .*

- Strong relationships begin with *mutual respect* and over time develop *mutual trust*
- *Reflection* is a powerful tool
- Attention needs to be paid to improving the *craft of collaborative teaching*



# Speak Up! Advocacy



CLINT SMITH





# Clint Smith

- There are consequences to silence -
- We all should read critically, write consciously, speak clearly, AND tell our truth
- Avoid appeasing ignorance with silence – validation doesn't need words to endorse its existence
- “Who needs a soapbox when all you ever needed was your voice

# Brenda Tripplet



# Wendy

1. ENL Advanced	180 Minutes
2. AIS Math	150 Minutes
3. AIS Reading	150 Minutes
4. Speech	60 Minutes
5. Resource Room	<u>200 Minute</u>

**740 Minutes/wk (or 12 HOURS/WK) pulled away from the general education classroom!**

# *What We Learned From Dr. Tripplet*

- There is **power** in a **single story**
- **Never accept the status quo** because other paths are difficult
- **Foster positive self efficacy** of students



# Danielle Youngs & Nicole Fernandez

## Rocky Point School District





# *What We Learned From Danielle and Nicole . . .*

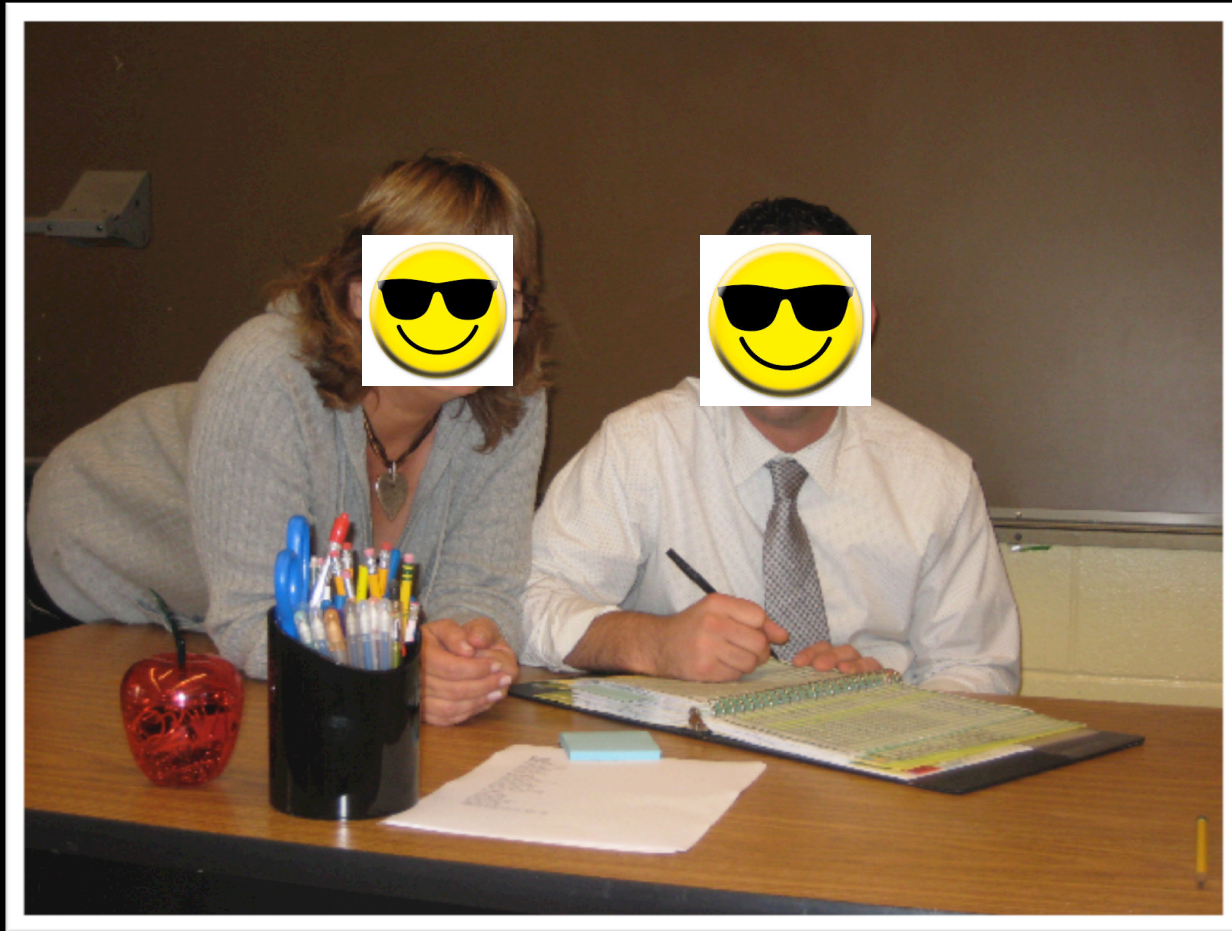
- *Buy-in and commitment* are crucial elements to co-teaching practices
- *Equitable partnerships*—when both teachers interchange their roles and responsibilities—create optimum learning environments for students



# Fire Up! Capacity Building



# Nancy Berg and Matt Fleigel, Freeport Schools



# What We Learned From Nancy and Matt . . .

- *Leadership* is key
- *Mentorship* is critical



*“What you focus on, you accomplish.”*

Craig Gfeller led one of the lower-performing schools in his district to earn the *School of Excellence* status in just two years.

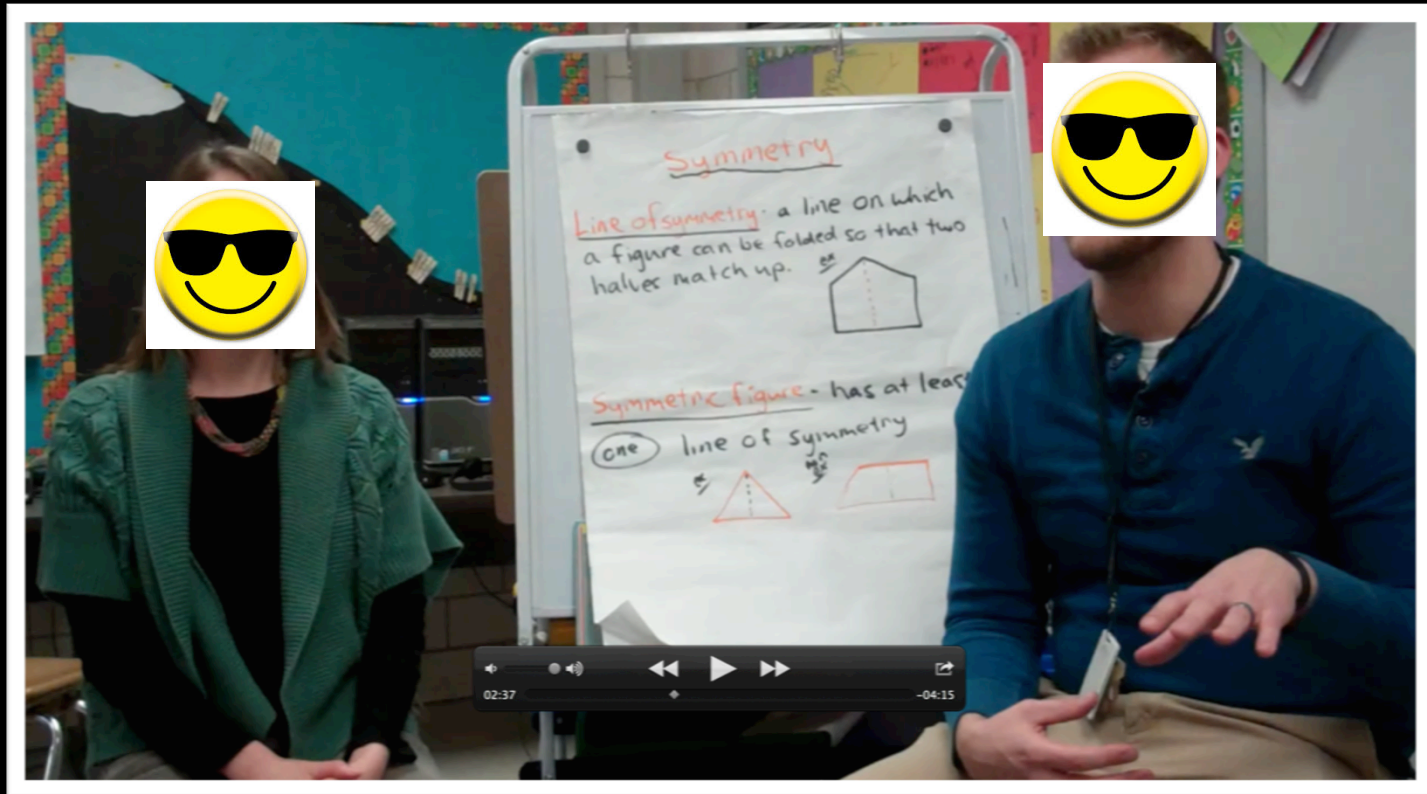


He fostered a **team approach** that enabled teachers to help students master required subjects.

**Test scores rose dramatically,** earning Mr. Gfeller and his school widespread recognition.

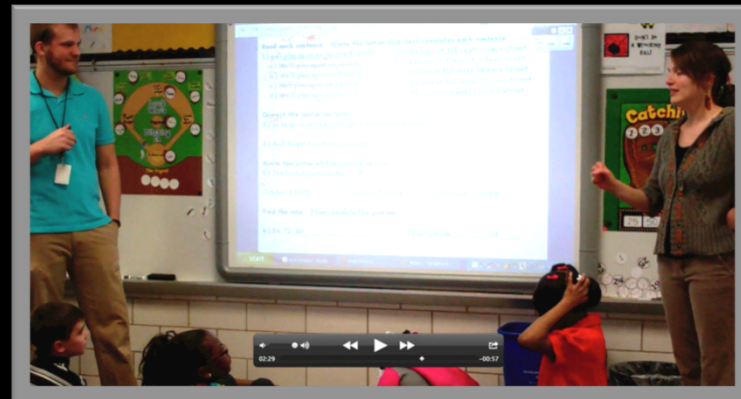


# Jen Ariano and Jared Martin, St. Louis, MO



# *What We Learned From Jen and Jared . . .*

- *Examination and use of data* is critical
- *Overcome* your fears by *suspending* your disbelief
- *Partner* with school leaders

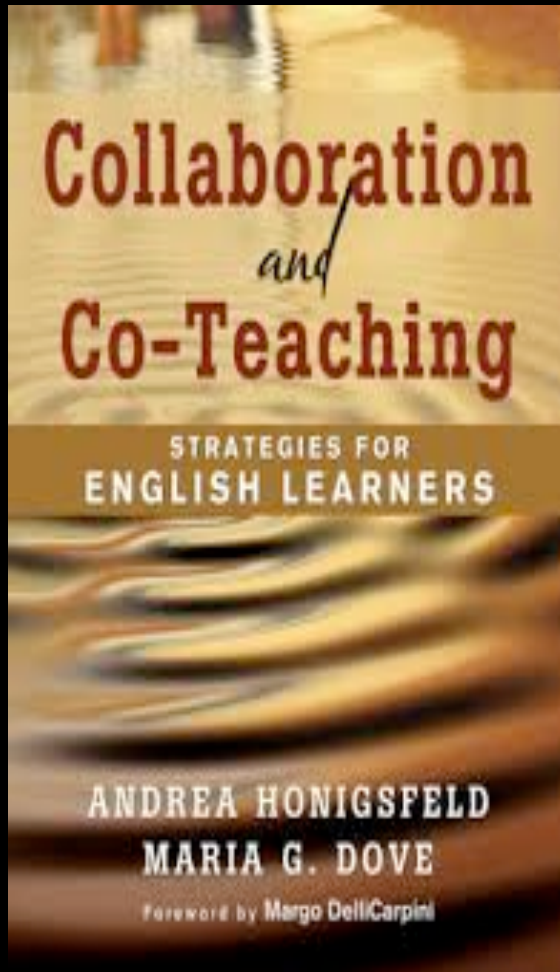


# Maria Dove and Andrea Honigsfeld









*"Honigsfeld and Dove highlight the importance of a whole-school approach to the teaching of English language learners, where the collective expertise of teachers is harnessed through collaboration and co-teaching. This approach ensures that all teachers gain access to instructional strategies that promote student engagement and accelerated academic development."*

—Jim Cummins, Professor  
University of Toronto, Canada





# *What We Have Learned From Each Other . . .*

- *Leave your egos at the door*
- Allow yourself to be *vulnerable*
- *Continuously reflect* on how you can improve
- *Revel* in and celebrate your successes



# Our Collaborative Partnership Essentials



TRUST

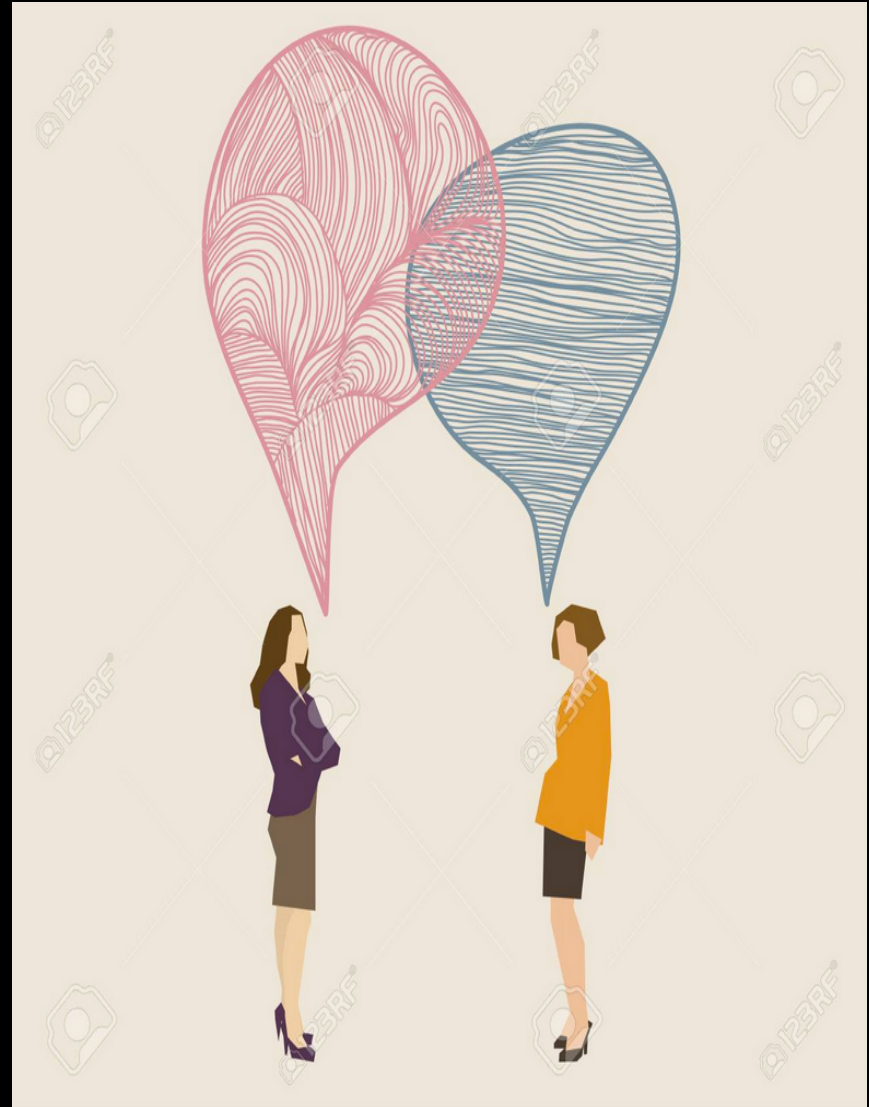
Team  
Up!



# Conflict: Speak Up!

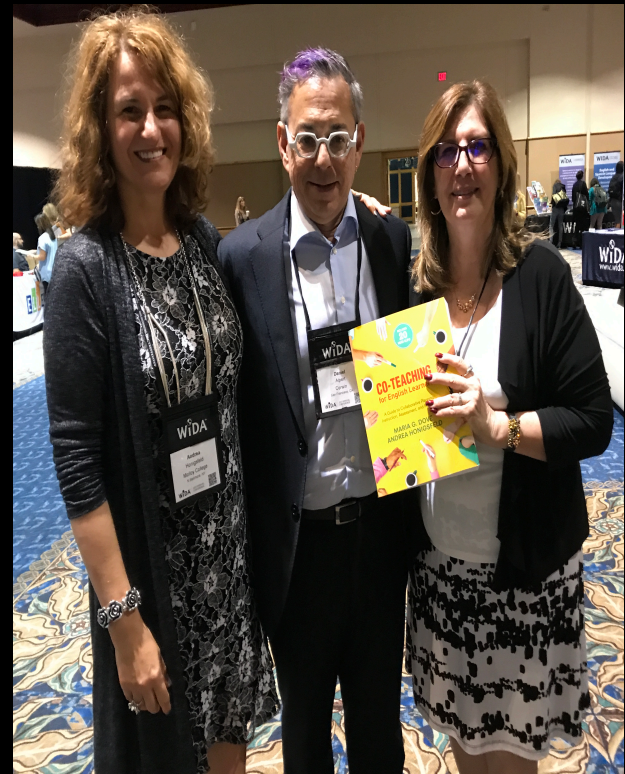
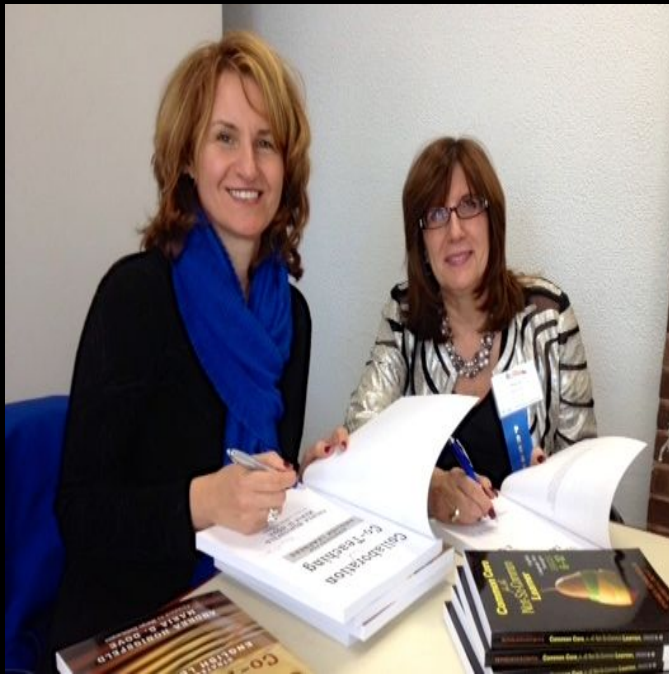


# Communication Strategies





# Negotiate the Need for Control: Fire Up!



*The most important aspects of the work we all do can be found in:*

- the **relationships** we build,
- the **truth** we speak, and
- the **people we foster** to do the same along the way.

