

Meeting the Needs of ESOL Co-Teachers

by

Ellie Pauly

July 31, 2021

A capstone project submitted to the Department of Education and Human Development of
The College at Brockport, State University of New York in partial fulfillment of the
requirements for MS. Ed. in TESOL

Table of Contents

Abstract.....3

Chapter 1: Introduction4

Chapter 2: Literature Review.....7

Chapter 3: Description of the Product & Tools.....26

Chapter 4: Conclusion.....38

References.....43

Appendices46

Appendix A: PD Presentation Slides46

Appendix B: PD Handout.....57

Appendix C: Administrator Group Activity Handout.....59

Appendix D: Co-Teacher Group Activity Handout.....61

Abstract

This capstone identifies co-teaching barriers for ESOL teachers as a significant problem in ELL education and analyzes existing research concerning co-teaching challenges for ESOL teachers. Questions which guided this analysis include, “how can administrators support ESOL teachers?” and “what can ESOL teachers do to improve their co-teaching experiences?” Examination of case studies published in peer-review journals revealed that common co-teaching challenges for ESOL teachers are unclear professional identity roles, marginalization of their expertise, lack of co-planning time, and lack of administrative support. Administrators can support ESOL teachers better by limiting co-teacher pairs, scheduling co-planning time for collaboration, and creating CoPs with a shared commitment to ELL education. ESOL teachers can participate in collaborative co-teacher training activities to strengthen their partnership and co-plan using online platforms to work around lack of co-planning time. These results informed creation of a product which may help solve the problem of co-teaching challenges. The final product of this capstone is a professional development presentation about meeting the needs of ESOL co-teachers. It should be presented to administrators, content teachers, and ESOL teachers prior to the beginning of a new school year. The product is intended to train administrators on how to support ESOL teachers and provide co-teacher pairs with an opportunity to collaborate and negotiate roles and expectations in their partnership.

Keywords: co-teaching challenges, ESOL teacher, ELL education, collaboration, professional development

Chapter 1: Introduction

Co-teaching English language learners (ELLs) in an integrated classroom is becoming a popular instructional model in bilingual and ENL (English as a new language) programs. Co-teaching is two or more teachers providing instruction together in a classroom (Cook & Friend, 1995). In this context, it means an ESOL (English to speakers of other language) certified teacher and a general education teacher providing instruction together (Dove & Honigsfeld, 2010). There are many ways to co-teach and the exact role of an ESOL teacher depends on which co-teaching model the teachers choose to use (Dove & Honigsfeld, 2010). There is much variation across districts and individual classrooms on what ESOL teachers' expected roles and duties are, which may have negative effects on both the teacher instruction and academic outcomes for ELLs.

While co-teaching models can be effective for teaching both content and language skills in an integrated classroom, its effectiveness decreases when there is not proper planning time, collaboration, and defined teacher roles (Whiting, 2017). For example, when ESOL teachers are co-teaching in mainstream classes, their role is often diminished to that of a supporter, helper, or aide rather than that of a certified teacher (Baecher & Bell, 2017; Bauler & Kang, 2020; Ahmed Hersi et al., 2016). As a pre-service ESOL teacher, I am especially interested in how my new role will be defined in a co-teaching model and specific challenges that will come with co-teaching as an ESOL teacher.

Though integrated instruction is required in New York State for ELLs, co-teaching lacks a clear framework at the policy level (Bauler & Kang, 2020). This leaves it up to individual districts, schools, and teachers to determine how co-teaching or push-in ELL education is going to work. Across the state and across my city, ELLs are not receiving uniform approaches to their

integrated instruction. This also means that ESOL certified teachers are not receiving the same levels of support and training at every school in New York. This lack of support forces ESOL teachers into a constant state of self-advocacy and mediation of their roles in their school and classrooms (Baecher & Bell, 2017; Giles & Yazan, 2020; Ahmed Hersi et al., 2016). These challenges might make those invested in ELL education wonder, how can administrators better support the co-teaching experiences of ESOL teachers? What can ESOL teachers do to improve their situation without this administrative support? These research questions will guide this paper and capstone project.

These challenges act as barriers to ESOL teachers providing quality education, which in turn affect the students. The ELLs in the classroom may not receive proper language supports when the beliefs, values, and teaching styles of co-teachers do not match (Bauler & Kang, 2020; Dove & Honigsfeld, 2010; Pappamihel, 2012). For example, some studies have shown that classroom teachers will place minimal value on the knowledge and expertise of ESOL teachers and fail to implement their recommendations for supporting ELLs into their lesson plans and instruction (Ahmed Hersi et al., 2016). When ELLs do not receive the language support they need, their ability to access content being taught suffers. Lack of schedule co-planning time also makes it more difficult for ESOL teachers to become equally involved in content lessons and for classroom teachers to share the responsibility of supporting ELLs (Baecher & Bell, 2017; Bauler & Kang, 2020; Ahmed Hersi et al., 2016).

To mitigate the negative effects of lack of administrative support for co-teaching, I will create a professional development (PD) presentation to district staff, including administrators, general education teachers, and ESOL teachers. First, research will be presented about what specific needs ESOL teachers have with co-teaching. Then, there will be a section on how

districts can better support their ESOL teachers' co-teaching through providing appropriate resources, such as co-planning time and co-teaching training, for all teachers. Lastly, there will be a section on how content teachers and ESOL teachers can create a better co-teaching experience through a co-teaching training session which asks them to collaborate and identify their roles in a co-teaching model. This training will allow ESOL teachers to overcome co-teaching challenges and share strategies to improve co-teaching despite lack of administrative support. One anticipated outcome of this PD will be administrators reflecting on how they currently support their co-teaching endeavors and then making appropriate steps towards improving co-teaching experiences for ESOL teachers according to the recommendations made in the PD. A second anticipated outcome of this PD is an improved co-teaching experience as co-teachers share their perspectives, resources, professional identities, and expectations.

The rest of this capstone will explore the research regarding co-teaching ELLs and their potential solutions more deeply. Chapter 2 will review existing research on co-teaching practices and challenges. Chapter 3 will thoroughly describe the PD's content, structure, and intended outcomes. To mediate the problem of lack of administrative and content teacher support for ESOL teacher co-teaching experiences, the PD will be provided to administrators and co-teacher pairings to invite reflection and change concerning the co-teaching challenges. In Chapter 4, I will conclude with implications for implementation of the PD training session and suggest recommendations for future research.

Chapter 2: Literature Review

This Chapter will review existing literature on the topic of co-teaching ELLs. The term ‘co-teaching’ was originally used to describe how general education and special education teachers could teach together to promote inclusive education for students with disabilities. Cook and Friend (1995) define co-teaching as “two or more professionals jointly deliver[ing] substantive instruction to a diverse, or blended, group of students in a single physical space” (p. 1). Co-teaching is now commonly used to describe content area teacher and ESOL teacher joint instruction to ELLs, emergent bilingual students, and native English speakers in an integrated classroom. In fact, New York State requires integrated instructional periods for ELLs, with the time requirement ranging from 180 minutes to 360 minutes per week depending on the ELL’s proficiency level (Bauler & Kang, 2020).

While ELL education must take place in a co-taught environment for a significant portion of the week, there are various approaches to co-teaching that teachers can choose from (Cook & Friend, 1995). Dove and Honigsfeld (2010) presented seven co-teaching models for ESOL teachers to use, including one student group, two student groups, and multiple student groups with varying teacher roles for each grouping strategy. Some literature suggests that utilizing a range of co-teaching models depending on the demands of a lesson is the most effective practice (e.g., Bauler & Kang, 2020; Pappamihiel, 2012). However, co-teachers should pick a co-teaching style that works best for both of them and build trust in their professional relationship to ensure a strong and sustainable co-teaching partnership.

To address the question, why are educators required to co-teach ELL students when the pull-out instruction model exists for ELL education? Advantages of pull-out instruction include less noise distraction for students and increased teacher autonomy for ESOL teachers with

regards to teaching style, curriculum, and services and supports provided. This leads to more targeted ESOL instruction which can be particularly helpful for ELLs with lower proficiency levels (Whiting, 2017). Pull-out instruction offers a unique opportunity for ESOL teachers to teach at a pace which meets the needs of their linguistically diverse students because teachers that know the students best can differentiate and scaffold content learning and language learning to make learning more accessible ELLs (Pappamihiel, 2012). A separate ESOL classroom can also function as a ‘safe zone’ where ELL students to learn and form relationships with peers (Whiting, 2017).

Nonetheless, there are academic and social benefits to co-teaching and push-in instruction for ELLs. Major positives to this style of teaching include no missed class time and increased participation in a classroom learning community for ELLs. It also gives the ELL teacher insight to content curriculum and expected grade-level performance on literacy tasks (Whiting, 2017). It can also create more effective and engaging learning opportunities for ELLs. When ESOL teachers co-plan and co-teach with content teachers, there is a higher probability that best practices will be used, such as collaborative group work, pre-teaching vocabulary, use of images and visuals, graphic organizers, and equitable assessment (Giles & Yazan, 2020). ELL participation also increases in co-teaching settings (Giles & Yazan, 2019). The benefits of co-teaching justify its usage in ELL education.

A general theme that emerged from existing research on co-teaching challenges is that a common barrier to successful co-teaching is lack of administrative support manifesting itself as unclear co-teacher roles, marginalization of ESOL teachers, and not enough co-planning time. Another general theme is that collaboration is crucial to co-teaching. Before discussing these

themes, I will present the following theories that can help us understand what will create more successful co-teaching partnerships in the future.

Understanding Co-teaching through a Sociocultural Lens

Social learning theory (Vygotsky, 1978) and communities of practice (CoP) (Lave & Wenger, 1991; Wenger, 1998) are sociocultural learning theories which can explain the importance of collaboration for successful co-teaching. Vygotsky's (1978) sociocultural theory posits that knowledge that people acquire, and the learning that takes place internally afterwards, are intertwined with social and cultural interaction. It also stresses the importance of teaching within a student's Zone of Proximal Development (ZPD), meaning students can complete tasks just outside their current ability with support and scaffolds from the teacher (Vygotsky, 1978). The CoP framework draws on Vygotsky's social learning theory and places emphasis on shared practices, resources, and knowledge, as well as negotiation of professional identities within the self and the community. There are three crucial components to a CoP, including domain, community, and practice. The domain is the shared purpose and focus for the community, the community itself is the setting for learning, and the practice is the action, participation, and social interaction (Wenger, 1998).

In the context of education, particularly when talking about co-teaching, a CoP would look like teachers collaborating and sharing knowledge and accountability to accomplish a shared instructional goal. Through sustained social interactions, CoP group members can build each other up as they pursue a clear and shared purpose. Collaborative learning experiences, such as professional development, co-planning, and co-teaching, can all function as exchanges of knowledge between co-teachers. Collaboration can act as part of the learning process (Giles, 2018; Giles & Yazan, 2020), helping ESOL and content teachers alike become better teachers to

ELLs. Opportunities to collaborate outside of instructional blocks are limited for ELL co-teachers (Bauler & Kang, 2020), but this theory puts in perspective the importance of it to successful co-teaching.

Common Barriers to Successful Co-Teaching

Unclear Professional Identity Roles

Often, the role and responsibilities of ESOL teachers is unclear to both the ESOL teacher and the content teacher alike (Baecher & Bell 2017; Bauler & Kang, 2020; Giles & Yazan, 2020; Vintan & Gallagher, 2019). While co-teaching can produce more effective instruction for ELLs, Whiting (2017) argues that roles within a co-teaching setting must be defined, or else effectiveness of instruction decreases. This study investigated the pros and cons of push-in vs. pull-out instruction as reported by 71 ELL teachers in written online surveys. Administrators and content teachers were absent from the participant pool, so their perspectives are missing from the data, but it still gives valuable insight to ESOL teacher experiences, particularly in low-incidence school settings. Study participants noted that push-in instructional models often result in loss of instructional autonomy for ESOL teachers, muddled professional identities, and unclear responsibilities and roles for both the ESOL and content teacher. For example, only 22% of ELL teachers reported determining what work they do with ELLs in mainstream classrooms. Additionally, 25% reported that the administration determines where and when they work with ELLs (Whiting, 2017). This takes away instructional autonomy for ESOL teachers, despite the fact that they are certified professionals and instructional decisions should be partially made by a co-teacher in a partnership.

Pappamihel (2012) studied the implementation of co-teaching in an elementary school where approximately 50% of the student populations were ELLs. Researchers visited the school twice over the course of four years to observe co-taught classrooms, interview teachers, and interview the principal. This allowed the study to show the impact of co-teaching on teachers and ELL students over a long period of time. During the first visit, ESOL teachers reported feeling awkward in the co-teaching model, unsure of where they fit into an already established classroom. Similar to results of Whiting (2017), ESOL teachers felt like they had little control in choosing the co-teaching model being used in classrooms. After the second visit four years into co-teaching model implementation, co-teachers reported increased comfort and ease with co-teaching, but researchers learned that the pull-out ESL program was discontinued in favor of co-teaching all the time. ESOL teachers reported feelings of frustration with the elimination of the ESL pull-out program, as they felt they were not able to provide all direct instruction and scaffolding their ELLs needed inside the integrated classroom (Pappamihel, 2012). In this situation, ESOL teachers struggled with servicing their ELL students to the best of their ability without their own classroom space. These restrictions limit ESOL teachers and can leave them feeling more like tutors, teacher aides, or paraprofessionals rather than certified teachers.

At the same time that ESOL specialists' roles as teachers are limited, their role as an advocate, translator, collaboration initiator, and ELL instructional coach expands. ESOL teachers take it upon themselves to teach students social rules, and pull-out ESOL classrooms become 'safe zones' for students to comfortably practice language in a low-risk setting and form relationships with ELL peers (Whiting, 2017). ESOL teachers are also often the initiators of scheduled co-planning and collaboration with content teachers (Giles & Yazan, 2020; Ahmed

Hersi et al., 2016). By acquiring these additional roles, ESOL teachers go above and beyond to make sure ELLs are getting the education they deserve.

Giles and Yazan's (2020) case study claims that as content teachers practice co-teaching, they will renegotiate their professional identity and role in teaching ELLs as they go. The study collected data from a middle school co-teacher pair comprised of an ESOL teacher and language arts teacher. Data was collected from semi-structured interviews, journal entries, planning documents, and observations throughout an entire academic year with two collaboration cycles. During each collaboration cycle, the teachers co-planned and co-taught one lesson to an integrated ELA classroom. While collaborating, the ESOL teacher acted as a specialist coaching the content teacher on best practices and supportive instructional strategies. She explained how she integrated scaffolding and differentiation into lessons by modeling how she would plan a lesson from beginning to end for the content teacher. This illustrates how an "unequal division of responsibilities" (Giles & Yazan, 2020, p. 6) is given to ESOL teachers when they are asked to coach content teachers. It becomes clear that in pursuit of better supporting ELLs, ESOL teachers acquire additional jobs past that of simply instructing ELLs (Giles, 2018). They act as a coach without being compensated as a coach.

After the end of the second collaboration cycle, analysis of Giles and Yazan's (2020) case study data revealed that content teachers may feel increased confidence with servicing ELLs after co-teaching and co-planning with an ESOL teacher. The language arts teacher acquired a larger arsenal of differentiation strategies to pull from as the ESOL teacher shared her knowledge and resources. With this new knowledge, the content teacher felt prepared to share responsibility for teaching ELLs both content and language (Giles & Yazan, 2020). In addition to showing the unequal effort exerted by ESOL teachers and content teachers when teaching ELLs, it also shows

that collaboration is crucial for content teachers truly viewing themselves as a co-teacher to ELL students.

A possible solution to improve clarity of each co-teacher's role would be to provide training to all co-teacher teams in which they identify personal teaching styles, potential sources of conflict, and prepare strategies to deal with these future conflicts. 'Pairs Training' for co-teaching pairs, both prior to beginning instruction and throughout the co-teaching experience, allows teachers to clarify personal teaching style, expectations, and open dialogue to improve the co-teaching experience (Hawkman et al., 2019). Implementation of professional development before the school year begins is also crucial for successful co-teaching (Pappamihiel, 2012). This makes sure that co-teachers understand each other's teaching styles, organizational preferences, and expectations of partnership contributions, creating a stronger team during instruction.

Marginalization of ESOL Certified Teachers

Marginalization of ESOL teachers in co-teaching settings is a common barrier to ELLs receiving the support and scaffolds that they need in the classroom. ESOL teachers are not viewed as professionals with a wealth of knowledge by all classroom teachers (Bauler & Kang, 2020) which can decrease the willingness of content teachers to take suggestions from ESOL teachers about instructional materials and activities (Ahmed Hersi et al., 2016). This is problematic because respect from administrators and content teachers affects ESOL teachers' ability to provide ELLs consistent and meaningful instruction (Baecher & Bell, 2017). Marginalization also negatively affects ESOL teachers' perspective of working in mainstream classrooms and their effectiveness as teachers (Whiting, 2017).

Many co-teaching models situate ESOL teachers as helpers or supporters rather than certified teachers deserving of equal respect by students. The most commonly reported model is when there is one teacher who plans the lessons and acts as the primary instructor and a second teacher who implements differentiation for diverse populations and acts mainly as a support to the primary instructor (Pancsofar & Petroff, 2016). In this model, the ESOL teacher follows instruction from the content teacher and is not responsible for actually teaching students. This leads to a classroom culture that does not value ESOL specialists as teachers, marginalization of ESOL teachers, and increased stigma associated with receiving support from them for ELL students. ELLs may feel embarrassed that they need help from the “extra” teacher in the room while none of the other students require attention from the ESOL teacher (Whiting, 2017). Krashen’s affective filter hypothesis states that feelings of anxiety and embarrassment are known to increase students’ affective filters and thus negatively impact their ability to learn content and acquire language (Krashen, 1985). This hypothesis helps us understand why ELLs embarrassment can negatively impact their learning in a push-in model classroom.

Although they are not the same, many content teachers use a push-in instruction model and call it co-teaching. In these “co-teaching” scenarios, the ESOL teacher is perceived by students, and sometimes the content teacher, simply as a helper and not a real teacher (Baecher & Bell, 2017; Whiting, 2017). Baecher & Bell (2017) investigated experiences with push-in and pull-out instructional models, beliefs about ELL instruction, and the challenges encountered by ESOL experts with a two-part study. Researchers administered a survey to ESOL teachers across the United States. There were 72 K-12 ESOL teacher participants who responded to the first survey. Common challenges reported were lack of teacher status in the classroom, support from administration, and barriers to collaboration. A smaller sub-group of 46 K-5 ESOL teachers

participated in the second part of the study. The second part of the study asked participants to self-report data about their ELL students on an online spreadsheet and reflect on their experiences in a questionnaire. The study showed that when ESOL teachers had less input on ELL education, ELLs did not receive enough minutes of ESOL services per week. The ESOL teachers expressed frustration with their inability to properly instruct and support their students due to lack of planning and support from their schools (Baecher & Bell, 2017).

Marginalization of ESOL teachers makes it more difficult for them to do their job, and makes it more difficult for ELL students to learn. In addition to decreasing weekly ESOL instruction minutes and increasing students' affective filter, ESOL teachers can struggle to deliver effective ESOL instruction in a push-in or tutor model. When ESOL teachers do not act as a main instructor in the classroom, ELLs receive less focused instruction. They do get more content instruction but get less comprehensible input and "far less intense ELL services" (Whiting, 2017, p. 12). This is detrimental to their language development and may cause students to underperform academically when they do not have the literacy skills required to show understanding of content knowledge.

Lack of Co-Planning Time

Research has repeatedly shown the need for consistent scheduled collaboration between co-teachers (e.g., Baecher & Bell, 2017; Pancsofar & Petroff, 2016; Vintan & Gallagher, 2019; Whiting, 2017) and that ESOL teachers do not receive enough scheduled co-planning time with their co-teachers (e.g., Dove & Honigfeld, 2010; Vintan & Gallagher, 2019). Co-planning is crucial because ESOL teachers need to know in advance what materials, resources, and scaffolds they have to provide ELLs during instructional activities. For example, without this time to collaborate and communicate prior to lessons, ESOL teachers cannot pre-teach vocabulary (Giles

& Yazan, 2020; Whiting, 2017). If content teachers do not plan lessons in advance with ESOL teachers, then the ESOL teacher cannot be prepared, and the ELLs' quality of education suffers (Baecher & Bell, 2017).

Educators often do want to collaborate but do not have the resources to make this a reality. Vintan and Gallagher (2019) examined four elementary ESL teachers' experiences co-teaching with classroom teachers in various schools in Southern Ontario through semi-structured interviews, classroom observation, and analysis of planning materials. The case study showed that informal collaboration, such as quick chats in the hall or before classes, takes place far more than formal, planned collaboration. Similarly, the ESOL teachers surveyed nationally in Baecher and Bell's (2017) study often reported no scheduled co-planning time, forcing them to co-plan informally, if at all. There is a need for scheduled formal collaboration with specific intention to co-plan instructional activities and assess academic progress of ELLs. Giles (2018) detailed her own experience as an ESOL teacher learning to initiate collaboration with a middle school social studies teacher through self-study methods such as interview, journals, and email exchanges. She noted that the co-teaching arrangement became more successful when the pair moved from informal collaboration to co-planning sessions (Giles, 2018). Informal collaboration is useful but should be used in combination with scheduled co-planning and data analysis sessions to be most effective and allow for ESOL teachers prepare to support ELLs.

One way administrators can better support their ESOL staff and make it easier to schedule co-planning and collaboration amongst themselves is to put more thought into the structural factors of co-teaching, such as co-teaching pairings. Rather than arbitrarily assigning ESOL teachers to provide push-in support in content area classes, they should assign an ESOL teacher to work with one content area teacher. Co-teaching experiences vary greatly depending

on several factors, including number of co-teaching partnerships and amount of time spent with co-teacher partners during the day. By limiting ESOL teacher's number of co-teaching partnerships each year, administrators can increase opportunities for co-planning and collaboration (Pancsofar & Petroff, 2016).

Creating grade-level or content CoPs can aid in this effort to develop co-planning opportunities. Patton & Parker (2017) suggests that participation in a community of practice creates a solid foundation for collaboration between teachers. This empirical study collected data via interviews from nine existing CoPs containing physical education teacher educators across the world. In total, there were 36 participants spread across these nine communities of practice. Each CoP had members with a shared identity, domain of interest, repertoire of resources, and practice who engaged in consistent social interactions. The interviews revealed feelings of support, improved professional relationships, and professional growth. Individuals sharing knowledge and skills within a CoP results in increased communal knowledge and skill, "filling perceived knowledge deficits" and resulting in "an effectiveness that could not be found when working alone" (Patton & Parker, 2017. P. 355).

By nature, CoPs require communication and social interaction. Establishing a group with a shared purpose and commitment to educating all students equitably, including ELLs, would require teachers to share resources, such as lesson plans, handouts, or research on best practices, and co-plan (Patton & Parker, 2017). Co-teaching partnerships could be strategically placed within various CoPs across a school to maximize co-planning time and limit number of partnerships each school day and school year (Ahmed Hersi et al., 2016), which positively impacts the co-planning quality of each co-teacher pair (Pancsofar & Petroff, 2016). If school administrators increased structural support for co-teaching using this method it would solve the

problem of conflicting schedules between co-teachers and allow for increased collaboration between co-teachers, as well as improved ESOL teacher preparedness.

Utilizing technology and online platforms are also an excellent way for teachers to co-plan and communicate when there is little scheduled co-planning time provided during school. For example, ESOL teachers can use Google Drive to facilitate collaboration on lesson plans and share resources with content teachers in a simple and efficient way (Vintan & Gallager, 2019). This is a creative way that many ESOL teachers can use to overcome this time barrier to co-teaching if the content teacher is willing to work together online. Training educators on how to use technological platforms and apps as a co-planning and instructional tool can help solve the lack of co-planning time issue.

Administrative Support

Many of the challenges associated with co-teaching exist because there is not enough support provided by administrators to ESOL teachers in terms of funding, scheduling, and professional development opportunities (Baecher & Bell, 2017; Bauler & Kang, 2020; Dellicarpini, 2018; Dove & Honigsfeld, 2010). These are all things which are managed by districts, administrators, and department leaders. To break down the barriers to successful co-teaching of ELL students, it requires the commitment of school leaders to support ESOL teachers and ELL education.

A concern regarding increased structure for co-teaching is limited teacher autonomy. However, teacher autonomy can still be maintained under top-down administrative initiatives. Prichard and Moore (2016) investigated levels of curricular autonomy and general autonomy given to ESOL teachers in 130 ESOL programs across. One administrator or key staff member

from each school completed a survey rating administration-staff collaboration, top-down coordination, and teacher autonomy using Likert-scales. The study found that there was generally a significant amount of collaboration between administrators and staff, as well as more general autonomy than curricular autonomy. The majority of the surveyed programs were categorized as 'balanced' or 'collaborative' by data analysts (Prichard & Moore, 2016). A limit to this study is that the majority of the responses come from the perspective of an administrator rather than an ESOL teacher or content teacher. It is unclear whether teachers would rate the level of collaboration and autonomy in the same way their program administrators did.

One way administrators can encourage collaboration and support ESOL teachers better is to create a CoP in the school with a focus on ELL education. Hawkman et al. (2019) has shown that use co-teaching CoPs in pre-service teacher education results in higher teacher confidence and efficacy, in turn making them more likely to praise students, act resiliently when working with challenging students, and avoid teacher burnout. The sample size of this study was small, with only 12 co-teaching teams and 12 pre-service teachers participating, but the data gathered through observation and interviews all pointed to increased confidence in pre-service teachers and improved relationships in the co-teaching teams due to the intentional mentorship and co-teaching professional development training embedded within the participants' CoPs (Hawkman et al., 2019).

Ahmed Hersi et al. (2016) investigated how a top-down administrative professional development initiative to promote ESOL inclusion in co-teaching affected the roles, responsibilities, and professional identities of teachers within a co-teaching team. This co-teaching team consisted of three teachers: a classroom teacher, a reading specialist, and an ESOL specialist. The co-teaching triad existed within a larger, school-wide CoP with a focus on

improving reading comprehension across all content areas. The CoP had allotted meeting times twice a week for 45 minutes each. During these time blocks, the CoP was expected to complete professional development trainings and collaborate on lesson plans that would help them improve student reading comprehension and increase shared accountability amongst all members of the CoP. Data was collected via interviews, class observations, analysis of planning documents, and planning meeting observations, creating a holistic view of how the CoP affected ESOL co-teachers.

Despite inclusion of the ESOL specialist in the co-teaching triad, the data collected showed that initiatives led by school administrators will not do enough to include and value ESOL expertise unless they are designed to specifically confront the common co-teaching barriers outlined in this chapter (Ahmed Hersi et al., 2016). The results of Dellicarpini's (2018) empirical study investigated the implementation and management of collaborative teaching models and stressed the importance of administrators providing co-teachers with the resources necessary to become good collaborative partners to one another. Reading comprehension was the focus of the CoP in Ahmed Hersi's (2016), but it is clear in hindsight that all members should have shared an additional focus and commitment to supporting ELLs. Analysis of lesson planning documents and CoP block observations showed that advice and suggestions for supporting ELLs in content area instruction were often ignored by the classroom teacher and never incorporated into lesson plans. This shows how teacher peers in a school community can devalue the expertise of ESOL teachers. A training session for content co-teachers on how to integrate feedback and suggestions into lesson plans might be helpful to change this outcome in future administrative initiatives (Dellicarpini, 2018; Hawkman et al., 2019; Pappamihiel, 2012).

Additionally, the ESOL specialist noted that neither of the designated CoP blocks were focused on instruction of ELLs. Though prior to the CoP initiative ESOL teachers were not even present at grade-wide planning meetings, it should not be counted as ‘ESOL inclusion’ if there is not specific training or planning focused on ELL instruction. The ESOL specialist would give input when possible during the planning blocks, but her expertise was largely marginalized due to the structure of the planning and development sessions. The lack of specific planning time for ELLs required that the ESOL teacher initiate planning periods outside of the CoP planning block, further adding to her long list of responsibilities (Ahmed Hersi et al., 2016). In this study, the administrative initiative did not solve the problem of lack of co-planning time for ESOL teachers and classroom teachers.

When the specific needs of ELLs and ESOL teachers are considered by administration and program leaders, more favorable outcomes can be achieved. Chandler-Olcott and Nieroda (2016) focused on the evolution of co-teaching practices at a summer institute for 9th grade ELL writing development across four years of data collection. Collaboration, co-teaching, and differentiation became important as 20-30% of the writing institute participants each year were ELLs, many of whom were also students with interrupted formal education (SIFEs). The institute stated that co-planning and co-teaching by all of the teachers as an essential component of their work. To achieve this, program leaders planned 10 hours’ worth of planning meetings to design the curriculum and establish co-teacher partnerships prior to the start date. Program leaders gave 30 minutes each morning and 2.5 hours after instruction for the purposes of analyzing student data and altering future lesson plans. Teachers focused on differentiating instruction for ELLs through changes in seating, grouping, and writing composition support.

The analysis of interviews with teachers shows that collaborative planning was crucial for creating scaffolds for ELL writing development. Over the course of four years, planning evolved so that even teachers not assigned to execute instruction for the focus ELL students were involved in brainstorming supports for them (Chandler-Olcott & Nieroda, 2016). This team mindset about supporting linguistically diverse learners ensured that ELLs needs were not viewed as less important by content teachers. Pappamihiel's (2012) case study also showed a progression in school-wide responsibility for ELL education over time. At the beginning of co-teaching model implementation, ESOL teachers felt roles in co-teaching were unclear and they were left out of instructional decisions. However, towards the end of the study four years into co-teaching model implementation, the school had established block scheduling for co-planning, grade-level planning meetings, and a community of teachers committed to servicing ELLs (Pappamihiel, 2012). When every teacher takes on the responsibility of improving the writing skills of ELLs at the institute, rather than just the ESOL specialists, more coordinated and effective instruction can take place. The combination of a cultivated culture at the writing institute, which valued diverse learners and purposeful professional development, and planning periods designed by program leaders, minimized many of the common co-teaching barriers that ESOL teachers face, such as marginalization of their expertise and lack of co-planning time.

Impact of Research on Product

The information presented by this research is valuable and should be used to inform decisions made by both school administrators and educators concerning co-teaching practices. There are many barriers to successful and effective co-teaching of linguistically diverse students, such as lack of co-planning time and administrative support, marginalization of ESOL experts, and blurriness of professional roles and responsibilities of ESOL experts to peer educators

(Baecher & Bell, 2017; Bauler & Kang, 2020; Giles & Yazan, 2020; Pappamihiel, 2012). This creates problems during instruction, such as less focused ESOL instruction, higher affective filter for ELLs in an integrated class setting, and a decrease in scaffolds and comprehensible input given to ELLs (Whiting, 2017).

There is a clear and pressing need for professional development for co-teachers of ELLs (Giles, 2018; Hawkman et al., 2019; Pancsofar & Petroff, 2016; Pappamihiel, 2012). In Pancsofar and Petroff's (2016) study of over 80 co-teaching partnerships spread across five districts, content and ESOL co-teachers reported their own personal preferences, experiences, and attitudes towards co-teaching. The results showed that participation in professional development sessions on co-teaching can improve attitudes towards co-teaching for both pre-service and in-service teachers in all specialty areas. Additionally, co-teachers who engaged in more professional development opportunities used collaborative co-teaching styles, such as co-plan and co-instruct or shared responsibility for planning, instructing, and assessing, more often (Pancsofar & Petroff, 2016). Leadership training opportunities for ESOL teachers could also help them assert themselves as professionals and give them strategies for working with mainstream content teachers (Whiting, 2017), but professional development specifically for co-teachers is crucial as many ESOL teachers point to a gap in opportunities available for supporting collaboration (Vintan & Gallagher, 2019).

Effective professional development to strengthen co-teaching partnerships should invite teachers to collaborate (Giles, 2018; Giles & Yazan, 2020). Collaboration is crucial to the CoP framework (Wenger, 1998) and social learning theory (Vygotsky, 1978) as social collaboration is part of the learning process. Through collaboration, ESOL teachers and content teachers can negotiate their roles, share resources, and gain new insights and perspectives on instructional and

assessment strategies (Chandler-Olcott & Nieroda, 2016; Dove & Honigsfeld, 2018; Giles & Yazan, 2020). Vygotsky (1978) also stresses the importance of using scaffolding to teach new knowledge and skills within individuals' ZPDs, which means that professional development training should not ask too much of its participants too soon. This implies that a successful professional development session must scaffold learning by releasing information and assigning collaborative activities in a gradual manner.

Co-teacher pairs should be given the opportunity to complete partner tasks during co-teacher training which focus on achieving their community goal of effective ELL education. Authentic partner tasks which could be used are planning lessons, analyzing ELL student data, mock co-teaching, or interviewing each other about teaching styles, perspectives on ELLs, and expected responsibilities in the partnership. Implementing this training prior to the start of the school year is optimal so co-teachers can work out these details in advance (Pappamihiel, 2012). With informative, collaborative, and properly-timed professional development opportunities, co-teaching challenges can be mitigated and stronger co-teaching partnerships can be created, leading to improved instruction for ELLs.

Administrators also need to do more to ensure the proper resources are available to co-teachers (Baecher & Bell, 2017; Dellicarpini, 2018; Hawkman et al., 2016; Pappamihiel, 2012). A professional development session informing district administrators about what ESOL teachers need and how to support those needs is necessary. There are instances in which administrators try to include ESOL teachers in planning (Ahmed Hersi et al., 2016), but fail to understand that simply inviting them to a meeting does not equal inclusion. They may encourage ESOL teachers to co-plan, but fail to create openings in both co-teachers schedules to make it happen (Giles & Yazan, 2018). With a more solid understanding of ESOL teachers' needs, increased attention to

ELL education from administration in terms of scheduling and funding can create more effective co-teaching practices.

Chapter 3: Description of Product and Tools

The presence of co-teaching challenges for ESOL teachers and the research presented points to a need for increased professional development (PD) training for both administrators and co-teachers (Giles & Yazan, 2020; Hawkman et al., 2016; Pancsofar & Petroff, 2016; Pappamihiel, 2012; Vintan & Gallagher, 2019; Whiting, 2017). PD sessions on co-teaching lead to improved attitudes towards co-teaching and shared responsibility for planning, instructing, and assessing ELLs more often (Pancsofar & Petroff, 2016). This is why a PD session that directly addresses the needs of ESOL teachers and encourages co-teachers to begin collaborating in a productive way could be a solution for the problems ESOL teachers face when co-teaching, which includes lack of administrative support, co-planning time, clarity of roles and responsibilities. The end goal of the PD is to get administrators to meet the needs of ESOL co-teachers and arm co-teachers with collaboration strategies to mitigate the effects of their challenges.

The participants of this PD will be school administrators, ESOL teachers, and content teachers at secondary schools. The information and suggestions in this PD will be applicable to teachers at middle school and high school ELLs. School administrators may include principals, department heads, counselors, superintendents, or anyone involved in budgetary or scheduling concerns. ESOL teachers attending should be all teachers in the building who are certified to teach ELL students and provide pull-out, push-in, bilingual, or integrated instruction. Content teachers attending the PD should be all teachers who will have an ELL student in their classroom the upcoming year. It is important to include this wide array of staff in the PD because all teachers and school staff are responsible for teaching language and content to ELLs, not just the ESOL teachers. Placing the responsibility of educating ELLs onto the whole school

is just one step in creating a more equal division of labor between ESOL teachers and content teachers (Giles & Yazan, 2020).

Overview of PD Agenda

This PD will be a two-hour session and will take place over the summer prior to the beginning of instructional time in a new school year. Implementing PD sessions for co-teachers before the school year begins is important because it gives co-teachers time to understand each other and create a strong partnership before kids even enter the classroom (Pappamihiel, 2012). The PD will take place in a large room easily available to the school staff, such as a cafeteria or conference room. The room will need to have technology to present slides to the whole group, such as a Smartboard, projector and screen, or televisions around the room. The room will also need a seating arrangement which encourages group work and collaboration amongst co-teacher pairs, such as tables or chairs which can be easily moved around.

A lot of information from research studies will be given to participants via presentation slides and a presenter voiceover (see Appendix A), but there will also be collaborative activities after each sub-topic of information is presented. The first part of the presentation will present information about the challenges ESOL teachers face when co-teaching and their needs as teachers. The activity after this sub-topic will be one in which co-teachers reflect on barriers they have personally come across in co-teaching settings. Next, the PD will suggest ways everyone can better support ESOL teachers based on these needs. After this sub-topic, participants will be invited to create and sign a pledge to commit to improving ESOL services, marking the formal beginning of a CoP with a shared focus on ELL education. Lastly, there will be time dedicated to how ESOL and content teachers can work better together to become more successful co-teachers despite existing challenges. The end goal of this PD session is for administrators to incorporate

the findings of co-teaching research to eliminate the source of many co-teaching challenges, as well as for ESOL and content co-teachers collaborating and co-planning to strengthen their partnerships. Though this PD will be completed in one session and is intended to give lots of information and get participants started on their journey to meet co-teaching needs, it is suggested that administration plan or locate more PDs throughout the year for co-teachers to continue building a strong partnership and negotiating their roles.

PD Activities

The presentation will begin on a title slide stating the theme of the PD: Meeting the Needs of ESOL Teachers. The presenter will welcome everyone and explain that the purpose of the PD is to improve ELL co-teaching experiences by meeting the needs of ESOL teachers. The presenter will give participants time to complete a think-pair-share activity, which is meant to build communal background knowledge about co-teaching. The question “What is co-teaching?” will be posed verbally to all participants. Participants will think about this question for a minute independently, then turn and share their thoughts with a partner, and finally the presenter will invite participants to share their understandings of co-teaching with everyone.

The presenter will then go over what co-teaching is and show several co-teaching model options (Dove & Honigsfeld, 2010). This is to make sure all participants are on the same page about what co-teaching is. Some research shows that content teachers view push-in ELL education as co-teaching (Bacher & Bell, 2017; Whiting, 2017), which is a misunderstanding that the presenter will want to clear up prior to continuing with the presentation. This clarification on what co-teaching is, what it is not, and examples of what it can look like in the classroom, may help content teachers modify their expectations of ESOL co-teachers and co-teaching in general. The presentation will also go over why co-teaching is an effective model of

ELL education, citing findings from the research of Whiting (2017) and Giles and Yazan (2019, 2020) discussed in Chapter 2, which will stress the importance of taking this PD seriously to all participants.

After introducing the topic of the PD, the presenter will go over the learning objectives for the PD. The learning objectives for the day are “I can identify the challenges ESOL teachers face in a co-teaching environment,” “I can problem solve to meet the needs of ESOL teachers as an administrator or content teacher,” and “I can collaborate with my co-teacher to negotiate our professional identities, roles, and responsibilities in our partnership.” They will be presented for all participants to see on the presentation slides at the beginning of the session (see Appendix A). These particular objectives were chosen because they will help participants create solutions to the problems ESOL teachers have with co-teaching. In order to meet ESOL teacher needs, participants must first be able to identify the challenges they face. Co-teachers collaborating and administrators problem solving to create solutions will directly solve the problems presented in the PD session. To assess attainment of these learning outcomes, PD participants will be asked to participate in group activities and then reflect on their accomplishment of the learning objectives afterwards. The objectives will also be on a handout given to all participants (see Appendix B) so they can refer to it throughout the session. After sharing the learning objectives, the PD agenda will be shown to participants on the slides so that they know what to expect and how they can plan to achieve the learning objectives during the PD.

In the next part of the PD, the presenter will review research on co-teaching ELLs, with a focus on co-teaching challenges. The information will be presented in the categories of lack of co-planning time, marginalization of ESOL teachers’ expertise, and unclear roles of co-teachers. The presenter will orally read the facts to the participants from the screen, as well as give

explanations for how the challenges impact teachers orally. The facts will be printed out on a handout for participants to refer to (see Appendix B). This information will serve to inform administrators of difficulties their staff may be experiencing, as well as make ESOL teachers aware of them so they can advocate for themselves better in the future concerning this topic.

After the co-teaching challenges are shared, ESOL teachers and content teachers will be asked to anonymously write challenges that they personally face with co-teaching ELLs on an index card. Later on in the PD, administrators will view these index cards to better understand the needs of their co-teacher pairs, but the co-teachers will write these down after reviewing the research. This is a good time for teachers to reflect on the challenges that they encounter as co-teachers because the presenter just went over several common barriers to successful co-teaching. The presentation may have reminded them of their own experiences or observations in a co-teaching classroom. The activity allows the participants to become actively involved in the learning process as they share their own knowledge and experiences. It also intends to send the message to ESOL teachers that their expertise on the topic is valued by other participants, especially their administrators.

Then, the presenter will review research-based actions that administrators, content teachers, and ESOL teachers can each use to create better conditions and experiences for co-teachers. This information will be presented in the same categories as before, except they will be re-phrased as the needs of ESOL teachers rather than challenges they face. This shift in language is meant to show to administrators and content teachers that the challenges are something that can be erased from the co-teaching experience as long as the needs of co-teachers are met. They are not unavoidable components of co-teaching, and all participants could be taking actions to create more successful co-teaching partnerships. The presenter will

read short statements about ways that each sub-group of school staff can act to mitigate the challenges ESOL teachers face and meet their needs in the areas of co-planning, valuing ESOL teacher expertise, and clarity of co-teacher roles. A chart summary of this information will be provided on a handout for participants to refer to during after the PD session (see Appendix B).

To conclude this section of the presentation, participants will complete another interactive activity. The CoP framework (Wenger, 1998) and its benefits in co-teaching will be explained to participants. As discussed in Chapter 2, CoPs result in increased communal knowledge, skill, and instructional effectiveness amongst all members of the community (Patton & Parker, 2017), as well as increased teacher confidence, efficacy, and resiliency (Hawkman et al., 2019). The presenter will explain to everyone that because of these benefits, they should move to create their own CoP. Everyone will be asked to create a pledge together and sign it to symbolize their shared commitment to ELL education and supporting ESOL teachers. Pencils and blank paper will be provided to participants for this activity. This activity acts as a formal beginning to a CoP within the school focusing on ELL education, and is an opportunity to work together and begin negotiating their roles as ELL educators.

In the next section of the presentation, the presenter will train co-teachers on how to begin collaboration to set themselves up for a strong and successful partnership, as well as how to sustain that partnership. Vintan & Gallagher (2019) pointed to a gap in PD opportunities which specifically support collaboration between co-teachers of ELLs. This portion of the PD will address that need and offer co-teachers strategies to collaborate and co-plan. While this is aimed at the co-teacher participants, the administrators will also find this information useful, as in future years they may want to teach these strategies to new co-teachers. Armed with these

strategies, co-teachers will come closer to meeting the needs of role clarity and valuing ESOL teachers' expertise.

One strategy that will be introduced is interviewing your co-teacher. An interview allows co-teachers to talk with each other about their teaching styles and preferences. The interview should touch on topics which are crucial to successful co-teaching, such as preferred co-teaching model, co-planning schedule, responsibilities, and expectations of each teacher in the partnership, and communication style (Hawkman et al., 2016). Another strategy is using technology or online platforms to co-plan and share resources with co-teachers (Vintan & Gallagher, 2019). This one is super helpful if co-teachers do not currently have scheduled co-planning time during school hours. They can work around the barrier of lack of co-planning time by using their individual free periods in the school day to edit shared documents or leave comments and messages online with suggestions and ideas.

Finally, administrators and co-teachers will be given different assignments to complete in pairs or groups. These assignments are meant to foster reflection on information learned in the PD and spark plans to improve co-teaching conditions for ESOL teachers. In order to complete the activities, participants will need to use the handouts (see Appendix B & C), pens or pencils, and the index cards which were collected earlier in the PD. About 30 minutes should be allotted for this activity to encourage deep thinking rather than just surface-level reflection and responses.

The administrator participants will form a group and reflect on the ways they can better meet the needs of ESOL teachers. This activity will be guided by instructions and a graphic organizer handout given to only the administrator group (see Appendix C). The activity handout has directions at the top. On the front of the page, there is a table analyzing past administrative

support initiatives for ELL education. Specifically, it outlines the research of Ahmed Hersi et al. (2016) and Chandler-Olcott and Nieroda (2016), which were detailed in Chapter 2. This table looks at the facts of the initiative, as well as the positives and the negatives of the support plan. By reading through this table, administrators can gain a deeper understanding of what will truly support ESOL teachers and what potential supports they can offer are. Then they will reflect on the positives and negatives of their own school or district's current ESOL teacher supports. This exercise in the activity gets them into the habit of reflecting and analyzing the effects of their decisions on ESOL teachers.

Finally, administrators will read the index cards collected earlier in the presentation and learn about the specific barriers to successful ESOL co-teaching that teachers in their own district and schools experience. They will be asked to reflect on this data and apply what they learned about co-teaching and supporting ESOL teachers throughout the presentation to create solutions for the problems. The administrator group will draft a plan to meet these needs by writing in potential solutions to the problems in the graphic organizer on the back of the handout.

Meanwhile, the content teachers and ESOL teachers will pair up with each other based on their current co-teaching schedules. If an ESOL teacher works with more than one content teacher, they can meet in groups of three or four. From the research, we know that co-teacher 'Pairs Training' is a way for co-teachers to clarify their roles, responsibilities, teaching styles, and expectations (Hawkman et al. 2019). The co-teachers can take this time to get to know one another as professional educators and figure out how they will approach co-teaching ELLs. This activity will be guided by a handout given specifically to the co-teachers group (see Appendix

D). This handout has a graphic organizer with questions which will help them negotiate their roles within the co-teacher partnership.

The questions ask both teachers about comfort with teaching content and language to ELLs, preferred management style, expectations of roles as co-teachers, which co-teaching models they want to use, when and how they will co-plan, future potential conflicts, and how to address future conflicts as partners. Knowing the answers to these questions is crucial to building a strong co-teacher relationship (Hawman et al., 2016; Pappamihel, 2012). The question about expectations of roles and responsibilities is especially important. It asks about what their expectations were prior to the PD and how they have changed throughout the session. This allows the co-teachers to reflect on their growth as ELL educators and understand how they will work together as co-teacher partners.

After the two groups complete their activities, the group will come back together to share out some solutions they created for the problem of barriers to successful co-teaching of ELLs. They will also reflect on how well they accomplished the PD learning objectives together. After every shares out their ideas, plans, and reflections, the presenter issues a call to action by asking administrators to communicate to their staff future co-teacher PD opportunities and asking co-teachers to apply what they learned in the session to improve their co-teaching. The PD session will conclude with the reference slide displayed for everyone to see.

Summary and Closing

The activities in this PD invite the participants to collaborate and explore options for improving the co-teaching experiences of ESOL teachers. Vygotsky (1978) argues learning is a social process and people learn more when they can exchange knowledge, skills, and resources.

A case study by Giles and Yazan (2020) reviewed in Chapter 2 also stresses the importance of collaborative experiences in negotiating professional identities and roles as teachers.

Collaboration is a learning opportunity for all educators involved and makes all parties share responsibility for ELL education as they seriously consider and/or reflect on instructing ELLs together (Giles & Yazan, 2020). That is why after each sub-topic of information is presented, the PD participants are invited to engage in a collaborative activity in which they apply what they just learned. Participants in this PD session will complete think-pair-share, reflection, pledge creation, ESOL support analysis, and whole group share out activities, which were more thoroughly explained earlier in Chapter 3. These activities allow participants to learn and become better teachers through social interaction.

Vygotsky (1978) also points out the importance of instructing within the ZPD, so activities in this PD build off of each other. The activities move from a think-pair-share to build shared knowledge, to collaborating on a pledge to symbolize shared commitment to meeting ESOL teachers needs, to group activities where they actually solve some co-teaching problems together. Each activity also follows direct instruction from the presenter on the topic, so everyone is armed with the facts needed to create solutions to the ESOL co-teaching barrier problem. PD participants are able to accomplish the learning objectives and solve the problem as a school community because there are scaffolds in place that lead participants to achieve them.

As a closing activity, the whole group will orally share out what they talked about and accomplished in their group activities. The administrators will share about ways they plan to meet the needs of their ESOL teachers and co-teachers in the future. The co-teachers will share about how they plan to work together and overcome common co-teaching barriers together. They will also self-assess how well they accomplished the learning targets for the PD. This makes

sense as a closing activity because it integrates social interaction with a focus on meeting needs of ESOL co-teachers. Additionally, by asking participants to share with the group their future plans for action and reflection on learning about the topic, the presenter is holding PD participants accountable for their collaboration and future commitments to ELL education.

Lastly, on the final slide before the reference slide, the PD calls participants to further action by prompting co-teachers to continue working on their partnership and administrators to plan and reach out about future co-teaching PD sessions. This call to action, in conjunction with the CoP pledge signed earlier in the PD session, make sure the school will continue to work on meeting the needs of ESOL teachers after the PD session is over.

Chapter 4: Conclusion

In ELL education, one major problem is the challenges many ESOL teachers encounter with co-teaching. To help solve this problem, research questions were developed which guided the whole paper and product. The first one asked, how can administrators better support the co-teaching experiences of ESOL teachers? The second one asked, what can ESOL teachers do to improve their situation without this administrative support?" By investigating these questions, conclusions were drawn which fueled the creation of a product to help solve the problem, which includes a PD presentation and accompanying handouts (see Appendix A, B, C, D). In this Chapter, I will first summarize the answers to the guiding questions and the conclusions drawn from reviewing existing literature. Next, I will present implications for teaching and learning and recommendations for future research.

Summary

The answers to the research questions were identified through analysis and synthesis of existing research studies and papers. Conclusions and takeaways from this analysis informed the content of the product and tool described in Chapter 3. One conclusion drawn from research is that administrators need to support their ESOL teachers explicitly with structural changes. It is not enough to simply state that they support ESOL teachers or value ESOL teachers (Ahmed Hersi et al., 2016). Administrators need to actually listen to ESOL teachers advocating for themselves and take actions to assist them in servicing ELLs. Good actions to take are offering more co-teacher professional development (Hawkman et al., 2016; Pappamihel, 2012), creating a formal CoP which has ELL education as one of its stated purposes (Chandler-Olcott & Nieroda, 2016; Patton & Parker, 2017), or pairing co-teachers intentionally and thoughtfully based on factors such as schedule and teaching style (Pancsofar & Petroff, 2016).

Another takeaway is that ESOL teachers can find ways to work with what they have to create stronger partnerships with their content teachers through collaboration (Giles & Yazan, 2020; Pancsofar & Petroff, 2016; Whiting, 2017). Teachers can and should collaborate however they can, whether it be online, in-person, formally, or informally. Collaboration is part of the learning process between co-teachers (Giles & Yazan, 2020). If administrators do not provide consistent, schedule co-planning time for co-teachers, they can find a way around this by utilizing technology and collaborative platforms to lesson plan or share instructional resources (Vintan & Gallagher, 2019). Content teachers can also take on the responsibility of initiating co-planning with ESOL teachers if it is not pre-scheduled into their day or week. The key to successfully co-teaching ELLs, whether there is support from the school or not, is to communicate often so both parties are prepared and on the same page (Baecher & Bell, 2017; Giles & Yazan, 2020; Pancsofar & Petroff, 2016; Whiting, 2017).

Lastly, content teachers taking actions to include and respect ESOL teachers is a part of working around lack of administrative support. ESOL teachers are the marginalized specialists in a co-teaching pair (Bauler & Kang, 2020; Ahmed Hersi et al., 2016; Pancsofar & Petroff, 2016), so for real changes to be made, the content teacher needs to be willing to give up some control and work as a team. Co-teacher training with co-teacher pairs forces content teachers to reflect on their positioning in a co-teacher team and can result in a more equal distribution of responsibility and labor between the two teachers (Giles & Yazan, 2020). Administrators can better support their ESOL co-teachers by training content teachers on how to negotiate roles in a co-teaching pair, and ESOL teachers can better support themselves by engaging in conversations based on the topic with content teachers.

Based on these conclusions, a PD session was designed. The PD session created to address this problem are intended to arm ESOL teachers and content teachers with the information and strategies they need to overcome challenges and be successful co-teachers. The product and tools are also intended to make administrators reflect on the ways they are currently supporting or not supporting their ESOL co-teachers and make appropriate changes to remove co-teaching barriers such as lack of co-planning time, marginalization of ESOL teachers, and unclear co-teacher roles. Training administrators, content teachers, and ESOL teachers can help eliminate or overcome these challenges.

Implications for Co-Teachers and ELLs

Co-teachers of ELLs will benefit from the product and tools created in a few ways. One way is that co-teachers will have increased respect, understanding, and perceptions of each other. Professional development sessions on co-teaching cause improved attitudes towards co-teaching for both ESOL and content teachers (Pancsofar & Petroff, 2016). This means that as a result of the product and tools, the co-teachers will likely work together with more enthusiasm. Following PD suggestions such as adopting a CoP framework and developing co-teaching communities with a shared commitment to ELL education could also ease troubles with devaluing ESOL experts (Chandler-Olcott & Nieroda, 2016; Ahmed Hersi et al., 2016). A common focus on ESOL services throughout the whole school makes it more likely that content teachers will value the experts on ELL education. It is important for content teachers to value ESOL teachers' expertise so that they will incorporate their suggestions into lessons (Ahmed Hersi et al., 2016).

Sometimes, content teachers do not know they share the responsibility of teaching language and content to ELLs (Giles & Yazan, 2020). This causes ESOL teachers to take on additional roles to bridge the gap between themselves and their co-teaching partner. The PD

created makes it clear that content teachers should be equally involved in delivering accessible content to ELLs. It also places a focus on collaboration by having multiple activities where participants work together, such as co-teacher interviews and creating and signing a pledge to commit to ELL education. These activities encourage content teachers and administrators to support ESOL teachers and ELLs. The burden of unequal division of labor between ESOL and content co-teachers will lessen as co-teachers clarify their roles, responsibilities, and expectations during the pairs training interview (Giles & Yazan, 2020; Whiting, 2017). As a result of this PD, content teachers will share responsibility for supporting ELLs, initiating co-planning, and meeting the needs of ESOL teachers.

The PD places responsibility for effective co-teaching on the administrators as well. It suggests taking actions such as putting formal, scheduled co-planning time into co-teachers' schedules and limiting the number of co-teaching partnerships ESOL teachers have each day (see Appendix A). Intentional co-teacher pairings could result in more scheduled co-planning time for co-teachers of ELLs (Bauler & Kang, 2020; Chandler-Olcott & Nieroda, 2016; Ahmed Hersi et al., 2016). More co-planning time also allows for increased social interaction between co-teachers, which is the foundation for sharing knowledge and resources (Vygotsky, 1978; Wenger, 1998). This benefits co-teachers by giving them time to prepare for lessons and properly differentiate instructional activities and assessments for all students, including linguistically diverse students.

Implementation of the product will also benefit ELL students. Co-teachers who attended co-teaching training sessions use a wider variety of co-teaching styles and share more responsibility for instruction, planning, and assessing (Pancsofar & Petroff, 2016). This is a positive for ELL instruction because it means their teachers will be able to use whichever co-

teaching style will be most effective for the specific lesson or specific students. It also means that co-teachers can move beyond the model in which the ESOL teacher just acts as a tutor or helper within the classroom. All students within the classroom will be taught by the ESOL teacher, not just the ELL students. This may and lower ELLs affective filter by making them feel less embarrassed to receive ESOL services (Whiting, 2017).

Additionally, increased co-planning between co-teachers allows ESOL teachers to prepare to differentiate, scaffold, pre-teach, and modify lessons for ELLs (Giles & Yazan, 2020; Whiting, 2017). This means that they will be able to meet the needs of their ELLS better. Best practices for ELLs such as group work, pre-teaching vocabulary, visuals, and organizers are simply used more when ESOL teachers co-plan with content teachers (Giles & Yazan, 2020). The ESOL teacher is able to understand the content being taught and figure out ways to make it accessible, and content teachers are able to take suggestions from ESOL teachers to include ELLs and assess their mastery of learning targets fairly. This results in more focused and effective instruction for ELLs.

Recommendations for Future Research

Much of the research which examines co-teaching uses qualitative data including observations, interviews, and surveys. The data collected from these sources can be quantitative as well, but for the purpose of answering certain research questions qualitative data is most useful. In the future, quantitative data such as ELL students' grades and test scores should be collected to better understand the impact of various co-teaching factors on ELL academic achievement. Schools which implement the product and tools created (see Appendix A,B,C,D) should consider studying the impact of co-teaching PD sessions or CoPs on ELL achievement in

co-teaching classrooms by investigating their literacy skill performance before and after implementation. More research could also be done on co-teaching factors of co-teaching model,

Additionally, the majority of existing research looks at the perspective of ESOL teachers. Some of the research reviewed does look at data collected from content teachers (eg: Giles & Yazan, 2020), but these are not in the majority. Future research should aim to show a wider variety of perspectives on co-teaching ELLs, including of content teachers, administrators, and the students themselves. For example, interviewing or analyzing classwork of ELL students could be helpful for researching the impact of co-teaching factors on parts of their classroom experience, such as participation, affective filter, ease of learning new skills, grades, and literacy skill development. This would create a wider and more in-depth understanding of how various factors affect co-teaching experiences for the ESOL teacher, content teacher, and ELL students.

Final Thoughts

The product and tools presented in this paper will not solve every ESOL co-teaching challenge immediately. It will take effort from every participant to take the suggested actions and continue as a CoP to truly make a difference on the school culture and values. Sustained collaboration is also more meaningful than a one-time collaboration and it is up to the administration to create these opportunities for their co-teachers. The PD presentation plan presented in this paper will be an informative and effective starting point and empower participants to solve the problem of ESOL co-teaching barriers.

References

- Ahmed Hersi, A.A., Horan, D.A., & Lewis, M.A. (2016). Redefining ‘community’ through collaboration and co-teaching: A case study of an ESOL specialist, literacy specialist, and a fifth-grade teacher. *Teachers and Teaching*, 22(8), 927-946.
<https://doi.org/10.1080/13540602.2016.1200543>
- Baecher, L., & Bell, A. B. (2017). Opportunity to teach: Push-in and pull-out models of English learner instruction. *Journal of Education and Culture Studies*, 1(1), 53–68.
<https://doi.org/22158/jecs.v1n1p53>
- Bauler, C.V., & Kang, E.J.S. (2020). Elementary ESOL and content teachers’ resilient co-teaching practices: a long-term analysis. *International Multilingual Research Journal*, 14(4), 338-354. <https://doi.org/10.1080/19313152.2020.1747163>
- Cook, L. & Friend, M. (1995). Co-teaching: Guidelines for creating effective practices. *Focus on Exceptional Children*, 28(3), 1-16.
- Chandler-Olcott, K., & Nieroda, J. (2016). The creation and evolution of a co-teaching community: How teachers learned to address adolescent English language learners’ needs as writers. *Equity and Excellence in Education*, 49(2), 170-182.
<https://doi.org/10.1080/10665684.2016.1144830>
- Dellicarpini, M. (2018). Administrative issues in collaborative teaching. *The TESOL Encyclopedia of English Language Teaching*, 1-9. Wiley.
<https://doi.org/10.1002/9781118784235.eelt0112>

- Dove, M., & Honigsfeld, A. (2010). ESL coteaching and collaboration: Opportunities to develop teacher leadership and enhance student learning. *TESOL Journal*, 1(1), 3–22.
<https://doi.org/10.5054/tj.2010.214879>
- Dove, M., & Honigsfeld, A. (2018). *Co-teaching for English learners: A guide to collaborative planning, assessment, and reflection*. Corwin.
- Giles, A. (2018). Navigating contradictions: An ESOL teacher's professional self-development in collaborative activity. *TESOL Canada Journal*, 35(2), 104-127.
<https://doi.org/10.18806/tesl.v35i2.1292>
- Giles, A. & Yazan, B. (2019). ESL and content teachers' collaboration. *Indonesian Journal of English Language Teaching*, 14(1), 125-142. <https://doi.org/10.25170/ijelt.v14i1.1415>
- Giles, A. & Yazan, B. (2020). "You're not an island": A middle grades language arts teacher's changed perceptions in ESL and content teachers' collaboration. *RMLE Online: Research in Middle Level Education*, 43(3), 1-15. <https://doi.org/10.1080/19404476.2020.1724045>
- Hawkman, A.M., Chval K.B., & Kingsley, L.H. (2019). 'I feel like I can do it now': Preservice teacher efficacy in a co-teaching community of practice. *Teaching Education*, 30(1), 86-104. <https://doi.org/10.1080/10476210.2018.1446516>
- Krashen, S. D. (1985). *The input hypothesis: Issues and implications*. Longman.
- Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge University Press.

- Moore, J. & Prichard, C. (2016). The balance of teacher autonomy and top-down coordination in ESOL programs. *TESOL Quarterly*, 50(1), 190-201. <https://dx-doi-org.brockport.idm.oclc.org/10.1002/tesq.278>
- Pancsofar, N., & Petroff, J. G. (2016). Teachers' experiences with co-teaching as a model for inclusive education. *International Journal of Inclusive Education*, 20(10), 1043–1053. <https://doi.org/10.1080/13603116.2016.1145264>
- Pappamihel, N. E. (2012). Benefits and challenges of co-teaching English learners in one elementary school in transition. *TAPESTRY*, 4(1), 1–13.
- Patton, K. & Parker, M. (2017). Teacher education communities of practice: More than a culture of collaboration. *Teacher and Teaching Education*, 67(1), 351-360.
- Vintan, A. & Gallagher, T.L. (2019). Collaboration to support ESL education: Complexities of the integrated model. *TESOL Canada Journal*, 36(2), p. 68-90.
- Vygotsky, L.S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. Cambridge University Press.
- Whiting, J. (2017). Caught between the push and the pull: ELL teachers' perceptions of mainstreaming and ESOL classroom teaching. *NABE Journal of Research and Practice*, 8(1), 9–27. <https://doi.org/10.1080/26390043.2017.12067793>

Appendix A:

PD Presentation Slides



Meeting the Needs of ESOL Co-Teachers

A PD PRESENTATION BY ELLIE PAULY

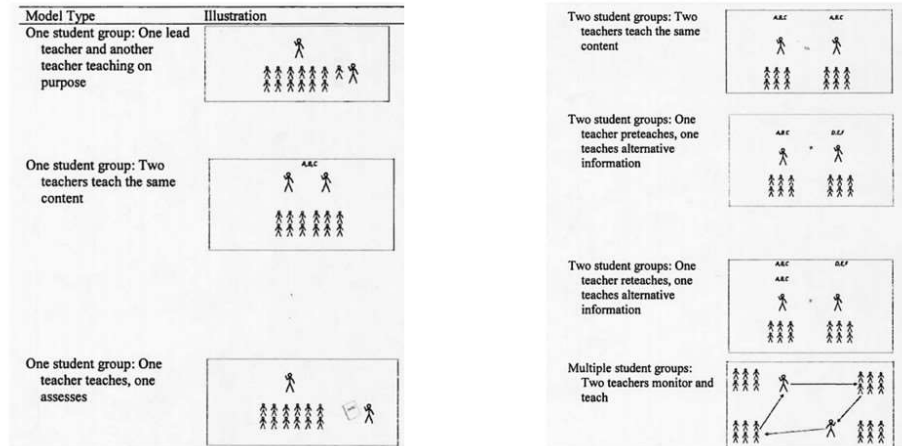
What is Co-Teaching?

“Two or more professionals jointly deliver[ing] substantive instruction to a diverse, or blended, group of students in a single physical space”
(Cook & Friend, 1995, p. 1).

- Joint instruction, planning, and/or assessment of English language learner (ELL) students
 - Can look different depending on co-teaching model
-

Co-Teaching Models

Full PDF of Dove & Honigsfeld's (2010) Seven Coteaching Models for ELLs can be found here: http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/co-teaching-models_1.pdf



Why Co-Teach?



No missed class time for ELLs
(Whiting, 2017)



Ensures use of best practices, such as pre-teaching vocabulary, visuals, graphic organizers, group work, and equitable assessment
(Giles & Yazan, 2020)



Increases ELL participation in content classroom activities
(Giles & Yazan, 2019)

Learning Objectives


I can **identify** the challenges ESOL teachers face in a co-teaching environment.

I can **problem solve** to meet the needs of ESOL teachers as an administrator or content teacher.

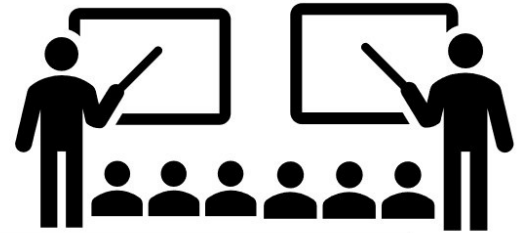
I can **collaborate** with my co-teacher to negotiate our professional identities, roles, and responsibilities in our partnership.



PD Agenda

1. **Think-pair-share:** What is co-teaching?
 2. Co-teaching definition and benefits
 3. PD learning objectives
 4. **Introduction of problem:** Co-teaching challenges for ESOL teachers. Review what research tells us about common co-teaching barriers.
 5. **Reflection activity:** Co-teachers write down challenges or barriers to co-teaching ELLs they have encountered.
 6. **Proposal of solutions:** Actions PD participants can take to meet ESOL co-teachers' needs.
 7. **CoP activity:** Whole group writes a pledge to form a CoP with a focus on ESOL inclusion and ELL education. Sign the pledge before leaving.
 8. Co-teacher 'Pairs Training' strategies
 9. **Group activities:** Co-teachers and administrators split up into separate group and complete separate activities. Come together as a whole group to share out.
 10. **Closing activity:** Whole group shares out about potential solutions to address the problem
- 

Problem: Co-Teaching Challenges



COMMON BARRIERS TO SUCCESSFULLY CO-TEACHING ELLS



Challenge: Unclear Co-Teacher Roles

ESOL specialists' abilities as teachers are limited when they are not involved in lesson planning & only push-in or pull-out

(Whiting, 2017)

ESOL teachers take on additional roles, such as instructional coach, ELL advocate, & collaboration initiator

(Giles & Yazan, 2020; Ahmed Hersi et al., 2016)

There is an "unequal division of responsibilities" between content and ESOL teachers

(Giles & Yazan, 2020, p. 6)



Challenge: Marginalization of Expertise

ESOL teachers are seen as tutors or helpers rather than certified professionals

(Baecher & Bell, 2017; Whiting, 2017)

ELLs' affective filter increases when they only get instruction from the 'extra' teacher

(Whiting, 2017)

ELLs receive less comprehensible input & focused instruction when ESOL specialists do not act as instructors

(Whiting, 2017)



Challenge: Lack of Co-Planning Time

Co-teachers need consistent, scheduled co-planning time to share resources, differentiate, & scaffold instruction

(Baecher & Bell, 2017; Pancsofar & Petroff, 2016; Vintan & Gallagher, 2019; Whiting, 2017)

ESOL teachers don't have enough scheduled co-planning time with their content co-teachers

(Dove & Honigsfeld, 2010; Vintan & Gallagher, 2019)

Many co-teachers want to co-plan but do not have the resources

(Vintan & Gallagher, 2017)

Write It Down:

What challenges or barriers to co-teaching have you encountered?

On an index card, write challenges you have experienced as a co-teacher of ELLs. You do not need to write your name and can keep it anonymous.



The presenter will collect the index cards and set them aside for administrators to look at later in the PD. This is an opportunity to bring up concerns you wish for the district and school to reflect on regarding ELL education.

Solution: Meet ESOL Teachers' Needs



ACTION SUGGESTIONS BASED IN RESEARCH

Need: Clarity of Co-Teacher Roles



Administrators:

Provide PD opportunities for co-teachers outlining responsibilities (Hawkman et al., 2019; Pappamihel, 2012)



Content Teachers:

Participate in 'pairs training' with ESOL co-teacher (Hawkman et al., 2019)



ESOL Teachers:

Assert role as a professional, certified teacher by actively participating in instruction and lesson planning
Reflect on additional responsibilities acquired in past co-teaching partnerships

Need: Value ESOL Teachers



Administrators:

Implement a top-down ESOL inclusion initiative (Chandler-Olcott & Nieroda, 2016; Ahmed Ahmed Hersi et al., 2016)
Listen to the voices and recommendations of ESOL teachers



Content Teachers:

Use collaborative co-teaching models with a shared responsibility for instruction and assessment (Pancsofar & Petroff, 2016).



ESOL Teachers:

Attend leadership and self-advocacy skill development training (Whiting, 2017)
Work with both ELL students and general education students in the classroom (Whiting, 2017)

Need: Scheduled Co-Planning Time



Administrators:

Limit number of co-teaching partnerships for ESOL teachers (Pancsofar & Petroff, 2016).
Create formal, scheduled co-planning opportunities in co-teachers daily/weekly schedules



Content Teachers:

Take initiative to schedule co-planning



ESOL Teachers:

Use technology to co-plan when you have limited in-person, scheduled, formal collaboration (Vintan & Gallagher, 2019).



Build a Community of Practice (CoP)

- Wenger's (1998) social learning framework
 - A group of people work together in a collaborative environment to reach a goal or solve a problem
- Three components
 - **Domain**- purpose, motivation, shared commitment
 - **Community**- people, social setting for learning
 - **Practice**- actions, social interactions, participation is part of learning process
- Research shows benefits of building a community focused on ESOL services in schools
 - Patton & Parker (2017)- Increased feelings of support, professional growth, positive professional relationships, shared knowledge and skills
 - Chandler-Olcott & Nieroda (2016)- Shared responsibility for ELL education, culture that values ELLs

Co-Teacher 'Pairs Training'



A STRATEGY TO BUILD STRONG CO-TEACHING PARTNERSHIPS

Strategies to Collaborate



- Interview your co-teacher
 - Ask about: expectations about division of responsibilities, management style, co-teaching models, experience with differentiation & scaffolding, organization & communication preferences, co-planning schedule, potential sources of future conflict, etc. (Pancsofar & Petroff, 2016; Vintan & Gallagher, 2016)
- Use a variation of co-teaching models depending on demands of lesson (Bauler & Kang, 2020)
- Use Technology
 - Platforms such as Google Drive let you digitally share resources and edit/co-create lesson plans despite scheduling conflicts (Vintan & Gallagher, 2016)
 - Co-plan via Google Docs, phone calls, video chats, etc.

Split Up: Group Activities



Co-teachers: 'Pairs Training' Interview

- Interview your co-teacher(s)
- Write down the responses of your co-teacher as they answer into the graphic organizer on the handout provided.
- Use resources on the back of the handout to help answer questions.

Administrators: Problem Solving

- Read the index cards collected earlier aloud to each other.
- Reflect on barriers your co-teachers are facing and what you can do to remove those barriers.
- Use handout provided as a resource and guide for reflection.

Closing Activity: Share Out



- Share a solution you and your group/pair created for an ESOL co-teaching challenge
- Reflect on your personal achievement of the PD learning objectives

What's next?

- Administrators should plan and reach out about future co-teaching PD sessions
- Co-teachers should use research-based actions to improve their co-teaching experience

References

- Baecher, L., & Bell, A. B. (2017). Opportunity to teach: Push-in and pull-out models of English learner instruction. *Journal of Education and Culture Studies*, 1(1), 53–68. <https://doi.org/10.22158/jecs.v1n1p53>
- Bauler, C.V., & Kang, E.J.S. (2020). Elementary ESOL and content teachers' resilient co-teaching practices: a long-term analysis. *International Multilingual Research Journal*, 14(4), 338-354. <https://doi.org/10.1080/19313152.2020.1747163>
- Cook, L. & Friend, M. (1995). Co-teaching: Guidelines for creating effective practices. *Focus on Exceptional Children*, 28(3), 1-16.
- Chandler-Olcott, K., & Nieroda, J. (2016). The creation and evolution of a co-teaching community: How teachers learned to address adolescent English language learners' needs as writers. *Equity and Excellence in Education*, 49(2), 170-182. <https://doi.org/10.1080/10665684.2016.1144830>
- Dove, M., & Honigsfeld, A. (2010). ESL coteaching and collaboration: Opportunities to develop teacher leadership and enhance student learning. *TESOL Journal*, 1(1), 3–22. <https://doi.org/10.5054/tj.2010.214879>
- Giles, A. & Yazan, B. (2019). ESL and content teachers' collaboration. *Indonesian Journal of English Language Teaching*, 14(1), 125-142. <https://doi.org/10.25170/ijelt.v14i1.1415>
- Giles, A. & Yazan, B. (2020). "You're not an island": A middle grades language arts teacher's changed perceptions in ESL and content teachers' collaboration. *RME Online: Research in Middle Level Education*, 43(3), 1-15. <https://doi.org/10.1080/19404476.2020.1724045>
- Hawkman, A.M., Chval K.B., & Kingsley, L.H. (2019). 'I feel like I can do it now': Preservice teacher efficacy in a co-teaching community of practice. *Teaching Education*, 30(1), 86-104. <https://doi.org/10.1080/10476210.2018.1446516>
- Ahmed Hersi, A.A., Horan, D.A., & Lewis, M.A. (2016). Redefining 'community' through collaboration and co-teaching: A case study of an ESOL specialist, literacy specialist, and a fifth-grade teacher. *Teachers and Teaching*, 22(8), 927-946. <https://doi.org/10.1080/13540602.2016.1200543>
- Pancofar, N., & Petroff, J.G. (2016). Teachers' experiences with co-teaching as a model for inclusive education. *International Journal of Inclusive Education*, 20(10), 1043–1053. <https://doi.org/10.1080/13603116.2016.1145264>
- Pappanihiel, N. E. (2012). Benefits and challenges of co-teaching English learners in one elementary school in transition. *TAPESTRI*, 4(1), 1–13.
- Patton, K. & Parker, M. (2017). Teacher education communities of practice: More than a culture of collaboration. *Teacher and Teaching Education*, 67(1), 351-360.
- Vintan, A. & Gallagher, T.L. (2019). Collaboration to support ESL education: Complexities of the integrated model. *TESOL Canada Journal*, 36(2), p. 68-90.
- Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. Cambridge University Press.
- Whiting, J. (2017). Caught between the push and the pull: ELL teachers' perceptions of mainstreaming and ESOL classroom teaching. *NABE Journal of Research and Practice*, 8(1), 9–27. <https://doi.org/10.1080/26390043.2017.13067293>

Link to presentation with voiceover: <https://voicethread.com/share/18093331/>

Appendix B: PD Handout

Front Page:

PD: Meeting the Needs of ESOL Co-Teachers

Agenda

1. **Think-pair-share:** What is co-teaching?
2. Co-teaching definition and benefits
3. PD learning objectives
4. **Introduction of problem:** Co-teaching challenges for ESOL teachers. Review what research tells us about common co-teaching barriers.
5. **Reflection activity:** Co-teachers write down challenges or barriers to co-teaching ELLs they have encountered.
6. **Proposal of solutions:** Actions PD participants can take to meet ESOL co-teachers’ needs.
7. **CoP activity:** Whole group writes a pledge to form a CoP with a focus on ESOL inclusion and ELL education. Sign the pledge before leaving.
8. Co-teacher ‘Pairs Training’ strategies
9. **Group activities:** Co-teachers and administrators split up into separate group and complete separate activities. Come together as a whole group to share out.
10. **Closing activity:** Whole group shares out about potential solutions to address the problem

Learning Objectives

- I can identify the challenges ESOL teachers face in a co-teaching environment.
- I can problem solve to meet the needs of ESOL teachers as an administrator or content teacher.
- I can collaborate with my co-teacher to negotiate our professional identities, roles, and responsibilities in our partnership.

Co-Teaching Challenges ESOL Teachers Face and How to Overcome Them

| Needs of ESOL Teachers | Administrator Actions | Content Teacher Actions | ESOL Teacher Actions |
|------------------------|--|---|---|
| Clarity of Roles | Provide PD opportunities for co-teachers outlining responsibilities (Hawkman et al., 2019; Pappamihel, 2012) | Participate in ‘pairs training’ with ESOL co-teacher (Hawkman et al., 2019) Know that you are responsible for teaching ELLs content and language | Assert role as a professional, certified teacher by actively participating in instruction and lesson planning Reflect on additional responsibilities acquired in past co-teaching partnerships |
| Value Expertise | Implement a top-down ESOL inclusion initiative (Chandler-Olcott & Nieroda, 2016; Hersi et al., 2016) Listen to the voices and recommendations of ESOL teachers | Use collaborative co-teaching models with a shared responsibility for instruction and assessment (Pancsofar & Petroff, 2016). | Attend leadership and self-advocacy skill development training (Whiting, 2017) Work with both ELL students and general education students in the classroom (Whiting, 2017) |
| Co-Planning Resources | Limit number of co-teaching partnerships for ESOL teachers (Pancsofar & Petroff, 2016) Create formal, scheduled co-planning opportunities in co-teachers daily/weekly schedules | Take initiative to schedule co-planning time | Use technology to co-plan when you have limited in-person, scheduled, formal collaboration (Vintan & Gallagher, 2019). |

Back Page:

Communities of Practice (CoPs)

- Wenger's (1998) social learning framework
- Three components to a CoP: Domain, community, and practice

| CoP Component | Definition | What it Might Look Like |
|---------------|--|---|
| Domain | The purpose and motivation behind the CoP. A shared commitment and focus | Support ESOL teachers Increase effectiveness of co-teaching ELLs Invest in ELL education |
| Community | The people within the CoP. The social setting for learning Relationships between community members | Comprised of administrators, content teachers, ESOL teachers Community members interact frequently in-person or online |
| Practice | The actions the CoP takes Sustained social interactions Participation is part of a social learning process | PD sessions on co-teaching Co-planning between co-teachers Community activities scheduled by administrators Inclusion of ESOL teachers at grade-level team meetings Sharing resources with other members of the CoP |

Resources

Co-teaching models http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/co-teaching-models_1.pdf

Great co-teaching resource website by Dr. Honigsfeld & Dr. Dove <http://coteachingforells.weebly.com/>

Blueprint for ELL Success <http://www.nysed.gov/common/nysed/files/nys-blueprint-for-ell-success.pdf>

Understanding CoPs <http://www.communityofpractice.ca/background/what-is-a-community-of-practice/>

Appendix C:

Administrator Group Activity Handout

Front Page:

Administrators Problem Solving Activity

Directions:

1. Read the chart analyzing past administrative initiatives in research studies. Reflect on your school's current support
2. Read aloud the index cards collected earlier in the PD and write them into your graphic organizer. Apply what you learned to brainstorm potential solutions to ESOL co-teaching challenges.

Analyzing Past Administrative Support Initiatives

| Study | Summary | Positives | Negatives |
|----------------------------------|---|---|--|
| Hersi et al. (2016) | Grade level CoP created with a focus on improving reading comprehension for students Co-teaching triads within the CoP -Content teacher -ESOL teacher -Reading teacher Two 45-minute meeting times per week -One for PD -One for lesson planning | Created CoP to give teachers a support network in reaching their grade-wide instructional goal Regularly scheduled CoP PD sessions Regularly scheduled collaborative planning sessions Limited co-teaching partnerships | ELL education was not chosen as a shared focus of the CoP Marginalization of ESOL expertise -Content teacher ignored lesson suggestions made in group planning blocks -No training or planning blocks specifically for ELL instruction -ESOL teachers still did bulk of co-planning on own time |
| Chandler-Olcott & Nieroda (2016) | Summer writing institute has common goal of supporting ELL writing development 10 hours of planning meetings to design curriculum and establish co-teacher partnerships before program start Co-teacher collaboration every morning for 30 minutes and every afternoon for 2.5 hours during program | Writing development of ELLs was a focus of the CoP PD and co-planning sessions took place before program began Co-teachers focused on differentiating instruction for ELLs when planning every lesson Every teacher knew they were responsible for teaching ELLs | CoP was present but informal -Shared interest in ELL writing development -Regular social interactions and community activities (co-planning, reflection on lessons, analyzing assessment data) Instruction took place in the morning during the program, allowing for long collaboration sessions in the afternoon, so this schedule is not replicable during regular school year |

Pause and reflect:

What are existing ESOL supports in place at your school?

What are the positive impacts of this support?

How could it be improved?

Back Page:

Reflect on Co-Teacher Feedback

| Feedback from Co-Teachers | Potential Solutions |
|--|----------------------------|
| Category: Unclear Roles | |
| Category: Marginalization of ESOL Teachers | |
| Category: Lack of Co-Planning Time | |
| Category: Other | |

Appendix D:
Co-Teacher Group Activity Handout

Front Page:

Co-Teacher Pairs Training

Directions: Interview your co-teacher using the following questions. Write the responses into the organizer. Be honest with yourself and each other.








| Question | ESOL Teacher Response | Content Teacher Response |
|---|-----------------------|--------------------------|
| How comfortable are you with teaching content to students? How can I help you do this? | | |
| How comfortable are you with teaching English language to students? How can I help you do this? | | |
| How would you describe your classroom management style? | | |
| Before this PD, what was your expectation of your role as a co-teacher? Has it changed? | | |
| What are some co-teaching models that you would like to try? (<u>models</u> listed on back of paper) | | |
| When will we co-plan instructional activities? | | |

Back Page:

| | | |
|--|--|--|
| <p>How will we co-plan activities?</p> | | |
| <p>What potential conflicts might you anticipate? (autonomy, scheduling, teaching style, etc.)</p> | | |
| <p>How should we address future conflicts?</p> | | |

Dove & Honigsfeld (2010) Seven Coteaching Models

Andrea Honigsfeld and Maria Dove (2010) Seven Coteaching

| Model Type | Illustration | Description |
|--|--|--|
| <p>One student group: One lead teacher and another teacher working on purpose</p> |  | <p>The mainstream and ELL teachers take turns assuming the lead role. One leads while the other provides instructions to individuals or small groups in order to preteach or clarify a concept or skill.</p> |
| <p>One student group: Two teachers teach the same content</p> |  | <p>Both teachers direct a whole-class lesson and work cooperatively to teach the same lesson at the same time.</p> |
| <p>One student group: One teacher teaches, one assesses</p> |  | <p>Two teachers are engaged in conducting the same lesson; one teacher takes the lead, and the other circulates throughout the room and assesses targeted students through observations, checklists, and anecdotal</p> |
| <p>Two student groups: Two teachers teach the same content</p> |  | <p>Students are divided into two learning groups; the teachers engage in parallel teaching, presenting the same content using differentiated learning strategies.</p> |
| <p>Two student groups: One teacher preteaches, one teacher alternative information</p> |  | <p>Teachers assign students to one of two groups based on their readiness levels related to a designated topic or skill. Students who have limited prior knowledge of the target content or skill are grouped together to receive instruction to bridge the gap in their background knowledge.</p> |
| <p>Two student groups: One teacher preteaches, one teacher alternative information</p> |  | <p>Flexible grouping provides students at various proficiency levels with the support they need for specific content; student group composition changes as needed.</p> |
| <p>Multiple student groups: Two teachers monitor and teach</p> |  | <p>Multiple groupings allow both teachers to monitor and facilitate student work while targeting selected students with assistance for their particular learning needs.</p> |