

Promoting Collaboration Amongst ESL Teachers, General Education Teachers and
Administrators

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Abstract

English Language Learners (ELLs) in the United States is a growing population in schools. The increase in ELLs results in integrated co-teaching in schools between English as Second Language teacher (ESL) and general education teachers. Many mainstream teachers and administrators are unfamiliar with how to effectively cooperate with ESL teachers. This leads to the overarching research question which is how collaboration can be promoted between mainstream teachers, ESL teachers and administrators. The research indicates lack of an effective partnership leads to unsuccessful co-teaching experiences for teachers and students. This ineffectiveness stems from not having strategies or tools, planning time and the absence of division of responsibilities. The professional development (PD) within this capstone aims to help teachers and administrators recognize the importance of their roles in co-teaching. This capstone will allow teachers and administrators to gain knowledge on how to resolve this issue by learning strategies and receiving tools to help guide them to collaborate more effectively. The outcome of this PD is to create a successful and positive co-teaching relationship to benefit teachers, administrators and students.

Keywords: English language learners, co-teaching, English as a Second Language, collaboration

Chapter 1: Introduction

Problem Statement

Throughout my experience in various districts, witnessing how the English as a Second Language teachers and general education teachers interact, it can be said that something needs to be done for the sake of the student's education. When I enter a general education classroom to service English Language Learners (ELL) it seems that our co-teaching relationship is not effective. It is a situation that we, as educators should be able to collaborate on lessons and know how the students learn best. We as educators must come together so ELL students can get the best education possible, anything less would be a disservice to them as students.

In this capstone project I will be using the term English as a Second Languages (ESL) to describe the teacher. NYSESLAT is abbreviated for New York State English as a Second Language Achievement Test which is designed to test ESL student's language proficiency. ESOL stands for English of Speakers of other languages. ELL is the abbreviation for English Language Learner. Lastly, the Commissioners Regulation Part 154 is abbreviated to CR-Part 154.

Significance of the problem

I will address the problem in general education classrooms in which teachers and administrators will strengthen their collaboration between ESL teachers and co-teaching. This is an ongoing problem that has affected ESOL teachers, their students, and the integration of these students in a general education classroom. Honigsfeld and Dove (2015) when interviewing Danielle Dodge, who is an ESL teacher reports that co-teaching success drives us through the curriculum every day. Honigsfeld and Dove further go into detail about how the collaboration of two adults working beside each other offers the children with a influential model of how all tasks

can be accomplished with one another, which they then will use while accomplishing their own activities. This lack of knowledge on how to best collaborate between the two teachers leads to students being removed from the classroom in order to learn in ways that are more appropriate for the ELL students. In this instance, known as the push in and pull-slide scenario, the “classroom merely offers shared classroom space without shared goals, shared instruction, and shared assessment” (Honigsfeld & Dove, 2015, p. 57). It is important that teachers and administrators have a clear understanding on what collaborating practices look like and how they can be successfully implemented in order to benefit ESL teachers and students. ESL teachers are continuously finding power disparities in a general education classroom, where they don’t see themselves as a colleague, but an aide. Percy et al. (2017) found that explicatory roles and responsibilities for co-teachers is not easy but is an obligatory part of a successful co-teaching relationship. The underutilization of one teacher can create a negative atmosphere for co-teaching, so it is crucial that co-teachers have useful roles that will help them stay productive. Co-teaching should be implemented for its intended purpose which is keeping the students in the inclusive classroom as much as possible with minimal interruption to their education.

Purpose

The audience of my professional development will be general education teachers, ESL teachers and administrators. I want this professional development to be open to all teachers K-12 because these strategies are useful for all grade levels and can open up new avenues for productive collaboration amongst educators. Administrative leaders benefit as well since the PD discusses how scheduling aids in building spaces to plan and collaborate. Throughout this professional development, my goal is to inform the participants of ways to effectively collaborate amongst ESL and general education teachers. I have already found a promising amount of

research that has provided me with helpful strategies that will benefit the participants and make for a more collaborative educational environment for these students as they integrate into various classrooms. Throughout this professional development, I will use the research on strategies and tools proven effective in instruction and co-teaching practices. In doing this, participants can plan, integrate and reflect on ways to improve co-teaching partnerships and improve learning outcomes for ELLs as well as general education students.

Summary

To conclude, collaborating amongst general education and ESL teachers should be implemented on a stricter scale in order for co-teaching to be more effective. This will not only help the teachers make lesson plans together, but in doing this, it will also have a great impact on the students. In chapter 2 of this capstone I will present a review of the literature on co-teaching. In chapter 3 you will find the professional development (PD) designed to help build capital on co-teaching. I am also including the materials and tools from the PD in appendices. Finally, in chapter 4, I present conclusions and reflections on the topic of co-teaching.

Chapter 2: Literature Review

Introduction

In the United States many schools are growing more diverse culturally and linguistically. Schools are seeing an increase of students from various countries coming to American schools at a rapid pace. According to the Department of Education, between 2009-2010 and 2014-2015 school years the percentage of ELL's has increased in more than half of the states at over a 40 percent. The New York Education Department (2018) has noted that there has been a 9.7 % increase within a three-year span of time from 2015 until 2018. With these increasing numbers comes change to the states model to deliver instruction to these students. In the 2015-16 school year New York implemented Commissioner's Regulations Part 154 (CR-Part 154) which is an outline of the service delivery model. Based on the students' level of proficiency as defined by the yearly NYSESLAT exam, students are required specific minutes of instruction in an integrated co-taught model (Bottcher, 2020). With this implication comes collaboration between ESL and general education teachers. For ELLs to be successful they are required to have this specific time of co-taught classes. In previous studies when co-teaching is effectively practiced students have a positive outcome. Unfortunately, all cases of co-teaching are not done effectively leading to students not receiving the education in the best possible form. Strong collaboration between teachers is needed in order for this implication of co-teaching to be successful for teachers and students. Research studies have shown strategies that have worked for teachers. In this chapter, I will discuss research to understand the overarching research question: How to Promote Collaboration Amongst ESL Teachers, General Education Teachers and Administrators?

Theoretical Framework

Many of the studies use the social cognitive theory to look into the relationships co-teachers have with one another. Bandura (2008) explains that “People’s shared belief in their collective power to produce desired results is a key ingredient of collective agency” (p.14). This theory is relevant to the studies that will be discussed because it allows for an understanding of what people think and how it effects their co-teaching relationship in the classroom. This can be directly related to the attitudes practitioners have toward ESL teachers and how it results in how effective their instruction is. The research in these studies explain how general education teachers view ESL teachers and vice versa. These views can directly impact their co-teaching relationships.

Social cognitive theory is a model of behavior that puts emphasis on interactive processes to explain human functioning (Burney, 2008). This theory emphasizes that learning occurs socially and what is learned is acquired through observing. This is related to the process of which people can observe others in an environment and gain insight of what they think and the persons behaviors. This can then lead to these individuals to self-regulate their own behaviors and actions.

Academic Language, Modeling & Discussion

Bauler (2019) studied how one ESOL and one content teacher collaborated to support writing in a first grade linguistically diverse class, particularly concentrating on the practices and roles the two teachers applied and took up during co-teaching. The teachers chosen for this study were specifically selected because it was apparent, they had a successful co-teaching relationship. This study focused on the practices and roles each teacher took in and out of the classroom for a year. Throughout the observation of these two teachers the researchers noted that

“we noticed that in that specific period there were seemingly equal roles between the two co-teachers; that is, we could not tell who the ESL was and who was the content (lead) teacher” (p. 6). The three major findings of this study that researchers noted were the cause of this successful co-teaching relationship was a sensitive view of students’ academic language and writing development, modeling, and allowing opportunities for talking and sharing. Both teachers “shared a highly sensitive view of students linguistic, cultural and academic backgrounds which allowed for the teachers to know how to support each student” (p. 8). One strategy used to find out this information was a parent survey created by the teachers. This allowed both teachers to gain knowledge on all the students in order to successfully support each student. This strategy supported both teachers in finding out about all students in a different way. The two teachers consistently collaborated about all students and the ESL teacher explained that all of the students were her students, and it didn’t matter if all the students were not ELLs. The ESL teacher made it clear that her responsibility was for all the students and to effectively meet the needs of all students it was critical to collaborate with the content teacher.

According to Bauler, a second strategy while observing the teachers in this study was the use of modeling between both the ESL and content teacher. In this specific study in this classroom the teachers began the periods by modeling or sharing writing examples and then having the students practice after watching the teachers’ model. During the use of modeling, it allowed both teachers to take equal roles in teaching and also promoted collaboration in a purposeful way. By modeling and taking equal roles it allowed the teachers to scaffold academic language and writing for all the students in the classroom. With using modeling in the classroom directly leads to more opportunities for discussion and sharing. These two co-teachers put emphasis on students having opportunities to discuss with their peers so that they can practice

using academic language. When the teachers used the modeling strategy, they set up a successful learning environment for the students to see how academic language is used and how to practice. This strategy is not one that can be used when there is just one teacher in the room so by co-teaching it can be successfully done. This allows for students to have an authentic learning environment but also allows for both the ESL and content teacher to take equal roles in teaching. Further, it eliminates the unequal power in the classroom and allows for teachers to work together. Both of their roles are important in the classroom and by collaborating they created a unique environment in which catered to the needs of all students in the classroom.

Division of Responsibilities

A study by Peercy et al. (2017) focused in on the importance of co-teachers having a distinct role while collaborating. It is often noted by ESL teachers that when co-teaching they feel as though they are just an extra body in the classroom and do not quite have a distinct role. This often creates a sense of working in a model known as the one teaches, and one observe. While teaching in this model one teacher takes the direct role of teaching and the other teacher sits back and observes. The observer becomes more of an assistant with little to no collaboration within teaching. It was found that:

Underutilization of one teacher undermines the potential of co-teaching, because of this, it is imperative that co-teachers have productive roles. Co-teachers must therefore be deliberate about their practice, make effective use of co-planning, and share responsibility for student learning. (p. 217)

In this study, a kindergarten teacher and ESL teacher were asked to view their experience and practices. It was emphasized by the teachers and the findings of how important it is to be on the same page and share the same goal. The educators had shared teaching goals of a student-

centered classroom. In order to achieve this goal, they collaborated by planning lesson together and being flexible with schedules. As both teachers explained, each of them brought a skill to the classroom so putting their skills and knowledge together helped them to collaborate effectively and create a successful classroom. To be successful in doing so they created a tool to help. This tool was a template created by the teachers that was organized by the day of the week, with a column for planning together and individual planning. The teachers commented by saying this tool “helped co-teachers identify common teaching goals and connect their teacher knowledge and expertise to the lesson content, while negotiating their roles” (p. 226). The tool allowed the teachers to focus in on learning objectives and allowed the teachers to collaborate by discussing their ideas and how they can scaffold the lessons. With the constant change in schedules these teachers discussed it is difficult to stay on the same page but tools like this help them.

Bauler and Kang (2020) put emphasis on the division of responsibilities and how this can positively impact the learning in the classroom. This study explained that when one ESOL teacher and one fourth grade content teacher in a New York City elementary school collaborated effectively, Chinese-speaking students’ English literacy skills improved dramatically. Bauler and Kang found that students NYSESLAT scores were significantly impacted in a positive way. The ENL and content teacher collaborated on literacy skills in order to successfully improve students learning. According to Bauler and Kang, writing and teaching common curriculum increased the equality of roles for both the ENL and content area teacher. One teacher in this study explained that “Collaboration is beneficial because the ENL teacher that I collaborate with provides support that will meet the needs of my ENL students” (p. 346). This also shows how the content teacher has respect for the ENL teacher and values the effort put into lessons and planning together. As these teachers did find success, one obstacle they found was limited co-planning time which is a

common challenge. This stems from administrators and how schedules are created to support co-teachers. Scheduling co-planning time is imperative to the success of collaboration between the ENL and content area teacher. Writing schedules that align with similar planning times will promote the collaboration between teachers in order to be successful.

Davison (2006) explains that clarification on the teachers' responsibilities is pertinent, and it is important that that co-teaching is not seen as just another teacher in the room to help. Co-teaching should be all about collaborating and if this is not done then co-teaching will not be effective.

Partnership Teaching is not just another term for co-operative teaching. Co-operative teaching is where a language support teacher and class or subject teacher plan together a curriculum and teaching strategies which will take into account the learning needs of all pupils, trying to adjust the learning situation to fit the pupils. Partnership Teaching is more than that. It builds on the concept of co-operative teaching by linking the work of two teachers, or indeed a whole department/year team or other partners, with plans for curriculum development and staff development across the school. (pp. 454 - 455)

In other words, Thompson (2016) explains the ENL teacher should make an influence as an expert that helps to distinguish the class material and guide curriculum. This can be done in ways such as planning, having a shared idea of student success and having the same perspectives on topics.

Honigsfeld and Dove (2016) conducted an additional study in a school that encompassed a co-planning framework that was used to help make co-teaching more effective. The authors indicated that before a framework of co-planning can be started, a foundation for trust must be integrated amongst the teachers. Developing "a trusting relationship over the life of a co-

teaching partnership may be the most critical issue of all” (p. 58). An interesting approach to co-planning was done by one of the teachers in this study. Before the teachers would step foot in a classroom, they sent emails to the other educators they would be working with on any given day to get information about topics like vocabulary, unit objectives and any essential questions they needed to make sure the students would be successful in a non-ESL environment. This not only built trust with other teachers due to the amount of care the teacher had for her students, but it ensured a smooth transition from an ESL classroom into a regular class.

Honigsfeld and Dove present a co-teaching framework. The first step is pre-planning. Pre-planning is an essential piece to this framework because it is the starting point for a successful lesson plan. If there is no pre-planning, there would be a lot of confusion not only amongst the teachers, but the students as well. The study talks about a lesson plan that is centered around the Great Depression. The teachers receive the materials and look them over to see how the lesson plan will go. Both teachers will be looking at the language and other materials that are needed in order for the lesson plan to be effective. They will also devise content and language objectives that may be needed if any confusion were to arise. This part of the framework is done separately so each teacher has the chance to get the proper materials and other learning task needed for a successful lesson plan. The next phase is collaborative planning. The teachers have come up with ways in which they conducted their lesson plans. After the teachers did this, they came together to collaborate. By speaking collaboratively, the teachers finalized the different aspect of their lesson plans and negotiate how they brought both their plans together while still having a successful partnership. What also got introduced here is how the teachers needed to decide amongst themselves who lead and who assisted throughout the duration of the lesson plan. This is important because there may be portions of the plan where one teacher knows more

or can explain the topic more effectively than the other. In making this determination, it helped the lesson plan go more smoothly and is more beneficial to the students. This framework allowed for the division of responsibility throughout the lesson.

The final step to this framework is post-planning. Honigsfeld and Dove argued that at this step, educators will establish objectives, materials, roles, and responsibilities separately before the lesson plan. This is especially important for the success of the lesson plan because if both teachers do not equally pull their weight and get the materials needed for what they will teach for their portion of the class, it could end in an inadequate lecture. The teachers can find different materials and alternative resources to make their lesson plans effective yet be creative at the same time with diversification that meet the needs of individual students. It will be more beneficial to the students and the teachers to have their lesson plans be different in this regard. It will keep the students engaged and both teachers will feel like they contributing to a successful class in their own unique way, without one teacher telling another what they can and cannot teach. This framework allowed for successful collaboration between the co-teachers and was also beneficial because if they did not have enough time to do each step, it was possible to do certain steps independently.

Planning Time

Bottcher (2020) conducted a study to understand perception of teacher and what ways co-teachers could collaborate to have a positive relationship. The research was conducted through interviews, observations and focus groups. When looking at three different pairs of teachers there was an overarching theme that displayed as to why these teachers collaborated so well. Participating teachers had set instructional schedules. The classes they taught had been created with teachers' input on students' skills and needs which they shared with administration. As a

result, a system was developed that placed students in the appropriate classes. Planning time reveals that it was vital that administration played a role in supporting the co-teachers in order for them to collaborate in an effective way. These teachers also explained they had many common planning times and lunch schedules therefore, opening up more time for them to plan, discuss and reflect on what they have done. This time given to the ESL and content teacher is crucial as they explained in interviews. It was shown that “Time spent planning, teaching, or assessing is intentional for these teachers. This influences the classroom structure by creating an environment of consistency and deliberate practice” (p. 53). The administrators play a key role in allowing the co-teachers to effectively collaborate and it was shown in this study the prevalence of having much needed time in and out of the classroom to collaborate.

This research found that there was much parity between the co-teachers, meaning that the teachers had much respect for one another and understood their roles as professionals. Having the support from the administrators to build a consistent schedule allowed for these teachers to productively collaborate in ways such as planning, reflecting, and discussing the needs of all students. These findings directly relate the research question addressed here on how to promote collaboration between the ESL teacher and general education teacher. In addition, the study indicated that the administrator played a crucial role in these specific teachers co-teaching relationships. Administrators put these teachers first to insure they had what they needed in order to collaborate with one another.

Norton (2013) research focused on teacher perspectives of co-teaching and what kind of methods administrators can have a part in to help teachers. The most emphasized method was the built-in planning time for co-teachers to be successful. Norton suggested that limiting the number of teachers ENL teachers work with can help. In doing this, teachers can focus on having

adequate time to plan with less teachers. This can help ENL and content teachers to focus in on planning and reflecting rather than the ENL teachers having to bounce around many different classrooms. This will allow for increased collaboration between teachers because they will have set time for their co-teachers and will not have to split their planning time between multiple teachers. This will allow for co-teachers to build on their planning time and reflect on what they have done or will do. With more time to plan and reflect, comes the positive building of a coteaching relationship. Successful collaboration between teachers is crucial and by educating both the ENL and content area teacher it can be done. This directly relates to the PD that will be discussed and implemented in this capstone. With increasing the knowledge of both the ENL and content teacher in successful collaboration it will evolve into successful practices in the classroom.

As just discussed here, having a set time when these teaching will collaborate when coteaching is imperative for an effective lesson plan. Before teachers figured out that there needed to be specific times set where they would meet to discuss their lesson plans together, they would often talk briefly about what they needed to in the hallways, cafeteria, the playground during recess or just a quick conversation while getting coffee. These methods of communication amongst the teachers proved to be ineffective because they were not properly getting their point across that were needed for their classes they would be teaching together. Often times, teachers in the Norton (2013) study were found to be overlapping each other during lesson which also hurt the students. To bolster this argument on how imperative it is for educators to collaborate effectively, a study conducted by Honigsfeld and Dove (2015) involved one ESL teacher reported that collaboration only works when there are a designated time and people are held

accountable to be there. By co-planning face to face on a regular basis, it makes teaching with one another not only more enjoyable, but more operative for the students.

Tools

Pardini (2006) explains how the traditional ESL programs have been changed into a collaborative model in a Minnesota school. She recognized the role of a rubric in which evaluates how well schools are integrating these practices in their everyday curriculum. The collaborative model includes: planning time, professional development, student placement, team teaching, assessment, and reflection. The rubric's purpose is to set goals, for the schools for the students can have a solid foundation for development. This rubric was implemented in a three-year span in a collaborative inclusive ELL program. After the three years it was noted that teachers commonly shared a “strong and nearly unanimous sense that students were highly advantaged by the inclusive and collaborative instructional models—academically, socially, and in terms of classroom participation” (p. 321). There were also positive achievement advantages because of these practices put into place by the rubric. The rubric helped teachers to see what exactly their roles should be and what should be getting accomplished. It was shown that this rubric did in fact help these teachers become successful and efficient in the classroom while coteaching.

Honigsfeld and Dove (2014) also created a tool to aid administrators, instructional leaders, coaches, and peer visitors. This tool was designed as a rubric tool named I-TELL (Integrated Teaching for ELLs Observation Tool). The I-TELL is a tool to aid collaboration between ENL and content teachers but also help others who support co-teaching. This tool addresses the key aspects that should be occurring throughout co-teaching. All these parts of the rubric are part of co-planning and can help guide the teachers on what should be addressed while

planning for lessons. The rubric has parts that fall into the category of roles and responsibilities of the co-teachers. This can help co-teachers collaborate on what exactly their role is and how they can play the role. Additional aspects of the rubric focus on engaging with students and knowing how to meet the needs of students throughout the lesson. This can be in ways such as scaffolding verbally or using visuals. This tool allows for a checklist for teachers to make sure they are collaborating in these ways to ensure the success of all students in the classroom.

As shown in the study rubrics were a successful way to help co-teachers collaborate but also allow administrators to be on board of what co-teaching should look like and how to ensure that collaboration is successful. This rubric is a tool that will be presented in the PD to help co-teachers but also administrators to successfully collaborate. Effective collaboration, as I have explained here, is vital for successful co-teaching practices. When teacher implement way in which they can come together for the sake of their teaching styles, by also the students, it will make for a more opportunistic and educational environment.

The Impact on Teachers and Students

The impact on teachers will be profound if collaborative strategies continue to be integrated in schools not only in New York, but across the country. Since ESL educators should be seen as experts, advocates as well as consultants in and out of the classroom (Bottcher, 2020). When co-teaching is effectively implemented, ESL teachers will be seen as experts in the fields. These teachers know how to properly teach these students and know the supports they need in order to get an adequate education. Unfortunately, a general education teacher does not get the same amount of training to work with ELLs. Therefore, the perfect way to deliver instruction that is rigorous and academically sound by adopting effective co-teaching models.

A study was conducted by Kennedy (2002) that examined the implementation of an enriched support program into general education classroom. The goal was to model and help general education teachers to work with ELLs. By incorporating the support program content with teachers' language requirements, they can develop English for Specific Purposes (ESP) courses for teachers. This was a multilevel model that is used to explain how the students should be taught and how to properly fulfill their needs based on their backgrounds and any previous education they had before coming to the classroom.

This program can be customized to fit the needs of each teacher and how much training they will need to have a similar understanding like the ESL teachers do. These programs will be helpful because a general education teacher normally does not have an extensive background in teaching ESL students. By giving them the tools and training to do this, these students will be more successful, and the teachers will be more effective in their teaching. Furthermore, by implementing this training, the general education teachers and ESL teachers will be able to collaborate more efficiently now that they both know how to approach these students' educational needs professionally. As multiple studies have explained throughout this review, there are always issues on how well these teachers can collaborate amongst each other. By giving general education teachers the proper training even before that collaboration begins, it will benefit the teachers because they will no longer struggle to understand what is required of them as a general education teacher.

The impact on the ESL students will also be immense if collaborative strategies continue to be integrated. As stated, the NYSESLAT is given to students to test their level of proficiency and to tell teachers how much more time those specific students need of co-teaching instruction. In addition, Coleman and Goldberg (2012) argue that although English language development

(ELD) instruction must be a priority, it cannot replace content area instruction. It is imperative that teachers collaborate effectively to allow these students to get the proper education they deserve. Kennedy (2002) notes this test and other programs like the NYSESLAT are implemented to help ESL students get the proper education based on their backgrounds and understanding of the material. If these policies are not abided by all teachers, especially general education teachers, ESL student will bear the burden. A number of these students come to our schools in order to get a better education than they were receiving from their country of origin. It should be the duty of the teachers, no matter if they are an ESL or general education teacher, to give these students the most adequate education possible so they can have the opportunities they deserve.

Summary

The theory enumerated here is the social cognitive theory. This theory explained how learning transpires through social interactions like observing others' behaviors. The social cognitive theory was used in the studies conducted here to understand how co-teaching takes effect in a classroom and what can be done to make it more successful. Through this theory, researchers have found that academic language, modeling, discussion, divisions of responsibility planning time, and tools have been discovered to be successful elements to the collaboration of co-teaching.

Academic language, modeling, and discussion establishes how teachers should remain sensitive regarding every student's English language skill. Studies have shown that when an educator understands ELL's backgrounds, they are able to support them more academically. This not only helps the learning process but fosters a way in which students can learn more effectively even with language barriers. Modeling was a strategy that was used in order to solve this issue.

Teachers plan by modeling what students will do in the lesson helping them anticipate students' thinking process and work production. Studies that have been illustrated here show that modeling helped the students, but it also fostered effective collaboration amongst the teachers in the classroom because they were helping one another ensure the students understood the lesson plan by acting out what they needed to do. Discussion coincides with modeling in that when there is effective modeling in the classroom, it opens further opportunities for discussion between students and teachers.

Division of responsibilities culminates how the ESL teacher, and the content teacher must have equal roles when teaching. Each teacher brings a different skill to the classroom and has their diverse ways of doing things. By one teacher stifling another, it not only hurts the relationship between each other, but the students as well. One teacher may be able to add a helpful tip on a certain topic that the other teacher cannot. By remaining equal and sharing similar prospective, these teachers can collaborate effectively for the benefit of not only each other, but the students as well.

Planning time is all about having a specific time for these teachers to collaborate and inform another about their lesson plans. It is understood that teachers can be very busy at times and not have the proper time to work with one another. This is why the studies talk about having the administrators step in to give the teachers some time to ensure that they are collaborating amongst each other. Effective co-teaching will only work if these educators work together and in order for them to do that, they need an adequate amount of time and not just a hasty chat in the hallway. This time the teachers should be sharing with each other will allow planning for what needs to be done in order to have an effective co-teaching relationship.

Tools are used to help teachers collaborate more effectively by giving practitioners guidelines on what they should be doing and how they ought to be executing their lesson plans. Tools can help them divide workload and ensuring each teacher knows their prospective responsibility. By having tools like the rubric, I have explained, it will help teachers collaborate more successfully while making for a sound and educational environment for their students because they will both be on the same page when it comes time to start teaching together. The rubric will act as a resource for the teachers to look at to make sure they are both checking in with what they need to and how they will accomplish those things.

Lastly, for there to be a positive impact on the teachers and students, it is vital for there to be effective ways for ESL and general education teachers to collaborate in order for this to occur. Studies have shown that when co-teaching is implemented in productive ways, ESL educators are seen as experts in the field. This helps foster better relationships between ESL and general education teachers because they can understand the importance of one another's roles within the classroom. Not only will this benefit educators, but the students as well because effective collaboration strategies increase the ways students can understand the material being taught to them, while focusing on their individual needs.

In the following chapter, I will be discussing the tools that will be used in the professional development to inform ENL teachers, content teachers and administrators on how they can promote collaboration between the three populations. The tools and strategies from the research in chapter 2 will inform the content of the professional development.

Chapter 3: Professional Development

Introduction

This Professional Development (PD) will include information and tools to help ESL teachers, content area teachers and administrators. As previously noted in past chapters, the roles of all teachers and administrators needs to be distinguished to have effective co-teaching occurring in the classroom. The first session of this PD will focus on what ESL and content area teachers can use in order to distinguish roles. Also, what strategies practitioners can use to strengthen teaching in the classroom. The second session will emphasize how administrators need to take on a role in allowing co-teaching to be more effective. Administrators will be receiving insight on how important scheduling is for teachers and how this impacts the efficiency of co-teaching. A rubric will be introduced to content area teachers and ESL teachers to help guide them while planning and teaching. This rubric will then be introduced to administrators to guide what they should look for when visiting co-teaching settings.

Agenda: Session One

On day one of this hour-long session, which will occur a week before school begins, ESL, content area teachers and administrators will be asked to join this PD. This PD will take place before school begins so teachers have an ample amount of time to understand their roles in collaborative co-teaching.

The session will begin with an opening question asking teachers what their role is as a co-teacher. In doing this, it will allow teachers to begin thinking about the topic of co-teaching and what roles they believe should be practiced when it takes place in the classroom. A handout (see Appendix A) will be provided with questions for the teachers to write down their answers. Teachers will have 15 minutes to complete the worksheet provided. The learning goals for this

session will be for teachers to walk away with a better understanding of their roles. Another goal is for teachers to learn what strategies they could use to strengthen equal roles in the co-teaching setting. Teachers and administrators will then have an opportunity to share their thoughts out loud and discuss what similarities they had with others at their table group about their roles. Teachers and administrators will have 10 minutes to share with their table group.

Once teachers discuss, there will be a slide on the presentation showing what roles they should be taking. This tool will lead directly into the rubric (see Appendix B) that will serve as a tool to help teachers make sure when planning lessons together, they are equally sharing roles and completing the necessary measures when coteaching. This will help guide the educators when planning and implementing the lesson. Teachers will learn that this can be used as a checklist to make sure they are doing what needs to be done to be effective. Each section of this rubric will be discussed, and the teachers will have the opportunity to converse about each part. The teachers will also share examples in their table groups of how they have accomplished these sections on the rubric or how they can be successful in implementing the guidelines set out in the rubric. This will allow the teachers to understand why it is significant to ensure these aspects on the rubric are being completed. Teachers and administrators will have 15 minutes to discuss the rubric with their table group.

After completing the discussion about the rubric, the following slides on the presentation will introduce the modeling strategy that will be used in the classroom. Educators will be asked to share if they use the modeling method in their classroom which will begin a discussion with other teachers about how they can use this method to collaborate with one another. A worksheet (see Appendix C) will be provided to guide their conversations about the modeling strategy and will have 15 minutes to discuss with their table group. Teachers and administrators will then

watch a video that models a successful approach to two teachers collaborating effectively while modeling in a lesson. After the video the teachers will be asked to share what they noticed while watching and what they thought was positive about it. The teachers will then learn about how this method can be successful for students but also for themselves. This method will promote collaboration between teachers in a way that can be effective for themselves and also for their students.

In chapter 2, Honigsfeld and Dove (2015) found that rubrics were a useful tool for co-teachers when teaching. This had impact on the tool that was created for this PD because through this research done it showed what the important aspects are and what should be done. The goal of this tool is to strengthen co-teacher's relationship and help guide them to collaborating more effectively. The rubric will also allow for teachers to have something to look at to make sure they are implementing the important aspects of co-teaching. Bauler and Kang (2020) reported that collaboration was valuable in the classroom because it allowed support for all students in the classroom. This rubric will allow for collaboration between teachers in which they will be given the rubric to use when planning, implementing the lesson and post lesson. This serves as a checklist to make sure teachers are given equal opportunities but also are being asked to come together to discuss lessons. Teachers will be able to plan together and collaborate about their ideas.

Bauler (2019) recorded findings from a study that found modeling to an effective way to establish equal roles for educators in the classroom. Modeling brings teachers together in a more efficient manner to facilitate conversation amongst them on how the classroom will be operated when co-teaching is taking place during lessons. According to Bauler (2019) this is found to be helpful for the teachers in many ways. It helped teachers understand their own roles, as well as

the other teachers. When this occurs, there is less confusion between the two educators on how the lesson will be administered to the students and who will be explaining what topics. When teachers can come together in this manner, it not only benefits them, but also, the students. Students thrive when educators know what the students need in order to understand a lesson plan fully and modeling makes this easier for both the students and educators. During this time, teachers will be expected to take notes while they are being presented this information. The exit ticket will be a fully completed appendices A and C.

Agenda: Session Two

On day two of the hour-long session administrators and teachers will be asked to join the PD. The question at the beginning will be: How can an administrators become more involved in the process of collaborating with co-teachers. Teachers will participate in a anonymous free write to share their thoughts on how administrators can become more interactive in collaborating with co-teachers. Teachers will have 15 minutes to complete and hand in their free write. Some free writes will be shared out loud but due to time restraint not all will be shared. After discussing, the presentation will include a list of examples of ways that administrators can be involved. The learning goal of this session is for administrators to understand how vital their role is in the co-teaching process. They have an important role as they oversee many things that go on at the school. Administrators have the opportunity to increase their involvement within co-teaching to help make it as effective as it can be for the student and educators. Administrators will be informed about how ENL and content area teachers voice their concern about lack of planning time with one another. At this point in the session, I will introduce information on the role of the administration about how planning time is crucial and is vital for co-teachers to have in order to collaborate effectively. Planning time allows for educators to plan, teach, and assess.

When administrators are informed of planning, they will see how it can affect students and teachers in positive ways, like making a lesson plan easier to teach a class, and in turn, facilitates more effective learning.

After discussing the research on the role administration plays in forming and supporting co-teaching partners on how co-teaching can become more effective and how they can play a role in doing that, they will be advised to receive a rubric (see Appendix A). This rubric which will explain how teachers can become more effective when co-teaching and is useful for administrators to have this while in the classroom so they can recognize what is being done to have more collaborative teaching. In doing this, administrators can use this rubric to assess co-teachers when observing in the classroom. This will allow both co-teachers and administrators to have a conversation about what they observed was successfully implemented and what they could improve on. This rubric will allow administrators to have a framework of what co-teachers should be implementing in the classroom and will unfold an opportunity for collaboration between teachers and administration. Further, the teachers and administrators may take notes if they please during the presentation and will be asked to answer a three-question survey (see Appendix D) at the end of the session. Participants will be given 10 minutes to complete the survey and hand it in as their exit ticket.

Pursuant to Norton (2013) it was established that administrators who have created a way to build in planning time to teacher's daily schedules was a positive way for educators to collaborate for co-teaching purposes. The premise of co-teaching stems from the educators meeting together and having an adequate amount of time to plan, teach and assess so there are equal roles when implementing all these aspects. Further, Bottcher (2020) found that a integrated schedule that has a set time for educators to meet with one another was the most

effective way to meet the students need. Bottcher also notes that in creating this schedule, it creates an environment that fosters consistency which is something teachers want for not only their benefit, but the student as well.

Conclusion

The outcome of session one of this PD will be measured by how often and effectively content area teachers and ENL teachers use the rubric given to them by informally having other teachers visit other co-teaching teams and giving them feedback on the rubric. The outcome of session two of the PD will be measured by administrators and teachers using the rubric to assess the co-teachers. Both sessions of this PD will increase the knowledge of teachers and administrators and how to increase collaboration between one another by using the rubric (see Appendix A). In the following chapter I will discuss the final conclusions and reflections on this topic of increased collaboration.

Chapter 4: Conclusion

Introduction

Throughout this capstone, the overarching question has been how to promote collaboration amongst ESL, general education teachers and administrators. As I have observed in various classrooms and school districts, the collaboration amongst ESL and general education teachers is not where it should be and drives cause for improvement. When entering a classroom, it should be a place that fosters education and meeting the students' needs in any way possible so they can learn. But, when educators do not have effective practices in collaborating with one another, the way students learn can be hampered as well as the overall quality of being an educator. Becoming a teacher is an admirable accomplishment, but it only goes so far when the student's education is lessened over lack of participation amongst colleagues.

Having effective ways to collaborate with one another will not only improve the student's education, but it will improve the quality of the job which is always an advantage. Honigsfeld and Dove (2015) detail a model of how the collaboration of two accomplished adults working beside one another offers students with an influential model of how all tasks can be accomplished with one another, which will then be used to accomplish their own activities in and out of the classroom. These adults accomplished a successful relationship in this model which displayed the positive outcomes of co-teaching. That is what teaching is and always should be about, collaborating with colleagues in the most effective way to bolster your student's education.

Co-teaching is focused on keeping students in the classroom and the only way to do that is to collaborate effectively. ELL students should be receiving just as good and well-rounded of an education as general education students. Without collaboration ELL students could be pulled

out of the classroom which would diminish the whole point of co-teaching between ESL teachers and general education teachers. Keeping ELL students in the classroom allows for them to have the same learning experiences as their peers but, this can only be accomplished if teachers collaborate effectively and share the same goals for all students.

Conclusions

Pursuant to the recently conducted research, I have found various ways that educators and administrators can alleviate the problem of co-teaching collaboration. Academic language, modeling and discussion is a way this problem can be diminished. This strategy is used by teachers to understand the student's language skills so they can plan lessons around what those individual students need to learn based on their strengths and weaknesses. Modeling and discussion are similar in that it helps students understand what is expected of them in the classroom. In doing this, educators will strategically act out what the students should be doing throughout the lesson to ensure the students have a strong understanding of what they need to accomplish.

Another approach is division of responsibilities amongst ESL and general education teachers. Having equal roles in the classroom is vital for lesson plans to be successful and when there is a mutual understanding of what is expected out of both teachers, everything will go much more easily.

Planning time is another component which deals with having blocked out times through each educators' day for both to meet at a set time to discuss lesson planning. Lastly, tools such as the rubric used in the professional development can be used to increase co-teaching collaboration. This is a technique not only for educators to have a guide for what is expected out

of them in running a lesson plan but is also useful for administrators to use it to better understand how co-teaching collaboration can stay effective.

Implications for Student Learning

The collaboration amongst co-teachers will have an astounding impact on how the students will learn in the classroom. Co-teaching is implemented so these students, with various backgrounds can get the necessary education they are entitled to. Kennedy (2002) notes that when effective methods of collaboration take place, it fosters a learning environment that is curtailed to each students' educational needs. Further, educators are able to differentiate work for students when they collaborate which will also benefit the student learning process. There may be something that the ENL teacher can explain or do that can help the general education teacher better understand the language needs of ESOL students. Students' readability scores will improve when differentiation is in place. This will allow students to receive their work in ways in which are readable and comprehensible to their reading levels. This will allow students to increase their reading levels due to receiving appropriate leveled work. When teachers understand their role without any kind of power dynamic that has been previously set in place, the students will flourish academically.

Meeting the language needs of students through differentiation will allow them to understand the content in a way that is most favorable to them. Bauler (2019) explains that when modeling occurs by educators, it opens opportunities for the students to interact amongst one another, which will further their understanding of the material and increase their academic language.

The professional development will help guide educators on a more productive and applicable path to collaborate more effectively. In giving teachers methods on how they can

work together, it will directly result in student's success. Both, the ESL and content area teachers will share a common goal to create a beneficial learning environment for all students. Bauler notes that the students NYSELSAT score improved dramatically when an ESL and content area teacher` collaborated effectively in the classroom. This was done by both of the educators understanding what they needed to accomplish within the classroom and respecting the fact that they were both equal in their teaching roles.

Implications for Teaching

Bottcher (2020) explains that ESL educators should be seen as experts in the field, as well as consultants in and out of the classroom. Through this research, teachers can understand that they not only have an important job in teaching the students, but also have an obligation to appreciate one another's role inside the classroom. Each educator brings a separate set of skills into the classroom, and it is important for ESL and general education teachers to make note of this so there can be effective collaboration.

The professional development in this capstone aims to help teachers and administrators recognize the importance of their roles in co-teaching. The rubric included in the PD will help provide a guide for teachers to ensure they are collaborating in effective ways with each other. Having a tool important because this is a new area for some teachers, especially general education teachers, when there is a tool, they can use to help them talk to ESL teachers in a productive manner, it will benefit both educators.

Planning time was found to be useful and needed in many studies for educators to effectively collaborate. Bottcher (2020) found that teachers with a positive relationship were found to have a set instructional schedule which allowed them to plan, discuss and reflect on what they have done and will do. Without this time together they would not have been as

effective when collaborating. Planning time is beneficial to teachers because it allows for consistency and continuous practice in the classroom. In the professional development, administrators will be informed on how crucial planning time is for ESL and content area teachers to collaborate in an effective way to benefit the needs of students. Administrators play a vital role in creating schedules for teachers, so informing them on how common planning time for co-teachers is needed in order for successful teaching. Norton (2013) explains that built in planning time increased collaboration between the ESL and content area teachers and doing so can create a positive environment to teach, plan and assess together. Increasing the knowledge of administrators will allow them to understand the importance of planning time and it could be implemented while creating the teachers' schedules. Honigsfeld and Dove (2014) reported that collaboration is only effective if there are a designated time and people are held accountable to be there. Administrators can take this knowledge and apply it to their role when creating schedules for these teachers.

Recommendations

Although there are helpful and useful tools that have been researched and mentioned throughout this capstone, there could be more to investigate to diminish this problem. More research should be conducted to find different ways for a teacher to fully understand what they can be doing to have effective collaboration strategies in and outside of the classroom. A recommendation would be for more research to be done at the district level to see the strategies and previous practices that have been successfully employed with co-teaching collaboration. Not all districts are the same and some may have more plans in place, while other may not. It is important to know and understand what the district has done to help increase this collaboration so the teachers can know how much work they will need to contribute.

Looking further into teacher trainings that are required and what is being taught at these trainings could help future researchers to understand why collaboration between co-teachers is not as effective as it could be. As research has shown, the integration of ESL students in American schools has steadily increased and in order to ensure these students get the best education possible, teachers must be educated themselves on how to properly teach them. This will only come through training teachers on how to properly collaborate amongst each other, and when this is done, it will benefit both the educators and students.

Lastly, one should try to explore more information about the administrative role throughout this process. To have an effective co-teaching collaborative model, many variables are in place, and it is helpful to understand what the role of the administrators are in making for a smooth partnership amongst ESL and general education teachers. Most of the time when new policies or guidelines are set in place, it would need approval from one of the administrators in the districts to take effect. Having an understanding as a research on how that process works will be beneficial because change within this system cannot take place without them on board.

Final Thoughts

Promoting collaboration in co-teaching settings between both teachers and administrators is necessary for learning to be successful. When collaboration is completed effectively it allows for students to be emerged into a inclusive classroom setting that best fits their needs while learning. When content area teachers and ESL teachers collaborate with one another it allows for teachers to be on the same page with learning goals for all students and allows for the development of the best methods to teach the students varying on their needs. Administrators collaborating with the content area teacher and ESL teachers allows for the teachers to express what they need and be able to receive the time for collaboration to emerge. Through academic

language, modeling, discussion, division of responsibilities, planning time and tools
collaboration can be increased between the teachers and administrators to create positive
relationships and a successful learning environment.

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Appendix A

Session 1: Co-Teaching Handout

Question	Answer
Definition of co-teaching?	
Personal role in co-teaching?	
How should co-teaching look in a classroom setting?	
What does not represent co-teaching?	

Appendix B

Session 1 and 2: Rubric

	No Evidence	Developing Evidence	Acceptable Evidence	Excellent Evidence	Comments
Co-teachers collaboratively strategize materials for the lesson					
Equal roles between co-teachers is existent at the start though the end of the lesson					
Language and content objectives are mentioned by both teachers					
Instructing roles and obligations are shared					
Students are grouped in meaningful ways throughout the lesson					
Co-teachers communicate with students and each other in ways that improve student learning					
Co-teachers are accustomed with and answer to the learning needs of all the students					
Co-teachers apply strategies for teaching academic language and content					
Co-teachers establish respect for each other throughout the lesson					
Co-teachers apply linguistic and interpersonal visuals in lesson					
Co-teachers create elevated levels of engagement and confirm all four language skills to be incorporated: listening, speaking, reading and writing					
Co-teachers conduct determinative and comprehensive assessments					

This rubric is modified from- Honigsfeld, A., & Dove, M. G. (2015). *Collaboration and coteaching for English learners: A leader’s guide*. pp. 76-77. Corwin.

Appendix C

Session 1: Modeling Strategy Handout

Question	Answer
Definition of modeling strategy?	
Personal role in the modeling strategy?	
How should the modeling strategy look in a classroom setting?	
What does not represent the modeling strategy?	

Appendix D

Session 2: Exit Ticket Survey

Question	Answer
Do you think this rubric can be implemented into a classroom and be effective? Why or why not?	
Why do you think planning time is so crucial for co-teachers?	
Is there any additional information needed to be implemented this practice into the daily duties of the co-teachers?	