

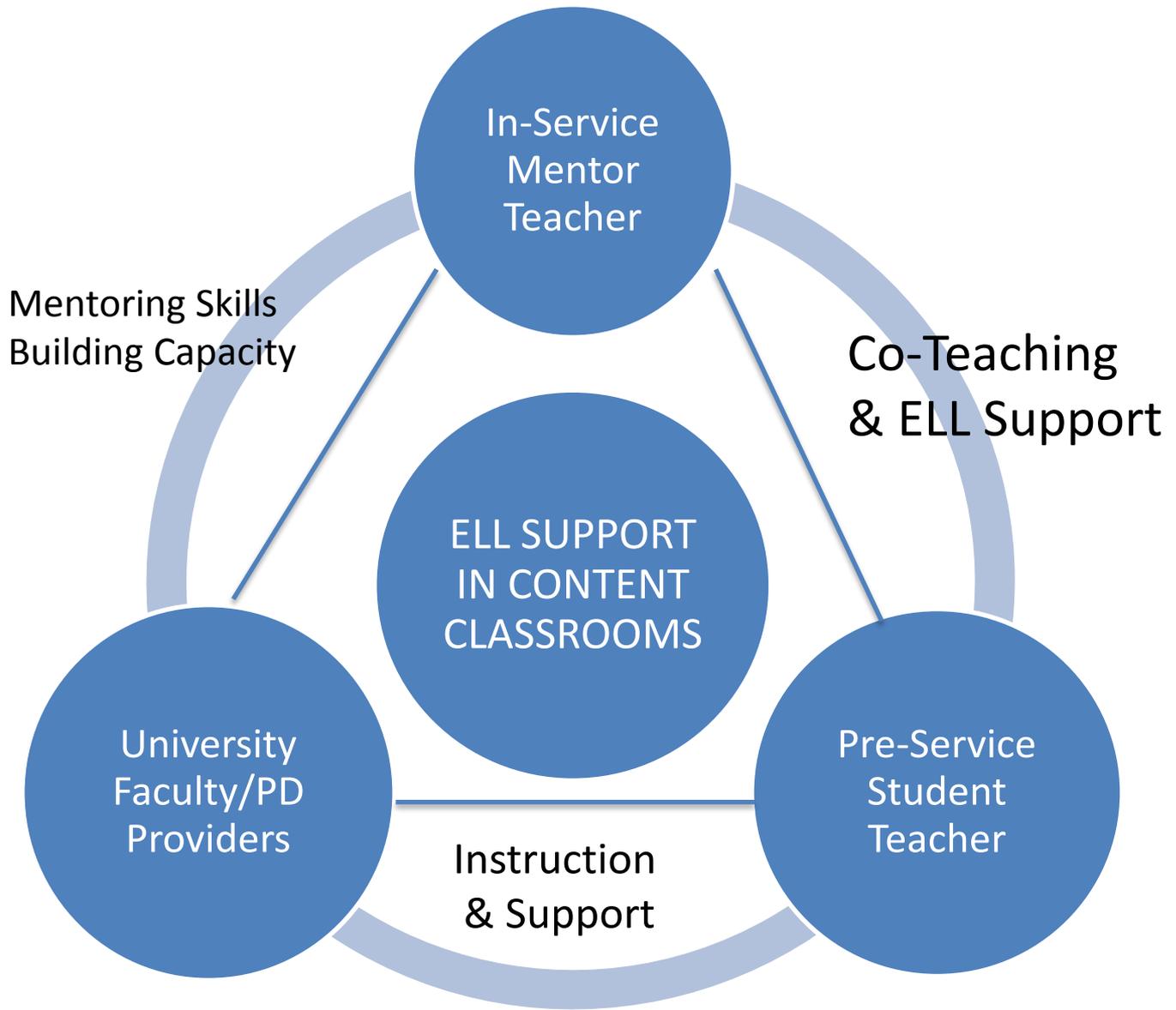
The Trio Project

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Project Goal: To leverage Co-teaching toward EL support and development

- In-service teachers have experience in teaching and strong content knowledge.
- Pre-service teachers are learning the latest in research-based practices to support Sheltered English Instruction in university coursework.
- By fostering a co-teaching relationship, each co-teacher gains strategies and skills to support English Learners in content-area classrooms.
- Having two teachers in the room also supports College and Career readiness for all students in both language and content.



Trio Project Design

Successes

- Faculty awareness and incorporation of a focus on academic language development within university courses
- In- and Pre-Service teachers developed content-area strategies for supporting EL students in College and Career Readiness with support of content-area specialists
- The practice-embedded work and collegial nature of the PLC facilitated a focus on supporting EL students in a more concrete fashion (shared analysis of student work over time)
- Mentors report the PLC was “one of the best PD experiences I have ever had”
- Math mentors felt the experience helpful in navigating the language demands of CCSS.

Challenges

- Maintaining momentum and building capacity in university curriculum
- Increased teacher stress about content-area language production needs with CCSS
- Less collegial co-teaching relationships tended to have less focus on use, discussion, and development of lessons and instruction supporting EL students
- Developing relationships to facilitate the shared development of in- and pre-service teacher development
- Recruiting Mentors and Student Teachers

What can OEELA do to facilitate on-going sharing of promising practice?

- Continue to provide advice and support for implementation
- Create an online repository of sample lessons or materials created by projects for use in other projects