From Isolation to Inclusion:

How to Become a Successful ESL Co-Teacher

by

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Abstract

This capstone project aims to support classroom teachers and English as a Second Language (ESL) teachers in co-teaching models. In co-teaching, two teachers (in this case an ESL teacher and a classroom teacher) work together to teach and evaluate a group of students. Traditionally, many English Language Learners (ELLs) have been serviced in a pull-out model where they leave the classroom to work with an ESL teacher with other ELLs. However, as the population of ELLs continues to grow, co-teaching is becoming a more popular tool to service students, as it allows them to receive necessary accommodations and scaffolds without having to leave the classroom. With the introduction of co-teaching, both classroom and ESL teachers need training on what is co-teaching and how to execute a co-taught lesson. A successful co-taught lesson first begins in the co-planning stage, and it is imperative that both teachers work together to know what each person's role is and that the lesson is truly collaborative. As there is no one model for co-teaching, teachers have the autonomy to choose which model works best for their particular students, lesson, or style. Through the use of collaborative documents and lesson plan templates, classroom teachers and ESL teachers can work together to produce lessons that support students' academic and linguistic needs.

Keywords: English Language Learners, co-teaching, pull-out model, comprehensible input, language objectives, content objectives

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Chapter 1: Introduction

As the educational system in the United States continues to change and evolve, it is imperative that all disciplines continue to change as well. Special education in particular has evolved over the last sixty years, in particular with the introduction of co-teaching in the 1960s, which became more prevalent in the 1980s (Mabbot & Strohl, 1992). The idea of giving students with disabilities the opportunity to work with their peers and have a lower student-to-teacher ratio, with having two certified teachers in a classroom, became very attractive to states and districts nation-wide. Likewise, the same trend can be found with ESL (English as a second language) programs in recent years. There has been a greater need for co-teaching classes for ESL and general education students, especially as the number of ESL students continues to increase in public schools. As of 2017, almost 5 million English Language Learners (ELLs) attend public schools in the United States (National Center for Education Statistics, 2020). With the increase in ELLs in schools, it is important to integrate these students with their peers so they can not only learn English and American customs in an academic setting, but in social settings as well. If ELLs are consistently separated from their peers, this can lead students to feel unwelcome instead of encouraging diversity and students sharing their personal and cultural backgrounds with their peers (Baker & Wright, 2017). A great way for students to interact with their peers without having to leave the general classroom setting while still receiving English support services is through co-teaching.

However, unlike special education, many educators are not properly trained on how to effectively co-teach in an ESL-integrated classroom (Friend & Cook, 2000). Without adequate training and professional development, a co-teaching class with an ESL teacher and general classroom teacher can instead look like a lead teacher and a teacher's aide, which would be a

waste of classroom resources and expertise (Coltrane, 2002). Instead, it is imperative that teachers, both ESL and general classroom teachers alike, should be given professional development time to not only learn the significance of co-teaching and different co-teaching strategies to employ, but also working time to plan with their co-teacher as well. In my personal experiences, the best professional developments give teachers time to plan how to implement what they learned into their lessons, as all of the information is still fresh and new. Another challenge in co-teaching and planning a professional development about co-teaching is that there is no exact method for a collaboration model. This means there is little guidance for co-teachers, particularly for co-teachers in an ESL collaborative classroom to follow in order to implement a successful program (Mabbot & Strohl, 1992).

The next chapter will explore the history of co-teaching and the rationale for its usage with ELLs. Then important second language acquisition theories will be explained. Next, obstacles in co-teaching and effective strategies to overcome these obstacles will be introduced. Without adequate training that includes rationale, examples, strategies, and tips, it is nearly impossible to expect teachers to be able to successfully co-teach lessons with ELLs in mind. The next chapter also outlines second language acquisition theories and strategies to help students along this process while in the general classroom. Additionally, co-teaching is a trial-and-error process, in which both teachers co-plan, execute, and reflect upon a lesson together to determine its success and if such a model should be utilized going forward. There are many different forms and styles of co-teaching, so educators can choose which model to implement depending on teachers' styles, strengths, and the needs of their students. Through utilizing the expertise of each teacher in the classroom, students are able to get a more focused and specialized experience in the classroom.

Chapter 2: Literature Review

English as a Second Language (ESL) classrooms and guidelines are constantly changing and evolving. Traditionally, these programs were designed as pull-out programs, in which English Language Learners (ELLs) would be pulled out of their mainstream classroom in order to receive instruction from an ESL teacher while following an ESL curriculum, but the policies around the best ways to teach ELLs are changing (Hawkins, 2005). Currently, more and more districts are switching to a more collaborative approach, in which both the ESL teacher and general classroom teacher co-teach lessons together with ELLs and their goals in mind. However, in some cases, the ESOL teacher and general classroom teacher are not truly co-teaching, and one teacher is taking the role of 'leader,' while the other teacher is the 'helper' (Creese, 2006).

Co-teaching comes in many forms and styles, so it can be easily altered to fit the needs of the students and teachers in the classroom to avoid the leader and helper scenario previously mentioned. The goal of co-teaching is to enrich students by tapping into the expertise of each educator in the classroom (Huynh, 2017). According to Andrea Honingsfeld, an education professor at Molloy College, co-teaching ELLs can be described as "riding a tandem bike" (Honingsfeld, & Dove, 2015). Through this partnership between the classroom and ESL teacher, students can receive the proper supports, scaffoldings, and feedback that is necessary to succeed in the general education classroom.

This literature review aims to find out the value of an effective co-teaching model as opposed to a traditional pull-out ESL model. First, two major second language acquisition theories, the Sociocultural Theory and Krashen's Theory of Second Language Acquisition, will be discussed to better understand how a learner develops a second language. Then, in order to

fully understand the importance of a collaborative model in regards to these theories, the history

of co-teaching and rationale for doing so must be evaluated. Next, obstacles to collaborative

teaching programs in regards to teachers and administrators will be discussed. Finally, key

instructional components and techniques for ELLs and their language development as well as

strategies for a successful co-teaching model and partnership will be researched.

Sociocultural Theory

Vygotsky first began his research by studying the relationship between education and

cognitive development of children (Vygotsky, 2011). Vygotsky's Sociocultural Theory states

that social interactions with psychological tools (i.e. language) are a major part in a child's

cognitive development (Daneshafar & Moharami, 2018). Through social situations and

interactions, ELLs are able to increase linguistic proficiency as they learn from their peers and

understand more language (Vygotsky, 2011).

Vygotsky's theory also utilizes the zone of proximal development (ZPD), or the level at

which a student can complete a task independently compared to what the same student can do

collaboratively with a peer or teacher (Vygotsky, 2011). In regards to teaching, teachers should

aim to teach at a level slightly above a student's current level, and this appropriate level of

instruction is the ZPD (Daneshafar & Moharami, 2018). The ZPD promotes the need for students

to negotiate meaning and in turn further develop their own linguistic proficiency (Danshfar &

Moharami, 2018).

Krashen's Theory of Second Language Acquisition

Similarly, Stephen Krashen believes that input students receive can help accelerate

second language acquisition (SLA). Krashen's theory utilizes five hypotheses:

acquisition/learning hypothesis, monitor hypothesis, natural order hypothesis, input hypothesis,

and the affective filter hypothesis (Abukhattala, 2013). In the first hypothesis (acquisition/learning), it is important to first understand the difference between the two. Bahrani (2011) defines learning as something that "requires conscious effort on the individual's part to learn language and focus on structure; whereas acquisition occurs when subconscious activity is used as a way to internalize the language in the individual's mind, making it natural for a person to use." In traditional classroom settings, more learning is required than acquisition, which makes it harder for students to develop L2 (Abukhattala, 2013).

Krashen's natural order hypothesis contrasts with Vygotsky's sociocultural theory as it states there is an expected order in which structures are acquired. However, Abukhattala (2013) points out that students make errors because they have not yet acquired a certain skill, but they can learn specific skills and then use them when producing language. For teachers, it is important to plan which skills to teach and in what order based not on their complexity, but instead on their usage is more advantageous, as this means students will be more likely to be in situations where they encounter the skill and therefore learn it (Abukhattala, 2013).

The monitor hypothesis examines the relationship between learning and acquiring. The monitor, which holds the learned information, gives the learner enough time to think about what has already been learned and then focus on the correct form of language based on a previously learned rule (Bahrani, 2011). Students can either over use or under use their monitor, and it all depends on the learner's confidence (Abukhattala, 2013).

The input hypothesis is one of the most cited theories in second language acquisition because of the emphasis placed on comprehensible input. This hypothesis states that people develop language by receiving input (listening and reading) that is slightly above their output level. In a new language, one can understand more than one can produce, which is why the input

hypothesis is a crucial component of second language acquisition (Krashen, 1985). The more a

language learner hears something and reads it, the more likely it will become part of their

personal lexicon. Krashen emphasizes that with continual comprehensible input through a

learner's interpretive skills (listening and reading), speaking and writing skills progress as a

result (Abukhattala, 2013). It is important that input is comprehensible, meaning it is at the

appropriate level for learners, enough of it is provided, and it is purposeful. In order to ensure the

input is appropriate, collaboration between both the classroom teacher and the ESL teacher.

The last hypothesis in Krashen's theory is the affective filter hypothesis, meaning a

learner must want to receive information in a new language in order for them to be able to

acquire new information completely (Abukhattala, 2013). The affective filter is impacted by a

student's attitude toward learning language, which can also include anxiety, self-confidence, and

motivation (Bahrani, 2011). If the affective filter goes up, input will not be processed because the

learner has put up a "mental block" in his or her mind (Bahrani, 2011).

History and Rationale of Co-teaching

When hearing the word co-teaching, one often thinks of special education, a field in

which co-teaching has taken place since the 1960s before becoming more widely used in the

1980s (Mabbot & Strohl, 1992). The idea of this program is that socially, students with

disabilities will be able to interact with their peers, and greater collaboration between two experts

(a classroom teacher and special education teacher), leads to a higher quality of education for

students (Weiss & Lloyd, 2003).

At the elementary level, the implementation of co-teaching with special education

teachers with mainstream teachers can be for as little as a single class period up to three 60-

minute class periods with three different co-teaching partners (Rainforth & England, 2001). Co-

teaching usually is implemented in the four academic courses: English language arts, math, social studies, or science (Austin, 2011). Schools utilize co-teaching as a way to have a lower student-teacher ratio and give students more opportunities for feedback and engagement ((Friend & Cook, 2000).

In recent years, schools have become more diverse in regards to socioeconomics, languages spoken at home, family dynamics, and learning styles, just to name a few. By 2025, it is estimated that 25% of public-school students will be ELLs (NYU Steinhardt, 2018). As this diversity increases, teachers need to have a greater knowledge on a grander scale about exceptional students including: students with learning disabilities, ELLs, students who are emotionally disturbed, students who are gifted and talented, and more. Co-teaching provides additional support for the students and teachers in the classroom. This model allows for teachers to have another expert to develop creative solutions for students and presents several instructional options that would otherwise be unavailable with just one teacher (Mabbot & Strohl, 1992). In addition to students receiving a more quality education and a lower teacher-student ratio in co-teaching models, teachers can also benefit by learning from one another and each teacher's unique skillset and educational knowledge. By having these trusted partnerships, teachers now also have access to a myriad of instructional resources that can be shared (Coltrane, 2002).

Traditionally, ELLs were pulled out of the mainstream classroom in order to provide English language development support. However, this model disrupts students' learning and naturally compartmentalizes learning, meaning they will not associate topics and strategies taught in the pull-out classroom in other settings (Friend & Cook, 2000). Instead, if students are given the same instructional resources while remaining in the mainstream classroom, they are

more likely to learn transferred skills (Schwartz, et al., n.d.). In addition, according to Vygotsky, by giving students more opportunities to collaborate with their peers, they will have more time to negotiate meaning in the language and therefore acquire new language (2011). This also corroborates Krashen's input hypothesis, as students should have more comprehensible input in the mainstream classroom from their peers and their classroom teacher, and therefore they have more opportunities to acquire language.

There are many positives to co-teaching between ESL teachers and classroom teachers, the first one being that the ESL teacher can directly be involved in instructional support of the classroom teacher, as this model requires them to collaborate and plan lessons together instead of suggesting modifications (Weiss & Lloyd, 2003). Instruction is also more balanced and "less fragmented" since learning is contextualized and happening in the general education classroom (Friend & Cook, 2000).

In the ESL classroom, in particular, much work is needed in order to close the achievement gap between ELLs and their peers who are native speakers. Studies, like one conducted by Thomas and Collier in 2002, have been conducted to see if content-based pull-out ESL services scored better on classroom assessments than those who did not receive ESL services. Although improvements were found, the pull-out ESL model was still not enough to close the achievement gap between ELLs and their native speaking peers (Thomas & Collier, 2002). Instead, schools began looking at co-teaching as an option for not only special education, but also for ESL. This setting allows students to remain in their mainstream classroom without disruption and they can also receive the appropriate content and supports for language development that is needed (Coltrane, 2002). This collaborative approach gives students a high level of comprehensible input from both teachers and their materials, but in a setting with the

appropriate scaffolds for their language development. Besides their academic language, students will also get the opportunity to develop their social language, which can quicken the rate of second language acquisition (Coltrane, 2002). Oftentimes ELLs will have modifications (changes) in tasks and have tasks broken down into step-by-step directions (chunking). These supports for ELLs can easily be given in the co-taught classroom, and may even benefit non-ELLs too (Mabbot & Strohl, 1992).

Obstacles in Co-teaching

Although there are clearly many benefits to a collaborative teaching model, there are also many obstacles. The relationship between the two co-teachers is paramount to anything else, and good instruction and planning cannot occur without a good partnership (Honingsfeld & Dove, 2015).. In addition, there is no perfect, one-size fits all model for co-teaching. Even though this could also be seen as a benefit, as it gives teachers flexibility and creativity, it is hard to work without a model or specific criterion for roles in the classroom (Schwartz, et al.,n.d.). Teachers can also have a difference philosophy of teaching or teaching style, which can lead to conflict in the partnership (Coltrane, 2002). If the two co-teachers do not get along, it is nearly impossible to effectively co-teach lessons, and therefore the students will suffer.

Besides the personal relations required in co-teaching, the amount of work required to create an effective co-teaching environment is also difficult. Each lesson, content and language objectives, supports and modifications, and materials must be discussed in great detail (Mabbott & Stohl, 1992). When thinking of the specifics required in planning, the logistic issue of common planning time and scheduling said time also comes to mind. Although it would be ideal for the ESL teacher and classroom teacher to have common planning time, ESL teachers are

often working with multiple teachers and grades, and it would be almost impossible to allocate common planning time with all of these teachers, unless before or after school.

Co-teaching with a classroom teacher and ESL teacher looks similar to co-teaching with a special education teacher and classroom teacher, and oftentimes the two do not share the same responsibilities. Weiss and Lloyd (2003) conducted a study and found that, particularly at the high school level, special education teachers did not feel that content teachers wanted them to participate in giving instruction. Through their research, Weiss & Lloyd found that although there are several co-teaching approaches to choose from, oftentimes special education teachers function as an assistant as opposed to an equal partnership (2003). In a similar study Antia (1999) described her role as follows: "I'm an aide sometimes, I'm an interpreter sometimes, and sometimes I'm a teacher."

In researching co-teaching with ESL and classroom teachers, similar results were found. In several studies, there seems to be difficulty in balancing language and content. Creese (2006) discovered that classroom teachers were often not supporting the ESL teacher because of a lack of understanding of form and function of language. In another study, Davison (2006) found that the ESL teacher seemed to lack "status" in comparison to the classroom teacher because of the inaccurate belief that there is no ESL curriculum, but instead strategies to help classroom teachers. Creese's study also highlighted how students were able to feel the classroom dynamics and then perceived the ESL teacher as less important (2006). In order to start to fix these issues, professional development can be done to show how language and content objectives can both be easily met within the same lesson through collaboration and co-planning.

Key Instructional Components in an ESL Classroom

　　　　To transition from a traditional pull-out ESL classroom to a collaborative model, there needs to be a shift in mindset. In a pull-out model, the focus is normally on language goals and if content goals are met, that is an added bonus. In co-teaching, the emphasis switches to teaching content with appropriate language supports as opposed to teaching language with content. In order to maintain a balance between language and content, specific language and content objectives should be chosen for each lesson (Echevarria & Graves, 1998). Language objectives, as the name suggests, focus on language development and proficiency, but not necessarily specific grammatical structures. Language objectives can focus on academic language/vocabulary, literacy skills (reading/writing), language functions (i.e. defending opinions), or also specific mechanics like patterns in past tense verbs. These language objectives should address the TESOL standards, which focus on social communication, and communication for information in language arts, math, science, and social studies. New York State also provides many resources, including a proficiency descriptor, which can be seen below in Figure 1. In order for both teachers to best serve students, it is important to understand a student's English proficiency level and what they can and cannot yet do with the language.

Figure 1:

Level	Description of English Language Proficiency Level
Entering (Beginning)	A student at the Entering level has great dependence on supports and structures to advance academic language skills and has not yet met the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts (settings).
Emerging (Low Intermediate)	A student at the Emerging level has some dependence on supports and structures to advance academic language skills and has not yet met the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts (settings).
Transitioning (Intermediate)	A student at the Transitioning level shows some independence in advancing academic language skills, but has yet to meet the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts (settings).
Expanding (Advanced)	A student at the Expanding level shows great independence in advancing academic language skills and is approaching the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts (settings).
Commanding (Proficient)	A student at the Commanding level has met the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts (settings). He or she is not an ELL.

"A Guide for Parents of English Language Learners in New York State." NYSED, steinhardt.nyu.edu/scmsAdmin/media/users/nbm3/GuideParents/GuideParentsELLs-English.pdf.

As mentioned with Krashen's input hypothesis, comprehensible input is a major component of the ESL classroom. When working with ELLs, teachers must provide input at the appropriate level, give students a purpose for using the input, and provide enough input (Scarcella, 1990). These three guidelines for comprehensible input mean that sometimes adjustments to tasks or speech are needed. In order to have effective comprehensible input for ELLs, both teachers must collaborate and work together in the planning process.

The input for ELLs is even more impactful when it is contextualized. This can occur through the use of realia, videos, pictures, maps etc. in the classroom. Context gives a lesson a purpose and meaning. It also helps students connect to prior knowledge and lessons. In a co-

teaching classroom, lessons are more likely to be naturally contextualized because they are occurring in the content-area itself.

Strategies for in ESL the Classroom

According to Reyes and Molner (1991), they list eight strategies for teaching ELLs. These strategies must do one of the following: integrate language and content teaching, give opportunity for higher level thinking, and helping in the understanding of academic content. The eight strategies include: semantic mapping, prereading Plan (PReP), experience-text relationship (ETR), guided writing procedure (GWP), connecting school writing with the community, Student Teams Achievement Divisions (STAD), Jigsaw, and Finding out (Reyes & Molner, 1991).

In Reyes and Molner's first three strategies (semantic mapping, PreP, and ETR), the goal is to build students' background knowledge (1991). Semantic mapping allows for students to map out information after a class discussion. PReP allows students to brainstorm about a certain topic. An example would be during a second grade lesson about the zoo asking questions such as: "What is a zoo? What do you picture when I say the word zoo?" This allows students to connect background experiences to the classroom content and use this information to help understand the new science unit. ETR is similar in which it starts by brainstorming about a topic. Then, students will read and connect the new information in the reading to their background knowledge, with the help of teacher prompting (Reyes & Molner, 1991).

The next two strategies (GWP and connecting school writing with the community), Reyes and Molner can be categorize by writing to learn (1991). This means learners are using their writing as an avenue in acquiring language and content knowledge. In GWP, students start with brainstorming and a class discussion accompanied by an outline. Students can then fill in

their outline and utilize a checklist (provided by the teacher) with content and mechanical points.

Students complete several drafts in this strategy, learning through the writing process.

Connecting school writing with the community gives students' writing a purpose (Reyes &

Molner, 1991). An example would be a group of students writing a letter to the principal to ask

for extended recess because they have all been behaving well and working hard.

       The last three strategies according to Reyes and Molner (STAD, jigsaw, and finding out),

are all cooperative learning activities (1991). Cooperative learning is where students work

together in small groups and they are learning from each other as opposed to the teacher. STAD,

the teacher first teaches the new information, and then students practice in groups and quiz one

another. Jigsaw is an example of a strategy to use when there is a lot of reading or information

involved because each group becomes an expert in a certain topic or part of the material. After

all information is read and collected, students then mix into heterogeneous groups to share the

information that was learned. Finally, in find out, students are given specific roles in their

groupwork and they move around centers or different hands-on activities complete with tasks

cards at each station (Reyes & Molner, 1991).

       In the last three strategies in particular, students collaborate with one another and use

cooperative learning. Cooperative learning is beneficial for all students, but specifically ELLs

because it helps them not only learn the content and academic vocabulary, but it also allows

them to work on their social language as well (Reyes & Molner, 1991). It helps foster friendships

for students and promotes learning from one's peers. In this groupwork, students have to

negotiate meaning and hear their peers talking as comprehensible input. Like Vygotsky's theory

as well, students are using social situations to increase linguistic proficiency (2011). According

to Thomas and Collier, ELLs can learn more than just linguistically from their peers in group

work- they can also observe how their peers problem solve and apply this to their own learning

(2002). The hands-on learning opportunities also help ELLs understand about their own learning

and develop learning strategies on their own (Thomas & Collier, 2002).

Effective Co-teaching with ELLs

In order to understand the value of co-teaching, one must first think about what makes an

integrated ESL classroom with a co-teaching model beneficial for ELLs and how does this

environment help with language development? According to research of Andrea Honingsfeld,

there are three elements that make up a successful co-teaching classroom: trust between the co-

teaching teachers, the entire instructional cycle is collaborative (co-planning, co-teaching, and

co-assessment), and there is support from administration (Honingsfeld & Dove, 2015). In

thinking back to the bicycle metaphor, when riding a tandem bicycle, if one person gets off the

bicycle, then the bicycle will fall. This metaphor can be compared to the collaborative classroom

in which one team member does not participate in all parts of the instructional cycle, like co-

planning for example, and in turn this hinders student success. Additionally, oftentimes schools

focus on push-in or pull-out models, which does not allow for shared goals, instruction, or

assessment between general classroom teachers and ESL teachers. Contrastingly, if teachers

have the opportunity to collaborate in creating units, unit goals, planning lessons and lesson

objectives, ELLs' learning will flourish because appropriate resources, supporting materials, and

differentiated materials and scaffolds can be pre-planned and prepared (Honingsfeld & Dove,

2015).

For educators to be not only effective educators, but also effect co-teachers, there are

several characteristics one must possess: readiness to co-teach, flexibility, and good

communication skills (Honingsfeld & Dove, 2015). Successful teams have trust, mutual respect

and understanding, and support of one another and their expertise (Coltrane, 2002). When

beginning the process of co-teaching, there must first be a trust between the two partners.

Although teachers are often reluctant to give up leading their lessons, there is a delicate balance

between the two educators, which truly happens when the focus is placed on student learning as

opposed to work relationships (Honingsfeld & Dove, 2015).

      According to Honingsfeld and Dove, the first step in this collaborative instructional cycle

is co-planning (2015). This process can be divided into three different substages: pre-planning,

collaborative planning, and post-planning. Pre-planning is completed separately, and after

identifying the lesson topic, the classroom teacher decides the content objective and important

vocabulary students need to know. At the same time, the ESL teacher selects language objectives

that align with the standards. It is also important to review the lesson material and specifically

plan guiding questions to ensure comprehension and/or any important vocabulary terms and

grammatical structures to review (Honingsfeld & Dove, 2015).

      Honingsfeld and Dove call step two collaborative planning, and as the name suggests, it

is completed together (2015). The classroom teacher brings the important vocabulary for the

lesson, and the ESL teacher adds any other idioms or grammatical structures that are important to

mention during the lesson. The two teachers go through the lesson materials together, and the

ESL teacher adds pictures/visuals where necessary to help facilitate comprehension. They

discuss how this helps scaffold the information, but the ESL teacher will reiterate everything said

during the lesson, and this repetition is another scaffold. At this time, teachers plan out the

lesson, the cooperative learning groups, and lesson activities as well. They also decide on a

lesson assessment and any scaffolds or modifications that need to be made (Honingsfeld &

Dove, 2015).

The final stage, according to Honingsfeld and Dove, of the planning stage (to be completed separately) is the post-planning stage (2015). In this step the teachers individually flesh out their plans and complete the different activities needed for the lesson. The classroom teacher may complete the assessment, for example, and the ESL teacher may complete a summary of the reading or a modified assessment (Honingsfeld & Dove, 2015). This individualized planning can be shared virtually via a shared Google Folder.

The next step, in Honingsfeld and Dove's plan, after completing the all parts of the planning, is co-teaching (2015). This step cannot occur without tedious planning, and true co-teaching looks different day-to-day and lesson-to-lesson. Sometimes, each teacher may need to switch roles between who is leading the portion of the lesson and who is providing support. Honingsfeld and Dove (2015) site seven models for co-teaching ELLs. The models utilize one group, two group, or multiple groups, and are fully explained in Figure 2. These different models can be chosen based on the specific lesson, students in the class, and targeted skills (Honingsfeld & Dove, 2015).

Figure 2

How many groups?	What is each teacher's role?
1 group	1 leads, 1 "teaches on purpose" (assists small groups who need extra help)
1 group	2 teach the same content
1 group	1 teaches, 1 assesses
2 groups	2 teach the same content
2 groups	1 pre-teaches, 1 teaches alternative information
2 groups	1 reteaches, 1 teaches alternative information
Multiple groups	2 monitor and teach the various groups

(Honingsfeld & Dove, 2015)

Regardless of the number of groups, according to Honingsfeld and Dove, it is important for both the classroom teacher and ESL teacher to utilize their expertise in each lesson (2015). The first three models are whole group approaches. In lead-support, one teacher leads while the other teacher teaches on purpose, or supports small groups who need it. Team teaching and alternative teaching have both teachers teach the content. However, in a parallel teaching model, both teachers are simultaneously teaching the same content to two separate groups. Support can also be provided by pre-teaching or re-teaching concepts, as shown in the table. Additionally, by utilizing station teaching or circuit teaching, each instructor can monitor the learning of students in a smaller group setting (Honingsfeld & Dove, 2015).

The final step in Honingsfeld & Dove's plan is to evaluate and reflect upon the lesson (2015). After the lesson, both teachers should look at student data and the state standards in order to evaluate the lesson's effectiveness. It may also be helpful to utilize a graphic organizer for the meeting to take notes. This can help ensure both teachers are on the same page and in agreeance for how the lesson went and what the next steps should be (Honingsfeld & Dove, 2015).

Tips for Co-teaching

In order to facilitate a cohesive and collaborative environment, it is suggested to utilize the word "our" as in "our classroom" and "our students" (Friend & Cook, 2000). Also, the more time and focus that is put into the pre-planning stage, the more successful lessons should be, as there should be an elimination of uncertainty and stressors, as everything is prepared for each lesson. Both teachers must also take an active role in co-teaching and be willing to experiment with different lesson models. This is also where reflection and evaluation come in, as many lessons may be based on trial and error, so it is important to take time to evaluate how everything is going (Friend & Cook, 2000). Administrators should also be invited to some of these meetings

so they are privy to issues that may be occurring and they can see the value in co-planning time (Honingsfeld & Dove, 2015).

There are many skills and steps involved in a co-teaching ESL classroom. Through utilizing a co-teaching framework for ELLs, it shows a united goal to improve literacy and student learning in the content and in language development. Through comprehensible input, teachers are able to help students develop not only their interpretive skills (listening and reading), but also their productive skills (speaking and writing) (Krashen, 1985). In order to ride the tandem bicycle of co-teaching, it is important that there is a balance and trusting partnership foundation.

There are several benefits of co-teaching for ELLs. For instance, ESL students stay in the classroom and therefore do not lose instructional time with transitions. Additionally, ESL students receive the same lessons as their peers, and can learn from their peers as well through collaborative learning. Teachers also grow professionally as a result of co-teaching. They are given the opportunity to work collaboratively each day and become more efficient at lesson planning. Teachers are able to learn from one another and can learn from their colleagues' strengths as well (Ponce, 2017). According to the sociocultural theory, students learn through social interactions, which can also be considered comprehensible input like in Krashen's Second Language Acquisition Theory. According to research in special education and ESL, co-teaching is beneficial for students and helps lower the student-teacher ratio. However, it seems that more professional development is needed to demonstrate how to successfully co-teach and define each co-teacher's role (Creese, 2005).

Chapter 3: Description of the Product and Tools

This chapter will focus on explaining a professional development session that was created to improve co-teaching and co-planning between ESL teachers and classroom teachers. This professional development has a target audience of elementary ESL teachers and classroom teachers with ELLs present at a school district on Long Island. In speaking with ESL teacher Denise Martinez in a personal interview, she has acknowledged that improvements can be made in the push-in ENL settings in order to ensure all resources are being adequately used to best serve students. However, Ms. Martinez has also mentioned that oftentimes there is a lack of common planning time, which is why it is difficult for teachers to co-plan and then co-teach in the classroom. This professional development seeks to give teachers concrete examples of exemplary co-teaching partnerships and why this model benefits students. Additionally, since Ms. Martinez has stated that co-planning time is an issue for teachers, there will be ample working times during the professional development for teachers to utilize new lesson plan templates and documents in order to co-plan for lessons they will actually utilize in the classroom (Martinez, personal communication, June 2021). In reviewing literature on the topic of co-planning and co-teaching in an ESL-integrated classroom, there are definitely ways in which the school district can improve and better use its resources (i.e. teachers).

In the following sections, strategies for effective co-planning and co-teaching for ESL and classroom teachers are given. The first section gives an overview of the professional development, which is then followed by examples of effective co-teaching models. Next, I will discuss effective strategies for supporting ELLs in the classroom, and finally some tools teachers can use to co-plan their lessons. Through my experiences attending professional developments, I have found that sometimes you learn so much information that once the session is over, you are

no longer with the presenter (the expert in the field), and do not even know where to start. I have

found that the sessions that are part informational and part workshop are incredibly valuable, as

you are able to start planning lessons with the feedback of your colleagues and an expert in

ELLs. Therefore because of my experience, intentional time has been planned into the

professional development to give teachers opportunities to collaborate with their colleagues and

myself.

Description of the Professional Development

This professional development will be presented during back-to-school in-service

training. The presentation will take place in the library (COVID-permitting), and/or streamed via

Google Meet from 8:30 AM- 11:30 PM. This timeframe will give teachers ample opportunity to

learn about effective co-planning and co-teaching strategies, and then begin to implement said

strategies by working with their ESL co-teacher to co-plan at least one lesson they will utilize in

the following week(s). By giving teachers this block of time as a work session, they will be able

to productively work together and bounce ideas off of other colleagues as well. Although the

official meeting will end at 11:30, teachers may still continue to co-plan in the afternoon if they

desire. For those unable to attend the session live, a webinar or video recording has been made.

The link to the video can be found in Appendix F.

The professional development is presented through Google Slides (Appendix E), with

opportunities for teachers to engage with one another (via turn and talks and Jamboard slides), in

order to foster a collaborative experience. Additionally, teachers will have resources and

templates to help guide them in the co-planning process, in addition to the strategies presented.

The professional development is entitled *Why are there two teachers here? - How to effectively*

co-plan and co-teach in an integrated ESL classroom. The title emphasizes the point that

currently both educators are not being fully utilized to their talents and potential in the model

used in most classrooms. However, after some guidance and productive work time, there should

start to be some changes school-wide. Additional follow-up meetings (i.e. during grade level

and/or faculty meetings) should be scheduled in order to hear from teachers in ways they still

need support, guidance, resources etc. to ensure a successful co-teaching experience.

What is Co-teaching?

The professional development will start with a Jamboard activity and open dialogue

about what co-teaching means and what a successful co-teaching partnership looks like. I will

start this portion of the meeting by posting four questions on Jamboard: *How would you define*

co-teaching? What is your role in co-teaching? What does co-teaching look like to you? What

does co-teaching not look like? After completing their post-its on the Jamboard, teachers will

discuss their responses with their colleagues at their table. After small group discussions, we will

return to a whole group discussion in which teachers can ask for insight from others that they

were not seated near about their responses on the Jamboard. I will next discuss what co-teaching

is and what co-teaching is not, and what its purpose is, particularly in regards to ELLs.

Next, I will utilize Honingsfeld and Dove's tandem bike metaphor. While defining co-

teaching, I will discuss what co-teaching is not and the reasons why we have co-teaching. Co-

teaching gives additional classroom support in the classroom with two experts in second

language acquisition and the content area (Ponce, 2017). Students are able to get a more quality

education as they are learning from two teachers (Weiss & Lloyd, 2003). As compared with pull-

out programs, co-teaching programs are more successful at closing the achievement gap between

ELLs and their English-speaking peers (Long Island Regional Bilingual Education Resource

Network, 2015). In addition to discussing the positives of co-teaching, I will also list some

obstacles in co-teaching, such as the relationship between the two co-teachers and scheduling (Schwartz et al., n.d.). By understanding the obstacles at hand, teachers and administrators can intentionally plan ways to overcome these obstacles.

ESL Instructional Components

Before continuing on, it is important to understand both the instructional components in an ESL Classroom and the proficiency levels of ELLs. ELLs can be described as on one of the following proficiency levels: entering, emerging, transitioning, expanding, and commanding. Although ESL teachers clearly know the proficiency levels, it is necessary for classroom teachers to know and understand these descriptors too as they are co-teaching with the ESL teacher and have students at various levels in their classroom. In regards to instructional components to include to help students progress from one proficiency level to the next, the use of language and content objectives, comprehensible input, and the importance of having a culturally-responsive classroom are discussed. Language objectives are what vocabulary and semantics students need for success, whereas content objects are what students need to know for the unit (Friend & Cook, 2000). These objectives can be accomplished by providing comprehensible input, or listening and reading tasks that promote linguistic growth (Krashen, 1985). Beyond second language acquisition theories and strategies, it is always important to have a culturally-responsive classroom, which means that classroom materials and realia represent the students who are in the classroom (Tran, 2014).

Models of Co-teaching

The next portion of the professional development discusses the six different models of co-teaching, as described by Huynh (2017). These models can be broken down into two types: whole class instruction and small group instruction. The two teachers in the classroom have

different roles depending on the specific model employed. In the whole class instruction models,

teachers can team teach, have one lead teacher and one teacher assessing, or have one lead

teacher and one teacher "teaching on purpose." Out of these three, team teaching is the most

effective form of co-teaching, but it tends to be the least common as it requires the most planning

ahead of time. In this model both teachers tag-team and teach all students together. In the model

in which one teacher leads and one assesses, this is also whole group instruction, but just one

teacher delivers instruction. This model tends to be the least effective, but it is the model most

commonly found in classrooms because it does not require a lot of planning. Oftentimes the

classroom teacher delivers the instruction and the ESL teacher assesses or observes. In the third

model, there is one lead teacher and one teacher "teaching on purpose." While the lead teacher is

delivering instruction, the other teacher can provide individualized instruction, conferences, or

mini-lessons for small groups of students that need it. Teachers can also switch roles in this

model throughout the lesson (Huynh, 2017).

Beyond the three whole class instructional models for co-teaching, Huynh also discusses

other small group instructional models (2017). In station teaching, also known as centers, there

are two or more groups of students and each teacher delivers a portion of the lesson as groups

rotate around the room. The next model is alternative teaching, where there are two groups of

students and one teacher leads whole group instruction while the other teacher works with a

small group on a specific area. In parallel teaching there are two heterogeneous groups of

students, and each teacher leads their own small group. This model gives students more support

and more opportunities for participation and feedback. Finally, in re-teach teaching there are two

groups of students that are grouped by need. One teacher reinforces concepts for students who

need it and the other teacher teaches alternative or an enrichment activity for students who have

already mastered the topic (Huynh, 2017). Each of the above models also have a corresponding

video for teachers to reference at their leisure after the professional development. Figure 3 below

illustrates the various models of co-teaching teachers can implement in their classrooms.

Figure 3
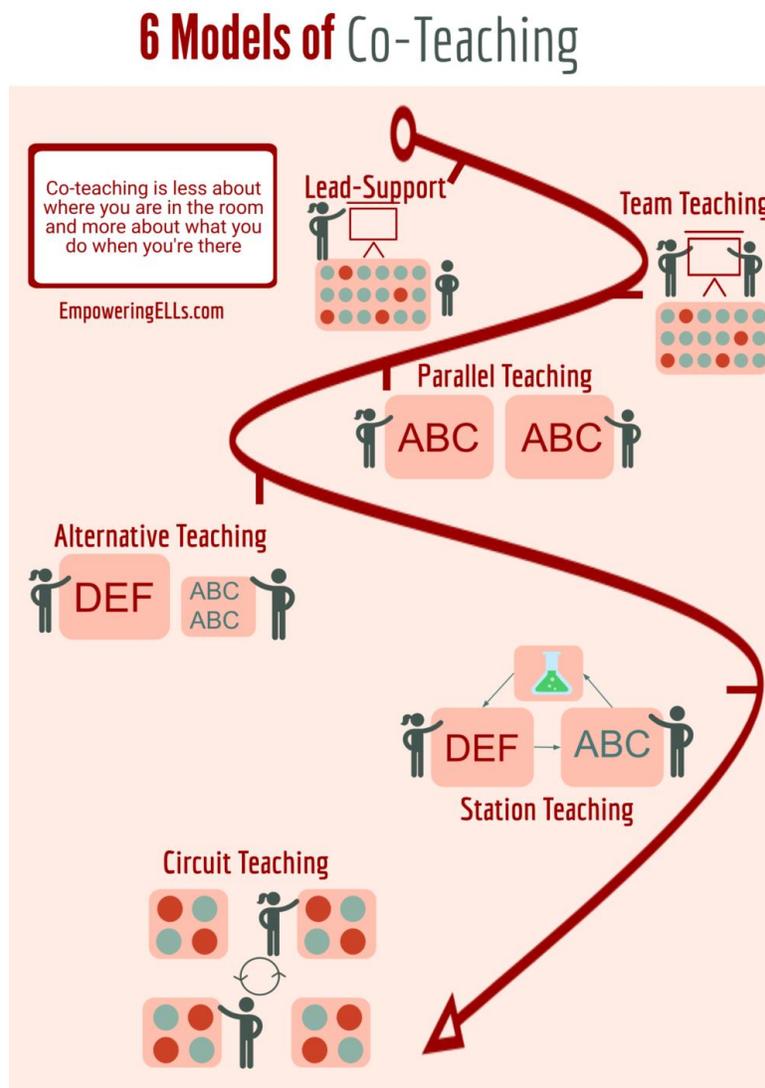
(Huynh, 2017)

Strategies for the ESL Classroom

Next, successful strategies for the ESL classroom will be introduced. These strategies,

from Reyes and Molner begin with semantic mapping, pre-reading plan, and experience-text

relationship (1991). The next two strategies are writing strategies: guided writing procedure and connecting school writing with the community. When discussing these strategies, I will show an example from one of my colleagues to help students through the guided writing process (Seelinger, 2021). Finally, I will introduce cooperative learning strategies (STAD, Jigsaw, and Finding Out) for teachers to implement into their own classrooms (Reyes & Molner, 1991). After learning about these different strategies, a video of a co-taught lesson will be shown in which teachers can reflect while thinking of the following questions: *What do you notice? What do you want to implement in your classroom? What would you change?*

Co-planning

Once successful strategies have been discussed, we will then focus on how to implement these strategies into a lesson plan to ensure they are being implemented during each lesson. In order to co-plan lessons, the process is broken down into three steps: pre-planning, collaborative planning, and post-planning. While discussing the steps for co-planning, it is imperative to review language objectives and content objectives. In my experiences, I have found it most helpful to have example words to utilize for each type of objective, which is why they are listed in Appendix E.

Next, I will give teachers different templates to utilize for co-planning their lessons. These templates come from the Long Island Regional Bilingual Education Research Network, and can be found in Appendix B, C, and D. As classroom teachers do not currently have a section in their lesson plans specifically for ELLs, these templates are a good starting point to get teachers used to planning with ELLs specifically in mind.

Then, I will share an annotated and completed lesson plan for a second-grade science class in which students need to compare and contrast two animals that live in two different

biomes. By going through my lesson plan (Appendix A), and seeing the parts of a science and ELL lesson plan and what each portion entails, this can help serve as a model for teachers to see a completed lesson plan. When looking through the lesson plan, there are some differences from a traditional lesson plan that many teachers are used to. For instance, I will discuss the difference between content and language objectives, and give teachers examples and verbs to use for each (Tran, 2014). Another additional component is the differentiation/scaffolding for supporting all learners, but specific scaffolding strategies to support ELLs. Common strategies one can use to support ELLs are visuals, TPR, and graphic organizers. Additionally, depending on a student's English proficiency, modifications can be made in the directions, task, or pacing in order to best support students (Brown & Endo, 2017).

After introducing the templates, I will play a video about co-planning with ESL and classroom teachers, but I will pause it several times to allow teachers to talk and/or share reactions (Colorin Colorado, 2018). For example, right in the beginning of the video, an ESL teacher comments that just by rephrasing our questioning (i.e. instead of what have you heard about _____, ask have you ever heard of _____?), we can create a much more inclusive environment for ELLs. The feedback provided by the ESL teachers in this video can help drive conversations and planning among our own colleague.

In order to ensure this co-planned lesson plan can be co-taught, techniques such as color-coding the different parts of the lesson based on which teacher will be teaching that portion will be discussed. Through the usage of the templates and color-coding, teachers will be able to intentionally plan for differentiation and supports for ELLs (Brown & Endo, 2017). They will also feel more confident that ELLs' needs are met and each teacher knows his or her role during the lesson. Since scheduling seems to be an issue with finding common planning times, the

various ELL lesson plan templates are found in a shared Google Drive, so teachers can collaborate digitally in co-planning lessons.

Through the use of well-designed lesson templates for ELLs and techniques to ensure co-teaching occurs, teaching will become more effective for ELLs, as both language and content knowledge are being targeted (Baker & Wright, 2017). Through the use of technology, teachers can overcome obstacles, such as scheduling or time, in order to collaborate remotely. The accounting of ELL-specific differentiation strategies and scaffolding techniques can lead to more success for ELLs in the classroom.

Continued Professional Development

The adoption of a true co-teaching model and co-planning between ESL teachers and classroom teachers is impossible to occur after one three-hour workshop. It is helpful to start the year off with this workshop so teachers can begin planning with one another, however, it is an important topic to revisit a few weeks into the school year to discuss what is working, what is not working, and where teachers need more support. Grade level and MTSS (Multi-Tiered System of Supports) meetings should focus on continued support for ELLs and planning time for their teachers to collaborate. During faculty meetings, teachers of different grade levels can share with one another strategies and models that they have found success with, and learn from their colleagues. In our schoolwide Google Sites, there is a section specifically for supporting ELLs, where teachers can upload activities and/or templates that they found really helped their students succeed. Hopefully over time, this section will grow and become a bigger resource for teachers to exchange ideas to support their students.

Chapter 4: Conclusion

Through this capstone project, different obstacles in creating a true co-teaching ESL classroom have been explored. Some of the obstacles in creating a collaborative environment include scheduling, equal eagerness between both parties, and time for planning and collaboration (Schwartz et al., n.d.). Another major point, which can be advantageous, but also a complication, is that there is no one way or model for co-teaching. This gives teachers freedom to employ different models as they see fit based on the students in the classroom and the specific material they wish to cover. However, it also makes it more difficult to first start this process and choose the best model for each lesson. In order to overcome the aforementioned obstacles, professional development is needed. In my webinar, teachers are given strategies to utilize with ELLs as well as different co-teaching models and example videos to reference for the various models. Additionally, templates, provided by the Long Island Regional Bilingual Education Research Network are given as a starting point for teachers to begin the co-planning process. It is important to emphasize the pre-planning and collaboration stages, as the more work that is done at these stages, the easier the lesson can be facilitated. Co-teaching is a trial-and-error process, and both team members need to be prepared that some lessons and models may work while others do not.

Takeaways

Through my research for this project, I have had several takeaways in regards to co-teaching with ESL and classroom teachers. The first major takeaway is that teachers need time to co-plan together during the instructional day in order to successfully co-teach lessons. Scheduling is seen as an obstacle for co-teaching, as many times ESL teachers and classroom teachers do not have the same planning time, or an ESL teacher is paired with multiple

classroom teachers and does not have enough time to meet with each teacher. Every effort should

be made to ensure co-teachers have common planning, as the more thoroughly teachers co-plan a

lesson, the more likely they will be able to successfully execute that lesson (Honingsfeld &

Dove, 2015).

Another major takeaway is that through co-teaching models, students are exposed to a

higher quality education. In co-teaching classrooms, there is a lower student-teacher ratio and

therefore students have more of an opportunity to receive feedback and participate in class

(Ponce, 2017). In addition, students can learn from two expert teachers and emphasis is often

put on peer collaboration in co-teaching environments. This allows students to learn socially

through conversations with their peers, and they also have a more comprehensible input, which

in turn can help further develop second language acquisition.

A third takeaway from the research is that there is no one exact way to successfully co-

teach. Teachers can implement different models depending on the lesson for the day, topic,

content area, or students in the classroom. Teachers can even switch roles throughout the lesson

and pull small groups of students while the other teacher continues to teach the rest of the class.

Something I found very interesting through researching different models is that team teaching,

which is deemed as the most effective form of co-teaching, is the least commonly found method

(Huynh, 2017). This method requires a lot of preparatory work and planning ahead of time, so it

is a more time-consuming method. The most commonly used method, one lead teacher, one

assesses, is actually the least-effective, but it requires less collaboration between the two co-

teachers and therefore less planning time. Through researching the different co-teaching models

teachers can implement in the classroom, I feel that mixing different models depending on the

lesson, content, or formative assessments is an effective way to co-teach material.

Implications

As there is greater emphasis on implementing a collaborative model to best serve ELLs, there is an increased need for ESL teachers to co-teaching with classroom teachers in order to deliver instruction. This benefits students as they are able to collaborate with their peers and not only learn from their teachers, but their peers as well. Students are also able to receive more support, as there are two teachers in a classroom, so there are opportunities for small group work, re-teaching, and conferencing. As the number of ELLs increase in classrooms, districts are striving for ways to best service them in ways in which they do not need to miss instruction and leave the classroom. Additionally, from an administration standpoint, scheduling services as a co-teaching model saves classroom space and is logistically easier. Just like in special education, it is becoming more of a trend to service students with collaboration between two experts in a field: the ESL teacher and the general education teacher.

Besides students benefiting from a co-teaching model, teachers benefit from this model as well. ESL teachers, who probably already know much of what is covered in the professional development in regards to second language acquisition, can feel validated in their role in a classroom as an equal to a classroom teacher. ESL teachers now have a team of teachers, after attending this professional development, who understand the importance of co-teaching for ELLs, and they are not solely responsible for teaching this to their colleagues. Classroom teachers benefit by learning effective strategies to implement with ELLs, and they can utilize the provided templates to start the co-planning process. Classroom teachers and ESL teachers alike can learn from their colleagues, as each teacher is an expert in his or her field. Teachers have the opportunities to switch roles in co-teaching, so the classroom teacher can teach the majority of the class for the beginning of the lesson while the ESL teacher conferences with a small group,

and then they can switch. Classroom teachers do not always get the opportunity to work with students in small groups, so this model allows them to give better and more specific feedback to students while in the classroom.

Successful collaboration partnerships create a more effective model of delivering instruction with adequate supports for ELLs. However, this success can only be accomplished with administration support. This support means that administrators are aware of teachers' needs, and they give teachers time to plan and collaborate in order to create effective and engaging lessons. In addition to scheduling time for teachers to collaborate, administrators should also allocate funds and resources to support these new programs.

Future Research

Throughout this paper, it seems that there is still research that can be done to determine the effectiveness of co-teaching for ELLs. There is also no set co-teaching model, so more research can be done to find specific models that best facilitate second language acquisition for ELLs. Throughout the research process, many articles list teachers' feelings on co-teaching and different models and tips for co-teaching, but it was difficult to find literature detailing the effectiveness of such models on ELLs.

The biggest determining factor on the success of a co-teaching lesson is the amount of planning time that occurred to prepare for the lesson. More research needs to be conducted to determine how much time is necessary to successfully plan these lessons. This can be done through studying various co-teaching partnerships and ask questions like: What is the average amount of time co-teachers take to plan a lesson? What structures can be in place to facilitate productivity of the planning process? How do effective co-teachers use their planning time?

There also needs to be more work done to ensure teachers have common planning to create co-teaching lessons. Before a co-teaching model is recommended, administrators should make sure these teachers are scheduled to have the same planning time. Currently, many administrators expect teachers to find time on their own to plan together and then reflect after teaching a lesson. Although teachers often do this, it is difficult to expect teachers to implement a new model of teaching in the classroom without the necessary tools (i.e. common planning) to do so successfully.

There can also be more research done to see the appropriate number of teachers an ESL teacher should be asked to co-teach with. Oftentimes, there is only one ESL teacher per building, so it would be difficult for this teacher to plan with various teachers on different grade levels and then execute these lessons. Even if one teacher per grade level has all ELLs, the ESL teacher would still then be required to meet and plan with six different teachers, which would cause a tremendous amount of strain on the ESL teacher. This also brings up the point that co-teachers' relationship is integral in producing effective co-teaching lessons, and it is helpful to have consistency in co-teaching partnerships. If the ESL teacher is constantly asked to change grade levels each year, it would be difficult to create a strong rapport and effective partnership when compared to teachers who have worked together for years.

Final Thoughts

Co-teaching is becoming more and more popular and seen in districts across the country for not only special education students, but for ELLs as well. Instead of utilizing traditional pull-out programs, many schools are opting for a collaborative model to service students. In such a setting, both the ESL teacher and the classroom teacher can meet and plan lessons to meet all students' needs. In order to ensure effective execution of co-teaching lessons, teachers need to

meet and collaborate, as this is the most important step. As these models are becoming more and more prevalent, many questions arise. First, when do teachers get to collaborate with one another? Secondly, how do teachers execute a co-taught lesson and what model(s) is(are) most effective? Although there is limited research on the effectiveness of co-teaching in the ESL classroom, there is research to support that traditional pull-out models are not the most effective model for second language acquisition (Thomas & Collier, 2002). It is clear that more research needs to be conducted to determine the effectiveness of co-teaching.

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Appendix A:

Lesson Plan Template for Language Learners
Teacher Name Emily Bellotti   **Subject Area & Grade Level** ELA/Science- Grade 2
Unit Topic It's a Zoo in here! **Lesson Topic/Title** Ecosystems Reading Room
Language(s) used in Lesson English   **Lesson Length** 20 minutes

Content Area the Lesson Addresses:
What content area(s) will this lesson include (e.g., math, science)?
ELA & Science
Lesson Goals:
Why are you teaching this lesson and why is it important?
This lesson helps students towards their overall unit goal of creating a zoo, as they are able to read informational texts about animals who live in different biomes and compare and contrast these animals.

Understandings – "Big Ideas":
What are the "big ideas" and understandings you'd like students to leave with that will be applicable in future learning beyond this lesson?
The big ideas in this lesson are that animals who live in each biome are unique.

Essential Questions:
What questions might you ask that will "foster inquiry, understanding, and transfer of learning" (Wiggins & MgTighe, 2003, p. 2 – Overview of UbD and the Design Template)?
What makes animals who live in the same biome unique?

Objectives
Please see the PowerPoint "Academic Language and Content & Language Objectives by Lourdes Roa"
    Language Objective:
- Students will be able to complete a Venn Diagram comparing information from two informational texts.
- Students will be able to define important academic vocabulary.

    Content Objective:
- Students will be able to compare and contrast two animals based on information from informational texts.

Standards Addressed in the Lesson:
- **W.2.8:** Recall or gather information from provided sources
- **CCSS.ELA.R1.2.5:** Know and use various text features to locate key facts or information in a text efficiently
- **LS2.A:** Interdependent Relationships in Ecosystems

- **TESOL Standard 1:** English language learners communicate for social, intercultural, and instructional purposes within the school setting

- **TESOL Standard 2:** English language learners communicate information, ideas, and concepts necessary for academic success in the area of language arts
- **TESOL Standard 4:** English language learners communicate information, ideas, and concepts necessary for academic success in the area of science

What NYS and National standards and/or performance indicators will be addressed through the lesson?
Students will be able to recall information from both texts in order to complete the Venn Diagram. This activity also involves interdependent relationships in ecosystems, as students need to identify information such as prey, adaptations etc. about each animal.
How are the standards in the lesson connected to the objectives of the lesson?
These standards connect to students' abilities to compare and contrast the two animals. In order to complete this comparison, they can use evidence from the two texts from the digital library.

Assessment Evidence
    Performance Task(s):
    Students' successful completion of the Venn diagram shows their understanding of the task and lesson objective.
    Other Evidence:
    "Through what other evidence (e.g., quizzes, tests, academic prompts, observations, homework, journals, etc.) will students demonstrate achievement of the desired results?" and "How will students reflect upon and self-assess their learning?" (Wiggins & McTighe, 2003, p. 2)
Students' understanding of the lesson will be evaluated through the Venn diagram as stated above. However, there are also frequent checks for understanding, questions throughout the book, practice with fluency (when reading the book as a class), and finally a reflection at the end to see how students felt with accomplishing the lesson's objective.

Building Background Knowledge (Connect Prior Knowledge):
    How will the lesson draw upon/connect to students' prior knowledge and relevant experiences? ("Funds of Knowledge")
    This lesson draws on the previous lesson with an introduction to biomes. Now, students get to choose a biome to learn more about its animals. These students were really interested in learning about tundra animals, which is why we chose that particular library.

    Building and Being a Member of a Classroom Learning Community:
    Students will be able to choose which library we use for this assignment. They will popcorn read, and then have the opportunity to work with their peers on the Jamboard.
Teaching & Learning Activities
    What will happen in the lesson (imagine this as a script – what will happen at each moment)?
    What will be presented, practiced/applied, reviewed, and assessed and how will it all play out?
    What are some backup plans in case the lesson does not go as planned?
It can be helpful to put it in table format (below):

Time	Teacher/Student Activity	Differentiation/ Scaffolding	Resources

mins.	What are the teacher and students doing at this point in the lesson? What is happening? Imagine it as a script….	What are some scaffolding and differentiation techniques that will be used to help all students to participate?	What materials or resources are needed for this part of the lesson? (List)
0-4:30 mins	Introduction to the lesson. Review of the objectives. Then students choose the tundra biome from the digital library. Before reading, we look at a 'live shot' of a 'tundra biome' at the San Diego Zoo as well as a National Geographic video on tundras.	Background knowledge, pre-reading strategies, scaffolding, pre-teach vocabulary	slideshow, Digital library, Youtube video
4:30-8 mins.	Explanation of a comparing and contrasting using a Venn Diagram & pre-teaching vocabulary (from a glossary. Students use the glossary to move the post-its next to the pictures and academic vocabulary terms	Pre-teaching vocabulary, modeling, scaffolding	Jamboard, digital library books
8-11	Popcorn reading of the story about the snowy owls	Pre-teaching vocabulary, scaffolding, while-reading questions	Digital library
11-14	Students compare and contrast the two animals via Jamboard (in a Venn diagram)	Pre-teaching vocabulary, modeling, scaffolding, sentence starters/pre-filled in vocabulary	Jamboard
14-15	Wrap up of lesson- students reflect on their success with the learning objective	Repetition	slideshow

Supporting Materials/Resources:
What supporting materials/resources will be used to enhance the lesson and students' achievement of the objectives? How will these materials and resources be used to enhance the lesson and student learning?
This lesson utilizes a digital library split up by biome, as well as a Google Slides and a Jamboard for students to compare the two animals.
Key Vocabulary:
What is some key vocabulary students will need to know for the lesson? Please focus on the most important vocabulary they should walk away knowing and being able to use.

- *Arctic*
- *Blubber*
- *Den*
- *Chicks*
- *Mammals*

- *Preys*
- *Talons*

Accommodations for Diverse Levels of Proficiency (Additional Strategies) / Differentiation of Instruction:

How will you differentiate instruction to meet the needs of students with varying abilities, learning needs, and language proficiencies?

This lesson utilizes scaffolding and modeling for students to know exactly how to compare and contrast the animals from the reading. We read one story together and students wear another on their own. Afterwards, we begin the Jamboard together so students know exactly what to do. Additionally, there are two different versions of the Venn diagram for students who are more proficient in L2 and another where the post its are already filled in and students just need to sort them into the correct portion of the Venn diagram.

Appendix B:

Co-Teaching for ELLs Daily Lesson Planning Template

Day/Date	Content Objective (including CCLS Anchor Standard)	Language Objective (including CCLS Anchor Standard)	Co-teaching model(s)/technique(s)

Learner Activities (Including Language and Content Accommodations)	Content Teacher Role/Activities	ESL Teacher Role/Activities

Assessment/Evaluation (Include Accommodations for Language Proficiencies)	Notes on Individual Students

Appendix C:

Co-Teaching for ELLs - Weekly Planning Template

Day/Date	Content Objective (including CCLS Anchor Standard)	Co-teaching model(s)/technique(s) (Identify specific roles of each teacher)	Materials & learning aids needed. Who is responsible for supplying materials, aids, etc?	Activities	Evaluation & Assessment Adaptations, Accommodations	Post-Lesson Evaluation and Debrief
Mon.	Content Objective (including CCLS Anchor Standard) Language Objective (including CCLS Anchor Standard)					
Tue.	Content Objective (including CCLS Anchor Standard) Language Objective (including CCLS Anchor Standard)					
Wed.	Content Objective (including CCLS Anchor Standard) Language Objective (including CCLS Anchor Standard)					
Thur.	Content Objective (including CCLS Anchor Standard) Language Objective (including CCLS Anchor Standard)					
Fri.	Content Objective (including CCLS Anchor Standard) Language Objective (including CCLS Anchor Standard)					

Appendix D:

Co-Teaching for ELLs Collaborative Planning Log

Date	Collaborative Activity	Successes	Challenges

Appendix E:

Professional Development Presentation Slides

https://docs.google.com/presentation/d/122wk8ouCmf7CBYvhQgqOLDLmIkZvIsUQ544Y
C41_srs/edit?usp=sharing

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Appendix F:

Professional Development Video: *Collaboration! Effective Co-teaching in the Integrated ESL Classroom*

https://drive.google.com/file/d/1zRc1RJqPTom4EyLVhaLKG_SLA6UEU4Um/view?usp=sharing