



Co-Teaching to Support Multilingual Learners

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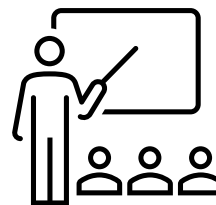
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- former professor of education & K-12 inclusion facilitator

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a language lesson...

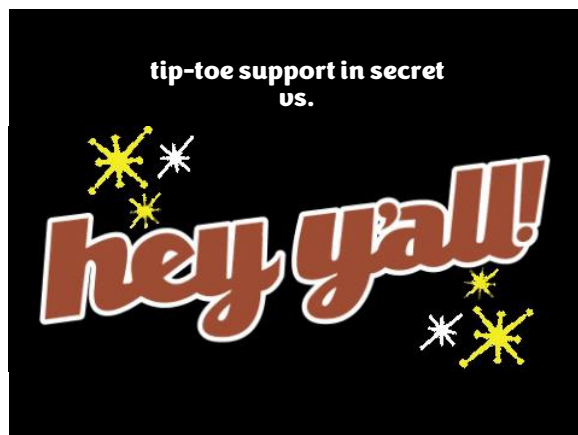
- ESL
- ELL
- language learner
- multilingual



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How?

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norms for co-planning



- Have a consistent structure/agenda for planning.
- Ask: What pre-planning needs to take place?
- Identify weekly time (in person or virtual).
- Identify structured vs. non-structured co-planning.

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norms for co-instructing



- Co-establish norms for collaboration, instructing, working as a team.
- Acknowledge inevitable missteps.
- Identify how to address missteps (e.g., code word or signal).
- Experiment with role sharing.

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Why?

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It's better...for kids.

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**It's on-the-spot
professional
development.**

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For example:

- **how to be more welcoming in our classrooms (e.g., elevating status of other languages, taking care with student names)**
- how to be truly inclusive
- how to better support families

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- how to be more welcoming in our classrooms (e.g., elevating status of other languages, taking care with student names)
- **how to be truly inclusive**
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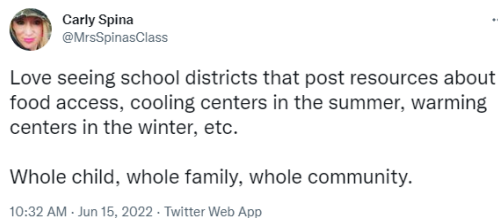


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For example:

- **how to be more welcoming in our classrooms (e.g., taking care with student names)**
- how to be truly inclusive
- **how to better support families**

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It's helpful for all.

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- **We have students with disabilities who are also multilingual learners.**
- **So many of these strategies are supports that help teachers think more flexibly.**

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**embrace
ideas for all**

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...but be careful

Spina, C. (2021). *Moving Beyond for Multilingual Learners*. p. 51-73

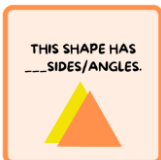
- **Multilingual learners are not a homogenous group.**
- **It's important to "level up".**
- **We must be strategic with scaffolds.**



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sentence frames & stems

My favorite place to visit in Chicago is _____. I like this place because it is _____. One of my favorite things to do there is _____. I also like to _____ when I go there.



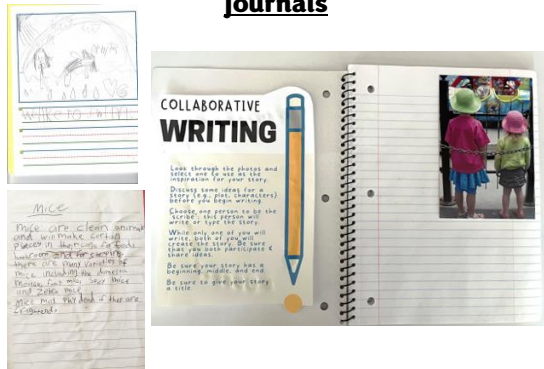
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language-rich sentence stems

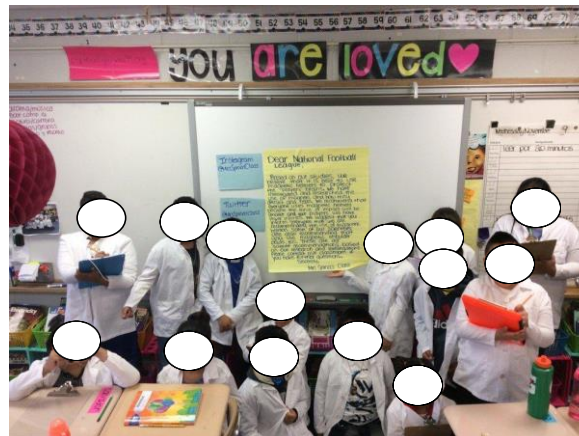
- This makes me notice...
- I wonder about...
- I was utterly flabbergasted when...
- I was bewildered upon realizing...
- I must compliment my colleague, Rachel, because...

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journals



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oracy

- Introduce sentence stems (“I agree with Julia because _____”).
- Explicitly teach ways to build on conversations (e.g., use follow up questions, rephrase, ask clarifying questions).
- Teach conversation norms (e.g., avoid “conversation killers” like one-word answers).
- When possible, partner students of varying levels of proficiency.
- Encourage students to speak with their hands in addition to their voices.
- Avoid the “find someone you don’t normally work with” approach; assign pairings when possible or randomize pairings.

Spina, C. (2021). *Moving Beyond for Multilingual Learners*. p. 61

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Sustaining Effort & Persistence

ENGAGEMENT

• Foster Collaboration & Community



Day 162 **Pick At Random**

A wide range of groupings should be used throughout the year. Group arrangements should change so that students have opportunities to work with all of their classmates. Sometimes those groupings will be carefully crafted, but other times you will simply want students to connect with peers that are not necessarily their best pals. In these instances, you will want strategies for randomly grouping the class.

Choose an idea from this list, or design your own idea for making new pairings and groupings:

- Put all student names on craft sticks and pick two or three at a time to form groups.
- Use a deck of cards and have students partner with those with the same/different suit, with those with the same number, etc.
- Buy some inexpensive rubber bracelets and have students find matches or a group representing three, four, or five different colors.
- Use pieces from a board memory game and have students find their matching images.
- Purchase two or three each of small gumball machine toys (e.g. plastic animals) and have students find others with the same toy.
- Pass out stickers, have students affix them to their clothing, and direct them to find others with the same image or word.
- Take or collect photos related to an area of content (e.g. pictures of inventors, images of Spanish-speaking nations) and make two or three copies of each so students can form pairs or trios.
- Choose a category (e.g. shoe size, favorite color, number of siblings) and ask students to find someone who is either in the same category or in a different category.

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TPR

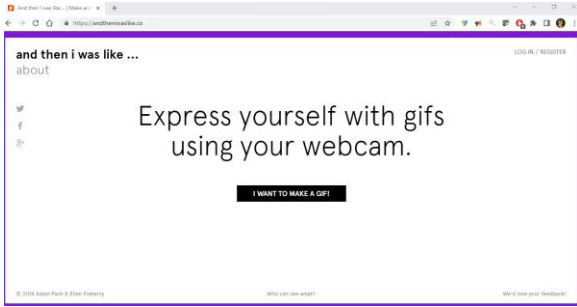
- TPR is a method of teaching language through physical movement.
- It is often used with multilingual learners, but often helpful for all students.
- Students can participate in 2 ways:
 - by engaging in movements themselves (e.g., “Let’s all *slink* across the room”)
 - by creating/suggesting the movements



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try co-teaching structures

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Recruiting Interests **ENGAGEMENT**

Optimize Individual Choice & Autonomy 

Day 31 Jump On A Raft


A RAFT isn't just a flotation device; it's also a popular writing strategy!

RAFT stands for **ROLE, AUDIENCE, FORMAT, and TOPIC**. To use one in the classroom, assign a **TOPIC** such as, "Defend your participation in a food chain." Then, give students options for creatively demonstrating their understanding of that topic using any number of roles (e.g., doctor, author), audiences (e.g., teenagers, football fans), and formats (e.g., free verse, bulleted list). So, a student might write from the **ROLE** of a great white shark to the **AUDIENCE** of humans using a **FORMAT** of a "Top 10 List" to defend their participation in the food chain (e.g., 1. I help to control the seal population; 2. I eat the sick and keep prey populations healthy).

RAFT is a popular strategy in UDL classrooms because teachers can use it to address many goals at once. It also presents opportunities to provide choice which is one of the easiest ways to individualize instruction. Finally, it allows learners to tackle different assignments based on their needs, interests, or abilities. For example, you can ask some students to create multi-step letters, and others to produce drawings, cartoons, lists, or photo essays.

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Comprehension **REPRESENTATION**

Illustrate Through Multi Media 

Day 331 Use TPR ASAP

Total Physical Response (TPR) is a method of teaching language through physical movement. It is most often used to support students who are learning a new language, but other students will also profit from the dynamic, visual, and interactive nature of TPR.

To use TPR, choose vocabulary words that might work best for this method (e.g., "trudge," "chug," "recoil") and select related motions. Then, show students each movement, say the associated vocabulary word, and have them both mimic the action and say the word. Finally, write or share the written word so students can pair it with the movement and the spoken word.

TPR can be used as a stand-alone vocabulary review strategy or you can integrate it into other activities. A common way to use TPR is to turn it into a game of charades. Let students act out words like "protesting," "lawful," and "voting" as they study citizenship or "desert," "tundra," and "mountain range" as they learn about biomes. Assign individual groups different vocabulary words to perform or have several groups take turns acting out the same word so students can see similarities and differences in the interpretations.

Storytelling is another possible TPR strategy. First, work with the group to come up with motions for a few vocabulary words. Then, create a story that features the targeted words several times. You can also assign this task to students; have them create stories in small groups. Each group can be given different sets of words. So, if students are learning SAT vocabulary words, one group might create a story featuring "condescending," "trauce," and "jubilation" and another might have "dirge," "pugnacious," and "quaint." Then, have students teach one another by sharing their stories, words, and movements.

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- one teach-one make multisensory (e.g., one presents, the other holds up props/visuals; one reads, the other acts out aspects of the story)
- one teach-one observe (e.g., how many opportunities for oral language are giving & how students are engaging given that opportunity)
- station teaching (e.g., RAFT station – role/audience/format/topic)

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