

# Team Teaching Structures within a Dual-Language Context

Woodburn School District

Diverse in Culture - Unified in Mission



Co-Teaching



# Presentation Overview

- District Overview
- The 3-year journey
- Philosophy Alignment
- Creating Predictability
- Common Structures
- Q & A



# Diverse in Culture

Woodburn School District is an outstanding multilingual school district, which motivates and empowers all students to succeed.



# Diverse in Culture

↗ 5680 Students Grades K-12

↗ 75% Hispanic

↗ 10% Russian

↗ 52% ESL

↗ 12% Special Ed



# Diverse in Culture

↪ 78% Minority

↪ 84% Eligible for Free/Reduced Lunch

↪ All Students Receive Free Breakfast/Lunch

↪ About 50% of Staff Members are Multi-lingual

↪ 9% Talented & Gifted



# Unified In Mission

**Our promise** is to engage,  
inspire, and prepare all students to  
learn and lead in a global society.



# Unified In Mission

**We value:** Accountability, Civic Responsibility, Diversity, Equality, Family, Integrity, Learning, Multilingualism, Parent-Community Partnerships, Safety, & The Individual



# Our Classes

Total Student Population: 96

IEP: 13 ( 13%)

TAG: 7 (7%)

ESOL: 25 (26%)





# Transfer

↗ Concepts

↗ Skills

↗ Knowledge

↗ Vocabulary

↗ Grammar (positive/negative transfer)



# Think Time

- What questions do you have?
- What would YOU like to learn today?



# The Challenge

- Effective teams open their teaching to intense scrutiny.
- Expose vulnerabilities
- Switch focus from teaching to student learning



# Our Journey - Year One

- ↗ Surprise!
- ↗ Big planning sessions with broad goals
- ↗ Transfer happens through proximity, right?



# Our Journey - Year Two

- ↗ We got this. Transfer became a conversation.
- ↗ Division of labor... annnnd switch
- ↗ Language Transfer occurs through shared vocabulary and repeated instruction. (Conflict = Conflict)



Hello!



¡Hola!

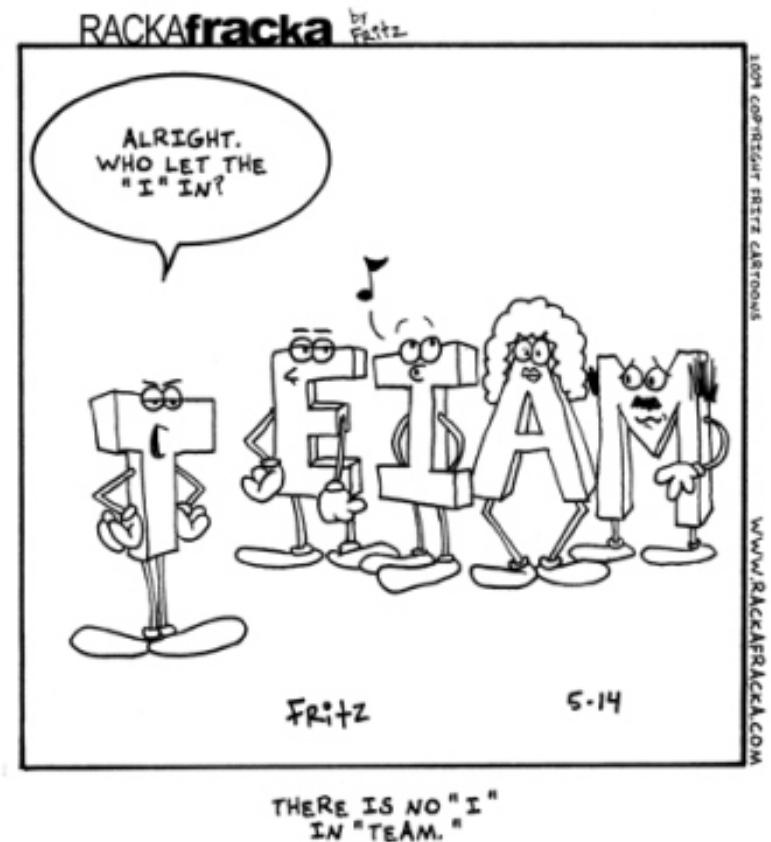
# Our Journey - Year Three

- We need to really focus on this.
- Integration of Curriculum.  
Team in more than name and shared students.
- Transfer occurs through aligning curriculum to dual-language exposure.



# Aligned Philosophy

- Reading Workshop -  
Atwell/ Rosenblatt/  
Calkins
- Writing Workshop -  
Fletcher/ Graves/ Calkins





# Why Workshop?

- Flexible goals
- Authentic
- Differentiated reading levels
- Many speaking opportunities
- Time for interventions



# Importance of Predictability

- "Writing is an unpredictable act requiring predictable classrooms both in structure and response." - Donald Graves
- Previous years sacrificed writing
- 4 days a week Reading AND Writing



# Result #1

- More co-planning
- Focused discussions on "transfer"
- NOTE - Must be flexible!

# Result #2

- More cooperation / less resistance
- Less time instructing / more time learning
- Clear expectations

# Result #3

- Well-balanced curriculum
- Consistency allows for REAL development



# Think Time

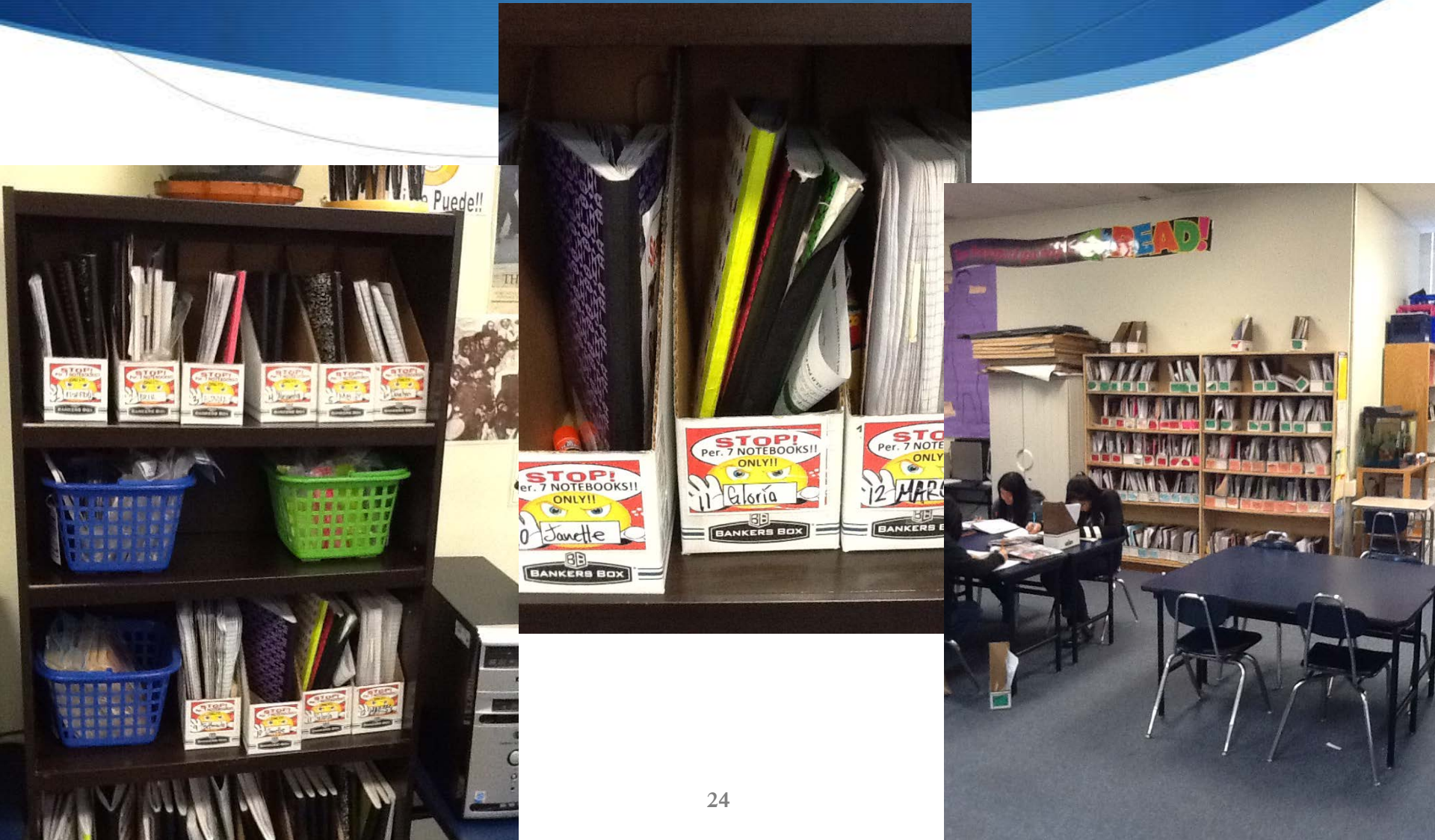
➤ What **structures** exist in your classroom(s) that could be integrated to eliminate the feeling of “difference” when traveling from one room to another?



# Common Structures

- Shared Supplies – Language rich...  
Bilingual
- Product Purpose/ Look
- Instructional Routines
- Rubrics (work in progress)

# Supply Boxes





# Supply Boxes

3<sup>rd</sup> Period Spanish  
Language Arts -  
Sandoval

4<sup>th</sup> Period  
Spanish  
Language Arts -  
Sandoval

3<sup>rd</sup> Period  
English  
Language Arts  
- Davis

4<sup>th</sup> Period English  
Language Arts -  
Davis

# Journal/ Diario

nada & ZERO de comida que había sido  
 procesada o rumberada de lo original. Tampoco  
 puede comer azuca, grano, leche, puerca  
 comide natural como fruta, verduras, carnes.

Blabber (CW)

September 25, 2013  
 11:36 am

English, I love & hate english, I remember  
 staying back in 2nd grade for not speaking  
 english well enough. I remember them calling  
 me Jose, even though I told my name  
 was Chuy. I hated learning english, my  
 whole world was Spanish. But I learned to  
 still love Spanish. But I learned to  
 love english, thanks to Mr. Baker in  
 5th grade, who introduced me to the  
 Hardy Boy Mystery's books. I must of  
 read 50 books & that year ☺

30 de septiembre  
 1:19 pm

2<sup>da</sup> Opcion "Torro"  
 ej. 1 No que No! Maldito jurate, por  
 me ibas a ganar. Tu y esos  
 no valen nada. No sabes quien  
 el Relampago Juarez de Jalisco,  
 de los Altos. Y tu y tus j  
 no me pueden dominar.

2<sup>da</sup> Opcion "Imete que este Socho"  
 Que estúpido fui, como pense que  
 gran Relampago Juarez. Nunca lo  
 voyre decir que Juan me convence  
 segura llegare a mi muerte.

nada & ZERO de comida que había sido  
 procesada o rumberada de lo original. Tampoco  
 puede comer azuca, grano, leche, puerca  
 comide natural como fruta, verduras, carnes.

Blabber (CW)

September 25, 2013  
 11:36 am

English, I love & hate english, I remember  
 staying back in 2nd grade for not speaking  
 english well enough. I remember them calling  
 me Jose, even though I told my name  
 was Chuy. I hated learning english, my  
 whole world was Spanish. But I learned to  
 still love Spanish. But I learned to  
 love english, thanks to Mr. Baker in  
 5th grade, who introduced me to the  
 Hardy Boy Mystery's books. I must of  
 read 50 books & that year ☺

Muy Ponco (CW)

30 de septiembre  
 1:19 pm

Muy Ponco (CW) #40 01 de octubre  
 2:13

\* Porque pienso que amistades son importantes...

♥ \* Entendiendo Desde el Corazon ♥ 7 de octubre

• Escribiendo en 1<sup>era</sup> persona (palabras clave: yo, me, mi)  
 • 1<sup>er</sup> Opcion V. de Propia 2<sup>da</sup> Opcion Escribiendo

Hoy es un día muy especial para mi, me  
 hija Angelica Justine Sanderol, nombre  
 de su madre, nacio hoy día hace 1.  
 La quiero tanto, me da tristeza que  
 momentos no pueda estar con ella. Me  
 que trabaje, y apoye a mis abuelos  
 los de periodo. Menos a  
 que siempre me interupte y es  
 Que cosas le enseñan en la casa.

2<sup>da</sup> Opcion "Torro"  
 ej. 1 No que No! Maldito jurate, por  
 me ibas a ganar. Tu y esos  
 no valen nada. No sabes quien  
 el Relampago Juarez de Jalisco,  
 de los Altos. Y tu y tus j  
 no me pueden dominar.

2<sup>da</sup> Opcion "Imete que este Socho"  
 Que estúpido fui, como pense que  
 gran Relampago Juarez. Nunca lo  
 voyre decir que Juan me convence  
 segura llegare a mi muerte.

# Supplies -Notebooks



Page:	Topic/Mini Lesson	Tópico/Tema
1.	Table of Contents	Tabla de Contenido
2.	>	>
3.	Sept. - "Who am I?"	>
4.	Sept. - Reading Inventory	> ¿Quién Soy Yo?
5.	Sept. - Writing Inventory	Inventario de Lectura
6.	IPICK -Choosing "Just Right" book	Inventario de Escritura
7.	How do I know my book is a good fit?	¿Cómo sé si el libro es bien para mí?
8.	Fiction/ Non-fiction/ Hybrid	Ficción/ No Ficción/ Híbrido
9.	How do I monitor for meaning?	¿Cómo monitoreo para comprender?
10.	What Fix-Up Strategies can I use?	Estrategias Para Comprender Preguntas
11.	Cognitive Strategies Overview	Sobrepaso de Estrategias Cognitivas
12.	*	*
13.	*	*
14.	Plot Elements Overview (Dictionary)	TRAMA Sobrepaso de los Elementos
15.	> Plot: Plot Graph (w/ Definitions)	> Trama: Mapa del Trama con Definiciones
16.	> Plot: Plot Graph (Purpose)	> Trama: Mapa del Trama con Propósito
17.	> Plot: What is Conflict?	> Trama: ¿Que es Conflicto?
18.	> Plot: External Conflict	> Trama: Conflicto Externo
19.	> Plot: Internal Conflict	> Trama: Conflicto Interno
20.	> Plot: Character v. Character	> Trama: Personaje v. Personaje
21.	> Plot: Character v. Self	> Trama: Personaje v. Si Mismo
22.	> Plot: Character v. Society	> Trama: Personaje v. Sociedad
23.	> Plot: Character v. Nature	> Trama: Personaje v. La Naturaleza
24.	> Plot: Character v. Fate/ Gods	> Trama: Personaje v. Destino/Dioses
25.	> Plot: Non-Liner Plot (Paralelism/ Flashback)	> Trama: Sin Trama/Argumento
26.	Point of View Overview	Puntos de Vista: Sobrepaso
27.	* POV: 1 <sup>st</sup> Person	* PDI: 1 <sup>a</sup> Persona
28.	* POV: 3 <sup>rd</sup> Person Omniscient	* PDI: 3 <sup>a</sup> Persona Omnisciente
29.	* POV: 3 <sup>rd</sup> Person Limited	* PDI: 3 <sup>a</sup> Persona Limitada
30.	Character: Antagonist/ Protagonist/ Foil	Personajes: Antagonista/Protagonista
31.	Character: Dynamic/ Static	Personajes: Dinámico/Estático
32.	Character: 5 Ways of Characterization - Physical	Personaje: Estilos de Personificación: Física
33.	> Thoughts	> Personajes: Pensamientos
34.	> Actions	> Personajes: Acciones
35.	> Dialogue	> Personajes: Diálogo
36.	> What others think/ say/ do/ feel	> Personajes: La que otros piensan/dicen/hacen/sienten
37.	Character: Ways to Know a Character Personality Traits	Personaje: Modos de Conocer un Personaje
38.	* Likes/Loves	* Gustos/Amores
39.	* Dislikes/Hates	* Disgustos/Odios
40.	* Hopes	* Esperanzas
41.	* Fears	* Temores/Miedos
42.	Setting: Place	Ambiente: Lugar
43.	> Time, Time Period	> Tiempo, Época, Período
44.	> Society, Culture (How other than own)	> Sociedad, Cultura
45.	Theme: Definition/ Universal Theme List	Tema: Definición/Tema Universal
46.	* How do authors reveal themes?	* ¿Cómo revelan temas los autores?
47.	* Why do authors use? Why do we search?	* Por qué usan temas, los autores?
48.	*	*

Page:	Topic/Mini Lesson	Tópico/Tema
49.	Signpost #1 Contrast & Contradiction	Signpost #1 Contrastes y Contradicciones
50.	>	>
51.	>	>
52.	SP #2 Aha Moment	SP #2 Momentos de ¡Aha!
53.	*	*
54.	*	*
55.	SP #3 Tough Questions	SP #3 Preguntas Pesadas
56.	>	>
57.	>	>
58.	SP #4 Words of the Wise	SP #4 Palabras de Sabiduría
59.	*	*
60.	*	*
61.	SP #5 Again & Again	SP #5 Otra Vez y Otra Vez
62.	>	>
63.	>	>
64.	SP #6 Memory Moment	SP #6 Recordando una Memoria
65.	*	*
66.	*	*
67.	What is Informational Text?	¿Qué es Literatura Informativa?
68.	Text Features - What are they? Why use them?	Apoyos de Textos
69.	> Text Books- Part 1	> Textos- Parte 1
70.	> Text Books- Part 2	> Textos- Parte 2
71.	> Chapter Features- Part 1	> Características de Capítulos- Parte 1
72.	> Chapter Features- Part 2	> Apoyos de Capítulos- Parte 2
73.	> Chapter Features- Part 3	> Apoyos de Capítulos- Parte 3
74.	> Chapter Features- Part 4	> Apoyos de Capítulos- Parte 4
75.	> Article Features- Part 1	> Apoyos de Artículos- Parte 1
76.	> Article Features- Part 2	> Apoyos de Artículos- Parte 2
77.	> Article Features- Part 3	> Apoyos de Artículos- Parte 3
78.	> Article Features- Part 4	> Apoyos de Artículos- Parte 4
79.	Text Structures: Overview: Why do authors use?	Estructuras de Textos: Sobrepaso
80.	* Cause Effect	* Causa y Efecto
81.	* Problem & Solution	* Problema y Solución
82.	* Sequence	* Secuencia
83.	* Compare & Contrast	* Comparar y Contrastar
84.	* Descriptive	* Descripcón
85.	Setting your Purpose- Author/Reader/Why? PIE.	Estableciendo la Propósito- Autores/Lector/¿Porque?
86.		
87.		
88.		
89.		
90.		
91.		
92.		
93.		
94.		
95.		
96.		

# Classroom Libraries



# Procedural Forms

**\* Required**

NAME / Nombre \_\_\_\_\_

CHECKING IN? OUT? \*  
OUT / Saliendo  
IN / Regresando

PERIOD / Periodo \*  
 Per. 1  
 Per. 3  
 Per. 4  
 Per. 5  
 Per. 6  
 Per. 7

DESTINATION / Destino \*  
 RESTROOM / Baño  
 LOCKER / Casillero  
 OFFICE / Oficina  
 NURSE / Enfermera  
 BUDDY ROOM / Salon de Silencio  
Other: \_\_\_\_\_

Submit

Never submit passwords through Google Forms.

DAVIS/SANDOVAL'S  
BOOK & RESOURCE Check  
Out FORM / Forma para  
Prestar Libros o Recursos

\*Please return borrowed books DIRECTLY to me, so that I can clear you name & school.  
\*Por favor de regresar los libros que has prestado, DIRECTAMENTE a mi. Para que bor

\* Required

TEACHER Library \*  
 DAVIS  
 SANDOVAL

FIRST NAME / Primer Nombre  
\_\_\_\_\_

LAST NAME / Apellido  
\_\_\_\_\_

RESOURCE CHECK-OUT / Otro Prestamo  
Any other Item you which to borrow (Thesaurus, Rulers, Scissors, etc..) Cualquier Ot  
\_\_\_\_\_

BOOK TITLE / Titulo de Libro \*  
 N/A - No Title / Sin Titulo  
\_\_\_\_\_

# Think Time

➤ What materials or products could your team share and produce in multiple languages and locations?

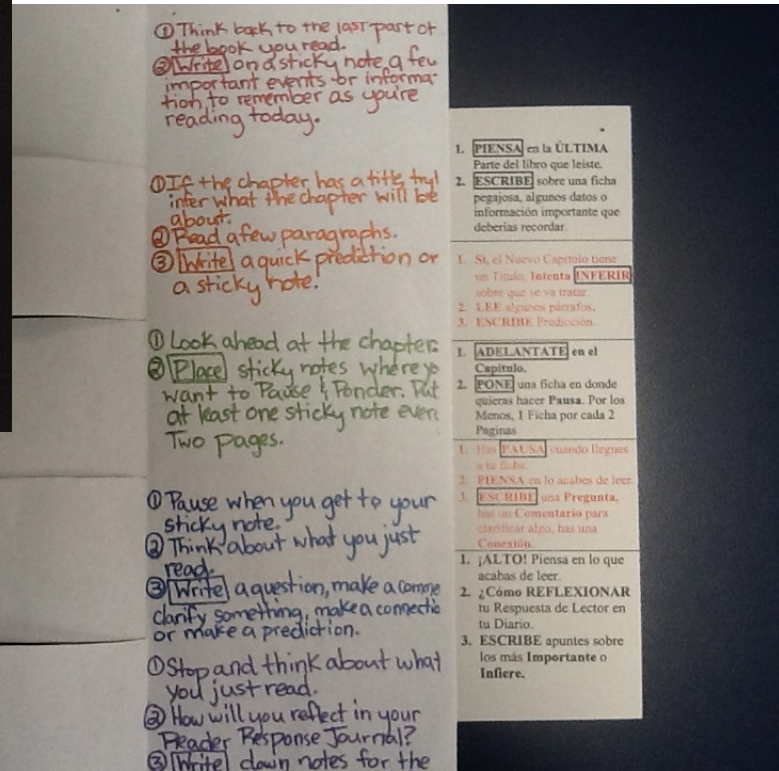
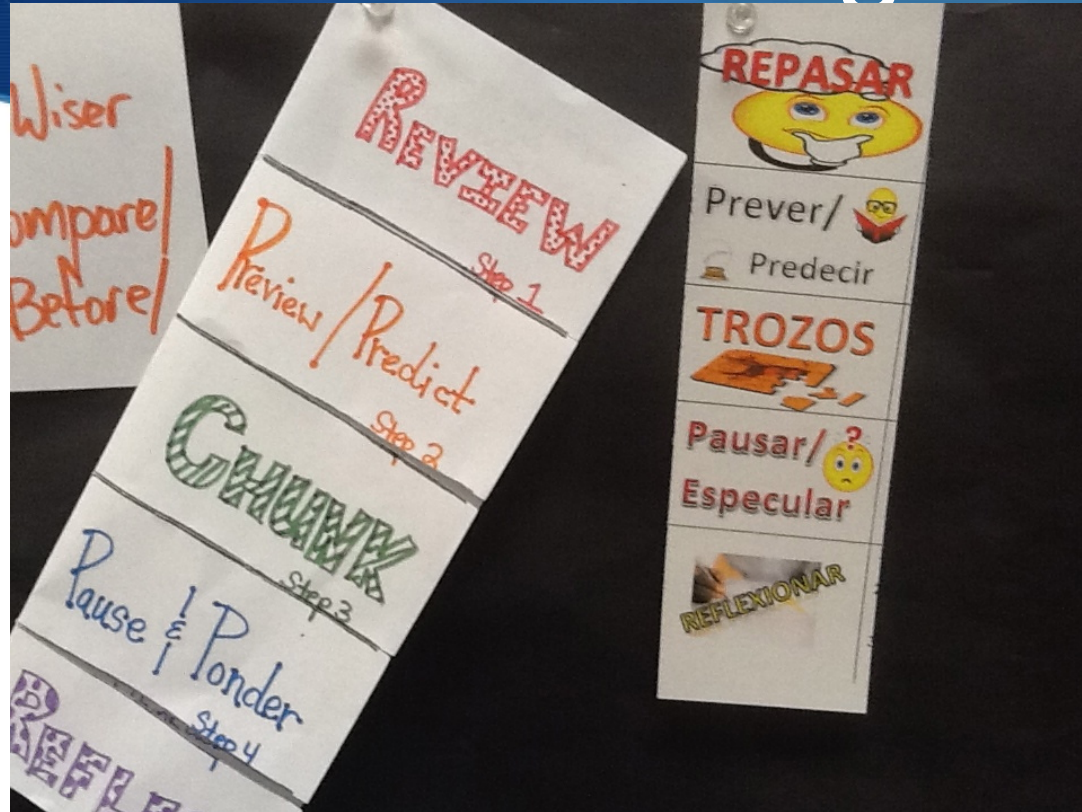


# Common Products

- Students see identical assignments in English and Spanish.
- Increases concept transfer.
- Reduces need for repeated/ additional instruction.



# Reading Routines

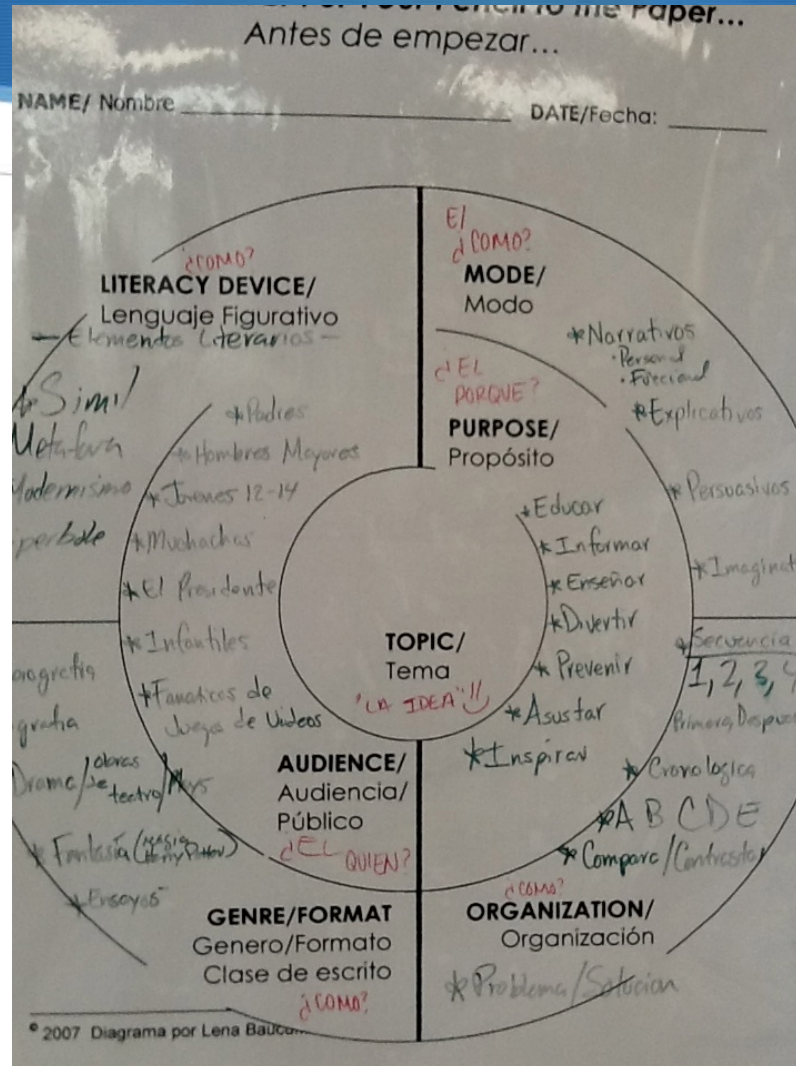




# Reading Routines

Nombre _____		Fecha _____	
Date _____		Period _____	
Pages # _____ to # _____		NOMBRE/Name _____	
TITULO del LIBRO/Book Title _____		FECHA/Date _____	
TITULO del CAPITULO/Chapter Title _____		PREVER del CAPITULO/Preview of the Chapter _____	
Preview of the Chapter _____		PREVER del CAPITULO/Preview of the Chapter _____	
Pause and Ponder _____		PAUSA y ESPECTULAR/Pause & Ponder _____	PAUSA y ESPECTULAR/Pause & Ponder _____
Pause and Ponder _____		PAUSA y ESPECTULAR/Pause & Ponder _____	PAUSA y ESPECTULAR/Pause & Ponder _____
Pause and Ponder _____		PAUSA y ESPECTULAR/Pause & Ponder _____	PAUSA y ESPECTULAR/Pause & Ponder _____
Preview of the Chapter _____		PREVER del CAPITULO/Preview of the Chapter _____	

# Writing Scaffolds/ Pre-writes



# Scaffolds

## COMPARAR y CONTRASTAR

Al hacer un borrador o preparar un discurso, usa el siguiente marco de referencia:

Introducción	<ul style="list-style-type: none"> <li>Las similitudes entre _____ y _____ indican _____.</li> <li>Comparando _____ por _____ se hace claro que _____.</li> <li>En comparación de _____ por _____ resulta que _____.</li> </ul>
Para comparar y apoyar	<ul style="list-style-type: none"> <li>Si bien _____ y _____ son _____ es _____.</li> <li>_____ es _____ mientras que _____ es _____.</li> <li>La diferencia más evidente entre _____ y _____ es _____.</li> </ul>
Para apoyar tus ideas	<ul style="list-style-type: none"> <li>Una similitud / diferencia es _____.</li> <li>Las características que tienen en común son _____ y _____.</li> </ul>
Conclusión	<ul style="list-style-type: none"> <li>Comparado _____ con _____, hemos aprendido _____.</li> <li>Las diferencias entre _____ y _____ son importantes porque _____.</li> </ul>

Language for Academic Writing and Speaking

### Compare and Contrast

Use the following frames when you draft a paper or prepare to speak!

To open	<ul style="list-style-type: none"> <li>The similarities between _____ and _____ indicate _____.</li> <li>By comparing _____ to _____ it becomes clear that _____.</li> <li>A comparison of _____ to _____ reveals _____.</li> </ul>
To compare or contrast	<ul style="list-style-type: none"> <li>Although _____ and _____ are _____, _____ is _____.</li> <li>_____ is _____, whereas _____ is _____.</li> <li>The most obvious difference between _____ and _____ is _____.</li> </ul>
To support your ideas	<ul style="list-style-type: none"> <li>One similarity / difference is _____.</li> <li>Their common characteristics include _____ and _____.</li> </ul>
To close	<ul style="list-style-type: none"> <li>By comparing _____ to _____ we learn _____.</li> <li>The differences between _____ and _____ are important because _____.</li> </ul>

©2010 EL Activo A STUDENT HANDBOOK FOR CONSTRUCTING MEANING 5

## COMPARAR y CONTRASTAR

Cuando compares y contrastes usa el siguiente lenguaje para:

- Discutir similitudes y diferencias
- Elegir la mejor opción
- Identificar características comunes

Palabras y frases para crear transiciones y conectar ideas

<ul style="list-style-type: none"> <li><b>Pero</b></li> <li><b>Sin embargo</b></li> <li><b>Todavía</b></li> <li><b>Como</b></li> <li><b>Similarmente</b></li> <li><b>Mientras que</b></li> <li><b>contrariamente</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Porque</b></li> <li><b>Alm...</b></li> <li><b>Conjunc...</b></li> <li><b>Con...</b></li> <li><b>Pr...</b></li> <li><b>Si...</b></li> </ul>	<ul style="list-style-type: none"> <li><b>En común</b></li> <li><b>En oposición a</b></li> <li><b>Una diferencia entre</b></li> <li><b>Comparten lo mismo</b></li> <li><b>Solo como</b></li> <li><b>En contraste</b></li> <li><b>Comparado con</b></li> </ul>
---	--	---

Language for Academic Writing and Speaking CM

### Compare and Contrast

Use the language of compare and contrast when you are asked to:

- discuss similarities and differences
- choose the best option
- identify common characteristics

Words and phrases to create transitions and link ideas:

<ul style="list-style-type: none"> <li>but</li> <li>however</li> <li>yet</li> <li>unlike</li> <li>like</li> <li>similarly</li> <li>whereas</li> </ul>	<ul style="list-style-type: none"> <li>contrary</li> <li>same</li> <li>both</li> <li>share</li> <li>each</li> <li>produced</li> <li>although</li> </ul>	<ul style="list-style-type: none"> <li>in common</li> <li>on the other hand</li> <li>as opposed to</li> <li>a distinction between</li> <li>share the same</li> <li>just like</li> <li>in contrast</li> <li>compared to</li> </ul>
---	---	---

©2010 EL Activo A STUDENT HANDBOOK FOR CONSTRUCTING MEANING 6



# Google Doc - Book Log



# Independent Reading Plan

Level 1	Level 2	Level 3	Level 4	Level 5
<p>These books are much too easy for MOST readers. Enjoy only one, then choose something with a higher difficulty. Talk with a teacher before choosing.</p> <p><i>Examples: picture books, comics</i></p>	<ul style="list-style-type: none"> <li>• Simple Plot (No sub-plots)</li> <li>• Usually only character vs. character conflict</li> <li>• Static, Flat Characters</li> </ul> <p><i>Examples: Captain Underpants series, Big Nate, Bone, Easy Suspense, Action</i></p>	<ul style="list-style-type: none"> <li>• Plots are realistic, but easy to follow and understand</li> <li>• External AND Internal Conflict</li> <li>• May have:               <ul style="list-style-type: none"> <li>Char v. Char</li> <li>Char v. Self</li> <li>Char v. Society</li> <li>Char v. Nature</li> <li>Char v. Destiny</li> </ul> </li> <li>• Characters MAY be Dynamic.</li> <li>• A limited amount of Themes, and they are easy to understand and relate to</li> <li>• Written to engage ALL levels of readers</li> </ul> <p><i>Examples: Bluford High Series, Fantasy stories, Rick Riordan books, Hi - Lo books, Many Graphic Novels</i></p>	<ul style="list-style-type: none"> <li>• Complex Plots with Sub-plots</li> <li>• External AND Internal Conflict</li> <li>• May have:               <ul style="list-style-type: none"> <li>Char v. Char</li> <li>Char v. Self</li> <li>Char v. Society</li> <li>Char v. Nature</li> <li>Char v. Destiny</li> </ul> </li> <li>• Dynamic, Round (realistic) Characters</li> <li>• Lots of real-life themes to build strong connections with</li> <li>• Superbly written and engaging</li> <li>• Vocabulary MAY be challenging</li> </ul> <p><i>Examples: The Lions of Little Rock, The Absolutely True Diary..., The Fault in Our Stars, Most Young-Adult Literature</i></p>	<p>These books are much too difficult for MOST middle-school readers. Talk with a teacher before choosing.</p> <p><i>Examples: William Shakespeare, many classics</i></p>

# Instructional Routines

## Reading Workshop

- Common Expectations
- Time for small-group enrichment/ intervention
- Students may be reading in either English or Spanish
- Oral language always setting specific

# Writing Workshop

- Writing Workshop is both oral and written language-setting specific
- Mini-lesson format
- Publishing Cycles
- Daily Practice

# Word Work

- Spanish - focus SLD
- English - Focus spelling, word-attack, reading automaticity



# Word Work (Spanish)

# Word Work (English)

QuickTime™ and a  
H.264 decompressor  
are needed to see this picture.

# Sample Lesson(s)

## English LA -

Study ways to know a character and complete Character Analysis.

## Spanish LA -

Study kinds of conflict and complete Conflict Analysis.

## English LA -

One on one discussion of conflict in Independent Reading.

## Spanish LA -

One on one discussion of character likes/ dislikes in Independent Reading

## English LA -

Complete a written Conflict Analysis of Independent Reading book.

## Spanish LA -

Complete a written Character Analysis of Independent Reading book.

## In English OR Spanish LA -

Complete a way to share the book with others: SchoolTube Booktalk or GoodReads Review

\* Don't forget that Independent Reading books may be in English OR Spanish.



# Helpful Structures

- Room Proximity
- Regular Agreed-Upon Planning Time



# Think Time



- What structures could you borrow to improve language transfer?
- What effective common structures do your teams use that we have not thought to include?
- What do you wish you had a better structure for that we have not addressed?

# Q & A

➤ Did we answer your questions?

➤ Did we help you learn what you wanted to learn?

➤ Do you still have burning questions?