

Table 2.3 Opportunities for Instructional Collaborations

Collaborative Practices Aligned to Instruction	Goals	Look-Fors
Joint planning	<ul style="list-style-type: none"> • To establish attainable yet rigorous learning targets • To share instructional routines and strategies • To align instructional content • To design appropriate formative and summative assessment measures 	Daily lesson plans and unit plans reflective of the following: <ul style="list-style-type: none"> • Language and content objectives • Knowledge of diverse ELLs' needs • Strategically selected instructional accommodations and accelerations • Differentiated instruction according to students' academic and linguistic abilities
Curriculum mapping and alignment	<ul style="list-style-type: none"> • To plan and align instruction for a longer period of time • To have an overall guide for joint planning, parallel teaching, and co-instruction 	<ul style="list-style-type: none"> • Rigor, relevance, and research-informed approaches infused into the curriculum • Instructional intensity in the planned and taught curriculum for ELLs
Parallel teaching	<ul style="list-style-type: none"> • To accelerate ELLs' knowledge and understanding of mainstream curricula • To ensure that what happens during ELD/ESL lessons parallels general class instruction 	<ul style="list-style-type: none"> • Coordination and sharing of lesson goals and objectives • Established content for the ESL teacher to pre-teach or re-teach
Co-developing instructional materials	<ul style="list-style-type: none"> • To scaffold instructional materials • To select essential materials that support accelerated learning 	<ul style="list-style-type: none"> • Differentiated, tiered, teacher-made resources • Chunking of complex materials or tasks into manageable segments • Selection of essential learning tools
Collaborative assessment of student work	<ul style="list-style-type: none"> • To jointly examine ELLs' language and academic performance • To analyze student data and identify areas that need improvement or targeted intervention 	<ul style="list-style-type: none"> • Shared formative and summative assessment measures • Co-developed assessment tasks • Joint goal setting for ELLs using assessment data
Co-teaching	<ul style="list-style-type: none"> • To co-deliver instruction through differentiated instruction • To use various models of instruction to establish equity between co-teaching partners 	<ul style="list-style-type: none"> • Co-equal partnership • Shared ownership for learning • Engagement in the entire collaborative instructional cycle
Joint professional learning (See more on this in Chapter 6 addressing professional development.)	<ul style="list-style-type: none"> • To enhance pedagogical knowledge, skills, and dispositions about ELLs • To established a shared understanding about ELLs' needs, best practices, and effective strategies • To explore new and emerging directions in ELD/ESL education 	<ul style="list-style-type: none"> • Sustained engagement in learning with colleagues • Application of new learning to teaching • Reflection of new learning • Opportunities to showcase new learning