

Teacher Collaboration and Co-Teaching

Important questions to consider when collaborating:

- What technology can we use with remote learning?
- How might we experiment with teaching multiple groups of students in a remote setting?
- How can we incorporate digital tools, such as Google Forms to gather assessment data?
- What [evidence-based, best practices](#) can we transfer into the online or hybrid environment?

Small steps individual teachers of ELs can take:

Emphasize the importance of [collaborative teacher expertise](#) and collective teacher efficacy.

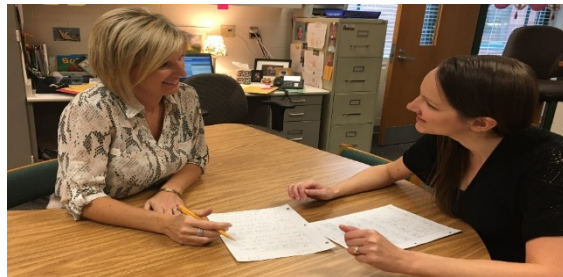
Start small — co-teach with 1 or 2 colleagues at first and focus on [building trusting, supportive professional relationships](#). Establish a predictable weekly routine.

Meet with your colleagues once or twice a week to establish priorities, attainable goals, and clarity around what ELs can do. Emphasize the importance of [collaborative teacher expertise](#) and collective teacher efficacy.

Key Ideas for Effective Teacher Collaboration:

- identifying content and [language learning targets](#),
- instructional materials and strategies,
- developing appropriate assessments, grouping students for instruction
- gathering data to monitor progress

For more in depth exploration, please visit [Collaboration: Working Together to Serve Multilingual Learners \(WIDA\)](#) and [How ELL Educators Can Collaborate and Co-Teach during COVID-19 \(Colorín Colorado\)](#).



Align digital tasks and tools to ensure students SWIRL (speak, write, interact, read and write).

Put students first by creating learner portraits and student clusters indicating which ELs might have similar needs.

Co-develop student portraits, allowing teachers to [get to know their ELs](#) and to document their progress. Following are some WIDA posted suggestions on how to develop a [Can Do Portrait](#) and [this sample portrait](#).

Co-create supports and scaffolds for ELs at various language proficiency levels to meet content and [language learning targets](#) successfully.

[learning choice boards](#) for each unit of study that embody multilingual, multicultural, multilevel, multisensory, and multimodal learning.



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