

Beyond Push-In: Real Collaboration with Content Area Teachers

Shared Responsibility: Strengthening Collaboration for Multilingual Learner Success

Objectives:

Participants will explore structures and routines that allow content teachers and language specialists to share responsibility for multilingual learner success.

Remember:

The primary function of
an EL Instructor is
language acquisition.

- Content support
- Modifications and Accommodations

Are ***secondary.***



What's the issue? - Silos are created

<u>Content Teachers</u>	<u>EL Specialists</u>
Focus on standards and curriculum	Focus on language development
Limited time to adapt instruction	Limited influence on core instruction
Unsure how to support language	Isolated from content planning
Result: fragmented instruction instead of integrated language + content learning.	

What Keeps Us From Being Successful?

Time

Scheduling

Lack of clarity

Misunderstanding roles

What Keeps Us From Being Successful?

Scheduling Constraints

- Little or no common planning time
- Different instructional schedules (push-in vs pull-out)
- Required coursework (i.e. credits & graduation requirements)
- Large caseloads across multiple grade levels or departments

Result: Collaboration becomes informal and inconsistent.

What Keeps Us From Being Successful?

Unclear Roles

- Content teachers assume language specialists will “handle language.”
- EL specialists feel responsible for supporting all language needs.

Result:

Students receive separate instruction instead of integrated learning.

What Keeps Us From Being Successful?

Misconceptions About Language Development

Common misunderstandings include:

- “If students learn vocabulary, they will understand the lesson.”
- “Simplifying content is the best way to support ELs.”
- “Language learning happens separately from content learning.”
- “Here, I translated it for you.”

Reality:

Academic language develops through participation in rigorous content tasks.

What Keeps Us From Being Successful?

Structural Barriers

- Large caseloads for EL teachers
- Limited administrative support for collaboration
- Program models that isolate EL instruction
- Availability of EL teaching and support staff

What does RESEARCH say?

Multilingual learners succeed when:

- Language development occurs within meaningful academic content
- Teachers share collective responsibility
- Instruction focuses on meaning + language forms
- Educators collaborate around student data and instructional planning

Collaboration Spectrum - POLL ?

Where does your school currently fall?

1. No collaboration
2. Occasional consultation
3. Informal sharing
4. Regular planning
5. Co-teaching / integrated model

Language development is not an
“add-on.” It happens through
participation in rigorous
academic learning.

Effective Collaboration

1. Shared instructional goals
2. Regular communication routines
3. Clear division of roles
4. Co-planning around language demands
5. Joint advocacy for students

Shared Instructional Goals

Traditional Mindset	Shift in Thinking
Content teacher teaches Science.	Students explain scientific concepts using academic language.
EL teacher teaches language.	Students communicate thinking clearly in science.
Ensure that content and language objectives are found in <i>both</i> .	

Communication Routines - Quick Planning

1. **What concept are students learning?**
2. **What language will students need to use?**
3. **What will students say, read, write, or explain?**
4. **What scaffolds will help multilingual learners participate?**

Content Goals: Students will compare the structures and functions of plant and animal cells.

Language Goals: Students will discuss the similarities and differences between plant and animal cells.

Supports: diagrams, sentence stems, venn diagram

Communication Routines - Quick Planning

10 Minute Check-in

- What is the next concept students will learn?
- What language might be challenging?
- What support could help?

More substantial?

- Co-create lesson plans, assessments, assignments, rubrics
- Review student data
- Investigate co-teaching

Full custody vs Visitation



TOR

Your kids need to..

Do you know what your kid said today?

She's had an entire month to work on this essay and she turned in nothing!

Clear Division of Roles

<u>Content Teachers</u>	<u><i>EL Specialists</i></u>
Focuses on specific discipline	Identifies language demands
Addresses content standards	Provides language scaffolds
Designs learning tasks	Supports development of academic language
Shared responsibility with differing expertise.	

Co-planning Around Language Demands

Content teachers don't always see the language complexity.

EL specialists can help identify:

- Academic vocabulary
- Sentence structures
- Discourse patterns
- Language functions (argue, explain, describe)

Co-planning Around Language Demands

Content teachers don't always see the language complexity.

Examples:

Math example

Students must justify solutions using comparative language.

Science example

Students must explain cause and effect relationships.

Language instruction should be embedded in the lesson.

- **Planning Tool**
 - [Co-planning Tool for Teachers \(sheet\)](#)

Co-Planning Tool

Weekly Co-planning Tool

Teachers:

Week of:

Standards

Learning Targets

Success Criteria
(w/ Lg Expectations)

Delivery Model
(who does what?)

Differentiation:

Resources/Materials
(who makes/brings
what?)

Mon

Tue

Wed

Thu

Fri

Assessments:

Special Notes:

Examine Shared Data

In TBT or Department meetings, examine student data:

- OELPA scores
- Writing samples
- Classroom discussions
- Assessment results

Discussion questions:

- What language skills are students struggling with?
- What support would help them demonstrate their thinking?

Build Ownership in TBTs

In TBT or Department meetings:

- Include language goals in department planning
- Share EL strategies at department meetings
- Highlight multilingual student strengths
- Encourage co-teaching or push-in models

The goal is an attitude of ***shared responsibility*** for all learners.

Joint Advocacy - Coalition of the Willing

Building on Collective Responsibility

- New teachers, Veteran teachers
- Support Staff
- Coaches
- Administrator - one of many hats?
- Teachers with high # of ELs
- TBTs & PLCs

Joint Advocacy - Coalition of the Willing

Building Capacity

- Data
 - EL Plans
 - Language levels
 - EL Program & Services
 - OELPA Scores

Joint Advocacy - Coalition of the Willing

Building Capacity

- Gradual release works for teachers, too
 - Model a lesson
 - Co-teaching
 - Co-planning
 - Reviewing student work

Joint Advocacy - Coalition of the Willing

Building Capacity

- Professional Development
 - Accommodations & Modifications
 - Reviewing student work
 - Scaffolding
 - Assessments

Questions? Comments? Concerns?

This is not all on you! We are
on your team.

Thanks!

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