

## GaDOE ESOL and Title IIIA Language Programs WIDA Face-to-Face Workshop & PLC Cohort

**Topic:**

*Educator Collaboration to Support Multilingual learners*

**Workshop & PLC Cohort Overview:**

This blended learning opportunity provides an overview of collaborative methods and structures for instruction and assessment. Utilizing WIDA tools, participants (in teams of two) will explore and discuss language development, meaning making through language use, the Four C's of Collaboration, and collaborative structures that support shared responsibility of multilingual learners.

**Expected Participant Workshop and PLC Cohort Outcomes:**

Teams will leave the initial face-to-face offering with access to tools and resources necessary for implementing collaborative structures at their LEAs around the needs of their multilingual learners.

**Know:**

- The linguistic, experiential, cultural, and socio-emotional assets of multilingual learners
- The key steps and strategies for co-planning and analyzing multiple data sources
- How to assist ELs in making meaning through language use

**Understand:**

- How academic language develops in a variety of GaDOE approved delivery models
- The interconnectedness of Honigsfeld and Dove's (2018) Four C's of Collaboration, and its impact on effective co-teaching

**Do:**

- Collaboratively develop instructional plans that use a variety of co-teaching models to meet the individual needs of multilingual learners
- Implement at least one co-teaching model over a period of several months at school sites and articulate its effectiveness for multilingual learners

**Format:**

This GaDOE WIDA PLC cohort will consist of two face-to-face meetings and one virtual meeting. The initial meeting will be a two-day WIDA facilitated workshop. All the WIDA materials for the first meeting will be provided at the workshop. All additional workshop materials will be provided by GaDOE staff via the Canvas platform and GoToMeeting. Cohort members will participate in three opportunities throughout the school year for collegial collaboration as members of a professional learning community (PLC).

**Dates and Location:**

Format	Dates and Locations
WIDA 2-day Face-to-Face Workshop 8:30 a.m.– 3:30 p.m. w/ Terri Mossgrove, WIDA Facilitator	Wednesday & Thursday, October 16-17 <b>Middle Georgia RESA</b> Central Ga Technical College, Warner Robins Campus 80 Cohen Walker Drive Warner Robins, GA 31088 <b>Health Sciences Building (W), Room 113D</b>
Virtual GoToMeeting (link will be sent) 3 p.m. – 5 p.m.	Thursday, January 16, 2020
GaDOE Face-to-Face Workshop 8:30 a.m. – 3:30 p.m.	Wednesday, March 25, 2020 <b>Heart of GA RESA</b> 717 Smith Street Dublin, GA 31021

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**Cohort Participant Expectations:**

- Attend the two-day face-to-face WIDA Workshop (Instructional tasks towards completion of individual action plans will be assigned throughout the cohort duration)
- Work collaboratively with PLC colleagues and share feedback (about collaboration experiences) to refine practices and their impact on EL student learning
- Sign a commitment statement to participate and engage actively in all four cohort sessions
- Participate in GaDOE-led virtual session and share the impact of implementing new learning through discussions, feedback, and support (PLC-style)
- Participate in a one-day final face-to-face session, led by GaDOE, to present the outcomes of implementing new learning throughout the cohort duration
- Submit deliverables (feedback, reflections, lesson plans) at least one week prior to scheduled meetings
- Complete a participant survey at end of the cohort

**Audience and Availability:**

This workshop is only open to 36 ESOL and content teachers who will attend together with their co-teaching colleagues. The LEA Coordinator will be notified when the participant(s) successfully complete the PLC.

**Necessary Materials:**

- One three-ring binder to keep all hard-copy handouts in one place
- WIDA Grade Level Can-Do Descriptors (Key Uses Edition) - can be accessed online
- Current unit/lesson plan
- Georgia Standards of Excellence - can be accessed online
- Workshop materials and handouts
- Co-teaching for English learners: A guide to collaborative planning, instruction, assessment, and reflection* (book will be provided at registration/check-in)

**Tentative Agenda:**

- Wednesday, October 16, 2019:
  - o Working agreements and goals for collaboration
  - o Pre Self-Assessment
  - o Solutions-based approach, asset-based language models, Can Do Philosophy
  - o Key Uses, Academic Language
  - o Meaning-making, Student/teacher discourse moves
- Thursday, October 17, 2019:
  - o Meaning-making, sociocultural context, and collaborative assessment
  - o Partner teaching models and implementation plans
  - o Four C's of Collaboration: paradigm shifts
  - o Assessing and using assessment data for partnered planning
  - o Reflection

**Action Planning:**

- Using the Four C's of Collaboration (see figure 1), create a year long action plan.
- Focus on strategies to build collaborative Students' Conversations; be prepared to report out whether or not these strategies were successful? Why or why not? What would you do differently next time?
- Send deliverables at least a week before the virtual meeting.
- Be prepared to report out which of the Students' Conversations strategies you were able to best implement; Which of the ones you struggled the most with & why?
- Be prepared to share out any meaning-making that took place in the last 2 months; how your discourse as a teacher changed the meaning.

**Figure 1:  
The 4 C's of Collaboration**

<p><b>Collaborative Conversations</b></p> <p><i>Talk about</i></p> <ul style="list-style-type: none"> <li>• Students' needs</li> <li>• Students' lives</li> <li>• Students' work</li> <li>• Curriculum</li> <li>• Instruction</li> <li>• Teachers' own struggles</li> <li>• Teachers' own successes</li> <li>• What matters to you, the teacher</li> </ul>	<p><b>Collaborative Coaching</b></p> <p><i>Engage in peer coaching to improve</i></p> <ul style="list-style-type: none"> <li>• Lesson planning</li> <li>• Lesson delivery</li> <li>• Unit design</li> <li>• Use of supplementary materials</li> <li>• Adapted content</li> <li>• Modified instruction</li> <li>• Assessment</li> </ul>
<p><b>Collaborative Curriculum</b></p> <p><i>Align</i></p> <ul style="list-style-type: none"> <li>• Lesson objectives (language objectives and content objectives)</li> <li>• Unit goals</li> <li>• Curriculum maps</li> <li>• Supplementary materials</li> <li>• Resources</li> <li>• Adapted texts and materials</li> </ul>	<p><b>Collaborative Craftsmanship</b></p> <p><i>Explore</i></p> <ul style="list-style-type: none"> <li>• ELLs' background knowledge</li> <li>• ELLs' prior learning</li> <li>• Peer coaching</li> <li>• Planning instruction collaboratively or in the context of co-teaching</li> <li>• Effective methods for aligning curriculum and objectives</li> <li>• Using time more effectively</li> <li>• Making the most of collaborative efforts</li> </ul>

Source: Honigsfeld, A., & Dove, M. G. (2010). *Collaboration and co-teaching: Strategies for English learners*. Thousand Oaks, Calif: Corwin Press.

### Tentative Agenda January 16, 2020

#### Reflection

- One week before scheduled meeting, submit deliverables of the second phase of action plans.
- Cohort Participants will report out about the Collaborative Curriculum strategies from their action plan

#### Action Planning

- Focus on the seven co-teaching arrangements (see handout), be prepared to discuss which scenario was most appropriate for your school setting and why?
- Explore Kenneth Boulding's (1989) *The Three Faces of Power*, "stick power", "carrot power", and "hug power", look like in your school. Explore ways in which they have impacted the implementation of co-teaching in your school.
- What are some ways in which the leadership in your building support or prevent community building initiatives?
- Be prepared to report out which of the Collaborative Craftsmanship strategies you were able to best implement; Which of the ones you struggled the most with & why?
- Be prepared to share out any meaning-making that took place in the last 2 months; how your teacher discourse moves or student discourse moves changed the meaning.

### Tentative Agenda March 25, 2020

#### Reflection

- One week before scheduled meeting, submit deliverables of the third phase of action plans.
- Cohort Participants will report out about the Collaborative Coaching and Collaborative Craftsmanship strategies from their action plan.
- Post Self-Assessment

#### Culmination

- Complete the reflection survey
- Receive certificate of participation

#### **Recommended Text**

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