

Moving Towards ESL Co-teaching: A Case Study

by

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**A capstone submitted in partial fulfillment of the requirements
for the degree of Master of Arts in English as a Second Language**

Hamline University

Saint Paul, Minnesota

August 2006

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*To my family, friends, and colleagues whose love, support,
and encouragement brought me to this point*

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Abstract

This study was done in order to learn more about implementing an ESL co-teaching program in an elementary setting. The purpose was to identify why a school might choose to implement an ESL co-teaching program, what characteristics are common among effective programs, and how the attitudes of teachers and administrators involved may affect the implementation. Research on effective ESL instruction and collaborative and co-teaching program models was highlighted.

Teachers and administrators from three different elementary ESL co-teaching programs were interviewed and a case study of each program was presented. Information from the preliminary research and the interviews helped to identify key characteristics of successful ESL co-teaching programs.

Chapter 1: Introduction

As a mainstream elementary teacher working towards my English as a Second Language (ESL) license and graduate degree, I had an incredible opportunity to be able to improve my ability to meet the needs of the English Language Learners (ELLs) in my classroom. Through my coursework, I learned how to modify my instruction and curriculum to be better understood by my ELLs. I spent time getting to know the ESL teachers in my building and I contributed as a member of a committee that helped to make decisions related to the ESL program in my building. Through the work of this collaborative committee, I began to learn more in-depth information about different types of ESL program models for elementary buildings. As I learned more, I had more questions. This led me to my research question: What are the characteristics of a successful ESL co-teaching program?

Our school, part of a large suburban district in the Upper Midwest, has the highest percentage of racially and linguistically diverse students in the district. We have served ELLs for over 15 years. The majority of service has been provided through a pull-out model which is currently used throughout our district and is widely used in surrounding districts. In this model, ELLs are taken out of their mainstream education classroom for focused English language instruction for part of the instructional day.

Another model that has become more popular in recent years is the inclusion, or collaboration model. In the literature that I reviewed for this paper I found a variety of definitions for inclusion and collaboration. Inclusion, collaboration, co-teaching, and team teaching are all terms that are being used interchangeably with regards to ESL instruction these days, but there are differences in what these terms mean.

Some practitioners refer to inclusion as a general philosophy that welcomes all students as members of a learning community (Cook, 2004). Inclusion once meant that students with special needs were integrated into mainstream classrooms for all or part of the instructional day (Friend and Pope, 2005). Inclusion or pull-in programs are now being applied to many different types of students: special education, gifted and talented, ESL, and Title 1.

The Florida Department of Education defines inclusion for ELLs as instruction within the mainstream or conventional classroom. It provides that content must be comprehensible and students must be taught using ESL techniques. ESL teachers and instructional aides would team teach in the conventional classroom using ESL techniques and, in some cases, the students' home language to make the classroom content comprehensible (Florida Department of Education, 2005).

Mabbott and Strohl (1992) explain their idea of collaborative inclusion to be a situation in which the ESL teacher and mainstream teacher plan and teach lessons together to give a more understandable and relevant context to the mainstream curriculum. Collaboration is defined as communication and coordination between mainstream and ESL teachers (Mabbott and Strohl, 1992), and as "shared meanings between staff members" (Corrie, 1995, p.90).

Co-teaching is defined as professionals who are involved collaboratively to plan and deliver instruction (Bahamonde and Friend, 2000). Cook and Friend (1995) explain that one of the critical components of co-teaching includes two or more professionals who contribute different but complementary perspectives. Co-teaching is used interchangeably with the term team teaching in many situations and will be used in this

way in this paper. Team teaching is defined as "...the simultaneous presence of two educators in a classroom setting who share responsibility in the development, implementation, and evaluation of direct service in the form of an instructional or behavioral intervention to a group of students with diverse needs." (Welch, Brownell, and Sheridan, 1999, p. 38).

Through the literature I have reviewed and my own research, I have come to see the word collaboration as an umbrella term that covers the terms inclusion, co-teaching, and team teaching as well as other aspects of ESL instruction. For example, collaboration can be present between teachers even in a pull-out teaching situation as long as teachers have open communication about the content that they are trying to present to students.

Our building began to explore the possibility of using an inclusion model for our ESL program rather than the pull-out model that had been present in our building for many years. This idea came about when we became involved in the application process for a federal Reading First grant. Inclusion and co-teaching of instruction during reading is one aspect of a school change program that was developed out of research from the University of Minnesota from a previous grant, the Reading Excellence Act (REA) (Taylor & Peterson, 2006). In a synthesis of research that was presented during the Reading First grant application and training process, Taylor stated that schools using inclusion models during reading instruction showed positive growth in reading achievement while other types of models (specifically pull-out during reading instruction time) had a negative impact when used as a support for reading instruction. A study by

Murawski and Swanson (2001) also noted that co-teaching programs showed student achievement in reading and language arts.

Our principal strongly supported a switch to an inclusion model in our building that would be implemented through co-teaching during the reading block. An ESL committee was created to further research inclusion programs. Several classroom teachers and one of the ESL teachers volunteered to serve on this committee. Our committee began to research different types of program models for elementary ESL with a focus on inclusion and co-teaching. We read a few articles about inclusion programs and a small group of us attended a workshop that focused on inclusion and more specifically, co-teaching. Other teachers visited a building in another school district that was already using an inclusive ESL program during their reading block. This school had also been a part of the REA grant and was participating in the Reading First grant as well. In our research we read about and saw examples of inclusion programs that were helping both ESL and mainstream students become successful, especially in the area of reading. These positive examples encouraged and excited us and we set out to create an action plan for our building and prepared to present it to our staff.

One thing that made our task difficult was the lack of information available about the implementation of co-teaching or other inclusion programs for ESL. In a review of literature on team-teaching, Welch, Brownell, and Sheridan (1999) noted the lack of student-based outcome data. One study we found to be helpful was done in 2000 by Duke and Mabbott. This study looked at the TESOL Inclusion Program (TIP) that was developed and implemented at Frost Lake Elementary School. It showed increased academic performance in reading fluency and math computation for novice English

language learners. In addition we found information on collaborative inclusion from a program called the Hale model to be valuable (Law and Eckes, 1995).

While information about these programs gave us a starting point, the featured schools were quite different from ours in their demographics and staffing. This left us unsure about what the program should look like in our school. We had lists of characteristics of effective programs and examples of different co-teaching models. But this information could only help us up to a certain point. The committee tried to visualize how we might successfully implement this type of program in our building by looking at issues such as resources, staffing, and scheduling. One approach that we examined at was piloting the program in a few classrooms using members of the ESL committee as co-teachers.

When we presented our pilot proposal to the staff at large, our ideas were met with a mix of enthusiasm and concern. Some people were excited at the idea of changing our approach to ESL instruction and others showed a lack of understanding of the type of program we were envisioning. The mixture of both positive and negative attitudes led to quite a bit of discussion among staff members but not much open dialogue between staff and administration. While our ideas were met with mixed emotions, we were told that we would proceed with this model and we began to prepare to make the switch in program models for the 2004-2005 school year.

Many of us on the ESL committee hoped that the inclusion model would be a way to cut back on the frustration of having our students pulled out of their reading and language arts instruction and would help us to better address the content instruction that we were responsible for. While we were excited and enthusiastic about the new program,

other staff members voiced concerns. Lack of sufficient staffing and professional development, difficulty with scheduling, and a general fear of change contributed to doubts about the possibility of a co-teaching program being successfully implemented in our building.

Similar concerns have been expressed in relation to most types of student service program models whether they are ESL, special education, or gifted and talented programs. There has been a great deal of research done about the inclusion of special needs students in the mainstream classroom and teacher attitudes towards this practice (Hannah & Pliner, 1983). This research indicates that negative teacher attitudes affect student learning and program success. Research has also shown that teacher beliefs and attitudes have a large impact on the success of ELLs (Karabenick and Noda, 2004). In a recent article in the *Policy Studies Journal* entitled “Success in School Change,” it was noted that teachers, while not responsible for making decision about most school reform policies, are the ones who have the responsibility of carrying these reforms out and can therefore affect their success (Ferraiolo, Hess, Maranto, and Milliman, 2004). As with any type of school reform, there are bound to be teachers who believe in and embrace these new ideas as well as those who are resistant to change or are unsure about the suitability of the reform program. It was a concern that the co-teaching model at our building would not be successful if staff members did not support it.

Many schools are making or have made the switch from using an ESL pull-out model to the ESL inclusion model in an effort better serve their growing LEP populations. For some schools, the pressure to make a switch in program models is due to the fact that they are not able to meet the standards set by the current No Child Left

Behind legislation. As previously mentioned, there have been no large-scale studies done that show that the collaborative model increases student test scores, the TESOL Inclusion Program (TIP), a program developed at Frost Lake Magnet School in Saint Paul, was able to show growth in their students' reading fluency scores since the development of their inclusion program (Duke and Mabbott, 2000).

I had questions as I learned more about co-teaching as a model of ESL instruction. Many of my questions have been answered through discussions with teachers who are implementing this type of program, through reading further research on co-teaching and inclusion, and through trying aspects of collaborative teaching in my own classroom during this school year. In conjunction with our school-wide change in reading instruction and ESL education I continue to look for an answer to a big picture question that I think many people who are starting this process would like to know. What are the characteristics of an effective co-teaching program?

How can one define a program as effective or successful? Student achievement and outcomes are one method of measuring success of schools, programs, and even teachers (Brisk, 1999, Cuban, 1998). However, there is a gap in research on how test scores have been affected by co-teaching and other types of collaborative ESL programs. This lack of information led me to look at alternate ways to define effective co-teaching programs. For the purpose of this paper I will be looking at teacher and administrative attitudes about their co-teaching programs as well as the presence of a number of key program components as an indicator of an effective or successful program.

This paper will examine co-teaching programs in three different elementary schools in the Upper Midwest. Through case studies, I will do a descriptive analysis of

three buildings at different stages of implementing co-teaching models. Through interviews with the principal, ESL teachers, and mainstream teachers, I hope to gain logistic information about what works and what does not, i.e. resources, schedules, professional development opportunities, students demographics, and staff and administrator attitudes, and create a working definition of what an effective program looks like through the eyes of those who are implementing it. In finding how different buildings implement co-teaching programs, I hope to help teachers and administrators understand how best to prepare their school to use this type of model. I will also include related testing data from the state standardized tests and discuss how the data may be connected to the implementation of the co-teaching programs.

This paper includes a review of literature that gives information about different kinds of ESL programs with a focus on co-teaching programs and how they are currently being used in both special education and in ESL education. A review of information about case study research will be included as well. The methodology section of the paper will explain the purpose and development of the interview questions that were used for the research. In the results and discussion section, there will be a description of the three different schools and their ESL inclusion programs; as well as a brief history of how they came to use the ESL inclusion model. This section will also contain the results of the interviews and related student achievement data. In the conclusion section a synthesis of the results and recommendations for further research in this area will be presented.

Chapter 2: Literature Review

The decision to make modifications in how instruction is delivered to students is not often made lightly. Change can often feel uncomfortable for those involved and despite the constantly shifting focus of education in the United States, many schools choose to make small and gradual changes in how they teach their students while others embark on full-scale school-wide change programs. There is a shift in ESL education from pull-out programs where students are removed from their mainstream classes to receive ESL instruction to collaborative and more specifically, co-teaching programs. Implementing these co-teaching programs can be difficult for schools in many ways. Resources, schedules, and staff and administration attitudes can all affect whether or not co-teaching programs are used and how these programs are implemented.

An effort to implement a co-teaching program for ELLs in my elementary building has led me to learn more and, in turn, ask more questions about how this can be done. Each school is different and will have a unique set of circumstances, but it is my hope that by looking at co-teaching programs in three different elementary buildings, I can learn more about the logistics of implementing this type of program. My research goal is to identify the characteristics of an effective ESL co-teaching program. By compiling this information, I hope to create a resource for other teachers and administrators who are exploring the possibility of starting a co-teaching program in their own building.

In this Literature Review I look at a number of different topics. I started with some background information about the need for ESL instruction in Minnesota and moved on to more specific information about effective instruction for ELLs and explanations of different types of ESL program models. I also looked at teacher attitudes and how they can affect school change programs. Each one of these topics is an important factor in effective ESL instruction.

The Need for English as a Second Language Education in Minnesota

Minnesota's history since the 19th century has been influenced greatly by influxes of immigrants. In the early days of our state, Minnesota had many German and Scandinavian communities. In recent years, we have seen growth in different types of communities such as the Latino, Hmong, and Somali. However, studies show that many of these newer immigrants are assimilating to life in the United States in much the same way that those before them did (Susser, 2005). Contrary to what some people believe, immigrants are not a drain on our economy, looking only for the welfare and other social

services that the United States has to offer. And they are not refusing to learn our language and customs. Immigrants are productive workers with jobs ranging from university professors and computer programmers to hotel and restaurant workers who help to increase our national economy. A publication titled *From Newcomers to New Americans: The Successful Integration of Immigrants into American Society* states that immigrants and their children add around \$10 billion to the U. S. economy each year. It also states that more than 75% of immigrants speak English well or very well within ten years of their arrival in the U.S. (Rodriguez, 1999). This would not be possible without ESL education.

The Limited English Proficient (LEP) population in Minnesota has increased over 210% since the early 1990's (U.S. Department of Education, 2004). The term LEP is most often used by state and federal governments while English Language Learners (ELLs) is preferred by most people in the field of education as it is more sensitive to the students. The growth in the number of students that do not speak English proficiently has increased the need for English language education in Minnesota's schools. Not only has there been an increase in the number of ELLs, there has also been an expansion in the variety of first languages spoken by the LEP population in Minnesota. A 2002 report from the U.S. Department of Education lists Hmong, Spanish, and Somali as the top three languages spoken by ELLs in Minnesota (U. S. Department of Education, 2002). Many schools and districts in this metropolitan area will serve students encompassing as many as ten to twenty different language backgrounds in the same building. Due in part to this variety of language backgrounds, English language instruction is delivered in a variety of ways throughout the state of Minnesota.

Over the years, there has been a need to develop different types of English language programs to help meet the needs of different schools and different districts as well as the needs of the various populations. In very recent years, as some ELLs have failed to make adequate gains in achievement as measured on standardized tests mandated by the government through the No Child Left Behind Act (NCLB), many districts have been looking at how to make their programs more effective for language minority students. Under the federal legislation of NCLB, students must show sufficient understanding of content knowledge in reading and other language arts areas after just one year in the U.S. The achievement, or lack thereof, is reflected as part of a report on the school's Adequate Yearly Progress (AYP) (U.S. Department of Education, 2004). Not making AYP status can have a significantly negative impact on schools. This has led many districts to look at new or different ways of serving their ELLs.

Effective Instruction for English Language Learners

There have been many studies done on school and program effectiveness for language minority students. A generalization can be made from the information in these reports: schools which place a priority on meeting all of the needs of their linguistically and culturally diverse students have the most success in meeting these needs. Certain characteristics are prevalent in the most successful schools. These include widespread support from teachers, administrators, and parents, high expectations for all students, and instructional time that is of the highest quality where students are engaged in active and meaningful learning (Thomas and Collier, 2001, Rennie, 1993).

A 1997 report by the Center for Research on Education, Diversity & Excellence (CREDE) lists five principles that it has found to be effective in programs for all at-risk

students, including ELLs. Involvement of both teachers and students in the direction of learning, development of students' language and literacy competence throughout all instructional activities, putting learning into the context of home and community, challenging all students to reach the same high expectations, and creating instructional dialogue are the recommended practices. These five principles align with the research done on effective English language programs (CREDE, 1997). Other characteristics that need to be present in a quality ESL program include a commitment from the district and community to the education of ELLs as well as respect for their culture and first language. There also need to be high expectations for achievement for ELLs that is balanced with an understanding of how long it takes to learn English and how a student's first language and previous schooling experiences may contribute to the process of learning English. In addition, teachers must understand how to make instruction comprehensible to ELLs, and mainstream and ESL/ bilingual specialists must work collaboratively to coordinate curriculum. Schools should use research-based programs for their ELLs and continually gather data to help guide instructional decisions. Schools need to be responsible for helping students to become part of academic and social communities and should include parents in their children's educational experience (Mabbott, 2007). These principles and characteristics can be present in almost any type of delivery model as long as the schools and district make them a priority.

Some studies highlight specific practices as being highly effective for ELLs. Many of these are also known as best practice for all students whether they are native English speakers or ELLs. Using a process approach to writing can help ELLs improve their writing ability and become more confident about writing (Coltrane, 2002).

Participating in literature circles or books clubs can also promote learning for ELLs (Santamaria and Thousand, 2004). Talking about the books they are reading can help students better understand what they read and learn new strategies for comprehending what they read. In addition, the chance to discuss can also lead to improvements in oral language. Discussion is one activity best done in cooperative groups. The chance to work cooperatively with native English speakers provides ELLs with opportunities to develop English in natural classroom interactions. It also keeps them involved in language learning through lessons that are based in grade-level content (Coltrane, 2002).

The Sheltered Instruction Observation Protocol (SIOP) is being used in a variety of school settings by many ESL and mainstream teachers. It offers teachers guidelines for planning lessons that help to make content more comprehensible for ELLs (Echevarria, Vogt, and Short, 2007). SIOP is based on teaching ELLs using sheltered instruction. Sheltered instruction is a way to teach grade-level content to ELLs through the use of modified instruction that makes the content comprehensible. It combines strategies and methods from both ESL and mainstream classrooms (Echevarria, Vogt, and Short, 2007). When using SIOP, teachers are expected to prepare both content and language objective for each lesson taught. During the lesson they focus on building background, creating comprehensible input, and teaching strategies that can be implemented in other learning situations. SIOP is currently being used in some of the larger school districts in this metropolitan area by both mainstream and ESL teachers (S. Gabriel, personal communication, September 2004). The protocol is in the form of a rubric that has been designed as a tool to help teachers integrate language and content objectives in their teaching. The rubric provides a framework within which teachers can create their own

lesson plans for sheltered content instruction (Echevarria, Vogt, and Short, 2007). This is an approach that can easily be used by either mainstream or ESL teachers and could help facilitate planning in a co-teaching situation. Co-teaching partners who use SIOP would be able to use the framework to design their lesson plans. It could help teachers divide up responsibilities and see exactly what needs to be presented to students in order to make the content comprehensible. Use of this protocol in classes of ELLs was studied in order to examine issues of validity and reliability when used as an instrument to measure whether or not content was being effectively presented to students. The researchers claimed that it was indeed a valid and reliable measure of sheltered instruction (Guarino, Echevarria, Short, Schick, Forbes, & Rueda, 2001).

English as a Second Language Program Models

Programs models for ELLs range from bilingual education to English-only ESL programs. The wide range of types of delivery models for English instruction fit onto a sort of continuum between these two. There are different delivery models currently being used in this metropolitan area. While most research supports the idea that bilingual education, especially long-term dual bilingual immersion, is a more effective way for non-native speakers to learn English (Thomas and Collier, 2000, Ramirez, Yeun, & Ramey, 1991), it is not the most practical choice of program models for many public school districts. Many districts have varied demographics or limited resources that restrict them in their use of bilingual education programs. In recent years, bilingual education programs have fallen out of favor with politicians and there has been decreased funding for this type of English language program in states such as California, Arizona and Massachusetts (A. Mabbott, personal communication, April 2005).

Variety in language backgrounds and political pressure are just two of the factors affecting how districts choose to meet the needs of their ELLs. Many of the schools and districts in this area use pull-out ESL programs. Within the heading of ESL there are many different types of program models and the choice of program model is often made with many different factors in mind including district and school demographics, student characteristics, and district or school resources (Rennie, 1993, McKeon, 1987). With these factors in mind, districts and individual schools need to then look to the characteristics of different program models so that they can find a program that will best meet the needs of the students they service.

In a presentation on collaborative teaching methods for ESL, Duke and Mabbott (2004) presented information explaining different types of English language programs. First language support is a model in which first language instruction is used to support mainstream curriculum. This language support can be delivered by an ESL or bilingual teacher or by a bilingual paraprofessional. A benefit to this program is that students may become literate in their first language as well as English, which may help them to learn English more quickly. The similarities between this program and bilingual education can lead to resistance from some parents and mainstream teachers.

In some buildings, ESL teachers are used as reading teachers. In this situation, ESL teachers are the designated reading teachers for all ELLs. A benefit to this is that students may get leveled reading instruction with language objectives added. In reality, mainstream students are often mixed into these classes and the language needs of ELLs may not be met (Duke and Mabbott, 2004).

In the mainstream immersion model, ELLs are in mainstream classrooms with mainstream teachers who have had a certain level of ESL training. A benefit to this is that students are integrated into the mainstream and do not miss instruction from their primary classroom. They also have the benefit of interaction with their native English speaking peers. A big drawback is that many teachers have training that is much less than that of licensed ESL teachers. In addition, this type of English language instruction is not particularly effective for students with very limited English proficiency (Duke and Mabbott, 2004, H. Schafer, personal communication, July 2005).

Sheltered instruction is often used with secondary students. In this model special content area classes are taught by ESL teachers or are taught collaboratively by ESL and content area instructors. This is beneficial to students because instruction is based on content but is at the students' level. Students may also feel more comfortable participating in discussions in these classes due to their smaller size and make-up of other ELLs. The biggest issue with these classes is that they are often not taught in the way that the model is intended. ESL teachers are sometimes asked to teach content that they are not licensed for, such as history or science (Duke and Mabbott, 2004, Echevarria, Vogt, & Short, 2000).

For content-based ESL instruction, students are usually pulled out of their mainstream classrooms at the elementary level or enrolled in specialty classes at the secondary level. ESL and content area teachers coordinate curriculum and language is taught through content. Some of the benefits of this type of program are that ESL teachers may pre-teach certain concepts so that students may feel more integrated into the mainstream classroom. A drawback to this model is that ESL teachers cannot be

expected to teach all content areas. In addition, there is often a lack of time for coordination of planning between ESL and mainstream teachers (Duke and Mabbott, 2004, Echevarria, Vogt, & Short, 2000).

In the past, the majority of schools in the metropolitan area have been using a variation of the pull-out model for ESL (Mabbott and Strohl, 1992). There are a variety of reasons why this model is used. For many districts it can be a more cost effective way to deliver services to students. It can also meet the needs of a varied ESL population in a way that bilingual education cannot. It may also be based on the notion that ESL teachers can take their ELLs and “fix” them before sending them back to the mainstream classroom (A. Mabbott, personal communication, April 2005).

Some ESL pull-out models are content based (as mentioned above) and are connected to the themes and content being presented in the mainstream classroom, but often pull-out classes are taught with a separate ESL curriculum that is not related to what the students are learning in their mainstream classrooms. Often students cannot transfer this separate content to the regular classroom context (Bahamonde and Friend, 2000). Students who are pulled-out are also missing the content that is being presented in their classes during the time that they are gone as well as instructional time that is lost while the students are in transition from room to room. An additional drawback to pulling students out of their mainstream classrooms is the stigma that is sometimes associated with special services (Duke and Mabbott, 2004, Bahamonde and Friend, 2000, Mabbott and Strohl, 1992).

Many schools have some type of newcomers’ program in addition to their other ESL services. This is a separate program for ELLs who are new to the country. This has

been shown to be highly effective for students with limited or interrupted schooling. Instruction for these newcomers often focuses on language and beginning academic needs. If students are in a different building or class than other students, there may be limited opportunities to interact with and learn from native English speakers. This can deprive ELLs of the chance to have native English speakers as role models and to develop friendships with them (Duke and Mabbott, 2004).

Collaborative/ Inclusion Models for English as a Second Language

The model that is the focus of this study is the inclusion or collaboration model with an emphasis on a co-teaching approach to delivering instruction. The two terms inclusion and collaboration are often used interchangeably but, as mentioned in the introduction, I see inclusion as just one aspect of collaborative teaching. In my results and analysis I will speak more to what I have found about the collaboration continuum in my research.

An important aspect of inclusive classrooms is that all students are given access to the classroom curriculum. Often with inclusion, students are not pulled out of the classroom to receive special services, but instead remain in their mainstream classroom and are taught collaboratively by the classroom teacher and specialist teachers. In this case, ELLs may spend the entire day in the mainstream classroom and ESL and mainstream teachers provide instruction collaboratively. Thus, students are not pulled out of classes and do not miss content instruction time. They are fully integrated with their peers in that they are with them for the entire day and are not pulled out of content or specialty classes. Because of this integration students are afforded more time to interact with their native English-speaking classmates and can avoid the stigma that is

sometimes associated with having to go to another setting for instruction (Mabbott and Strohl, 1992, Martinsen, 2004, Cook 2004).

By providing ESL instruction and support that is connected with content area curriculum, ELLs can receive targeted instruction at their own level that is related to the instruction that is being delivered in the mainstream classroom. This access to instruction that is comprehensible is a key component to an effective inclusion program. In addition, other students in the classroom may benefit from techniques used with ELLs and by having more than one instructor working with them. During certain subjects, the lower student teacher ratio can have a positive effect on the understanding and performance of the students (Duke and Mabbott, 2004, Mabbott and Strohl, 1992, Martinsen, 2004).

We can look at inclusion as a way of thinking that welcomes all students, no matter what their abilities or needs may be, as an important and welcome part of the school community. In an inclusive school, all professionals in the school community take a part in the responsibility of educating its children. Teachers who work in schools with this kind of inclusive viewpoint believe that all students should be able to access the curriculum that is taught in the mainstream classroom and they will work together to make this happen (Friend and Pope, 2005).

Collaboration describes how teachers work together to meet the needs of their students. In a collaborative setting it is imperative that there is shared meaning between staff members. This shared meaning or common language as it is sometimes called can help with the open communication that is the cornerstone of a successful collaborative program (Corrie, 1995). Collaboration can be as simple as consulting one another about a specific assignment or activity or as involved as team planning and teaching for every

lesson. Co-teaching is a type of collaboration in which students who might receive any type of special services, ESL, special education, gifted and talented support, for example are taught for part of the day by a team of teachers (Friend and Pope, 2005, Cook, 2004).

Co-teaching can be defined as two or more certified teachers sharing the instructional responsibility for a group of students. Instruction occurs primarily in one classroom and related to specific content objectives. The co-teachers may share resources and accountability but may have varied levels of participation (Cook, 2004). Co-teaching historically is linked to trends in special education but is currently being used to meet the needs of all types of students. Co-teaching as a service delivery model for ESL is becoming more widely used in English language education (Martinsen, 2004).

There are many reasons that support co-teaching as a service delivery model. Since co-teaching is often used to support an inclusive instruction model, the benefits are the same as those mentioned for inclusion. In addition, in a co-teaching situation, the grade-level curriculum is often aligned with the state standards for ESL, helping to make the instruction more meaningful for ELLs (Coltrane, 2002, Martinsen, 2004).

Integrating the standards and objectives of ESL with the classroom content is a way to make instruction meaningful for ELLs. Teaching language objectives through content is not a new task for most ESL teachers. Many teachers try to focus on content that they believe their students might study in the future, or content that they had missed in the past (Martinsen, 2004). However, in pull-out models often the focus was mostly on language acquisition and if students happened to learn the content information, it might be considered an added bonus. In a co-teaching situation, the focus on both content and language objectives becomes equally important. Coltrane (2002) claims that

the combined expertise of the mainstream or content area teacher and the ESL teacher ensures the content that is covered with students meets standards and is made comprehensible for the ELLs.

In addition to the benefits mentioned for ELLs, improved instruction for all students, lower student-teacher ratio, reduced stigma associated with being pulled-out of the classroom, and so on, there are also benefits for the teachers participating in this type of program. Teachers often come to have a deeper understanding of the curriculum they are teaching and can learn techniques for teaching different types of students. An increased support system for the teachers is another benefit of co-teaching (Cook, 2004). The quality of instruction delivered by teachers in a co-teaching situation is often very high since both teachers have a personal stake in the instruction. The strengths of both teachers are represented in what is being taught and the teachers can increase each other's expertise (Bahamonde and Friend, 2000, Walther-Thomas, Korinek, and McLaughlin, 1999).

Co-teaching situations can provide a professional support network for teachers and other school staff and can increase all teachers' skills for meeting the needs of different types of students. It may even create a more tolerant school environment. Understanding and partnerships between teachers can promote acceptance of a more diverse teaching force and the inclusion of a diverse student population in the classroom can create an inclusive environment in an entire school (Bahamonde and Friend, 2000, Youngs and Youngs, 1999).

Co-teaching or team teaching can be very rewarding for the teachers involved as well as for the students but there are difficulties that may arise when implementing this

type of program. Time for planning and discussion is often a barrier that creates problems for potential co-teachers. Personal and philosophical differences can also get in the way of an effective program. Uncertainty in roles can also create tension between co-teachers. One of the most common risks associated with the use of co-teaching in an ESL situation is that the ESL teacher is as a paraprofessional or instructional aide rather than fulfilling their role as a certified teacher (Duke and Mabbott, 2000, Martinsen, 2004). Sometimes when teachers are forced into an inclusion or co-teaching situation without proper training or a sense of having a role in the decision-making process, negative attitudes can arise and create another barrier to the successful implementation of this type of program.

Teacher Attitudes Towards Collaboration and Co-teaching

Teacher attitudes about working with ELLs, with ESL or mainstream teachers, and working collaboratively will all have an effect on the success of an inclusion model. Commitment to the success of all students is a characteristic of any type of effective ESL program (Rennie, 1993). Teachers who are more receptive to working with ELLs are more likely to support programs that will best meet the needs of these students (Karabenick and Noda, 2004). Getting teachers to understand and support a new ESL model will include making sure that they feel confident in their abilities to work with ELLs. This can usually be assured by providing ample professional development and ongoing support for teachers.

General educational experiences, ESL training, contact with diverse cultures, prior contact with ELLs, demographic characteristics, and personality were all said to have an effect on mainstream teachers' attitudes towards working with ELLs (Youngs

and Youngs, 2001). Many of these same factors may influence mainstream teachers' attitudes towards working with ESL teachers. Some of the factors that may influence ESL teachers' attitudes towards working with mainstream teachers may include different types of teaching experiences or teaching positions, positive or negative interactions with mainstream teachers, personal relationships with mainstream teaching colleagues, and personality (Youngs and Youngs, 2001).

Both ESL and mainstream teachers may have had positive or negative experiences with collaborative teaching situations in the past. Teachers who are used to working independently in a classroom where they are the sole managers of curriculum, instruction, and behavior may find it hard to work with a partner (Mabbott and Strohl, 1992, Martinsen, 2004). Even if teachers are open to the idea of collaborative teaching, differences in personality can sometimes affect the effectiveness of the team.

Having no choice about participating in a co-teaching scenario can cause teachers to become uncomfortable and could endanger the success of the program. One reoccurring theme in many of the reports on co-teaching and collaboration is the idea of choice. Because co-teaching requires so much time and interaction between the teaching partners, it can be difficult. Most reports speak of programs that were successful in part, because they let people choose whether or not they felt comfortable in a teaming situation (Coltrane, 2002, Santamaria and Thousand, 2004). Often schools will pilot a co-teaching program with a few teaching teams and then, based on the relative success in their building, other teachers will choose to become involved or will be able to see the benefits and feel more comfortable entering into a team teaching situation.

Teacher Attitudes as a Measure of Success

While teachers are not always involved in programming or curriculum decisions, they can strongly influence the implementation and outcomes of these programs.

Teachers are directly responsible for carrying out reform programs or new models. Their commitment to and belief in a new program or model can highly impact its success or failure (Avramidis and Norwich, 2002, Ferraiolo, Hess, Maranto, and Milliman, 2004).

Initial enthusiasm, while a key component of any reform, is often not enough to ensure the successful implementation a new program (Brisk, 1999, Guskey, 1986). Increased student outcomes and continued staff development are factors that can contribute to ongoing positive teacher attitudes and the perceived success of a particular program (Brisk, 1999, Guskey, 1986). Teachers need to feel not only an initial enthusiasm or interest in a program, but they must feel that the program is worthwhile for their students and for themselves. We must allow that in any school there will be a number of different emotions and attitudes involved with any school reform program. The influence of teacher attitudes on a new program has become a part of my research question.

As part of the collaborative ESL research team at my building and throughout my own research on this topic, I have found that I continue to have questions about implementing an ESL co-teaching program. Due to a gap in research, there is very little information available to help districts and schools prepare themselves for making such a significant program change. Through information gained in the interviews about the experiences of the staff members in each of the three case study buildings, I hope to clarify what the characteristics of an effective or successful ESL co-teaching program

look like and identify what kind of role teacher attitudes might play in the implementation of an ESL co-teaching program.

The next chapter will include a description of the process I used to obtain information from the teachers and administrators at each of the three buildings. In addition, I will provide some demographic data for and a brief description of each school. I will also provide a rationale for the use of case studies as a method of research.

Chapter 3: Methodology

Before we can even begin to ask the question “What are the characteristics of a successful ESL co-teaching program?” we must first look at why schools might want to implement a collaborative ESL program. The motivation to implement a more inclusive ESL program can be brought about by a variety of issues. Increases in ELL population and inadequate performance on standardized tests are two of the most common reasons schools look at changing their ESL program models. Both of these factors played a role in the schools represented in this case study.

A desire to increase ELLs' access to mainstream curriculum is at the root of the move to an inclusive program. Co-teaching is a way to meet the both the language development and content area needs of ELLs, thus providing these students with more effective instruction. As schools prepare to make the change from a pull-out to a co-teaching program, they are looking for recommendations on what they need to do in order to create an effective program for their school.

In order to present a picture of what effective ESL co-teaching programs can look like, I did case studies involving three different elementary buildings in a large Upper Midwest metropolitan area. I followed the Human Subject Guidelines of Hamline University by receiving permission from each school district and teacher I worked with in this study. The case studies were based on interviews with the principal, ESL teachers, and mainstream teachers from each building. They include information about the development of the ESL co-teaching programs in each building, student demographics, and staff members' opinions about the relative effectiveness and success of the programs. They also include testing data from the state-wide standardized tests that are given each spring for the purpose of comparison from year to year. In addition to looking at student achievement, these tests scores also determine whether schools are making Adequate Yearly Progress (AYP), as determined by the federal government. This may help to provide some information on whether the co-teaching programs have made any change in the ELLs academic performance after the implementation of the co-teaching programs.

The interview questions I developed were modeled after survey questions used in relevant research (Duke and Mabbott, 2000, Reeves, 2002) as well as questions that arose in my own building as we worked to make the switch to a co-teaching program. In

addition, the questions were formed through discussions with colleagues who are active in the field of ESL education and some who are currently teaching in collaborative or co-teaching programs. See Appendix A for list of interview questions.

I chose to work with buildings in three different school districts. Each school is in a different stage of implementation of its co-teaching program. School A is an urban school in a district that has been a pioneer in the area of co-teaching for this metropolitan area. They have had some form of co-teaching program in place for several years. While this school has the smallest total population at around 300 students, they have a very high percentage of students defined as Limited English Proficient by the Minnesota Department of Education at 59%. They have five ESL teachers that work with students in two different kinds of programs. The co-teaching program they use is a district wide program called Language Academy. The Language Academies serve ELLs who are at the lowest levels of English proficiency.

Both of the other schools are suburban schools with relatively high numbers of ELLs. They are in districts that have seen their ESL populations grow tremendously in recent years. One has devoted a great deal of time and resources to making their co-teaching program successful. The other school tried to make the change as best they could with limited resources.

School B is a suburban school with a total student population of about 400. Their percentage of LEP students is 48%. They experienced rapid growth in their ELLs when a nearby school was closed and many of the students from that school were enrolled at School B. Their LEP population more than doubled over one summer. The school struggled during the first year with the larger ELL population without making any major

changes to their program. They felt that they were not able to meet the needs of their students and the standardized test scores reflected the struggle they were going through. These concerns led the staff to seek out ways to meet the needs of a large ELL population. This was the beginning of their co-teaching program. They quickly developed a plan and sought the support of their district to build a large-scale co-teaching program. School B has seven ESL teachers, one for each grade level K-6.

School C is also a suburban school. In contrast to School B, they have seen their LEP numbers gradually increase over the past fifteen years. They were at one time considered to be a “racially isolated” school within their district due to the large number of LEP and other minority students compared with other schools in their district. The LEP population as defined by the state and federal government has grown more steadily in the past few years and more schools are gaining significant ELL populations. As this has happened, the district has taken more of an interest in how to best serve the ELL population. The total student population at School C is about 525 students with LEP students making up 31% of the student population. The co-teaching program was developed to try to meet the needs of a growing student population as well as to try to increase student achievement. School C started their first year of co-teaching with only two ESL teachers for grades K-5. They did receive funding for a third teacher for the next school year.

A marked distinction can be made between School C and Schools A and B. This is one of staffing. The student to teacher ratio between ELLs and their ESL teachers is 36:1 at School A, 27:1 at School B, and during their first year of co-teaching, 83:1 at School C. (See Table 3.1.) Provided their LEP population remains close to the same,

the addition of a third ESL teacher at School C would change the ratio to 55:1 for the following year. The need for adequate staffing as an important factor in an effective co-teaching program will be further discussed in the results and conclusions chapters.

Table 3.1
ELL Student: ESL Teacher Ratios for the 2004-2005 School Year

School A	School B	School C
36:1	27:1	83:1

In deciding how I would research co-teaching, I originally proposed to do survey research. I thought that looking at teacher attitudes in different buildings that were trying co-teaching could give some insight into the positives and negatives of co-teaching. I realized that the end product of that research while it might be interesting, would not really give me what I was looking for, advice on how to implement an effective co-teaching program. I felt that knowing what other schools were going through, or had been through when trying to start a co-teaching program, would be beneficial to others who are thinking about co-teaching in their building.

I chose to conduct in-depth interviews of teachers and administrators in a small sample of schools to give me an idea of the big picture involved in setting up a co-teaching program. I selected three schools so that I could focus on gaining more detail in the interviews that I did. I did not set out to find three very similar schools because I know that there are a variety of buildings that are trying co-teaching. I understand that it is not possible to make unquestionable conclusions about all schools from a sample this small and from this type of qualitative research. However, I thought it might be best to

look at schools that were different from one another in order to possibly find some commonalities that occur when implementing a co-teaching program.

By using “open-ended” or “unstructured” questions, a researcher will have a better chance at understanding how people think and how they come to develop the perspective they hold (Bogdan and Biklen, 2003). I had several goals for my interviews including understanding information on how the change came about in each building as well as the frame of reference of the interviewee and possibly also gaining some information on how attitudes also play a part in implementing a new program.

At each building, I interviewed the building principal and four teachers. I chose to interview two ESL teachers and two mainstream teachers from each building. The mainstream and ESL teachers were, in some cases, teaching partners, and in other cases co-taught with another ESL or mainstream teacher who was not interviewed. At each school, I started with a contact that I knew at least slightly to suggest other people that I might want to interview to get a real sense of the co-teaching program in the building.

I met with one building at a time, starting with the building that was the newest to co-teaching. I wanted to get a sense of where they thought they were in the process of implementing a co-teaching program so that I could add to the questions that I had for later interviews. This would allow me an opportunity for clarification or more information from “more experienced” co-teachers. I expected each interview to last between 30 and 60 minutes based on how much extra information the interviewee provided or how much conversation about co-teaching evolved. I made an audiotape of each interview and only jotted down occasional notes so that I would be free to have a

conversation with the interviewee. I later went through the tapes to create more thorough notes of each interview.

In my next chapter, I present the case study of each site including a description of the inception of their co-teaching program and how the school addressed the logistical aspects of implementing a co-teaching program. It also includes an analysis of each individual school situation and of each of the logistical areas as a separate entity. I examined the information from all schools and looked for similarities among them. Some of the things that I looked for are factors that contributed to the development of a co-teaching program at each school, the resources that staff members at each building felt were necessary to the implementation, and also how attitudes may play a role in the implementation of co-teaching programs. The purpose of this research is to answer the question: What are the characteristics of a successful ESL co-teaching program? This provides information that could be of use to schools that are considering a switch to a co-teaching program. In addition, I looked at the ELL academic performance data on a state wide standardized test for the past 4 years in order to see if the implementation of a co-teaching program may have increased student achievement in this area.

Chapter 4: Research and Results

In this chapter I will look at the results of the interviews I did with principals and teachers from three different elementary buildings that were implementing ESL co-teaching programs. I will give an overview of each building's move from a pull-out towards an ESL co-teaching program, the resources that they deemed necessary for an effective program, and how attitudes may have affected the program in their buildings. For each building I will identify what was advantageous and what may have been detrimental or simply missing from each of their co-teaching programs. I will then make connections between the information about each school and draw conclusions about the characteristics of effective ESL co-teaching programs using the advantages and drawbacks of ESL co-teaching programs as defined by the research as a guideline. This will help me to answer research question What are the characteristics of a successful ESL co-teaching program?

School A

School A, with a 59% LEP population, had the most established ESL co-teaching program. It was developed by the district in response to a need to service high numbers of ELLs with a low level of English proficiency. Research by both Rennie (1993) and McKeon (1997) notes that many factors, including student demographics are factors in choosing which kind of ESL program model to use. There are many other schools in the district that serve a similar percentage of ELLs. Research about co-teaching and other inclusive ESL programs was performed by a team at the district level and did not involve any of the teachers at this school. In preparation for the beginning of the Language Academy co-teaching program, teachers from School A visited other Language Academy sites and were offered staff development opportunities by the district. It is important to note that these were optional and teachers were not required to attend the training. Not all teachers involved in the co-teaching program chose to attend the training.

Professional development is one of the areas identified as an important resource. Three out of five interviewees expressed concern over the lack of explicit collaboration training while the other two explained that they had attended the optional district training. One interviewee who had attended the training expressed the feeling that the training should have been mandatory and performed at the building level, rather than as an optional training open to the whole district. One area of professional development that stood out for School A was training for ESL teachers on the curriculum that they would be co-teaching. Both of the ESL teachers that were interviewed had attended curriculum training and the principal and classroom teachers recognized that the ESL teachers had undergone this training. One teacher noted that it was “very valuable to be working with

an ESL teacher that was familiar with content.” Other areas of professional development that were mentioned in the interviews were training for classroom teachers on how to work with ELLs. Two interviewees mentioned that this was training that they felt was important.

Time was another area that was discussed in each interview. Time was one of the key factors in setting up the co-teaching program at School A. The ESL and mainstream co-teachers were given time before school started to plan and to get to know one another. One classroom teacher noted that this time gave her and her co-teaching partner time to “get both teachers established as teachers.” Another classroom teacher explained that this time was used to “talk about responsibilities” and to set “clear expectations for each partner including the E. A. (Educational Assistant).” During the school year the co-teaching partners were given one hour of collaborative planning time each week. One interviewee described this hour of collaborative planning time each week as “sacred time” and she and her partner made sure not to schedule appointments or other activities during this time. Three of the five interviewees felt that the weekly planning time was very important to the success of the program. One expressed that the time should be increased to two one-hour sessions a week. Another time-related issue that was discussed was scheduling. Developing schedules that offer students equal support and offer the most effective use of ESL teachers’ time is very difficult. All of the interviewees agreed that scheduling is a difficult, but inevitable part of all school situations.

Money is another component of any type of ESL program. In a co-teaching program money is most often directed towards staffing and materials. When asked about these areas, materials were not talked about at length and staffing was overwhelmingly

deemed the most important. Four of the five interviewees mentioned staffing as the most important aspect of the program. With the implementation of the Language Academy program at School A, the ESL staff was increased by two teachers. One teacher and the principal claimed that as their ELL population grows, the district will continue to support School A through the addition of more ESL teachers and bilingual educational assistants.

Support was another area that was noted as particularly important to the teachers and administrator that I interviewed. Four out of five interviewees specifically mentioned building level support as being important while three expressed a need for district support as well. Building level support was identified as emotional and professional support from other teachers in the building as well as from the building principal. District support often takes the form of increased funding for additional staff members as well as through professional development opportunities. In this particular district, they also created some materials specifically to aid in the implementation of co-teaching. In their staff handbook, there are co-teaching models and diagrams and co-teaching is highlighted as an important aspect of many of the schools. This support can be linked to the attitudes of those involved in the co-teaching program.

In my interviews, I asked teachers and principals to talk about their initial attitudes to the program and their current attitudes. I also asked them to speak about their perceptions of the attitudes of others involved and how that may have affected the program. I was somewhat surprised to find that while four of the five teachers initially felt positive about the implementation of the co-teaching program, after participation in the program for at least two years, two of the teachers had changed their attitude to one of apprehension or concern. One of these teachers was an ESL teacher and the other a

classroom teacher. The ESL teacher who was initially apprehensive remained that way. She noted that while some co-teaching partners were “having great success,” she felt that her partnership was not working well. The classroom teacher whose perception changed negatively also felt that it was due to an uncomfortable partnership.

Both ESL teachers explained that there were misunderstandings about how the co-teaching partnerships were to be structured. One teacher noted said she felt that there were teachers in the building who “still don’t understand it [co-teaching]. They think that [ESL] teachers are just extra hands or teacher aides.” The other ESL teacher also expressed a concern about classroom teachers in her building that “look at it [co-teaching] as extra help in the classroom.”

The principal and both classroom teachers explained that they initially looked at the program as an opportunity for teachers to learn from one another. The principal said that her perspective on co-teaching was that “a good match can move mountains” and “two heads are better than one.” The classroom teacher that felt she was in a positive partnership noted that co-teaching gave her and her partner a “natural opportunity to learn from each other” and to “reflect” on their teaching. She stated that her attitude towards co-teaching has been “confirmed.” It is “stronger and more positive.” I would like to point out that this is the teacher who explained that she and her partner took time at the beginning of the year to map out the responsibilities of all partners and held their planning time as “sacred.”

School A had many of the resources that they deemed as necessary for an effective program including staffing, collaboration time, and access to staff development. An area that seemed to surface as a problem was their co-teaching partnerships. While

some partnerships worked well, others did not have a feeling of equality. They also seemed to be missing a building-wide understanding of co-teaching as a program and the responsibilities of all involved. This may have been due to the fact that the program was already well established in the district and the teachers did not feel that they had involvement in the development of the program. School A may have benefited from a school-wide training that would have provided them with a “common language” about co-teaching and a structured explanation of the responsibilities of all involved. The sense of common ground and equality among teachers is something that was present at School B.

School B

School B, with a 58% LEP population, began their co-teaching program as a response to an immediate doubling of their ELLs. It was also seen as a potential way to improve student achievement on standardized tests. The principal and one of the teachers interviewed cited the school’s failure to make Adequate Yearly Progress (AYP) as one of the reasons for the development of an alternative ESL program. After one year of “struggling through” with only 3 ESL teachers and “tolerating the situation due to finances,” teachers started brainstorming and a change from pull-out to co-teaching was initiated at the building level. A group of teachers, with the help of the principal and a district ESL coordinator, spent the summer after that first year writing a proposal for the new program. The district lent its support through the funding of a large grant that allowed for increased staffing and building-wide training.

During their research, the members of the planning team read about co-teaching programs, worked with a district that was already widely using co-teaching with their

ELLs, and visited different schools that were already implementing co-teaching programs. In preparation for co-teaching, the whole staff went through a Responsive Instruction for Success in English (RISE) training workshop on how to meet the needs of ELLs through content area teaching. This program continued throughout the school year as part of the professional learning communities within the building. This training was deemed as a highly valuable experience by all of the interviewees as it gave them an area of common knowledge and a common language. One ESL teacher noted that the “ongoing conversations that came out of the RISE training were the most helpful.” The principal also noted that the staff routinely engaged in “open, professional communication.”

This professional development was a tool that allowed all teachers to understand best practice for teaching ELLs. All five interviewees listed staff development as an essential aspect of an effective program. While all teachers participated in this training on how to work with ELLs, there was a lack of in-depth training specifically about co-teaching. A brief description by the ESL coordinator at a back-to-school workshop was the extent of the formal co-teaching training. However, after teachers expressed a need for a better understanding the “co-teaching core team” that had written the proposal for the new program made themselves available to help teachers. One ESL teacher worked with her partners to develop planning forms and to clarify expectations. Much of the co-teaching part was figured out through the “productive working relationships” and understanding of “shared responsibility for the success of all students.” There was no formal content area training provided for the ESL teachers but that did not seem to be an area of concern for the interviewees.

Time for collaboration is built into all areas of the schedule at School B. Three of the five interviewees felt that time for collaboration was one of the most important components of an effective program. The importance of time for collaboration and relationship building was highlighted in research done by Martinsen (2004). One of the ESL teachers that I interviewed noted that “time to build relationships was essential.” She also talked about the need to “bond” on a personal level “especially if it is someone that you haven’t worked with before.” With one ESL teacher per grade level it was easy to schedule common planning and lunch times. It also allowed the teachers to make decisions about when during the day they would co-teach. Teams were required to attend collaboration meetings at least once a week, but many found themselves planning together more often than that. In addition to these daily times that were available, paid collaboration time was provided, and co-teaching was the focus of the professional learning communities that the teachers were required to participate in. The commitment to the co-teaching program as a school change program at this building led it to be the most important focus.

School B wrote a grant proposal to increase the budget enough to make the switch to co-teaching possible. They received funding that allowed them to increase their ESL staff from three to seven teachers. This school has the lowest ELL/ ESL teacher ratio of 32:1. Three of the five interviewees mentioned that an ESL teacher at each grade level was imperative to the success of their program. One of the other teachers, a classroom teacher, felt that in addition to more ESL teachers, the school was at an advantage due to smaller overall class sizes. Since they felt that their staffing needs had been met, three of the four teachers interviewed and the principal said that an area that they would like to

see an increased budget for materials. They all thought that ESL teachers should have their own copies of the curriculum areas that they were expected to co-teach. One of the classroom teachers hoped for more time and money to “gather ideas and non-curriculum resources” in order to better serve her ELLs.

One area that really stood out at School B through their interviews was the area of support. All four of the teachers interviewed expressed admiration for their principal. One of the classroom teachers described her as “encouraging, not threatening or pushy.” Instead of giving “directives or mandates,” she spoke to staff members about what “research says” and encourages them to “look at this as an opportunity.” She “inspires teachers.” One of the ESL teachers noted that she had a “good understanding of co-teaching and ELLs.” This support, along with the monetary support of the district, provided a good foundation for the implementation of the program. The teachers also noted that they supported one another. An ESL teacher who was new to the building explained that he was “nervous, mostly about his relationship with mainstream teachers” but after his time there he “formed a bond” and found the teachers to be “very welcoming.” “Being treated as an equal” was very important to him.

Both of the ESL teachers interviewed were initially apprehensive but not necessarily negative about the program. They listed “relationships with mainstream teachers,” “giving up autonomy,” and a concern that “ESL objectives would get pushed under the rug” as reasons for their apprehension. Research by Duke and Mabbott (2000) clearly states that these are some of the most common pitfalls of a co-teaching program.

The principal and mainstream teachers were more open to the idea of a co-teaching program. One of the classroom teachers had previously had a positive

experience with co-teaching and “believes that it is moving towards being a best practice for all students.” Two teachers expressed that they thought about 90% of the staff was “fully committed” to the program at the beginning. The principal helped to cultivate an “expectation that it will work” even before it started. An interesting piece of information that was shared by the principal was that School B was a Responsive Classroom school. This means that they had undergone training for community building and had a common goal of community before the co-teaching program came about. The principal thought that this contributed to the positive attitudes held by many teachers. Friend and Pope (2005) listed this type of community approach as a positive aspect of inclusive teaching programs.

When asked how they were feeling after the second year of their co-teaching program, all interviewees said that they felt positive. Both of the ESL teachers who had initial concerns felt that their attitudes had changed and one teacher described herself as being “much more comfortable and confident” about the program. All of those interviewed had areas that they felt could be improved upon. Some of these included “stronger language components in content lessons,” “balance between co-teaching and pull-out to meet student needs,” and a need for “continued training, maybe through observation and coaching.” These needs are all important but smaller issues of a co-teaching program. The positive attitude of the teachers and principal along with the presence of components such as adequate staffing, school-wide support and respect, and a common language and vision for their program indicate that School B has a successful co-teaching program.

School C

With a LEP population of 31%, School C had the lowest percentage of ELLs, but also the least amount of staffing. In their first year of co-teaching, the ELL/ ESL teacher ratio was 83:1. Inadequate staffing, an increasing ELL population, and a need to increase student achievement on standardized tests were all factors leading to the formation of a co-teaching program. School C was also concerned about their AYP status as they had been on and off the AYP list in the few years leading up to their switch to a co-teaching program. Initially, the principal of School C felt that there was a need for change in programming for ELLs. Her interest in this area was increased as she became involved in writing a grant application for a federally funded reading initiative. Some of the other schools participating in this grant had seen improved student achievement with ESL co-teaching programs in the area of reading instruction.

This led the principal to develop an ESL committee to discuss different ESL program models and do research. The committee attended a workshop and some members visited other schools that had co-teaching programs. The committee then presented to the staff what they had learned about different types of ESL models and explained how they thought co-teaching could look at School C. This presentation took place in the late spring of the year before they were to implement the co-teaching program. During the summer there was a change in administration. The new principal had had positive experiences in the past with Special Education inclusion programs but had no previous experience with ESL co-teaching. For that reason, he relied on the team that had done research the previous year for information about the co-teaching program proposal.

The only other professional development that was offered to staff was during the “back-to-school” training time. This was a short presentation by a co-teaching team from another building in the district who came to talk about how they were co-teaching reading for third graders. It may be of interest to note that this was not part of a building-wide co-teaching program, but a teacher-initiated response to a perceived large number of ELLs at another building with a low overall ELL population. Many of the teachers at School C felt that this was not helpful as it was quite different from their situation.

“Lack of training is a big problem” was how one classroom teacher described her feelings about working as a co-teacher. The classroom teachers had attended an afternoon of training on working with ELLs the previous year as part of a district workshop day. There was also a presentation on tips for classroom teachers from a staff member during a summer workshop day. As far as curriculum, the co-teaching was to take place during reading instruction and all teachers were receiving intensive training through the reading grant that they were participating in at the time. This did have the advantage of giving them some “common talking points” during collaboration time.

The principal and one of the ESL teachers expressed that the scheduling was difficult. The schedule was based on the need for co-teaching to occur during reading instruction and that the ESL teachers needed time to collaborate with three different grade levels. Four of the five interviewees listed time for collaboration as essential to the program. Initially, planning time was scheduled for 45 minutes, once a week. As the year went on, some co-teaching teams met only every other week. One of the ESL teachers interviewed explained that some of the teachers “didn’t want to lose their prep time to plan for co-teaching.” This may have been due in part to mainstream teachers’

view of themselves as the sole managers of their classrooms as noted in research by Mabbott and Strohl (1992) and Martinsen (2004).

Due to high ELL/ ESL student-teacher ratio, it was proposed that ELLs be clustered into two classrooms per grade level so that the ESL teachers would have more time to get into the classrooms and co-teach. Even with clustering, each ESL teacher had three grade levels to collaborate with. All five interviewees agreed that staffing was an important issue for the success of the program. One of the classroom teachers explained that she had hoped that the co-teaching would be a “way to stretch services and reach more students.” She went on to say later that she felt that “nothing can replace adequate staffing.” One of the ESL teachers noted that she had learned that “co-teaching needs more teachers and more planning and collaboration”. She also said that she thought that “maybe the change came too rapidly without enough staffing.” The other ESL teacher said that she thought it “would be best to have one [ESL] teacher per grade level.”

Three of the five interviewees mentioned that more materials were needed. One classroom teacher said that she would have liked more access to and a better understanding of ESL standards. Two teachers mentioned that it was important that the ESL teachers have access to the curriculum materials that they were going to teach. One ESL teacher said that she would have liked easier access to student data in order to make decisions about how to serve the students best.

The principal of School C stated that it was the responsibility of a principal to “support teachers” as they work to implement a new program. One of the classroom teachers explained that she felt the principal tried to support the teachers and the program but was in a difficult position being new with “many things on his plate.” One teacher

mentioned that she thought change in administration led to “less district support for the program.” The teachers did not talk much about supporting one another but expressed a general feeling that there were many staff members who were apprehensive about the change.

All five of the interviewees described themselves as having positive initial attitudes towards the co-teaching program. One of the classroom teachers had previous experience with teaming through Title 1 programs and “knew that sometimes it [co-teaching] worked beautifully.” The other classroom teacher described herself as “pretty excited. I was part of the ESL committee and I knew about and understood the models.” In addition to the excitement and openness to change expressed by these staff members, a few expressed concerns. One of the ESL teachers expressed concern about the lack of training while another was concerned about staffing.

After completing their first year of the program, three of the staff members identified themselves as still feeling positive while one felt it was not working and the last was unsure of how to categorize her feelings towards the program. All five interviewees acknowledged that major changes needed to be implemented in order to help the program function better. At the end of the first year an expert was brought in to consult and a third ESL teacher was hired for the second year of the program. There was a building-wide concern about clustering the ESL students and that continues to be an issue for this building. One decision that was made was to allow teachers to have some amount of choice about co-teaching. The plan for the future of this program is to have some co-teaching and some pull-out according to the needs of the students and the desires of the teachers involved.

School C had many strikes against it at the beginning of their co-teaching program. Inadequate staffing, a change in administration, and a lack of professional development made it hard for them to get off to a good start. The positive attitudes of many of the people involved and the willingness to try something new for the benefit of the students and the school was helpful. Although as Brisk and Guskey (1986) point out, initial enthusiasm is often not enough to ensure successful implementation of a new program. The staff members at School C have learned from their first year as co-teachers and are ready to make changes to try to improve the program. Their principal noted the importance to “make modifications, not abandon the program” and to make sure that those modifications “fit the needs of our students.”

Conclusions

Increasing ELL populations are a reality for many schools in this Upper Midwest metropolitan area as well as in many other areas of the United States. As student performance on standardized tests continues to be an indicator of a “good school” in the eyes of policymakers, educators are struggling with ways to reach their students more effectively. Many schools are looking at co-teaching as a way to more effectively deliver content-area information to ELLs and to increase their overall achievement. It is these concerns about improving student achievement and meeting the needs of a growing ELL population that lead many schools to look at co-teaching as a program model for ESL.

Research indicates the following advantages and disadvantages of ESL co-teaching programs. In an ideal co-teaching program, ELLs will have comprehensible access to content-area information as well as language objectives, more time with their native English speaking peers, and the benefit of having two teachers with varying

strengths providing instruction. All children in a co-teaching program will benefit from the inclusive environment and the reduced student to teacher ratio. Teachers will also benefit from a model co-teaching program. They have the opportunity to share expertise and learn from one another, to deepen their understanding of the curriculum that they are teaching and to learn different strategies for working with a varied student population. Teachers may also benefit from an increased support system and the entire building will be at an advantage if there is a general feeling of community in the school. The two most common drawbacks of an ESL co-teaching program are a lack of time for collaboration and a lack of understanding and equality between the ESL and classroom teacher (Duke and Mabbott, 2000, Martinsen, 2004).

It is important for schools to understand these advantages and disadvantages when they are deciding on the best way to change their ESL program model. They need to look at the relative merits and weaknesses of a program as well as their demographics and test scores. Once the decision to try an ESL co-teaching program is made, staff members need to make sure that they have certain components in place in order to help their program be effective for the students they want to serve as well as for the teachers implementing the program.

With each school in this study, adequate staffing was among the biggest logistical concerns. Schools A and B had that piece in place at the beginning of their implementation process. School C added staffing when they were able, to try to improve the functionality of their program. Adequate staffing (some would say one ESL teacher per grade level is best) is a characteristic of an effective co-teaching program. It is important to note that low student to teacher ratios are a factor in most successful

education programs, not just co-teaching or ESL programs, because students benefit from more individual attention from their teachers.

After staffing, professional development stood out as a very important characteristic of an effective program. While specific training about co-teaching was not present in each program, it was identified as being very important by members of each building. School-wide training in any of the identified areas (co-teaching, curriculum, or how to work with ELLs) that can provide teachers and other staff members with a “common language” can be very valuable in helping to promote discussion and understanding. In the case of School B, it also helped to support the common goal of meeting the needs of their ELLs and contributed to the feeling of community in the building.

Time for collaboration was another hallmark of a good program. When teachers are expected to teach together they will invariably need time to plan together. What set Schools A and B apart was that many of the teams used some of their time to build relationships as well as just for planning lessons. Successful co-teachers at these schools also viewed their collaboration time as “sacred” or as a routine part of their job.

Clear expectations about program goals and teacher responsibilities whether developed through staff development, outlined by the district or an administrator, or set by co-teaching teams themselves are also important. These were a major contributing factor towards the positive attitudes of the teachers in Schools A and B and also helped to foster a sense of community among the staff. Principal understanding of both ESL and mainstream education and how they are tied together in a co-teaching program can help to facilitate the development of these goals and expectations.

Positive teacher and administrator attitudes are another crucial part of an effective co-teaching program. The teachers who are asked to implement new programs must understand how it can benefit them and their students. The principal of School B was said to have “inspired teachers” by telling her staff members to look at the opportunity they were being given and to understand what research was saying about the benefits of co-teaching. The benefits of co-teaching must be understood by teachers in the context of their own teaching and not just as an advantage for their students. As the classroom teacher from School A pointed out, co-teachers have the opportunity to learn from one another and reflect on their teaching.

Other factors such as materials and scheduling can also affect a program, but have not been identified as characteristics of an effective program. They may be thought of as wants rather than needs in the initial phase of implementation. District support was also a factor, but it can present itself in many different ways. In the case of School A, it was through research and development of large-scale co-teaching programs and in the case of School B it was described as primarily financial support.

Positive teachers attitudes, adequate staffing, professional development specifically about co-teaching, time for collaboration, common language and goals, and a sense of community are the characteristics that stand out as hallmarks of an effective ESL co-teaching program. These are the things that schools that are interested in starting an ESL co-teaching program should strive to have in place when they begin. After the implementation of any new program, it is important to continue to amend the program based on a variety of factors. By looking at student data and anecdotal information gained from students, teachers, and parents recommendations may be made for the

improvement of the new program. For the purpose of trying to connect student performance to the relative success of these co-teaching programs, I am including testing data for the time period surrounding the implementation.

When we look at testing data for each of these three schools, we can see that gains in LEP student performance have been made in recent years. By looking at the bar graphs below we can see that ELLs have been moving from the most basic levels of proficiency in reading to more advanced levels. Does Not Meet and Partially Meets Standards indicate students performing below grade level while Meets Standard indicates grade level performance and Exceeds Standard indicates above grade level performance (Minnesota Department of Education, 2007). See Figures 4.1 through 4.6 for graphic representation of state standardized testing data for LEP reading achievement.

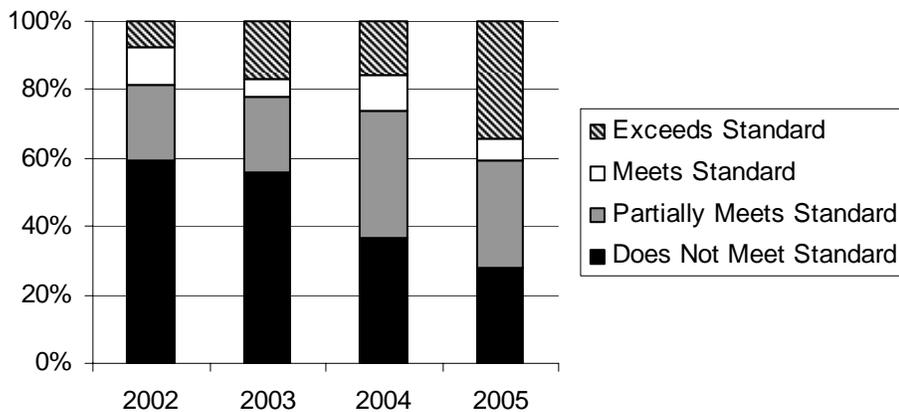


Figure 4.1. School A: Third Grade Reading Scores

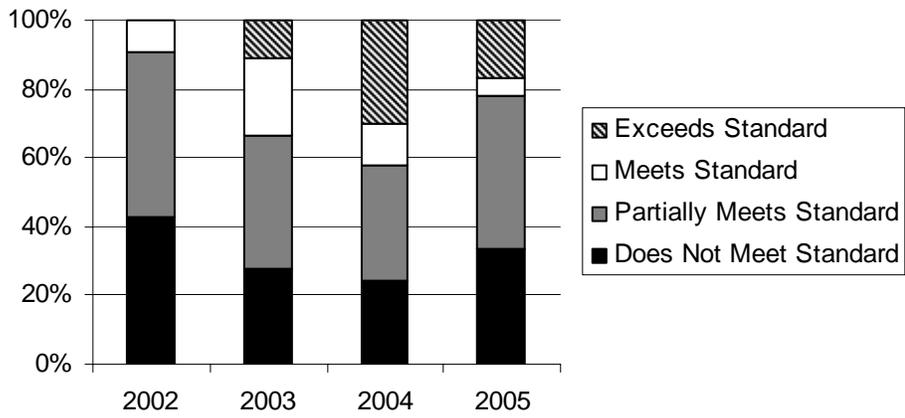


Figure 4.2. School A: Fifth Grade Reading Scores

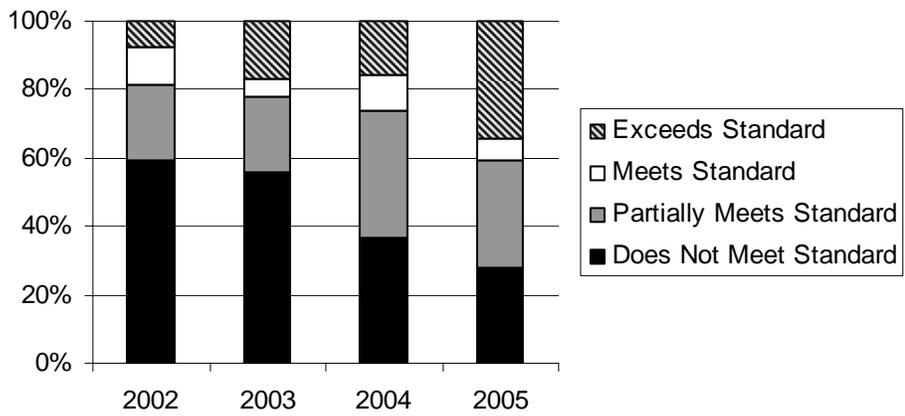


Figure 4.3. School B: Third Grade Reading Scores

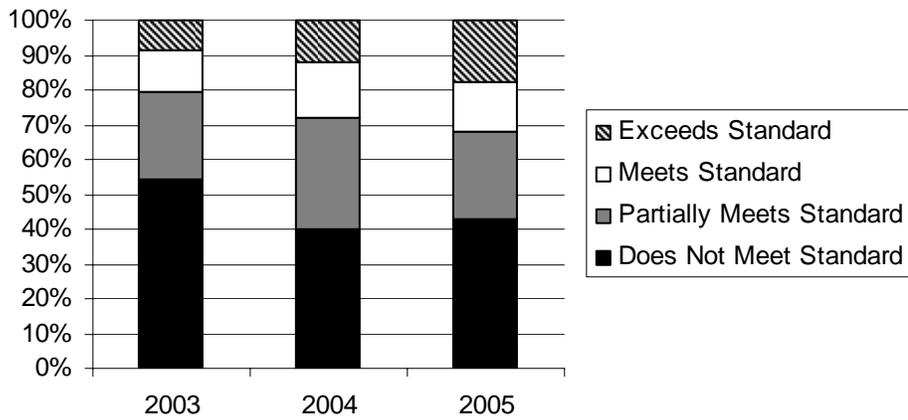


Figure 4.4. School B: Fifth Grade Reading Scores

Note: Data for 2002 was not available.

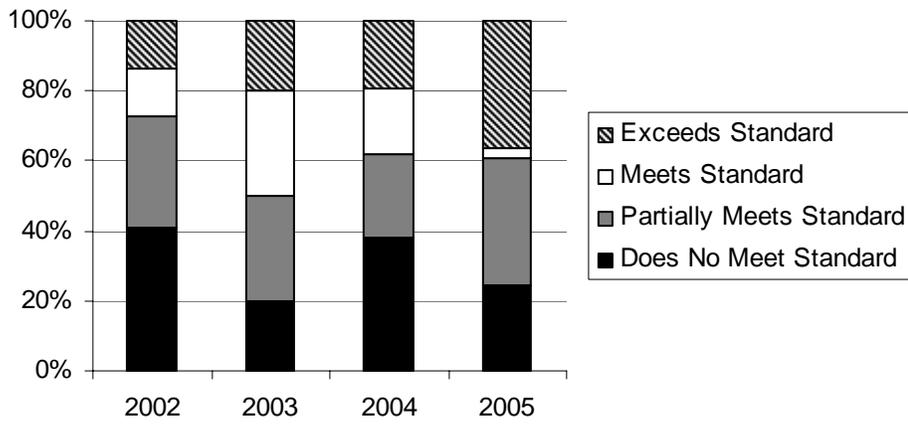


Figure 4.5. School C: Third Grade Reading Scores

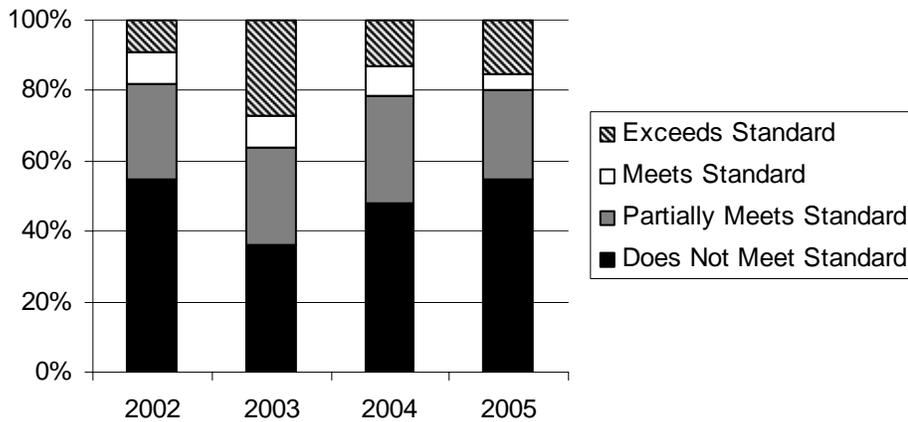


Figure 4.6. School C: Fifth Grade Reading Scores

By looking at this information, we can see that the presence of an ESL co-teaching program may have made a difference at each of these schools, but other factors would certainly have played a roll in their Adequate Yearly Progress (AYP) status as well. School B has what may be seen as the most obvious connection between the implementation of their program and the change in their AYP status. See Table 4.1.

Table 4.1
Adequate Yearly Progress Data Table

	School A	School B	School C
2002-2003	NO	NO	YES
2003-2004	NO	YES	NO
2004-2005	YES	YES	YES
2005-2006	YES	YES	YES

Note: YES indicates that the school did make AYP for the listed school year. NO indicates that they did not make AYP. The bolded text indicates that the co-teaching program was in effect at this time.

At the third grade level, all three schools have fewer ELLs performing in the lowest levels and more at and above grade level after the implementation of the co-teaching program. It is interesting to note that all three schools have also made AYP in the last three years. This could indicate that all three co-teaching programs could be having a positive effect on student performance. However, we must take in consideration that this is not indicated by the fifth grade scores. This could be a result of the intervention not being implemented soon enough to benefit these students. It may also be seen as an indicator that a variety of factors influence student achievement. The implications of this data and its possible relationship to the implementation of co-teaching programs will be discussed further in the following chapter.

Chapter 5: Conclusion

Major Learnings

In order to answer the question “What are the characteristics of a successful ESL co-teaching program?” I did case studies of 3 different elementary co-teaching programs. In speaking with the teachers and principals in these three different co-teaching programs, one co-teaching program emerged as a clearly high-quality program in the eyes of those interviewed. This was the co-teaching program at School B.

School B looked at the switch to an ESL co-teaching program as a building-wide reform. This may have been a key component to the success of the program. The large number of ELLs in their building made up a majority of the community in the school and so the staff knew that they needed to address the needs of these students in a way that would benefit all their students. They had and continue to have input in planning and decision-making and are supported with professional development. They have ongoing

communication about how to keep improving their program that is built into their schedule and into ongoing staff development. The monetary support from the district enabled them to start their program fully staffed. I believe that the overall feeling of community in the building and the clear expectation that all staff would work to make the program successful was a key component of their program. Research done by Friend and Pope (2005) indicates that this attitude of building community is important to the success of an inclusive program. Teachers at School B expressed positive attitudes about the functionality of the program, the support from the principal, and the relationships between the co-teaching teams. I feel that these positive attitudes reflect the successful implementation of the program. By looking at the student testing data, we can see a steady increase in the performance of ELLs on these standardized tests at the third grade level. This may be seen as another indicator that this is a successful program.

Through my research I have determined that the logistical components of staffing, time for collaboration, and staff development are key in the successful implementation of an ESL co-teaching program. I have also come to realize that these things alone do not make a program effective. The initial buy-in and the continued positive attitudes of the teachers involved, as well as a sense of common goals and community in a building will also make a difference. Involving teachers in the planning of a new program, giving teachers a choice whether or not to participate, providing teachers with resources to help them develop relationships, and providing on-going support are ways to help them feel ownership of a program and to keep them feeling positive about it.

The staff members that I interviewed who spoke about visits to other schools with co-teaching programs felt that those were positive and encouraging experiences. I know

that when I see a method or program modeled, I get the feeling of “If they can do it, I can too.” This active involvement in the planning stage of a co-teaching program can really help to get teachers excited about a change. Professional development should be something that all staff members are involved in. This will help them to develop the common language and goals that Corrie (1995) believes to be the cornerstone of a successful collaborative program. Staff should receive training on co-teaching and working with ELLs or diverse student populations as well as the standard curriculum development.

By providing teachers with a choice to participate in a co-teaching program, those who might be apprehensive are able to see that it can work without forcing them into an uncomfortable situation. This may mean a longer, more structured move into a co-teaching program. The first year may have a few co-teaching teams trying out the new program and modeling for those who are unsure. This may also allow for time to see which teachers would be “good matches” as co-teaching partners. In all of the programs that I looked at, ESL pull-out was still used with some portion of the ELLs, even if it was just extra time with newcomers. Finding the right balance between pull-out and co-teaching is something that each building will have to do as they consider their student population and the needs of those students.

Time for initial relationship building among co-teaching teams and a structure for discussing expectations is imperative. Some teams may benefit from pre-written lists of expectations and meeting and lesson planning forms, while others may not need that a prescribed format. Ongoing discussions, whether through more formal meeting times such as professional learning communities and weekly team meetings, or more informal

conversations during shared lunch and planning times will help to maintain these relationships.

On-going reflection and evaluation of the ESL co-teaching program is necessary. Assessing what is working for students and for teachers and what needs to be improved upon should be done regularly. Changes in teams or in content-area focus may need to be made. Continuing professional development should be an aspect of an effective program as well.

These conclusions about the logistical components of an ESL co-teaching program as well as the relationship of teacher attitudes to the implementation of this type of program have been drawn after careful consideration of what the research says about co-teaching, the case studies of the three different buildings I looked at, and my own personal experiences and beliefs about co-teaching and ESL.

Study Limitations and Recommendations for Further Research

By looking in-depth at three buildings, I hoped to gain a picture of how the implementation of their ESL co-teaching program was going. I felt that I would be able to make some generalizations about co-teaching programs from these three different experiences. This is a limitation of this study and clearly, a larger sample size would have allowed me to make stronger conclusions about common and necessary components of ESL co-teaching programs.

It is important to note that Schools A and C were both participating in the Reading First initiative at the time they were also implementing their ESL co-teaching program. One of the requirements of this federal grant is that teachers be involved in professional development study groups that look at implementing research-based reading

instruction in their classrooms. While a focus on helping ELLs with reading achievement was present in some of the study groups, it is worth noting that these two schools did not have the luxury that School B had, to focus solely on ESL instruction in their professional learning communities (PLCs). The presence of this grant program may also have contributed to the principals' level of involvement and focus on the ESL co-teaching programs. It must be acknowledged that the participation of these schools in this comprehensive reading reform program may have taken some focus away from their focus on implementing an ESL co-teaching program. However, I do not feel that this invalidates the information that I gained through my interviews about the characteristics of an effective program.

In the interest of keeping my interviews manageable and consistent, I chose to interview the principal, two classroom teachers, and two ESL teachers from each building. My hope was that even though I did not interview each teacher at each of the three buildings, I would be able to get an idea of some different viewpoints as well as a general sense of the building climate through the five interviews.

The conclusion of success or effectiveness of these programs was based on teacher attitudes or satisfaction with the program as well as the presence of the characteristics of an effective program as defined by the interviewees themselves. The decision to define effectiveness in this way was partially due to the lack of research on effective co-teaching programs based on student achievement. I feel that as more schools move towards co-teaching as an ESL program model, research should be done to gauge effectiveness based on student achievement. This may need to wait until schools have their co-teaching programs firmly in place so that results aren't distorted by the inevitable

modification that is often needed in the first couple of years of a new program. However, we can see by looking at the preliminary testing data presented in the results section, that the schools have been improving their AYP status and their student performance scores in the years that the programs have been in place. While we can try to attribute the positive trend in student performance on these tests to the implementation of an ESL co-teaching program, we must remember that many factors can affect student performance on tests.

Future research may focus on co-teaching programs at the secondary and post-secondary levels. The challenge of teaching more difficult content area in addition to language objectives is an issue for ESL and mainstream teachers at these levels. It is important to note that most ESL teachers are licensed to teach K-12 and many of these teachers do not have content area licenses. Duke and Mabbott (2004) and Echevarria, Vogt, and Short (2007) both list concerns about ESL teachers being responsible for teaching content that they are not trained or licensed to teach.

After noting the relative success that School B saw from its switch to a co-teaching program, it would be interesting to look further at the idea of school change in relation to ESL program models. One reason for School B's success was that it was a change that did involve the entire staff. Many of the building goals were related to the instruction of ELLs and the integration of these students into the school community. As stated by Mabbott (2007), making ELLs a more important focus in the school community is a characteristic of effective ESL programming.

Another area for possible research might come in the form of survey research about the helpfulness of this report. I intend to share my findings not only with my

colleagues at Hamline University, but also with the schools and districts involved. I would also be interested in creating some sort of an action plan outline or simple handbook which could be of help to schools that are looking at ESL co-teaching as a programming possibility. If this is used, I could administer a satisfaction survey to measure whether or not the resource was helpful to schools looking to make a change to ESL co-teaching.

I will use the results of this report personally in my work as an ESL co-teacher and I plan to share this information with the ESL coordinator in my district to use as a tool to help make decisions about whether co-teaching is program model that may be used in the future in some of our other buildings.

Conclusion

I feel that it is important to go back to the definitions that were given at the beginning of this report and take another look at collaboration both as a part of co-teaching and as an alternative to it. Collaboration was defined for the purposes of this report as shared meaning and communication among ESL and mainstream teachers. It is important to note that collaboration can and should take place among teachers even when a co-teaching component is not present. Some schools may want to work towards a goal of implementing a co-teaching program by starting with more simple forms of collaboration. They may allow ESL and mainstream teachers common planning time in order to align their curriculum and content while still maintaining a pull-out program. This could be a step in relationship building and as a way to establish shared meaning among teachers and other staff members. For some schools who may not have the resources or teacher support necessary to implement a co-teaching program, this may

provide some of the benefits of an inclusive program will still maintaining separate spaces for ESL and mainstream classes.

It is also worth noting that none of the schools in this report delivered all of their instruction through co-teaching. Each school felt that it was necessary for some instruction to be delivered in a pull-out setting. This type of setting is particularly effective for the service for newcomers who benefit from a smaller setting, instruction focused on U.S. customs and school behavior, and a break from the sometimes over-stimulating mainstream classrooms. Some schools might also find pull-out situations helpful for pre-teaching vocabulary or concepts or for review sessions that might be needed by ELLs and not their mainstream classmates.

Starting a co-teaching program with collaborative planning and then moving on to co-teaching pilot classrooms may be another option for schools that need more time to work towards a program. This could provide time for reluctant teachers to come around to the idea of co-teaching, for school districts to provide the funding for more staff, or for comprehensive staff development to be implemented. This collaboration time will also allow for teachers to form the relationships needed for successful co-teaching programs.

Each school will have a different situation and a different set of students to be served. And these circumstances will change every year as student demographics, funding, and staffing changes. Recognizing this, schools must in the end make programming decisions that will best serve their students and they must be flexible to making frequent modifications to their programs so that they can meet the needs of the changing school community.

APPENDIX A

Interview Questions

Background

How did the decision to start a co-teaching program come about at your school?

Who raised the idea first?

What kind of research/ consultation was done in order to make the decision?

What factors were considered before making the decision?

Resources

What resources do you consider to be essential for implementing a co-teaching program?

How did implementing a co-teaching program change the way your building was staffed or change the way you used your ESL staff?

What materials have you needed to help make co-teaching possible? (manuals, books, etc.)

Schedules

How did scheduling affect the way you implemented co-teaching?

Did you choose a specific content area to focus your co-teaching efforts on?

Why?

Professional Development

Were teachers in your building given any training to help support the change to co-teaching in your building?

Was there training specific to co-teaching?

Were mainstream teachers given training on working with ESL students or on the ESL curriculum or standards?

Were ESL teachers given training on the specific content area they were teaching?

Attitudes

What was your initial attitude towards co-teaching as an ESL delivery model?

How has your attitude changed since the co-teaching program has been implemented?

How did the attitudes of other teachers in your building affect the implementation of co-teaching in your building?

How did the attitudes of administrators affect the co-teaching program?

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