

Collaboration and Co-Teaching: Effective Instruction for ELLs

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Abstract

This capstone explores the advantages of collaboration and co-teaching among ESOL and mainstream teachers to enhance instruction for English Language Learners (ELLs). Drawing on the research literature it seeks to answer the question of how co-teaching affects the academic performance of ELLs. This overarching research was selected to investigate the difficulties faced by ELLs and teachers in terms of instruction and to improve academic outcomes for ELLs in general education courses. Additionally, this capstone includes a Professional Development designed to explain those difficulties along with tools that can be used for educators when working together and co-teaching. My recommendation is that further studies look at the need for continued data collection on outcomes of collaboration to create more effective co-teaching strategies and models for ELLs in mainstream classrooms.

Keywords: collaboration, co-teaching, ELLs, TESOL, mainstream

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Chapter 1: Introduction

This capstone thesis aims to discuss how collaboration between English as a second language teachers and mainstream teachers meet the needs of English language learners within a mainstream classroom. In my first years of teaching as a mainstream education teacher, I was not certified in English as a second language teacher, resulting in co-teaching with an English as a new language teacher (ENL). Throughout the year we tried various ways on how we could work together to meet the needs of our English language learners. It took the whole academic year to come up with a system that worked for us, and the students. As we navigated through this learning process, we noticed that it disrupted student learning as we lacked consistency in what we taught each day. This capstone will review how co-teaching benefits English language learners while analyzing why there are many challenges for teachers when it comes to collaboration.

English Language Learners (ELLs) are the fastest growing student group in the United States. The National Education Association (NEA, 2008) states that over the past in 2015 the enrollment of ELLs in public school was 10 million and by 2025 one in every four public school students will be an English Language Learner. According to Naegele et al. (2016) in 2010 out of the 50 million students in the United States 10% of those students were identified as ELLs. As the population of ELLs continues to grow there is a shortage of educators who can support this particular group of students in meeting the content standards. Research done by Walsh (2012) demonstrates that co-teaching is considered to be a high-leverage strategy that helps accelerate the process of closing achievement gaps in both reading and math. This study shows that students demonstrate more growth and academic performance when teachers are trained in implementing various co-teaching styles as well as supported by the school administration.

National Center for Education Statistics (NCES, 2023) states that the number of English Language Learners has increased from 4.5 million to 5 million in the last decade. The NCES also reports students are mandated to be enrolled in programs to help them attain English proficiency and meet academic content. While the number of ELLs has increased, therefore the need for support has also increased. ELLs are generally pulled out of class at various times of the day to receive the services the program provides. Whiting (2019) states that ELLs' language, content, and social skills benefit from staying in the mainstream classroom. Therefore, pulling out services does not always maximize learning for ELLs.

Significance of the Problem: How does this issue affect ELLs/Bilingual students?

ELLs come from different cultural backgrounds and face many challenges. In other words, ELLs who are in classrooms that do not practice culturally relevant teaching will have missed educational opportunities (NEA, 2008). Ultimately this means that when ELLs cannot connect to the content, they are more likely to struggle. Roekel (2008) states that general education teacher lacks the tools needed to teach and assess students. They are not able to accurately diagnose and measure student learning. Teachers have expressed their frustration over having received minimal training, professional development, or in-service training on how to appropriately teach their ELLs. Through collaboration, many of these challenges teachers and ELLs face can be met.

Purpose

The main objective of this capstone is to provide professional development (PD) to promote co-teaching in classrooms as well as to integrate language development methods of instruction with mainstream, content instruction and activities. This leads to ELLs having more exposure to the English language co-teaching also encourages ELL students to practice speaking English more often, because they have support from teachers, and are with language majority students

during their learning. In the two sessions of the professional development, the participants will learn about the benefits and styles of co-teaching that will help teachers collaborate to help ELLs face the linguistic, academic, and cultural challenges they encounter on a daily basis.

The professional development is aimed at primary-level general education teachers as well as teaching English to students of other language certified teachers (ESOL teachers). The professional development will provide research data on how ELLs can improve their language and content learning through co-teaching. The data will provide specific ways teachers will navigate each co-teaching method and how they will provide support for the students.

Conclusion

This capstone will explore the challenges in designing and delivering co-teaching outcomes among ESOL and mainstream teachers. The focus of this capstone will be on the under-preparedness of ESOL and mainstream co-teaching, which results in the under-accommodation of English Language Learners (ELLs). Chapter 2 will examine research literature on co-teaching and collaboration instruction between mainstream and ESOL teachers. This chapter will present research on the barriers that impede effective co-teacher strategies. Chapter 3 will apply research to inform participants on effective strategies for co-teaching through professional development (PD). Through this PD, teachers will gain an understanding of the value of co-teaching instruction for ELLs in general education classes and help foster collaboration within their school culture. Chapter 4 will conclude this capstone with some concluding actions as well as recommendations for further research needed to better understand and impact change. At the end of this capstone project you will find PD materials and tools as well as references.

Chapter 2: Literature Review

This capstone project analyzes how English to Speakers of Other Languages (ESOL) teachers and mainstream teachers can collaborate to create lessons that will enhance ELLs academic achievement. The overarching question that will be reviewed in this chapter is: How does collaboration between specialized linguistic professionals and mainstream education teachers support ELLs?

The following are key terms that will be used throughout this chapter. These terms are important terms that help understand the important roles of ESOL and mainstream teachers when co-teaching. Planning, which is defined as organizing materials and strategies within a lesson for students to meet state standards. Differentiation, teachers create appropriate modifications to assignments and activities so that students could adequately complete them. Scaffold is when teachers create levels of difficulty for students to obtain answers to high-order thinking. Objectives are goals created by teachers for students to reach by the end of the lesson. Two specific types of objectives that will be discussed, are content and language objective. Content objectives are goals that align with content-specific standards such as math, English language arts, science, and social studies. Language objectives are goals on how students will use language to understand the content objective.

With the rising numbers of ELLs across the nation, there is a push to have a more adequate curriculum to help them succeed. According to Hersi et al. (2016), in 2008 – 2009 there were over five million ELLs enrolled in the United States public schooling system. That number represents a 51% population increase over ten years and only continues to grow today. According to the NCES (2020), the number of ELLs has increased from 9.2% to 10.3%, in the last ten years. There are currently over 5 million ELLs enrolled in public schools (NCES, 2020).

With the rising number of ELLs throughout the country there are many challenges that both students and teachers face. This capstone thesis will focus on how co-teaching; being a newly adopted method for ELLs; can positively affect students' language, social-emotional needs, and content learning as they are immersed with all of their peers.

Co-teaching in the context of ELLs is the collaboration between a specialized linguistic professional and a mainstream teacher (content teacher). Co-teaching originated from special education as a service delivery model intended to reach a wider range of children (Hersi et al., 2016). Now with the rising number of ELLs in public schools various co-teaching methods among ESOL teachers (specialized linguistic professionals) and mainstream teachers are being utilized for teaching ELLs have been recognized throughout the world (Bauler & Kang, 2020). This method of teaching keeps ELLs in mainstream classrooms to have access to grade-level content (Bauler & Kang, 2020). Although co-teaching has become widely accepted, there are still many challenges that teachers face when it comes to resources, funding, and training on effectiveness.

Through a sociocultural lens, this chapter will address the various challenges ELLs and teachers face in schools. Through research from peer-reviewed literature, this chapter will reinforce the theory of how co-teaching positively affects ELLs' academic and language achievements staying in their linguistically diverse classrooms. The chapter will also address the challenges that teachers face when navigating this new method of teaching to reach all the students in their classrooms.

How ELLs are Serviced

The increasing number of families and children whose primary language is not English face many challenges within schools and their communities. Hang et al. (2014) emphasize that

local communities see ELLs and their families as problematic; due to their cultural and linguistic diversity. In schools, ELLs need specialized differentiated learning, and mainstream teachers who have little to no specialized training are not able to meet those needs. Russell (2012), argues that the teaching of ELLs requires rigorous, content-rich academic courses integrated with language development strategies. If teachers are not able to provide that on their own, then their students will not succeed. Without adequate training, teachers cannot meet the requirements set out by their districts. This raises the idea that collaborating among ESOL teachers who are specialized in language learning, and mainstream teachers who are content-based educators; can provide appropriate strategies, scaffolds, and rigorous content for ELLs.

Schools with students who are identified as English Language Learners are mandated by their state education department to provide specialized services for these students. According to the New York State Education Department (NYSED, 2023), as Part 154 of the Commissioner's Regulation, each district is required to adopt a policy that plans to provide appropriate services, and continuously evaluate and report their academic achievement. These services are provided by ESOL teachers. They are required to meet with ELLs for a certain of minutes during the week. The amount of time varies depending on the language ability of the student. There are various ways in which districts provide services to their identified ELLs.

The NYSED (2021) blueprint of co-teaching for ELLs is shifting away from the traditional English as Second Language programs districts provide. These traditional type of programs consists of ESOL teachers pushing in or pulling ELLs from their regular mainstream classrooms for the certain amount of time that is required by the state (Bauler & Kang, 2020). When an ESOL teacher pushes in, they provide elicited instruction in students' content or grade-level classroom. This is not co-teaching, because the ESOL teacher is only servicing the ELLs,

often the ESOL teacher will have their own lessons and materials, and the responsibility is not shared with the mainstream teacher. When an ESOL teacher pulls out they provide instruction to small groups of students in another separate location (Bell & Baecher, 2012). These traditional methods focus on teaching English language development. In a case study conducted by York-Barr et al. (2007), the researchers argued that these types of programs lead to linguistic isolation that limits ELLs' social interactions. The isolation resulted in fewer opportunities for ELLs to hear, use language, and understand how language is used in school contexts. Because the ELLs are segregated into other classrooms, they miss the opportunity to learn both language and content simultaneously.

Since traditional push-in and pull-out methods for ELLs is for language development, ELLs lose the opportunity to learn language through content. According to the study conducted by Fernandez and Hynes (2016), teachers feel that they are not adequately trained to meet the needs of the ELLs and resort to pullouts so that their students receive the individualized instruction they need. Concluding that there is minimal coordination among ESOL and mainstream teachers. Without coordination, it is assumed that the skills being taught during their pull-out services are not used back in the classroom where they most need it. In addition, if the difficulties are addressed during the pull out it is not guaranteed that mainstream teachers will use the same scaffolds in their classroom as they are not specialized or trained in the area that ESOL teachers address.

The research presented contends that traditional push in and pull-out methods are effective. However, ELLs lose key social interaction opportunities. The isolation affects ELLs disrupts content learning, and social interaction, as well as disconnection among teachers. Teachers are not using the same set of skills, scaffolds, and differentiated needed for students to

have academic achievement. Through collaboration and co-teaching among teachers, ELLs have more opportunities to learn language through content and create meaningful relationships with peers and teachers.

Benefits of Co-teaching

Co-teaching presents an inclusion model where the ESOL teacher and mainstream teacher teach both ELLs and on-ELLs in a linguistically diverse classroom setting (Bauler & Kang, 2020). In this type of teaching model, the ESOL teacher and mainstream teacher jointly provide instruction to English language learners (Bell & Baecher, 2012). Since ELLs are more engaged in their classroom, co-teaching creates a community where there are more friendships among ELLs and non-ELL are fostered. Therefore, the authors indicate that co-teaching provides more engagement through instructional and social situations and provides increased class participation among all students.

According to York-Barr et al. (2007) co-teaching is done in heterogeneous groups; meaning there are students of different proficiency and ability levels working with one another and learning the same content. For students to meet state standards for the content, with varying levels of proficiencies teachers must design and promote lessons that are both rigorous and achievable for students. Through co-teaching, this is obtainable. Lessons co-designed by ESOL and mainstream teachers are meant to appropriately challenge students based on their abilities and language proficiency. Each lesson is designed to meet the needs of all students.

Co-teaching also positively affects students' academic achievements. When lessons are tailored and designed based on student's needs, they are more likely to meet the goals set forth. An example of this was illustrated in a case study conducted by York-Barr et al. (2007). In the three-year study, that took place in an urban elementary school, the researchers claimed that

implementing collaborative teaching in mainstream classrooms with heterogeneous groups of students affects academic achievement. The data collected from the case study showed that the inclusive and collaborative model had positive effects not only on the student's academic achievement but also built a sense of trust among teachers.

Co-teaching has been designed to implement various strategies for language learning through content (Adballah, 2009). For example, ELLs are meant to learn language within the classroom but use content to learn new vocabulary and word meanings. The goal for ELLs throughout their school years is to acquire English as a new language and academic knowledge. For students to become fluent in reading, writing, speaking, and understanding the new language there needs to be explicit teaching of language. A driving factor in language learning is vocabulary acquisition. Researchers have argued that the best way for ELLs to acquire vocabulary is through direct instruction. Authors Nagy and Townsend (2012) state that in the past vocabulary acquisition has been taught through reading and print materials. This is saying that through reading students will acquire and obtain new vocabulary. Through their research, they learned that this approach does not benefit students, as ELLs need to use the words in communication and disciplinary content. They continue to say that ELLs need opportunities to use the words as they are learning the content. Co-teaching for ELLs offers the opportunity for students to use language learning strategies in content coursework. Awarding students the opportunity to increase vocabulary acquisition.

In traditional pull-out methods, ELLs are homogenously grouped and only focus on language development through reading and writing. This limits vocabulary acquisition because students are not engaging with vocabulary that is used in content learning. This is for many reasons, one reason being that mainstream teachers are not trained to know this information,

another reason is that since students are being pulled out they lose the opportunity to engage with the vocabulary presented in the content (Hersi et al., 2016). When students are pulled out of their linguistically diverse classes, they lose the opportunity to learn both language word meaning with content (Bauler & Kang, 2020). However, when teachers collaborate, as stated previously, they can carefully design lessons that focus on vocabulary acquisition, including engaging activities with the heterogenous groups to interact with vocabulary words. These strategies and activities will help students make meaning, and achieve second language acquisition.

In conclusion co-teaching among ESOL teachers and mainstream teachers are beneficial for ELLs. Not only for academic achievement but also because it gives ELLs an opportunity to interact with non-ELLs fostering meaningful friendships and a sense of community. It allows teachers to collaborate as well as to create and implement lessons that use strategies to help with language learning during content instruction. Those key components in co-teaching ensure a successful and trusting learning environment for all students. As Whiting (2019) stated language, content, and social skills of English language learners are best developed in mainstream classes. This could only happen if co-teaching with teachers is carried out correctly.

Challenges Teachers Face

Hersi et al. (2016) note that there are social and academic advantages to having both ESOL and mainstream teachers in a heterogeneous class. Although there are many benefits with this model of teaching it comes with many challenges. Whiting (2017) studied the challenges teachers face when co-teaching. Whiting interviewed 107 teachers and through these interviews he was able to learn about the drawbacks and challenges ESOL teachers face when it comes to working in a mainstream classroom; and how mainstream teachers felt about working with ELLs and ESOL teachers.

Whiting found that 33% of ESOL teachers said they had little to no control over their ELLs in mainstream classrooms. Furthermore, many ESOL teachers complained that there was less focused intervention and the work was not centered on language acquisition. In addition, the study conducted by Peercy and Martin-Beltran (2010) showed that it was rare and unlikely for classroom teachers and specialists in the United States to understand the roles, responsibilities, and practices of the other professionals that work with linguistically and culturally diverse students. This shows that teachers are not collaborating when it comes to planning. Peercy and Martin-Beltran continue to say that co-teaching requires close collaboration between both ESOL and mainstream teachers so that language development grows alongside content knowledge. In other words, when both teachers work closely together to create meaningful lessons that address both the language needs and content knowledge, co-teaching will be successful. While these are problems that teachers face when it comes to co-teaching, these challenges can be addressed with appropriate professional development and in-service training.

Another challenge identified in the study by Destafano et al. (2016) is that teachers do not feel prepared to meet the needs of the large and rapidly growing population of ELLs. The lack of preparation creates a challenging instructional environment for teachers as mainstream teachers alone do not know all the linguistic approaches and strategies to meet the language development demands these students require (Russel, 2012). If teachers do not know how to properly teach these groups of students, the district cannot expect these students to meet state standards. This challenge stems from two major reasons, one is that ESOL teachers and mainstream teachers are not collaborating to learn how what strategies and scaffolds ELLs in the classroom will need. The second is that teachers do not have enough professional development, or in-service training to adequately teach ELLs (Destafano et al., 2016). For both of the reasons

to be addressed, teachers would need to advocate for ELLs so that administration must acknowledge the lack of resources and support teachers get throughout the school year.

Administration Impacts on Collaboration

One of the biggest challenges that determine the success of co-teaching in schools is the culture. Authors Bauer and Kang (2016) claim that these institutional obstacles prevent co-teachers from creating successful collaborations. The successful collaborations include setting goals, sharing ideas, and discussing roles and responsibilities amongst the ESOL and mainstream teachers. If there is no school culture for collaboration, then there is no priority for enriching lessons for students. In that same study, the researchers observed that more than half of ESOL teachers felt there was no culture of collaboration within their school. Russel (2012) believes that administrators that able to establish a school-wide culture that focuses on meeting the needs of ELLs will set the stage for collaboration among teachers. This will help meet the needs of all culturally and linguistically diverse students. Russel continues to discuss how collaborative school culture leads to improve academic outcomes for ELLs. In conclusion, the challenges that teachers face when it comes to collaboration start with the environment that is led by the administration.

Brooks et al. (2010) documented the involvement of administration with ESOL teachers. Before the project began, the only professionals in the building that was responsible for ELLs were the ESOL teachers. The overtaxing responsibilities include language learning, behaviors, and contacting parents. These responsibilities took away from lesson planning and instruction. It also took away from being able to collaborate and co-teach with mainstream teachers. In order for ESOL and mainstream teachers to collaborate and effectively co-teach, the responsibilities and objectives of teachers' roles for ELLs need to be outlined by the administration.

Having collaboration for ELLs amongst TESOL and mainstream teachers not only creates a safe environment but also creates a place where there is more of a focus on advocating for ELLs. Brooks et al. claim that mainstream professionals began to change their views of ELLs and become more involved in the community when collaboration took place. Through co-teaching and collaboration, teachers were able to focus on meaningful lessons that included scaffolding, differentiation, and critical thinking skills to help ELLs make connections to the content, help them critically think, and gain language acquisition.

As stated before, NYSED (2023) Part 154 of the Commissioner's Regulation mandates that each district adopts a plan to service ELLs. Therefore, it is the job of administrators to create an environment where there is collaboration amongst linguistic professionals and mainstream teachers can work together. Creating a collaborative environment includes, promoting teacher engagement through professional development (PD). These PDs can be informal or formal, but they need to focus on instructional practices that will improve the outcomes for ELLs (Russel, 2012). This collaboration environment also includes giving teachers time to plan effectively so that they can create materials, define differentiations and scaffolds, review data, and discuss goals. For co-teaching to be effective where teachers are supported, and ELLs are engaged in rigorous activities, support from administration is needed. When the tone for advocating for ELLs is set by principals, teachers will know what the expectation is and follow it. Teachers will be trained to feel comfortable and confident when working with ELLs. Both teachers will understand each other roles. More importantly, mainstream teachers will be able to understand ESOL teacher roles in ELL's language development, so that they can feel comfortable working together to help students meet their goals. Similarly, teachers will feel comfortable setting

boundaries when it comes to co-teaching, as well as building a welcoming and safe environment for students.

Effective Co-teaching

Co-teaching has gained popularity and favoritism because it is an inclusive teaching method. It is inclusive for ELLs but also creates an open mind for mainstream teachers to incorporate strategies language learning strategies in other content lessons when an ESOL co-teacher is not present. Inclusiveness begins with communication, and that begins when teachers collaborate and co-teach (Hersi et al., 2016). Co-teaching fosters new social interactions among educators, breaks teacher isolation, and expands professional identities (Hersi et al., 2016). In other words, co-teaching is effectively creating community among teachers. By extension, that safe environment will foster an inclusive environment for ELLs.

To be successful when co-teaching, organization is important. Both teachers need to be motivated and willing to participate when designing a plan. York-Barr et al. (2007) explain the significance and importance of program coherence in their case study. As stated previously, York-Barr et al. conducted a study in an elementary school where they spent three years implementing a collaborative program for 1st and 2nd grade to teach ELLs. When there is change, there is always difficulty during the transitional period. This case study began the same. York-Barr et al. explained that in the beginning the teachers had many doubts and voiced their complaints. As the study continued, the teachers continued to achieve their goal of having ELLs remain in the classroom as much as possible. By the third year, the teachers were impressed with the achievement of the ELLs. Because of organizations and implementing of collaboration and co-teaching the program was successful. Both grade levels created collaborative teams and co-teaching models. They each had specific and defined ways in how each class was going to

function in terms of the roles of the teachers and the type of co-teaching model that would be implemented. The models in the study carried out the idea that all the teachers were responsible for all the students, not divided by ELLs and non-ELLs. When co-teaching is organized and when there is a routine the students will flourish. The students will receive the accommodations, scaffolds, and differentiations they need from both teachers instead of just one. They are learning content through language in their diverse classroom.

There is an order of steps that need to be taken to achieve successful collaboration with ESOL and mainstream teachers. In the York-Barr et al. (2007) study, there were different meetings to discuss various parts of collaboration. The grade-level meetings focused on the scheduling and organization of co-teaching. The classroom meetings focused on various strategies and differentiated teaching. The classroom meetings also review the ongoing assessment data such as running records, skills checklist, and work samples. The authors state that routine is extremely important when collaborating with teachers. The routine creates a shared division of labor which holds both teachers accountable.

In conclusion, effective co-teaching has positive effects. When teachers work with one another to create meaningful lessons that include all the strategies and skills students will need to be successful it creates a positive safe environment. This is done through co-teaching when teachers are in the same classroom with equal responsibility for student learning.

Various Co-Teaching styles

Researcher Sterm (1999) states that collaboration and co-teaching have the advantage that teachers can choose from many different avenues. The author also claims that collaboration between the two teachers harnesses a healthy, productive relationship as means of ensuring all students are taken care of in the classroom.

Thus, co-teaching also benefits a division of labor. A co-teaching model provides shared responsibility for professional collaboration during planning, instructing, and assessing the students (Christensen, 2021). In a co-teaching classroom setting, it allows students and teachers to experience and benefit from a wide range of learning styles and teaching techniques. The formal definition of co-teaching is the following: two or more professionals delivering substantive instruction to a diverse blended group of students in a single physical space (Cook & Friend, 1995). According to the Academy for Co-Teaching and Collaboration at St. Cloud State University (2013), the following are seven co-teaching models that teachers can utilize in the classroom. The first model is One Teach, One Observe here one of the teacher delivers instruction to the class while the other collects observational data or the student and/or instructor. The second model is One Teach, One Assist this is a continuation of the One Teacher, One Observe model, one teacher is delivering the instruction to the class and while the other helps students complete their work and manages behaviors. The third model is Station Teaching, in this co-teaching setting the content is divided into sections. Each teacher will teach a section of the content for a set amount of time, and the students will then rotate to the next station after the time is up. This station will sometimes include an independent work station in addition to the teacher-led stations. The fourth model is Parallel Teaching in this model each teacher teaches half of the students. Both teachers will teach the same instructional materials and demonstrate the same teaching strategies. An advantage to this model is that it reduces the student to teacher ratio. The fifth model is Supplemental Teaching in this approach one teacher will continue to teach the students on grade-level, while the other works with the students who need remediation, or an extension of the lesson. The sixth model is Alternative or Differentiated Teaching in this model each teacher offers a different way to teach the same content. The results for the students

will be the same, but the process in learning is different. The seventh model is Team Teaching in this model the classroom is student-led. It is an organized well-structured model that demonstrates a uniform flow of instruction. Both teachers participate fully and equally in the lesson.

The co-teaching style and method of instruction used in a classroom influences student engagement. Inayat and Ali (2020) claim that student engagement in the classroom is related to their success in the future. They continue to say that students who have healthy interactions with teachers are more likely to engage in academics. This results in more participation and academic achievement. For students to flourish, the dynamic needs to be set by the teacher. Using the various co-teaching models stated above grants teachers an opportunity to create an engaging learning environment with specific scaffolds and interventions. When goals, expectations, and behaviors, are explicitly defined by both teachers, the students will be more successful in the classroom (Inayat & Ali, 2020).

To sum up, when ESOL and mainstream teachers are co-teaching they must design a lesson that is effective, while also creating a safe and welcoming environment. Effective co-teaching is not just creating activities, and reviewing content, it is understanding each other's roles when teaching the lesson. Hence, using the various co-teaching models listed above facilitate lessons that promote engagement. Co-teaching is not meant for the mainstream teacher to be in front of the classroom teaching, while the ESOL teachers only work alongside ELLs. Co-teaching is the division of responsibility and throw these various teaching methods, the teachers are splitting up the responsibility so that they each can contribute language and content knowledge for ELLs to succeed.

Conclusion

In conclusion, this literature review is aimed to understand how co-teaching can positively affect student engagement. ELLs face many sociocultural and linguistic challenges as they are learning English as a new language in a new space. Co-teaching supports the theory that ELLs should stay integrated with mainstream classes as they receive the scaffolds they need for language development.

This review notes that co-teaching presents many difficulties for teachers. Firstly, teachers are not adequately trained to teach English Language Learners (ELLs) as the numbers continuously grow. Secondly, teachers feel that there is insufficient room for them to feel cohesive with one another. Finally, teachers feel unsupported by their administration. To ensure the success of co-teaching, an environment of inclusivity must be established. This begins with the development of professional developments, either formal or informal, to guide teachers as they teach their ELLs. Since NYSED (2023) Part 154 of the Commissioner's Regulations promotes training, a benefit can be to help teachers to become more self-assured. Finally, administrators cannot delegate responsibilities to ESOL teachers, as they bear all the burden of teaching ELLs. Administrators should provide support for ESOL teachers to avoid leaving them isolated from mainstream teachers and unable to collaborate with them. Ultimately, administrators are responsible for creating and cultivating an inclusive environment for their students.

This literature review has revealed that traditional methods of language development, while important in their own right, take learning opportunities away from ELLs when they are isolated from mainstream classrooms. Co-teaching provides ELLs with the opportunity to remain in their multilingual classes, while also benefitting from the language support of two teachers.

Additionally, ELLs are allowed to acquire language through content, rather than solely relying on reading for language instruction.

Admittedly, even if every challenge were addressed, the only successful co-teach would be if all teachers were equally dedicated to ensuring that they are working daily, that both teachers are equally responsible for the education of all students, and that the goals of each teacher are aligned to service the social and linguistic goals of the ELL.

The research included in this literature review will be used in the creation of the professional development that will be reviewed and discussed in Chapter 3. The PD in this capstone aims to explain how ESOL teachers and mainstream teachers can co-teach by co-designing a lesson using the various methods stated in this literature review. The following (PD) will demonstrate the importance of being on the same page regarding the objectives of each teacher to support ELLs as well as identifying the challenges ELLs face. In addition, the PD seeks to mitigate the challenges of co-teaching this student population through a solution mindset. Upon presentation of the PD, it is hoped that it will raise awareness of the importance of maintaining the ELL in mainstream classes through the use of co-teaching.

Chapter 3: Description of the Product and Tools

This professional development (PD) aims to educate teachers on how collaboration positively affects ELLs' achievement. The PD will answer the overarching question: How does collaboration between ESOL and mainstream teachers support ELLs? The teachers participating in the PD will learn the advantages of co-teaching and collaboration and how it can improve ELLs' academic performance. The PD aims to mitigate the challenges and objections teachers encounter when teaching ELLs. At the end of professional development, teachers can design a lesson with their grade-level teachers and an ESOL teacher.

Through this PD, teachers will be informed of the benefits of collaborative teaching through research, activities, and videos and will be able to foster a school-wide culture of collaboration. The professional development will be presented to primary mainstream and ESOL teachers. It will consist of two sessions of two hours each. The PD includes various interactive activities, where teachers will learn the effectiveness of collaboration and seven co-teaching models. By the end of the PD, teachers will be able to effectively co-design a lesson that will include a variety of co-teaching models, engaging activities, and scaffolds.

Purpose

This PD aims to educate ESOL and mainstream teachers on how collaboration amplifies the importance of their roles in the academic achievement of ELLs. By collaborating to teach, teachers can reduce how much time ELLs are isolated from the rest of the classroom. Traditional pull-out methods lead to linguistic isolation and limit social interactions. ELLs miss the opportunity to understand how language is used in academic content (York-Barr et al., 2007). ELLs simultaneously learn the content and language when they remain in a classroom. By the end of this PD, teachers will understand that ELLs have more advantages when in linguistically diverse and content-based classrooms than in traditional pull-out sessions (Bell & Bacher, 2012).

Co-teaching is an inclusive style where ESOL and mainstream teachers utilize their expertise to incorporate language development into content-based instruction. The PD will provide teachers with the necessary tools to facilitate successful collaboration with other professionals to guarantee that all students are provided with the necessary accommodations to thrive in mainstream classrooms.

Day 1***Overview:***

For the first day of professional development, teachers will address the challenges arising from the increasing number of English Language Learners in public education nationwide. Specifically, they will discuss ELLs' academic and linguistic demands. The professional development will provide a solution to these demands by highlighting the importance of collaboration between specialized linguistic professionals and content-based teachers in addressing the needs of ELLs.

The PD will begin with a brief introductory writing activity to set the stage for the main question and learning objectives. The presentation will cover research and statistics on ELLs in education. It will then be followed by an interactive puzzle activity to introduce the importance of collaboration. Lastly, the session will end with a reflection on what participants have learned.

Materials:

The materials that will be needed for this sessions are a computer for each participant, a smart board for the presentation. Participants will also have access to hard copies of the materials for the PD, see Appendix A.

Learning Targets:

The first session of this PD will focus on the following target: Summarize how collaboration among professionals affects the school environment. The learning target aims to inform educators about the session and its main focus: collaboration and its impact on the school's culture. Specifically, the session will explore how collaboration affects English Language Learners (ELLs), teachers, and administration.

Activity 1: Scenario Quick Write:

The presentation will begin with a quick write scenario stimulating teachers to think about collaboration. A quick write activates background knowledge and engages students to start thinking about a topic (Marzano, 2001). "Let's imagine you are a wedding planner who just finished training and is working for a new company. A newly engaged couple has hired you and another planner to execute a plan for their special day. The wedding will include 100 guests. You and the other planner sit down to discuss how you navigate this task. What is the first step to planning this wedding? On a piece of paper, write down the first thing you and the planner would discuss to begin planning this event." For this introductory activity, teachers will respond to the following prompt on a piece of paper. This introduction will take place before the learning targets and overarching question (see Appendix A – Activity 1).

While this scenario is unrelated to education, it poses a question essential to the PD. First, it highlights the crucial responsibility of a teacher in terms of planning and preparation. Secondly, the two professionals represent an ESOL and a mainstream teacher, while the clients represent ELLs. In this activity, teachers will put themselves in a scenario where they collaborate with another professional to accomplish a task that caters to their new client's needs. Teachers may have varying approaches. Some may start by collaborating with colleagues, while others prioritize understanding the client's preferences. This activity serves as an introduction to the PD as it aligns with the theory that collaborating with other professionals is necessary to address the specific needs of ELLS.

Activity 2: Adversities for ELLs Face

In this part of the presentation, the information will demonstrate how the instruction for ELLs directly correlates with their language skills and academic achievement (see Appendix A

activity 2A). The visual presentation will demonstrate that over the past decade, the enrollment of English Language Learners (ELLs) in specialized English Proficiency programs has risen from 4.5 million to 5 million (NCES, 2023). After presenting this statistic, the presenter must ask, "What do you think schools will need as the number of ELLs is extensively increasing?" This question suggests that as the number of ELLs rises, there is also a growing need for qualified and prepared professionals.

The presentation will proceed by describing how programs adopted by districts service ELLs. Pull-out and push-in are the two most commonly used methods for providing services to ELLs. Pull-out involves an ESOL teacher instructing small groups of students in a separate location, while push-in involves the ESOL teacher providing instruction within the students' mainstream classrooms (Bell & Baecher, 2012). These programs are specifically designed for language instruction. It is important to note that these methods need additional supplementation to allow ELLs to practice language and content simultaneously.

Furthermore, separating ELLs from their classroom can result in linguistic isolation and limit opportunities for them to hear, use and comprehend language in school settings (York-Barr et al., 2007). Therefore, integrating language and content instruction in each lesson is a beneficial approach for supporting the academic success of English Language Learners.

In this next segment, the presenter will briefly overview what teachers must include in their classrooms to teach ELLs effectively (see Appendix A – Activity 2B). Authors Collins and Samson (2012) have identified three beneficial strategies for ELLs. The first strategy mentioned to support ELL is that teachers should incorporate diverse approaches for developing oral language skills. An example of this approach is vocabulary acquisition. Learning new words involves explicit instruction on new words and incorporating them into various contexts,

including hearing, seeing, and saying them. The second important strategy for ELLs is to provide them with opportunities to learn academic language. The use of academic language includes exposing them to diverse vocabulary and grammar while avoiding using informal language such as slang and idioms. Lastly, it is necessary to establish a culturally inclusive environment for ELLs. ELLs encounter challenges when adjusting from their home setting to the school environment, as they often come from diverse cultural backgrounds. Therefore, schools and classrooms should acknowledge and respect all students' social, cultural, and historical experiences.

To transition to the next activity, the presenter will emphasize that specialized training is one part of effectively teaching ELLs. The following professional development activities present the second part of effectively teaching ELLs.

Activity 3: Puzzle Activity

The next activity in this professional development will focus on the importance of communication when completing a task (see Appendix A – Activity 3). The puzzle activity demonstrates to ESOL and mainstream teachers that effective communication is necessary when instructing ELLs. Collaboration among both teachers is the key to creating effective strategies and scaffolds for these students.

As part of this activity, each table of teachers will be given a link to a puzzle they need to solve without any additional guidance. The teachers are unaware that the link gives everybody at the table access to complete the puzzle simultaneously, resulting in unintentional collaboration. This activity will cause confusion and frustration, as they will not understand why puzzle pieces are being moved around. Once the teachers have had sufficient time to finish the puzzle, the presenter will lead a discussion on how they felt during the activity. In the second part of this

activity, the presenter will provide more detailed instructions and ask the teachers to complete the puzzle again. The new directions will involve clicking the link and working together to solve the puzzle. The groups of teachers will finish the puzzle quickly, as they will be discussing and delegating how they will complete the puzzle.

This activity highlights the frustration of completing tasks without direction or communication. When teachers do not work together and have little coordination, they may end up with different goals and strategies for their students (Sturm, 1999). By collaborating and communicating effectively, teachers can avoid frustration by being on the same page about their student's needs and the steps they will take to help them achieve their goals. The activity and discussion that follows will lead into the next segment, where the presenter will discuss collaboration and how a school's culture of collaboration created a safe and inclusive environment.

Activity 4: Collaboration and What does it mean?

The presenter will clearly define collaboration and its connection to co-teaching during this professional development segment (see Appendix A – Activity 4). Additionally, the presentation will explore the advantages of collaboration and co-teaching, along with strategies for promoting a collaborative culture within schools. Collaboration is the act of working together towards a shared objective or goal. This involves individuals or groups exchanging ideas, resources, and skills to achieve a desired outcome (Castañer & Oliveira, 2020).

ESOL and mainstream teachers can provide students with the necessary accommodations, scaffolds, and differentiation when working together. This collaborative effort creates an inclusive environment that helps English Language Learners succeed. Prioritizing collaboration is essential for achieving this goal. Collaboration builds a sense of trust among

teachers, allowing them to work together more effectively. When teachers work together, they learn about each other's roles and responsibilities, allowing them to understand better how to work together. Mainstream teachers need to understand the role of ESOL teachers and vice versa. This understanding helps teachers feel comfortable working together to help students meet their goals.

Co-teaching is a type of collaboration where teachers jointly create and carry out lessons tailored to meet their students' needs. Co-teaching allows teachers to divide the work among themselves (Christensen, 2021). It minimizes the burden on each teacher and allows them to utilize each other's strengths. Co-designing and co-teaching have been particularly effective for English Language Learners, as they enable them to apply language learning strategies to their coursework (Brooks et al., 2010). Additionally, this approach promotes social interaction among educators, fosters a community, and expands professional identities while creating a welcoming and safe student environment (Hersi et al., 2016).

To conclude this segment, the presenter will explain how schools can establish a school-wide culture of collaboration. The presenter will begin by specifying that administrators set the tone for teachers. When administrators set the tone of collaboration, then the teachers will follow. Research has shown that collaborative school culture can improve academic outcomes for ELLs (Russel, 2012). To facilitate effective collaboration and co-teaching between ESOL and mainstream teachers, the administration must clearly outline the responsibilities and objectives of teachers' roles for ELLs. Additionally, ongoing professional development (formal or informal) is necessary to train teachers in specific components of language development (Brooks et al., 2010). Collaboration between ESOL and mainstream teachers creates a safe environment that prioritizes advocating for ELLs.

Activity: Reflection

For the final activity of the session, teachers will anonymously write on a post-it note about their biggest struggle when it comes to teaching ELLs and what they believe would be helpful to overcome it.

Day 2:***Overview:***

In this session, the PD will focus on effectively co-designing a lesson. It will review the responsibilities that each teacher should encompass in order for there to be a division of labor. Teachers will work together to effectively co-design a lesson.

The session will begin with a quick review to go over the previous day's learning and prepare for the day's activities. The presentation will cover research and statistics on co-teaching methods and how to collaborate effectively with other professionals. Finally, ESOL and mainstream teachers will cod-design a lesson using a template provided in Appendix B.

Materials:

The materials that will be needed for this sessions are a computer, a smart board, co-teaching model definition and examples handout, lesson plan template Appendix B.

Learning Targets:

The second session of this PD will focus on the following learning target: Use co-teaching models to collaboratively design a lesson to meet the needs of all learners. The session's goal is to highlight the effectiveness of co-teaching among teachers. They can develop engaging lessons to meet their students' needs by working together.

Activity 1: Glows and Grows

This session will begin by reviewing the information covered during the previous day. The "Glows and Grows" activity will help us highlight the new information learned and discuss any challenges or questions that arose during the discussion of collaboration and co-teaching discussions from the previous day. This activity also allows the presenter to address any concerns and provide guidance. The presenter will then transition to the learning target of the session. This session will focus on understanding the critical elements of effective co-teaching, including communication, responsibility, and support, and how these can be applied when co-designing a lesson.

Activity 2: What is the Co-Teaching Style?

This activity explores the impact of different co-teaching models on creating an engaging learning environment by implementing specific scaffolds and interventions. When both teachers clearly define the goals, expectations, and behaviors, co-teaching can result in increased engagement (Inayat & Ali, 2020). The presenter is will review the following seven co-teaching models: One Teacher, One Observe, One Teach One Assist, Station Teaching, Parallel Teaching, Supplemental Teaching, Alternative or Differentiated Teaching, and Team Teaching. In Appendix A, a handout will offer explanations and examples of each model. During the presentation, videos of the models will be shown to help teachers visualize how they are carried out. The videos will also prompt discussion about the roles of each teacher and how the responsibilities are divided (see Appendix B – Activity 2).

Activity 3: Effective Co-Teaching Planning

During this session, the presenter will guide teachers on effective co-teaching planning. Co-teaching involves ESOL and mainstream teachers collaborating to create lessons that

challenge students based on their abilities and language proficiency level (York-Barr et al., 2007). These lessons are carefully crafted to cater to the needs of all students.

To effectively co-teach, communication shared responsibility, and support are crucial. Co-teachers must have open and clear communication, collaborate regularly, and reflect on their teaching methods. They should also identify their roles and responsibilities within each lesson, assess their student's needs, and determine the best instructional strategies to address those needs. Supporting each other and creating an inclusive learning environment for all students is key to successful co-teaching (Hersi et al., 2016).

Activity 4: Co-Designing Lesson Template

As the last Professional Development (PD) activity, grade-level teachers (mainstream teachers) will collaborate with an ESOL teacher to co-design a lesson. The goal is to apply the knowledge gained during the PD to create an engaging lesson that promotes diverse discussions (York-Barr et al., 2007). The ESOL and mainstream teachers will utilize their expertise in language and content to create a rich learning experience for all students. The lesson plan template for this activity is located in Appendix B - Activity 4).

The first step in creating a successful lesson is to identify the standards that will be assessed. Following this, teachers must work together to develop content and language objectives. After establishing the objectives, it is essential to include how they will be measured. The next step involves determining the activities and co-teaching style to help achieve the lesson's goal.

This lesson template is divided into three parts: the beginning, middle, and end. The beginning involves activities that assess the students' prior knowledge, the middle instruction, independent work, or group practice, and the end includes closings, assessments, or the extension

of the lesson. When teachers list the activities for each section, they must decide which co-teaching styles to use throughout the lesson. It is important to note that different co-teaching models may be utilized based on the activity. As the teachers discuss the co-teaching method, they must clarify the roles and responsibilities of each teacher throughout the lesson.

After creating activities and discussing roles and responsibilities, teachers must list the scaffolds and differentiations needed for their students. In this section, ESOL teachers can provide their specialized knowledge regarding language needs. Teachers can exchange ideas and strategies with their students based on their needs and proficiency levels. Later on, teachers can make specific changes for individual students in their classes.

Conclusion:

The main objective of this professional development is to highlight the advantages of ELLs spending more time in mainstream classes. Its purpose is to demonstrate to teachers that co-teaching helps to integrate language development and content learning into one lesson. This professional development aims to boost teachers' confidence and comfort levels when working with ELLs and other professionals in their school building. As teachers improve their communication skills and establish clear teaching boundaries, they will feel more at ease working with each other. This inclusive approach fosters a safe environment for students, as they feel more involved in the learning process when they are not isolated. The professional development presented in this chapter aims to provide a solution to the overarching question: How can ESOL and mainstream teachers collaborate to increase ELLs' language and academic achievement? A continuation, in Chapter 4 I will present my conclusions and reflection on my recommendations for future implementations of collaboration and co-teaching.

Chapter 4: Conclusions

Introduction

The overarching question that this capstone has to review is: How does collaboration between ESOL and mainstream teachers support ELLs' academic achievement? Recent research has shown that as the number of ELLs in public schools increases, teachers must be prepared to meet the unique needs of these students. The findings of this capstone project highlight the challenges that arise due to a lack of collaboration culture within schools (Whiting, 2017). Specifically, the research reveals difficulties between coaching pairs and challenges outside of teachers' control, such as scheduling conflicts and administrative assistance. This capstone offers instructional coaching strategies to address these issues. This capstone guides ESOL and mainstream to collaborate to alleviate these challenges.

Conclusion

Students will benefit from a co-teaching environment for several reasons. There are several reasons, one is that ELLs are not isolated from their peers. Collaboration means that the students can stay in the classroom since two teachers work together to meet the student's needs. Co-teaching fosters a trusting environment for students as they build connections with not only one but two teachers (Hersi et al., 2016). Therefore, the students in the co-taught classroom learn from various teaching styles. Through collaboration, teachers appropriately assess their student's needs to create scaffolds for them to succeed. Also, collaboration provide ELLs with an equal education; it is important for them to feel included in the school culture. Through collaboration, inclusivity and high academic standards are achieved (York-Barr et al., 2007). Collaboration allows them to remain in the mainstream classroom while also receiving necessary accommodations.

Implications for Student Learning:

As reviewed collaboration, positively affects ELLs. In mainstream classrooms, ELLs are positively challenged through coursework. ELLs are exposed to rigorous coursework in such classrooms, which motivates them to work alongside their non-ELL peers. While the content must always be rigorous, it should also include scaffolding to help ELLs meet the lesson objectives (York-Barr et al., 2007). Through co-teaching, ESOL teachers provide mainstream teachers with their language development knowledge to guide the planning and instruction process.

The perspective of ELLs remaining in mainstream classrooms is inclusive and promotes diversity (York-Barr et al., 2007). ELLs feel socially and emotionally healthy in this setting as they are included in the learning and not separated for pullout sessions. ELLs feel less isolated, develop content skills, and establish peer friendships. ELLs will receive specialized instruction during their content instruction, with linguistic scaffolds provided. Furthermore, they will not have to be pulled out of class, allowing for more social interaction (Bauler & Kang, 2020).

Implications for Teachers:

According to Giles and Yazan (2020), establishing a healthy and effective co-teaching relationship can provide significant support and motivation for teachers to continue utilizing this style. This approach benefits both teachers and students, equipping educators with valuable tools and strategies to navigate any difficulties that may arise during the co-teaching process. These challenges can range from interpersonal issues to scheduling conflicts that are beyond their control.

As a result of this approach, teachers will become more knowledgeable and feel less burdened by responsibility. They will also feel like equal partners in the teaching process, while

administrators will be better equipped to support and promote collaboration (York-Barr et al., 2007).

Recommendations

After reviewing research on English Language Learners (ELLs) in mainstream classrooms, I recommend promoting co-teaching among school districts and encouraging universities to offer more courses that teach about language development to better prepare teachers.

Universities should implement co-teaching in studies. Creating a course on teaching ELLs would be a valuable addition to university curricula. As the number of ELLs in mainstream classrooms continues to grow, teachers must be equipped with the knowledge and skills to support these students effectively. In creating such a course, universities can train future educators to collaborate with ESOL teachers and implement co-designing and co-teaching practices. This would benefit ELLs, their peers, and teachers, as creating an inclusive and enriching learning environment is beneficial for all students (Hersi et al., 2016). Additionally, by improving ELLs' assessment scores, educators can help close the achievement gap and promote academic success for all students.

Along with universities, school administration should push for the implementation of collaboration. Creating a school-wide culture of collaboration is crucial for promoting a positive and supportive learning environment (York-Barr et al., 2007). Administrators can facilitate this by encouraging teachers to share ideas and resources, promoting cross-curricular collaboration, and providing professional development and training opportunities. Schools can better support their students by fostering community and teamwork among staff and ensuring everyone works towards a common goal. This will benefit the students and the teachers, as they will feel more

supported and empowered in their roles. Ultimately, a school-wide culture of collaboration can lead to improved academic outcomes and a more positive school climate.

Final Thoughts:

Through this capstone project, it has become clear that teachers face challenges when working with ELLs and that co-designing and co-teaching can help to address these challenges. Research shows that mainstream teachers often felt unprepared to accommodate ELLs in their classrooms before collaborating with ESOL teachers and sometimes did not even consider them their responsibility. However, after increased communication and ongoing collaboration to co-teach, the perspectives of mainstream teachers and administration changed for the better. Co-teaching creates an inclusive and enriching learning environment for ELLs and their peers and teachers.

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Appendix A

Day 1: Activity 2A

What do you think schools will need as the number of ELLs is extensively increasing?

Appendix A

Day 1: Activity 2B

Three Beneficial Strategies for ELLs
Directions: Use the presentation to list how the following strategies are used in the classroom.
1. Language Skills: <hr/> <hr/> <hr/>
2. Academic Language: <hr/> <hr/> <hr/>
3. Inclusive Environment: <hr/> <hr/> <hr/>

Appendix A

Day 2: Activity 3

Group 1:	Group 2:	Group 3:	Group 4:
Insert link below:	Insert link below:	Insert link below:	Insert link below:

Appendix A

Day 1: Activity 4

<p>Collaboration:</p> <p>Collaboration is the act of working together towards a shared objective or goal. This involves individuals or groups exchanging ideas, resources, and skills to achieve a desired outcome (Castañer & Oliveira, 2020).</p>	
<p>Benefits of Collaboration for Co-Teaching:</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>School wide Culture of Collaboration:</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Appendix B

Day 2: Activity 2

Co-Teaching Strategies & Examples

One Teach, One Observe	<p>One of the teacher delivers instruction to the class while the other collects observational data or the student and/or instructor.</p> <p><u>Example:</u> One teacher is going around gathering information about certain students while the other one is doing the actual teaching.</p>
One Teach, One Assist	<p>Continuation of the One Teacher, One Observe model, one teacher is delivering the instruction to the class and while the other helps students complete their work, and manages behaviors.</p> <p><u>Example:</u> While the instructional lead is held by one teacher, the assisting teacher can act as a ‘voice’ for students who don’t understand or are struggling.</p>
Station Teaching	<p>The content is divided into sections. Each teacher will teach a section of the content for a set amount of time, and the students will then rotate to the next station after the time is up. This station will sometimes include an independent work station in addition to the teacher-led stations.</p> <p><u>Example:</u> One teacher might lead a math station where the students are learning using a number line and the other teacher could be teaching how to use manipulatives.</p>
Parallel Teaching:	<p>Each teacher teaches half of the students. Both teachers will teach the same instructional materials and demonstrate the same teaching strategies. An advantage to this model is that it reduces the student to teacher ratio.</p> <p><u>Example:</u> The class could be divided based on writing levels. One teacher is working with students by brainstorming and quick writes. While the other teacher has a graphic organizer for students as they begin to brainstorm.</p>
Supplemental Teaching	<p>One teacher continues to teach the students on grade-level, while the other works with the students who need remediation, or an extension of the lesson.</p> <p><u>Example:</u> One teacher works with students who need a reteach on a certain topic while the other one works with the other students on other enrichment activities.</p>
Alternative or Differentiated Teaching	<p>Each teacher offers a different way to teach the same content. The results for the students will be the same, but the process in learning is different.</p> <p><u>Example:</u> One instructor leads a group to predict before reading a book by looking at the book's cover and illustrations, etc. The other instructor does the same, but with his or her group, students predict by associating the items pulled out of the bag to the story.</p>
Team Teaching	<p>The classroom is student-led. It is an organized well-structured model that demonstrates a uniform flow of instruction. Both teachers participate fully and equally in the lesson.</p> <p><u>Example:</u> Two teachers read the same story or text together so that students can hear two different voices.</p>

Appendix B

Day 2: Activity 4

Co-teaching Lesson Plan Template

Teacher Names:	Class:	Dates:
Lesson Focus:		
Standards:		
Content Objective:	Language Objective:	
Materials:		
Beginning: Opening; Warm Up; Review; Anticipatory Set		
Co-teaching Model: <input type="checkbox"/> One Teach, One Assist <input type="checkbox"/> Parallel <input type="checkbox"/> Station <input type="checkbox"/> Alternative <input type="checkbox"/> Supplemental <input type="checkbox"/> Team <input type="checkbox"/> _____		
Content Teacher	ESOL Teacher	Differentiation / Scaffold

Middle:		
Instruction; Checking for Understanding; Independent or Group Practice		
Co-teaching Model:		
<input type="checkbox"/> One Teach, One Assist <input type="checkbox"/> Parallel <input type="checkbox"/> Station <input type="checkbox"/> Alternative <input type="checkbox"/> Supplemental <input type="checkbox"/> Team <input type="checkbox"/> _____		
Content Teacher	ESOL Teacher	Differentiation / Scaffold
End:		
Closing, Assessments, Extension of the Lesson		
Co-teaching Model:		
<input type="checkbox"/> One Teach, One Assist <input type="checkbox"/> Parallel <input type="checkbox"/> Station <input type="checkbox"/> Alternative <input type="checkbox"/> Supplemental <input type="checkbox"/> Team <input type="checkbox"/> _____		
Content Teacher	ESOL Teacher	Differentiation / Scaffold