

Effective Coteaching Models for English Language Learners

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Abstract

This project has the intended goal to benefit English language learners (ELLs) and those who teach them through the means and methods of co-teaching and joint instruction. Cornwall Central Middle School has an increasing ELL population, and several teachers who are inexperienced with co-teaching and collaboration among colleagues. The literature shows the effectiveness of co-teaching when employed in a way that demonstrates teamwork, trust, and care for students and colleagues. It also explores an array of strategies to co-teach well, and reviews attitudes of co-teaching and respect for English as new language (ENL) teachers. When utilized properly, research indicates that co-teaching is an engaging and effectual tool and way of teaching ELLs. Teachers at Cornwall Central Middle School will take part in a half-day, professional development training, in order to address the inadequacies in the school's training of co-teaching. The purpose of this professional development is to foster teamwork and a better understanding of ELLs and ENL teachers, as well as developing mutual co-teaching partnerships across content areas. It is recommended that teachers continue training and informal observations on the topic of and while co-teaching.

Keywords: English language learners, English as a new language, co-teaching, co-planning, professional development, mainstream teaching, advocacy

Chapter 1: Introduction

Researchers have proposed various methods and models to support the diverse needs of English language learners (ELLs) while meeting educational standards. One such approach is co-teaching, involving collaboration and planning between the ESOL instructor and the general classroom instructor. Co-teaching is defined as the partnership of two teachers, each specialized in different content areas, coming together to instruct students for some or all of the school day (Baker & Wright, 2021; Honigsfeld & Dove, 2015). Within co-teaching, there are several models, including 1) one teacher, one observe, where one directs the class as a whole and the other teacher sees which students need extra help and helps to assess all and lets the other teacher know; 2) one teach, one assist, where one directs the class and the other helps them to direct; 3) teaming, where they equally instruct and direct the class 4) station teaching, where students in one group work with one teacher and students in another group work with the other teacher and rotate groups 5) alternative teaching, where the teachers take turns teaching; and 6) parallel teaching where, where the two teachers divide the class into two groups and each teacher instructs their own group.

These models help teachers share their expertise, workload, and resources and allow them to have more time when planning (Honigsfeld & Dove, 2017; McCullagh & Doherty, 2021; Soslau et al., 2019). Overall, instructors must learn to collaborate, co-plan, and determine which methods are the most beneficial to the learners in the class. However, educators may encounter many challenges when implementing a co teaching model. For example, many teachers are accustomed to teaching solo with their own methods and teaching style that they have developed and grown comfortable with throughout their years of experience. This could lead to challenges with aligning curriculum and assessments with co-teachers' styles and methods, as well as a

power struggle and varying degrees of power dynamics between two educators who are used to being the leader in the classroom (Pappamihiel, 2012; Soslau, 2019).

Also, co-teaching can fail if the responsibilities are not shared equally as well as the willingness and cooperation of other teachers that are supposed to be collaborating with one another (Whiting, 2017). Teachers also struggle with support from administrators and receiving sufficient training and professional development (McCullagh & Doherty, 2021).

I was inspired with co-teaching not only after learning about it throughout the course of my master's courses, but seeing it modeled by two elementary teachers during my field experience. One of the teachers that modeled it is an ENL teacher and was the teacher I observed for my field experience. The ways in which she collaborated and worked hard with the other teachers to equally and equitably teach the students caused inspiration and curiosity in me to learn about the methods to implement co-instruction. They used the fish-bowl method to explain an activity to the second graders.

The co-teachers displayed models such as parallel teaching, taking turns teaching the class, teaching together at the same time, and one teacher taking the lead in directing the class, while the other checks for understanding and helps the students. Not every teacher that my ENL/ESOL, Student Based Teacher Educator or SBTE worked with allowed her to co-teach. Some had a special education teacher in the room that they would co-teach with instead, and other teachers lead the class themselves and never consulted with the ENL/ESOL teacher. Others viewed the ENL/ESOL teacher as an assistant and nothing more. These ideas or lack of ideas surrounding co-teaching have inspired me to learn more and better educate colleagues to give co-teaching a chance.

Thus, this project aims to provide examples of co-teaching models to effectively use in the classroom and explore how co-teaching can work for ESOL and content teachers in various empirical studies. Next, Chapter 2 will review the literature related to the effectiveness of co-teaching for English language learners and the advantages and disadvantages of coteaching. The research will discuss how a coteaching model can be successful and what can make it unsuccessful. Chapter 3 will describe the product and tools of successful co-teaching models and will provide insight into how to implement co-teaching through professional development. Chapter 4 will conclude the overall implications of co-teaching instruction and review the culminating points of the research.

Chapter 2: Literature Review

Can co-teaching be an effective method for educators, and especially when used to teach classrooms with ELLs? Chapter 2 explores challenges faced by educators in co-teaching including co-planning, equal sharing of responsibilities, trust among colleagues, and being an advocate for ELLs as a co-teacher. This Chapter also discusses how advocacy for ELLs is an imperative component for educators, community members, and students to work together effectively to insure the best education for ELLs. Advocacy can be part of what makes a co-teaching team successful (Clays, 2021).

The research argues that co-teaching is effective when teachers are trained in the methods that are deemed successful, and when educators and administration support and trust one another to support and help English language learners and other students to be successful (e.g., Bauler & Kang, 2020; Beninghof & Leensvaart, 2016; Clays, 2021; Guise et al., 2021; Honigsfeld & Dove, 2015; Soslau et al., 2019; Whiting, 2017). The researchers have also based their practices on a multitude of educational theories that connect to the practice of co-teaching.

Before discussing these challenges and solutions, I begin this Chapter by explaining the conceptual framework of Vygotsky's (1978) sociocultural theory and Krashen's (2003) input hypothesis. These theories can indeed shed light on the challenges faced by educators in co-teaching and offer potential solutions to address these challenges.

Conceptual Framework

Many teaching and learning theories have implications for co-teaching, influencing how co-teachers can support learners effectively. These theories play a crucial role in shaping co-teaching practices and guiding educators in providing optimal learning experiences for students.

Included in these theories are Vygotsky's (1978) sociocultural theory and Krashen's (2003) input hypothesis.

Vygotsky's (1978) sociocultural theory emphasizes the role of social interactions and collaborative learning experiences. In a co-teaching setting, where two or more educators work together to support students with diverse needs, frequent social interactions happen among students and educators. These interactions provide opportunities for students to engage in discussions, share ideas, and learn from one another, fostering cognitive development through collective knowledge construction (Honigsfeld & Dove, 2010; Sarmiento-Campos et al., 2022).

Vygotsky's (1978) sociocultural theory emphasizes the importance of scaffolding techniques in co-teaching models. Scaffolding is a teaching strategy where more knowledgeable individuals, such as teachers or peers, provide temporary support and guidance to learners as they work on tasks that are just beyond their current level of competence. In the context of co-teaching, the ESOL teacher can be the more knowledgeable other regarding the language needs and learning challenges of ELLs students. Throughout their educational journey, the ESOL teacher would have acquired knowledge about second language acquisition and language development that might not have been covered in the general education teacher's training. Co-teachers can apply scaffolding techniques to support students with diverse needs and abilities by providing targeted assistance, breaking down complex tasks, and offering appropriate resources. Through scaffolding, co-teachers can help students develop their cognitive, linguistic, and academic skills (Honigsfeld & Dove, 2010).

Another theory that can account for co-teaching is Howard Gardner's (2011) theory of multiple intelligences, which recognizes and appreciates the diverse strengths and abilities of both the ELL students and co-teachers. These include eight forms of intelligence or ways of

learning, including: visual-spatial, linguistic verbal, interpersonal, intrapersonal, logical-mathematical, musical, bodily-kinesthetic, and naturalistic (Luo & Huang, 2019). Co-teachers can apply this theory to their teaching practice by working in unison and planning to differentiate instruction for individual English language learners based on how they learn.

In a co-teaching setting, the teacher has another educator in the room, another person to help learn about the students and build rapport. Using the theory of Gardner (2011) in a co-teaching setting with English language learners, can provide differentiation of instruction. Together, the co-teachers can plan lessons that meet the objectives through activities that focus on an array of multiple intelligences. Moreover, teachers can advocate to be co-teachers for English language learners, therefore instruction can be better differentiated to how the student learns. Co-teachers can collaborate to create curriculum that is supported by Gardner's (2011) theory of multiple intelligences, these intelligences can be considered beneficial for English language learning. The collaboration and shared responsibility that comes with co-teaching should be taken advantage of to apply these theories and other strategies to best enable ELLs.

Another theory that can account for co-teaching is Stephen Krashen's (2003) input hypothesis, which posits language is acquired when learners are exposed to comprehensible input, that is, language just slightly above their current level of understanding. In the context of co-teaching, this theory can guide co-teachers in providing appropriate and meaningful input to ELLs, facilitating their language development and overall academic progress (Bailey & Kadhum Fahad, 2021). Krashen's input hypothesis can also help co-teachers differentiate instruction for English language learners in the classroom. Differentiation is all about creating and altering materials and instruction to meet the individual learner's needs (Tomlinson & Eidson, 2003), a concept that aligns with the concept of delivering language that is slightly above the learner's

current proficiency level. Indeed, differentiation is an element of instruction that teachers can achieve through effective teamwork and co-planning (Soslau et al., 2019).

Co-Teaching Practices Analysis

The literature suggests that one way for co-teaching to be effective is through the willingness of educators to learn and practice it. The approach of educators and attitude towards co-teaching can lead to a more successful co-teaching practice, as well as more co-planning time. Bauler and Kang's (2020) study track trends in four elementary schools in New York State over the course of three years due to New York state's implementation of ESOL teachers in the mainstream classroom.

The purpose of the study was to see if there was a single "right" co-teaching model that proved to be more effective than others. The findings found improvement in ELLs NYSESLAT scores, by having teachers co-teach ELLs. Despite a lack of co-planning time for many ESOL and content/mainstream classroom teachers, Bauler and Kang (2020) also found that there was no single correct co-teaching model, but rather the attitudes and commitment levels of the teachers. However, it is not the sole responsibility of the teachers, but the district itself could provide more training and co-planning time for more co-teachers to be effective and successful (Baker & Wright, 2021; Bauler & Kang, 2020).

Challenges with Co-teaching ELLs

Co-teaching is a more novel practice in the education world. With all new ideas, it comes with its fair share of obstacles when being put into practice. Despite co-teaching being an effective practice when utilized in the ways that the research suggests, certain obstacles can hinder its efficiency. Some challenges include: the balance and dynamic between two teachers;

lack of co-planning time; lack of respect for ESOL/ENL teachers; lack of understanding and training of co-teaching as well as supporting ELLs; and problems sharing the workload.

The literature from Pappamihel's (2012) and Whiting's (2017) research claims that a balance between co-teachers in the classroom is necessary for dividing shared responsibilities in the classroom to be successful. In Whiting's (2017) survey study of 71 ESOL teachers on their opinions of the advantages and disadvantages of having ESOL instruction being pushed into the mainstream classroom, or conversely the practice of pulling-out ELLs for instruction in the ESOL classroom, the majority of the ESOL teachers felt underutilized in the classroom. In a survey, teachers reported lacking in balance while co-teaching and feeling more like they were tutoring and pushing-in. The content teacher is the driving force in the classroom and uses the ESOL teacher as an assistant or facilitator. This does not allow room for the ESOL and content teacher to collaborate fully and teach more alongside or in conjunction with each other (Bauler & Kang, 2020). Pappamihel (2012) also notes the importance of balance and teacher support. The teachers must support one another to successfully co-teach in a balanced way.

Another challenge with co-teaching, and one that connects to the balance between the ESOL and content teacher, is the lack of respect and understanding for the role that the ESOL teacher plays in the classroom. Whiting's (2017) study concluded that this sense of imbalance for ESOL teachers stemmed from factors such as lack of respect for ESOL teachers, and a deficit in training between content and ESOL teachers. The lack of respect is described as ESOL teachers not being seen as "teachers" by their colleagues, but as tutors, teachers' aides or assistants (Soslau et al., 2019). Whiting (2017) conducts this through teacher interviews on their working relationship with their colleagues.

In line with Whiting's (2017) argument, Soslau et al. (2019) found through a survey that more experienced educators do not always value nor want to implement the ideas of their younger peers. They do not like the idea of sharing classroom instruction and want control of their class. More experienced teachers are comfortable with what they know, and do not always want to try to learn new methods, especially from teachers younger and/or less experienced than themselves.

However, co-teaching cannot be successful if one person is doing all the work. Rather, it is most effective when both teachers actively collaborate, grow, share responsibilities, and learn from each other. Teaching candidates have lost respect for their co-teachers if they have not completed grades in a timely manner or meet to discuss teaching strategies. This can result in teacher candidates having insufficient independent practice to foster leadership skills in cooperation with their co-teacher (Soslau et al., 2019). Pappamihiel's (2012) study on the benefits of co-teaching in an elementary school explains this challenge of a balanced workload. Part of the balance is due to having sufficient co-planning time and training in co-teaching and collaboration (Bauler & Kang, 2020; Soslau et al., 2019).

Whiting (2017) also states that if the roles of the co-teachers are not defined or shared equally, this can be confusing for students and English language learners will not learn as much. ENL teachers frequently feel more like a tutor than a co-teacher and it also causes students to feel uncomfortable and like they are being singled out, if the teachers use a lot of the pull-out model. Thus, co-teaching for ELLs and general ed/content area teachers seems to be promising when the right combinations of methods, strategies, and collaboration are employed.

The Positives of Co-teaching

The studies on co-teaching demonstrate that with several strategies that require teamwork and cooperation, there are numerous successful ways to practice co-teaching. The literature

provides the advantages of co-instruction and collaboration and how to put them into practice for the English language learners. With several strategies that require teamwork and cooperation, there are numerous successful ways to practice co-teaching. Honigsfeld and Dove (2015) assert several factors that contribute to successful co-teaching: trust, co-planning, reflection, and support from administration and superiors.

Trust between colleagues must be developed in order to co-teach efficiently. Trust leads to respect and cooperation between two teachers (Guise et al., 2021; Pratt et al., 2017). Co-planning and sufficient time for co-planning are also key factors for successful co-teaching. Bauler and Kang's (2020) analysis shows that having enough time to plan led to more satisfied colleagues and better collaboration. According to Beninghof and Leensvaart (2016), reflection came after the "we do" phase that lasted two years in the training of the teachers at the school in Colorado. Upon the practice of reflection, co-teachers viewed other teachers and each other's classrooms in order to improve upon their instruction and give feedback. They concentrated and questioned the levels of rigor, engagement, and language development. In addition, they evaluated each instructor's role and level of participation in that role when working together in the classroom in this study of supporting ELLs through co-teaching (Beninghof & Leensvaart, 2016).

In contrast to Beninghof and Leensvaart (2016) who focus on equal status of each teacher, Honigsfeld and Dove (2015) emphasize the dynamic nature of co-teaching roles. They highlight that in a teaching partnership, roles are constantly evolving, with teachers switching between leading and supporting, and showing flexibility in the classroom. Overall, co-teaching for ELLs appears to require multiple steps, collaboration, reflection, and the flexibility to alternate and differentiate roles of each teacher in the classroom.

In another study, Pappamihel (2012) describes whether co-teaching has a positive impact on instruction as an inconclusive answer of yes and no when conducting its efficacy at Southside Elementary School in Florida. However, Pappamihel (2012) did not find much of a difference in classroom instruction as a result of co-teaching. The analysis of this elementary school that was beginning to implement co-teaching, demonstrated that co-teaching was slightly more effective for English language arts than for mathematics instruction.

When educators plan for collaboration and set aside time, it can help for successful co-planning. Pratt et al. (2017) provide a detailed lesson plan and co-planning guide to co-teaching in a special education setting. Pratt et al. (2017) conducts research on finding a practical solution for how to plan as co-teachers. Graziano and Navarrete (2012) and Pratt et al. (2017) each conclude that a schedule of planning time for the co-teachers to plan together is crucial to achieving positive results from collaboration. Graziano and Navarrete (2012) describe co-teaching models for classrooms in general throughout the levels of school and do not get specific for which type of classroom until the lesson plan example is presented and shows that it is for ELLs. In their study, they list the same or very similar strategies to Honigsfeld and Dove (2010) who also agree that co-planning is important.

In comparison these co-teaching models include team teaching, alternative teaching, station teaching, and parallel teaching. In what Bauler and Kang (2020) describe as resilience, the practices that were strongest came from strong partnerships that learned what worked best for them and worked hard to implement and try different practices. These successful models displayed included sufficient co-planning time and provided them with proper support, as well as equality amongst the co-teachers. In comparison with Honigsfeld and Dove (2015) when they explain the importance of their co-planning framework and how collaborative planning plays an

essential role for the balance of the instructors and the class instruction (Bauler & Kang, 2020; Honigsfeld & Dove, 2015).

McCullagh and Doherty (2021) take advantage of the co-teaching model and use it for their study of teaching primary science through inquiry while training pre-service teachers. Co-teaching is described positively by the pre-service teachers in a written response because it considers and values the students' knowledge, thoughts, and experiences. This then allows for a more equal and balanced approach to learning, making it less hierarchical and taking the students' voices and anxieties into account.

Co-teaching can be effective because two teachers are able to bounce ideas off one another, support each other, and learn from one another. The case study groups pre-service teachers in Northern Ireland together to teach smaller groups of student science through inquiry. The findings showed that close collaboration with peers helped them to learn how to teach better, be supported, and the teachers also felt that their practices were more effective because they worked closely with smaller groups of students.

Some of the reasons provided for 'Why is co-teaching useful' to students and teachers were: developed communication skills, enhanced criticality, shared and developed classroom ideas, developed lesson evaluation, increased confidence, higher quality learning environment, enhanced physical support and reassurance, shared the workload, and developed planning skills (McCullagh & Doherty, 2021). Similarly, Guise et al. (2021) also conducted a study on learning and supporting one another through co-teaching, but with 68 pre-service teachers completing college level course work in the United States who worked alongside in-service teachers and their supervisors from their universities.

As stated previously, there may be no right nor wrong model for co-teaching. However, through all the studies reviewed the best co-teaching practices and success were because of teachers that shared responsibilities equally, communicated openly and often, shared ideas and had time or set aside time to plan together, and worked together to share their roles and make the students feel valued.

Advocacy for ELLs as Co-teachers and Training for ENL teachers

Much of the literature also indicated the imperative part that advocacy plays for ELLs and how co-teachers can apply it as a team to benefit the English Language Learners. Advocacy for ELLs is an imperative role that TESOL (Teaching English to speakers of other languages) educators must take on and understand. Advocacy means giving a voice to students and their families who are trying to make it in a new place while learning a new language and being at school. Advocacy comes in several forms (Clays, 2021).

Students, parents/families, teachers, administrators, and legislators/government officials within the field of education can all work toward making someone else's education better and more equitable. Advocacy is to give all our students an opportunity to grow and succeed. Advocacy in our schools is where it all begins, and there are a multitude of ways to advocate for the rights of students, especially ELLs. Teachers play a crucial part in advocating for the students.

Fenner (2014) writes about the ever-growing needs and demands to speak and fight for ELLs. However, Fenner (2014) states that ELLs are still spending most of their time with classroom teachers, and that these teachers are not trained nor have received professional development to work with ELLs as opposed to their in-service teaching peers. Although each

state's education systems have room for improvement and need to advocate further, New York State has developed the *Blueprint for English Language Learner/ Multilingual Learner Success*, which is a thorough guide for all teachers, not just ESOL educators. (New York State Education Department [NYSEF], 2014) states that every teacher is a teacher to an English language learner, and that every educator needs to understand how to provide an equitable education for ELLs.

According to NYSED, teachers must be “providing integrated language and content instruction to support language development through language-focused scaffolds. Bilingual, ENL, and other content-area teachers must collaborate purposefully and consistently to promote academic achievement in all content areas” (NYSED, 2014, p. 2). These two sources demonstrate the demand for teachers and schools who need to be aware and educated in how to provide the education that ELLs are entitled to.

Advocacy from the co-teachers can not only help the student but foster an effective co-teaching partnership. Co-teachers can work together to as advocates for their students to enable success in their students. Dubetz and de Jong (2011) review the teacher's role in bilingual programs. One example they give is some teachers made the ELL's voices feel heard by incorporating how other cultures and immigrants have contributed to society in the curriculum. As opposed to being seen as lacking or being a deficit, the ELLs' experiences and histories are to be shared, represented, and learned from (Dubetz & de Jong, 2011). The National Education Association ([NEW], 2015) also created a guide that highlights the importance of valuing home languages by stating “For many educators, language rights advocacy is overwhelmingly associated with supporting bilingual education, preserving ELLs' home language, and validating students' linguistic assets” (p. 17).

Additionally, Osorio (2020) talks about using translanguaging, which is when one receives information in one language and can apply and use it with another. Osorio (2020) describes how she uses multicultural literature in order to maintain and promote linguistic and cultural sustaining space for the students to learn, yet not lose sight of their background. Many teachers advocate for this reason, in order to preserve the students' home languages and culture, while getting them to learn English and succeed in school.

Co-teaching can be achieved successfully when co-teachers support one another, and advocacy for ELLs is one way to provide support. Co-teachers and mainstream teachers alike can support one another in the classroom and in their co-teaching partnership through advocacy. Linville (2020) argues that ENL teachers can advocate for ELLs simply by supporting administrators and mainstream teachers to better help and teach ELLs. Linville (2016) describes how there is a difference between advocacy and activism. Activism is on a higher, more political level, while advocacy can be small things within the school that teachers do in order to provide an equitable space and opportunities for ELLs to learn (Linville, 2016). Co-teachers can help with advocacy together in their shared classroom.

There are multiple ways in which a teacher alone can advocate for ELLs. Clays (2021) proposes seven different ways to be an advocate for ELLs: important information should be relayed to parents or guardians in the language that they understand; students can learn self-advocacy; communicate with other educators for the students; have administrators provide visuals for assemblies; ask that English language learners are put with teachers that can support their needs; convince administration to support WIDA ACCESS or state assessment each year that can test and measure ELLs progress; and be on the lookout for activities that are not inclusive. Clays (2021) describes how one should support inclusion of ELLs in activities that the

rest of the grade level is participating in, such as field trips and that integration is important. The NEA (2015) also includes the emphasis of culture and how to incorporate that into advocating for ELLs and why it is important. Understanding other students' cultures and being open to that can further include them in all school activities rather than segregating them from the other students who are a part of the mainstream classes (Honigsfeld & Dove, 2010).

Furthermore, Gonzalez (2020), a mainstream teacher at one point, discusses the strategies and insight she wishes she had when she first began working with ELL and ESOL instructors. Valentina Gonzalez discusses and describes an array of strategies and insight on how to be an advocate for ELLs. She discusses how at first, she was clueless and now how important it is to work with the ESOL teachers and their students. Gonzalez lists many strategies such as knowing the laws and policies about ELLs, attending meetings the pertain to ELLs, planning with other teachers, seeking out professional development, collaborating and reaching out to other colleagues on a regular basis in order to support ELLs, and being and building a team of teachers, administrators, colleagues etc. in order to support the ELLs (Gonzalez, 2020). These are similar to previous articles that were reviewed and can be further compared to a Russell and Von Esch (2018) study where teachers can work and be leaders in their school on many levels, such as with students, classroom teachers, literacy specialists, and administrators in order to be an effective teacher leader (Russell & Von Esch, 2018).

Simmons' (2009) evaluation of Florida's education system and how it trains teachers for in-service ESOL revealed that the students are falling through the cracks due to improper training, and how the issue may lie in the question of are the trainers of the teachers or trainees properly trained themselves? Findings also indicated a shortage of training hours (60 hours instead of 300) and a prevailing "one-size-fits-all mentality" in Florida's schools, resulting in

teachers being inadequately prepared to work with ELLs and collaborate effectively with ESOL teachers Simmons (2009) also illustrates how the State of Florida has a regulated system that provides specific criteria for district professional ESOL in-service training programs. However, school districts have the flexibility to implement these guidelines based on their individual circumstances. This loosely coupled system allows districts to adapt and customize policies according to their preferences.

However, it is essential to gain more insight into the experiences and perspectives of students and parents, specifically regarding how the lack of efficacy truly impacts the students. The inefficiency of trainers and the state's neglect in providing sufficient training for educators in conducting in-service ESOL programs are significant issues. This highlights the need for more extensive training for teachers and administrators, with trainers themselves being subject to evaluation. In addition, students and ESOL educators should be given a voice in the decision-making process. To enhance the situation, there should be a stronger emphasis on co-planning and co-teaching collaboration between general education and ESOL educators.

Solutions

The problem is how can we foster effective co-teaching, but educators also need to understand why co-teaching is useful and can be effective when used well. Co-teaching is a more novel practice for many, especially teachers who have been working in the field for many years. Speaking from personal experience, and through research, educators are often not trained on what co-teaching is and how to do it. The need for professional development among all teachers in all schools, as well as awareness and support for a growing ELL population is vital to evolving teaching methods in our modern society and state of education. Differentiation is needed as well, in collaboration with co-teaching practices. Co-teaching itself can be a way to differentiate

learning for English Language Learners (Baker & Wright, 2021; Bauler & Kang, 2020; Beninghof & Leensvaart, 2016; Clays, 2021; Guise et al., 2021; Honigsfeld & Dove, 2015; Pappamihiel, 2012; Pratt et al., 2017; Russell & Von Esch, 2018; Soslau et al., 2019; and Whiting, 2017).

In the following Chapter, Chapter 3, the plan for professional development will be discussed in greater detail. Not only is an understanding and command of co-teaching necessary for English language learners to thrive, but the essentialness of advocacy for ELLs and how it can improve their learning and lives. Advocacy is vital to the enrichment of English language learners' education. It can also help to increase teachers' outlooks on education and the value of it (Clays, 2021; Gonzalez, 2020; Linville, 2020; Osorio, 2020; and Russell & Von Esch, 2018).

Summary

Several researchers and educators firmly believe in co-teaching practices for ELLs. Successful models were shown in New York state, Southside elementary, and Field elementary school in Colorado (Bauler & Kang, 2020; Beninghof & Leensvaart, 2016; Pappamihiel, 2012). Some research portrayed the many challenges for educators to co-teach in a coherent fashion and how it affected the ELLs. ESOL instructors have found that they need leadership support and preparation time to co-plan in order to co-teach, others found what worked best for the class with limited planning time. When these methods are implemented, the power of two educators versus one, enables English language learners to receive a better and more personalized education. Teaching requires learning as well and educators must be open to evolving their instruction in order to serve their students and communities. Overall, co-teaching for ELLs could have a promising future and needs to have further implementation and review like any teaching practice.

Chapter 3: Description of the Product and Tool

Research in Chapter 2 has portrayed best practices for co-teaching English language learners and effective models to do so, as well as factors that hinder effective co-teaching and collaboration like differences in teaching practices and flexibilities (Baker & Wright, 2021; Bauler & Kang, 2020; Graziano & Navarrete, 2012; Honigsfeld & Dove, 2015; Pappamihiel, 2012; Whiting, 2017). How can educators learn to teach together as co-teachers in order to effectively educate English language learners, and what models and methods can educators utilize to achieve and display a co-teaching model?

In this Chapter, I describe a professional development session that aims to help teachers of grades fifth through eighth work together and learn methods of co-teaching. These teachers include all ENL teachers, special education teachers, and content teachers in the subject areas of mathematics, science, social studies, English language, arts and Spanish at Cornwall Central Middle School. The Cornwall school district contains the towns of Cornwall and part of New Windsor, NY, as well as the village of Cornwall-on-Hudson. This district has around 300 students per graduating class and is an hour and half or so north of New York City. It is an affluent town, with a growing ELL population, being that it is near to New York City, but also in the same county as Newburgh, NY, a city with a very culturally diverse population. The needs of the students will be primarily focused on ELLs of all language levels and including ELLs with special education needs.

Agenda of Events

The professional development session will occur one time, for a whole school day during the superintendent conference day (students have the day off from school) on a Friday, October 6th, prior to the Columbus Day holiday. The PD training will take place at the school itself,

Cornwall Central Middle School, grades fifth through eighth. There are about 20 ELLs per grade, and the total number of teachers at the session will be 25.

This single session will last about four hours. The participants will view a presentation introducing the idea of co-teaching (see Appendix A). They will be partnered up and will get to know their partners as teachers. The session will be led by a slideshow presentation with videos and other sources to guide the participants. These sources include listing and explaining various models of co-teaching (at least five) and strategies to work with a fellow educator as a co-instructor. These models include One Leads, one “Teaches on Purpose”; Two Teach the Same Content; One Teaches, One Assesses; Two Teach the Same Content; One Pre-teaches, One Teaches Alternative Information; One Reteaches, One Teaches Alternative Information; Two Monitor and Teach (Honigsfeld & Dove, 2010).

The participants will receive various handouts of these co-teaching models from the NYSED ENL resource page. For this PD session, the hope and intended outcome for teachers is to better understand what ENL teachers do, respect and cooperate their colleagues, gain willingness and flexibility needed for co-teaching, and to apply various co-teaching models with the ENL teachers that they will work with in the mainstream or content area classroom. The objective is not only to work collaboratively, but to better understand, support and advocate for ELLs, as previously discussed in Chapter 2 (Beninghof & Leensvaart, 2016; Clays, 2021).

Activities

The session will touch on how all the teachers can advocate together to better support ELLs, such methods and ideas are explained in the literature, including from the National Education Association (2015) who have a comprehensive guide for educators to reference. The participants will get a handout of hypothetical situations where ELLs need advocacy and will be

asked to discuss their ideas and share them out in groups (see Appendix B). The hope for a positive outcome of this professional development training also can be based on the studies and methods of Osorio (2020) discussing read-alouds and promoting the home language and translanguaging, as well as Pratt et al. (2017) referring to co-teaching as a “practical solution” for the education of ELLs.

The participants will view a presentation and two videos linked within the presentation, including an explanation of co-teaching, and a video on comparing co-teaching to a marriage (Education Week, 2011; MCIE, 2021). Then each group will discuss one takeaway they had from each video. They will also read and discuss in partners methods of co-teaching and models for co-teaching. They will also learn about their fellow colleagues in order to collaborate better and create a plan to collaborate and implement at least one or more of the co-teaching models in their class(es). There will be time for open discussion as well as time for the teachers to co-plan a lesson. The morning will be more instruction and activity based, then then the afternoon will be independent time for the teachers to plan a co-teaching lesson. The teachers will then be observed the following week by myself, the leader of the session, to give them positive and constructive feedback on their co-teaching lessons.

Closing Activity

Before the morning ends and the teachers are sent off in the afternoon to independently plan with their partners in their classrooms, there will be an exit or closing activity. For this session, each group (eleven groups of two and one group of three) will submit on a paper their names and which co-teaching model they will first be using in their lesson for the following school week, when I will observe them (see Appendix C). Additionally, each group will share

out with the rest of the participants their co-teaching model of choice and an overview of what the topic of their lesson will be that coincides with the co-teaching model.

Chapter 4: Conclusion

The purpose of this research was to analyze and determine how co-teaching is an effective method of instruction in the classroom with ELLs present. When effectively used, co-teaching strategies can then be taught to teachers themselves in order to teach ELLs and other students in the best way possible. Co-teaching is not a simple skill, and requires cooperation, flexibility, and trust with all educators involved. When utilized properly, it is an advantageous method of teaching and can help in the success and growth of ELLs. In this Chapter, I first summarize the major finding of this project and then conclude with implications and recommendations.

Summary

The literature concluded that co-teaching is highly effective in improving ELLs' language skills when the teachers plan and work collaboratively (e.g., Pratt et al., 2017). Conversely, it is not to say that co-teaching is simple and does not have challenges (Pappamihiel, 2012; Whiting, 2017). Another approach and a part of co-teaching that is beneficial to ELLs is advocating for their language and learning needs (Linville, 2020; Russell & Von Esch, 2018). Instructing ELLs is all about collaboration and teamwork for the students. Teachers must learn to teach jointly for the benefit of the learner. The objectives for professional development are to provide the educators with the resources to apply co-teaching to their everyday classroom, as well as a better understanding of ELLs, ESOL teachers, and being advocates for ELLs.

Implications for Learning and Teaching

ELL students can benefit from co-teaching immensely. ELLs get to have two teachers that have been trained in how to support them, as well as differentiate and scaffold instruction. The two-teacher collaboration leads to more in depth and better planned lessons (Graziano &

Navarette, 2012). This joint effort brings together diverse perspectives, skills, and expertise, enhancing the overall quality of instruction and learning experience (cite). ELLs receive increased academic assistance through additional visual supports, writing, and reading support. Co-teachers across content areas plan with ENL teachers to create lessons that reflect students' interests and cultural backgrounds. Moreover, this collaboration effort provides students with positive role models and a firsthand experience of professional teamwork, equipping them with skills for future career endeavors.

Co-teaching is not only a benefit to ENL and bilingual teachers, but teachers across every content area. Learning to co-teach effectively allows teachers to learn from each other, reflect, and bounce off ideas. Not only are content area and mainstream classroom teachers learning to work with ELLs and ENL teachers, but they can use the methods of co-teaching with special education teachers, teaching assistants, and teacher in other content areas when conducting a project across curriculums and content areas. For instance, a science teacher and English teacher could co-teach a unit where the students write a research paper on ocean animals (for English class) and present a PowerPoint slideshow with their research for the science class. Co-teaching is simply an essential tool for teachers to know and apply in their many teaching abilities and skills.

Recommendations

Although research has been conducted and co-teaching methods are shared with the teachers at Cornwall Central Middle School, most schools receive little if any training in co-teaching (e.g., Russell & Von Esch, 2018). ENL/ESOL is a very new field in education and has developed over several decades; however, most of the research is new or not many have employed and researched various strategies. Many teachers do not get the opportunity to have a

co-teacher because the school they work at is understaffed. Perhaps co-teaching and its applied practice should be a compulsory course for all education majors and could be a mandatory workshop as well.

Given the complexity of co-teaching as an instructional model, a single workshop is insufficient for effective implementation. To adequately prepare educators, a comprehensive course should be offered. For teachers no longer attending university, it is important to schedule co-teaching training during their PD workdays. In addition, all teachers, not just those directly involved with ELLs, should participate in this training to create an inclusive learning environment. The field of TESOL is ever-growing, and co-teaching and collaboration is a key method and skill for successful English language learners.

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Appendix A

VoiceThread Presentation: <https://voicethread.com/share/23270546/>

Appendix B**Hypothetical ELL Situation Handout**

DIRECTIONS: In your same groups as earlier, decide and write on chart paper how you would advocate for the ELL in the following situation:

Rosa is an entering ELL. She often seems distracted and does not engage with the class lessons. Her parents work long hours and do not answer emails and phone calls from her teachers. Sometimes she is reading a book in her L1 instead of doing the task that the teacher has assigned. The school does not have a translator currently. All her teachers are unsure what to do and how to get Rosa to learn. What strategies would you use? How can you give Rosa a voice?

Appendix C**Closing Activity****Exit Ticket**

Name: _____

Co-teacher's name: _____

Directions: *CIRCLE* below, one co-teaching model to implement with your partner/co-teacher in the classroom next week.

1. *One Group: One Leads, One "Teaches on Purpose"*
2. *One Group: Two Teach the Same Content*
3. *One Group: One Teaches, One Assesses*
4. *Two Groups: Two Teach the Same Content*
5. *Two Groups: One Pre-teaches, One Teaches Alternative Information*
6. *Two Groups: One Reteaches, One Teaches Alternative Information*
7. *Multiple Groups: Two Monitor and Teach*

(Honigsfeld & Dove, 2010)