

Fostering Effective Co-Teaching Practices with English Language Learners

by
Melissa Cohen
August 2023

Supervised by
Dr. Rosa Mazurett Boyle

A master's thesis capstone project submitted to the Department of Education and Human
Development of SUNY Brockport in partial fulfillment of the requirements
for the degree of Master of Science in Education in TESOL or Bilingual Education

Abstract

Co-teaching is a common practice in education to address students with different abilities. With an influx of English Language Learners (ELLs) co-teaching practices are being utilized more to provide language supports for ELLs inside general education classrooms. There are many issues with co-teaching as there is not one specific framework that shows teachers how to implement this practice seamlessly. Therefore, the overarching research question of this capstone thesis is how co-teachers can work together to support all students in the classroom. The research discusses themes such as scheduling, equity, and implementation that require mediation for teachers to address and create a more inclusive environment for students. Providing professional development for both teachers and administrators is essential for fostering effective co-teaching practices. The professional development provides research on how to implement practices such as student-centered classroom and how to address issues of equity, co-planning, and lesson implementation. Participants in the professional development will have the tools to create a student-centered classroom and practices to create equity when implementing lessons. These practices will help foster an inclusive environment in the classroom where ELL students are able to receive language support and feel that they are receiving the same education as their peers.

Keywords: Student-Centered classroom, cogenerated dialogue, scheduling, equity and implementation of plans.

Table of Contents

Chapter 1	4
Introduction	4
Significance of the Problem	4
Purpose	5
Professional Development	6
Summary	6
Chapter 2: Literature Review	7
Effective Co-teaching Practices and Methods	8
Ineffective Co-Teaching Practices and Methods	15
Co-Teaching Styles with Effective and Ineffective Practices	21
Conclusion	25
Chapter 3	26
Outline of Professional Development	27
Post Professional Development Questionnaire	34
Conclusion	34
Chapter 4: Conclusion	35
Introduction	35
Conclusions	35
Implications for Student Learning	38
Implications for Teaching	39
Recommendations	40
Final Thoughts	41
Appendix A	44
Appendix C	46
Appendix D	47
Appendix F	49
Appendix G	50

Chapter 1

Introduction

There are many settings where bilingual and ESOL education take place in schools. Many times, they occur in their own separate setting but there are also cases where other teacher(s) come in and assist along with the content lesson, to provide extra support for language learners. As educators it is important that we look at different co-teaching models and practices to help our students become more fluent and comfortable with their second language as well as applying their knowledge of the language to their academic skills. The objective of this capstone is to discuss the significance of how co-teachers can work collaboratively to provide support for English Language Learners (ELLs), in an inclusive classroom environment. There are various co-teaching models and practices. What will be looked at is what practices are effective in creating teaching environments where students are optimizing their knowledge in content area as well as building their language and academic vocabulary skills.

Significance of the Problem

The significance behind this issue is recognizing that many co-teaching models and practices are not as effective as they should be. According to Whiting (2017), often times there are pull-out models in districts where there is an overall push back from teachers about co-teaching with their colleagues. Changing the mindset of teachers when working together in a co-teaching setting is important to make sure that all teachers are coming together to provide a supportive educational environment for all students to help them strive in all content areas. According to Bell and Baecher (2012), when there is push back between educators it is often seen that in many co-teaching classrooms there was a push-in push aside method, where students who receive extra support will get their services but not learn alongside their classmates for the

duration of the lesson but be pushed aside with the push-in teacher to provide extra support and teach the whole lesson. When students are not receiving the proper support, many times students get lost and are unable to understand what is being taught to them. This becomes a significant problem for classrooms, schools, and school districts as a whole.

Purpose

To address this issue, it's important to provide a wide scope of professional development. Beginning at the classroom level, teachers should work collaboratively on what model is being used by the district school. This will provide a proper pathway for teachers to work collaboratively and know exactly how the district wants schools to implement the plan in place. It's important for school administration to provide proper professional development and an outline of how the model of their choice should look like in their school environment. It is also important for school administration to be aware of the teacher's outlook on different models they are implementing in the school.

The responsibility of the district is to look at their results and see what each school is doing and see what method is most beneficial to students that is happening in their district as well as looking data and research. Providing proper language support is essential and making sure districts are providing their staff with all materials and time needed to make sure they are implementing the best support for their ELL students. This could look like a district looking at the data and seeing where to close the gaps by looking at different schools or districts to see what works best and what is providing the best outcomes. In turn being able to provide proper professional development district wide for staff and proper time and materials to implement best practices in their own classrooms.

Professional Development

Professional Development (PD) will include a two-day session for elementary school grade levels and for support staff members. The staff will receive training on what effective co-teaching elements are and how to mediate ineffective co-teaching practices. During this PD it is important for teachers to understand their role in the classroom along with their co-teacher. Therefore, the PD sessions include a discussion and model of the co-teaching practices of student-centered classroom, and cogenerated dialogue. In addition, teachers and administrators will have an opportunity to utilize these strategies themselves. The following day will begin with a discussion on elements of co-teaching that require extra support. Then staff will be given the opportunity to plan collaboratively with their co-teacher partner using the model and practices shown on day one. Staff will collaboratively create a lesson plan that follows the curriculum used, state standards and using support provided by the school or educators. Once completed, staff will be able to reflect freely on their experiences, have an open discussion with those who want to share but to also have a questionnaire as well. This questionnaire will help with the next steps and how to address issues in the following PD's. This PD is to benefit the staff to be able to provide better supports for their ELL students as well as creating an effective co-teaching environment where all educators involved feel as though they were able to complete a lesson and be able to reach all their student's needs.

Summary

As a result of ineffective co-teaching practices within schools there are students going without proper support to help students better understand academic material. Therefore, school administrators need to re-evaluate current methods of providing language support for their ELL

students and take an in-depth look into how to improve instructional practices. There are models of co-teaching that have been shown to be effective, such as student-centered classroom and cogenerated dialogue. Co-teaching practices that require additional support are scheduling, equity and implementation of lessons. The professional development provides research-based studies to help implement effective practices as well as how to provide mediation on elements of co-teaching that require extra support.

In the following chapters of the capstone thesis there is information to address the problem relating to co-teaching and improving instruction for ELLs. In chapter 2 there will be a literature review of different co-teaching practices. These co-teaching practices discuss effective and ineffective practices of co-teaching. Chapter 3 discusses professional development and how to implement effective co-teaching practices and how to mediate essential elements in co-teaching practices. In chapter 4 there is a conclusion of the capstone thesis that discusses the practices found in the literature, implications for teachers, implications for student learning as well as how to further research on co-teaching practices as well as appendices A-G and references.

Chapter 2: Literature Review

When looking at a whole classroom of students it's crucial to know who you are teaching, what abilities they have, and what teachers can do to make this lesson most effective. In classrooms students have differing abilities. To meet the needs of the students, present in the classroom, co-teaching often takes place with a specialist teacher to help provide support inside or outside the classroom for supplemental interventions. Co-teaching has many positive effects on students' academic gains, but educators often face multiple challenges in its implementation. It is important to review effective co-teaching practices that meet the needs of all students in an

inclusive environment. These studies presented in the review of literature discuss the realities of co-teaching, differing practices, styles, and how effective or ineffective these models were.

In this literature review, I discuss different studies that look at co-teaching in different capacities. Some of these studies are long term or some just for a single school year. These studies aimed to answer research questions about effective co-teaching practices to support ELLs inside the classroom. These studies look at various co-teaching models and how different factors play into the most effective practices in co-teaching. The literature review presents explanations for ineffective co-teaching practices which are important to learn about and avoid. In addition, there is an important body of literature that discusses effective co-teaching practices and how models of co-teaching can benefit teachers and students.

Effective Co-teaching Practices and Methods

York-Barr et al. (2007) conducted a long-term case study that focused on looking at ELL learning in collaborative co-teaching models. The participants of this study were from a mid-western urban city teaching at an elementary school. There were 53 teachers and more than half of the teachers in the study were unlicensed. The study focused on a primary group which consisted of first and second grades from this school. Throughout each of the three years of study each grade had 150-160 students. Each year approximately 50%-55% of students were ELL students. This study followed these grade bands for three years to answer five questions to their research. The five questions are how elaborative instructional teams developed, what do these instructional models look like, how did the team members view and process the outcomes, what were the student outcomes and what are the implications of practices?

The findings show that the collaboration between educators was positive. The data to the first questions discussed the positive ways both educators and students grew through this

process. Some positive outcomes were: more creative and flexible student activities, increased reflection from educators on how to improve their instruction, decrease teacher isolation and greater ownership of student learning. Some of the negative outcomes were: loss of decision making, role shifts and confusion, differing personalities and educational goals. The effective instructional environments looked like a student-centered classroom, with a clear set of routines and classroom etiquette, all students feeling safe to explore their abilities, maintaining professionalism among teachers and respect for their co-teachers. In reflection, team members express their surprise as to how much they grew through collaboration with each other. Teachers who were originally against co-teaching now are pushing for it to be in more classrooms. Maintaining the same teacher teams over a long period of time allowed teachers to build strong relationships together and teach each other teaching styles and learn how to play off one another. The student outcomes showed that they felt more included and more comfortable in their classroom community. In addition, students were more engaged in lessons and displayed fewer undesirable behaviors. Another positive finding, students were learning more from each other and were being challenged overall. Student achievement increased as per results in scoring of state standardized testing.

York Barr et al. (2007) longitudinal study reported an overall positive view of co-teaching from both student's and teacher's perspectives. It is significant to get the point of view from the student as well when looking at co-teaching practices. This allows educators to see from the student's perspective how we should improve or maintain certain practices. A significant element of this study was how long the teachers had co-teaching partnerships. The extended period teachers have co-taught plays a significant role in this study because over the three years co-teachers were able to develop routines and learn to share roles as a teacher in the classroom.

Having co-teaching experience should be a tool used throughout schools and districts to help new co-teacher's partners define their new roles while planning and sharing space in a classroom.

King-Sears and Strogilos (2020) conducted a study to see how a team of sixth grade co-teachers and their students viewed their own co-teaching practices and student's responses on how this affected them as students in their classroom. The class consisted of 27 students, 10 of whom were classified as Students with Disabilities (SWD). Both teachers had over 10 years of teaching experience and 8 of those years were in co-teaching positions. The results of the studies were completed through a series of questionnaires. Students received 2 questionnaires that consisted of student's views of co-teaching and sense of school membership scale. The co-teachers completed their own separate questionnaires describing co-teacher relationship and patterns of adaptive learning scale.

The findings of the students' questionnaire discussing co-teaching models were one-teach one drift and alternative teaching. One-teach one drift is like push-in push aside model where there is main content being taught but smaller group of students gets pulled to the side for a significantly modified lesson or tutoring to complete the lesson being taught. Students without disabilities overall stated that the general education teacher planned and graded all lessons and tests for all students while students with disabilities (SWD) stated that the work was evenly split between co-teachers. Regarding school member scale, all students responded that both teachers enjoyed teaching and thought they had a positive relationship. Students without a disability all mentioned how they enjoyed having two teachers while two thirds of SWD responded their dislike of having two teachers.

King-Sears and Strogilos (2020) reports that the co-teachers' questionnaires have interesting findings. In the questionnaire both teachers agreed on a positive teaching relationship. The results of the patterns of adaptive learning scale were the general education teacher rated herself higher across the board for topics of goal structuring and mastery of skills for an overall of 4 and 3 for those parts as the special education teacher rated herself at a 3.5 and 2.87 for those results. While overall it can be said this model of co-teaching was successful for both teachers and students. However, the authors conclude that questionnaires do not address why the co-teaching pair was effective and how this pair was effective and how their effectiveness would change if a new model of co-teaching was introduced.

Looping and Co-teaching

Nevin et al. (2008) completed a study about instructional modifications and accommodations of co-teachers who loop. In education, looping a term used when a teacher moves to the following grade with the whole class. The study looks at teachers, classroom assistants as well as guidance counselors. The demographics of the classroom were as follows; out of 24 students 33% received special education services and 12% of the students were ELL students. The co-teachers in the study were a mainstream classroom teacher and a special education teacher, while an ESOL teacher was not mentioned in the study, the general education teacher does have a background in bilingual education as well as herself being bilingual in Spanish. The co-teaching pair had previous teaching experience separately as well as already working together in a co-teaching pair in third grade for two years. The third year working together the pair was participants in this study and while the general education teacher taught fourth grade previously and is somewhat familiar with the curriculum the special education

teacher never taught fourth grade. Data was collected from multiple classroom observations, interviews, and standardized test scores.

The findings of the study were broken down into categories of how they were collected. For this argument the most significant portion of this data is within the interviews between the co-teachers. The responses of the interviews were broken down into themes. Theme 1 discussed flexibility, in this classroom the students had academic, and language needs. Flexibility is a key factor when co-teaching, allowing different modifications and accommodations to meet all the different needs of the students and dividing that flexibility into both teachers evenly. The responses from both co-teachers were positive and mention how they found this to be a successful theme since they both understood their roles and equity in the classroom and throughout their lessons. Theme 2 discussed collaboration, both co-teachers discussed the significance of collaboration and understood the value that their counterpart contributed. One of the participants noted that it's important to be in sync with your co-teacher to meet all your students' needs in the classroom. It is also significant to have equity among the co-teachers in order for both teachers to have an equal role in their classroom partnership. Theme 3 discusses appreciation, each co-teacher discusses their satisfaction of support from their administrators, who provided them with training time, classroom assistants and group counseling. The special education teacher mentions how having supportive administrators who were able to provide the pair with more planning time as well as professional trainings to help grow their co-teaching craft has helped her greatly throughout her time participating in the study. Theme 4 discusses the benefits of looping. The special education teacher discusses how it was much easier at the beginning of the year as the students knew their expectations and both styles of each of the teachers. Theme 5 the nature of a coequal relationship, discusses how the co-teaching pair

planned together cohesively. The general education teacher discussed how she is constantly planning, and while she is not always planning with her co-teacher, they are always able to collaborate to help improve each other's instruction. These participants had a positive experience as co-teachers together as well as an effective experience as teachers. These co-teachers were given the same planning time and able to come to a method of equity that works best for them in their classroom.

After review, it is evident that there are important themes to support to foster effective co-teaching practices. The co-teachers mentioned the significance of flexibility, equity, and to be a synced pair when teaching. The study does not go in depth with how looping affected their co-teaching practices but more how it affected the students overall ease and being with teachers and peers they already know and have pre-established relationships. The participants mention that although there were limited points of contention, over time you build a relationship with your colleague and if you can put aside the extra paperwork and work on creating quality lessons, co-teaching can be successful for both students and educators. While these participants in the study had a positive outlook on their co-teachers and co-teaching practices, the study does not mention when there is a lack of flexibility, lack of equity and teachers who are not synced together as educators. It's important to look what as well can be done in situations where these key factors are lacking in a co-teaching relationship.

Cogenerated Dialogues in Co-teaching

Another important element in effective co-teaching is communication. A case study was conducted by Im and Martin (2015), on how cogenerated dialogue created positive relationships between co-teachers and students as well as developing understanding for teachers about how to engage effective teaching to support learning for ELL students. This study was conducted in a

public school located in large city in Northeastern United States. The school's population consisted of 24% limited English proficiency and 90% of students received free or reduced-price lunch. The participants of the study were a science teacher and an ESOL teacher as well as one ELL student in a fifth-grade classroom. The student participant had been living in the United States for two months and showed basic proficiency for reading and writing for a fifth-grade level but fell below proficiency regarding listening and speaking. Researchers observed the class once a week for a span of five months. The researchers gathered observational data about teachers and student practices and conducted pre and post observational interviews that discussed planning and implementation.

The findings of the study showed that cogenerated dialogue supported teachers to help the student grow agency. The growth of the students' agency was shown by the student-led discussions about difficulties they had in class with their teachers. The findings also mentioned how the student learned about how teachers provided support for them throughout the lessons. The cogenerated dialogue also helped support teachers to identify the students' cultural and linguistic differences. Cogenerated dialogue created a social space for relationships to develop among the participants, both teachers and the student. The student participant changed their outlook on their teachers as helpful resources in the classroom. The co-teachers utilized cogenerated dialogue to help address problematic issues that the student displayed. The science teacher discussed how the student was disengaged and often showed low motivation. The ESOL teacher discussed how the student had lower proficiency skills in listening and speaking and how this behavior was a coping mechanism in efforts to avoid further frustration. Together the co-teachers came up with supports that were implemented both in the whole classroom as well as

specifically for the student. When new supports were implemented, co-teachers were able to see a higher engagement level as well as motivation.

Although this study displayed an effective method for co-teaching to help create a more inclusive environment for the student, there were some negative findings present as well. The researchers discuss a need for school level structural support to allow for more planning time between co-teachers. An overall lack of resources and time to provide the student support in the classroom. The researchers also mentioned the need for professional development for teachers to create more effective lesson targets that work more cohesively with language targets.

Ineffective Co-Teaching Practices and Methods

A case study was conducted by Hersi et al. (2016) on co-teaching learning communities. This study was conducted in a high performing school district in the mid-Atlantic region of the United States. While this district was considered high performing there were three elementary schools that were not progressing with state test scores. Due to the lack of performance, these schools were now under a new mandate for student support during the instructional day. The school started a new inclusion model for 3 educators, a fifth-grade teacher, a literacy specialist, and an English to Speakers of Other Languages specialist (ESOL).

The teachers were assigned to their co-teaching triad by the administration. In addition, the group met for two 45-minute blocks for all co-teaching staff to work together and plan their instruction. The ESOL specialist would push-in during math and science instructional block 3-4 times a week while the literacy coach would push-in during English Language Arts block 3-4 times a week. The fifth-grade class used in the study consisted of 26 fifth graders, nine of those students who were English Language Learners (ELLs) and 12 students who were apart of the Response to Intervention group (RTI). With the addition of the literacy specialist and the

embedding of instructional planning time with their triad team, would help teachers meet their co-teaching goal of improving instruction through professional collaboration, teacher learning and shared accountability. The goal of the study was to monitor the co-teaching practices and relationships between the co-teaching triad.

Hersi et al. (2016) found that there were issues with implementation and planning despite districts initiatives to support effective co-teaching practices. Interviews were conducted with one group of fifth grade teachers, the reading specialist, the ESOL teacher and the content area teacher. One of the participants discussed how each co-teacher was involved in a separate state standard and each co-teacher contributed supports throughout the content with each language and reading standard while the general education teacher was focused on content standards. Having each co-teacher focus on a state standard would help find equity in a lesson since that is the portion of the lesson each teacher expands and provides support for. While this method might help co-teachers for a successful partnership, there were still many issues that came forward in the study.

The participating co-teachers involved in the study were not successful in their partnership. The two 45-minute blocks of instructional planning were broken down into Monday professional development days, which was run solely by the literacy specialist and Fridays were planning sessions for the triad. The single 45-minute planning period became difficult since the triad was not working together in the classroom at the same time. Attempting to plan together for different instructional portions of the day became difficult. In addition, the ESOL specialist was often left to meet with the classroom teacher unofficially to discuss short-term issues and trouble-shoot minor issues. The ESOL specialist discusses her overall difficulties working with the classroom teacher in her planning time as well as in the classroom with students. The ESOL

specialist mentions how her expertise was not taken seriously and was not implemented inside the classroom. She mentions how during their meetings the triad only discussed reading and language goals and solely focused on the RTI group and not ELL students. The ESOL specialist discusses her difficulty in including her voice during the planning time as her expertise was not taken as seriously as the literacy specialist. While the literacy specialist was the facilitator of the professional developments on their Monday planning, the literacy specialist discussed how she felt planning time allowed her to bounce ideas off her colleagues to help her grow and gain more insight. In this study we see although administration had attempted to create a supportive environment and giving their co-teaching triad the tools to succeed with embedded planning time, we can see that teacher relationships and ability to see equity in their peers was an issue that came up consistently.

Bell and Baecher (2012) study the different types of co-planning focus on two different dimensions; frequency (infrequent to extensive) and formality (informal to formal). As Bell and Baecher (2012) define further infrequent meetings as generally unplanned, quick to discuss short term or minor issues, while extensive meetings as frequent meetings that often discuss long term planning. Formal meetings were enforced by the administration and teachers met on a consistent schedule, with a regular agenda, and had certain protocols that had to be followed. Informal meetings were initiated by one of the teachers and teachers meet during a common available time to briefly discuss short-term issues. There were 72 ESOL elementary school teachers who participated, and all participants were in the U.S. but in all different states and regions of the country. Participants were also asked open-ended questions about their beliefs about different methods of providing ESOL instruction, either in a push-in or pull-out model

Bell and Baecher (2012) found that 67% ESOL teachers taught in pull-out models and 13% of ESOL teachers spent their time in a push-in model. The push-in model was least favored by most educators due to insufficient planning time, conflicting teaching styles as well as lack of equity in their roles as co-teachers.

It is significant to look at teacher feedback on different models because it is often a very true tale of the realities of working in a school. As for administrators and district personnel, looking at the feedback from teachers regarding a co-teaching experience is crucial. Understanding, some teachers prefer to collaborate with the ESOL teacher or other academic specialists to be able to add these supports in their classrooms and some teachers do not. This feedback should allow schools to re-evaluate their plan of action for their ELL students.

Bauler and Kang (2020) conducted a study in a school district on Long Island, New York. The study consisted of a school district that was experiencing an influx of new ELL students both new to the country and other students who were now becoming school aged. The district originally had 18% of students who fell under the ELL category but 78% of their populations first language was not English. There was an influx of ELL students entering the district's elementary school as well and K-4 schools were immediately overwhelmed and unprepared to meet the needs of all the new coming ELL students. This study consisted of following a group of 12 ESOL and content area teachers in a K-4 school. For three years data was collected through classroom observations, surveys, informal interviews, and student state test scores on the NYSLAT. The data collected was used to see which co-teaching models were effective and what core practices support effective co-teaching.

Bauler and Kang (2020) concluded that there was not one way of an effective co-teaching model. There was a significant finding in the study that discusses the importance of core

practices for co-teachers to remain effective with core academic practices. The authors note that teaching content such as science or social studies allowed opportunities for students to practice their reading, writing, listening, and speaking skills. The second significant finding was having co-teachers have an equal role throughout the lessons. This allowed teachers to be able to focus on a certain aspect of the lesson and provide support for their role in the lesson. The final element focused on student grouping and full inclusion of ELL students. Successful grouping strategies allowed for teachers to maintain their roles as co-teachers and be flexible as well as providing their students with the proper modeling and scaffolding to be able to complete the lesson with comprehension.

Bauler and Kang (2020) also mention struggles that emerged consistently through informal interviews as well as the survey results. These struggles included no planning time, inconsistency of availability of ESOL teachers, curriculum constraints, different teaching styles and lack of clarity of vision of the lesson. Review of the findings of this study concluded, how some aspects of co-teaching are positive and effective, but there are still challenges within co-teaching. A trend that is consistent is the struggles co-teachers face, which is lack of planning time, lack of availability and differing teaching styles.

Co-Teaching with School-Wide Curriculum Framework

Martin-Beltrán and Percy (2012) conducted a research study to learn more about teacher collaboration between mainstream classroom teachers and ESOL teachers. The authors collected data from 23 teachers of a larger cohort from a professional development series, through surveys, co-planning observations, and interviews. Two teams of teachers used a push-in model while others used the pull-out model. This school district used a curriculum framework where all

teachers receive a pacing guide and are aware of the expectations as well as where each teacher is regarding their curriculum for their grade level.

The findings of the study note that the curriculum framework helps embed guidelines for instruction to lessen or eliminate planning times with their co-teachers. While from surveys the researchers learned that most educators had a negative view of the curriculum framework teachers were able to recognize that a common curriculum framework allows everyone to be aware of what standards they are using that day or week. The co-teaching pairs noted how they all struggled with, lack of planning time and lack of equity in the lesson. It is mentioned often how the curriculum framework allowed the teachers to build from them to help create a better plan and add more in-depth scaffolds for their students throughout the lesson. The authors discuss the while teachers made it very evident, they were against using curriculum framework, it allowed co-teachers to have of framework so regardless of their disagreements, they had to rely on this framework to write and teach their lessons.

Review of the findings showed that the only positive aspect of this co-teaching study was that the teacher only had one thing that was holding their co-teaching partnerships together which was the curriculum framework. The aspects of co-teaching that are essential and that is not given priority are co-planning time, equity between co-teachers, an inclusive environment for students, as well as proper scheduling for the ESOL teachers. Many of these issues lie in the implementation of co-teaching practices within the school that administration needs to address. After review of these results, it is evident that proper planning time, and equity within a lesson is crucial to having a fair co-teaching partnership.

Co-Teaching Styles with Effective and Ineffective Practices

Peercy et al. (2017) looked at the how educators collaborated in a co-teaching model to help provide effective supports for ELL students. This study consisted of looking at a Title one school in a metropolitan area of the Mid-Atlantic region in the U.S. This school has 44% of ELL students and 86% of students receive free or reduced-price lunch. Data collection consisted of a 30-minute interview with a pair of co-teachers, and a video of 2 hours of co-teaching with the participants in their classrooms. Data collection was focused on these aspects of co-teaching: flexibility, teacher sharing, communication, classroom set up, scheduling, teacher roles and teacher viewpoints of co-teaching. It should be noted that both co-teachers used in the study are new in the education field as one of the co-teachers has been teaching 5 years and the other is finishing her first year as a teacher.

The findings of the study show a very positive outlook on co-teaching and discuss the co-teacher's practices. The teacher interview showed one of the findings discussed how working together allowed for both teachers to grow from each other's knowledge of curriculum and background of education. The teachers discussed how they each had specific knowledge that was a significant part of the teaching and were able to combine it together to create an environment where both teachers and students could grow. Classroom set up was discussed and the ESOL teacher mentions how the mainstream classroom teacher had a student-centered classroom. A student-centered classroom model allowed for an easier transition to co-teaching in comparison to a teacher centered classroom model where all student activities revolve around a teacher. It was also discussed how both co-teachers had the same goal in mind, both co-teachers were able to use their expertise in their own areas and build from one another to help create a vision for the

success of their students. Both co-teachers discussed their difficulties and how finding their role in the classroom was difficult to scheduling.

The ESOL teachers mentioned in her interview how her inconsistencies in the classroom made it more difficult for her to find her role in the classroom when she was available to co-teach. When authors collected the data from the video of lessons with the co-teachers, it was evident that it was difficult for the ESOL teacher to not take a subordinate role in co-teaching role in the classroom. Percy et al. (2017) further discussed that it is very difficult for teachers to let go of the persistent nature of traditional teaching roles in the classroom. While the study overall gave a positive view of co-teaching, there are still many obstacles that co-teachers face that are often out of their control when it comes to co-teaching practices.

A study conducted by Whiting (2017) surveyed teachers anonymously asked what their perceptions were about push-in or pull-out models for ESOL education. All teachers that completed the survey held positions as an ESOL in their education career. More than three quarters of the participants of the survey had over 10 years of experience teaching ELL students. The survey had both quantitative questions as well as open ended qualitative questions. Within those responses there were themes that were looked at closely after all the data was collected.

The themes that were found in the survey discussed teacher's viewpoints regarding their views on different models of providing ESOL education. The models were a push-in or pull-out style and the ramifications of both teachers and students experience within each model. One of the themes was a push-in model; over three quarters of the teachers had experience in this model and only 25% of these teachers would consider their experience in the model as co-teaching. These teachers considered this model push-in push aside, where the ESOL teacher pushes into

the classroom and the small group of ESOL and provides ELL students with support separately but inside their mainstream classroom.

One of the biggest drawbacks from the push-in push aside model is student embarrassment. Students often become embarrassed or ashamed because they are being marginalized due to their abilities and it is being shown for all their classmates to see. The second theme found in this study was loss of professional identity among teachers. When it came to co-planning time 61% of participants said they are provided time for co-planning. Although co-planning time was provided, only 22% of participants discussed they were able to determine the work that was going to be completed during the time provided with their students. Although these teachers were provided co-planning time, they were not able to work on skills that ELL students should be working on, they are just adjusting the needs to meet the mainstream classroom requirements.

Some positive themes found in the push-in model were knowledge of mainstream classroom. The ESOL teachers pushed into the classroom allowed them to have a direct view of what happens in the classroom especially regarding different content areas. This allows the ESOL teacher to adapt their practices and provide support where they see fit. When correctly implemented the push-in model shows positive benefits. The push-in model allows ELL students to feel included in their environment and all students benefit from additional language support. This model also maximizes instructional time for ELL students since they are not being pulled out of the classroom.

This study found benefits of the pull-out model as well. One theme discussed was freedom from distractions helped ELL students and the ESOL teachers to stay focused on skills they were working on and being able to target the specific needs of the students for them to be

able to apply in their mainstream classrooms. The ESOL teachers had control over what they are taught their students that is more geared towards their language needs in comparison to finding skills that are applicable during mainstream content lessons. Students were less likely to feel embarrassed because they were in a classroom where all the students in that class had similar experiences. The ELL students were with a teacher who has an in-depth understanding of their language needs as well as understanding different social issues that affect them.

Mastropieri et al. (2005) completed longitudinal studies of co-teaching in science and social studies content areas. The purpose of these studies was to see what methods of co-teaching are beneficial and how to improve practices to be able to have positive effective co-teaching practices. The participants in the study were a co-teaching pair in fourth grade and a co-teaching pair in seventh grade. Both fourth grade teachers were veterans as well as one of the seventh-grade teachers but one seventh grade participant was a first-year teacher. This case study focused on a few main aspects of co-teaching; collaboration, appropriate curriculum, co-planning time, effective instructional skills, and expertise in content area.

The findings of the case study were broken down into the main aspects of co-teaching. In regard to collaboration, all teachers reported having a positive relationship with each other as well as a positive outlook on co-teaching. These teachers viewed collaborating as an important key factor in co-teaching and a significant piece to their partnerships. All teachers had a similar clear view on how to execute the lesson plans provided by the curriculum.

Regarding effective instructional skills, all veteran teachers had effective ratings for instruction while the new teacher did not have a rating. The significance of this portion is the view the co-teachers had with one another, while the fourth-grade group had both positive views, their counterparts had differing views on good behavioral management skills. Co-planning for

both groups of teachers did not receive a specific time of the day for planning together but rather took time out of their schedules to discuss plans and division of roles and responsibilities. While planning for division of roles and responsibilities, one of the seventh-grade teachers discussed how lessons are planned collaboratively. The seventh-grade teachers continued to mention that it is often plans are not executed as they were originally planned. Not adhering to the original plans continued and tensions began to rise after the continuous pattern of not implementing plans as originally discussed between the co-teaching pair. Regarding expertise in content area, as the fourth-grade teachers and seventh grade veteran teacher had extensive knowledge of the content being taught, the new teacher often struggled with content area and how to properly execute their portion of the lesson. A pattern shown in this case study is that if co-teachers have similar views, experience, and knowledge of curriculum it is easier to create a partnership.

Conclusion

Overall, these studies have discussed many different aspects of co-teaching. The literature review presented the many different practices of co-teaching as well as the benefits of these practices and the drawbacks. There were various models discussed such as push-in, pull-out, push aside and alternative teaching. Additionally, there were consistent themes across the studies that significantly affect the quality of co-teaching for both teachers and students. These reoccurring themes that are significant to effectiveness of co-teaching are planning time with co-teachers, equal roles, and inconsistent scheduling. Throughout the studies it has been shown that lacking time or ability to find an equilibrium within these themes can often lead to ineffective co-teaching practices. Ineffective co-teaching practices affect the students' overall learning and abilities to receive support. It is important to apply the knowledge we know about what benefits

both students and teachers and create a sustainable plan that can address these issues and foster effective co-teaching practices for all students.

After consideration of different practices, it has been shown that utilizing a student-centered classroom and cogenerated dialogue are practices that foster effective co-teaching practices. During the PD, the facilitator will discuss and model how to utilize the student-centered classroom model as well as cogenerated dialogue. The PD will also discuss important elements of co-teaching that require more support. These co-teaching elements are scheduling, equity and implementation of plans. After review of these studies these co-teaching elements were often times not supported. It is significant to discuss how to properly support and mediate these essential elements of co-teaching to foster effective co-teaching practices. In addition, administration plays a key role in supporting effective practices by providing staff with proper planning time, plans on mediating issues between co-teachers and providing in depth professional development to further grow their staff in effective co-teaching practices. This will allow staff to be properly trained, given the proper time and knowledge to be able to implement these methods in their classrooms, and to ensure that all students' academic needs are being met by providing proper support in inclusive environments.

Chapter 3

There needs to be a change regarding the methods and implementation of co-teaching for ELL students. After reviewing the literature, co-teaching elements need to be further supported with different practices to have a more effective outcome. In this professional development there will be a discussion of topics to help support effective co-teaching practices. The first topic that will be discussed is how to incorporate a method of a student-centered classroom as well as proper grouping of students for small group instruction. The second topic that will be discussed

is how to incorporate cogenerate dialogue into small groups with students as a reflection tool to help see how learning from co-teachers and overall instruction is from the student's perspective. The following topics will be a discussion on how to improve upon problematic themes in co-teaching. These topics include equity, scheduling, planning time, and implementation of plans. The facilitator will model how to create a student-centered classroom, mini-lesson and cogenerated dialogue. Participating teachers will be given the opportunity to plan with their counterparts to plan an English Language Arts (ELA) lesson with a state standard provided for each grade band K-2 and 3-5. After completing the planning period between co-teaching pairs, the participants will be completing a questionnaire that discusses the different domains such as equity, planning time, implementation of plans, consistent schedule and routine. This questionnaire will help to further professional development as well as help support participating teachers to provide further support on their specific issues. The goal of this professional development is to help co-teaching pairs create more seamless and synced lessons to provide support for ELL students in a more inclusive environment. All the materials for this PD will be labeled as Appendix A through G and can be found at the end of this capstone.

Outline of Professional Development

The first day of professional development will discuss how to implement a student-centered classroom along with utilizing cogenerate dialogue in small group instruction. Creating a student-centered classroom allows teachers to focus on each child individually. While providing instruction briefly to the whole class and then grouping students according to ability level. This allows both teachers to provide extra support for students and to allow students who are meeting standards to be challenged. The facilitator will also model how to create a mini-lesson and division of teacher roles during the mini-lesson. Cogenerated dialogue can be used as

a form of self-reflection for students at the end of the lesson or week to help provide feedback to teachers on what worked best for them during the lesson. The facilitator will show a sample of an exit slip at the end of the week for students to fill out and participants will be able to create their own as well.

Day One Learning Targets, and Professional Development Activities

To begin the professional development the facilitator will begin with an introduction and the learning targets that will be met during the PD. The learning target for day one is participants will be able to discuss and create student-centered classrooms. To accomplish this learning target teachers will be using Appendix A and B to create a lesson plan a visual of groupings of students. The final activity is participants will be able to create cogenerate dialogue exit slip for students utilizing the learning standards used to create the lesson plan. To meet the learning target participants will be shown through presentation what student-centered teaching is. The facilitator will then model a mini lesson along with how to monitor student progression throughout the lesson. Once the model and discussion are completed participants will be able to create a student-centered lesson during their literacy block. Each grade band (Kindergarten-2 and 3-5) will receive a state standard to use when creating student centered lesson plan. The participants will be using Appendix B as their template to create the mini-lesson and will be using Appendix A for groupings of students. Once participants complete the activity, the facilitator will then discuss cogenerate dialogue and how to utilize it in the classroom. Participants of the PD will use Appendix C as sample but will essentially use their state standards and supports more emphasis when creating their own questions. After the presentation for day one is completed, participants will complete questions based on the framework of student-centered classroom and cogenerate dialogue.

Student-Centered Classroom

Student-centered classroom is a method of teaching that focuses on looking at a child holistically (York-Barr et al., 2007). This means looking at all the child's abilities and where they need support and being able to meet them where they are currently are. In a teacher-centered classroom, there is an emphasis on the teacher(s) in front of the classroom and students listening to instruction and completing work independently after the lesson. Student-centered teaching focuses on teaching a standard to whole class lesson but not for the whole scheduled time. Teachers will focus on the learning target of the lesson and then break off into homogeneous groupings of students to help provide more in-depth support to the students. Please see Appendix A, a sample on a 90-minute literacy block was adapted from York-Barr et al., 2007. This visual should help provide a clearer and concise way for co-teachers to divide up their time and roles in the classroom. Groupings of students are a crucial aspect of student-centered teaching. Being able to collaborate on proper grouping of students will help better drive instruction and supports throughout the small group instruction.

Cogenerated Dialogue

Cogenerated dialogue is a reflective conversation teachers initiate with students to help get a better understanding of how the student is feeling about their learning, classroom environment and other areas of the classroom that affect the student. Im and Martin (2015), discuss how using cogenerated dialogue helped the students create a more positive relationship with the teacher as well as being able to communicate their needs for their teachers to provide more support. Cogenerated dialogue can be used in a simple conversation between teacher and student(s), or students can fill out a form for teachers as an exit ticket for each lesson or at the end of the week, see Appendix C for sample cogenerated dialogue exit ticket. These

conversations can help co-teachers rethink the methods they are currently using and help them change current methods or continue methods if students are making progress and if both co-teachers agree with the methods that are being used.

Day Two Learning Targets and Professional Development Activities

The second day of professional development will be focused on targeting elements of co-teaching that help provide the framework to create an effective inclusive co-teaching model. During day two participants, including both teachers and administrators, will be looking at themes of scheduling, equity, and implementation of plans. Learning how to work collaboratively in a partnership to embed these themes in everyday inclusion settings will support effective inclusive teaching practices.

The second day of professional development will be utilizing the information used from day one and how to incorporate themes of equity and planning time together to create an overall effective co-teaching learning environment. The learning target for day two is that participants will be able to create an equitable student-centered lesson plan with their counterparts providing sufficient planning time. The facilitator will begin to discuss the themes of co-teaching that require extra support such as scheduling, equity, and implementation of plans. Participants will then be given 1 45-minute block of planning time with their co-teacher to create a lesson plan and student-centered classroom model to create an equitable plan of implementation. The participants will be provided with a learning standard for each grade band Kindergarten-2 and 3-5 to work in partnership with their co-teacher to create a plan that includes the student-centered classrooms. To address the issues of equity, planning time and implementation, a questionnaire can be found in Appendix E, that can be used as a reflection tool for co-teaching pairs. At the

end of the professional development teachers will be able to create a student-centered classroom as well as utilize equitable and proper scheduling time to foster effective co-teaching practices.

Scheduling

In a co-teaching partnership, it is imperative to have a set schedule for planning as well as when the English of a New Language (ENL) will be present for their lessons. Scheduled planning is a significant part of creating effective and inclusive co-teaching practices. To support co-teaching partnerships, administrators should create schedules that allow co-teachers enough planning time as well as time in the classroom. This is an important element of co-teaching that has been shown that lacking proper scheduling in both planning and time in the classroom has led to ineffective practices. It is significant to note that studies conducted by Bauler and Kang (2020), Martin-Beltran and Peercy (2012), Peercy et al. (2017), all mention that a significant number of co-teaching attempts fail due to poorly designed schedules. An ideally set schedule would allow co-teaching pairs having a mandated allotted can help with creating effective co-teaching practices. It is important to note that using the scheduled planning time strategically is important as well. Hersi et al. (2016) provided 2 45-minute blocks of planning time for their co-teaching triad. In this study one of those planning blocks was used for professional development run by a literacy specialist which did not discuss any literacy support for ELL students. However, while the participants were provided scheduled planning time, due to the PD built in their planning time it did not allow enough time to properly plan for lessons.

To mediate this issue of creating planning times and using these planning blocks effectively, during this professional development co-teachers will be given 1 45-minute block to plan one lesson together during the professional development. To properly mediate this issue outside of professional development to ensure co-teachers are provided enough time with

planning, co-teachers should be given a 45-minute blocks depending on how often their push-in schedule is a week to plan with their co-teachers. For example, if the ESOL teachers schedule is to push in three times a week the pair should be given 3 45-minute blocks to properly plan together.

Another significant part of scheduling is having the push-in teacher available during their scheduled times to be in each specific classroom. Having a structured planning time together is only significant if both teachers are there to implement the lesson through that they have both created. It is important for administration to create schedules and that work for the teachers as well as administration. Martin-Beltran and Peercy (2012) discussed that often the ESOL teacher was not available during their scheduled times in the classrooms to provide support due to other building needs. Although scheduling times are out of control of both co-teaching partners it is significant for it to be brought to the attention of administrators especially if it is a consistent problem.

Equity

An important aspect of co-teaching is having equity within the classroom. Co-teaching can often lead to inequity in the classrooms as traditional teaching is typically with one teacher in the classroom leading. In a study conducted by Bell and Baecher (2012), that most teachers did not favor co-teaching push-in model because of the lack of equity and role as a teacher throughout their time in the classroom. To mediate this issue and to help co-teachers find equity in their lessons it is important to properly plan their lesson and for each teacher to explicitly focus on one standard and during planning time to discuss roles for each of the teachers for each portion of the lesson. Creating a student-centered teaching environment also allows for more equity in lessons since the teachers are not teaching in front of the classroom the whole class

period. It is important though that during whole group instruction co-teachers can present materials and provide support for all students. Co-teachers should be able to highlight their own portions of the lesson that they are responsible for, see Appendix B for a lesson plan outline. After planning if a teacher feels as though the lesson is not equitable it is important to look back in the plans to see what can be added to help find an equilibrium to the lesson. Being explicit when planning and outlining what each teacher is responsible for in the lesson will help create an equal partnership between the co-teaching pairs.

Implementation of Plans

A main component of co-teaching is teaching together cohesively and implementing the lesson as planned. Mastropieri (2005) discusses in their study followed two pairs of co-teachers. Each pair was given a scheduled planning time and how one of the pairs did not keep to their plans when implementing a lesson and this led to a lack of equity in their lessons. Educators try to stick to their original plans as much as possible but to intentionally and consistently not stick to the plan is something that needs to be addressed by the co-teaching team itself and if it does not resolve then it needs to be addressed by administrators. A great way to discuss implementation is to reflect on the lesson plans and discuss what can be improved and what worked well. Going back to original plans and looking at what needs to be changed or enhanced to create better equity between the pair or having a discussion on how to improve certain aspects of the lesson. To mediate this issue, it's important to answer the reflection questions honestly and then share your responses with your partner, see Appendix F for reflection questions. Although teachers will not be implementing lessons in the PD, they can and should use the lessons created during the planning period and use that lesson to reflect on and use this tool throughout their co-teaching experience to help reflect and enhance important implementation practices.

Post Professional Development Questionnaire

After the professional development, there will be a questionnaire to help improve and grow further PD's regarding co-teaching practices and help administration address current co-teaching issues, see Appendix G for questionnaire. The first part questionnaire will address how the participants felt the PD addressed issues in co-teaching and how the methods would assist to mediate the issues addressed. There will also be a portion to discuss different co-teaching concerns that participants are experiencing themselves. This portion will be provided to administration to further mediate and provide further professional development to address co-teaching issues and to foster more effective co-teaching practices.

Conclusion

Co-teaching is a style of teaching that helps provide extra support to students who have different learning abilities that allows them to learn in an inclusive environment. It is imperative to be able to look at co-teaching practices and look at what areas need improvement and why to help create a more effective inclusive learning environment for all students in the classroom. These methods to help mediate issues in co-teaching are creating a student-centered classroom, using cogenerate dialogue, scheduling and planning time, equity and implementation are all essential to creating a learning environment that promotes effective co-teaching practices. Embracing co-teaching and these supportive practices will be beneficial for all staff and students involved. In chapter four there will be a conclusion to the capstone thesis. This chapter will discuss conclusions from the literature review, implications for students and teachers and recommendations and final thoughts about how to further research this topic and how to further assist next generations of teachers to develop effective co-teaching practices.

Chapter 4: Conclusion

Introduction

Co-teaching is becoming a common practice in the education field. The purpose of co-teaching allows an inclusive for students of all learning abilities to learn together. The focus of the capstone thesis is to research and review co-teaching practices for English language learners (ELLs). It is significant to review these co-teaching practices as they are becoming more common to allow ELLs to have more time in the classroom and be provided language support with their classroom instruction. In the literature review presented, there were a few studies that had effective co-teaching practices but there were many studies conducted that showed aspects of ineffective practices of co-teaching. The significance of the studies represents elements of co-teaching that can be focused on to help foster effective co-teaching practices.

Conclusions

Based on the results of the literature review, it is important to note that there is not one method of co-teaching that is effective but rather a collection of significant themes that co-teachers must be in sync with to create the most beneficial co-teaching practices for students. The overall findings of the literature discuss effective classroom instructional methods such as student-centered classroom and cogenerate dialogue. While themes of scheduling, regarding both planning time and time for push-in teacher in the classroom, equity and implementation of plans are areas that tend to be the downfall of co-teaching practices. To foster effective co-teaching practices participants will receive professional development on how to utilize a student-centered classroom and cogenerate dialogue. To mediate the issues of scheduling, equity and implementation plans a professional development was created to help guide co-teachers to create effective practices with their counter parts.

To foster an environment of student-centered classroom teachers will be provided with a schedule on how to divide their time regarding literacy blocks. This student-centered model helps foster an environment to focus on the whole student to provide in-depth support while being in a general education setting. This model focuses on a mini lesson and dividing students into small homogenous groupings. These groups allow teachers to provide more support to students to understand and meet learning targets as well as help students excel who require more challenging work. This method also helps create a smoother co-teaching environment as each teacher is focused on their small group more. While in the small group's teachers can implement cogenerate dialogue as well. This approach helps open conversation with students on what is working well in the classroom, regarding their classwork as well as overall classroom environment. Having cogenerate dialogue with students can help co-teaching practices address the students' needs that the students themselves are reflecting on. This can help give co-teachers a sense of community in their classroom and help teachers to work collaboratively to help implement support together for these students.

The issues with scheduling when it pertains to the matter of scheduling planning times are as follows. During professional development each lesson should be allotted a 45-minute planning block. For professional development since the pair will only be preparing one lesson, they were provided with a 45-minute block of planning. It is heavily suggested that going forward each lesson that will be co-taught will be provided with a 45-minute block of planning time. This planning time will help teachers be more aware of the supports that their students are being provided during the lesson as well as helping create a more equitable lesson where both teachers involved are doing their part in the lesson while allowing the students to learn in an inclusive manner. Hersi et al. (2017) discusses while co-teaching triad was provided with

planning time, that one entire planning period was dedicated to professional development that did not go over supports for ELL students. It is significant to mention that keeping an agenda during planning time is crucial to ensure that all aspects of the lesson have been discussed and both co-teachers understand each role they play in the lesson.

While mediating the issue of scheduling and ensuring that the push-in teacher is available during scheduled co-teaching periods. It is important for the classroom to be aware of the supports the ESOL teacher has provided so the classroom teacher can implement supports if the ESOL teacher is not present, but it is important to note and monitor the number of lessons the ESOL teacher is missing. Although out of the hands of the co-teachers, if this is a significant problem it needs to be brought to administration to help solve this issue.

Equity was another theme that was mentioned throughout multiple studies that was lacking between co-teaching pairs. In a study conducted by Bell and Baecher (2012) discuss how many teachers did not favor push-in as a co-teaching model as teachers found it difficult to find equity and a fair role throughout the lessons. To have more equity between teachers in the lesson goes back into the ability to have proper planning time with lesson planning. It's important each teacher looks at each aspect of the lesson and discusses with their partner what each teacher will be presenting in each lesson as well as the different supports each teacher will be presenting. It is significant that the teachers stick to their plan that they had created together, and then reflect after the implementation of the lesson to grow their skill and make changes as needed.

Implementation of plans was the final theme that was found in the literature review. Implementation of plans is a significant portion of co-teaching since this is the aspect of where students and teachers can see their work in action. While having proper planning time is another key factor in implementation, co-teachers sticking to their plans is a crucial portion of this.

Mastropieri (2005) discusses that even with sufficient planning time between co-teachers. It was noted by one of the participants that one of the co-teachers was not sticking to the plan they had created together. After the end of each co-taught lesson, teachers need to reflect on what went well and what needs to be worked on, which includes curriculum and instruction as well as flow and equity of the lesson. This allows for both teachers to be held accountable for their roles in the lesson and implementation of the lesson.

Implications for Student Learning

Creating effective co-teaching practices is essential for student success. The literature review presents many co-teaching studies that were ineffective for student learning. It is important to look at these studies and see how we can improve the co-teaching practices to make them more effective for student learning. A common theme was lack of equity in the lessons, in a study conducted by Whiting (2017) discusses the effect of student embarrassment in one of the co-teaching models. Whiting (2017) further discusses how co-teachers who do not properly plan together can adopt a method of push-in push aside model where students who are receiving extra support are pulled to the side of the class during the lesson and are provided supports separately with the ESOL teacher. Students in this study felt embarrassed because they were isolated because of their lack of language abilities. To prevent this from happening it is important to create instruction where extra support is provided but the students do not feel the lack of inclusivity.

A study that reported positive student outcomes and mostly effective co-teaching practices was having a student-centered classroom. In a study conducted by York-Barr et al. (2007) having a student-centered classroom that had a clear set of routines in place was significant when it came to co-teaching. Using the student-centered classroom model showed

higher student engagement, students felt more comfortable taking risks, and overall lowered undesirable student behaviors. The participants were able to see an improvement in students through state test scores. Although the participants in the study mentioned the need for more planning time and for more equity in lessons, the participating teachers had an overall positive experience. Implementing a student-centered classroom can help with creating more effective co-teaching practice.

Implications for Teaching

Looking at different methods to create effective co-teaching practices is essential for teaching. Many schools are implementing co-teaching models due to an influx of students who require extra support outside of the classroom, whether the students' needs be regarding the learning abilities or language skills. The themes presented to help support more effective co-teaching models are scheduling, equity and implementation of plans. If teacher pairs can have proper planning time, have equity in their lessons and in the classroom as well as adhering to the plans created together, it would help create more effective co-teaching environments. The co-teaching pairs specifically general education teachers and ESOL teachers, would benefit most when administration is able to provide co-teaching pairs with proper planning time and time in the classroom, holding staff accountable for proper implementation of the lessons and professional development.

In the study conducted by York-Barr et al. (2017) it discussed how having a student-centered classroom with student routines in place has proven effective with students and has a positive impact on teachers as well. Another significant aspect of co-teaching is the amount of time the co-teachers have taught together. School administration should be aware of the benefits of having continuing co-teaching pairs if their partnership has been successful. This allows

teachers to foster a positive work environment where they can easily find equity in their roles in the lesson and create seamless lessons where students are unaware of who is being provided with extra support. When there is an effective pair of teachers it is also important to use them as a resource to help support other co-teaching pairs to create effective practices as well.

Recommendations

The capstone thesis discusses the importance of creating effective co-teaching practices for ELL students. In the literature review, there were a lot of studies that discussed co-teaching practices that were ineffective for both students and teachers. The reoccurring themes that were mentioned throughout the studies were poor scheduling, lack of planning time, equity, and implementation of the lesson. To further question, when these themes are being addressed and implemented properly, how effective are these practices and what can be done to implement the effective practices across the education field.

Further studies should research what practices make co-teaching effective and how to implement them in classrooms. Researchers should study whether teachers are receiving training in how to co-teach and how to create an effective teaching partnership. It should also be addressed that many undergraduate and graduate education programs do not teach important co-teaching strategies and models to help set up new generations of educators on how to properly co-teach. Since there are many studies that are discussing similar themes of difficulty with co-teaching it should be looked at how school administrators and district personnel are looking to improve their methods of co-teaching and how they are supporting their staff members. There are many ways to further these studies on effective co-teaching practices. It is with optimism that the more studies are completed that school administrators will be able to provide support for

their staff members to create more effective co-teaching practices in all co-teaching partnerships.

Final Thoughts

Co-teaching is a craft that requires a lot of effort, flexibility and understanding between co-teaching partners. It is important for co-teachers to be provided with the time and professional development to create an effective co-teaching environment from which students can thrive from. The studies presented in the literature review mainly discuss elements of co-teaching that need to be further improved to help students grow in an inclusive environment. Further studies should look at how to teach co-teaching practices in undergraduate and graduate degrees. It should also be mentioned how administrators are providing professional development and supporting the pairs to help grow and create more effective practices. It is with optimism that with time and further studies of effective models that there will be more co-teaching practices that are found to help create a seamless learning environment for students where all students are able to be supported and feel like they are in an inclusive environment.

References

- Bauler, C., & Kang, E. J. S. (2020). Elementary ESOL and content teachers' resilient co-teaching practices: a long-term analysis. *International Multilingual Research Journal*, 14(4), 338–354. <https://doi.org/10.1080/19313152.2020.1747163>
- Bell, A., & Baecher, L. (2012). Points on a Continuum: ESL Teachers Reporting on Collaboration. *TESOL Journal*, 3(3), 488–515. <https://doi.org/10.1002/tesj.28>
- Hersi, A. A., Horan, D. A., & Lewis, M. A. (2016). Redefining “community” through collaboration and co-teaching: a case study of an ESOL specialist, a literacy specialist, and a fifth-grade teacher. *Teachers and Teaching, Theory and Practice*, 22(8), 927–946. <https://doi.org/10.1080/13540602.2016.1200543>
- Im, S., & Martin, S. N. (2015). Using cogenerative dialogues to improve coteaching for language learner (LL) students in an inclusion science classroom. *Asia-Pacific Journal of Teacher Education*, 43(4), 355–369. <https://doi.org/10.1080/1359866X.2015.1060295>
- King-Sears, M., & Strogilos, V. (2020). An exploratory study of self-efficacy, school belongingness, and co-teaching perspectives from middle school students and teachers in a mathematics co-taught classroom. *International Journal of Inclusive Education*, 24(2), 162–180. <https://doi.org/10.1080/13603116.2018.1453553>
- Martin-Beltrán, M., & Peercy, M. M. (2012). How Can ESOL and Mainstream Teachers Make the Best of a Standards-Based Curriculum in Order to Collaborate? *TESOL Journal*, 3(3), 425–444. <https://doi.org/10.1002/tesj.23>
- Mastropieri, M., Scruggs, T. E., Graetz, J., Norland, J., Gardizi, W., & Mcduffie, K. (2005). *Case Studies in Co-Teaching in the Content Areas: Successes, Failures, and Challenges.*

Intervention in School and Clinic, 40(5), 260–270.

<https://doi.org/10.1177/10534512050400050201>

Nevin, A., Cramer, E., Voigt, J., & Salazar, L. (2008). Instructional Modifications, Adaptations, and Accommodations of Coteachers Who Loop: A Descriptive Case Study. *Teacher Education and Special Education*, 31(4), 283–297.

<https://doi.org/10.1177/0888406408330648>

Percy, M., Ditter, M., & Destefano, M. (2017). “We Need More Consistency”: Negotiating the Division of Labor in ESOL-Mainstream Teacher Collaboration. *TESOL Journal*, 8(1), 215–239. <https://doi.org/10.1002/tesj.269>

Whiting, J. (2017). Caught Between the Push and the Pull: ELL Teachers’ Perceptions of Mainstreaming and ESOL Classroom Teaching. *NABE Journal of Research and Practice*, 8(1), 9–27. <https://doi.org/10.1080/26390043.2017.12067793>

York-Barr, J., Ghere, G., & Sommerness, J. (2007). Collaborative Teaching to Increase ELL Student Learning: A Three-Year Urban Elementary Case Study. *Journal of Education for Students Placed at Risk*, 12(3), 301–335. <https://doi.org/10.1080/10824660701601290>

Appendix A

Day 1: Activity 1: Timetable and Grouping for Student Centered Classroom

**Student-Centered Classroom Diagram: Literacy Block
15-20 minutes Whole Group Instruction (GE and ESOL Teachers)**

Whole Group Instruction
All students and Co-teachers
Teachers alternate whole group teaching and monitoring student progress.

**30-40 minutes Shared Reading and Foundational Skills (GE and ESOL Teachers)
GE and ESOL teachers should rotate daily or weekly with groups.**

Heterogeneous Grouping
Challenge Students
GE Teacher

Heterogeneous Grouping
Support Students
ESOL Teacher

**25-30 minutes Guided Reading and Writing (GE and ESOL Teachers)
GE and ESOL teachers rotate their groups daily.**

Heterogenous Grouping
(From Reading Level)
GE Students
Rotating Teacher
Group 1

Heterogenous Grouping
(From Reading Level)
GE Students
Rotating Teacher
Group 2

Heterogenous Grouping
(From Reading Level)
ELL Students
Rotating Teacher
Group 3

Heterogenous Grouping
(Reading Level)
ELL Students
Rotating Teacher
Group 4

Appendix B

Day 1: Activity 2: Mini Lesson Plan Template

Learning Target: Content Standard: Language Standard:	
Warm up/ Building Background Knowledge:	
Introduction:	
Model (I do): Supports/Scaffolds: Engage (we do, one teacher models another walks around to support): Examine (you do, both teachers walk around for supports and monitor students to create groupings): Independent Work: (Students should be placed in groups on how they are completing work)	
Wrap Up:	

Appendix C**Day 1: Activity 3: Sample Cogenerated Dialogue Weekly Exit Ticket**

Student Name:	Date:
1. What made you happy about school this week?	
2. What would help you more with math?	
3. What would help you more with reading?	
4. What has Ms.Jones taught this week that helped you?	
5. What has Ms.Smith taught you this week that has helped you?	
6. If there are any other changes or activities that you felt helped you or you felt lost with, please write them here.	

Appendix D

Day 1: Activity 4: Post Day One Questionnaire

1. What is your definition of a student-centered classroom?
2. What are the 3 main components of a student-centered classroom?
3. What are some of the benefits of cogenerate dialogue?
4. How do you plan on utilizing cogenerate dialogue in small group instruction?

Appendix E**Day 2: Activity 3: Wrap Up**

1. How were you and your co-teacher able to find equity when creating the lesson?

2. How did using the student-centered classroom method help create equity within the lesson?

3. Discuss the allotted planning time. Was the 45-minute period for the lesson enough or too little time?

4. After planning, do you believe that plans will be implemented as they were today?
Explain

Appendix F

Day 2: Supplementary Support: Lesson Reflection Questionnaire

Reflection Questionnaire

What went well in this lesson?

What in the lesson needs to be improved on?

Was the lesson implemented as planned? Be Specific, go back to lesson plan and highlight

Is there a classroom management issue? Be specific

Appendix G

Day 2: Activity 4: Post Professional Development Questionnaire

On a scale of 1-10, how did this professional development address current issues with co-teaching that you are experiencing? (1 not addressed 10 all concerns addressed)

What aspects of professional development did you find most helpful?

What portions of this professional development would you like further support in implementing?

What themes of co-teaching would you like to be addressed in the further professional developments?

What are current issues that you are dealing with in regard to co-teaching?

Is administration supportive in creating effective co-teaching practices?

On a scale of 1-10 will administration be able to follow guidelines to help foster effective co-teaching practices?